



Redesign Schools Louisiana

RSL Regular Board Meeting

Date and Time

Saturday August 20, 2022 at 10:00 AM CDT

Location

3605 Ontario St.
Baton Rouge, LA 70805

Agenda

	Purpose	Presenter	Time
I. Opening Items			10:00 AM
Opening Items			
A. Call the Meeting to Order		Genevieve Pope	
B. Record Attendance and Guests		Genevieve Pope	
C. Motion to approve the minutes from the June 18, 2022 Budget Hearing, May 21, 2022 RSL Regular Board Meeting, and June 25, 2022 RSL Regular Board Meeting	Approve Minutes	Genevieve Pope	
II. Items scheduled for receipt/information			10:00 AM
A. Principal's Report		Genevieve Pope	5 m
B. Superintendent's Academic Presentation	FYI	Megan McNamara	10 m
III. Items scheduled for action			10:15 AM
A. Motion to Approve Kevin George Board Member	Vote	Megan McNamara	5 m
B. Motion to Approve the 22-23 RSL Annual Budget	Vote	Denise Deno	10 m

	Purpose	Presenter	Time
C. Motion to Approve the 22-23 Student Handbook	Vote	Genevieve Pope	
D. Motion to Approve the 22-23 Employee Handbook	Vote	Genevieve Pope	5 m
E. Motion to Approve the 22-23 Emergency Plan for Lanier Elementary, Dalton Elementary, and Glen Oaks Middle	Vote	Genevieve Pope	5 m
F. Motion to Approve 22-23 RSL Transportation Plan	Vote	Genevieve Pope	
G. Motion to Approve RSL Title I Plans 21-22	Vote	Genevieve Pope	
H. Motion to Approve RSL Financial Policies	Vote	Genevieve Pope	
I. Motion to Approve the RSL 22-23 Pupil Progression Plan	Vote	Megan McNamara	5 m
J. Motion to Approve Secretary, Treasurer, Finance Committee Members, and Superintendent Evaluation Committee Members.	Vote	Genevieve Pope	15 m
IV. Executive Session			11:00 AM
A. Motion to Move into Executive Session	Vote	Genevieve Pope	15 m
Discuss Personnel Matter			
V. Items Scheduled for Action			11:15 AM
A. Motion to Approve Superintendent's Work Agreement	Vote	Genevieve Pope	5 m
VI. Notice			11:20 AM
A. Accommodations	FYI		
REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY			
Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting:			
Redesign Schools Louisiana 5959 Cadillac Street Baton Rouge, LA 70811 Phone: 225-910-3891			
FOR MORE INFORMATION			
For more information concerning this agenda, please contact Redesign Schools Louisiana using the information above.			
VII. Closing Items			
A. Next Finance Committee Meeting: Sat., Sept 24, 2022 9:00am - 10:00am at Dalton Elementary	FYI	Genevieve Pope	

	Purpose	Presenter	Time
B. Next Regular Board Meeting: Date and Location: Sat., Sept 24, 2022 at 10:00am - 11:00am at Dalton Elementary	FYI	Genevieve Pope	
C. Adjourn Meeting	Vote	Justin Chatelain	

Coversheet

Motion to approve the minutes from the June 18, 2022
Budget Hearing, May 21, 2022 RSL Regular Board Meeting,
and June 25, 2022 RSL Regular Board Meeting

Section: I. Opening Items
Item: C. Motion to approve the minutes from the June 18, 2022
Budget Hearing, May 21, 2022 RSL Regular Board Meeting, and June 25, 2022 RSL
Regular Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material:
[2022_05_21_board_meeting_minutes.pdf](#)
[2022_06_25_board_meeting_minutes.pdf](#)
[2022_06_18_rsl_2022-2023_budget_hearing_meeting_minutes.pdf](#)

DRAFT



Redesign Schools Louisiana

Minutes

RSL Regular Board Meeting

Date and Time

Saturday May 21, 2022 at 10:00 AM

Location

Dalton Elementary
3605 Ontario St.
Baton Rouge, LA 70805

Directors Present

G. Pope, J. Miller, M. Mullen, P. Baldwin, R. Orso

Directors Absent

A. McGaha, J. Chatelain

Guests Present

A. Beck, A. Eason, B. Turner, Denise Deno (remote), Georgia Gross, M. McNamara, Meta Johnson, Nicole Jones, Rebecca Armstrong (remote), Richelle McCollum

I. Opening Items

A. Call the Meeting to Order

G. Pope called a meeting of the board of directors of Redesign Schools Louisiana to order on Saturday May 21, 2022 at 10:16 AM.

B. Record Attendance and Guests

C. Motion to approve the minutes from the March 26, 2022 board meetings

P. Baldwin made a motion to approve the minutes from RSL Regular Board Meeting on 03-26-22.

M. Mullen seconded the motion.

Pamela Baldwin made the motion to approve the minutes regular board meetings for March 26, 2022 with the correction of fixing the motion.
The board **VOTED** to approve the motion.

II. Items scheduled for receipt/information

A. Empower Schools Presentation - Reimagine Grant Update

Rebecca Armstrong presented the Reimagine Grant.

B. Superintendent's Academic Data Presentation

Dr. Beck presented the Superintendent's Academic Data Presentation.

C. Finance Committee Meeting Update

Pam Baldwin updated the board on the finance committee meeting.
Denise Deno discussed the finances.

Board President Pope thanked everyone for getting everything back in order with the financials.

Dr. Angela Beck discussed the posting of the public posting of the budget.

III. Items scheduled for action

A. Motion to Approve the Unaudited Financials through April 30, 2022

P. Baldwin made a motion to approve the unaudited financials through April 30, 2022.

J. Miller seconded the motion.

The board **VOTED** to approve the motion.

IV. Executive Session

A. Motion to Move into Executive Session

R. Orso made a motion to to move into executive session.

M. Mullen seconded the motion.

The board **VOTED** to approve the motion.

DRAFT



Redesign Schools Louisiana

Minutes

RSL Regular Board Meeting

Date and Time

Saturday June 25, 2022 at 9:00 AM

Location

Dalton Elementary
3605 Ontario Blvd
Baton Rouge, LA 70805

Directors Present

A. McGaha, M. Mullen, P. Baldwin

Directors Absent

G. Pope, J. Chatelain, J. Miller, N. Gillam, R. Orso

Guests Present

A. Beck, A. Eason, M. McNamara

I. Opening Items

A. Call the Meeting to Order

Beck Spoke 9:03 A.M.
Ashley's resignation effective June 26, 2022
Ashley spoke 9:05-board will ratify items
P. Baldwin called a meeting of the board of directors of Redesign Schools Louisiana to order on Saturday Jun 25, 2022 at 9:07 AM.

B. Record Attendance and Guests

C. Motion to approve the minutes from the June 18, 2022 Budget Hearing and May 21, 2022 RSL Regular Board Meeting

Beck spoke 9:12 am-Correct absence of members from last meeting (Justin)

Pam spoke 9:14 am -Ratify by acclamation with voting to occur on next meeting
Motion to approve the minutes from RSL 2022-2023 Budget Hearing Meeting on
06-18-22.

approved by Acclamation

The board **VOTED** to approve the motion.

II. Items scheduled for receipt/information

A. Introduction of 22-23 Principals

Leroy Turner spoke 9:15 am -introduction

Georgia Gross spoke 9:17 am-introduction

Nicole Jones spoke 9:18 am-introduction

Marie Mullen spoke 9:20 am-question for principals

Leroy Turner spoke 9:20 am- community involvement

Megan McNamara spoke 9:20 am- leadership

Pam spoke 9:24 am-Is Ms. Jones official?

Group spoke 9:24 am- YES!

B. Superintendent's Academic Presentation

Beck spoke 9:25 am-impact on Louisiana education, growth, impact on the
community

Mcnamara spoke 9:31 am- no lower positions

Mullen spoke 9:31 am- thank you Dr. Beck

McGaha spoke 9:32 am- excited to move in the right direction

Beck spoke 9:32 am- finances have improved

Mullen spoke 9:34 am- testament to leadership

Jones spoke 9:34 am- schools never felt deprived financially

Beck spoke 9:35 am- exited for good things to come

McGaha spoke 9:35 am- been here since the beginning and happy about internal
promotion

III. Items scheduled for action

A. Motion to Approve the 22-23 RSL Annual Budget

Denise spoke 9:36 am - voting must be in person

Denise spoke 9:36 am - conservative approach to budget

Beck spoke 9:38 am - state part for Dalton? why is it more?

Denise spoke 9:39 am - because of pre-k?

McGaha spoke 9:39 am - what is max enrollment in the classroom?

Beck spoke 9:40 am - max is 25

McGaha spoke 9:40 am - small classes weren't great for finances

McNamara spoke 9:40 am - plan for federal dollars to lessen

Baldwin spoke 9:42 am - what is the difference between finances Dalton vs.
Lanier?

Beck spoke 9:43 am -Dalton is considered in need of intervention (more funds)

Denise spoke 9:44 am - Headstart for Dalton brings in revenue

Mullen spoke 9:45 am- how many in pre-k?

Beck spoke 9:46 am- 20 at Lanier, may end RSL pre-k at Dalton due to outside
Headstart vendor

McGaha 9:48 am - what is the difference in salaries between schools

Beck 9:49 am - salaries percentage depends on enrollment

Baldwin 9:50 am- can MFP be put at top of spreadsheet?

McGaha 9:50 am- budget was conducted differently in the past

McNamara 9:51 am - MFP will be different based on the formula, McKinney-Vento can effect
Mullen 9:52 am- who will forecast budget for the future
Beck 9:53 am- has forecasted for the future
McNamara 9:54 am - what will the future look like, need on paper 3-5 year plan
Beck 9:55 am- Losing Esser has plan
McGaha 9:56 am- Denise has planned for cash flow, thank you
Beck 9:56 am - Will continue to check funds
McNamara 9:58 am- systemize programming/services across schools
Mullen 9:59 am- Prepare for students moving across schools
Beck 9:59 am - everything will balance out

Budget ratified by acclamation

B. Motion to Approve the 22-23 Student Handbook

Square spoke 10:02 am: changes in student handbook
Beck spoke 10:03 am: schedule change
McNamara 10:03 am: planning time
Baldwin 10:05 am: Who are the Title IX person
Beck 10:05 am: Title IX is not right, need to change contacts
Mullen 10:05 am: Disciplinary shifts?
McNamara 10:06 am: shifts in practice
Mullen 10:07 am- disciplinary goals? Can board see them?
McNamara 10:08 am: yes thorough Panorama Ed
Bode 10:09 am: data will help to improve classroom instruction
Turner 10:09 am: teachers have questioned training and coaching, improving structure
Beck 10:11 am: Title IX changes have been made in handbook
McNamara 10:11 am: academics need to take priority over behavior
Square 10:15 am: getting to root of behavior problems
McNamara 10:15 am: BCBA will help correct behavior issues
Beck 10:17 am: discuss uniform policy and correction of Title IX
Mullen 10:17 am: will boys wear skirts
Beck 10:18 am: we are accepting an inclusive
Square 10:20 am: consider students who are transition
McNamara 10:20 am: sweatshirts policy will be enforced
Beck 10:21: Revised copy will go out

Beck: Motion to ratify by acclamation
Mullen: Correct grammar, spelling

Ratified by acclamation

C. Motion to Approve the 22-23 Employee Handbook

Beck 10:23 am: Changes in number of sick days
Mullen 10:23 am: Highlighting?
Beck 10:23 am: yes changes are highlighted
Beck 10:24 am: breaks now built into calendar, staying after school for teacher collaboration
Mullen 10:25 am: consistent schedule?
McNamara 10:26 am: yes there is a schedule
Mullen 10:27 am: what does teacher day look like?
McNamara 10:27 am: reviews teacher day
McGaha 10:29 am: Is six days enough?

Square 10:30 am: other tyoes of are leave available
Beck 10:32 am: Any questions?
McGaha 10:32 am: 401k increase in contributions?
Beck 10:33 am: Yes

Ratified by acclamation

D. Motion to Approve the 22-23 Emergency Plan for Lanier Elementary, Dalton Elementary, and Glen Oaks Middle

Beck 10:33 am: changes are on staff
McNamara 10:34 am: want to put this great policy in practice
Baldwin 10:35 am: Are plans all similar?
Beck 10:35 am: Yes
Baldwin 10:37 am: Guns on campus
Beck 10:38 am: not allowed
McGaha 10:39 am: Training?
McNamara 10:39 am: Yes

Ratified by acclamation

E. Motion to Approve 22-23 RSL Transportation Plan

Beck 10:41 am: Continue using first student, no changes, will circle back to gas prices
Baldwin 10:42 am: Is there training for bus drivers?
McNamara 10:43 am: yes
Turner 10:43 am: monitors on buses, cameras?
McNamara 10:44 am: some monitors, yes cameras?
Baldwin 10:45 am: set gas costs as open?
Beck 10 45: First student sets agreement

Ratified by acclamation

F. Motion to Approve RSL Title I Plans 21-22

Beck 10:46 am: Beck wanted to have plan so it would have details for schools
McNamara 10:50- change language to reflect literacy coach change

Ratified by acclamation

G. Motion to Approve RSL Financial Policies

Beck 10:52 am: Denise discuss financial polies
Denise 10:52 am: we are required to have policy on shared expensed between three schools
McGaha 10:56 am: Do we have policy to address this?
Beck 10:57 am: Yes
McGaha 10:57 am: Yes we do have the policy, review of cash reconciliation?

Beck 10:59 am: switch of roles Mac to Beck
McNamara 10:59 am: multiple levels of oversight

Ratified by acclamation

IV. Executive Session

A. Motion to Move into Executive Session

Moved into session: 11:09 am

V. Closing Items

A. Next Finance Committee Meeting: Sat., Aug 27, 2022 9:00am - 10:00am at Dalton Elementary

B. Next Regular Board Meeting: Date and Location: Sat., Aug 27, 2022 at 10:00am - 11:00am at Dalton Elementary

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:12 PM.

Respectfully Submitted,
P. Baldwin

APPROVED



Redesign Schools Louisiana

Minutes

RSL 2022-2023 Budget Hearing Meeting

Date and Time

Saturday June 18, 2022 at 9:00 AM

Location

3605 Ontario St.,
Baton Rouge, LA 70805

Directors Present

A. McGaha (remote), P. Baldwin (remote)

Directors Absent

None

Directors who arrived after the meeting opened

P. Baldwin

Guests Present

A. Eason, Denise Deno, M. McNamara

I. Opening Items**A. Record Attendance and Guests****B. Call the Meeting to Order**

A. McGaha called a meeting to order on Saturday Jun 18, 2022 at 9:00 AM.

II. Communication**A. Public Comment on Agenda Items**

No public comment on agenda items.

B. B. Public Comment on Non-Agenda Items

No public comment on Non- Agenda items.

III. ITEMS SCHEDULED FOR RECEIPT/INFORMATION

A. Public Budgets for Lanier Elementary, Dalton Elementary and Glen Oaks Middle

Denise Deno discussed the budget.
P. Baldwin arrived at 9:07 AM.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:49 AM.

Respectfully Submitted,
A. McGaha

Next Regular Board Meeting: Sat. June 25, 2022 at 9am at 3605 Ontario St., Baton Rouge, LA 70805

Coversheet

Motion to Approve Kevin George Board Member

Section: III. Items scheduled for action
Item: A. Motion to Approve Kevin George Board Member
Purpose: Vote
Submitted by:
Related Material: Kevin George Resume 5.31.21[18768].docx

Kevin R. George

19212 Merlot Avenue
Baton Rouge, LA 70817
(985) 713-6316

Community Involved • Performance Driven • Student Focused

EXPERIENCED EDUCATOR

...dedicated to providing all students a first class education...

Extraordinary array of skills including experience in the areas of leadership, accountability, curriculum, finance, and grant management. I am an innovative leader with experiences in multiple districts and have established schools and programs from inception to completion while putting students first.

SUMMARY OF QUALIFICATIONS & EXPERIENCE

Louisiana State University

Director of University Laboratory School

05/21-Present

- Reporting to the Dean of the College of Human Sciences and Education, the Director serves as the Chief Academic, Financial and Administrative Officer of the School.
- Provides leadership and support in the areas of finance, teaching, student services, development, outreach, and professional activities that promote the school and University's mission and vision.
- Represents the school at regular meetings and other events that have school, college, or university implications, and develops and maintains positive working relationships with various agencies, constituents and stakeholders.

New Orleans Public Schools

Chief Schools Accountability Officer

07/20-

04/21

- Serves as the Accountability Officer for the school system serving 78 schools and 44,631 students.

**District was officially rated as a "C" by the LA DOE, but due to Hurricane Isaac, the largest school (East St. John HS), which made up 34% of the district's District Performance Score, was not included. When factored into the DPS, the District was a "D".

Kevin R. George

Committed to the success of all students

-
- Responsible for the charter authorization process, accountability for charter schools, portfolio innovation and strategy, and building capacity of charter school boards
 - Reports directly to the Superintendent and is responsible for annual site visits, renewal, non-renewal and revocation of charter contracts, and ensures that all schools adhere to the Charter School Accountability Framework

New Beginnings School Foundation

Chief Executive Officer

06/2019-06/30/20

- Direct all aspects of a Charter Management Organization consisting of 1,400 students, 1 High School and 1 Elementary School.
- Hired in the midst of an enormous scandal involving grading irregularities (85 of 178 students graduated but 155 participated in graduation ceremonies believing they met graduation requirements), financial mismanagement (Went from a \$10M fund balance to less than \$1M in 4 years) & special education concerns: Mission is to correct all the wrongs of the past four years, provide students a quality year of education and turn over the two schools to new CMO's.
- Created summer school program to ensure students had the opportunity to graduate despite past issues; Graduated an additional 58 students during summer school and provided prescriptions for the remainder
- Streamlined staffing and finances to ensure we created a budget that leaves the organization with \$1.2M at the end of the year
- Made several personnel actions to ensure those involved with past issues were no longer with the organization
- Hired staff and contracted with organizations to ensure teachers and instructional leaders are supported and coached to deliver effective instruction and are able to track and monitor student learning

St. John the Baptist School Board

07/2013-06/2019

Kevin R. George

Committed to the success of all students

Superintendent of Schools

- Direct all aspects of a school system consisting of 6,500 students, 2 High Schools, 5 PreK-8 schools, 1 alternative program, 1 STEM High School Program, 1 PreK-7, 1 PreK-4, 1 5th-8th and Head Start
- Increased District Performance Score in 5 of 6 years as Superintendent and was rated as a "B" District for two years after inheriting a rating of a "D"***
- Decreased the number of D and F schools in the district. Inherited 4 D schools and 1 F school and now the district has 1 F school
- Demonstrated phenomenal growth by students performing 4th best improvement in the State in mastery scores on the ELA and Math end of year statewide assessments in 2015.
- Defeated the odds by being 1 of two districts in the State that achieved "B" status while having at least 86% of its students classified as Economically Disadvantaged.
- Achieved 80.7% Graduation Cohort Rate in 2018.
- Demonstrated FAFSA Completion success by finishing 5th Best in the State among our Seniors completing the financial aid application.
- Recognized by the Louisiana Department of Education for excellence in teaching practices by having a teacher named as a semifinalist for Teacher of the Year in 5 consecutive years which is each year that I have served as Superintendent
- Stabilized and increased student enrollment
- Maintained communication with community and faith based leaders with bi-monthly meetings
- Involved in Innovative Assessment Pilot Program designed to develop a new way of assessing students through a new streamlined approach. We are 1 of 2 school systems participating in the pilot.
- Established more school choice for parents by approving policy to allow students to attend high school at either of our two high schools and recommended approval of the districts first Type I Charter School set to open in August of 2019.
- Established partnership with Teche Action Clinic to place health clinics on three of our campuses

Kevin R. George

Committed to the success of all students

-
- *Named VH-1's Superintendent of the Year, in part, for establishing music programs in all of our schools which did not have any programs prior to my arrival.*
 - *Supported by the community as evidenced by passing two bond renewals for school construction and a ¼ cent sales tax increase to fund preventative maintenance and employee raises*
 - *Established a STEM High School Program with partnerships with LSU's College of Engineering, Xavier's College of Pharmacy (establishing the State's first Pre-Pharmacy Credential) and the National World War II Museum Robotics Program.*
 - *Implemented an Academic Strategy focused on 4 pillars: Goal Setting, Observation & Feedback, Assessment & Curriculum and Collaboration.*
 - *Implemented a communications plan to work collaboratively with Board Members to emphasize a student focus and congenial, professional public meetings.*
 - *Rebuilt High School after Hurricane Isaac of 2012 and secured funding through public support of Bond ballot in May of 2014 to rebuild an elementary school.*
 - *Rebuilt Elementary school after a fire destroyed the school in Augusts of 2015*

Louisiana Department of Education

08/2012-

06/2013

District Support Deputy Network Leader

- *Supervise and direct the operations of the Network Team which services 11 school districts*
- *Advise and support school districts in the implementation of COMPASS and the Common Core State Standards (CCSS).*
- *Facilitate district meetings whereby school systems set goals and action steps needed to reach their goals*
- *Created District Consortium to unpack CCSS, create pre-, post and interim assessments aligned to CCSS and develop curriculum aligned to CCSS*
- *Promote collaboration amongst school districts in order to develop best practices to improve student achievement across the State of Louisiana.*

Kevin R. George

Committed to the success of all students

- *Coordinate and conduct Professional Development trainings to school district personnel in the areas of COMPASS and Common Core State Standards.*
- *Serve as a member of the Executive Leadership Cadre which develops and field tests resources (unit plans, assessments, etc.) that are placed in the Teacher and District Toolboxes on the Department of Education's Website*
- *Serve as a member of Nicholls State University's PK-16 Council which focuses on creating a streamlined educational process from Pre-Kindergarten through a Bachelor's Degree within the region.*

Lafourche Parish School Board

07/2011-08/2012

Supervisor of Middle & Secondary Schools

- *Increased School Performance Scores in 10 out of the 11 schools supervised with an average growth of 7.2 points; Helped district become a "B" on the State's District Performance Scale—DPS increased from 95.9 to 107.3 (12th [out of 70] highest change in the state)*
- *Provide innovative insight and guidance in curricular and operational matters to all Middle and Secondary Schools*
- *Served as Supervisor of Career & Technical Education, Adult Education Programs and Parish Athletic Director*
- *Managed and administered Vocational and Carl Perkins funds*
- *Developed and designed all curricular programs for the Lafourche Parish Career Magnet Center and served as the consultant for the design of the building.*
- *Developed and designed a course in collaboration with Nicholls State University to investigate the CCSS instructional shifts and mathematical practices*
- *Presented to Bond Rating Commission (Standard & Poor's) for LPSB's Bond Rating*
- *Created a consortium of districts to develop Student Learning Targets*

Principal-Thibodaux High School

07/2007-06/2011

Kevin R. George

Committed to the success of all students

- *Experienced significant student growth every year in a school with 1600+ students, 65%-70% free/reduced lunch and over 150 faculty and staff members (13.3 points)*
- *Continued growth (15.3 points) the year immediately following my promotion*
- *Named Nicholls State University's Outstanding Alumnus 2008*
- *Developed and implemented the following programs: Freshman Academy, Positive Behavior Intervention Support, Response to Intervention, Mentor-Mentee, Advanced Placement, Pre-Advanced Placement, Dual Enrollment, Attendance Recovery, Grade Recovery and the Tiger Accelerated Program*
- *Established Professional Learning Communities focused on progress monitoring, student work and teacher assessments*
- *All significant indicators trended positively during my tenure (Graduation Rate, Suspension & Expulsion Rates, Proficiency Rates in ELA, Math, Science and Social Studies)*

Recovery School District

07/2006-06/2007

Principal-L.E. Rabouin High School

- *Responsible for start-up of a new high school in the wake of Hurricane Katrina*
- *Hired all teachers, assistant administrators, professional school counselors, secretaries & paraprofessionals*

Kevin R. George

Committed to the success of all students

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- *Created protocol of operations within the school without the use of a Student Information System, nor student records*
 - *Developed partnerships with many organizations including The Ogden Museum of Modern Art, Mardi Gras World, Hot 8 Brass Band, San Francisco 49ers, University of Southern California, Tipitina Foundation, and Silence is Violence*
 - *Held first graduation post Hurricane Katrina*

Terrebonne Parish School Board

05/2004-06/2006

Assistant Principal-Oaklawn Junior High School

- *Served as interim Principal for 5 months due to my Principal's absence*
- *Established Whole Faculty Study Groups during the school day for teachers to collaborate around student work and teacher assessments*
- *Experienced growth in School Performance Score each year at the school*
- *Created a tiered system of observation and feedback for personnel evaluation*

Terrebonne Parish School Board

03/1999-04/2004

Teacher-Terrebonne High School

- *Taught Special Education, Algebra I, Business English, Financial Mathematics & Business Computer Applications*
- *Nominated for Teacher of the Year in 2003*
- *Coached Football, Track & Field and Cross Country*

EDUCATION

University of Holy Cross, New Orleans, LA

**2021 Candidate for Ed D in Executive Leadership*

Nicholls State University, Thibodaux, LA

2009

Master's Degree Plus 30 Graduate Hours

Kevin R. George

Committed to the success of all students

Nicholls State University, Thibodaux, LA

2003

Master of Education-Education Leadership

Nicholls State University, Thibodaux, LA

1999

Bachelor of Science-Marketing

Minor: Management

Nicholls State University, Thibodaux, LA

1996

Bachelor of General Studies

COMMITTEES AND NATIONAL PRESENTATIONS

- Louisiana Advisory Council on Student Behavior and Discipline (2016-2019)
- Superintendent's Advisory Council (2016-2019)
- Louisiana Alternative Education Study Group (2016-2019)
- Commission on Assessment Review and Use in Public Schools-Chairman (2017)
- National Institute for Excellence in Teaching Educator Advisory Board (2017-2019)
- 2013 Inaugural Teacher Leader Conference. Closing Keynote Address (Lafayette, LA)
- 2017 National Alliance of Black School Educators. Welcome Address (New Orleans, LA)

Kevin R. George

Committed to the success of all students

- *2017 Southern Education Foundation Forum: Reimagine Education: Advancing Solutions for Equity. Plenary Session: Leading for Equity in the Real World (Atlanta, GA)*
 - *2018 Educational Testing Services (ETS-Praxis Assessment) School Superintendents Assessment National Advisory Council: Develop & Review Questions for SSA Praxis Assessment (Princeton, NJ)*
 - *2018 National Institute of Excellence in Teaching National TAP Conference. District Spotlight: St. John the Baptist Parish; Taking Down the Barriers: Steps for Teacher Growth (Washington, DC)*
 - *2018 National Institute of Excellence in Teaching National TAP Conference. Panelist. Developing Teacher Leadership: Role of State, District and School Leaders (Washington, DC)*
 - *2018 American Association of School Superintendents National Conference on Education. Leading for Equity in the Real World (Nashville, TN)*
 - *2018 Southern Education Foundation Forum: The Politics of Equity: Navigating a Path for Public Education. Plenary Session: Impact of State Policies on School Reform, Governance & Funding. How State and local policies empower and impede a Superintendent's ability to lead their school district. (Little Rock, AR)*
 - *2019 American Association of School Superintendents National Conference on Education. Roundtable Session: Systems for Instructional Improvement: The Critical Role of Teacher Leaders. (Los Angeles, CA)*
 - *2019 American Association of School Superintendents National Conference on Education. Session: Combating Inequities and Building Successful Systems of Integrated Student Supports. (Los Angeles, CA)*
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PROFESSIONAL MEMBERSHIPS

- *Thibodaux Rotary Club (2007-2012)*
- *Southern Association of Colleges and Schools (Quality Assurance Review Team Chair)*

Kevin R. George

Committed to the success of all students

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- *National Association of Secondary School Principals (State Coordinator 2008 - 2012)*
 - *Louisiana Association of Principals (Executive Board Member, Vice President 2011)*
 - *Louisiana Association of School Executives (2006-2019)*
 - *Kappa Alpha Psi Fraternity, Inc.-Houma-Thibodaux Alumni Chapter*
 - *South Central LA Association of School Superintendents (2013-2019, President 07/2015-07/2017)*
 - *Laplace Rotary Club (2013-2019)*
 - *L.E. Fletcher Community College Foundation Board (2017-Present)*
 - *Louisiana's Superintendent Academy (Founding Board Member 2015, President 2017-2019)*
 - *Racial Equity Leadership Network Fellow (2017-Present)*
 - *Nicholls State University Alumni Federation Board Member (2019-Present)*
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REFERENCES

Dr. JoAnn Matthews (Former Superintendent of Lafourche Parish School District)
Network Leader
Louisiana Department of Education
joann.matthews@la.gov
985-227-8087

Mr. Raphael Gang (President of New Beginnings School Foundation)
Chief External Relations Officer
4.0 Education Management
raphael.gang@gmail.com
504-512-0879

Mrs. Sandy Holloway

Kevin R. George

Committed to the success of all students

President of Board of Elementary and Secondary Education

sandy.holloway@la.gov

985-414-3131

Dr. Cade Brumley

State Superintendent

Louisiana Department of Education

cade.brumley@la.gov

318-286-7705

Dr. Quentina Timoll (Former Assistant Superintendent of St. John the Baptist Parish)

Chief of Staff

Louisiana Department of Education

quentina.timoll@la.gov

225-955-4177

Dr. Henderson Lewis, Jr., Superintendent

New Orleans Public Schools (NOLA-PS)

hlewis@nolapublicschools.com

504-210-7612

Coversheet

Motion to Approve the 22-23 RSL Annual Budget

Section: III. Items scheduled for action
Item: B. Motion to Approve the 22-23 RSL Annual Budget
Purpose: Vote
Submitted by:
Related Material: RSL Public Budget Draft - Board Meeting 5-21-22.pdf

	Lanier	Dalton	Glen Oaks
Revenues			
Minimum Foundation Program	\$ 2,040,809	\$ 1,985,652	\$ 1,544,396
State	\$ 4,830	\$ 49,080	\$ 5,580
Local	\$ 34,125	\$ 30,000	\$ 16,875
Federal	\$ 2,252,339	\$ 2,412,427	\$ 1,732,108
Other Sources	\$ -	\$ -	\$ -
Total Revenues	\$ 4,332,103	\$ 4,477,159	\$ 3,298,959
Expenditures			
Salaries and Benefits			
Instructional Salaries	\$ 926,293	\$ 828,398	\$ 403,023
Pupil Support Salaries	\$ 461,796	\$ 640,114	\$ 365,412
Administrative Support Salaries	\$ 581,852	\$ 546,977	\$ 488,679
Office and Clerical Support Salaries	\$ 77,300	\$ 78,800	\$ 75,300
Total Salaries	\$ 2,047,242	\$ 2,094,289	\$ 1,332,414
Additional Compensation	\$ 140,928	\$ 139,159	\$ 105,033
Benefits	\$ 405,980	\$ 442,501	\$ 293,896
Total Salaries and Benefits	\$ 2,594,149	\$ 2,675,949	\$ 1,731,343
Purchased Technical Services			
Pupil Support Services	\$ 99,325	\$ 67,127	\$ 41,732
Back Office and Legal Services	\$ 94,423	\$ 91,871	\$ 71,455
Professional Development Services	\$ 213,800	\$ 234,170	\$ 169,360
Kelly Services	\$ 550	\$ 535	\$ 416
Total Purchased Technical Services	\$ 408,098	\$ 393,703	\$ 282,963
Purchased Property Services			
Copiers	\$ 18,000	\$ 18,000	\$ 18,000
Facility Services	\$ 52,003	\$ 56,295	\$ 57,632
Repairs and Maintenance	\$ 40,168	\$ 45,000	\$ 31,614
Total Purchased Property Services	\$ 110,171	\$ 119,295	\$ 107,246
Other Purchased Services			
Transportation	\$ 281,881	\$ 303,456	\$ 279,913
Insurance	\$ 77,541	\$ 76,649	\$ 102,179
Food Service	\$ 200,884	\$ 191,625	\$ 184,834
Communications	\$ 19,200	\$ 19,200	\$ 36,000
Technology Services	\$ 90,119	\$ 87,683	\$ 68,198
Resource Officer	\$ 8,792	\$ 8,554	\$ 8,317
Membership and Notices	\$ 2,033	\$ 2,028	\$ 1,989
Student and Staff Recruitment	\$ 16,100	\$ 16,100	\$ 16,100
Online Licenses	\$ 67,468	\$ 68,026	\$ 58,632
Total Other Purchased Services	\$ 764,018	\$ 773,322	\$ 756,161
Supplies			
Instructional Materials and Supplies	\$ 45,796	\$ 44,995	\$ 35,109
Operational Materials and Supplies	\$ 39,284	\$ 38,709	\$ 34,107
Books and Periodicals	\$ 61,173	\$ 57,841	\$ 32,108
Other Supplies	\$ 4,852	\$ 4,852	\$ 4,852
Student and Staff Recruitment	\$ 16,485	\$ 16,040	\$ 12,475
Technology Equipment	\$ 43,500	\$ 15,500	\$ 15,500
Utilities	\$ 114,300	\$ 124,590	\$ 134,250
Athletics	\$ -	\$ -	\$ 10,000
Total Supplies	\$ 325,391	\$ 302,526	\$ 278,401
Property			
Total Property	\$ -	\$ -	\$ -
Debt Service & Miscellaneous			
Total Debt Service & Miscellaneous	\$ -	\$ -	\$ -
Other Use of Funds			
Authorizer Fee	\$ 49,081	\$ 44,991	\$ 43,268
Total Other Use of Funds	\$ 49,081	\$ 44,991	\$ 43,268
Total Expenditures	\$ 4,250,908	\$ 4,309,786	\$ 3,199,382
Operating Income	\$ 81,196	\$ 167,373	\$ 99,576
Fund Balance			
Beginning Balance (Unaudited)	\$ 275,342	\$ 420,620	\$ 87,744
Operating Income	\$ 81,196	\$ 167,373	\$ 99,576
Ending Fund Balance	\$ 356,538	\$ 587,993	\$ 187,320
Reserves	8.23%	13.13%	5.68%

Coversheet

Motion to Approve the 22-23 Student Handbook

Section: III. Items scheduled for action
Item: C. Motion to Approve the 22-23 Student Handbook
Purpose: Vote
Submitted by:
Related Material: RSL-Student-Parent-Handbook-22-23[20458].pdf



Student-Parent Handbook

Redesign Schools Louisiana

2022-2023

We are excited that you have chosen Redesign Schools Louisiana for your child's academic needs. The goal of Redesign Schools Louisiana (RSL) is to provide families with a high-quality choice for their child's education. Guardians, please review the handbook fully to ensure that your beliefs align with our policies and procedures. Your signature acknowledges that your family accepts and understands RSL's policies and expectations. Again, welcome to the RSL family!

If you have questions or concerns regarding the *Redesign Schools Louisiana Student-Parent Handbook*, then please contact Dr. Megan McNamara, Superintendent at mmcnamara@rsl.org.

Website: www.rsl.org

Mission

The mission of Redesign Schools Louisiana (“RSL”) is to provide equity in public education for all students and families

Vision

RSL will be a community of diverse individuals where students will develop their intellectual, artistic, and physical talents to the highest degree. Our vision will encompass five critical focus areas that affect the school community:

- High Expectations
- Sense of Urgency
- Meeting Individual Needs
- Technology Integration
- Parental Involvement
- Positive Adult-Child Relationships

Diversity, Equity, and Inclusion

The RSL community is comprised of students, teachers, and families, drawn from diverse socio-economic backgrounds, cultures, races, religions, genders, and sexual orientations. We acknowledge and honor the uniqueness of each individual due to their personal background, values, and points of view. We believe differences enhance the educational experience because they provide opportunities for students and educators to learn and practice inclusion and respect.

We are committed to maintaining a welcoming learning environment in which everyone is accepted and supported. It is critical that all members of the community feel comfortable sharing themselves, their voices, and their experiences with others.

We recognize that some students and educators have been impacted by systemic disadvantages, marginalization, and exclusion. Degradation, discrimination, or harassment will not be tolerated in RSL schools. Not only do we work to ensure that an individual’s identities will not increase their susceptibility to harm, but we also work to show those individuals that their identities are special and valuable. Particularly for Black, indigenous, people of color (BIPOC) and LGBTQ+ individuals, we strive to highlight the history, importance, and hope for the future for members of those communities.

In accordance with the values stated above, we commit to maintaining equitable practices in our schools such as; 1) implementing programs that provide equal access and enable all students to thrive academically, athletically, socially, and emotionally; 2) examining and revising our curriculum and teaching practices as necessary to ensure that we are effective in reaching every student; 3) teaching individuals to reflect on their own cultural viewpoints and assumptions and to modify them when appropriate; 4) challenging every individual to interact meaningfully with the entire school community and to learn from one another, honoring our differences while embracing shared values. With these practices in place, we aim to instill a consciousness of social justice, an ethic of good citizenship, and a commitment to fairness throughout the school community.

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CHAPTER 1: OVERVIEW OF REDESIGN SCHOOLS LOUISIANA

Redesign Schools Louisiana (RSL) was established by the Louisiana Department of Education Board of Elementary and Secondary Education (“BESE”) as a public school under the Charter School Demonstrations Programs Law, La. R.S. 17:3971 *et seq.* The Board adopts this handbook and student code of conduct. The provisions and statements of this handbook and student code of conduct apply to all employees and enrolled RSL students.

Corporal punishment in any form is prohibited at RSL. The Board does not authorize or condone the use of corporal punishment by any administrator, teacher, or other employee as a means of maintaining order, discipline, or for any reason of the students in its schools. Corporal punishment does not include the use of reasonable and necessary physical restraint of a student to protect the student, or others, from bodily harm or to obtain possession of a weapon or other dangerous object from a student. See. La. R.S. 17:416.1.

WHAT IS A CHARTER SCHOOL?

A type 5 charter school is a public school that is approved by the BESE board in accordance with the charter application. Charter schools are mandated to follow the rules and regulations specified and outlined in accordance with charter law, charter terms, and required state, local, or federal laws and regulations. The State of Louisiana established the charter school legislation with the intent of giving public schools more autonomy in exchange for increased student achievement.

Charter schools can be authorized through two different entities (a) BESE or (b) the local parish school board. The denoted authorizer must approve the charter school’s application in order for the charter to operate. The charter application describes the school’s goals, governance structure, insurance requirements, employee benefits, and almost every area related to the school’s functioning.

WHAT DOES THE CHARTER SCHOOL STATUS MEAN FOR REDESIGN SCHOOLS LOUISIANA?

Autonomy

As a charter school, RSL is authorized and granted rights by BESE to implement an effective educational program. In conjunction with the Redesign Board of Directors, Redesign Schools Louisiana is able to create sustainable policies and make operational, financial, and curricular decisions based on the needs of stakeholders that are served by our organization. Please note that Redesign Schools Louisiana and the Redesign Board of Directors ensure that all components/regulations established through our charter agreement, charter law, authorizer, and required local, state, and federal laws are followed.

Accountability

BESE is responsible for holding RSL accountable for meeting the goals as outlined in the charter application. These goals include increasing student test scores and maintaining a high degree of parent

involvement. If the school does not meet these goals, BESE may exercise the option to not renew the school's charter application, which would force the school to close.

HOW ARE REDESIGN SCHOOLS LOUISIANA DIFFERENT?

Our learning community is rooted in the principles that effort is expected, and tough problems yield to sustained work. Students are assessed with the purpose to monitor progress, provide intervention when necessary, celebrate success, and meet LEAP 2025 target goals. All students are taught with a rigorous tier I LDOE rated curriculum aligned to Louisiana student standards in order to prepare students to meet or exceed standards. The daily schedule will encompass core academic classes and interest and opportunities classes. Teachers will assist students through small group activities/instruction, whole group instruction, technology rich resources, hands on materials, and engaging collaborative interactions. RSL will provide for all learners, including gifted, special education students, English Language Learners and at-risk students by:

- Creating an environment that is responsive to all learners.
- Assessing each learner's knowledge to gain insight regarding the student's strengths and struggles.
- Integrating the intellectual process to address both cognitive and effective abilities.
- Differentiating and individualizing the curriculum to meet each learner's needs.
- Adhering to and evaluating the student's learning plan as a team to increase student achievement

CURRICULUM AND INSTRUCTIONAL METHODS TO ENSURE THAT STANDARDS ARE MET:

The instructional program is built around Louisiana's student standards. The goal of the instructional program is to create intelligence by teaching in ways that foster learning-oriented goals and by promoting student effort.

Students are expected to be able to conceptualize, use resources, reason, provide evidence, problem-solve, and make decisions when addressing curricular demands. Students will be provided opportunities to ask questions, request assistance, collaborate, and work independently through their daily academic class setting. High expectations are expressed academically through the following:

1. The Instructional Environment

RSL's environment provides evidence of a highly rigorous curriculum through use of tier 1 curriculum, questioning techniques, student work, instructional activities, assessments, and teacher feedback. Students are expected to actively participate in classroom discussions and asks questions when they may need further explanation. Teachers are charged with planning purposeful lessons that scaffold students to academic achievement of standards.

2. Culturally Responsive Standards-Based Classrooms and School

Teachers, administrators, and support staff communicate and exhibit high expectations by being a role

models to students. Respect for students' culture, history, heritage, and contextual cultural reality is required. The indicators for this model are found in the classroom and school environment, in lesson activities, and in student work.

3. Curriculum

RSL uses Louisiana rated tier I curriculum to educate students daily. The curriculum is designed specifically to address Louisiana student standards with each lesson. Supplemental technology applications such as Fastalk and Parent Square are available for parents to engage in novels that students are reading or updates on student work that is due.

REDESIGN SCHOOLS LOUISIANA'S CORE PRACTICE BENCHMARK

1. Learning Activities

- a. Implementing clear challenging learning activities across the school
- b. Designing compelling topics and guiding questions
- c. Implementing project-based activities
- d. Incorporating fieldtrips, local expertise, and service learning
- e. Producing and presenting high-quality student work

2. Active Pedagogy

- a. Using effective instructional practices school-wide
- b. Teaching reading across the disciplines
- c. Teaching writing across the disciplines
- d. Teaching inquiry-based math, science and social studies
- e. Learning in and through the Arts
- f. Using effective assessment practices

3. Culture and Character

- a. Building school culture and fostering character
- b. Ensuring equity and high expectations
- c. Fostering a safe, respectful, and orderly community
- d. Promoting adventure and fitness
- e. Developing a professional community
- f. Engaging families in the life of the school

4. Leadership and school improvement

- a. Providing leadership in curriculum, instruction, and school culture
- b. Sharing leadership and building partnerships
- c. Using multiple sources of data to improve student achievement

5. Structures

- a. Designing time for student and adult learning
- b. Creating structures for becoming well acquainted with students

GOVERNANCE STRUCTURE OF REDESIGN SCHOOLS LOUISIANA

The school is governed by a non-profit board of directors, whose major roles and responsibilities include, but not limited to, establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, meeting corporate requirements, and selecting and evaluating vendor performance including the charter management organization, and superintendent performance.

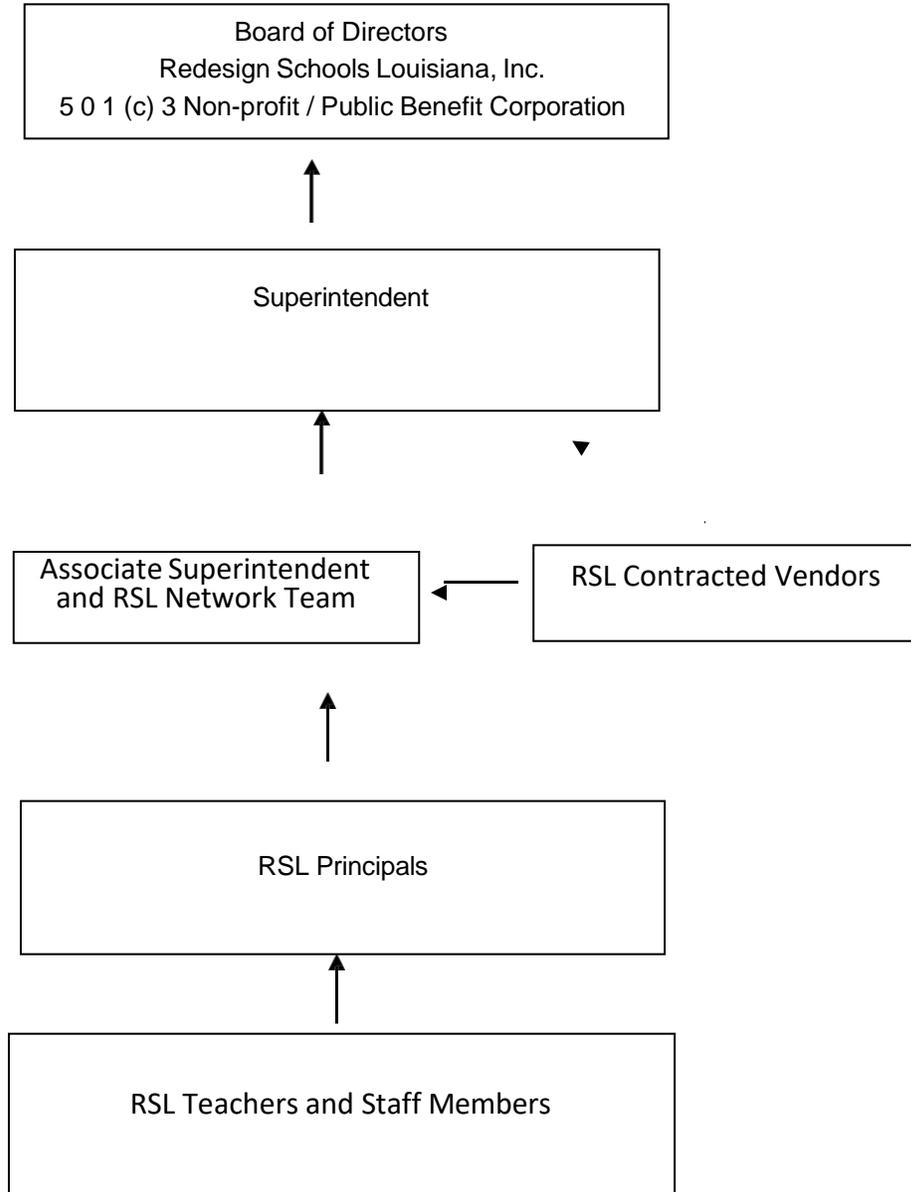
BOARD OF DIRECTORS

Redesign Schools Louisiana, Inc.'s Board of Directors is composed of seven board members. Please refer to www.rsl.org for a list of active board members.

SITE-BASED ADVISORY COUNCIL

RSL has specific school site based advisory councils which traditionally consists of the principal, parents, teachers, classified staff representation, and local community. The site based advisory council at each school provides suggestions and recommendations to the principal on issues including the title I plan, LEAP 2025 student performance, and other important school business items.

REDESIGN SCHOOLS LOUISIANA'S ORGANIZATIONAL CHART **Accountability and Reporting Structures**



SCHOOL INFORMATION AND PROCEDURES SCHOOL DAY

SCHEDULE (Dalton, Glen Oaks, and Lanier)

7:30am to 7:50am	Breakfast
7:50am- 8:00am	Clean-up
8:00am	School instruction begins
11:30am	Lunch (start time depends upon grade level)
3:00pm	Dismissal

FIRST DAY ADMITTANCE

Often the first day of school can be stressful for both students and parents. We need your assistance to encourage the independence of your child within their learning environment. We ask that you talk to your child so that they know what to expect the first day of school. It can be scary for a child to be away from their guardian(s), so let them know that you will be home to welcome them upon their return from school. Unfortunately, due to safe concerns, guardian(s) will not be allowed to be present in class without prior consent from the principal. Please know that we will contact you if we have concerns regarding your child's transition to school.

EMERGENCY CARD

Every family needs to fill out a new emergency card every school year before classes begin. These must be turned into the main office. Please fill out a new emergency card immediately if any of the following information changes:

- home address
- home telephone number
- cell phone
- work phone number
- doctor's phone number
- people who are authorized to be contacted in case of an emergency
- telephone number of people to be contacted in case of an emergency
- people authorized to pick up your child from school

ARRIVAL

Please make sure that your child/children enter the school grounds safely if they are a walker or car rider. Remind your child/children to remain in supervised areas until they are united with their teacher in the morning.

DISMISSAL

The instructional day ends at 3:00pm at Dalton and Lanier, and Glen Oaks. At dismissal time, students will be directed to their appropriate bus. Students who are walkers or car riders will be dismissed at 3:00pm (Dalton, Lanier and, Glen Oaks) so please arrive at school promptly to ensure a timely departure for your child. For any students not picked up by 3:15pm (Dalton, Lanier, and, Glen Oaks) their guardians will be contacted immediately for pick up.

EMERGENCY RELEASE FROM SCHOOL

In case of an emergency, your child will only be released into the custody of individual(s) you have previously identified on the emergency card (proof of identity required). Those NOT identified on the emergency card will not be able to pick up a child due to lack of written authorization from the guardian.

EARLY PICK UP FROM SCHOOL

If you must pick up your child for an appointment during the day, please send a note to the classroom teacher or notify the office of such appointment. Students will not be released for early dismissal 1-hour prior to dismissal time unless previous arrangements have been made with the teacher and/or the office. When picking up students early, the parent or authorized adult will be asked to complete an early dismissal form log, and the office will notify the classroom to send the student to the office for departure. Due to safety reasons, parents/guardians/visitors must seek approval from the principal if an in-person classroom visit needs to occur.

MEAL PROGRAM

RSL notifies parents and guardians that the state provides free or reduced priced nutritionally adequate meals for children based on the family income. Applications are available in the office.

MEAL APPLICATION

Every family must fill out a meal application and return it to the office before classes begin. After processing the form, parents will be informed if their child is eligible for a free, reduced, or full price meal. RSL serves breakfast from 7:30am-7:50am. Lunch is served between 11:30am and 2:00pm. Food may not be taken out of the cafeteria unless special arrangements have been made.

HALL PASSES

Students must have a hall pass verifying that they have permission to be out of class by their teacher. Students without a pass are subject to disciplinary consequences.

VISITING THE SCHOOL

Parents are encouraged to visit and volunteer at RSL. Due to Covid-19, we are asking that you seek permission to volunteer through the office staff and/or principal prior to arriving at the school site. To monitor traffic and promote safety at the school, it is important that you sign-in when you visit the school. Please wear the badge that is issued to you by the office. All RSL visitors, including parents, must sign in and wear a visitor's badge. This is an important security measure to ensure that the students and staff members are safe and protected. If you would like to observe your child's classroom, please acquire permission from the school principal. Parents will be limited to classroom observations during the instructional day so that teachers can focus on student instruction and the safety of all children. Meetings to discuss your child with their teacher should be made before or after the instructional day.

All parents and visitors must comply with RSL's rules and policies regarding appropriate conduct while on campus. Prohibited behaviors include but are not limited to the following: offensive language, ignoring staff requests, threats, slander, sexual harassment, misconduct, lying, theft, fighting, willfully causing harm to another, vandalism, trespassing, and violating the dress code. No weapons of any kind, drugs, alcohol, or smoking are allowed on campus. If such behavior(s) occur on campus by a parent, guardian, or visitor, then the principal and/or superintendent has the option to exercise a "withdrawal of consent" for you to be present on the campus for a defined number of days. We ask that you please be respectful while visiting our campuses.

STANDARDIZED TESTING

In Louisiana, students in third through eighth grade are required by state and federal law to take the Louisiana educational assessment program test (LEAP 2025). Louisiana grade level student standards are assessed in core content including the following: English, mathematics, science, and social studies. The test is typically scheduled to be conducted during the Spring (March – May). Third through fourth grade students will take the leap 2025 through the format of a paper-based test. Fifth through eighth grade students will take their Leap 2025 through the format of a computer-based test. More information regarding standardized testing will be provided to parents throughout the year.

You can help by making sure your child/children:

- Attend school daily throughout the year
- Complete all assignments and seek help from his/her teacher when necessary
- Has a good night's rest
- Gets to school on time
- Eats a healthy breakfast
- Understands the test (you can talk to your child about the test)

SPECIAL EDUCATION

RSL will implement a program based on an inclusive philosophy and model that focuses on preventing learning deficits and comprehensively serving students with disabilities. RSL shall comply with all laws governing the education of students with exceptionalities in accordance with federal, state and local law (Individuals with Disabilities Education Act (IDEA), Title II of the Americans with Disabilities Act of 1990 (ADA), Louisiana’s Education of Children with Exceptionalities Act (R.S. 17:1941 et seq.)). According to the Individuals with Disabilities Act (IDEA), the term “special education” means specifically designed instruction, at no cost to parents, to meet the unique needs of a child with a disability. If a child is experiencing learning difficulties, the parent should contact their child’s special education case manager, teacher or the School Leader to discuss options for accommodations that may help facilitate the child’s educational progress. At any time, a parent is able to request an evaluation for special education services.

RSL offers a continuum of support to meet the academic and behavioral needs of each student. For more information regarding the rights of students with disabilities, please visit the Louisiana Department of Education website at: <https://www.louisianabelieves.com/resources/library/family-support-toolbox-library> and/or <https://www.louisianabelieves.com/students-with-disabilities>

English Language Learners

RSL will provide services for English Language Learners (ELL) in accordance with federal state and local laws (Title IV of the Civil Rights Act of 1964, Equal Educational Act of 1974). The purpose of this program is to provide ELL students with the resources and support necessary to access the curriculum. For further information on services for ELL students and their parents please contact: Meta Johnson (225) 939-7490

Language Access

RSL offers language assistance services in person and over the phone. Please fill out and return to the office the Home Language Survey found in the Appendix. For more information, please contact: Meta Johnson (225) 939-7490

Guide Dog Policy

RSL does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and acknowledges its responsibility to permit students and/or other individuals with disabilities the opportunity to participate in and benefit from school services, programs, and activities. The school shall permit the use of service animals by students and other individuals with disabilities when necessary, in order to avoid discrimination on the basis of disability in accordance with the requirements of Title II of the Americans with Disabilities Amendments Act of 2008 (ADAAA) and its implementing regulations at 28 C.F.R. Part 35.

A service animal is defined as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort, emotional support, well-being, or companionship or whose presence is to provide a crime deterrent effect do not qualify as service animals under the ADAAA or this policy. Under appropriate circumstances and as determined on an individual basis, the school shall make reasonable modifications to its practices and procedures to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. Other species of animals, whether wild or domestic, trained, or untrained, shall not be considered service animals.

Service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents the use of such devices. The individual with a disability must maintain control of the animal through voice, signal, or other effective commands when the use of harnesses or other such devices cannot be utilized due to interference with functional use of the service animal. Because the school is responsible for the health and safety of school-age minors with and without disabilities who have limited options regarding classroom and school assignments, requests for an individual with a disability to be accompanied by a service animal on school premises or during school-related activities must first: (1) be submitted in writing to the school administration; (2) specify the need for use of the service animal; and (3) identify the work or tasks performed for the individual with a disability by the service animal. Such written request shall be required not less than ten (10) school days prior to the proposed use of the service animal and prior to bringing the service animal onto school property or to a school-related activity. A determination as to whether a service animal is permitted on school property or at school-related activities shall be based on multiple factors and shall

be determined on a case-by case basis following procedures approved by the school administration.

Individuals with disabilities shall be permitted to be accompanied by a service animal in those areas of school property that are generally open to the public or to participants in school programs, services, or activities.

RSL reserves its right to request removal of a service animal from its premises and/or its programs, services, and activities if: (1) the animal is out of control and the handler does not take effective action to control it; or (2) the animal is not housebroken. Any individual with a disability whose service animal is excluded by the school shall be offered an opportunity to participate in such programs, services, or activities without the service animal.

A service animal shall be considered the personal property of the individual with a disability. The school shall not be responsible for the training, daily care, feeding, healthcare, or supervision of a service animal. Consistent with general policies of the school, an individual with a disability may be responsible for damages caused by his/her service animal while on school property or during school-related activities.

RSL reserves its right to require proof that all service animals with whom children may come into contact while at school have been vaccinated against rabies by a licensed veterinarian in accordance with State law and administrative regulations promulgated by the Louisiana Department of Public Health.

Other regulations and/or procedures shall be maintained by RSL and designated staff. Affected individuals may obtain additional information by contacting the school's Section 504/ADA/ADAAA Coordinator or by visiting the school's official website.

Tape Recorder Policy

Students who wish to use audio or video recording devices during any school program and/or activity may do so with the written consent by the teacher and administrator. Nothing in this policy bars a student from using audio or video recording devices pursuant to an IEP or Section 504 Plan. Any student violating this section shall be subject to appropriate disciplinary action.

Note Taker Policy

Note-taking assistance may include 1) Receiving copies of course notes (upon instructor's approval); 2) Using a laptop in class; 3) Audio recording lectures and/or 4) Using a peer note-taker. The faculty and/or administration of RSL reserves the exclusive right to identify and coordinate note-takers for students with injuries, learning or physical disabilities, or hearing, motor, or visual limitations. The notetaking service provides students with supplemental support. Even if students have note-takers, they are expected to attend class and take notes to the best of their ability and are ultimately responsible for the material covered in their courses. Students might also record lectures to supplement the notes provided by note-takers and also, on an as-need basis, meet with professors to ask questions about lectures and class discussions. Note-takers will not provide copies of course notes to students when they are absent from class, unless the students receive approval from a member of the faculty or administration for medical or health reasons or other extenuating circumstances. Students and note-takers should not share notes with other class members.

FIELD TRIPS

Field trips are a great way to complement your child's learning. They offer an opportunity to experience something that may be new and exciting. In order to participate on a field trip, all students must have a completed permission slip with a parent signature in two (2) spaces. Trip slips will be sent home before the trip and must be filled out by a parent or legal guardian. Volunteer chaperones must be approved by the teacher before the trip, be 21 years of age or older, and are not allowed to bring other children on the trip.

Some trips may be organized with parent drivers. Parent drivers must have proof of insurance and a current Louisiana State driver's license. State law mandates the use of car seats or booster seats for all children under the age of six and weighing less than 60 pounds. If your child is required to be in a booster seat, you must provide that booster seat upon request for fieldtrips.

Field trip volunteers, including parent drivers, must sign a waiver of all claims against RSL, the governing board of RSL, its members and employees, other volunteers and chaperones, and the state of Louisiana for injury, accident, illness, or death occurring during or by reason, arising out of, in connection with, or resulting from the school fieldtrip. Field trip volunteers will be required to submit to a background check prior to accompanying RSL students.

TEXTBOOKS/SCHOOL MATERIALS

Students will be issued books, laptops, and materials necessary for classroom instruction. Issued materials such as books and laptops become the responsibility of the student. The parents must replace damaged or lost books or laptops.

STUDENT TELEPHONE USE

The office phone is for use in an emergency only. Leaving lunch, money at home, or arranging for a ride does not constitute an emergency. However, if there is a special need or problem, permission to use the phone may be granted from an office manager and/or administrator only. Students will not be called out of class to receive telephone calls unless there is an emergency phone call which will be handled on a case-by-case basis.

ELECTRONIC DEVICE POLICY

Cell phones use is not permitted during school hours at school or during virtual learning instruction. Students whose parents require them to carry a cell phone for after-hours safety, phones must be checked in with the school office or with the student's classroom teacher. If a student fails to turn in their cell phone and a staff member sees the student using the phone the phone will be confiscated. On the first offense the student may pick up their phone from the office at dismissal. Any further offenses will result in a parent being required to pick up the phone, in person, at the school. If a student fails to surrender the cell phone the student will be subjected to RSL's disciplinary policy including detention and suspension.

CD or MP3 players, digital cameras, video games, or other electronic devices are NOT allowed at any time including field trips unless request by the teacher leading the field trip.

Students in violation of the electronic device policy will be subject to disciplinary action including, but not limited to the following:

- Confiscation of the device
- Parent conference
- Detention
- Suspension

ELECTRONIC COMMUNICATION POLICY

All communication between employees and students must be appropriate and in accordance with state law. Employees may not communicate with, entertain, socialize with, or spend an excessive amount of time with students in a way that might reasonably create the impression to other student, parents, or the public that an improper relationship exists. All electronic communication between an employee and a student must be related to the educational services provided to the student and delivered by means provided or made available by RSL for this purpose. Approved electronic communication methods include school issued email (not personal email), school-sponsored teacher websites, and school websites, school-provided phones, and other electronic communication approved by RSL. At no time shall any RSL staff or employee communicate (this includes accepting a student as a "friend") with a student via any social media platform.

NETWORK & INTERNET ACCESS

RSL recognizes the role of educational technologies in stimulation innovative approaches to teaching and learning. Use of network resources and the Internet is for educational purposes only. Adherence to policies and guidelines will be required in order for students continued access to RSL's technological resources.

Any student use of the RSL's network must be for educational purposes. The School network policy applies to the online environment whether the student is on campus or working remotely. The School's network are owned by RSL and subject to search by RSL personnel, representatives, and agents. Cyberbullying is strictly prohibited.

Students must:

1. Login and use network resources only with their student account.
2. Logoff and close applications immediately after completing work to prevent unauthorized use of the user ID.
3. Not use email, chat rooms, net meeting rooms, and other forms of direct electronic communication including instant messaging systems unless authorized by the district and directly supervised by a teacher. School system rules prohibiting bullying, indecent, vulgar, lewd, slanderous, abusive, threatening, sexually harassing, or terrorizing language apply to all forms of electronic communications. The student and parent or guardian shall sign an Acceptable Use of Networks and Telecommunications Agreement prior to an email account being issued.
4. Not distribute private information about themselves or others.
5. Not send spam, chain letters, or other mass unsolicited mailings.
6. Not view, use, or copy passwords to which they are not authorized.
7. Use Internet search engines and/or other Internet tools only under the direction and supervision of teachers.
8. Observe copyright laws, citing the source of information accessed over the Internet using a standard system as directed by the teacher and/or librarian.
9. Not intentionally access, transmit, copy, or create material that is illegal, such as obscenity, stolen materials, or illegal copies of copyrighted works, including, but not limited to, music, games, and movies.
10. Not intentionally access, transmit, copy, or create any materials or visual depictions on school or district networks or the Internet that are indecent, vulgar, lewd, slanderous, abusive, threatening, harassing, terrorizing, or harmful to minors.
11. Not attempt to gain unauthorized access, including so-called "hacking" or otherwise compromise any computer or network security or engage in any illegal activities on the Internet, including willfully introducing a computer virus, worm, or other harmful program to the network.
12. Not download and install any file sharing program that bypasses the district filtering device.
13. Not use technology resources to further other acts that are criminal or violate the school or district code of conduct.
14. Not make any purchase on the Internet while using school equipment or Internet service.
15. Students who may inadvertently access a site that is pornographic, obscene, or harmful to minors shall immediately disconnect from the site and inform the teacher. The Board does not condone any illegal or inappropriate activities and will not be responsible for such use by students. The Board does not guarantee the right to use the Internet and reserves the right to suspend or terminate the privilege of any individual at its sole discretion without notice, cause, or reason.

16. All RSL rules apply to the Internet the same as they do in the classroom, elsewhere on school grounds or school functions.

Any violation of this policy may result in the loss of access to the Internet through the RSL network. Additional disciplinary action for students will be determined in accordance with existing rules and procedures of the student code of conduct.

RSL recognizes that changes in technologies and local, state, and federal laws may from time to time require adjustments to policies and guidelines governing technology usage in the District and hereby authorizes the Superintendent or designee(s) to make such adjustments as deemed necessary.

NO PETS ON CAMPUS

Pets are not allowed on campus with the exception of approved guide dogs (see Guide Dog Policy)

LOST AND FOUND

Items found on campus that do not belong to you should be taken to the office. Check for lost items in the main office. The lost and found will be cleaned out every 2 weeks. If items are not claimed, then they will be donated or discarded. All items brought to RSL should be clearly labeled with the child's name so that we can return the lost item to the appropriate person.

SUBSTITUTES

In the event that a teacher is absent, every effort will be made to find a substitute teacher. If a substitute teacher is not available, then the students may be disbursed to other classrooms for the day. Due to Covid-19, CDC guidelines will be followed as indicated through the assigned phase restrictions.

NON-SCHOOL RELATED PROPERTY

Personal property unrelated to RSL's academic program are not to be brought to school. Unrelated items such as iPods, cellular phones, card collections, marbles, toys, portable sound systems, video game systems, video games, etc., may/will be confiscated by a RSL employee. If you are not sure if an item should be brought to school by your child, then please contact the office. RSL is not responsible for the above-mentioned personal property and other similar items brought on campus. Any items lost or stolen items will not be investigated. Confiscated personal properties may require a parent to come in for conference and retrieval. RSL is not responsible for replacing or purchasing items that were confiscated by a RSL employee.

BIRTHDAYS

We know that birthdays are a special day for your child and your family. Hosting birthday parties during the instructional day or bringing birthday party snacks to school will not be permitted due to the health and safety of all students.

PARKING

Please feel free to park in a parking space on campus. Please refrain from parking on lawns, sidewalks and blocking driveways. Please do not block the bus lanes by parking in such spaces during drop off or pickup times.

CHAPTER 2: STATE AND FEDERAL MANDATES**CHILD ABUSE REPORTING POLICY AND MANDATORY REPORTING**

State law requires all school employees to report suspected cases of child abuse. Employees of the school are not allowed to call or contact parents/guardians when a suspected child abuse case is brought to our attention. The law specifically states that all investigations shall be conducted with appropriate agencies' personnel. All staff will abide by the State law in reporting these cases.

RSL takes threats of suicide and/or self-harm extremely seriously. While we recognize these statements can arise from a sense of frustration or anxiety, we must take action if a student is heard by staff making any statements indicating suicidal ideation. The student will immediately be referred to the School Counselor for further assessment and intervention. All parents will be notified and must immediately pick up student for further mental health assessment. It is the school's recommendation that a student be assessed by an independent Mental Health Professional before he/she is able to return to school. Please report any suicide ideation or knowledge of a student experiencing such to a teacher, principal, counselor, or Kathryn Rice (Associate Superintendent, Pupil Services)

NON-DISCRIMINATION STATEMENT

RSL will not discriminate against any student or employee on the basis of ethnicity, national origin, disability, religion, sex and actual or perceived sexual orientation, or any other basis prohibited by law.

Harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA (mental or physical disability) is a form of unlawful discrimination that will not be tolerated by RSL. Harassment is intimidation or abusive behavior toward a student/employee that creates a hostile environment, and that can result in disciplinary action against the offending student or employee. Harassing conduct can take many forms, including verbal acts and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating.

This nondiscrimination policy covers admissions or access to, or treatment or employment in, RSL' programs and activities. The lack of English language skills will not be a barrier to admission to or participation in RSL' programs or activities.

TITLE IX POLICY AND PROCEDURES

RSL does not discriminate on the basis of sex in its education programs and activities and, accordingly, requires its staff, teachers, employees and students to abide by the requirements of Title IX of the Educational Amendments of 1972 and its implementing regulations. Sexual harassment is a form of sex discrimination and is explicitly prohibited, whether such conduct occurs on or off campus during or after school hours during or directly related to school-sponsored activities, or at a time and/or place directly related to school functions or an employee's school-related duties. It is the intent of RSL to maintain an environment free from sexual assault and sexual harassment of any kind; therefore, this policy commands that no student shall be subjected to sexual misconduct, sexual assault or sexual harassment by other students or RSL staff or employees. This policy shall be enforced and the accompanying procedures shall be implemented regardless of whether a complaint has been filed with or an investigation has been instituted by any law enforcement agency.

Sexual harassment occurs when: education benefits are conditioned upon participation in unwelcome sexual conduct (i.e., Quid Pro Quo); unwelcome conduct occurs that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; and/or sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Title IX requires RSL to take steps to prevent and remedy two forms of sex-based harassment: sexual harassment (including sexual violence) and gender-based sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Title IX also prohibits gender-based harassment, which is unwelcome conduct based on a student's sex, or harassing conduct based on a student's failure to conform to sex stereotypes.

Sex-based harassment can be carried out by school employees, other students, and third parties. All students can experience sex-based harassment, including male and female students, LGBT students, students with disabilities, and students of different races, national origins, and ages. Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex.

Sex-based harassment creates a hostile environment if the conduct is sufficiently serious that it denies or limits a student's ability to participate in or benefit from the school's program. When a school knows or reasonably should know of possible sex-based harassment, it must take immediate and appropriate steps to investigate or otherwise determine what occurred. If an investigation reveals that the harassment created a hostile environment, the school must take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

Questions regarding Title IX may be referred to the U. S. Department of Education, Office of Civil Rights (OCR) or to RSL's Title IX Coordinator: Ashley Eason at phone number: (225) 205-1981 or email: aeason@rsl.org

RSL's Title IX Personnel consist of the following individuals:

1. The Title IX Coordinator: Ashley Eason (225) 205-1981 aeason@rsl.org
2. The Title IX Investigator(s): Britney Turner (225) 773-5129 bturner@rsl.org
3. The Title IX Decision-Maker: Jara Bode (985) 789-5342 jbode@rsl.org
4. The Title IX Appeal Person: Dr. Angela Beck (225) 910-3891 abeck@rsl.org

Definition of Sexual Harassment

- 1) Sexual assault or sexual harassment is unwelcome conduct of a sexual nature.
- 2) Sexual harassment may include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when at least one (1) of the following occurs:
 - a) Submission to such conduct is made, either implicitly or explicitly, a term or condition of the student's grades, academic status, or progress or is used to deprive the student of access to the educational opportunities and benefits provided by the RSL.
 - b) Submission to or rejection of such conduct is used as the basis for academic or other school-related decisions affecting the student.
 - c) Such conduct of a sexual nature is sufficiently severe, persistent, or pervasive and has the purpose or effect of unreasonably interfering with the student's academic performance or of creating an intimidating, hostile, or offensive educational environment for the student.
- 3) Extended Definition of Sexual Harassment which may include but is not limited to:
 - Verbal harassment or abuse
 - Uninvited letters, telephone calls, or materials of sexual nature
 - Uninvited or inappropriate leaning over, cornering, patting or pinching
 - Uninvited sexually suggestive looks or gestures
 - Intentional brushing against a student's or school employee's body
 - Uninvited pressure for dates
 - Uninvited sexual teasing, jokes, remarks or questions
 - Any sexually motivated unwelcome touching
 - Any conduct resulting in an intimidating, hostile or offensive educational environment
 - Attempted or actual rape or sexual assault or sexual battery

No Retaliation

Retaliation of any nature against any student or teacher, staff, or employee who makes a report or complaint or who participates in any investigation under this policy is a serious violation of RSL's sexual harassment policy. Such retaliation is considered an act of sexual discrimination itself; therefore, reports and complaints of such retaliation are handled in the same manner as those of sexual harassment. A reference to "sexual harassment" in this policy and the related procedures shall also include retaliation. As such, retaliation against any employee or student who brings sexual harassment charges or who assists in investigating such charges shall be prohibited. Any employee or student bringing a sexual harassment complaint or assisting in the investigation of

such a complaint will not be adversely affected, discriminated against or punished because of the complaint.

Violations

- 1) Students and employees are encouraged and expected to immediately report incidences of alleged sexual discrimination or harassment and/or retaliation in accordance with these regulations and procedures.
- 2) A report or complaint – written or verbal – of an alleged violation of this policy must be sufficiently clear and explicit so that it can be recognized as a legitimate report of sexual discrimination or harassment or retaliation. This means that a report or complaint must, at a minimum, include: (1) a description of an alleged act of sexual discrimination or harassment or retaliatory conduct, including the date, time, and place it allegedly occurred; (2) identity of the alleged victim; (3) identity of the alleged harasser; and (4) identity of the reporting person.
- 3) All alleged violations of this policy shall be handled seriously and according to these regulations and procedures.
- 4) Discipline/Consequences.
 - a) Any student who is determined to have engaged in a sexual assault, sexual discrimination or harassment or retaliation against another individual in violation of this policy may be subject to disciplinary action, up to and including expulsion.
 - b) Any employee who is determined to have permitted, engaged in, or failed to report sexual assault, sexual harassment or retaliation in violation of this policy and the related procedures may be subject to disciplinary action, up to and including termination.

Enforcement

Each Principal, staff member, and teacher has the responsibility of taking such reasonable steps necessary and practicable to maintain a work environment and educational environment free of sexual assault and sexual discrimination or harassment. Such steps shall include implementation of the following:

- 1) All teachers, other staff members, and all employees shall cooperate, as needed, in any formal and informal investigations instituted under this policy. The Title IX Investigator is responsible to investigate any report of sexual discrimination or harassment involving student on student in coordination with the Title IX Coordinator. Reports involving an employee shall also be immediately reported to the Title IX Coordinator.
- 2) All principals, administrators and staff in charge of discipline of students shall, in accordance with policy and law, take such disciplinary action against any student found to be in violation of the sexual harassment policy as may be appropriate under the circumstances.
- 3) Within the first week of school each school year, the Title IX Coordinator through each Principal or Building Site coordinator shall ensure that an in-service program addressing the sexual harassment policy and procedures is provided for all teachers, staff and employees.
- 4) During orientation at the beginning of each school year or at the time of a new student's enrollment, the Principal of the school shall ensure that instruction about sexual harassment, RSL policy, and its procedures are provided to students.
- 5) Teachers, counselors, and administrators shall instruct students on the sexual assault, dating violence, or sexual harassment report and complaint procedures within the educational setting on an as-needed basis.
- 6) The Title IX Coordinator shall ensure that the sexual assault, dating violence, or sexual harassment policy and procedures are provided to all students, parents, and employees by:
 - a) Including a restatement of the policy and procedures in the student handbook;
 - b) Posting an age-appropriate restatement of the policy against sexual assault and sexual harassment, the report and complaint procedures, and notice of the Title IX Coordinator at visible and accessible sites for

students, for parents, and for employees;

c) Making a copy the complete policy and procedures available on request for students, parents, and employees at the school office and the central office; and

d) Maintaining the policy and procedures on RSL's website.

Appeal of Title IX Finding

Any appeal or grievance related to a Title IX Investigation shall be sent in writing to Dr. Angela Beck, at the following address: 5959 Cadillac St., Baton Rouge, LA 70911 and emailed to abeck@rsl.org

In reviewing the decision, the Superintendent of RSL may uphold, modify, or reverse the decision of the Title IX Decision Maker; however, the Superintendent of RSL's review of the Title IX Investigation findings is final.

RIGHTS CONCERNING DISCRIMINATION

RSL shall direct that anyone who wishes to file a complaint alleging discrimination on the basis of disability in employment practices and policies or the provision of services, activities, programs, or benefits by the school shall do so in the following manner:

The complaint should be in writing and contain information about the alleged discrimination such as name, address, and phone number of the complainant and location, date, and description of the problem. Alternative means of filing complaints, such as personal interview or a tape recording of the complaint will be made available for persons with disabilities upon request. A complaint form is available by calling the ADA Coordinator at 225-939-7490.

The complaint should be submitted as soon as possible but no later than sixty (60) calendar days after the alleged violation. Within fifteen (15) calendar days after receipt of the complaint, the ADA Coordinator shall meet with the complainant to discuss the complaint and possible resolutions. Within fifteen (15) calendar days after the meeting, the ADA Coordinator shall issue a written determination as to the validity of the complaint and a description of the resolution, if any, and, where appropriate, in a format accessible to the complainant, such as large print or audio tape.

The complainant may request a reconsideration of the matter if he or she is dissatisfied with the resolution. The request for reconsideration shall be made within fifteen (15) calendar days of the date of the written determination issued by the ADA Coordinator and, in writing or by alternative means, to the Superintendent.

Within twenty (20) calendar days after receipt of the request for reconsideration, the Superintendent or his/her designee shall issue a written determination concerning the request for reconsideration or in an alternative format, if required. The Superintendent's or designee's written determination shall be a final resolution of the complaint. The right of a person to pursue a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as filing of an ADA complaint with the responsible federal department or agency.

Additional information prohibiting other forms of unlawful discrimination/harassment, inappropriate behavior, and/or hate crimes may be found in other RSL policies that are available at the school. It is the intent of RSL that all such policies are read consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Any inquiries regarding this nondiscrimination policy or the filing of discrimination/harassment complaints may be directed to the Superintendent.

Notice: Programs for students with Disabilities under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Section 504/ADA defines a person with a disability as anyone who has a mental or physical impairment which substantially limits one or more major life activities such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. RSL has the ability to provide adjustments, modifications and provide necessary services to eligible individuals with disabilities. RSL acknowledges its responsibility under Section 504/ADA to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice at RSL.

Notification of rights under FERPA for Elementary and Secondary Schools

The Family Education Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 C.F.R. Part 99) affords parents and student over 18 years of age (“eligible students”) certain rights when respect to the student’s education records. These rights are:

The right to inspect and review the student’s education records within 45 days of the day RSL receives a request for access. Parents or eligible students should submit to the Principal a written request that identifies the record(s) they wish to inspect. The RSL official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amount of the student’s education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask a school to amend a record that they believe is inaccurate. They should write the school principal or appropriate school system official, clearly identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. As an exception to the requirement for consent, RSL will disclose without consent records to school officials with legitimate educational interests as allowed as an exception to FERPA. A school official is a person employed by RSL as an administrator, supervisor, instructor, or support staff member including health or medical staff and law enforcement unit personnel; a person serving on the RSL Board of Directors; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant,

nurses, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A RSL official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, RSL discloses education records, including disciplinary records, without consent of parent or a student emancipated in accordance with state law to school officials, including teachers, with legitimate educational interest and to officials of another school district in which a student seeks or intends to enroll. In addition, the law allows release of education records without the consent of the parent or student to an authorized representative of the Comptroller General or Attorney General of the United States; to an authorized official of the financial institution to which the student applied to receive financial aid; to an authorized official of an accrediting organization; to an authorized representative of the Secretary of the U.S. Department of Education; to an authorized representative of the Louisiana State Department of Education; to comply with a judicial order or lawfully issued subpoena to appropriate officials in connection with a health or safety emergency; to the Louisiana juvenile justice system or as otherwise authorized by law or regulation. The information may also be released without consent to organizations conducting certain studies for or on behalf of RSL. The above are samples of possible disclosures and not a complete list.

Further, two federal laws require local educational agencies such as RSL to provide military recruiters, upon request, with three information categories – names, address and telephone listings – unless parents have advised RSL that they do not want their student’s information disclosed without their prior written consent.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by RSL to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Committee
U. S. Department of Education 400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Other federal laws may require release of certain education records or student information, such as The National School Lunch Act and the Patriot Act.

The Title II Coordinator/Title IX Coordinator/Section 504 Coordinator for RSL is Kathryn Rice. She can be contacted at 225-337-7702.

DIRECTORY INFORMATION

RSL in accordance with FERPA and La. R.S. 17:3914(H), has authorized its Superintendent to authorize the disclosure of appropriately designated directory information without written consent, unless parents/guardians/eligible students opt-out of such disclosure. Directory information allows RSL to include student information in certain school publications, and announcements, including but not limited to year books, honor roll and scholarships, graduation programs, sports activity notices, and sporting events. RS: may disclose

appropriately designated “directory information” without written consent, unless you have advised the Principal of your child's school, in writing, to the contrary in accordance with RSL procedures. The primary purpose of directory information is to allow the RSL to include information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Providing transportation services
- Internet and WiFi access
- Photography services for school pictures or school publications
- Culmination programs
- Sports activity sheets or programs, such as for soccer, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want RSL to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must notify the Principal of your child's School, in writing, by August 31 of each school year of your withdrawal of consent to release information designated as directory information. Without any written request to the Principal of your child's school withdrawing your consent, RSL will release directory information of its students as necessary. RSL has designated the following information as directory information:

- Student's name
- Address (home and school)
- Telephone number
- Electronic mail (email) address (if available)
- Photographs
- Date and place of birth
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Certificates, honors, and awards received
- Student ID number
- Grade level

PERSONALLY IDENTIFIABLE INFORMATION

RSL understands and respects the importance of student privacy. We are committed to keeping all personally identifiable information about your child(ren) private and only sharing that information when legally required to

do so or when necessary for the education, health, or safety of your child(ren). Below are some examples of what may be shared:

- Information and educational records may be shared with employees of RSL that have a role in providing a high-quality education to your child(ren), including but not limited to teachers and administrators, to be used for designing, implementing, and evaluating educational programming and academic achievement.
- Information and educational records may be shared with high schools, postsecondary educational institutions, to be used for processing applications for admission and financial aid.
- Information and educational records may be stored on third-party computer systems for data storage and backup purposes.
- Information and educational records may be shared with the Louisiana Department of Education and third-party providers when required by law to provide for special education and mental health services and evaluations.
- Information may be shared with third party providers to provide educational programming, and assessments that strengthen the educational programming we offer to your child(ren).
- Information and health information may be shared with medical professionals and third-party providers to provide medical care or billing for medical care services (if applicable).
- Information may be shared with third party providers for the provision of transportation and food service.
- Samples of student work and accomplishments may be displayed in the school or published to recognize your child(ren)'s achievements.
- Your child's name may be published in programs related to school events.

We will not share personally identifiable information with any person or entity who desires to use the information for purposes that do not benefit the education, health, or safety of your child(ren). If you do not consent to the disclosure of your child's information for legitimate educational purposes, you must complete and submit an opt-out form. Please request an opt-out form from the front office. The form must be completed and returned to the front office within 10 days of your child's first day of attending school. If you have more than one child enrolled in Plessy, you must complete an opt-out form for each child.

Please be aware that opting out has implications that will impact you and your child. Some examples include but are not limited to:

- We will not be able to provide transportation to your child, because we can't share our child's name and address with our transportation partner.
- We may not be able to give your child access to computer-based learning opportunities.
- We will not be able to provide a report card with your child's name on it because we can't share your child's information without Student Information Systems vendors.
- We cannot provide a transcript to any high school your child applies to. You will not be able to access your child's grades online because we won't be allowed to share their information with our technology vendors.

ANTI-BULLYING POLICY

RSL takes pride in embracing individuality. This is the essence of the creative process and the feeling of being safe at our school and has always been an essential part of our culture. We have a no tolerance policy regarding bullying, cyberbullying, intimidating, threatening, harassing, hazing, name-calling and taunting. Any behavior seen as falling into the "bullying" category will be dealt with swift disciplinary action. All

bullying concerns should be reported to your school principal.

DEFINITIONS:

Bullying shall mean:

1. A pattern of any one or more of the following:
 - Gestures, including but not limited to obscene gestures and making faces.
 - Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious testing, or spreading untrue rumors. Electronic communication includes but is not limited to a communication or image transmitted by e-mail, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device.
 - Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
 - Repeatedly and purposefully shunning or excluding from activities.
2. (a) Where the pattern of behavior as provided in Paragraph (1) of this Subsection is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school-sponsored activity or event.

(b) The pattern of behavior must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

PROHIBITION AGAINST BULLYING:

RSL promotes mutual respect, tolerance, and acceptance among students, staff and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. Such behavior includes, but is not limited to direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation. RSL' Anti-Bullying Policy includes but is not limited to the following:

- Any student who engages in bullying will be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- School staff and/or administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the

student or the parent of the student should contact the local superintendent or his or her designee.

- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

All students and/or staff shall immediately report incidents of bullying, harassment or intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling on a school bus to and from school, or a school-sponsored activity, and during a school-sponsored activity.

DISCIPLINARY ACTION

Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying. Disciplinary action after the first incident of bullying may include but is not limited to the following:

- Loss of a privilege;
- Reassignment of seats in the classroom, cafeteria or school bus;
- Reassignment of classes;
- Detention;
- Out-of-school suspension;
- Expulsion; and/or
- Assignment to an alternative school

If necessary, counseling, and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

Students, parents/guardians, and other school personnel may report incidents of bullying to an administrator, teacher, counselor or other staff member orally or in writing by using the appropriate form.

PROCEDURES FOR INTERVENTION

The procedures for intervening in bullying behavior include but are not limited to the following:

- All staff, students, and their parents will receive a copy of the policy prohibiting bullying at the beginning of the school year as part of the student code of conduct.
- The school will keep a report of bullying and the results of an investigation confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying.
- Anyone who witnesses or experiences bullying, is encouraged to report the incident to a school official.

WHEN BULLYING IS REPORTED

The following actions will be taken when bullying is reported:

1. Investigation.

Upon receipt of any report of bullying, RSL will direct an immediate investigation of the incident. The investigation will begin no later the next business day in which the school is in session after the report is received by the school official. The investigation will be completed no later than ten school days after the date the written report of the incident is submitted to the school official.

The investigation shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s), and staff members separately. Physical evidence of the bullying incident will be reviewed, if available.

2. Notification.

Parents or legal guardians of the victim and accused student will be notified of the investigative procedure. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent/guardian should be notified immediately.

3. Discipline.

Upon confirming that bullying has occurred, the accused student will be charged with bullying and will receive age-appropriate consequences which shall include, at minimum, disciplinary action or counseling.

4. Follow Up.

Complainants will be promptly notified of the findings of the investigation and the remedial action taken.

5. Documentation.

Written documentation containing the findings of the investigation, including input from the students' parents or legal guardian, and the decision by the school official, will be prepared and placed in the school records of the victim and perpetrator.

CYBERBULLYING / HARASSMENT

RSL will not tolerate cyberbullying within the RSL community by students, staff, or parents. Cyberbullying is prohibited while using RSL's network (whether accessed on campus or off campus, either during or after school hours) or using outside networks.

Cyberbullying is defined as the transmission of any electronic textual, visual, written, or oral communication with the malicious and willful intent to coerce, abuse, torment, or intimidate a person under the age of eighteen. Specifically, this can include teasing, intimidating, threatening, or terrorizing another person by sending or posting offensive content. Such offensive content includes, but is not limited to, sexual comments or images, racial slurs, gender-specific comments, or comments about one's appearance, sexual preference, race, religion, ethnicity, or disability.

Students who feel that they have been the victims of such misuses of technology should following the following steps:

- Do not respond to the person accused of the cyberbullying;
- Document specific instances of cyberbullying (i.e. save or print documents when possible, take pictures of the offensive material, keep a record of each instance of cyberbullying) and do not erase the offending material from the system, if possible.
- Immediately report the incident to the administration.

All reports of harassment through cyberspace committed against members of the RSL community will be fully investigated. Sanctions may include, but are not limited to, the loss of computer privileges, a parent/guardian conference, detention, suspension or expulsion from RSL, and/or notification to the police.

CHAPTER 3: FULFILLING THE PARENT AGREEMENT

All of the parents at RSL commit time, effort, and energy towards the student's and RSL' success. The Parent Agreement outlines ways that parents agree to participate and provide support.

The Agreement outlines specific responsibilities expected of our parents.

PARENT AGREEMENT OUTLINE

Parents agree to:

- Provide Home and Academic Support by:
 - a)** Assisting and monitoring homework assignments
 - b)** Ensuring that your child/children are "Ready to Learn"
 - c)** Following through with school recommended actions

- Provide School Support by:
 - a) Ensuring that my child/children arrive to school on time and adhere to the school's absence/tardy policy
 - b) Supporting and adhering to the school's discipline policy
 - c) Adhering to the school's uniform policy

- Participate by:
 - d) Attending and participating at monthly parent meetings
 - e) Volunteering strongly encouraged to the extent possible

- Parents Agree to Provide Home and Academic Support By:
 - a) Assisting and monitoring homework assignments

HOMEWORK POLICY

Homework is assigned in all grades to reinforce those skills taught during the school day. A copy of the homework policy is included below. We seek your cooperation.

The staff of RSL believes that homework is an integral part of our instructional program. It is a valuable extension of our classroom teaching and should reinforce, extend or enrich the concepts that our students have been taught in class.

Students will be expected to turn in all homework assignments in a neat and legible manner. You can help your son/daughter by being aware of what type of work is being sent home and by looking over the assignments when completed.

WHEN?

Homework will be assigned at least **4 days a week**. Students will either receive a weekly homework schedule or will be responsible for recording their own homework assignments.

HOW?

Each student should attempt to complete their homework independently but may need assistance. If a child needs assistance, please do not do the homework for him/her. As a parent, please guide your child, allowing them every opportunity to do their own work.

PROBLEMS?

If you notice that your child's homework is consistently difficult for them, please let his/her the teacher know. Homework should be challenging, but not impossible! If you are unable to assist your child with homework, make sure to seek out alternative support for your child through tutorial programs. If there is a problem with having the appropriate supplies at home, contact your child's teacher.

Parents/guardians are responsible for ensuring that the student completes his/her homework and turns it in to the teacher. Parents/guardians must stay in frequent communication with teachers to ensure that students are successfully completing their homework. Teachers have different systems for tracking homework; parents should feel free to contact the teacher for additional information.

We have attempted to establish guidelines regarding frequency of homework, expected time for completion and degree of parental supervision needed. We also recognize the need for some flexibility due to individual differences and circumstances that may affect children.

Grade Levels	Minimum Frequency Per Week	Possible Amount of Time Required
Kindergarten	Mondays - Thursdays	15 - 20 minutes
1 st and 2 nd	Mondays - Thursdays	15 - 30 minutes
3 rd and 4 th	Mondays – Thursdays	35 - 60 minutes
5 th – 8 th	Mondays – Thursdays	1 - 2 hours

As suggested in the above chart, assignments should generally require from 15 to 20 minutes to complete in primary grades and may require as much as 120 minutes by the time your child has reached 6th grade. The assigned subjects will be left up to the discretion of the teacher. Students not returning an assignment, for some reason other than absence, will be held accountable and may be expected to do their work either sometime during the school day, or possibly after school. Please send a note of explanation if your child was unable to complete an assignment due to some reason beyond his/her control.

HOMEWORK SUPPLIES

Having the proper equipment and supplies will make starting and completing assignments easier. You and your child will avoid a lot of frustration if you have the items and materials listed below.

You and your child are required to have at home the materials necessary to complete homework assignments:

- sharpened pencils/ pens
- crayons and/or markers
- glue
- scissors
- calculator
- notebook paper
- ruler

- dictionary
- tape

WAYS TO ASSIST AND MONITOR HOMEWORK

Looking over your child's schoolwork gives you an opportunity to learn what is happening at school and to spend quality time with your child. Here are some tips to make the most of this experience:

- Sit down with your child and give him/her your full attention. Turn off the television to avoid distractions.
- Establishing a regular quiet place and time for homework can help your child/children develop good study habits that can last a lifetime.
- Ask your child to tell you about the work as he/she shows you school papers. Ask your child to point out his/her favorite and least liked kinds of schoolwork.
- Ask your child to show you what was most and least difficult for him/her. Do not expect your child's work to be perfect. Making errors is part of learning. If you emphasize your child's errors, he/she may discard less-than-perfect papers and be reluctant to share schoolwork with you.
- Let your child choose a few samples of his/her schoolwork to display on a bulletin board, the refrigerator, or to paste in a scrapbook. An inexpensive photo album with clear "magnetic" pages works well for this. If you have faraway friends and relatives, have your child select a sample of his/her schoolwork to mail to them. Sending samples of schoolwork is a quick and easy way to stay in touch with long- distance relatives. And it helps your child take pride in his/her work.
- For additional support you may contact your child's school and visit www.homeworkla.org

Going over schoolwork with your child reinforces that effort and completion of academic tasks are important.

ESURING THAT YOUR CHILD IS "READY TO LEARN"

Your child's success at RSL begins with you! This section explains the ways in which you can support your child with his/her growth and achievement.

It is very important that all students come to school ready to learn. Children who are ready to learn come to school:

1. On time
2. Rested
3. In Uniform
4. With good hygiene (hair washed and combed, teeth brushed, overall clean and neat appearance)

FOLLOWING THROUGH WITH SCHOOL RECOMMENDED ACTIONS

At different times throughout the year, staff at RSL may make recommendations regarding the welfare of your child. These recommendations are made with careful thought, and with the best interests of the child in mind. For example, the teacher may notice that your child is squinting at the chalkboard. As a result, the teacher may recommend that your child's vision be tested. We ask that you follow up with your child's medical professional if a recommendation is made so that your child's academic experience is positive. If you need assistance with accessing local resources, then please contact the office manager.

ATTENDANCE POLICY

Parents/guardians are required by law to ensure that their child attends school daily. Student absences/tardies impact the implementation of RSL's academic program designed specifically to guide your child to academic success. Accordingly, all absences/tardies, whether excused or unexcused, require that the student will have to make up all missing class work. Multiple unexcused absences/tardies may result in the child/family being referred to the school attendance review team (SART) and/or the local parish truancy office. Please communicate with the office manager the specific morning(s) that your child will be absent or tardy to school. Please refer to RS 17:221 School Attendance for state law.

TYPES OF ABSENCES DEFINED

EXCUSED ABSENCES/TARDIES

Excused absences/tardies are denoted through proper documentation obtained from your child's appointment provider. For example, a doctor's note that is signed by the doctor's staff indicating that the child was sick would qualify as an excused absence. The following is a sample list of excused absences:

- A student's personal illness (More than 1 day will require a doctor's note. Habitual 1 day absences may require a doctor's note)
- A student's medical appointment verified by a doctor's note
- Quarantine of the home
- A death in the family (up to 5 grievance days per schoolyear)
- Observance of a religious holiday (up to 3 days per schoolyear)
- Court summons/subpoena
- Serious family emergency (subject to principal discretion/approval)
- Time off for student's work in the entertainment industry (Must be pre-approved by the school and verified by proper documentation).

If you are aware that your child must be absent from school for a period of 10 or more school days due to severe injury, chronic illness, or a scheduled surgery, please contact the office manager with medical information/documentation. Your child may be eligible to receive academic instruction through Redesign Schools Louisiana via home-hospital services during their prolonged absence.

UNEXCUSED ABSENCES/TARDIES

Unexcused absences/tardies occur when a child is not present at school due to a reason outside of the excused absence/tardy list. Examples of unexcused absences/tardies include missing instructional time due to a family trip/vacation, lack of transportation to the school, or not waking up on time.

UNEXCUSED ABSENCES CHART

Number of Absences	Actions
1-2 Unexcused Absences	Call from the office manager and request for valid written excuse.
3 Unexcused Absences	First official notice sent home. Call from the office manager.
6 Unexcused Absences	Second official notice sent home. Call from the office manager. Conference with Principal
9 Unexcused Absences	Third official notice sent home. Call from the office manager. Required SART Meeting.

EXCESSIVE TARDIES or EARLY DISMISSAL CHART

Number of Incidents	Actions
1-2	Call from the office manager and request for written valid excuse.
3	First official notice sent home. Call from the office manager.
6	Second official notice sent home. Attendance supervisor notified.

9

Third official notice sent home.
Required SART meeting

RECOGNITION AND AWARDS

Each month, the class with the best attendance and tardy rates for the previous month will receive special recognition. Awards and individual recognition will be provided to students who have not been tardy or absent for the previous month. Other incentives for being on time will also be provided. At the end of the school year, students who have perfect attendance and punctuality will receive a special award and/or be invited to a special event.

DISCIPLINE POLICY

Our goal is to provide a learning environment that is safe, supportive, and nurturing for each student. All students have a right to learn in a safe school environment. As such, discipline is a necessary part of school life in order to keep student, teachers, staff, and visitors on campus safe.

There are strict behavior expectations which includes no hitting, kicking, biting, scratching, bullying, cyberbullying, pushing, and/or fighting. Students are to use respectful actions and words when interacting with others on campus or on the bus.

The goals of our discipline policy are to uplift the following actions:

- Promote self-discipline and proper regard for authority among students;
- Encourage good behavior and respect for others;
- Ensure students' standard of behavior is acceptable;
- Regulate students' conduct

Each classroom teacher will develop and implement a specific management plan with clear expectations and consequences. The plan is taught to students and communicated to parents through parent square and parent phone calls/meetings. Students and parents can expect consistent enforcement of the discipline policy, and fair administration of consequences for failure to follow the acceptable expected behaviors.

GENERAL ISSUES/COMPLAINTS

If a student or parent/guardian has a complaint regarding the consequences administered by a teacher, administrator, or bus driver then the following steps should be taken by the concerned individual:

- Discuss your concerns with the involved individual who you disagree with in a respectful manner. Seek to understand each other's point of view. Actively try to work together to resolve the issue.
- If unresolved after your discussion with the person that you have the grievance with, then schedule a conference with the principal or supervisor.
- If unresolved after your meeting with the principal or supervisor, then appeal to the principal in writing.
- If unresolved after your written request to the principal, then appeal in writing to the Superintendent.
- If unresolved after your written request to the Superintendent, then request that the case be referred to the RSL Board of Directors. The Superintendent shall notify all parties of the date of the hearing and the right to be present at the Board of Director's meeting. All parties will be notified in writing of the action taken by RSL's Board of Directors.

Acceptable Behavior Expectations

Students

How I Treat Others:

- I will treat all kids and adults with respect and kindness.
- I will use words that are helpful, courteous, and kind.
- I will treat all things that belong to other people with care.
- I will get help from an adult if someone tries to start a fight with me or a disagreement won't end. (If I am in a situation that could lead to violence or name-calling.)

How To Get My Assignments Done:

- I will make sure my homework and projects are neat, complete and turned in on time.
- I will respect school property by taking care of my books and classroom supplies, and by keeping the rooms and yards clean.
- I will come to school on time. (Parents, this one depends on you also.)

How To Honor School Culture:

- I will greet visitors in a friendly manner.
- I will offer to help those who need it or request it.
- I will take pride in my appearance. I will only wear the authorized school uniform to school.
- I will eat only in the designated areas.

Parents

How To Support Your Child's Education:

- I will act in a respectful manner while on school campus with all stakeholders.
- I will seek to understand when I disagree with a decision made by an RSL employee.
- I will encourage my child to complete all work assigned as an investment in their future.
- I will talk to my child about acceptable behavior at school.

VIOLENCE ON CAMPUS:

Under no circumstances will violence on campus be tolerated. Violent acts include but are not limited to the following: intimidation, extortion, harassment, physical attacks on students, physical attacks on school personnel, or physical attacks on authorized persons on campus/virtually. Violence will not be condoned or excused. Possession of weapons such as a real gun, fake/toy/pellet/airsoft/bb gun, or household/school related items that are in a person’s possession with the intent to harm, intimidate, “show off” to others may result in recommendation for suspension, expulsion, and/or involving law enforcement.

BEHAVIOR EXPECTATIONS:

Acceptable behavior expectations should be followed at all times while on school grounds/virtually. The teacher, school administrator, associate superintendent, or superintendent may administer appropriate consequences based on an individual’s actions if they are not in line with our acceptable behavior expectations.

Examples of inappropriate behavior include, but are not limited to:

- | | |
|-------------------------------|----------------------|
| Not following directions | Littering |
| Pushing | Teasing |
| Rude Talk | Spitting |
| Tripping | Chewing gum |
| Running in class and hallways | Play fighting |
| Hitting | Speaking out of turn |
| Eating in class | Play Wrestling |
| Disobedience | Lying |
| Inappropriate touching | Misusing equipment |

SEARCHES

RSL respects the civil rights of the students attending its schools and will uphold those rights, but the Board also will not tolerate violations of law, Board policy, or school rules. Searches are used to ensure the safety of ALL individuals on campus.

Any teacher, principal, school security guard, or administrator in the School System may search any building, desk, locker, area, grounds, or vehicle parked on school property for evidence that the law, a school rule, or School Board policy has been violated. The School Board is the exclusive owner of all buildings, all desks and lockers and all are subject to be searched. The permission granted to park an automobile or vehicle on any School Board property constitutes consent of the owner and/or operator to allow a search of the vehicle.

The teacher, principal, school security guard, or administrator may search the person or personal effects of a student when, based on the circumstances at the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law, a school rule, or a RSL policy. Such a search shall be conducted in a manner that is reasonably related to the purpose of the search and not excessively intrusive in light of the age or sex of the student and to the nature of the suspected offense. Random searches with a metal detector of students or their personal effects may be conducted at any time, provided the searches are conducted without deliberate touching of the student. Standards regarding procedures for searching students shall include the following:

PERSONS OTHER THAN STUDENTS

Any school principal, administrator, teacher, or school security guard may search the person, book bag, briefcase, purse, or other object in possession of any person who is not a student enrolled at the school, or a school employee, while in any school building or on school grounds. This search may be done randomly with a metal detector. Also, when there is reasonable suspicion that such person has any weapons, illegal drugs, alcohol, stolen goods, or other materials or objects in violation of RSL's policy, such persons may be searched.

OFFICE REFERRALS:

It is at the discretion of the teachers to refer a student to the office for administrative intervention. If this occurs, then the student will be sent to the office with a referral. The administrator will take the necessary steps in order to either ensure a safe and respectful return back to class or necessary time away from classmates/RSL employee(s). Based on the level of incident indicated on the referral, the administrator may need to investigate the incident. Based on findings, the administrator may have to call a guardian, meet with a guardian, suspend the student, or call law enforcement.

GROUND FOR SUSPENSION OR EXPULSION OF A STUDENT:

A student may receive a suspension or be recommended for expulsion based on misconduct displayed during instructional time (virtually or in person), after school hours in which a student targets/harasses/threatens another students or RSL employees (virtually, social media, phone calls, text, in person, etc.), at a school related event (sports, clubs, field trip, etc.), or while riding the bus.

SUSPENDABLE OFFENSES:

Discretionary suspendable offenses are where a student may be suspended for committing one of the following acts:

- Willful disobedience (only for grades 4-8)
- Treats an authority with disrespect
- Makes an unfounded charge against authority

- Uses profane and/or obscene language
- Is guilty of immoral or vicious practices
- Is guilty of conduct or habits injurious to his/her associates
- Disturbs the school or habitually violates any rule
- Cuts, defaces, or injures any part of public-school buildings/vandalism
- Writes profane and/or obscene language or draws obscene pictures
- Throws missiles/objects liable to injure others
- Instigates or participates in fights while under school supervision
- Violates traffic and safety regulations
- Leaves school premises or classroom without permission
- Is guilty of stealing
- Commits any other *serious offense* (i.e.: threatens to harm, or causes harm to another person)
- Criminal Damage to Property
- Burglary
- Use of OTC medication in a manner other than prescribed or authorized
- Possession of Body Armor
- Bullying/Harassment
- Cyber Bullying/Cyber Harassment
- False Alarm / Bomb Threat
- Forgery
- Gambling
- Public Indecency
- Obscene behavior or Possession of Obscene/ Pornographic Material
- Unauthorized use of Technology
- Improper dress
- Academic dishonesty
- Trespassing Violation
- Failure to Serve Assigned Consequence
- Misusing Internet/Violates electronic/technology policy
- Sexual Harassment
- False Report

Non-discretionary suspendable offenses are where a student will be suspended and/or referred to law enforcement for committing one of the following acts:

- Uses or possesses any controlled dangerous substances governed by the uniform controlled dangerous substances law, in any form.
- Uses or possesses tobacco or lighter
- Uses or possesses alcoholic beverages
- Possesses weapon (s) as defined in Section 921 of Title 18 of the U.S. Code. (Firearm or Destructive Device)
- Possesses firearms not prohibited by federal law (e.g.: BB or Pellet/Air Soft Guns), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury

(excludes pocketknives with a blade length < 2 ½ “).

- Murder
- Assault and/or Battery
- Rape and/or Sexual Battery
- Kidnapping
- Arson
- Criminal Damage to Property
- Burglary
- Misappropriation with violence to the person
- Possesses pocketknife or blade cutter with a blade length < 2½” 15. Serious Bodily Injury

The student may be recommended for expulsion based on the misconduct under non-discretionary suspendable offenses.

SUSPENSION PROCEDURES:

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference (in person, phone, or virtual) conducted by the principal (or designee), the student, and the guardian(s). The conference may be omitted if the principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without a conference, both the parent/guardian and student shall be notified of the expected return to school date.

At the conference (in person, phone, or virtual), the student and guardian shall be informed of the reason for the disciplinary action, and the evidence against him or her. The student shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two days of the incident, unless the pupil or guardian waives their right, or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the guardian to attend the conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the guardian at the conference.

Notice to the guardians

At the time of suspension, the principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension in person or via U.S. mail. This notice shall state the specific offense(s) committed by the student. In the case of a recommendation of expulsion, the return date will not be indicated with an actual date, but will read “pending an expulsion” since

the suspension will remain in place throughout the student's due process phase of the expulsion process (See expulsion procedures). If administration or the superintendent wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

SUSPENSION TIME LIMIT:

Suspensions, not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student's suspension quantity of days may not exceed more than 20 school days in any school year or more than 10 days for students with an IEP or 504. This restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. During all suspensions, the school will ensure that the students and their families receive classroom materials and current assignments to be completed at home during the term of the suspension. All work will be graded by the teacher, and feedback will be provided in a timely manner.

APPEAL OF SUSPENSION:

The suspension of a student will be the determination of the principal or principal's designee. Guardians will be notified in advance to the enactment of the suspension and can appeal a student's suspension within ten (10) school days of notification of the suspension. A suspension appeal will be reviewed by the superintendent, and a final determination will be made by the superintendent. If the appeal is granted, the appeal will not reinstate the student in school for the day(s) to be suspended. However, if the appeal is granted, the Superintendent may remove the suspension from the student's records.

RECOMMENDATION FOR EXPULSION:

The student and guardian will be invited to the initial suspension conference where a determination based on the student's actions may result in a recommendation for expulsion. This determination will be made by the principal or designee based upon the following: (a) the student's presence will be disruptive to the education process, or (b) the student poses a threat or danger to stakeholders on or off the school campus. If either determination is made by the principal or the designee, then the student's suspension will remain in place throughout the expulsion hearing process.

EXPELLABLE OFFENSES:

Discretionary expellable offenses are when a student may be recommended for expulsion when he/she commits one or more of the following acts:

- Is guilty of immoral or vicious practices
- Is guilty of conduct or habits injurious to his/her associates
- Uses or possesses tobacco or lighter
- Uses or possesses alcoholic beverage(s)
- Uses or possesses any illegal or non-prescribed drug

- Disturbs the school or habitually violates any rule
- Cuts, defaces, or injures any part of public-school buildings/vandalism
- Possesses firearms not prohibited by federal law (e.g.: BB, pellet, airsoft, fake guns, etc.), or any items that projects an object with force with the intent to harm someone else
- Possesses a weapon with the potential or intention to inflict harm or injury. A weapon can be defined such as a knife or objects (pencils, blades, homemade item, etc.) with the intent or potential to cause injury or harm. This excludes pocketknives or knives with a blade length greater 2.5” as this would fall under a nondiscretionary expellable offense.
- Throws missiles or objects liable to injure others
- Instigates or participates in a fight while under school supervision
- Violates traffic and safety regulations (Safety regulations include adhering to social distancing and other specified Covid-19 practices)
- Is guilty of stealing
- Arson
- Criminal damage to property
- Burglary
- Misappropriation with violence to the person
- Possesses pocketknife or blade cutter with a blade length less than 2.5”
- Serious bodily injury
- Use of over-the-counter medicine in a manner other than prescribed or authorized
- Possession of body armor
- Bullying/Harassment
- Cyberbullying/Cyber harassment
- False Alarm/Bomb threat
- Public indecency
- Obscene behavior or possession of obscene/pornographic material
- Unauthorized use of technology
- Trespassing violation
- Misusing internet/Violates electronic use or technology policy
- Sexual harassment
- Participating in a sexual act on campus
- False report
- Threats through any form including, but not limited to, verbal, written, social media, phone, texts, emails, or other forms
- Commits any other serious offense

Nondiscretionary expellable offenses result in a mandatory expulsion when a student commits one or more of the following acts:

- Sells, arranges to sell, or unlawfully distributes in any form a controlled dangerous substances governed by the uniform controlled dangerous substance law
- Possesses a weapon(s) as defined in section 921 of title 18 of the U.S. code. (Firearm or Destructive Device)

- Murder
- Assault and/or Battery
- Rape and/or sexual battery
- Kidnapping
- Brandishing a pocketknife or blade cutter with any blade length

AUTHORITY TO EXPEL:

A student may be expelled based on the determination of the administrative panel following a hearing before the panel. The administrative panel will consist of at least three members who are administrators, curriculum specialist, or teachers from other Redesign Schools Louisiana. The administrative panel members will not include the teacher or administrator of the pupil. Notice of who will be serving on the administrative panel will be provided to the family in advanced. If the administrative panel makes a determination that the student committed an expellable offense, the student shall be immediately expelled unless the parent or guardian timely submits a written appeal to the Redesign Schools Louisiana's Board of Directors. For students with IEPs, a manifestation determination hearing must first be conducted for the student before a recommendation for expulsion may be made.

EXPULSION PROCEDURES:

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the principal or designee has notified the parent/guardian that the student is being recommended for expulsion. Pending the expulsion hearing, the school will ensure that the student and their family will receive classroom materials and current assignments to be completed at home during the term of the suspension. For a student with an IEP or 504, a manifestation determination hearing that results in an expulsion recommendation will be provided an assigned teacher to conduct homebound instruction to the student during the pending expulsion hearing/process. All work will be graded by the teacher and feedback will be provided in a timely manner.

The administrative panel will conduct the expulsion hearing. The administrative panel shall hear and consider all pertinent information presented and make the expulsion determination. The hearing shall remain confidential.

Written notice of the hearing shall be mailed/emailed to the student and the guardian at least ten (10) calendar days before the date of the hearing. Upon mailing/emailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:

- The date and place of the expulsion hearing
- A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
- A copy of the school's disciplinary rules which related to the alleged violation
- Notification of the student's or guardians' obligation to provide information about the student's status at the school to any other school district or school to which the student seeks to enroll
- The opportunity for the student or guardian to appear in person or employ and/or represented by counsel or a non-attorney advisor

- The right to inspect and obtain copies of all documents to be used in the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented through oral or documented evidence on the student's behalf including witnesses

SPECIAL PROCEDURES FOR EXPLUSION HEARING INVOLVING SEXUAL ASSULT AND/OR Battery:

The school may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the school, panel chair or the hearing officer in the expulsion. Copies of these sworn declarations where all names are removed, shall be made available to the pupil and guardian.

The complaining witness in any sexual assault, battery, sexual act on campus case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

The school must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support person(s) must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, the school must present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the

presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

RECORD OF HEARING:

A record of the expulsion hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and completely written transcription of the proceedings can be made.

PRESENTATION OF EVIDENCE:

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted, and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the administrative panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault, as defined in La. R.S. 29:220, or committing a sexual battery, as defined in La. R.S. 14:43.1, et seq., a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the administrative panel shall be in the form of written findings of fact.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

In some cases, the hearing panel may decide to suspend the enforcement of a students' duly processed expulsion. Students who have been placed on expulsion with suspended enforcement may have their suspended enforcement status revoked and be expelled outright (i.e., "straight expelled") if it is determined that, during the period of suspended enforcement, the student committed another violation(s) of the charter's rules and regulations governing student conduct.

WRITTEN NOTICE TO EXPEL:

The principal or designee, following the administrative panel's determination to expel shall send written notice of the decision, including adopted findings of fact, to the student and guardian within five (5) school days. This notice shall also include the following:

- Notice of the specific offense committed by the student.
- Notice of the student's or guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the school.
- The expulsion appeals process.
- Notice of the student or guardian's obligation to inform any new district, which the student seeks to enroll, of the student's status with RSL.
- The reinstatement eligibility review date.
- A copy of the rehabilitation plan.
- The type of educational placement during the period of expulsion.

EXPULSION APPEALS PROCEDURE:

The decision to expel a student may be appealed by the parent or guardian of the student to the Redesign Schools Louisiana's Board of Directors. In order to appeal, the parent must submit a written request to the Redesign Schools Louisiana's Board of Directors within five (5) school days of service of the written notice of the decision to expel. The student will be considered suspended until a Redesign Schools Louisiana's Board of Directors meeting is convened, within ten (10) school days of receipt of the written appeal, at which time the parent must attend to present their appeal. Redesign Schools Louisiana will strive to schedule the Board of Directors meeting to accommodate the parent's presence. The Redesign Schools Louisiana Board of Directors will make a final decision on the expulsion appeal based on information presented by the parent at the appeal hearing and information from the original expulsion hearing. The Redesign Schools Louisiana's decision regarding the expulsion will be final.

DISCIPLINARY RECORDS:

The school shall maintain records of all student suspensions and expulsions at the school.

EXPELLED STUDENTS/ALTERNATIVE EDUCATION:

Alternative education program placements will be arranged and provided by the expelling school unless parent, on their own accord, disenrolls the student from Redesign Schools Louisiana.

OUTCOME DATA:

Redesign Schools Louisiana will maintain data for all students including:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

CLASSROOM FORMAL OBSERVATION TIME:

After an office referral, the student's parent or guardian may be required to come to school and sit in the classroom with the student. They must do this for a minimum of one hour. Depending upon the severity of the student's behavior, a longer period of time may be required. If for some reason the parent or guardian is not cooperative with this process, then the student may be suspended at home. If such behavior continues from the student, then the student may be recommended for expulsion.

STUDENT SUPPORT TEAM:

The student support team may consist of the following members:

- Guardians of the student
- Academic teacher(s) of the student
- Principal or designee
- Counselor, psychologist, or specialist (Pupil service team members)
- Student

The team will be responsible for the following actions:

- Develop a support plan for the student
- Meet one month following first meeting to check progress of the support plan
- Make any necessary changes to the support plan to ensure student success
- Document all meetings, discussions, and progress of the student

A support plan may assist by developing the following:

- Summary of behaviors demonstrated by the student that necessitate the degree of support
- Summary of any actions already taken by teacher, parent, or other staff to address the needs of the student
- Description of new actions to be taken in order to support student success
- A signed, one-page agreement that memorializes the agreement between all concerned parties

Some possible supportive actions are:

- Daily, weekly, or monthly contract(s) for the student to adhere to in class
- Restriction from before or after school activities
- Family and/or student counseling
- Half day schedule
- Journaling

IMPLEMENTATION:

Fair and consistent judgment and decision-making by all staff is crucial in order to enforce the discipline policy. Therefore, all staff will be evaluated regularly in relation to their role in the implementation of the discipline policy.

PARENT/GUARDIAN SUPPORT:

Guardians and home life are an important influence in shaping the character and attitudes of children. There are many ways that parents can work with the school to improve overall student behavior. Here are some tips that may be helpful: Modeling and teaching good manners at home. Examples include: using polite and courteous language—saying please and thank you; not interrupting people while they are speaking and saying excuse me if it is absolutely necessary; walking over to people to ask them a question rather than calling from the other side of the house (this behavior is very disruptive in the classroom); Talking to your child/children about behavior reports and providing an incentive for their success. (A hug or special time together for example.) Seriously addressing problem behaviors that are reported by the school. Consider removing telephone, video game, television, and other privileges from children after experiencing school problems. These actions will demonstrate your support for the school and discourage the problem behaviors from recurring. Take time to discuss the importance of discipline with your child/children regularly. Become more disciplined in a challenge area for yourself, (i.e. dieting, exercising, speaking a second language.) and talk about your progress/challenges with your child/children.

ADHERING TO THE SCHOOL'S UNIFORM POLICY:

Uniform wear promotes a team theme and is intended to direct the focus to student learning. Evidence suggests that uniform policies, if applied fairly, instill a sense of unity, pride, and discipline while reducing jealousy and peer pressure. Uniforms with Redesign Schools Louisiana logos are available for purchase at designated vendor outlets (Contact the school's office manager for more details). In the event that guardians cannot afford school uniforms, Redesign Schools Louisiana will provide a uniform to families in financial need.

UNIFORM POLICY:

- Khaki (cotton twill) pants or khaki shorts (Appropriate size, worn at the hip, and appropriate length)
- Khaki skirt with shorts underneath (Appropriate size, worn at the hip, and extends to the knee)
- Tucked in light blue button-down shirt with collar or light blue polo shirt (No writing other than RSL logo. Please ensure appropriate size and length to cover midsection. Not cut-off or halter-tops)
- Plain dark blue sweater or plain dark blue jacket
- Shoes with a flat, rubber sole, closed back and closed toe.
- Plain socks or plain tights that are light blue, dark blue, khaki, white, black or gray only
- Mask to cover the nose and mouth (optional)
- Tucked in t-shirts/turtlenecks worn under the shirt can be light blue, khaki, white, or gray. (optional)
- No sweats or jeans
- No baseball caps or bandanas
- Hoods being pulled up over the head and worn on campus will not be allowed.
- Winter gloves, scarfs, and beanie hats will need to be removed and put away while on campus.

For the student's safety, if jewelry is worn then please wear earrings no bigger than ¼ inch in size. No hanging earrings as they could get caught on items and hurt your child. Necklaces should be tucked inside the shirt to avoid getting stuck on items and hurting your child.

Student's hairstyles should be appropriate, and within the natural hair color spectrum. Hair color choices such as pink or neon green are not within the "natural hair color spectrum", so please be mindful of our policy. Please make sure that clips, headbands, or ponytail holders are comfortable to your child and are school appropriate. We ask that hair shaved designs into the scalp not occur.

Please note that RSL supports gender self-identification and expression. Students who identify as male, female, or nonbinary should dress according to their identification within the guidelines listed above.

Additionally, this is a sample list of examples that do not include all possible uniform offenses. Please know that the administrator/teacher/staff will enforce the uniform policy daily as it is necessary for our school culture for all stakeholders to be respected, professional, and not cause isolation/offense to others.

VIOLATIONS OF THE UNIFORM POLICY:

1st Offense: A letter will be sent home that must be signed by the parent or guardian.

2nd Offense: A parent conference will be required before the student can return to campus.

3rd Offense: May result in loss of certain school privileges.

PARENT PARTICIPATION:

Parent meetings occur frequently throughout the year. We encourage you to attend all parent meetings as they provide important information regarding the academic and operational program of the school setting. As well, we encourage you to provide feedback or suggestions in a respectful and solution-oriented manner. If you have a grievance regarding school operations, we ask that you make an appointment with the principal and express such at that time. We are all in this together.

PARENT VOLUNTEERING:

Guardians are strongly encouraged to volunteer throughout the year. Please note that volunteering within a classroom must be approved by the principal prior due to health and safety measures. Volunteering can be done through multiple ways which include recruiting other students to attend our school, attending a field trip as a chaperone, helping to beautify the school campus, attending school functions, participating in the parent-teacher organization, or participating in school site council. Please contact the office manager to learn more about volunteer opportunities. A background check will be required prior to attending and supervising students.

PERSONAL DEVELOPMENT:

Throughout the school year the school may offer educational opportunities solely for the continuing education of the parents. Such opportunities may include classes on parenting, computer operation, open communication, or domestic violence. Working to improve yourself by learning something new, reading, or studying sets a good example for your child/children.

CHAPTER 4: HEALTH**LUNCHES**

Redesign Schools Louisiana will provide well-balanced hot lunches to students. The cost is based on parent income. Some students may qualify for free or reduced lunch. Participation in our lunch program is optional. Parents may choose to provide their children with a well-balanced sack lunch. Eating candy or other high sugar foods is discouraged at school and should not be packed in lunches. Sugar, high-fat, and salty snacks are not nutritious and make it hard for children to sustain energy throughout the day. We also request that parents not pack foods for their child that require heating. Unfortunately, due to health and safety factors, employees are not allowed to heat up a student's lunch.

HEALTHY SNACKS

Please provide your child with a health snack. Examples of a healthy snack include, but are not limited to: fruits, vegetables, sandwiches, crackers, bread, real fruit juice, water, pretzels, granola bars, and nuts.

Unhealthy snacks include but are not limited to: candy, gum, chocolate, shelled sunflower seeds, potato chips, and soda. A staff member does have the right to ask the child to put away, dispose of, or confiscate unhealthy snacks while out on campus. We highly suggest that such snacks be left at home.

HYGIENE

It is very important that your child/children come to school clean daily. Cleanliness is defined as daily teeth brushing, bathing on a regular basis, wearing of a clean uniform, and age-appropriate application of antiperspirant/deodorant. Please do everything possible to enable your child to have positive social relationships through good hygiene.

SLEEP

It is very critical that your child/children get the appropriate amount of sleep. They are at the age where growth is occurring and need to be well rested before they come to school. When a child is going through a growth spurt, they require more sleep than normal. Children generally require anywhere from 8 to 12 hours of sleep nightly. Please help your child get the right amount of sleep. RSL employees will wake students up who fall asleep during class. If falling asleep during class becomes a trend, then a meeting may be scheduled with you by the teacher or principal to help come up with solutions to the problem as a team.

ILLNESS

If your child is ill, please call and inform the office. For your own child's protection and the protection of others, please do not send him/her to school sick. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him/her up. If your child displays flu like or Covid-19 symptoms (See CDC guidelines for symptoms) we highly suggest that you seek medical attention. If child develops Covid-19 symptoms, then the schools may require a negative Covid-19 test result for the student to return due to the health and safety concerns for all. (See Communicable Disease Section of the handbook). Please make an effort to get a copy of all work missed during your child's absence. Online instruction may be made available so that your child can stay up with his classroom instruction while at home sick.

IMMUNIZATIONS

All students will need to present a written immunization record provided by a physician or the health department prior to the first date of school. Immunizations must be up to date.

The immunization status of all students will be reviewed periodically. Those students who do not meet the Louisiana state guidelines must be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the school.

HEALTH AND MEDICAL CONDITIONS

The school's office manager and designated administrator must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. The school administrator will arrange to meet with the parent and necessary school staff to develop an accommodation plan for the student's medical condition. Students with diabetes, severe asthma, and severe allergies should have an accommodation plan at the school.

MEDICATIONS AT SCHOOL

Students may not carry or self-administer medication on campus under any circumstances. A student who needs to take medication during school hours must have a statement to this effect on file at the school, signed by the prescribing physician and the parent/guardian. The required forms are available from the school's office

manager or administrator. School personnel cannot prescribe or give advice regarding any kind of medication. All medication must be in the original container with the appropriate pharmacy label.

Whenever possible, medication prescribed three times daily (antibiotics) should be given at home, i.e., at breakfast, after school, and at bedtime. Seven days after the last authorized dose of medication any empty or unused medications will be discarded.

No medication of any kind is to be placed in possession of a child or administered by a child. Please do not place medications in lunch boxes, backpacks or pockets including: Tums, chap-sticks, headache/pain relievers, sunscreen or any other over-the-counter medications.

PHYSICAL EXAMINATIONS

Guardians will be required to complete and submit the "School Entrance and General Health Exam Form" for each child enrolled. They must also have their child's physician complete and sign the Louisiana State "Comprehensive Physical Exam Report."

TREATMENT AND SCHOOL RELATED INJURIES

It is the policy of the school to treat minor injuries (scrapes, paper cuts, bumps, etc.) with ice packs, cold compresses, or Band-Aids as needed. Guardians will be notified about minor injuries at the discretion of the administration or school nurse.

When confronted with more serious injuries/illnesses, school staff will contact guardians, and, if appropriate, transport the student to the nearest hospital emergency department or call 911 for assistance.

It is the responsibility of the guardian to update school medical and emergency information.

COMMUNICABLE DISEASE

A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met.

LICE

If you discover that anyone in your family has lice, please notify the school immediately. If it is discovered that your child has lice eggs and/or lice in his/her hair, they will be sent home with a letter describing appropriate treatment. Your child should be permitted to return to school the morning following their first treatment. A school staff member or the school nurse will inspect their hair for nits and eggs.

RINGWORM

Ringworm is an infectious disease characterized by scaling or cracking of the skin. In severe cases, vesicular lesions appear on various parts of the body. Students with ringworm will be sent home and require a doctor's note indicating that the ringworm is not contagious, and the student may be readmitted.

CHICKEN POX

An effort will be made to notify parents/guardians about school exposure to chickenpox. The parent/guardian of a student for whom chicken pox presents a particular hazard should contact the school's office manager to facilitate communication. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of leukemia or organ transplants.

OTHER MEDICAL CONDITIONS

A student returning to school with sutures, casts, crutches, brace(s), or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration. A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by the health care provider to attend school, including any recommendations regarding physical activity.

An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in a regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to 5 days; thereafter, a written request is needed from the student's health care provider.

A current emergency information card must be on file at the school so that parents/guardians can be notified promptly in case of accident or illness involving their child.

SPEECH, HEARING, AND EYE EXAMINATIONS

It is recommended and strongly encouraged that guardians arrange annual speech, hearing, and eye examinations. RSL has partnered with Saint Gabriel Health Clinic who may be able to assist with examinations. Please contact Meta Johnson at mjohnson@rsl.org for more information.

VACCINATIONS

Please check with a doctor to make sure that your children have been vaccinated and are up to date with all of them. The school can provide you with a list of agencies that provide free vaccinations.

CHRONIC CONDITIONS:

For your child's safety, the school must be aware of any special needs your child may have, such as asthma, allergies, or any other persistent medical conditions. You are required to notify the office manager, administrator, and your child's teacher.

TDAP AND MENINGOCOCCAL (MENINGITIS)

Louisiana law requires children aged four or older who are entering kindergarten or pre- kindergarten to show proof if they have received the following vaccinations:

- a booster dose of Poliovirus vaccine (IPV)
- two doses of Measles, Mumps, Rubella vaccine (MMR)
- three doses of Hepatitis vaccine (HBV)
- two doses of Varicella (chicken pox) vaccine (Var)
- a booster dose of Diphtheria Tetanus Acellular Pertussis vaccine (DtaP)

Children who are 11 or older and are entering the sixth grade this year must have proof they have received all the age-appropriate immunizations listed above, and at this age, children also need proof of receiving:

- Meningococcal (meningitis) vaccine
- Tetanus Diphtheria Acellular Pertussis vaccine (Tdap)

CHAPTER 5: COMMUNICATION

GUARDIAN/SCHOOL PERSONNEL COMMUNICATION

It is very important that the communication between you and school personnel is open, respectful, informative, and continuous. To stay informed of all meetings and events, please logon to ParentSquare through your mobile or computer device. Principals and RSL staff members will be using ParentSquare as the main mode of large-scale information blasts. Please download ParentSquare or use the link <https://www.parentsquare.com/signin> to sign in and review school specific information.

TIPS TO EFFECTIVELY COMMUNICATE WITH RSL STAFF:

- Call the school office or cell phone of the staff member and leave a message for a return call
- Making an appointment
- Writing a note
- Sending an email or text message

If you need to speak to an administrator, please call the office manager. If someone is not available to speak to you immediately, please leave a message and someone will return your call. If you need to speak to someone about an issue that may take more than 5 minutes, please make an appointment with the appropriate person. This is the best way to ensure that you will receive undivided attention.

If you need to communicate with your child during school hours, call the office manager and leave a message for him/her. That message will be given to your child. A child will only be called to the phone if it is an emergency. Please make all carpool or after school pickup arrangements with your child before school.

CONFERENCES

Formal and informal conferences are one way that you as the guardian can stay informed of the progress of your child. You may set up an appointment to meet with a teacher whenever you feel it is necessary. Mandatory formal conferences will take place at least twice a year. These usually take place during the end of

the first and second grading period. The dates for this year are located on your academic school calendar.

In order to get the most out of a formal conference, you should be on time and may want to prepare questions ahead of time. Please feel free to bring up concerns regarding your child's academic or behavioral progress during the conference. If your child is not meeting standard, then seek to understand and discuss solutions on how to improve his/her academic or behavioral achievement within the class. Please share any changes that may be impacting your child's academic or behavioral performance. For example, there may have been a recent death in the family, and this could be impacting the child's focus. Such information (if you are comfortable) may be important to share with the teacher.

GUARDIAN VISITS IN THE CLASSROOM

All guardian visits to the classroom must be preapproved by the school administrator. Due to health and safety concerns, parents will not be allowed to go beyond the front office unless escorted by a designated staff member to another area of the school with administrator approval.

If a guardian is approved to visit the classroom in person, then the guardian must adhere to all school rules and not disturb the learning environment. The guardian **may not** engage in speaking to, videoing, or taking pictures of other students during their visit time. The parent must not distract or try to engage with the teacher while she/he is conducting their lesson. The parent will be required to sit and remain in their designated seat for the entire time of the visit. The parent may not leave the class without an employee escort. Please note that visiting times may vary based on administrative suggestion.

EXPRESSING CONCERNS

If you have a concern, please notify your child's teacher or school principal of the concern. If then you feel that your concern has not been resolved in a satisfactory manner, you may continue to follow the structural hierarchy (from the bottom to top) as outlined below.

STUDENT/GUARDIAN GRIEVANCE/COMPLAINT PROCEDURES

The following information is intended to assist a student or parent/guardian in understanding the process of making a grievance/complaint or request for information and what steps will be taken to ensure the best possible solution is attained.

Your student should continue attending the school classes he/she is assigned while problems are being resolved.

General Issues/Complaints

For situations other than suspensions and expulsions. If a student or parent/guardian has a complaint or request for information or believes the student is being improperly disciplined or subjected to an inappropriate rule or standard, he/she should follow these steps:

- Discuss the situation with your student and the involved teacher, counselor, bus driver

and/or administrator.

- Request a conference with the involved RSL employee and the school-level Administrator.
- Appeal to the Principal.
- Appeal to the Superintendent in writing.
- File a written complaint to the Superintendent requesting that the case be referred to the RSL Board of Directors. The Superintendent shall notify all parties of the date of the hearing and of their right to be present at the Board of Directors' meeting. All parties will be notified in writing of the action taken by the Board of Directors.

APPENDIX



Redesign Schools Louisiana Family Agreement 2022-2023

I/We, _____ agree to the following terms of the Redesign Schools Louisiana's
community: Parent/Legal Guardian's Name

The parents/guardians will:

Provide Home Academic Support by:

- Ensuring that my child is Ready to Learn
- Assisting and monitoring homework assignments
- Following through with school recommended actions
- Reviewing this agreement with student

Provide School Support by:

- Affirming the Tardiness and Absenteeism Policy by ensuring that my child regularly attends and arrives to school on time
- Supporting and adhering to the school's Discipline Policy
- Adhering to the school's Uniform Policy

Participate by:

- Attending and participating at mandatory monthly Parent Meetings
- Volunteering to the extent possible (on or off the school campus and/or during or outside of school hours)

My/Our signature below represents my/our understanding and full commitment to the above conditions for the 2020/2021 school year. I/We have also discussed the Parent Agreement with my/our child.

Parent/Legal Guardian's Signature

Parent/Legal Guardian Signature

The student agrees to do the following:

Demonstrate Academic Effort by:

- Coming to school ready to learn
- Completing all class and homework assignments
- Following through with school recommendations as appropriate

Demonstrate School Support by:

- Affirming the Tardiness and Absenteeism Policy by attending and arriving to school/classes on time; Adhering to the school's Discipline Policy
- Adhering to the school's Uniform Policy Following all school rules and policies

Student Name: _____

Grade: _____

Student Signature: _____

Family Agreement, Page 2 2020-2021

The school will:

Provide Home Academic Support by:

- Providing trainings and workshops for parents on student academic achievement and parenting topics
- Inform parents of homework policies and assign appropriate homework
- Providing extended academic support opportunities to students
- Reviewing this agreement with students

Provide school support by:

- Developing and implementing programs and policies that support academic student achievement
- Enforce the school's Discipline Policy to ensure a safe and nurturing learning environment
- Inform and enforce school policies, including uniform policy
- Provide proper notification regarding school policies and student behavior
- Recognition program of achievement for students and their families
- Facilitating the participation of parents in the classroom
- Distributing annually updated parent/student handbook

Encourage and support parent participation by:

- Developing meaningful parent meeting agendas focused on student achievement
- Provide flexible volunteer opportunities for parents
- Recognizing student successes in a variety of settings
- Use technology to bridge connection between school and home

Principal

Date



Redesign Schools Louisiana Student Calendar 2022-2023

Monday, July 18, 2022	Meet and Greet your child’s teacher
Tuesday, July 19, 2022	First day of school- Student’s Attend
Wednesday, September 7, 2022	Staff Professional Development (Student Holiday)
Friday, October 7, 2022	Staff Professional Development (Student Holiday)
Monday, November 7, 2022	Staff Professional Development (Student Holiday)
Wednesday, December 21, 2022	Staff Professional Development (Student Holiday)
Friday, February 17, 2023	Staff Professional Development (Student Holiday)
Friday, June 9, 2023	Last day Students attend

BREAKS

Monday, August 29, 2022-Wednesday, September 7, 2022 School Resumes: Thursday, September 8, 2022	Labor Day Break
Friday, October 7, 2022 – Monday, October 10, 2022 School Resumes: Tuesday, October 11, 2022	Fall Break
Monday, October 31, 2022-Tuesday, November 1, 2022 School Resumes: Wednesday, November 2, 2022	Halloween Break
Monday, November 7, 2022-November 8, 2022 School Resumes: Wednesday, November 9, 2022	Election Day Break
Monday, November 21, 2022 – Friday, November 25, 2022 School Resumes: Monday, November 28, 2022	Thanksgiving Break
Wednesday, December 21, 2022 –Wednesday, January 4, 2023 School Resumes: Thursday, January 5, 2023	Winter Breaks
Monday, January 16, 2023 School Resumes: Tuesday, January 17, 2023	Dr. Martin Luther King Jr. Holiday
Friday, February 17, 2023 – Friday February 24, 2023 School Resumes: Monday, February 27, 2023	Mardi Gras Holiday
Friday, April 7, 2023 – Friday, April 14, 2023 School Resumes: Monday, April 17, 2023	Spring Break
Friday, May 26, 2023-Wednesday May 31, 2023 School Resumes: Thursday June 1, 2023	Memorial Day Break

GRADING PERIODS

Friday, October 28, 2022	End of First Trimester
Tuesday, February 28, 2023	End of Second Trimester
Friday, June 9, 2023	End of Third Trimester

TEACHER/PARENT CONFERENCES

Tuesday, November 1, 2022
Friday, March 10, 2023

Coversheet

Motion to Approve the 22-23 Employee Handbook

Section: III. Items scheduled for action
Item: D. Motion to Approve the 22-23 Employee Handbook
Purpose: Vote
Submitted by:
Related Material: REDESIGN SCHOOLS LOUISIANA EMPLOYEE HANDBOOK 2023 FINAL[20459].pdf



REDESIGN SCHOOLS LOUISIANA

2022-2023

EMPLOYEE HANDBOOK

Updated June 2022

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WELCOME TO REDESIGN SCHOOLS LOUISIANA

On behalf of our Board, faculty, families, and students, welcome to our community of learners in pursuit of an excellent education for all students. At Redesign Schools Louisiana (the “School”) we believe that each one of us has strengths to offer in addition to areas for growth. As such we deeply value our collaborative process of learning and are excited to learn and grow with you.

I. INTRODUCTORY POLICIES

Mission

The mission of Redesign Schools Louisiana (“RSL”) is to provide equity in public education for all students and families.

Vision

RSL will be a community of diverse individuals where students will develop their intellectual, artistic, and physical talents to the highest degree. Our vision will encompass six critical focus areas that affect the school community.

- High Expectations
- Meeting Individual Needs
- Parental Involvement
- Sense of Urgency
- Technology Integration
- Positive Adult-Child Relationships

Diversity Equity and Inclusion Statement

The RSL community is comprised of students, teachers and families, drawn from diverse socioeconomic backgrounds, cultures, races, religions, genders and sexual orientations. We acknowledge and honor the uniqueness of each individual due to their personal background, values, and points of view. We believe differences enhance the educational experience because they provide opportunities for students and educators to learn and practice inclusion and respect. We are committed to maintaining a welcoming learning environment in which everyone is accepted and supported. It is critical that all members of the community feel comfortable sharing themselves, their voices and their experiences with others.

We recognize that some students and educators have been impacted by systemic disadvantages, marginalization, and exclusion. Degradation, discrimination, or harassment will not be tolerated in RSL schools. Not only do we work to ensure that individual’s identities will not increase their susceptibility to harm, but we also work to show those individuals that their identities are special

and valuable. Particularly for Black, indigenous, people of color (BIPOC) and LGBTQ+ individuals, we strive to highlight the history, importance, and hope for the future for members of those communities.

In accordance with the values stated above, we commit to maintaining equitable practices in our schools such as; 1) implementing programs that provide equal access and enable all students to thrive academically, athletically, socially, and emotionally; 2) examining and revising our curriculum and teaching practices as necessary to ensure that we are effective in reaching every student; 3) teaching individuals to reflect on their own cultural viewpoints and assumptions and to modify them when appropriate; 4) challenging every individual to interact meaningfully with the entire school community and to learn from one another, honoring our differences while embracing shared values. With these practices in place, we aim to instill a consciousness of social justice, an ethic of good citizenship, and a commitment to fairness throughout the school community.

Employee Handbook Use and Purpose

This handbook is a guide for all School employees as we seek to carry out our important work and achieve our mission. It is designed to ensure safety, accountability, and a cohesive learning environment.

It is designed to help employees get acquainted with the School. It expresses some of our philosophies and values, and describes in general terms our employment guidelines, and major policies. This handbook does not contain all the policies that pertain to employment with the school. If you have questions regarding your employment that are not answered in this handbook, please do not hesitate to contact your Principal, Supervisor or Human Resources.

We hope that this Handbook will serve as a useful reference document for employees throughout their employment at the school. This Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the school or its employees. If an official plan document (i.e., health insurance, retirement plan, etc.) governs a particular policy, the official plan document ultimately governs eligibility and the terms and conditions of that policy. In no way does the Handbook supersede an official plan document.

Because the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. The school also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Superintendent has the authority to enter into any employment or other agreement that modifies the school's policies. Any such modification must be in writing.

It is important that all employees read, understand, and follow the provisions of the Handbook. If you need further information, or if you wish to discuss any policy in this Handbook, please feel free to contact your Principal. Employees should sign the acknowledgment form at the back of this Handbook, tear it out, and return it to the Human Resources. This will provide the Schools with a record that each employee has received this Handbook.

Equal Opportunity Employer

The School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), age, veteran status, gender, gender identity, gender expression, sexual orientation, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including, but not limited to, recruiting, testing, the hiring of new employees and the training, transfer, promotion, compensation, benefits, demotion, layoff, termination, and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make a good faith effort to reasonably accommodate the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact his/her Principal and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. The School will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to unlawful discrimination, please follow the complaint procedure outlined below.

Unlawful Harassment

The School is committed to providing a workplace and school free of unlawful harassment. The School specifically prohibits harassment of any kind that is based on an individual's race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, veteran status, or any other category protected by state or federal law. All such harassment is unlawful.

The School's unlawful harassment policy applies to all persons involved in the operation of the School and prohibits unlawful harassment by any employee of the School, including supervisors and co-workers. The School will take all reasonable steps to prevent or eliminate harassment by non-employees, including students, parents, visitors, customers, clients, and suppliers, who have workplace contact with our employees.

Prohibited Conduct

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments.

Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, or gestures.

Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work because of sex, race, or any other protected basis.

Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors.

Retaliation for having reported or threatened to report harassment.

All such unlawful harassment, regardless of form, violates the School's policies, which may subject the harasser to disciplinary action up to and including termination. Unlawful harassment is unacceptable in the workplace itself, in the classroom, in other work-related settings such as professional conferences, school-related social events, and other School-related circumstances.

If you believe you have been subjected to unlawful harassment, please follow the complaint procedure outlined below.

Unlawful Retaliation

The School prohibits retaliation against any employee because of the employee's opposition to a practice or conduct the employee reasonably believes to be unlawful or because of the employee's lawfully protected participation in an investigation or proceeding. Any retaliatory adverse action because of such opposition or participation may be unlawful and will not be tolerated. All such retaliation is unlawful.

If you believe you have been subjected to unlawful retaliation, please follow the complaint procedure outlined below.

Complaint Procedure

Any incidents of unlawful discrimination, harassment, and/or retaliation, including work-related harassment by any School personnel or any other person, should be reported to the Principal and Human Resources. School administrators who receive complaints or who observe discriminatory, harassing, and/or retaliatory conduct should immediately inform Human Resources. Prompt reporting of any such conduct enables the School to respond rapidly and take appropriate action, and helps the School maintain an environment free of unlawful discrimination, harassment, and/or retaliation for all employees.

Every reported complaint of unlawful discrimination, harassment, and/or retaliation will be investigated by the School thoroughly, promptly, and objectively. During the investigation, the School will maintain employees' confidentiality to the extent practicable. If the investigation confirms a violation of this policy, the School will take appropriate disciplinary action up to and including termination.

The School will not tolerate retaliation against any employee for making a good faith complaint

about unlawful harassment or discrimination, or for cooperating in an investigation, proceeding, or hearing on a complaint. Retaliation itself is a violation of this policy and should be reported immediately. Any person who engages in retaliatory conduct towards any employee who cooperated in an investigation or made a good faith complaint will be subject to discipline, up to and including termination.

Title IX Policy and Procedures

RSL does not discriminate on the basis of sex in its education programs and activities and, accordingly, requires its staff, teachers, employees and students to abide by the requirements of Title IX of the Educational Amendments of 1972 and its implementing regulations. Sexual harassment is a form of sex discrimination and is explicitly prohibited, whether such conduct occurs on or off campus during or after school hours during or directly related to school-sponsored activities, or at a time and/or place directly related to school functions or an employee's school-related duties. It is the intent of RSL to maintain an environment free from sexual assault and sexual harassment of any kind; therefore, this policy commands that no student shall be subjected to sexual misconduct, sexual assault or sexual harassment by other students or RSL staff or employees. This policy shall be enforced, and the accompanying procedures shall be implemented regardless of whether a complaint has been filed with or an investigation has been instituted by any law enforcement agency.

Sexual harassment occurs when: education benefits are conditioned upon participation in unwelcome sexual conduct (i.e., Quid Pro Quo); unwelcome conduct occurs that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; and/or sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Title IX requires RSL to take steps to prevent and remedy two forms of sex-based harassment: sexual harassment (including sexual violence) and gender-based sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Title IX also prohibits gender-based harassment, which is unwelcome conduct based on a student's sex, or harassing conduct based on a student's failure to conform to sex stereotypes. Sex-based harassment can be carried out by school employees, other students, and third parties. All students can experience sex-based harassment, including male and female students, LGBT students, students with disabilities, and students of different races, national origins, and ages. Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex.

Sex-based harassment creates a hostile environment if the conduct is sufficiently serious that it

denies or limits a student's ability to participate in or benefit from the school's program. When a school knows or reasonably should know of possible sex-based harassment, it must take immediate and appropriate steps to investigate or otherwise determine what occurred. If an investigation reveals that the harassment created a hostile environment, the school must take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

Questions regarding Title IX may be referred to the U. S. Department of Education, Office of Civil of Civil Rights (OCR) or to RSL's Title IX Coordinator: Ashley Eason at phone number: (225) 348-7823 or email: aeason@rsl.org

RSL's Title IX Personnel consist of the following individuals:

1. The Title IX Coordinator: Ashley Eason (225) 205-1981 aeason@rsl.org
2. The Title IX Investigator(s): Britney Turner (225) 773-5129 bturner@rsl.org
3. The Title IX Decision-Maker: Jara Bode (985) 789-5242 jbode@rsl.org
4. The Title IX Appeal Person: Dr. Angela Beck (225) 910-3891 abeck@rsl.org

Definition of Sexual Harassment

1) Sexual assault or sexual harassment is unwelcome conduct of a sexual nature.
2) Sexual harassment may include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when at least one (1) of the following occurs:

a) Submission to such conduct is made, either implicitly or explicitly, a term or condition of the student's grades, academic status, or progress or is used to deprive the student of access to the educational opportunities and benefits provided by the RSL.

b) Submission to or rejection of such conduct is used as the basis for academic or other school-related decisions affecting the student.

c) Such conduct of a sexual nature is sufficiently severe, persistent, or pervasive and has the purpose or effect of unreasonably interfering with the student's academic performance or of creating an intimidating, hostile, or offensive educational environment for the student.

3) Extended Definition of Sexual Harassment which may include but is not limited to:

- Verbal harassment or abuse
- Uninvited letters, telephone calls, or materials of sexual nature
- Uninvited or inappropriate leaning over, cornering, patting or pinching

- Uninvited sexually suggestive looks or gestures
- Intentional brushing against a student's or school employee's body
- Uninvited pressure for dates
- Uninvited sexual teasing, jokes, remarks or questions
- Any sexually motivated unwelcome touching
- Any conduct resulting in an intimidating, hostile or offensive educational environment
- Attempted or actual rape or sexual assault or sexual battery

At-Will Status Employment

Employment at the School is at-will. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without notice. Similarly, your status (for example, position, duties, salary, promotions, demotions, etc.) may be changed at-will, with or without cause, and with or without notice at any time.

Nothing contained in this Handbook, employment applications, the School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to terminate an employee at any time for any reason. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will.

No representative, supervisor, or employee of the School has authority to modify this policy, enter into an agreement for employment for any specified period of time, or make an agreement for employment other than at-will. Any agreement that alters the "at-will" nature of employment must be in writing and signed by the Superintendent, the Board, and the affected employee.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, sales commission agreements, School commission agreements, or other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create neither an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep Human Resources advised of changes that should be reflected in your personnel file. Such changes include: change in address, change in name, telephone number, marital status, number of dependents and

person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the need arise and if other organizational changes affect your other records.

You may have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. The School will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to Human Resources. Only Human Resources is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited and in accordance with applicable law. The School will cooperate with requests from authorized law enforcement, or local, state or federal agencies conducting official investigations or as otherwise legally required.

Conditions for Employment

Conditions of employment are set forth in the Schools' charter, the Louisiana Charter School Law and the School Employment Handbook, which from the time to time may be amended and modified by Employer, with or without notice. Conditions of employment may be affected by other applicable agreements or directives or advisories from the Louisiana Department of Education or Board of Elementary and Secondary Education. During the School Year, Employee shall not acquire or accrue tenure, or any employment rights with Employer.

II. EMPLOYMENT POLICIES AND PRACTICES

General Professional Expectations

At the School, we regard the work we do as being of the utmost importance. Therefore, we have very high expectations for the professionalism and performance of each one of our employees. All employees should treat all individuals, students, teachers, administrators, volunteers, and family members, with respect and approach all situations as opportunities to learn.

Conflicts of Interest Policy

While employed by the School, employees have a duty of loyalty to the School and are required to avoid any situation that presents an actual or potential conflict of interest. A potential or actual conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee or an immediate family member (i.e., spouse or significant other, children, parents, siblings) as a result of the school's business dealings. Instances when an actual or potential conflict of interest may arise include, but are not limited to, engaging in outside activities and the acceptance of gifts.

Outside Activities

The School recognizes the right of employees to engage in activities outside of their employment that are of a private nature and unrelated to our business. However, employees may not engage in

any outside activity, including outside employment, which presents an actual or potential conflict of interest. Such outside activities, including employment, shall not adversely impact the employee's ability to satisfactorily perform his or her job duties at the School (including fulfilling overtime hours). Each employee must disclose any outside employment he or she wishes to pursue so that the School may assess and prevent potential or actual conflicts of interest from arising. The employee is required to obtain written approval that such outside employment does not create an actual or potential conflict of interest from the Superintendent before accepting such outside employment.

Gifts

Improper personal gain may result not only when an employee or relative has a significant ownership interest in a company or school with which the School does business but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving the School. The receipt of occasional flowers, candy, SPIFFS, or gifts worth less than \$25.00 from students or parents fall outside the intent of this policy and acceptance of such items is permissible if allowable by the Louisiana Code of Ethics.

If an employee has any question whether an action or proposed course of conduct would create a conflict of interest or violate the Louisiana Code of Ethics, he or she should immediately contact the Superintendent or Human Resources to obtain advice on the issue. The purpose of this policy is to protect employees from any conflict of interest that might arise.

Professional Development

In pursuit of our mission to serve and prepare our students for college or a career of their choice, all teachers must keep their professional training and knowledge current through ongoing courses and workshops in education. Time spent on professional development is part of each teacher's job responsibilities and, thus, will not result in additional compensation for exempt employees. The Principal will work with teachers to develop Professional Development Plans (PDP). This may be accomplished at local colleges and universities, professional workshops, and conferences.

Professional Development Plans

All instructional and professional staff will create and maintain a Professional Development Plan containing the professional goals for continuous improvement of each employee and all relevant documents delineating past and current development. After an initial meeting between the employee and her/his Principal - at which time mutual goals are reviewed and a professional growth program is developed - the employee will maintain the PDP and include samples of their work (portfolios). Teachers will include samples of classroom or schoolwork, observation records, personal reflections, and any other material deemed appropriate as evidence of continuous improvement.

Redesign University -Professional Development

In the creation and development of a highly professional environment, faculty and appropriate staff

will participate in a five-day professional development program (“Redesign University”) before the first day of school and several days throughout the school year. Redesign University activities may take place on and off site and may require overnight arrangements. You will receive Professional Development pay for each day of attendance. Hourly employees will receive their hourly rate for time spent at Professional Development.

Teacher/Staff Collaboration (TC) Meetings

As “Exempt” full time employees, you will be required to attend all teacher/staff collaboration meetings before or after regular school hours which include, but are not limited to: Teacher Collaboration Meetings, School Site Based Collaboration Meetings, Exceptional Student Service (ESS) Team Meetings, or other assigned teacher/staff collaboration meetings. Please note that this is a part of your professional responsibility as an employee of Redesign Schools Louisiana, and such is included in your base salary. Hourly employees will receive your hourly rate for time spent before or after school for meetings.

Licensure and Certification

Core Teaching Staff

As a condition of employment, all teachers (further defined by the terms of the charter as “core” teachers, including substitutes) shall be appropriately certified or licensed according to Louisiana Department of Education licensing requirements.

At its sole discretion, the School may also retain teachers-in-training who are working toward a credential and others with specialized and appropriate experience if their skills and abilities will further the educational mission of the School and if they are in the process of securing a credential.

Non-Core Teaching Staff

Non-core teachers are not required to hold credentials but must demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description in addition to any other duties that the School may request.

Other Staff, and Consultants

All other staff must demonstrate the abilities necessary to effectively carry out their responsibilities and do not require a Louisiana Teaching Credential unless specified in their job descriptions and/or employment agreements.

Faculty and Staff Compensation

The Superintendent or Associate Superintendent may propose a salary schedule and will present it for approval to the Board. Individual faculty and staff salaries will be determined each year according to the School’s staffing needs and budget availability.

Performance Evaluations

Employees will receive periodic performance evaluations. Your supervisor will conduct the

evaluation and discuss it with you. The School strives to conduct performance evaluations annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, your attitude toward others, and the performance of your students. The performance evaluations should help you become aware of your progress, areas for improvement, and objectives or goals for future work performance.

Positive performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many

factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you and discussed with you by your supervisor and that you are aware of its contents.

The School’s provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit the School’s right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and the School. Accordingly, either the employee or the School can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Faculty and Staff Benefits

Retirement

The School will contribute 5% of the amount of the Employee’s established salary annually to the Employee’s 403b plan. The Employee may also opt to contribute additional sums to their 403b.

Effective August 1, 2021: All Employees are eligible to voluntarily participate in contributing to your specified job classification plan (See chart below). When you (the Employee) begin contributing to the Certificated 403b plan or Classified 403b plan (based on job classification), the Employer (RSL) will provide a 100% match on your Voluntary Contributions up to a certain level (from 3% to 5%) of your established base salary (excluding stipends, additional pay, performance incentive, etc..) based on your years of service completion at RSL. (See chart below). The Employee must contribute to the 403b plan in order to receive a “match” from the Employer.

Complete Years of Service	Certificated Staff 403b	Classified Staff 403b
0-5 Complete years	Employer Match of up to 3%	Employer Match of up to 3 %
6-10 complete years	Employer Match of up to 5%	Employer Match of up to 5%

*Grandfather Clause: Due to policy change effective August 1, 2021, Current RSL Certificated Employees Only who have an established and/or active RSL 403B plan prior to June 30, 2021, will qualify for the 5% Employer “Match” despite years of employment at RSL.

Unemployment Insurance

The School contributes a significant amount of money each year to the Louisiana Unemployment Insurance Fund on behalf of its employees. Under certain circumstances, you may be eligible for unemployment insurance benefits.

Health/Vision/Dental/Life Plans

Eligible employees may participate in the School's health, vision, dental & life plans. There is no guarantee that the School will continue to maintain any of these plans or that the terms and conditions of any such plan will not be changed at any time. Further, in order to continue participation in any such plan, employees may be required to pay a part of the premium. Spouses or dependents of the employee may be eligible to enroll in each plan pursuant to the specific terms and conditions of the plan, which ultimately govern all aspects of the employee's eligibility for and participation in the plan.

An "eligible employee" and "an eligible dependent" are defined by applicable law, including, but not limited to, the Patient Protection and Affordable Care Act and applicable regulations. Please consult the plan documents or Human Resources if you have questions regarding your eligibility.

When Coverage Starts

Your coverage will begin on the first of the month after 30 days of employment. After this initial enrollment, the School will hold open enrollments once per year. Your initial enrollment and any subsequent changes are normally performed through the School's online system (<http://Redesign.charterbenefits.com>). See Human Resources for more information and details regarding changes to coverage.

Payroll Information

Payroll Withholdings

The School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and, of course, the gross pay amount.

1. **State Income Tax Withholding:** The same factors that apply to federal withholdings apply to state withholdings.
1. **Social Security (FICA):** The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

Every deduction from your paycheck is explained on your check voucher in accordance with applicable law. If you do not understand the deductions, ask Human Resources to explain them to you. You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to Human Resources.

W- 4 forms for Federal Withholdings and the Louisiana Employee's Withholding Allowance Certificate (Form L-4) forms are available online (www.irs.gov and <http://revenue.louisiana.gov> respectively) and from Human Resources.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to Human Resources and to fill out a new W-4 and/or L-4 form(s).

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld, total wages, as well as other required information.

Employees are required to immediately report all deductions from their pay that they believe are improper. The School will immediately investigate such reports and promptly reimburse impermissible deductions and will take necessary measures to ensure that improper deductions are not made in the future. Retaliation against an employee for reporting a wage deduction that the employee reasonably believes to be improper shall not be permitted and any violations of this reporting/non-retaliation policy will result in disciplinary action up to and including termination.

Employment Categories

Upon hiring, all employees are classified as full-time or part-time, and regular or temporary. Because all employees are hired for an unspecified duration, these classifications do not guarantee employment for any specific length of time. Employment is at the mutual consent of the employee and the School. Accordingly, either the employee or the School can terminate the employment relationship at-will, at any time, with or without cause or advance notice.

Regular Employees

Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

Full-Time Employees

Full-time employees are those employees who are regularly scheduled to work and work 30 or more hours per week (either throughout the calendar year, or during the academic year only). Generally, full-time employees are eligible for School benefits, such as health care plans, vacation, holidays, and sick leave. However, eligibility for each School benefit is ultimately governed by the applicable policy, plan document, and/or applicable law. Thus, there may an instance in which a full-time employee is eligible for some but not all of these benefits.

Temporary Employees

An employee who is hired for a particular project or job of limited or indefinite duration is considered a temporary employee. As described later in this handbook, temporary employees receive all legally mandated benefits and leaves, but they generally are ineligible for all of the School's other employment benefit and leave programs. A change from temporary to regular status

will be effective only if the employee has been advised of the status change by the Principal and a Change in Status form completed and turned in to Human Resources.

Overtime

All employees are classified as either exempt or non-exempt from the payment of overtime compensation based on certain criteria, including their job responsibilities.

Exempt employees generally hold executive, administrative, professional, or other positions and are exempt from overtime compensation in accordance with federal law. Exempt employees are generally paid on a salary basis, regardless of the number of hours worked in a work week.

Exempt employees may have to work hours beyond their normal schedules, as work demands require. No overtime compensation will be paid to these exempt employees.

Non-exempt employees are those who are compensated on an hourly basis and are eligible for overtime pay when they work more than 40 hours in a work week in accordance with federal law.

Whether an employee is exempt or non-exempt will be determined on a case- by-case basis and will be indicated in the employee's job description. Employees are encouraged to direct any questions concerning their compensation to their Principal or Human Resources in the event that any inadvertent error has been made so that it can be corrected.

Schedule

Each school maintains regular hours of operation Monday through Friday, except during school holidays (please refer to your school administrator for your school's specific hours of operation). All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Staff members will be assigned a work schedule during the hours of school operation. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Principal or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long- term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work.

If you need to modify your schedule, request the change with the Principal or supervisor. All schedule changes or modifications must be approved by the Principal or your department head.

Timekeeping Procedures

All employees are required to clock-in and out daily using the biometric reader.

All non-exempt employees, as described herein above in the section entitled Overtime, are required to keep track of their time for all hours worked for each day of each pay period using the biometric reader. It is very important that non-exempt employees clock in upon arriving to work and clock out for lunch or when leaving work for activities or business not associated with the School, and when leaving work for the day. If an employee forgets to clock in/out, they should send a written note or email to Human Resources in order to correct time entries to be made. School wide holidays

will be handled by Human Resources. Vacation and sick leave requests should be approved by your supervisor via email and approved leave should be forwarded to Human Resources so appropriate adjustments may be made to the employee's time entries. An employee may not clock in or out for another employee and non-exempt employees may not engage in any "off the clock" work. Doing so will subject the employee(s) to discipline, up to and including termination of employment.

Non-exempt employees should verify that all hours are correct and that all corrections (i.e., time corrections, sick leave, vacation leave or holidays) have been made to their time entries. A supervisor must review and approve of all time. Falsification of time records is a violation of the School's policy and federal law and may be grounds for disciplinary action up to and including termination of employment.

Exempt employees must clock in and daily for attendance purposes and are responsible for verifying that any necessary corrections are made in regard to time-off (approved sick or vacation time) during each pay period.

Professional Development Time

The School requires certain employees to periodically attend professional development training. Some sessions are designated as "full-day, pupil-free" training. These generally occur about five times prior to the school year beginning and five times throughout the school year.

The School generally provides certificated staff members (with the exception of Principals and Directors) with additional compensation for attending professional development and they are compensated at the designated training rate. The School compensates non-exempt employees for hours spent attending such training in accordance with applicable law. Non-certificated exempt employees are typically not eligible for additional compensation for attending such training unless specifically stated in their individual work agreement.

The School reserves the right to amend, alter, or change this policy at any time, with or without notice. Please see your supervisor or Human Resources for more information.

No personal days will be approved during scheduled Professional Development Time. Sick time will not be given for days missed.

Paydays

Employees are paid on the 10th and 26th of each month. Time worked during the 1st through the 15th of each month is paid on the 26th of that month. Time worked during the 16th through the 30th/31st of each month is paid on the 10th of the following month. As a result, it is vitally important that any requested accrued time-off be approved in advance, prior to the end of a pay period.

Stipends for Additional Duties

Stipends may be offered to Employees who take on duties additional to those laid out in the

Agreement and will be paid following written verification from supervisor that all additional duties have been satisfactorily completed; typically, in the June 26th paycheck.

School Calendar

Copies of the most current School Calendar are available online at the School’s Intranet site, from Human Resources, the Main Office or from the Principal. Any questions should be directed to your immediate supervisor. Additional workdays might include weekends, pupil-free days and breaks.

Fiscal Calendar

The School operates on a fiscal calendar year beginning July 1 and ending June 30.

Mileage

Any mileage used for approved business purposes of the School will be reimbursed upon submission and approval by supervisor of an expense reimbursement form. Expense reimbursement forms should be signed by your Principal or supervisor indicating approval of such expenses prior to submission. Approved expense reimbursement forms are due by the 5th business day each month for expenses incurred in the previous month. Mileage reimbursement will be based on the Internal Revenue Service’s mileage reimbursement guideline then in effect. Forms are available on the School’s Intranet site and from the Main Office.

III. VACATION, LEAVES, AND ABSENCES

Holidays

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees (including teachers) are not eligible for holiday pay. Exempt employees will receive their regularly scheduled pay during the following Holidays:

Labor Day

Thanksgiving Day and the day after

Christmas Eve

Christmas Day and the day after

New Year’s Eve

New Year’s Day

Martin Luther King, Jr. Day

Mardi Gras (Tuesday only)

Additionally for Year-Round/12-month Employees

Memorial Day

Juneteenth

Fourth of July

Vacation

Employees of Redesign Schools Louisiana do not earn paid vacation time.

Personal Absences

Full-time employees are allowed two days for personal absences. These absences are unpaid.

Sick Leave

The School gives paid sick leave to eligible employees for periods of temporary absences due to illness, injury, or disability, as follows:

Eligibility

To be eligible for sick leave, an employee must be full-time.

Amount

Full-time employees given sick leave at a rate of 2 hours per pay period, 12-month employees are given up to 48 hours per year.

Sick hours will carry over from one year to the next. Sick leave will not be given during any unpaid leave of absence.

Compensation for Sick Leave

Eligible employees may take sick leave in one-hour increments. Employees will receive pay at their normal base rate for any sick leave taken. For example, a full-time, nonexempt employee will be paid sick leave based on an 8-hour workday for a full-day leave, and four-hours pay at his or her hourly rate for a half-day leave. No employee may receive pay in lieu of sick leave, and employees will not receive pay for unused sick leave that has expired at the end of the academic year or upon termination of their employment. Unused sick leave will be lost upon separation of employment or will carry over at the end of the academic year.

Use

Sick leave may be used for personal illness, injury, or disability. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for “personal” absences. Eligible employees are permitted to use their available sick leave in order to care for an ill child (including a biological, foster, or adopted child, a stepchild, or legal ward of the employee), parent (including a biological, foster, or adoptive parent, stepparent or legal guardian), spouse, or domestic partner. Time off for medical and dental appointments will be treated as sick leave. Employees may not use sick time until it becomes available.

The School retains the right to request verification from a licensed health care practitioner for any absence due to illness, injury, or disability. Sick pay may be withheld if a satisfactory verification is not timely received.

Requesting Sick Leave

Eligible employees should call in to their Principal or supervisor as soon as they are aware that they are unable to report to work. The School requests that employees attempt to provide at least 2 hours' notice when possible.

If medical circumstances allow, employees should submit a time-off request via Paylocity before taking sick leave.

Consequences for Failing to Notify

Employees are expected to notify their Principal, Human Resources or supervisor in advance if they are unable to report to work due to any reason. Failure to notify can result in disciplinary action, up to and including termination. If an employee fails to notify his/her Principal, Human Resources or supervisor of an absence and such employee remains absent from work for three (3) consecutive days, that employee will be considered to have abandoned his/her job.

Coordination of Sick Leave Benefits with Other Benefits

The School will pay sick leave benefits (to the extent they are available) to an eligible employee during the normal waiting period, if applicable, before the employee is paid workers' compensation benefits pursuant to the applicable state and federal law governing industrial injury or illness. Similarly, the School will pay sick leave benefits during the normal waiting period, if applicable, before the eligible employee is paid benefits from either state unemployment disability or other insured unemployment disability plan. It is your responsibility to apply for any disability benefits for which you may be eligible as a result of illness or disability, including workers' compensation insurance, and/or any short-term disability insurance benefits for which you qualify. The School requires employees to take any available sick leave during any medical leave taken pursuant to the Family Medical Leave Act, or the Pregnancy Disability Leave Law.

Family and Medical Leave

Pursuant to the Family Medical Leave Act ("FMLA"), eligible employees may request an unpaid family or medical leave of absence pursuant to the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive) and have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence.

A family and medical leave may be taken for the following reasons:

1. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child.

2. The care of the employee's spouse, child, parent, registered domestic partner, or child of registered domestic partner with a "serious health condition".
3. The "serious health condition" of the employee.
4. The care of the employee's spouse, child, parent, or next of kin who is member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
5. Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

Family and medical leave may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be calculated based on the 12-month period measured forward from the date of the employee's first use of family and medical leave. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

In order to request Family or Medical Leave, employees should fill out an Employee Leave of Absence Form and applicable FMLA Certification Form as soon as the employee is aware of the need for such leave (See "Certification by Health Care Provider" below). These forms can be obtained from the School's Intranet site, Human Resources or the employee's work location front office.

The School will maintain, for up to a maximum of 12 work weeks of family and medical leave, any group health insurance coverage that an employee was provided before the leave on the same terms as if the employee had continued to work. In some instances, the School may recover premiums it paid to maintain health coverage if the employee does not return to work following family or medical leave.

If an employee has continued leave for over 12 weeks and is therefore not entitled to continued paid coverage, the employee may continue his or her group health insurance coverage through the School by making monthly payments to the School for the amount of the relevant premium. Please contact Human Resources for further information.

Subject to requirements imposed by applicable law, if you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Under most circumstances, upon return from Family and Medical Leave, an employee will be reinstated to his/her previous position, or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, during and upon return from a family and medical leave, employees have no greater right to reinstatement

than if they had been continuously employed rather than on leave. For example, if an employee would have been laid off had he or she not gone on family and medical leave, or if his or her position has been eliminated during the leave, then the employee will not be entitled to reinstatement. In certain circumstances, “key” employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any “key” employee who is not eligible for reinstatement.

If an employee is returning from Family and Medical Leave taken for the employee’s own serious health condition, but the employee is unable to perform the essential functions of his or her job because of a physical or mental disability, the School will make a good faith effort to reasonably accommodate the employee. The employee’s use of family and medical leave will not result in the loss of any employment benefit that the employee earned or was entitled to before using family and medical leave.

Certification by Health Care Provider

The School requires an employee seeking to take Family or Medical Leave to provide certification (via FMLA Certification Form available on the School’s Intranet site or from Human Resources) as noted below, within 15 days of any request for such leave. The School reserves the right to request additional re-certification from the health care provider should there be a need to extend the duration of the leave.

If the leave request is for the employee’s own serious health condition, the employee must provide a certification from the health care provider indicating:

- Commencement date of the serious health condition
- Probable duration of the condition
- Confirmation that this serious health condition does not allow the employee to either work at all or to perform one or more of the essential functions of his or her position.

If the leave request is to care for a sick spouse, child or parent, the employee must provide a certification from the health care provider indicating:

- Commencement date of the serious health condition
- Probable duration of the condition
- Estimated amount of time for care by the health care provider and
- Confirmation that the employee’s presence is needed for the treatment of the serious health condition.

If both parents work for the School, and they request simultaneous leave for the birth, adoption or foster care of a child, the School may grant no more than a total of 12 weeks of family/medical leave which can be split between each employee.

If the leave was for an employee's own serious health condition, the School will require the employee to provide certification from a health care provider that the employee is fit to return to work with or without reasonable accommodations. Employees may not return to work without such certification.

Family and Medical Leave Carryover

If an employee is granted an approved leave under FMLA, it will be counted as part of the 12-work week entitlement in a 12-month period. The 12-month period is measured forward from the date the employee's first family/medical leave began. Successive 12-month periods commence on the date of the employee's first use of such leave after the preceding 12-month period has ended. Employees may not carryover any unused leave from one 12-month period to the next.

Intermittent Family and Medical Leave

Employees may take Family or Medical Leave in shorter blocks of time if the reason for your leave is the employee's own serious health condition or that of the employee's spouse, child or parent and your health care provider certifies that this is medically necessary. The shortest block of time that an employee may take is one hour at a time.

Substitution of Other Available Leave for Family/Medical Leave

You will also be required to use any available sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan or workers' compensation coverage, the employee and the School may mutually agree to supplement such benefit payments with available sick leave.

Parental Leave

RSL will provide up to 12 weeks of unpaid parental leave to employees following the birth of an employee's child or the placement of a child with an employee in connection with adoption or foster care. The purpose of parental leave is to enable the employee to care for and bond with a newborn or a newly adopted or newly placed child. This policy will run concurrently with Family and Medical Leave Act (FMLA) leave and Pregnancy-Related Disability Leave, as applicable. Parental leave must be taken within 12 months of the birth or placement of the child.

Pregnancy-Related Disability Leave

Any employee who is qualified under Louisiana's pregnancy disability laws and is disabled on account of pregnancy, childbirth or related medical conditions may take an unpaid pregnancy-related disability leave for up to four months (or 17 1/3 weeks or 693 hours) if there are medical complications relative to the pregnancy, childbirth or related medical conditions in accordance with state law. For a normal pregnancy, an employee who is qualified under Louisiana's pregnancy

disability laws may take unpaid pregnancy-related disability leave for up to 6 weeks. Pregnancy-related disability leave runs concurrently with Family and Medical Leave Act (FMLA) leave and parental leave, as applicable.

Likewise, in accordance with Louisiana's pregnancy disability laws, the School will also make a good faith effort to provide reasonable accommodations and/or transfer requests to qualified employees for pregnancy, childbirth, or related medical conditions when such a request is medically advisable based on the medical certification from her health care provider.

Procedure for Requesting Pregnancy-Related Disability Leave, Transfer, or Accommodation

Employees should notify the School of their request for pregnancy-related disability leave, transfer, or accommodation as soon as they are aware of the need for such leave. Employees should contact Human Resources as soon as possible and complete and submit, in accordance with the School's request for Leave of Absence procedures, an employee Leave of Absence Form and Pregnancy Disability Leave Form (PDL Form). Both forms are available on the School's Intranet site and from Human Resources. For foreseeable events, if possible, the employee should provide 30 calendar days' advance notice to the School of the need for pregnancy-related disability leave or transfer. If it is not practicable for the employee to give 30 calendar days' advance notice of the need for leave or transfer, the employee must notify the School as soon as practicable after she learns of the need for the pregnancy-related leave or transfer.

Any request for pregnancy-related disability leave or accommodation must be supported by medical certification from a health care provider, which shall provide the following information: (a) the date on which the employee became disabled due to pregnancy; (b) the probable duration of the period or periods of disability; and (c) an explanatory statement that, due to the disability, the employee is unable to work at all or is unable to perform one or more of the essential functions of her position without undue risk to herself, her pregnancy, or other persons.

In the case of a pregnancy-related disability transfer, the medical certification shall provide the following information: (a) the date on which the need to transfer became medically advisable; (b) the probable duration of the transfer; and (c) an explanatory statement that, due to the employee's pregnancy, the transfer is medically advisable.

Upon expiration of the time period for the leave, accommodation, or transfer estimated by the health care provider, the School may require the employee to provide another medical certification if additional time is requested for leave, accommodation, or transfer. Intermittent Pregnancy-Related Disability Leave.

The leave does not need to be taken in one continuous period time and may be taken intermittently, as needed. Leave may be taken in increments of one hour or as otherwise authorized by applicable law. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Substitution of Other Available Leave for Pregnancy-Related Disability Leave

An employee taking pregnancy-related disability leave must substitute any available sick days (pursuant to the School's Sick Leave policy) for her leave. If an employee is receiving benefit payments pursuant to a disability insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available vacation and/or sick leave.

Leave's Effect on Pay and Benefits

Except to the extent that other paid leave is substituted for pregnancy-related disability leave, pregnancy-related disability leave is unpaid. Employees on pregnancy-related disability leave will receive employment benefits, such as sick leave, only when paid leave is being substituted for unpaid leave and only if the employee would otherwise be entitled to such employment benefit.

During an employee's pregnancy-related disability leave, the School will maintain any group health insurance coverage that you were provided before the leave on the same terms as if you had continued to work up to a maximum of four months. In some instances, the School may recover premiums it paid to maintain health coverage if you do not return to work following pregnancy disability leave.

Reinstatement After Pregnancy-Related Disability Leave or Transfer

Unless the School and the employee already have agreed upon the employee's return date, an employee who has taken a pregnancy-related disability leave or transfer must notify the Principal at least 2 business days before her scheduled return to work or, as applicable, before her transfer back to her former position.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

Employees returning from Pregnancy Disability Leave are required to submit a Certification of Health Care Practitioner Release form (available on the School's Intranet site or from Human Resources) in advance of their return to work.

Nursing Breaks

Non-exempt employees who are nursing shall be permitted reasonable breaks during the working day to take care of their needs with respect to nursing for up to one year following the birth of a child. The School will provide a private area, other than a restroom, which is shielded from public view in order for a nursing mother to express milk. The School will not discriminate in

any way against an employee who chooses to nurse in the workplace. If you have questions about this policy, or need assistance in locating a place to nurse, please contact the School Leader or the Human Resources Department.

Military Leave

Employees whose participation in the armed forces services or other military duty is mandatory will be granted time off without pay. Employees may elect to substitute accrued vacation days (pursuant to the School's Vacation policy) during any unpaid leave due to military duty.

Employees should inform their Principal and Human Resources of any military obligations as soon as they know the required dates of service. If requested, employees must furnish the Principal with a copy of any official orders or instructions.

Upon return from an excused military leave, the employee will be reinstated to his or her former position, or another position, to the extent required by applicable law.

Bereavement Leave

Employees who regularly work 20 or more hours per week may be granted up to three (3) days of paid bereavement leave if they suffer the loss of an immediate family member. Employees who regularly work less than 20 hours per week may be granted up to three (3) days of unpaid bereavement leave if they suffer the loss of a family member. For purposes of this policy, a member of the family is defined as a spouse, domestic partner, significant other, parent, stepparent, individual who raised the employee, in-law, child, stepchild, foster child, child of the employee's domestic partner or significant other, grandparent, step grandparent, aunt, uncle, cousin, or any other relative by blood or marriage.

A request for bereavement leave must be submitted to your supervisor in advance of the need for such leave, and an appropriate school administrator must approve the request prior to the employee taking leave. Under extenuating circumstances, employees who wish to extend their bereavement leave beyond three days may submit a request to do so to the Principal. Such a request must be in writing and in advance of the need for additional leave. This additional leave will be unpaid.

Employees who are not eligible for paid bereavement leave or who request additional leave that is unpaid may use any accrued vacation.

Unpaid Medical Leave

In an effort to comply with its duty to accommodate employees with qualifying disabilities, in addition to complying with the Family and Medical Leave Act and other applicable laws requiring employee leave, the School will provide leaves of absence without pay when an employee is temporarily unable to work due to a mental or physical disability, certified in writing by his or her health care provider, unless such leave would cause an undue hardship to the School. Approved absences of less than two weeks are not treated as medical leaves of absences but rather as excused absences without pay. Employees granted unpaid medical leave have no right to guaranteed reinstatement.

Benefit availability, such as sick leave, and holiday benefits will be suspended during an unpaid medical leave period and will resume upon return to active employment. Unless otherwise required by law, the School does not continue to pay premiums for health insurance coverage for employees on unpaid medical leave. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

Discretionary Unpaid Leave (Non-Medical)

The School may grant a discretionary leave of absence to employees in certain unusual circumstances. It is important to request any leave in writing as far in advance as possible, to keep in touch with your supervisor or the Principal during your leave, and to give prompt notice if there is any change in your return date. If your leave expires and you have not contacted your supervisor or the School, the School will assume that you do not plan to return and that you have voluntarily terminated your employment. Employees are not given sick leave, or holiday benefits while they are on unpaid discretionary leaves of absence.

Unless otherwise required by law, the School does not continue to pay premiums for health insurance coverage for employees on discretionary unpaid leaves of absence. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

Jury Duty/Witness Duty

All employees who receive a notice of jury/witness duty must notify his or her supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Employees will be paid for one day of jury service and will have no loss of benefits during this one-day period. Thereafter, exempt and non-exempt employees who are called for jury/witness duty will be provided time off without pay. Employees may elect to use any available sick time during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

IV. STANDARDS OF CONDUCT, HEALTH, AND SAFETY

Punctuality and Attendance

The School expects all employees to report to work on a reliable and punctual basis. Absenteeism, early departures from work, and late arrivals burden your fellow employees, students, and the School. If you cannot avoid being late to work or are unable to work as scheduled, you must call the Principal or your front office as soon as possible.

Employees are expected to report to work as scheduled, on time, and prepared to start work. Employees also are expected to remain at work for their entire work schedule, except for meal periods or when required to leave on authorized school business. Late arrival, early departure, or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided. Excessive absenteeism may lead to disciplinary action, up to and including termination of employment, unless otherwise protected by law.

Any employee who is unable to report for work on any particular day must call his/her Principal or supervisor at least two (2) hours before the start of the scheduled workday. Because voice mail messages may go unheard for significant periods of time, leaving a voice mail message is not a sufficient method of notifying your supervisor—you must personally contact your supervisor in a timely manner. If you are required to leave work early, you must also personally contact your supervisor and obtain his or her permission.

If an employee fails to report to work without notification to his/her Principal or supervisor for three consecutive days, the school may consider that employee has abandoned his/her employment and has voluntarily terminated the employment.

Upon returning to work after an absence for any reason, the employee must complete an absence form and turn it in to the Principal by the end of the workday on which the employee returns. If an employee is absent for medical reasons for more than three (3) working days, the employee must, immediately upon his or her intended day of return to work, provide the Principal with a physician's statement certifying that the employee is able to return.

Policy on Personal Appearance and Conduct

Employees are expected to wear clothing appropriate for the nature of our business and the type of work performed. Because each employee is a representative of the School in the eyes of the public, each employee must report to work properly groomed, modeling good personal hygiene, wearing appropriate clothing and maintaining a professional appearance that sets a good example for School students.

Staff Member-Student Relations Policy

Boundaries Defined

For the purposes of this policy, the term “Boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the Boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff members must understand their own responsibilities for ensuring that they do not cross the Boundaries as written in this policy. Disagreeing with the wording or intent of the established Boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of “Academic Excellence,” student/staff interaction has Boundaries regarding the activities, locations and intentions.

Unacceptable Behaviors

(These lists, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this policy.)

- a. Giving gifts to an individual student that are of a personal and intimate nature
- b. Kissing of ANY kind
- c. Any type of unnecessary physical contact with a student in a private situation
- d. Intentionally being alone with a student away from the school
- e. Making, or participating in, sexually inappropriate comments
- f. Sexual jokes, or jokes/comments with sexual double-entendre
- g. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- h. Listening to or telling stories that are sexually oriented
- i. Discussing inappropriate personal troubles or intimate issues with a student
- j. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- k. Giving students a ride to/from school or school activities without parent permission.
- l. Being alone in a room with a student at school and with the door closed
- m. Allowing students in your home without signed parent permission for a pre- planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult
- n. Remarks about the physical attributes or physiological development of anyone
- o. Excessive attention toward a particular student
- p. Sending e-mails, text messages, social media messages, letters, direct/private messages via social media or any other communication to students if the content is not about school activities and not in accordance with applicable school policies
- q. Striking, hitting, spanking a student, or putting a student through any physical duress as a form of punishment, including any form of corporal punishment

Acceptable and Recommended Behaviors

- a. Obtaining parents’ written consent for any after-school activity on or off campus (exclusive of tutorials)
- b. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions

- c. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment).
- d. Keeping the door open when alone with a student
- e. Keeping reasonable space between you and your student
- f. Stopping and correcting students if they cross your own personal boundaries
- g. Keeping parents informed when a significant issue develops about a student
- h. Keeping after-class discussions with a student professional and brief
- i. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to Boundaries
- j. Involving your supervisor if conflict arises with a student
- k. Informing your Principal about situations that have the potential to become more severe.
- l. Making detailed notes about an incident that could evolve into a more serious situation later
- m. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers
- n. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator)
- o. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- p. Giving students praise and recognition without touching them in questionable areas;
- q. Giving appropriate pats on the back, high-fives, and handshakes are appropriate
- r. Keeping your professional conduct, a high priority during all moments of student contact
- s. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career

Reporting Violations of This Policy

When any staff member, parent, or student becomes aware of a staff member having crossed the Boundaries specified in this policy, he or she must report the suspicion to a Principal promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses Boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Child Abuse and Neglect Reporting

Louisiana Children’s Code Section 603, *et seq.* requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within five (5) days of receiving the information concerning the incident. Employees may but are not required to report such incidents to a Principal. Reporting such incidents to a Principal does not relieve the Employee of responsibility to also immediately report such incidents

to the appropriate child protective agency by telephone and to send a written report thereof within five (5) days. However, employees may work cooperatively to report the incidents and to file one written report.

Investigating

The Principal will promptly investigate and document the investigation of any allegation of a violation of the Teacher-Student Relations Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances unless the allegation also constitutes a reportable allegation.

If the allegation is only a violation of the Teacher-Student Relations Policy, the Principal shall conduct an investigation as set forth above. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, as much as possible. The investigating Principal shall promptly notify the Principal that an investigation is in progress; the Principal, in turn, shall notify the Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Principal shall direct the investigating Principal to report to the Board any conclusions reached. The investigating Principal shall consult with school legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action. In such instances, the school will collaborate with a contracted liaison agency, as well as with the law firm of Baker, Donelson, Bearman, Caldwell & Berkowitz, PC.

Workplace Violence Policy

The School recognizes that violence in the workplace is a growing nationwide problem necessitating a firm, considered response. The costs of such violence are great, both in human and financial terms. We believe that the safety and security of employees and students is paramount. Therefore, the School has adopted this policy regarding workplace violence to help maintain a secure workplace.

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect the School or that occur on School property or in the conduct of School business off property, will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in School operations, including, but not limited to, School students, parents, employees, independent contractors, temporary employees, vendors, and anyone else on School property or conducting School business off property. Violations of this policy, by any individual, may lead to disciplinary action, up to and including termination, and/or legal action as appropriate.

Always ensure that all visitors have signed in the visitor log and are wearing appropriate visitor tags/badges. Suspicious persons or activities should be reported to Human Resources or the Principal. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuables and/or personal articles in or around your workstation that may be accessible. The Faculty Lounge has been established as a place where employees can go to relax, eat, or meet in a relaxed atmosphere. The security of facilities and the welfare of our students and employees depend on the alertness and sensitivity of every individual to potential security risks. You should immediately notify Human Resources or the Principal when any person(s) is acting in a suspicious manner in or around the facilities or when keys, security passes, or identification badges are missing.

Workplace Violence Defined

Workplace violence includes threats of any kind; threatening, physically aggressive, or violent behavior, such as intimidation or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of School property; defacing School property or causing physical damage to the facilities; and bringing weapons or firearms of any kind on School premises or while conducting School business.

Enforcement/Complaint Procedure

Any person who violates this policy on School property may be removed from the premises as quickly and safely as possible, at the School's discretion, and may be required to remain off School premises pending the outcome of an investigation of the incident, or indefinitely, depending on the severity of the incident and in the sole discretion of the School.

If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, student, parent, visitor, or anyone else, he or she must immediately notify his or her supervisor, Human Resources, or the Principal. Furthermore, employees should notify Human Resources or the Principal if any restraining order is in effect or if a potentially violent non-work-related situation exists that could result in violence in the workplace.

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. In appropriate circumstances, the School will inform the reporting individual of the results of the investigation. To the extent feasible, the School will maintain the confidentiality of the reporting employee. However, the School may need to disclose information in appropriate circumstances (for example, in order to protect individual safety). The School will not tolerate retaliation against any employee who reports workplace violence.

If the School determines that workplace violence has occurred, the School will take appropriate corrective action and may impose disciplinary action, up to and including termination.

Workplace Safety

The School takes the health and safety of its employees very seriously. In compliance with Louisiana law and to promote the concept of a safe workplace, the School maintains an Injury and

Illness Prevention Program. The Injury and Illness Prevention Program is available for review by employees and/or employee representatives.

First and foremost, if an employee is injured on the worksite, and it is an emergency, immediately contact emergency services at 911 and request an ambulance.

Each and every employee is responsible for ensuring he/she performs their duties in a safe manner. Employees may not engage in hazardous activities on School premises or engage in horseplay with others. Such activities may result in immediate termination.

Employees who are injured on the job (or witnesses if the injured employee is unable to do so) must report their injury immediately to their supervisor, Principal and Human Resources. A Workers Compensation First Report of Injury Form (LWC-WC IA-1) must be completed immediately per the instructions contained in the Administrative Manual.

As soon as possible after the incident, but absolutely no later than 24 hours, an Employee Incident Investigation Report must be completed and submitted to Human Resources. These forms must be completed in sufficient detail, including any witness statements, pictures and observations, to allow the reader a clear picture of what occurred. The form must be completed regardless of whether the injured employee visits one of the authorized Workers Compensation clinics or not.

Injured employees who visit one of the authorized clinics must promptly notify their Principal AND Human Resources of any status provided by the clinic (ex: temporary dismissal from work, restrictions on job duties, full release, etc.).

Security Protocols

The School has developed guidelines to maintain a secure school site. Be aware of unknown persons loitering in walkways, entrances, and exits of the school. Report any suspicious persons or activities to office staff. Secure your classroom or office at the end of each day. When called away from your classroom, do not leave students, valuable or personal articles unattended. The security of our facility is directly related to the health and safety of our students and our colleagues. Employees must immediately notify a school administrator when school facilities keys are missing or if security access or codes have been breached.

The School is committed to establishing and maintaining a safe work environment for all of its employees. We believe that safety is a shared responsibility of the School and employees from all levels of the School, as well as students and parents. The School is committed to ensuring compliance with applicable federal, state, and local safety regulations.

All employees are expected to obey safety rules and to exercise caution in all their work activities. Examples of behavior which Employees should refrain from are: improperly lifting heavy objects, climbing, standing on furniture or chairs, and opening the heavy iron gates. Additionally, there are certain duties, which require pre- authorization to perform. Employees are encouraged to walk out to their cars in groups, particularly when it is dark outside. Employees are required to lock their rooms when they leave it unattended for any period of time. Never leave children unattended in the classroom. All employees, students or parents are to report immediately to a supervisor and

operations staff any unsafe conditions. The School expects that all employees correct or report unsafe conditions as promptly as possible.

Emergency Plans

Appropriate fire exit and inclement weather preparedness drills will be administered at least two times per year. In the case of an actual emergency, teachers are responsible for staying at the school site (or evacuation staging area) until they are released by a school administrator. During an emergency, teachers must always have a roster of students under their direct supervision.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency to office staff or school administrators. In addition, all employees should know the local emergency numbers.

Guests and Visitors

All guests and visitors must report to the main office to sign in and receive a guest pass to enter the School.

Policy on Drug and Alcohol-Free Workplace

To further its interest in avoiding accidents, to promote and maintain safe and efficient working conditions for its employees, to protect the school, school grounds, equipment, and operations, and in compliance with government requirements, the School has established this policy concerning the use of drugs. As a condition of continued employment with the School, each employee must abide by this policy.

This policy applies whenever the interests of the School may be adversely affected, including any time that an employee is on School premises and conducting or performing activities on behalf of the School (regardless of location).

Employees who suspect they may have alcohol or drug problems, even in the early stages, are encouraged to voluntarily seek diagnosis and follow through with any treatment as prescribed by qualified professionals. Employees who wish to voluntarily enter and participate in an approved alcohol or drug rehabilitation program are encouraged to contact Principal, who will determine whether the School can accommodate the employee by providing unpaid leave for the time necessary to complete participation in the program. Employees should be aware that participation in a rehabilitation program will not necessarily shield them from disciplinary action for a violation of this policy.

Illegal Drugs

An “illegal drug” is any drug or substance that is not legally obtainable, is legally obtainable but has not been legally obtained, or has been legally obtained but is being sold or distributed unlawfully. Any employee who uses, possesses, purchases, sells, manufactures, distributes,

transports, or dispenses any illegal drug will be subject to discipline up to and including termination. “Possesses” means that the employee has the substance on his or her person or otherwise under his or her control. Any employee who possesses or is under the influence of any illegal drug will be subject to discipline up to and including termination.

Legal Drugs

A “legal drug” is any drug, including any prescription drug or over-the-counter drug (including medical marijuana), that has been legally obtained and that is not unlawfully sold or distributed. Any employee who abuses a legal drug will be subject to discipline up to and including termination. “Abuse of a legal drug” means the use of any legal drug for any purpose other than the purpose for which it was prescribed or manufactured, or in a quantity, frequency, or manner that is contrary to the instructions or recommendations of the prescribing physician or manufacturer. Any employee who purchases, sells, manufactures, distributes, transports, or dispenses any legal prescription drug in a manner inconsistent with law will be subject to discipline up to and including termination. Any employee who works while impaired by the use of a legal drug will be subject to discipline up to and including termination whenever such impairment might (1) endanger the safety of the employee, students, or some other person; (2) pose a risk of significant damage to School property or equipment; or (3) substantially interfere with the employee’s job performance or the efficient operation of the School or School equipment.

The School recognizes that employees may be prescribed legal drugs that, when taken as prescribed or according to the manufacturer’s instructions, may result in their impairment. Employees may not work while impaired by the use of legal drugs if the impairment might endanger the employee, students or someone else, pose a risk of significant damage to School property, or substantially interfere with the employee’s job performance. If an employee is so impaired by the appropriate use of legal drugs, he or she may not report to work.

Nothing in this policy is intended to prohibit the customary and ordinary purchase, sale, use, possession, or dispensation of over-the-counter drugs, so long as that activity does not violate any law or result in an employee being impaired by the use of such drugs in violation of this policy. Furthermore, nothing in this policy is intended to diminish the School’s commitment to employ and reasonably accommodate qualified disabled individuals. The School will reasonably accommodate qualified disabled employees who must take legal drugs because of their disability.

Drug Testing

To maintain a safe and drug-free workplace, the School requires the following:

1. Post-Accident or Safety Violation Testing: Employees who have caused or contributed to an on-the-job accident must submit to drug and alcohol testing. “Accident” means any mishap causing bodily injury requiring medical attention. In addition, employees who cause or contribute to a serious or potentially serious accident or incident while on the School’s premises or while conducting or performing activities on behalf of the School, in which safety rules were violated, unsafe instructions or orders were given, equipment or property was damaged, or unusually careless acts were performed must also submit to drug

and alcohol testing. As soon as practicable following any on-the-job injury, the employee is required to inform his or her supervisor of the occurrence of the injury to determine if medical attention is necessary.

2. Reasonable Suspicion: Employees are subject to testing for the presence of drugs and alcohol based on a reasonable belief or reasonable suspicion by the School that an employee is under the influence of drugs or alcohol in violation of School policy. Reasonable suspicion may be drawn from specific objective and articulable facts and reasonable inferences drawn from those facts in light of experience.
3. Penalties for Policy Violations: Employees are required to submit to tests and provide urine, hair or other specimens upon request. Failure to cooperate with any drug testing requirement, including but not limited to: refusing to consent to testing, switching, or adulterating a sample, or refusing to sign a statement agreeing to abide by the School's Substance Abuse and Drug Testing Policy, may result in refusal to hire or in termination of employment. Failure to report for any scheduled drug or alcohol test without a valid reason will be considered serious misconduct and may result in refusal to hire or in termination of employment. Compliance with this Policy may be a condition of initial and continued employment.

Disciplinary Action

A first violation of this policy will result in immediate termination whenever the prohibited conduct caused injury to the employee, a student, or any other person, or endangered the safety of the employee, student, or any other person.

In circumstances other than those described in the above paragraph, the School may choose not to terminate an employee for a first violation of this policy. In addition to termination, disciplinary action for a violation of this policy can include, but is not limited to, suspension and/or counseling.

Violation of this policy, or a confirmed positive drug test result obtained through procedures in conformity with applicable laws governing employee drug testing, may also result in forfeiture of eligibility for all workers' compensation and/or unemployment compensation benefits.

Off-the-Job Conduct

This policy is not intended to regulate off-the-job conduct, so long as the employee's off-the-job use of alcohol or legal drugs does not result in the employee being under the influence of or impaired by the use of alcohol or drugs in violation of this policy.

Confidentiality of Drug Use Disclosures and Drug Testing Results

Disclosures made by employees to the Principal or Human Resources concerning their use of legal drugs will be treated with due regard to confidentiality and will ordinarily not be revealed to others unless there is a work or school-related reason for doing so. Disclosures made by employees to the Principal concerning their participation in any drug or alcohol rehabilitation program will be treated confidentially to the extent legally permitted.

All information, interviews, reports, statements, memoranda, or test results received by the School through its drug testing program are confidential communications and may not be used or received in evidence, obtained in discovery, or disclosed in any public or private proceedings, except in an administrative or disciplinary proceeding or hearing, or civil litigation where drug use by the tested individual is relevant.

Any employee whose drug test result is confirmed positive, upon his written request, shall have the right of access within seven working days to records relating to his drug tests and any records relating to the results of any relevant certification, review, or suspension/revocation-of-certification proceedings.

Drug-Free Awareness Program

The School has established a Drug-Free Awareness Program. Employees with questions about the policy are encouraged to contact the Principal.

Tobacco-Free Policy

The School prohibits the use of tobacco products anywhere, anytime, on or in school property.

Confidential Information

It is important to the School to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, student information, all student lists, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law.

The School devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of the School, you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by the School. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the School, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination.

During your employment with the School, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to the School any confidential or proprietary information or material belonging to former employers or others.

Violations of this policy may result in disciplinary action, up to and including termination.

Social Media Policy

Social media can be a valuable and powerful means of communication. The School recognizes the importance of the Internet in shaping public thinking about the School and our current and potential services, employees, partners, volunteers, and students. The School is also committed

to supporting your right to interact knowledgeably, responsibly, and socially in the blogosphere and on the Internet through blogging and participation in social media sites.

Scope

In light of the explosive growth and popularity of social media technology in today's society, the School has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when you: (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during working hours; (3) use School equipment or resources while engaging in social media activities; (4) use your School e-mail address to make a post to a social media platform; or (5) post in a manner that reveals your affiliation with the School.

For the purposes of this policy, the phrase "social media" refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Twitter, Pinterest, LinkedIn, and YouTube, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with all School policies whenever your social media activities may involve or implicate the School in any way, including, but not limited to, the policies contained in this Handbook.

Standards of Conduct

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.

- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student.
- You may not engage in social media activities during working hours. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the School’s background check procedures. Do not “research” job candidates on the Internet or social media websites without prior approval from Human Resources.
- Be knowledgeable about and comply with the School’s reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from Human Resources.
- Always be fair and courteous to fellow employees, customers, suppliers, or other people who work on behalf of the School. Avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating towards employees, customers, suppliers, or other people who work on behalf of the School, or that might constitute unlawful harassment or bullying.
- Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Never post any information or rumors that you know to be false about the School, fellow employees, customers, suppliers, people working on behalf of the School, or competitors.
- Express only your personal opinions. Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking behalf of the School and that your views do not represent those of the School, fellow employees, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of the School.”
- Never be false or misleading with respect your professional credentials.

Nothing in this policy is intended to prohibit you from discussing the terms and conditions of employment with your co-workers or engaging in concerted activities pursuant to the National Labor Relations Act and other applicable laws.

Access

Employees are reminded that the School’s various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks computers, cell phones, smart

phones, PDAs, tablets, and other similar devices, are the property of the School. All communications and information transmitted by, received from, or stored in these systems are School records.

As a result, the School may, and does, monitor its employees' use of these electronic communication systems, including for social media activities, from time to time. The School may monitor such activities randomly, periodically, and/or in situations when there is reason to

believe that someone associated with the School has engaged in a violation of this, or any other, School policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to the School's various electronic communications systems.

Discipline

Any violation of this Social Media Policy may result in disciplinary action, up to and including immediate termination.

Retaliation Is Prohibited

The School prohibits retaliation against any employee for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Questions

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact the Human Resources Department.

Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Electronic Communications Between Employees and Students

All communications between employees and students must be appropriate and in accordance with state law. All electronic or any other communications by employees to students at any time shall be expected to be professional, acceptable in content to any reasonable person, and limited to information that is school-related or is acceptable to both student and parent.

All electronic communication, including electronic mail, by an employee to a student enrolled at the School relative to the educational services provided to the student shall use a means provided by or otherwise made available by the School for this purpose. The School shall prohibit the use of any such means to electronically communicate with a student for a purpose not related to such educational services, except communication with an immediate family member if such communication is specifically authorized by the School.

Any electronic communication made by an employee at the School to a student enrolled at the School or that is received by an employee of the School from a student enrolled at the School using a means other than one provided by or made available by the School shall be reported by the employee to the *Principal*. Records of any such reported communication shall be maintained by the School for a period of at least one (1) year.

Definitions

1. *Computers* – pertains to any and all computers.
2. *Electronic Communication* includes any direct communication facilitated by voice or text-based telecommunication devices, or both, computers, as well as those devices that facilitate indirect communication using an intermediate method, including but not limited to Internet-based social networks. It shall also include transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature in whole or in part by wire, radio, electromagnetic, photoelectric, or photo-optical system and pertains to both personal and School issued devices.
3. *Electronic Mail* – the transmission of text-based information or communication by use of the Internet, computers, a facsimile machine, a pager, a cellular telephone, a video recorder, or any other electronic device or means sent to a person identified by a unique address or address number and received by that person.
4. *Improper or Inappropriate Communications* – any communication between employee and student, regardless of who initiates the communication, which may be viewed as derogatory, sexual or lewd in content, threatening or harassing, discriminatory, simple fraternization, or suggestive in nature.
5. *Social Networks* – locations on the Internet where users may interact with other users - examples are Facebook, Instagram, Snapchat, Tik Tok, YouTube, LinkedIn and other social networks sites available on the internet.

Notification

At the beginning of each school year each employee, student, and parent, or other person responsible for a student's attendance, shall be notified of the provisions of this policy and any related procedures or practices regarding communications between employees and students.

The parent or other person responsible for a student's attendance shall also be notified of his/her right to request that his/her child not be contacted through electronic communication by any School employee unless the purpose of such communication is directly related to the child's educational services and is sent to and received by more than one student at the School.

Inappropriate Communications

The School is aware that the reputations and careers of students and educators have been damaged due to inappropriate communications between parties. Therefore, it is the intent of the School to make all employees and students aware of the expectations and procedures the School in regard to

proper use of all telecommunication devices and computers if used to communicate with one another. The policy is not intended to limit the use of technology as an effective teaching tool.

In addition to reporting communication to or from students not made through the means provided by the School, employees must report to the ***Principal*** at the first opportunity available, *any* student- initiated communication that may be construed as inappropriate.

Employees shall be required to comply with all policies, procedures, and practices established by the School regarding direct communications with a student, and any failure to do so may result in disciplinary action, up to and including termination of employment. Extreme circumstances may constitute willful neglect of duty. Should an employee's failure to comply also violate state or federal law, ***the Principal or his/her designee*** shall report such violation to the proper authorities.

Violations

1. Any violation of this policy shall be immediately investigated ***by the Principal***. The investigation shall include dates, the name of the person reporting the allegation, and the specific allegation made.
2. ***The Principal*** shall meet with the employee to document his/her response to the allegation. The employee shall be required to cooperate fully with the investigation.
3. All information of the investigation shall be provided to Human Resources by the Principal or his/her designee.

Violations of this policy or any implementing regulations or procedures may result in discipline of the employee up to and including termination of employment.

Health and Safety Requirements for Employment

Criminal Background Check

It is the policy of the School and state law to require fingerprinting and background checks for its employees consistent with legal requirements. (La. R.S. 17:15 "Criminal History Review" and La. R.S. 15:587.1 "The Louisiana Child Protection Act".)

The School may, on a case-by-case basis, require an entity providing School site services to certify that the entity's employees comply with the requirements for fingerprinting, unless the School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the School must consider all relevant circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others. If the School makes this determination, the School shall take appropriate steps to protect the safety of any pupils that may come in contact with these employees. If a School requires an entity to comply with the fingerprinting requirements, the entity is required to comply with this section.

On a case-by-case basis, the Director of Human Resources and/or the Principal shall determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

COVID19 Health Screenings

COVID19 Health Screenings will be conducted daily. Failure to submit to daily screenings, failure to report symptoms of COVID19, and/or failure to report a COVID19 diagnosis may result in disciplinary action.

All Employee Health Information will be stored securely and separately from personnel file and RSL reserves the right to disclose information to a public health agency.

V. EMPLOYER PROPERTY

The School's Work Area Property

All School property--including desks, storage areas, work areas, file cabinets, credenzas, computer systems, office telephones, cellular telephones, modems, facsimile machines, duplicating machines, and vehicles--must be used properly and maintained in good working order. They must be kept clean and are to be used only for work-related purposes.

The School reserves the right to inspect desks/workstations, as well as any contents, effects or articles that are in desks. Such inspection can occur at any time, with or without advance notice or consent.

Terminated employees should remove any personal items at the time they leave the School. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

Computer Usage and Privacy

Every user who is provided access to the School's Communications Systems is responsible for using the Communications Systems in accordance with this policy. Any questions about this policy should be addressed to the Principal of the School.

Definitions

The School's electronic communications systems ("Communications Systems") includes, but is not limited to, computers, laptops, e-mail, telephones, cellular phones, PDAs, text messaging, instant messaging, video conferencing, voice mail, facsimiles, and connections to the Internet and other internal or external networks.

Ownership and Conditions of Use

The Communications Systems is the property of the School. It has been provided by the School for the sole purpose of conducting School-related business as well as other business that is approved by the Principal of the School. All communications and information transmitted by,

received from, or stored in these systems are School records and the property of the School.

Electronic communications are a means of business communication. The School requires all users to conduct themselves in a professional manner. Users should conduct all electronic communications with the same care, judgment, and responsibility that they would use when sending letters or memoranda written on School letterhead. Special care must be taken when posting any information on the Internet because of the potentially broad distribution of and access to such information.

To protect the integrity of the School's Communications Systems and the users thereof against unauthorized or improper use of these systems, the School reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of its Communications Systems upon authorization of the Principal or his or her delegate. The School also reserves the right periodically to monitor the use of its Communications Systems and to access users' voice mail, Internet access, and e-mail for that purpose or any other business-related purpose upon authorization of the Principal or his or her delegate.

Erasing an e-mail message from a mailbox does not necessarily erase all copies of the message on the network. Archived copies may be stored for substantial periods of time and are subject to the provisions of this policy regarding content, review, access, and disclosure.

Users are required to comply with the School's Computer Usage and Privacy Policy and agree to be bound by this policy by using the School's Communications Systems.

Confidentiality and Privileges

Information stored on the Communications Systems is intended to be kept confidential within the School. The School has taken all reasonable steps to assure confidentiality and security. Like other means of communication, however, it is not possible to guarantee complete security of electronic communications either within or outside the School, and care should be exercised when sending or receiving sensitive, privileged, or confidential information electronically. For example, information sent through the Internet can be monitored by external systems en route to its destination. All users must keep this in mind when forwarding sensitive, confidential, and/or privileged information. Where appropriate, this fact should be disclosed to outside contacts.

Prohibited Use

Users are prohibited from using the Communications Systems for any unauthorized or unlawful purpose, including, but not limited to, the following:

- Users of the Communications Systems are strictly prohibited from using the Communications Systems to deliver a message that is harassing or offensive on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, veteran status, or any other consideration made unlawful by federal, state or local laws,

- ordinances, or regulations. The School has policies against discrimination, harassment, and retaliation, and those policies apply to the use of the Communications Systems.
- Users are prohibited from using the Communications Systems for transmitting or making accessible annoying, offensive, defamatory, or harassing material or intentionally damaging or violating the privacy of information of others.
- Users are prohibited from using the Communications Systems to transmit, display, store, publish, or purposely receive any pornographic, obscene, or sexually explicit material.
- Users are prohibited from using the Communications Systems for visiting, or transmitting or receiving data to or from, social networking websites, including, but not limited to, Facebook, Instagram, Twitter, Pinterest, LinkedIn, and YouTube.
- Users must respect all copyrights and licenses to software and other online information, and may not upload, download, or copy software or other material through the Communications Systems without the prior written authorization of the Principal of the School.
- Users must not alter, copy, transmit, or remove School information, proprietary software, or other files without proper authorization from the School.
- Users are prohibited from reading, copying, recording, or listening to messages and information delivered to another person's e-mail and voice mail mailboxes without proper authorization, based on legitimate business reasons, from the Principal or his or her delegate. Anyone who receives an electronic communication for which he or she is not the intended recipient must immediately inform the sender that the message was sent improperly and must delete the message from their e-mail and voice mail mailboxes.

Access and Disclosure

The Communications Systems is provided solely for the purpose of conducting the School business. Incidental and occasional personal use of the Communications Systems is permitted, but such communications must not disrupt School business, and users do not have any expectation of personal privacy in any matters stored in, created, received, or sent over the Communications Systems.

The School, as owner of the Communications Systems, to protect the integrity of its systems from unauthorized or improper use, reserves the right for legitimate business reasons, upon authorization of the Principal or his or her delegate, to monitor, access, retrieve, download, copy, listen to, or delete anything stored in, created, received, or sent over its Communications Systems without the permission of or prior notice to any user.

Although the School entrusts you with the use of voice mail, e-mail, computer files, software, or similar School property, you should keep in mind that these items have been installed and maintained at great expense to the School and are only intended for business purposes. At all times, they remain School property. Likewise, all records, files, software, and electronic communications

contained in these systems also are School property. You are advised that electronic files, records, and communications on School computer systems, electronic communication systems, or through the use of School telecommunications equipment are not private. Although they are a confidential part of School property, you should not use this equipment or these systems for confidential messages. The use of passwords to limit access to these systems is only intended to prevent unauthorized access to voice mail, e-mail, and computer systems, files, and records. Additionally, these systems are subject to inspection, search, and/or monitoring by School personnel for any number of business reasons. As a result, employees do not have an expectation of privacy in this regard. Accordingly, these systems and equipment should not be used to transmit personal messages, except in necessary situations or when exceptions are specifically sanctioned by management. Voice mail messages and e-mail messages should be routinely deleted when no longer needed. The School is not responsible for costs incurred when employees use School telephones or e-mail systems for personal matters.

You should be advised to use voice mail and e-mail as cautiously as you would use any more permanent communication medium such as a memorandum or letter. You should realize that e-mail messages:

- May be saved and read by third parties.
- May be retrieved even after “deletion.”
- May be accessed by authorized service personnel.
- May be examined by management without notice for business purposes.

There will be times when the School, in order to conduct business, will utilize its ability to access your e-mail, voice mail, computer files, software, or other School property. The School also may inspect the contents of your voice mail, e-mail, computers, computer files, or software to monitor job performance, for training or quality control purposes, or when the School suspects that School property is being used in an unauthorized manner.

The School reserves the right to use and disclose any electronic non-privileged communication on its Communications Systems without the permission of or any prior notice to any user, including disclosure to law enforcement officials.

Discipline for Violations of Policy

Any person who discovers misuse of the Internet access or any of the School’s Communications Systems should immediately contact the Principal of the School. Any user who violates any part of this policy will be subject to discipline, up to and including immediate termination.

Policy May Be Amended at Any Time

The pace of technological change and growth in electronic communications is rapid. This policy applies to all present and future electronic communications systems and devices and to improvements and innovations to existing systems and devices and to completely new technologies, devices, and systems. The School reserves the right to amend this policy at any time through an authorized writing from an authorized School representative.

Media Relations

It is our goal to give the press a clear, consistent, and up-to-date message about our school and its programs and services. Since information about our activities change often, it is easy to provide the press with information that may be inaccurate or misleading.

All calls from newspapers, magazines, or radio and television reporters should be immediately referred to the Principal and Superintendent.

VI. Privacy

Confidentiality

All Confidential Information to which Employee has knowledge or access shall be the exclusive property of Employer both during and after Employee's employment. Employee shall hold such information in strictest confidence and shall not use or disclose Confidential Information to any person or entity without the prior written consent of the President of the Board of Employer, except to extent such use or disclosure is made by reason of Employees' job responsibilities.

- a. Employee shall not take any Confidential Information that is written form, computerized, machine readable, model, sample, or other form capable of physical delivery, upon or after termination of Employee's employment with Employer without the prior written consent of the President of the Board of Employer. Upon termination of Employees' employment with Employer, Employee shall deliver promptly and return to Employer all such materials, along with all other property of Employer, in the Employee's possession, custody or control.
- b. For the purposed of this Section 9 "Confidential Information", shall mean all information, data or knowledge regarding Employer, its operations, students, employees, contractors, or vendors not known generally to the public, including, but not limited to research and development, trade secrets, existing or proposed programs, purchases, sales, members, member lists, financial and marketing data, business plans, student information employee information or benefits information.

Non-Solicitation

In consideration of employment and continued employment, and other promises contained herein, Employee agrees that, for a period of ONE year from the date his/her employment is separated, he/she will not directly or indirectly solicit or induce other employees of Employer to terminate their employment with Employer. Employee acknowledges and agrees that compliance with this provision is necessary to protect the business and good will of Employer and that a violation of this provision will cause irreparable injury to Employer. Therefore, Employee agrees that in the event of Employee's actual or threatened reach of this provision, Employer shall be entitled to obtain an injunction enjoining Employee from committing such actual or threatened breach without having to prove that it suffered irreparable injury and without posting any bond or other security. Employer shall also be permitted to pursue any other available remedies for such breach

or threatened breach, including the recovery of damages from Employee, and Employee shall reimburse Employer for all reasonable costs associated with the enforcement of this provision, including court costs and reasonable attorneys' fees.

VII. ENDING EMPLOYMENT

Dismissal, Discipline, and Termination of Employment

The School reserves the right to terminate any employee at any time, with or without cause or notice. Prohibited conduct, which may result in disciplinary action (up to and including termination), includes, but is not limited to, the following:

- Breaching confidentiality.
- Fighting, roughhousing, or using abusive language or conduct that is hostile or disrespectful to a student, co-worker, supervisor, board member, volunteer, or any other persons associated or served by the school, including parents.
- Falsifying or altering school records.
- Engaging in unlawful harassment, discrimination, or retaliation.
- Violating any wage and hour policies or laws, including, but not limited to, working off the clock, working overtime without authorization, refusing to work assigned overtime, working off the clock, or failing to report all hours worked.
- Unauthorized use of school property.
- Unsatisfactory performance.
- Being unfit for service, including lacking the inability to appropriately instructor associate with students.
- Insubordination.
- Falsifying or concealing information on employment records, employment information, an employment application, time record, or other School record.
- Willfully or maliciously making false statements regarding any co-worker or the School, making threats or using abusive language toward fellow employees, supervisors, students, parents, or visitors, or otherwise violating the School's Policy Concerning Violence on School Property;
- Theft or the deliberate or careless damage or destruction of School property, or the property of School employees, students, or anyone on School property.
- Possessing weapons on School property at any time or while acting on behalf of the School.

- Refusal to comply with any federal or state regulation or law, or refusal to comply with any School policy or procedure.
- Possession of or being under the influence of illegal drugs or alcohol while performing any professional duties or when publicly representing the School, such as at a professional conference, or otherwise violating the School’s Drug- Free Workplace Policy;
- Poor job performance.
- Gross negligence leading to the endangerment or harm of a child or children.
- Excessive absenteeism.
- Violating any safety, health, security, or school policy, rule, or procedure.

This statement of prohibited conduct does not alter the School’s policy of at-will employment. The School and you retain the right to terminate the employment relationship at any time, with or without reason or advance notice.

In the event an employee finds it necessary to resign during the school year, the employee shall give written notice to the school administrators as soon as possible and at least 15 calendar days before the effective date of resignation.

Separation/Termination Procedures

All separations are to be documented in summary form and copy put in the employee file. When there is a separation of employment, all wages due the employee will be paid within 15-days or the next pay day whatever comes first.

The School asks that all management/supervisory personnel and outgoing employees participate in an anonymous exit interview conducted by Human Resources. The exit interview allows the School to better understand the reasons for separation, feedback as to the employment experience, working conditions, staff relations, compensation, and any other issues. In the event that the separation is the result of disciplinary action undertaken by the School against the employee, the disciplinary documentation will take the place of the exit interview.

As part of the exit interview process, it is expected that the employee shall first return to the School and not take or copy (in any form or manner), or destroy any confidential or proprietary materials and information of the School, and prior to any payment by the School, employee shall return to the School all of the School’s property including but not limited to, all keys, building and parking access cards, credit cards, computers, cell phones, personal electronic organizers, software, hardware or documents, records or reports (whether in electronic or hard copy form) and any and all other School materials or property. The process will be accomplished by completing a separation clearance form. All equipment must be returned to the School by the last day of employment.

**REDESIGNSCHOOLS LOUISIANA’S EMPLOYEE HANDBOOK
ACKNOWLEDGEMENT**

ALL EMPLOYEES MUST READ THIS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO THE DIRECTOR OF HUMAN RESOURCES WITHIN ONE WEEK OF RECEIPT.

I have received a copy of Redesign Schools Louisiana’s Employee Handbook. I have carefully read and understand its contents and agree to follow the policies stated therein. I agree that the School and I both have the right to terminate my employment at any time, with or without notice, for any reason or no reason. I further understand that transfers, demotions, suspensions, employee discipline, and changes in the terms and conditions of employment may be affected or administered at the sole and absolute discretion of the School. I understand I am an at-will employee. I understand these conditions of my employment may not be modified orally and may only be modified in a writing signed by the Principal and me with the approval of the Board.

I understand nothing in the Handbook is intended to be, and nothing in it should be construed to be, a limitation of my right and the School’s right to terminate the employment relationship at any time, with or without notice, for any reason or no reason, or the School’s right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. I understand nothing in the Handbook is intended to, and nothing in the Handbook should be construed to, create an implied or express contract of employment contrary to this express at-will agreement or the School’s right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. I understand the School reserves the right to depart from and modify the policies stated in the Handbook at its discretion except regarding my at-will status and except regarding the School’s absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment. The foregoing constitutes the entire terms of the agreement between the School and me regarding the duration of my employment and the School’s right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment.

Employee Name (printed) _____

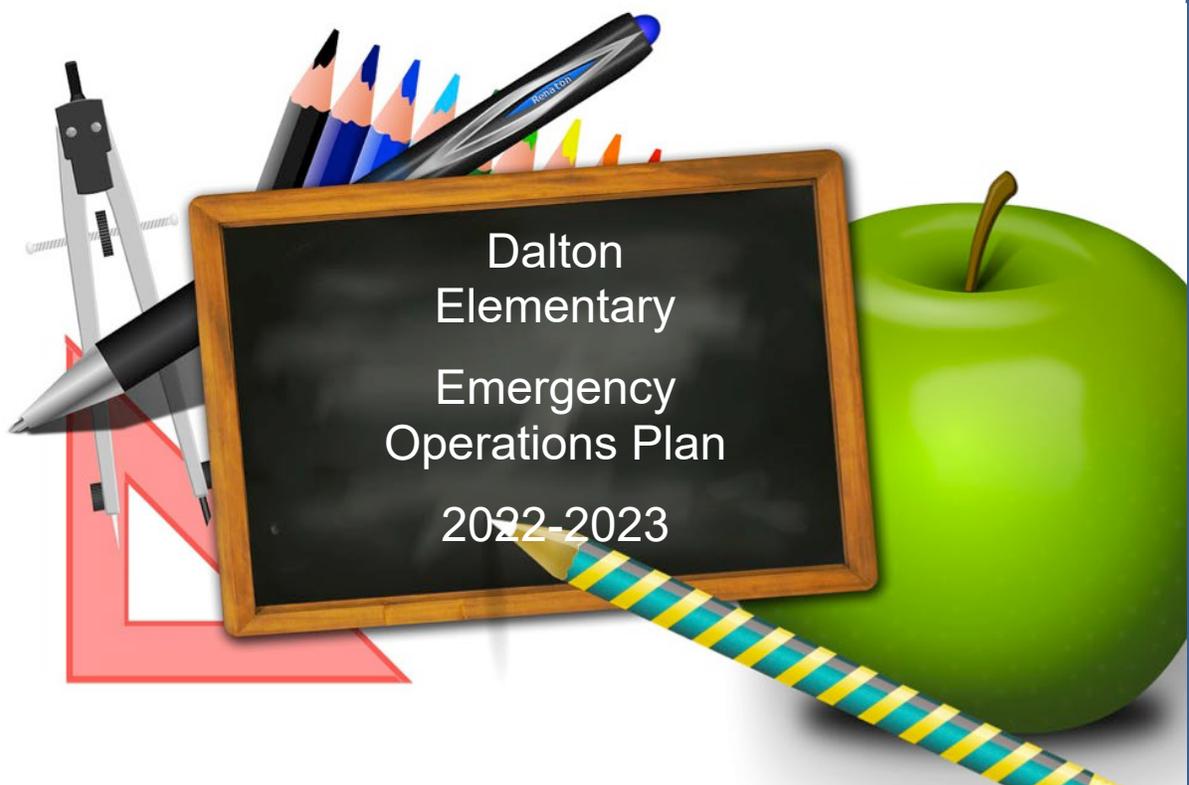
Employee Signature _____

Date _____

Coversheet

Motion to Approve the 22-23 Emergency Plan for Lanier Elementary, Dalton Elementary, and Glen Oaks Middle

Section: III. Items scheduled for action
Item: E. Motion to Approve the 22-23 Emergency Plan for Lanier Elementary, Dalton Elementary, and Glen Oaks Middle
Purpose: Vote
Submitted by:
Related Material: Dalton Elementary Emergency Operations Plan 22-23 .docx
Lanier Elementary Emergency Operations Plan 22-23 .docx
Glen Oaks Middle Emergency Operations 22-23.docx



Dalton Elementary Emergency Operations Plan

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Dalton Elementary Emergency Operations Plan

Emergency First Responders

Louisiana RS 17:416.16 requires the public school principal to **update** the emergency operations plan at least **once annually** and keep a copy of the approved plan in his office. Each principal will provide a copy to the following individuals, each of whom shall be responsible for keeping in his respective office a copy of the plan that is readily accessible in the event of a school shooting or other violent incident or emergency situation:

1. The president of the local school board
2. The local school superintendent
3. The chief of police of the municipality or the sheriff of the Parish where the school is located, as applicable, as well as the local fire chief whose office is in closest geographic proximity to the school

In order to remain in compliance with RS 17:416.16 (B(1)), the superintendent needs to make an annual report to the public school governing authority on the status of the plan of each school under the governing authority's jurisdiction

To provide the *best* information to first responders coming to the aid of a school during an emergency or critical incident, school safety plans contain the following **three (3) sections**:

- **Incident Response Plan** – The *Incident Response Plan template* was developed by the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) to provide **critical information** to first responders during their immediate response to an incident. This template should be provided as the first few pages of the school's safety plan, so that it may be **prominently displayed** to responders when retrieving the information from the GOHSEP **Virtual Louisiana** software or Parish Office of Homeland Security and Emergency Preparedness (OHSEP).

Schools are advised to **update** the *Incident Response Plan* whenever information on the plan changes and resubmit the updated plan to the president of the **local school board**, local **school superintendent**, **chief of police** of the municipality or **sheriff** of the parish, and local **fire chief** as per RS 17.416.16 (G.1-3). It is recommended that updated copies of the plan also be given to the **Parish OHSEP**.

- **Floor Plans** – It is recommended that school floor plans (not a building blueprint) are submitted to the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the parish, and local fire chief.
- **School Safety Plan Protocols** – The larger school safety plan provides the more **comprehensive** information necessary for both school and public safety officials in developing an all-hazards approach to school safety planning. This plan should be **customized** to meet your school's specific needs and circumstances. Meeting with emergency **first responders** and other **community stakeholders** is recommended as you develop and customize your plan.

Dalton Elementary Emergency Operations Plan

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Dalton Elementary Emergency Operations Plan

Incident Response Plan

SCHOOL NAME: Dalton Elementary
School Building Street Address: 3605 Ontario Street
City: Baton Rouge
Parish: East Baton Rouge Parish
School Type: Type V Charter School
School District: Recovery School District
Submitting Official's Name: Georgia Gross
Position: Principal
Date of Submission: 06/15/2022

Key Contact Information

School Decision-Maker's Name: Megan McNamara
Cell: 225-910-3891
Secondary School Decision-Maker's Name: Georgia Gross
Cell: 318-231-6621
Operations Staff Name: Ashley Eason
Cell: 225-348-7823
Keyholder's Name: Kaysha Rivers
Cell: 225-316-9087

Primary Jurisdiction of Responding Agencies

Police Department: Baton Rouge Police Department
Contact Number: 225-389-2000
Fire Department: City of Baton Rouge Fire
Station 2
Contact Number: 225-389-4684
EMS/Ambulance Service: City of Baton Rouge Fire
Station 2
Contact Number: 225-355-3110
Parish OHSEP Director: Clay Rives
Contact Number: 225-389-2100

Dalton Elementary Emergency Operations Plan

Communications

Name of Louisiana Wireless Information Network (LWIN) Radio Talk Group: Verizon

Description of Communication Platform/Capabilities: Talk and Text

Location of School Safety Plan Documents

Location of Full-size Floor Plans (hard copy)

On-scene: Front Office

Off-site: Electronically

Location of Approved School Safety Plan Documents (hard copy)

On-scene: Front Office

Off-site: Electronically

Details on How to Access Listed Locations:

On-Scene: Through Dalton Drive Traffic Circle and then Right

Off-site: Contact Ashley Eason 225-348-7823 aeason@rsl.org

for Floor Plans Electronically

Dalton Elementary Emergency Operations Plan

Floor Plan Checklist

The following **checklist** was developed by the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) to aid your school in preparing **floor plans**. Louisiana Revised Statute 29:726.3.C.(1) requires the Superintendent of each local school district and the Recovery School District (RSD) to submit building floor plans to GOHSEP.

You are encouraged to use this checklist in reviewing and updating your floor plans. Along with your approved emergency operations plan, it is **recommended** that you submit this checklist to the president of the local **school board**, local **school superintendent**, **chief of police** of the municipality or **sheriff** of the parish, and local **fire chief** along with the floor plans.

SCHOOL NAME: Dalton Elementary

School Building Street Address: 3605 Ontario Street

City: Baton Rouge

Parish: East Baton Rouge Parish

School Type: Elementary School/Charter School

School District: Recovery School District

Submitting Official's Name: Ashley Eason

Position: Director of Operations

Date of Submission:

Dalton Elementary Emergency Operations Plan

FLOOR PLANS:

School Review	LSS*	Item
<input type="checkbox"/>	<input type="checkbox"/>	Dalton Elementary, address and phone numbers for <i>both</i> the school office and for emergency maintenance included on each page of the floor plans.
<input type="checkbox"/>	<input type="checkbox"/>	Submitted electronically (this is preferable) or hard copy on white letter, legal or 11" x 17" (tabloid) paper only (no blueprints).
<input type="checkbox"/>	<input type="checkbox"/>	Typed , no shading; minimal or no handwriting.
<input type="checkbox"/>	<input type="checkbox"/>	Include a key to define any symbols used.
<input type="checkbox"/>	<input type="checkbox"/>	Compass directions (at a minimum North) clearly noted.
<input type="checkbox"/>	<input type="checkbox"/>	Each floor should be on a separate page .
<input type="checkbox"/>	<input type="checkbox"/>	Street names that surround the facility clearly identified.
<input type="checkbox"/>	<input type="checkbox"/>	Building entrances/exits marked and numbered with service entrances clearly identified.
<input type="checkbox"/>	<input type="checkbox"/>	Windows shall be graphically shown on the floor plans.
<input type="checkbox"/>	<input type="checkbox"/>	All rooms labeled by room number with common areas and administrative offices labeled by use.
<input type="checkbox"/>	<input type="checkbox"/>	Location of water, gas and electrical shutoffs clearly noted.
<input type="checkbox"/>	<input type="checkbox"/>	Location of existing automated external defibrillators (AEDs), areas of refuge/assistance, fire extinguishers, alarm panel, knox box and camera locations clearly noted.
<input type="checkbox"/>	<input type="checkbox"/>	The areas where floor plans and/or building blueprints are stored are clearly identified.
<input type="checkbox"/>	<input type="checkbox"/>	Exterior alpha phonetic identification of building sides (Alpha, Bravo, Charlie, Delta) are clearly identified NOTE: The local fire department can inform school officials on how to label the buildings on the school floor plans as they are developed.

*NOTE: Local school superintendent (LSS)

Dalton Elementary Emergency Operations Plan

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Dalton Elementary Emergency Operations Plan

High-Quality EOP **FINAL** Plan Review Checklist + CrossWalk

SCHOOL _____

ADDRESS _____

SCHOOL POINT OF CONTACT (POC) _____

POC PHONE _____ **CELL** _____

POC EMAIL _____

ITEMS TO INCLUDE	Dalton Elementary EOP	Page #
Plan Content		
• Cover Page	<input checked="" type="checkbox"/>	
• Promulgation Document Signature Page	<input checked="" type="checkbox"/>	17
• Approval + Implementation Page	<input checked="" type="checkbox"/>	19
• Record of Changes	<input checked="" type="checkbox"/>	21
• Record of Distribution (including school personnel and community partners)	<input checked="" type="checkbox"/>	23
<ul style="list-style-type: none"> • Schematics <ul style="list-style-type: none"> ○ Campus Map ○ Floor Plans ○ Annotated Evacuation Routes ○ Shelter Locations ○ Fire Alarm Pull Stations ○ Fire Hydrants ○ Fire Extinguishers ○ First-aid Kits ○ Hazardous Materials Storage ○ Utility Shutoffs 	<input checked="" type="checkbox"/>	3
<ul style="list-style-type: none"> • Enrollment Data <ul style="list-style-type: none"> ○ Total Population ○ Special Needs Populations ○ Administration ○ Teachers + Specialists ○ Office + Support Staff ○ Instructional Assistants ○ Cafeteria Workers ○ Maintenance + Custodial Staff ○ Other (specify) 	<input checked="" type="checkbox"/>	32
• Americans with Disabilities Act (ADA) Access Statement of Compliance	<input checked="" type="checkbox"/>	32

Dalton Elementary Emergency Operations Plan

<ul style="list-style-type: none"> Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) Statements of Compliance 	<input checked="" type="checkbox"/>	56
Basic Plan		
<ul style="list-style-type: none"> Table of Contents (TOC) 	<input checked="" type="checkbox"/>	25
<ul style="list-style-type: none"> Purpose + Situation Overview <ul style="list-style-type: none"> Risk Assessment Worksheet 	<input checked="" type="checkbox"/>	31 - 34
<ul style="list-style-type: none"> Concept of Operations (CONOPs) (including who has authority to activate the plan) 	<input checked="" type="checkbox"/>	37
<ul style="list-style-type: none"> Organization + Assignment of Responsibilities (including memorandums of understanding [MOUs]) 	<input checked="" type="checkbox"/>	39 - 42
<ul style="list-style-type: none"> Direction + Control + Coordination <ul style="list-style-type: none"> ICS Structure Used Who has Control of Equipment, Resources and Supplies Relationship between School EOP and District and/or Parish EOP 	<input checked="" type="checkbox"/>	43
<ul style="list-style-type: none"> Information Collection + Analysis + Dissemination <ul style="list-style-type: none"> Communications Plan 	<input checked="" type="checkbox"/>	52
<ul style="list-style-type: none"> Training + Exercise Plan/Schedule 	<input checked="" type="checkbox"/>	63
<ul style="list-style-type: none"> Administration + Finance + Logistics 	<input checked="" type="checkbox"/>	60 - 61
<ul style="list-style-type: none"> Plan Development + Maintenance 	<input checked="" type="checkbox"/>	62 - 64
<ul style="list-style-type: none"> Authorities + References 	<input checked="" type="checkbox"/>	29
Functional Annexes		
NOTE: Individual school EOPs may have more, less and/or different annexes than shown here. Annexes are customized to the needs of the school.		
<ul style="list-style-type: none"> Accounting For All Persons Annex 	<input type="checkbox"/>	No Annex; covered in text
<ul style="list-style-type: none"> Communications + Warnings Annex 	<input type="checkbox"/>	No Annex; covered in text
<ul style="list-style-type: none"> COOP Annex 	<input checked="" type="checkbox"/>	68
<ul style="list-style-type: none"> Evacuation Annex 	<input checked="" type="checkbox"/>	74
<ul style="list-style-type: none"> Family Reunification Annex 	<input checked="" type="checkbox"/>	80
<ul style="list-style-type: none"> Lockdown Annex 	<input checked="" type="checkbox"/>	82
<ul style="list-style-type: none"> Public Health + Medical + Mental Health <ul style="list-style-type: none"> Psychological First Aid for Schools (PFA-S) Annex 	<input checked="" type="checkbox"/>	84
<ul style="list-style-type: none"> Recovery Annex 	<input checked="" type="checkbox"/>	57
<ul style="list-style-type: none"> Security Annex 	<input checked="" type="checkbox"/>	No Annex; Covered in text
<ul style="list-style-type: none"> Shelter-in-Place Annex 	<input checked="" type="checkbox"/>	90
<ul style="list-style-type: none"> Other(s) – Please Specify <ul style="list-style-type: none"> Drop + Cover + Hold Annex Reverse Evacuation Procedure Annex 	<input checked="" type="checkbox"/>	72 88

Dalton Elementary Emergency Operations Plan

Threat- + Hazard- Specific Annexes			
<ul style="list-style-type: none"> • Natural Hazards <ul style="list-style-type: none"> ○ Earthquake ○ Tornado ○ Lightning ○ Severe Wind ○ Hurricane ○ Flood ○ Wildfires ○ Extreme Temperature ○ Landslides or Mudslide ○ Tsunami ○ Volcanic Eruption ○ Winter Precipitation 	<input checked="" type="checkbox"/>	116 (Flood Annex); 126 (Severe Weather Annex)	
<ul style="list-style-type: none"> • Technological Hazards <ul style="list-style-type: none"> ○ Explosions or Accidental Release of Toxins From an Industrial Plant ○ Accidental Release of Hazardous Materials within the School ○ Hazardous Materials Releases from Major Highways or Railroads ○ Industrial Plant or Other External Source ○ Radiological Release from Nuclear Power Stations ○ Dam Failure ○ Power Failure ○ Water Failure 	<input checked="" type="checkbox"/>	106 (Chemical or Hazardous Materials Spill Annex)	
<ul style="list-style-type: none"> • Biological Hazards <ul style="list-style-type: none"> ○ Infectious Diseases ○ Contaminated Food Outbreaks ○ Toxic Materials in School Labs 	<input checked="" type="checkbox"/>	106 (Chemical or Hazardous Materials Spill Annex)	
<ul style="list-style-type: none"> • Adversarial Incidental + Human-caused Threats <ul style="list-style-type: none"> ○ Active Shooter ○ Bomb Threats ○ Cyber Attacks ○ Domestic Violence or Abuse ○ Hostage Situation ○ Suspicious Package ○ Report of weapon(s) ○ Fire ○ Criminal Threats or Actions ○ Gang Violence ○ Suicide 	<input checked="" type="checkbox"/>	94 + 96 (Active Shooter Annex) 114 (Fire Annex)	
<ul style="list-style-type: none"> • Other(s) – Please Specify <ul style="list-style-type: none"> ○ Bus Accident Annex ○ Explosion Annex ○ Intruder/Hostage Annex ○ Medical Emergency Annex ○ Terrorism Annex 	<input checked="" type="checkbox"/>	102 112 120 124 128	

Although not required by State or Federal law, it is recommended as a best practice for the school superintendent to review the school EOP with the Parish OHSEP Director.

Superintendent

OHSEP Director

Date of Review

Date of Review

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Dalton Elementary Emergency Operations Plan

The Emergency Operations Plan (EOP) is prepared by each public school principal **jointly** with local law enforcement, fire, public safety and emergency preparedness officials. In preparing the plan, the principal and such officials consider and include, if appropriate, input from **students** enrolled in the school and their **parents, teachers** at the school, other **school employees** and **community leaders** described in RS 17:416.16 (A.2).

The EOP should be *consistent* with the local Incident Command Structure (ICS), as established by local law enforcement and other public safety agencies. The EOP clearly identifies the latest **revision** date and the community members involved in its creation.

Authorized School Authority:

[Redacted]

Signature _____ Title _____

Primary Community Law Enforcement:

[Redacted]

Signature _____ Title _____ Agency _____

Safety (Fire/EMS/EMA) Official:

Signature _____ Title _____ Agency _____

Parent Representative:

Signature _____ Affiliation _____

Teacher Representative:

Signature _____ Title _____ Affiliation _____

Non-teaching Employee Representative (may include school board members, school nurse):

Signature _____ Title _____ Affiliation _____

Signature _____ Title _____ Affiliation _____

Signature _____ Title _____ Affiliation _____

Revision Date Here

Dalton Elementary Emergency Operations Plan

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Dalton Elementary Emergency Operations Plan

Promulgation Statement

The Dalton Elementary Emergency Operations Plan (EOP) and contents within is a guide to how Dalton Elementary conducts all-hazard response. The EOP is written in support of emergency management and is built upon the *National Response Framework* (NRF) as scalable, flexible and adaptable coordinating structures to align key roles and responsibilities. This plan and contents within shall apply to all Dalton Elementary school personnel participating in mitigation, preparedness, response and recovery efforts.

The EOP is intended to capture specific authorities and best practices for managing incidents of any size or scope.

The EOP was prepared by Dalton Elementary staff and approved by senior administration personnel, thereby enabling activities contained within this document to be performed within the school's capability. This EOP is available within the Dalton Elementary system and with external agencies that may be affected by its implementation.

APPROVED: _____ DATE: _____

Signature

Name: _____

Title: _____

Dalton Elementary Emergency Operations Plan

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Approval + Implementation

This Emergency Operations Plan (EOP) was prepared by the **Dalton Elementary** to develop, implement and maintain a viable all-hazards response capability and to establish a comprehensive approach to providing consistent, effective and efficient coordination across a spectrum of activities

This plan applies to all Dalton Elementary personnel participating in mitigation, preparedness, response and recovery efforts. The EOP applies to any Dalton Elementary – sponsored events, on or off campus, and to all public and private Dalton Elementary sanctioned activities

The **School Principal** is responsible for plan oversight and coordination with applicable stakeholders. This EOP is based on the all-hazards concept and plans for natural and man-made disasters and incidents. The plan is flexible in that part of the plan or the entire plan may be activated based on the specific emergency and decision by Dalton Elementary senior leadership.

This EOP and its supporting contents are hereby approved, supersedes all previous editions and is effective immediately upon the signing of all signature authorities noted below.

APPROVED: _____ DATE: _____

Signature

Name:

Title:

APPROVED: _____ DATE: _____

Signature

Name:

Title:

APPROVED: _____ DATE: _____

Signature

Name:

Title:

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Emergency Operations Plan

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School Emergency Management Planning Glossary

Hazards: Situations involving **threats of harm** to students, personnel and/or facilities. Hazards include, but are not limited to, **natural, technological, and human-caused** incidents. Hazards may require an **interagency response** involving law enforcement and/or emergency services agencies, depending on the size and scope of the incident.

Incident: An **occurrence** – natural, technological, or human-caused – that requires a response to **protect life or property**.

Incident Command System (ICS): The response infrastructure designed under the National Incident Management System (NIMS) to *facilitate* **effective** and **efficient management** of an incident by (1) **identifying** key team roles and functions; (2) **assessing** staff skills; (3) **pre-designating** staff for each ICS function (command, operations, planning, logistics, finance/administration); (4) coordinating with **community partners**; and (5) providing for **transfer** of command and backup of resources.

Incident Commander: The individual responsible for *overall* **policy, direction** and **coordination** of the emergency response effort. Usually this will be the local emergency official on site that has **legal jurisdiction** over the incident.

Key Knox Box: A device where **emergency** keys to *all* parts of the school facility are stored.

Keyholder: An individual identified by the school with **access** to keys to *all* parts of the school facility in the event of a critical incident or hazard. This individual is reachable at the contact number listed in the event of an emergency.

Lockdown: The initial physical response to provide a **time barrier**. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure involves **barricading the door** and readying a plan of **evacuation** or **counter tactics** should the need arise.

National Incident Management System (NIMS): A set of **principles** that provides a **systematic, proactive** approach guiding government agencies, nongovernmental organizations, and the private sector to work **seamlessly** to **prevent, protect** against, **respond** to, **recover** from and **mitigate** the effects of incidents regardless of cause, size, location or complexity, to *reduce* the **loss of life or property** and harm to the **environment**. This system ensures that those involved in an incident understand their **roles** and have the **tools** they need to be effective.

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School Decision-maker: Individual identified by the school at the building level, usually the **principal**, who is **authorized** to make decisions for the school in the event of a critical incident or hazard. This individual is reachable at the contact number listed in the event of an emergency. The

Dalton Elementary Emergency Operations Plan

school decision-maker may or may not serve as the incident commander during a critical incident or emergency.

School Incident Commander: The school official who has been designated by the school decision-maker, if not the same, who is **authorized** to make decisions for the school in the event of a critical incident or hazard. The school incident commander may transfer command to the **emergency responder** incident commander, such as law enforcement, fire or other safety officials who assumes control of the incident. The school incident commander usually continues to operate within the overall ICS structure.

Secondary School Decision-maker: A secondary individual identified by the school who is **authorized** to make decisions for the school in the event that the *primary school decision maker* is not available during an emergency situation. This individual is reachable at the contact number listed in the event of an emergency. The secondary school decision-maker may or may not serve as the incident commander during a critical incident or emergency.

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School Emergency Management Authorities + References

FEMA 2013 Guide for Developing High-Quality School Emergency Operations Plan,
http://www.fema.gov/media-library-data/20130726-1922-25045-3850/rem_s_k_12_guide.pdf

FEMA EMI School Program: <http://training.fema.gov/EMIWeb/emischool/>

Homeland Security Act of 2002, PL 107-296 (Nov. 25, 2002).

Homeland Security Presidential Directive No. 5 (2003).

Louisiana Revised Statute 17:416.16, School Crisis Management and Response Plans.

Louisiana School and Campus Safety Planning Guide

National Incident Management System (NIMS), U.S. Department of Homeland Security (DHS),
FEMA: <http://www.fema.gov/national-incident-management-system>

National Incident Management System (NIMS), U.S. Department of Homeland Security (DHS),
FEMA: IS-700 National Incident Management System (NIMS) an Introduction:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>

Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707 (Nov. 23, 1988),
amending the Disaster Relief Act of 1974, PL 93-288.

NIMS, U.S. Department of Homeland Security, FEMA: IS-100 *Introduction to Incident Command System*: <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>

NIMS, U.S. Department of Homeland Security (DHS), FEMA: IS-100.SCa *Introduction to the Incident Command System for Schools*:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.SCa>

NIMS, U.S. Department of Homeland Security (DHS), FEMA: IS-362.a *Multi-Hazard Emergency Planning for Schools*
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-362.a>

U.S. Department of Homeland Security (DHS), *Bomb Threat Call Procedures and Bomb Threat Checklist* brochure:
http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

Dalton Elementary Emergency Operations Plan

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Dalton Elementary Emergency Operations Plan

I. Introduction

A. Purpose Of The Plan

The purpose of the Dalton Elementary *Emergency Operations Plan* (School EOP) is to provide information on how to **respond** to emergency incidents by outlining the **responsibilities** and **duties** of Dalton Elementary and its employees. **Customization** of this plan to meet Dalton Elementary needs and circumstances is important. **Developing, maintaining, and exercising** the plan *empowers* employees to act **quickly** and **knowledgably**. The plan educates staff, faculty, students and other key stakeholders on their roles and responsibilities **before, during** and **after** an incident. This plan provides parents and other members of the community with assurances that Dalton Elementary has established guidelines and procedures to respond to incidents/hazards in an effective way.

Developing, maintaining, and exercising the School EOP *increases legal protection*. Schools without established incident management procedures may be found liable for their absence. While no set of policies eliminates the potential for legal problems, establishing procedures and guidelines using the best professional practices provides a margin of protection against liability.

B. Scope Of The Plan

The School EOP provides **guidelines** and **procedures** for dealing with existing and *potential* school incidents. The **basic plan** and the **functional** and **hazard-specific annexes** outline an organized, systematic method to mitigate, prevent, prepare for, respond to and recover from incidents. The plan discusses:

- **Expectations** of staff; roles and responsibilities
- **Direction** and **control** systems
- **Internal** and **external** communications
- **Training** and **sustainability**
- **Authority** and references as defined by local, State and Federal government **mandates**
- Common and specialized **procedures**
- Specific hazard **vulnerabilities** and **responses/recovery**

C. Coordination With Emergency First Responders

Various agencies and services are involved in responding to school incidents, including emergency responders from **law enforcement, safety, fire, and emergency agencies**, as well as **mental health** and other community organizations. An important component of the School EOP is *advanced* planning with various agencies and community service providers to aid in timely communication and response to an incident.

Dalton Elementary Emergency Operations Plan

Advance planning may or may not include **written agreements** to help coordinate services between the agencies and school. If mutual aid agreements are created, a copy is maintained with other **important documents** related to this safety plan. Advanced planning should specify the type of communication and services provided by one agency to another.

D. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

Current enrollment at Dalton Elementary is approximately 184 Elementary School Students and 100 Head Start Students located in **buildings 100 and 200 as well as Cafeteria/Gym**. These students are supported by a **committed staff** and **faculty** consisting of:

- **21** Teachers and specialists
- 1 Administrator
- 6 Office/support staff
- 8 Instructional Assistants
- 2 Cafeteria staff
- 2 Custodial staff

A **master schedule** of where classes, grade levels and staff are located during the day is provided to each classroom and is available **Electronically**.

b. Functional Needs Population

Dalton Elementary is committed to the **safe evacuation** and **transport** of students and staff with functional needs. The functional needs population includes, but is not limited to, students/staff with:

- **Limited English proficiency.**
- **Blindness or visual disabilities.**
- **Cognitive or emotional disabilities.**
- **Deafness or hearing loss.**
- **Mobility/physical disabilities (permanent and temporary); or**
- **Medically fragile health (including asthma and severe allergies).**

The *Americans with Disabilities Act* (ADA) **prohibits discrimination** on the basis of disability, and generally prohibits **unnecessary** disclosures of disability status or information related to that disability, to third parties. Disclosures may be **necessary** when the student presents a significant, articulable **threat** to others.

The school's current enrollment of students with functional needs is approximately **40 students** however, this number will fluctuate. Students and/or staff may require **additional assistance** if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident are noted by an **asterisk** next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names with functional needs along with their schedules is available **Electronically**.

Dalton Elementary Emergency Operations Plan

A list of staff members that have been **trained** and are assigned to assist the functional needs population during drills, exercises and incidents is also available **electronically**.

2. Building Information

Dalton Elementary has **reviewed** the applicable *Americans with Disabilities Act (ADA)* laws, and all applicable State laws with our community partners to ensure that *all* parties have a **strong understanding** of these laws pertaining to **information disclosure**. All school employees, including contractors have been trained on applicable laws to ensure that Dalton Elementary officials and employees do not release information inappropriately or make decisions about students or release of records based upon myths, fears or stereotypes related to race, color, national origin, sex, religion, disability, sexual orientation, or gender identity.

Signature

Date

Dalton Elementary is located on a **multi** acre lot and includes **2** buildings, Cafeteria and Gym. All classes take place in **Buildings 100 and 200**.

A **campus map/site plan** and/or **floor plans** of the buildings annotated with **evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first-aid kits, hazardous materials storage, and utility shutoffs** is included at the beginning of this plan. All staff members are required to know these **locations** as well as how to **operate** the utility shutoffs.

3. Hazard Analysis Summary

Dalton Elementary is exposed to many hazards that have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. Understanding that the **East Baton Rouge Parish** Office of Homeland Security and Emergency Preparedness (OHSEP) maintains an Emergency Operations Plan (EOP) to address hazards and incidents, the **Dalton Elementary** EOP has been developed to fit into the larger **East Baton Rouge Parish** EOP in the event of a large-scale incident.

Table 1 on the following page briefly discusses **high-priority** hazards that **Dalton Elementary** has identified through a **hazards assessment** of *each* school building and its surrounding area, conducted either by school officials or in *conjunction* with officials of the **East Baton Rouge Parish** OHSEP and the Parish's EOP, local law enforcement, fire, and other community safety partners.

For example, a school may be located near railroads where numerous hazardous materials are transported. A derailment could force an evacuation and implementation of other emergency procedures. The **high-priority hazards table** should be **customized** to include content specific to your school community.

Dalton Elementary Emergency Operations Plan

Table 1. HIGH-PRIORITY HAZARDS

Flood	Flooding is a natural feature of the climate, topography, and hydrology of Dalton Elementary and its surrounding areas. Flooding predominates throughout the spring, summer, and fall due to melting snow, breakaway ice, and rainy weather.
Severe Weather	High Winds and Tornadoes
Intruder/ Hostage	Intruder of potential off campus incident
Active Shooter	Shooter from inside or outside the campus
Bomb Threat	On or off campus threat
Bus Accident	Accident during the movement of students to and from school as well as field trips.
Fire/ Explosion	Potential Fire through various causes

E. Planning Assumptions + Limitations

1. Planning Assumptions

Planning assumptions allow for deviation from the plan if certain assumptions prove not to be true during operations. The following are **standard assumptions**. Additional assumptions may be needed depending on your school's circumstances:

- The school community continues to be **exposed** and subject to hazards and incidents described in the *Hazard Analysis Summary*, as well as lesser hazards and others that may develop in the future.
- A **major disaster** could occur at **any time** and at any place. In many cases, dissemination of warning to the public and implementation of **increased** readiness measures may be possible; however, some emergency situations occur with little or **no warning**.

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- A **single site incident** (e.g., fire, gas main breakage) could occur at any time **without warning** and the employees of the school affected cannot, and should not, *wait* for direction from local emergency response agencies. **Action** is required *immediately* to save lives and protect school property.
- Following a major or **catastrophic incident**, the school may have to rely on its own resources to be self-sustaining for up to **72 hours**.
- There may be a number of **injuries** of varying degrees of seriousness to faculty, staff and/or students. *Rapid* and **appropriate response** will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency managers are available in most **serious incidents**. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the *initial incident response* until responders arrive at the incident scene.
- Proper **prevention** and **mitigation** actions, such as creating a positive school environment and conducting fire and safety inspections, prevents or reduces incident-related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, emergency responders, etc.) to **exercise** the plan through live drills and Tabletop exercises **can** improve the school's readiness to respond to incidents.
- A spirit of **volunteerism** among school employees, students and families results in their providing assistance and support to incident management efforts.

2. Planning Limitations

It is the policy of Dalton Elementary that **no guarantee** is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Dalton Elementary can *only* endeavor to make *every reasonable effort* to manage the situation with the resources and information available at the time.

Dalton Elementary Emergency Operations Plan

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II. Concept Of Operations (CONOPS)

The overall **strategy** of a School EOP is to execute effective and *timely* **decisions** and **actions** that *prevent harm*, **protect lives** and **property**, *mitigate* damages, **restore** order, and aid **recovery**.

This plan is based upon the concept that the incident management functions that must be performed by the school generally **parallel** some routine day-to-day functions. To the extent possible, the **same personnel** and **material resources** used for day-to-day activities are employed in responding to an incident in the school. Because personnel and equipment resources are *limited*, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment and supplies that are typically required for those routine functions are redirected to accomplish **assigned** incident management tasks.

In addition, the incident may require **coordinated operations** with others. The key to successful operations is an **organized command structure**. It is important to understand that the school's command of the incident and the school's incident management structure may **change** once official emergency responders arrive on the scene. Emergency responders are knowledgeable in the Incident Command System (ICS) and may be *best* equipped to command the response to a specific incident. If this is to occur, the school transitions command of the incident to a more qualified Incident Commander (IC). These concepts are more fully discussed below.

It is critical for school administration officials and all segments of the community emergency response system to **work together** in *advance* of an incident to develop a working relationship and understanding of how the school's initial response would transition into the overall response to a critical incident at the school.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a **systematic, proactive** approach guiding **government agencies, nongovernmental organizations** (NGOs) and the **private sector** to work *seamlessly* to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location or complexity to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand their **roles** and have the **tools** they need to be effective.

According to Homeland Security Presidential Directive (HSPD) 5 and the U.S. Department of Education (DOE), school districts are among local agencies that **must** adopt NIMS if they **receive Federal** grant funds.

Dalton Elementary recognizes that staff and students are first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and **enhances cooperation, coordination, and communication** among school officials, first responders and emergency managers.

Dalton Elementary Emergency Operations Plan

As part of its NIMS implementation, Dalton Elementary participates in the local government's NIMS preparedness program to remain **NIMS compliant** and believes it is essential to ensure that response/recovery services are delivered to schools in a *timely* and **effective manner**. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan receive **IS-100 training**.
- Complete NIMS awareness course **IS-700 NIMS: An Introduction**.
- **Participate** in local government's NIMS preparedness program and incorporate the School EOP into the **East Baton Rouge Parish** EOP.
- **Train** and **exercise** the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Initial Response + Implementation Of The Incident Command System (ICS)

In a major emergency or disaster Dalton Elementary may be damaged or need to be evacuated, people may be injured and/or other incident management activities may need to be initiated. School personnel are usually **first on the scene** of an incident in a school setting. School officials and staff are expected to take charge and manage the incident until it is resolved, or command is **transferred** to someone more qualified, usually an **emergency responder agency** with legal authority to assume responsibility. School personnel seek guidance and direction from local officials and technical assistance from State and Federal agencies where appropriate.

All activities necessary in managing an incident must be **organized** and **coordinated** to ensure the most efficient response. The Incident Command System (ICS) is used to manage all incidents.

Until non-school emergency responders arrive on-scene, the school decision-maker (usually the principal or his/her designee) is responsible for **activating** the School EOP, including common and/or specialized procedures, as well as **hazard-specific incident plans**. The school decision-maker designates a **school incident commander** with authority to direct all incident activities. The designated school incident commander should be the person **most qualified** to manage the specific type of incident.

Once an emergency responder agency with **legal authority** to assume responsibility arrives on scene, the school incident commander transitions command to that incident commander and moves to serving within the Incident Command Structure.

Again, it is critical that school officials and *all* segments of the community emergency response system **work together** in *advance* of an incident to develop a working relationship and understanding of how the school's initial response would transition into the overall response to a critical incident at the school.

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III. Organization + Assignment Of Responsibilities

This section establishes the **operational organization** relied on to manage the incident and includes:

- A list of the kinds of **tasks** to be performed by position and organization
- An overview of **who does what**

A school principal and/or assistant principals are not always able to manage all the aspects associated with an incident without assistance. As indicated, the Incident Command System (ICS) uses a **team approach** to manage incidents and allows school officials to **assign** tasks to other key school personnel.

Staff are assigned to serve within the ICS based on their **expertise** and **training** and the **needs** of the incident. Roles are pre-assigned based on **training** and **qualifications**. Each staff member and volunteer must be **familiar** with his or her role and responsibilities before an incident occurs. School staff may be required to *remain* at school to assist in an incident.

A. Principal/Building Administrator

The principal/designee may serve as the school incident commander or **delegate** that authority to a qualified individual. While the principal *retains* the **overall responsibility** for the safety of students and staff, delegating certain duties to manage the incident may allow the principal to focus on **policy-level activities** and interfacing with other agencies and parents. The principal coordinates between the superintendent's office and the school incident commander.

B. School Incident Commander

The school incident commander establishes an **Incident Command Post (ICP)** and provides an assessment of the situation to the principal/designee or other officials, identifies resources required and directs the on-scene incident management **activities**. The incident commander's responsibilities include:

- Assuming **overall direction** of *all* incident management activities based on procedures outlined in the School EOP.
- Taking steps necessary to **ensure** the **safety** of students, staff, and other individuals.

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- Determining whether to **implement incident management protocols** established in the School EOP (e.g., evacuation, reverse evacuation, shelter-in-place, etc., as described more fully in the annexes).

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- Arranging for **transfer** of students, staff, and other individuals when safety is threatened by a disaster.
- Working with and ensuring **communication** with emergency services personnel. Keeping the principal and other officials informed of the situation.
- Ensuring the proper **transfer of command** when/if a more qualified incident commander arrives on scene.

C. Teachers

Teachers are responsible for the **supervision** of students and remain with students until directed otherwise. Responsibilities include:

- **Supervising** students under their charge.
- Taking steps to ensure the **safety** of students, staff and other individuals in the implementation of incident management protocols established in the School EOP.
- Directing students in their charge to **inside** or **outside assembly** areas in accordance with signals, warning, written notification, or intercom orders according to incident management procedures established in the School EOP.
- Taking **attendance** when class **relocates** to an outside or inside assembly area or evacuates to another location.
- Reporting **missing students** to the incident commander.
- Executing **assignments** as directed by the incident commander.
- Obtaining **first aid services** for injured students from the school nurse or person trained in first aid.
- Arranging first aid for those **unable** to be **moved**.
- Rendering **first aid** if necessary. School staff are to be **trained** and certified in first aid and CPR.

D. Instructional Assistants

Responsibilities include **assisting teachers** as directed.

E. Counselors + Social Workers + Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site. Responsibilities may include:

- Taking steps to ensure the **safety** of students, staff and other individuals in the implementation of incident management protocols established in the School EOP.
- Rendering **first aid** if necessary.

Dalton Elementary Emergency Operations Plan

- Assisting in the **transfer** of students, staff and other individuals when their safety is threatened by a **disaster**.
- Executing assignments as directed by the incident commander.
- Assisting with **crisis intervention** and **recovery processes**.

F. School Nurses/Health Assistants

Responsibilities include:

- Administering **first aid** or **emergency treatment** as needed.
- Supervising **administration** of first aid by those trained to provide it.
- Organizing **first aid** and **medical supplies**.

G. Custodians/Maintenance Personnel

Responsibilities include:

- Surveying and reporting **building damage** to the incident commander.
- Controlling main **shutoff valves** for gas, water and electricity and ensure that no hazardous results from **broken** or **downed lines**.
- Providing **damage control** as needed.
- Assisting in the conservation, use and disbursement of **supplies** and **equipment**.
- Keeping the incident commander **informed** of school conditions.

H. School Secretary/Office Staff

Responsibilities include:

- **Answering** phones and assisting in receiving and providing **consistent information** to callers.
- Providing for the **safety** of essential school records and documents. Executing assignments as directed by the incident commander.
- Providing **assistance** to the principal. Monitoring **emergency radio broadcasts**.
- Assisting with **health incidents** as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

- **Using, preparing,** and **servicing** food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.
- Executing **assignments** as directed by the incident commander.

Dalton Elementary Emergency Operations Plan

J. Bus Drivers

Responsibilities include:

- Supervising the **care** of students if disaster occurs while students are on a **bus**.
- Transferring students to new location when directed.
- Executing **assignments** as directed by the incident commander.
- Transporting individuals in need of medical attention.

K. Other Staff (e.g., Itinerant Staff + Substitute Teachers)

Responsibilities include **reporting** to the incident commander for assignments, if requested to do so.

L. Students

Responsibilities include:

- **Cooperating** during emergency drills and exercises and during an incident. Learning to be **responsible** for themselves and others in an incident.
- Understanding the **importance** of not being a bystander by reporting situations of concern.
- Developing an awareness of **natural, technological, and human-caused hazards** and associated prevention, preparedness, and mitigation measures.
- Taking an **active part** in school incident response/recovery activities, as age appropriate.

M. Parents/Guardians

Responsibilities include:

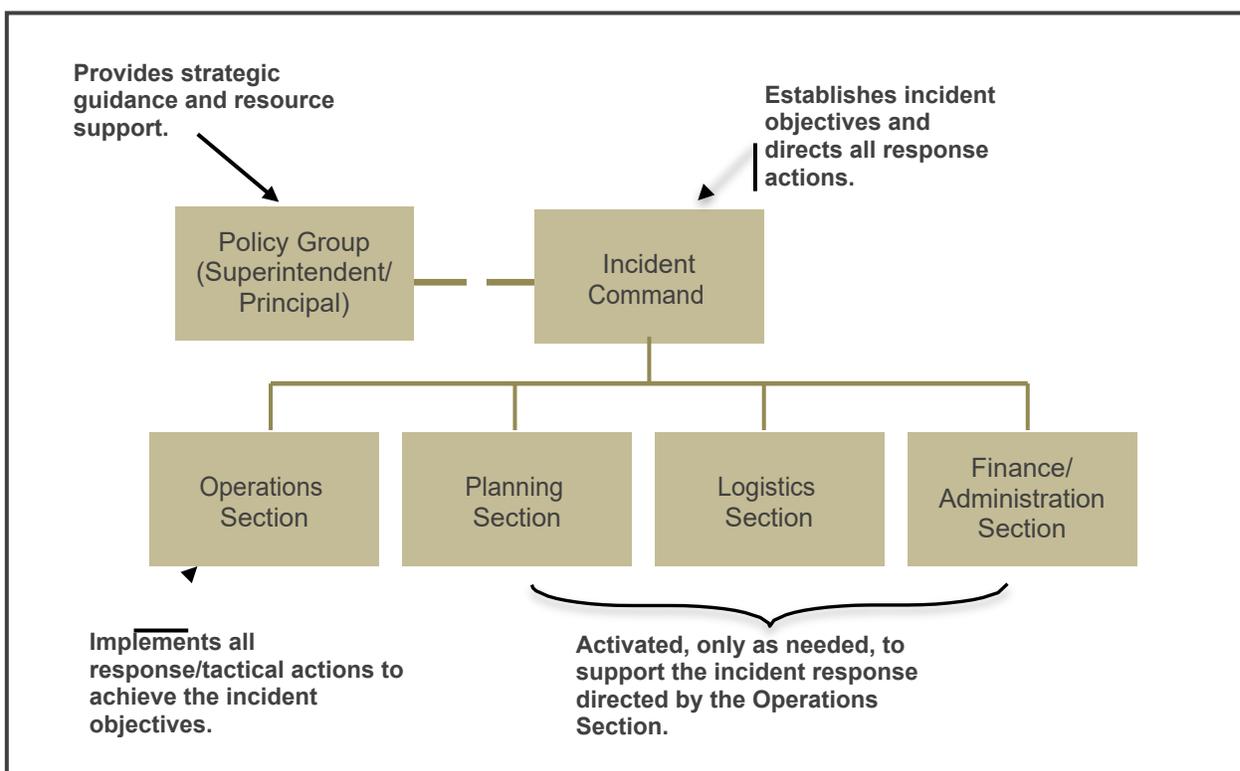
- **Encouraging** and **supporting** school safety, violence prevention and incident preparedness programs within the school.
- Participating in **volunteer service projects** for promoting school incident preparedness.
- Providing the school with **requested information** concerning the incident, early and late dismissals and other related release information.
- Practicing incident management preparedness in the **home** to reinforce school training and ensure family safety.
- Understanding their **roles** during a school emergency.

Dalton Elementary Emergency Operations Plan

IV. Direction + Control + Coordination

A. School Incident Command System (ICS)

A school's command system can be used to **manage** emergency incidents or nonemergency events such as graduations, athletic events, or celebrations. The system is flexible to meet the school's



needs. See Figure 1 below.

Figure 1. SCHOOL INCIDENT COMMAND SYSTEM

As previously noted, staff are assigned to serve within the Incident Command System (ICS) based on their **expertise** and **training** and the **needs** of the incident. Roles should be **pre-assigned** based on **training** and **qualification**. The School ICS is organized into the following functional areas:

Dalton Elementary Emergency Operations Plan

1. School Incident Commander

- Directs **tactical on-scene operations** until/unless a coordinated ICS is established with local authorities. In complex incidents, a Policy/Coordination Group may be convened at the school district operations center. The role of the Policy/Coordination Group is to:
 - **Supports** the on-scene incident commander. Provide **policy** and **strategic guidance**.
 - Helps ensure that **adequate resources** are available. Identify and resolve issues common to all organizations.
- Keeps **elected officials** and **other executives informed** of the situation and decisions.
- Provides **factual information**, both internally and externally. See Part V of this plan on Communications for additional information related to role/responsibility of an information officer.

The Dalton Elementary principal/designee and/or school incident commander keeps the Policy/Coordination Group informed.

2. Operations Section

When activated, the Operations Section **coordinates** all **tactical operations** including implementation of response/recovery activities according to procedures and protocols established by **Dalton Elementary** in an incident action plan. Procedures and protocols address **care** of students, **first aid**, **crisis intervention**, **search and rescue**, **site security**, **damage assessment**, **evacuations**, and the **release** of students to parents. Specific responsibilities include:

- Analyzing **school staffing** to develop a *Family Reunification Plan* and implementation.
- Monitoring **site utilities** (i.e., electric, gas, water, heat/ventilation/air conditioning) and shutting them off *only* if danger exists or if **directed** by the incident commander and assisting in securing facility.
- Establishing **medical triage** with staff trained in first aid and CPR, providing and overseeing care given to **injured persons**, **distributing supplies**, and requesting additional supplies.
- Providing and accessing **psychological first-aid services** for those in need and accessing local/regional providers for **ongoing crisis counseling** for students, staff and parents.
- Coordinating the **rationed distribution** of **food** and **water**, establishing secondary **toilet facilities** in the event of water or plumbing failure and requesting needed supplies.
- Documenting all **activities**.

See Table 2 on the next page for the **types** of Strike Teams that may be established within the Operations Section.

Dalton Elementary Emergency Operations Plan

Table 2. OPERATIONS SECTION TEAMS

<p>Search and Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search and Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers.
<p>First-Aid Teams provide triage, treatment, and psychological first-aid services. First-Aid Teams are responsible for:</p> <ul style="list-style-type: none"> • Setting up first-aid area for students. • Assessing and treating injuries. • Completing master injury report.
<p>Evacuation/Shelter/Care Team. Evacuation, shelter, and student care in an incident are among the <i>most important</i> tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs and providing for food and water. This team is responsible for:</p> <ul style="list-style-type: none"> • Accounting for the whereabouts of <i>all</i> students, staff, and volunteers. • Setting up a secure assembly area. • Managing sheltering and sanitation operations. • Managing student feeding and hydration. • Coordinating with the Student Release Team. • Coordinating with the Logistics Section to secure the needed space and supplies.
<p>Facility and Security Response Team is responsible for:</p> <ul style="list-style-type: none"> • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/Hazardous Material (HAZMAT). • Assessing and notifying officials of fire/HAZMAT. • Conducting perimeter control.

Dalton Elementary Emergency Operations Plan

Crisis Intervention Team is responsible for:

- Assessing need for onsite mental health support.
- Determining need for outside agency assistance.
- Providing onsite intervention/counseling resources.
- Monitoring well-being of School Incident Command Team, staff and students and reporting all findings to the Operations Section Chief.

Student Release/Reunification Team. Responsible for getting students **reunited** with their parents or guardians in an efficient and orderly manner. This can be an enormous challenge and takes a lot of planning. This team is responsible for:

- Setting up **secure** reunion area.
- Checking student **emergency cards** for **authorized releases** and completing **release logs**.
- Coordinating **information** officers on internal and external communications and messages.

3. Planning Section

When activated, the Planning Section is responsible for **collecting, evaluating and disseminating** information needed to measure the **size, scope and seriousness** of an incident and planning appropriate incident management activities. Duties may include:

- Assisting the incident commander in the **collection and evaluation of information**.
- Assisting with ongoing planning efforts and maintaining the incident **time log**.
- **Documenting** all activities.

4. Logistics Section

When activated, the Logistics Section supports incident management operations by securing and providing needed **personnel, equipment, facilities, resources and services** required for incident resolution; **coordinating personnel**; assembling and **deploying volunteer teams**; and facilitating **communication** among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:

- Establishing and overseeing **communications center** and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and developing a **telephone tree** for after-hours communication.
- Establishing and maintaining school and classroom **first-aid kits**, coordinating access to and distribution of **supplies** during an incident and monitoring inventory of supplies and equipment.
- Documenting all **activities**.

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5. Finance + Administration Section

When activated, the Finance and Administration Section oversees *all* **financial activities** including **purchasing necessary** materials, tracking incident **costs**, arranging **contracts** for services, **timekeeping** for emergency responders, submitting **documentation** for reimbursement and recovering school records following an incident. Additional duties may include:

- Assuming responsibility for **overall documentation** and **recordkeeping** activities; when possible, photographing, or videotaping damage to property.
- Developing a system to **monitor** and **track expenses** and **financial losses** and secure all records.

School and school district management offices may assume responsibility for these functions and perform these duties **off-site**.

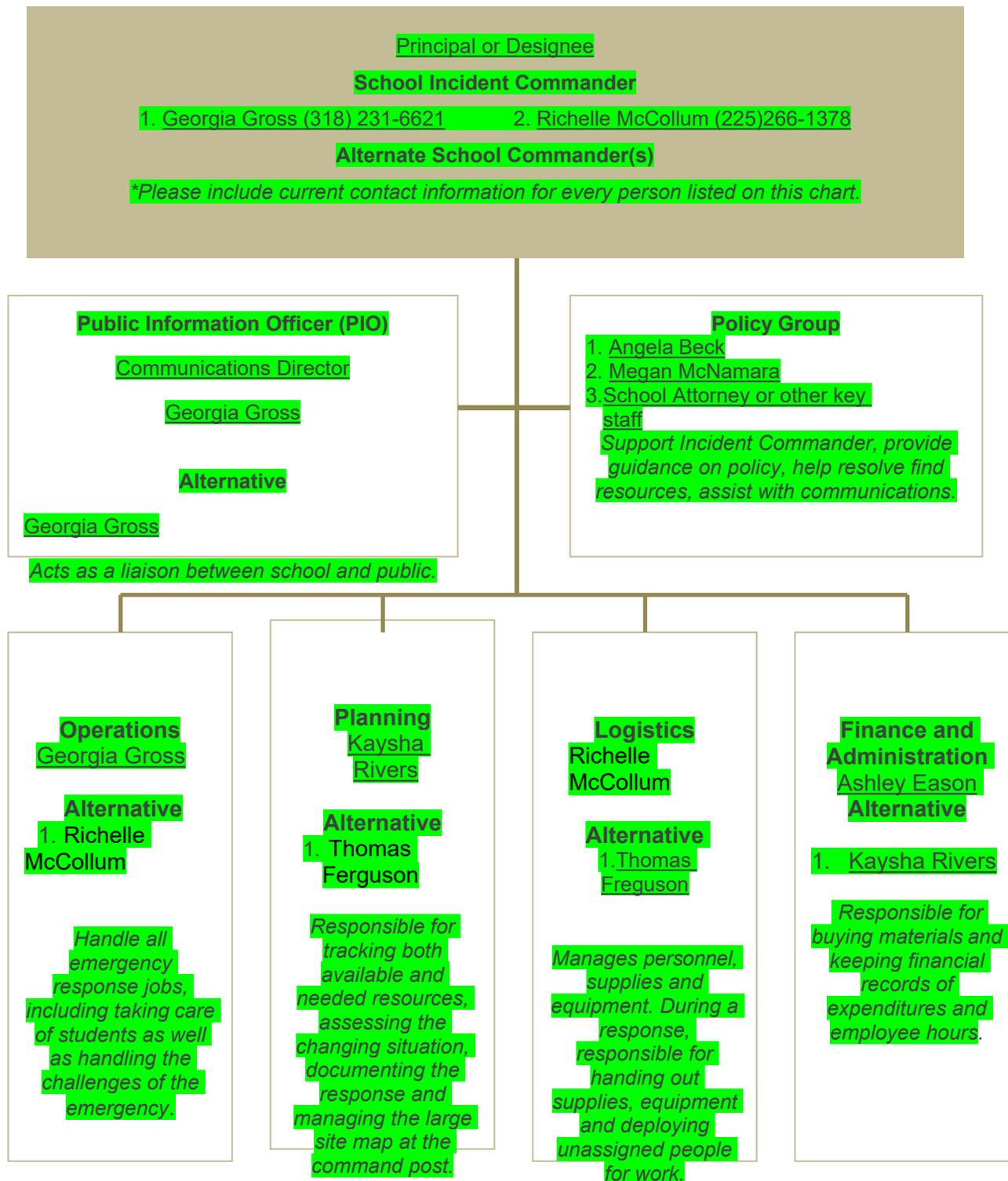
Table 3 on the following page provides **example titles** for *specific* roles within the School ICS. This Table can be completed for each of the various hazards in the **annexes** of this plan with *specific staff assigned* to *each* role along with emergency contact information. Each of these assignments is maintained with other **important plan documents kept Electronically**.

Dalton Elementary Emergency Operations Plan

Table 3. SCHOOL INCIDENT COMMAND SYSTEM

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Dalton Elementary Emergency Operations Plan



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B. Source + Use Of Resources

Dalton Elementary uses its own **resources** and **equipment** to respond to incidents until emergency response personnel arrive. Parent volunteers and community members who have been **trained** to assist, if called upon, and are available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- **First aid kit** and **sanitation supplies** will be provided by: **St. Gabriel Health Clinic**
- **Cots** and **bedding** supplies will be provided by: **Local Businesses**
- **Food/water** supplies will be provided by: **Local Businesses**
- **Security** will be provided by: **Baton Rouge Police Department/Officer Alexander**
- **Counseling services** will be provided by: **St. Gabriel Health Clinic**

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V. Information Collection + Analysis + Dissemination

Communication is a *critical* part of incident management. This section outlines **Glena Oak's** communications plan and supports its mission to provide clear, effective internal and **external communication** between the school, staff, students, parents, emergency responders, the community, and media.

The School EOP includes **policies** and **procedures** governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/releases to the media, and a detailed **communications plan** including standard procedures and protocols, should be developed and made available in *advance* of an incident.

Templates for statements/media releases, the communication plan and media contacts at major television, Internet and radio stations are maintained by **Director of Operations** and located **Electronically**.

A. Communication Between School + Law Enforcement + Emergency Responders

Dalton Elementary utilizes the **Communication Platform/Capabilities** described in the beginning of the School EOP to contact and maintain communications with **law enforcement** and other **emergency responders** during an incident. The school incident commander transfers command to the **appropriate emergency responder** who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The incident commander uses the communication platform described in the School EOP to notify the principal/designee of the school's status/needs. **Dalton Elementary** and emergency responders coordinate the **release** of information to ensure that information is **consistent, accurate** and **timely**.

B. Internal Communications

Dalton Elementary has identified a school spokesperson or Public Information Officer (PIO) who is responsible for

- Helping create **policies** and **plans** for communicating emergency information **internally** and to the **public**.
- Following the **communications policies** and **procedures** established by Dalton Elementary.
- Helping establish **alternative means** to provide information in the event of a failure of power, phone, or other lines of communication.

Dalton Elementary Emergency Operations Plan

- Developing **materials** for use in media briefings.
- Acting as the **contact** for emergency responders and assist in coordination of media communications.

1. Communication Between School Officials + Staff Members

School personnel are notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Telephone Tree.** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree **originates** with the principal/designee who contacts the members of the **school incident command team**. Team members then in turn contact **groups of staff** (teachers, administrators, and support staff).
- **Text-Messaging System/Email System.** A text-messaging or email system is available to provide those who are **registered** to receive messages with **updates** during an incident.
- **Morning Faculty Meeting.** As appropriate, **updated** information about an incident is presented at the morning faculty meeting. Any **new procedures** for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting.** As appropriate, **updated** information and a **review** of the day's events is presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

C. External Communications

School officials must communicate with the **larger school community** on how incidents will be addressed on a regular basis. However, once an incident occurs, parents, media and the community at large require **clear** and **concise messages** from **Dalton Elementary** about the incident, what is being done and the **safety** of the children and staff.

1. Communication With Parents

Before an incident occurs, **Dalton Elementary**

- Develops a **relationship** with parents so that they trust and know how to access alerts and incident information.
- Informs parents about the **School's EOP**, its purpose and its objectives. Detailed response tactics should not be shared if they impede the **safe response** to an incident.
- Information is in **School Newsletter, Back to School Night, and Parent Meetings.**
- Identifies parents who are willing to **volunteer** in case of an incident and includes them in preparation efforts and training.
- Is prepared with **translation services** for non-English-speaking families and students with *limited* English proficiency.

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In the event of an incident, **Dalton Elementary** will:

- Disseminate information via text messages, emails, and phone calls to inform parents about what is known to have happened.
- Implement a plan to **manage phone calls** and parents who arrive at school and describe how the school and school district are handling the situation.
- Provide information regarding **possible reactions** of their children and ways to talk with them.
- Provide a **phone number, website address** or **recorded hotline** where parents can receive **updated** incident information.
- Inform parents and students **when** and **where** school will resume.

After an incident, **Dalton Elementary** administrators schedule and attend an **open question-and-answer** meeting for parents *as soon as possible*.

2. Communication With The Media

In the event of an incident, the School Incident Commander, or the emergency responder Incident Commander (in the event command has been transferred), coordinates with the school PIO and/or participates in a **joint information** effort to:

- Establish a **media site** and **reception area** away from the school and any established Incident Command Post.
- Provide regular **updates** to media and school community.
- Provide *only* information that has been **approved** for release by the Incident Commander in charge of the scene.
- Monitor **release** of information and **correct misinformation**. Coordinate messages with the principal/designee.

All **Dalton Elementary** employees are to **refer** all requests for information and questions to the **designated** PIO.

3. Handling Rumors

In addressing rumors, the most effective strategy is to **provide facts as soon as possible**. To combat rumors, **Dalton Elementary** will:

- Provide appropriate information to **internal groups**, including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers and bus drivers. These people are **primary** sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff **meeting before** staff members are allowed to go home so that what is (and is not) known can be clearly communicated.

Dalton Elementary Emergency Operations Plan

- Designate and brief **personnel answering calls** to help control misinformation. Conducts briefings for community representatives directly associated with the school.
- Enlist the help of the **media** to provide **frequent updates** to the public, especially to provide accurate information where rumors need to be dispelled.

After the immediate incident response period, **Dalton Elementary** will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

D. Communications Tools

Some common internal and external communications **tools** that **Dalton Elementary** uses include the following:

- **Standard telephone.** **Dalton Elementary** has designated a school telephone number as a recorded “**hotline**” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with emergency responders and others.
- **Cellular telephones.** These phones may be the *only tool working* when electric service is out; they are useful to school personnel en route to or from a site.
- **Intercom systems.** The intercom system includes **teacher-initiated communication** with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones.** A battery-powered bullhorn to address students and staff who are **assembling** outside the school. Procedures governing storage and use help ensure readiness for use.
- **Two-way radio.** Two-way radios provide a reliable method of communication between **rooms** and **buildings** at a *single* site. All staff are trained to understand how to operate the two-way radio.
- **Computers.** A **wireless laptop computer** may be used for communication both within the school and to other sites. **Email** may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) posts information such as school evacuation, closure, or relocation on the home page of the school and district website.
- **Fax machines.** Possible uses include **off-site access** to receive and send critical information concerning students and staff members, their locations and needed telephone numbers, including but not limited to, **medical information, release forms and authorizations.**
- **Alarm systems.** Bells or buzzers are in place and sound in **different** ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All school staff, students and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles.** Whistles should be provided to staff in order to signal a need for immediate attention or assistance.

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E. Family Educational Rights and Privacy Act (FERPA) + Health Insurance Portability and Accountability Act (HIPAA)

Dalton Elementary has **reviewed** the applicable *Family Educational Rights and Privacy Act (FERPA)* and *Health Insurance Portability and Accountability Act (HIPAA)* laws, and all applicable State laws with our community partners to ensure that *all* parties have a **strong understanding** of these laws pertaining to **information disclosure**. All school employees, including contractors have been trained on applicable laws to ensure that **Dalton Elementary** officials and employees do not release information inappropriately or make decisions about students or release of records based upon myths, fears or stereotypes related to race, color, national origin, sex, religion, disability, sexual orientation, or gender identity.

Signature

Date

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VI. Recovery After An Incident

After the safety and status of staff and students is assured and emergency conditions abated following an incident, staff, teachers and school officials should assemble to support the **restoration** of the school's educational programs. Defining mission-critical operations and staffing, this effort is the starting point for the recovery process.

Collecting and **disseminating** information facilitates the recovery process.

Dalton Elementary and the **Redesign Schools Louisiana Network** designate appropriate personnel and collaborate with external resources to work in teams to:

- Conduct a **comprehensive assessment** of physical and operational recovery needs.
- Assess **physical security, data access** and all other **critical services** (e.g., plumbing, electrical).
- Examine critical information **technology assets** and **personnel resources** and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document **damaged facilities, lost equipment** and **resources**, and **special personnel expenses** that required for insurance claims and requests for State and Federal assistance.
- Identify **recordkeeping requirements** and sources of **financial aid** for State and Federal disaster assistance.
- Provide detailed **facilities data** to the school District Office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for **ongoing status reports** during recovery activities to: a) estimate when the educational program can be **fully operational**; and b) identify special facility, equipment and personnel issues or **resources** that facilitate the resumption of classes.
- Educate school personnel, students, and parents on available **crisis counseling** services.
- Establish **absentee policies** for teachers and students after an incident.
- Establish an agreement with **mental health organizations** to provide counseling to students and their families after an incident.

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- Develop **alternative teaching methods** for students unable to return immediately to classes: correspondence classes, videoconferencing, tele group tutoring, etc.
 - Create a plan for conducting classes when **facilities are damaged** (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on **prevention** and **mitigation measures**; incorporate as appropriate into **short-** and **long-term** recovery plans.

VII. Administration + Finance + Logistics

A. Agreements + Contracts

If school resources prove to be **inadequate** during an incident, **Dalton Elementary** requests assistance from local emergency services, other agencies, and the school community in accordance with existing **mutual aid agreements** (MAAs) and **contracts**. Such assistance includes equipment, supplies and/or personnel. All agreements entered into by authorized school officials should be in writing. All pre-negotiated **agreements** and **contracts** are **available electronically**.

B. Recordkeeping

1. Administrative Controls

Dalton Elementary is responsible for establishing administrative controls necessary to manage the **expenditure** of funds and to provide reasonable **accountability** and **justification** for expenditures made to support incident management operations. These administrative controls are done in accordance with established local **fiscal policies** and **standard cost accounting procedures**.

2. Activity Logs

Staff assigned within the school ICS maintain **accurate** logs recording key incident management activities, including:

- **Activation** or **deactivation** of incident policies, procedures, and resources.
- Significant **changes** in the incident situation.
- Major **commitments** of resources or requests for additional resources from external sources.
- Issuance of **protective action** recommendations to staff and students.
- **Evacuations**.
- **Casualties**.
- **Containment** or **termination** of the incident.

C. Incident Costs

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School ICS finance and administration staff are responsible for maintaining records summarizing the use of **personnel**, **equipment**, and **supplies** to obtain an estimate of annual incident response costs that can be used in preparing *future* school budgets. Detailed records of costs for incident management and operations include:

- **Personnel** costs, especially overtime costs.
- **Equipment** operations costs.
- Costs for **leased** or **rented equipment**.
- Costs for **contract services** to support incident management operations.
- Costs of **specialized supplies** expended for incident management operations.

These records are used to **recover costs** from the responsible party or insurers, or as a basis for requesting **financial assistance** for certain allowable response and recovery costs from the State and/or Federal government.

D. Preservation Of Records

To continue normal school operations following an incident, **vital records** must be protected. These include **legal documents** and **student files** as well as **property** and **tax records**. The principal causes of damage to records are fire and water. Essential records should be protected and are maintained **in locked file cabinet or electronically**.

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VIII. Plan Development + Maintenance + Distribution

A. Approval + Dissemination Of The Plan

The school EOP for *each* building is prepared by each **public school** principal *jointly* with **local law enforcement, fire, public safety and emergency preparedness** officials. In preparing the plan, the principal and such officials shall consider and include, if appropriate, input from **students** enrolled in the school and their **parents, teachers** at the school, other **school employees** and **community leaders** as described in RS 17:416.16 (A.2). The school EOP clearly identifies the latest **revision** date and the **signature** of individuals involved in its creation and/or revision.

B. Record Of Distribution

Copies of the school EOP and floor plans are distributed to **emergency organizations** with a role in responding to an incident. A **record of distribution** is kept as proof that organizations have acknowledged their receipt, review and/or acceptance of the plan. School administrators record the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery and the number of copies delivered. This record is **electronically available**.

School emergency planning documents **should not** be shared with those who do not have a need to know the details of the plan unless all sensitive, security-related information has been properly redacted. Copies of the school EOP may be made available to the **public** and **media** *without* sensitive information at the discretion of the school board.

C. Review + Updates To The Plan

To remain in **compliance** with RS 17:416.16 (B.1), the school updates the comprehensive safety plan at least **once every year** and the floor plans whenever a **major modification** to the building requires **changes** in the procedures outlined in the plan. The school should, however, ensure an update to the plan is filed with the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the Parish, and local Fire Chief whenever any critical information in the plan changes.

Each update or change to the plan is tracked. The record of changes includes: the change number, the **date of the change** and the name of the **person** who made the change.

To ensure timely updates to the school EOP, the school board or governing authority establishes a **schedule** for an **annual review** of planning documents. The basic plan and its annexes are to be reviewed at least **once per year** by school officials and local emergency management agencies and others deemed appropriate by school administration.

The school EOP is **updated** based upon:

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- **Changes** in information.
- Deficiencies identified during incident management activities and exercises.
- When changes in threat hazards, resources and capabilities or school structure occur.

Whenever the school EOP is updated, an updated copy is filed with the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the Parish, and local fire chief, as well as distributed in accordance with the guidelines stated above. It is recommended that the school EOP also be **filed with local OHSEP**.

D. Training + Exercising The Plan

Dalton Elementary understands the **importance** of training and exercises in planning for an incident. To ensure that district personnel and community emergency responders are aware of their **duties** and **responsibilities** under the school plan and the most *current* procedures, the following training and exercise actions will occur. School officials will coordinate training efforts with guidance from **East Baton Rouge Parish** OHSEP.

Basic training and refresher training sessions are conducted **annually** for all school personnel in coordination with local, law enforcement, fire and emergency managers.

School EOP training includes:

- **Hazard and incident awareness training** for **all school personnel**.
- **Orientation** to the School EOP provided to **all school personnel**.
- **First aid** and CPR for **select school personnel**.
- Team **training** to address specific incident response or recovery activities such as **family reunification**.

Four (4) online FEMA courses - **IS-100.b**, **IS-100SCa**, **IS-362.a** and **IS-700** - are to be taken, with **documentation**, by Director of Operations. All **four (4) courses** are available for FREE at FEMA's Emergency Management Institute:

- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>
- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>
- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.SCa>
- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-362.a>

Additional measures include **drills** and **tabletop exercises**. Drills are to be conducted **4 Times a Year and** exercises are to occur annually.

Records of the training provided including date(s), type of training and participant rosters maintained and are located **electronically**. Approved parent volunteers and community members are incorporated into larger training efforts.

All **Dalton Elementary** staff members are *encouraged* to develop **personal** and **family emergency plans**. Each family should anticipate that a **staff member** may be required to remain at school

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following a catastrophic event. Knowing that the family is prepared and can handle the situation enables school staff to do their jobs more effectively.

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Functional Annexes

Functional protocols are **common procedures** that are implemented along with procedures of **hazard-and-threat specific protocols** when needed to respond to an emergency. For example, evacuation procedures are implemented along with procedures of a more specific fire protocol. Reverse evacuation procedures may be instituted along with procedures activated for a hazardous materials spill that occurs outside of the school building.

Each **functional protocol** describes the purpose and responsibilities for that function. Schools customize these functional protocols to fit their *unique* circumstances. A **risk assessment** conducted with local emergency and safety officials assist in development of effective procedures and protocols.

All functional annexes should address:

- **Situations** under which the procedures are to be used.
- Who has the **authority** to activate the procedures.
- **Specific actions** to be taken when the procedures are implemented.

To implement functional procedures:

- All staff and students should undergo **training** and participate in **drills**.
- Staff and bus drivers assigned to work with **special needs students** should undergo in depth training and drills.
- Emergency response personnel should review, provide input and assist in training and drills on the use of these procedures. This helps **evaluate** the **appropriateness** of the procedures in the plan and assists with **modifications** or **updating** as necessary to ensure that the procedures are sufficient to provide a **safe environment** for students, staff and visitors.

Functional annexes do not *repeat* but **build upon** the information, guidance and processes/procedures within the basic School EOP.

Functional annexes include:

- | | |
|--|----|
| • Continuity Of Operations Plan (COOP) Annex | 67 |
| • Drop + Cover + Hold Annex | 71 |
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Continuity Of Operations Plan (COOP) Annex

I. Purpose

The purpose of a Continuity of Operations Plan (COOP) is to ensure that the school has procedures in place to **maintain** and/or **rapidly resume essential operations** after an incident has disrupted normal school operations, activities, or services. COOP is critical to safety planning and a **good business** practice.

The plan anticipates a full range of **potential incidents** that could cause a temporary interruption of school operations to a complete shutdown of the school, requiring suspension of **non-essential functions** and/or relocation of essential functions to an **alternative site** for some period of time. A goal is to provide **full operational capacity** for essential functions within **12 hours** after activation of COOP and sustain these functions for up to **30 days**.

II. Responsibilities

Delegation of authority and management responsibilities is determined by **school officials** prior to an incident. COOP procedures address responsibilities *before, during* and *after* an incident. Safety of students and school personnel is the first consideration. **Strong internal** and **external communications systems** and partnerships with appropriate organizations, contractors and providers of services are developed so that resources are readily available if needed. **Legal counsel** reviews delegations of authority to identify and address any possible legal restrictions.

Designated school personnel, in conjunction with the principal/school decision-maker, performs the essential functions listed in Table 4 on next page.

III. Specific Procedures

A. Activation + Relocation

The principal/school decision-maker determines when to **activate** and **implement** COOP procedures and/or to **relocate operations** to an alternate site. Authority for activation may be **delegated**. The principal/school decision-maker activates COOP procedures whenever it is determined the school is **not suitable** for safe occupancy or functional operation. The district office is notified and provided information and details regarding a relocation of operations.

B. Alert + Notification + Implementation Process

The principal/school decision-maker activates the School EOP **communication plan** (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and

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school personnel of COOP activation and provide **situation information**, as available. Parents and/or guardians are also **alerted** and **notified** of COOP activation and as important information becomes available.

Table 4. ESSENTIAL FUNCTIONS PERFORMED BY COOP PERSONNEL

Principal or Superintendent	<ul style="list-style-type: none"> Determine when to close schools, and/or send students/staff to alternate locations. Disseminate information internally to students and staff. Communicate with parents, media, and the larger school community. Identify a line of succession, including who is responsible for restoring business functions for school.
Principal/Assistant Principal and/or Department Heads	<ul style="list-style-type: none"> Ensure systems are in place for rapid contract execution after an incident. Identify relocation areas for classrooms and administrative operations. Create a system for registering students (out of district or into alternative schools). Brief and train staff regarding their additional responsibilities. Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). Re-evaluate the curriculum.
Custodians/Maintenance Personnel	<ul style="list-style-type: none"> Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re landscaping).
School Secretary/Office Staff	<ul style="list-style-type: none"> Maintain inventory. Maintain essential records (and copies of records) including school's insurance policy. Ensure redundancy of records (records are kept at a different physical location). Secure classroom equipment, books, and materials. Restore administrative and record-keeping functions such as payroll, accounting, and personnel records. Retrieve, collect and maintain personnel data. Provide account payable and cash management services.
Counselors, Social Workers, and School Nurses/Health Assistants	<ul style="list-style-type: none"> Establish academic and support services for students and faculty/staff. Implement additional response and recovery activities according to established protocols.
Food Service/Cafeteria/ Bus Drivers	<ul style="list-style-type: none"> Determine how transportation and food services will resume.

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C. Relocation Sites

The principal/school decision-maker identifies **relocation sites** to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by **walking**, if appropriate, and other site(s) by **transportation** services.

Sites must have reliable logistical support, services and infrastructure systems that can sustain operations for up to **30 days**.

Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a *predetermined alternative facility*.

D. Alternate Facilities

For estimated short-term (**2-14 days**) **payroll** and **personnel operations**, the alternative facility will be **virtual**. For a longer-term relocation of operations and essential functions, **alternative** facilities are listed below:

Alternative Facility	Can Replace this Primary Facility	Street Address	Contact Information
Virtual	Personnel/Admin Offices	Virtual	225-357-0244
Glen Oaks Middle	School Building A	5959 Cadillac Street	225-771-8128
Lanier Elementary	School Building B	4705 Lanier Drive	225-308-3273

For **each** alternate facility, all essential resources, equipment, and software that are necessary for resumption of operations at the site is **identified** and plans developed for **securing** those resources. **IT systems** available at the site need to be **tested** for compatibility with school's backup data.

E. Interoperable Communications/Backup Sites

As noted above, the virtual site used as a **temporary alternative site** for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, alternative relocation sites are identified as noted above.

- At alternative site, Dalton, or Dalton the lines and services for telephones and computers are **maintained, protected, and backed up offsite** by the district office.
- Hardware and physical lines are **protected** by the fire prevention, humidity controls, temperature controls and electrical generating capacity of the building itself.
- Telephone lines work even during power failures.
- The building has **no sprinkler system**, and the placement of thermostats does *not match* the current office configuration, resulting in wide variations of temperature depending on location.

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F. Vital Records + Retention File

Vital records are **archived** and/or retained on backup data systems stored **virtually**. Vital records are **electronic** and **hard copy** documents that are needed to support essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents.

G. Human Capital Management

School personnel responsible for **essential functions** are to be cross trained to ensure effective implementation of COOP procedures:

- All COOP designated personnel as well as senior staff undergo **annual training** on executing COOP procedures. Training is designed to inform each participant of his/her **responsibilities** (and those of others) during implementation of COOP procedures. It is *essential* that all employees have a clear understanding of what they are supposed to do. Training includes **specific protocols** for identifying and assisting employees with disabilities.
- Designated COOP personnel participate in **exercises** to test academic, physical, and business systems. Training includes testing the **information technology (IT) systems** and backup data including testing of **offsite backup system data** and IT operating systems.
- All school personnel are to be informed of **when** they are expected to be ready to go back to work and/or if they are being **recalled** to support school COOP efforts.

H. Reconstitution

In most instances of COOP implementation, reconstitution is a **reverse execution** of those duties and procedures listed above, including:

- Informing staff that the threat or incident no **longer exists**, providing instructions for the resumption of **normal operations**.
- Supervising an **orderly return** to the school building.
- Conducting an **after-action review (AAR)** of COOP operations and effectiveness of plans and procedures.

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Drop + Cover + Hold Annex

I. Purpose

Drop + Cover + Hold procedures may be used when an incident occurs with **little or no warning**. This action is taken to protect students and staff from **flying or falling debris** resulting from explosions, structural failures, severe weather, or an earthquake.

II. Responsibilities

Designated staff members, including teachers and bus drivers, participate in the **development, implementation** and **evaluation** of this procedure.

III. Procedures

A. Indoor Procedure

When indoors, students/staff:

- **Drop** to the floor.
- **Cover** by getting **under** a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, students/staff cover their face and head with their arms.
- **Hold on** to the table or desk until directed to stop.
- When directed by the principal/designee and/or when it is **safe** to do so, staff members **evacuate** students to pre-assigned locations.

NOTE: Staff and students do not use the elevators to evacuate.

B. Outdoor Procedure

When outdoors, students/staff:

- **Move away** from buildings, streetlights, and utility wires. **Drop** to the ground.
- Cover their **face and head** with their arms.
- When directed by the principal/designee and/or when it is **safe** to do so, staff members **evacuate** students to *pre-assigned* locations.

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C. Moving Vehicle Procedure

When in a moving vehicle, drivers/staff:

- **Stop** as *quickly* as **safety permits**.
- Instruct *all* students and staff to **stay** in the vehicle.
- When it is safe to do so, proceed *cautiously* or **evacuate** the vehicle.

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Evacuation Procedure Annex

I. Purpose

Evacuation should take place if it is determined that it is safer **outside** than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location **without danger** (playground, football stadium, or off-site location in the community).

Individuals with disabilities who are **self-sufficient** under normal circumstances may have to rely on the help of others in an emergency. The quick, safe, and efficient evacuation of an entire school during an emergency can only be accomplished through careful **planning** and **preparation**. When planning and implementing your building's *Emergency Evacuation Plan*, incorporate the following **suggested** procedures to address any special needs of disabled individuals.

II. Responsibilities

Designated staff members, including teachers and bus drivers, participate in the **development**, **implementation** and **evaluation** of this procedure.

III. Procedures

A. Actions To Take Prior To Emergency Situations

At the beginning of each school year, each school administration should compile a **list** of those **disabled individuals** who may require assistance in evacuating the building. Update this list at least monthly to reflect any changes that occur during the school year.

- Compile a list of **all students** and **employees** with disabilities that might affect their ability to evacuate safely.
- Prepare **schedules** and classroom **assignments** that locate individuals with mobility impairments in areas closest to an accessible exit or an area of rescue assistance. Institute other scheduling changes that will increase the safety of evacuations.
- Develop a **master schedule** showing the location(s) of those disabled students and employees who require evacuation assistance.

Each school should maintain a master schedule showing the assigned locations of all persons with disabilities who require assistance to evacuate the building. Mark the locations of each affected student and employee on a floor plan diagram. **Update** this schedule to reflect any changes that occur during the course of the year. This schedule should be **maintained** in the main office or at any other assigned locations for emergency preparedness records.

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1. Determine Special Needs

Determine what assistance, if any, each disabled individual may require to safely evacuate the building. When determining the most effective methods of evacuation, consideration should be given to the **size** and **weight** of the individual, **distance** required to reach the assembly area, and **obstacles** such as steps, curbs, streets, intersections, traffic, etc.

- Determine the **number of people** needed to provide the necessary assistance for every disabled individual.
- Determine any **special medical needs** that students and employees may require. Determine if any special equipment or apparatus must accompany the students or employees when evacuated from the building. Compile a list of these special needs and update it as necessary.
- Inform **staff members** of their **responsibilities**.
- Inform staff members of their responsibilities for **assisting** with the evacuation of **disabled individuals**. Consider the nature and degree of the disabling condition when determining the most appropriate assisting staff members.

For students—In an emergency, the responsibility for assisting the disabled student should be assigned to the **teacher** or **person in charge** of the student at that time. As the student change's locations throughout the school day, responsibility will shift to the next person in charge of the student. School administrators and/or the school nurse may also be appropriate staff members to assist in evacuations.

For employees—Responsibility for providing evacuation assistance for a disabled employee should be assigned to the **staff member** who works closest to the employee. Again, this responsibility will shift as the employee works in different locations of the building throughout the day.

For visitors—Responsibility for providing evacuation assistance to visitors should be assigned to staff members already assigned the duty of **checking areas** of the building (such as lavatories) to make sure that all areas are clear during an emergency. Given unpredictable visitors, those assisting them may not be able to evacuate them on their own. In such cases, the staff member should assist the visitor to an Area of Rescue Assistance and seek assistance from other staff members or from professional rescue personnel.

- Assign an administrative staff member to inform any **emergency responders** (fire fighters, police, etc.) of the **number, identity** and **locations** of any disabled individuals who could not be evacuated from the building and/or those who require special medical attention. Representatives of the school and emergency responders should meet at a prearranged location.
- Assign **backup staff members** for each of these responsibilities.

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2. Practice Emergency Evacuation Procedures

When conducting **monthly evacuation drills**, incorporate all aspects of your evacuation plan for the disabled in at least during **two (2)** drills a year.

During these drills, it may *not* be advisable to evacuate all disabled persons from the building. In certain cases, the potential **risk of injury** may outweigh the **benefits** of conducting the drill. Discuss these health or safety concerns with local fire department representatives. Under these special circumstances, during drills only evacuate those individuals to the appropriate designated **Areas of Rescue Assistance**.

- Evaluate the **effectiveness** of each evacuation drill. Include all students and staff members involved in using the disabled evacuation procedures. Make adjustments and recommend necessary changes to the established procedures in consultation with the appropriate crisis agencies.
- Discuss** and **review** this evacuation procedure **frequently** with all staff members.
- Review and **update** your building's evacuation plan.
- Keep your plan **current** to reflect changes in your building that might impact on the safe evacuation of your building. At minimum, building administrators must **review** and **update** their building's evacuation plan on an **annual basis**.

A. Actions To Take During Emergency Situations

1. School Incident Commander/Principal

- Call** or **designate** another to immediately call **public safety** (9-1-1) (police, fire and emergency responders) to give notice the school has been evacuated.
- Notify appropriate **district staff** that an evacuation of the school has occurred.
- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the **fire alarm** or by a **public address system** or bullhorn. Make the following announcement:

YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING.

TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.

TEACHERS, TAKE YOUR CLASS ROSTER AND

TAKE A HEADCOUNT AT THE ASSEMBLY AREA.

- Determine **evacuation routes** based on location of the incident and type of emergency.
- Communicate **changes** in evacuation routes based on location and type of emergency.

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- Designate staff with assigned **radios** and/or **cell phones** to assist in evacuation procedures.
- Monitor** the situation and provide updates and additional instructions as needed.
- During **inclement weather**, consider requesting buses for sheltering students.
- Communicate when it is **safe** to **re-enter** the building or **re-occupy** a section of the school by bell system, radio transmission, public address system, designated staff, or bullhorn.

2. Teachers + Staff

- Instruct students to **exit** the building using the designated emergency exit routes or as directed by the school incident commander/principal. Emergency exit routes should be diagrammed on the school floor plan drawing posted near the light switch inside each room.
- Use a **secondary route** if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the school incident commander/principal at the time of the emergency and the evacuation.
- Help those needing **special assistance**.
- Do not lock** classroom doors when leaving, close door and turn off lights. Do not stop for **student** or **staff belongings**.
- Take **class roster, phone lists, first-aid kit, and other emergency supplies** with you.
- Check the **bathrooms, hallways** and **common areas** for visitors, staff or students while exiting.
- Go to **designated evacuation assembly area** (*minimum of 50 feet* from building is required in fire evacuation and 1000 feet from building for bomb threat, chemical spill inside building or other directed evacuations).
- When outside the building or inside the building evacuation location, **check for injuries**.
- Account for all students**. Immediately report any missing or injured students to the school incident commander/principal.
- Wait for **additional instructions**.

3. Office Staff

- Take **visitor log** and **student sign-out sheet** to evacuation assembly area.
- Gather **headcount** information from teachers and inform the **school incident commander/principal**.

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4. Executing Emergency Evacuation Procedures

- Never use **elevators**, **chair lifts** or any other system requiring **electrical power** in an emergency.
- In most cases, **delay** exiting persons with disabilities until the exit route is **clear of traffic**. This is for the disabled person's safety as well as for the safety of others. For example, where a person will be carried down sets of stairs, it is much safer to wait until the stairs are free of quicker moving traffic.
- Ensure that appropriate staff members **account for all individuals** with disabilities immediately after notification that an emergency exists. Inform the appropriate administrator immediately of anyone who cannot be accounted for.
- Ensure that appropriate staff members **assist** individuals with disabilities in moving to their predetermined **Areas of Rescue Assistance** and assist them in **exiting** the building.
- Ensure that appropriate staff members assisting individuals with disabilities **remain** with them until the emergency is over.
- Upon arrival of emergency responders, ensure that an administrative staff member meets with them at a **prearranged location** with information on number, identity, and locations of individuals with disabilities who are still in the building. Also, provide a **copy** of the list that describes any special medical needs that students or employees may have as well as any special equipment or apparatus that may be needed.

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Family Reunification Annex

I. Purpose

The *Family Reunification Protocol* is used to ensure a safe and secure means of **accounting** for students and **reuniting** parents/guardians with their children whenever the school facility or grounds is rendered unsafe, and a remote site is needed.

II. Responsibilities

A. School Incident Commander/Principal

- After consulting with an emergency incident commander (local law enforcement, fire or other emergency official), if applicable, determine the **appropriate pre-designated relocation site(s)**.
- Follow pre-determined **procedures** for **releasing** students.
- Notify a **contact person** at the relocation site(s) to prepare for arrival of students. Designate a **Reunification Site Commander**.
- Request the district office to send personnel to **staff** the reunification site(s). Follow *pre-determined parental notification procedures* such as phone trees, local media channels, automated alert system, cell, or text messaging, etc.

B. Reunification Site Commander

- Establish a **command post**.
- Organize public safety and mental health/crisis **response** staff who will be reporting to the site. Use them to **calm** waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check **identification** of all non-uniformed personnel who arrive to assist.
 - Secure a holding area for arriving students and staff away from waiting family members.
- Set up an **adult report area** for parents/guardians to sign in and to check identification.
- Set up a **student release area** where students will be *escorted* to meet their parent/guardian and sign out.

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- Set up a **mental health area** and direct staff to escort parent/guardian of any injured, missing, or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a **media staging area** and notify the school media liaison of the location.
 - Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- **Only release students to authorized persons after checking proof of identity and signing a student release form.**
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

C. Teachers + Staff

- Provide a list of **evacuated students** to the reunification site staff upon arrival.
- Ensure **special needs students** and staff are assisted.
- Request help if needed.
 - Follow the **instructions** of the reunification site commander or designated staff and/or assist in staffing the site.

III. Other Procedures

- Outline procedures for **releasing students**.
- Maintain current student and staff **emergency information** that details special needs, such as medical or custody issues.
- Store information in a **secure** and **readily accessible** location.
- Outline parental notification methods.

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Lockdown Procedure Annex

I. Purpose

Lockdown is the initial physical response to provide a **time barrier** during an active shooter/intruder event. Lockdown is *not* a **stand-alone** defensive strategy. When securing in place, this procedure involves **barricading** the door and readying a plan of **evacuation** or **counter tactics** should the need arise.

II. Responsibilities

A. School Incident Commander/Principal

- Make the **following announcement** using the building Public Address (PA) system, two-way radio, telephone or megaphone:

YOUR ATTENTION PLEASE.

WE ARE EXPERIENCING EMERGENCY SITUATION AND WE ARE NOW UNDER LOCKDOWN.

- Designate staff to **call 9-1-1**.
 - Identify the name and address of the school and describe the emergency.
 - State the school is locking down.
 - Provide intruder description and weapon(s) if known.
 - Identify the location of the school command post.
- Direct staff to **stay on the phone** to provide **updates** and additional information.
- Notify staff and classes outside to **immediately** move to the **off-site assembly area(s)**, account for the students and be prepared to move to a **relocation site**.
 - Notify the transportation director or contractual bus service to **stop** all *inbound* buses and **redirect** them to designated relocation site(s).
- Notify district office.

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B. Teachers

- Clear the hallway and bathrooms by your room, moving everyone into the **classroom**.
- **Lock** your doors.
- Move any large objects in front of the door to **barricade** door. All moveable items such as chairs should be used as well.
- Take **attendance** and be prepared to notify incident commander of **missing** students or **additional** students, staff or guests sheltered in your classroom.
- **Do not place students in one location within the room**. In the event that a shooter or intruder gains entry, students should **consider exiting** by running past the shooter/intruder.
- Staff and students may utilize methods to **distract** the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.
- Allow no one outside of the classroom until the incident commander gives the "All Clear" signal unless a **life-threatening situation** exists and a means to safe exit is available (through a window or other safe passage).

C. Office Staff

- Stay by the phones to wait for **additional procedures** from district office and incident commander.
- Remotely check **status of classrooms** via PA, telephone, computer, or other method.
- Assist the principal or incident commander to establish the school **command** post.

D. Custodians

- **Close** and **lock** all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a **safe** area and lock the door.

If students and school personnel are outside of the school building at the time of a **lockdown**, teachers or other school personnel are to move students to the **designated off-site assembly location**.

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Mental Health + Healing Annex

I. Purpose

Mental health and healing procedures are developed to provide an **emotional catharsis** to students and staff impacted by **trauma** at school or in the community. Following a traumatic event or incident, students, staff, and their families need a **healing process**. As soon as the safety of all involved has been addressed, attention turns to the healing process.

Mental health professionals available in the school community, such as nurses and social workers, should participate in the development, implementation, and evaluation of the school EOP as it relates to this annex. Additional advice may be sought from outside **psychologists** and **mental health** experts.

II. Responsibilities

A. Principal Or District Authority Should Implement The Following Actions

- Staff are to be trained to **recognize** signs of physical and/or mental stress due to trauma.
- Members of a crisis response team are to undergo **in-depth training** to learn how to assist in managing stress due to trauma.
- Parents and guardians are **offered tips** on how to **recognize** signs of physical or mental stress due to trauma.
- Mental health experts **review** and **provide** input into the plan.
- A media or **public information officer** (PIO) is **available** and **trained** to prepare announcements and media releases on the incident and actions taken.
- Principal or designated staff do the following *immediately* after a **serious** injury or **death** and/or **major incident**:
- Make an initial **announcement** to the entire school, including minimum details and indicating that additional information will be provided.
- Issue **prepared statements** for media, parents and other community inquiries.
 - Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students and families.

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- Set up **crisis centers**, designate **private rooms** for private counseling and include outside mental health professionals and clergy to assist with grief.
- Provide **guidelines** to and encourage teachers to **facilitate class discussions** about the incident, allowing students to *openly* discuss feelings, fears, and concerns shortly after the incident.
 - Any students who are excessively distraught should be referred to the crisis response team for counseling.
- Restore **regular school functions** as efficiently and as quickly as possible.
- Accept **donations**. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers diminish considerably as **time passes**. Donations given and not used can always be returned.
- Designate a place for staff, students, and community members to leave **well-wishes, messages** and **items**.

B. Teachers + Staff

- Seek **counseling services** if experiencing difficulty coping with the incident.
- Provide **stress management** during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.
- Be prepared for **outbursts** and **disruptive behaviors**. Refer students experiencing stress to counseling.
- Allow for **changes** in normal routine activities and test schedules.

III. Other Special Procedures

A. Hospital/Funeral Arrangements

- Provide staff with information regarding **visitation** and/or **funeral arrangements** (time, location, customs) when available.
 - If the funeral is scheduled during a school day, all students and staff should be **excused** from school.
- Encourage staff and students to **attend** the funeral to provide **support** for the family, bringing closure to the incident.
- Designate staff person(s) to **visit** the hospital and/or **attend** the funeral to represent the school.

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B. Post-Incident Procedures

- Allow for **changes** in normal routines or schedules to address injury or death; however, recommend students and staff return to their **normal routine** as soon as possible after the incident.
- Follow up with students and staff who **receive counseling** and refer them to outside mental health professionals as needed.
- Discuss and **approve memorials** with the school board's consent. **Donate** all remaining memorial items to charity.

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Reverse Evacuation Procedure Annex

I. Purpose

Reverse evacuation should occur when conditions are **safer inside** the building than outside, generally when conditions involve **severe weather, community emergencies, gang activity** or a **hazardous material release** outside of the school building.

II. Responsibilities

A. School Incident Commander/Principal

- Order a reverse evacuation for students and staff outside to move inside the building. Use the building Public Address (PA) system, megaphone, two-way radio, telephones, or runners to **gather students** and **staff** inside.
- Notify the **district office** of the situation.
- Notify **public safety** by calling 9-1-1: local law enforcement, fire and emergency services responders, as appropriate.
- Designate staff to **monitor** radio, Internet, and other media for information on incident conditions.
- **Close** and **lock** all exterior doors and windows.
- Maintain contact with **public safety** officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as DROP + COVER + HOLD or SHELTER-IN-PLACE.

B. Teachers + Staff

- *Immediately* **move students** back to classrooms or safe areas using the closest entry.
- No students or staff should be outside the building. **Close** and **lock** all exterior doors and

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windows.

- If movement into the building presents a danger, teachers, and staff outside direct students to **designated assembly areas** or **off-site assembly areas**.

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- Teachers take **attendance** and **account** for students, reporting any **missing students** to the school incident commander/principal.
- Wait for **further instructions** from the school incident commander/principal or from a public safety official. Monitor the main entries until the “**All Clear**” is given.

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Shelter-In-Place Annex

I. Purpose

The shelter-in-place procedure provides a **refuge** for students, staff and the public **inside** the school building during an emergency. Shelters are located in areas of the building that *maximize* the **safety** of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

II. Responsibilities

A. School Incident Commander/Principal

- Make the **following announcement** using the building public address system, two-way radio, telephone or megaphone:

YOUR ATTENTION, PLEASE.

WE ARE EXPERIENCING AN EMERGENCY SITUATION AND

NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES.

STUDENTS AND STAFF ARE DIRECTED TO MOVE TO

THE DESIGNATED SHELTER LOCATIONS AND SAFE AREAS.

ALL STAFF AND STUDENTS' OUTSIDE ARE TO

IMMEDIATELY MOVE TO AN INSIDE ROOM.

- Order a reverse evacuation for students and staff outside to **move inside** the building. Use the building Public Address (PA) system, megaphone, two-way radio, telephones or runners to **gather staff** and **students** inside.
- Direct staff to **close** all windows and doors.
- If warranted, order the **shut-off** of heating, ventilation, and air conditioning systems to **stop** the inflow of outside air into the building.
- Notify **district office** the school is sheltering-in-place.
- Designate staff to monitor radio, Internet, and other media for **information** on incident conditions that caused the SHELTER-IN-PLACE.

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- Contact and consult with **public safety officials** as appropriate.
- Be prepared to announce **additional procedures** due to **changing conditions** of the incident, such as DROP + COVER + HOLD or to announce an **“All Clear.”**

B. Teachers + Staff

- Move students into designated **safe areas** such as **inside rooms** with **no windows**, bathrooms, utility closets or hallways without large windows or doors.
- **Close** classroom doors and windows when leaving.
- Have everyone **kneel down** and ready to cover their heads to protect from debris, if appropriate.
- If outside, teachers’ direct students into the **nearest school building** interior safe area or other appropriate shelter.
- For severe weather, if there is no time to get into a building or shelter, attempt to **squat or lie low** in the nearest ravine, open ditch, or low spot away from trees and power lines.
- If movement into the building exposes persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas *upwind* or *cross-wind* from the spill.
- Move students from **mobile classrooms** to an **interior safe** area in a permanent structure.
- All persons **must** remain in the shelter until notified by the school incident commander/principal or public safety official that it is **safe** to exit.

C. Custodians

- **Shut off** utilities as directed by school incident commander/principal or public safety official.
- Turn off **ventilation systems** (heating, ventilation, and air conditioning) as directed and if appropriate.
- Post **SHELTER-IN-PLACE** cards at the primary entrances to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring. For example, such cards should not be used with an ACTIVE SHOOTER, INTRUDER or during an incident involving a person intent on **violence** known to be in the school building and not yet contained.

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Hazard- + Threat-Specific Annexes

Hazard-and-threat specific annexes provide *unique* **procedures**, **roles** and **responsibilities** that apply to a *specific hazard*. They often include provisions and applications for **warning** the public and disseminating emergency public information.

Hazard- and threat-specific annexes do not *repeat* content but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise **simple procedures** that apply to all hazards.
- The hazard-specific annexes present *only* **hazard-unique** information. Repeating procedures increases the possibility of inconsistencies in procedures that could lead to **confusion** during an incident.
- The plan becomes larger and **more difficult** for users to comprehend.

Schools **customize** hazard-and-threat specific protocols to fit their **unique** circumstances. Planning, training, drills, and Tabletop exercises conducted with local emergency and safety officials assists in the development of *effective* **procedures** and **protocols**. These activities also help a school **evaluate** the appropriateness of the procedures in the plan and assists with modifications or updating as necessary to ensure that procedures are sufficient to provide a **safe environment** for students, staff, and visitors.

Hazard- + Threat Specific Annexes include:

• Active Shooter Annex	94
• Bomb Threat Annex	98
• Bus Accident Annex	102
• Chemical Or Hazardous Materials Spill Annex	106
• Explosion Annex	112
• Fire Annex	114
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• Medical Emergency Annex	124
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Active Shooter Annex

I. Purpose

An active shooter or armed assailant on school property involves one or more individual's intent on causing **physical harm** and/or **death** to students and staff. Such intruders may also possess a **gun**, **knife**, **bomb**, or other **harmful device**. An active shooter situation results in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is *critical* to follow the instructions of, and cooperate with, the law enforcement officer who – upon arrival - becomes the incident commander with jurisdiction over the scene. The school is a **crime scene** and requires a thorough **search** and **processing**.

II. Responsibilities

A. School Incident Commander/Principal

- Direct staff to **call 9-1-1**
 - Give the **name** and **exact location** of the school
 - Nature of the emergency
 - Number and description of **intruders** (if known)
 - Type of **weapon(s)**
 - **Area** of the school where last seen
 - **Actions** taken by the school
 - Whether there are **on-site security** or law enforcement officers (e.g. DARE, school resource officer)
 - Caller remains on the line to provide updates
- Secure the administration office as a **command post** and retrieve critical information and data about the school's emergency systems, including:
 - Communications.
 - Staff and student locations.
 - Detailed floor plans.

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- Other important information.
- Documents.
- Items and supplies that are prepared and readily available for use during the incident.
- If the incident is occurring at the administration office, designate an **alternate command** post.
- Direct office staff to **maintain contact** with teachers reporting pertinent emergency information via **text, cell phones, classroom phones, and/or email**.
- Notify the superintendent's office and request **activation** of the communications plan for media and parent notification protocols.
- Refer media to:

Angela Beck	225-910-3891
District Spokesperson	Telephone Numbers (home, work, mobile)

- Determine **appropriate procedure(s)**: (LOCKDOWN; INTRUDER/HOSTAGE SITUATION; SHELTER-IN-PLACE).
- Direct staff and students outside the building to move *immediately* to **predetermined assembly area(s)** and be prepared to EVACUATE to an off-site relocation center.
- Direct support staff outside to **stop pedestrians** and **vehicles** from entering the school grounds until law enforcement arrives.
- Ensure that any **buses** en route to the school are **redirected** to a designated relocation site.

B. Teachers + Staff

- Initiate LOCKDOWN procedure if **instructed** by school incident commander/principal or law enforcement incident commander.
- If you are the *first* to note indication of an armed intruder, immediately **CALL 9-1-1**, then **notify** the school incident commander/principal and go to LOCKDOWN.
- Gather information about **your classroom's immediate situation**. **Account** for all students or **other individuals** sheltered in your room.
- **Assess** your ability to EVACUATE the building.

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- If there is no safe manner to EVACUATE the building, have students remain in LOCKDOWN until personally given the “**All Clear**” by the incident commander or a law enforcement officer in uniform.
- If an active shooter or intruder enters the classroom use **whatever** means necessary to keep your **students safe**. This may include any and all forms of resistance to the threat.
- If an intruder enters and begins shooting, *any* and *all* actions to stop the shooter are **justified**. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to create confusion, exiting out windows and confronting (assault, subdue, choke) to stop the intruder. **Tell students to get out any way possible and move to another location.**

III. Other Procedures

- After the active shooter/intruder(s) is **subdued**, the school incident commander/ principal in consultation with the law enforcement incident commander announces an EVACUATION and **relocation** to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, **emergency medical personnel** takes control of the scene and directs services as appropriate.
- The school incident commander **notifies** officials at the relocation site of the EVACUATION and to **activate** FAMILY REUNIFICATION protocols.
- The school incident commander requests **bus transportation** or alternate transportation to the relocation site.
- The school incident commander activates the **communications** plan to deal with media and parent notification protocols and directs parents to the relocation site.
- Teachers EVACUATE the building using the **designated exit routes** and **alternate routes** to the assigned assembly areas, take **attendance** and move to the buses for **transport**.
- The school incident commander activates the **crisis response team** and active MENTAL HEALTH AND HEALING **procedures** and/or notifies area mental health agencies to provide counseling and mental health services at the relocation site.
- The school incident commander debriefs appropriate school personnel.
- The superintendent or designee, in consultation with law enforcement officials, determines when the school can resume normal activities and communicates the information to parents and the public.

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Bomb Threat Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to protect staff, students, and school property in the event of a communicated threat regarding the presence of **improvised exploding devises** (IED) on school property. This may include *any explosive device* of an **incendiary, chemical, biological, or radioactive** nature. A bomb threat results in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is *critical* to follow the instructions of, and cooperate with, the law enforcement officer who – upon arrival – becomes the Incident Commander with jurisdiction over the scene. The school is a **crime scene** and requires a thorough **search** and **processing**.

II. Responsibilities

A. Staff Who Received A Message That A Bomb Has Been Placed In School

- Ref DHS BOMB **threat call procedures** and bomb threat checklist brochure: http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf
- Make a record of the **exact wording** of the threat.
- Ask in a clear and calm voice:
 - *Where is the bomb located?*
 - *What kind of bomb is it?*
 - *What will make it explode?*
 - *When will the bomb explode?*
 - *Who is calling* (name and address)?
 - *Did you place the bomb?*
 - *Why are you doing this?*
- If the threat is made by phone, listen **closely** to caller's voice and speech patterns and to **noises in background**. Make a record of that information.

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- If the threat is made by phone and the caller hangs up, *immediately dial *69 [or the appropriate number]* to trace the call.
- **Notify** the incident commander/principal or designee and/or **call 9-1-1**.

B. School Incident Commander/Principal

- Notify law enforcement, fire and emergency services by calling 9-1-1. if not already notified. Assign staff to meet and **brief** emergency responder agencies.
- Notify staff through the Public Address system:

YOUR ATTENTION PLEASE.

A BUILDING EMERGENCY IS IN EFFECT.

ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE.

- If a suspicious item is located, determine if EVACUATION procedures should be activated, selecting routes and assembly areas away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM**. Or determine if further response should await arrival of law enforcement and other emergency services. See subsection D below.
- If EVACUATION occurs, students and staff must be evacuated to a **safe distance outside** of school building(s) **Minimum 1,000 feet** is the general rule. [Consult with local law enforcement and fire officials.]
- Arrange for person who found a suspicious item to **talk** with law enforcement official.
- **Notify** the superintendent.
- Active communications plan to **inform parents, media and community** of incident as determined in consultation with law enforcement.

C. Teachers + Staff

- Check classrooms, offices and work area for suspicious items and **report** any findings to the school incident commander/principal.
- If a suspicious item is found – **DO NOT TOUCH IT**. **Secure** the area where the item is located.
- **Account** for students and be prepared to EVACUATE if ordered. EVACUATE using standard procedures and **exit routes to assembly area**.
 - Open classroom windows and leave classroom doors **open** when exiting.
- Take attendance after being EVACUATED. Be prepared to report the names of any **missing persons** to school administration.

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- Keep **students together** at the assembly area until given further instructions.
- Be prepared to go to **off-site relocation** if ordered.
- **If given the “All Clear” signal, return to the building and resume normal operations.**

D. Incident Commander/Law Enforcement + Fire + Emergency Agencies

Once emergency responders are on scene, decisions must be made to:

- EVACUATE *immediately*, if this has not already occurred and if warranted, **selecting routes** and **assembly areas** away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM.**
- Speak to staff who received the threat and **obtain information**. Search the building.
- If a search is to be conducted, **assemble**, and **brief** a search team at the interior command post. Assign **search** areas within the building, the emergency exit routes and the outside assembly areas.
- If a **suspicious** item is located, order an EVACUATION if that has not already occurred.
- No one may re-enter the building(s) until **fire** or **law enforcement** personnel declare it is **safe** to do so.
- After consulting with the superintendent and school incident commander/principal, determine if staff and students are to be relocated to an **alternative safe site**.
- If danger is over, notify staff and students of the **termination** of the emergency and to **resume normal operations**.

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Bus Accident Annex

I. Purpose

School bus accidents may occur both **within** the geographic boundaries of the district or **outside** the district (field trips, interscholastic activities). While data continue to show that school buses are the *single safest mode* of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well **trained**. Each bus should include a **first-aid kit, fire extinguisher, flashlight** and **batteries** and **emergency warning devices** (road flares and reflective devices, such as triangles and vests). The purposes of these procedures are to:

- Provide a **standardized approach** in the management of school bus accidents.
- Provide **emergency care**, as appropriate for the incident, while making the most efficient use of available resources.

II. Responsibilities

A. Bus Driver

- Call **bus garage** or **appropriate school personnel** [by radio or other established means per policy] and 9-1-1 emergency services (local law enforcement, fire, ambulance), as required. Give exact location of accident, along with information about **severity, injuries, hazards** and **resources** needed.
- Set parking **brake**, turn off **ignition switch** and activate **hazard lights**. Remain calm and reassure students and/or other passengers.
- Be alert to the potential for, and check conditions that could cause, a **fire** or other hazardous situation.
- Use or deploy **warning devices** as appropriate.
- Determine if evacuation of the bus is warranted. All passengers remain in the bus unless **fire** or other **hazardous condition** exists requiring evacuation and/or relocation to safer location.
 - It is *extremely important* that injured persons are not moved unless a hazard exists that presents an **imminent danger** of further injury.
- Provide **first aid** as needed.
- Regularly **update** school or emergency personnel on situation and conditions. If students/passengers are transferred to another location (hospital, shelters, another bus),

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record and **report information**, including who was transported and location, to bus garage or appropriate school personnel.

- Protect **passengers** and the **vehicle** from *further* accident and injuries. Protect the **scene** from traffic and people so that evidence is not destroyed. Under normal circumstances, the vehicle(s) involved should not be moved until law enforcement personnel advise the driver to do so.
- Cooperate with directions of emergency responders. Complete an **incident report** after incident is resolved.

B. Principal/School Incident Commander

- Dispatch appropriate **transportation** or other **staff** to the accident location. Assess level of support or resources needed and make it available.
- Obtain **names** of students/passengers, conditions, locations if removed from the site and report to district or other designated staff for instituting **parental notifications** and **information sharing** with media or others, as appropriate
- Ensure that **special health** or **medical information** is provided to appropriate medical providers.
- Instruct designated staff to **accompany** injured students to hospital, if needed. Determine if FAMILY REUNIFICATION procedures are to be activated.
- Determine if MENTAL HEALTH AND HEALING procedures are needed.

III. Other Procedures Of General Operations

- Emergency services agencies (law enforcement, fire, EMS), if called, **take charge** of the accident scene upon their arrival. A school representative (the superintendent, principal or designated person with decision-making authority) is dispatched to the accident scene (distance and time permitting)
- **Communication** with parents and childcare providers is *critical* since a late school bus always arouses some anxiety. The incident commander in charge of the incident decides when the school can begin individual parental notification.
- All injured and potentially injured persons (as determined by EMS personnel) are **transported to area hospitals**. The number of ambulances used, and hospital destinations are determined by on-scene emergency services personnel. The following guide can be utilized to determine mode of transport:

Triage	Priority	Mode of Transport
Red	Immediate	Ambulance/Helicopter
Yellow	Delayed	Ambulance
Green	Walking Wounded	Bus or Other
Black	Deceased	Coroner

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NOTE: The responsibility for the determination of injuries and potential injuries for any person involved in the accident rests with the highest appropriately trained on-scene EMS personnel.

- If emergency response authorities at the scene determine that the accident is *minor* in nature (little or no damage to school bus, estimated forces involved suggest no mechanism for injury, no complaints, or signs of injury), every effort is made to **avoid unnecessary transport** of the children to **area hospitals**. In that event, the school representative at the scene has to have custody and control of the children (*under 18 years of age*) and has the **option** to sign a release form **declining** hospital transport.
 - The form utilized lists the names of all children evaluated by EMS personnel, and found to lack mechanism of injury, signs of injury AND have no complaints of injury. The school provides, for inclusion with this procedure, a list of individuals that have been granted the authority to act as the **school's designee** at the accident scene. **No bus drivers are to be included on the list.**
 - In the event that a list has not been provided, the Incident Commander may **verify** the authority of any representative by contacting the appropriate school/District Office. Anyone claiming to be the school designee but whose name is not included on the list, or whose authority cannot be verified, **is not permitted** to sign the refusal. Any child not listed on the release form is transported to a hospital for further evaluation.
- In the event that the school representative **signs** the release form for all passengers on the bus at the time of the accident, a driver and school bus not involved in the accident is **dispatched** to the scene to continue student transportation.
- In the event that the school representative is, for any reason, unable to sign the release form or if there is greater potential for mechanism of injury, *all* passengers are transported to the *closest* appropriate hospital(s) for **further evaluation**. Anyone not requiring an ambulance is transported in the following manner:
 - A **driver** and **school bus not involved** in the accident is dispatched to the scene on the request of the Incident Commander and School.
 - EMS personnel, with at least **one (1)** or *more* EMTs, is placed on the bus with the passengers and an ambulance follows the bus to the hospital.
 - If a passenger's condition *suddenly deteriorates*, the bus is stopped, and the passenger receives **emergency** care and is placed in the **ambulance** for further care and transport to the hospital.
 - The bus then continues to the hospital with the remainder of the passengers.
 - **Additional ambulances** may be assigned to the bus based on need and available resources.

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Chemical Or Hazardous Materials Spill Annex

I. Purpose

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate **inside** or **outside** the **building**. Examples include: toxic **leaks** or **spills** caused by tank, truck or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills. The purpose of this annex is to ensure that there are procedures in place to **protect** staff/students and school property in case of a chemical or hazardous materials spill.

II. Specific School Information

Currently, **disinfectants** are all **used** and **stored** on school grounds as follows: **custodial closet**. The school's maintenance team, custodian or designated staff inspects stored chemicals twice a month. The **school siren** acts as a warning system to notify staff/faculty and students of a hazardous condition.

Dalton Elementary is aware of the following **conditions** in the surrounding community that could subject the school to a chemical or hazardous materials spill at a Refinery, Pipeline, and/or Baton Rouge Airport.

The school incident commander/principal determines if and when the following operational functions or procedures are activated in the event of an **external** chemical or hazardous spill:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**
- **Reverse Evacuation**
- **Shelter-in-Place**

Or, if there is an **internal** chemical spill, whether the following procedures may be activated:

- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**

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II. Responsibilities

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A. Procedures For An External Chemical Or Hazardous Spill

The principal determines the need to **activate** the school EOP and designate a school incident commander until a qualified HAZMAT or other emergency incident commander arrives at the scene with jurisdiction over the incident. Once an emergency incident commander arrives, it is *critical* to follow the **instructions** of, and **cooperate** with, that incident commander.

If the chemical spill is **external**, the school takes the following steps:

1. School Incident Commander/Principal

- **Call 9-1-1 and LA State Police HAZMAT Hotline: 877-925-6595.**
 - **Notify local law enforcement and emergency responders.**
 - Determine what procedures to activate, such as a REVERSE EVACUATION and SHELTER-IN-PLACE.
- Notify maintenance/building, custodial and grounds staff to **shut off mechanical ventilating systems**, if appropriate.
- Take appropriate action to **safeguard** school property.
- Notify appropriate school personnel (superintendent/policy group) of the status and actions taken and keep them **updated** of any **significant changes**.
 - Activate **internal** and **external communications plan**.
- **Monitor** radio, television, Internet and/or other means of information and report any developments to the incident commander.
- If it is determined that conditions warrant an EVACUATION, issue instructions for **relocating** to a safer location by means of walking, buses, and cars.
- **Notify** relocation centers and determine an **alternate relocation center** if necessary.
- Disseminate information about the incident and **follow-up actions** such as where students/school have relocated and institute FAMILY REUNIFICATION procedures, if needed.
- Do not allow staff and students to return to the building until proper authorities have determined that it is **safe** to do so and given the “**All Clear**” signal after the threat has passed.
- Determine whether school is **closed** or remains **open**.
- Implement **additional procedures** as instructed by the school and/or emergency incident commander.
- **Document** all actions taken.

2. Teachers + Staff

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- Move students **away** from immediate vicinity of danger.
- Implement REVERSE EVACUATION if students are **outside**; observe **wind direction** by observing flags or leaves and move students appropriately. Execute SHELTER-IN-PLACE **when instructed** by the incident commander.
 - **Remain** with students throughout the incident.
- Report any **missing** or **injured** students to the incident commander.
- Remain in safe area until the “**All Clear**” signal has been issued.
- In the event of building damage, evacuate students to **safer areas** of the **building** or **from the building**. **If evacuation does occur, do not re-enter the building until an “All Clear” signal is issued.**
- **Document** all actions taken.

B. Procedures For An Internal Chemical Or Hazardous Spill

The principal determines the need to activate the school EOP and designates a school incident commander until a qualified HAZMAT or other emergency incident commander arrives at the scene with **jurisdiction** over the incident. Once an emergency incident commander arrives, it is critical to follow the instructions of, and cooperate with, that incident commander.

If the chemical spill is **internal**, the school takes the following steps:

1. Person Discovering The Spill

- Alert others in **immediate** area and **leave the area**.
- **Close windows** and **doors** and **restrict access** to affected area.
- Notify principal/teacher/safety officer or call 9-1-1, if appropriate.
 - **Do not attempt** to clean the spill.
- Seek first aid if contact with spill occurs.

2. Incident Commander Actions

- Notify the **local fire department** and local/State departments of **public health**.
- Provide the following information:
 - **Dalton Elementary** and **3605 Ontario Street**, including nearest **cross street(s)**.
 - **Location** of the spill and/or materials released; **name of substance**, if known.
 - **Characteristics** of spill (color, smell, visible gases).

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- **Injuries**, if any.
- Determine what **procedures** to activate, such as EVACUATION. Notify local **law enforcement** of intent to evacuate.
- Avoid **exposure** to the chemicals or hazardous fumes or materials in any EVACUATION.
- Notify maintenance/building/custodial and grounds staff to **shut off mechanical ventilating systems**, as appropriate.
- Notify the principal, superintendent/policy group of the status and actions taken and keep them **updated** of any **significant changes**.
- Activate **internal** and **external communications plan**.
- Issue instruction if **students** are **evacuated** to a safer location by means of walking, buses and cars.
- Do not allow staff and students to return to the building until proper authorities have determined that it is **safe to** do so and given the “**All Clear**” signal the threat has passed.
- Address **cleanup needs** and actions with appropriate fire, safety and/or emergency services personnel.
- Determine whether school will **close** or remain **open**.
- **Document** all actions taken.

3. Teachers + Staff

- Move staff and students **away** from the **immediate danger zone** and keep staff and students from entering or congregating in danger zone.
- Report **location** and **type** (if known) of the hazardous material to incident commander.
- Execute EVACUATION and **relocation procedures** when instructed by the incident commander *unless* there is a **natural** or **propane gas leak** or **odor**.
 - If a natural or propane gas leak or odor is detected, **evacuate immediately** and notify the principal/incident commander.
- Take class **roster**, **first-aid kit** and any other **supplies** or **resources** relevant to the incident.
- Check that all students have **left** the building. **Students are not to be left unattended at any time during EVACUATION.**
- Upon arrival at evacuation site take **attendance**. Notify incident commander or designee of any **missing** or **injured students**.
- **Remain** with students throughout the incident.

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- **Do not return to the building until emergency response personnel have determined it is safe and issued an “All Clear” signal.**
- **Document** all actions taken.

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Explosion Annex

I. Purpose

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard. An explosion may require the activation of **several procedures**, including:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**

Any staff, student or visitor discovering an explosion activates the **fire alarm, reports** the explosion to the principal and **calls 9-1-1** for emergency services if injuries are apparent. Once an emergency incident commander arrives (police and/or fire), it is **critical** to follow the **instructions** of, and **cooperate** with, the incident commander who has jurisdiction at the scene.

No one may re-enter building(s) until it is declared safe by the fire department.

II. Responsibilities

A. Incident Commander/Principal

- **Call 9-1-1 to confirm** the alarm, identify the **Dalton Elementary** and **location**, provide **exact location** of the explosion, if any staff or students are **injured** and inform emergency services (police and fire) the building is being **evacuated** and identify the location of the **school command post**.
- **Activate** an EVACUATION.
- Ensure that staff, students and visitors **immediately evacuate** the building using **prescribed routes** or **alternate routes** due to building debris to the assembly areas.
- Assembly areas may need to be relocated if the building collapses or if there are **unsafe** areas from the explosion or continued explosions.
- Notify the district office and institute **communications plan**.
- Designate staff to take the **visitor log, student sign-out** sheet and the **critical incident response documents, information, items, supplies** to the **designated** school command post.

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- Designate staff to obtain student roll from teachers and identify any **missing** students.
- If safe and appropriate to do so, direct designated staff to **shut off utilities**.
- Notify and provide regular updates to staff and students of the status of the emergency.
- Upon consultation with superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an **off-site evacuation** to a designated *primary* relocation center.
- If relocation occurs, **activate** FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on plan to **return to** the building and resumption of normal operations.
- **Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the “All Clear” signal after the threat has passed.**

B. Teachers + Staff

- Take the **class roster**, **first-aid kit** and any other **supplies** or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use **alternate** escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with **functional needs**.
- **Close** the classroom door and **turn out** the lights upon exiting and **confirm** all students and personnel are out of the classroom.
- Take **attendance** at the assembly area. Report any **missing** students or **staff members** and/or any **injuries** to the principal and/or emergency incident commander at the scene.
- Keep class **together** and wait for further instructions.
- **Remain in safe area until the “All Clear” signal has been issued. Be prepared to move students if an off-site relocation is ordered. Be prepared to move the students if the situation warrants it.**
- No one may re-enter building(s) until it is declared **safe** by the fire department.

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Fire Annex

I. Purpose

Dalton Elementary has a policy and procedures governing **fire drills** and conducts fire drills as required by law. All staff are trained on how to **respond** in the event of a fire.

- Any staff discovering fire or smoke activates the fire alarm and **reports** the fire to the principal or **calls 9-1-1** if conditions require and/or injured are in need of medical assistance.
- Staff, students, and visitors *immediately* **evacuate** the building using **prescribed** or **alternate routes** to the assembly areas.
- **No one may re-enter building(s) until it is declared safe by the fire department.**

Once an emergency incident commander arrives (fire department), it is *critical* to follow the **instructions** of, and **cooperate** with, the incident commander who has jurisdiction at the scene.

II. Responsibilities

A. Incident Commander/Principal

- Call or direct staff to **call 9-1-1**
 - Confirm the alarm is active
 - Identify the **Dalton Elementary** and **3605 Ontario Street**
 - Provide **exact location** of the fire or smoke
 - Identify if any staff or students are **injured**
 - State the building is being **evacuated**
 - Identify the location of the **school command post**
- **Activate** an EVACUATION.
- Ensure that staff, students, and visitors *immediately* **evacuate** the building using **prescribed** or **alternate routes** due to building debris to the assembly areas.
- Assembly areas may need to be **relocated** if the building or portions of it collapse or if there are unsafe areas from the fire.
- Notify the district office and institute **communications plan**.

Dalton Elementary Emergency Operations Plan

- Direct office staff to take the **visitor log**, student **sign-out sheets** and *critical incident response* documents, **floor plans**, information, items, supplies to the **designated school command post**.
- Designate staff to obtain **student attendance** from teachers and identify any **missing** students.
- Upon consultation with superintendent, fire department and law enforcement officials, and if necessary due to **unsafe conditions**, direct an **off-site evacuation** to a designated **primary relocation center**.
- If relocation occurs, **activate** FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on plan to **return** to the building and resumption of normal operations.
- **Do not allow staff and students to return to the building until the fire department or emergency incident commander with jurisdiction over the scene has determined that it is safe to do so and given the “All Clear.”**
- Notify staff of the status of the emergency, if they can return to the building and when **normal operations** can resume.

B. Teachers + Staff

- Take the **class roster** and **first-aid kit** and any other **supplies** or resources relevant to the incident and lead students as *quickly* and *quietly* as possible **out of the building** to the designated assembly area(s).
- Use **alternate** escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with **functional needs**.
- **Close** the classroom door and **turn out** the lights upon exiting and **confirm** all students and personnel are out of the classroom.
- Take **attendance** at the assembly area. Report any **missing students** or **staff members** and/or any **injuries** to the principal and/or emergency incident commander at the scene.
- Keep class **together** and wait for further instructions.
- **Remain in safe area until the “All Clear” signal has been issued.**
- No one may re-enter building(s) until it is declared **safe** by the fire department.

Dalton Elementary Emergency Operations Plan

Flood Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to **protect** staff/students and school property in case of a **flood**.

The **East Baton Rouge Parish** Office of Homeland Security and Emergency Preparedness (OHSEP), the National Weather Service and other Federal cooperative agencies have an *extensive river* and **weather** monitoring system and provide **flood watch** and **warning** information to the school community via radio, television, Internet, and telephone. In the event of a flood, the principal/school incident commander activates the school EOP.

The school **siren** acts as a warning system to notify staff/faculty and students in case of **imminent** or **confirmed** flooding, including that due to **dam failure**. If there is a loss of power, a compressed air horn or megaphone and two-way radios serve as backup alerting/ communication devices.

Operational functions or procedures that may be activated in the event of a flood include the following:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Family Reunification**
- **Mental Health and Healing**
- **Medical Emergency**
- **Reverse Evacuation**
- **Shelter-in-Place (if safe to do so and evacuation *without* external assistance is not possible)**

II. Responsibilities

A. Principal/School Incident Commander

- Review circumstance and conditions and determine appropriate procedures to activate.
- Determine if EVACUATION is **required** and can be **safely** done.
- Call or instruct staff to **call 9-1-1** notify local law enforcement, fire and emergency services of **intent to evacuate**, the **location** of the relocation site and the **route** and means to be taken to that site.
- Delegate a **search team** to ensure that all students have been located and/or evacuated.
- Activate internal and external **communications plan**.

Dalton Elementary Emergency Operations Plan

- Designate staff to **monitor** radio, Internet and media for flood information and report any developments.
- Update staff, administration, and emergency responders of any **significant changes** in operations or conditions.
- Issue **transportation** instruction if students are evacuated to a safer location by means of buses and cars.
- Notify the superintendent/policy group of the **status** and **action taken**. Notify **relocation centers** and determine an alternate relocation center, if needed, if primary centers are also flooded.
- **Activate** FAMILY REUNIFICATION procedures.
- Implement **additional procedures** as instructed by the emergency incident commander with jurisdiction over the scene.
- Designate staff to take appropriate action to **safeguard school property**. Determine if school will be **closed** or remain **open**.
- **Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.**
- **Document** all actions taken.

B. Teachers + Staff

- Execute **evacuation procedures** when instructed by the principal or incident commander.
- Take the **class roster** and **first-aid kit** and any other supplies or **resources** relevant to the incident.
- Take **attendance** before leaving the classroom.
- Lead students as *quickly* and *quietly* as possible out of the building to the **designated assembly area(s)**.
- Use alternate escape routes if the regular route is blocked or there is a **safety hazard**.
- Assist or designate others to assist students with **functional needs**. **Remain** with students throughout the evacuation process.
- Upon arrival at the assembly site, **take attendance**. Report any **missing** or **injured** students to the incident commander.
- **Do not return to the school building until it has been inspected and determined safe by proper authorities.**
- **Document** all actions taken.

Dalton Elementary Emergency Operations Plan

C. Bus Drivers

- If evacuation is by bus, do **not** drive through **flooded streets** and/or roads.
- Do **not** attempt to **cross bridges, overpasses** or **tunnels** that may be damaged by flooding.
- If caught in an unavoidable situation, seek **higher ground** *immediately*. If the bus stalls and water is rising **abandon** the bus and seek higher ground *before* the situation worsens.
- Use **two-way radios** to communicate with the principal/school incident and/or emergency incident commander.
- **Document** all actions taken.

Dalton Elementary Emergency Operations Plan

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Dalton Elementary Emergency Operations Plan

Intruder/Hostage Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to **protect** staff/students and **school property** in the event an **unknown** person (intruder) is found on school grounds or in the school building and in the event of a **hostage** situation. It is critical that all staff know how to handle coming into contact with an unknown person who may be an intruder with **violent intent** on school property, and what to do in a hostage situation.

If the incident involving an intruder or hostage situation results in law enforcement being contacted and activated, it is *critical* to follow the **instructions** of, and **cooperate** with, the law enforcement official who – upon arrival – becomes the incident commander with jurisdiction at the scene.

II. Responsibilities

A. All Staff Should Be Trained To Take Action When An Unauthorized Person Enters School Property

- If time permits, **notify** the principal/school incident commander/school resource officer (SRO) and follow their instructions.
- If staff member approaches unknown person/intruder, ask another staff person to **accompany** and **assist**.
- Politely greet person/intruder and **identify yourself**. Ask person/intruder the **purpose** of his/her visit.
- Inform person /intruder that *all* visitors must **register** at the main office; direct and accompany him/her to the office.
- If person/intruder's purpose is not legitimate, ask him/her to **leave**. Accompany intruder to exit.

If unknown person/intruder refuses to leave:

- Do **not antagonize** the person/intruder and explain consequences of staying on school property.
- **Walk away** from person/intruder if he/she indicates a potential for **violence**. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a **weapon** or **package**).
- Maintain **visual contact** with intruder from a **safe** distance.

Dalton Elementary Emergency Operations Plan

- Notify SRO and school incident commander/principal or **call 9-1-1** and alert law enforcement.
- Give law enforcement **full description** of intruder. (Keep intruder unaware of call for help if possible).
- School incident commander/principal notifies superintendent and may issue LOCKDOWN or other **appropriate procedures**, depending on conditions, and/or as instructed by law enforcement.

B. Hostage Situation Involves One Or More Persons Being Held Against Their Will By One Or More Individuals. The Goal Is To Ensure Safety Of Students + Staff + Others At The School And Prevent The Hostage(s) Being Moved Away From The School. All Staff Should Be Aware Of What To Do In The Event Of A Hostage Situation

- If hostage taker is unaware of your presence, **do not intervene**.
- Notify the principal/school incident commander/school resource officer or **call 9-1-1** if **unable** to reach school authorities.
- If school personnel or students are taken hostage, **follow instructions** of hostage taker.
- Try not to panic. **Calm students** if they are present. Treat the hostage taker as normally as possible.
- Be **respectful** to hostage taker.
- Ask **permission to speak** and **do not argue** or make suggestions.

C. Principal/School Incident Commander

- **Call 9-1-1** immediately. Give dispatcher details of situation; description and number of intruders, exact **location** in the building and that the school is in LOCKDOWN or taking **other action** if appropriate (such as EVACUATION if hostage taker has a bomb). Ask for assistance from **hostage negotiation team**.
- Announce LOCKDOWN or **other procedure** if conditions warrant.
- Ensure staff outside are notified of the situation and to **move students** away from the building to outside assembly areas.
- Isolate the area and try to determine if **weapons** are involved, if possible. **Redirect** any buses en-route to the school to an alternate location.
- Notify superintendent and activate **communications plan**. Give control of scene to police and hostage negotiation team. Ensure detailed notes of events are taken.

Dalton Elementary Emergency Operations Plan

D. Teachers + Staff

- Teachers and staff **implement** LOCKDOWN or other-directed procedures upon hearing the alert. If outside, move to **designated assembly areas** and wait for further instructions.
- **Everyone remains in their location until given the “All Clear” unless otherwise instructed to take other action by a law enforcement officer.**

III. Other Procedures (That May Be Activated Depending On Conditions)

- **Active Shooter**
- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**
- **Shelter-in-Place**

Dalton Elementary Emergency Operations Plan

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Dalton Elementary Emergency Operations Plan

Medical Emergency Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to assist staff and students in the event of a **medical emergency**.

II. Responsibilities

A. School Staff

- Quickly **assess** the situation. Make sure the situation is **safe** for you to approach (i.e., live electric wires, gas leaks, building damage, etc.).
- Immediately **notify** the school incident commander/principal. Assess the seriousness of the injury or illness.
- Call or have someone **call 9-1-1 immediately**. Be prepared to provide
 - **Dalton Elementary – 3605 Ontario Street, Baton Rouge, 70805**
 - **Exact location** (floor, room number)
 - Describe **illness** or **type** of injury
 - **Age** of the victim(s).
- Protect yourself against contact with **body fluids** (blood-borne pathogens). Administer appropriate **first aid** according to your level of training until help arrives.
- Comfort and reassure the injured person. **Do not move** an injured person unless the scene is unsafe.
- If the injured person is **not breathing** or there is no pulse, ask someone to retrieve the automated external defibrillator (AED) and begin cardiopulmonary resuscitation (CPR) or rescue breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.

Dalton Elementary Emergency Operations Plan

B. School Incident Commander/Principal

- Direct staff to **call 9-1-1**, if necessary, and provide appropriate information to emergency responders.
- Send school staff with **first responder/first aid/AED training** to the scene if this has not already occurred.
- Assign a staff member to **meet emergency medical service (EMS)** responders and lead them to the injured person.
- Assign a staff member to remain with the **injured person** if they are transported to the hospital.
- If injured person is a member of school personnel or a student, notify parent, guardian or other appropriate **family member** of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.
- Ensure **student or staff medical information** from administrative records is sent to the hospital.
- Notify the **school counselor** or crisis response team and provide a brief description of the incident.
- Advise **faculty** and **staff** of the situation, as appropriate.
- Develop and maintain **written documentation** of the incident.
- Follow-up with **appropriate persons** and determine if other procedures should be activated such as MENTAL HEALTH AND HEALING.

Dalton Elementary Emergency Operations Plan

Severe Weather Annex

I. Purpose

The purpose of this annex is to have procedures in place when a **severe weather watch** or **warning** has been issued in the area near the school.

II. Responsibilities

A. School Incident Commander/Principal

When a **severe weather watch** has been issued:

- Monitor **National Oceanic Atmospheric Administration (NOAA) weather stations** (National Weather Service, Weather Channel, or television).
- Bring *all* persons **inside** building(s).
- Be prepared to **move students** from mobile classrooms into the building. **Close** windows and blinds.
- Review severe weather drill procedures and **location of safe areas**.
 - Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid **gymsnasiums** and **cafeterias** with wide free-span roofs and large areas of glass windows.
- **Review** “DROP + COVER + HOLD” procedures with students.
- Assign support staff to **monitor** all entrances and weather conditions.

When **severe weather warning** has been issued in an area *near* school or **severe weather** has been spotted near school:

- **Announce** SHELTER-IN-PLACE alert signal.
- Direct students and staff **inside** the building to *immediately* **move to interior safe areas**, closing classroom doors after exiting.
- Ensure that students are in “DROP + COVER + HOLD” positions until the **danger passes**.
- Direct students and staff outside to REVERSE EVACUATE **into** the building.

Dalton Elementary Emergency Operations Plan

- If outside, students and staff move to the *nearest interior safe area*. If time does not permit, have students get down in the nearest **ravine, open ditch, or low spot** away from trees or power poles.
- **Relocate** students and staff from any mobile classrooms in to the building.
- **Remain in safe area until warning expires or until emergency personnel have issued an "All-Clear."**

Dalton Elementary Emergency Operations Plan

Terrorism Annex

I. Purpose

The purpose of this annex is to ensure that there are **procedures** in place to **protect staff/students** and **school property** in the event of a **terrorist** threat. School administrators are notified of terrorist threats through either of the following means:

- A **National Terrorism Advisory System** (NTAS) alert from US Department of Homeland Security (DHS).
- Directly by a **law enforcement** or **homeland security** official.

There are **two** (2) **terrorism threat** levels in the United States: **elevated** and **imminent**. An imminent threat warns of a *credible, specific, and impending* terrorist threat against the United States. An elevated threat warns of a *credible* terrorist threat against the United States.

Terrorism threat examples include: **chemical, biological, nuclear, radiological** and **conventional weapon** (explosives, small arms, etc.) attacks and **hostage** situations.

Schools should expect *heavy law enforcement involvement* at the local, State and Federal levels following a terrorist attack due to the incident's **criminal** nature. Schools should also expect that **extensive media coverage**, strong **public fear**, and **international implications** and **consequences** to continue for a *prolonged* period.

Schools *pre-determine* **designated officials** who will coordinate with appropriate public safety/homeland security officials in the event of a terrorist threat.

In the event of an imminent threat, the **Federal Bureau of Investigations** (FBI), local law enforcement and local fire departments confer on the situation. Designated school officials work with local law enforcement and **agree** to open or close schools.

II. Responsibilities

A. School Officials

When there is an imminent threat against a school or its *immediate* area, the following actions are taken:

- The superintendent starts the **phone tree** to contact district staff. If school is **in session**, immediately notify building administrators and designated school officials.
- If an alert is issued *before* or *after* school hours, normal school operations **cease**, and **remain** closed until advised by the designated school officials to reopen. All school activities and events scheduled are **cancelled** until further notice.

Dalton Elementary Emergency Operations Plan

- If alert is issued *during* school hours, school buildings are secured and remain **open** until regular dismissal time unless otherwise advised by the designated school officials. Students are **sent home** by normal transportation means or **released** to parents pursuant to district policy. All after-school activities are cancelled unless otherwise advised by the designated school officials.
- Designated school officials coordinate with appropriate public safety officials to determine what level of LOCKDOWN or other procedures are **appropriate** for the situation. FAMILY REUNIFICATION procedures are followed in order to coordinate the release of students.

In the event of an actual terrorist attack schools follow **appropriate procedures** for HOSTAGE SITUATIONS, conventional weapons incidents (e.g., EXPLOSIONS, ACTIVE SHOOTING, BOMB THREAT, etc.), and CHEMICAL/HAZARDOUS SPILLS (biological incidents, chemical incidents and radiological/nuclear incidents).



Lanier Elementary Emergency Operations Plan

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Lanier Elementary Emergency Operations Plan

Emergency First Responders

Louisiana RS 17:416.16 requires the public-school principal to **update** the emergency operations plan at least **once annually** and keep a copy of the approved plan in his office. Each principal will provide a copy to the following individuals, each of whom shall be responsible for keeping in his respective office a copy of the plan that is readily accessible in the event of a school shooting or other violent incident or emergency situation:

1. The president of the local school board
2. The local school superintendent
3. The chief of police of the municipality or the sheriff of the Parish where the school is located, as applicable, as well as the local fire chief whose office is in closest geographic proximity to the school

In order to remain in compliance with RS 17:416.16 (B (1)), the superintendent needs to make an annual report to the public-school governing authority on the status of the plan of each school under the governing authority's jurisdiction

To provide the *best* information to first responders coming to the aid of a school during an emergency or critical incident, school safety plans contain the following **three (3) sections**:

- **Incident Response Plan** – The *Incident Response Plan template* was developed by the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) to provide **critical information** to first responders during their immediate response to an incident. This template should be provided as the first few pages of the school's safety plan, so that it may be **prominently displayed** to responders when retrieving the information from the GOHSEP **Virtual Louisiana** software or Parish Office of Homeland Security and Emergency Preparedness (OHSEP).

Schools are advised to **update** the *Incident Response Plan* whenever information on the plan changes and resubmit the updated plan to the president of the **local school board**, local **school superintendent**, **chief of police** of the municipality or **sheriff** of the parish, and local **fire chief** as per RS 17.416.16 (G.1-3). It is recommended that updated copies of the plan also be given to the **Parish OHSEP**.

- **Floor Plans** – It is recommended that school floor plans (not a building blueprint) are submitted to the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the parish, and local fire chief.
- **School Safety Plan Protocols** – The larger school safety plan provides the more **comprehensive** information necessary for both school and public safety officials in developing an all-hazards approach to school safety planning. This plan should be **customized** to meet your school's specific needs and circumstances. Meeting with emergency **first responders** and other **community stakeholders** is recommended as you develop and customize your plan.

Lanier Elementary Emergency Operations Plan

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Lanier Elementary Emergency Operations Plan

Incident Response Plan

SCHOOL NAME: Lanier Elementary
School Building Street Address: 4705 Lanier Drive
City: Baton Rouge
Parish: East Baton Rouge Parish
School Type: Type V Charter School
School District: Recovery School District
Submitting Official's Name: Nicole Jones
Position: Principal
Date of Submission: [REDACTED]

Key Contact Information

School Decision-Maker's Name: Megan McNamara
Cell: 225-910-3891
Secondary School Decision-Maker's Name: Nicole Jones
Cell: 225-315-4530
Operations Staff Name: Ashley Eason
Cell: 225-348-7823
Keyholder's Name: Deidre Ricard
Cell: 225-508-0720

Primary Jurisdiction of Responding Agencies

Police Department: Baton Rouge Police Department
Contact Number: 225-389-2000
Fire Department: District 6 Fire Department
Contact Number: 225-355-3110
EMS/Ambulance Service: District 6 Fire Department
Contact Number: 225-355-3110
Parish OHSEP Director: Clay Rives
Contact Number: 225-389-2100

Lanier Elementary Emergency Operations Plan

Communications

Name of Louisiana Wireless Information Network (LWIN) Radio Talk Group: Verizon

Description of Communication Platform/Capabilities: Talk and Text

Location of School Safety Plan Documents

Location of Full-size Floor Plans (hard copy)

On-scene: Front Office

Off-site: Electronically

Location of Approved School Safety Plan Documents (hard copy)

On-scene: Front Office

Off-site: Electronically

Details on How to Access Listed Locations:

On-Scene: Through Lanier Drive Traffic Circle and then Right

Off-site: Contact Ashley Eason 225-348-7823 aeason@rsl.org

for Floor Plans Electronically

Lanier Elementary Emergency Operations Plan

Floor Plan Checklist

The following **checklist** was developed by the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) to aid your school in preparing **floor plans**. Louisiana Revised Statute 29:726.3.C.(1) requires the Superintendent of each local school district and the Recovery School District (RSD) to submit building floor plans to GOHSEP.

You are encouraged to use this checklist in reviewing and updating your floor plans. Along with your approved emergency operations plan, it is **recommended** that you submit this checklist to the president of the local **school board**, local **school superintendent**, **chief of police** of the municipality or **sheriff** of the parish, and local **fire chief** along with the floor plans.

SCHOOL NAME: Lanier Elementary

School Building Street Address: 4705 Lanier Drive

City: Baton Rouge

Parish: East Baton Rouge Parish

School Type: Elementary School/Charter School

School District: Recovery School District

Submitting Official's Name: Ashley Eason

Position: Associated Superintendent of Operations

Date of Submission: ██████████

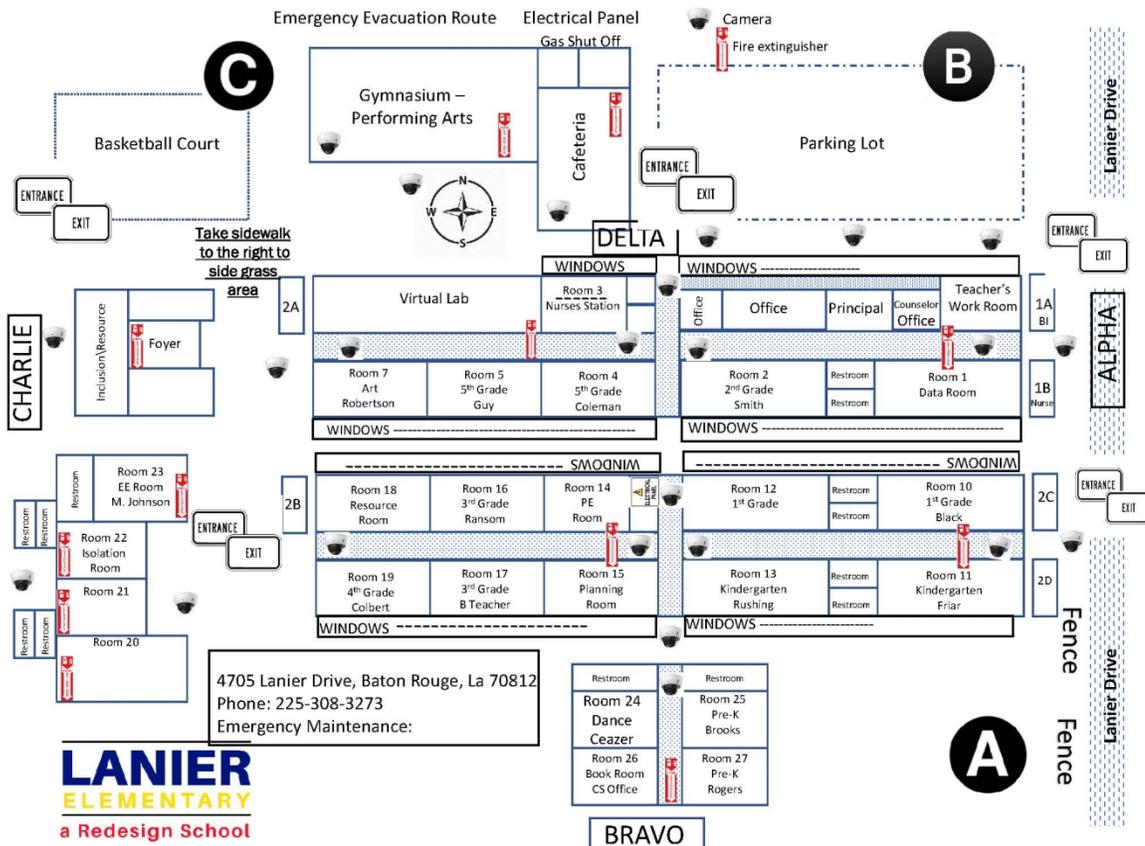
Lanier Elementary Emergency Operations Plan

FLOOR PLANS:

School Review	LSS*	Item
<input type="checkbox"/>	<input type="checkbox"/>	Lanier Elementary, address and phone numbers for <i>both</i> the school office and for emergency maintenance included on each page of the floor plans.
<input type="checkbox"/>	<input type="checkbox"/>	Submitted electronically (this is preferable) or hard copy on white letter, legal or 11" x 17" (tabloid) paper only (no blueprints).
<input type="checkbox"/>	<input type="checkbox"/>	Typed ; no shading; minimal or no handwriting.
<input type="checkbox"/>	<input type="checkbox"/>	Include a key to define any symbols used.
<input type="checkbox"/>	<input type="checkbox"/>	Compass directions (at a minimum North) clearly noted.
<input type="checkbox"/>	<input type="checkbox"/>	Each floor should be on a separate page .
<input type="checkbox"/>	<input type="checkbox"/>	Street names that surround the facility clearly identified.
<input type="checkbox"/>	<input type="checkbox"/>	Building entrances/exits marked and numbered with service entrances clearly identified.
<input type="checkbox"/>	<input type="checkbox"/>	Windows shall be graphically shown on the floor plans.
<input type="checkbox"/>	<input type="checkbox"/>	All rooms labeled by room number with common areas and administrative offices labeled by use.
<input type="checkbox"/>	<input type="checkbox"/>	Location of water, gas and electrical shutoffs clearly noted.
<input type="checkbox"/>	<input type="checkbox"/>	Location of existing automated external defibrillators (AEDs), areas of refuge/assistance, fire extinguishers, alarm panel, knox box and camera locations clearly noted.
<input type="checkbox"/>	<input type="checkbox"/>	The areas where floor plans and/or building blueprints are stored are clearly identified.
<input type="checkbox"/>	<input type="checkbox"/>	Exterior alpha phonetic identification of building sides (Alpha, Bravo, Charlie, Delta) are clearly identified NOTE: The local fire department can inform school officials on how to label the buildings on the school floor plans as they are developed.

*NOTE: Local school superintendent (LSS)

Lanier Elementary Emergency Operations Plan



Lanier Elementary Emergency Operations Plan

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Lanier Elementary Emergency Operations Plan

High-Quality EOP **FINAL** Plan Review Checklist + CrossWalk

SCHOOL Lanier Elementary School [REDACTED]
 ADDRESS 4705 Lanier Drive Baton Rouge, LA 70812 [REDACTED]
 SCHOOL POINT OF CONTACT (POC) Nicole Jones, Principal [REDACTED]
 POC PHONE (225)308-3273 [REDACTED] CELL (225)315-4530 [REDACTED]
 POC EMAIL njones@rsl.org [REDACTED]

ITEMS TO INCLUDE	Lanier Elementary EOP	Page #
Plan Content		
<ul style="list-style-type: none"> • [REDACTED] Cover Page 	<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> • [REDACTED] Promulgation Document Signature Page 	<input checked="" type="checkbox"/>	17
<ul style="list-style-type: none"> • [REDACTED] Approval + Implementation Page 	<input checked="" type="checkbox"/>	19
<ul style="list-style-type: none"> • [REDACTED] Record of Changes 	<input checked="" type="checkbox"/>	21
<ul style="list-style-type: none"> • [REDACTED] Record of Distribution (including school personnel and community partners) 	<input checked="" type="checkbox"/>	23
<ul style="list-style-type: none"> • [REDACTED] Schematics <ul style="list-style-type: none"> ○ [REDACTED] Campus Map ○ [REDACTED] Floor Plans ○ [REDACTED] Annotated Evacuation Routes ○ [REDACTED] Shelter Locations ○ [REDACTED] Fire Alarm Pull Stations ○ [REDACTED] Fire Hydrants ○ [REDACTED] Fire Extinguishers ○ [REDACTED] First-aid Kits ○ [REDACTED] Hazardous Materials Storage ○ [REDACTED] Utility Shutoffs 	<input checked="" type="checkbox"/>	9
<ul style="list-style-type: none"> • [REDACTED] Enrollment Data <ul style="list-style-type: none"> ○ [REDACTED] Total Population ○ [REDACTED] Special Needs Populations ○ [REDACTED] Administration ○ [REDACTED] Teachers + Specialists ○ [REDACTED] Office + Support Staff ○ [REDACTED] Instructional Assistants ○ [REDACTED] Cafeteria Workers ○ [REDACTED] Maintenance + Custodial Staff ○ [REDACTED] Other (specify) 	<input checked="" type="checkbox"/>	32
<ul style="list-style-type: none"> • [REDACTED] Americans with Disabilities Act (ADA) Access Statement of Compliance 	<input checked="" type="checkbox"/>	32

Lanier Elementary Emergency Operations Plan

<ul style="list-style-type: none"> • Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) Statements of Compliance 	<input checked="" type="checkbox"/>	56
Basic Plan		
<ul style="list-style-type: none"> • Table of Contents (TOC) 	<input checked="" type="checkbox"/>	25
<ul style="list-style-type: none"> • Purpose + Situation Overview <ul style="list-style-type: none"> ○ Risk Assessment Worksheet 	<input checked="" type="checkbox"/>	31 - 34
<ul style="list-style-type: none"> • Concept of Operations (CONOPs) (including who has authority to activate the plan) 	<input checked="" type="checkbox"/>	37
<ul style="list-style-type: none"> • Organization + Assignment of Responsibilities (including memorandums of understanding [MOUs]) 	<input checked="" type="checkbox"/>	39 - 42
<ul style="list-style-type: none"> • Direction + Control + Coordination <ul style="list-style-type: none"> ○ ICS Structure Used ○ Who has Control of Equipment, Resources and Supplies ○ Relationship between School EOP and District and/or Parish EOP 	<input checked="" type="checkbox"/>	43
<ul style="list-style-type: none"> • Information Collection + Analysis + Dissemination <ul style="list-style-type: none"> ○ Communications Plan 	<input checked="" type="checkbox"/>	52
<ul style="list-style-type: none"> • Training + Exercise Plan/Schedule 	<input checked="" type="checkbox"/>	63
<ul style="list-style-type: none"> • Administration + Finance + Logistics 	<input checked="" type="checkbox"/>	60 - 61
<ul style="list-style-type: none"> • Plan Development + Maintenance 	<input checked="" type="checkbox"/>	62 - 64
<ul style="list-style-type: none"> • Authorities + References 	<input checked="" type="checkbox"/>	29
Functional Annexes		
<p>NOTE: Individual school EOPs may have more, less and/or different annexes than shown here. Annexes are customized to the needs of the school.</p>		
<ul style="list-style-type: none"> • Accounting For All Persons Annex 	<input type="checkbox"/>	No Annex; covered in text
<ul style="list-style-type: none"> • Communications + Warnings Annex 	<input type="checkbox"/>	No Annex; covered in text
<ul style="list-style-type: none"> • COOP Annex 	<input checked="" type="checkbox"/>	68
<ul style="list-style-type: none"> • Evacuation Annex 	<input checked="" type="checkbox"/>	74
<ul style="list-style-type: none"> • Family Reunification Annex 	<input checked="" type="checkbox"/>	80
<ul style="list-style-type: none"> • Lockdown Annex 	<input checked="" type="checkbox"/>	82
<ul style="list-style-type: none"> • Public Health + Medical + Mental Health <ul style="list-style-type: none"> ○ Psychological First Aid for Schools (PFA-S) Annex 	<input checked="" type="checkbox"/>	84
<ul style="list-style-type: none"> • Recovery Annex 	<input checked="" type="checkbox"/>	57
<ul style="list-style-type: none"> • Security Annex 	<input checked="" type="checkbox"/>	No Annex; Covered in text
<ul style="list-style-type: none"> • Shelter-in-Place Annex 	<input checked="" type="checkbox"/>	90
<ul style="list-style-type: none"> • Other(s) – Please Specify <ul style="list-style-type: none"> ○ Drop + Cover + Hold Annex ○ Reverse Evacuation Procedure Annex 	<input checked="" type="checkbox"/>	72 88

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Threat- + Hazard- Specific Annexes			
<ul style="list-style-type: none"> • Natural Hazards <ul style="list-style-type: none"> ○ Earthquake ○ Tornado ○ Lightning ○ Severe Wind ○ Hurricane ○ Flood ○ Wildfires ○ Extreme Temperature ○ Landslides or Mudslide ○ Tsunami ○ Volcanic Eruption ○ Winter Precipitation 	☑		116 (Flood Annex); 126 (Severe Weather Annex)
<ul style="list-style-type: none"> • Technological Hazards <ul style="list-style-type: none"> ○ Explosions or Accidental Release of Toxins From an Industrial Plant ○ Accidental Release of Hazardous Materials within the School ○ Hazardous Materials Releases from Major Highways or Railroads ○ Industrial Plant or Other External Source ○ Radiological Release from Nuclear Power Stations ○ Dam Failure ○ Power Failure ○ Water Failure 	☑		106 (Chemical or Hazardous Materials Spill Annex)
<ul style="list-style-type: none"> • Biological Hazards <ul style="list-style-type: none"> ○ Infectious Diseases ○ Contaminated Food Outbreaks ○ Toxic Materials in School Labs 	☑		106 (Chemical or Hazardous Materials Spill Annex)
<ul style="list-style-type: none"> • Adversarial Incidental + Human-caused Threats <ul style="list-style-type: none"> ○ Active Shooter ○ Bomb Threats ○ Cyber Attacks ○ Domestic Violence or Abuse ○ Hostage Situation ○ Suspicious Package ○ Report of weapon(s) ○ Fire ○ Criminal Threats or Actions ○ Gang Violence ○ Suicide 	☑		94 + 96 (Active Shooter Annex) 114 (Fire Annex)
<ul style="list-style-type: none"> • Other(s) – Please Specify <ul style="list-style-type: none"> ○ Bus Accident Annex ○ Explosion Annex ○ Intruder/Hostage Annex ○ Medical Emergency Annex ○ Terrorism Annex 	☑		102 112 120 124 128

Although not required by State or Federal law, it is recommended as a best practice for the school superintendent to review the school EOP with the Parish OHSEP Director.

Dr. Angela Beck [redacted]

Superintendent [redacted] OHSEP Director [redacted]

8/16/21 [redacted]

Date of Review [redacted] Date of Review [redacted]

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Lanier Elementary Emergency Operations Plan

The Emergency Operations Plan (EOP) is prepared by each public school principal **jointly** with local law enforcement, fire, public safety and emergency preparedness officials. In preparing the plan, the principal and such officials consider and include, if appropriate, input from **students** enrolled in the school and their **parents, teachers** at the school, other **school employees** and **community leaders** described in RS 17:416.16 (A.2).

The EOP should be *consistent* with the local Incident Command Structure (ICS), as established by local law enforcement and other public safety agencies. The EOP clearly identifies the latest **revision** date and the community members involved in its creation.

Authorized School Authority:

Nicole Jones **Principal**

Signature Title

Primary Community Law Enforcement:

Signature Title Agency

Safety (Fire/EMS/EMA) Official:

Signature Title Agency

Parent Representative:

Arieana Wilson **Parent**

Signature Affiliation

Teacher Representative:

Ashatea Stanley **Literacy-Acceleration Coach**
RSL

Signature Title Affiliation

Non-teaching Employee Representative (may include school board members, school nurse):

Constance Johnson **School Nurse** **St. Gabriel Health Center**

Signature Title Affiliation

Signature Title Affiliation

Signature Title Affiliation

Lanier Elementary Emergency Operations Plan

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Promulgation Statement

The Lanier Elementary Emergency Operations Plan (EOP) and contents within is a guide to how Lanier Elementary conducts all-hazard response. The EOP is written in support of emergency management and is built upon the *National Response Framework* (NRF) as scalable, flexible and adaptable coordinating structures to align key roles and responsibilities. This plan and contents within shall apply to all Lanier Elementary school personnel participating in mitigation, preparedness, response and recovery efforts.

The EOP is intended to capture specific authorities and best practices for managing incidents of any size or scope.

The EOP was prepared by Lanier Elementary staff and approved by senior administration personnel, thereby enabling activities contained within this document to be performed within the school's capability. This EOP is available within the Lanier Elementary system and with external agencies that may be affected by its implementation.

APPROVED: _____ DATE: _____

Signature

Name: _____

Title: _____

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Approval + Implementation

This Emergency Operations Plan (EOP) was prepared by the **Lanier Elementary** to develop, implement and maintain a viable all-hazards response capability and to establish a comprehensive approach to providing consistent, effective and efficient coordination across a spectrum of activities.

This plan applies to all Lanier Elementary personnel participating in mitigation, preparedness, response and recovery efforts. The EOP applies to any Lanier Elementary – sponsored events, on or off campus, and to all public and private Lanier Elementary sanctioned activities.

The **School Principal** is responsible for plan oversight and coordination with applicable stakeholders. This EOP is based on the all-hazards concept and plans for natural and man-made disasters and incidents. The plan is flexible in that part of the plan or the entire plan may be activated based on the specific emergency and decision by Lanier Elementary senior leadership.

This EOP and its supporting contents are hereby approved, supersedes all previous editions and is effective immediately upon the signing of all signature authorities noted below.

APPROVED: _____ DATE: _____

Signature

Name:

Title:

APPROVED: _____ DATE: _____

Signature

Name:

Title:

APPROVED: _____ DATE: _____

Signature

Name:

Title:

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Record Of Distribution

Name and Title	Agency	Date	Number of Copies

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School Emergency Management Planning Glossary

Hazards: Situations involving **threats of harm** to students, personnel and/or facilities. Hazards include, but are not limited to, **natural, technological, and human-caused** incidents. Hazards may require an **interagency response** involving law enforcement and/or emergency services agencies, depending on the size and scope of the incident.

Incident: An **occurrence** – natural, technological, or human-caused – that requires a response to **protect life or property**.

Incident Command System (ICS): The response infrastructure designed under the National Incident Management System (NIMS) to *facilitate* **effective** and **efficient management** of an incident by (1) **identifying** key team roles and functions; (2) **assessing** staff skills; (3) **pre-designating** staff for each ICS function (command, operations, planning, logistics, finance/administration); (4) coordinating with **community partners**; and (5) providing for **transfer** of command and backup of resources.

Incident Commander: The individual responsible for *overall* **policy, direction, and coordination** of the emergency response effort. Usually this will be the local emergency official on site that has **legal jurisdiction** over the incident.

Key Knox Box: A device where **emergency** keys to *all* parts of the school facility are stored.

Keyholder: An individual identified by the school with **access** to keys to *all* parts of the school facility in the event of a critical incident or hazard. This individual is reachable at the contact number listed in the event of an emergency.

Lockdown: The initial physical response to provide a **time barrier**. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure involves **barricading the door** and readying a plan of **evacuation** or **counter tactics** should the need arise.

National Incident Management System (NIMS): A set of **principles** that provides a **systematic, proactive** approach guiding government agencies, nongovernmental organizations, and the private sector to work **seamlessly** to **prevent, protect** against, **respond** to, **recover** from and **mitigate** the effects of incidents regardless of cause, size, location or complexity, to *reduce* the **loss of life or property** and harm to the **environment**. This system ensures that those involved in an incident understand their **roles** and have the **tools** they need to be effective.

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School Decision-maker: Individual identified by the school at the building level, usually the **principal**, who is **authorized** to make decisions for the school in the event of a critical incident or hazard. This individual is reachable at the contact number listed in the event of an emergency. The

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school decision-maker may or may not serve as the incident commander during a critical incident or emergency.

School Incident Commander: The school official who has been designated by the school decision-maker, if not the same, who is **authorized** to make decisions for the school in the event of a critical incident or hazard. The school incident commander may transfer command to the **emergency responder** incident commander, such as law enforcement, fire or other safety officials who assumes control of the incident. The school incident commander usually continues to operate within the overall ICS structure.

Secondary School Decision-maker: A secondary individual identified by the school who is **authorized** to make decisions for the school in the event that the *primary school decision maker* is not available during an emergency situation. This individual is reachable at the contact number listed in the event of an emergency. The secondary school decision-maker may or may not serve as the incident commander during a critical incident or emergency.

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School Emergency Management Authorities + References

FEMA 2013 Guide for Developing High-Quality School Emergency Operations Plan,
http://www.fema.gov/media-library-data/20130726-1922-25045-3850/rem_s_k_12_guide.pdf

FEMA EMI School Program: <http://training.fema.gov/EMIWeb/emischool/>

Homeland Security Act of 2002, PL 107-296 (Nov. 25, 2002).

Homeland Security Presidential Directive No. 5 (2003).

Louisiana Revised Statute 17:416.16, School Crisis Management and Response Plans.

Louisiana School and Campus Safety Planning Guide

National Incident Management System (NIMS), U.S. Department of Homeland Security (DHS),
FEMA: <http://www.fema.gov/national-incident-management-system>

National Incident Management System (NIMS), U.S. Department of Homeland Security (DHS),
FEMA: IS-700 National Incident Management System (NIMS) an Introduction:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>

Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707 (Nov. 23, 1988),
amending the Disaster Relief Act of 1974, PL 93-288.

NIMS, U.S. Department of Homeland Security, FEMA: IS-100 *Introduction to Incident Command System*: <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>

NIMS, U.S. Department of Homeland Security (DHS), FEMA: IS-100.SCa *Introduction to the Incident Command System for Schools*:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.SCa>

NIMS, U.S. Department of Homeland Security (DHS), FEMA: IS-362.a *Multi-Hazard Emergency Planning for Schools*
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-362.a>

U.S. Department of Homeland Security (DHS), *Bomb Threat Call Procedures and Bomb Threat Checklist* brochure:
http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

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Lanier Elementary Emergency Operations Plan

I. Introduction

A. Purpose Of The Plan

The purpose of the Lanier Elementary *Emergency Operations Plan* (School EOP) is to provide information on how to **respond** to emergency incidents by outlining the **responsibilities** and **duties** of Lanier Elementary and its employees. **Customization** of this plan to meet Lanier Elementary needs and circumstances is important. **Developing, maintaining, and exercising** the plan *empowers* employees to act **quickly** and **knowledgably**. The plan educates staff, faculty, students and other key stakeholders on their roles and responsibilities **before, during** and **after** an incident. This plan provides parents and other members of the community with assurances that Lanier Elementary has established guidelines and procedures to respond to incidents/hazards in an effective way.

Developing, maintaining and exercising the School EOP *increases legal protection*. Schools without established incident management procedures may be found liable for their absence. While no set of policies eliminates the potential for legal problems, establishing procedures and guidelines using the best professional practices provides a margin of protection against liability.

B. Scope Of The Plan

The School EOP provides **guidelines** and **procedures** for dealing with existing and *potential* school incidents. The **basic plan** and the **functional** and **hazard-specific annexes** outline an organized, systematic method to mitigate, prevent, prepare for, respond to and recover from incidents. The plan discusses:

- **Expectations** of staff; roles and responsibilities
- **Direction** and **control** systems
- **Internal** and **external** communications
- **Training** and **sustainability**
- **Authority** and references as defined by local, State and Federal government **mandates**
- Common and specialized **procedures**
- Specific hazard **vulnerabilities** and **responses/recovery**

C. Coordination With Emergency First Responders

Various agencies and services are involved in responding to school incidents, including emergency responders from **law enforcement, safety, fire** and **emergency agencies**, as well as **mental health** and other community organizations. An important component of the School EOP is *advanced* planning with various agencies and community service providers to aid in timely communication and response to an incident.

Lanier Elementary Emergency Operations Plan

Advance planning may or may not include **written agreements** to help coordinate services between the agencies and school. If mutual aid agreements are created, a copy is maintained with other **important documents** related to this safety plan. Advanced planning should specify the type of communication and services provided by one agency to another.

D. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

Current enrollment at Lanier Elementary is approximately 268 Elementary School Students located in **buildings 100 and 200 as well as Cafeteria/Gym**. These students are supported by a **committed staff** and **faculty** consisting of:

- **14** Teachers and specialists
- 1 Administrator
- 2 Office/support staff
- 1 Instructional Assistants
- 2 Cafeteria staff
- 2 Custodial staff

A **master schedule** of where classes, grade levels and staff are located during the day is provided to each classroom and is available **Electronically**.

b. Functional Needs Population

Lanier Elementary is committed to the **safe evacuation** and **transport** of students and staff with functional needs. The functional needs population includes, but is not limited to, students/staff with:

- **Limited English proficiency;**
- **Blindness or visual disabilities;**
- **Cognitive or emotional disabilities;**
- **Deafness or hearing loss.**
- **Mobility/physical disabilities (permanent and temporary); or**
- **Medically fragile health (including asthma and severe allergies).**

The *Americans with Disabilities Act* (ADA) **prohibits discrimination** on the basis of disability, and generally prohibits **unnecessary** disclosures of disability status or information related to that disability, to third parties. Disclosures may be **necessary** when the student presents a significant, articulable **threat** to others.

The school's current enrollment of students with functional needs is approximately **30 students** however, this number will fluctuate. Students and/or staff may require **additional assistance** if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident are noted by an **asterisk** next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names with functional needs along with their schedules is available **Electronically**.

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A list of staff members that have been **trained** and are assigned to assist the functional needs population during drills, exercises and incidents is also available **electronically**.

2. Building Information

Lanier Elementary has **reviewed** the applicable *Americans with Disabilities Act* (ADA) laws, and all applicable State laws with our community partners to ensure that *all* parties have a **strong understanding** of these laws pertaining to **information disclosure**. All school employees, including contractors have been trained on applicable laws to ensure that Lanier Elementary officials and employees do not release information inappropriately or make decisions about students or release of records based upon myths, fears or stereotypes related to race, color, national origin, sex, religion, disability, sexual orientation, or gender identity.

Signature

Date

Lanier Elementary is located on a **multi** acre lot and includes **2** buildings, Cafeteria and Gym. All classes take place in **Buildings 100 and 200**.

A **campus map/site plan** and/or **floor plans** of the buildings annotated with **evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first-aid kits, hazardous materials storage, and utility shutoffs** is included at the beginning of this plan. All staff members are required to know these **locations** as well as how to **operate** the utility shutoffs.

3. Hazard Analysis Summary

Lanier Elementary is exposed to many hazards that have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. Understanding that the **East Baton Rouge Parish** Office of Homeland Security and Emergency Preparedness (OHSEP) maintains an Emergency Operations Plan (EOP) to address hazards and incidents, the **Lanier Elementary** EOP has been developed to fit into the larger **East Baton Rouge Parish** EOP in the event of a large-scale incident.

Table 1 on the following page briefly discusses **high-priority** hazards that **Lanier Elementary** has identified through a **hazards assessment** of *each* school building and its surrounding area, conducted either by school officials or in *conjunction* with officials of the **East Baton Rouge Parish** OHSEP and the Parish's EOP, local law enforcement, fire, and other community safety partners.

For example, a school may be located near railroads where numerous hazardous materials are transported. A derailment could force an evacuation and implementation of other emergency procedures. The **high-priority hazards table** should be **customized** to include content specific to your school community.

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Table 1. HIGH-PRIORITY HAZARDS

Flood	Flooding is a natural feature of the climate, topography, and hydrology of Lanier Elementary and its surrounding areas. Flooding predominates throughout the spring, summer, and fall due to melting snow, breakaway ice, and rainy weather.
Severe Weather	High Winds and Tornadoes
Intruder/ Hostage	Intruder of potential off campus incident
Active Shooter	Shooter from inside or outside the campus
Bomb Threat	On or off campus threat
Bus Accident	Accident during the movement of students to and from school as well as field trips.
Fire/ Explosion	Potential Fire through various causes

E. Planning Assumptions + Limitations

1. Planning Assumptions

Planning assumptions allow for deviation from the plan if certain assumptions prove not to be true during operations. The following are **standard assumptions**. Additional assumptions may be needed depending on your school's circumstances:

- The school community continues to be **exposed** and subject to hazards and incidents described in the *Hazard Analysis Summary*, as well as lesser hazards and others that may develop in the future.
- A **major disaster** could occur at **any time** and at any place. In many cases, dissemination of warning to the public and implementation of **increased** readiness measures may be possible; however, some emergency situations occur with little or **no warning**.

Lanier Elementary Emergency Operations Plan

- A **single site incident** (e.g., fire, gas main breakage) could occur at any time **without warning** and the employees of the school affected cannot, and should not, *wait* for direction from local emergency response agencies. **Action** is required *immediately* to save lives and protect school property.
- Following a major or **catastrophic incident**, the school may have to rely on its own resources to be self-sustaining for up to **72 hours**.
- There may be a number of **injuries** of varying degrees of seriousness to faculty, staff and/or students. *Rapid* and **appropriate response** will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency managers are available in most **serious incidents**. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the **initial incident response** until responders arrive at the incident scene.
- Proper **prevention** and **mitigation** actions, such as creating a positive school environment and conducting fire and safety inspections, prevents or reduces incident-related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, emergency responders, etc.) to **exercise** the plan through live drills and Tabletop exercises **can** improve the school's readiness to respond to incidents.
- A spirit of **volunteerism** among school employees, students and families results in their providing assistance and support to incident management efforts.

2. Planning Limitations

It is the policy of Lanier Elementary that **no guarantee** is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Lanier Elementary can *only* endeavor to make *every reasonable effort* to manage the situation with the resources and information available at the time.

Lanier Elementary Emergency Operations Plan

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II. Concept Of Operations (CONOPS)

The overall **strategy** of a School EOP is to execute effective and *timely* **decisions** and **actions** that *prevent harm*, **protect lives** and **property**, *mitigate* damages, **restore** order, and aid **recovery**.

This plan is based upon the concept that the incident management functions that must be performed by the school generally **parallel** some routine day-to-day functions. To the extent possible, the **same personnel** and **material resources** used for day-to-day activities are employed in responding to an incident in the school. Because personnel and equipment resources are *limited*, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment and supplies that are typically required for those routine functions are redirected to accomplish **assigned** incident management tasks.

In addition, the incident may require **coordinated operations** with others. The key to successful operations is an **organized command structure**. It is important to understand that the school's command of the incident and the school's incident management structure may **change** once official emergency responders arrive on the scene. Emergency responders are knowledgeable in the Incident Command System (ICS) and may be *best* equipped to command the response to a specific incident. If this is to occur, the school transitions command of the incident to a more qualified Incident Commander (IC). These concepts are more fully discussed below.

It is critical for school administration officials and all segments of the community emergency response system to **work together** in *advance* of an incident to develop a working relationship and understanding of how the school's initial response would transition into the overall response to a critical incident at the school.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a **systematic, proactive** approach guiding **government agencies, nongovernmental organizations** (NGOs) and the **private sector** to work *seamlessly* to prevent, protect against, respond to, recover from and mitigate the effects of incidents, regardless of cause, size, location or complexity to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand their **roles** and have the **tools** they need to be effective.

According to Homeland Security Presidential Directive (HSPD) 5 and the U.S. Department of Education (DOE), school districts are among local agencies that **must** adopt NIMS if they **receive Federal** grant funds.

Lanier Elementary recognizes that staff and students are first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and **enhances cooperation, coordination** and **communication** among school officials, first responders and emergency managers.

Lanier Elementary Emergency Operations Plan

As part of its NIMS implementation, Lanier Elementary participates in the local government's NIMS preparedness program to remain **NIMS compliant** and believes it is essential to ensure that response/recovery services are delivered to schools in a *timely* and **effective manner**. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan receive **IS-100 training**.
- Complete NIMS awareness course **IS-700 NIMS: An Introduction**.
- **Participate** in local government's NIMS preparedness program and incorporate the School EOP into the **East Baton Rouge Parish** EOP.
- **Train** and **exercise** the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Initial Response + Implementation Of The Incident Command System (ICS)

In a major emergency or disaster Lanier Elementary may be damaged or need to be evacuated, people may be injured and/or other incident management activities may need to be initiated. School personnel are usually **first on the scene** of an incident in a school setting. School officials and staff are expected to take charge and manage the incident until it is resolved, or command is **transferred** to someone more qualified, usually an **emergency responder agency** with legal authority to assume responsibility. School personnel seek guidance and direction from local officials and technical assistance from State and Federal agencies where appropriate.

All activities necessary in managing an incident must be **organized** and **coordinated** to ensure the most efficient response. The Incident Command System (ICS) is used to manage all incidents.

Until non-school emergency responders arrive on-scene, the school decision-maker (usually the principal or his/her designee) is responsible for **activating** the School EOP, including common and/or specialized procedures, as well as **hazard-specific incident plans**. The school decision-maker designates a **school incident commander** with authority to direct all incident activities. The designated school incident commander should be the person **most qualified** to manage the specific type of incident.

Once an emergency responder agency with **legal authority** to assume responsibility arrives on scene, the school incident commander transitions command to that incident commander and moves to serving within the Incident Command Structure.

Again, it is critical that school officials and *all* segments of the community emergency response system **work together** in *advance* of an incident to develop a working relationship and understanding of how the school's initial response would transition into the overall response to a critical incident at the school.

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III. Organization + Assignment Of Responsibilities

This section establishes the **operational organization** relied on to manage the incident and includes:

- A list of the kinds of **tasks** to be performed by position and organization
- An overview of **who does what**

A school principal and/or assistant principals are not always able to manage all the aspects associated with an incident without assistance. As indicated, the Incident Command System (ICS) uses a **team approach** to manage incidents and allows school officials to **assign** tasks to other key school personnel.

Staff are assigned to serve within the ICS based on their **expertise** and **training** and the **needs** of the incident. Roles are pre-assigned based on **training** and **qualifications**. Each staff member and volunteer must be **familiar** with his or her role and responsibilities before an incident occurs. School staff may be required to *remain* at school to assist in an incident.

A. Principal/Building Administrator

The principal/designee may serve as the school incident commander or **delegate** that authority to a qualified individual. While the principal *retains* the **overall responsibility** for the safety of students and staff, delegating certain duties to manage the incident may allow the principal to focus on **policy-level activities** and interfacing with other agencies and parents. The principal coordinates between the superintendent's office and the school incident commander.

B. School Incident Commander

The school incident commander establishes an **Incident Command Post (ICP)** and provides an assessment of the situation to the principal/designee or other officials, identifies resources required and directs the on-scene incident management **activities**. The incident commander's responsibilities include:

- Assuming **overall direction** of *all* incident management activities based on procedures outlined in the School EOP.
- Taking steps necessary to **ensure** the **safety** of students, staff, and other individuals.

Lanier Elementary Emergency Operations Plan

- Determining whether to **implement incident management protocols** established in the School EOP (e.g., evacuation, reverse evacuation, shelter-in-place, etc., as described more fully in the annexes).

Lanier Elementary Emergency Operations Plan

- Arranging for **transfer** of students, staff, and other individuals when safety is threatened by a disaster.
- Working with and ensuring **communication** with emergency services personnel. Keeping the principal and other officials informed of the situation.
- Ensuring the proper **transfer of command** when/if a more qualified incident commander arrives on scene.

C. Teachers

Teachers are responsible for the **supervision** of students and remain with students until directed otherwise. Responsibilities include:

- **Supervising** students under their charge.
- Taking steps to ensure the **safety** of students, staff and other individuals in the implementation of incident management protocols established in the School EOP.
- Directing students in their charge to **inside** or **outside assembly** areas in accordance with signals, warning, written notification, or intercom orders according to incident management procedures established in the School EOP.
- Taking **attendance** when class **relocates** to an outside or inside assembly area or evacuates to another location.
- Reporting **missing students** to the incident commander.
- Executing **assignments** as directed by the incident commander.
- Obtaining **first aid services** for injured students from the school nurse or person trained in first aid.
- Arranging first aid for those **unable** to be **moved**.
- Rendering **first aid** if necessary. School staff are to be **trained** and certified in first aid and CPR.

D. Instructional Assistants

Responsibilities include **assisting teachers** as directed.

E. Counselors + Social Workers + Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site. Responsibilities may include:

- Taking steps to ensure the **safety** of students, staff, and other individuals in the implementation of incident management protocols established in the School EOP.
- Rendering **first aid** if necessary.

Lanier Elementary Emergency Operations Plan

- Assisting in the **transfer** of students, staff, and **children** when safety is threatened by a **disaster**.
- Executing assignments as directed by the incident commander.
- Assisting with **crisis intervention** and **recovery processes**.

F. School Nurses/Health Assistants

Responsibilities include:

- Administering **first aid** or **emergency treatment** as needed.
- Supervising **administration** of first aid by those trained to provide it.
- Organizing **first aid** and **medical supplies**.

G. Custodians/Maintenance Personnel

Responsibilities include:

- Surveying and reporting **building damage** to the incident commander.
- Controlling main **shutoff valves** for gas, water and electricity and ensure that no hazardous results from **broken** or **downed lines**.
- Providing **damage control** as needed.
- Assisting in the conservation, use and disbursement of **supplies** and **equipment**.
- Keeping the incident commander **informed** of school conditions.

H. School Secretary/Office Staff

Responsibilities include:

- **Answering** phones and assisting in receiving and providing **consistent information** to callers.
- Providing for the **safety** of essential school records and documents. Executing assignments as directed by the incident commander.
- Providing **assistance** to the principal. Monitoring **emergency radio broadcasts**.
- Assisting with **health incidents** as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

- **Using, preparing,** and **serving** food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.
- Executing **assignments** as directed by the incident commander.

Lanier Elementary Emergency Operations Plan

J. Bus Drivers

Responsibilities include:

- Supervising the **care** of students if disaster occurs while students are on a **bus**.
- Transferring students to new location when directed.
- Executing **assignments** as directed by the incident commander.
- Transporting individuals in need of medical attention.

K. Other Staff (e.g., Itinerant Staff + Substitute Teachers)

Responsibilities include **reporting** to the incident commander for assignments, if requested to do so.

L. Students

Responsibilities include:

- **Cooperating** during emergency drills and exercises and during an incident. Learning to be **responsible** for themselves and others in an incident.
- Understanding the **importance** of not being a bystander by reporting situations of concern.
- Developing an awareness of **natural, technological, and human-caused hazards** and associated prevention, preparedness, and mitigation measures.
- Taking an **active part** in school incident response/recovery activities, as age appropriate.

M. Parents/Guardians

Responsibilities include:

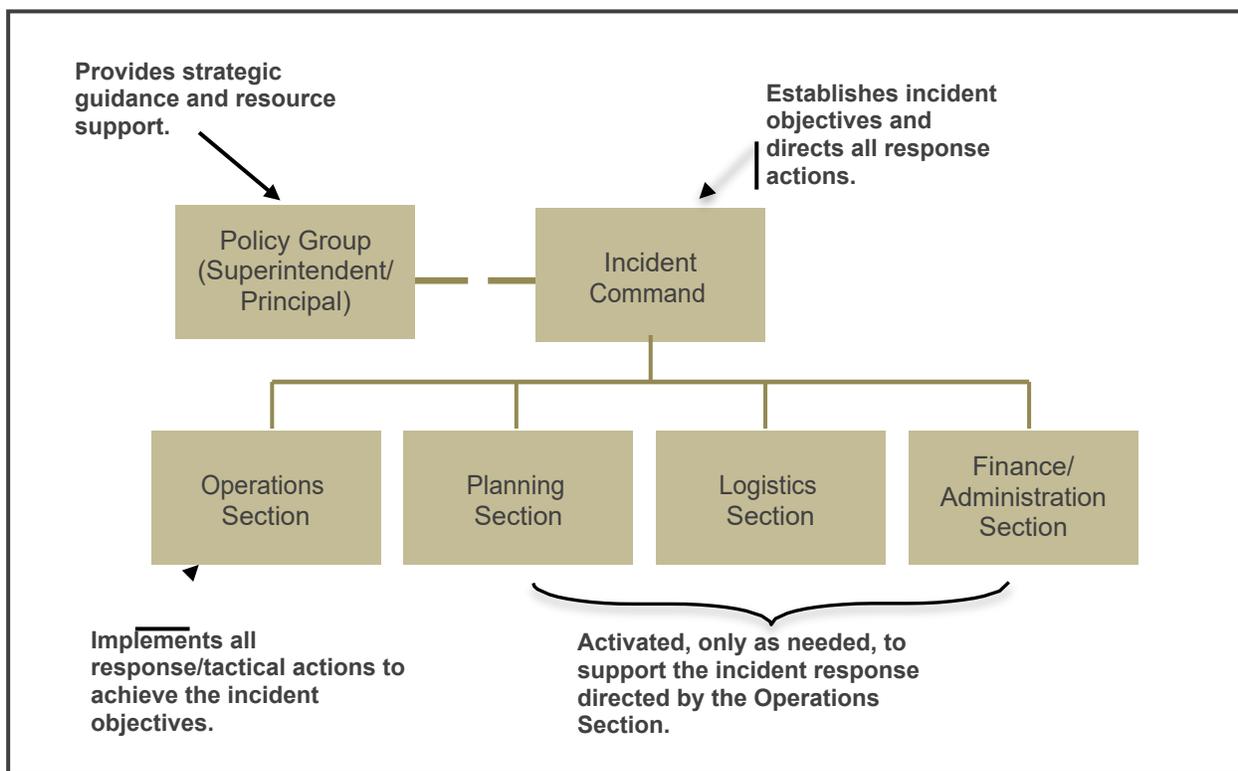
- **Encouraging** and **supporting** school safety, violence prevention and incident preparedness programs within the school.
- Participating in **volunteer service projects** for promoting school incident preparedness.
- Providing the school with **requested information** concerning the incident, early and late dismissals and other related release information.
- Practicing incident management preparedness in the **home** to reinforce school training and ensure family safety.
- Understanding their **roles** during a school emergency.

IV. Direction + Control + Coordination

A. School Incident Command System (ICS)

A school's command system can be used to **manage** emergency incidents or nonemergency events such as graduations, athletic events, or celebrations. The system is flexible to meet the school's needs. See Figure 1 below.

Figure 1. SCHOOL INCIDENT COMMAND SYSTEM



As previously noted, staff are assigned to serve within the Incident Command System (ICS) based on their **expertise** and **training** and the **needs** of the incident. Roles should be **pre-assigned** based on **training** and **qualification**. The School ICS is organized into the following functional areas:

Lanier Elementary Emergency Operations Plan

1. School Incident Commander

- Directs **tactical on-scene operations** until/unless a coordinated ICS is established with local authorities. In complex incidents, a Policy/Coordination Group may be convened at the school district operations center. The role of the Policy/Coordination Group is to:
 - **Supports** the on-scene incident commander. Provide **policy** and **strategic guidance**.
 - Helps ensure that **adequate resources** are available. Identify and resolve issues common to all organizations.
- Keeps **elected officials** and **other executives informed** of the situation and decisions.
- Provides **factual information**, both internally and externally. See Part V of this plan on Communications for additional information related to role/responsibility of an information officer.

The Lanier Elementary principal/designee and/or school incident commander keeps the Policy/Coordination Group informed.

2. Operations Section

When activated, the Operations Section **coordinates** all **tactical operations** including implementation of response/recovery activities according to procedures and protocols established by **Lanier Elementary** in an incident action plan. Procedures and protocols address **care** of students, **first aid**, **crisis intervention**, **search and rescue**, **site security**, **damage assessment**, **evacuations**, and the **release** of students to parents. Specific responsibilities include:

- Analyzing **school staffing** to develop a *Family Reunification Plan* and implementation.
- Monitoring **site utilities** (i.e., electric, gas, water, heat/ventilation/air conditioning) and shutting them off *only* if danger exists or if **directed** by the incident commander and assisting in securing facility.
- Establishing **medical triage** with staff trained in first aid and CPR, providing, and overseeing care given to **injured persons**, **distributing supplies**, and requesting additional supplies.
- Providing and accessing **psychological first-aid services** for those in need and accessing local/regional providers for **ongoing crisis counseling** for students, staff, and parents.
- Coordinating the **rationed distribution** of **food** and **water**, establishing secondary **toilet facilities** in the event of water, or plumbing failure and requesting needed supplies.
- Documenting all **activities**.

See Table 2 on the next page for the **types** of Strike Teams that may be established within the Operations Section.

Lanier Elementary Emergency Operations Plan

Table 2. OPERATIONS SECTION TEAMS

<p>Search and Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search and Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers.
<p>First-Aid Teams provide triage, treatment, and psychological first-aid services. First-Aid Teams are responsible for:</p> <ul style="list-style-type: none"> • Setting up first-aid area for students. • Assessing and treating injuries. • Completing master injury report.
<p>Evacuation/Shelter/Care Team. Evacuation, shelter, and student care in an incident are among the <i>most important</i> tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs and providing for food and water. This team is responsible for:</p> <ul style="list-style-type: none"> • Accounting for the whereabouts of <i>all</i> students, staff, and volunteers. • Setting up a secure assembly area. • Managing sheltering and sanitation operations. • Managing student feeding and hydration. • Coordinating with the Student Release Team. • Coordinating with the Logistics Section to secure the needed space and supplies.
<p>Facility and Security Response Team is responsible for:</p> <ul style="list-style-type: none"> • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/Hazardous Material (HAZMAT). • Assessing and notifying officials of fire/HAZMAT. • Conducting perimeter control.

Lanier Elementary Emergency Operations Plan

Crisis Intervention Team is responsible for:

- Assessing need for onsite mental health support.
- Determining need for outside agency assistance.
- Providing onsite intervention/counseling resources.
- Monitoring well-being of School Incident Command Team, staff and students and reporting all findings to the Operations Section Chief.

Student Release/Reunification Team. Responsible for getting students **reunited** with their parents or guardians in an efficient and orderly manner. This can be an enormous challenge and takes a lot of planning. This team is responsible for:

- Setting up **secure** reunion area.
- Checking student **emergency cards** for **authorized releases** and completing **release logs**.
- Coordinating **information** officers on internal and external communications and messages.

3. Planning Section

When activated, the Planning Section is responsible for **collecting, evaluating, and disseminating** information needed to measure the **size, scope and seriousness** of an incident and planning appropriate incident management activities. Duties may include:

- Assisting the incident commander in the **collection and evaluation of information**.
- Assisting with ongoing planning efforts and maintaining the incident **time log**.
- **Documenting** all activities.

4. Logistics Section

When activated, the Logistics Section supports incident management operations by securing and providing needed **personnel, equipment, facilities, resources, and services** required for incident resolution; **coordinating personnel**; assembling and **deploying volunteer teams**; and facilitating **communication** among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:

- Establishing and overseeing **communications center** and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and developing a **telephone tree** for after-hours communication.
- Establishing and maintaining school and classroom **first-aid kits**, coordinating access to and distribution of **supplies** during an incident and monitoring inventory of supplies and equipment.
- Documenting all **activities**.

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5. Finance + Administration Section

When activated, the Finance and Administration Section oversees *all* **financial activities** including **purchasing necessary** materials, tracking incident **costs**, arranging **contracts** for services, **timekeeping** for emergency responders, submitting **documentation** for reimbursement and recovering school records following an incident. Additional duties may include:

- Assuming responsibility for **overall documentation** and **recordkeeping** activities; when possible, photographing, or videotaping damage to property.
- Developing a system to **monitor** and **track expenses** and **financial losses** and secure all records.

School and school district management offices may assume responsibility for these functions and perform these duties **off-site**.

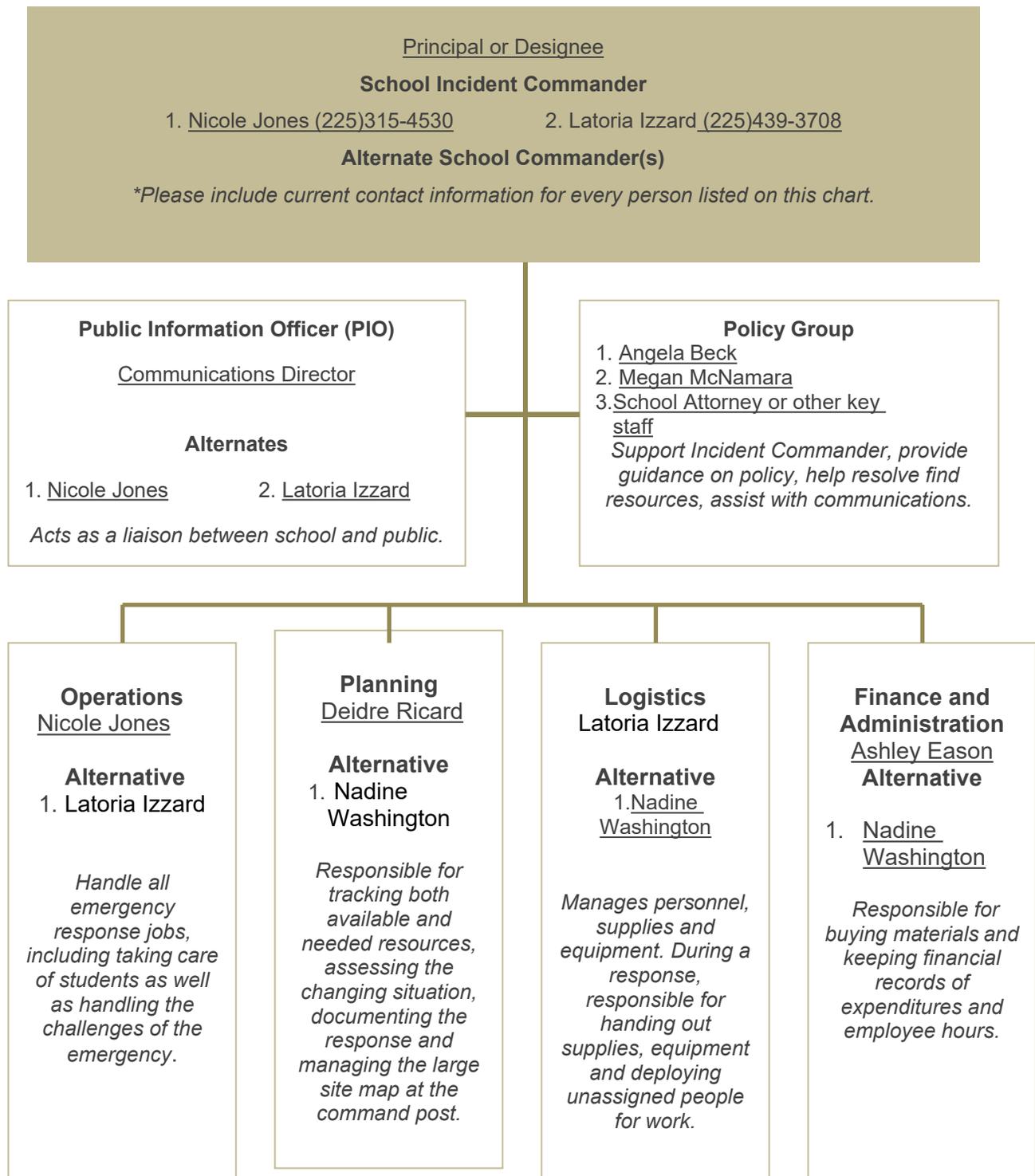
Table 3 on the following page provides **example titles** for *specific* roles within the School ICS. This Table can be completed for each of the various hazards in the **annexes** of this plan with *specific staff assigned* to *each* role along with emergency contact information. Each of these assignments is maintained with other **important plan documents kept Electronically**.

Lanier Elementary Emergency Operations Plan

Table 3. SCHOOL INCIDENT COMMAND SYSTEM

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Lanier Elementary Emergency Operations Plan



B. Source + Use Of Resources

Lanier Elementary Emergency Operations Plan

Lanier Elementary uses its own **resources** and **equipment** to respond to incidents until emergency response personnel arrive. Parent volunteers and community members who have been **trained** to assist, if called upon, and are available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- **First aid kit** and **sanitation supplies** will be provided by: **St. Gabriel Health Clinic**
- **Cots** and **bedding** supplies will be provided by: **Local Businesses**
- **Food/water** supplies will be provided by: **Local Businesses**
- **Security** will be provided by: **Baton Rouge Police Department/Officer Alexander**
- **Counseling services** will be provided by: **St. Gabriel Health Clinic**

Lanier Elementary Emergency Operations Plan

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V. Information Collection + Analysis + Dissemination

Communication is a *critical* part of incident management. This section outlines **Glenn Oak's** communications plan and supports its mission to provide clear, effective internal and **external communication** between the school, staff, students, parents, emergency responders, the community, and media.

The School EOP includes **policies** and **procedures** governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community, and the media. Templates for statements/releases to the media, and a detailed **communications plan** including standard procedures and protocols, should be developed and made available in *advance* of an incident.

Templates for statements/media releases, the communication plan and media contacts at major television, Internet and radio stations are maintained by **Director of Operations** and located **Electronically**.

A. Communication Between School + Law Enforcement + Emergency Responders

Lanier Elementary utilizes the **Communication Platform/Capabilities** described in the beginning of the School EOP to contact and maintain communications with **law enforcement** and other **emergency responders** during an incident. The school incident commander transfers command to the **appropriate emergency responder** who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The incident commander uses the communication platform described in the School EOP to notify the principal/designee of the school's status/needs. **Lanier Elementary** and emergency responders coordinate the **release** of information to ensure that information is **consistent, accurate** and **timely**.

B. Internal Communications

Lanier Elementary has identified a school spokesperson or Public Information Officer (PIO) who is responsible for

- Helping create **policies** and **plans** for communicating emergency information **internally** and to the **public**.
- Following the **communications policies** and **procedures** established by Lanier Elementary.
- Helping establish **alternative means** to provide information in the event of a failure of power, phone, or other lines of communication.

Lanier Elementary Emergency Operations Plan

- Developing **materials** for use in media briefings.
- Acting as the **contact** for emergency responders and assist in coordination of media communications.

1. Communication Between School Officials + Staff Members

School personnel are notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Telephone Tree.** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree **originates** with the principal/designee who contacts the members of the **school incident command team**. Team members then in turn contact **groups of staff** (teachers, administrators, and support staff).
- **Text-Messaging System/Email System.** A text-messaging or email system is available to provide those who are **registered** to receive messages with **updates** during an incident.
- **Morning Faculty Meeting.** As appropriate, **updated** information about an incident is presented at the morning faculty meeting. Any **new procedures** for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting.** As appropriate, **updated** information and a **review** of the day's events is presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

C. External Communications

School officials must communicate with the **larger school community** on how incidents will be addressed on a regular basis. However, once an incident occurs, parents, media and the community at large require **clear** and **concise messages** from **Lanier Elementary** about the incident, what is being done and the **safety** of the children and staff.

1. Communication With Parents

Before an incident occurs, **Lanier Elementary**

- Develops a **relationship** with parents so that they trust and know how to access alerts and incident information.
- Informs parents about the **School's EOP**, its purpose and its objectives. Detailed response tactics should not be shared if they impede the **safe response** to an incident.
- Information is in **School Newsletter, Back to School Night, and Parent Meetings.**
- Identifies parents who are willing to **volunteer** in case of an incident and includes them in preparation efforts and training.
- Is prepared with **translation services** for non-English-speaking families and students with *limited* English proficiency.

Lanier Elementary Emergency Operations Plan

In the event of an incident, **Lanier Elementary** will:

- Disseminate information via text messages, emails, and phone calls to inform parents about what is known to have happened.
- Implement a plan to **manage phone calls** and parents who arrive at school and describe how the school and school district are handling the situation.
- Provide information regarding **possible reactions** of their children and ways to talk with them.
- Provide a **phone number, website address** or **recorded hotline** where parents can receive **updated** incident information.
- Inform parents and students **when** and **where** school will resume.

After an incident, **Lanier Elementary** administrators schedule and attend an **open question-and-answer** meeting for parents *as soon as possible*.

2. Communication With The Media

In the event of an incident, the School Incident Commander, or the emergency responder Incident Commander (in the event command has been transferred), coordinates with the school PIO and/or participates in a **joint information** effort to:

- Establish a **media site** and **reception area** away from the school and any established Incident Command Post.
- Provide regular **updates** to media and school community.
- Provide *only* information that has been **approved** for release by the Incident Commander in charge of the scene.
- Monitor **release** of information and **correct misinformation**. Coordinate messages with the principal/designee.

All **Lanier Elementary** employees are to **refer** all requests for information and questions to the **designated** PIO.

3. Handling Rumors

In addressing rumors, the most effective strategy is to **provide facts as soon as possible**. To combat rumors, **Lanier Elementary** will:

- Provide appropriate information to **internal groups**, including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers and bus drivers. These people are **primary** sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff **meeting before** staff members are allowed to go home so that what is (and is not) known can be clearly communicated.

Lanier Elementary Emergency Operations Plan

- Designate and brief **personnel answering calls** to help control misinformation. Conducts briefings for community representatives directly associated with the school.
- Enlist the help of the **media** to provide **frequent updates** to the public, especially to provide accurate information where rumors need to be dispelled.

After the immediate incident response period, **Lanier Elementary** will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

D. Communications Tools

Some common internal and external communications **tools** that **Lanier Elementary** uses include the following:

- **Standard telephone.** **Lanier Elementary** has designated a school telephone number as a recorded “**hotline**” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with emergency responders and others.
- **Cellular telephones.** These phones may be the *only tool working* when electric service is out; they are useful to school personnel en route to or from a site.
- **Intercom systems.** The intercom system includes **teacher-initiated communication** with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones.** A battery-powered bullhorn to address students and staff who are **assembling** outside the school. Procedures governing storage and use help ensure readiness for use.
- **Two-way radio.** Two-way radios provide a reliable method of communication between **rooms** and **buildings** at a *single* site. All staff are trained to understand how to operate the two-way radio.
- **Computers.** A **wireless laptop computer** may be used for communication both within the school and to other sites. **Email** may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) posts information such as school evacuation, closure, or relocation on the home page of the school and district website.
- **Fax machines.** Possible uses include **off-site access** to receive and send critical information concerning students and staff members, their locations and needed telephone numbers, including but not limited to, **medical information, release forms** and **authorizations**.
- **Alarm systems.** Bells or buzzers are in place and sound in **different** ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All school staff, students and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles.** Whistles should be provided to staff in order to signal for immediate attention or assistance.

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**E. Family Educational Rights and Privacy Act (FERPA) +
Health Insurance Portability and Accountability Act
(HIPAA)**

Lanier Elementary has **reviewed** the applicable *Family Educational Rights and Privacy Act (FERPA)* and *Health Insurance Portability and Accountability Act (HIPAA)* laws, and all applicable State laws with our community partners to ensure that *all* parties have a **strong understanding** of these laws pertaining to **information disclosure**. All school employees, including contractors have been trained on applicable laws to ensure that **Lanier Elementary** officials and employees do not release information inappropriately or make decisions about students or release of records based upon myths, fears or stereotypes related to race, color, national origin, sex, religion, disability, sexual orientation, or gender identity.

Signature

Date

Lanier Elementary Emergency Operations Plan

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VI. Recovery After An Incident

After the safety and status of staff and students is assured and emergency conditions abated following an incident, staff, teachers, and school officials should assemble to support the **restoration** of the school's educational programs. Defining mission-critical operations and staffing, this effort is the starting point for the recovery process.

Collecting and **disseminating** information facilitates the recovery process.

Lanier Elementary and the **Redesign Schools Louisiana Network** designate appropriate personnel and collaborate with external resources to work in teams to:

- Conduct a **comprehensive assessment** of physical and operational recovery needs.
- Assess **physical security, data access** and all other **critical services** (e.g., plumbing, electrical).
- Examine critical information **technology assets** and **personnel resources** and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document **damaged facilities, lost equipment** and **resources**, and **special personnel expenses** that required for insurance claims and requests for State and Federal assistance.
- Identify **recordkeeping requirements** and sources of **financial aid** for State and Federal disaster assistance.
- Provide detailed **facilities data** to the school District Office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for *ongoing status reports* during recovery activities to a) estimate when the educational program can be **fully operational**; and b) identify special facility, equipment and personnel issues or **resources** that facilitate the resumption of classes.
- Educate school personnel, students, and parents on available **crisis counseling** services.
- Establish **absentee policies** for teachers and students after an incident.
- Establish an agreement with **mental health organizations** to provide counseling to students and their families after an incident.

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- Develop **alternative teaching methods** for students unable to return immediately to classes: correspondence classes, videoconferencing, Tele group tutoring, etc.
 - Create a plan for conducting classes when **facilities are damaged** (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on **prevention** and **mitigation measures**; incorporate as appropriate into **short-** and **long-term** recovery plans.

VII. Administration + Finance + Logistics

A. Agreements + Contracts

If school resources prove to be **inadequate** during an incident, **Lanier Elementary** requests assistance from local emergency services, other agencies, and the school community in accordance with existing **mutual aid agreements** (MAAs) and **contracts**. Such assistance includes equipment, supplies and/or personnel. All agreements entered into by authorized school officials should be in writing. All pre-negotiated **agreements** and **contracts** are **available electronically**.

B. Recordkeeping

1. Administrative Controls

Lanier Elementary is responsible for establishing administrative controls necessary to manage the **expenditure** of funds and to provide reasonable **accountability** and **justification** for expenditures made to support incident management operations. These administrative controls are done in accordance with established local **fiscal policies** and **standard cost accounting procedures**.

2. Activity Logs

Staff assigned within the school ICS maintain **accurate** logs recording key incident management activities, including:

- **Activation** or **deactivation** of incident policies, procedures, and resources.
- Significant **changes** in the incident situation.
- Major **commitments** of resources or requests for additional resources from external sources.
- Issuance of **protective action** recommendations to staff and students.
- **Evacuations**.
- **Casualties**.
- **Containment** or **termination** of the incident.

C. Incident Costs

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School ICS finance and administration staff are responsible for maintaining records summarizing the use of **personnel**, **equipment**, and **supplies** to obtain an estimate of annual incident response costs that can be used in preparing *future* school budgets. Detailed records of costs for incident management and operations include:

- **Personnel** costs, especially overtime costs.
- **Equipment** operations costs.
- Costs for **leased** or **rented equipment**.
- Costs for **contract services** to support incident management operations.
- Costs of **specialized supplies** expended for incident management operations.

These records are used to **recover costs** from the responsible party or insurers, or as a basis for requesting **financial assistance** for certain allowable response and recovery costs from the State and/or Federal government.

D. Preservation Of Records

To continue normal school operations following an incident, **vital records** must be protected. These include **legal documents** and **student files** as well as **property** and **tax records**. The principal causes of damage to records are fire and water. Essential records should be protected and are maintained **in locked file cabinet or electronically**.

VIII. Plan Development + Maintenance + Distribution

A. Approval + Dissemination Of The Plan

The school EOP for *each* building is prepared by each **public school** principal *jointly* with **local law enforcement, fire, public safety, and emergency preparedness** officials. In preparing the plan, the principal and such officials shall consider and include, if appropriate, input from **students** enrolled in the school and their **parents, teachers** at the school, other **school employees** and **community leaders** as described in RS 17:416.16 (A.2). The school EOP clearly identifies the latest **revision** date and the **signature** of individuals involved in its creation and/or revision.

B. Record Of Distribution

Copies of the school EOP and floor plans are distributed to **emergency organizations** with a role in responding to an incident. A **record of distribution** is kept as proof that organizations have acknowledged their receipt, review and/or acceptance of the plan. School administrators record the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery and the number of copies delivered. This record is **electronically available**.

School emergency planning documents **should not** be shared with those who do not have a need to know the details of the plan unless all sensitive, security-related information has been properly redacted. Copies of the school EOP may be made available to the **public** and **media** *without* sensitive information at the discretion of the school board.

C. Review + Updates To The Plan

To remain in **compliance** with RS 17:416.16 (B.1), the school updates the comprehensive safety plan at least **once every year** and the floor plans whenever a **major modification** to the building requires **changes** in the procedures outlined in the plan. The school should, however, ensure an update to the plan is filed with the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the Parish, and local Fire Chief whenever any critical information in the plan changes.

Each update or change to the plan is tracked. The record of changes includes: the change number, the **date of the change** and the name of the **person** who made the change.

To ensure timely updates to the school EOP, the school board or governing authority establishes a **schedule** for an **annual review** of planning documents. The basic plan and its annexes are to be reviewed at least **once per year** by school officials and local emergency management agencies and others deemed appropriate by school administration.

The school EOP is **updated** based upon:

Lanier Elementary Emergency Operations Plan

- **Changes** in information.
- Deficiencies identified during incident management activities and exercises.
- When changes in threat hazards, resources and capabilities or school structure occur.

Whenever the school EOP is updated, an updated copy is filed with the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the Parish, and local fire chief, as well as distributed in accordance with the guidelines stated above. It is recommended that the school EOP also be **filed with local OHSEP**.

D. Training + Exercising The Plan

Lanier Elementary understands the **importance** of training and exercises in planning for an incident. To ensure that district personnel and community emergency responders are aware of their **duties** and **responsibilities** under the school plan and the most *current* procedures, the following training and exercise actions will occur. School officials will coordinate training efforts with guidance from **East Baton Rouge Parish** OHSEP.

Basic training and refresher training sessions are conducted **annually** for all school personnel in coordination with local, law enforcement, fire and emergency managers.

School EOP training includes:

- **Hazard and incident awareness training** for **all school personnel**.
- **Orientation** to the School EOP provided to **all school personnel**.
- **First aid** and CPR for **select school personnel**.
- Team **training** to address specific incident response or recovery activities such as **family reunification**.

Four (4) online FEMA courses - **IS-100.b**, **IS-100SCa**, **IS-362.a** and **IS-700** - are to be taken, with **documentation**, by Director of Operations. All **four (4) courses** are available for FREE at FEMA's Emergency Management Institute:

- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>
- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>
- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.SCa>
- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-362.a>

Additional measures include **drills** and **tabletop exercises**. Drills are to be conducted **4 Times a Year and** exercises are to occur annually.

Records of the training provided including date(s), type of training and participant rosters maintained and are located **electronically**. Approved parent volunteers and community members are incorporated into larger training efforts.

All **Lanier Elementary** staff members are *encouraged* to develop **personal** and **family emergency plans**. Each family should anticipate that a **staff member** may be required to remain at school

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following a catastrophic event. Knowing that the family is prepared and can handle the situation enables school staff to do their jobs more effectively.

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Functional Annexes

Functional protocols are **common procedures** that are implemented along with procedures of **hazard-and-threat specific protocols** when needed to respond to an emergency. For example, evacuation procedures are implemented along with procedures of a more specific fire protocol. Reverse evacuation procedures may be instituted along with procedures activated for a hazardous materials spill that occurs outside of the school building.

Each **functional protocol** describes the purpose and responsibilities for that function. Schools customize these functional protocols to fit their *unique* circumstances. A **risk assessment** conducted with local emergency and safety officials assist in development of effective procedures and protocols.

All functional annexes should address:

- **Situations** under which the procedures are to be used.
- Who has the **authority** to activate the procedures.
- **Specific actions** to be taken when the procedures are implemented.

To implement functional procedures:

- All staff and students should undergo **training** and participate in **drills**.
- Staff and bus drivers assigned to work with **special needs students** should undergo in depth training and drills.
- Emergency response personnel should review, provide input, and assist in training and drills on the use of these procedures. This helps **evaluate** the **appropriateness** of the procedures in the plan and assists with **modifications** or **updating** as necessary to ensure that the procedures are sufficient to provide a **safe environment** for students, staff and visitors.

Functional annexes do not *repeat* but **build upon** the information, guidance and processes/procedures within the basic School EOP.

Functional annexes include:

- Continuity Of Operations Plan (COOP) Annex 67
- Drop + Cover + Hold Annex 71
- Evacuation Procedure Annex 73
- Family Reunification Annex 79
- Lockdown Procedure Annex 81
- Mental Health + Healing Annex 83
- Reverse Evacuation Procedure Annex 87
- Shelter-In-Place Annex 89

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Continuity Of Operations Plan (COOP) Annex

I. Purpose

The purpose of a Continuity of Operations Plan (COOP) is to ensure that the school has procedures in place to **maintain** and/or **rapidly resume essential operations** after an incident has disrupted normal school operations, activities, or services. COOP is critical to safety planning and a **good business** practice.

The plan anticipates a full range of **potential incidents** that could cause a temporary interruption of school operations to a complete shutdown of the school, requiring suspension of **non-essential functions** and/or relocation of essential functions to an **alternative site** for some period of time. A goal is to provide **full operational capacity** for essential functions within **12 hours** after activation of COOP and sustain these functions for up to **30 days**.

II. Responsibilities

Delegation of authority and management responsibilities is determined by **school officials** prior to an incident. COOP procedures address responsibilities *before, during* and *after* an incident. Safety of students and school personnel is the first consideration. **Strong internal** and **external communications systems** and partnerships with appropriate organizations, contractors and providers of services are developed so that resources are readily available if needed. **Legal counsel** reviews delegations of authority to identify and address any possible legal restrictions.

Designated school personnel, in conjunction with the principal/school decision-maker, performs the essential functions listed in Table 4 on next page.

III. Specific Procedures

A. Activation + Relocation

The principal/school decision-maker determines when to **activate** and **implement** COOP procedures and/or to **relocate operations** to an alternate site. Authority for activation may be **delegated**. The principal/school decision-maker activates COOP procedures whenever it is determined the school is **not suitable** for safe occupancy or functional operation. The district office is notified and provided information and details regarding a relocation of operations.

B. Alert + Notification + Implementation Process

The principal/school decision-maker activates the School EOP **communication plan** (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and

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school personnel of COOP activation and provide **situation information**, as available. Parents and/or guardians are also **alerted** and **notified** of COOP activation and as important information becomes available.

Table 4. ESSENTIAL FUNCTIONS PERFORMED BY COOP PERSONNEL

Principal or Superintendent	<ul style="list-style-type: none"> • Determine when to close schools, and/or send students/staff to alternate locations. • Disseminate information internally to students and staff. • Communicate with parents, media, and the larger school community. • Identify a line of succession, including who is responsible for restoring business functions for school.
Principal/Assistant Principal and/or Department Heads	<ul style="list-style-type: none"> • Ensure systems are in place for <i>rapid contract execution</i> after an incident. • Identify relocation areas for classrooms and administrative operations. • Create a system for registering students (out of district or into alternative schools). • Brief and train staff regarding their additional responsibilities. • Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. • Identify strategies to <i>continue teaching</i> (e.g., using the Internet, providing tutors for homebound students, rearranging tests). • Re-evaluate the curriculum.
Custodians/Maintenance Personnel	<ul style="list-style-type: none"> • Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. • Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re landscaping).
School Secretary/Office Staff	<ul style="list-style-type: none"> • Maintain inventory. • Maintain essential records (and copies of records) including school's insurance policy. • Ensure redundancy of records (records are kept at a different physical location). • Secure classroom equipment, books, and materials. • Restore administrative and record-keeping functions such as payroll, accounting, and personnel records. • Retrieve, collect and maintain personnel data. • Provide account payable and cash management services.

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Counselors, Social Workers, and School Nurses/Health Assistants	<ul style="list-style-type: none">• Establish academic and support services for students and faculty/staff.• Implement additional response and recovery activities according to established protocols.
Food Service/Cafeteria/ Bus Drivers	<ul style="list-style-type: none">• Determine how transportation and food services will resume.

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C. Relocation Sites

The principal/school decision-maker identifies **relocation sites** to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by **walking**, if appropriate, and other site(s) by **transportation** services.

Sites must have reliable logistical support, services and infrastructure systems that can sustain operations for up to **30 days**.

Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a *predetermined alternative facility*.

D. Alternate Facilities

For estimated short-term (**2-14 days**) **payroll** and **personnel operations**, the alternative facility will be **virtual**. For a longer-term relocation of operations and essential functions, **alternative** facilities are listed below:

Alternative Facility	Can Replace this Primary Facility	Street Address	Contact Information
Virtual	Personnel/Admin Offices	Virtual	225-308-3273
Glen Oaks Middle	School Building A	5959 Cadillac Street	225-771-8128
Dalton Elementary	School Building B	3605 Ontario Street	225-308-3273

For **each** alternate facility, all essential resources, equipment, and software that are necessary for resumption of operations at the site is **identified** and plans developed for **securing** those resources. **IT systems** available at the site need to be **tested** for compatibility with school's backup data.

E. Interoperable Communications/Backup Sites

As noted above, the virtual site used as a **temporary alternative site** for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, alternative relocation sites are identified as noted above.

- At an alternative site, Lanier, or Lanier, the lines and services for telephones and computers are **maintained, protected, and backed up offsite** by the district office.
- Hardware and physical lines are **protected** by the fire prevention, humidity controls, temperature controls and electrical generating capacity of the building itself.
- Telephone lines work even during power failures.
- The building has **no sprinkler system**, and the placement of thermostats does *not match* the current office configuration, resulting in wide variations of temperature depending on location.

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F. Vital Records + Retention File

Vital records are **archived** and/or retained on backup data systems stored **virtually**. Vital records are **electronic** and **hard copy** documents that are needed to support essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents.

G. Human Capital Management

School personnel responsible for **essential functions** are to be cross trained to ensure effective implementation of COOP procedures:

- All COOP designated personnel as well as senior staff undergo **annual training** on executing COOP procedures. Training is designed to inform each participant of his/her **responsibilities** (and those of others) during implementation of COOP procedures. It is *essential* that all employees have a clear understanding of what they are supposed to do. Training includes **specific protocols** for identifying and assisting employees with disabilities.
- Designated COOP personnel participate in **exercises** to test academic, physical, and business systems. Training includes testing the **information technology (IT) systems** and backup data including testing of **offsite backup system data** and IT operating systems.
- All school personnel are to be informed of **when** they are expected to be ready to go back to work and/or if they are being **recalled** to support school COOP efforts.

H. Reconstitution

In most instances of COOP implementation, reconstitution is a **reverse execution** of those duties and procedures listed above, including:

- Informing staff that the threat or incident no **longer exists**, providing instructions for the resumption of **normal operations**.
- Supervising an **orderly return** to the school building.
- Conducting an **after-action review (AAR)** of COOP operations and effectiveness of plans and procedures.

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Drop + Cover + Hold Annex

I. Purpose

Drop + Cover + Hold procedures may be used when an incident occurs with **little or no warning**. This action is taken to protect students and staff from **flying** or **falling debris** resulting from explosions, structural failures, severe weather, or an earthquake.

II. Responsibilities

Designated staff members, including teachers and bus drivers, participate in the **development**, **implementation**, and **evaluation** of this procedure.

III. Procedures

A. Indoor Procedure

When indoors, students/staff:

- **Drop** to the floor.
- **Cover** by getting **under** a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, students/staff cover their face and head with their arms.
- **Hold on** to the table or desk until directed to stop.
- When directed by the principal/designee and/or when it is **safe** to do so, staff members **evacuate** students to pre-assigned locations.

NOTE: Staff and students do not use the elevators to evacuate.

B. Outdoor Procedure

When outdoors, students/staff:

- **Move away** from buildings, streetlights, and utility wires. **Drop** to the ground.
- Cover their **face and head** with their arms.
- When directed by the principal/designee and/or when it is **safe** to do so, staff members **evacuate** students to *pre-assigned* locations.

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C. Moving Vehicle Procedure

When in a moving vehicle, drivers/staff:

- **Stop** as *quickly* as **safety permits**.
- Instruct *all* students and staff to **stay** in the vehicle.
- When it is safe to do so, proceed *cautiously* or **evacuate** the vehicle.

Evacuation Procedure Annex

I. Purpose

Evacuation should take place if it is determined that it is safer **outside** than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location **without danger** (playground, football stadium, or off-site location in the community).

Individuals with disabilities who are **self-sufficient** under normal circumstances may have to rely on the help of others in an emergency. The quick, safe, and efficient evacuation of an entire school during an emergency can only be accomplished through careful **planning** and **preparation**. When planning and implementing your building's *Emergency Evacuation Plan*, incorporate the following **suggested** procedures to address any special needs of disabled individuals.

II. Responsibilities

Designated staff members, including teachers and bus drivers, participate in the **development**, **implementation**, and **evaluation** of this procedure.

III. Procedures

A. Actions To Take Prior To Emergency Situations

At the beginning of each school year, each school administration should compile a **list** of those **disabled individuals** who may require assistance in evacuating the building. Update this list at least monthly to reflect any changes that occur during the school year.

- Compile a list of **all students** and **employees** with disabilities that might affect their ability to evacuate safely.
- Prepare **schedules** and classroom **assignments** that locate individuals with mobility impairments in areas closest to an accessible exit or an area of rescue assistance. Institute other scheduling changes that will increase the safety of evacuations.
- Develop a **master schedule** showing the location(s) of those disabled students and employees who require evacuation assistance.

Each school should maintain a master schedule showing the assigned locations of all persons with disabilities who require assistance to evacuate the building. Mark the locations of each affected student and employee on a floor plan diagram. **Update** this schedule to reflect any changes that occur during the course of the year. This schedule should be **maintained** in the main office or at any other assigned locations for emergency preparedness records.

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1. Determine Special Needs

Determine what assistance, if any, each disabled individual may require to safely evacuate the building. When determining the most effective methods of evacuation, consideration should be given to the **size** and **weight** of the individual, **distance** required to reach the assembly area, and **obstacles** such as steps, curbs, streets, intersections, traffic, etc.

- Determine the **number of people** needed to provide the necessary assistance for every disabled individual.
- Determine any **special medical needs** that students and employees may require. Determine if any special equipment or apparatus must accompany the students or employees when evacuated from the building. Compile a list of these special needs and update it, as necessary.
- Inform **staff members** of their **responsibilities**.
- Inform staff members of their responsibilities for **assisting** with the evacuation of **disabled individuals**. Consider the nature and degree of the disabling condition when determining the most appropriate assisting staff members.

For students—In an emergency, the responsibility for assisting the disabled student should be assigned to the **teacher** or **person in charge** of the student at that time. As the student change's locations throughout the school day, responsibility will shift to the next person in charge of the student. School administrators and/or the school nurse may also be appropriate staff members to assist in evacuations.

For employees—Responsibility for providing evacuation assistance for a disabled employee should be assigned to the **staff member** who works closest to the employee. Again, this responsibility will shift as the employee works in different locations of the building throughout the day.

For visitors—Responsibility for providing evacuation assistance to visitors should be assigned to staff members already assigned the duty of **checking areas** of the building (such as lavatories) to make sure that all areas are clear during an emergency. Given unpredictable visitors, those assisting them may not be able to evacuate them on their own. In such cases, the staff member should assist the visitor to an Area of Rescue Assistance and seek assistance from other staff members or from professional rescue personnel.

- Assign an administrative staff member to inform any **emergency responders** (fire fighters, police, etc.) of the **number, identity** and **locations** of any disabled individuals who could not be evacuated from the building and/or those who require special medical attention. Representatives of the school and emergency responders should meet at a prearranged location.
- Assign **backup staff members** for each of these responsibilities.

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2. Practice Emergency Evacuation Procedures

When conducting **monthly evacuation drills**, incorporate all aspects of your evacuation plan for the disabled in at least during **two (2)** drills a year.

During these drills, it may *not* be advisable to evacuate all disabled persons from the building. In certain cases, the potential **risk of injury** may outweigh the **benefits** of conducting the drill. Discuss these health or safety concerns with local fire department representatives. Under these special circumstances, during drills only evacuate those individuals to the appropriate designated **Areas of Rescue Assistance**.

- Evaluate the **effectiveness** of each evacuation drill. Include all students and staff members involved in using the disabled evacuation procedures. Make adjustments and recommend necessary changes to the established procedures in consultation with the appropriate crisis agencies.
- Discuss** and **review** this evacuation procedure **frequently** with all staff members.
- Review and **update** your building's evacuation plan.
- Keep your plan **current** to reflect changes in your building that might impact on the safe evacuation of your building. At minimum, building administrators must **review** and **update** their building's evacuation plan on an **annual basis**.

A. Actions To Take During Emergency Situations

1. School Incident Commander/Principal

- Call** or **designate** another to immediately call **public safety** (9-1-1) (police, fire, and emergency responders) to give notice the school has been evacuated.
- Notify appropriate **district staff** that an evacuation of the school has occurred.
- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the **fire alarm** or by a **public address system** or bullhorn. Make the following announcement:

YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING.

TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.

*TEACHERS, TAKE YOUR **CLASS ROSTER** AND*

*TAKE A **HEADCOUNT** AT THE ASSEMBLY AREA.*

- Determine **evacuation routes** based on location of the incident and type of emergency.
- Communicate **changes** in evacuation routes based on location and type of emergency.

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- Designate staff with assigned **radios** and/or **cell phones** to assist in evacuation procedures.
- Monitor** the situation and provide updates and additional instructions as needed.
- During **inclement weather**, consider requesting buses for sheltering students.
- Communicate when it is **safe** to **re-enter** the building or **re-occupy** a section of the school by bell system, radio transmission, public address system, designated staff or bullhorn.

2. Teachers + Staff

- Instruct students to **exit** the building using the designated emergency exit routes or as directed by the school incident commander/principal. Emergency exit routes should be diagramed on the school floor plan drawing posted near the light switch inside each room.
- Use a **secondary route** if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the school incident commander/principal at the time of the emergency and the evacuation.
- Help those needing **special assistance**.
- Do not lock** classroom doors when leaving, close door and turn off lights. Do not stop for **student** or **staff belongings**.
- Take **class roster, phone lists, first-aid kit, and other emergency supplies** with you.
- Check the **bathrooms, hallways** and **common areas** for visitors, staff or students while exiting.
- Go to **the designated evacuation assembly area** (*minimum of 50 feet* from building is required in fire evacuation and 1000 feet from building for bomb threat, chemical spill inside building or other-directed evacuations).
- When outside the building or inside the building evacuation location, **check for injuries**.
- Account for all students**. Immediately report any missing or injured students to the school incident commander/principal.
- Wait for **additional instructions**.

3. Office Staff

- Take **visitor log** and **student sign-out sheet** to evacuation assembly area.
- Gather **headcount** information from teachers and inform the **school incident commander/principal**.

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4. Executing Emergency Evacuation Procedures

- Never use **elevators**, **chair lifts** or any other system requiring **electrical power** in an emergency.
- In most cases, **delay** exiting persons with disabilities until the exit route is **clear of traffic**. This is for the disabled person's safety as well as for the safety of others. For example, where a person will be carried down sets of stairs, it is much safer to wait until the stairs are free of quicker moving traffic.
- Ensure that appropriate staff members **account for all individuals** with disabilities immediately after notification that an emergency exists. Inform the appropriate administrator immediately of anyone who cannot be accounted for.
- Ensure that appropriate staff members **assist** individuals with disabilities in moving to their predetermined **Areas of Rescue Assistance** and assist them in **exiting** the building.
- Ensure that appropriate staff members assisting individuals with disabilities **remain** with them until the emergency is over.
- Upon arrival of emergency responders, ensure that an administrative staff member meets with them at a **prearranged location** with information on number, identity, and locations of individuals with disabilities who are still in the building. Also, provide a **copy** of the list that describes any special medical needs that students or employees may have as well as any special equipment or apparatus that may be needed.

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Family Reunification Annex

I. Purpose

The *Family Reunification Protocol* is used to ensure a safe and secure means of **accounting** for students and **reuniting** parents/guardians with their children whenever the school facility or grounds is rendered unsafe, and a remote site is needed.

II. Responsibilities

A. School Incident Commander/Principal

- After consulting with an emergency incident commander (local law enforcement, fire, or other emergency official), if applicable, determine the **appropriate pre-designated relocation site(s)**.
- Follow pre-determined **procedures** for **releasing** students.
- Notify a **contact person** at the relocation site(s) to prepare for arrival of students. Designate a **Reunification Site Commander**.
- Request the district office to send personnel to **staff** the reunification site(s). Follow *pre-determined parental notification procedures* such as phone trees, local media channels, automated alert system, cell, or text messaging, etc.

B. Reunification Site Commander

- Establish a **command post**.
- Organize public safety and mental health/crisis **response** staff who will be reporting to the site. Use them to **calm** waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check **identification** of all non-uniformed personnel who arrive to assist.
 - Secure a holding area for arriving students and staff away from waiting family members.
- Set up an **adult report area** for parents/guardians to sign in and to check identification.
- Set up a **student release area** where students will be *escorted* to meet their parent/guardian and sign out.

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- Set up a **mental health area** and direct staff to escort parent/guardian of any injured, missing, or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a **media staging area** and notify the school media liaison of the location.
 - Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- **Only release students to authorized persons after checking proof of identity and signing a student release form.**
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

C. Teachers + Staff

- Provide a list of **evacuated students** to the reunification site staff upon arrival.
- Ensure **special needs students** and staff are assisted.
- Request help if needed.
 - Follow the **instructions** of the reunification site commander or designated staff and/or assist in staffing the site.

III. Other Procedures

- Outline procedures for **releasing students**.
- Maintain current student and staff **emergency information** that details special needs, such as medical or custody issues.
- Store information in a **secure** and **readily accessible** location.
- Outline parental notification methods.

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Lockdown Procedure Annex

I. Purpose

Lockdown is the initial physical response to provide a **time barrier** during an active shooter/intruder event. Lockdown is *not* a **stand-alone** defensive strategy. When securing in place, this procedure involves **barricading** the door and readying a plan of **evacuation** or **counter tactics** should the need arise.

II. Responsibilities

A. School Incident Commander/Principal

- Make the **following announcement** using the building Public Address (PA) system, two-way radio, telephone or megaphone:

YOUR ATTENTION PLEASE.

WE ARE EXPERIENCING EMERGENCY SITUATION AND WE ARE NOW UNDER LOCKDOWN.

- Designate staff to **call 9-1-1**.
 - Identify the name and address of the school and describe the emergency.
 - State the school is locking down.
 - Provide intruder description and weapon(s) if known.
 - Identify the location of the school command post.
- Direct staff to **stay on the phone** to provide **updates** and additional information.
- Notify staff and classes outside to **immediately** move to the **off-site assembly area(s)**, account for the students and be prepared to move to a **relocation site**.
 - Notify the transportation director or contractual bus service to **stop** all *inbound* buses and **redirect** them to designated relocation site(s).
- Notify district office.

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B. Teachers

- Clear the hallway and bathrooms by your room, moving everyone into the **classroom**.
- **Lock** your doors.
- Move any large objects in front of the door to **barricade** door. All moveable items such as chairs should be used as well.
- Take **attendance** and be prepared to notify incident commander of **missing** students or **additional** students, staff or guests sheltered in your classroom.
- **Do not place students in one location within the room**. In the event that a shooter or intruder gains entry, students should **consider exiting** by running past the shooter/intruder.
- Staff and students may utilize methods to **distract** the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.
- Allow no one outside of the classroom until the incident commander gives the "All Clear" signal unless a **life-threatening situation** exists and a means to safe exit is available (through a window or other safe passage).

C. Office Staff

- Stay by the phones to wait for **additional procedures** from district office and incident commander.
- Remotely check **status of classrooms** via PA, telephone, computer or other method.
- Assist the principal or incident commander to establish the school **command** post.

D. Custodians

- **Close** and **lock** all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a **safe** area and lock the door.

If students and school personnel are outside of the school building at the time of a **lockdown**, teachers or other school personnel are to move students to the **designated off-site assembly location**.

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Mental Health + Healing Annex

I. Purpose

Mental health and healing procedures are developed to provide an **emotional catharsis** to students and staff impacted by **trauma** at school or in the community. Following a traumatic event or incident, students, staff, and their families need a **healing process**. As soon as the safety of all involved has been addressed, attention turns to the healing process.

Mental health professionals available in the school community, such as nurses and social workers, should participate in the development, implementation, and evaluation of the school EOP as it relates to this annex. Additional advice may be sought from outside **psychologists** and **mental health** experts.

II. Responsibilities

A. Principal Or District Authority Should Implement The Following Actions

- Staff are to be trained to **recognize** signs of physical and/or mental stress due to trauma.
- Members of a crisis response team are to undergo **in-depth training** to learn how to assist in managing stress due to trauma.
- Parents and guardians are **offered tips** on how to **recognize** signs of physical or mental stress due to trauma.
- Mental health experts **review** and **provide** input into the plan.
- A media or **public information officer** (PIO) is **available** and **trained** to prepare announcements and media releases on the incident and actions taken.
- Principal or designated staff do the following *immediately* after a **serious injury or death** and/or **major incident**:
- Make an initial **announcement** to the entire school, including minimum details and indicating that additional information will be provided.
- Issue **prepared statements** for media, parents, and other community inquiries.
 - Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students, and families.

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- Set up **crisis centers**, designate **private rooms** for private counseling and include outside mental health professionals and clergy to assist with grief.
- Provide **guidelines** to and encourage teachers to **facilitate class discussions** about the incident, allowing students to *openly* discuss feelings, fears, and concerns shortly after the incident.
 - Any students who are excessively distraught should be referred to the crisis response team for counseling.
- Restore **regular school functions** as efficiently and as quickly as possible.
- Accept **donations**. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers diminish considerably as **time passes**. Donations given and not used can always be returned.
- Designate a place for staff, students, and community members to leave **well-wishes, messages, and items**.

B. Teachers + Staff

- Seek **counseling services** if experiencing difficulty coping with the incident.
- Provide **stress management** during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.
- Be prepared for **outbursts** and **disruptive behaviors**. Refer students experiencing stress to counseling.
- Allow for **changes** in normal routine activities and test schedules.

III. Other Special Procedures

A. Hospital/Funeral Arrangements

- Provide staff with information regarding **visitation** and/or **funeral arrangements** (Time, location, customs) when available.
 - If the funeral is scheduled during a school day, all students and staff should be **excused** from school.
- Encourage staff and students to **attend** the funeral to provide **support** for the family, bringing closure to the incident.
- Designate staff person(s) to **visit** the hospital and/or **attend** the funeral to represent the school.

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B. Post-Incident Procedures

- Allow for **changes** in normal routines or schedules to address injury or death; however, recommend students and staff return to their **normal routine** as soon as possible after the incident.
- Follow up with students and staff who **receive counseling** and refer them to outside mental health professionals as needed.
- Discuss and **approve memorials** with the school board's consent. **Donate** all remaining memorial items to charity.

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Reverse Evacuation Procedure Annex

I. Purpose

Reverse evacuation should occur when conditions are **safer inside** the building than outside, generally when conditions involve **severe weather, community emergencies, gang activity** or a **hazardous material release** outside of the school building.

II. Responsibilities

A. School Incident Commander/Principal

- Order a reverse evacuation for students and staff outside to move inside the building. Use the building Public Address (PA) system, megaphone, two-way radio, telephones, or runners to **gather students** and **staff** inside.
- Notify the **district office** of the situation.
- Notify **public safety** by calling 9-1-1: local law enforcement, fire, and emergency services responders, as appropriate.
- Designate staff to **monitor** radio, Internet, and other media for information on incident conditions.
- **Close** and **lock** all exterior doors and windows.
- Maintain contact with **public safety** officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as DROP + COVER + HOLD or SHELTER-IN-PLACE.

B. Teachers + Staff

- *Immediately* **move students** back to classrooms or safe areas using the closest entry.
- No students or staff should be outside the building. **Close** and **lock** all exterior doors and

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windows.

- If movement into the building presents a danger, teachers, and staff outside direct students to **designated assembly areas** or **off-site assembly areas**.

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- Teachers take **attendance** and **account** for students; reporting any **missing students** to the school incident commander/principal.
- Wait for **further instructions** from the school incident commander/principal or from a public safety official. Monitor the main entries until the “**All Clear**” is given.

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Shelter-In-Place Annex

I. Purpose

The shelter-in-place procedure provides a **refuge** for students, staff, and the public **inside** the school building during an emergency. Shelters are located in areas of the building that *maximize* the **safety** of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

II. Responsibilities

A. School Incident Commander/Principal

- Make the **following announcement** using the building public address system, two-way radio, telephone or megaphone:

YOUR ATTENTION, PLEASE.

WE ARE EXPERIENCING AN EMERGENCY SITUATION AND

NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES.

STUDENTS AND STAFF ARE DIRECTED TO MOVE TO

THE DESIGNATED SHELTER LOCATIONS AND SAFE AREAS.

ALL STAFF AND STUDENTS OUTSIDE ARE TO

IMMEDIATELY MOVE TO AN INSIDE ROOM.

- Order a reverse evacuation for students and staff outside to **move inside** the building. Use the building Public Address (PA) system, megaphone, two-way radio, telephones, or runners to **gather staff** and **students** inside.
- Direct staff to **close** all windows and doors.
- If warranted, order the **shut-off** of heating, ventilation, and air conditioning systems to **stop** the inflow of outside air into the building.
- Notify **district office** the school is sheltering-in-place.
- Designate staff to monitor radio, Internet, and other media for **information** on incident conditions that caused the SHELTER-IN-PLACE.

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- Contact and consult with **public safety officials** as appropriate.
- Be prepared to announce **additional procedures** due to **changing conditions** of the incident, such as DROP + COVER + HOLD or to announce an **“All Clear.”**

B. Teachers + Staff

- Move students into designated **safe areas** such as **inside rooms** with **no windows**, bathrooms, utility closets or hallways without large windows or doors.
- **Close** classroom doors and windows when leaving.
- Have everyone **kneel down** and ready to cover their heads to protect from debris, if appropriate.
- If outside, teachers' direct students into the **nearest school building** interior safe area or other appropriate shelter.
- For severe weather, if there is no time to get into a building or shelter, attempt to **squat or lie low** in the nearest ravine, open ditch, or low spot away from trees and power lines.
- If movement into the building exposes persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas *upwind* or *crosswind* from the spill.
- Move students from **mobile classrooms** to an **interior safe** area in a permanent structure.
- All persons **must** remain in the shelter until notified by the school incident commander/principal or public safety official that it is **safe** to exit.

C. Custodians

- **Shut off** utilities as directed by school incident commander/principal or public safety official.
- Turn off **ventilation systems** (heating, ventilation, and air conditioning) as directed and if appropriate.
- Post **SHELTER-IN-PLACE** cards at the primary entrances to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring. For example, such cards should not be used with an ACTIVE SHOOTER, INTRUDER or during an incident involving a person intent on **violence** known to be in the school building and not yet contained.

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Hazard- + Threat-Specific Annexes

Hazard-and-threat specific annexes provide *unique* **procedures**, **roles** and **responsibilities** that apply to a *specific hazard*. They often include provisions and applications for **warning** the public and disseminating emergency public information.

Hazard- and threat-specific annexes do not *repeat* content but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise **simple procedures** that apply to all hazards.
- The hazard-specific annexes present *only* **hazard-unique** information. Repeating procedures increases the possibility of inconsistencies in procedures that could lead to **confusion** during an incident.
- The plan becomes larger and **more difficult** for users to comprehend.

Schools **customize** hazard-and-threat specific protocols to fit their **unique** circumstances. Planning, training, drills, and Tabletop exercises conducted with local emergency and safety officials assists in the development of *effective* **procedures** and **protocols**. These activities also help a school **evaluate** the appropriateness of the procedures in the plan and assist with modifications or updating as necessary to ensure that procedures are sufficient to provide a **safe environment** for students, staff and visitors.

Hazard- + Threat Specific Annexes include:

• Active Shooter Annex	94
• Bomb Threat Annex	98
• Bus Accident Annex	102
• Chemical Or Hazardous Materials Spill Annex	106
• Explosion Annex	112
• Fire Annex	114
• Flood Annex	116
• Intruder/Hostage Annex	120
• Medical Emergency Annex	124
• Severe Weather Annex	126
• Terrorism Annex	128

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Active Shooter Annex

I. Purpose

An active shooter or armed assailant on school property involves one or more individual's intent on causing **physical harm** and/or **death** to students and staff. Such intruders may also possess a **gun**, **knife**, **bomb**, or other **harmful device**. An active shooter situation results in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is *critical* to follow the instructions of, and cooperate with, the law enforcement officer who – upon arrival - becomes the incident commander with jurisdiction over the scene. The school is a **crime scene** and requires a thorough **search** and **processing**.

II. Responsibilities

A. School Incident Commander/Principal

- Direct staff to **call 9-1-1**
 - Give the **name** and **exact location** of the school
 - Nature of the emergency
 - Number and description of **intruders** (if known)
 - Type of **weapon(s)**
 - **Area** of the school where last seen
 - **Actions** taken by the school
 - Whether there are **on-site security** or law enforcement officers (e.g., DARE, school resource officer)
 - Caller remains on the line to provide updates
- Secure the administration office as a **command post** and retrieve critical information and data about the school's emergency systems, including:
 - Communications.
 - Staff and student locations.
 - Detailed floor plans.

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- Other important information.
- Documents.
- Items and supplies that are prepared and readily available for use during the incident.
- If the incident is occurring at the administration office, designate an **alternate command** post.
- Direct office staff to **maintain contact** with teachers reporting pertinent emergency information via **text, cell phones, classroom phones, and/or email**.
- Notify the superintendent's office and request **activation** of the communications plan for media and parent notification protocols.
- Refer media to:

Angela Beck	225-910-3891
District Spokesperson	Telephone Numbers (home, work, mobile)

- Determine **appropriate procedure(s)**: (LOCKDOWN; INTRUDER/HOSTAGE SITUATION; SHELTER-IN-PLACE).
- Direct staff and students outside the building to move *immediately* to **predetermined assembly area(s)** and be prepared to EVACUATE to an off-site relocation center.
- Direct support staff outside to **stop pedestrians** and **vehicles** from entering the school grounds until law enforcement arrives.
- Ensure that any **buses** en route to the school are **redirected** to a designated relocation site.

B. Teachers + Staff

- Initiate LOCKDOWN procedure if **instructed** by school incident commander/principal or law enforcement incident commander.
- If you are the *first* to note indication of an armed intruder, immediately **CALL 9-1-1**, then **notify** the school incident commander/principal and go to LOCKDOWN.
- Gather information about **your classroom's immediate situation**. **Account** for all students or **other individuals** sheltered in your room.
- **Assess** your ability to EVACUATE the building.

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- If there is no safe manner to EVACUATE the building, have students remain in LOCKDOWN until personally given the “**All Clear**” by the incident commander or a law enforcement officer in uniform.
- If an active shooter or intruder enters the classroom use **whatever** means necessary to keep your **students safe**. This may include any and all forms of resistance to the threat.
- If an intruder enters and begins shooting, *any* and *all* actions to stop the shooter are **justified**. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to create confusion, exiting out windows and confronting (assault, subdue, choke) to stop the intruder. **Tell students to get out any way possible and move to another location.**

III. Other Procedures

- After the active shooter/intruder(s) is **subdued**, the school incident commander/ principal in consultation with the law enforcement incident commander announces an EVACUATION and **relocation** to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, **emergency medical personnel** take control of the scene and directs services as appropriate.
- The school incident commander **notifies** officials at the relocation site of the EVACUATION and to **activate** FAMILY REUNIFICATION protocols.
- The school incident commander requests **bus transportation** or alternate transportation to the relocation site.
- The school incident commander activates the **communications** plan to deal with media and parent notification protocols and directs parents to the relocation site.
- Teachers EVACUATE the building using the **designated exit routes** and **alternate routes** to the assigned assembly areas, take **attendance** and move to the buses for **transport**.
- The school incident commander activates the **crisis response team** and active MENTAL HEALTH AND HEALING **procedures** and/or notifies area mental health agencies to provide counseling and mental health services at the relocation site.
- The school incident commander debriefs appropriate school personnel.
- The superintendent or designee, in consultation with law enforcement officials, determines when the school can resume normal activities and communicates the information to parents and the public.

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Bomb Threat Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to protect staff, students, and school property in the event of a communicated threat regarding the presence of **improvised exploding devises** (IED) on school property. This may include *any explosive device* of an **incendiary, chemical, biological, or radioactive** nature. A bomb threat results in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is *critical* to follow the instructions of, and cooperate with, the law enforcement officer who – upon arrival – becomes the Incident Commander with jurisdiction over the scene. The school is a **crime scene** and requires a thorough **search** and **processing**.

II. Responsibilities

A. Staff Who Received A Message That A Bomb Has Been Placed In School

- Ref DHS BOMB **threat call procedures** and bomb threat checklist brochure: http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf
- Make a record of the **exact wording** of the threat.
- Ask in a clear and calm voice:
 - *Where is the bomb located?*
 - *What kind of bomb is it?*
 - *What will make it explode?*
 - *When will the bomb explode?*
 - *Who is calling* (name and address)?
 - *Did you place the bomb?*
 - *Why are you doing this?*
- If the threat is made by phone, listen **closely** to caller's voice and speech patterns and to **noises in background**. Make a record of that information.

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- If the threat is made by phone and the caller hangs up, *immediately dial *69 [or the appropriate number]* to trace the call.
- **Notify** the incident commander/principal or designee and/or **call 9-1-1**.

B. School Incident Commander/Principal

- Notify law enforcement, fire and emergency services by calling 9-1-1. if not already notified. Assign staff to meet and **brief** emergency responder agencies.
- Notify staff through the Public Address system:

YOUR ATTENTION PLEASE.

A BUILDING EMERGENCY IS IN EFFECT.

ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE.

- If a suspicious item is located, determine if EVACUATION procedures should be activated, selecting routes and assembly areas away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM**. Or determine if further response should await arrival of law enforcement and other emergency services. See subsection D below.
- If EVACUATION occurs, students and staff must be evacuated to a **safe distance outside** of school building(s) **Minimum 1,000 feet** is the general rule. [Consult with local law enforcement and fire officials.]
- Arrange for person who found a suspicious item to **talk** with law enforcement official.
- **Notify** the superintendent.
- Active communications plan to **inform parents, media and community** of incident as determined in consultation with law enforcement.

C. Teachers + Staff

- Check classrooms, offices and work area for suspicious items and **report** any findings to the school incident commander/principal.
- If a suspicious item is found – **DO NOT TOUCH IT**. **Secure** the area where the item is located.
- **Account** for students and be prepared to EVACUATE if ordered. EVACUATE using standard procedures and **exit routes to assembly area**.
 - Open classroom windows and leave classroom doors **open** when exiting.
- Take attendance after being EVACUATED. Be prepared to report the names of any **missing persons** to school administration.

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- Keep **students together** at the assembly area until given further instructions.
- Be prepared to go to **off-site relocation** if ordered.
- **If given the “All Clear” signal, return to the building and resume normal operations.**

D. Incident Commander/Law Enforcement + Fire + Emergency Agencies

Once emergency responders are on scene, decisions must be made to:

- EVACUATE *immediately*, if this has not already occurred and if warranted, **selecting routes** and **assembly areas** away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM.**
- Speak to staff who received the threat and **obtain information**. Search the building.
- If a search is to be conducted, **assemble**, and **brief** a search team at the interior command post. Assign **search** areas within the building, the emergency exit routes and the outside assembly areas.
- If a **suspicious** item is located, order an EVACUATION if that has not already occurred.
- No one may re-enter the building(s) until **fire** or **law enforcement** personnel declare it is **safe** to do so.
- After consulting with the superintendent and school incident commander/principal, determine if staff and students are to be relocated to an **alternative safe site**.
- If danger is over, notify staff and students of the **termination** of the emergency and to **resume normal operations**.

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Bus Accident Annex

I. Purpose

School bus accidents may occur both **within** the geographic boundaries of the district or **outside** the district (field trips, interscholastic activities). While data continue to show that school buses are the *single safest mode* of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well **trained**. Each bus should include a **first-aid kit, fire extinguisher, flashlight** and **batteries** and **emergency warning devices** (road flares and reflective devices, such as triangles and vests). The purposes of these procedures are to:

- Provide a **standardized approach** in the management of school bus accidents.
- Provide **emergency care**, as appropriate for the incident, while making the most efficient use of available resources.

II. Responsibilities

A. Bus Driver

- Call **bus garage** or **appropriate school personnel** [by radio or other established means per policy] and 9-1-1 emergency services (local law enforcement, fire, ambulance), as required. Give exact location of accident, along with information about **severity, injuries, hazards** and **resources** needed.
- Set parking **brake**, turn off **ignition switch** and activate **hazard lights**. Remain calm and reassure students and/or other passengers.
- Be alert to the potential for, and check conditions that could cause, a **fire** or other hazardous situation.
- Use or deploy **warning devices** as appropriate.
- Determine if evacuation of the bus is warranted. All passengers remain in the bus unless **fire** or other **hazardous condition** exists requiring evacuation and/or relocation to safer location.
 - It is *extremely important* that injured persons are not moved unless a hazard exists that presents an **imminent danger** of further injury.
- Provide **first aid** as needed.
- Regularly **update** school or emergency personnel on situation and conditions. If students/passengers are transferred to another location (hospital, shelters, another bus),

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record and **report information**, including who was transported and location, to bus garage or appropriate school personnel.

- Protect **passengers** and the **vehicle** from *further* accident and injuries. Protect the **scene** from traffic and people so that evidence is not destroyed. Under normal circumstances, the vehicle(s) involved should not be moved until law enforcement personnel advise the driver to do so.
- Cooperate with directions of emergency responders. Complete an **incident report** after incident is resolved.

B. Principal/School Incident Commander

- Dispatch appropriate **transportation** or other **staff** to the accident location. Assess level of support or resources needed and make it available.
- Obtain **names** of students/passengers, conditions, locations if removed from the site and report to district or other designated staff for instituting **parental notifications** and **information sharing** with media or others, as appropriate
- Ensure that **special health** or **medical information** is provided to appropriate medical providers.
- Instruct designated staff to **accompany** injured students to hospital, if needed. Determine if FAMILY REUNIFICATION procedures are to be activated.
- Determine if MENTAL HEALTH AND HEALING procedures are needed.

III. Other Procedures Of General Operations

- Emergency services agencies (law enforcement, fire, EMS), if called, **take charge** of the accident scene upon their arrival. A school representative (the superintendent, principal or designated person with decision-making authority) is dispatched to the accident scene (distance and time permitting)
- **Communication** with parents and childcare providers is *critical* since a late school bus always arouses some anxiety. The incident commander in charge of the incident decides when the school can begin individual parental notification.
- All injured and potentially injured persons (as determined by EMS personnel) are **transported to area hospitals**. The number of ambulances used, and hospital destinations are determined by on-scene emergency services personnel. The following guide can be utilized to determine mode of transport:

Triage	Priority	Mode of Transport
Red	Immediate	Ambulance/Helicopter
Yellow	Delayed	Ambulance
Green	Walking Wounded	Bus or Other
Black	Deceased	Coroner

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NOTE: The responsibility for the determination of injuries and potential injuries for any person involved in the accident rests with the highest appropriately trained on-scene EMS personnel.

- If emergency response authorities at the scene determine that the accident is *minor* in nature (little or no damage to school bus, estimated forces involved suggest no mechanism for injury, no complaints, or signs of injury), every effort is made to **avoid unnecessary transport** of the children to **area hospitals**. In that event, the school representative at the scene has to have custody and control of the children (*under 18 years of age*) and has the **option** to sign a release form **declining** hospital transport.
 - The form utilized lists the names of all children evaluated by EMS personnel, and found to lack mechanism of injury, signs of injury AND have no complaints of injury. The school provides, for inclusion with this procedure, a list of individuals that have been granted the authority to act as the **school's designee** at the accident scene. **No bus drivers are to be included on the list.**
 - In the event that a list has not been provided, the Incident Commander may **verify** the authority of any representative by contacting the appropriate school/District Office. Anyone claiming to be the school designee but whose name is not included on the list, or whose authority cannot be verified, **is not permitted** to sign the refusal. Any child not listed on the release form is transported to a hospital for further evaluation.
- In the event that the school representative **signs** the release form for all passengers on the bus at the time of the accident, a driver and school bus not involved in the accident is **dispatched** to the scene to continue student transportation.
- In the event that the school representative is, for any reason, unable to sign the release form or if there is greater potential for mechanism of injury, *all* passengers are transported to the *closest* appropriate hospital(s) for **further evaluation**. Anyone not requiring an ambulance is transported in the following manner:
 - A **driver** and **school bus not involved** in the accident is dispatched to the scene on the request of the Incident Commander and School.
 - EMS personnel, with at least **one (1)** or *more* EMTs, is placed on the bus with the passengers and an ambulance follows the bus to the hospital.
 - If a passenger's condition *suddenly deteriorates*, the bus is stopped, and the passenger receives **emergency** care and is placed in the **ambulance** for further care and transport to the hospital.
 - The bus then continues to the hospital with the remainder of the passengers.
 - **Additional ambulances** may be assigned to the bus based on need and available resources.

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Chemical Or Hazardous Materials Spill Annex

I. Purpose

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate **inside** or **outside** the **building**. Examples include toxic **leaks** or **spills** caused by tank, truck, or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills. The purpose of this annex is to ensure that there are procedures in place to **protect** staff/students and school property in case of a chemical or hazardous materials spill.

II. Specific School Information

Currently, **disinfectants** are all **used** and **stored** on school grounds as follows: **custodial closet**. The school's maintenance team, custodian or designated staff inspects stored chemicals twice a month. The **school siren** acts as a warning system to notify staff/faculty and students of a hazardous condition.

Lanier Elementary is aware of the following **conditions** in the surrounding community that could subject the school to a chemical or hazardous materials spill at a Refinery, Pipeline, and/or Baton Rouge Airport.

The school incident commander/principal determines if and when the following operational functions or procedures are activated in the event of an **external** chemical or hazardous spill:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**
- **Reverse Evacuation**
- **Shelter-in-Place**

Or, if there is an **internal** chemical spill, whether the following procedures may be activated:

- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**

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II. Responsibilities

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A. Procedures For An External Chemical Or Hazardous Spill

The principal determines the need to **activate** the school EOP and designate a school incident commander until a qualified HAZMAT or other emergency incident commander arrives at the scene with jurisdiction over the incident. Once an emergency incident commander arrives, it is *critical* to follow the **instructions** of, and **cooperate** with, that incident commander.

If the chemical spill is **external**, the school takes the following steps:

1. School Incident Commander/Principal

- **Call 9-1-1 and LA State Police HAZMAT Hotline: 877-925-6595;**
 - **Notify local law enforcement and emergency responders.**
 - Determine what procedures to activate, such as a REVERSE EVACUATION and SHELTER-IN-PLACE.
- Notify maintenance/building, custodial and grounds staff to **shut off mechanical ventilating systems**, if appropriate.
- Take appropriate action to **safeguard** school property.
- Notify appropriate school personnel (superintendent/policy group) of the status and actions taken and keep them **updated** of any **significant changes**.
 - Activate **internal** and **external communications plan**.
- **Monitor** radio, television, Internet and/or other means of information and report any developments to the incident commander.
- If it is determined that conditions warrant an EVACUATION, issue instructions for **relocating** to a safer location by means of walking, buses, and cars.
- **Notify** relocation centers and determine an **alternate relocation center** if necessary.
- Disseminate information about the incident and **follow-up actions** such as where students/school have relocated and institute FAMILY REUNIFICATION procedures, if needed.
- Do not allow staff and students to return to the building until proper authorities have determined that it is **safe** to do so and given the “**All Clear**” signal after the threat has passed.
- Determine whether school is **closed** or remains **open**.
- Implement **additional procedures** as instructed by the school and/or emergency incident commander.
- **Document** all actions taken.

2. Teachers + Staff

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- Move students **away** from immediate vicinity of danger.
- Implement REVERSE EVACUATION if students are **outside**; observe **wind direction** by observing flags or leaves and move students appropriately. Execute SHELTER-IN-PLACE **when instructed** by the incident commander.
 - **Remain** with students throughout the incident.
- Report any **missing** or **injured** students to the incident commander.
- Remain in safe area until the “**All Clear**” signal has been issued.
- In the event of building damage, evacuate students to **safer areas** of the **building** or **from the building**. **If evacuation does occur, do not re-enter the building until an “All Clear” signal is issued.**
- **Document** all actions taken.

B. Procedures For An Internal Chemical Or Hazardous Spill

The principal determines the need to activate the school EOP and designates a school incident commander until a qualified HAZMAT or other emergency incident commander arrives at the scene with **jurisdiction** over the incident. Once an emergency incident commander arrives, it is critical to follow the instructions of, and cooperate with, that incident commander.

If the chemical spill is **internal**, the school takes the following steps:

1. Person Discovering The Spill

- Alert others in **immediate** area and **leave the area**.
- **Close windows** and **doors** and **restrict access** to affected area.
- Notify principal/teacher/safety officer or call 9-1-1, if appropriate.
 - **Do not attempt** to clean the spill.
- Seek first aid if contact with spill occurs.

2. Incident Commander Actions

- Notify the **local fire department** and local/State departments of **public health**.
- Provide the following information:
 - **Lanier Elementary** and **4705 Lanier Drive**, including nearest **cross street(s)**.
 - **Location** of the spill and/or materials released; **name of substance**, if known.
 - **Characteristics** of spill (color, smell, visible gases).

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- **Injuries**, if any.
- Determine what **procedures** to activate, such as EVACUATION. Notify local **law enforcement** of intent to evacuate.
- Avoid **exposure** to the chemicals or hazardous fumes or materials in any EVACUATION.
- Notify maintenance/building/custodial and grounds staff to **shut off mechanical ventilating systems**, as appropriate.
- Notify the principal, superintendent/policy group of the status and actions taken and keep them **updated** of any **significant changes**.
- Activate **internal** and **external communications plan**.
- Issue instruction if **students** are **evacuated** to a safer location by means of walking, buses and cars.
- Do not allow staff and students to return to the building until proper authorities have determined that it is **safe to** do so and given the “**All Clear**” signal the threat has passed.
- Address **cleanup needs** and actions with appropriate fire, safety and/or emergency services personnel.
- Determine whether school will **close** or remain **open**.
- **Document** all actions taken.

3. Teachers + Staff

- Move staff and students **away** from the **immediate danger zone** and keep staff and students from entering or congregating in danger zone.
- Report **location** and **type** (if known) of the hazardous material to incident commander.
- Execute EVACUATION and **relocation procedures** when instructed by the incident commander *unless* there is a **natural** or **propane gas leak** or **odor**.
 - If a natural or propane gas leak or odor is detected, **evacuate immediately** and notify the principal/incident commander.
- Take class **roster**, **first-aid kit** and any other **supplies** or **resources** relevant to the incident.
- Check that all students have **left** the building. **Students are not to be left unattended at any time during EVACUATION.**
- Upon arrival at evacuation site take **attendance**. Notify incident commander or designee of any **missing** or **injured students**.
- **Remain** with students throughout the incident.

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- **Do not return to the building until emergency response personnel have determined it is safe and issued an “All Clear” signal.**
- **Document** all actions taken.

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Explosion Annex

I. Purpose

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard. An explosion may require the activation of **several procedures**, including:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**

Any staff, student or visitor discovering an explosion activates the **fire alarm, reports** the explosion to the principal and **calls 9-1-1** for emergency services if injuries are apparent. Once an emergency incident commander arrives (police and/or fire), it is **critical** to follow the **instructions** of, and **cooperate** with, the incident commander who has jurisdiction at the scene.

No one may re-enter building(s) until it is declared safe by the fire department.

II. Responsibilities

A. Incident Commander/Principal

- **Call 9-1-1 to confirm** the alarm, identify the **Lanier Elementary** and **location**, provide **exact location** of the explosion, if any staff or students are **injured** and inform emergency services (police and fire) the building is being **evacuated** and identify the location of the **school command post**.
- **Activate** an EVACUATION.
- Ensure that staff, students, and visitors **immediately evacuate** the building using **prescribed routes** or **alternate routes** due to building debris to the assembly areas.
- Assembly areas may need to be relocated if the building collapses or if there are **unsafe** areas from the explosion or continued explosions.
- Notify the district office and institute **communications plan**.
- Designate staff to take the **visitor log, student sign-out** sheet and the **critical incident response documents, information, items, supplies** to the **designated** school command post.

Lanier Elementary Emergency Operations Plan

- Designate staff to obtain student roll from teachers and identify any **missing** students.
- If safe and appropriate to do so, direct designated staff to **shut off utilities**.
- Notify and provide regular updates to staff and students of the status of the emergency.
- Upon consultation with superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an **off-site evacuation** to a designated *primary* relocation center.
- If relocation occurs, **activate** FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on plan to **return to** the building and resumption of normal operations.
- **Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the “All Clear” signal after the threat has passed.**

B. Teachers + Staff

- Take the **class roster**, **first-aid kit** and any other **supplies** or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use **alternate** escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with **functional needs**.
- **Close** the classroom door and **turn out** the lights upon exiting and **confirm** all students and personnel are out of the classroom.
- Take **attendance** at the assembly area. Report any **missing** students or **staff members** and/or any **injuries** to the principal and/or emergency incident commander at the scene.
- Keep class **together** and wait for further instructions.
- **Remain in safe area until the “All Clear” signal has been issued. Be prepared to move students if an off-site relocation is ordered. Be prepared to move the students if the situation warrants it.**
- No one may re-enter building(s) until it is declared **safe** by the fire department.

Lanier Elementary Emergency Operations Plan

Fire Annex

I. Purpose

Lanier Elementary has a policy and procedures governing **fire drills** and conducts fire drills as required by law. All staff are trained on how to **respond** in the event of a fire.

- Any staff discovering fire or smoke activates the fire alarm and **reports** the fire to the principal or **calls 9-1-1** if conditions require and/or injured are in need of medical assistance.
- Staff, students, and visitors *immediately* **evacuate** the building using **prescribed** or **alternate routes** to the assembly areas.
- **No one may re-enter building(s) until it is declared safe by the fire department.**

Once an emergency incident commander arrives (fire department), it is *critical* to follow the **instructions** of, and **cooperate** with, the incident commander who has jurisdiction at the scene.

II. Responsibilities

A. Incident Commander/Principal

- Call or direct staff to **call 9-1-1**
 - Confirm the alarm is active
 - Identify the **Lanier Elementary** and **4705 Lanier Drive**
 - Provide **exact location** of the fire or smoke
 - Identify if any staff or students are **injured**
 - State the building is being **evacuated**
 - Identify the location of the **school command post**
- **Activate** an EVACUATION.
- Ensure that staff, students, and visitors *immediately* **evacuate** the building using **prescribed** or **alternate routes** due to building debris to the assembly areas.
- Assembly areas may need to be **relocated** if the building or portions of it collapse or if there are unsafe areas from the fire.
- Notify the district office and institute **communications plan**.

Lanier Elementary Emergency Operations Plan

- Direct office staff to take the **visitor log**, student **sign-out sheets** and *critical incident response* documents, **floor plans**, information, items, supplies to the **designated school command post**.
- Designate staff to obtain **student attendance** from teachers and identify any **missing** students.
- Upon consultation with superintendent, fire department and law enforcement officials, and if necessary due to **unsafe conditions**, direct an **off-site evacuation** to a designated **primary relocation center**.
- If relocation occurs, **activate** FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on plan to **return** to the building and resumption of normal operations.
- **Do not allow staff and students to return to the building until the fire department or emergency incident commander with jurisdiction over the scene has determined that it is safe to do so and given the “All Clear.”**
- Notify staff of the status of the emergency, if they can return to the building and when **normal operations** can resume.

B. Teachers + Staff

- Take the **class roster** and **first-aid kit** and any other **supplies** or resources relevant to the incident and lead students as *quickly* and *quietly* as possible **out of the building** to the designated assembly area(s).
- Use **alternate** escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with **functional needs**.
- **Close** the classroom door and **turn out** the lights upon exiting and **confirm** all students and personnel are out of the classroom.
- Take **attendance** at the assembly area. Report any **missing students** or **staff members** and/or any **injuries** to the principal and/or emergency incident commander at the scene.
- Keep class **together** and wait for further instructions.
- **Remain in safe area until the “All Clear” signal has been issued.**
- No one may re-enter building(s) until it is declared **safe** by the fire department.

Lanier Elementary Emergency Operations Plan

Flood Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to **protect** staff/students and school property in case of a **flood**.

The **East Baton Rouge Parish** Office of Homeland Security and Emergency Preparedness (OHSEP), the National Weather Service and other Federal cooperative agencies have an *extensive* **river** and **weather** monitoring system and provide **flood watch** and **warning** information to the school community via radio, television, Internet, and telephone. In the event of a flood, the principal/school incident commander activates the school EOP.

The school **siren** acts as a warning system to notify staff/faculty and students in case of **imminent** or **confirmed** flooding, including that due to **dam failure**. If there is a loss of power, a compressed air horn or megaphone and two-way radios serve as backup alerting/ communication devices.

Operational functions or procedures that may be activated in the event of a flood include the following:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Family Reunification**
- **Mental Health and Healing**
- **Medical Emergency**
- **Reverse Evacuation**
- **Shelter-in-Place (if safe to do so and evacuation *without* external assistance is not possible)**

II. Responsibilities

A. Principal/School Incident Commander

- Review circumstance and conditions and determine appropriate procedures to activate.
- Determine if EVACUATION is **required** and can be **safely** done.
- Call or instruct staff to **call 9-1-1** notify local law enforcement, fire, and emergency services of **intent to evacuate**, the **location** of the relocation site and the **route** and means to be taken to that site.
- Delegate a **search team** to ensure that all students have been located and/or evacuated.
- Activate internal and external **communications plan**.

Lanier Elementary Emergency Operations Plan

- Designate staff to **monitor** radio, Internet and media for flood information and report any developments.
- Update staff, administration, and emergency responders of any **significant changes** in operations or conditions.
- Issue **transportation** instruction if students are evacuated to a safer location by means of buses and cars.
- Notify the superintendent/policy group of the **status** and **action taken**. Notify **relocation centers** and determine an alternate relocation center, if needed, if primary centers are also flooded.
- **Activate** FAMILY REUNIFICATION procedures.
- Implement **additional procedures** as instructed by the emergency incident commander with jurisdiction over the scene.
- Designate staff to take appropriate action to **safeguard school property**. Determine if school will be **closed** or remain **open**.
- **Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.**
- **Document** all actions taken.

B. Teachers + Staff

- Execute **evacuation procedures** when instructed by the principal or incident commander.
- Take the **class roster** and **first-aid kit** and any other supplies or **resources** relevant to the incident.
- Take **attendance** before leaving the classroom.
- Lead students as *quickly* and *quietly* as possible out of the building to the **designated assembly area(s)**.
- Use alternate escape routes if the regular route is blocked or there is a **safety hazard**.
- Assist or designate others to assist students with **functional needs**. **Remain** with students throughout the evacuation process.
- Upon arrival at the assembly site, **take attendance**. Report any **missing** or **injured** students to the incident commander.
- **Do not return to the school building until it has been inspected and determined safe by proper authorities.**
- **Document** all actions taken.

Lanier Elementary Emergency Operations Plan

C. Bus Drivers

- If evacuation is by bus, do **not** drive through **flooded streets** and/or roads.
- Do **not** attempt to **cross bridges, overpasses** or **tunnels** that may be damaged by flooding.
- If caught in an unavoidable situation, seek **higher ground** *immediately*. If the bus stalls and water is rising **abandon** the bus and seek higher ground *before* the situation worsens.
- Use **two-way radios** to communicate with the principal/school incident and/or emergency incident commander.
- **Document** all actions taken.

Lanier Elementary Emergency Operations Plan

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Intruder/Hostage Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to **protect** staff/students and **school property** in the event an **unknown** person (intruder) is found on school grounds or in the school building and in the event of a **hostage** situation. It is critical that all staff know how to handle coming into contact with an unknown person who may be an intruder with **violent intent** on school property, and what to do in a hostage situation.

If the incident involving an intruder or hostage situation results in law enforcement being contacted and activated, it is *critical* to follow the **instructions** of, and **cooperate** with, the law enforcement official who – upon arrival – becomes the incident commander with jurisdiction at the scene.

II. Responsibilities

A. All Staff Should Be Trained To Take Action When An Unauthorized Person Enters School Property

- If time permits, **notify** the principal/school incident commander/school resource officer (SRO) and follow their instructions.
- If staff member approaches unknown person/intruder, ask another staff person to **accompany** and **assist**.
- Politely greet person/intruder and **identify yourself**. Ask person/intruder the **purpose** of his/her visit.
- Inform person /intruder that *all* visitors must **register** at the main office; direct and accompany him/her to the office.
- If person/intruder's purpose is not legitimate, ask him/her to **leave**. Accompany intruder to exit.

If unknown person/intruder refuses to leave:

- Do **not antagonize** the person/intruder and explain consequences of staying on school property.
- **Walk away** from person/intruder if he/she indicates a potential for **violence**. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a **weapon** or **package**).
- Maintain **visual contact** with intruder from a **safe** distance.

Lanier Elementary Emergency Operations Plan

- Notify SRO and school incident commander/principal or **call 9-1-1** and alert law enforcement.
- Give law enforcement **full description** of intruder. (Keep intruder unaware of call for help if possible).
- School incident commander/principal notifies superintendent and may issue LOCKDOWN or other **appropriate procedures**, depending on conditions, and/or as instructed by law enforcement.

B. Hostage Situation Involves One Or More Persons Being Held Against Their Will By One Or More Individuals. The Goal Is To Ensure Safety Of Students + Staff + Others At The School And Prevent The Hostage(s) Being Moved Away From The School. All Staff Should Be Aware Of What To Do In The Event Of A Hostage Situation

- If hostage taker is unaware of your presence, **do not intervene**.
- Notify the principal/school incident commander/school resource officer or **call 9-1-1** if **unable** to reach school authorities.
- If school personnel or students are taken hostage, **follow instructions** of hostage taker.
- Try not to panic. **Calm students** if they are present. Treat the hostage taker as normally as possible.
- Be **respectful** to hostage taker.
- Ask **permission to speak** and **do not argue** or make suggestions.

C. Principal/School Incident Commander

- **Call 9-1-1** immediately. Give dispatcher details of situation; description and number of intruders, exact **location** in the building and that the school is in LOCKDOWN or taking **other action** if appropriate (such as EVACUATION if hostage taker has a bomb). Ask for assistance from **hostage negotiation team**.
- Announce LOCKDOWN or **other procedure** if conditions warrant.
- Ensure staff outside are notified of the situation and to **move students** away from the building to outside assembly areas.
- Isolate the area and try to determine if **weapons** are involved, if possible. **Redirect** any buses en-route to the school to an alternate location.
- Notify superintendent and activate **communications plan**. Give control of scene to police and hostage negotiation team. Ensure detailed notes of events are taken.

Lanier Elementary Emergency Operations Plan

D. Teachers + Staff

- Teachers and staff **implement** LOCKDOWN or other-directed procedures upon hearing the alert. If outside, move to **designated assembly areas** and wait for further instructions.
- **Everyone remains in their location until given the “All Clear” unless otherwise instructed to take other action by a law enforcement officer.**

III. Other Procedures (That May Be Activated Depending On Conditions)

- **Active Shooter**
- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**
- **Shelter-in-Place**

Lanier Elementary Emergency Operations Plan

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Lanier Elementary Emergency Operations Plan

Medical Emergency Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to assist staff and students in the event of a **medical emergency**.

II. Responsibilities

A. School Staff

- Quickly **assess** the situation. Make sure the situation is **safe** for you to approach (i.e., live electric wires, gas leaks, building damage, etc.).
- Immediately **notify** the school incident commander/principal. Assess the seriousness of the injury or illness.
- Call or have someone **call 9-1-1 immediately**. Be prepared to provide
 - **Lanier Elementary – 4705 Lanier Drive, Baton Rouge, 70805**
 - **Exact location** (floor, room number)
 - Describe **illness** or **type** of injury
 - **Age** of the victim(s).
- Protect yourself against contact with **body fluids** (blood-borne pathogens). Administer appropriate **first aid** according to your level of training until help arrives.
- Comfort and reassure the injured person. **Do not move** an injured person unless the scene is unsafe.
- If the injured person is **not breathing** or there is no pulse, ask someone to retrieve the automated external defibrillator (AED) and begin cardiopulmonary resuscitation (CPR) or rescue breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.

Lanier Elementary Emergency Operations Plan

B. School Incident Commander/Principal

- Direct staff to **call 9-1-1**, if necessary, and provide appropriate information to emergency responders.
- Send school staff with **first responder/first aid/AED training** to the scene if this has not already occurred.
- Assign a staff member to **meet emergency medical service (EMS)** responders and lead them to the injured person.
- Assign a staff member to remain with the **injured person** if they are transported to the hospital.
- If an injured person is a member of school personnel or a student, notify parent, guardian, or other appropriate **family member** of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.
- Ensure **student or staff medical information** from administrative records is sent to the hospital.
- Notify the **school counselor** or crisis response team and provide a brief description of the incident.
- Advise **faculty** and **staff** of the situation, as appropriate.
- Develop and maintain **written documentation** of the incident.
- Follow-up with **appropriate persons** and determine if other procedures should be activated such as MENTAL HEALTH AND HEALING.

Lanier Elementary Emergency Operations Plan

Severe Weather Annex

I. Purpose

The purpose of this annex is to have procedures in place when a **severe weather watch** or **warning** has been issued in the area near the school.

II. Responsibilities

A. School Incident Commander/Principal

When a **severe weather watch** has been issued:

- Monitor **National Oceanic Atmospheric Administration (NOAA) weather stations** (National Weather Service, Weather Channel, or television).
- Bring *all* persons **inside** building(s).
- Be prepared to **move students** from mobile classrooms into the building. **Close** windows and blinds.
- Review severe weather drill procedures and **location of safe areas**.
 - Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid **gymsnasiums** and **cafeterias** with wide free-span roofs and large areas of glass windows.
- **Review** “DROP + COVER + HOLD” procedures with students.
- Assign support staff to **monitor** all entrances and weather conditions.

When **severe weather warning** has been issued in an area *near* school or **severe weather** has been spotted near school:

- **Announce** SHELTER-IN-PLACE alert signal.
- Direct students and staff **inside** the building to *immediately* **move to interior safe areas**, closing classroom doors after exiting.
- Ensure that students are in “DROP + COVER + HOLD” positions until the **danger passes**.
- Direct students and staff outside to REVERSE EVACUATE **into** the building.

Lanier Elementary Emergency Operations Plan

- If outside, students and staff move to the *nearest interior safe area*. If time does not permit, have students get down in the nearest **ravine, open ditch, or low spot** away from trees or power poles.
- **Relocate** students and staff from any mobile classrooms into the building.
- **Remain in safe area until warning expires or until emergency personnel have issued an "All-Clear."**

Lanier Elementary Emergency Operations Plan

Terrorism Annex

I. Purpose

The purpose of this annex is to ensure that there are **procedures** in place to **protect staff/students** and **school property** in the event of a **terrorist** threat. School administrators are notified of terrorist threats through either of the following means:

- A **National Terrorism Advisory System** (NTAS) alert from US Department of Homeland Security (DHS).
- Directly by a **law enforcement** or **homeland security** official.

There are **two** (2) **terrorism threat** levels in the United States: **elevated** and **imminent**. An imminent threat warns of a *credible, specific, and impending* terrorist threat against the United States. An elevated threat warns of a *credible* terrorist threat against the United States.

Terrorism threat examples include: **chemical, biological, nuclear, radiological, and conventional weapon** (explosives, small arms, etc.) attacks and **hostage** situations.

Schools should expect *heavy law enforcement involvement* at the local, State and Federal levels following a terrorist attack due to the incident's **criminal** nature. Schools should also expect that **extensive media coverage, strong public fear, and international implications and consequences** to continue for a *prolonged* period.

Schools *pre-determine* **designated officials** who will coordinate with appropriate public safety/homeland security officials in the event of a terrorist threat.

In the event of an imminent threat, the **Federal Bureau of Investigations** (FBI), local law enforcement and local fire departments confer on the situation. Designated school officials work with local law enforcement and **agree** to open or close schools.

II. Responsibilities

A. School Officials

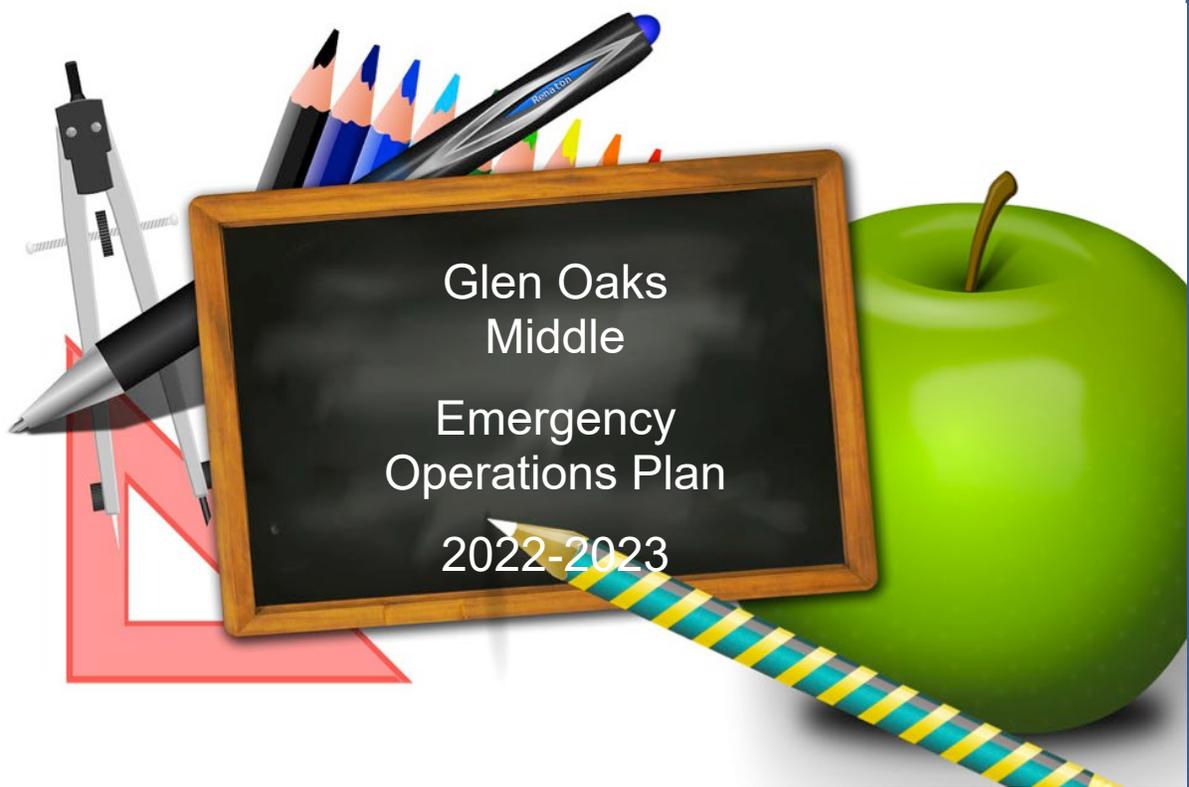
When there is an imminent threat against a school or its *immediate* area, the following actions are taken:

- The superintendent starts the **phone tree** to contact district staff. If school is **in session**, immediately notify building administrators and designated school officials.
- If an alert is issued *before* or *after* school hours, normal school operations **cease**, and **remain** closed until advised by the designated school officials to reopen. All school activities and events scheduled are **cancelled** until further notice.

Lanier Elementary Emergency Operations Plan

- If alert is issued *during* school hours, school buildings are secured and remain **open** until regular dismissal time unless otherwise advised by the designated school officials. Students are **sent home** by normal transportation means or **released** to parents pursuant to district policy. All after-school activities are cancelled unless otherwise advised by the designated school officials.
- Designated school officials coordinate with appropriate public safety officials to determine what level of LOCKDOWN or other procedures are **appropriate** for the situation. FAMILY REUNIFICATION procedures are followed in order to ~~coordinate~~ **coordinate** students.

In the event of an actual terrorist attack schools follow **appropriate procedures** for HOSTAGE SITUATIONS, conventional weapons incidents (e.g., EXPLOSIONS, ACTIVE SHOOTING, BOMB THREAT, etc.), and CHEMICAL/HAZARDOUS SPILLS (biological incidents, chemical incidents, and radiological/nuclear incidents).



Glen Oaks Middle Emergency Operations Plan

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Glen Oaks Middle Emergency Operations Plan

Emergency First Responders

Louisiana RS 17:416.16 requires the public-school principal to **update** the emergency operations plan at least **once annually** and keep a copy of the approved plan in his office. Each principal will provide a copy to the following individuals, each of whom shall be responsible for keeping in his respective office a copy of the plan that is readily accessible in the event of a school shooting or other violent incident or emergency situation:

1. The president of the local school board
2. The local school superintendent
3. The chief of police of the municipality or the sheriff of the Parish where the school is located, as applicable, as well as the local fire chief whose office is in closest geographic proximity to the school

In order to remain in compliance with RS 17:416.16 (B (1)), the superintendent needs to make an annual report to the public-school governing authority on the status of the plan of each school under the governing authority's jurisdiction

To provide the *best* information to first responders coming to the aid of a school during an emergency or critical incident, school safety plans contain the following **three (3) sections**:

- **Incident Response Plan** – The *Incident Response Plan template* was developed by the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) to provide **critical information** to first responders during their immediate response to an incident. This template should be provided as the first few pages of the school's safety plan, so that it may be **prominently displayed** to responders when retrieving the information from the GOHSEP **Virtual Louisiana** software or Parish Office of Homeland Security and Emergency Preparedness (OHSEP).

Schools are advised to **update** the *Incident Response Plan* whenever information on the plan changes and resubmit the updated plan to the president of the **local school board**, local **school superintendent**, **chief of police** of the municipality or **sheriff** of the parish, and local **fire chief** as per RS 17.416.16 (G.1-3). It is recommended that updated copies of the plan also be given to the **Parish OHSEP**.

- **Floor Plans** – It is recommended that school floor plans (not a building blueprint) are submitted to the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the parish, and local fire chief.
- **School Safety Plan Protocols** – The larger school safety plan provides the more **comprehensive** information necessary for both school and public safety officials in developing an all-hazards approach to school safety planning. This plan should be **customized** to meet your school's specific needs and circumstances. Meeting with emergency **first responders** and other **community stakeholders** is recommended as you develop and customize your plan.

Glen Oaks Middle Emergency Operations Plan

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Glen Oaks Middle Emergency Operations Plan

Incident Response Plan

SCHOOL NAME: Glen Oaks Middle
School Building Street Address: 5959 Cadillac Street
City: Baton Rouge
Parish: East Baton Rouge Parish
School Type: Type V Charter School
School District: Recovery School District
Submitting Official's Name: Leroy Turner
Position: Principal
Date of Submission: _06/21/2022_____

Key Contact Information

School Decision-Maker's Name: Megan McNamara
Cell: 818-288-4673
Secondary School Decision-Maker's Name: Leroy Turner
Cell: 225-771-8128
Operations Staff Name: Ashley Eason
Cell: 225-348-7823
Keyholder's Name: Mary Smith
Cell: 225-317-1814

Primary Jurisdiction of Responding Agencies

Police Department: Baton Rouge Police Department
Contact Number: 225-389-2000
Fire Department: City of Baton Rouge Fire
Station 14
Contact Number: 225-389-4660
EMS/Ambulance Service: City of Baton Rouge Fire
Station 14
Contact Number: 225-389-4660
Parish OHSEP Director: Clay Rives
Contact Number: 225-389-2100

Glen Oaks Middle Emergency Operations Plan

Communications

Name of Louisiana Wireless Information Network (LWIN) Radio Talk Group: Verizon

Description of Communication Platform/Capabilities: Talk and Text

Location of School Safety Plan Documents

Location of Full-size Floor Plans (hard copy)

On-scene: Front Office

Off-site: Electronically

Location of Approved School Safety Plan Documents (hard copy)

On-scene: Front Office

Off-site: Electronically

Details on How to Access Listed Locations:

On-Scene: Through Dalton Drive Traffic Circle and then Right

Off-site: Contact Ashley Eason 225-348-7823 aeason@rsl.org

for Floor Plans Electronically

Glen Oaks Middle Emergency Operations Plan

Baton Rouge Parish

School Type: Elementary School/Charter School

School District: Recovery School District

Submitting Official's Name: Ashley Eason

Position: Director of Operations

Date of Submission: _____

Glen Oaks Middle Emergency Operations Plan

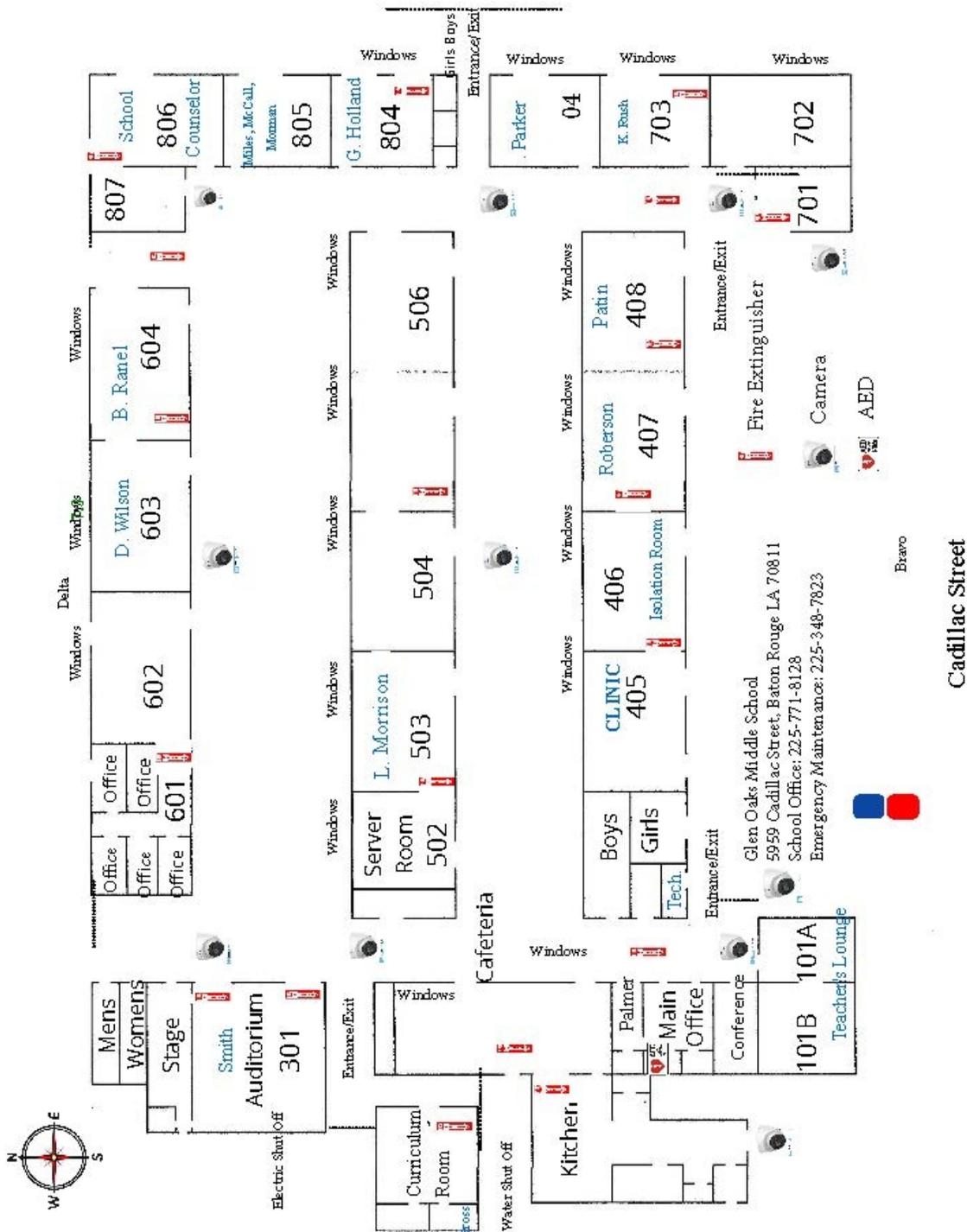
FLOOR PLANS:

School Review	LSS*	Item
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Glen Oaks Middle, address and phone numbers for <i>both</i> the school office and for emergency maintenance included on each page of the floor plans.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Submitted electronically (this is preferable) or hard copy on white letter, legal or 11" x 17" (tabloid) paper only (no blueprints).
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Typed ; no shading; minimal or no handwriting.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Include a key to define any symbols used.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Compass directions (at a minimum North) clearly noted.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Each floor should be on a separate page .
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Street names that surround the facility clearly identified.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Building entrances/exits marked and numbered with service entrances clearly identified.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Windows shall be graphically shown on the floor plans.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	All rooms labeled by room number with common areas and administrative offices labeled by use.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Location of water, gas and electrical shutoffs clearly noted.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Location of existing automated external defibrillators (AEDs), areas of refuge/assistance, fire extinguishers, alarm panel, knox box and camera locations clearly noted.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The areas where floor plans and/or building blueprints are stored are clearly identified.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exterior alpha phonetic identification of building sides (Alpha, Bravo, Charlie, Delta) are clearly identified NOTE: The local fire department can inform school officials on how to label the buildings on the school floor plans as they are developed.

*NOTE: Local school superintendent (LSS)

Glen Oaks Middle Emergency Operations Plan

Glen Oaks Middle Emergency Operations Plan



Glen Oaks Middle Emergency Operations Plan

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Glen Oaks Middle Emergency Operations Plan

High-Quality EOP **FINAL** Plan Review Checklist + CrossWalk

SCHOOL _____ **Glen Oaks Middle**

ADDRESS _____ **5959 Cadillac St. __**

SCHOOL POINT OF CONTACT (POC) _____ **Leroy Turner**

POC PHONE _____ **(225) 771-8128** CELL _____ **(225) 326-0692**

POC EMAIL _____ **lturner@rsl.org**

ITEMS TO INCLUDE	Glen Oaks Middle EOP	Page #
Plan Content		
<ul style="list-style-type: none"> • Cover Page 	<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> • Promulgation Document Signature Page 	<input checked="" type="checkbox"/>	17
<ul style="list-style-type: none"> • Approval + Implementation Page 	<input checked="" type="checkbox"/>	19
<ul style="list-style-type: none"> • Record of Changes 	<input checked="" type="checkbox"/>	21
<ul style="list-style-type: none"> • Record of Distribution (including school personnel and community partners) 	<input checked="" type="checkbox"/>	23
<ul style="list-style-type: none"> • Schematics <ul style="list-style-type: none"> ○ Campus Map ○ Floor Plans ○ Annotated Evacuation Routes ○ Shelter Locations ○ Fire Alarm Pull Stations ○ Fire Hydrants ○ Fire Extinguishers ○ First-aid Kits ○ Hazardous Materials Storage ○ Utility Shutoffs 	<input checked="" type="checkbox"/>	9
<ul style="list-style-type: none"> • Enrollment Data <ul style="list-style-type: none"> ○ Total Population ○ Special Needs Populations ○ Administration ○ Teachers + Specialists ○ Office + Support Staff ○ Instructional Assistants ○ Cafeteria Workers ○ Maintenance + Custodial Staff ○ Other (specify) 	<input checked="" type="checkbox"/>	32
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<ul style="list-style-type: none"> • Accounting For All Persons Annex 	<input type="checkbox"/>	No Annex; covered in text
<ul style="list-style-type: none"> • Communications + Warnings Annex 	<input type="checkbox"/>	No Annex; covered in text
<ul style="list-style-type: none"> • COOP Annex 	<input checked="" type="checkbox"/>	68
<ul style="list-style-type: none"> • Evacuation Annex 	<input checked="" type="checkbox"/>	74
<ul style="list-style-type: none"> • Family Reunification Annex 	<input checked="" type="checkbox"/>	80
<ul style="list-style-type: none"> • Lockdown Annex 	<input checked="" type="checkbox"/>	82
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<ul style="list-style-type: none"> • Security Annex 	<input checked="" type="checkbox"/>	No Annex; Covered in text
<ul style="list-style-type: none"> • Shelter-in-Place Annex 	<input checked="" type="checkbox"/>	90
<ul style="list-style-type: none"> • Other(s) – Please Specify <ul style="list-style-type: none"> ○ Drop + Cover + Hold Annex ○ Reverse Evacuation Procedure Annex 	<input checked="" type="checkbox"/>	72 88

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Threat- + Hazard- Specific Annexes			
<ul style="list-style-type: none"> • Natural Hazards <ul style="list-style-type: none"> ○ Earthquake ○ Tornado ○ Lightning ○ Severe Wind ○ Hurricane ○ Flood 	<ul style="list-style-type: none"> ○ Wildfires ○ Extreme Temperature ○ Landslides or Mudslide ○ Tsunami ○ Volcanic Eruption ○ Winter Precipitation 	<input checked="" type="checkbox"/>	116 <i>(Flood Annex);</i> 126 <i>(Severe Weather Annex)</i>
<ul style="list-style-type: none"> • Technological Hazards <ul style="list-style-type: none"> ○ Explosions or Accidental Release of Toxins from an Industrial Plant ○ Accidental Release of Hazardous Materials within the School ○ Hazardous Materials Releases from Major Highways or Railroads 	<ul style="list-style-type: none"> ○ Industrial Plant or Other External Source ○ Radiological Release from Nuclear Power Stations ○ Dam Failure ○ Power Failure ○ Water Failure 	<input checked="" type="checkbox"/>	106 <i>(Chemical or Hazardous Materials Spill Annex)</i>
<ul style="list-style-type: none"> • Biological Hazards <ul style="list-style-type: none"> ○ Infectious Diseases ○ Contaminated Food Outbreaks ○ Toxic Materials in School Labs 		<input checked="" type="checkbox"/>	106 <i>(Chemical or Hazardous Materials Spill Annex)</i>
<ul style="list-style-type: none"> • Adversarial Incidental + Human-caused Threats <ul style="list-style-type: none"> ○ Active Shooter ○ Bomb Threats ○ Cyber Attacks ○ Domestic Violence or Abuse ○ Hostage Situation ○ Suspicious Package 	<ul style="list-style-type: none"> ○ Report of weapon(s) ○ Fire ○ Criminal Threats or Actions ○ Gang Violence ○ Suicide 	<input checked="" type="checkbox"/>	94 + 96 <i>(Active Shooter Annex)</i> 114 <i>(Fire Annex)</i>
<ul style="list-style-type: none"> • Other(s) – Please Specify <ul style="list-style-type: none"> ○ <i>Bus Accident Annex</i> ○ <i>Explosion Annex</i> ○ <i>Intruder/Hostage Annex</i> ○ <i>Medical Emergency Annex</i> ○ <i>Terrorism Annex</i> 		<input checked="" type="checkbox"/>	102 112 120 124 128

Although not required by State or Federal law, it is recommended as a best practice for the school superintendent to review the school EOP with the Parish OHSEP Director.

Dr. Megan McNamara

Superintendent

OHSEP Director

Date of Review

Date of Review

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Glen Oaks Middle Emergency Operations Plan

The Emergency Operations Plan (EOP) is prepared by each public-school principal **jointly** with local law enforcement, fire, public safety and emergency preparedness officials. In preparing the plan, the principal and such officials consider and include, if appropriate, input from **students** enrolled in the school and their **parents, teachers** at the school, other **school employees** and **community leaders** described in RS 17:416.16 (A.2).

The EOP should be *consistent* with the local Incident Command Structure (ICS), as established by local law enforcement and other public safety agencies. The EOP clearly identifies the latest **revision** date and the community members involved in its creation.

Authorized School Authority:

Leroy Turner _____ **Principal** _____

Signature Title

Primary Community Law Enforcement:

School Resource Officer__

Signature Title Agency

Safety (Fire/EMS/EMA) Official:

Cushingberry, Amanda

Parent

Signature Title Agency

Parent Representative:

Denis Caulley

Teacher

Signature Affiliation

Teacher Representative:

Sherman Newman

Curriculum Specialist

Signature Title Affiliation

Non-teaching Employee Representative (may include school board members, school nurse):

Nadine Washington

Office Clerk

Signature Title Affiliation

Mary Smith

Office Manager

Signature Title Affiliation

Glen Oaks Middle Emergency Operations Plan

Teacher

Signature

Title

Affiliation

June 21, 2022

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Promulgation Statement

The Glen Oaks Middle Emergency Operations Plan (EOP) and contents within is a guide to how Glen Oaks Middle conducts all-hazard response. The EOP is written in support of emergency management and is built upon the *National Response Framework* (NRF) as scalable, flexible and adaptable coordinating structures to align key roles and responsibilities. This plan and contents within shall apply to all Glen Oaks Middle school personnel participating in mitigation, preparedness, response and recovery efforts.

The EOP is intended to capture specific authorities and best practices for managing incidents of any size or scope.

The EOP was prepared by Glen Oaks Middle staff and approved by senior administration personnel, thereby enabling activities contained within this document to be performed within the school's capability. This EOP is available within the Glen Oaks Middle system and with external agencies that may be affected by its implementation.

APPROVED: Leroy Turner _____ DATE: June 21, 2022 _____

Signature

Name: Leroy Turner _____

Title: Principal _____

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Glen Oaks Middle Emergency Operations Plan

Approval + Implementation

This Emergency Operations Plan (EOP) was prepared by the **Glen Oaks Middle** to develop, implement and maintain a viable all-hazards response capability and to establish a comprehensive approach to providing consistent, effective and efficient coordination across a spectrum of activities.

This plan applies to all Glen Oaks Middle personnel participating in mitigation, preparedness, response and recovery efforts. The EOP applies to any Glen Oaks Middle – sponsored events, on or off campus, and to all public and private Glen Oaks Middle sanctioned activities.

The **School Principal** is responsible for plan oversight and coordination with applicable stakeholders. This EOP is based on the all-hazards concept and plans for natural and man-made disasters and incidents. The plan is flexible in that part of the plan, or the entire plan may be activated based on the specific emergency and decision by Glen Oaks Middle senior leadership.

This EOP and its supporting contents are hereby approved, supersedes all previous editions and is effective immediately upon the signing of all signature authorities noted below.

APPROVED: Leroy Turner DATE: 06/21/2022

Signature

Name: Leroy Turner

Title: Principal

APPROVED: _____ DATE: _____

Signature

Name:

Title:

APPROVED: _____ DATE: _____

Signature

Name:

Title:

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School Emergency Management Planning Glossary

Hazards: Situations involving **threats of harm** to students, personnel and/or facilities. Hazards include, but are not limited to, **natural, technological** and **human-caused** incidents. Hazards may require an **interagency response** involving law enforcement and/or emergency services agencies, depending on the size and scope of the incident.

Incident: An **occurrence** – natural, technological or human-caused – that requires a response to *protect life or property*.

Incident Command System (ICS): The response infrastructure designed under the National Incident Management System (NIMS) to *facilitate effective* and **efficient management** of an incident by (1) **identifying** key team roles and functions; (2) **assessing** staff skills; (3) **pre-designating** staff for each ICS function (command, operations, planning, logistics, finance/administration); (4) coordinating with **community partners**; and (5) providing for **transfer** of command and backup of resources.

Incident Commander: The individual responsible for *overall policy, direction* and **coordination** of the emergency response effort. Usually this will be the local emergency official on site that has **legal jurisdiction** over the incident.

Key Knox Box: A device where **emergency** keys to *all* parts of the school facility are stored.

Keyholder: An individual identified by the school with **access** to keys to *all* parts of the school facility in the event of a critical incident or hazard. This individual is reachable at the contact number listed in the event of an emergency.

Lockdown: The initial physical response to provide a **time barrier**. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure involves **barricading the door** and readying a plan of **evacuation** or **counter tactics** should the need arise.

National Incident Management System (NIMS): A set of **principles** that provides a **systematic, proactive** approach guiding government agencies, nongovernmental organizations and the private sector to work **seamlessly** to **prevent, protect** against, **respond** to, **recover** from and **mitigate** the effects of incidents regardless of cause, size, location or complexity, to *reduce the loss of life or property* and harm to the **environment**. This system ensures that those involved in an incident understand their **roles** and have the **tools** they need to be effective.

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School Decision-maker: Individual identified by the school at the building level, usually the **principal**, who is **authorized** to make decisions for the school in the event of a critical incident or hazard. This individual is reachable at the contact number listed in the event of an emergency. The

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school decision-maker may or may not serve as the incident commander during a critical incident or emergency.

School Incident Commander: The school official who has been designated by the school decision-maker, if not the same, who is **authorized** to make decisions for the school in the event of a critical incident or hazard. The school incident commander may transfer command to the **emergency responder** incident commander, such as law enforcement, fire or other safety officials who assumes control of the incident. The school incident commander usually continues to operate within the overall ICS structure.

Secondary School Decision-maker: A secondary individual identified by the school who is **authorized** to make decisions for the school in the event that the *primary school decision maker* is not available during an emergency situation. This individual is reachable at the contact number listed in the event of an emergency. The secondary school decision-maker may or may not serve as the incident commander during a critical incident or emergency.

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School Emergency Management Authorities + References

FEMA 2013 Guide for Developing High-Quality School Emergency Operations Plan,
http://www.fema.gov/media-library-data/20130726-1922-25045-3850/rem_s_k_12_guide.pdf

FEMA EMI School Program: <http://training.fema.gov/EMIWeb/emischool/>

Homeland Security Act of 2002, PL 107-296 (Nov. 25, 2002).

Homeland Security Presidential Directive No. 5 (2003).

Louisiana Revised Statute 17:416.16, School Crisis Management and Response Plans.

Louisiana School and Campus Safety Planning Guide

National Incident Management System (NIMS), U.S. Department of Homeland Security (DHS),
FEMA: <http://www.fema.gov/national-incident-management-system>

National Incident Management System (NIMS), U.S. Department of Homeland Security (DHS),
FEMA: IS-700 National Incident Management System (NIMS) an Introduction:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>

Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707 (Nov. 23, 1988),
amending the Disaster Relief Act of 1974, PL 93-288.

NIMS, U.S. Department of Homeland Security, FEMA: IS-100 *Introduction to Incident Command System*: <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>

NIMS, U.S. Department of Homeland Security (DHS), FEMA: IS-100.SCa *Introduction to the Incident Command System for Schools*:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.SCa>

NIMS, U.S. Department of Homeland Security (DHS), FEMA: IS-362.a *Multi-Hazard Emergency Planning for Schools*
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-362.a>

U.S. Department of Homeland Security (DHS), *Bomb Threat Call Procedures and Bomb Threat Checklist* brochure:
http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

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Glen Oaks Middle Emergency Operations Plan

I. Introduction

A. Purpose Of The Plan

The purpose of the Glen Oaks Middle *Emergency Operations Plan* (School EOP) is to provide information on how to **respond** to emergency incidents by outlining the **responsibilities** and **duties** of Glen Oaks Middle and its employees. **Customization** of this plan to meet Glen Oaks Middle needs and circumstances is important. **Developing, maintaining** and **exercising** the plan *empowers* employees to act **quickly** and **knowledgably**. The plan educates staff, faculty, students and other key stakeholders on their roles and responsibilities **before, during** and **after** an incident. This plan provides parents and other members of the community with assurances that Glen Oaks Middle has established guidelines and procedures to respond to incidents/hazards in an effective way.

Developing, maintaining, and exercising the School EOP *increases legal protection*. Schools without established incident management procedures may be found liable for their absence. While no set of policies eliminates the potential for legal problems, establishing procedures and guidelines using the best professional practices provides a margin of protection against liability.

B. Scope Of The Plan

The School EOP provides **guidelines** and **procedures** for dealing with existing and *potential* school incidents. The **basic plan** and the **functional** and **hazard-specific annexes** outline an organized, systematic method to mitigate, prevent, prepare for, respond to and recover from incidents. The plan discusses:

- **Expectations** of staff; roles and responsibilities
- **Direction** and **control** systems
- **Internal** and **external** communications
- **Training** and **sustainability**
- **Authority** and references as defined by local, State and Federal government **mandates**
- Common and specialized **procedures**
- Specific hazard **vulnerabilities** and **responses/recovery**

C. Coordination With Emergency First Responders

Various agencies and services are involved in responding to school incidents, including emergency responders from **law enforcement, safety, fire** and **emergency agencies**, as well as **mental health** and other community organizations. An important component of the School EOP is *advanced* planning with various agencies and community service providers to aid in timely communication and response to an incident.

Glen Oaks Middle Emergency Operations Plan

Advance planning may or may not include **written agreements** to help coordinate services between the agencies and school. If mutual aid agreements are created, a copy is maintained with other **important documents** related to this safety plan. Advanced planning should specify the type of communication and services provided by one agency to another.

D. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

Current enrollment at Glen Oaks Middle is approximately 244 Middle Students located in **buildings 400, 500, 600, 700, 800 as well as Cafeteria/Auditorium**. These students are supported by a **committed staff** and **faculty** consisting of:

- **11** Teachers and specialists
- 1 Administrator
- 2 Office/support staff
- 2 Instructional Assistants
- 2 Cafeteria staff
- 2 Custodial staff

A **master schedule** of where classes, grade levels and staff are located during the day is provided to each classroom and is available **Electronically**.

b. Functional Needs Population

Glen Oaks Middle is committed to the **safe evacuation** and **transport** of students and staff with functional needs. The functional needs population includes, but is not limited to, students/staff with:

- **Limited English proficiency;**
- **Blindness or visual disabilities;**
- **Cognitive or emotional disabilities;**
- **Deafness or hearing loss.**
- **Mobility/physical disabilities (permanent and temporary); or**
- **Medically fragile health (including asthma and severe allergies).**

The *Americans with Disabilities Act* (ADA) **prohibits discrimination** on the basis of disability, and generally prohibits **unnecessary** disclosures of disability status or information related to that disability, to third parties. Disclosures may be **necessary** when the student presents a significant, articulable **threat** to others.

The school's current enrollment of students with functional needs is approximately **43 students** however, this number will fluctuate. Students and/or staff may require **additional assistance** if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident are noted by an **asterisk** next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names with functional needs along with their schedules is available **Electronically**.

Glen Oaks Middle Emergency Operations Plan

A list of staff members that have been **trained** and are assigned to assist the functional needs population during drills, exercises and incidents is also available **electronically**.

2. Building Information

Glen Oaks Middle has **reviewed** the applicable *Americans with Disabilities Act* (ADA) laws, and all applicable State laws with our community partners to ensure that *all* parties have a **strong understanding** of these laws pertaining to **information disclosure**. All school employees, including contractors have been trained on applicable laws to ensure that Glen Oaks Middle officials and employees do not release information inappropriately or make decisions about students or release of records based upon myths, fears or stereotypes related to race, color, national origin, sex, religion, disability, sexual orientation or gender identity.

Leroy Turner

June 21, 2022

Signature

Date

Glen Oaks Middle is located on a **multi** acre lot and includes **2** buildings, Cafeteria and Gym. **All** classes take place in **Buildings 100 and 200**.

A **campus map/site plan** and/or **floor plans** of the buildings annotated with **evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first-aid kits, hazardous materials storage** and **utility shutoffs** is included at the beginning of this plan. All staff members are required to know these **locations** as well as how to **operate** the utility shutoffs.

3. Hazard Analysis Summary

Glen Oaks Middle is exposed to many hazards that have the potential for disrupting the school community, causing casualties and damaging or destroying public or private property. Understanding that the **East Baton Rouge Parish** Office of Homeland Security and Emergency Preparedness (OHSEP) maintains an Emergency Operations Plan (EOP) to address hazards and incidents, the **Glen Oaks Middle** EOP has been developed to fit into the larger **East Baton Rouge Parish** EOP in the event of a large-scale incident.

Table 1 on the following page briefly discusses **high-priority** hazards that **Glen Oaks Middle** has identified through a **hazards assessment** of *each* school building and its surrounding area, conducted either by school officials or in *conjunction* with officials of the **East Baton Rouge Parish** OHSEP and the Parish's EOP, local law enforcement, fire and other community safety partners.

For example, a school may be located near railroads where numerous hazardous materials are transported. A derailment could force an evacuation and implementation of other emergency procedures. The **high-priority hazards table** should be **customized** to include content specific to your school community.

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Table 1. HIGH-PRIORITY HAZARDS

Flood	Flooding is a natural feature of the climate, topography and hydrology of Glen Oaks Middle and its surrounding areas. Flooding predominates throughout the spring, summer, and fall due to melting snow, breakaway ice and rainy weather.
Severe Weather	High Winds and Tornados
Intruder/ Hostage	Intruder of potential off campus incident
Active Shooter	Shooter from inside or outside the campus
Bomb Threat	On or off campus threat
Bus Accident	Accident during the movement of students to and from school as well as field trips.
Fire/ Explosion	Potential Fire through various causes

E. Planning Assumptions + Limitations

1. Planning Assumptions

Planning assumptions allow for deviation from the plan if certain assumptions prove not to be true during operations. The following are **standard assumptions**. Additional assumptions may be needed depending on your school's circumstances:

- The school community continues to be **exposed** and subject to hazards and incidents described in the *Hazard Analysis Summary*, as well as lesser hazards and others that may develop in the future.
- A **major disaster** could occur at **any time** and at any place. In many cases, dissemination of warning to the public and implementation of **increased** readiness measures may be possible; however, some emergency situations occur with little or **no warning**.

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- A **single site incident** (e.g., fire, gas main breakage) could occur at any time **without warning** and the employees of the school affected cannot, and should not, *wait* for direction from local emergency response agencies. **Action** is required *immediately* to save lives and protect school property.
- Following a major or **catastrophic incident**, the school may have to rely on its own resources to be self-sustaining for up to **72 hours**.
- There may be a number of **injuries** of varying degrees of seriousness to faculty, staff and/or students. *Rapid* and **appropriate response** will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency managers are available in most **serious incidents**. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the **initial incident response** until responders arrive at the incident scene.
- Proper **prevention** and **mitigation** actions, such as creating a positive school environment and conducting fire and safety inspections, prevents or reduces incident-related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, emergency responders, etc.) to **exercise** the plan through live drills and Tabletop exercises **can** improve the school's readiness to respond to incidents.
- A spirit of **volunteerism** among school employees, students and families results in their providing assistance and support to incident management efforts.

2. Planning Limitations

It is the policy of Glen Oaks Middle that **no guarantee** is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Glen Oaks Middle can *only* endeavor to make *every reasonable effort* to manage the situation with the resources and information available at the time.

Glen Oaks Middle Emergency Operations Plan

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II. Concept Of Operations (CONOPS)

The overall **strategy** of a School EOP is to execute effective and *timely decisions* and **actions** that *prevent harm*, **protect lives** and **property**, *mitigate* damages, **restore** order and aid **recovery**.

This plan is based upon the concept that the incident management functions that must be performed by the school generally **parallel** some routine day-to-day functions. To the extent possible, the **same personnel** and **material resources** used for day-to-day activities are employed in responding to an incident in the school. Because personnel and equipment resources are *limited*, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment and supplies that are typically required for those routine functions are redirected to accomplish **assigned** incident management tasks.

In addition, the incident may require **coordinated operations** with others. The key to successful operations is an **organized command structure**. It is important to understand that the school's command of the incident and the school's incident management structure may **change** once official emergency responders arrive on the scene. Emergency responders are knowledgeable in the Incident Command System (ICS) and may be *best* equipped to command the response to a specific incident. If this is to occur, the school transitions command of the incident to a more qualified Incident Commander (IC). These concepts are more fully discussed below.

It is critical for school administration officials and all segments of the community emergency response system to **work together** in *advance* of an incident to develop a working relationship and understanding of how the school's initial response would transition into the overall response to a critical incident at the school.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a **systematic, proactive** approach guiding **government agencies, nongovernmental organizations** (NGOs) and the **private sector** to work *seamlessly* to prevent, protect against, respond to, recover from and mitigate the effects of incidents, regardless of cause, size, location or complexity to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand their **roles** and have the **tools** they need to be effective.

According to Homeland Security Presidential Directive (HSPD) 5 and the U.S. Department of Education (DOE), school districts are among local agencies that **must** adopt NIMS if they **receive Federal** grant funds.

Glen Oaks Middle recognizes that staff and students are first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and **enhances cooperation, coordination** and **communication** among school officials, first responders and emergency managers.

Glen Oaks Middle Emergency Operations Plan

As part of its NIMS implementation, Glen Oaks Middle participates in the local government's NIMS preparedness program to remain **NIMS compliant** and believes it is essential to ensure that response/recovery services are delivered to schools in a *timely* and **effective manner**. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan receive **IS-100 training**.
- Complete NIMS awareness course **IS-700 NIMS: An Introduction**.
- **Participate** in local government's NIMS preparedness program and incorporate the School EOP into the **East Baton Rouge Parish** EOP.
- **Train** and **exercise** the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Initial Response + Implementation Of The Incident Command System (ICS)

In a major emergency or disaster Glen Oaks Middle may be damaged or need to be evacuated, people may be injured and/or other incident management activities may need to be initiated. School personnel are usually **first on the scene** of an incident in a school setting. School officials and staff are expected to take charge and manage the incident until it is resolved, or command is **transferred** to someone more qualified, usually an **emergency responder agency** with legal authority to assume responsibility. School personnel seek guidance and direction from local officials and technical assistance from State and Federal agencies where appropriate.

All activities necessary in managing an incident must be **organized** and **coordinated** to ensure the most efficient response. The Incident Command System (ICS) is used to manage all incidents.

Until non-school emergency responders arrive on-scene, the school decision-maker (usually the principal or his/her designee) is responsible for **activating** the School EOP, including common and/or specialized procedures, as well as **hazard-specific incident plans**. The school decision-maker designates a **school incident commander** with authority to direct all incident activities. The designated school incident commander should be the person **most qualified** to manage the specific type of incident.

Once an emergency responder agency with **legal authority** to assume responsibility arrives on scene, the school incident commander transitions command to that incident commander and moves to serving within the Incident Command Structure.

Again, it is critical that school officials and *all* segments of the community emergency response system **work together** in *advance* of an incident to develop a working relationship and understanding of how the school's initial response would transition into the overall response to a critical incident at the school.

Glen Oaks Middle Emergency Operations Plan

III. Organization + Assignment Of Responsibilities

This section establishes the **operational organization** relied on to manage the incident and includes:

- A list of the kinds of **tasks** to be performed by position and organization
- An overview of **who does what**

A school principal and/or assistant principals are not always able to manage all the aspects associated with an incident without assistance. As indicated, the Incident Command System (ICS) uses a **team approach** to manage incidents and allows school officials to **assign** tasks to other key school personnel.

Staff are assigned to serve within the ICS based on their **expertise** and **training** and the **needs** of the incident. Roles are pre-assigned based on **training** and **qualifications**. Each staff member and volunteer must be **familiar** with his or her role and responsibilities before an incident occurs. School staff may be required to *remain* at school to assist in an incident.

A. Principal/Building Administrator

The principal/designee may serve as the school incident commander or **delegate** that authority to a qualified individual. While the principal *retains* the **overall responsibility** for the safety of students and staff, delegating certain duties to manage the incident may allow the principal to focus on **policy-level activities** and interfacing with other agencies and parents. The principal coordinates between the superintendent's office and the school incident commander.

B. School Incident Commander

The school incident commander establishes an **Incident Command Post (ICP)** and provides an assessment of the situation to the principal/designee or other officials, identifies resources required and directs the on-scene incident management **activities**. The incident commander's responsibilities include:

- Assuming **overall direction** of *all* incident management activities based on procedures outlined in the School EOP.
- Taking steps necessary to **ensure the safety** of students, staff and other individuals.

Glen Oaks Middle Emergency Operations Plan

- Determining whether to **implement incident management protocols** established in the School EOP (e.g., evacuation, reverse evacuation, shelter-in-place, etc., as described more fully in the annexes).

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- Arranging for **transfer** of students, staff and other individuals when safety is threatened by a disaster.
- Working with and ensuring **communication** with emergency services personnel. Keeping the principal and other officials informed of the situation.
- Ensuring the proper **transfer of command** when/if a more qualified incident commander arrives on scene.

C. Teachers

Teachers are responsible for the **supervision** of students and remain with students until directed otherwise. Responsibilities include:

- **Supervising** students under their charge.
- Taking steps to ensure the **safety** of students, staff, and other individuals in the implementation of incident management protocols established in the School EOP.
- Directing students in their charge to **inside** or **outside assembly** areas in accordance with signals, warning, written notification or intercom orders according to incident management procedures established in the School EOP.
- Taking **attendance** when class **relocates** to an outside or inside assembly area or evacuates to another location.
- Reporting **missing students** to the incident commander.
- Executing **assignments** as directed by the incident commander.
- Obtaining **first aid services** for injured students from the school nurse or person trained in first aid.
- Arranging first aid for those **unable** to be **moved**.
- Rendering **first aid** if necessary. School staff are to be **trained** and certified in first aid and CPR.

D. Instructional Assistants

Responsibilities include **assisting teachers** as directed.

E. Counselors + Social Workers + Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site. Responsibilities may include:

- Taking steps to ensure the **safety** of students, staff, and other individuals in the implementation of incident management protocols established in the School EOP.
- Rendering **first aid** if necessary.

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- Assisting in the **transfer** of students, staff and other individuals when their safety is threatened by a **disaster**.
- Executing assignments as directed by the incident commander.
- Assisting with **crisis intervention** and **recovery processes**.

F. School Nurses/Health Assistants

Responsibilities include:

- Administering **first aid** or **emergency treatment** as needed.
- Supervising **administration** of first aid by those trained to provide it.
- Organizing **first aid** and **medical supplies**.

G. Custodians/Maintenance Personnel

Responsibilities include:

- Surveying and reporting **building damage** to the incident commander.
- Controlling main **shutoff valves** for gas, water and electricity and ensure that no hazardous results from **broken** or **downed lines**.
- Providing **damage control** as needed.
- Assisting in the conservation, use and disbursement of **supplies** and **equipment**.
- Keeping the incident commander **informed** of school conditions.

H. School Secretary/Office Staff

Responsibilities include:

- **Answering** phones and assisting in receiving and providing **consistent information** to callers.
- Providing for the **safety** of essential school records and documents. Executing assignments as directed by the incident commander.
- Providing **assistance** to the principal. Monitoring **emergency radio broadcasts**.
- Assisting with **health incidents** as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

- **Using, preparing** and **serving** food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.
- Executing **assignments** as directed by the incident commander.

Glen Oaks Middle Emergency Operations Plan

J. Bus Drivers

Responsibilities include:

- Supervising the **care** of students if disaster occurs while students are on a **bus**.
- Transferring students to new location when directed.
- Executing **assignments** as directed by the incident commander.
- Transporting individuals in need of medical attention.

K. Other Staff (e.g., Itinerant Staff + Substitute Teachers)

Responsibilities include **reporting** to the incident commander for assignments, if requested to do so.

L. Students

Responsibilities include:

- **Cooperating** during emergency drills and exercises and during an incident. Learning to be **responsible** for themselves and others in an incident.
- Understanding the **importance** of not being a bystander by reporting situations of concern.
- Developing an awareness of **natural, technological and human-caused hazards** and associated prevention, preparedness and mitigation measures.
- Taking an **active part** in school incident response/recovery activities, as age appropriate.

M. Parents/Guardians

Responsibilities include:

- **Encouraging** and **supporting** school safety, violence prevention and incident preparedness programs within the school.
- Participating in **volunteer service projects** for promoting school incident preparedness.
- Providing the school with **requested information** concerning the incident, early and late dismissals and other related release information.
- Practicing incident management preparedness in the **home** to reinforce school training and ensure family safety.
- Understanding their **roles** during a school emergency.

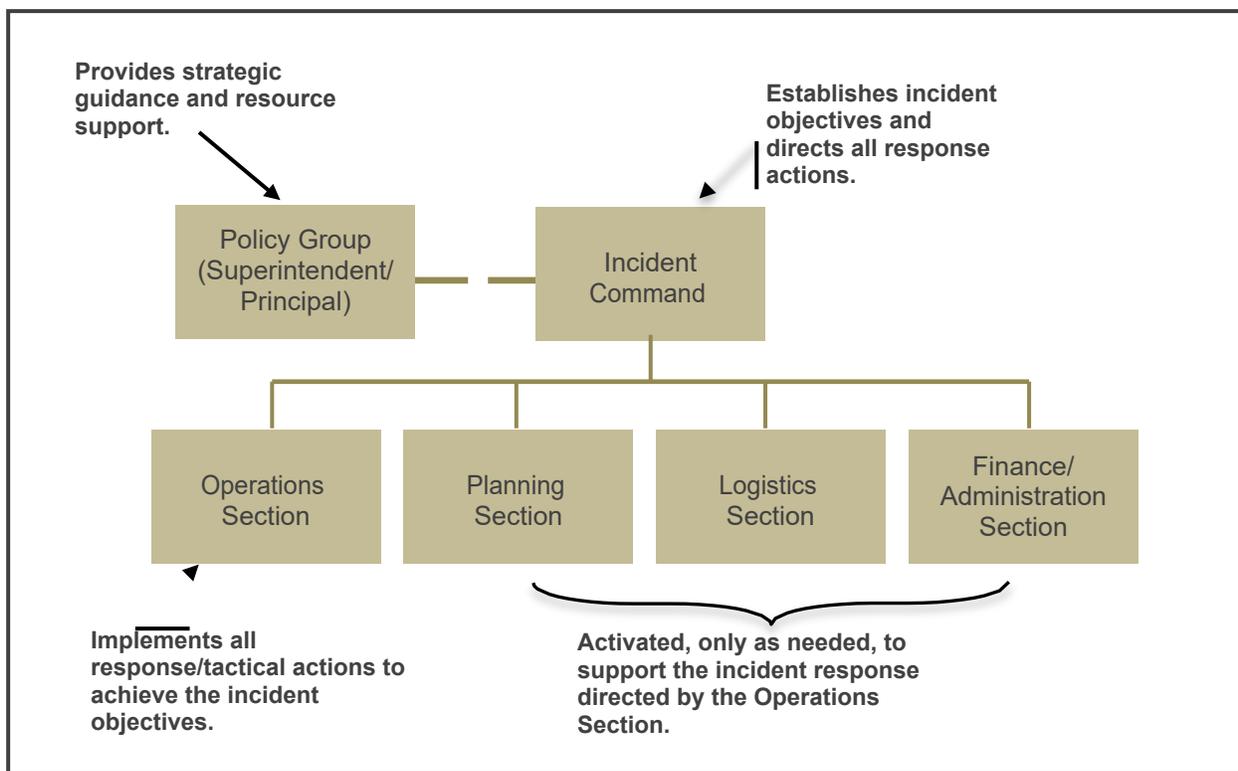
Glen Oaks Middle Emergency Operations Plan

IV. Direction + Control + Coordination

A. School Incident Command System (ICS)

A school's command system can be used to **manage** emergency incidents or nonemergency events such as graduations, athletic events or celebrations. The system is flexible to meet the school's needs. See Figure 1 below.

Figure 1. SCHOOL INCIDENT COMMAND SYSTEM



As previously noted, staff are assigned to serve within the Incident Command System (ICS) based on their **expertise** and **training** and the **needs** of the incident. Roles should be **pre-assigned** based on **training** and **qualification**. The School ICS is organized into the following functional areas:

Glen Oaks Middle Emergency Operations Plan

1. School Incident Commander

- Directs **tactical on-scene operations** until/unless a coordinated ICS is established with local authorities. In complex incidents, a Policy/Coordination Group may be convened at the school district operations center. The role of the Policy/Coordination Group is to:
 - **Supports** the on-scene incident commander. Provide **policy** and **strategic guidance**.
 - Helps ensure that **adequate resources** are available. Identify and resolve issues common to all organizations.
- Keeps **elected officials** and **other executives informed** of the situation and decisions.
- Provides **factual information**, both internally and externally. See Part V of this plan on Communications for additional information related to role/responsibility of an information officer.

The Glen Oaks Middle principal/designee and/or school incident commander keeps the Policy/Coordination Group informed.

2. Operations Section

When activated, the Operations Section **coordinates** all **tactical operations** including implementation of response/recovery activities according to procedures and protocols established by **Glen Oaks Middle** in an incident action plan. Procedures and protocols address **care** of students, **first aid**, **crisis intervention**, **search and rescue**, **site security**, **damage assessment**, **evacuations** and the **release** of students to parents. Specific responsibilities include:

- Analyzing **school staffing** to develop a *Family Reunification Plan* and implementation.
- Monitoring **site utilities** (i.e., electric, gas, water, heat/ventilation/air conditioning) and shutting them off *only* if danger exists or if **directed** by the incident commander and assisting in securing facility.
- Establishing **medical triage** with staff trained in first aid and CPR, providing and overseeing care given to **injured persons**, **distributing supplies**, and requesting additional supplies.
- Providing and accessing **psychological first-aid services** for those in need and accessing local/regional providers for **ongoing crisis counseling** for students, staff and parents.
- Coordinating the **rationed distribution** of **food** and **water**, establishing secondary **toilet facilities** in the event of water or plumbing failure and requesting needed supplies.
- Documenting all **activities**.

See Table 2 on the next page for the **types** of Strike Teams that may be established within the Operations Section.

Glen Oaks Middle Emergency Operations Plan

Table 2. OPERATIONS SECTION TEAMS

<p>Search and Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search and Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers.
<p>First-Aid Teams provide triage, treatment and psychological first-aid services. First-Aid Teams are responsible for:</p> <ul style="list-style-type: none"> • Setting up first-aid area for students. • Assessing and treating injuries. • Completing master injury report.
<p>Evacuation/Shelter/Care Team. Evacuation, shelter and student care in an incident are among the <i>most important</i> tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs and providing for food and water. This team is responsible for:</p> <ul style="list-style-type: none"> • Accounting for the whereabouts of <i>all</i> students, staff and volunteers. • Setting up a secure assembly area. • Managing sheltering and sanitation operations. • Managing student feeding and hydration. • Coordinating with the Student Release Team. • Coordinating with the Logistics Section to secure the needed space and supplies.
<p>Facility and Security Response Team is responsible for:</p> <ul style="list-style-type: none"> • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/Hazardous Material (HAZMAT). • Assessing and notifying officials of fire/HAZMAT. • Conducting perimeter control.

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Crisis Intervention Team is responsible for:

- Assessing need for onsite mental health support.
- Determining need for outside agency assistance.
- Providing onsite intervention/counseling resources.
- Monitoring well-being of School Incident Command Team, staff and students and reporting all findings to the Operations Section Chief.

Student Release/Reunification Team. Responsible for getting students **reunited** with their parents or guardians in an efficient and orderly manner. This can be an enormous challenge and takes a lot of planning. This team is responsible for:

- Setting up **secure** reunion area.
- Checking student **emergency cards** for **authorized releases** and completing **release logs**.
- Coordinating **information** officers on internal and external communications and messages.

3. Planning Section

When activated, the Planning Section is responsible for **collecting, evaluating** and **disseminating** information needed to measure the **size, scope** and **seriousness** of an incident and planning appropriate incident management activities. Duties may include:

- Assisting the incident commander in the **collection** and **evaluation** of **information**.
- Assisting with ongoing planning efforts and maintaining the incident **time log**.
- **Documenting** all activities.

4. Logistics Section

When activated, the Logistics Section supports incident management operations by securing and providing needed **personnel, equipment, facilities, resources** and **services** required for incident resolution; **coordinating personnel**; assembling and **deploying volunteer teams**; and facilitating **communication** among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:

- Establishing and overseeing **communications center** and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and developing a **telephone tree** for after-hours communication.
- Establishing and maintaining school and classroom **first-aid kits**, coordinating access to and distribution of **supplies** during an incident and monitoring inventory of supplies and equipment.
- Documenting all **activities**.

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5. Finance + Administration Section

When activated, the Finance and Administration Section oversees *all* **financial activities** including **purchasing necessary** materials, tracking incident **costs**, arranging **contracts** for services, **timekeeping** for emergency responders, submitting **documentation** for reimbursement and recovering school records following an incident. Additional duties may include:

- Assuming responsibility for **overall documentation** and **recordkeeping** activities; when possible, photographing or videotaping damage to property.
- Developing a system to **monitor** and **track expenses** and **financial losses** and secure all records.

School and school district management offices may assume responsibility for these functions and perform these duties **off-site**.

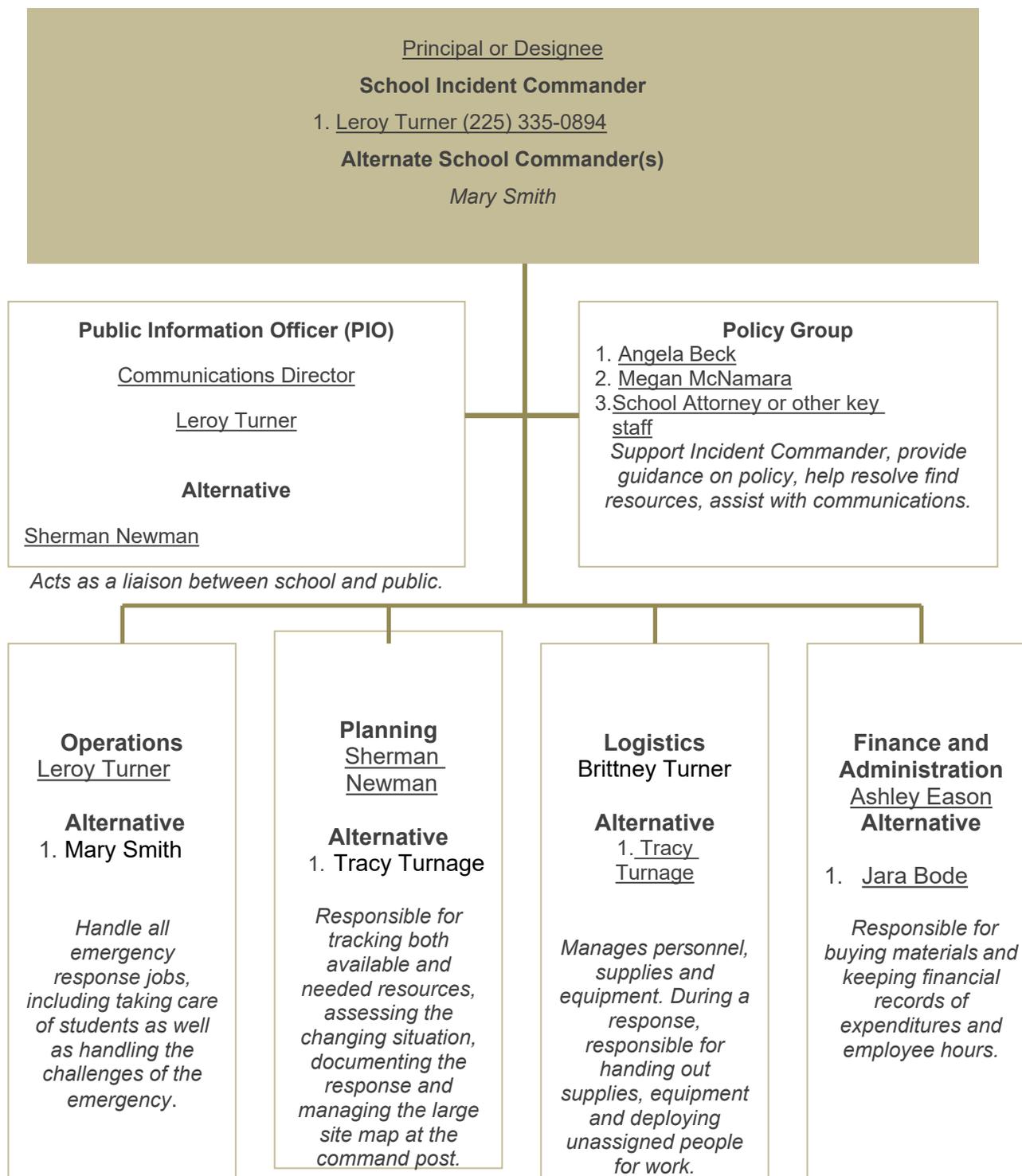
Table 3 on the following page provides **example titles** for *specific* roles within the School ICS. This Table can be completed for each of the various hazards in the **annexes** of this plan with *specific staff assigned* to *each* role along with emergency contact information. Each of these assignments is maintained with other **important plan documents kept Electronically**.

Glen Oaks Middle Emergency Operations Plan

Table 3. SCHOOL INCIDENT COMMAND SYSTEM

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Glen Oaks Middle Emergency Operations Plan



Glen Oaks Middle Emergency Operations Plan

B. Source + Use Of Resources

Glen Oaks Middle uses its own **resources** and **equipment** to respond to incidents until emergency response personnel arrive. Parent volunteers and community members who have been **trained** to assist, if called upon, and are available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- **First aid kit** and **sanitation supplies** will be provided by: **St. Gabriel Health Clinic**
- **Cots** and **bedding** supplies will be provided by: **Local Businesses**
- **Food/water** supplies will be provided by: **Local Businesses**
- **Security** will be provided by: **Baton Rouge Police Department/Officer Alexander**
- **Counseling services** will be provided by: **St. Gabriel Health Clinic**

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V. Information Collection + Analysis + Dissemination

Communication is a *critical* part of incident management. This section outlines **Glen Oak's** communications plan and supports its mission to provide clear, effective internal and **external communication** between the school, staff, students, parents, emergency responders, the community and media.

The School EOP includes **policies** and **procedures** governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/releases to the media, and a detailed **communications plan** including standard procedures and protocols, should be developed and made available in *advance* of an incident.

Templates for statements/media releases, the communication plan and media contacts at major television, Internet and radio stations are maintained by **Director of Operations** and located **Electronically**.

A. Communication Between School + Law Enforcement + Emergency Responders

Glen Oaks Middle utilizes the **Communication Platform/Capabilities** described in the beginning of the School EOP to contact and maintain communications with **law enforcement** and other **emergency responders** during an incident. The school incident commander transfers command to the **appropriate emergency responder** who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The incident commander uses the communication platform described in the School EOP to notify the principal/designee of the school's status/needs. **Glen Oaks Middle** and emergency responders coordinate the **release** of information to ensure that information is **consistent, accurate** and **timely**.

B. Internal Communications

Glen Oaks Middle has identified a school spokesperson or Public Information Officer (PIO) who is responsible for

- Helping create **policies** and **plans** for communicating emergency information **internally** and to the **public**.
- Following the **communications policies** and **procedures** established by Glen Oaks Middle.
- Helping establish **alternative means** to provide information in the event of a failure of power, phone or other lines of communication.

Glen Oaks Middle Emergency Operations Plan

- Developing **materials** for use in media briefings.
- Acting as the **contact** for emergency responders and assist in coordination of media communications.

1. Communication Between School Officials + Staff Members

School personnel are notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Telephone Tree.** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree **originates** with the principal/designee who contacts the members of the **school incident command team**. Team members then in turn contact **groups of staff** (teachers, administrators and support staff).
- **Text-Messaging System/Email System.** A text-messaging or email system is available to provide those who are **registered** to receive messages with **updates** during an incident.
- **Morning Faculty Meeting.** As appropriate, **updated** information about an incident is presented at the morning faculty meeting. Any **new procedures** for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting.** As appropriate, **updated** information and a **review** of the day's events is presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

C. External Communications

School officials must communicate with the **larger school community** on how incidents will be addressed on a regular basis. However, once an incident occurs, parents, media and the community at large require **clear** and **concise messages** from **Glen Oaks Middle** about the incident, what is being done and the **safety** of the children and staff.

1. Communication With Parents

Before an incident occurs, **Glen Oaks Middle**

- Develops a **relationship** with parents so that they trust and know how to access alerts and incident information.
- Informs parents about the **School's EOP**, its purpose and its objectives. Detailed response tactics should not be shared if they impede the **safe response** to an incident.
- Information is in **School Newsletter, Back to School Night, and Parent Meetings.**
- Identifies parents who are willing to **volunteer** in case of an incident and includes them in preparation efforts and training.
- Is prepared with **translation services** for non-English-speaking families and students with *limited* English proficiency.

Glen Oaks Middle Emergency Operations Plan

In the event of an incident, **Glen Oaks Middle** will:

- Disseminate information via text messages, emails, and phone calls to inform parents about what is known to have happened.
- Implement a plan to **manage phone calls** and parents who arrive at school and describe how the school and school district are handling the situation.
- Provide information regarding **possible reactions** of their children and ways to talk with them.
- Provide a **phone number, website address** or **recorded hotline** where parents can receive **updated** incident information.
- Inform parents and students **when** and **where** school will resume.

After an incident, **Glen Oaks Middle** administrators schedule and attend an **open question-and-answer** meeting for parents *as soon as possible*.

2. Communication With The Media

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), coordinates with the school PIO and/or participates in a **joint information** effort to:

- Establish a **media site** and **reception area** away from the school and any established Incident Command Post.
- Provide regular **updates** to media and school community.
- Provide *only* information that has been **approved** for release by the Incident Commander in charge of the scene.
- Monitor **release** of information and **correct misinformation**. Coordinate messages with the principal/designee.

All **Glen Oaks Middle** employees are to **refer** all requests for information and questions to the **designated** PIO.

3. Handling Rumors

In addressing rumors, the most effective strategy is to **provide facts as soon as possible**. To combat rumors, **Glen Oaks Middle** will:

- Provide appropriate information to **internal groups**, including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers and bus drivers. These people are **primary** sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff **meeting** *before* staff members are allowed to go home so that what is (and is not) known can be clearly communicated.

Glen Oaks Middle Emergency Operations Plan

- Designate and brief **personnel answering calls** to help control misinformation. Conducts briefings for community representatives directly associated with the school.
- Enlist the help of the **media** to provide **frequent updates** to the public, especially to provide accurate information where rumors need to be dispelled.

After the immediate incident response period, **Glen Oaks Middle** will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

D. Communications Tools

Some common internal and external communications **tools** that **Glen Oaks Middle** uses include the following:

- **Standard telephone.** **Glen Oaks Middle** has designated a school telephone number as a recorded “**hotline**” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with emergency responders and others.
- **Cellular telephones.** These phones may be the *only tool working* when electric service is out; they are useful to school personnel en route to or from a site.
- **Intercom systems.** The intercom system includes **teacher-initiated communication** with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones.** A battery-powered bullhorn to address students and staff who are **assembling** outside the school. Procedures governing storage and use help ensure readiness for use.
- **Two-way radio.** Two-way radios provide a reliable method of communication between **rooms** and **buildings** at a *single* site. All staff are trained to understand how to operate the two-way radio.
- **Computers.** A **wireless laptop computer** may be used for communication both within the school and to other sites. **Email** may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) posts information such as school evacuation, closure or relocation on the home page of the school and district website.
- **Fax machines.** Possible uses include **off-site access** to receive and send critical information concerning students and staff members, their locations and needed telephone numbers, including but not limited to, **medical information, release forms and authorizations.**
- **Alarm systems.** Bells or buzzers are in place and sound in **different** ways to signal different types of incidents – for example, fire, lockdown or special alert (with instructions to follow). All school staff, students and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles.** Whistles should be provided to staff in order to signal a need for immediate attention or assistance.

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E. Family Educational Rights and Privacy Act (FERPA) + Health Insurance Portability and Accountability Act (HIPAA)

Glen Oaks Middle has **reviewed** the applicable *Family Educational Rights and Privacy Act (FERPA)* and *Health Insurance Portability and Accountability Act (HIPAA)* laws, and all applicable State laws with our community partners to ensure that *all* parties have a **strong understanding** of these laws pertaining to **information disclosure**. All school employees, including contractors have been trained on applicable laws to ensure that **Glen Oaks Middle** officials and employees do not release information inappropriately or make decisions about students or release of records based upon myths, fears or stereotypes related to race, color, national origin, sex, religion, disability, sexual orientation or gender identity.

Leroy Turner

Signature

June 21, 2022

Date

Glen Oaks Middle Emergency Operations Plan

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VI. Recovery After An Incident

After the safety and status of staff and students is assured and emergency conditions abated following an incident, staff, teachers and school officials should assemble to support the **restoration** of the school's educational programs. Defining mission-critical operations and staffing, this effort is the starting point for the recovery process.

Collecting and **disseminating** information facilitates the recovery process.

Glen Oaks Middle and the **Redesign Schools Louisiana Network** designate appropriate personnel and collaborate with external resources to work in teams to:

- Conduct a **comprehensive assessment** of physical and operational recovery needs.
- Assess **physical security, data access** and all other **critical services** (e.g., plumbing, electrical).
- Examine critical information **technology assets** and **personnel resources** and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document **damaged facilities, lost equipment** and **resources**, and **special personnel expenses** that required for insurance claims and requests for State and Federal assistance.
- Identify **recordkeeping requirements** and sources of **financial aid** for State and Federal disaster assistance.
- Provide detailed **facilities data** to the school District Office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for *ongoing status reports* during recovery activities to a) estimate when the educational program can be **fully operational**; and b) identify special facility, equipment and personnel issues or **resources** that facilitate the resumption of classes.
- Educate school personnel, students and parents on available **crisis counseling** services.
- Establish **absentee policies** for teachers and students after an incident.
- Establish an agreement with **mental health organizations** to provide counseling to students and their families after an incident.

Glen Oaks Middle Emergency Operations Plan

- Develop **alternative teaching methods** for students unable to return immediately to classes: correspondence classes, videoconferencing, tele group tutoring, etc.
 - Create a plan for conducting classes when **facilities are damaged** (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on **prevention** and **mitigation measures**; incorporate as appropriate into **short-** and **long-term** recovery plans.

VII. Administration + Finance + Logistics

A. Agreements + Contracts

If school resources prove to be **inadequate** during an incident, **Glen Oaks Middle** requests assistance from local emergency services, other agencies and the school community in accordance with existing **mutual aid agreements (MAAs)** and **contracts**. Such assistance includes equipment, supplies and/or personnel. All agreements entered into by authorized school officials should be in writing. All pre-negotiated **agreements** and **contracts** are **available electronically**.

B. Recordkeeping

1. Administrative Controls

Glen Oaks Middle is responsible for establishing administrative controls necessary to manage the **expenditure** of funds and to provide reasonable **accountability** and **justification** for expenditures made to support incident management operations. These administrative controls are done in accordance with established local **fiscal policies** and **standard cost accounting procedures**.

2. Activity Logs

Staff assigned within the school ICS maintain **accurate** logs recording key incident management activities, including:

- **Activation** or **deactivation** of incident policies, procedures and resources.
- Significant **changes** in the incident situation.
- Major **commitments** of resources or requests for additional resources from external sources.
- Issuance of **protective action** recommendations to staff and students.
- **Evacuations**.
- **Casualties**.
- **Containment** or **termination** of the incident.

C. Incident Costs

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School ICS finance and administration staff are responsible for maintaining records summarizing the use of **personnel**, **equipment** and **supplies** to obtain an estimate of annual incident response costs that can be used in preparing *future* school budgets. Detailed records of costs for incident management and operations include:

- **Personnel** costs, especially overtime costs.
- **Equipment** operations costs.
- Costs for **leased** or **rented equipment**.
- Costs for **contract services** to support incident management operations.
- Costs of **specialized supplies** expended for incident management operations.

These records are used to **recover costs** from the responsible party or insurers, or as a basis for requesting **financial assistance** for certain allowable response and recovery costs from the State and/or Federal government.

D. Preservation Of Records

To continue normal school operations following an incident, **vital records** must be protected. These include **legal documents** and **student files** as well as **property** and **tax records**. The principal causes of damage to records are fire and water. Essential records should be protected and are maintained **in locked file cabinet or electronically**.

VIII. Plan Development + Maintenance + Distribution

A. Approval + Dissemination Of The Plan

The school EOP for *each* building is prepared by each **public-school** principal *jointly* with **local law enforcement, fire, public safety and emergency preparedness** officials. In preparing the plan, the principal and such officials shall consider and include, if appropriate, input from **students** enrolled in the school and their **parents, teachers** at the school, other **school employees** and **community leaders** as described in RS 17:416.16 (A.2). The school EOP clearly identifies the latest **revision** date and the **signature** of individuals involved in its creation and/or revision.

B. Record Of Distribution

Copies of the school EOP and floor plans are distributed to **emergency organizations** with a role in responding to an incident. A **record of distribution** is kept as proof that organizations have acknowledged their receipt, review and/or acceptance of the plan. School administrators record the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery and the number of copies delivered. This record is **electronically available**.

School emergency planning documents **should not** be shared with those who do not have a need to know the details of the plan unless all sensitive, security-related information has been properly redacted. Copies of the school EOP may be made available to the **public** and **media** *without* sensitive information at the discretion of the school board.

C. Review + Updates To The Plan

To remain in **compliance** with RS 17:416.16 (B.1), the school updates the comprehensive safety plan at least **once every year** and the floor plans whenever a **major modification** to the building requires **changes** in the procedures outlined in the plan. The school should, however, ensure an update to the plan is filed with the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the Parish, and local Fire Chief whenever any critical information in the plan changes.

Each update or change to the plan is tracked. The record of changes includes: the change number, the **date of the change** and the name of the **person** who made the change.

To ensure timely updates to the school EOP, the school board or governing authority establishes a **schedule** for an **annual review** of planning documents. The basic plan and its annexes are to be reviewed at least **once per year** by school officials and local emergency management agencies and others deemed appropriate by school administration.

The school EOP is **updated** based upon:

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- **Changes** in information.
- Deficiencies identified during incident management activities and exercises.
- When changes in threat hazards, resources and capabilities or school structure occur.

Whenever the school EOP is updated, an updated copy is filed with the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the Parish, and local fire chief, as well as distributed in accordance with the guidelines stated above. It is recommended that the school EOP also be **filed with local OHSEP**.

D. Training + Exercising The Plan

Glen Oaks Middle understands the **importance** of training and exercises in planning for an incident. To ensure that district personnel and community emergency responders are aware of their **duties** and **responsibilities** under the school plan and the most *current* procedures, the following training and exercise actions will occur. School officials will coordinate training efforts with guidance from **East Baton Rouge Parish** OHSEP.

Basic training and refresher training sessions are conducted **annually** for all school personnel in coordination with local, law enforcement, fire and emergency managers.

School EOP training includes:

- **Hazard and incident awareness training** for **all school personnel**.
- **Orientation** to the School EOP provided to **all school personnel**.
- **First aid** and CPR for **select school personnel**.
- Team **training** to address specific incident response or recovery activities such as **family reunification**.

Four (4) online FEMA courses - **IS-100.b**, **IS-100SCa**, **IS-362.a** and **IS-700** - are to be taken, with **documentation**, by Director of Operations. All **four (4) courses** are available for FREE at FEMA's Emergency Management Institute:

- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>
- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>
- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.SCa>
- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-362.a>

Additional measures include **drills** and **tabletop exercises**. Drills are to be conducted **4 Times a Year and** exercises are to occur annually.

Records of the training provided including date(s), type of training and participant rosters maintained and are located **electronically**. Approved parent volunteers and community members are incorporated into larger training efforts.

All **Glen Oaks Middle** staff members are *encouraged* to develop **personal** and **family emergency plans**. Each family should anticipate that a **staff member** may be required to remain at school

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following a catastrophic event. Knowing that the family is prepared and can handle the situation enables school staff to do their jobs more effectively.

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Functional Annexes

Functional protocols are **common procedures** that are implemented along with procedures of **hazard-and-threat specific protocols** when needed to respond to an emergency. For example, evacuation procedures are implemented along with procedures of a more specific fire protocol. Reverse evacuation procedures may be instituted along with procedures activated for a hazardous materials spill that occurs outside of the school building.

Each **functional protocol** describes the purpose and responsibilities for that function. Schools customize these functional protocols to fit their *unique* circumstances. A **risk assessment** conducted with local emergency and safety officials assist in development of effective procedures and protocols.

All functional annexes should address:

- **Situations** under which the procedures are to be used.
- Who has the **authority** to activate the procedures.
- **Specific actions** to be taken when the procedures are implemented.

To implement functional procedures:

- All staff and students should undergo **training** and participate in **drills**.
- Staff and bus drivers assigned to work with **special needs students** should undergo in depth training and drills.
- Emergency response personnel should review, provide input and assist in training and drills on the use of these procedures. This helps **evaluate** the **appropriateness** of the procedures in the plan and assists with **modifications** or **updating** as necessary to ensure that the procedures are sufficient to provide a **safe environment** for students, staff and visitors.

Functional annexes do not *repeat* but **build upon** the information, guidance and processes/procedures within the basic School EOP.

Functional annexes include:

- | | |
|--|----|
| • Continuity Of Operations Plan (COOP) Annex | 67 |
| • Drop + Cover + Hold Annex | 71 |
| • Evacuation Procedure Annex | 73 |
| • Family Reunification Annex | 79 |
| • Lockdown Procedure Annex | 81 |
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| • Reverse Evacuation Procedure Annex | 87 |
| • Shelter-In-Place Annex | 89 |

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Continuity Of Operations Plan (COOP) Annex

I. Purpose

The purpose of a Continuity of Operations Plan (COOP) is to ensure that the school has procedures in place to **maintain** and/or **rapidly resume essential operations** after an incident has disrupted normal school operations, activities or services. COOP is critical to safety planning and a **good business** practice.

The plan anticipates a full range of **potential incidents** that could cause a temporary interruption of school operations to a complete shutdown of the school, requiring suspension of **non-essential functions** and/or relocation of essential functions to an **alternative site** for some period of time. A goal is to provide **full operational capacity** for essential functions within **12 hours** after activation of COOP and sustain these functions for up to **30 days**.

II. Responsibilities

Delegation of authority and management responsibilities is determined by **school officials** prior to an incident. COOP procedures address responsibilities *before, during* and *after* an incident. Safety of students and school personnel is the first consideration. **Strong internal** and **external communications systems** and partnerships with appropriate organizations, contractors and providers of services are developed so that resources are readily available if needed. **Legal counsel** reviews delegations of authority to identify and address any possible legal restrictions.

Designated school personnel, in conjunction with the principal/school decision-maker, performs the essential functions listed in Table 4 on next page.

III. Specific Procedures

A. Activation + Relocation

The principal/school decision-maker determines when to **activate** and **implement** COOP procedures and/or to **relocate operations** to an alternate site. Authority for activation may be **delegated**. The principal/school decision-maker activates COOP procedures whenever it is determined the school is **not suitable** for safe occupancy or functional operation. The district office is notified and provided information and details regarding a relocation of operations.

B. Alert + Notification + Implementation Process

The principal/school decision-maker activates the School EOP **communication plan** (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and

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school personnel of COOP activation and provide **situation information**, as available. Parents and/or guardians are also **alerted** and **notified** of COOP activation and as important information becomes available.

Table 4. ESSENTIAL FUNCTIONS PERFORMED BY COOP PERSONNEL

Principal or Superintendent	<ul style="list-style-type: none"> Determine when to close schools, and/or send students/staff to alternate locations. Disseminate information internally to students and staff. Communicate with parents, media and the larger school community. Identify a line of succession, including who is responsible for restoring business functions for school.
Principal/Assistant Principal and/or Department Heads	<ul style="list-style-type: none"> Ensure systems are in place for rapid contract execution after an incident. Identify relocation areas for classrooms and administrative operations. Create a system for registering students (out of district or into alternative schools). Brief and train staff regarding their additional responsibilities. Secure and provide needed personnel, equipment and supplies, facilities, resources and services required for continued operations. Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). Re-evaluate the curriculum.
Custodians/Maintenance Personnel	<ul style="list-style-type: none"> Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re landscaping).
School Secretary/Office Staff	<ul style="list-style-type: none"> Maintain inventory. Maintain essential records (and copies of records) including school's insurance policy. Ensure redundancy of records (records are kept at a different physical location). Secure classroom equipment, books and materials. Restore administrative and record-keeping functions such as payroll, accounting and personnel records. Retrieve, collect and maintain personnel data. Provide account payable and cash management services.
Counselors, Social Workers, and School Nurses/Health Assistants	<ul style="list-style-type: none"> Establish academic and support services for students and faculty/staff. Implement additional response and recovery activities according to established protocols.
Food Service/Cafeteria/ Bus Drivers	<ul style="list-style-type: none"> Determine how transportation and food services will resume.

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C. Relocation Sites

The principal/school decision-maker identifies **relocation sites** to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by **walking**, if appropriate, and other site(s) by **transportation** services.

Sites must have reliable logistical support, services and infrastructure systems that can sustain operations for up to **30 days**.

Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a *predetermined alternative facility*.

D. Alternate Facilities

For estimated short-term (**2-14 days**) **payroll** and **personnel operations**, the alternative facility will be **virtual**. For a longer-term relocation of operations and essential functions, **alternative** facilities are listed below:

Alternative Facility	Can Replace this Primary Facility	Street Address	Contact Information
Virtual	Personnel/Admin Offices	Virtual	225-771-8128
Lanier Elementary	School Building A	4705 Lanier Drive	225-308-3273
Dalton Elementary	School Building B	3605 Ontario Street	225-357-0244

For **each** alternate facility, all essential resources, equipment and software that are necessary for resumption of operations at the site is **identified** and plans developed for **securing** those resources. **IT systems** available at the site need to be **tested** for compatibility with school's backup data.

E. Interoperable Communications/Backup Sites

As noted above, the virtual site used as a **temporary alternative site** for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, alternative relocation sites are identified as noted above.

- At alternative site, Dalton or Dalton the lines and services for telephones and computers are **maintained, protected** and **backed up offsite** by the district office.
- Hardware and physical lines are **protected** by the fire prevention, humidity controls, temperature controls and electrical generating capacity of the building itself.
- Telephone lines work even during power failures.
- The building has **no sprinkler system**, and the placement of thermostats does *not match* the current office configuration, resulting in wide variations of temperature depending on location.

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F. Vital Records + Retention File

Vital records are **archived** and/or retained on backup data systems stored **virtually**. Vital records are **electronic** and **hard copy** documents that are needed to support essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents.

G. Human Capital Management

School personnel responsible for **essential functions** are to be cross trained to ensure effective implementation of COOP procedures:

- All COOP designated personnel as well as senior staff undergo **annual training** on executing COOP procedures. Training is designed to inform each participant of his/her **responsibilities** (and those of others) during implementation of COOP procedures. It is *essential* that all employees have a clear understanding of what they are supposed to do. Training includes **specific protocols** for identifying and assisting employees with disabilities.
- Designated COOP personnel participate in **exercises** to test academic, physical and business systems. Training includes testing the **information technology (IT) systems** and backup data including testing of **offsite backup system data** and IT operating systems.
- All school personnel are to be informed of **when** they are expected to be ready to go back to work and/or if they are being **recalled** to support school COOP efforts.

H. Reconstitution

In most instances of COOP implementation, reconstitution is a **reverse execution** of those duties and procedures listed above, including:

- Informing staff that the threat or incident no **longer exists**, providing instructions for the resumption of **normal operations**.
- Supervising an **orderly return** to the school building.
- Conducting an **after-action review (AAR)** of COOP operations and effectiveness of plans and procedures.

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Drop + Cover + Hold Annex

I. Purpose

Drop + Cover + Hold procedures may be used when an incident occurs with **little or no warning**. This action is taken to protect students and staff from **flying or falling debris** resulting from explosions, structural failures, severe weather or an earthquake.

II. Responsibilities

Designated staff members, including teachers and bus drivers, participate in the **development, implementation** and **evaluation** of this procedure.

III. Procedures

A. Indoor Procedure

When indoors, students/staff:

- **Drop** to the floor.
- **Cover** by getting **under** a sturdy table, desk or other piece of furniture. If there is no suitable furniture nearby, students/staff cover their face and head with their arms.
- **Hold on** to the table or desk until directed to stop.
- When directed by the principal/designee and/or when it is **safe** to do so, staff members **evacuate** students to pre-assigned locations.

NOTE: Staff and students do not use the elevators to evacuate.

B. Outdoor Procedure

When outdoors, students/staff:

- **Move away** from buildings, streetlights and utility wires. **Drop** to the ground.
- Cover their **face and head** with their arms.
- When directed by the principal/designee and/or when it is **safe** to do so, staff members **evacuate** students to *pre-assigned* locations.

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C. Moving Vehicle Procedure

When in a moving vehicle, drivers/staff:

- **Stop** as *quickly* as **safety permits**.
- Instruct *all* students and staff to **stay** in the vehicle.
- When it is safe to do so, proceed *cautiously* or **evacuate** the vehicle.

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Evacuation Procedure Annex

I. Purpose

Evacuation should take place if it is determined that it is safer **outside** than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location **without danger** (playground, football stadium, or off-site location in the community).

Individuals with disabilities who are **self-sufficient** under normal circumstances may have to rely on the help of others in an emergency. The quick, safe and efficient evacuation of an entire school during an emergency can only be accomplished through careful **planning** and **preparation**. When planning and implementing your building's *Emergency Evacuation Plan*, incorporate the following **suggested** procedures to address any special needs of disabled individuals.

II. Responsibilities

Designated staff members, including teachers and bus drivers, participate in the **development**, **implementation** and **evaluation** of this procedure.

III. Procedures

A. Actions To Take Prior To Emergency Situations

At the beginning of each school year, each school administration should compile a **list** of those **disabled individuals** who may require assistance in evacuating the building. Update this list at least monthly to reflect any changes that occur during the school year.

- Compile a list of **all students** and **employees** with disabilities that might affect their ability to evacuate safely.
- Prepare **schedules** and classroom **assignments** that locate individuals with mobility impairments in areas closest to an accessible exit or an area of rescue assistance. Institute other scheduling changes that will increase the safety of evacuations.
- Develop a **master schedule** showing the location(s) of those disabled students and employees who require evacuation assistance.

Each school should maintain a master schedule showing the assigned locations of all persons with disabilities who require assistance to evacuate the building. Mark the locations of each affected student and employee on a floor plan diagram. **Update** this schedule to reflect any changes that occur during the course of the year. This schedule should be **maintained** in the main office or at any other assigned locations for emergency preparedness records.

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1. Determine Special Needs

Determine what assistance, if any, each disabled individual may require to safely evacuate the building. When determining the most effective methods of evacuation, consideration should be given to the **size** and **weight** of the individual, **distance** required to reach the assembly area, and **obstacles** such as steps, curbs, streets, intersections, traffic, etc.

- Determine the **number of people** needed to provide the necessary assistance for every disabled individual.
- Determine any **special medical needs** that students and employees may require. Determine if any special equipment or apparatus must accompany the students or employees when evacuated from the building. Compile a list of these special needs and update it as necessary.
- Inform **staff members** of their **responsibilities**.
- Inform staff members of their responsibilities for **assisting** with the evacuation of **disabled individuals**. Consider the nature and degree of the disabling condition when determining the most appropriate assisting staff members.

For students—In an emergency, the responsibility for assisting the disabled student should be assigned to the **teacher** or **person in charge** of the student at that time. As the student change's locations throughout the school day, responsibility will shift to the next person in charge of the student. School administrators and/or the school nurse may also be appropriate staff members to assist in evacuations.

For employees—Responsibility for providing evacuation assistance for a disabled employee should be assigned to the **staff member** who works closest to the employee. Again, this responsibility will shift as the employee works in different locations of the building throughout the day.

For visitors—Responsibility for providing evacuation assistance to visitors should be assigned to staff members already assigned the duty of **checking areas** of the building (such as lavatories) to make sure that all areas are clear during an emergency. Given unpredictable visitors, those assisting them may not be able to evacuate them on their own. In such cases, the staff member should assist the visitor to an Area of Rescue Assistance and seek assistance from other staff members or from professional rescue personnel.

- Assign an administrative staff member to inform any **emergency responders** (fire fighters, police, etc.) of the **number, identity** and **locations** of any disabled individuals who could not be evacuated from the building and/or those who require special medical attention. Representatives of the school and emergency responders should meet at a prearranged location.
- Assign **backup staff members** for each of these responsibilities.

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2. Practice Emergency Evacuation Procedures

When conducting **monthly evacuation drills**, incorporate all aspects of your evacuation plan for the disabled in at least during **two (2)** drills a year.

During these drills, it may *not* be advisable to evacuate all disabled persons from the building. In certain cases, the potential **risk of injury** may outweigh the **benefits** of conducting the drill. Discuss these health or safety concerns with local fire department representatives. Under these special circumstances, during drills only evacuate those individuals to the appropriate designated **Areas of Rescue Assistance**.

- Evaluate the **effectiveness** of each evacuation drill. Include all students and staff members involved in using the disabled evacuation procedures. Make adjustments and recommend necessary changes to the established procedures in consultation with the appropriate crisis agencies.
- Discuss** and **review** this evacuation procedure **frequently** with all staff members.
- Review and **update** your building's evacuation plan.
- Keep your plan **current** to reflect changes in your building that might impact on the safe evacuation of your building. At minimum, building administrators must **review** and **update** their building's evacuation plan on an **annual basis**.

A. Actions To Take During Emergency Situations

1. School Incident Commander/Principal

- Call** or **designate** another to immediately call **public safety** (9-1-1) (police, fire and emergency responders) to give notice the school has been evacuated.
- Notify appropriate **district staff** that an evacuation of the school has occurred.
- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the **fire alarm** or by a **public address system** or bullhorn. Make the following announcement:

YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING.

TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.

TEACHERS, TAKE YOUR CLASS ROSTER AND

TAKE A HEADCOUNT AT THE ASSEMBLY AREA.

- Determine **evacuation routes** based on location of the incident and type of emergency.
- Communicate **changes** in evacuation routes based on location and type of emergency.

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- Designate staff with assigned **radios** and/or **cell phones** to assist in evacuation procedures.
- Monitor** the situation and provide updates and additional instructions as needed.
- During **inclement weather**, consider requesting buses for sheltering students.
- Communicate when it is **safe** to **re-enter** the building or **re-occupy** a section of the school by bell system, radio transmission, public address system, designated staff or bullhorn.

2. Teachers + Staff

- Instruct students to **exit** the building using the designated emergency exit routes or as directed by the school incident commander/principal. Emergency exit routes should be diagrammed on the school floor plan drawing posted near the light switch inside each room.
- Use a **secondary route** if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the school incident commander/principal at the time of the emergency and the evacuation.
- Help those needing **special assistance**.
- Do not lock** classroom doors when leaving, close door and turn off lights. Do not stop for **student** or **staff belongings**.
- Take **class roster, phone lists, first-aid kit** and **other emergency supplies** with you.
- Check the **bathrooms, hallways** and **common areas** for visitors, staff or students while exiting.
- Go to **designated evacuation assembly area** (*minimum of 50 feet* from building is required in fire evacuation and 1000 feet from building for bomb threat, chemical spill inside building or other-directed evacuations).
- When outside the building or inside the building evacuation location, **check for injuries**.
- Account for all students**. Immediately report any missing or injured students to the school incident commander/principal.
- Wait for **additional instructions**.

3. Office Staff

- Take **visitor log** and **student sign-out sheet** to evacuation assembly area.
- Gather **headcount** information from teachers and inform the **school incident commander/principal**.

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4. Executing Emergency Evacuation Procedures

- Never use **elevators, chair lifts** or any other system requiring **electrical power** in an emergency.
- In most cases, **delay** exiting persons with disabilities until the exit route is **clear of traffic**. This is for the disabled person's safety as well as for the safety of others. For example, where a person will be carried down sets of stairs, it is much safer to wait until the stairs are free of quicker moving traffic.
- Ensure that appropriate staff members **account for all individuals** with disabilities immediately after notification that an emergency exists. Inform the appropriate administrator immediately of anyone who cannot be accounted for.
- Ensure that appropriate staff members **assist** individuals with disabilities in moving to their predetermined **Areas of Rescue Assistance** and assist them in **exiting** the building.
- Ensure that appropriate staff members assisting individuals with disabilities **remain** with them until the emergency is over.
- Upon arrival of emergency responders, ensure that an administrative staff member meets with them at a **prearranged location** with information on number, identity and locations of individuals with disabilities who are still in the building. Also, provide a **copy** of the list that describes any special medical needs that students or employees may have as well as any special equipment or apparatus that may be needed.

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Family Reunification Annex

I. Purpose

The *Family Reunification Protocol* is used to ensure a safe and secure means of **accounting** for students and **reuniting** parents/guardians with their children whenever the school facility or grounds is rendered unsafe, and a remote site is needed.

II. Responsibilities

A. School Incident Commander/Principal

- After consulting with an emergency incident commander (local law enforcement, fire or other emergency official), if applicable, determine the **appropriate pre-designated relocation site(s)**.
- Follow pre-determined **procedures** for **releasing** students.
- Notify a **contact person** at the relocation site(s) to prepare for arrival of students. Designate a **Reunification Site Commander**.
- Request the district office to send personnel to **staff** the reunification site(s). Follow *pre-determined* **parental notification procedures** such as phone trees, local media channels, automated alert system, cell or text messaging, etc.

B. Reunification Site Commander

- Establish a **command post**.
- Organize public safety and mental health/crisis **response** staff who will be reporting to the site. Use them to **calm** waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check **identification** of all non-uniformed personnel who arrive to assist.
 - Secure a holding area for arriving students and staff away from waiting family members.
- Set up an **adult report area** for parents/guardians to sign in and to check identification.
- Set up a **student release area** where students will be *escorted* to meet their parent/guardian and sign out.

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- Set up a **mental health area** and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a **media staging area** and notify the school media liaison of the location.
 - Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- **Only release students to authorized persons after checking proof of identity and signing a student release form.**
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

C. Teachers + Staff

- Provide a list of **evacuated students** to the reunification site staff upon arrival.
- Ensure **special needs students** and staff are assisted.
- Request help if needed.
 - Follow the **instructions** of the reunification site commander or designated staff and/or assist in staffing the site.

III. Other Procedures

- Outline procedures for **releasing students**.
- Maintain current student and staff **emergency information** that details special needs, such as medical or custody issues.
- Store information in a **secure** and **readily accessible** location.
- Outline parental notification methods.

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Lockdown Procedure Annex

I. Purpose

Lockdown is the initial physical response to provide a **time barrier** during an active shooter/intruder event. Lockdown is *not* a **stand-alone** defensive strategy. When securing in place, this procedure involves **barricading** the door and readying a plan of **evacuation** or **counter tactics** should the need arise.

II. Responsibilities

A. School Incident Commander/Principal

- Make the **following announcement** using the building Public Address (PA) system, two-way radio, telephone or megaphone:

YOUR ATTENTION PLEASE.

WE ARE EXPERIENCING EMERGENCY SITUATION AND WE ARE NOW UNDER LOCKDOWN.

- Designate staff to **call 9-1-1**.
 - Identify the name and address of the school and describe the emergency.
 - State the school is locking down.
 - Provide intruder description and weapon(s) if known.
 - Identify the location of the school command post.
- Direct staff to **stay on the phone** to provide **updates** and additional information.
- Notify staff and classes outside to **immediately** move to the **off-site assembly area(s)**, account for the students and be prepared to move to a **relocation site**.
 - Notify the transportation director or contractual bus service to **stop** all *inbound* buses and **redirect** them to designated relocation site(s).
- Notify district office.

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B. Teachers

- Clear the hallway and bathrooms by your room, moving everyone into the **classroom**.
- **Lock** your doors.
- Move any large objects in front of the door to **barricade** door. All moveable items such as chairs should be used as well.
- Take **attendance** and be prepared to notify incident commander of **missing** students or **additional** students, staff or guests sheltered in your classroom.
- **Do not place students in one location within the room**. In the event that a shooter or intruder gains entry, students should **consider exiting** by running past the shooter/intruder.
- Staff and students may utilize methods to **distract** the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.
- Allow no one outside of the classroom until the incident commander gives the "All Clear" signal unless a **life-threatening situation** exists and a means to safe exit is available (through a window or other safe passage).

C. Office Staff

- Stay by the phones to wait for **additional procedures** from district office and incident commander.
- Remotely check **status of classrooms** via PA, telephone, computer or other method.
- Assist the principal or incident commander to establish the school **command** post.

D. Custodians

- **Close** and **lock** all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a **safe** area and lock the door.

If students and school personnel are outside of the school building at the time of a **lockdown**, teachers or other school personnel are to move students to the **designated off-site assembly location**.

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Mental Health + Healing Annex

I. Purpose

Mental health and healing procedures are developed to provide an **emotional catharsis** to students and staff impacted by **trauma** at school or in the community. Following a traumatic event or incident, students, staff and their families need a **healing process**. As soon as the safety of all involved has been addressed, attention turns to the healing process.

Mental health professionals available in the school community, such as nurses and social workers, should participate in the development, implementation and evaluation of the school EOP as it relates to this annex. Additional advice may be sought from outside **psychologists** and **mental health** experts.

II. Responsibilities

A. Principal Or District Authority Should Implement The Following Actions

- Staff are to be trained to **recognize** signs of physical and/or mental stress due to trauma.
- Members of a crisis response team are to undergo **in-depth training** to learn how to assist in managing stress due to trauma.
- Parents and guardians are **offered tips** on how to **recognize** signs of physical or mental stress due to trauma.
- Mental health experts **review** and **provide** input into the plan.
- A media or **public information officer** (PIO) is **available** and **trained** to prepare announcements and media releases on the incident and actions taken.
- Principal or designated staff do the following *immediately* after a **serious** injury or **death** and/or **major incident**:
- Make an initial **announcement** to the entire school, including minimum details and indicating that additional information will be provided.
- Issue **prepared statements** for media, parents and other community inquiries.
 - Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students and families.

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- Set up **crisis centers**, designate **private rooms** for private counseling and include outside mental health professionals and clergy to assist with grief.
- Provide **guidelines** to and encourage teachers to **facilitate class discussions** about the incident, allowing students to *openly* discuss feelings, fears and concerns shortly after the incident.
 - Any students who are excessively distraught should be referred to the crisis response team for counseling.
- Restore **regular school functions** as efficiently and as quickly as possible.
- Accept **donations**. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers diminish considerably as **time passes**. Donations given and not used can always be returned.
- Designate a place for staff, students and community members to leave **well-wishes, messages** and **items**.

B. Teachers + Staff

- Seek **counseling services** if experiencing difficulty coping with the incident.
- Provide **stress management** during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.
- Be prepared for **outbursts** and **disruptive behaviors**. Refer students experiencing stress to counseling.
- Allow for **changes** in normal routine activities and test schedules.

III. Other Special Procedures

A. Hospital/Funeral Arrangements

- Provide staff with information regarding **visitation** and/or **funeral arrangements** (Time, location, customs) when available.
 - If the funeral is scheduled during a school day, all students and staff should be **excused** from school.
- Encourage staff and students to **attend** the funeral to provide **support** for the family, bringing closure to the incident.
- Designate staff person(s) to **visit** the hospital and/or **attend** the funeral to represent the school.

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B. Post-Incident Procedures

- Allow for **changes** in normal routines or schedules to address injury or death; however, recommend students and staff return to their **normal routine** as soon as possible after the incident.
- Follow up with students and staff who **receive counseling** and refer them to outside mental health professionals as needed.
- Discuss and **approve memorials** with the school board's consent. **Donate** all remaining memorial items to charity.

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Reverse Evacuation Procedure Annex

I. Purpose

Reverse evacuation should occur when conditions are **safer inside** the building than outside, generally when conditions involve **severe weather, community emergencies, gang activity** or a **hazardous material release** outside of the school building.

II. Responsibilities

A. School Incident Commander/Principal

- Order a reverse evacuation for students and staff outside to move inside the building. Use the building Public Address (PA) system, megaphone, two-way radio, telephones or runners to **gather students** and **staff** inside.
- Notify the **district office** of the situation.
- Notify **public safety** by calling 9-1-1: local law enforcement, fire and emergency services responders, as appropriate.
- Designate staff to **monitor** radio, Internet, and other media for information on incident conditions.
- **Close** and **lock** all exterior doors and windows.
- Maintain contact with **public safety** officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as DROP + COVER + HOLD or SHELTER-IN-PLACE.

B. Teachers + Staff

- *Immediately* **move students** back to classrooms or safe areas using the closest entry.
- No students or staff should be outside the building. **Close** and **lock** all exterior doors and

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windows.

- If movement into the building presents a danger, teachers and staff outside direct students to **designated assembly areas** or **off-site assembly areas**.

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- Teachers take **attendance** and **account** for students, reporting any **missing students** to the school incident commander/principal.
- Wait for **further instructions** from the school incident commander/principal or from a public safety official. Monitor the main entries until the “**All Clear**” is given.

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Shelter-In-Place Annex

I. Purpose

The shelter-in-place procedure provides a **refuge** for students, staff and the public **inside** the school building during an emergency. Shelters are located in areas of the building that *maximize* the **safety** of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

II. Responsibilities

A. School Incident Commander/Principal

- Make the **following announcement** using the building public address system, two-way radio, telephone or megaphone:

YOUR ATTENTION, PLEASE.

WE ARE EXPERIENCING AN EMERGENCY SITUATION AND

NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES.

STUDENTS AND STAFF ARE DIRECTED TO MOVE TO

THE DESIGNATED SHELTER LOCATIONS AND SAFE AREAS.

ALL STAFF AND STUDENTS' OUTSIDE ARE TO

IMMEDIATELY MOVE TO AN INSIDE ROOM.

- Order a reverse evacuation for students and staff outside to **move inside** the building. Use the building Public Address (PA) system, megaphone, two-way radio, telephones or runners to **gather staff** and **students** inside.
- Direct staff to **close** all windows and doors.
- If warranted, order the **shut-off** of heating, ventilation and air conditioning systems to **stop** the inflow of outside air into the building.
- Notify **district office** the school is sheltering-in-place.
- Designate staff to monitor radio, Internet and other media for **information** on incident conditions that caused the SHELTER-IN-PLACE.

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- Contact and consult with **public safety officials** as appropriate.
- Be prepared to announce **additional procedures** due to **changing conditions** of the incident, such as DROP + COVER + HOLD or to announce an **“All Clear.”**

B. Teachers + Staff

- Move students into designated **safe areas** such as **inside rooms** with **no windows**, bathrooms, utility closets or hallways without large windows or doors.
- **Close** classroom doors and windows when leaving.
- Have everyone **kneel down** and ready to cover their heads to protect from debris, if appropriate.
- If outside, teachers’ direct students into the **nearest school building** interior safe area or other appropriate shelter.
- For severe weather, if there is no time to get into a building or shelter, attempt to **squat or lie low** in the nearest ravine, open ditch or low spot away from trees and power lines.
- If movement into the building exposes persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas *upwind* or *crosswind* from the spill.
- Move students from **mobile classrooms** to an **interior safe** area in a permanent structure.
- All persons **must** remain in the shelter until notified by the school incident commander/principal or public safety official that it is **safe** to exit.

C. Custodians

- **Shut off** utilities as directed by school incident commander/principal or public safety official.
- Turn off **ventilation systems** (heating, ventilation and air conditioning) as directed and if appropriate.
- Post **SHELTER-IN-PLACE** cards at the primary entrances to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring. For example, such cards should not be used with an ACTIVE SHOOTER, INTRUDER or during an incident involving a person intent on **violence** known to be in the school building and not yet contained.

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Hazard- + Threat-Specific Annexes

Hazard-and-threat specific annexes provide *unique* **procedures**, **roles** and **responsibilities** that apply to a *specific hazard*. They often include provisions and applications for **warning** the public and disseminating emergency public information.

Hazard- and threat-specific annexes do not *repeat* content but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise **simple procedures** that apply to all hazards.
- The hazard-specific annexes present *only* **hazard-unique** information. Repeating procedures increases the possibility of inconsistencies in procedures that could lead to **confusion** during an incident.
- The plan becomes larger and **more difficult** for users to comprehend.

Schools **customize** hazard-and-threat specific protocols to fit their **unique** circumstances. Planning, training, drills and Tabletop exercises conducted with local emergency and safety officials assists in the development of *effective* **procedures** and **protocols**. These activities also help a school **evaluate** the appropriateness of the procedures in the plan and assists with modifications or updating as necessary to ensure that procedures are sufficient to provide a **safe environment** for students, staff and visitors.

Hazard- + Threat Specific Annexes include:

• Active Shooter Annex	94
• Bomb Threat Annex	98
• Bus Accident Annex	102
• Chemical Or Hazardous Materials Spill Annex	106
• Explosion Annex	112
• Fire Annex	114
• Flood Annex	116
• Intruder/Hostage Annex	120
• Medical Emergency Annex	124
• Severe Weather Annex	126
• Terrorism Annex	128

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Active Shooter Annex

I. Purpose

An active shooter or armed assailant on school property involves one or more individual's intent on causing **physical harm** and/or **death** to students and staff. Such intruders may also possess a **gun**, **knife**, **bomb** or other **harmful device**. An active shooter situation results in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is *critical* to follow the instructions of, and cooperate with, the law enforcement officer who – upon arrival - becomes the incident commander with jurisdiction over the scene. The school is a **crime scene** and requires a thorough **search** and **processing**.

II. Responsibilities

A. School Incident Commander/Principal

- Direct staff to **call 9-1-1**
 - Give the **name** and **exact location** of the school
 - Nature of the emergency
 - Number and description of **intruders** (if known)
 - Type of **weapon(s)**
 - **Area** of the school where last seen
 - **Actions** taken by the school
 - Whether there are **on-site security** or law enforcement officers (e.g. DARE, school resource officer)
 - Caller remains on the line to provide updates
- Secure the administration office as a **command post** and retrieve critical information and data about the school's emergency systems, including:
 - Communications.
 - Staff and student locations.
 - Detailed floor plans.

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- Other important information.
- Documents.
- Items and supplies that are prepared and readily available for use during the incident.
- If the incident is occurring at the administration office, designate an **alternate command** post.
- Direct office staff to **maintain contact** with teachers reporting pertinent emergency information via **text, cell phones, classroom phones, and/or email**.
- Notify the superintendent's office and request **activation** of the communications plan for media and parent notification protocols.
- Refer media to:

Angela Beck	225-910-3891
District Spokesperson	Telephone Numbers (home, work, mobile)

- Determine **appropriate procedure(s)**: (LOCKDOWN; INTRUDER/HOSTAGE SITUATION; SHELTER-IN-PLACE).
- Direct staff and students outside the building to move *immediately* to **predetermined assembly area(s)** and be prepared to EVACUATE to an off-site relocation center.
- Direct support staff outside to **stop pedestrians** and **vehicles** from entering the school grounds until law enforcement arrives.
- Ensure that any **buses** en route to the school are **redirected** to a designated relocation site.

B. Teachers + Staff

- Initiate LOCKDOWN procedure if **instructed** by school incident commander/principal or law enforcement incident commander.
- If you are the *first* to note indication of an armed intruder, immediately **CALL 9-1-1**, then **notify** the school incident commander/principal and go to LOCKDOWN.
- Gather information about **your classroom's immediate situation**. **Account** for all students or **other individuals** sheltered in your room.
- **Assess** your ability to EVACUATE the building.

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- If there is no safe manner to EVACUATE the building, have students remain in LOCKDOWN until personally given the “**All Clear**” by the incident commander or a law enforcement officer in uniform.
- If an active shooter or intruder enters the classroom use **whatever** means necessary to keep your **students safe**. This may include any and all forms of resistance to the threat.
- If an intruder enters and begins shooting, *any* and *all* actions to stop the shooter are **justified**. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to create confusion, exiting out windows and confronting (assault, subdue, choke) to stop the intruder. **Tell students to get out any way possible and move to another location.**

III. Other Procedures

- After the active shooter/intruder(s) is **subdued**, the school incident commander/ principal in consultation with the law enforcement incident commander announces an EVACUATION and **relocation** to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, **emergency medical personnel** takes control of the scene and directs services as appropriate.
- The school incident commander **notifies** officials at the relocation site of the EVACUATION and to **activate** FAMILY REUNIFICATION protocols.
- The school incident commander requests **bus transportation** or alternate transportation to the relocation site.
- The school incident commander activates the **communications** plan to deal with media and parent notification protocols and directs parents to the relocation site.
- Teachers EVACUATE the building using the **designated exit routes** and **alternate routes** to the assigned assembly areas, take **attendance** and move to the buses for **transport**.
- The school incident commander activates the **crisis response team** and active MENTAL HEALTH AND HEALING **procedures** and/or notifies area mental health agencies to provide counseling and mental health services at the relocation site.
- The school incident commander debriefs appropriate school personnel.
- The superintendent or designee, in consultation with law enforcement officials, determines when the school can resume normal activities and communicates the information to parents and the public.

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Bomb Threat Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to protect staff, students and school property in the event of a communicated threat regarding the presence of **improvised exploding devises** (IED) on school property. This may include *any explosive device* of an **incendiary, chemical, biological** or **radioactive** nature. A bomb threat results in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is *critical* to follow the instructions of, and cooperate with, the law enforcement officer who – upon arrival – becomes the Incident Commander with jurisdiction over the scene. The school is a **crime scene** and requires a thorough **search** and **processing**.

II. Responsibilities

A. Staff Who Received A Message That A Bomb Has Been Placed In School

- Ref DHS BOMB **threat call procedures** and bomb threat checklist brochure: http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf
- Make a record of the **exact wording** of the threat.
- Ask in a clear and calm voice:
 - *Where is the bomb located?*
 - *What kind of bomb is it?*
 - *What will make it explode?*
 - *When will the bomb explode?*
 - *Who is calling* (name and address)?
 - *Did you place the bomb?*
 - *Why are you doing this?*
- If the threat is made by phone, listen **closely** to caller's voice and speech patterns and to **noises in background**. Make a record of that information.

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- If the threat is made by phone and the caller hangs up, *immediately dial *69 [or the appropriate number]* to trace the call.
- **Notify** the incident commander/principal or designee and/or **call 9-1-1**.

B. School Incident Commander/Principal

- Notify law enforcement, fire and emergency services by calling 9-1-1. if not already notified. Assign staff to meet and **brief** emergency responder agencies.
- Notify staff through the Public Address system:

YOUR ATTENTION PLEASE.

A BUILDING EMERGENCY IS IN EFFECT.

ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE.

- If a suspicious item is located, determine if EVACUATION procedures should be activated, selecting routes and assembly areas away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM**. Or, determine if further response should await arrival of law enforcement and other emergency services. See subsection D below.
- If EVACUATION occurs, students and staff must be evacuated to a **safe distance outside** of school building(s) **Minimum 1,000 feet** is the general rule. [Consult with local law enforcement and fire officials.]
- Arrange for person who found a suspicious item to **talk** with law enforcement official.
- **Notify** the superintendent.
- Active communications plan to **inform parents, media and community** of incident as determined in consultation with law enforcement.

C. Teachers + Staff

- Check classrooms, offices and work area for suspicious items and **report** any findings to the school incident commander/principal.
- If a suspicious item is found – **DO NOT TOUCH IT**. **Secure** the area where the item is located.
- **Account** for students and be prepared to EVACUATE if ordered. EVACUATE using standard procedures and **exit routes to assembly area**.
 - Open classroom windows and leave classroom doors **open** when exiting.
- Take attendance after being EVACUATED. Be prepared to report the names of any **missing persons** to school administration.

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- Keep **students together** at the assembly area until given further instructions.
- Be prepared to go to **off-site relocation** if ordered.
- **If given the “All Clear” signal, return to the building and resume normal operations.**

D. Incident Commander/Law Enforcement + Fire + Emergency Agencies

Once emergency responders are on scene, decisions must be made to:

- EVACUATE *immediately*, if this has not already occurred and if warranted, **selecting routes** and **assembly areas** away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM.**
- Speak to staff who received the threat and **obtain information**. Search the building.
- If a search is to be conducted, **assemble** and **brief** a search team at the interior command post. Assign **search** areas within the building, the emergency exit routes and the outside assembly areas.
- If a **suspicious** item is located, order an EVACUATION if that has not already occurred.
- No one may re-enter the building(s) until **fire** or **law enforcement** personnel declare it is **safe** to do so.
- After consulting with the superintendent and school incident commander/principal, determine if staff and students are to be relocated to an **alternative safe site**.
- If danger is over, notify staff and students of the **termination** of the emergency and to **resume normal operations**.

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Bus Accident Annex

I. Purpose

School bus accidents may occur both **within** the geographic boundaries of the district or **outside** the district (field trips, interscholastic activities). While data continue to show that school buses are the *single safest mode* of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well **trained**. Each bus should include a **first-aid kit, fire extinguisher, flashlight** and **batteries** and **emergency warning devices** (road flares and reflective devices, such as triangles and vests). The purposes of these procedures are to:

- Provide a **standardized approach** in the management of school bus accidents.
- Provide **emergency care**, as appropriate for the incident, while making the most efficient use of available resources.

II. Responsibilities

A. Bus Driver

- Call **bus garage** or **appropriate school personnel** [by radio or other established means per policy] and 9-1-1 emergency services (local law enforcement, fire, ambulance), as required. Give exact location of accident, along with information about **severity, injuries, hazards** and **resources** needed.
- Set parking **brake**, turn off **ignition switch** and activate **hazard lights**. Remain calm and reassure students and/or other passengers.
- Be alert to the potential for, and check conditions that could cause, a **fire** or other hazardous situation.
- Use or deploy **warning devices** as appropriate.
- Determine if evacuation of the bus is warranted. All passengers remain in the bus unless **fire** or other **hazardous condition** exists requiring evacuation and/or relocation to safer location.
 - It is *extremely important* that injured persons are not moved unless a hazard exists that presents an **imminent danger** of further injury.
- Provide **first aid** as needed.
- Regularly **update** school or emergency personnel on situation and conditions. If students/passengers are transferred to another location (hospital, shelters, another bus),

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record and **report information**, including who was transported and location, to bus garage or appropriate school personnel.

- Protect **passengers** and the **vehicle** from *further* accident and injuries. Protect the **scene** from traffic and people so that evidence is not destroyed. Under normal circumstances, the vehicle(s) involved should not be moved until law enforcement personnel advise the driver to do so.
- Cooperate with directions of emergency responders. Complete an **incident report** after incident is resolved.

B. Principal/School Incident Commander

- Dispatch appropriate **transportation** or other **staff** to the accident location. Assess level of support or resources needed and make it available.
- Obtain **names** of students/passengers, conditions, locations if removed from the site and report to district or other designated staff for instituting **parental notifications** and **information sharing** with media or others, as appropriate
- Ensure that **special health** or **medical information** is provided to appropriate medical providers.
- Instruct designated staff to **accompany** injured students to hospital, if needed. Determine if FAMILY REUNIFICATION procedures are to be activated.
- Determine if MENTAL HEALTH AND HEALING procedures are needed.

III. Other Procedures Of General Operations

- Emergency services agencies (law enforcement, fire, EMS), if called, **take charge** of the accident scene upon their arrival. A school representative (the superintendent, principal or designated person with decision-making authority) is dispatched to the accident scene (distance and time permitting)
- **Communication** with parents and childcare providers is *critical* since a late school bus always arouses some anxiety. The incident commander in charge of the incident decides when the school can begin individual parental notification.
- All injured and potentially injured persons (as determined by EMS personnel) are **transported to area hospitals**. The number of ambulances used, and hospital destinations are determined by on-scene emergency services personnel. The following guide can be utilized to determine mode of transport:

Triage	Priority	Mode of Transport
Red	Immediate	Ambulance/Helicopter
Yellow	Delayed	Ambulance
Green	Walking Wounded	Bus or Other
Black	Deceased	Coroner

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NOTE: The responsibility for the determination of injuries and potential injuries for any person involved in the accident rests with the highest appropriately trained on-scene EMS personnel.

- If emergency response authorities at the scene determine that the accident is *minor* in nature (little or no damage to school bus, estimated forces involved suggest no mechanism for injury, no complaints or signs of injury), *every* effort is made to **avoid unnecessary transport** of the children to **area hospitals**. In that event, the school representative at the scene has to have custody and control of the children (*under 18 years of age*) and has the **option** to sign a release form **declining** hospital transport.
 - The form utilized lists the names of all children evaluated by EMS personnel, and found to lack mechanism of injury, signs of injury AND have no complaints of injury. The school provides, for inclusion with this procedure, a list of individuals that have been granted the authority to act as the **school's designee** at the accident scene. **No bus drivers are to be included on the list.**
 - In the event that a list has not been provided, the Incident Commander may **verify** the authority of any representative by contacting the appropriate school/District Office. Anyone claiming to be the school designee but whose name is not included on the list, or whose authority cannot be verified, **is not permitted** to sign the refusal. Any child not listed on the release form is transported to a hospital for further evaluation.
- In the event that the school representative **signs** the release form for all passengers on the bus at the time of the accident, a driver and school bus not involved in the accident is **dispatched** to the scene to continue student transportation.
- In the event that the school representative is, for any reason, unable to sign the release form or if there is greater potential for mechanism of injury, *all* passengers are transported to the *closest* appropriate hospital(s) for **further evaluation**. Anyone not requiring an ambulance is transported in the following manner:
 - A **driver** and **school bus not involved** in the accident is dispatched to the scene on the request of the Incident Commander and School.
 - EMS personnel, with at least **one (1)** or *more* EMTs, is placed on the bus with the passengers and an ambulance follows the bus to the hospital.
 - If a passenger's condition *suddenly deteriorates*, the bus is stopped, and the passenger receives **emergency** care and is placed in the **ambulance** for further care and transport to the hospital.
 - The bus then continues to the hospital with the remainder of the passengers.
 - **Additional ambulances** may be assigned to the bus based on need and available resources.

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Chemical Or Hazardous Materials Spill Annex

I. Purpose

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate **inside** or **outside** the **building**. Examples include toxic **leaks** or **spills** caused by tank, truck or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills. The purpose of this annex is to ensure that there are procedures in place to **protect** staff/students and school property in case of a chemical or hazardous materials spill.

II. Specific School Information

Currently, **disinfectants** are all **used** and **stored** on school grounds as follows: **custodial closet**. The school's maintenance team, custodian or designated staff inspects stored chemicals twice a month. The **school siren** acts as a warning system to notify staff/faculty and students of a hazardous condition.

Glen Oaks Middle is aware of the following **conditions** in the surrounding community that could subject the school to a chemical or hazardous materials spill at a Refinery, Pipeline, and/or Baton Rouge Airport.

The school incident commander/principal determines if and when the following operational functions or procedures are activated in the event of an **external** chemical or hazardous spill:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**
- **Reverse Evacuation**
- **Shelter-in-Place**

Or, if there is an **internal** chemical spill, whether the following procedures may be activated:

- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**

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II. Responsibilities

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A. Procedures For An External Chemical Or Hazardous Spill

The principal determines the need to **activate** the school EOP and designate a school incident commander until a qualified HAZMAT or other emergency incident commander arrives at the scene with jurisdiction over the incident. Once an emergency incident commander arrives, it is *critical* to follow the **instructions** of, and **cooperate** with, that incident commander.

If the chemical spill is **external**, the school takes the following steps:

1. School Incident Commander/Principal

- **Call 9-1-1 and LA State Police HAZMAT Hotline: 877-925-6595;**
 - **Notify local law enforcement and emergency responders.**
 - Determine what procedures to activate, such as a REVERSE EVACUATION and SHELTER-IN-PLACE.
- Notify maintenance/building, custodial and grounds staff to **shut off mechanical ventilating systems**, if appropriate.
- Take appropriate action to **safeguard** school property.
- Notify appropriate school personnel (superintendent/policy group) of the status and actions taken and keep them **updated** of any **significant changes**.
 - Activate **internal** and **external communications plan**.
- **Monitor** radio, television, Internet and/or other means of information and report any developments to the incident commander.
- If it is determined that conditions warrant an EVACUATION, issue instructions for **relocating** to a safer location by means of walking, buses and cars.
- **Notify** relocation centers and determine an **alternate relocation center** if necessary.
- Disseminate information about the incident and **follow-up actions** such as where students/school have relocated and institute FAMILY REUNIFICATION procedures, if needed.
- Do not allow staff and students to return to the building until proper authorities have determined that it is **safe** to do so and given the “**All Clear**” signal after the threat has passed.
- Determine whether school is **closed** or remains **open**.
- Implement **additional procedures** as instructed by the school and/or emergency incident commander.
- **Document** all actions taken.

2. Teachers + Staff

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- Move students **away** from immediate vicinity of danger.
- Implement REVERSE EVACUATION if students are **outside**; observe **wind direction** by observing flags or leaves and move students appropriately. Execute SHELTER-IN-PLACE **when instructed** by the incident commander.
 - **Remain** with students throughout the incident.
- Report any **missing** or **injured** students to the incident commander.
- Remain in safe area until the “**All Clear**” signal has been issued.
- In the event of building damage, evacuate students to **safer areas** of the **building** or **from the building**. **If evacuation does occur, do not re-enter the building until an “All Clear” signal is issued.**
- **Document** all actions taken.

B. Procedures For An Internal Chemical Or Hazardous Spill

The principal determines the need to activate the school EOP and designates a school incident commander until a qualified HAZMAT or other emergency incident commander arrives at the scene with **jurisdiction** over the incident. Once an emergency incident commander arrives, it is critical to follow the instructions of, and cooperate with, that incident commander.

If the chemical spill is **internal**, the school takes the following steps:

1. Person Discovering The Spill

- Alert others in **immediate** area and **leave the area**.
- **Close windows** and **doors** and **restrict access** to affected area.
- Notify principal/teacher/safety officer or call 9-1-1, if appropriate.
 - **Do not attempt** to clean the spill.
- Seek first aid if contact with spill occurs.

2. Incident Commander Actions

- Notify the **local fire department** and local/State departments of **public health**.
- Provide the following information:
 - **Glen Oaks Middle** and **5959 Cadillac Street**, including nearest **cross street(s)**.
 - **Location** of the spill and/or materials released; **name of substance**, if known.
 - **Characteristics** of spill (color, smell, visible gases).

Glen Oaks Middle Emergency Operations Plan

- **Injuries**, if any.
- Determine what **procedures** to activate, such as EVACUATION. Notify local **law enforcement** of intent to evacuate.
- Avoid **exposure** to the chemicals or hazardous fumes or materials in any EVACUATION.
- Notify maintenance/building/custodial and grounds staff to **shut off mechanical ventilating systems**, as appropriate.
- Notify the principal, superintendent/policy group of the status and actions taken and keep them **updated** of any **significant changes**.
- Activate **internal** and **external communications plan**.
- Issue instruction if **students** are **evacuated** to a safer location by means of walking, buses and cars.
- Do not allow staff and students to return to the building until proper authorities have determined that it is **safe to** do so and given the “**All Clear**” signal the threat has passed.
- Address **cleanup needs** and actions with appropriate fire, safety and/or emergency services personnel.
- Determine whether school will **close** or remain **open**.
- **Document** all actions taken.

3. Teachers + Staff

- Move staff and students **away** from the **immediate danger zone** and keep staff and students from entering or congregating in danger zone.
- Report **location** and **type** (if known) of the hazardous material to incident commander.
- Execute EVACUATION and **relocation procedures** when instructed by the incident commander *unless* there is a **natural** or **propane gas leak** or **odor**.
 - If a natural or propane gas leak or odor is detected, **evacuate immediately** and notify the principal/incident commander.
- Take class **roster**, **first-aid kit** and any other **supplies** or **resources** relevant to the incident.
- Check that all students have **left** the building. **Students are not to be left unattended at any time during EVACUATION.**
- Upon arrival at evacuation site take **attendance**. Notify incident commander or designee of any **missing** or **injured students**.
- **Remain** with students throughout the incident.

Glen Oaks Middle Emergency Operations Plan

- **Do not return to the building until emergency response personnel have determined it is safe and issued an “All Clear” signal.**
- **Document** all actions taken.

Glen Oaks Middle Emergency Operations Plan

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Glen Oaks Middle Emergency Operations Plan

Explosion Annex

I. Purpose

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard. An explosion may require the activation of **several procedures**, including:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**

Any staff, student or visitor discovering an explosion activates the **fire alarm, reports** the explosion to the principal and **calls 9-1-1** for emergency services if injuries are apparent. Once an emergency incident commander arrives (police and/or fire), it is *critical* to follow the **instructions** of, and **cooperate** with, the incident commander who has jurisdiction at the scene.

No one may re-enter building(s) until it is declared safe by the fire department.

II. Responsibilities

A. Incident Commander/Principal

- **Call 9-1-1 to confirm** the alarm, identify the **Glen Oaks Middle** and **location**, provide **exact location** of the explosion, if any staff or students are **injured** and inform emergency services (police and fire) the building is being **evacuated** and identify the location of the **school command post**.
- **Activate** an EVACUATION.
- Ensure that staff, students and visitors *immediately* **evacuate** the building using **prescribed routes** or **alternate routes** due to building debris to the assembly areas.
- Assembly areas may need to be relocated if the building collapses or if there are **unsafe** areas from the explosion or continued explosions.
- Notify the district office and institute **communications plan**.
- Designate staff to take the **visitor log, student sign-out** sheet and the *critical incident response documents, information, items, supplies* to the **designated** school command post.

Glen Oaks Middle Emergency Operations Plan

- Designate staff to obtain student roll from teachers and identify any **missing** students.
- If safe and appropriate to do so, direct designated staff to **shut off utilities**.
- Notify and provide regular updates to staff and students of the status of the emergency.
- Upon consultation with superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an **off-site evacuation** to a designated *primary* relocation center.
- If relocation occurs, **activate** FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on plan to **return to** the building and resumption of normal operations.
- **Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the “All Clear” signal after the threat has passed.**

B. Teachers + Staff

- Take the **class roster**, **first-aid kit** and any other **supplies** or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use **alternate** escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with **functional needs**.
- **Close** the classroom door and **turn out** the lights upon exiting and **confirm** all students and personnel are out of the classroom.
- Take **attendance** at the assembly area. Report any **missing** students or **staff members** and/or any **injuries** to the principal and/or emergency incident commander at the scene.
- Keep class **together** and wait for further instructions.
- **Remain in safe area until the “All Clear” signal has been issued. Be prepared to move students if an off-site relocation is ordered. Be prepared to move the students if the situation warrants it.**
- No one may re-enter building(s) until it is declared **safe** by the fire department.

Glen Oaks Middle Emergency Operations Plan

Fire Annex

I. Purpose

Glen Oaks Middle has a policy and procedures governing **fire drills** and conducts fire drills as required by law. All staff are trained on how to **respond** in the event of a fire.

- Any staff discovering fire or smoke activates the fire alarm and **reports** the fire to the principal or **calls 9-1-1** if conditions require and/or injured are in need of medical assistance.
- Staff, students and visitors *immediately* **evacuate** the building using **prescribed** or **alternate routes** to the assembly areas.
- **No one may re-enter building(s) until it is declared safe by the fire department.**

Once an emergency incident commander arrives (fire department), it is *critical* to follow the **instructions** of, and **cooperate** with, the incident commander who has jurisdiction at the scene.

II. Responsibilities

A. Incident Commander/Principal

- Call or direct staff to **call 9-1-1**
 - Confirm the alarm is active
 - Identify the **Glen Oaks Middle** and **5959 Cadillac Street**
 - Provide **exact location** of the fire or smoke
 - Identify if any staff or students are **injured**
 - State the building is being **evacuated**
 - Identify the location of the **school command post**
- **Activate** an EVACUATION.
- Ensure that staff, students and visitors *immediately* **evacuate** the building using **prescribed** or **alternate routes** due to building debris to the assembly areas.
- Assembly areas may need to be **relocated** if the building or portions of it collapse or if there are unsafe areas from the fire.
- Notify the district office and institute **communications plan**.

Glen Oaks Middle Emergency Operations Plan

- Direct office staff to take the **visitor log**, student **sign-out sheets** and *critical incident response* documents, **floor plans**, information, items, supplies to the **designated school command post**.
- Designate staff to obtain **student attendance** from teachers and identify any **missing** students.
- Upon consultation with superintendent, fire department and law enforcement officials, and if necessary due to **unsafe conditions**, direct an **off-site evacuation** to a designated **primary relocation center**.
- If relocation occurs, **activate** FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on plan to **return** to the building and resumption of normal operations.
- **Do not allow staff and students to return to the building until the fire department or emergency incident commander with jurisdiction over the scene has determined that it is safe to do so and given the “All Clear.”**
- Notify staff of the status of the emergency, if they can return to the building and when **normal operations** can resume.

B. Teachers + Staff

- Take the **class roster** and **first-aid kit** and any other **supplies** or resources relevant to the incident and lead students as *quickly* and *quietly* as possible **out of the building** to the designated assembly area(s).
- Use **alternate** escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with **functional needs**.
- **Close** the classroom door and **turn out** the lights upon exiting and **confirm** all students and personnel are out of the classroom.
- Take **attendance** at the assembly area. Report any **missing students** or **staff members** and/or any **injuries** to the principal and/or emergency incident commander at the scene.
- Keep class **together** and wait for further instructions.
- **Remain in safe area until the “All Clear” signal has been issued.**
- No one may re-enter building(s) until it is declared **safe** by the fire department.

Glen Oaks Middle Emergency Operations Plan

Flood Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to **protect** staff/students and school property in case of a **flood**.

The **East Baton Rouge Parish** Office of Homeland Security and Emergency Preparedness (OHSEP), the National Weather Service and other Federal cooperative agencies have an *extensive river* and **weather** monitoring system and provide **flood watch** and **warning** information to the school community via radio, television, Internet and telephone. In the event of a flood, the principal/school incident commander activates the school EOP.

The school **siren** acts as a warning system to notify staff/faculty and students in case of **imminent** or **confirmed** flooding, including that due to **dam failure**. If there is a loss of power, a compressed air horn or megaphone and two-way radios serve as backup alerting/ communication devices.

Operational functions or procedures that may be activated in the event of a flood include the following:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Family Reunification**
- **Mental Health and Healing**
- **Medical Emergency**
- **Reverse Evacuation**
- **Shelter-in-Place (if safe to do so and evacuation *without* external assistance is not possible)**

II. Responsibilities

A. Principal/School Incident Commander

- Review circumstance and conditions and determine appropriate procedures to activate.
- Determine if EVACUATION is **required** and can be **safely** done.
- Call or instruct staff to **call 9-1-1** notify local law enforcement, fire and emergency services of **intent to evacuate**, the **location** of the relocation site and the **route** and means to be taken to that site.
- Delegate a **search team** to ensure that all students have been located and/or evacuated.
- Activate internal and external **communications plan**.

Glen Oaks Middle Emergency Operations Plan

- Designate staff to **monitor** radio, Internet and media for flood information and report any developments.
- Update staff, administration and emergency responders of any **significant changes** in operations or conditions.
- Issue **transportation** instruction if students are evacuated to a safer location by means of buses and cars.
- Notify the superintendent/policy group of the **status** and **action taken**. Notify **relocation centers** and determine an alternate relocation center, if needed, if primary centers are also flooded.
- **Activate** FAMILY REUNIFICATION procedures.
- Implement **additional procedures** as instructed by the emergency incident commander with jurisdiction over the scene.
- Designate staff to take appropriate action to **safeguard school property**. Determine if school will be **closed** or remain **open**.
- **Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.**
- **Document** all actions taken.

B. Teachers + Staff

- Execute **evacuation procedures** when instructed by the principal or incident commander.
- Take the **class roster** and **first-aid kit** and any other supplies or **resources** relevant to the incident.
- Take **attendance** before leaving the classroom.
- Lead students as *quickly* and *quietly* as possible out of the building to the **designated assembly area(s)**.
- Use alternate escape routes if the regular route is blocked or there is a **safety hazard**.
- Assist or designate others to assist students with **functional needs**. **Remain** with students throughout the evacuation process.
- Upon arrival at the assembly site, **take attendance**. Report any **missing** or **injured** students to the incident commander.
- **Do not return to the school building until it has been inspected and determined safe by proper authorities.**
- **Document** all actions taken.

Glen Oaks Middle Emergency Operations Plan

C. Bus Drivers

- If evacuation is by bus, do **not** drive through **flooded streets** and/or roads.
- Do **not** attempt to **cross bridges, overpasses** or **tunnels** that may be damaged by flooding.
- If caught in an unavoidable situation, seek **higher ground** *immediately*. If the bus stalls and water is rising **abandon** the bus and seek higher ground *before* the situation worsens.
- Use **two-way radios** to communicate with the principal/school incident and/or emergency incident commander.
- **Document** all actions taken.

Glen Oaks Middle Emergency Operations Plan

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Glen Oaks Middle Emergency Operations Plan

Intruder/Hostage Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to **protect** staff/students and **school property** in the event an **unknown** person (intruder) is found on school grounds or in the school building and in the event of a **hostage** situation. It is critical that all staff know how to handle coming into contact with an unknown person who may be an intruder with **violent intent** on school property, and what to do in a hostage situation.

If the incident involving an intruder or hostage situation results in law enforcement being contacted and activated, it is *critical* to follow the **instructions** of, and **cooperate** with, the law enforcement official who – upon arrival – becomes the incident commander with jurisdiction at the scene.

II. Responsibilities

A. All Staff Should Be Trained To Take Action When An Unauthorized Person Enters School Property

- If time permits, **notify** the principal/school incident commander/school resource officer (SRO) and follow their instructions.
- If staff member approaches unknown person/intruder, ask another staff person to **accompany** and **assist**.
- Politely greet person/intruder and **identify yourself**. Ask person/intruder the **purpose** of his/her visit.
- Inform person /intruder that *all* visitors must **register** at the main office; direct and accompany him/her to the office.
- If person/intruder's purpose is not legitimate, ask him/her to **leave**. Accompany intruder to exit.

If unknown person/intruder refuses to leave:

- Do **not antagonize** the person/intruder and explain consequences of staying on school property.
- **Walk away** from person/intruder if he/she indicates a potential for **violence**. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a **weapon** or **package**).
- Maintain **visual contact** with intruder from a **safe** distance.

Glen Oaks Middle Emergency Operations Plan

- Notify SRO and school incident commander/principal or **call 9-1-1** and alert law enforcement.
- Give law enforcement **full description** of intruder. (Keep intruder unaware of call for help if possible).
- School incident commander/principal notifies superintendent and may issue LOCKDOWN or other **appropriate procedures**, depending on conditions, and/or as instructed by law enforcement.

B. Hostage Situation Involves One Or More Persons Being Held Against Their Will By One Or More Individuals. The Goal Is To Ensure Safety Of Students + Staff + Others At The School And Prevent The Hostage(s) Being Moved Away From The School. All Staff Should Be Aware Of What To Do In The Event Of A Hostage Situation

- If hostage taker is unaware of your presence, **do not intervene**.
- Notify the principal/school incident commander/school resource officer or **call 9-1-1** if **unable** to reach school authorities.
- If school personnel or students are taken hostage, **follow instructions** of hostage taker.
- Try not to panic. **Calm students** if they are present. Treat the hostage taker as normally as possible.
- Be **respectful** to hostage taker.
- Ask **permission to speak** and **do not argue** or make suggestions.

C. Principal/School Incident Commander

- **Call 9-1-1** immediately. Give dispatcher details of situation; description and number of intruders, exact **location** in the building and that the school is in LOCKDOWN or taking **other action** if appropriate (such as EVACUATION if hostage taker has a bomb). Ask for assistance from **hostage negotiation team**.
- Announce LOCKDOWN or **other procedure** if conditions warrant.
- Ensure staff outside are notified of the situation and to **move students** away from the building to outside assembly areas.
- Isolate the area and try to determine if **weapons** are involved, if possible. **Redirect** any buses en-route to the school to an alternate location.
- Notify superintendent and activate **communications plan**. Give control of scene to police and hostage negotiation team. Ensure detailed notes of events are taken.

Glen Oaks Middle Emergency Operations Plan

D. Teachers + Staff

- Teachers and staff **implement** LOCKDOWN or other-directed procedures upon hearing the alert. If outside, move to **designated assembly areas** and wait for further instructions.
- **Everyone remains in their location until given the “All Clear” unless otherwise instructed to take other action by a law enforcement officer.**

III. Other Procedures (That May Be Activated Depending On Conditions)

- **Active Shooter**
- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**
- **Shelter-in-Place**

Glen Oaks Middle Emergency Operations Plan

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Glen Oaks Middle Emergency Operations Plan

Medical Emergency Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to assist staff and students in the event of a **medical emergency**.

II. Responsibilities

A. School Staff

- Quickly **assess** the situation. Make sure the situation is **safe** for you to approach (i.e., live electric wires, gas leaks, building damage, etc.).
- Immediately **notify** the school incident commander/principal. Assess the seriousness of the injury or illness.
- Call or have someone **call 9-1-1 immediately**. Be prepared to provide
 - **Glen Oaks Middle – 5959 Cadillac Street, Baton Rouge, 70805**
 - **Exact location** (floor, room number)
 - Describe **illness** or **type** of injury
 - **Age** of the victim(s).
- Protect yourself against contact with **body fluids** (blood-borne pathogens). Administer appropriate **first aid** according to your level of training until help arrives.
- Comfort and reassure the injured person. **Do not move** an injured person unless the scene is unsafe.
- If the injured person is **not breathing** or there is no pulse, ask someone to retrieve the automated external defibrillator (AED) and begin cardiopulmonary resuscitation (CPR) or rescue breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.

Glen Oaks Middle Emergency Operations Plan

B. School Incident Commander/Principal

- Direct staff to **call 9-1-1**, if necessary, and provide appropriate information to emergency responders.
- Send school staff with **first responder/first aid/AED training** to the scene if this has not already occurred.
- Assign a staff member to **meet emergency medical service (EMS)** responders and lead them to the injured person.
- Assign a staff member to remain with the **injured person** if they are transported to the hospital.
- If injured person is a member of school personnel or a student, notify parent, guardian or other appropriate **family member** of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.
- Ensure **student or staff medical information** from administrative records is sent to the hospital.
- Notify the **school counselor** or crisis response team and provide a brief description of the incident.
- Advise **faculty** and **staff** of the situation, as appropriate.
- Develop and maintain **written documentation** of the incident.
- Follow-up with **appropriate persons** and determine if other procedures should be activated such as MENTAL HEALTH AND HEALING.

Glen Oaks Middle Emergency Operations Plan

Severe Weather Annex

I. Purpose

The purpose of this annex is to have procedures in place when a **severe weather watch** or **warning** has been issued in the area near the school.

II. Responsibilities

A. School Incident Commander/Principal

When a **severe weather watch** has been issued:

- Monitor **National Oceanic Atmospheric Administration (NOAA) weather stations** (National Weather Service, Weather Channel or television).
- Bring *all* persons **inside** building(s).
- Be prepared to **move students** from mobile classrooms into the building. **Close** windows and blinds.
- Review severe weather drill procedures and **location of safe areas**.
 - Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid **gymsnasiums** and **cafeterias** with wide free-span roofs and large areas of glass windows.
- **Review** “DROP + COVER + HOLD” procedures with students.
- Assign support staff to **monitor** all entrances and weather conditions.

When **severe weather warning** has been issued in an area *near* school or **severe weather** has been spotted near school:

- **Announce** SHELTER-IN-PLACE alert signal.
- Direct students and staff **inside** the building to *immediately move* to **interior safe areas**, closing classroom doors after exiting.
- Ensure that students are in “DROP + COVER + HOLD” positions until the **danger passes**.
- Direct students and staff outside to REVERSE EVACUATE **into** the building.

Glen Oaks Middle Emergency Operations Plan

- If outside, students and staff move to the *nearest interior safe area*. If time does not permit, have students get down in the nearest **ravine, open ditch** or **low spot** away from trees or power poles.
- **Relocate** students and staff from any mobile classrooms in to the building.
- **Remain in safe area until warning expires or until emergency personnel have issued an "All-Clear."**

Glen Oaks Middle Emergency Operations Plan

Terrorism Annex

I. Purpose

The purpose of this annex is to ensure that there are **procedures** in place to **protect** staff/**students** and **school property** in the event of a **terrorist** threat. School administrators are notified of terrorist threats through either of the following means:

- A **National Terrorism Advisory System** (NTAS) alert from US Department of Homeland Security (DHS).
- Directly by a **law enforcement** or **homeland security** official.

There are **two** (2) **terrorism threat** levels in the United States: **elevated** and **imminent**. An imminent threat warns of a *credible, specific* and *impending* terrorist threat against the United States. An elevated threat warns of a *credible* terrorist threat against the United States.

Terrorism threat examples include **chemical, biological, nuclear, radiological** and **conventional weapon** (explosives, small arms, etc.) attacks and **hostage** situations.

Schools should expect *heavy law enforcement involvement* at the local, State and Federal levels following a terrorist attack due to the incident's **criminal** nature. Schools should also expect that **extensive media coverage**, strong **public fear**, and **international implications** and **consequences** to continue for a *prolonged* period.

Schools *pre-determine* **designated officials** who will coordinate with appropriate public safety/homeland security officials in the event of a terrorist threat.

In the event of an imminent threat, the **Federal Bureau of Investigations** (FBI), local law enforcement and local fire departments confer on the situation. Designated school officials work with local law enforcement and **agree** to open or close schools.

II. Responsibilities

A. School Officials

When there is an imminent threat against a school or its *immediate* area, the following actions are taken:

- The superintendent starts the **phone tree** to contact district staff. If school is **in session**, immediately notify building administrators and designated school officials.
- If an alert is issued *before* or *after* school hours, normal school operations **cease**, and **remain** closed until advised by the designated school officials to reopen. All school activities and events scheduled are **cancelled** until further notice.

Glen Oaks Middle Emergency Operations Plan

- If alert is issued *during* school hours, school buildings are secured and remain **open** until regular dismissal time unless otherwise advised by the designated school officials. Students are **sent home** by normal transportation means or **released** to parents pursuant to district policy. All after-school activities are cancelled unless otherwise advised by the designated school officials.
- Designated school officials coordinate with appropriate public safety officials to determine what level of LOCKDOWN or other procedures are **appropriate** for the situation. FAMILY REUNIFICATION procedures are followed in order to coordinate the release of students.

In the event of an actual terrorist attack schools follow **appropriate procedures** for HOSTAGE SITUATIONS, conventional weapons incidents (e.g., EXPLOSIONS, ACTIVE SHOOTING, BOMB THREAT, etc.), and CHEMICAL/HAZARDOUS SPILLS (biological incidents, chemical incidents and radiological/nuclear incidents).

Coversheet

Motion to Approve 22-23 RSL Transportation Plan

Section: III. Items scheduled for action
Item: F. Motion to Approve 22-23 RSL Transportation Plan
Purpose: Vote
Submitted by:
Related Material: RSL Transportation Plan for Board 22-23 updated.pdf



Transportation Plan

School Transportation Plan

The following schools have bus services provided by First Student Bus Company for all students:

- Dalton Elementary
- Lanier Elementary
- Glen Oaks Middle

The following documents outline protocols and transportation policies followed by First Student Bus Company and Redesign Schools Louisiana.

- Transportation Policy FAQs
- ESSA Transportation Requirements
- RSL Discipline Policy
- First Student Safety Document
- RSL and First Student Contract
- Bulletin 119 Louisiana School Transportation Specifications and Procedures
- Bulletin 119 Supplement, Volume 1: Louisiana School Bus Regulations, Specifications, and Inspections
- Bulletin 119 Supplement, Volume II: Louisiana Student Transportation Operational Procedures 2020 Edition



Charter School Transportation Plans

Overview

Bulletin 126 outlines the expectations for provision of transportation for all eligible charter school students. The Louisiana Department of Education (LDOE) and the Board of Elementary and Secondary Education (BESE) believe that this policy will ensure equity for all students and expand school choice for Louisiana families. The full policy language approved by BESE is found in Chapter 28 of Bulletin 126, "Charter Schools."

Transportation Plans

As outlined in Bulletin 126, the Louisiana Department of Education is responsible for approving Transportation Plans for all state-authorized charter schools.

Transportation Plans, which shall include the subsequent page of this document and all relevant supporting documentation, should be submitted to the Louisiana Department of Education by the deadline specified each year. Charter operators will be required to submit Transportation Plans in the year prior to the renewal of the school's charter contract, or when the method of providing transportation to eligible students changes. Charter Management Organizations may submit separate plans for individual schools or one plan for the entire organization.

Transportation Oversight

Each school is expected to abide by the policies and procedures outlined in the approved Transportation Plan and [R.S. 17:158\(J\)](#), as approved by the LDOE. Schools that fall out of compliance with existing BESE policy or do not follow the guidelines set forth in their approved Transportation Plans may be subject to LDOE intervention procedures as outlined in the Charter School Performance Compact.



Louisiana Charter School Transportation Data Sheet		Charter Type: <input type="checkbox"/> 2 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
School Name(s):	Redesign Schools Louisiana: Dalton Elementary Lanier Elementary Glen Oaks Middle	CMO Name (if applicable):	
Transportation Point of Contact Name:	Ashley Eason		
Transportation Point of Contact Phone:	225-348-7823		
Transportation Point of Contact Email:	aeason@rsl.org		
Method(s) of transportation provided to students: School Bus	Check all that apply: <ul style="list-style-type: none"> <input type="checkbox"/> Partnership with local school district <input checked="" type="checkbox"/> Contracting with private transportation provider(s) <input type="checkbox"/> Buses or vans owned by school <input type="checkbox"/> Providing students access to public transportation <input type="checkbox"/> Other (please describe in attached documents) 		

In addition to the information listed in the table above, **LEAs should attach and submit the transportation policy as outlined in the student handbook.**

An LEA's transportation policy must include the process implemented when the parent or guardian of a student under the age of 10 or with a relevant transportation accommodation in the student's IEP is not at the bus stop.

Transportation policies may also include the following information:

- Student bus behavior expectations that align with the school's class behavior expectations and the BESE Model Master Discipline Plan
- Procedures for assigning bus stops to new students
- Procedure for parents and students to notify the school of issues involving transportation
- Bus driver behavior expectations
- Communication procedures between the bus operator, the school, and parents in the event of an emergency situation

Assurance is hereby made to the State Department of Education that this Transportation Plan has been developed in compliance with all applicable BESE policies and procedures, and that all transportation employees either contracted with or employed directly by the LEA have received required background checks through the LBCI. All documentation relevant to this Transportation Plan shall be maintained on file by the local education agency.

CMO or School Leader Signature

Date



Transportation Policy FAQs

- When the parent or guardian of a student under the age of 10 or with a relevant transportation accommodation in the student's IEP is not at the bus stop, First Student will attempt to contact the parent/guardian. If unable to contact the parent/guardian, then the student is brought back to the school for Parent/Guardian Pickup.
- Student bus behavior expectations align with the RSL Discipline Policy and Expectations in conjunction with the BESE Model Master Discipline Plan
- New students are assigned bus stops based on existing stops; there are no limitations on where the stop is located. It would be up to the school to say the stop is too far. Stops can be up to a mile from their address.
- Parents and students are able to notify the school of issues involving transportation by contacting the Office Manager and/or School Principal.
- Bus driver behavior expectations included in professional development
- In the event of an emergency, the bus operator contacts their supervisor who contact the school, who contact the parents.
- See RSL Reopening Plan for Updates Regarding 2022-2023

CMO or School Leader Signature

Date

Transportation

MAKING A TRANSPORTATION PLAN: IMPLEMENTING ESSA TRANSPORTATION REQUIREMENTS TO ENSURE SCHOOL STABILITY

INTRODUCTION AND OVERVIEW

The Every Student Succeeds Act (ESSA) requires that local education and child welfare agencies develop plans to provide cost-effective transportation when needed to allow children in foster care to remain in their school of origin. This requirement for a collaborative effort to provide transportation is consistent with current state policy. Revised Statute 17:238 states: “If the foster care placement is outside the jurisdictional boundaries of the public school in which the child is enrolled, the governing authority of such school shall be responsible for providing free transportation for the child to and from a designated location which is within that School System and is located nearest to the child’s residence and is determined to be appropriate by such governing authority and the Department of Children and Family Services. The Department of Children and Family Services shall be responsible for providing the child’s transportation between that location and the child’s residence.”

In addition, Bulletin 741, Chapter 11 Student Services, Section 1109: Assignment and Transfer of Students requires that if the foster care placement is outside the jurisdictional boundaries of the public school in which the student is enrolled, the SCHOOL SYSTEM shall be responsible for providing free transportation for the student to and from a designated location which is within that School System and is located nearest to the student’s residence and is determined to be appropriate by the SCHOOL SYSTEM and the Department of Department of Children and Family Services and that the Department of Department of Children and Family Services shall be responsible for providing the child’s transportation between that location and the child’s residence.

PURPOSE OF THIS DOCUMENT

The Louisiana Department of Education and the Louisiana Department of Children and Family Services (DCFS) jointly created this document to be used as a reference for local practice and in creating the joint transportation plan between the School System and DCFS.

TRANSPORTATION PLAN BETWEEN SCHOOL SYSTEMS AND DEPARTMENT OF CHILDREN & FAMILY SERVICES

The following steps are recommended considerations and actions for a School System and DCFS to create the written, signed transportation plan required by ESSA (ESEA 1112(c)(5)(B)).

1. **Create interagency transportation plan.** (See Sample Transportation Plan to Ensure School Stability for Students in Foster Care below.)
Plan must include a dispute resolution procedure. While disputes over cost are pending or being addressed, the School System must ensure that the child remains in his or her school of origin, which may include providing or arranging transportation (ESEA 1111(g)(1)(E)(i) and 1112(c)(5)(B)(i).
2. **Notify the school and School System.** DCFS notifies the school and the School System's Foster Care Point of Contact (POC) when a child has entered into foster care. (See Attachment 1.) School Systems need an internal procedure in place to process the notification of foster care placement.
 - ESSA requires that the School System ensure a student's school stability when the student first enters foster care and whenever there is a change in the child's placement.
 - DCFS will notify the school and the POC of a student's placement into foster care or a change in the child's living arrangement within three days day of the event.
 - DCFS makes the determination regarding whether or not the child will attend the school assigned to his or her foster care placement or continue to attend the school of origin.
 - Initial decision triggers an inquiry about transportation needs.
 - Schools officials can present DCFS with supporting documentation should it believe it is in child's interest to attend another school (see Louisiana Best Interest Determine Form), but DCFS makes final determination.

Methods of transportation and related costs are **NOT** to be considered when determining best interest.

3. **Create a transportation plan for the student, detailing how transportation will be provided, arranged, and funded.** (See Individual Student Transportation Plan below.)

Considerations:

- a. The School System should arrange permanent transportation services **within five days** of the best interest determination.
- b. While the School System arranges permanent transportation, DCFS and the School System should ensure that interim transportation is in place for the child. These are meant to be short-term arrangements that are in effect while the student's best interest decision and the permanent transportation arrangements are finalized. *Interim transportation arrangements are to be used a maximum of ten school days—five school days while the best interest decision is finalized (if applicable) and five school days while the permanent transportation arrangements are finalized.*
- c. The fact that a School System does not provide transportation for children who are not in foster care does not exempt the School System from obligations to ensure transportation for children in foster care. This includes children attending public preschool.

- d. Where a School System is obligated to provide transportation as part of child’s IEP as a “related service” under the IDEA, this obligation is not altered by ESSA.
- e. The School System must provide transportation when it can be done at “no additional” or “minimal” cost based on the School System’s existing procedures. Examples may include:
- A stop added or modification made to an already existing bus route
 - Drop-off at a school bus stop on the existing transportation system for the school of origin
 - Public transportation, if the child is of an appropriate age and has or is able to acquire the skills to utilize such option
 - Foster parents or other family member(s) to transport the child to school
 - School System Preexisting bus routes or stops close to the new foster care placement that cross School System boundaries, such as bus routes for magnet schools or transportation for homeless students required by McKinney Vento Act
 - Eligibility for transportation under another entitlement such as IDEA
- f. The School System and DCFS must outline procedures to specify how additional costs will be covered or shared. Federal guidance clarifies that “additional costs” are the difference between what a School System would otherwise spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin. For School Systems that do not calculate average cost of transportation per pupil, additional costs may be defined as those costs above what the state reimburses the School System for pupil transportation. If the transportation would require “additional costs” from the School System, the agencies must determine the most cost-effective strategy in each case. They must specifically ask:
- Does the School System have other fiscal options to cover or share “additional costs”? (Federal guidance permits the use of Title I funds. Federal guidance also permits use of IDEA funds if the child has an IEP.)
 - Are there other state or local funds available for this purpose?
 - Can the DCFS recover costs through Title IV-E maintenance and/or administrative dollars for this child’s transportation?
 - What other options does the DCFS have to cover or share “additional costs”?
 - Can the DCFS provide the youth or caretaker with bus passes or other public transportation vouchers?
 - Can the agency contract with a private transportation company to provide a bus/van/car service?
 - Can the School System and DCFS divide the distance and share the transportation responsibilities? Consider, for example, whether DCFS can coordinate for the child to be dropped off at a bus stop near the existing transportation system for the School System.
- g. Transportation to the school of origin must be provided for the duration of the child’s time in foster care when the child remains in the school of origin. If a child exits foster case before the end of the school year, in the interest of school stability, the student should remain in his or her school until the end of the academic year or until a natural juncture in the year, such as the end of a semester or quarter when possible.

- h. School Systems and DCFS should consider procedures related to transportation for extracurricular activities, such as summer education programs, and other school programs or activities that are part of the school experience.
4. **Coordinate when other school systems are involved.** School Systems will determine how costs will be shared with other school systems when children are transported between them. Similar to their arrangement with DCFS, school systems should develop written procedures to address cost sharing agreements and include a default if resolution cannot be reached (i.e., the school systems will split costs evenly). School system area transportation coordinators can assist with this process.
5. **Provide for preschool students within the School System.** ESSA requires that schools ensure a child in foster care remains in their preschool of origin, unless a determination is made that it is not in the child's best interest. ESSA also requires that school systems provide transportation to the school of origin when necessary. Public preschool is defined as preschool education programs funded by tax dollars or other public funds and includes early childhood education programs for children who have not started kindergarten. These include both preschool programs operated by or funded through the school system. Children may attend preschool at a specific location or participate in a home-based program.



SAMPLE TRANSPORTATION PLAN TO ENSURE SCHOOL STABILITY FOR STUDENTS IN FOSTER CARE

Between:

School System: Redesign Schools Louisiana

And

Department of Children & Family Services

Date: 7/29/2021

SCHOOL SYSTEM

School System Foster Care Point of Contact (name and contact information):

Ashley Eason, aeason@rsl.org, 225-348-7823

School System Transportation representative (name and contact information):

Ashley Eason, aeason@rsl.org, 225-348-7823

School System Representative (name and contact information; if applicable):

Angela Beck abeck@rsl.org , 225-910-3891

DEPARTMENT OF CHILDREN & FAMILY SERVICES

Educational Point of Contact (name and contact information):

Danielle Williams, danielle.williams.dcf@la.gov

Department of Children & Family Services representative (name and contact information):

AGREED-UPON DEFINITIONS

Best interest decision notification to School System: When a student has been placed into foster care at a residence outside of the School System, DCFS makes the initial determination regarding whether or not the student should remain in his or her school of origin. Schools officials can present DCFS with supporting documentation should it believe it is in child's interest to attend another school, but DCFS makes final determination. (See Louisiana Best Interest Determination Form.) When it is determined to be in a student's best interest to remain in his or her school of origin, School System and DCFS will collaborate under this agreement to establish the most cost-effective transportation procedures available for the student within five days of the best interest determination being made.

Identification of students who may need transportation: DCFS will notify the school and School System's Foster Care Point of Contact (POC) within three school days upon learning that a student attending the school has been placed into foster care or will be moved to a new foster care placement and it has been determined that it is in the student's best interested to remain in the school of origin.

Other available low or no additional-cost options to address transportation needs:

1. The School System will assess whether the child is eligible for transportation services under another entitlement, such as experiencing homelessness or as a related service under the IDEA or 504 Plan. The School System will provide and fund transportation if the student is eligible under the IDEA.
2. The School System will examine existing transportation options available for the student, including incorporating the student into an existing bus route, modifying an existing bus route, or other no-cost or lost-cost options. Transportation will be provided and funded by the School System if such a solution is available.

Options for addressing “additional costs”: When other options are exhausted and transportation will require additional costs, the following should be considered:

1. The School System and DCFS will assess whether the child’s transportation expenses may be covered by other state or local funds.
2. If the student is eligible for Title IV-E funds, DCFS will seek reimbursement for the allowable portion of those transportation costs.
3. DCFS will assess whether resources are available for:
 - a. reimbursement for foster care parents or relative caretaker to provide transportation to a stop on the School System’s existing bus route;
 - b. provision of bus passes or public transportation vouchers; or
 - c. contract with a private transportation service.
4. School System and DCFS support establishment of a fund jointly funded by the agencies [and other local jurisdiction leader] to support school stability. [Specify funding sources, amounts, dates.]

Remaining additional costs: The School System and DCFS will address additional cost with one of the following options:

1. DCFS agrees to pay additional costs.
2. School System agrees to pay additional costs.
3. DCFS and agree to share the additional costs. (Consider requiring the costs to be split evenly unless parties can agree to another cost-sharing arrangement.)

Timing of implementing transportation: School System will have five days to put needed transportation in place after the best interest determination has been finalized. In the interim, DCFS or School System will provide transportation.

Duration of transportation:

1. Transportation will be provided for the duration of the child’s time in foster care as long as it continues to be in the child’s best interest to remain in the school of origin.
2. If a child exits foster care before the end of a school year, the transportation arrangement will be maintained through the end of the school year in order to maintain the child’s educational stability, when possible.



Dispute resolution:

1. If there is a dispute between the School System and DCFS regarding provision of transportation, the School System ensures that child in foster care remains in their school of origin while any disputes are being resolved [ESEA 1111(g)(1)(E)(i) and 1112(c)(5)(B)(i)].

While a dispute is pending, the School System and DCFS must provide and arrange transportation for the child.

Updates and revisions to this local transportation plan should be made as needed. **Best practice recommends review of plan every three years.**

SIGNATURES:

SCHOOL SYSTEM FOSTER CARE POC

Printed Name: Ashley Eason

Signed: Ashley Eason

Date: 7/29/21

SCHOOL SYSTEM TRANSPORTATION REPRESENTATIVE

Printed Name: Ashley Eason

Signed: Ashley Eason

Date: 7/29/21

OTHER SCHOOL SYSTEM REPRESENTATIVE (if applicable)

Printed Name: Angela Beck

Signed: Dr. Angela Beck

Date: 7/29/21

DEPARTMENT OF CHILDREN & FAMILY SERVICES REPRESENTATIVE

Printed Name: Danielle Williams

Signed: Danielle P. Williams

Date: 8/5/2021



TRANSPORTATION TO ENSURE SCHOOL STABILITY: INDIVIDUAL STUDENT PROCEDURES

Child's Name: _____ Date of Birth: _____

Grade in School: _____ DCFS ID Number: _____ Louisiana Unique ID: _____

Current School System/School: _____

PARTICIPANTS

Custodial Agent (name and contact information):

Caregiver (name and contact information):

Educational Surrogate, if applicable (name and contact information):

SCHOOL SYSTEM

School System Foster Care Point of Contact (name and contact information):

DCFS

Case worker (name and contact information):

Educational Point of Contact (name and contact information):



The **DCFS** verifies that:

It is in the student's best interest to remain in the school of origin based on the following factors:

The child eligible under Title IV-E:

Yes No

If **YES**, reimbursement for some funding of transportation costs

will be pursued

cannot be pursued for this reason:

The **School System** verifies that:

There is an existing transportation option that can serve the student's new housing placement.

Yes No

If **YES**, what is the option?

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LOUISIANA FOSTER CARE TRANSPORTATION GUIDELINES

JULY 2017

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The following efforts were undertaken to identify a no-cost or low-cost transportation service:

NO-COST OR LOW-COST OPTIONS	SCHOOL SYSTEM	DCFS
The child may be dropped off at a school bus stop near the existing transportation system for the school of origin. Communication between the current and new school is critical.		
Public transportation options exist, if the child is of an appropriate age and has, or is able to acquire, the skills to utilize such options.		
The foster parents or other family member(s) are willing and able to transport the child to school.		
The child is already eligible for transportation covered by other programs. For example, Individuals with Disabilities in Education Act (IDEA) funds may be used to pay for transportation services if the child’s IEP Team determines transportation is a related service that is required for a child with disabilities in foster care to receive Free Appropriate Public Education (FAPE).		
There are pre-existing bus routes or stops close to the new foster care placement that cross School System boundaries, such as bus routes for magnet schools and transportation for homeless students as required by the McKinney-Vento Act.		
The School System of residence, School System of origin, and DCFS may be willing to share transportation costs.		

The **School System and DCFS** agree that the most cost effective transportation procedures for this student will be:

The **School System and DCFS** agree that while permanent transportation is arranged, interim transportation arrangements will be:

These transportation procedures were agreed to on the following date: _____ and will be implemented within five days, by the following date: _____.

Authorized signature for DCFS: _____

Signature from School System: _____

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These transportation procedures were agreed to on the following date: _____ and will be implemented within five days, by the following date: _____.

Authorized signature for DCFS: _____

Signature from School System: _____

DISCIPLINE POLICY

Our goal is to provide an atmosphere and learning environment that is safe, supportive, and nurturing for each student. All students have a right to learn while attending a safe school. As such, discipline is a necessary part of school life and good discipline is based on an agreement between the school and parents about what is expected of our children.

There are strict behavior expectations, which include no hitting, kicking, biting, scratching and/or fighting. Also, appropriate language must be used at all the times. Respect when speaking to teachers, students and any adult is mandatory. This includes while riding the school bus.

The goals of our discipline policy are to:

- Promote self-discipline and proper regard for authority among students;
- Encourage good behavior and respect for others;
- Ensure students' standard of behavior is acceptable;
- Regulate students' conduct

Each classroom will develop and implement a specific management plan with clear expectations and consequences. The plan is taught to students and communicated to parents in mailings and discussed during conferences. Students and parents can expect consistent enforcement of the discipline policy and fair administration of consequences for failure to follow the acceptable expected behaviors.

General Issues/Complaints

For situations other than suspensions and expulsions. If a student or parent/guardian has a complaint or request for information or believes the student is being improperly disciplined or subjected to an inappropriate rule or standard, he/she should follow these

steps:

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- Discuss the situation with your student and the involved teacher, counselor, bus driver and/or administrator.

- Request a conference with the involved RSL employee and the school-level administrator.
- Appeal to the Principal.
- Appeal to the Superintendent in writing.
- File a written complaint with the Superintendent requesting that the case be referred to the RSL Board of Directors. The Superintendent shall notify all parties of the date of the hearing and of their right to be present at the Board of Director meeting. All parties will be notified in writing of the action taken by the Board of Directors.

Acceptable Behavior Expectations

Students

A. How I Treat Others

I will:

- I will treat all kids and adults with respect and kindness.
- I will use words that are helpful, courteous, and kind.
- I will treat all things that belong to other people with care.
- I will get help from an adult if someone tries to start a fight with me or a disagreement won't end. (If I am in a situation that could lead to violence or name-calling.)

I will not:

- I will not tease, call names, bully, or use swearwords.
- I will never threaten to hurt anyone, even when joking around.
- I will not start fights. I understand that fighting is never acceptable.

B. How I Do My School Work

I will:

- I will make sure my homework and projects are neat, complete, and turned in on time.
- I will respect school property by taking care of my books and classroom supplies, and by keeping the rooms and yards clean.
- I will come to school on time. (Parents, this one depends on you also.) I will not:
- I will not leave school before it's over, except for a field trip or when I have written permission.

- Parent clarifications:
 - Homework is assigned Monday through Thursday.
 - You must arrange prior approval from the office to remove your child from the classroom during school hours.
 - Arriving at school “on time” is between 7:50am and 8:05am.

C. How I Behave and What I Bring to School I will:

- I will greet visitors in a friendly way.
- I will offer to help those who need it or request it.
- I will take pride in my appearance. I will only wear clean school uniforms to school.
- I will eat only in the designated areas.

I will not:

- I will not wear sandals, open back, open toe, or platform shoes.
- I will not bring gum, candy, soda in cans or glass bottles.
- I will not bring beepers, cell phones, copious amounts of money, jewelry, radios, electronic games, or trading cards to school.
- I will never bring any type of weapon to school – not a real weapon or a toy one.

Parents:

Expectations: Respect, responsibility, safety, and quality will characterize all behavior, relationships, and work habits. Parents and teachers will inform, teach, and reinforce the expectations to our children at home and in the classroom respectively.

Consequences: The teacher has primary responsibility for determining and implementing appropriate rewards and consequences for acceptable and unacceptable behavior. Students who violate the acceptable behavior expectations are subject, but not limited to:

- Verbal warning
- Loss of privileges
- A notice to parents
- Conference with student/parent

The consequences listed above are not necessarily all inclusive.

No Violence: Under no circumstances will violence on campus be tolerated: acts of intimidation, extortion, harassment or physical attacks on students, school personnel, or other authorized persons on campus will not be condoned or excused. A child possessing any weapon, whether real or toy, may be suspended and/or recommended for expulsion.

Not following the Acceptable Behavior Expectations may require the school to administer appropriate consequences to help maintain a safe environment and to effectively discipline students.

To create a productive and safe learning environment for all learners, it is also important to have clear policies and consequences for behavior that is not consistent with good citizenship or interferes with the creation of a positive and safe learning environment. Students who do not direct adequate effort to learning or do not follow the rules must be disciplined.

Examples of inappropriate behavior include:

Not following directions	Littering
Pushing	Teasing
Rude Talk	Spitting
Tripping	Chewing gum
Running in class and hallways	Play fighting
Hitting	Speaking out
Eating in class	Play Wrestling
Disobedience	Lying
Inappropriate touching	Misusing equipment

Each teacher will discuss the above behaviors together and agree upon appropriate consequences, which may differ slightly from class to class. One consequence that can be administered by the teacher is an Office Referral.

OFFICE REFERRALS

It is at the discretion of the Teachers to refer a student to the office for administrative intervention. If this happens, the student will be sent to the office with a referral.

Depending upon the specific circumstances surrounding the student's behavior, a student

may remain at the office for a short “time out” period or may need to stay longer. On the day, a student receives a referral, he/she may not be permitted to play at recess time. Additionally, the parent or guardian may be notified to immediately pick up the student and the student may remain in the office or benched until he/she is picked-up. In school detentions may take place at the principal’s discretion. After the third referral, the following actions may be taken:

1. The student’s parent or guardian will be called and informed of the policy violations(s).
2. A date will be set for the parent or guardian to come to school for a mandatory conference and a time set for their classroom sit-in time.
3. The student may not return to school until the parent or guardian comes for a conference and/or completes the required classroom sit-in time.
4. The fourth office referral can result in a suspension.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school sponsored event, occurring at any time including but not limited to:

- a) While on school grounds; b) while going to or coming from school, including while riding the school bus; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Suspension Offenses

1. Discretionary Suspendable Offenses.

Students may be suspended if found to have committed any of the following acts:

01. Willful disobedience (only for grades 4-8)
02. Treats an authority with disrespect
03. Makes an unfounded charge against authority
04. Uses profane and/or obscene language
05. Is guilty of immoral or vicious practices
06. Is guilty of conduct or habits injurious to his/her associates
07. Disturbs the school or habitually violates any rule
08. Cuts, defaces, or injures any part of public-school buildings/vandalism

09. Writes profane and/or obscene language or draws obscene pictures
10. Throws missiles liable to injure others
11. Instigates or participates in fights while under school supervision
12. Violates traffic and safety regulations
13. Leaves school premises or classroom without permission
14. Is guilty of stealing
15. Commits any other serious offense (i.e.: threatens to harm, or causes harm to another person)
16. Criminal Damage to Property
17. Burglary
18. Use of OTC medication in a manner other than prescribed or authorized
19. Possession of Body Armor
20. Bullying/Harassment
21. Cyber Bullying/Cyber Harassment
22. False Alarm / Bomb Threat
23. Forgery
24. Gambling
25. Public Indecency
26. Obscene behavior or Possession of Obscene/ Pornographic Materials
27. Unauthorized use of Technology
28. Improper dress
29. Academic dishonesty
30. Trespassing Violation
31. Failure to Serve Assigned Consequence
32. Misusing Internet/ Violates electronic/technology policy
33. Sexual Harassment
34. False Report

Non-Discretionary Suspendable Offenses.

Students must be suspended if found to have committed any of the following acts:

01. Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form.
02. Uses or possesses tobacco or lighter
03. Uses or possesses alcoholic beverages
04. Possesses weapon (s) as defined in Section 921 of Title 18 of the U.S. Code. (Firearm or Destructive Device)

05. Possesses firearms not prohibited by federal law (eg: BB or Pellet/Air Soft Guns), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (excludes pocketknives with a blade length $< 2 \frac{1}{2}$ ”).
06. Murder
07. Assault and/or Battery
08. Rape and/or Sexual Battery
09. Kidnapping
10. Arson
11. Criminal Damage to Property
12. Burglary
13. Misappropriation with violence to the person
14. Possesses pocketknife or blade cutter with a blade length $< 2 \frac{1}{2}$ ”
15. Serious Bodily Injury

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the principal or the principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the principal. The conference may be omitted if the principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension in person or via U.S. mail. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year: not more than 10 days for students with an IEP. This restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. During all suspensions, the school will ensure that the students and their families receive classroom materials and current assignments to be completed at home during the term of the suspension. All work will be graded by the teacher and feedback will be provided in a timely manner.

Upon a recommendation of Expulsion by the principal or principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Appeal of Suspension

The suspension of a student will be the determination of the principal. Parents and/or guardians will be notified in advance to the enactment of the suspension and can appeal a student's suspension within ten (10) school days of notification of the suspension. A suspension appeal will be reviewed by the Superintendent, and upon consideration the Superintendent's decision is final. If the appeal is granted, the appeal will not reinstate the student in school for the day(s) to be suspended. However, if the appeal is granted, the Superintendent may remove the suspension from the student's records.

D. Expellable Offenses

Discretionary Expellable Offenses.

Students may be expelled if found to have committed any of the following acts:

1. Is guilty of immoral or vicious practices
2. Is guilty of conduct or habits injurious to his/her associates
3. Uses or possesses tobacco or lighter
4. Uses or possesses alcoholic beverages
5. Uses or possesses any illegal or non-prescribed drug
6. Disturbs the school or habitually violates any rule
7. Cuts, defaces, or injures any part of public-school buildings/vandalism
Possesses firearms not prohibited by federal law (e.g.: BB or Pellet/Air Soft Guns), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (excludes pocketknives with a blade length < 2 ½").
8. Throws missiles liable to injure others
9. Instigates or participates in fights while under school supervision
10. Violates traffic and safety regulations
11. Is guilty of stealing
12. Arson
13. Criminal Damage to Property
14. Burglary
15. Misappropriation with violence to the person
16. Possesses pocketknife or blade cutter with a blade length < 2½"
17. Serious Bodily Injury
18. Use of OTC medication in a manner other than prescribed or authorized

19. Possession of Body Armor
20. Bullying/Harassment
21. Cyber Bullying/Cyber Harassment
22. False Alarm / Bomb Threat
23. Public Indecency
24. Obscene behavior or Possession of Obscene/ Pornographic Material
25. Unauthorized use of Technology
26. Trespassing Violation
27. Misusing Internet/Violates electronic/technology policy
28. Sexual Harassment
29. False Report
30. Threats through any form (including verbal, written, social media, phone calls, emails, texts, etc.).
31. Commits any other serious offense

Non-Discretionary Expellable Offenses:

Students must be expelled if found to have committed any of the following acts:

1. Sells, arranges to sell, or unlawfully distributes any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form.
2. Possesses weapon (s) as defined in Section 921 of Title 18 of the U.S. Code. (Firearm or Destructive Device).
3. Murder
4. Assault and/or Battery
5. Rape and/or Sexual Battery
6. Kidnapping
7. Brandishes a pocketknife or blade cutter with a blade length $< 2 \frac{1}{2}$ "

E. Authority to Expel

A student may be expelled based on the determination of the Administrative Panel following a hearing before the panel. The Administrative Panel will consist of at least three members who are administrators or teachers from other Redesign Schools Louisiana. The Administrative Panel members will not include the teacher or administrator of the pupil. If the Administrative Panel makes a determination that the student committed an expellable offense, the student shall be immediately expelled unless the parent or guardian timely submits a written appeal to the Redesign Schools Louisiana's Board of Directors. For students

with IEPs, a Manifestation Determination Hearing must first be conducted for the student before a recommendation for expulsion may be made.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the principal or designee has notified the parent/guardian that the pupil is being recommended for expulsion. Pending the expulsion hearing, the school will ensure that the student and their family receive classroom materials and current assignments to be completed at home during the term of the suspension. For a student with an IEP for which a Manifestation Determination Hearing determined that an expulsion recommendation could be made, the school will provide Homebound instruction to the student during the pending expulsion hearing/process. All work will be graded by the teacher and feedback will be provided in a timely manner.

Students will be given the opportunity to make up all missed assignments and assessments.

The Administrative Panel will conduct the expulsion hearing. The administrative panel shall hear and consider all pertinent information presented and make the expulsion determination. The hearing shall be confidential.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
3. A copy of the school's disciplinary rules which relate to the alleged violations.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The school may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the school, Panel Chair, or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The school must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the school must present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be

made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Record of Hearing

A record of the expulsion hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault, as defined in La. R.S. 29:220, or committing a sexual battery, as defined in La. R.S. 14:43.1, et seq., a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

In some cases, the hearing panel may decide to suspend the enforcement of a student's

duly processed expulsion. Students who have been placed on expulsion with suspended enforcement may have their suspended enforcement status revoked and be expelled outright (i.e., “straight expelled”) if it is determined that, during the period of suspended enforcement, the student committed another violation(s) of the Charter’s rules and regulations governing student conduct.

J. Written Notice to Expel

The principal or designee, following the Administrative Panel’s determination to expel shall send written notice of the decision to expel, including adopted findings of fact, to the student or parent/guardian within five (5) school days. This notice shall also include the following:

1. Notice of the specific offense committed by the student.
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the school.
3. The expulsion appeals process.
4. Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with RSL.
5. The reinstatement eligibility review date.
6. A copy of the rehabilitation plan.
7. The type of educational placement during the period of expulsion

K. Expulsion Appeals Procedure

The decision to expel a student may be appealed by the parent or guardian of the student to the Redesign Schools Louisiana’s Board of Directors. In order to appeal, the parent must submit a written request to the Redesign Schools Louisiana’s Board of Directors within five (5) school days of service of the written notice of the decision to expel. The student will be considered suspended until a Redesign Schools Louisiana’s Board of Directors meeting is convened, within ten (10) school days of receipt of the written appeal, at which time the parent must attend to present their appeal. Redesign Schools Louisiana will strive to schedule the Board of Directors meeting to

accommodate the parent's presence. The Redesign Schools Louisiana Board of Directors will make a final decision on the expulsion appeal based on information presented by the parent at the appeal hearing and information from the original expulsion hearing. The Redesign Schools Louisiana's decision regarding the expulsion will be final.

L. Disciplinary Records

The school shall maintain records of all student suspensions and expulsions at the school.

M. Expelled Students/Alternative Education

Alternative education program placements will be arranged and provided by the expelling school unless parent, on their own accord disenrolls the student from Redesign Schools Louisiana.

N. Rehabilitation Plans

Students who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the Administrative Hearing Panel in consultation with the Pupil Services Department at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than (1) one year from the date of expulsion when the pupil may reapply to the school for readmission.

O. Readmission

At least 30 days prior to the end of the expulsion term, the Redesign Schools Louisiana's Pupil Services Department shall send written notification to the parent that the expulsion term will be ending. Redesign Schools Louisiana shall work with the parent and student to gather all records necessary for showing that the student has met the conditions of the rehabilitation plan and shall provide that documentation to the Redesign Schools Louisiana (RSL) Board of Directors. The RSL Board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, the school shall remove the of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the RSL Board, the RSL Board will revisit at a later date not to exceed one (1) year.

If the parent opted to disenroll the student from Redesign Schools Louisiana during or after the expulsion proceedings and enrolled the student in another school, then the expelled student must still meet all of the requirements of the rehabilitation plan at their current institution if they wish to be considered for readmission at any future time at RSL.



9 Strategies For Safety Success: A Holistic Approach To Student Transportation Safety

Whitepaper



July 2022

Sponsored by:

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10 Strategies For Safety Success: A Holistic Approach To Student Transportation Safety

*Students are **70** times safer riding the yellow school bus than riding in another vehicle.*

INTRODUCTION

It starts at a young age. “Don’t touch the hot oven.” “Look both ways before crossing the street.” Safety centers human’s development. That’s why when the most important people in our lives go off to school, our thoughts revolve around how to keep them safe.

School bus accidents, emergencies and tragedies leave their mark. Not just on the communities where they occur, but throughout the entire educational and transportation system. It reminds us all of the great responsibility we have in safeguarding the lives of the students in our care. With almost 25 million students riding school buses each day, this responsibility for safety lies with all of us, from the superintendent to the school bus driver (contracted or in-district), as well as to the drivers of other vehicles.

[According to the American School Bus Council, students are 70 times safer riding the yellow school bus than riding in another vehicle.](#)¹ While this safety excellence is thanks to the amazing safety, manufacturing and regulatory advances in the industry, mistakes still happen. [In a 2017 report on school-transportation- related crashes](#)², the National Highway Traffic Safety Administration (NHTSA) analyzed the number of fatalities that occurred over a ten-year period and concluded that only 54 out of the 301 fatalities were of an occupant of a school bus.

But those statistics don’t tell the full story. [Stanford Children’s Health Hospital states that 17,000 students are treated each year for injuries associated with school buses.](#)³ Student safety also involves caring for their mental well-being. [More than 1 in 4 children ages 12–18 say they have been a victim of bullying during the school year.](#)⁴ There are still even more issues at play regarding the safety of the nation’s children related to student transportation. Some of those challenges include:



“No doubt about it... every day, the priority of leadership must be the care and feeding of the safety culture.”

*– Dr. Edgar Schein,
Professor of Organizational Development,
MIT Sloan School of Management*

- Bus driver distractions (Example: a dog running into the roadway)
- Driver drowsiness
- Drivers of other vehicles
 - [According to the American School Bus Council, passing vehicles cause an estimated two-thirds of school bus loading and unloading fatalities.](#)⁵
- Old or under-maintained vehicles
- Student behavior (Example: upset or fighting children)

With all of these issues challenging the school bus transportation industry, how do we overcome the distractions and focus on developing a safety program dedicated to keeping students safe?

Creating an ecosystem and culture of safety starts by addressing and developing four key areas of safety. It's only through the integration of these four elements that safety can take hold. We liken it to a home's foundation; each foundational corner is needed to build the whole.

1) Culture

No big culture or attitude change can happen without the buy-in from executives and other management. Reinforcement of safety attitudes must start with the superintendent and school board, filtering down through transportation management, to drivers, to monitors/aides, to the students themselves. Fostering this idea of safety as a core value drives home safety culture within an organization and team.

2) Equipment and Operations

Yellow school buses are one of the most heavily regulated modes of transportation. Buses sold in the United States must meet 40+ Federal Motor Vehicle Safety Standards (FMVSS) applicable only to school buses, as well as all standards for all other vehicle types. Without processes and operational discipline to keep vehicles updated and operating well, safety falls short.



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“Safety is an ecosystem.

*There’s no one particular piece of
safety that stands out. All safety
is relevant ... All of it works together.”*

– Leslie Kilgore,

Vice President of Engineering,

Thomas Built Buses

3) Community

Similar to our focus on culture, our communities play a large role in the ecosystem of safety. The input — and actions — of our community members play a role in how safe students, families, pedestrians and drivers behave.

4) Administrative Policies and Procedures

When schools and districts create their safety programs and policies, creators must ensure the transportation department feels as supported in the process as academic departments. Safety input gathered by all departments district-wide must be taken into account. This back-and-forth discussion only strengthens the value and worth of a program.

Within this narrative, we provide *10 Strategies for Safety Success* weaving together these four elements as the backbone of our conversation. Leslie Kilgore, Vice President of Engineering for Thomas Built Buses says, “There is no one particular piece of safety that stands out. All safety is relevant... all of it works together.” By following our 10 strategies, you’ll understand how you can build a successful safety program.

Following our *10 Strategies for Safety Success*, we’ll explore a real-world success story where one school district’s holistic safety approach has already yielded measurable improvements.



10 STRATEGIES FOR SAFETY SUCCESS

Safe school transportation is always the result of a partnership across various stakeholders including school administrators and teachers, students, parents, communities, board members, school transportation service providers and equipment manufacturers.

One thing to note before we start with the *10 Strategies of Safety Success* is that safe school transportation always results from a partnership across various stakeholders, including school administrators and teachers, students, parents, communities, board members, school transportation service providers and equipment manufacturers. It's only with respectful and collaborative discussion between all parties that a successful safety program can be fully realized.

Strategy 1: Start at the Top

Dennis R. Maple, President of First Student, Inc. says it best when he states, "One thing we know is that when we look at high performing companies, we see that their culture is what ends up driving their safety performance. When you have a great culture, you also have great performance from a safety perspective."

Cultivating this safety culture mindset requires intentional focus. Leaders must demonstrate strong, genuine and continuous commitment to bringing safety to their communities. Leaders can use many ways to connect with staff, including:

- Holding safety discussions to reinforce safe critical behaviors with all members of the team.
- Calling coaching meetings for discussion on team safety trends and discussion of best safety practices.
- Riding on a school bus to build connection with workers and emulate a safety mindset.
- Setting periodic meetings to review processes and policies for safety assurance.
- Recognizing safe team members.



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“There are visible ways you can demonstrate you care about people and that’s really the highest form of leadership.”

– Dennis R. Maple,
President,
First Student, Inc.

When a leader establishes connectivity with colleagues and community members, teams emulate the same attitudes and actions. Empowering school bus drivers to make safety a core value is difficult as they operate within a “lone” work environment; they are the “captains” of their own “ship.” But while they operate mostly without supervision, their safety purview includes more than just the students on the school bus; it includes other drivers and pedestrians. If leaders utilize the above referenced actions to connect with their staff, drivers feel empowered to stop unsafe actions and find a safer way to complete the task.

If safety is the center of a team’s focus, it contributes to a wider community culture, where other drivers will slow down and take caution, bikers may recognize the safety of each action and walkers will look both ways before crossing the street.

Strategy 2: Know Your Critical Safety Features

[Did you know that school buses started as nothing more than horse-drawn carts borrowed from local farmers?](#)⁶ Since the creation of school transportation in the early 1900s, school buses have become the most regulated vehicle on the road today. With more than 40 distinct Federal Motor Vehicle Safety Standards (FMVSS), today’s school buses are not the buses remembered by parents and grandparents. Every aspect of the bus body — the exterior lighting, bright color, ruggedized non-slip floors, stop arms, handrails, fire-retardant upholstery, cushioned compartment seats, escape hatches and exit doors — has been studied, debated and improved upon with one goal in mind: keeping the students inside it safe.

For this reason, it is imperative that school districts do not – under any circumstances – supplement another type of vehicle in place of the yellow school bus for student transportation. Other vehicle types are not as well-regulated as the school bus and will lack many of its inherent safety features.



“We have built upon the safety foundation with our unique engineering and building processes along with our quality checks during manufacture. This additional due care is beyond what we are regulated to do.”

– Leslie Kilgore,

Vice President of Engineering,

Thomas Built Buses

School districts are always looking to modernize and become a cutting-edge leader in all things. But when it comes to modernizing a district’s bus fleet, knowing these critical safety features is imperative. For example: you want to install Wi-Fi on the school buses used for athletic teams, but the safety tread is wearing thin on a few other buses. It can be tempting to install the latest bells and whistles, but when you want to have a safety-first culture, it leads your decision making. Your answer to the athletic teams’ school bus question is always to put safety first – get that new safety tread on the other buses first.

Strategy 3: Identify and Vet Trends

Knowing critical safety features assists you when facing and identifying current transportation trends. Trends can increase the safety of a district’s transportation program, but if not fully vetted can lead to safety failures. For our purposes, let’s focus specifically on technological, and driver wellness and behavioral topics.

Technological Trends

Safety advances are occurring all the time as bus manufacturers develop and modify equipment based on new technologies and research. While purchasing a new fleet is out of the question for some school districts, retrofitting buses can be accomplished for a relatively low cost — an invaluable investment in the lives and wellbeing of students and their families.

Safety crossing gates are one example. The gate is a simple device that prevents students from crossing the road too close to the bus, where drivers are unable to see them. Student injuries from this type of accident have decreased sharply since the usage of crossing gates became widespread.



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School administrators must decide what technologies, if any, fit in to the district's overall vision and financial plan. It's not a one-size-fits-all approach and districts may have to choose safety over technological pride.

No matter the technology, it's important to have a complete understanding of how technology impacts the overall safety program. Technology cannot fix anything unless you have the culture, equipment and operations, community, and administrative policies and procedures in place already. "Technology is part of a bigger system. Technology alone doesn't fix all types of situations. However, it does aid in the prevention of safety incidents," according to Thomas Built Buses' Leslie Kilgore.

Driver Wellness and Behavioral Trends

Increasingly, as more attention is being paid to building a safety culture, more focus is placed on ensuring drivers take proper safety care and are fit for duty themselves. In addition to the regular pre-employment and intermittent drug and alcohol screenings, many districts are implementing daily "Fit for Duty" checks with their drivers. The "Fit for Duty" check happens when a driver collects their keys at the start of each route. Dispatchers are trained to ensure each driver is mentally and physically prepared to operate a school bus safely.

The driver wellness trend continues to pick up speed as the driver shortage is an industry-wide problem. [As of November 2016, School Bus Fleet magazine reports that 90% of school districts face a driver shortage of some level.](#)⁷ Because of this trend, districts and contractors alike strive to find ways to keep healthy, happy school bus drivers on staff. To do this, the industry has put wellness guidelines in place for blood pressure, diabetes, and driver drowsiness, while equipping drivers with tools to stay healthy and help combat future medical issues.



Global Positioning Systems (GPS) enables the management of driver behavior through the monitoring and analysis of data. With GPS, districts and contractors can see when a driver speeds, stops or starts hard, idles too long or how long they're waiting at bus stops. This allows for transparency and gives us the data to correct unsafe or inefficient driving practices.

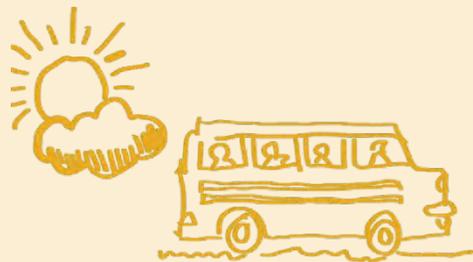
Whether it's technological or behavioral trends, districts must take these trends into account when developing training to put safety first, creating community safety campaigns or developing new policies and procedures for the district.

Millennials and Student Safety

Transportation departments today are seeing a significant shift in expectations about safety on school buses and about the entire transportation process due to a generational shift. Most parents today are millennials and are demanding more information than prior generations of parents. In a recent focus group conducted by First Student, Inc., a parent said, "I receive 10 emails if my child's library book is late, but I get no notification when the bus will be 10 minutes late."

Kathy Furneaux, executive director of the Pupil Transportation Safety Institute says, "Part of the key to the millennial generation is that they were raised as the most protected generation ever. And so as we work with these parents, they have significant expectations for safety in and around the school bus, in and around the schools." She believes upcoming legislation will feature direct input from parents and further target safety as one of their concerns.

[Social media also plays a role in the immediacy of information transmittal. 79% of adults use Facebook as their primary social media platform.](#)⁸ [Within the same survey from the Pew Research Center, 6 out of 10 Americans get their news from social media sites.](#)⁹ This information gathering process leads millennials to understand further options related to legislation and other safety programs. As social media proliferates in our society, so too, will the influence of a tech-savvy millennial population.



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Strategy 4: Cultivate Safety Discussions

One way to keep safety at the top of everyone's mind and continue building a safety culture is by taking opportunities to foster communication about safety issues. If mistakes are made, view those mistakes as learning opportunities and share with your transportation personnel during open and honest safety conversations. While coaching sessions should take place, it is imperative that positive feedback also be provided.

Another way to stimulate safety conversations is by creating a committee where transportation personnel — including drivers and monitors — partner with administrators and educators to work collaboratively on district transportation initiatives. Administrators can spend time talking with the driving team and working on joint solutions to the challenges they're facing, whether they are behavior-management-related or driving-related.

Everything we do is for the students. And as they are the reason behind our efforts, they, too, should be engaged in the safety conversation. Through training and drills, students have the opportunity to hear the reasoning behind the safety behaviors they're asked to comply with, and have a chance to practice and ask questions. When a student does something right, whether in a drill or in everyday behaviors, drivers should take the time to acknowledge and praise the behavior. This builds trust between drivers and students that is critical to a safe bus ride.

Strategy 5: Cross-Utilize Classroom Rules

Integrating a district-wide set of rules that apply to both the classroom and the school bus helps increase safety awareness and compliance throughout a student's entire school day. This is especially important for student behavior management on the school bus. Students can spend up to 60 minutes on a school bus both ways; that's a lot of time to interact with other students who may or may not be their friends.



“There has to be a balance between efficiency and effectiveness. Because the first few weeks that you cut training everybody’s a little insecure and it’s uncomfortable. Then over the short term, perhaps there are no incidents. So everyone gets a little more comfortable. But over the long term, we know a lot of little incidents can lead to a catastrophic event. If we become more efficient we don’t have to reduce services or reduce how we do things. We can maximize the efficiency and still be effective.”

*– Kathy Furneaux,
Executive Director,*

Pupil Transportation Safety Institute



By treating the bus as an extension of the classroom, and using the same set of rules there as in their teaching environment, behavior incidents are handled consistently throughout a student’s day. With this level of consistency, students have no questions about how to act around and with other students. This, in turn, also reduces driver distraction, which increases safety on a student’s ride to and from school.

A district can also include parents for this type of approach, as a way to extend the integration of classroom rules even further. By sharing the strategies being used and expectations being set at school and on the bus, a common language is developed that provides even greater consistency and reinforcement for students. Furthermore, a sense of unity is created in the community, as all individuals caring for your students enhances an overall culture of safety.

As an example, you’ll find a case study near the end of this document that will examine one school district’s safety and behavioral rules integration and its impact on their safety culture.

Strategy 6: Evaluate Effectiveness vs. Efficiency

Effectiveness and efficiency are often used interchangeably, but that’s a common misperception. Their actual definitions are quite different.

Effectiveness means to adequately accomplish a task.

Efficiency means performing in the best possible manner with the least waste of time.

When it comes to safety, effectiveness and efficiency are indirect factors. Let’s think about a real-life example: a school district faces financial constraints and decides to cut safety training for school and bus personnel. However, when an accident happens, the decision to cut training is seen in a new light.

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"I often see operations that are not working efficiently. As a result, they end up making decisions that dilute safety in order to maintain their budgets. Maximizing efficiencies has the potential to increase safety levels by utilizing resources in more effective ways, rather than cutting costs. It's always a balance, managing efficiency and effectiveness."

*– Kathy Furneaux,
Executive Director,
Pupil Transportation Safety Institute*

Kathy Furneaux of the Pupil Transportation Safety Institute says, "There has to be a balance between efficiency and effectiveness. Because the first few weeks that you cut training everybody's a little insecure and it's uncomfortable. Then over the short term, perhaps there are no incidents. So everyone gets a little more comfortable. But over the long term, we know a lot of little incidents can lead to a catastrophic event. If we become more efficient we don't have to reduce services or reduce how we do things. We can maximize the efficiency and still be effective."

This example of cutting training drives home the importance of an efficient safety program. Take a look at your levels of effectiveness versus efficiency when it comes to your transportation operation. Does your equipment operate at the highest levels? Do your drivers actively find safe, efficient ways to behave in a safe manner? How are your routes tiered? Are the bus stops aligned efficiently and in the safest areas for students? Do your maintenance technicians work efficiently toward a strict set of best practice guidelines, or are they just quickly fixing vehicles to get them back on the road?

Strategy 7: Think Outside the Bus

[Passing vehicles cause an estimated two-thirds of school bus loading and unloading fatalities, according to the American School Bus Council.](#)¹⁰

The "danger zone," the 10-foot radius around all sides of the bus, and the transition into and out of the danger zone, presents the most problematic safety issue. School bus manufacturers are developing additional technologies to help alleviate some of the concerns (such as 360 degree cameras showing the entire perimeter of the vehicle to the driver), but involving the entire community in a safety campaign elevates the safety message for all.



The National Association of State Directors of Pupil Transportation Services estimate that, in interviews with 100,000 school bus drivers, 88,025 vehicles passed their buses illegally on a single day.¹¹

School districts may choose to partner with local law enforcement in safety campaigns, such as those geared toward encouraging motorists to follow existing stop arm laws. [The National Association of State Directors of Pupil Transportation Services estimate that, in interviews with 100,000 school bus drivers, 88,025 vehicles passed their buses illegally on a single day.](#)¹¹ This lack of safety focus, or deliberate action to disregard safety, places students and waiting family members squarely in danger.

Thinking outside the bus could also take the form of public awareness campaigns for seasonal initiatives, like back-to-school awareness.

Campaigns could include:

- Community events where students, and parents, can tour a school bus, talk with their transportation personnel and driver, sign a safety pledge and/or meet the school or contractor's safety mascot.
- A newsletter campaign for school personnel, parents and other motorists discussing safety on and around the school bus, and in their own homes.
- Posters and yard signs distributed and posted at community facilities and events like festivals or the post office; these posters/signs can demonstrate some safety tips, easy safety actions and reinforce the culture of safety.

Not only do campaigns and events like these share the district's policies, but they build a safety culture and engage the community so parents feel more comfortable sending their children to school on a yellow school bus.

Strategy 8: Develop and Implement Engaging and Rewarding Training Programs

Instilling appropriate safety attitudes in drivers, and in community members, can be a challenge. Actively engaging drivers with safety training boosts these efforts. One of the principles of adult learning is to bring the experience to life, relating new knowledge back to



10 Strategies For Safety Success: A Holistic Approach To Student Transportation Safety

1 in 4 children ages 12–18 say they have been a victim of bullying at some time in their life, making this is a crucial issue.¹²

previously-learned knowledge. Using this and other adult learning principles, school districts can integrate new safety ideas and trends. A few ways to develop and lead effective training programs include:

- Providing opportunities for drivers and transportation staff to share experiences, and building training conversations by layering them with new safety best practices.
- Asking trainees to identify differences between what they do and what they are learning.
- Discussing with transportation staff their concerns and challenges, and then developing training sessions that target their exact concerns.
- Giving trainees a chance to develop autonomously by learning through guided inquiry and then facilitating small-group discussions.
- Rewarding drivers and other staff for their good safety behaviors; doing so is a double reward: it boosts employee morale and helps reinforce a safe action.

For clarity's sake, training topics should always include emergency response expectations, special needs transportation, safe onboarding/offloading procedures, behavior management (targeted to various age groups), railroad crossing procedures and other appropriate topics. Topics should change depending on national/local events. For instance, if a large school bus crash has made recent headlines after a stop sign was ignored, focus training sessions on reviewing sign meanings and proper procedures.

As already mentioned, training programs are often the first thing to be cut when there is a budget crunch. However, this is a big mistake, because as soon as a misstep happens, it cannot be undone.

For students with difficult home lives, a positive interaction with the bus driver in the morning can be really meaningful and set the tone for their



“Certainly when on the bus, when we make a mistake we’re transporting a child. And so there’s no going back and fixing that mistake.”

*– Kathy Furneaux,
Executive Director,*

Pupil Transportation Safety Institute

whole day. To this end, trauma-informed care training can be invaluable for drivers, to help them respond appropriately to behavioral incidents on the bus and encourage them to develop positive relationships with their students.

Keeping students safe on the school bus has just as much to do with their physical well-being as their mental well-being. Bullying cannot be overlooked when developing safety training programs. [1 in 4 children ages 12–18 say they have been a victim of bullying at some time in their life.](#)¹² Teaching drivers how to properly deal with students’ emotions, calm them down, and diffuse any situation is imperative to a safe school bus ride. Just as a teenager and first-grader are different, your behavior management trainings must also be different.

For an in-depth look at how one school district used these strategies to put safety as the focus of all their district policies, turn to our case study at the end of this narrative.

Strategy 9: Take a Step Back to Reevaluate

Proper evaluation of a safety program hinges on the collection of data and opinions, which can then be used to influence policy implementation. This is where having a cross-functional transportation committee can be especially helpful, as there may be issues a driver would notice that an educator might not, and vice versa. Getting as many perspectives as possible is invaluable to strengthening the safety of your school transportation program. Kathy Furneaux lays out the plansuccinctly, saying, “Begin by taking a few steps back. Meet with your transportation director again, take a specific look at the policy you’re trying to implement from their perspective. Listen to what the transportation director has to say in terms of unique challenges for putting that into practice. Revisit the training, and make it specific to the challenges you know they will face. From there, set deadlines with goals on how to monitor going forward.”



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Once you've examined the safety measures in place with fresh eyes, identify areas where further growth is needed to achieve your objectives. Choose a point person to spearhead those efforts and keep your chosen issues top-of-mind as further planning is researched and implemented.

Strategy 10: Modify, Modify, Modify

The next step to safety success is all about learning from your past. Take a look at what's working in the program and what isn't. Continually reevaluate and refine the district's safety measures for the transportation program. Ask yourself – and your transportation team – the hard questions about where you want your district to go safety-wise, how it

Emergency Response Training

Every school district has unique characteristics, especially when it comes to climate and geography. Developing targeted training for emergencies – such as environmental hazards, school violence and police lockdowns, climate emergencies like flash floods or tornadoes, and a host of other scenarios – is imperative to keeping your students and staff safe. Create well-thought-out emergency action plans and widely communicate your expectations to staff and community members. Let no question go unanswered when developing your emergency response plan, and make sure to include a communications plan to parents.

Once an emergency action plan is created: practice, practice, practice. When students, staff and community members practice these scenarios, the responses become engrained in their memories and, if needed, they'll properly and safely respond without thinking.

If an emergency does arise, follow your plan while putting safety at the forefront of all your decision making. Once the immediate threat is reduced, gather all parties (drivers, management, school district personnel, a few parents, etc.) to review the response. What worked? What didn't? Maybe a specific action worked fine, but not well enough. How do we improve our actions? Gather opinions, then modify your actions for future safety issues.



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“We can’t totally put the burden on the transportation group as a whole, but that we all play a part in that if we remind ourselves of that. And I think we would create a better and a safer environment for everyone.”

*– Kathy Furneaux,
Executive Director,*

Pupil Transportation Safety Institute

links with your district’s mission, and how you get there. Then rework your safety campaigns, events and messages to fit this vision. A few questions to ask to further your success:

- How is technology changing the lives of those we serve? How is it changing the way we interact with our community?
- Is there new technology available that will support our safety vision?
- What are our failures? Our successes? How can we build upon those successes?
- Is our training working? Does it engage our team? Does it include all the right members?
- Are there trends that need to be evaluated that might benefit our community?
- What needs to be integrated into the program to address those changes?

While this is the last safety method on our list, it’s intricately linked to every other method for safety success. And just because it’s last on our list, does not mean it should be last on yours; it’s an evolving and delicate process to modify your safety program based on your district’s specific needs.



“Safe school transportation is about relationships – relationships between the drivers, principals, transportation managers, students, parents and school administrators.”

*– Dr. Kathleen Williams,
Superintendent,
Wausau School District, WI*

CONCLUSION

“Safe school transportation is about relationships – relationships between the drivers, principals, transportation managers, students, parents and school administrators.”

– Dr. Kathleen Williams, superintendent,
Wausau School District and First Student partner

There is no one main driver of safety success; it is based on partnership and collaboration. Without the integration and linkage of our four main cornerstones, safety success will be substandard. By using the cornerstones of Culture, Equipment and Operations, Community, and Administrative Policy and Procedures within these 10 Strategies for Safety Success, your district can develop a comprehensive, holistic safety program.

1) Culture

Making safety intrinsically a part of your team’s approach starts at the top and should filter into the actions of every other team member. Work together to build safety-focused relationships, and don’t be afraid to recognize good work and point out good safety behaviors. Recognition leads to motivation, which leads to good safety habits.

2) Equipment and Operations

Understand your equipment and operations: your need, your opportunities for improvement and your successes. By understanding your district’s vision, your current fleet, federal regulations and your maintenance needs, you can develop a plan to boost safety in all of these aspects. Whether through training or further process discipline, safe equipment and operations allows you to proliferate future safety messages and events.



10 Strategies For Safety Success: A Holistic Approach To Student Transportation Safety

3) Community

Students are hurt more often in the 10-foot space outside the bus than when riding as a passenger; this is because of other drivers on the road. Working safety into the fabric of your community further safeguards the well-being of your students. Not only does it build a community-wide culture of safety, but it allows school administrators to build closer relationships with families, parents and students outside the classroom.

4) Administrative Policies and Procedures

Setting policies and procedures, founded in safety knowledge and focus, ensures all team members are required to maintain the same standards of safety. And while discussions and improvements to policies and procedures are welcome, they must be well-vetted by all departments to establish safety best practices.



A REAL-WORLD EXAMPLE: WAUSAU SCHOOL DISTRICT PBIS CASE STUDY

Looking at their SWIS [school-wide information system] data for rural schools, I found the school bus to be the third highest problem area after the classroom and playground.”

– Kathy Guthman,

Positive Behavior Interventions and Support

(PBIS) Specialist,

Wausau School District, WI

Wausau School District in Wisconsin is a pioneer in their implementation of Positive Behavior Interventions and Support (PBIS), a multi-faceted student behavior system centered on equipment and operational data analysis, evidence-based practices for the entire community, positive culture and systematic policy implementation.

In 2013, PBIS coach Kathy Guthman noticed a trend in Wausau School District’s student conduct data. “Looking at their SWIS [school-wide information system] data for rural schools, I found the school bus to be the third highest problem area after the classroom and playground.” The district realized that by treating the bus as an extension of the classroom, they could expand PBIS to their student transportation program. For the expansion to be successful, students and families would need to hear the same PBIS language, rules and expectations in their schools and on the bus. First Student began working in close partnership with the school district to help accomplish this goal.

The first step was to form a small transportation committee made up of school administrators, PBIS building coaches and teachers, First Student’s location manager, a driver and a bus monitor. First Student brought in a regional PBIS instructor to give key staff their initial PBIS training, and the school district provided ongoing training at regular safety meetings. This afforded the district and driving team a forum for regular communication beyond the implementation phase. Working side-by-side, the committee developed program tools, including a jointly administered bus behavior acknowledgment system – Bus Bucks.

Riverview Elementary School Principal Andy Place believes administrative presence is essential to implementation. “I was invited to a



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“At the December Safety Meeting, Ed Slany [First Student Location Manager at Wausau] announced that First Student did not have any moving accidents to-date. I could not help to think there must be a direct correlation to the fact that behavior write-ups or incidences were at an all-time low.”

*– Dr. Kathleen Williams,
Superintendent,
Wausau School District, WI*

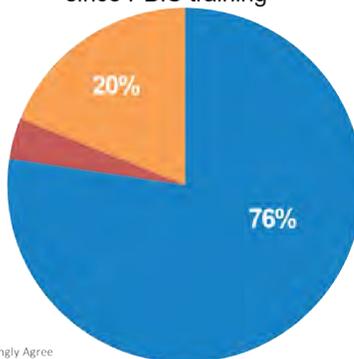
safety meeting and have not missed a safety meeting since.” Place spent half a school year riding the bus alongside the driving team, going the extra mile to understand the experience of drivers and to work with students who were struggling to meet behavior expectations on one particular bus. “The conduct data on that specific bus shows we have good days and bad days. But we have more good days, and the bad days are not as bad.”

Wausau School District is experiencing significant benefits from this innovative approach to school transportation. According to a recent driver survey and interviews with district staff:

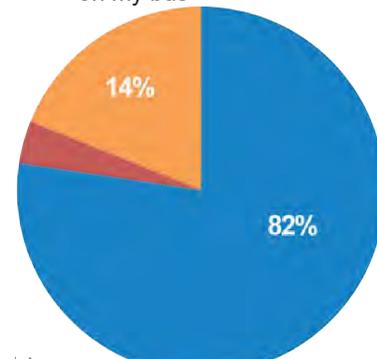
- Drivers feel they now have the tools, and the power, to manage student behavior productively. They feel equipped and empowered to reinforce good bus behaviors. Drivers believe they have better relationships with the students and communities they serve (see Figure 1).

Figure 1

My ability to address challenging behaviors on my bus increased since PBIS training



My knowledge of PBIS has improved my relationship with students on my bus



■ Agree or Strongly Agree
 ■ Neutral
 ■ Disagree or Strongly Disagree

■ Agree or Strongly Agree
 ■ Neutral
 ■ Disagree or Strongly Disagree



Results of a driver survey conducted after
the PBIS implementation in Wausau

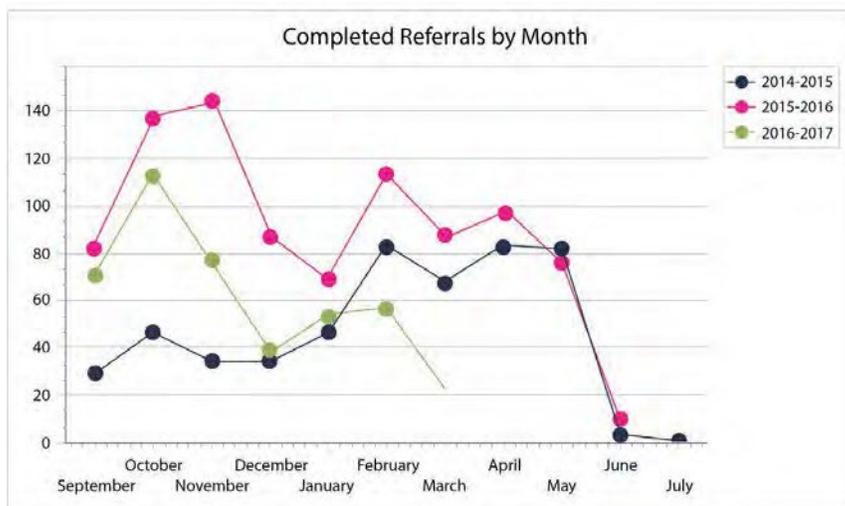




- Principals, teachers and school bus drivers now have a common strategy and foundation for managing student behavior. They operate under the same expectations and rules, using common tools and language, to proactively reinforce and model good student behavior. Fewer behavioral incidents are occurring on the buses (see Figure 2) and administrators are spending considerably less time investigating bus-related behavior issues.

Students are spending more time on-task in the classroom, resulting in less instructional time lost. They have a consistent learning experience, from the school bus to the classroom. Because of this, students exit the bus feeling happy, engaged and ready to learn.

Figure 2



A marked decline in incident referrals for behavioral incidents occurring on the bus



10 Strategies For Safety Success: A Holistic Approach To Student Transportation Safety

Perhaps the most significant measure of success is best summed up by Wausau School District Superintendent Dr. Kathleen Williams: “At the December Safety Meeting, Ed Slany {First Student Location Manager at Wausau} announced that First Student did not have any moving accidents to-date. I could not help to think there must be a direct correlation to the fact that behavior write-ups or incidences were at an all-time low.”

Through their pioneering efforts at addressing school transportation issues with a holistic approach, Wausau School District has effectively created an ecosystem that has already proven to increase student safety.



RESOURCES

1. American School Bus Council website:

<http://www.americanschoolbuscouncil.org/>

2. National Highway Traffic Safety Administration website:

https://www.nhtsa.gov/sites/nhtsa.dot.gov/files/documents/2015_school-transportation-related_crashes_traffic_safety_fact_sheet.pdf

3. McGeehan, Annest, Vajani, Bull, Agran, Smith. (November 2006) School Bus–Related Injuries Among Children and Teenagers in the United States, 2001-2003. Center for Innovation in Pediatric Practice, Columbus Children’s Research Institute, Children’s Hospital website:

http://pediatrics.aappublications.org/content/118/5/1978?sso=1&sso_redirect_count=1&nfstatus=401&nftoken=00000000-0000-0000-0000-000000000000&nfstatusdescription=ERROR%3a+No+local+token

4. Robers, Kemp, Rathbun, Morgan, Snyder. (2014, June) Indicators of School Crime and Safety: 2013. Bureau of Justice Statistics (BJS) and National Center for Education Statistics Institute of Education Sciences (IES) report.

<http://americanspcc.org/bullying/statistics-and-information/>

5. American School Bus Council website:

http://schoolbusfacts.com/wp-content/uploads/2017/01/Safety_Guide_for_Families.pdf

6. National Association of State Directors of Pupil Transportation Services. (retrieved 2017, June) History of School Bus Safety – Why Are School Buses Built as They Are?

<http://www.nasdpts.org/Documents/Paper-SchoolBusHistory.pdf>



10 Strategies For Safety Success: A Holistic Approach To Student Transportation Safety

7. School Bus Fleet. (retrieved June 2017)
<http://digital.schoolbusfleet.com/Nov2016/Default/17/0/3411655#&page-Set=17&contentItem=3411655>

8. Pew Research Center. (retrieved June 2017)
<http://www.pewinternet.org/2016/11/11/social-media-update-2016/>

9. Pew Research Center. (retrieved June 2017):
<http://www.journalism.org/2016/05/26/news-use-across-social-media-platforms-2016/>

10. Gissendaner, Art. (retrieved May 2017). Objects Are Closer Than They Appear in Bus Danger Zone.
<http://www.stnonline.com/news/latest-news/item/8576-objects-are-closer>

11. National Association of State Directors of Pupil Transportation Services. (retrieved June 2017).
http://www.nasdpts.org/Operations/documents/State_Laws_Regarding_Passing_School_Buses.pdf

12. StopBully.Gov website (retrieved June 2017):
<https://www.stopbullying.gov/media/facts/index.html>



ADDITIONAL RESOURCES

First Student, Inc Resources:

- <http://www.firststudentinc.com/>
- <http://www.firststudentinc.com/why-first-student/school-bus-safety>

American School Bus Council Resources:

- <http://www.americanschoolbuscouncil.org/>
- <http://schoolbusfacts.com/>

Pupil Transportation Safety Institute:

- <https://www.ptsi.org/>

National School Transportation Association:

- <http://www.yellowbuses.org/school-administrator/>

National Association of State Directors of Pupil Transportation Services:

- <http://www.nasdpts.org/>



10 Strategies For Safety Success: A Holistic Approach To Student Transportation Safety

ABOUT FIRST STUDENT

As the leading school transportation solutions provider in North America, First Student provides the best start and finish to every school day. First Student completes five million student journeys each day, moving more passengers than all U.S. airlines combined. With a team of highly-trained drivers and the industry's strongest safety record, First Student delivers reliable, quality services including full-service transportation and management, special-needs transportation, route optimization and scheduling, and charter services for 1,100 school district contracts.

At First Student, safety is a core value and a way of life for all of our employees. Safety has always been at the heart of everything we do. As a result, we're twice as safe as the industry average in collisions. We're also the only school transportation company in our industry to have received the prestigious National Safety Council (NSC) Green Cross for Safety® award, the highest award for safety in North America.

For more information, please visit our website at www.firststudentinc.com or email us at info@firststudentinc.com.

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FIRST AMENDMENT TO
SCHOOL BUS TRANSPORTATION SERVICES AGREEMENT
BETWEEN REDESIGN SCHOOLS LOUISIANA (FORMERLY KNOWN AS CELERITY SCHOOLS
LOUISIANA, INC.) AND FIRST STUDENT, INC.

This First Amendment, effective July 1st, 2019, is entered into between Redesign Schools Louisiana (formerly known as Celerity Schools Louisiana, Inc.) (“District”), and First Student, Inc. (“Contractor”), and it amends the School Bus Transportation Services Agreement between District and Contractor dated June 30, 2017 (“Agreement”).

WHEREAS, District and Contractor wish to amend the Agreement to reflect District’s name change.

NOW, THEREFORE, District and Contractor agree as follows:

1. The Agreement is amended to change the name of the District from Celerity Schools Louisiana, Inc. to Redesign Schools Louisiana.
2. Exhibit A is amended to read as the attached Amended Exhibit A.
3. The remaining provisions of the Agreement will remain in full force and effect.

District and Contractor have executed this Amendment on the day and year written above.

FIRST STUDENT, INC.

By: 
 Title: Area General Manager

REDESIGN SCHOOLS LOUISIANA

By: 
 Title: Superintendent

EXHIBIT A

Cost Category	Year 2022-2023	Year 2023-2024	Year 2024-2025
Cost Per Route Per Day- Regular, Sped, Head Start, Summer School, etc. (up to 5.5 hours per day)	\$367.81	\$378.84	\$356.75
Excess Driver cost per hour above base of 5.5 hours per day	\$44.23/hr	\$45.56/hr	\$46.93/hr
Cost per Aide/Monitor per day (up to 5.5 hours per day)	\$117.17	\$120.69	\$124.31
Excess Monitor cost per hour above base of 5.5 hours per day	\$19.01	\$19.58	\$20.17
Extracurricular Trips & Mid- Day programs (2 hour minimum)	\$44.23/hr	\$45.56/hr	\$46.93/hr

SCHOOL BUS TRANSPORTATION SERVICES AGREEMENT

THIS AGREEMENT is made and entered into as of the 30th day of June, 2017, by and between Celerity Schools Louisiana, Inc., with principal offices at 7384 John LeBlanc Blvd. Sorrento, LA 70778, (hereinafter called "District"), and First Student, Inc., with its national headquarters at 600 Vine Street, Suite 1400, Cincinnati, Ohio 45202-5755 and local business offices for purposes of this Agreement located at 9432-A Joor Road, Baton Rouge, LA 70818 (hereinafter called "Contractor").

WITNESS ETH

WHEREAS, District has selected Contractor to provide the pupil transportation services described herein; and

WHEREAS, Contractor desires to provide such transportation services,

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the parties agree as follows:

SECTION 1: TERM

1.1 The term of this Agreement shall commence July 1, 2017 and shall continue through June 30, 2022. This Agreement may be extended by mutual written agreement for two (2) additional one-year periods, the negotiation process for each extension including the negotiation of new economic terms, to occur on or before February 1st of the preceding school year. For purposes of this Agreement, the term "Contract Year" shall mean each one-year period commencing on July 1st during the term of this Agreement.

SECTION 2: SCOPE OF SERVICES REQUIRED

- 2.1 Contractor shall, during the term of this Agreement, supply and maintain such school buses (in quantity and capacity) and personnel as are required to fulfill District's needs for transportation services as described in this Agreement. At the time of execution of this Agreement, the parties intend that Contractor shall provide service on approximately eighteen (18) routes.
- 2.2 District and Contractor will consult on a regular basis concerning the Transportation requirements of District. In the event of increases or decreases in the number of students requiring Transportation, or in routes or schedules, the number of buses and the number of spare buses will be adjusted accordingly. District may increase or decrease services to be provided by Contractor under this Agreement. However, where such increases or decreases impact the service levels, personnel levels, or

equipment levels required of Contractor under the assumed routes, schedules, and vehicle requirements contained in this Agreement, the parties shall negotiate in good faith to adjust the rates at which services are provided to cover increase or decreases in cost structure associated with such changes by District. In the event that the parties are unable to reach agreement regarding an adjustment, either party may terminate this contract upon not less than thirty (30) days written notice to the non-terminating party.

- 2.3 In the event Contractor agrees to any increases or decreases which are Schedule Readjustment increase or decreases, Contractor shall be afforded a period of thirty (30) days following implementation of such changes during which time no liquidated damages may be assessed with respect to scheduled drop-off times or availability of buses on routes, while Contractor makes operational adjustments to meet School District requirements.
- 2.4 District represents, warrants, and covenants that from and after the effective date of this Agreement, District will use Contractor as District's primary provider for all of District's home-to-school and Charter Transportation at rates set forth in Exhibit A. "Charter Transportation" shall mean the outsourced transportation of any and all persons to be transported for field trips, excursions, extracurricular, athletic, creative or academic activities, or any similar purpose.

SECTION 3: COMPENSATION AND BILLING

- 3.1 In consideration for services rendered hereunder, District shall pay to Contractor all undisputed sums due and owing in accordance with the rates set forth in Exhibit A, as may be adjusted from time to time as provided herein.

Contractor will submit to District a monthly statement of its services rendered during the prior period. After verification of the statement, District shall pay the full amount due to Contractor on or before the 30th calendar day following the date on which the statement has been submitted.

In the event that District fails to make a payment on any sums due hereunder, and such sums remain unpaid for 20 days following receipt of the invoice by District, Contractor shall be entitled to: a) charge interest on unpaid amounts at the rate of 1.5% per month or the maximum statutory amount, whichever is greater; and/or b) terminate service under this Agreement until all amounts due have been paid in full. In the event of repeated delinquency by District, Contractor shall have the right to request a deposit or payment bond from District before resuming service. Contractor shall be entitled to, without limitation, court costs, litigation expenses and attorneys' fees incurred in any attempt to collect unpaid amounts due under this Agreement.

In the event that any statement amount is disputed by District, District shall deliver written notice specifying the disputed amount to Contractor within 5 days of receipt of the statement by District. In the absence of District timely providing said written notice, District waives any right to dispute said statement in the future. District shall pay all amounts not disputed to Contractor on or before the 10th business day following the date on which the statement has been submitted.

SECTION 4: ESCALATION

- 4.1 District and Contractor recognize that certain of Contractor's costs are subject to change during the term of this Agreement. As such, District and Contractor have negotiated escalation amounts set forth in Exhibit A.
- 4.2 In the event of unusual circumstances, such as changes in state or federal taxes, laws or specifications, increased insurance or surety premiums or any other condition which causes any of Contractor's operating costs hereunder to increase at a rate in excess of any negotiated escalation, then the parties shall determine a reasonable and just amount to cover such increase, and rates of Contractor compensation set forth in Exhibit A shall be adjusted to reflect such increase.

SECTION 5: FUEL

- 5.1 Contractor shall purchase at its own cost, including taxes, all fuel required for the operation of buses hereunder. Fuel prices are assumed at \$2.65 per gallon. Should Contractor's cost of fuel exceed \$2.65 per gallon including taxes, Contractor shall charge that portion of the excess, for actual miles of all routes and trips, based on 6 mpg. District will reimburse Contractor this amount. Should Contractor's cost of fuel fall below \$2.00 per gallon, including taxes, Contractor shall credit District that portion of the difference for actual miles of all routes and trips servicing District, based on 6 mpg. Contractor will provide documentation substantiating its fuel costs upon written request of District.

SECTION 6: ROUTES AND SCHEDULES

- 6.1 Contractor shall be primarily responsible for planning all routes, stops and schedules. Contractor shall furnish District with complete routes on or before the first day of enrollment of each school year.
- 6.2 District shall furnish Contractor with a list of student names and addresses not later than 30 days prior to the start of each school year, from which Contractor will construct a complete route map on or before the first day of enrollment of each school year. Contractor shall use the route information provided by District to calculate the approximate time of pick up and drop off for each stop. Contractor shall then provide a list of such times to District. District shall inform parents and families of these times.

- 6.3 District reserves the right to establish the routes and schedules to be followed and to make changes therein from time to time. District shall notify Contractor whenever changes are necessary in routes or time schedules, and Contractor shall make a reasonable effort to adjust its operations to incorporate such changes within five (5) business days after notice is received from District. District shall waive its right to assess any liquidated damage or penalty in accordance with Section 2.3. In the event District changes routes or schedules once service has begun or been published, District will assist in republication of changes or other notification to those patrons whose service has been changed. Contractor shall consult with District as to stops or portions of routes that Contractor considers to be a safety concern due to traffic patterns or configurations. In the event any stop or portion of a route remains unchanged by District after such discussions, and Contractor believes such stop or route presents an unacceptable safety risk to Contractor's property or students, Contractor may reject the stop or route portion and provide District with alternative designations by written notice.

SECTION 7: RECORDS AND REPORTS

- 7.1 Contractor shall provide within 30 business days of any request, those reports and records which may be reasonably requested by District pertaining to students, routes, stops, mileage audits and other information having to do with daily operations. In reviewing Contractor's records, District shall protect the confidentiality of Contractor's proprietary or confidential information included in the data provided.
- 7.2 Contractor shall maintain such records and submit such reports, as are deemed necessary by District and as negotiated between Contractor and District from time to time. All reports required by District shall be submitted on forms mutually agreed upon by both parties. Contractor will not be responsible for filing on behalf of District any state or regulatory reports concerning ridership or reimbursement.
- 7.3 Contractor shall immediately notify the Superintendent of Schools, or his or her designated representative, by telephone and confirmed as soon as practicable in writing, of the occurrence of any incident involving student riders, or a traffic violation or accident reportable by law that involves a vehicle with passengers that is being used to provide transportation services pursuant to this Agreement. Written notification shall contain a full and complete statement of all relative facts including police case number when available.
- 7.4 Pursuant to Act 837, Contractor and the District will enter into a privacy agreement to provide safeguards for the protection of student information received by Contractor.
- 7.5 Personally Identifiable Information. Under the terms of this Agreement, Contractor may be provided with Students' "personally identifiable information" as defined in La. R.S. 17:3913(6) (1). Accordingly, Contractor shall not allow access to, release,

or allow the release of Student information to any person or entity except as specified below and must take all steps required by applicable law, including the following:

- (a) Contractor agrees to protect and maintain the security of data with protecting security measures that include maintaining secure environments that are pathed and up to date with all appropriate security updates as designated by a relevant authority.
- (b) Contractor agrees that any "personally identifiable information" will be stored, processed, and maintained solely on designated servers; provided, however, that Contractor may use laptops or portable storage devices in connection with planning routes, stops and schedules. The Contractor will use appropriate tools and technologies such as secure user identification and authentication protocols, anti-virus protections and intrusion detection methods in providing services under this Agreement. The Contractor shall notify the District as soon as possible if a portable device containing "personally identifiable information" is lost or stolen. All servers, storage, backups, and network paths utilized in the delivery of the Services shall be contained in North America.
- (c) Contractor agrees to implement various forms of authentication to establish the identity of the requester of the information with a level of certainty that is commensurate with the sensitivity of the data.
- (d) Contractor agrees that any and all data exchanged shall be used expressly and solely for the purposes enumerated in this Agreement.
- (e) Contractor agrees that, as required by applicable state and federal law, auditors from state, federal or District, or other agencies so designated by the School, shall have the option to audit the outsourced service. Records pertaining to the service shall be made available to auditors and District during normal working hours upon ten (10) business days' prior notice in writing.
- (f) Contractor agrees to comply with the Louisiana Database Breach Notification Law (Act 499) and all applicable laws that require the notification of individuals in the event of unauthorized release of personally identifiable information or other event requiring notification. Further, Contractor agrees to notify the District immediately and assume responsibility for informing all such individuals in accordance with applicable law and to indemnify, hold harmless and defend the District from and against any claims or damages related to a Notification Event.
- (g) Contractor agrees that upon termination of this Agreement, it shall return all data to the District in a useable electronic form, and erase, destroy, and render unreadable all data Contractor may have, and certify in writing that these actions have been completed within thirty (30) days of the termination of this Agreement.

(h) Contractor agrees that unauthorized disclosure of such information may irreparably damage the District, such that adequate compensation could not be obtained from damages in an action at law. Accordingly, the actual or threatened unauthorized disclosure of use of any protected information shall give School the right to seek injunctive relief to restrain the disclosure, in addition to any other remedy. Contractor hereby waives the posting of a bond with respect to any action for injunctive relief. Contractor also grants the District the right, but not the obligation, to enforce these provisions in Contractor's name.

(i) Contractor must establish and implement a clear data breach response plan outlining organizational policies and procedures for addressing a potential breach.

(j) Contractor agrees that the confidentiality obligations contained herein shall survive termination of this Agreement for a period of fifteen (15) years or for so long as the information remains confidential, whichever is longer.

SECTION 8: INDEMNIFICATION

8.1 Contractor agrees to indemnify, hold harmless and defend District, its governing board, officers, employees and agents from and against every claim or demand which may be made by any person, firm, or corporation, or any other entity arising from or caused by Contractor's gross negligence in the performance of this Agreement, except to the extent that such claim or demand arises from or is caused by the negligence or willful misconduct of District, its agents or employees, student- upon-student violence; routing; or Contractor's good faith adherence to District's policies, procedures, directives.

SECTION 9: INSURANCE

9.1 Contractor shall, at its expense, procure and keep in force during the entire term of this Agreement for claims arising under this Agreement, General Liability and Automobile Liability Insurance to protect Contractor, its drivers and other personnel. Contractor shall provide General Liability limits of not less than \$10,000,000.00 each occurrence and aggregate bodily injury and property damage and \$10,000,000.00 Personal Injury each occurrence and aggregate; Automobile Liability limits of not less than \$10,000,000.00 combined single limit for bodily injury and damage to property for all owned, hired and non-owned autos; Upon request, Contractor agrees to provide to District a certificate of insurance evidencing such *coverage* and designating District as an additional insured as its interest may appear for both the General and Automobile Liability programs, such certificate to be provided by July 1st of each Contract Year, or on renewal of such policies. All insurance policies shall provide that no *coverage* shall be canceled except by thirty (30) days' written notice to Contractor and District. Insurer shall maintain a minimum A.M. Best's & Company rating of A or Contractor shall obtain insurance from a company mutually agreed upon between Contractor and District. Upon request, Contractor shall provide District with a certificate of insurance as

evidence of having statutory workers' compensation coverage at levels and in forms required by the laws in which Contractor shall operate for this Agreement.

- 9.2 District will, at its own expense, procure and keep in force general liability insurance as is customary in the business and at limits of not less than \$2,000,000.00.

SECTION 10: FORCE MAJEURE

- 10.1 In the event Contractor is unable to provide the transportation services as specified in this Agreement because of any act of God, civil disturbance, fire, riot, war, terrorism, picketing, strike, labor dispute, labor shortages, governmental action or any other condition or cause beyond Contractor's control, District shall excuse Contractor from performance under this Agreement.

SECTION 11: SCHOOL CLOSINGS OR CHANGES IN SCHEDULE

- 11.1 Whenever (a) inclement weather or impassability of roads occurs, (b) school is canceled or delayed, (c) the school day is scheduled for other than regular start or end times, or (d) school is dismissed early for any reason, District shall notify Contractor not later than 5:00 a.m. on the day of such cancellation or delay or not later than two (2) hours before early dismissal or the cancellation of Supplemental Transportation. District shall pay Contractor half the daily rate per bus for days when District fails to notify Contractor of cancellation and route buses are already dispatched. Otherwise, if notification is received in time to avoid dispatching routes, there will be no additional charge for the canceled day.
- 11.2 Notwithstanding the foregoing, in the event of circumstances in the operation of any school which necessitate early dismissal for student health or safety reasons, the Contractor and District shall cooperate to facilitate orderly transportation of students in the most efficient manner possible in light of the circumstances presented.

SECTION 12: SAFETY PROGRAM

- 12.1 Contractor shall be responsible for implementing, maintaining, and reviewing annually a comprehensive pupil transportation safety program.
- 12.2 Contractor's employees shall not be required to perform any medical functions for passengers.

SECTION 13: MANAGEMENT PERSONNEL

- 13.1 Contractor shall employ management personnel who shall be responsible for the efficient operation of the transportation services furnished hereunder and who shall be Contractor's liaison to District. Contractor will designate a crisis management contact person for emergency contact with District. Prior to the start of the school year, Contractor shall inform District of the name(s), contact telephone number(s)

and address(es) of such management personnel.

- 13.2 District shall employ management personnel who shall be responsible for coordination of the student transportation requirements of District to be furnished under this Agreement and who shall be District's liaison to Contractor. District will designate a crisis management contact person for emergency contact with Contractor. Prior to the start of the school year, District shall inform Contractor of the name(s), contact telephone number(s) and address(es) of such management personnel.

SECTION 14: OPERATIONS PERSONNEL/DRIVERS

- 14.1 Contractor shall employ a sufficient number of qualified drivers and support personnel to assure District of continuous, reliable, safe, and on time service. However, District shall have the right to request Contractor to remove from service to School any employee who, in School's sole discretion, is deemed unsuitable for the performance of transportation services for School; provided that School shall make such request in writing, state the reasons therefore and include any supporting documentation, and provided further that such request does not violate applicable local, state or federal laws, rules or regulations.
- 14.2 Contractor shall take reasonable steps to prevent its employees from exposing any pupil to impropriety of word or conduct. Contractor shall not knowingly permit its drivers to smoke on the bus, to drink any intoxicating beverage, or to be under the influence of drugs or alcohol while operating any bus.
- 14.3 Contractor shall be responsible for hiring and discharging personnel employed by Contractor to perform its obligations hereunder. However, District shall have the right to request Contractor to remove from service to District any employee who, in District's sole discretion, is deemed unsuitable for the performance of transportation services for District; provided that District shall make such request in writing, state the reasons therefore and include any supporting documentation, and provided further that such request does not violate applicable local, state or federal laws, rules or regulations. To the extent permitted by law, District shall indemnify, defend, and hold Contractor harmless from and against all claims, expenses, or liabilities by or to a removed Contractor employee arising from the removal of that employee based on the District's request.
- 14.4 Contractor shall provide qualified driver/trainers and qualified drivers, trained and licensed in accordance applicable laws and the rules and regulations of District. Not less than sixty (60) days prior to the start of any school year, District shall advise Contractor of District's requirements for training or qualification for drivers or driver/trainers. Contractor will, to the extent such requirements do not conflict with state or federal laws, implement such requirements into its hiring and training programs for drivers servicing District's students. Contractor agrees that each driver shall:

- 14.4.1 Possess a valid license or permit issued by this State authorizing such person to operate a school bus.
 - 14.4.2 Be certified by a duly licensed medical practitioner as medically qualified and free of medical or physical conditions, which, absent reasonable accommodation, would limit safe operation of a school bus. The physical examination shall be conducted prior to employment and periodically thereafter.
 - 14.4.3 Possess a satisfactory driving record and criminal history record, after review of such records prior to employment and periodically thereafter to the extent permitted or available by law.
 - 14.4.4 Prior to employment and from time-to-time thereafter, to the extent permitted by law, undergo such tests as may reveal, within a reasonable degree of medical or scientific certainty, the presence or absence of drugs or controlled substances in the body and such tests as may clinically reveal alcoholism or alcohol abuse. Negative findings for such tests shall be a condition of employment.
 - 14.4.5 Meet any other criteria required by law or by District's policies, rules or regulations.
- 14.5 The District and Contractor acknowledge and agree that, from time to time, certain School Buses, Routes, Students and/or types of services provided by Contractor hereunder may require the utilization of a Monitor or other Student assistant (each, a "Monitor"). Such a determination shall be made jointly by Contractor and the District, with the final decision being made by the District. The Monitor shall be paid for by the District.

SECTION 15: TRAINING REQUIREMENTS

- 15.1 Contractor shall provide thorough instruction to drivers in compliance with state and federal safety and operations guidelines and regulations. The District shall have the right to review course content.
- 15.2 Prior to the start of the school year, Contractor will provide time at one of its driver orientation sessions so that District administrators may address drivers assigned to work under this Agreement on matters relating to the expectations for student conduct and to familiarize drivers with members of the school administration. Such orientation will be at a time and place mutually agreed upon by Contractor and District. District may not distribute materials to drivers without Contractor approval.

SECTION 16: EQUIPMENT

- 16.1 All school buses supplied by Contractor in performance of this Agreement shall meet or exceed the standards established by the applicable laws and regulations. Contractor shall maintain the school buses used to provide transportation services under this Agreement in accordance with law and accepted industry maintenance standards.
- 16.2 The prices included with this Agreement do not include modifications to vehicles if seat belts or other equipment (collectively, "equipment") were included in the equipment provided for students under this Agreement. If District or any government agency shall at some time in the future mandate that Contractor provide seat belts or other equipment for use in vehicles, the parties shall negotiate in good faith alternative pricing and availability of vehicles to service District under this Agreement. In the event that District or any governmental agency imposes equipment requirements other than those set forth above on Contractor's vehicles during the term of this Agreement, which are specific requirements for the operation of this Agreement or immediate installation is required for continuing operation of the vehicles, Contractor and District in good faith shall negotiate price increases applicable to such equipment requirement. If the parties do not reach agreement regarding applicable price increases, either party may terminate this contract upon not less than 60 days prior written notice to the other party.
- 16.3 Contractor agrees that all vehicles shall be equipped with two-way radios, GPS and video cameras. Contractor agrees to perform an inspection of all radios prior to the start of the school year to ensure proper performance. The data collected by the GPS units will remain the property of Contractor but Contractor shall provide the District with access to the GPS system to gather pertinent information such as on time performance, late buses, stop times, route time, speed, etc. Notwithstanding any other provision of this Agreement, District agrees it will use GPS data strictly for its internal purposes in connection with its use of Contractor's services, and that it will not distribute or transfer GPS data to any third party, or provide any third party access to GPS data, without Contractor's prior written authorization.

SECTION 17: PUPIL DISCIPLINE AND NANDALISM

- 17.1 The ultimate responsibility and authority to suspend or expel any pupil from transportation services hereunder shall rest with District. Contractor's drivers are responsible only for such discipline as is required to properly and safely operate Contractor's buses. Each driver shall handle all disciplinary matters in strict accordance with District policy. In no case will a driver eject a pupil from a bus for misbehavior except in the event of an extreme emergency endangering the safety of other pupils or driver and then only after radio notice to Contractor's terminal and to the pupil's building or school principal. In all cases of disciplinary ejection, the bus shall remain at the approximate area of student discharge until authorities arrive on site and authorize it to proceed on route. All discipline problems shall be reported in writing by the next school day following completion of the route. The District and

Contractor will, in the event Contractor determines that a pupil poses a danger to himself/herself or other passengers, cooperate to provide a safe transportation environment prior to Contractor being required to transport such pupil. Further procedures and regulations for the administration of discipline shall be established cooperatively between District and Contractor.

- 17.2 Vandalism, damage to Contractor's equipment or facilities shall be the responsibility of Contractor. District shall give Contractor reasonable assistance in obtaining restitution for damaged equipment or facilities where damage is determined to be caused by District students or personnel. Contractor may, with the written concurrence by District, refuse to provide a pupil with transportation services until vandalism damages caused by such pupil are paid.

Section 18: ADDITIONAL REPRESENTATIONS AND WARRANTIES

(a) The Contractor hereby represents, warrants and covenants to the District:

(i) The Contractor shall perform its obligations under this Agreement in a timely, diligent, competent, professional and workmanlike manner. Contractor shall comply with all applicable federal, state and local laws, rules.

(ii) The Contractor is authorized to enter into this Agreement and all exhibits attached hereto, as applicable, and has obtained all applicable approvals and permissions to execute this Agreement and all exhibits attached hereto under the laws of the United States and the State of Louisiana, as applicable.

(b) Contractor represents and warrants that to the extent any Permits are required to perform its obligations under this Agreement, Contractor, at its sole cost and expense, has obtained, or will timely obtain, such Permits and such Permits are or will be, and shall remain for the Term, in full force and effect, and no payments will be required to be made by the School to any third party in connection with such Permits (or, if any such payments are required, the Contractor will be solely responsible therefor and will indemnify and hold harmless the School in connection therewith).

SECTION 19: ASSIGNMENT

19.1 This Agreement shall not be assigned by the parties hereto, without the written consent of District, which consent shall not be unreasonably withheld or delayed. However, Contractor may assign this Agreement if the assignment is made to a parent, subsidiary, related or affiliated company.

SECTION 20: TERMINATION

20.1 If either party violates any of the covenants or duties imposed upon it by this Agreement, such violation shall entitle the other party to terminate this Agreement in

accordance with the following procedure: The non-defaulting party shall give the offending party thirty (30) days' written notice of default and the opportunity to remedy the violation or take steps to remedy the violation. If at the end of such 30-day default notice period, the party notified has not remedied the purported violation or taken steps to do so, the non-defaulting party may terminate this Agreement as follows: within ten (10) business days following the last day of the 30-day default notice period, the non-defaulting party shall give the defaulting party not less than (fifteen) 15 business days' notice of termination. If the non-defaulting party does not

provide the notice of termination within ten (10) business days, the default notice shall be deemed rescinded.

20.2 District has the ability to cancel this Agreement effective at the end of any Contract Year on the failure of the state legislature or other applicable governmental entity to provide adequate funding to allow District to provide transportation services to students within District. In the event District shall elect to terminate this Agreement due to state legislative funding deficiencies, District shall give written notice to Contractor on or before February 1 prior to the end of any Contract Year for services to be rendered in the following Contract Year. As the Contractor will make reasonable efforts to offset costs in the event of a termination, the District shall reimburse the Contractor in full for costs incurred by Contractor as the result of such early termination, including, but not limited to, retrofit and redeployment of vehicles, contract close-out costs, facility/property related expenses associated with closure of property and sale as appropriate, and fueling infrastructure related costs, and all other associated termination costs.

20.3 Either party may terminate this Agreement for convenience at any time, with or without cause, upon not less than sixty (60) days prior written notice to the other party.

SECTION 21: SURVIVAL

21.1 The mutual obligations described in Compensation and Billing, and Indemnification hereof shall survive the termination or expiration of the Agreement.

SECTION 22: STATUS OF CONTRACTOR

22.1 In the interpretation of this Agreement and the relations between Contractor and District, Contractor shall be construed as being an independent contractor employed to provide transportation services only. Neither Contractor nor any of its employees shall be held or deemed in any way to be an agent, employee or official of District. Contractor shall be responsible for, and hold District harmless from any liability for unemployment taxes or contributions, payroll taxes or other federal or state employment taxes.

SECTION 23: SEVERABILITY

23.1 In the event any provision specified herein is held or determined by a court of competent jurisdiction to be illegal, void or in contravention of any applicable law, the remainder of the Agreement shall remain in full force and effect.

SECTION 24: EXTENSION AND MODIFICATION

- 24.1 Contractor and District may extend or otherwise modify the terms of this Agreement in whole or in part as circumstances may justify by mutual written agreement executed by the duly authorized representatives of the parties.

SECTION 25: NOTICE TO PARTIES

- 25.1 All notices to be given by the parties to this Agreement shall be in writing and served by depositing same in the United States mail, postage prepaid, registered, or certified mail.

Notices to District shall be addressed to:

Redesign Schools Louisiana
Attention: Superintendent
5959 Cadillac Street
Baton Rouge, LA 70811

With a copy (but not deemed Notice) to:

Patricia B. McMurray
Baker, Donelson, Bearman, Caldwell &
Berkowitz, P.C.
450 Laurel Street, 20th Floor
Baton Rouge, LA 70801

Notices to Contractor shall be addressed to:

First Student, Inc.
Attention: Tony Vidrine
9432-A Joor Road
Baton Rouge, LA 70818

With a copy to:

FirstGroup America
600 Vine Street, Suite 1400
Cincinnati, OH 45202
Attention: General Counsel

- 25.2 District or Contractor may change its address of record for receipt of official notice by giving the other written notice of such change and any necessary mailing instructions.

SECTION 26: ENTIRE AGREEMENT

26.1 This Agreement sets forth the entire agreement between District and Contractor concerning the subject matter hereof. There are no representations, either oral or written, between District and Contractor other than those contained in this Agreement.

SECTION 27: COMPLIANCE WITH THE LAW

27.1 Notwithstanding any contrary provision in this Agreement, Contractor shall comply with federal, state and local laws, rules and regulations in providing transportation services described herein.

SECTION 28: DISPUTE RESOLUTION

28.1 The parties shall negotiate in good faith in an attempt to resolve any dispute that may arise under this Agreement. Disputes that cannot be resolved by negotiation shall be submitted to mediation using a mutually agreed upon mediator. In the absence of an agreement on a mediator, each party shall select a temporary mediator and those mediators shall jointly select the permanent mediator. If mediation is not successful, the parties may pursue their remedies as they choose. Nothing in this Agreement shall be deemed to prevent the parties from agreeing in the future to submit a dispute to arbitration.

SECTION 29: PLACE OF CONTRACT/CONTROLLING LAW

29.1 This Agreement shall be governed by the laws of the State of Louisiana. All references in this Agreement to the "state" shall mean the State of Louisiana. All regulations, laws and requirements of the state shall mean the regulations, laws or requirements of the State of Louisiana.

SECTION 30: AUTHORITY

30.1 Both parties warrant that they are properly authorized to enter into this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed the Agreement the day and year first hereinabove written.

First _____ **U**

By: _____

Title: Area General Manager

Attest:

By: _____

Celerity Schools Louisiana, Inc.

BY:

Title: Superintendent

Attest: Angela Beck

By: **CA** (1.4. J J)

Student Information Protection Agreement

This Student Information Protection Agreement is made and entered into as of the 30th day of June, 2017, by and between First Student, Inc., with its national headquarters at 600 Vine Street, Suite 1400, Cincinnati, Ohio 45202-5755 and local offices for purposes of this Agreement located at 9432 Joor Road, Baton Rouge, LA 70818 (hereinafter called "Contractor") and Celerity Schools Louisiana, with principal offices at 7384 John LeBlanc Blvd. Sorrento, LA 70778 (hereinafter called "Customer"), is incorporated into the School Bus Transportation Service Agreement dated May 2, 2017, between the Contractor and the Customer (the "Transportation Agreement") as follows:

CONFIDENTIALITY AND SECURITY

- 1) The Contractor and the Customer agree that the primary purpose of this Student Information Protection Agreement is to ensure compliance with the Family Educational Rights and Privacy Act ("FERPA") and applicable Louisiana laws and regulations with respect to the receipt, storage, transmission and disclosure of any personally identifiable student record information as defined by FERPA and/or Louisiana law, received by the Contractor from the Customer. Such records shall hereinafter be referred to as "Student Transportation Records."
- 2) The Contractor and the Customer acknowledge that the list of data elements attached hereto as Exhibit A is a complete list of the type of student information that comprises the Student Transportation Records.
- 3) The Contractor hereby acknowledges and agrees that, solely for purposes of receiving access to Student Transportation Records and of fulfilling its obligations pursuant to the Transportation Agreement and for no other purpose (including without limitation, entitlement to compensation and other employee benefits), the Contractor and any officer, director, employee and other representative who shall have access to Student Transportation Records during the term of the Transportation Agreement (collectively, the "Authorized Representatives") shall maintain the Student Transportation Records in accordance with all applicable federal, Louisiana and local laws, rules and regulations regarding the confidentiality of such records.
- 4) The Contractor agrees that all Student Transportation Records shall be stored, processed and maintained solely on designated servers. All servers, storage, backups and network paths utilized in delivery of the service shall be contained within North America, unless specifically agreed to in writing by the Customer.
- 5) The Contractor shall take reasonable steps to insure that no Student Transportation Records are disclosed to any person or entity except those who (i) are Authorized Representatives of the Contractor performing functions for the Customer under the Agreement, (ii) are subcontractors of the Contractor and have executed written confidentiality agreements regarding the Student Transportation Information ("Approved Subcontractors"), (iii) are school officials who have a legitimate interest in the Student Transportation Records, or (iv) are entitled to such Student Transportation Records from the Contractor pursuant to federal and/or Louisiana law. The Contractor shall use Student Transportation Records, and shall take

EXHIBIT A

Cost Category (52 Routes)	Year 2022-2023	Year 2023-2024	Year 2024-2025	Year 2025-2026	Year 2026-2027
Cost Per Route Per Day- Regular, Sped, Head Start, Summer School, etc. (up to 5.5 hours per day)	\$367.81	\$378.84	\$390.21	\$401.92	\$413.98
Excess Driver cost per hour above base of 5.5 hours per day	\$44.23/hr	\$45.56/hr	\$46.93/hr	\$48.34hr	\$49.79/hr
Cost per Aide/Monitor per day (up to 5.5 hours per dav)	\$117.17.00	\$120.69	\$124.31	\$128.08.	\$131.88
Excess Monitor cost per hour above base of 5.5 hours per day	\$19.01	\$19.58	\$20.17	\$20.78	\$21.40
Extracurricular Trips & Mid- Day programs (2 hr minimum)	\$44.23/hr	\$45.56/hr	\$46.93/hr	\$48.34/hr	\$49.79/hr

reasonable steps necessary to ensure that its Authorized Representatives shall use such records, solely for purposes related to, and in fulfillment of, the performance by the Contractor of its obligations pursuant to the Transportation Agreement, which may include the reasonable management and operation of the Contractor's operations.

- 6) The Contractor shall institute and document reasonable and appropriate administrative, physical and technical safeguards to protect the Student Transportation Records from accidental or unauthorized access, disclosure, alteration, use or destruction. The Contractor will use appropriate tools and technologies such as secure user identification and authentication protocols, anti-virus protections and intrusion detection methods in providing services under this Agreement. The Contractor agrees that all persons using laptops or other portable storage devices containing Student Transportation Records will receive training regarding the appropriate safekeeping and security of such devices. The Contractor shall notify the Customer as soon as possible if a portable device containing Student Transportation Records is lost or stolen.
- 7) To ensure that only appropriate individuals and entities have access to personally identifiable student data, the Contractor shall implement a method of authentication to establish the identity of the requester of the information with a level of certainty that is commensurate with the sensitivity of the data. The Contractor shall determine the appropriate level of assurance that would provide, in its specific environment, reasonable means of protecting the privacy of the Student Transportation Records it maintains.
- 8) The Contractor shall not sell or otherwise disclose to a third party, who is not an Approved Subcontractor, any Student Transportation Records or associated data received from the Customer without written permission from Customer.
- 9) Security Breach - For purposes of this Agreement, a Security Breach shall be defined as the unauthorized access or disclosure of unprotected Student Transportation Records that has a high probability of compromising such information. Access or disclosure of public information, including but not limited to disclosures required by law, shall not be considered a Security Breach. In the event of a Security Breach, the Contractor agrees to comply with the requirements of La. **R.S.** 51:3071 *et seq* ("Louisiana Database Breach Notification Law") as well as any other applicable laws that require the notification of individuals in the event of unauthorized release of personally identifiable information or other event requiring notification. In the event of a Security Breach, the Contractor agrees to notify the Customer immediately of the nature and scope of the Security Breach and to assume responsibility for informing all such individuals in accordance with applicable law and to indemnify, hold harmless and defend the Customer and its employees from and against any claims, damages, or other harm related to the Security Breach, except to the extent caused by or related to the negligence or willful misconduct of Customer, third parties not under Contractor's direction or control, or Contractor's good faith adherence to Customer's directives, policies or procedures.
- IO) The Contractor shall establish and implement a clear data breach response plan outlining organizational policies and procedures for addressing a Security Breach. Contractor's response plan shall require prompt response for minimizing the risk of any further data loss

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Title 28 EDUCATION

Part CXIII. Bulletin 119—Louisiana School Transportation Specifications and Procedures

Chapter 1. Introduction

§101. General Authority

A. This handbook was developed by the Department of Education (DOE) to provide information and direction to local education agencies (LEAs) involved in school transportation in Louisiana.

B. Acting under the authority of the State Board of Elementary and Secondary Education (BESE), the State Superintendent of Education is responsible for carrying out such policies as may be adopted by BESE. The legal responsibilities of the DOE are defined by Louisiana law or policies of BESE.

C. Aside from matters concerned with the financial aspects imposed upon it by law, the primary responsibility of the DOE in student transportation is to provide strong leadership and technical assistance in the development of a comprehensive student transportation program for statewide application.

D. Under the authority of BESE, the DOE shall work with all LEAs to ensure all federal standards and laws regarding the design, purchase, operation, and maintenance of school buses and the school transportation program are enforced. The responsibilities listed below are assumed directly by the DOE within the framework of a total cooperative effort whereby the state and the LEA 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 drivers, transportation supervisors, school administrators, and school bus passengers;
4. coordinate services with other divisions of State Government to ensure adherence to all federal and state regulations;
5. mandate established chassis, body and equipment standards mandated in the Federal Motor Vehicle Safety Standards (FMVSS) for school buses;
6. study and make recommendations regarding legislation and appropriate research in the field of student transportation;
7. develop and direct a statewide management information system for the collection and analysis of student

transportation data such as operational costs, accidents and injuries, driver certification, and other data as necessary.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 17:494.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:625 (April 1999), amended LR 36:1466 (July 2010).

Chapter 3. Selection and Employment of School Bus Drivers and Attendants (Aides)

§301. Employment Requirements

A. Any person hired or contracted to transport or assist in the transportation of students to and from school or school-related activities must meet certain requirements. This applies to full-time school bus drivers, substitute drivers, activity bus drivers, and bus attendants. Mechanics, supervisors, or other personnel who are licensed to drive school buses but do not actually transport students must fulfill the requirements of the commercial driver's license (CDL) statutes. They may not otherwise be required to fulfill all requirements specified in this Section.

B. Employment applications and job descriptions must meet the requirements of the Americans with Disabilities Act.

C. Specific job requirements necessitate specialized training for driving personnel and for bus attendants or aides before they are employed and during the entire terms of service in the transportation program. Each LEA shall be responsible for ensuring specific requirements for local school bus drivers are in accordance with state and federal requirements.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, R.S. 17:168, and R.S. 32:52.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:628 (April 1999), amended LR 36:1467 (July 2010), LR 40:2574 (December 2014).

§303. Certification of School Bus Drivers

A. The term *school bus drivers* included in this Section includes anyone who is certified to transport students to and from school and school-related activities. Full-time drivers, substitute drivers (including bus attendants who may also be certified to drive in emergency situations), activity bus drivers (teachers, coaches, custodians, etc.), and any other person who is employed by the school district or by a private entity that has contracted with the school district to provide student transportation services and who at any time

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transports students must be certified prior to transporting students.

B. Initial and Annual Certification

1. Initial certification of new applicants and annual certification of existing school bus drivers must be conducted by LEAs on all full-time and substitute school bus drivers. Documentation of those components required for initial certification must be verified and kept on file for all school bus drivers each year.

C. The following requirements are minimum requirements for certification of all school bus drivers in Louisiana; however, LEAs may establish additional criteria for driving personnel and/or bus attendants.

1. Drivers must be 21 years of age or older.

2. Initial applicants must undergo a criminal record check, including finger printing, as described in R.S. 17:15 and R.S. 15:587.1

3. All drivers must have a current and acceptable driving record verified by the Department of Public Safety and Corrections, Office of Motor Vehicles as required by R.S. 17:491.1, verified by the LEAs transportation supervisor, and maintained in the driver's permanent record. Additionally, these drivers must report moving violation convictions in accordance with CDL requirements.

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

i. DUI, possession, distribution, or use of a controlled dangerous substance, as defined by R.S. 40:963 et seq.;

ii. leaving the scene of an accident involving an injury or fatality; or

iii. any felony involving the use of a motor vehicle.

4. Drivers must have a commercial driver'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.

5. Drivers must pass a physical and eye examination meeting current CDL requirements annually. A copy of the examination record must be filed with the LEA transportation office before the beginning of each school year. More extensive and/or more frequent exams may be required by the LEA, Head Start or private employer. All school bus drivers must be certified as having normal 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.

a. After a heart attack or other serious illness, a certificate of health and permission to return to work from a licensed physician must be presented and filed with the transportation office and maintained in the driver's record.

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.

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

7. Initial applicants must complete the following pre-service instruction requirements.

a. Each LEA must provide services for applicants to meet the minimum requirements for certification prior to transporting students on a school bus as outlined in the *Louisiana School Bus Operator Training* manual promulgated by the DOE.

b. Initial applicants must complete the 44-hour pre-service phase of the school bus driver training program which includes 30 hours of pre-service instruction provided by a DOE-certified school bus operator instructor, four hours of vehicle familiarization, and 10 hours of on-the-bus training.

8. Annual or bi-annual in-service training for continued certification of school bus drivers must be conducted by the LEA. School bus drivers, including substitute drivers and activity drivers, must complete 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.

D. Documentation of certification of school bus drivers must be maintained by the LEA.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, R.S. 17:492, and 17:493.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:628 (April 1999), amended LR 36:1467 (July 2010), LR 37:2122 (July 2011), LR 38:749 (March 2012), LR 39:80 (January 2013), LR 40:2516 (December 2014).

§305. Bus Attendants (Aides)

A. Bus attendants must be assigned on all school buses as required by the Individualized Educational Plan (IEP). Bus attendants must be physically and emotionally able to assist the bus driver in all activities required to safely transport the student with special needs.

B. LEAs must determine selection criteria for bus attendants. Consideration must be given to annual physical examinations, pre-service and bi-annual in-service training, and transporting students with special needs. The attendant *may* be certified to drive commercially. In the event the attendant is certified to drive commercially, all minimum requirements for school bus drivers must be followed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:629 (April 1999), amended LR 36:1467 (July 2010).

§307. Retaining School Bus Drivers

A. LEAs must enforce the Federal Motor Carrier Safety Act of 1986, Part 383. All school bus drivers must meet the qualifications and guidelines set forth in the Act as follows.

1. School bus drivers shall possess only one valid driver's license issued by their state or jurisdiction of domicile. LEAs shall not knowingly use a driver who has more than one license or whose license is suspended, revoked, or cancelled, or is disqualified from driving. Violation of this requirement may result in civil or criminal penalties.

2. School bus drivers receiving suspension, revocation, cancellation, loss of privilege disqualification and/or right to operate a commercial motor vehicle by any state of jurisdiction, shall notify the school district before the end of the business day following the day the employee received the notice.

3. School bus drivers convicted of violating a state or local motor vehicle traffic law (other than parking violations), in any type of motor vehicle, must notify the LEA within 30 days of conviction.

B. School bus drivers violating Subpart B, License Requirements, and/or Subpart C, Notification Requirements, may be subject to fines and criminal penalties as stated in the Act.

C. The LEA must develop policies that require immediate action when a school bus driver violates any requirements of Part 383 of the Federal Motor Carrier Safety Act regulations.

1. School bus drivers must acknowledge that they understand the requirements of the Act and attest that driving and licensing information is correct.

2. Drivers must complete the Employer Notification Form and submit it to the district office when receiving suspension, revocation, cancellation, loss of privilege, disqualification, and/or right to operate a motor vehicle.

D. Effective January 1, 2011, and thereafter, in accordance with the terms of R.S. 17:491.3 and 3996(B)(24), a school bus operator shall report his arrest for a violation of any law or ordinance that prohibits operating a vehicle while under the influence of alcohol or any abused substance or controlled dangerous substance.

E. The report shall be made by the operator to a person or persons as specified by the governing authority of the school in rules and regulations required by this Section. Such report shall be made within 24 hours of the arrest or prior to the operator next reporting for his work assignment as a school bus operator, whichever time period is shorter. Such report shall be made by the school bus operator regardless of who owns or leases the vehicle being driven by the operator at the time of the offense for which he was arrested and regardless of whether the operator was

performing an official duty or responsibility as a school bus operator at the time of the offense.

F. The required report shall apply to an arrest occurring after December 31, 2010.

1. A school bus operator who fails to comply with the provisions of this Section shall be terminated by the governing authority employing the operator if such operator is serving a probationary term of employment or if the provisions of law relative to probation and tenure of bus operators are not applicable to the operator.

2. A school bus operator employed by a city, parish, or other local public school board who is a regular and permanent employee of the board shall be subject to removal for failure to comply with the provisions of this Section. Written and signed charges alleging such failure shall be brought against the bus operator.

G. The governing authority of each public elementary or secondary school shall adopt rules, regulations, and procedures necessary to administer these provisions. Such rules, regulations, and procedures shall be consistent with these provisions.

H. For the purposes of this Section, *school bus operator* or *school bus driver* means any employee of a city, parish, or other local public school board or other governing authority of a public elementary or secondary school whose duty it is to transport students in any school bus or activity bus to and from a school approved by the state Board of Elementary and Secondary Education or to and from any school-related activity.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 17:493

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:642 (April 1999), amended LR 36:1468 (July 2010), LR 37:2122 (July 2011), LR 38:749 (March 2012), LR 39:80 (January 2013).

§309. Tenure and Termination of Bus Drivers

A. A permanent school bus operator will not be removed from his position except upon:

1. written and signed charges of willful neglect of duty;
2. incompetence;
3. immorality;
4. intoxication while on duty;
5. failure to comply with the reporting requirements of R.S. 17:491.3 relative to being arrested for one or more specified offenses;
6. physical inability to perform duties;
7. failure to keep the school bus in a safe, comfortable, and practical operating condition; or
8. being a member of or contributing to any group, organization, movement or corporation that is prohibited by law or enjoined from operating in the state of Louisiana, and

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then only if furnished with a copy of such written charges and given the opportunity to respond.

B. School bus operators starting employment with a school system on July 1, 2012, or thereafter are not eligible for tenure and may be removed from their position as provided by the personnel policy of the employing school board.

C. The procedure for removal of any permanent school bus operator shall be in accordance with R.S. 17:493.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:158, 17:160-161, 17:164-166, 17:492, and 17:493.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:630 (April 1999), amended LR 36:1468 (July 2010), LR 39:80 (January 2013), LR 45:35 (January 2019).

Chapter 5. Instructional Program for School Bus Drivers

§501. Driver Training Program

A. The application of federal and state minimum safety standards for school buses has been determined to improve the safety of passengers riding school buses within the state. Emphasis in driver training programs has reduced the school bus accident rate in which the school bus driver is at fault. The driver training program must continue to offer a means of educating drivers in safe, economical, and efficient school transportation operations.

B. LEAs, as well as the DOE, shall cooperate in designing and implementing training programs that will continue to develop the driver's potential for safe, accident-free driving.

C. LEAs are authorized to design specific course content for two distinct categories of drivers:

1. full-time and substitute bus drivers who transport students on daily routes to and from school; and
2. activity bus drivers who transport students occasionally to and from school-related activities (athletic events, parades, field trips, etc.).

D. LEAs must ensure that all school bus drivers, including any school board employee who drives a bus on an occasional basis to transport students to and from school activities and any person who is employed by a private entity that has contracted with the school district to provide student transportation services, have attended in-service training not less frequently than once every other school year.

E. Two types of driver training make up the *Louisiana School Bus Operator Training*. Each LEA must provide pre-service and in-service training for drivers.

1. Pre-service training is designed to develop minimum skills in driver applicants.
2. In-service training is designed to improve skills, attitudes and knowledge of all who drive school buses in the state.

F. In order to ensure safe operation from the onset, all driver trainees must complete the 44-hour pre-service phase of the school bus driver training program. Pre-service certification of school bus drivers shall be through successful completion of the Louisiana School Bus Operator Training course conducted by a certified trainer.

G. Under special circumstances some drivers may be exempted from part of the required training. Examples of exemptions are segments of curriculum regarding:

1. student management and discipline procedures for certified teachers;
2. first aid for first aid teachers;
3. vehicle maintenance for school bus mechanics;
4. transporting students with disabilities; and
5. daily loading/unloading procedures for activity bus drivers.

H. Evaluation of Private Provider Curricula. Curricula developed by private providers for training Louisiana school bus drivers must be submitted to the DOE prior to use for training pre-service drivers. The criteria below will be used by reviewers to evaluate curricula submitted to the DOE for consideration.

1. Does the curriculum include training and topics required in Bulletin 119?
2. Does the curriculum incorporate applicable *Louisiana Revised Statutes* and BESE policies and procedures detailed in Bulletin 119 or other sources?
3. Does the curriculum content conflict with *Louisiana Revised Statutes* and BESE policies and procedures detailed in Bulletin 119 or other sources?
4. Does the curriculum content adhere to specifications in R.S. 17:164 or with best practices, as described in the National Congress on School Transportation publication *Specifications and Procedures*?
5. Does the curriculum adhere to applicable federal motor vehicle safety standards for school buses, as promulgated by the National Highway Traffic Safety Administration of the U.S. Department of Transportation?
6. Does the curriculum comply with regulations for drivers of commercial motor vehicles, as promulgated by the Federal Motor Carrier Safety Administration of the U.S. Department of Transportation?
7. Is the curriculum appropriate for new trainees with limited driving experience in operating commercial motor vehicles?
8. Are reproducibles or other training materials available for use as handouts for participants?

I. Training and Certification of Private Providers

1. Private providers who wish to conduct pre-service training of Louisiana school bus drivers must comply with the requirement that all school bus drivers in Louisiana receive pre-service certification by successfully completing

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the Louisiana school bus operator training course conducted by DOE-certified trainers.

2. The DOE will certify qualified private providers to deliver required training to Louisiana bus drivers, provided the curriculum includes the training topics prescribed by the DOE. Private providers' trainers must attend and complete the DOE instructor program after the provider's curriculum has been evaluated and approved.

J. Drivers who become certified within a year after pre-service training do not have to complete additional in-service training that same school year unless so required by the LEA.

K. Exemptions based on verification of previously completed courses or job-related experiences are approved at the discretion of the LEA.

L. The required 44 hours of pre-service training shall consist of the following three phases and are described in the subsequent Section:

1. classroom instruction (30 hours);
2. vehicle familiarization and operation (behind the wheel) training (4 hours); and
3. on-the-bus training (10 hours).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, and R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:630 (April 1999), amended LR 36:1468 (July 2010), LR 37:2122 (July 2011), LR 38:749 (March 2012), LR 42:230 (February 2016).

§503. Pre-service Training

A. Classroom Instruction. The *Louisiana School Bus Operator Training* manual requires a minimum of 30 hours of pre-service instruction.

1. Unless exemptions are authorized in accordance with the preceding section, pre-service classroom instruction must include instruction in the following courses:

- a. First Aid Course (any approved first aid course)—4-8 hours;
- b. Drug/Alcohol Awareness Policy and Testing Procedures—2 hours;
- c. National Safety Council Bus Driver Defensive Driving Course, ("Coaching the School Bus Driver")—6-8 hours;
- d. appropriate units of DOE School Bus Driver Instructional Program—6-8 hours;
- e. Assertive Discipline/Passenger Management—1-2 hours;
- f. Transporting Students with Disabilities—1-2 hours;
- g. applicable federal and state laws and regulations, local ordinances, state and local policies governing school bus transportation—2-4 hours;
- h. state and local reporting procedures—2 hours.

2. Additional classroom instruction may include the following topics:

- a. Drug Abuse Prevention Awareness;
- b. Recognizing and Reporting Child Abuse;
- c. Preventive Maintenance;
- d. Commercial Driver's License (CDL) Pre-Test Training;
- e. special activity trip requirements; and
- f. other topics approved by the DOE.

B. Vehicle Familiarization and Operation Training (4 hours)

1. Prior to certification as a school bus driver, applicants must complete a minimum of four hours of vehicle familiarization and operation training (behind-the-wheel).

2. This instruction must be conducted in the type of vehicle(s) the applicant will drive and should cover at least the following operational topics:

- a. pre-trip, enroute, and post-trip inspection procedures;
- b. starting, stopping, and turning procedures;
- c. proper use of school bus signals;
- d. proper backing procedures;
- e. loading and unloading students;
- f. emergency procedures, including emergency evacuation;
- g. procedure at railroad crossings; and
- h. student safety instruction.

C. On-the-Bus Training. Prior to certification as a school bus driver, applicants must complete a minimum of 10 hours of driving a school bus. This phase of the training cycle is designed to introduce the driver to the actual school bus driving task. Additional training on-the-bus training may be required as determined by the supervisor of transportation. Supervised on-the-bus training should include, but need not be limited to, the following:

1. observe regular driver—2 hours;
2. drive empty bus—2 hours;
3. drive loaded bus—6 hours.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:631 (April 1999), amended LR 36:1469 (July 2010), LR 37:2123 (July 2011).

§505. In-service Training

A. In-service training, which is designed to improve the driver's skills, attitude and knowledge, is a vital part of the total school bus safety effort. To maintain certification, all certified school bus drivers must complete a minimum of

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eight hours of in-service training within a two-year period; however, annual in-service training is encouraged. (The required eight hours may be divided into two annual four-hour blocks, if so desired by the local transportation supervisor.)

B. Bus driver participation in in-service training sessions is mandatory for the driver to maintain certification. Training topics should be selected from the following courses based on the needs of the LEA:

1. appropriate units of the Louisiana School Bus Driver Instructional Program;
2. National Safety Council Defensive Driving Course: *Coaching the School Bus Driver*;
3. approved first aid course with emphasis on activities designed to meet school bus drivers' needs;
4. assertive discipline/passenger management training;
5. drug abuse prevention awareness training;
6. transporting students with disabilities;
7. recognizing and reporting child abuse;
8. commercial driver's license (CDL) training;
9. special activity trip requirements; and
10. other topics approved by the DOE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:631 (April 1999), amended LR 36:1469 (July 2010).

§507. Remedial Training

A. School bus drivers may require remedial training if their performance does not meet standards set by state and local policy. Remedial training should be designed to improve specific areas of performance.

B. Additional training by the LEA in all phases of student transportation operations is encouraged.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:631 (April 1999), amended LR 36:1470 (July 2010).

Chapter 7. Vehicle Inspection and Maintenance

§701. Inspection and Maintenance

A. Proper maintenance of student transportation vehicles is vital for a safe, efficient, and economical transportation program. Student transportation vehicles include district owned school buses, independently owned school buses, or other approved vehicles used for transporting students to and from school and school-related activities. Each LEA shall adhere to the following procedures.

1. All student transportation vehicles must be maintained in safe operating condition through a systematic preventive maintenance program.

2. All student transportation vehicles must be inspected during the months of June, July, or August and certified as safe by the appropriate authority prior to the beginning of each school session. Re-inspection or more frequent inspections of vehicles may be made at the discretion of the LEA.

3. All student transportation vehicles must be inspected by an approved Commercial Motor Vehicle Inspection Station during December, January, or February of each school year. Re-inspection or more frequent inspections of vehicles may be made at the discretion of the LEA.

4. Accurate maintenance records must be kept for each school vehicle.

5. Student transportation vehicle drivers must conduct pre-trip inspections before beginning each trip, whether morning, mid-day or afternoon. Inspections must include all items required by the current CDL statutes.

6. Any defects or deficiencies in the areas listed above that may affect the safety of the vehicle's operation or result in its mechanical breakdowns must be reported verbally and in writing to the local transportation office and approval must be granted to continue operation of the vehicle.

7. A pre-trip inspection checklist designed by the LEA must be completed by drivers of all student transportation vehicles and maintained in the vehicle until it is filed with the local transportation office. Included in the pre-trip check should be an inventory of required documents: commercial driver's license, Department of Transportation physical verification, proof of vehicle insurance, copy of vehicle registration, student roster, seating chart, route description and stop locations (for daily routes), emergency telephone numbers, accident report forms, etc.

8. A written report shall be made at the completion of each trip or tour of duty regarding any defect, deficiency, malfunction or questionable performance of a student transportation vehicle.

9. A trip inspection must be conducted after each trip or individual run to check for passengers, equipment, medication, etc., that may have been left on the bus.

10. LEAs shall develop and provide pre-trip and post-trip inspection report forms to all school bus drivers and develop a system for collection and evaluation of the data.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:835 (May 1999), amended LR 36:1470 (July 2010), LR 37:2123 (July 2011).

Chapter 9. Vehicle Operation

§901. Specific Procedures

A. Specific procedures have been developed to ensure the highest possible degree of safety for school bus drivers

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and their passengers. All school bus drivers must be focused on safe operation of the vehicle. In addition to state and federal regulations, the school bus operation policies for each LEA must be in compliance with the Highway Safety Program Guideline No. 17, *Pupil Transportation Safety*.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:835 (May 1999), amended LR 36:1470 (July 2010).

§903. Loading and Unloading

A. Warning Signals

1. As required in R.S. 32:80 and R.S. 32:318, amber and red flashing warning signals must be used for student loading and unloading. At no other time are these lights to be used.

2. Amber and red Eight-Light Flashing Warning System. For buses equipped with a amber and red eight-light flashing warning system, drivers must activate the amber flashing lights at least 100 feet but not more than 500 feet before coming to a stop. Red flashing warning lights must be activated when the bus is stopped and must continue flashing while children board, alight, and/or cross roadways.

B. Locations

1. It is the bus driver's responsibility to select a safe stopping point within LEA guidelines for students to load and unload from the school bus, even if this requires students to walk a distance.

2. Students shall be loaded or unloaded on a shoulder unless the LEA determines that loading or unloading on a shoulder is less safe for the student. If there is no shoulder or if the shoulder is determined to be less safe, a bus driver may load or unload a student while the bus is in a lane of traffic but only if the bus is in the lane farthest to the right side of the road so that there is not a lane of traffic between the bus and the right-side curb or other edge of the road.

3. A driver shall not load or unload a student in a location on a divided highway such that a student, in order to walk between the bus and his home or school, would be required to cross a roadway of the highway on which traffic is not controlled by the visual signals on the school bus.

4. Buses shall not stop within intersections to pick up or discharge students.

5. The school bus shall not be operated on school grounds except to pick up and discharge students or during student safety instruction exercises, but then only when students are carefully supervised.

C. Operations: Preparing to Safely Load or Unload Students

1. The bus driver must activate stop arms after the bus has stopped and before students are permitted to board or alight from the bus. When traveling on undivided roadways, the Louisiana "School Bus Stop Law" (R.S. 32:80) requires drivers of vehicles meeting or overtaking school buses stopped on a highway for the purpose of loading or

unloading students to stop the vehicle not less than 30 feet from the school bus when flashing warning lights and stop arms have been activated and to remain stopped until the signals have been deactivated and the bus has resumed motion. (Bus drivers must deactivate signals before resuming motion.)

2. The bus driver must ascertain that traffic has stopped and only then open the door for entrance or exit of students.

3. The bus driver assumes a position behind the wheel before the first student boards and remains seated until the last student is discharged, except for approved loading and unloading of students with disabilities, emergencies, and securing pre-school students into occupant restraints.

4. Emergency doors shall not be used for routine student loading and unloading.

D. Operations: Safe Loading and Unloading Students

1. As the bus approaches a bus stop for student unloading, all students must remain seated until the bus comes to a complete stop and the bus driver has determined that it is safe for students to walk to the front of the bus and to exit.

2. The bus driver should be especially watchful for clothing, book bags, knapsacks, or other carry-on items that can be caught in the handrail or the bus door, thereby possibly causing student injury. The bus driver should always scan the area around the bus door before placing the bus in motion at bus stops.

3. The bus driver must allow all passengers to reach their respective seats before placing the bus in motion after passengers have boarded the bus.

4. Before crossing to the opposite side of the road, students must walk 10 to 15 feet in front of the bus on the shoulder of the roadway, checking the traffic, and then crossing when it is safe to do so. At no time should students be permitted to cross the road behind the school bus. Students who must walk parallel to the bus should walk approximately 10 feet from the side of the bus where space permits. Where space does not permit such a distance, the bus driver must determine that students are clear of the bus before setting the bus in motion.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, R.S. 32:80, and R.S. 32:318.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:835 (May 1999), amended LR 25:2169 (November 1999), LR 36:1470 (July 2010), LR 37:2123 (July 2011), LR 42:231 (February 2016).

§905. Crossing Railroad Tracks

A. Railroad Crossings: Stopping Requirements

1. The driver of any school bus, with or without students, shall come to a complete stop no closer than 15 feet but within 50 feet of the rail nearest the front of the bus.

2. Drivers making stops for railroad crossings shall observe traffic. Bus speed shall be reduced far enough in

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advance of the stop to avoid trapping other motorists in panic stops or rear-end collisions with the bus. On multiple lane roadways, the bus should stop in the right lane whenever possible.

3. During wet, stormy, or foggy weather, before placing part of the bus on the tracks, the bus driver must know that the crossing can be made safely. Any use of flares or warning signals must be taken as an additional warning of danger.

4. Turn signal lights may be operated in their hazard mode except when prohibited by state statute or local regulation. Except for hazard lights and brake lights, no other school bus signals will be activated for the railroad crossing.

5. When any school bus must stop for any railroad track at grade, all students must be silent until the crossing is completed.

6. After a train has passed the crossing on multiple tracks, the bus driver shall not drive the bus onto any track until the driver is certain that no other train (possibly hidden by the first train) is approaching on an adjacent track.

B. Railroad Crossings with Traffic Signals: Requirements

1. The driver of a school bus that has stopped at any railroad track or tracks at which any crossing gate or barrier is closed or is being opened or closed, and flashing red lights and/or bells have been activated shall not proceed across such tracks unless by authorization from a law enforcement officer. If a flagman is provided by the railroad, movement over the crossing shall be under his direction.

2. At crossings controlled by traffic signals, the bus driver shall obey the traffic signals.

C. Railroad Crossings: Procedures for Crossing

1. When the bus has stopped, the driver shall fully open the service door, listen and look in both directions along the track or tracks for approaching engines, trains or train cars.

2. For improved vision and hearing, the window at the driver's left and the service door should be opened, and all noisy equipment (radios, fans, etc.) should be turned off and should remain turned off until the bus has safely cleared the crossing.

3. If the view of the tracks is obstructed for 1,000 feet or less in either direction, no portion of the bus may be driven onto the tracks until the driver has made certain that no train is approaching. Although railroad signals may indicate the tracks are clear, the driver must develop and use visual and auditory senses to determine whether or not it is safe to proceed.

4. The bus driver must never accept a lack of movement as an indication that the railroad signal is working or is out of order. A bus driver must always consider a railroad grade crossing as conclusive warning of danger and shall not cross the track until the bus driver has determined that no train is approaching.

5. The school bus driver shall always drive across the tracks in an appropriate low gear and not change gears while crossing the tracks.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, R.S. 32:80, R.S. 32:171, R.S. 32:173.1, and R.S. 32:174.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:835 (May 1999), amended LR 25:2169 (November 1999), LR 36:1471 (July 2010), LR 37:2123 (July 2011).

§907. Intersections, Turns, Driving Speeds, and Interstate Driving

A. Intersections

1. Use only brake lights as signals when coming to a stop.

2. For buses equipped with standard transmissions, place the gearshift in neutral while waiting for the traffic to clear or for the traffic light to change to green.

3. Use the hand ("parking") brake if on a grade to prevent rolling backward or forward.

4. School buses shall not stop within intersections to pick up or to discharge students.

B. Turns

1. Always activate turn signals at least 100 feet before beginning the turning maneuver.

2. Keep the bus as far right as possible for right turns to prevent other vehicles from passing on the right of the bus.

3. For left turns, keep the bus as close to the center line as possible. If two left turn lanes are designated, stay in the outside lane if possible to provide better visibility and a wider turning area.

4. Keep front wheels pointing forward until it is safe to make the turn. This will help to prevent the bus from being knocked into oncoming traffic in the event of a rear-end collision.

C. Driving Speeds

1. School buses must not be driven faster than 55 mph on highways, and no faster than legal speeds on city streets, in school zones, etc.

2. The maximum speed for school buses shall be 35 miles per hour under conditions that require frequent stops to receive and discharge students when the posted speed is 35 miles per hour or greater.

D. Interstate Driving

1. School buses must use the right lane except for passing, for exiting to the left, or for hazardous conditions.

2. At no time shall a school bus be operated in excess of 55 miles per hour, including interstate highway travel.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 32:62.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:835 (May 1999), amended LR 25:2169 (November 1999), LR 36:1472 (July 2010), LR 37:3204 (November 2011), LR 42:231 (February 2016).

§909. Use of Cell Phones

A. No person shall engage in a call on a cellular radio telecommunication device while driving a school bus except in emergency situations.

B. A cellular radio telecommunication device is defined as a device capable of sending or receiving telephone communications without an access line for service and which requires the operation to dial numbers manually or by voice recognitions. It does not include citizens band radios.

C. The use of cellular telephones by school bus operators shall be authorized for communication with any of the following regarding an emergency situation:

1. an emergency system response operator, 911 public safety communications dispatcher, or school administrator;
2. a hospital or emergency room;
3. a physician's office or health clinic;
4. an ambulance or fire department rescue service; and
5. a fire department or law enforcement agency.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 32:289.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:835 (May 1999), amended LR 25:2169 (November 1999), amended LR 36:1472 (July 2010).

§911. Prohibition of Drugs and Weapons

A. School buses are an extension of the school campus and are designated as a drug-free zone.

B. Smoking shall be prohibited on any school bus used for the transportation of children attending any public elementary or secondary school.

C. The ownership, possession, or custody of illegal weapons (carried or concealed) as defined in state law is prohibited on a school bus.

AUTHORITY NOTE: Promulgated in accordance with R.S. 14:95, R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, R.S. 17:240, and R.S. 17:405.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:1472 (July 2010), amended LR 37:2123 (July 2011).

§913. Passengers

A. Passengers must be instructed to remain seated with hands, arms, and heads inside the bus at all times.

B. All standing is prohibited. At no time may a student stand while the bus is in motion.

C. In compliance with R.S. 32:293, it shall be unlawful for anyone responsible for the transportation of children to permit a number of passengers exceeding 100 percent capacity of a bus to be transported at one time. (School bus capacity is determined by the bus body manufacturer.)

D. The LEA must determine the number of students to be transported in a school bus, but the number must not exceed the manufacturer intents. Auxiliary seating accommodations are not permitted.

E. The bus must never be fueled while passengers are on board or while the engine is running.

F. Drivers shall not leave their buses while passengers are on board unless there is an extreme emergency. If an emergency requires the driver to leave the bus, the engine must be stopped and the ignition key removed by the driver.

G. While the engine is running, the driver shall not leave the bus at any time when passengers are on board. When the bus is empty, the driver should not leave the bus when the engine is running except when inspecting, servicing, or repairing the bus requires the driver to do so. Drivers of buses transporting students with disabilities who must assist in the loading and unloading of passengers in wheel chairs are not considered to have left the bus so long as they remain on or beside the bus to assist with the loading or unloading, itself.

H. Passengers in Type A school buses (buses with a gross weight of 10,000 pounds or less) are required to wear occupant restraints when the vehicle is in motion. Occupant restraints must comply with the requirements of the FMVSS Numbers 208, 209, and 210.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 32:293.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:835 (May 1999), amended LR 25:2169 (November 1999), LR 36:1472 (July 2010)

§915. Miscellaneous

A. Drivers should constantly scan the interior of the bus as well as the areas ahead, to the sides, and to the rear of the bus.

B. Drivers are required to wear seat belts and other safety devices provided by the bus manufacturer at all times while the bus is in motion.

C. The service (entrance) door and the emergency exit door(s) must remain closed at all times while the bus is in motion. School bus aisles must be kept clear and doors and emergency exits must remain unobstructed at all times.

D. Buses must not be backed except in situations where there is no safer alternative. If there is no safe alternative to backing, these warnings should be heeded.

1. Students must be boarded and seated and remain on board the bus when the bus is being backed.

2. The school bus driver must arrange for assistance during backing maneuvers.

E. Headlights shall be turned on whenever it is necessary to use windshield wipers.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 32:281.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:835 (May 1999), amended LR 25:2169 (November 1999), LR 36:1473 (July 2010).

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Chapter 11. Emergency Evacuations**§1101. Determining Emergency Evacuations**

A. Safety is the key word for school transportation in Louisiana. The most important obligation shared by all persons involved in school transportation is their collective responsibility for the safety of the passengers at all times. The safety of the passengers must be considered first when evacuating a school bus.

B. Mandatory emergency evacuation procedures as defined by BESE and outlined in the *Louisiana School Bus Operator Training Manual* must be enforced for all emergency evacuations.

C. School bus drivers are responsible for determining when it is safe for students to exit the bus when an emergency occurs. If the bus is not in danger, the decision to exit the bus must be based on the security of the passengers.

D. Decide whether or not to evacuate the bus. Evacuate the bus if any of these conditions exist:

1. presence of fire or toxic fumes;
2. danger of fire;
3. unsafe position of the bus; or
4. hazardous weather conditions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 9:2793, R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 32:398.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:838 (May 1999), amended LR 36:1473 (July 2010).

§1103. Fire or Danger of Fire Evacuations

he bus should be stopped and evacuated immediately if the engine or any portion of the bus is on fire.

B. Being near an existing fire and unable to move the bus away, or being near the presence of gasoline or other combustible material should be considered as "danger of fire," and students should be evacuated.

C. Students should move to a safe place 100 feet or more from the bus and remain until the driver of the bus has determined that no danger exists.

AUTHORITY NOTE: Promulgated in accordance with R.S. 9:2793, R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 32:398.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:642 (April 1999), amended LR 36:1473 (July 2010).

§1105. Unsafe Position Evacuations

A. In the event that a bus is stopped due to an accident, mechanical failure, road conditions, or human failure, the driver must determine immediately whether it is safe for students to remain in the bus or evacuate.

B. The driver must evacuate if any of these conditions exist.

1. The final stopping point is in the path of any train

or adjacent to any railroad tracks.

2. The stopped position of the bus changes and increases the danger. If, for example, a bus should come to rest near a body of water or near the edge of a cliff, it should be evacuated. The driver should be certain that the evacuation is carried out in a manner that affords maximum safety for the students.

3. The stopped position of the bus is such that there is danger of collision. In normal traffic conditions, the bus should be visible for a distance of 300 or more feet. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 9:2793, R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 32:398.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:838 (May 1999), amended LR 36:1473 (July 2010).

Chapter 13. Student Instruction**§1301. Safe Riding Practices**

A. Because of the increased number of students being transported and the ever increasing number of accidents on the highways, there is a need to instruct students on safe riding practices and on proper evacuation of a school bus in case of an emergency.

B. It is the responsibility of each LEA to develop policy that requires safe riding practices and proper emergency evacuation instruction for all students. Each LEA must have measures in place to ensure that all students have received intensive classroom instruction. Instruction must include the following:

1. student behavior;
2. identifying individuals who have authority over passengers;
3. loading and unloading procedures;
4. seat assignments;
5. acceptable conduct on the bus, e.g. talking, moving around, and use of windows;
6. keeping the bus clean;
7. care of the bus and its equipment;
8. emergency procedures, including evacuation drills;
9. meeting the bus, waiting for the bus, leaving the area after unloading; and
10. all other applicable local and state rules and regulations.

C. This instruction shall be presented twice each year, at the beginning of each semester. Student instruction information should be coordinated to involve bus drivers, bus attendants, teachers and principals.

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D. The designated school administrator shall complete the safe riding practices classroom instruction form (Form T-7) each semester and send the completed form to the transportation office.

AUTHORITY NOTE: Promulgated in accordance with R.S. 14:95, R.S. 17:223, R.S. 17:240, R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, R.S. 17:405, and R.S. 17:416.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:839 (May 1999), amended LR 36:1473 (July 2010), LR 42:231 (February 2016).

§1303. Emergency Exit Drills

A. Students who ride a school bus must be instructed in organized emergency exit procedures. Schools shall organize and conduct, in accordance with the *Louisiana School Bus Operator Training Manual*, emergency drills for all students who may ride school buses.

B. One emergency exit drill shall be held during the first six weeks of each school semester. LEA administrators must provide opportunities at the beginning of each semester for all students riding a school bus to and from school and/or school-related activities to participate in emergency drill exits.

C. The designated school administrator shall complete the emergency evacuation drill verification form (Form T-8) each semester and send the completed form to the transportation office.

D. Three exit drill methods are required.

1. All passengers exit through the service (front) door.
2. All passengers exit through the rear emergency exit.
3. Passengers in the front half of the bus exit through the service door; passengers in the rear half exit through the rear emergency exit.

E. If an additional emergency exit door is installed on the bus, passengers should be taught how to exit through this door. It is not necessary to require exiting through emergency exit windows and roof-top hatches during drills, but evacuation procedures using these exits should be explained to passengers.

F. The following guidelines are given for conducting the emergency exit drills:

1. have a local written policy covering the drills;
2. school officials should schedule drills with drivers;
3. practice drills on school grounds, during school hours, in a safe place, and under supervision of the principal or by persons assigned by the principal to act in a supervisory capacity;
4. time and record each drill;
5. practice exiting the bus through the service (front) door and the emergency rear and/or side door. Instruct students on use of other available emergency exits; and
6. students shall practice going a distance of at least 100 feet from the bus and remain there in a group until further directions are given by the principal or persons

assigned by the principal to act in a supervisory capacity. Practice drills must provide instruction for student helpers to assist passengers from the bus. Further direction regarding student helpers is discussed in §1307. Students must be instructed in how and where to get help in emergencies.

G. Important Factors Pertaining to School Bus Evacuation Drills

1. Safety of students is of the utmost importance and must be considered first.
2. All drills should be supervised by the principal or by persons assigned to act in a supervisory capacity.
3. The bus driver is responsible for the safety of the students. In the event of driver incapacitation, see Section 1307.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, and R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:632 (April 1999), amended LR 36:1474 (July 2010), LR 37:2123 (July 2011), LR 42:231 (February 2016).

§1305. Verification of Classroom Instruction and Drill Procedures

A. The school principal is responsible for certifying that the passenger instruction and emergency drill procedures have been completed as required.

B. A copy of the *Certification of Passenger Instruction* form and *Emergency Evacuation Drill* form must be verified by the school principal and submitted to the LEA to be maintained in the current transportation files.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:632 (April 1999), amended LR 36:1474 (July 2010), LR 37:2123 (July 2011).

§1307. Student Helpers

A. Student helpers can be valuable assistants in times of emergency, especially if the driver is incapacitated and unable to direct emergency procedures at the scene of an emergency and no trained adult is available to assist. If student helpers are included in the emergency plan, they should be responsible, should be regular riders, and should live near the end of the bus route. Written parental consent should be obtained by the driver before students are designated for this purpose.

B. Designated students should be taught these basic procedures:

1. how to turn off the ignition switch;
2. how to set the parking brake;
3. how to summon help;
4. how to direct emergency exits;
5. how to set emergency reflective markers; and
6. under what conditions they are authorized to take action and what action they are to take.

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C. The bus driver should perform all these functions when possible and should use student helpers only to help with orderly evacuations, except when the driver is unable to direct the operation personally.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:839 (May 1999), amended LR 36:1474 (July 2010), LR 37:2123 (July 2011).

Chapter 15. School Bus Routes

§1501. Routes: Authority and Responsibilities

A. The term *route* shall apply to the combined total daily trips (or "runs") regularly assigned to the bus driver. The statutory authority governing the establishment and continuation of school bus routes in Louisiana is R.S. 17:158 and R.S. 17:497. BESE has been granted the authority under the provisions of R.S. 17:164, et seq., to establish and adopt regulations relating to the operation of school buses in the transportation of students to and from school. These statutes shall be used as a basis in decisions concerning the transportation program in a LEA.

B. The primary responsibility for establishing and continuing school bus routes rests with the LEA. Each LEA has the authority to set additional policies that are not in conflict with state or federal regulations.

C. LEAs are responsible for maintaining safe, efficient, economical school transportation programs by:

1. establishing and continuing only those routes that are needed to assure timely arrivals and departures within the framework of established school hours;
2. designing routes to achieve maximum utilization of buses and the elimination of unnecessary and duplicated mileage; and
3. consolidating and eliminating bus routes when they are no longer needed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 17:497.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:633 (April 1999), amended LR 36:1475 (July 2010), LR 37:2124 (July 2011).

§1503. Determining Bus Routes

A. School bus routes must be designed so they begin at the farthest point from the school or schools served and proceed on the shortest charted course.

B. Exceptions may exist when local school officials determine it is more economical to do otherwise and/or when there are hazardous conditions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:634 (April 1999), amended LR 36:1475 (July 2010).

§1505. Routes: Filling Vacancies

A. When filling school bus route vacancies for LEA-owned school buses, the procedures as outlined in R.S. 17:493.1 must be followed.

1. The opportunity to change from the current assigned route to the vacant route must be offered, by mail to his/her residence, to tenured school bus operators in the order of seniority.

2. If no tenured operator chooses to change to the vacant route, the route shall be offered to a full-time probationary bus operator.

3. If no tenured or probationary operator chooses to change to the vacant route, a substitute bus operator shall be selected from a list of approved substitute school bus operators.

B. When filling school bus route vacancies for contracted owner-operator school buses, procedures for new owner-operator acquisition of the school bus are stipulated in R.S. 17:493.1.

1. The vacated route shall be offered first to any person meeting the requirements of the LEA who is willing to acquire the bus of the retiring operator.

2. The acquisition of the school bus by the new owner-operator must guarantee that the retiring owner-operator driver received full appraised value for the bus using regularly accepted appraisal methods to determine fair market value.

3. These requirements are applicable only when the bus owned by the retiring operator has been manufactured within a period of five years immediately prior to the operator's retirement and the operator is retiring due to a documented physical disability.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:158, 17:160-161, 17:164-166, 17:493, and 17:500.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:633 (April 1999), amended LR 36:1475 (July 2010), LR 45:35 (January 2019).

Chapter 17. Compensation of School Bus Drivers

§1701. Salary Compensation Based on School Bus Routes

A. The term *route* shall apply to the combined total daily trips (or "runs") regularly assigned to the bus driver.

B. Bus routes are measured in terms of "one-way mileage." Paid one-way mileage for contract drivers begins when the first child is picked up and ends when the final destination or school is reached.

C. When one-way mileage differs in the afternoon from that of the morning route, the one-way mileage for the morning and afternoon is totaled and divided by two. The result is the average one-way mileage for that particular route.

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D. The rate of compensation is determined by the length of the school bus for the first 6 miles, next 6 miles and over 12 miles as specified in R.S. 17:497.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166 and R.S. 17:497.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:633 (April 1999), amended LR 36:1475 (July 2010).

§1703. Salary Compensation: Frozen Mileage

A. Mileage may be frozen at the current rate of compensation for contracted owner-operators of school bus drivers as mandated in R.S. 17:497.

B. Frozen mileage guarantees that the contract owner/operator cannot be penalized by a reduction of compensated mileage (except as may be requested by the owner/operator) for a period of seven years when a new bus is purchased or five years when a used bus not more than five model year old is purchased.

C. If route mileage is increased, operational mileage compensation must be increased accordingly, if route mileage is decreased because of circumstances beyond the control of the owner/operator, operational mileage compensation shall not be reduced below the mileage level indicated on the original School Bus Purchase Form.

D. If a driver requests and is granted less mileage than the frozen mileage, actual mileage shall be compensated.

E. Frozen mileage applies only when the owner/operator makes a purchase of a new or used bus not more than five model years old.

F. The transfer of a bus from spouse to spouse, acquisition as a gift, etc., other than a purchase does not afford frozen mileage to the person who acquires the bus.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 17:497.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:634 (April 1999), amended LR 36:1475 (July 2010).

§1705. Alternative Transportation Driver Compensation

A. Procedures for reimbursement of drivers in LEA-approved vehicles who transport students with disabilities is further defined in Chapter 21, §2107 and §2109.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:1476 (July 2010).

Chapter 19. Transporting Students

§1901. Transporting Eligible Students

A. In accordance with Louisiana Revised Statute 17:158, each LEA shall provide free transportation for any student who attends a school of suitable grade approved by BESE if the student resides more than one mile from such school, and the school is within the jurisdictional boundaries of the LEA.

1. A city, parish, or other local public school board may provide transportation for any student attending a school of suitable grade approved by the state Board of Elementary and Secondary Education within the jurisdictional boundaries of the local board who resides one mile or less from the school when the school board determines that conditions exist to warrant such transportation. Transportation of students residing one mile or less from their school shall be at no cost to the state.

2. Conditions that exist and warrant transportation of a student who resides one mile or less from the school may include but shall not be limited to the residence location of a person convicted of a sex offense and registered as a sex offender, sexually violent predators, and child predators.

B. The distance shall be determined as extending from the 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 and walkways.)

C. No person other than assigned students and authorized persons approved by the local Transportation Supervisor or other authorized school officials are allowed to board the bus.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, and R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:634 (April 1999), amended LR 36:1476 (July 2010), LR 38:749 (March 2012).

§1903. Transportation of Students Living Within One Mile of School of Attendance

A. BESE allows the LEA to transport students living within one-mile of the school they attend if there are "exceptional" or hazardous walking situations.

B. The transportation of these students requires special permission from BESE.

1. Approval of requests for the transportation of students living less than one mile from the school they attend will not be granted unless the request for such approval is accompanied by a plan or procedure to eliminate the exceptional conditions (if possible) by providing safe walking areas and conditions.

2. The plan must identify the problem, list proposed solutions, outline procedures to correct the problem, and include the time schedule for completion.

3. When an emergency exists, the state Superintendent of Education may authorize transportation, not to exceed 30 days.

4. The conditions must be reviewed for continued approval. All exceptional conditions shall be reviewed by June 30 of each school year by the local LEA to determine whether corrective actions can be made in order to relieve the need for this transportation.

C. R.S. 17:158(A) allows 15 LEAs to transport within one mile if hazardous conditions exist, but at no cost to the state.

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AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 17:497.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:1476 (July 2010), amended LR 37:2124 (July 2011).

§1905. Transportation of Student in Foster Care

A. Each LEA shall establish a policy to ensure that a student who is in foster care pursuant to placement through the Department of Children and Family Services (DCFS) shall be allowed to remain enrolled in the public school in which the student was enrolled at the time he or she entered foster care for the duration of the child's stay in the custody of the state or until he completes the highest grade offered at the school, if DCFS determines that remaining in the school is in the best interest of the student.

B. If the foster care placement is outside the jurisdictional boundaries of the public school in which the student is enrolled, the governing authority of the school shall be responsible for providing free transportation for the student to and from a designated location which is within that school district and is located nearest to the student's residence.

1. The location must be determined to be appropriate by such governing authority and DCFS.

2. DCFS shall be responsible for providing the child's transportation between that location and the child's residence.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 17:238.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:635 (April 1999), amended LR 36:1476 (July 2010), LR 39:80 (January 2013).

§1907. Transportation of Student to a Community and Technical College System

A. In accordance with Revised Statute 17:158(I), each LEA may provide transportation to any full-time student who is 20 years of age or younger and attending a technical college campus, that is part of the Louisiana Community and Technical College System, within the jurisdictional boundaries of the local board.

1. If the closest technical college campus is located outside the jurisdictional boundaries of the local school board, the board may facilitate the transportation or coordinate with neighboring boards to facilitate transportation to the technical college campus.

B. The local public school board where the student resides may assess a fee to each student utilizing the transportation services provided pursuant to this Subsection, not to exceed the actual cost of providing such transportation, including administrative costs.

C. The provisions of this Section shall not apply to:

1. local public school boards in a parish with a population of more than three hundred thousand persons according to the most recent federal decennial census;

2. local public school boards in any parish that operates a parish-wide public transit system that provides

sufficient service to meet the transportation needs of students attending technical colleges located in the parish.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 17:238, and R.S. 17:158(I).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:80 (January 2013).

Chapter 21. Transporting Students with Disabilities**§2101. Transporting Students with Disabilities**

A. Public Law 93-112, Section 504, requires "that no individual, 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" and the Individuals with Disabilities Education Act (IDEA) requires a LEA to provide non-academic and extracurricular services and activities in a manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities. The LEA shall provide transportation services to implement any Individualized Educational Plan (IEP) for a student with a disability whose residence falls within the jurisdiction of the LEA, as defined in Bulletin 1706, *Regulations for Implementation of the Children with Exceptionalities Act*. The LEA must incur the cost of providing services and specialized equipment.

B. All students with disabilities (regardless of age) are eligible for free appropriate public education (FAPE). Facilities, services and activities provided to students with disabilities must be comparable with those provided to non-disabled student, and students with these disabilities must have an equal opportunity for participation in any non-academic and extracurricular services and activities provided by an LEA.

C. LEAs must provide transportation services in such a manner to afford students with disabilities an equal opportunity for participation in those services.

D. LEA personnel involved in transporting students must be knowledgeable with the laws and regulations required for transporting students with disabilities.

E. LEA transportation staff must work closely with LEA personnel to ensure that services meet or exceed those required by law and current BESE policies.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:635 (April 1999), amended LR 36:1476 (July 2010), LR 37:2124 (July 2011).

§2103. Guidelines for Providing Transportation Service for Students with Disabilities

A. LEAs must comply with IDEA, Section 504, Louisiana Statutes and regulations and policies set forth in the DOE bulletins governing educational services for students with disabilities.

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B. LEA transportation staff must develop procedures to minimize conflicts and resolve issues that may arise in transporting students requiring additional services.

C. LEAs must provide school bus service for students with disabilities as indicated in the student's IEP. The IEP may specify "curb-to-curb" or "door-to-door" services. When alternative modes of transportation are required, approval must be granted by the special education supervisor and LEA transportation authority. Alternative arrangements must be stated in the IEP.

1. The term "curb-to-curb" implies that bus drivers and bus attendants are responsible for loading and unloading students at their home bus stops and at school loading/unloading areas. The term "door-to-door" implies that the bus driver and or bus attendant are responsible for loading and unloading students at that door and at school loading/unloading areas. This related service does not extend to the interior of the student's home.

2. In determining whether to include transportation in a student's IEP, the IEP team must consider how the student's disability affects the student need for transportation. Factors include: the student's ability to move independently, ability to reason and understand potential safety hazards en route to the bus stop as a result of the student's age or disability, nature and condition of the route, availability of public assistance, and access to private assistance.

3. If a student with a disability can use the same transportation as non-disabled students, then transportation is not likely to be a related service and the LEA may make the same transportation provisions for the student with a disability that it does for the general population.

4. Students with disabilities may not have transportation schedules which differ from non-disabled students. Students with disabilities must be transported on a schedule which allows them to receive a full instructional day as documented on the IEP.

5. Certain students may be picked up at a safe bus stop near (e.g., at the corner of) their residences. Alternate arrangements can be made that are mutually agreeable to all parties, but must be handled on an individual basis and indicated in the IEP.

6. Parents must request approval from the school and the school bus driver when the child is going to be picked up or dropped off at a location different from the student's residence. Prior approval from the LEA transportation office is required if the different location results in time conflicts, overloads, or an increase in the driver's mileage. Final approval rests with the LEA.

7. Local procedures must be developed to specify whether bus drivers, bus attendants, classroom teachers, teacher assistants, or other staff is responsible for taking students to and from the school buses at the school site.

D. When attendance at a school outside the student's geographic zone is mutually agreeable and determined to be part of the student's FAPE, the home LEA has the

responsibility to provide transportation, if transportation is also related to FAPE. In situations where the student attends an out-of-district school based solely on personal preference and the home LEA has offered an opportunity for FAPE, transportation may not be required, even in instances where the student may otherwise qualify for this service.

E. The LEA cannot discharge its obligation to transport a student with a disability who needs transportation as a related service by requiring parents, without their agreement, to provide the transportation themselves and receive mileage reimbursement. However, while the LEA cannot demand this arrangement, it is not unreasonable for the LEA to request such an arrangement.

F. LEAs must ensure that:

1. all school buses used to transport students with disabilities comply with current applicable Louisiana Revised Statutes, Louisiana State Department of Education Standards, and with all other standards as may be established by governing authorities;

2. specialized equipment used to transport students to educational sites complies with all Federal Motor Vehicle Safety Standards (FMVSS), where such standards are applicable;

3. appropriate safety measures are used in the transportation of students with disabilities, especially when extraordinary measures are required;

4. supervision of students is in compliance with LEA policies and the IEP;

5. students being transported spend only a reasonable amount of time on the bus. The locations of the residence and the school facility and the specific needs of the individual student will be determinant factors in length of travel time.

G. It is the responsibility of the LEA to employ and train qualified school bus drivers and substitute drivers as needed to transport eligible special education students. Bus attendants must be trained to assist in transporting students with disabilities when necessary and appropriate as a related service.

1. The need for a bus attendant is a decision of the LEA, unless the requirement is documented on the student's IEP.

2. Providing a bus attendant for any student with a disability shall be considered by the IEP team. This decision should be made on an individual basis.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:635 (April 1999), amended LR 36:1477 (July 2010), LR 37:2124 (July 2011).

§2105. Transportation for Summer Programs

A. When the IEP committee recommends an extended year program, the students are entitled to the related transportation service. Summer transportation will follow the same guidelines that are in effect during the school year.

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AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:635 (April 1999),

amended LR 36:1477 (July 2010).

§2107. Transportation of Students with Disabilities by Other than a School Bus

A. LEAs should meet the following requirements in providing transportation for students who cannot be transported by school buses or within the regular established school bus routing system, and must be transported in cars, vans, or other specially equipped vehicles.

1. Transportation routes will be established by the LEA. These routes must be well planned to ensure economy and efficiency. All existing transportation requirements of the LEA must be considered prior to establishing an additional route.

2. Drivers of vehicles on the special routes will neither be subject to provisions of R.S. 17:496 (minimum salary schedule) nor will they be eligible for tenure.

3. Vehicles used on these special routes (private cars, station wagons, vans, etc.) will be subject to safety inspections and carry the necessary insurance coverage required by the LEA.

4. LEAs will reimburse drivers of vehicles (private cars, station wagons, vans, etc.) approved by the LEA for such purposes at the current state-approved rate for reimbursement of mileage on the basis of miles traveled for one round trip per vehicle for each day of attendance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:636 (April 1999), amended LR 35:645 (April 2009), LR 36:1478 (July 2010), LR 37:2124 (July 2011).

§2109. Transportation of Residential (Boarding) Students

A. The transportation policy for the Special School District and the Board Special Schools shall be established separately by those entities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:636 (April 1999), amended LR 36:1478 (July 2010).

§2111. Removals from Transportation Services

A. Transportation services cannot be terminated for students with disabilities without the approval of the LEA transportation staff and exceptional services staff in consultation with school officials, parents, and school bus driver and must be in accordance with Bulletin 1706 disciplinary provisions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:636 (April 1999), amended LR

Chapter 23. Bus Body Standards for School Buses

36:1478 (July 2010).

§2301. Forword

A. All student transportation vehicles purchased on or after July 1, 1998, shall meet or exceed the requirements herein. The appropriate sections of these specifications apply to all school buses for student transportation in Louisiana which are purchased, owned, or operated by a LEA and to all school buses leased or contracted to a LEA by private owners for the transportation of students to and from school and all school-related activities.

B. Any part of these specifications may be changed at any time by addenda adopted by BESE in accordance with the Administrative Procedures Act. Changes will be made to comply with changing FMVSS or statutes of the Louisiana Legislature.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, and R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:643 (April 1999), amended LR 36:1478 (July 2010).

§2303. Federal Motor Vehicle Safety Standards (FMVSS)

A. All school buses shall meet or exceed the minimum requirements of all applicable FMVSS as found in 49 CFR 571.

B. All school buses shall be equipped as required by applicable FMVSS.

C. In addition to FMVSS regulations, school buses used to transport students to and from school and school-related activities must meet the school bus body, chassis or equipment that meet the latest revised minimum standards for school buses adopted and recommended by the National Conference on School Transportation, sponsored by the National Council of Chief State School Officers, the American Association of School Administrators, NEA, the Department of Rural Education, and the U.S. Office of Education. Copies of the current National Congress on School Transportation Specifications and Procedures can be obtained through the website: www.ncstonline.org.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, and R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:643 (April 1999), amended LR 36:1478 (July 2010), LR 37:2124 (July 2011), LR 40:2517 (December 2014).

§2305. Definitions and Descriptions of School Bus Types

A. School buses must meet both federal and state definitions.

1. Federal Definition. *School Bus*—a passenger motor vehicle designed to carry a driver and more than 10 passengers, which the Secretary of Transportation decides is likely to be used

significantly to transport preprimary, primary, and secondary students to or from school or an event related to school.

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2. State Definition *School Bus*—every motor vehicle that complies with the color, equipment, and identification requirements required by law and is used to transport children to and from school or in connection with school activities, but not including buses operated by common carriers in urban transportation of school children.

B. School Bus Types

1. *Type A*—school bus is a conversion or bus constructed utilizing a cutaway front-section vehicle with a left side driver'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.

2. *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.

3. *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.

4. *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*.

5. *Specially Equipped*—a school bus designed, equipped, or modified to accommodate students with special needs.

C. No vehicle with rated capacity of more than 10 passengers shall be classified as a school bus and thereby used to transport students to and from school and school- related activities unless said vehicle originally was manufactured and certified as a school bus and maintained the certification as a school bus all in accordance with federal and state requirements throughout the life of the vehicle.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, and R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:644 (April 1999), amended LR 36:1478 (July 2010), LR 37:2125 (July 2011).

Chapter 25. Purchase, Sale, Lease, and Repair of School Buses

§2501. Responsibility of Dealers and Manufacturers

A. The responsibility of compliance with school bus specifications rests with the vendors, manufacturers and purchasers of school buses.

B. If any vendor or manufacturer sells school transportation equipment that does not conform to all these and all other applicable state and federal specifications, the vendor shall be required to make necessary conversions to

bring the vehicle into compliance. All cost related to such alteration shall be borne by the vendor.

C. LEAs shall have the option of imposing additional specifications that exceed state and federal standards.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, and R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:644 (April 1999), amended LR 36:1479 (July 2010), LR 38:750 (March 2012).

§2503. Purchase of School Buses

A. All school bus vendors shall certify to the purchaser (LEA, contract, or individual), upon delivery that the school bus(es) sold for use by Louisiana school systems meet or exceed all standards specified herein and comply with the applicable FMVSS set forth by the United States Department of Transportation.

B. LEAs are authorized to voluntarily pool bids for school bus purchases for economical acquisition of school buses and related equipment and supplies.

C. It is mandatory that the seller of any new or used school bus shall complete a school bus purchase form verifying that the purchased vehicle meets all state and federal school bus specifications applicable at the time of manufacture.

D. LEAs must keep current records of purchases of school buses.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 17:494.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:644 (April 1999), amended LR 36:1479 (July 2010), LR 37:2125 (July 2011), LR 40:2517 (December 2014).

§2505. Sale of School Buses

A. LEAs are authorized to purchase school buses and to resell such buses to any school bus operator employed by the LEA or with whom the LEA has contracted to provide transportation services for students.

B. The bus shall be used by the operator to transport students on the operator's assigned bus route. All mandates of Louisiana statutes must be met prior to the sale.

C. LEAs must keep current records of sales of school buses. Information shall be provided to the DOE upon request.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, and R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:644 (April 1999), amended LR 36:1479 (July 2010), repromulgated LR 37:2125 (July 2011).

§2507. Lease of School Buses

A. LEAs may lease a school bus owned by any school bus operator employed by the LEA or with whom the LEA has contracted to provide transportation services for students from the school bus operator or by a business who is

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authorized by the state of Louisiana to sell, lease or operate school buses in the state.

B. The school bus shall be used by the operator to transport students on the operator's assigned bus route, or the school bus may be used by the school district to transport students on an assigned bus route and/or for activity trips.

C. Lease agreements must follow state regulations as described in R.S. 17:158 and R.S. 17:158.7.

D. Lease agreements must specify that every bus included in the lease have been inspected and certified to meet all applicable standard and statutory requirements as enumerated or otherwise referenced in this document.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, and R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:1479 (July 2010), amended LR 38:750 (March 2012).

§2509. Used School Buses

A. Any used school bus purchased for use in Louisiana by or for a school system shall meet current legal requirements of the *Louisiana Revised Statutes* for motor vehicles and shall meet Louisiana specifications for school buses that were in effect on the date the vehicle was manufactured. No vehicle with rated capacity of more than 10 passengers shall be classified as a school bus and thereby used to transport students to and from school and school-related activities unless said vehicle originally was manufactured and certified as a school bus and maintained the certification as a school bus all in accordance with federal and state requirements throughout the life of the vehicle.

B. All replacement school buses used on daily routes, at the time they are acquired by the owner, must be 10 or less model years old for all owners/operators and school districts. The number of years shall be reckoned from the date of the model year (see *Calculating the Age of School Buses*, §3103).

C. Any school bus used as an activity or backup bus, at the time it is acquired by the owner and placed in service, shall be 15 or fewer model years old. The number of years shall be reckoned from the date of the model year (see §3103, *Calculating the Age of School Buses*).

D. Any school bus used as an activity or backup bus that is older than 15 model years shall not be used more than 60 consecutive school days in a school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:158.2, R.S. 17:160-161, and R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:644 (April 1999), amended LR 26:639 (April 2000), LR 27:187 (February 2001), LR 36:1479 (July 2010), LR 37:3204 (November 2011), LR 40:1320 (July 2014), LR 40:2517 (December 2014).

§2511. Life of a School Bus

A. School buses shall not exceed the age of 25 model years (see *Calculating the Age of School Buses*, §3103).

LEAs must be in compliance with this standard by January 2011.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, and R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:1480 (July 2010), amended LR 40:2517 (December 2014).

§2513. Insurance for School Buses

A. LEAs have the authority to enter into and consummate contracts for insurance covering loss of life or personal injury of the children while being transported to and from school and school related activities.

B. Insurance for District-Owned School Buses. All premiums for all insurance policies of public liability and property damage insurance applying to and covering school buses owned by LEAs shall be the obligation of and payable by, the board owning such buses.

C. LEAs are not prevented from paying the premiums for public liability and property damage insurance covering and applying to privately owned buses used for transportation of students on behalf of the LEA.

D. Insurance for Contracted Services. State law authorizes LEAs contracting for the use of privately owned school buses to procure contracts on a fleet or group basis for the owners who are insuring the vehicles.

E. The amounts required or to be required during each year to make the premium payments may be withheld from compensation due the owners in equal monthly installments.

F. Contracts must in compliance with state law.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:159, R.S. 32:601, R.S. 32:604, and R.S. 45:162.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:1480 (July 2010).

§2515. Repair of School Buses

A. Any repairs or alterations to any bus that fall under the guidelines of this bulletin shall be made in accordance with all specifications contained herein and all applicable FMVSS.

B. At the time of purchase, the seller of any school bus must disclose to the purchaser, which components of the vehicle are subject to a manufacturer's or distributor's warranty agreement.

C. School bus warranty repair work shall be performed by repair facilities authorized by the manufacturer or distributor.

D. Manufacturers of school buses licensed by the Louisiana Motor Vehicle Commission are authorized to provide warranty and other repair or maintenance services to be performed at any location of a licensed motor vehicle dealer which holds a franchise from any affiliate or subsidiary of the school bus manufacturer.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 32:1261.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:644 (April 1999), amended LR 36:1480 (July 2010), LR 37:2125 (July 2011).

§2517. Sanctions

A. Any school bus that does not meet the minimum specifications set forth in this bulletin must not be used until such time that the bus is in compliance with the rules of this bulletin.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, and R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:644 (April 1999), amended LR 36:1480 (July 2010).

Chapter 27. Evaluation of the Student Transportation System

§2701. Criteria

A. Each LEA should have a plan for annually evaluating its student transportation operation. There are several criteria which can be applied to obtain some estimates of the operation's effectiveness. These criteria relate to such factors as safety, efficiency and economy.

B. Safety criteria should include, but is not limited to:

1. injuries to students, the driver and other highway users;
2. frequency and severity of property damage accidents in which buses are involved;
3. frequency and severity of moving traffic violations for which drivers are cited;
4. frequency and nature of complaints from parents, the motoring public, school administrators and students;
5. frequency and nature of vehicle breakdowns, road failures and other emergency situations involving buses; and
6. hazardous situations on bus routes.

C. Efficiency and economy criteria includes, but is not limited to:

1. bus route operation within the framework of established school hours;
2. minimizing the actual time students are on the bus;
3. routes designed to achieve maximum utilization (i.e., full capacity within reason), and elimination of unnecessary mileage and duplication; and
4. annual review of all routes and routing procedures, including stop-times.

D. The LEA school transportation evaluation program must provide for periodic evaluation of progress along predetermined time schedules and a point-by-point comparison of the system's present program with state policies and standards to identify deficiencies

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:633 (April 1999), amended LR 36:1480 (July 2010), LR 37:2125 (July 2011).

Chapter 29. Records and Reporting Procedures

§2901. Records and Reporting Procedures

A. School Bus Driver Records. Files on all school bus drivers, including substitutes and activity drivers, must be maintained by the LEA. The following documents must be included in these records:

1. driver data;
2. vehicle accident/incident records, including Employee Notification Forms;
3. complaints;
4. liability insurance policy verification for contract drivers;
5. documentation of completion of bus driver's training courses (pre-service and in-service); and
6. medical examination reports.

B. School Bus Records. Files on all school buses must be maintained by the LEA. The following documents must be included in these records:

1. vehicle data; and
2. vehicle inspection and maintenance records.

C. School Bus Route Records. Files on all school bus routes must be maintained by the LEA. The following information and maps must be included in these records:

1. description of each driver's route;
2. location of driver's home or point of departure;
3. beginning point, individual stops, and final destinations of each route or daily trip or daily runs; and
4. school or schools being served.

D. Financial Data. The DOE and BESE shall develop procedures and forms for LEAs to report transportation data and for receiving state funding for transportation. Cost and expenditure data for student transportation facilities, equipment, and staff must be maintained. LEAs will be required to provide any or all of the following information to the DOE:

1. an annual report of publicly and privately owned buses, including:
 - a. names of drivers;
 - b. vehicle data;
 - c. number of daily trips;
 - d. number of students;
 - e. number of daily miles; and
 - f. costs;

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2. reporting forms or formats for electronic transmission of data will be provided by the Department of Education;

3. frozen mileage reports that indicate the route mileage approved by the LEA authority at the time the school bus is placed into service. Use of the School Bus Purchase Form is required;

4. records of all school buses bought and sold to public school bus drivers and/or LEAs must be maintained by the LEA.

E. School Bus Maintenance Records. Accurate maintenance records must be kept for all school buses, including those of contract drivers.

F. Certification of Passenger Instruction. Documentation and verification of Passenger Instruction must be maintained by the LEA.

G. School Bus Student Behavior Report. All school bus drivers are required to report student behavior problems on the school bus. All LEAs must make the School Bus Behavior Report available to all school bus drivers. Drivers must use the official Student Behavior Report Form to report inappropriate student behavior while on the school bus.

H. School Bus Accident Information. Statistical data and reports on all bus-related accidents must be maintained by the local transportation supervisor.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:633 (April 1999), amended LR 36:1480 (July 2010), LR 37:2125 (July 2011).

§2903. Uniform School Bus Accident Reporting Procedures

A. All school bus accidents, no matter how minor, shall be reported by the bus driver to the local supervisor of transportation, who shall ensure that all appropriate reporting procedures are followed. This reporting requirement applies to students who are injured while on board the bus, even if the bus is not in a collision or a near-collision. (Such accidents are called "on-board" accidents.) It applies whether or not bus passengers are injured or the bus is damaged as a result of the accident.

B. The Uniform School Bus Accident Report form shall be completed whether passengers are on board or not if the accident involves property damage, personal injury or fatality to:

1. occupants in the bus (driver, students, other passengers);

2. occupants of any other vehicle(s) involved in the accident; and

3. non-occupants of the school bus or other vehicle (e.g., student in the loading/unloading zone, pedestrian, bystander).

C. The school bus driver shall complete the form and submit it to the appropriate LEA authority for additional

procedures. A written report of each accident must be maintained in the LEA. A written report of each accident shall be available upon request by the DOE or other reporting agencies.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:847 (May 1999), amended LR 36:1481 (July 2010), LR 37:2126 (July 2011).

Chapter 31. Glossary of Definitions

§3101. Definitions

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. This applies whether the school bus was in motion, temporarily stopped, parked, being loaded, or unloaded and on public or private property.

Accident Reporting Form—form used to report the occurrence of any incident which involves death, personal injury and/or property damage regardless of who was responsible. This applies whether the school bus was in motion, temporarily stopped parked, being loaded, or unloaded and on public or private property. 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.

Activity Bus Driver—a person meeting all licensing requirements and local, state and federal regulations to operate a vehicle used to transport students to and from school-related activities or on "as-needed" basis for the LEA.

Alternately Flashing Signal Lamps—a system of 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.

Attendant (Aide)—a person assigned to assist one or more individual student(s) on a school bus or school vehicle.

BESE—Board of Elementary and Secondary Education.

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 practice.

Cancellation—a driver's license is annulled because of some error or defect or because the licensee is no longer entitled to such license, but the cancellation of a license is without prejudice and application for a new license may be made at any time after such cancellation.

CFR—Code of Federal Regulations.

Commercial Driver's License (CDL)—the license required to operate a commercial motor vehicle.

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Commercial Motor Vehicle—a motor vehicle or combination of motor vehicles used in commerce to transport passengers or property if the motor vehicle meets one of the following requirements:

1. has a gross combination weight rating of twenty-six thousand one or more pounds inclusive of a towed unit with a gross vehicle weight rating of more than ten thousand pounds;
2. has a gross vehicle weight rating of twenty-six thousand one or more pounds;
3. is designed to transport sixteen or more passengers, including the driver.

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 or Conviction—includes the entry of a plea of guilty or nolo contendere to a felony offense.

Criminal Record Check—the investigation of a person's criminal history through submission of fingerprints to state and/or federal authorities; also known as background check.

Crossing Control Arm—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 driver.

Cross-Walk—

1. part of a roadway at an intersection included within the connections of the lateral lines of the sidewalks on opposite sides of the highway measured from the curbs or, in absence of curbs, from the edges of the traversable roadway;
2. any portion of a roadway at an intersection or elsewhere distinctly indicated for pedestrian crossing by lines or other markings on the surface.

Dealer—any person who is engaged in the sale and distribution of new motor vehicles or motor vehicle equipment.

DOE—Department of Education.

Divided Highway—any highway divided into roadways by a median, physical barrier, or clearly indicated dividing section so constructed as to impede vehicular traffic.

Driver—every person who drives or is in actual physical control of a vehicle.

Driver's License or License—any license secured from the Department of Public Safety and Corrections, Office of Motor Vehicles, in accordance with this Chapter to operate a motor vehicle on the highways of this state.

Emergency Evacuation Drill Verification Form (Form T-8)—form used to verify that emergency drill procedures have been taught to passengers and emergency drills were conducted. The form must be completed at the beginning of

each semester and submitted to the district transportation office.

Employee Notification Form—form used by a school bus driver to report his/her non-compliance with provisions of the Commercial Motor Vehicle Safety Act of 1986.

Federal Motor Vehicle Safety Standards (FMVSS)—49 CFR 571, the regulations to which manufacturers of motor vehicles and equipment items must conform and certify compliance. These federal safety standards are regulations written in terms of minimum safety performance requirements.

Gross Weight—the weight of a vehicle and/or combination of vehicles without load on all axles including the steering axle plus the weight of any load thereon.

Highway—the entire width between the boundary lines of every way or place of whatever nature 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 "street".

Intersection—

1. 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;

2. 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;

3. 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.

Laned Roadway or Highway—a roadway or highway which is divided into two or more clearly marked lanes for vehicular traffic.

Length—the total longitudinal dimension of a single vehicle, a trailer, or a semi-trailer. Length of a trailer or semi-trailer is measured from the front of the cargo-carrying unit to its rear and includes load-holding devices thereon.

Load—a weight or quantity of anything resting upon something else regarded as its support.

Loading Zone—any area where students are boarding or leaving a school bus.

Manufacturer—any person engaged in the manufacturing or assembling of motor vehicles or items of motor vehicle equipment, including any person importing motor vehicle equipment for resale.

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Motor 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 this state.

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.

Multiple-Lane Highway—any highway with two or more clearly marked lanes for traffic in each direction.

NHTSA (National Highway Traffic Safety Administration)—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.

Operator—any person, other than a chauffeur, who drives or is in actual physical control of a motor vehicle upon a highway or who is exercising control over or steering a vehicle being towed by a motor vehicle.

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.

Park or Parking—the 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.

Pedestrian—any person afoot.

Power Lift—a mechanized platform designed to provide access to a vehicle for an occupied mobility aid/wheelchair; also known as a wheelchair lift.

Private Road or Driveway—every way or place in private ownership and used for vehicular travel by the owner and those having express or implied permission from the owner, but not by other persons.

Railroad—a carrier of persons or property upon cars, other than streetcars, operated upon stationary rails.

Railroad Crossing—the intersection of a highway, street or roadway and 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.

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.

Revocation—the driver's license to drive a motor vehicle on the highways is terminated and shall not be renewed, except that an application for a new license may be presented and acted upon by the Department of Public Safety and Corrections, Office of Motor Vehicles, after the expiration of at least one year after revocation.

Right of Way—the privilege of the immediate use of the highway.

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.

Route—the term shall apply to the combined total daily trips regularly assigned to the bus driver.

Safe Riding Practices Classroom Instruction Form (Form T-7)—form used to verify that all students in a school have received instruction on safe school bus riding practices.

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.

School Bus—

1. Federal Definition. *School Bus*—passenger motor vehicle designed to carry a driver and more than 10 passengers, which the Secretary of Transportation decides is likely to be used significantly to transport preprimary, primary, and secondary students to or from school or an event related to school;

2. State Definition. *School Bus*—every motor vehicle that complies with the color, equipment, and identification requirements required by law and is used to transport children to and from school or in connection with school activities, but not including buses operated by common carriers in urban transportation of school children.

a. Type "A" school bus is a conversion or bus constructed utilizing a cutaway front-section vehicle with a left side driver'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.

b. 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.

Title 28, Part CXIII

c. 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.

d. 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.

e. Specially equipped school bus is designed, equipped, or modified to accommodate students with special needs.

School Bus Behavior Report Form—form used to inform parents/guardians of behavioral incidents on the school bus and subsequent disciplinary action taken by school officials. The form requires signature of the principal and allows for comment from the student and/or parent/guardian

School Bus Driver—the employee or contracted individual hired to operate a school bus over designated routes within an established time schedule, to transport students to and from school or school-related activities, perform daily inspections of a school bus and equipment; to fulfill requirements set by the LEA.

School Bus Operator Certification Program—the school bus driver certification program developed by the DOE and mandated by state law for all school bus drivers to be eligible to transport students to and from school or school-related activities.

School Bus Purchase Form (Form T-10)—form to be completed by the seller of any new or used school bus to verify the vehicle meets all Federal Motor Vehicles Safety Standards (FMVSS) and requirements set forth by the Louisiana Board of Elementary and Secondary Education.

Seat Belt—the manual restraint system installed by the manufacturer as required by Federal Motor Vehicle Standard No. 208 which became effective January 1, 1968.

Shoulder—the portion of the highway contiguous with the roadway for accommodation of stopped vehicles, for emergency use, and for lateral support of base and surface.

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.

Specially Equipped School Bus—any school bus designed, equipped, or modified to accommodate students with disabilities.

Special Route—a route established for students with disabilities who cannot be transported by school buses or within the regular established school bus routing system, and must be transported in non-school buses that meet appropriate federal, state and special equipment requirements.

Stand or Standing—the halting of a vehicle, whether occupied or not, otherwise than temporarily for the purpose

of and while actually engaged in receiving or discharging passengers.

State Maintained Highway—any highway in this state which is contained in the state highway system as defined by law or which is maintained by the Department of Transportation and Development.

Stop—the complete cessation from movement.

Street—the entire width between the boundary lines of every way or place of whatever nature 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".

Student and Family Verification Form—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 parent/guardian and student. The completed form is made part of the student’s permanent record.

Suspension—the driver's license to drive a motor vehicle on the highways is temporarily withdrawn during the period of such suspension.

Tenured School Bus Driver—a full-time driver who has successfully completed the three-year probationary period prior to July 1, 2012.

Through Highway—every highway or portion thereof on which vehicular traffic is given preferential right of way, and at the entrances to which vehicular traffic from intersecting highways is required by law to yield the right of way to vehicles on such through highway in obedience to either a stop sign or a yield sign, when such signs are erected as provided in this Chapter.

Traffic—pedestrians, ridden or herded animals, vehicles, and other conveyances either singly or together while using any highway for purposes of travel.

Traffic Control Device—all signs, signals, markings, and devices, not inconsistent with this Chapter, placed or erected by authority of a public body or official having jurisdiction, for the purpose of regulating, warning, or guiding traffic.

Traffic Control Signal—a type of highway traffic signal, manually, electrically or mechanically operated, by which traffic is alternately directed to stop and permitted to proceed.

Transportation Vehicle—include LEA owned school buses, independently owned school buses, or other approved vehicles used for transporting passengers to and from school and school-related activities.

Trip—that segment of a route in which passengers are picked up at the home bus stop and all passengers are discharged at the school destination, or visa versa.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, and R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:641 (April 1999), amended LR 36:1481 (July 2010), LR 37:2126 (July 2011), LR 39:81 (January 2013).

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§3103. Calculating the Age of the School Bus

A. Calculating the age of the school bus is to be made by excluding the calendar year and counting the preceding year as the first year and proceeding to count backwards.

B. For example, in 2009, a 2009 model would be zero years old. A 2004 model year school bus would be five years old.

C. The following chart serves as a guide.

Model Year	Calendar Years							
	2009	2010	2011	2012	2013	2014	2015	2016
2016								◆
2015							◆	1
2014						◆	1	2
2013					◆	1	2	3
2012				◆	1	2	3	4
2011			◆	1	2	3	4	5
2010		◆	1	2	3	4	5	6
2009	◆	1	2	3	4	5	6	7
2008	1	2	3	4	5	6	7	8
2007	2	3	4	5	6	7	8	9
2006	3	4	5	6	7	8	9	10
2005	4	5	6	7	8	9	10	11
2004	5	6	7	8	9	10	11	12
2003	6	7	8	9	10	11	12	13
2002	7	8	9	10	11	12	13	14
2001	8	9	10	11	12	13	14	15
2000	9	10	11	12	13	14	15	16
1999	10	11	12	13	14	15	16	17
1998	11	12	13	14	15	16	17	18
1997	12	13	14	15	16	17	18	19
1996	13	14	15	16	17	18	19	20
1995	14	15	16	17	18	19	20	21
1994	15	16	17	18	19	20	21	22
1993	16	17	18	19	20	21	22	23
1992	17	18	19	20	21	22	23	24
1991	18	19	20	21	22	23	24	25
1990	19	20	21	22	23	24	25	26
1989	20	21	22	23	24	25	26	27
1988	21	22	23	24	25	26	27	28
1987	22	23	24	25	26	27	28	29

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:1484 (July 2010).

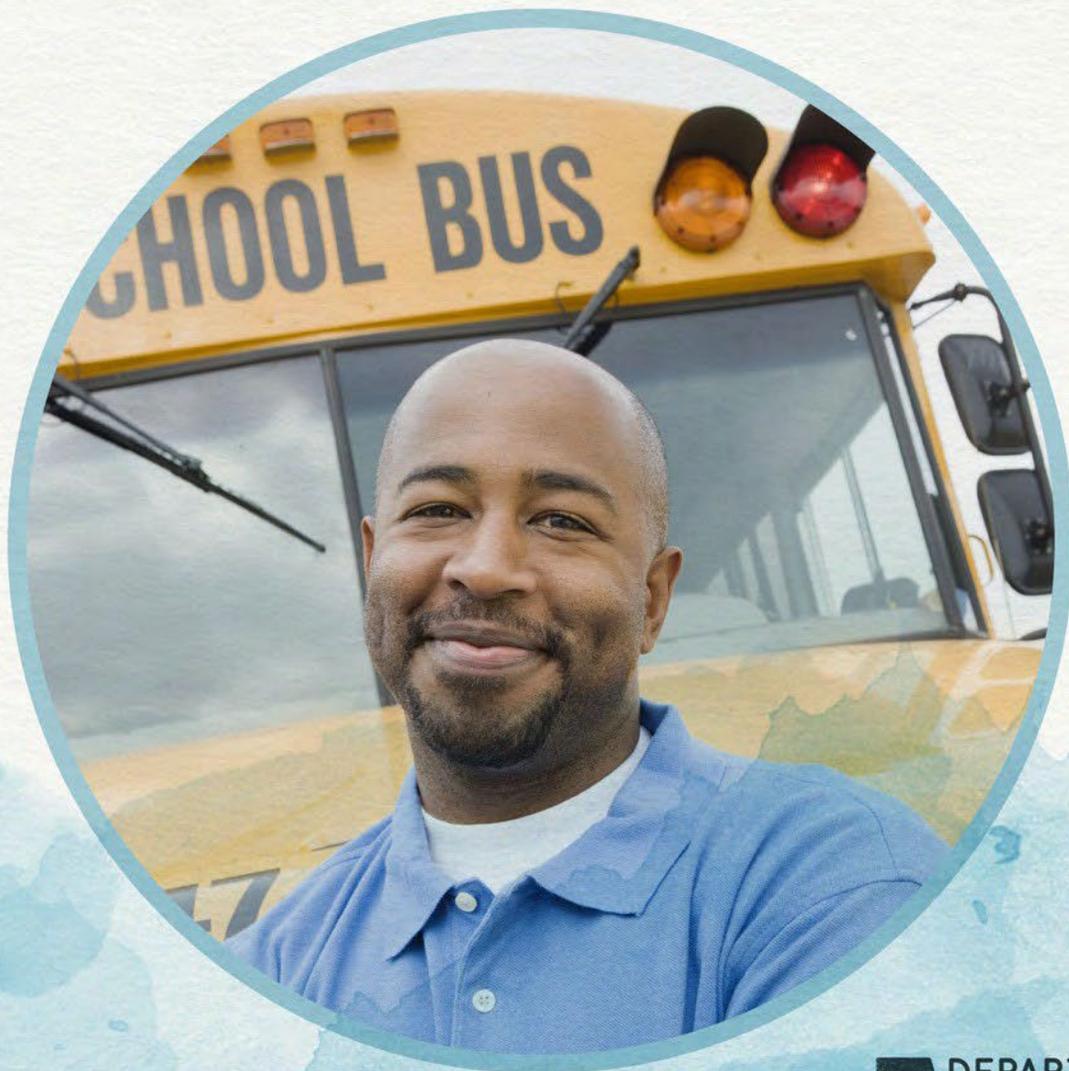
LOUISIANA DEPARTMENT OF EDUCATION

**BULLETIN 119 SUPPLEMENT, VOLUME I:
LOUISIANA SCHOOL BUS REGULATIONS,
SPECIFICATIONS, AND INSPECTIONS**

2019 Edition

Adopted by:

The Louisiana Department of Education
Healthy Communities Section
Claiborne Building, 1201 North Third Street
Baton Rouge, LA 70802



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FOREWORD

Acting under the authority granted by the Louisiana Legislature (R.S. 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 LDOE 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 LDOE 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 references standards of the National Congress on School Transportation (NCST) (previously known as the National Conference on School Transportation) as the primary source of Louisiana school bus specifications. The NCST publication of school bus and related equipment standards is entitled the *National School Transportation Specifications and Procedures*.

Bulletin 119 was intended to include only specific regulatory requirements; however, a blend of regulations and operational procedures were published 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 result in delays in disseminating vital information to LEAs, private transportation companies, school bus manufacturers and other entities that rely on current school transportation information.

With approval of, and adoption by, the Board of Elementary and Secondary Education, the title of Bulletin 119 has been changed from *Louisiana School Transportation Specifications 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 regulations, specifications, inspections and operational procedures.

Supplement to Bulletin 119, Vol. I: *Louisiana School Bus Regulations, Specifications and Inspections* includes regulations pertaining to new and pre-owned school bus purchases, school bus disposal requirements, NCST specifications with revisions to incorporate Louisiana-specific requirements or preferences and NCST-recommended inspection procedures. Contents of Vol. I are authorized by Louisiana Revised Statutes 17:158.5, et seq and by the Louisiana Board of Elementary and Secondary Education as published in Bulletin 119.

Supplement to Bulletin 119, Vol. II: *Louisiana Student Transportation Operational Procedures* includes Louisiana vehicle operational regulations, pre-employment screening and continued employment requirements for school bus operators and bus attendants, student safety issues, routing and bus stop design and implementation and other operational topics.

ABOUT THIS DOCUMENT

Louisiana School Bus Regulations, Specifications and Inspections consists of the following distinct sections and related appendices: “Miscellaneous Transportation Equipment Bus Regulations,” “School Bus Body and Chassis Specifications,” “Specially Equipped School Bus Specifications,” “School Bus Inspections,” “Alternative Fuels” and “Equipment for the Transportation of Infants, Toddlers and Pre-School Children.” Additional information for specific topics can be found in the appendices.

The document is a “living document,” and, as such, it is designed to provide timely, clear instructions to school bus owners, manufacturers and vendors, inspectors and service personnel regarding Louisiana’s school bus purchase procedures, adopted specifications for school buses and related equipment and for standards and procedures to be incorporated in vehicle and related equipment inspections, replacements and repairs.

Louisiana statutes address specific aspects of school bus acquisition, ownership, vehicle specifications, inspections and operations and various other school transportation-related topics. Additionally, statutes authorize and direct the Louisiana Board of Elementary and Secondary Education (BESE) and the Louisiana Department of Education to oversee school transportation activities in Louisiana. BESE Bulletin 119, as well as its companion Supplements I and II, provide comprehensive descriptions and legal descriptions for all phases of school transportation for use by all parties who share interest and responsibility for compliance with the statutes, regulations and procedures.

With respect to specifications for school buses and related equipment, after each National Congress on School Transportation publishes its adopted changes in the *National School Transportation Specifications and Procedures* (available at ncstonline.org) or distributes interim addenda to that document, the Louisiana Department of Education will activate a process for reviewing the recommendations and will cause the *Louisiana School Bus Regulations, Specifications and Inspections* to be revised accordingly.

Revisions in Louisiana statutes and/or Department of Education regulations will be published as amendments to this document. Compliance shall become effective as stated at the time of publication, or as otherwise specified by statute or another official document.

GUIDING PRINCIPLES

- A. Information published in this document is intended to keep interested parties apprised of statutory requirements and other regulations that apply to various conditions of purchase, ownership, maintenance, inspection and disposal of school buses and related equipment.
- B. 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.
- C. Specifications for school buses and related equipment are adopted so as to promote competition among manufacturers to design and construct equipment that is both reliable and affordable to school districts, owner/operators and independent transportation contractors.
- D. Louisiana’s specifications for school buses and related equipment are designed to allow for approval of the use of new inventions and improvements that are consistent with FMVSSs, Louisiana statutes and goals of safety, security and efficiency and that have been approved by the Louisiana Department of Education.

INTENDED USE

The Louisiana Legislature has “directed and empowered” the Louisiana Board of (Elementary and Secondary) Education “to establish and adopt regulations relating to the construction, design, equipment and operation of school busses (sic) used in transportation of students to and from school” (R.S. 17:164 et seq.). The specifications, regulations and procedures described in this

document, therefore, are intended for use by school districts, charter schools, Head Start grantees and other entities that have been placed under the jurisdiction of the Department of Education, including private companies that contract with LEAs to provide school transportation services, and for use for manufacturers, vendors, inspectors and technicians that have specific interests in school transportation services. The document is made available, also, as a guide for non-public schools to consider when establishing their respective regulations, specifications and inspections.

The following terms are used throughout this document to define the applicability of Louisiana's specifications and inspection procedures for schools, school districts and private contractors:

- 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-related operations meet those requirements, as written.
Note: The word shall is used also when referring to items that are already adopted into federal or state 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-related operations.
- C. **MAY**: a permissive condition. Where certain school bus designs, equipment or related 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-related operations.

LEAs are required to provide employees, private contractors, vendors of school buses, parts and supplies, motor vehicle inspectors, repair shops and school bus driver instructors with specifications and procedures that apply to their respective roles in the student transportation system and to supplement the contents of this document with applicable local policies and procedures.

The vehicle specifications contained herein, **unless otherwise described**, are intended to apply primarily to **new** vehicles, including all types of school buses, as defined in APPENDIX A: GLOSSARY OF TERMS AND DEFINITIONS, under *Bus, School Bus*, which lists the various types of "school buses." **It should be noted that vehicles with a capacity of ten (10) or fewer persons, including the driver, cannot be certified as *school buses* under federal regulations.**

Effective dates of specifications are determined by effective dates of FMVSSs, dates of adoption of the *National School Transportation Specifications and Procedures* by the NCST, published effective dates of new or revised Louisiana statutes or regulations or procedures adopted by the Louisiana Department of Motor Vehicles or the Louisiana Department of Education. **Interested parties, therefore, are responsible for keeping abreast of any changes that may affect them in their respective roles with respect to manufacture, acquisition, sales, maintenance and repair, inspection or operation of school buses and related equipment for use in school transportation activities in Louisiana schools.**

The Louisiana Department of Education ad hoc Specifications Committee agreed that this document should not include only Louisiana-specific items, but should include all applicable specifications for Louisiana school buses and related equipment. Minor variations in specifications can easily be overlooked (e.g., *shall* in the NCST specifications but *should* in LA specifications or vice versa; items included in NCST specifications but omitted in LA specifications or vice versa). **When examining this document, therefore, the reader is advised to have available the applicable edition of the NCST Specifications and Procedures for comparison.**

INTERPRETATIONS AND INFORMATION, INTERIM INQUIRIES AND AMENDMENT REQUESTS

Requests for interpretation of the 2019 regulations, specifications and inspection procedures document, interim inquiries and/or amendment requests shall be sent to the Louisiana Department of Education, Healthy Communities Section, Claiborne Building, 1201 N. Third Street, Baton Rouge, LA 70802, attention Mr. Michael Comeaux, or to michael.comeaux@la.gov.

MISCELLANEOUS TRANSPORTATION EQUIPMENT REGULATIONS

GENERAL INFORMATION

Louisiana statutes and Department of Education policies and procedures address specific transportation equipment topics besides specifications for new buses and school bus inspections. This section describes Louisiana-specific regulations and procedures pertaining to the acquisition and disposal of school buses.

SCHOOL BUS PURCHASES

- A. No vehicle with rated capacity of more than 10 passengers shall be classified as a school bus and thereby used to transport students to and from school and school-related activities unless said vehicle originally was manufactured and certified as a school bus and maintained the certification as a school bus throughout the life of the vehicle, all in accordance with federal and state requirements.
- B. LEAs are authorized to voluntarily pool bids for school bus purchases for economical acquisition of school buses and related equipment and supplies (R.S. 17:158.3).
- C. Any pre-owned school bus purchased for use in Louisiana by or for a public school or school district shall meet Federal Motor Vehicle Safety Standards in effect at the time the bus was manufactured and shall meet Louisiana legal requirements for school buses at the time the bus is placed into service.
- D. All replacement school buses used by owner-operators, school districts or private contractors on daily routes, at the time they are acquired by the owner, must be ten (10) or fewer years old. The number of years shall be reckoned from the date of the introduction of the model year. (See "Calculating the Age of School Buses By Model Year," this Section).
- E. Any school bus used as an activity or backup (aka "spare") bus, at the time it is acquired by the owner and placed in service, shall be fifteen (15) or fewer model years old. The number of years shall be reckoned from the date of the introduction of the model year. (See "Calculating the Age of School Buses by Model Year," this Section).
- F. In addition to FVMSSs, Louisiana statutory specifications and applicable LDE regulations, school buses purchased for the purpose of transporting Head Start students must comply with requirements stated in 45 CFR 1310.
- G. The responsibility of compliance with school bus specifications rests with the vendors, manufacturers and purchasers of school buses.
- H. The vendor who sells a school bus shall, upon delivery, certify to the purchaser (LEA, individual or contractor), that the school bus(es) sold for use by a Louisiana public school or school district meets or exceeds FMVSSs at the time of manufacture, Louisiana statutory requirements and all purchaser's supplementary specifications in effect at the time the bus is purchased. (See LDE Form T-10 and Sample compliance for Head Start school buses—Appendix D.)
- I. The seller of any new or used school bus shall complete a school bus purchase document (Form T-10—see Appendix D) verifying that the purchased vehicle meets all state and federal school bus specifications applicable at the time of manufacture, Louisiana equipment requirements and all purchaser's supplementary specification in effect at the time the bus is purchased.
- J. The seller shall provide an original Form T-10 for each bus sold to the purchaser, who shall maintain a copy of the form throughout the purchaser's ownership of every bus.
- K. T-10 forms shall be forwarded to the Louisiana Department of Education upon request.
- L. At the time of purchase, the seller of any school bus must disclose to the purchaser, which components of the vehicle are subject to a manufacturer's or vendor's warranty agreement.
- M. Notwithstanding any provision of this Section (of R.S. 17:493.1) to the contrary, whenever a school

bus operator owning his own bus retires, a route shall be offered first to any person meeting the requirements of the school board who is willing to acquire the bus of the retiring operator by a method which guarantees that the operator receives full appraised value for his bus using regularly accepted appraisal methods to determine fair market value. The provisions of this Subsection shall be applicable only when the bus owned by the retiring operator has been manufactured within a period of five years immediately prior to the operator’s retirement and the operator is retiring due to a documented physical disability.

- N. City and parish school boards are authorized to purchase school buses and to resell the buses to school bus operators who are employed by the board or with whom the board has contracted to provide transportation services for students. Details of such transactions and related requirements are available at R.S. 17:158.2.

SALES TAX EXCLUSION FOR SCHOOL BUS PURCHASES BY INDEPENDENT OPERATORS

- A. Independent operators may be exempt from paying sales taxes under the following conditions (R.S. 47:301(10)(i):
 - 1. The school bus must be used exclusively for the purpose of transporting children to and from public schools; and
 - 2. The bus must be new or less than five (5) years old.
- B. The exclusion shall apply to all sales and use taxes, including those taxes levied by any local political sub-division.

FROZEN MILEAGE FOR OWNER/OPERATORS

- A. Frozen (“guaranteed”) mileage applies to owner/operators who are employees of a school district and who purchase a new or pre-owned school bus as a condition of initial employment or to replace an existing school bus, with the following additional provisions:
 - 1. The LEA authorizes the owner/operator to purchase a school bus and specifies the age requirement and the manufacturer’s rated capacity of a bus to be purchased (See sample procedure—Appendix D);
 - 2. The LEA audits the owner/operator’s route mileage to establish the official mileage to be frozen before a purchase is authorized (See sample authorization form—Appendix D); and
 - 3. The owner/operator provides the LEA with a T-10 Form with complete information provided by the vendor and the purchaser (See Form T-10--Appendix D)
- B. Mileage will be “frozen”—that is, operational compensation may not be reduced—for a period of seven (7) school years from the date the purchased bus was placed in service if the bus was not pre-owned, although operational compensation will be increased if route mileage is increased above the pre-purchase audited mileage.
- C. Mileage will be “frozen”—that is, operational compensation may not be reduced—for a period of five (5) school years from the date the purchased bus was placed in service if the bus was pre-owned but was manufactured within five (5) years of the purchase date, although operational compensation will be increased if route mileage is increased above the pre-purchase audited mileage.
- D. Frozen mileage cannot be passed from one owner/operator to another owner/operator.
- E. The transfer of a bus from spouse to spouse, acquisition as a gift, etc., other than a purchase does not afford frozen mileage to the person who acquires the bus.
- F. If an owner/operator’s actual route mileage falls below the level of frozen mileage, the owner/operator shall accept longer route assignments or forfeit the benefit of frozen mileage.

SCHOOL BUS INSURANCE

- A. LEAs have the authority to enter into and consummate contracts for insurance covering loss of life or personal injury of the children while being transported to and from school and school related activities (RS 17:159).
- B. All premiums for all insurance policies of public liability and property damage insurance applying to and covering **school buses owned by LEAs** shall be the obligation of and payable by, the board owning such buses [RS 17:159.2(A)] .
- C. LEAs are not prevented from paying the premiums for public liability and property damage insurance covering and applying to privately owned buses used for transportation of students on behalf of the LEA [RS 17:159.2(B)].
- D. State law authorizes LEAs contracting for the use of privately-owned school buses to procure contracts on a fleet or group basis for the owners who are insuring the vehicles [RS 17:159.1(A)].
- E. The amounts required, or to be required, during each year to make the premium payments may be withheld from compensation due the owners in equal monthly installments [RS17:159.1(B)].

SCHOOL BUS LEASES

- A. LEAs may lease a school bus owned by any school bus operator employed by the LEA or with whom the LEA has contracted to provide transportation services for students from the school bus operator or by a business who is authorized by the state of Louisiana to sell, lease or operate school buses in the state (R.S. 17:158.7).
- B. The school bus shall be used by the operator to transport students on the operator's assigned bus route, or the school bus may be used by the school district to transport students on assigned bus routes and/or for activity trips.
- C. Lease agreements must follow state regulations as described in R.S. 17:158 and R.S. 17:158.7.
- D. Lease agreements must specify that every bus included in the lease has been inspected and certified to meet all applicable federal and state standards and statutory requirements as enumerated or otherwise referenced in this document.

MEASURING SCHOOL BUS BODIES TO DETERMINE OPERATORS' COMPENSATION

- A. Base state-mandated salary computations for school bus operators (R.S. 17:496) and operational pay for owner/operators (R.S. 17:497) are determined by the lengths of buses they operate.
- B. For purposes of determining compensation, the bus body is measured from the base of the windshield to the exterior of the rear of the school bus body, excluding the rear bumper.

SCHOOL BUS REPAIRS AND MAINTENANCE

- A. Repairs or alterations to school buses that transport children to school or related activities shall be made in compliance with FMVSSs in effect at the time the respective buses were manufactured and state specifications in effect at the time of the repairs or alterations.
- B. School bus warranty repair work shall be performed by repair facilities authorized by the manufacturer or distributor.
- C. Manufacturers of school buses licensed by the Louisiana Motor Vehicle Commission are authorized to provide warranty and other repair or maintenance services to be performed at any location of a licensed motor vehicle dealer which holds a franchise from any affiliate or subsidiary of the school bus manufacturer.

SCHOOL BUSES SOLD FOR NON-SCHOOL TRANSPORTATION PURPOSES

Every school bus sold or transferred to any use other than school activities in Louisiana shall be painted by the new owner a color other than national school bus yellow and all lettering of school bus identification and all semaphore arms and alternately flashing signal lights shall be removed from the bus (R.S. 17:162).

CALCULATING THE AGES OF SCHOOL BUSES

- A. The age of a school bus is calculated from the date of introduction of the model year (R.S. 17:158.2) of the bus.
- B. From the date the model was introduced to the first anniversary of the model’s introduction is zero, the following year is one, etc. (See “Calculating the Ages of School Buses by Model Year” chart on the following page.)

CALCULATING THE AGES OF SCHOOL BUSES BY MODEL YEAR

[*Model Years may begin in September or later in previous calendar years or in January of current calendar years. Date of manufacture is indicated inside each school bus on a body data plate. School buses shall be retired from service when they reach twenty-five years from the date of introduction of the model year (R.S. 17:158.2.)]

O SCHOOL BUS MODEL YEAR	CALENDAR-YEAR ANNIVERSARY					
	2019	2020	2021	2022	2023	ETC.
2023					25	
2022				25	24	
2021			25	24	23	
2020		25	24	23	22	
2019	25	24	23	22	21	
2018	24	23	22	21	20	
2017	23	22	21	20	19	
2016	22	21	20	19	18	
2015	21	20	19	18	17	
2014	20	19	18	17	16	
2013	19	18	17	16	15	
2012	18	17	16	15	14	
2011	17	16	15	14	13	
2010	16	15	14	13	12	
2009	15	14	13	12	11	
2008	14	13	12	11	10	
2007	13	12	11	10	9	
2006	12	11	10	9	8	
2005	11	10	9	8	7	
2004	10	9	8	7	6	
2003	9	8	7	6	5	
2002	8	7	6	5	4	
2001	7	6	5	4	3	
2000	6	5	4	3	2	
1999	5	4	3	2	1	
1998	4	3	2	1	0	
1997	3	2	1	0		
1996	2	1	0			
1995	1	0				
1996	0					

SCHOOL BUS BODY AND CHASSIS SPECIFICATIONS

INTRODUCTION TO SCHOOL BUS SPECIFICATIONS

The specifications published in this section of Supplement I apply to school buses that are purchased, leased, rented or otherwise used for the purpose of transporting students to or from school or related activities. The specifications incorporate most of the specifications recommended by the National Congress on School Transportation, in 2015. A careful review of the specifications by manufacturers, vendors and other interested parties, however, will reveal that revisions have been made to accommodate specific Louisiana requirements. **Responsibility for assuring compliance with all Louisiana specifications rests with school bus or related product vendors and with purchasers.** As these specifications are revised and adopted by the Louisiana Department of Education, chassis, body and related equipment manufacturers shall incorporate revised specifications in their products as appropriate or necessary.

Every attempt has been made to eliminate conflicts between these specifications and federal regulations. Should conflicts be found to exist or arise through new federal regulations, by legally binding interpretations of those regulations or by Louisiana statutory mandates, they should be brought to the attention of the Louisiana Department of Education. Revisions to this document will be made to accommodate essential revisions.

The vehicle specifications contained herein are intended to apply primarily to **new vehicles**, including all types of school buses, as defined in Appendix A: Terms and Definitions. **Multi-function school activity buses (MFSABs)**, however, are not authorized in Louisiana for transporting students to and from school and school-related activities due to statutes addressing school bus paint color, stop signals and overhead eight-way flashing lamps. References to MFSABs have been retained in anticipation of approval by the Louisiana Legislature in future sessions.

Vendors, prospective buyers, maintenance and repair technicians and supervisory personnel are encouraged to review the preceding section entitled "Miscellaneous School Bus Regulations," which includes important information regarding sales, purchase and maintenance requirements and responsibilities.

Specifications applicable to **Head Start vehicles**, as may be enumerated in 45 CFR 1310, shall prevail, except for Louisiana statutory requirements where applicable (e.g., two stop signals, crossing control arm, backing alarm, drug-free and firearm-free signage, etc.).

Specifications for **pre-owned school buses** shall comply with specifications applicable to the date of manufacture and to applicable Louisiana statutes that are in effect at the time the bus is placed into service in Louisiana.

RESPONSIBILITY FOR COMPLIANCE

- A. The responsibility for compliance with school bus and related equipment specifications rests with the manufacturers, vendors, purchasers, inspectors and maintenance and repair technicians.
- B. If any vendor or manufacturer sells school transportation equipment that does not conform to all applicable state and federal specifications, the vendor shall be required to make necessary conversions to bring the vehicle into compliance. **All costs related to such alteration shall be borne by the vendor.**
- C. School bus manufacturers shall certify compliance with applicable federal standards by installing a certification plate or label in the driver's area on each vehicle.
- D. Vendors must certify compliance with applicable FMVSSs and with Louisiana requirements at the time a school bus or related equipment is sold.
- E. Louisiana Department of Education Form T-10 (see Appendix A and Appendix D) shall be

completed by the vendor and purchaser, as indicated, for new and pre-owned school buses. Copies of T-10 forms shall be maintained by vehicle owners and by respective LEAs (as applicable) for the useful life of the bus in the service of the LEA or private owner.

- F. As the school bus or related equipment is maintained over its useful life, it is the responsibility of those who supervise and perform work on the vehicle or related equipment to assure on-going compliance with all applicable federal and state standards and specifications, as well to coordinate recalls. For this reason, maintenance personnel training, quality components, quality workmanship and thorough maintenance records are essential.
- G. Any school bus that does not meet the applicable specifications enumerated in this edition must be removed from service until such time the bus is in full compliance.

SCHOOL BUS TYPES



TYPE A: A Type A school bus is a conversion bus constructed utilizing a cutaway front section vehicle with a left side driver's door. This definition includes two classifications: Type A-1, with a gross vehicle weight rating (GVWR) of 14,500 pounds or less; and a Type A-2, with a GVWR greater than 14,500 pounds 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-style school bus. This type also includes the cutaway truck chassis or truck chassis with cab with or without a left side door and with 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 a rear-engine or front-engine transit-style bus.

BUS BODY AND CHASSIS SPECIFICATIONS

GENERAL REQUIREMENTS

- A. No vehicle with a rated capacity of ten (10) or more passengers (excluding the driver) shall be classified as a *school bus* and thereby used to transport students to and fro school and school-related activities, unless said vehicle originally was manufactured and certified as a *school bus* and maintained the certification throughout the life of the vehicle.
- B. All school buses and school bus equipment (owned, leased, rented or under contract) shall meet or exceed all applicable FMVSSs at the time of manufacture.
- C. All school buses shall comply with Louisiana statutory and Department of education regulatory requirements throughout the time they are used to transport students to and from school or school related activities.
- D. All replacement school buses used on daily routes and/or activity trips by all owner/operators, schools, school districts and private transportation companies, at the time they are acquired by the owner, must be ten (10) or less model years old, unless conforming with specific qualifications stated in Sub-sections F and G, below. The number of years shall be reckoned from the date of the introduction of the model year model year. (See "Calculating the Ages of School Buses by Year of Manufacture" in the previous section of this document.)
- E. Any school bus used as an activity or backup bus, at the time it is acquired by the owner and placed in service, shall be fifteen or fewer model years old. The number of years shall be reckoned from the date of introduction of the model year. (R.S. 17:158.2.D)
- F. Any school bus used as an activity or backup bus that is older than fifteen model years shall not be used more than sixty consecutive school days in a school year. (R.S. 17:158.2.E.)
- G. No school bus used to transport students, including an activity or backup (spare) bus, shall exceed the age of twenty-five (25) model years, reckoned from the date of manufacture stamped on the data plate provided by the manufacturer at the time of manufacture (R.S. 17:158.2.D.). (See "Calculating the Ages of School Buses by Year of Manufacture" at the end of the Miscellaneous Transportation Equipment Regulations section.)
- H. School buses assigned to transport Head Start students shall meet the above applicable requirements and all applicable Head Start vehicle and safety restraint requirements as set forth in 45 CFR 1310 and related regulations.

AIR CLEANER

- A. A dry element air cleaner shall be provided.
- B. All diesel engine air filters shall include a latch-type restriction indicator that retains the maximum restriction developed during operation of the engine. The indicator should include a reset control so the indicator can be returned to zero when desired.

AISLE

All emergency exit doors shall be accessible by a 12-inch minimum aisle. The aisle shall be unobstructed at all times by any type of barrier, seat, wheelchair or tie-down, unless a flip seat is installed and occupied. The track of a track seating system is exempt from this requirement. A flip seat in the unoccupied (up) position shall not obstruct the 12-inch minimum aisle to any side emergency exit door.

AXLES

The front and rear axle and suspension systems shall have a gross axle weight rating (GAWR) at ground commensurate with the respective front and rear weight loads of the bus loaded to the rated passenger capacity.

BACK-UP WARNING ALARM

Every new school bus ordered or purchased after August 15, 1993, and every used bus not in service as a school bus on that date, but put into service as a school bus thereafter, shall be equipped with an automatic back-up audible alarm which sounds on backing and which is capable of emitting sound audible under normal conditions from a distance of not less than one hundred feet. The alarm shall also be capable of operating automatically when the vehicle is in neutral or a forward gear but rolls backward. (R.S. 32:378.D)

BRAKES: GENERAL

- A. The chassis brake system shall conform to the provisions of FMVSS Nos. 105, Hydraulic and Electric Brake Systems, 106, Brake Hoses, and 121, Air Brake Systems, as applicable. All buses shall have either a parking pawl in the transmission or a park brake interlock that requires the service brake to be applied to allow release of the parking brake.
- B. The anti-lock brake system (ABS), provided in accordance with FMVSS No. 105, Hydraulic and Electric Brake Systems or No. 121, Air Brake Systems, shall provide wheel speed sensors for each front wheel and for each wheel on at least one rear axle. The system shall provide anti-lock braking performance for each wheel equipped with sensors (Four-Channel System).
- C. All brake systems shall be designed to permit visual inspection of brake lining wear without removal of any chassis component(s).
- D. The brake lines, booster-assist lines, and control cables shall be protected from excessive heat, vibration and corrosion and installed in a manner that prevents chafing.
- E. The parking brake system for either air or hydraulic service brake systems may be of a power-assisted design. The power parking brake actuator should be a device located on the instrument panel within reach of a seated 5th percentile female driver. As an option, the parking brake may be set by placing the automatic transmission shift control mechanism in the "park" position.
- F. The power-operated parking brake system may be interlocked to the engine key switch. Once the parking brake has been set and the ignition switch turned to the "off" position, the parking brake cannot be released until the key switch is turned back to the "on" position.

BRAKES: HYDRAULIC

Buses using hydraulic-assist brakes shall meet requirements of FMVSS 105.

BRAKES: AIR

- A. The air pressure supply system shall include a desiccant-type air dryer installed according to the manufacturer's recommendations. The air pressure storage tank system may incorporate an automatic drain valve.
- B. The chassis manufacturer shall provide an accessory outlet for air-operated systems installed by the body manufacturer. This outlet shall include a pressure protection valve to prevent loss of air pressure in the service brake reservoir.
- C. For air brake systems, an air pressure gauge shall be provided in the instrument panel capable of complying with Commercial Driver's License (CDL) pre-trip inspection requirements.
- D. Air brake systems shall include a system for anti-compounding of the service brakes and parking brakes.
- E. Air brakes shall have both a visible and audible warning device whenever the air pressure falls below the level where warnings are required under FMVSS No. 121, Air Brake Systems.

BUMPER: FRONT

- A. School buses shall be equipped with a front bumper.
- B. The front bumper on buses of Type A-2 (with GVWR greater than 14,500 pounds), Type B, Type C, and Type D shall be equivalent in strength and durability to pressed steel channel at least 3/16 inches thick and not less than 8 inches wide (high). It shall extend beyond the forward-most part of the body, grille, hood and fenders and shall extend to the outer edges of the fenders at the bumper's top line. Type A buses having a GVWR of 14,500 pounds or less may be equipped with an OEM-supplied front bumper. The front bumper shall be of sufficient strength to permit being pushed by another vehicle on a smooth surface with a 5-degree, (8.7 percent) grade, without permanent distortion. The contact point on the front bumper is intended to be between the frame rails, with as wide a contact area as possible. If the front bumper is used for lifting, the contact points shall be under the bumper attachments to the frame rail brackets unless the manufacturer specifies different lifting points in the owner's manual. Contact and lifting pressures should be applied simultaneously at both lifting points.
- C. The front bumper, except breakaway bumper ends, shall be of sufficient strength to permit pushing a vehicle of equal gross vehicle weight, per Section B, without permanent distortion to the bumper, chassis or body.
- D. The bumper shall be designed or reinforced so that it will not deform when the bus is lifted by a chain that is passed under the bumper (or through the bumper if holes are provided for this purpose) and attached to both tow hooks/eyes. For the purpose of meeting this specification, the bus shall be empty and positioned on a level, hard surface, and both tow hooks/eyes shall share the load equally.

BUMPER: REAR

- A. The bumper on Type A-1 buses shall be a minimum of 8 inches wide (high). Bumpers on Types A-2, B, C and D buses shall be a minimum of 9½ inches wide (high). The bumper shall be of sufficient strength to permit being pushed by another vehicle of similar size and being lifted by the bumper without permanent distortion.
- B. The bumper shall wrap around the back corners of the bus. It shall extend forward at least 12 inches, measured from the rear-most point of the body at the floor line, and shall be mounted flush with the sides of the body or protected with an end panel.
- C. The bumper shall be attached to the chassis frame in such a manner that it may be removed. It shall be braced to resist deformation of the bumper resulting from impact from the rear or the side. It shall be designed to discourage hitching of rides by an individual.
- D. The bumper shall extend at least one inch beyond the rear-most part of the body surface, measured at the floor line.
- E. The bottom of the rear bumper shall not be more than 30 inches above ground level.

CERTIFICATION

- A. The chassis and body manufacturer(s) shall certify that its(their) product(s) meets Louisiana's minimum standards on items which are not covered by FMVSS certification requirements of 49 CFR, Part 567: Certification. Louisiana Department of Education Form T-10 (see Appendix D) shall be provided by the vendor to the purchaser for each school bus sold for the purpose of transporting school students in Louisiana.

COLOR

- A. The school bus body shall be painted National School Bus Yellow (NSBY). (See paint formula, Appendix B.)
- B. The body exterior trim, as defined by Louisiana, shall be black.
- C. Except for the vertical portion of the front and rear roof caps, the roof of the bus may be painted white. (See illustration in Appendix B, Placement of Retroreflective Markings.)
- D. The chassis and front bumper shall be painted glossy black, except that for increased night visibility they may be covered with a retroreflective material (R.S. 32:378.A.).
- E. The body, cowl, hood and fenders shall be in National School Bus Yellow (NSBY). (See Appendix B.)
- F. Wheels shall be black (no chrome permitted).
- G. Any school bus **acquired for any purpose other than transporting children to and from school** shall be painted a color other than national school bus glossy yellow and all lights, signals, and other devices and any lettering identifying the vehicle as a school bus shall be removed (R.S. 32:378.B).

COMMUNICATIONS SYSTEMS

- A. 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.
- B. The end user shall be responsible for the purchase, installation and maintenance of the two-way communication system.

CONSTRUCTION

- A. Side Intrusion Test: The bus body shall be constructed to withstand an intrusion force equal to the curb weight of the vehicle or 20,000 pounds, whichever is less. Each vehicle shall be capable of meeting this requirement when tested in accordance with the procedures set forth below. The complete body structure, or a representative seven-body section mock up with seats installed, shall be load-tested at a location 24 ± 2 inches above the floor line, with a maximum 10 inch-diameter cylinder, 48 inches long, mounted in a horizontal plane.

The cylinder shall be placed as close as practical to the mid-point of the tested structure, spanning two internal vertical structural members. The cylinder shall be statically loaded to the required force of curb weight or 20,000 pounds, whichever is less, in a horizontal plane with the load applied from the exterior toward the interior of the test structure. When the minimum load has been applied, the penetration of the loading cylinder into the passenger compartment shall not exceed 10 inches from its original point of contact. There can be no separation of lapped panels or construction joints. Punctures, tears or breaks in the external panels are acceptable but are not permitted on any adjacent interior panel. Body companies shall certify compliance with this intrusion requirement, and include test results, as requested.
- B. Construction shall be reasonably dust-proof and watertight.

CROSSING CONTROL ARM (CROSSING GATE)

- A. School buses shall be equipped with a crossing control arm (R.S. 17: 164.1) mounted on the right side of the front bumper. When opened, this arm shall extend in a line parallel to the body side and aligned with the right front wheel.
- B. All components of the crossing control arm and all connections shall be weatherproofed.
- C. The crossing control arm shall incorporate system connectors (electrical, vacuum or air) at the gate and shall be easily removable to allow for towing of the bus.
- D. The crossing control arm shall be constructed of non-corrodible or nonferrous material or shall be treated in accordance with the body sheet metal specification. (See BUS BODY AND CHASSIS SPECIFICATIONS, Metal Treatment.)
- E. There shall be no sharp edges or projections that could cause injury or be a hazard to students. The end of the arm shall be rounded.
- F. The crossing control arm shall extend a minimum of 70 inches (measured from the bumper at the arm assembly attachment point) when in the extended position. The crossing control arm shall not extend past the end of the bumper when in the stowed position.
- G. The crossing control arm shall extend simultaneously with the stop signal arm(s), activated by stop signal arm controls.
- H. An automatic recycling interrupt switch may be installed for temporarily disabling the crossing control arm.
- I. The assembly shall include a device attached to the bumper near the end of the arm to automatically retain the arm while in the stowed position. That device shall not interfere with normal operations of the crossing control arm.

DEFROSTERS

- A. Defrosting and defogging equipment shall direct a sufficient flow of heated air onto the windshield, the window to the left of the driver and the glass in the viewing area directly to the right of the driver to eliminate frost, fog and snow.
Note: The requirements of this standard do not apply to the exterior surfaces of double pane storm windows.
- B. The defrosting system shall conform to SAE J381, Windshield Defrosting Systems Test Procedure and Performance Requirements—Trucks, Buses, and Multipurpose Vehicles.
- C. The defroster and defogging system shall be capable of furnishing heated, outside ambient air, except that the part of the system furnishing additional air to the windshield, entrance door and stepwell may be the re-circulating air type.
- D. Auxiliary fans are not considered defrosting or defogging systems.
- E. Portable heaters shall not be used.

DOORS

- A. The entrance door shall be under the driver's control, designed to afford easy release and to provide a positive latching device on manual operating doors to prevent accidental opening. When a hand lever is used, no part shall come together that will shear or crush fingers. Manual door controls shall not require more than 25 pounds of force to operate at any point throughout the range of operation, as tested on a 10% grade, both uphill and downhill.
- B. The entrance door shall be located on the right side of the bus, opposite and within direct view of the driver.
- C. The entrance door shall have a minimum horizontal opening of 24 inches and a minimum vertical opening of 68 inches.

- D. The entrance door shall be a split-type door and shall open outward.
- E. All entrance door glass shall be approved safety glass. The bottom of each lower glass panel shall be not more than 10 inches from the top surface of the bottom step. The top of each upper glass panel when viewed from the interior shall be not more than 3 inches below the interior door control cover or header pad.
- F. Vertical closing edges on entrance doors shall be equipped with flexible material.
- G. All door openings shall be equipped with padding at the top edge of the opening. Padding shall be at least three inches wide and one inch thick and extend the full width of the door opening.
- H. On power-operated entrance doors, the emergency release valve, switch or device to release the entrance door must be placed above or to the immediate left or immediate right of the entrance door and must be clearly labeled. The emergency release valve, switch or device shall work in the absence of power.

DRIVE SHAFT

The drive shaft shall be protected by a metal guard or guards around the circumference of the drive shaft to reduce the possibility of the drive shaft's whipping through the floor or dropping to the ground, if broken.

ELECTRICAL SYSTEM

A. Battery

1. The storage batteries shall have minimum cold cranking capacity rating (cold cranking amps) equal to the cranking current required for 30 seconds at 0 degrees Fahrenheit and a minimum reserve capacity rating of 120 minutes at 25 amps. Higher capacities may be required, depending upon optional equipment and local environmental conditions.
2. The manufacturer shall securely attach the battery on a slide-out or swing-out tray in a closed, vented compartment in the body skirt or chassis frame so that the battery is accessible for convenient servicing from the outside. When in the stored position, the tray shall be retained by a securing mechanism capable of holding the tray [with battery(ies)] in position when subjected to a 5g load from any direction. The battery compartment door or cover, if separate from the tray, shall be hinged at the front or top. It shall be secured by a positive operated latching system or other type fastener. The door may be an integral part of the battery slide tray. The door or cover must fit tightly to the body, and not present sharp edges or snagging points. Battery cables shall meet SAE requirements. Battery cables shall be of sufficient length to allow the battery tray to fully extend. Any chassis frame-mounted batteries shall be relocated to a battery compartment on Type A buses
3. All batteries are to be secured in a sliding tray except that on van conversion or cutaway front-section chassis, batteries may be secured in accordance with the manufacturer's standard configuration. In these cases, the final location of the battery and the appropriate cable lengths shall be agreed upon mutually by the chassis and body manufacturers. However, in all cases the battery cable provided with the chassis shall have sufficient length to allow some slack, and shall be of sufficient gauge to carry the required amperage.
4. Buses may be equipped with a battery shut-off switch. The switch is to be placed in a location not readily accessible to the driver or passengers.

B. Alternator

1. All Type A and Type B buses with a GVWR of 15,000 pounds or less shall have a minimum 130-amp alternator. Buses equipped with an electrically powered wheelchair lift and/or air conditioning shall be equipped with the highest rated capacity available from the chassis OEM.
2. All buses over 15,000 pounds GVWR shall be equipped with a heavy-duty truck-or bus-type

alternator having a minimum output rating of 200 amps or higher, and should produce a minimum current output of 50 percent of the rating at engine idle speed.

3. All other buses than those described in B1 equipped with an electrically powered wheelchair lift and/or air conditioning shall have a minimum alternator output of 240 amps and may be equipped with a device that advances the engine idle speed when the voltage drops to, or below, a pre-set level.
4. A belt-driven alternator shall be capable of handling the rated capacity of the alternator with no detrimental effect on any other driven components. (For estimating required alternator capacity, see School Bus Manufacturers Technical Council's publication, "School Bus Technical Reference," available at <http://www.nasdpts.org>.)
5. A direct/gear-drive alternator is permissible in lieu of a belt-driven alternator.

C. Electrical Components

Materials in all electrical components shall contain no mercury.

D. Wiring, Chassis

1. All wiring shall conform to current applicable recommended practices of the Society of Automotive Engineers (SAE). All wiring shall use color and at least one other method for identification. The other method shall be either a number code or name code, and each chassis shall be delivered with a wiring diagram that illustrates the wiring of the chassis.
2. The chassis manufacturer of an incomplete vehicle shall install a readily accessible terminal strip or connector on the body side of the cowl or in an accessible location in the engine compartment of vehicles designed without a cowl. The strip or connector shall contain the following terminals for the body connections:
 - a. Main 100-amp body circuit;
 - b. Tail lamps;
 - c. Right turn signal;
 - d. Left turn signal;
 - e. Stop lamps;
 - f. Back-up lamps; and
 - g. Instrument panel lamps (controlled by dimmer switch).
3. An appropriate identifying diagram (color plus a name or number code) for all chassis electrical circuits shall be provided to the body manufacturer for distribution to the end user.
4. Wiring for the headlamp system must be separate from the electronic controlled body solenoid/module.

E. Wiring, Body

1. All wiring shall conform to current applicable SAE recommended practices.
2. All wiring shall have an amperage capacity exceeding the design load by at least 25%. All wiring splices are to be accessible and noted as splices on the wiring diagram.
3. A body wiring diagram, sized to be easily read, shall be furnished with each bus body or affixed to an area convenient to the electrical accessory control panel.
4. The body power wire shall be attached to a special terminal on the chassis.
5. Each wire passing through metal openings shall be protected by a grommet.
6. Wires not enclosed within the body shall be fastened securely at intervals of not more than 18 inches. All joints shall be soldered or joined by equally effective connectors, which shall be water-resistant and corrosion-resistant.
7. Wiring shall be arranged in circuits, as required, with each circuit protected by a fuse breaker

or electronic protection device. A system of color and number-coding shall be used and an appropriate identifying diagram shall be provided to the end user, along with the wiring diagram provided by the chassis manufacturer. The wiring diagrams shall be specific to the bus model supplied and shall include any changes to wiring made by the body manufacturer. Chassis wiring diagrams shall be supplied to the end user. The following body interconnecting circuits shall be color-coded, as noted:

FUNCTION	COLOR
Left Rear Directional Lamp	Yellow
Right Rear Directional Lamp	Dark Green
Stop Lamps	Red
Back-up Lamps	Blue
Tail Lamps	Brown
Ground	White
Ignition Feed, Primary Feed	Black

The color of the cables shall correspond to SAE J1128, *Low-Tension Primary Cable*.

8. Wiring shall be arranged in at least six regular circuits, as follows:
 - a. Head, tail, stop (brake), clearance and instrument panel lamps;
 - b. Step well lamps shall be actuated when the entrance door is open;
 - c. Dome lamps;
 - d. Ignition and emergency door signal;
 - e. Turn signal lamps; and
 - f. Alternately flashing signal lamps.
 9. Any of the above combination circuits may be subdivided into additional independent circuits.
 10. Heaters and defrosters shall be wired on an independent circuit.
 11. Whenever possible, all other electrical functions (such as sanders, if equipped, and electric-type windshield wipers) shall be provided with independent and properly protected circuits.
 12. Each body circuit shall be coded by number or letter on a diagram of circuits and shall be attached to the body in a readily accessible location.
- F. Buses may be equipped with a 12-volt power port in the driver's area.
- G. There shall be a manual noise suppression switch installed in the control panel. The switch shall be labeled and alternately colored. This switch shall be an on/off type, which deactivates body equipment that produces noise, including at least the AM/FM radio, heaters, air conditioners, fans and defrosters. This switch shall not deactivate safety systems, such as windshield wipers, lighting systems or child check systems. Once the switch has been reactivated, all electronic controls shall return to their original operations without driver reset.
- H. The entire electrical system of the body shall be designed for the same voltage as the chassis on which the body is mounted.

ELECTRONIC STABILITY CONTROL (ESC)

Buses should be equipped with Electronic Stability Control (ESC).

EMERGENCY EQUIPMENT

Head Start buses shall have locations of emergency equipment indicated by appropriate signage (45 CFR 1310.10(d)(2, 3 and 4).

A. Fire Extinguisher

1. The bus shall be equipped with at least one UL-approved pressurized, dry chemical fire extinguisher. The extinguisher shall be secured in a mounted bracket, located in the driver's compartment and readily accessible to the driver and passengers. A pressure gauge shall be mounted on the extinguisher and shall be easily read without moving the extinguisher from its mounted position.
2. The fire extinguisher shall have a rating of 2-A:10-BC, or greater. The operating mechanism shall be secured with a type of seal that will not interfere with the use of the fire extinguisher.

B. First Aid Kit

1. The bus shall have a removable, moisture-proof and dust-proof first aid kit in an accessible place in the driver's compartment. It shall be mounted and identified as a first aid kit. The location for the first aid kit shall be marked.
2. Contents shall include:
 - 2 – 1-inch x 2 ½ yards of adhesive tape rolls
 - 24 – Sterile gauze pads 3x3 inches
 - 100 – ¾ x 3 inches adhesive bandages
 - 8 – 2-inch bandage compress
 - 10 – 3-inch bandage compress
 - 2 – 2-inch x 6 foot sterile gauze roller bandages
 - 2 – Non-sterile triangular bandages, minimum 39x35x54 inches with two safety pins
 - 3 – Sterile gauze pads 36x36 inches
 - 3 – Sterile eye pads
 - 1 – Rounded-end scissors
 - 1 – Pair nitrile medical examination gloves
 - 1 – Mouth-to-mouth airway

C. Body Fluid Clean-Up Kit

Each bus shall have a removable, moisture-proof body fluid clean-up kit stored in a metal container, accessible to the driver. The kit shall be properly mounted and identified as a body fluid clean-up kit and must meet OSHA regulations.

D. Warning Devices

Each school bus shall contain three retroreflective triangle road warning devices that meet the requirements of FMVSS No. 125, Warning Devices. They shall be mounted in an accessible place.

- E. Any piece of emergency equipment may be mounted in an enclosed compartment, provided the compartment is labeled in not less than one-inch letters, identifying each piece of equipment contained therein.

EMERGENCY EXITS

- A. Any installed emergency exit shall comply with the design and performance requirements of FMVSS No. 217, *Bus Emergency Exits and Window Retention and Release*, applicable to that type of exit, regardless of whether or not that exit is required by FMVSS No. 217.
- B. Emergency Window Requirements
 - 1. On vehicles equipped with rear engines, the rear emergency window shall have a lifting assistance device that will aid in lifting and holding the rear emergency window open.
 - 2. Side emergency exit windows shall be vertically hinged on the forward side of the window or horizontally hinged on the bottom of the window.
 - 3. No side emergency exit window will be located above a stop arm.
- C. Emergency Door Requirements
 - 1. The exposed area of the upper panel of emergency doors shall be a minimum of 400 square inches of approved safety glazing.
 - 2. If installed, all other glass panels on emergency doors shall be approved safety glazing.
 - 3. There shall be no steps leading to an emergency door.
 - 4. There shall be no obstruction higher than ¼ inch across the bottom of any emergency door opening. Fasteners used within the emergency exit opening shall be free of sharp edges or burrs.
- D. Emergency Exit Requirements

The use of the following tables is to determine the required number and types of emergency exits to comply with this specification, based on the bus manufacturer’s equipped seating capacity.

- 1. Use Table 1 if the bus contains a rear emergency door, or
- 2. Use Table 2 if the bus contains a rear pushout emergency window AND a left side emergency door, as required by FMVSS No. 217 for school buses without a rear emergency door.
- 3. When using either Table 1 or Table 2:
 - a. Enter the Table at the appropriate “CAPACITY” and select the desired row from the options for that capacity.
 - b. A school bus will meet the requirements of this specification and the requirements of FMVSS 217 if it contains the types and quantities of emergency exits listed on the row selected.

TABLE 1 BUSES WITH REAR EMERGENCY DOOR (All Front Engine Buses)						TABLE 2 BUSES WITH REAR PUSHOUT WINDOW AND LEFT SIDE EMERGENCY DOOR (All Rear Engine Buses)					
Available Combinations By Capacity	Manufacturers Equipped Capacity	Shall Have	And Shall Also Have			Available Combinations By Capacity	Manufacturers Equipped Capacity	Shall Have	And Shall Also Have		
		Roof Hatch	L. Side Emerg. Exit Windows	R. Side Emerg. Exit Windows	L. Side Emerg. Exit Door			Roof Hatch	L. Side Emerg. Exit Windows	R. Side Emerg. Exit Windows	R. Side Emerg. Exit Door
1-45	1-45	1	0	0	0	1-45	1-45	1	0	0	0
46-77	46-77	2	1	1	0	46-89	46-89	2	1	1	0
	46-77	2	0	0	1		46-89	2	0	0	1
78-93	78-93	2	2	2	0	90-105	90-105	2	2	2	0
	78-93	2	1	1	1		90-105	2	1	1	1

EXHAUST SYSTEM

- A. The exhaust pipe, after-treatment system and tailpipe shall be outside the bus body compartment and shall be attached to the chassis so that any other chassis component is not damaged.
- B. The tailpipe and after-treatment system shall be constructed of a corrosion-resistant tubing material at least equal in strength and durability to 16-gauge steel tubing of equal diameter.
- C. The tailpipe may be flush with, or shall not extend more than two inches beyond, the perimeter of the body for side-exit pipe or the bumper for rear-exit pipe. The exhaust system shall be designed such that exhaust gas will not be trapped under the body of the bus.
- D. The tailpipe shall exit to the left or right of the emergency exit door in the rear of the vehicle or to the left side of the bus in front of or behind the rear drive axle or the tailpipe may extend through the bumper. The tailpipe exit location on all Types A-1 or B-1 buses may be in accordance to the manufacturer's standards. The tailpipe shall not exit beneath any fuel filler location, emergency door or lift door.
- E. The exhaust system shall be insulated in a manner to prevent any damage to any fuel system component.
- F. The design of the after-treatment systems shall not allow active (non-manual) regeneration of the particulate filter during the loading and unloading of passengers. Manual regeneration systems will be designed such that unintentional operation will not occur.
- G. For after treatment systems that require Diesel Exhaust Fluid (DEF) to meet federally mandated emissions:
 - 1. The composition of Diesel Exhaust Fluid (DEF) must comply with International Standard ISO 22241-1. Refer to engine manufacturer for any additional DEF requirements.
 - 2. The DEF supply tank shall be sized to meet a minimum ratio of 3 diesel fills to 1 DEF fill.
 - 3. (See lettering for DEF supply tank compartment under "IDENTIFICATION," this section.)

FENDERS: FRONT

- A. When measured at the fender line, the total spread of the outer edges of front fenders shall exceed the total spread of front tires when front wheels are in a straight-ahead position.
- B. Front fenders shall be properly braced and shall not require attachment to any part of the body.

FIRE SUPPRESSION SYSTEMS (OPTIONAL)

- A. A fire suppression system is recommended for installation in the engine compartment.
- B. The chassis manufacturer may provide an automatic fire extinguisher system in the engine compartment.
- C. Fire suppression system nozzles shall be located in the engine compartment, under the bus, in the electrical panel or under the dash, but they shall not be located in the passenger compartment. The system must include a lamp or buzzer to alert the driver that the system has been activated.

FLOORS

- A. The floor in the under-seat area, including tops of wheel housings, driver's compartment and toeboard, shall be covered with an elastomer floor covering, having a minimum overall thickness of .125 inch and a calculated burn rate of 0.1 mm per minute or less, using the test methods, procedures and formulas listed in FMVSS No. 302, *Flammability of Interior Materials*. The driver's area and toeboard area in all Type-A buses may be manufacturer's standard flooring and floor covering.
- B. The floor covering in the aisles shall be ribbed or other raised pattern elastomer and shall have a calculated burn rate of 0.1 mm per minute or less using the test methods, procedures and formulas listed in FMVSS No. 302. Minimum overall thickness shall be .187 inch measured from tops of ribs.

- C. The floor covering must be permanently bonded to the floor and must not crack when subjected to sudden changes in temperature. Bonding or adhesive material shall be waterproof and shall be a type recommended by the manufacturer of floor-covering material. All seams shall be sealed with waterproof sealer.
- D. On Types B, C and D buses, a flush-mounted, screw-down plate that is secured and sealed shall be provided to access the diesel or gasoline fuel tank sending unit and/or fuel pump. This plate shall not be installed under flooring material.

FRAME

- A. Frame lengths shall be established in accordance with the design criteria for the complete vehicle.
- B. Making holes in top or bottom flanges or side units of the frame and welding to the frame shall not be permitted except as provided or accepted by the chassis manufacturer.
- C. Frames shall not be modified for the purpose of extending the wheel base.
- D. Any secondary manufacturer that modifies the original chassis frame shall provide a warranty at least equal to the warranty offered by the original equipment manufacturer (OEM), and shall certify that the modification and other parts or equipment affected by the modification shall be free from defects in material and workmanship under normal use and service intended by the OEM.

FUEL SYSTEM

- A. Fuel tank(s) having a minimum 25-gallon capacity shall be provided by the chassis manufacturer. Each tank shall be filled from and vented to the outside of the passenger compartment, and each fuel filler should be placed in a location where accidental fuel spillage will not drip or drain on any part of the exhaust system.
- B. The fuel system shall comply with FMVSS No. 301, *Fuel System Integrity*.
- C. Fuel tank(s) may be mounted between the chassis frame rails or outboard of the frame rails on either the left or right side of the vehicle.
- D. The actual draw capacity of each fuel tank shall be a minimum of 83 percent of the tank capacity.
- E. Installation of alternative fuel systems, including fuel tanks and piping from the tank to the engine, shall comply with all applicable fire codes in effect on the date of manufacture of the bus.
- F. Installation of Liquefied Petroleum Gas (LPG) tanks shall comply with National Fire Protection Association (NFPA) 58, *Liquefied Petroleum Gas Code*.
- G. Installation of Compressed Natural Gas (CNG) containers shall comply with FMVSS No. 304, *Compressed Natural Gas Fuel Container Integrity*.
- H. The CNG Fuel System shall comply with FMVSS No. 303, *Fuel System Integrity of Compressed Natural Gas Vehicles*.

GOVERNOR

An electronic engine speed limiter shall be provided and set to limit engine speed, not to exceed the maximum revolutions per minute, as recommended by the engine manufacturer.

HANDRAILS

At least one handrail shall be installed. The handrail shall be a minimum of 1" diameter and be constructed from corrosion resistant material(s). The handrail(s) shall assist passengers during entry or exit and shall be designed to prevent entanglement, as evidenced by the passing of the NHTSA string and nut test.

HEATING SYSTEM, PROVISION FOR

The engine shall be capable of supplying coolant at a temperature of at least 170 degrees Fahrenheit at the engine coolant thermostat opening. The coolant flow rate shall be 50 pounds per minute at the return end of 30 feet of one inch inside diameter automotive hot water heater hose. (See SBMTC-001, *Standard Code for Testing and Rating Automotive Bus Hot Water Heating and Ventilating Equipment.*)

HEATING AND AIR CONDITIONING SYSTEMS

A. Heating System

1. The heater shall be hot water combustion type, electric heating element or heat pump.
2. If only one heater is used, it shall be fresh-air or combination fresh-air and recirculation type.
3. If more than one heater is used, additional heaters may be re-circulating air type.
4. The heating system shall be capable of maintaining bus interior temperatures, as specified in test procedure SAE J2233.
5. Auxiliary fuel-fired heating systems are permitted, provided they comply with the following:
 - a. The auxiliary heating system shall utilize the same type fuel as specified for the vehicle engine;
 - b. The heater(s) may be direct, hot air-type or may be connected to the engine coolant system;
 - c. An auxiliary heating system, when connected to the engine coolant system, may be used to preheat the engine coolant or preheat and add supplementary heat to the heating system;
 - d. Auxiliary heating systems must be installed pursuant to the manufacturer's recommendations and shall not direct exhaust in such a manner that will endanger bus passengers;
 - e. All combustion heaters shall be in compliance with current Federal Motor Carrier Safety Regulations;
 - f. The auxiliary heating system shall require low voltage.
 - g. Auxiliary heating systems shall comply with FMVSS No. 301, *Fuel System Integrity*, and all other applicable FMVSS, as well as with SAE test procedures.
6. All forced-air heaters installed by body manufacturers shall bear a name plate that indicates the heater rating in accordance with SBMTC-001, *Standard Code for Testing and Rating Automotive Bus Hot Water Heating and Ventilating Equipment*. The plate shall be affixed by the heater manufacturer and shall constitute certification that the heater performance is as shown on the plate.
7. Heater hoses shall be adequately supported to guard against excessive wear due to vibration. The hoses shall not dangle or rub against the chassis or any sharp edges and shall not interfere with or restrict the operation of any engine function. Heater hoses shall conform to SAE J20c, *Coolant System Hoses*. Heater lines, cores, and elements on the interior of the bus shall be shielded to prevent scalding or burning of the driver or passengers.
8. Each hot water system installed by a body manufacturer shall include one shutoff valve in the pressure line and one shut-off valve in the return line, with both valves at the engine in an accessible location, except that on Types A and B buses, the valves may be installed in another accessible location.
9. All heaters of hot water type in the passenger compartment shall be equipped with a device, installed in the hot water pressure line, which regulates the water flow to all passenger heaters.

The device shall be conveniently operated by the driver while seated. The driver and passenger heaters may operate independently of each other for maximum comfort.

10. On hot water type systems, accessible bleeder valves for removing air from the heater shall be installed in an appropriate place in the return lines of body company-installed heater.
11. Access panels shall be provided to make heater motors, cores, elements and fans readily accessible for service. An exterior access panel to the driver's heater may be provided.

B. Passenger Compartment Air Conditioning (Optional)

The following specifications are applicable to all types of school buses that may be equipped with air conditioning. This section is divided into three parts. Part 1 covers performance specifications, Part 2 covers test conditions and Part 3 covers other requirements applicable to all buses.

1. Performance Specifications

a. Standard Performance

The installed air conditioning system should cool the interior of the bus from 100 degrees to 80 degrees Fahrenheit, measured at three points (minimum) located four feet above the floor on the longitudinal centerline of the bus. The three required points shall be: (1) three feet above the center point of the horizontal driver seat surface, (2) at the longitudinal midpoint of the body, and (3) three feet forward of the rear emergency door or, for Type D rear-engine buses, three feet forward of the end of the aisle. Note for the Type A vehicles placement of the rear thermocouple should be centered in the bus over the rear axle. The independent temperature reading of each temperature probe inside the bus shall be within a range of ± 3 degrees Fahrenheit of the average temperature at the conclusion of the test.

b. High Performance

The installed air conditioning system should cool the interior of the bus from 100 degrees to 70 degrees Fahrenheit, measured at three points (minimum) located four feet above the floor on the longitudinal centerline of the bus. The three required points shall be: (1) three feet above the center point of the horizontal driver seat surface, (2) at the longitudinal midpoint of the body, and (3) three feet forward of the rear emergency door or, for Type D rear-engine buses, three feet forward of the end of the aisle. Note for the Type A vehicles placement of the rear thermocouple should be centered in the bus over the rear axle. The independent temperature reading of each temperature probe inside the bus shall be within a range of ± 3 degrees Fahrenheit of the average temperature at the conclusion of the test.

2. Test Conditions

The test conditions under which the above performance standards must be achieved shall consist of (1) placing the bus in a room (such as a paint booth) where ambient temperature can be maintained at 100 degrees Fahrenheit; (2) heat-soaking the bus at 100 degrees Fahrenheit at a point measured two feet horizontally from the top of the windows on both sides of the bus, with windows open for two hours; and (3) closing windows, turning on the air conditioner with the engine running at 1250 ± 50 RPM, and cooling the interior of the bus to 80 degrees Fahrenheit, (standard performance) or 70 degrees Fahrenheit (high performance), within 30 minutes while maintaining 100 degrees Fahrenheit outside temperature.

The manufacturer shall provide test results that show compliance with standard systems. If the bid specifies, the manufacturer shall provide facilities for the user or user's representative to confirm that a pilot model of each bus design meets the above performance requirements.

3. Other Requirements

- a. Evaporator cases, lines and ducting (as equipped) shall be designed in such a manner that all condensation is effectively drained to the exterior of the bus below the floor level under all conditions of vehicle movement and without leakage on any interior portion of the bus;
- b. Evaporators and ducting systems shall be designed and installed to be free of projections or sharp edges. Ductwork shall be installed so that exposed edges face the front of the bus and do not present sharp edges;
- c. On school buses equipped with Type-2 seatbelts having anchorages above the windows, the ducting (if used) shall be placed at a height sufficient to not obstruct occupant securement anchorages. This clearance shall be provided along the entire length (except at evaporator locations) of the passenger area on both sides of the bus interior;
- d. The body may be equipped with insulation, including sidewalls, roof, firewall, rear, inside body bows and plywood or composite floor insulation to reduce thermal transfer;
- e. All glass (windshield, service and emergency doors, side and rear windows) may be equipped with maximum integral tinting allowed by federal, state or ANSI standards for the respective locations, except that windows rear of the driver's compartment, if tinted, shall have approximately 28 percent light transmission;
- f. Electrical generating capacity shall be provided to accommodate the additional electrical demands imposed by the air conditioning system;
- g. Roofs may be painted white to aid in heat dissipation (See Appendix B).
- h. Air intake for any evaporator assembly(ies), except for front evaporator of Type A-1, shall be equipped with replaceable air filter(s) accessible without disassembly of evaporator case.
- i. For all buses (except Type D rear engine transit) equipped with a rear evaporator assembly, evaporator shall not encroach upon head impact zone, but may occupy an area of less than 26.5 inches from the rear wall and 14 inches from the ceiling.
- j. For Type D rear engine transit buses equipped with a rear evaporator over the davenport, the evaporator assembly may not interfere with rear exit window and may not extend above the rear seating row.

HINGES

All exterior metal door hinges shall be designed to allow lubrication to be channeled to the center 75% of each hinge loop without disassembly, unless they are constructed of stainless steel, brass or non-metallic hinge pins or other designs that prevent corrosion.

HORN

The bus shall be equipped with a horn(s) of standard make with the horn(s) capable of producing a complex sound in bands of audio frequencies between 250 and 2,000 cycles per second, and tested in accordance with SAE J377, *Horn—Forward Warning—Electric—Performance, Test, and Application*.

IDENTIFICATION

- A. The body shall bear the words "SCHOOL BUS" in black letters at least eight inches high on both front and rear of the body or on signs attached thereto. Lettering shall be placed as high as possible without impairment of its visibility. Letters shall conform to "Series B" of Standard Alphabets for Highway Signs. "SCHOOL BUS" lettering shall have a reflective background, or as an option, may be illuminated by backlighting.
- B. Required lettering and numbering shall include:
1. District or school(s) name(s) displayed at the beltline **in letters that are a minimum of 5 inches in height.**
 2. Company name or owner of the bus displayed below the driver's side window.
 3. The bus identification number displayed on the sides, on the rear and on the front.
 4. Exterior firearm-free zone sign displayed to the left of the entrance door. (R.S. 14:95.6)
 5. Exterior drug-free zone sign displayed to the left of the entrance door. (R.S. 40:981.3)
 6. Mandatory signage described in B.4 and B.5 (above) may be combined into one sign.
- C. Other lettering, numbering or symbols that may be displayed on the exterior of the bus shall be limited to:
1. Bus identification number, minimum 12-inch high characters, on top of the bus, in addition to required numbering on the sides, rear and front;
 2. The location of the battery(ies) identified by the word "BATTERY" or "BATTERIES" on the battery compartment door in two-inch lettering;
 3. Symbols or letters not to exceed 64 square inches of total display near the entrance door, displaying information for identification by the students of the bus or route served;
 4. Manufacturer, dealer or school identification or logos;
 5. Symbols identifying the bus as equipped for or transporting students with special needs as noted in SPECIALLY EQUIPPED SCHOOL BUS SPECIFICATIONS;
 6. Electronic warning sign related to school bus flashing signal;
 7. Lettering relating to railroad stop procedures; and
 8. Identification of fuel type in 1-inch lettering adjacent to the fuel filler opening.
 9. Manufacturer's identification of DEF compartment, if applicable.

INSIDE HEIGHT

Inside body height shall be 72 inches or more, measured metal to metal, at any point on the longitudinal centerline from the front vertical bow to the rear vertical bow. Inside body height of Type A-1 buses shall be 62 inches or more. Inside height measurement does not apply to air conditioning equipment.

INSTRUMENTS AND INSTRUMENT PANEL

A. The chassis shall be equipped with the instruments and gauges listed below:

Note: Telltale warning lamps in lieu of gauges are not acceptable, except as noted.

1. Speedometer;
2. Odometer that can be read without using a key and that will give accrued mileage (to seven digits), including tenths of miles, unless tenths of miles are registered on a trip odometer;
3. Tachometer;

Note: For types B, C and D buses, a tachometer shall be installed so as to be visible to the driver while seated in a normal driving position.

4. Voltmeter;

Note: An ammeter with graduated charge and discharge indications is permitted in lieu of a voltmeter; however, when used, the ammeter wiring must be compatible with the current flow of the system.

5. Oil pressure gauge;
6. Water temperature gauge;
7. Fuel gauge;
8. High beam headlamp indicator;
9. Brake air pressure gauge (air brakes), brake indicator lamp (vacuum/hydraulic brakes), or brake indicator lamp (hydraulic/hydraulic);
10. Turn signal indicator; and
11. Glow-plug indicator lamp, where appropriate.

B. All instruments shall be easily accessible for maintenance and repair.

C. The instruments and gauges shall be mounted on the instrument panel so that each is clearly visible to the driver while seated in a normal driving position.

D. Instruments and controls must be illuminated as required by FMVSS No. 101, *Controls and Displays*.

E. Multi-Function Gauge (MFG)

1. The driver must be able to manually select any displayable function of the gauge on a MFG, whenever desired.
2. Whenever an out-of-limits condition that would be displayed on one or more functions of a MFG occurs, the MFG controller should automatically display this condition on the instrument cluster. This should be in the form of an illuminated telltale warning lamp, as well as having the MFG automatically display the out-of-limits indications. If two or more functions displayed on the MFG go out of limits simultaneously, then the MFG should sequence automatically between those functions continuously until the condition(s) are corrected.
3. The use of a MFG does not relieve the need for audible warning devices, where required.

INSULATION (OPTIONAL)

A. If thermal insulation is specified, it shall be fire-resistant (FMVSS 302), with a minimum R-value of 5.5. Insulation shall be installed so as to prevent sagging.

B. If floor insulation is required, it shall be five-ply softwood plywood, nominal 5/8-inch thickness and shall be equal to or exceed properties of the exterior-type, C-D Grade, as specified in the standard issued by U.S. Department of Commerce. When plywood is used, all exposed edges shall be sealed. Type A-1 buses may be equipped with nominal ½-inch-thick plywood or equivalent material meeting the above requirements.

Equivalent material may be used to replace plywood, provided it has equal or greater insulation R-value, sound abatement, deterioration-resistant and moisture-resistant properties.

INTERIOR

- A. The interior of the bus shall be free of all unnecessary projections, which include luggage racks and attendant handrails, to minimize the potential for injury. This specification requires inner lining on ceilings and walls. If the ceiling is constructed with lap joints, the forward panel shall be lapped by rear panel and exposed edges shall be beaded, hemmed, flanged or otherwise treated to minimize sharp edges. Buses may be equipped with a storage compartment for tools, tire chains and/or tow chains. (See STORAGE COMPARTMENT, this section.)
- B. Interior overhead storage compartments may be provided if they meet the following criteria:
 - 1. Head protection requirements of FMVSS No. 222, *School Bus Passenger Seating and Crash Protection*, where applicable;
 - 2. Be completely enclosed and equipped with latching door (both door and latch sufficient to withstand a pushing force of 50 pounds applied at the inside center of the door);
 - 3. Have all corners and edges rounded with a minimum radius of one inch or be padded equivalent to door header padding;
 - 4. Be attached to the bus sufficiently to withstand a force equal to 20 times the maximum rated capacity of the compartment; and
 - 5. Have no protrusions greater than ¼ inch.
- C. The driver's area forward of the foremost padded barriers will permit the mounting of required safety equipment and vehicle operation equipment.
- D. Every school bus shall be constructed so that the noise level at the ear of the occupant nearest to the primary vehicle noise source shall not exceed 85 dBA when tested according to the procedure described in Appendix B.

LAMPS AND SIGNALS

- A. Interior lamps which illuminate the aisle and the stepwell shall be provided. The stepwell lamp shall be illuminated by an entrance door-operated switch, to illuminate only when headlamps and clearance lamps are on and the entrance door is open.
- B. Body instrument panel lamps may be controlled by an independent dimmer switch or may be controlled by the dimmer that operates the gauge lighting.
- C. School bus alternately flashing signal lamps shall be provided, as described by R.S. 32:289.
 - 1. The bus shall be equipped with two red lamps at the rear of the vehicle and two red lamps at the front of the vehicle.
 - 2. In addition to the four red lamps described above, four amber lamps shall be installed so that one amber lamp is located near each red signal lamp, at the same level, but closer to the vertical centerline of the bus. The system of red and amber signal lamps shall be wired so that amber lamps are energized manually. The red lamps are automatically energized and amber lamps are automatically de-energized when stop signal arms and the crossing control arm are extended or when the bus entrance door is opened.

The above-mentioned activation sequence can be accomplished with either a "sequential operation" or a "non-sequential operation" warning lamp system. While each of the systems can be configured to include components such as a master switch, amber activation switch, interrupt switch, etc., the presence (or absence) of these components does not affect the classification of the system as either *sequential* or *non-sequential*. Both *sequential* and *non-sequential* systems can be configured with a multitude of switch combinations to provide a unique system meeting specific user requirements. An amber pilot lamp and a red pilot lamp shall be installed adjacent to the driver controls for the flashing signal lamp to indicate to the driver which lamp system is activated.

3. If air or electric doors are used, the amber lights shall be activated from a momentary switch. A Three position switch shall activate the sequence as follows:
 - a. Position one—Door closed; lights off.
 - b. Position two—Activate red lights, stop arm and crossing control arm.
 - c. Position three—Red lights activated, door open, stop arm activated and crossing control arm activated.
 4. Background color may be SBY or glossy black.
 5. Red lamps shall flash at any time the stop signal arm is extended.
 6. All flashers for alternately flashing red and amber signal lamps shall be enclosed in the body in a readily accessible location.
- D. Turn signal and stop/tail lamps
1. The bus body shall be equipped with amber rear turn signal lamps that are at least seven inches in diameter or, if a shape other than round, a minimum 38 square inches of illuminated area and shall meet FMVSS No. 108, *Lamps, Reflective Devices, and Associated Equipment*. These signal lamps must be connected to the chassis hazard warning switch to cause simultaneous flashing of turn signal lamps when needed as a vehicular traffic hazard warning. Turn signal lamps are to be placed as wide apart as practical and their horizontal centerline shall be a maximum of 12 inches below the rear window.
 2. Buses shall be equipped with amber side-mounted turn signal lamps. The turn signal lamp on the left side shall be mounted rearward of the stop signal arm and the turn signal lamp on the right side shall be mounted rearward of the entrance door.
 3. Buses shall be equipped with four combination red stop/tail lamps.
 - a. Two combination lamps with a minimum diameter of seven inches, or if a shape other than round, a minimum 38 square inches of illuminated area shall be mounted on the rear of the bus just inside the turn signal lamps
 - b. Two combination lamps with a minimum diameter of four inches, or if a shape other than round, a minimum of 12 square inches of illuminated area, shall be placed on the rear of the body between the beltline and the floor line. The rear license plate lamp may be combined with one lower tail lamp. Stop lamps shall be activated by the service brakes and shall emit a steady light when illuminated.
- E. On buses equipped with a monitor for the front and rear lamps of the school bus, the monitor shall be mounted in full view of the driver. If the full circuit current passes through the monitor, each circuit shall be protected against any short circuit or intermittent shorts by a fuse circuit breaker, or electronic protection device.
- F. An optional white flashing strobe lamp may be installed on the roof of a school bus at a location not closer than 12 inches or more than 6 feet from the rear of the roof edge. However, if the bus is equipped with a roof hatch or other roof mounted equipment falling within the above-mentioned measurements, the strobe lamp may be located directly behind that equipment. The lamp shall have a single clear lens emitting light 360 degrees around its vertical axis, meeting the requirements of SAE J845. It may not extend above the roof more than the maximum legal height. A manual switch and a pilot lamp shall be included to indicate when the lamp is in operation. Optionally, the strobe lamp may be wired to activate with the amber alternately flashing signal lamps, continuing through the full loading or unloading cycle, and may be equipped with an override switch to allow activation of the strobe at any time for use in inclement weather.
- G. The bus body shall be equipped with two white rear backup lamps that are at least four inches in diameter or, if a shape other than round, a minimum of 12 square inches of illuminated area, and shall meet FMVSS No. 108. If backup lamps are placed on the same horizontal line as the brake

lamps and turn signal lamps, they shall be to the inside.

- H. Clearance, identification and side marker lamps and reflectors shall comply with Louisiana R.S. 32:308.A. and F, R.S. 32:309, 32:310 and 32:311.
- I. A daytime-running-lamps (DRL) system shall be provided.

METAL TREATMENT

- A. All metal except high-grade stainless steel or aluminum used in construction of the bus body shall be zinc-coated or aluminum-coated or treated to prevent corrosion. This includes but is not limited to such items as structural members, inside and outside panels, door panels and floor sills. Excluded are such items as door handles, grab handles, interior decorative parts and other interior plated parts.
- B. All metal parts that will be painted, in addition to the above requirements, shall be chemically cleaned, etched, zinc phosphate-coated and zinc chromate- or epoxy-primed to improve paint adhesion. This includes, but is not limited to, such items as crossing control arm and stop arm.
- C. In providing for these requirements, particular attention shall be given to lapped surfaces, welded connections of structural members, cut edges on punched or drilled hole areas in sheet metal, closed or box sections, unvented or undrained areas and surfaces subjected to abrasion during vehicle operation.
- D. As evidence that the above requirements have been met, samples of materials and sections used in the construction of the bus body shall be subjected to a cyclic corrosion testing as outlined in SAE J1563.

MIRRORS

- A. The interior glass mirror shall be either laminated or tempered and shall have rounded corners and protected edges. Mirrors shall be 6x16 inches minimum for Type A buses and be 6x30 inches minimum for Types C and D buses.
- B. Each school bus shall be equipped with exterior mirrors meeting the requirements of FMVSS No. 111, *Rearview Mirrors*. The right side, rear view mirror shall not be obscured by the unwiped portion of the windshield. Mirrors shall be easily adjustable, but shall be rigidly braced, so as to reduce vibration.
- C. Heated external mirrors may be used.
- D. Remote controlled external rear view mirrors may be used.

MOUNTING

- A. The rear body cross member shall be supported by the chassis frame. Except where chassis components interfere, the bus body shall be attached to the chassis frame at each main floor sill in such a manner as to prevent shifting or separation of the body from the chassis under severe operating conditions.
- B. Isolators shall be installed at all contact points between the body and the chassis frame on Types A-2, B, C and D buses, and shall be secured by a positive means to the chassis frame or body to prevent shifting, separation, or displacement of the isolators under severe operating conditions.

MUD GUARDS (MUD FLAPS)

Mud guards shall be rubber and meet requirements of R.S. 32:364. Mud guards shall be at least the width of the vehicle's tires.

OIL FILTER

An oil filter with a replaceable element shall be provided and connected by flexible oil lines if it is not

a built-in or an engine-mounted design. The oil filter shall have a capacity in accordance with the engine manufacturer's recommendation.

OPENINGS

All openings in the floorboard or firewall between the chassis and the passenger compartment (e.g., for gearshift selector and parking brakes lever) shall be sealed.

OVERALL LENGTH

Overall length of the bus shall not exceed 45 feet, excluding accessories.

OVERALL WIDTH

Overall width of bus shall not exceed 102 inches, excluding accessories.

PASSENGER LOAD

- A. Actual gross vehicle weight (GVW) is the sum of the chassis weight plus the body weight, plus the driver's weight, plus total seated student weight. For purposes of calculation, the driver's weight is 150 pounds and the student weight is 120 pounds per student.
- B. Actual GVW shall not exceed the chassis manufacturer's GVWR for the chassis, nor shall the actual weight carried on any axle exceed the chassis manufacturer's Gross Axle Weight Rating (GAWR).

PUBLIC ADDRESS SYSTEM (OPTIONAL)

- A. Buses may be equipped with an AM/FM/audio and/or public address system having interior and exterior speakers.
- B. No internal speakers, other than the driver's communication systems, may be installed within four feet of the driver's seat back in its rearmost upright position.

RETARDER SYSTEM (OPTIONAL EQUIPMENT)

A retarder system, if used, shall limit the speed of a fully loaded school bus to 19.0 mph on a 7% grade for 3.6 miles.

RETROREFLECTIVE MATERIAL

(See also Appendices A and B, [Retroreflective Sheeting](#).)

- A. The front and/or rear bumper may be marked diagonally 45 degrees down toward the centerline of the pavement with two $\pm \frac{1}{4}$ inch-wide strips of non-contrasting retroreflective material.
- B. The rear of the bus body shall be marked with strips of retroreflective NSBY material to outline the perimeter of the back of the bus using material which conforms with the requirements of FMVSS No. 131, *School Bus Pedestrian Safety Devices*, Table 1. The perimeter marking of rear emergency exits per FMVSS No. 217, *Bus Emergency Exits and Window Retention and Release*, and/or the use of retroreflective "SCHOOL BUS" signs partially accomplishes the objective of this requirement. To complete the perimeter marking of the back of the bus, strips of retroreflective NSBY material, a minimum of 1 inch and a maximum of 2 inches in width shall be applied horizontally above the rear windows and above the rear bumper, extending from the rear emergency exit perimeter, marking outward to the left and right rear corners of the bus. Vertical strips shall be applied at the corners connecting these horizontal strips. Multifunction school activity buses (MFSABs) shall be exempt from these color requirements.
- C. "SCHOOL BUS" signs, if not a lighted design, shall be marked with retroreflective NSBY material

comprising background for lettering of the front and/or rear “SCHOOL BUS” signs.

- D. Sides of the bus body shall be marked with at least 1¾ inch retroreflective NSBY material, extending the length of the bus body and located (vertically) between the floor line and the beltline.

ROAD SPEED CONTROL

When it is desired to accurately control vehicle maximum speed, a vehicle speed limiter may be utilized.

RUB RAILS

- A. There shall be one rub rail on each side of the bus located at, or no more than eight inches above, the seat cushion level. They shall extend from the rear side of the entrance door completely around the bus body (except at the emergency door or any maintenance access door) to the point of curvature near the outside cowl on the left side.
- B. There shall be one additional rub rail on each side located 10 inches or less above the floor line. The rub rail shall cover the same longitudinal span as the upper rub rail, except at the wheel housing, and it shall extend only to the longitudinal tangent of the right and left rear corners.
- C. Rub rails above the floor line shall be attached at each body post and at all other upright structural members.
- D. Each rub rail shall be four inches or more in width in its finished form and shall be constructed of 16-gauge metal or other material of equivalent strength suitable to help protect body side panels from damage. Rub rails shall be constructed in corrugated or ribbed fashion.
- E. Rub rails shall be applied outside the body or outside the body posts. (Pressed-in or snap-on rub rails do not satisfy this requirement.) For Type A-1 vehicles using the body provided by the chassis manufacturer or for Types A-2, B, C and D buses containing the rear luggage or the rear engine compartment, rub rails need not extend around the rear corners.
- F. The bottom edge of the body side skirts shall be stiffened by application of a rub rail, or the edge may be stiffened by providing a flange or other stiffeners.
- G. Rub rails shall be painted glossy black.

SEATS AND RESTRAINING BARRIERS

- A. Passenger Seating
 - 1. School bus design capacities shall be in accordance with 49 CFR, Part 571.3, *Definitions*, and FMVSS No. 222, *School Bus Passenger Seating and Crash Protection*.
 - 2. All seats shall have a minimum cushion depth of 15 inches, a seat back height of 24 inches above the seating reference point, and must comply with all other requirements of FMVSS No. 222.
 - 3. All restraining barriers and passenger seats shall be constructed with materials that enable them to meet the criteria of the *School Bus Seat Upholstery Fire Block Test*.
 - 4. Each seat leg shall be secured to the floor by bolts, washers and nuts in order to meet the performance requirements of FMVSS No. 222. Flange-head nuts may be used in lieu of nuts and washers. All seat frames attached to the seat rail shall be fastened with two or more bolts, washers and nuts, or with flange-head nuts. Seats may be track-mounted in conformance with FMVSS No. 222.
 - 5. If track seating is installed, the manufacturer shall supply minimum and maximum seat spacing dimensions (applicable to the bus) which comply with FMVSS No. 222. This information shall be on a label permanently affixed to the bus.

6. All school buses (including Type A) shall be equipped with restraining barriers which conform to FMVSS No. 222.
7. A flip-up seat may be installed at any side emergency door. If provided, the flip-up seat shall conform to FMVSS No. 222 and aisle clearance requirements of FMVSS No. 217, *Bus Emergency Exits and Window Retention and Release*. The flip-up seat shall be free of sharp projections on the underside of the seat bottom. The underside of the flip-up seat bottoms shall be padded or contoured to reduce the possibility of clothing being snagged. Flip-up seats shall be constructed to prevent passenger limbs from becoming entrapped between the seat back and the seat cushion when the seat is in the upright position. The seat cushion shall be designed to rise to a vertical position automatically when it is not occupied.
8. Lap belts shall not be installed on passenger seats in large school buses (over 10,000 pounds GVWR) except in conjunction with child safety restraint systems that comply with the requirements of FMVSS No. 213, *Child Restraint Systems*.

B. Pre-School Age Seating

Passenger seats designed to accommodate a child or infant carrier seat shall comply with FMVSS No. 225, *Child Restraint Anchorage Systems*. These seats shall be in compliance with NHTSA's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses."

Note: See A.8, above.

C. Driver Seat

1. The driver's seat supplied by the body manufacturer shall be a high back seat. The seat back shall be adjustable to 15 degrees minimum, without requiring the use of tools. The seat shall be equipped with a head restraint to accommodate a 5th percentile female to a 95th percentile adult male, as defined in FMVSS No. 208, *Occupant Crash Protection*.
2. Type A buses may utilize the standard driver's seat provided by the chassis manufacturer.

D. Driver Restraint System

A Type 2 lap/shoulder belt shall be provided for the driver. On buses where the driver's seat and upper anchorage for the shoulder belt are both attached to the body structure, a driver's seat with an integrated Type 2 lap/shoulder belt may be substituted. On buses where the driver's seat and upper anchorage for the shoulder belt are separately attached to both body and chassis structures (i.e., one attached to the chassis and the other attached to the body), a driver's seat with an integrated Type 2 lap/shoulder belt should be used.

The assembly shall be equipped with an emergency locking retractor for the continuous belt system. On all buses except Type A that are equipped with a standard chassis manufacturer's driver's seat, the lap portion of the belt system shall be guided or anchored to prevent the driver from sliding sideways under the belt system. The lap/shoulder belt shall be designed to allow for easy adjustment in order to fit properly and to effectively protect drivers varying in size from 5th percentile adult female to 95th percentile adult male. The belt may be of a high visibility contrasting color.

- E. Each bus shall be equipped with a durable webbing cutter having a full width handgrip and a protected, replaceable or non-corrodible blade. The required webbing cutter shall be mounted in a location accessible to the seated driver in an easily detachable manner.

SHOCK ABSORBERS

The bus shall be equipped with double-action shock absorbers compatible with the manufacturer's rated axle capacity at each wheel location.

SIDE SKIRTS

School bus body side skirts between the front and rear axles shall extend down to within two inches, plus or minus, of the horizontal line from the center of the front spindle to the center of the rear axle. The manufacturer may offer optional side skirt lengths that extend lower than this requirement. This measurement shall apply to a new unloaded school bus located on a flat, level surface.

STEERING GEAR

- A. The steering gear shall be approved by the chassis manufacturer and designed to ensure safe and accurate performance when the vehicle is operated with maximum load and at maximum speed.
- B. If external adjustments are required, the steering mechanism shall be accessible to make adjustments.
- C. Changes shall not be made to the steering apparatus which are not approved by the chassis manufacturer.
- D. There shall be a clearance of at least two inches between the steering wheel and cowl, instrument panel, windshield or any other surface.
- E. Power steering is required and shall be of the integral type with integral valves.
- F. The steering system shall be designed to provide a means for lubrication of all wear-points that are not permanently lubricated.

STEPS

- A. The first step at the entrance door shall be not less than 10 inches and not more than 14 inches from the ground when measured from the top surface of the step to the ground, based on standard chassis specifications, except that on Type D vehicles, the first step at the entrance door shall be 12 inches to 16 inches from the ground. An auxiliary step may be provided to compensate for the increase in ground-to-first-step clearance. The auxiliary step is not required to be enclosed.
- B. Step risers shall not exceed a height of 10 inches.

Note: When plywood is used on a steel floor or step, the riser height may be increased by the thickness of the plywood.

- C. Steps shall be enclosed to prevent accumulation of ice and snow.
- D. Steps shall not protrude beyond the side body line.

STEP TREADS

- A. All steps, including the floor line platform area, shall be covered with an elastomer floor covering having a minimum overall thickness of 0.187 inch.
- B. The step covering shall be permanently bonded to a durable backing material that is resistant to corrosion.
- C. Steps, including the floor line platform area, shall have a 1 ½-inch nosing that contrasts in color by at least 70 percent measured in accordance with the contrasting color specification in 36 CFR, Part 1192, ADA, *Accessibility Guidelines for Transportation Vehicles*.
- D. Step treads shall have the following characteristics:
 1. Abrasion resistance: Step tread material weight loss shall not exceed 0.40 percent, as tested under ASTM D-4060, *Standard Test Method for Abrasion Resistance of Organic Coatings by the Taber Abraser*, (CS-17 Wheel, 1000- gram, 1000 cycle).
 2. Weathering resistance: Step treads shall not break, crack, or check after ozone exposure (seven days at 50 pphm at 40 degrees C) and Weatherometer exposure (ASTM D-750, *Standard Test Method for Rubber Deterioration in Carbon-Arc Weathering Apparatus*, seven days).

3. Flame resistance: Step treads shall have a calculated burn rate of .01 mm per minute or less using the test methods, procedures and formulas listed in FMVSS No. 302, Flammability of Interior Materials.

Note: A spray on application type material may be used in lieu of item A. that meets the requirements of items B. through D. The material shall be applied not only to the interior surfaces of the service door step treads but also to the exterior, if not covered by undercoating.

STIRRUP STEPS

If the windshield and lamps are not easily accessible from the ground, there may be at least one folding stirrup step or recessed foothold installed on each side of the front of the body for easy accessibility for cleaning. There also may be a grab handle installed in conjunction with the step. Steps are permitted in or on the front bumper in lieu of the stirrup steps if the windshield and lamps are easily accessible for cleaning from that position.

STOP SIGNAL ARM

The stop signal arm(s) shall comply with the requirements of FMVSS No. 131, *School Bus Pedestrian Safety Devices* and with RS 32: 318.

STORAGE COMPARTMENT (OPTIONAL)

A storage container for tools, tire chains and/or other equipment may be located either inside or outside the passenger compartment. If inside, the storage compartment shall be fastened to the floor and have a cover with a positive fastening device, and chemicals shall not be stored in interior storage compartment.

SUN SHIELD

- A. On Types B, C and D vehicles, an interior adjustable transparent sun shield, with a finished edge and dimensions not less than 6x30 inches, shall be installed in a position convenient for use by the driver.
- B. On Type A buses, the sun shield (visor) shall be installed by the chassis manufacturer.

SUSPENSION SYSTEMS

- A. The capacity of springs or suspension assemblies shall be commensurate with the chassis manufacturer's GVWR.
- B. Rear leaf springs shall be of a progressive rate or multi-stage design. Front leaf springs shall have a stationary eye at one end and shall be protected by a wrapped leaf, in addition to the main leaf.

THROTTLE

The force required to operate the throttle shall not exceed 16 pounds throughout the full range of accelerator pedal travel.

TIRES AND RIMS

- A. Rims and tires of the proper size and load rating commensurate with the chassis manufacturer's GVWR shall be provided. The use of multi-piece rims and/or tube-type tires shall not be permitted on any school bus initially placed into service to transport students to and from Louisiana school after December 31, 1995.
- B. Dual rear tires shall be provided on Type A-2, Type B, Type C and Type D school buses.

- C. All tires on a vehicle shall be of the same size, and the load range of the tires shall meet or exceed the GVWR, as required by FMVSS No. 120, *Tire Selection and Rims for Vehicles other than Passenger Car*.
- D. If the vehicle is equipped with a spare tire and rim assembly, it shall be the same size as those mounted on the vehicle.
- E. If a tire carrier is required, it shall be suitably mounted in an accessible location outside of the passenger compartment.

TOWING ATTACHMENT POINTS

Front and/or rear towing devices (i.e., tow hooks, tow eyes, or other designated towing attachment points) shall be furnished to assist in the retrieval of buses that are stuck and/or for towing buses when a tow truck with a “wheel lift” or an “axle lift” is not available or cannot be applied to the towed vehicle.

- A. Towing devices shall be attached to the chassis frame either by the chassis manufacturer or in accordance with the chassis manufacturer’s specifications.
- B. Each towing device shall have a strength rating of 13,500 pounds each, for a combined rating of 27,000 pounds with the force applied in the rearward direction, parallel to the ground, and parallel to the longitudinal axis of the chassis frame rail. For pulling and lifting purposes, tow hooks are meant to be used simultaneously. For pulling, angularity applied to the tow hooks will decrease the capacities of the tow hooks.
- C. The towing devices shall be mounted such that they do not project forward of the front bumper or rearward of the rear bumper.

Note: Type A buses are exempt from the requirement for front tow hooks or eyes due to built-in crush zones.

TRACTION ASSISTING DEVICES (OPTIONAL)

- A. Where required or used, sanders shall:
 1. Be hopper cartridge-valve type;
 2. Have a metal hopper with all interior surfaces treated to prevent condensation of moisture;
 3. Have at least 100 pounds (grit) capacity;
 4. Have a cover that screws in place on the filler opening of the hopper, thereby sealing the unit airtight;
 5. Have discharge tubes extending under the fender wheelhousing to the front of each rear wheel;
 6. Have non-clogging discharge tubes with slush-proof, non-freezing rubber nozzles;
 7. Be operated by an electric switch with a pilot lamp mounted on the instrument panel located so as to be exclusively controlled by the driver;
 8. Be equipped with a gauge to indicate that the hopper has reached the one-quarter level (and needs to be refilled); and
 9. Be designed to prevent freezing of all activation components and moving parts.
- B. Automatic traction chains may be installed.

TRANSMISSION

- A. Automatic transmissions shall have no fewer than three forward speeds and one reverse speed. Mechanical shift selectors shall provide a detent between each gear position when the gear selector quadrant and shift selector are not steering-column mounted.
- B. Automatic transmissions shall have a transmission shifter interlock controlled by the application of the service brake to prohibit accidental engagement of the transmission.

TRASH CONTAINER AND HOLDING DEVICE (OPTIONAL)

When requested or used, the trash container shall be secured by a holding device that is designed to prevent movement and to allow easy removal and replacement. It shall be installed in an accessible location **in the driver's compartment**, not obstructing passenger access to the entrance door.

TURNING RADIUS

- A. A chassis with a wheelbase of 264 inches or less shall have a right and left turning radius of not more than 42 ½ feet, curb-to-curb measurement.
- B. A chassis with a wheelbase of 265 inches or more shall have a right and left turning radius of not more than 44 ½ feet, curb-to-curb measurement.

UNDERCOATING

- A. The entire underside of the bus body, including floor sections, cross member and below floor-line side panels, shall be coated with rust-proofing material for which the material manufacturer has issued to the bus body manufacturer a notarized certification to the bus body manufacturer that materials meet or exceed all performance requirements of SAE J1959, Sept. 2003 Edition of the Standard.
- B. The undercoating material shall be applied with suitable airless or conventional spray equipment to the undercoating material manufacturer recommended film thickness and shall show no evidence of voids in the cured film.
- C. The undercoating material shall not cover any exhaust components of the chassis.

VENTILATION

- A. Auxiliary Fan(s) shall meet the following requirements:
- B. Fan(s) shall be placed in a location where they can be adjusted for maximum effectiveness and where they do not obstruct the driver's vision to the mirrors or interfere with the safe operation of the vehicle.
 - 1. Fans shall have six-inch (nominal) diameter.
 - 2. Fan blades shall be enclosed in a protective cage. Each fan shall be controlled by a separate switch.
- C. The bus body shall be equipped with a suitably controlled ventilating system with capacity sufficient to maintain the proper quantity of air flow under operating conditions without having to open a window except in extremely warm weather.
- D. Static-type, non-closeable exhaust ventilation shall be installed in a low-pressure area of the roof.
- E. Roof hatches designed to provide ventilation in all types of exterior weather conditions may be provided.

WHEELHOUSING

- A. The wheelhousing opening shall allow for easy tire removal and service.
- B. Wheel housings shall be attached to the floor panels in a manner to prevent any dust, water or fumes from entering the body. Wheel housings shall be constructed of 16- gauge (or thicker) steel.
- C. The inside height of the wheel housings above the floor line shall not exceed 12 inches.
- D. The wheel housings shall provide clearance for installation and use of tire chains on single or dual (if so equipped) power-driving wheels.
- E. No part of a raised wheelhousing shall extend into the emergency door opening.

WINDOWS

- A. Other than emergency exits designated to comply with FMVSS No. 217, *Bus Emergency Exits and Window Retention and Release*, each side window shall provide an unobstructed opening of at least nine inches high (but not more than 13 inches high) and at least 22 inches wide, obtained by lowering the window. One window on each side of the bus may be less than 22 inches wide.
- B. All glass (windshield, service and emergency doors, side and rear windows) may be equipped with maximum integral tinting allowed by federal, Louisiana (RS 32:361.1) or ANSI standards for the respective locations, except that windows rear of the driver's compartment, if tinted, shall have approximately 28 percent light transmission;
- C. Windshields shall comply with federal, Louisiana state and local regulations.

WINDSHIELD WASHERS

A windshield washer system shall be provided.

WINDSHIELD WIPERS

- A. A two-speed or variable speed windshield wiping system, with an intermittent feature, shall be provided and shall be operated by a single switch.
- B. The wipers shall meet the requirements of FMVSS No. 104, *Windshield Wiping and Washing Systems*.

SPECIALLY EQUIPPED SCHOOL BUS SPECIFICATIONS

INTRODUCTION

The specifications in this section are intended to supplement specifications in the BODY AND CHASSIS section. In general, specially equipped buses shall meet all the requirements of the preceding sections, plus those listed in this section. It is recognized that the field of special transportation is characterized by varied needs for individual cases and by rapidly emerging technologies for meeting individual student needs. Additional specifications may be required to fulfill applicable requirements of specific students' IEPs.

DEFINITION

A *specially equipped school bus* is any school bus that is designed, equipped and/or modified to accommodate students with special transportation needs.

GENERAL REQUIREMENTS

- A. Specially equipped school buses shall comply with the *National School Transportation Specifications and Procedures* and with the Federal Motor Vehicle Safety Standards (FMVSSs) applicable to their respective model year and with gross vehicle weight rating (GVWR) category.
- B. Specially equipped school buses shall comply with Louisiana specifications as enumerated in the Bus Body and Chassis Specifications section of this document.
- C. Any school bus to be used for the transportation of children who utilize a wheelchair or other mobile positioning device, or who require life-support equipment that prohibits use of the regular service entrance, shall be equipped with a power lift.

AISLES

All school buses equipped with a power lift shall provide a minimum 30-inch pathway leading from any wheelchair position to at least one 30 inches-wide emergency exit door. A wheelchair securement position shall never be located directly in front of (blocking) a power lift door location.

COMMUNICATION SYSTEM

- A. All school buses that transport individuals with disabilities shall be equipped with a two-way electronic voice communication system that can be used at any point on the vehicle's route.
- B. Each bus should have a public address system capable of driver communication with passengers inside and outside the bus.

FIRE SUPPRESSION SYSTEM (OPTIONAL)

- A. A fire suppression system is recommended for installation in the engine compartment.
- B. The chassis manufacturer may provide an automatic fire extinguisher system in the engine compartment.
- C. Fire suppression system nozzles shall be located in the engine compartment, under the bus, in the electrical panel or under the dash, but they shall not be located in the passenger compartment. The system must include a lamp or buzzer to alert the driver that the system has been activated.

GLAZING

Tinted glazing may be installed in all doors, windows and windshields consistent with federal, state (RS 32:361.1) and local regulations.

IDENTIFICATION

Specially equipped school buses shall display the International Symbol of Accessibility below the window line and/or on the metal portion of the rear emergency door. Such emblems shall be white on blue or black background, shall not exceed 12 inches square in size and shall be of a high-intensity retroreflective material meeting the requirements of Federal Highway Administration (FHWA) FP-85, *Standard Specifications for Construction of Roads and Bridges on Federal Highway Projects*.

PASSENGER CAPACITY RATING

In determining the passenger capacity of a school bus for purposes other than actual passenger load (e.g., vehicle classification or various billing/reimbursement models), any location in a school bus intended for securement of a wheelchair during vehicle operation shall be regarded as four (4) designated seating positions, and each lift area shall count as four (4) designated seating positions.

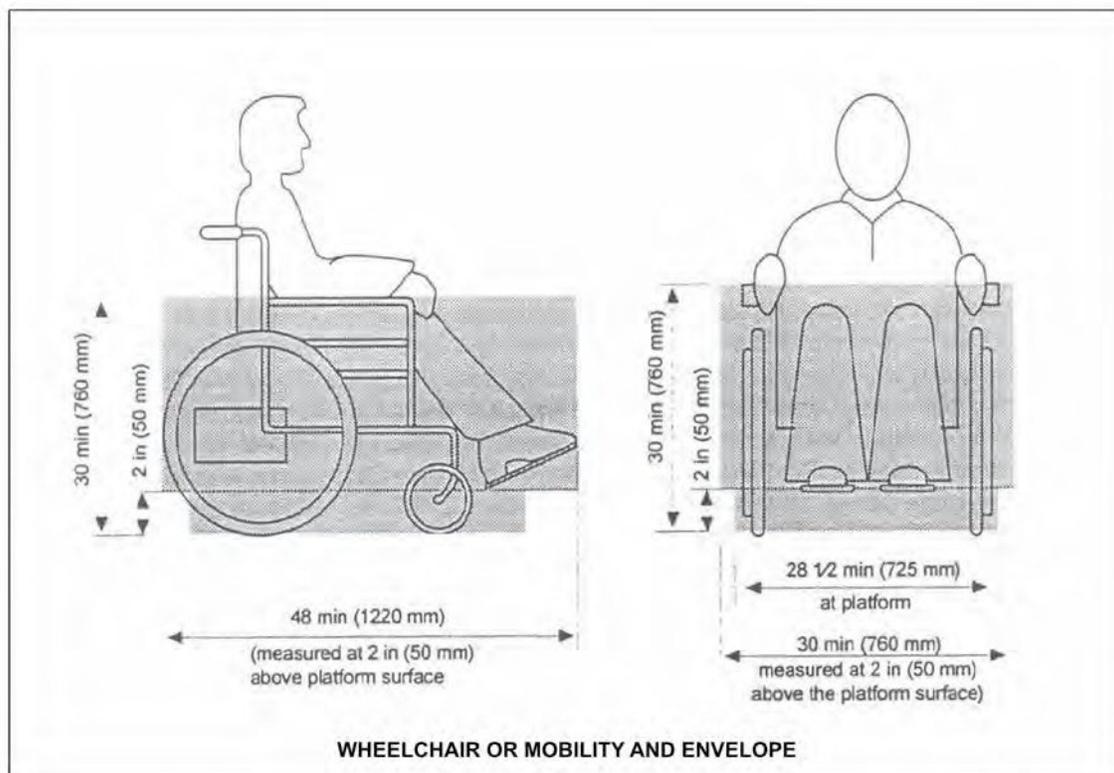
POWER LIFTS

- A. The power lift shall be located on the right side of the bus body.
- B. Vehicle lift and installation

General: Vehicle lifts and installations shall comply with the requirements set forth in FMVSS 403, Platform Lift Systems for Motor Vehicles, and FMVSS 404, *Platform Lift Installations in Motor Vehicles*.

1. Design loads: The design load of the lift shall be at least 800 pounds; however, lifts with a greater capacity are recommended to accommodate heavy motorized mobility devices. Working parts, such as cables, pulleys and shafts, which can be expected to wear, and upon which the lift depends for support of the load, shall have a safety factor of at least six (6), based on the ultimate strength of the material. Non-working parts, such as platform, frame and attachment hardware that would not be expected to wear, shall have a safety factor of at least three (3), based on the ultimate strength of the material.
2. Lift capacity: The lifting mechanism and platform shall be capable of operating effectively with a wheelchair and occupant mass of at least 800 pounds.
3. Controls: (See 49 CFR 571.403, S6.7, *Control systems*.)
4. Emergency operations: (See 49 CFR 571.403, S6.9, *Backup operation*.)
5. Power or equipment failures: (See 49 CFR 571.403, S6.2.2, *Maximum platform velocity*.) Platform barriers: (See 49 CFR 571.403, S6.4.7, *Wheelchair retention*.)
6. Platform surface: (See 49 CFR 571.403, S6.4.2, S6.4.3, Platform requirements.) (See also "Wheelchair or Mobility Aid Envelope" figure at the end of this subsection.)
7. Platform gaps and entrance ramps: (See 49 CFR 571.403, S6.4.4, *Gaps, transitions and openings*.)
8. Platform deflection: (See 49 CFR 571.403, S6.4.5, *Platform deflection*.)
9. Platform movement: (See 49 CFR 571.403, S6.2.3, *Maximum platform acceleration*.)
10. Boarding direction: The lift shall permit both inboard and outboard facing of wheelchair and mobility aid users.
11. Handrails: (See 49 CFR 571.403, S6.4.9, *Handrails*.)
12. Circuit breaker: A resettable circuit breaker shall be installed between the power source and the lift motor if electrical power is used. It shall be located as close to the power source as possible, but not within the passenger/driver compartment.
13. Excessive pressure: (See 49 CFR 571.403, S6.8, *Jacking prevention*.)
14. Documentation: The following information shall be provided with each vehicle equipped with a lift:

- a. A phone number where information can be obtained about installation, repair and parts. (Detailed written instructions and a parts list shall be available upon request.)
- b. Detailed instructions regarding use of the lift shall be readily visible when the lift door is open, including a diagram showing the proper placement and positioning of wheelchair/ mobility aids on the lift.
- c. Training materials: The lift manufacturer shall make training materials available to ensure the proper use and maintenance of the lift. These may include instructional videos, classroom curriculum, system test results or other related materials.
- d. Identification and certification: Each lift shall be permanently and legibly marked or shall incorporate a non-removable label or tag that states that the lift conforms to all applicable (for the date of manufacture) requirements of the National School Transportation Specifications and Procedures. In addition, and upon request of the original titled purchaser, the lift manufacturer or an authorized representative shall provide a notarized Certificate of Conformance, either original or photocopied, which states that the lift system meets all the applicable requirements of the current National School Transportation Specifications and Procedures.



REGULAR SERVICE ENTRANCE

- A. On power lift-equipped vehicles, steps shall be the full width of the step well, excluding the thickness of the doors in the open position.
- B. In addition to the handrail required in the SCHOOL BUS BODY AND CHASSIS section, an additional handrail may be provided on all specially equipped school buses. This handrail shall be located on the opposite side of the entrance door from the handrail required in the SCHOOL BUS BODY AND CHASSIS section and shall meet the same requirements for handrails.

RESTRAINING DEVICES

- A. On power lift-equipped school buses with a GVWR of 10,000 pounds or more, seat frames may be equipped with attachment points to which belt assemblies can be attached for use with child safety restraint systems (CSRs) that comply with FMVSS No. 213, Child Restraint Systems. Any belt assembly anchorage shall comply with FMVSS No. 210, *Seat Belt Assembly Anchorages*.
- B. Alternatively, a child restraint anchorage system that complies with FMVSS No. 225, Child Restraint Anchorage Systems, may be installed.
- C. Seat belt assemblies, if installed, shall conform to FMVSS No. 209, Seat Belt Assemblies.
- D. Child safety restraint systems, which are used to facilitate the transportation of children who in other modes of transportation would be required to use a child, infant or booster seat, shall conform to FMVSS No. 213.

SEATING ARRANGEMENTS

Flexibility in seat spacing to accommodate special devices shall be permitted to meet passenger requirements. All seating shall meet the requirements of FMVSS No. 222, *School Bus Passenger Seating and Crash Protection*.

SECUREMENT AND RESTRAINT SYSTEM FOR WHEELCHAIRS AND WHEELCHAIR-SEATED OCCUPANTS

For purposes of understanding the various aspects and components of this section, the terms securement and tie down and the phrases securement system or tie down system are used exclusively in reference to the devices that anchor the wheelchair to the vehicle. The term restraint and the phrase restraint system are used exclusively in reference to the equipment that is intended to limit the movement of the wheelchair occupant in a crash or sudden maneuver. The term wheelchair tie down and occupant restraint system (WTORS) is used to refer to the total system that secures the wheelchair and restrains the wheelchair occupant.

- A. **WTORS** — general requirements:
 - 1. A wheelchair tie down and occupant restraint system installed in specially equipped school buses shall be designed, installed, and operated for use with forward-facing wheelchair-seated passengers and shall comply with all applicable requirements of FMVSS 222, *School Bus Passenger Seating and Crash Protection*, and SAE J2249, *Wheelchair Tie down and Occupant Restraint Systems for Use in Motor Vehicles*.
 - 2. The WTORS, including the anchorage track, floor plates, pockets or other anchorages, shall be provided by the same manufacturer or shall be certified to be compatible by manufacturers of all equipment/systems used.
 - 3. Wheelchair securement positions shall be located such that wheelchairs and their occupants do not block access to the lift door.
 - 4. A device for storage of the WTORS shall be provided. When the system is not in use, the storage device shall allow for clean storage of the system, shall keep the system securely contained within the passenger compartment, shall provide reasonable protection from vandalism and shall enable the system to be readily accessed for use.
 - 5. The WTORS, including the storage device, shall meet the flammability standards established in FMVSS No. 302, *Flammability of Interior Materials*.
 - 6. The following information shall be provided with each vehicle equipped with a securement and restraint system:
 - a. A phone number where information can be obtained about installation, repair and parts. (Detailed written instructions and a parts list shall be available upon request.)

- b. Detailed instructions regarding use, including a diagram showing the proper placement of the wheelchair/mobility aids and positioning of securement devices and occupant restraints, including correct belt angles.
- 7. The WTORS manufacturer shall make training materials available to ensure the proper use and maintenance of the WTORS. These may include instructional videos, classroom curriculum, system test results or other related materials.
- B. Wheelchair Securement/Tiedown: (See 49 CFR 571.222, S5.4.1, S5.4.2.) Each wheelchair position in a specially equipped school bus shall have a minimum clear floor area of 30 inches laterally by 48 inches longitudinally. Additional floor area may be required for some wheelchairs. Consultation between the user and the manufacturer is recommended to ensure that adequate area is provided.
- C. Occupant restraint system: (See 49 CFR 571.222, S5.4.3, S5.4.4.) If the upper torso belt anchorage is higher than 44 inches measured from the vehicle floor, an adjustment device, as part of the occupant restraint system, shall be supplied.

SPECIAL LIGHT

Doorways in which lifts are installed shall be equipped with a special light that provides a minimum of two foot-candles of illumination measured on the floor of the bus immediately adjacent to the lift during lift operation.

SPECIAL SERVICE ENTRANCE

- A. Power lift-equipped bodies shall have a special service entrance to accommodate the power lift.

Note: A special service entrance shall not be required if the lift is designed to operate within the regular service entrance, is capable of stowing such that the regular service entrance is not blocked in any way and a person entering or exiting the bus is not impeded in any way.
- B. The special service entrance and door shall be located on the right side of the bus and shall be designed so as not to obstruct the regular service entrance.

Note: A special service entrance and door may be located on the left side of the bus only if the bus is used only to deliver students to the left side of one-way streets and its use is limited to that function.
- C. The opening may extend below the floor through the bottom of the body skirt. If such an opening is used, reinforcements shall be installed at the front and rear of the floor opening to support the floor and give the same strength as other floor openings.
- D. A drip molding shall be installed above the special service entrance to effectively divert water from the entrance.
- E. Door posts and headers at the special service entrance shall be reinforced sufficiently to provide support and strength equivalent to the areas of the side of the bus not used for the special service entrance.

SPECIAL SERVICE ENTRANCE DOORS

- A. A single door or double doors may be used for the special service entrance.
- B. A single door shall be hinged to the forward side of the entrance unless this would obstruct the regular service entrance. If the door is hinged to the rearward side of the doorway, the door shall utilize a safety mechanism that will prevent the door from swinging open should the primary door latch fail. If double doors are used, the system shall be designed to prevent the door(s) from being blown open by the aerodynamic forces created by the forward motion of the bus, and/or shall incorporate a safety mechanism to provide secondary protection should the primary latching

mechanism(s) fail.

- C. All doors shall have positive fastening devices to hold doors in the “open” position when the special service entrance is in use.
- D. All doors shall be weather sealed.
- E. When manually operated dual doors are provided, the rear door shall have at least a one-point fastening device to the header. The forward-mounted door shall have at least three one-point fastening devices. One shall be to the header, one to the floor line of the body, and the other shall be into the rear door. The door and hinge mechanism shall have strength that is greater than, or equivalent to, the strength of the emergency exit door.
- F. Door materials, panels and structural components shall have strength equivalent to the conventional service and emergency doors. Color, rub rail extensions, lettering and other exterior features shall match adjacent sections of the body.
- G. Each door shall have windows set in a waterproof manner that are visually similar in size and location to adjacent non-door windows. Glazing shall be of the same type and tinting (if applicable) as standard fixed glass in other body locations.
- H. Door(s) shall be equipped with a device that will actuate an audible or visible signal located in the driver’s compartment when the door(s) is not securely closed and the ignition is in the “on” position.
- I. A switch shall be installed so that the lift mechanism will not operate when the lift platform door(s) is closed.
- J. Special service entrance doors shall be equipped with padding at the top edge of the door opening. The padding shall be at least three inches wide and one inch thick and shall extend the full width of the door opening.

SUPPORT EQUIPMENT AND ACCESSORIES

- A. In addition to the webbing cutter required in the BUS BODY AND CHASSIS section, each specially equipped school bus that is set up to accommodate wheelchairs or other assistive or restraint devices with webbing attached shall contain an additional webbing cutter properly secured in a location to be determined by the purchaser. The webbing cutter shall meet the requirements listed in the SCHOOL BUS BODY AND CHASSIS section, Seats and Restraining Barriers, paragraph E.
- B. Special equipment or supplies that are used in the bus for mobility assistance, health support or safety purposes shall meet local, federal and engineering standards that may apply, including requirements for proper identification. Equipment that may be used for these purposes includes, but is not limited to:
 1. Wheelchairs and other mobile seating devices. (See subsection on Securement and Restraint System for Wheelchairs and Wheelchair-seated Occupants.)
 2. Crutches, walkers, canes and other ambulating devices to assist ambulation.
 3. Medical support equipment. This may include respiratory devices, such as oxygen bottles (which should be no larger than 38 cubic feet for compressed gas) or ventilators. Tanks and valves should be located and positioned to protect them from direct sunlight, bus heater vents or other heat sources. Other equipment may include intravenous and fluid drainage apparatus.
- C. Each specially equipped school bus that is set up to accommodate wheelchairs or other assistive restraint devices should be equipped with an emergency evacuation device that is certified and tested to withstand at least a 300-pound load when used as an emergency stretcher or drag. This evacuation device shall be properly secured to the bus in a location to be determined by the purchaser.
- D. If transporting oxygen, refer to AMD Standard 003.

TECHNOLOGY AND EQUIPMENT, NEW

It is the intent of these specifications to accommodate new technologies and equipment that will better facilitate the transportation of students with special needs. New technology and equipment are acceptable for use in specially equipped vehicles if:

- A. Items do not compromise the effectiveness or integrity of any major safety system. (Examples of safety systems include, but are not limited to, compartmentalization, the eight-lamp warning system, emergency exits and the approved color scheme.)
- B. Items do not diminish the safety of the bus interior.
- C. Items do not create additional risk to students who are boarding or exiting the bus or are in or near the school bus loading zone.
- D. Items do not require undue additional activity and/or responsibility for the driver.
- E. Items generally increase efficiency and/or safety of the bus, generally provide for a safer or more pleasant experience for the occupants and pedestrians in the vicinity of the bus and/or generally assist the driver and make his/her many tasks easier to perform.

SCHOOL BUS INSPECTION PROGRAM

LOUISIANA SCHOOL BUS INSPECTION PROGRAM

The Louisiana Department of Education (Bulletin 119, §701) requires thorough semi-annual (or more frequent) inspections of school buses by inspectors who have been approved and authorized by the Louisiana Department of Public Safety and Corrections and by the driver who is preparing to drive (“pre-trip”), or who has just completed a trip (“post-trip”) in a school bus. Semi-annual inspections are more fully described in this section; pre-trip and post-trip inspections are described in Bulletin 119, Supplement II: *Louisiana Student Transportation Operational Procedures*.

School bus inspection programs vary among school districts, civil parishes and cities in Louisiana. The Louisiana Department of Public Safety approves inspection stations throughout Louisiana except for municipalities that have been authorized by the Louisiana Legislature to operate independently. School districts and private contractors can be authorized by the Department of Public Safety to inspect their respective bus fleets, provided they meet certain inspection criteria; otherwise, buses must be inspected by facilities and inspectors that are approved by the Department of Public Safety and Corrections for inspecting commercial motor vehicles.

SEMI-ANNUAL SCHOOL BUS INSPECTIONS

Proper maintenance of student transportation vehicles is vital for a safe, efficient, and economical transportation program. Student transportation vehicles include district owned school buses, independently owned school buses, or other approved vehicles used for transporting students to and from school and school-related activities. Each LEA shall adhere to the following procedures:

- A. All student transportation vehicles must be maintained in safe operating condition through a systematic preventive maintenance program.
- B. All student transportation vehicles must be inspected during the months of June, July, or August and certified as safe by the appropriate authority prior to the beginning of each school session. Re-inspection or more frequent inspections of vehicles may be made at the discretion of the LEA.
- C. All student transportation vehicles must be inspected by an approved Commercial Motor Vehicle Inspection Station during December, January, or February of each school year. Re-inspection or more frequent inspections of vehicles may be made at the discretion of the LEA.

INSPECTION PROCEDURE

Inspectors are provided CMV inspection handbooks that have been published by the Louisiana Department of Public Safety. Handbooks include items that must be inspected and applicable inspection procedures. Inspection tags (“stickers”) are placed inside the front windshield on the left side, out of the line of vision of the driver. Although inspections must be conducted every six months or more frequently, inspection tags may sometimes be affixed to the windshield only once during a twelve-month period. Alternative methods of documenting inspections are permitted to replace inspection tags that are mounted on the vehicle’s windshield.

OUT-OF-SERVICE CRITERIA

The purpose of criteria is to identify critical school bus components and provide tolerances that inspectors can utilize to determine if a school bus is safe for student transportation. While it is recognized that each state may enforce more stringent standards, this document includes criteria that are recommended by the National Congress on School Transportation in the publication *National School Transportation Specifications and Procedures* (2015 edition), which are intended to establish a baseline for inspecting and placing school buses out-of-service.

RESOURCE INFORMATION

49 CFR PARTS 570.1-570.63, *Vehicle in Use Inspection Standards*

49 CFR PARTS 400-599, *Federal Motor Vehicle Safety Standards*

49 CFR PARTS 393, 396, *Federal Motor Carrier Safety Regulations*

49 CFR APPENDIX G to Subchapter B, *Minimum Periodic Inspection Standards*

SCHOOL BUS RECOMMENDED OUT-OF-SERVICE CRITERIA

BACKING ALARM

Failure of the backing alarm to operate in compliance with Louisiana R.S. 32:378.D.

BODY EXTERIOR

- A. Any panel, rub rail or trim that is loose, torn, dislocated or protruding from the surface of the bus, creating a hazard (393.203); or
- B. Any engine, battery or other door that is not properly secured (393.203).

BODY INTERIOR

Aisle

- A. Aisle does not have the required clearance (571.217); or
- B. Obstructions in aisle that prevent passengers from egress to emergency exits (393.62) (393.203).

Door (Entrance)

- A. The student entrance door does not open or close properly;
- B. Door control handle does not lock in the closed position; or
- C. Door is equipped with a padlock or similar locking device (excludes interlock systems).

Floor

Floor not maintained to prevent slipping or tripping by passenger(s).

Handrail

- A. Handrail loose or missing; or
- B. Handrail fails the nut/drawstring test as defined by NHTSA and described in "Recommended Inspection Procedures," "School Bus Body Interior," "Nut and String Test," this document.

Panels

Any panel (e.g., ceiling, side or wheel well) protruding, having sharp edges or not secured so is likely to cause injury.

Seat (Driver)

- A. Driver seat is not securely fastened to vehicle and/or fails to maintain adjusted position (393.93); or
- B. Any part of the driver's safety restraint assembly is missing, not properly installed or defective as to prevent proper securement of occupant [393.93(a)(b)] (571.209).

Seat(s) and Barrier(s)

- A. Any seat or barrier that is not securely attached to the vehicle (393.91);
- B. Any seat or barrier material(s) that compromises the integrity of compartmentalization and occupant protection (571.222); or
- C. Seat spacing fails to comply with 571.222.

Stepwell

- A. Any part of the step well or support structure that is damaged; or
- B. Any part of the step well tread that is loose, torn or damaged that would present a tripping hazard.

BRAKE SYSTEM(S)

Adjustment

Any one brake beyond the adjustment limit (See Table 1: Brake Adjustment Specifications in Recommended School Bus Inspection Procedures section, this document.)

Air System

- A. Absence of effective braking action upon application of service brakes [393.48 (a)];
- B. Audible air leak at chamber (e.g., ruptured diaphragm, loose chamber clamp, etc.) [386.3(a)(1)];
- C. If an air leak is discovered and either the primary or secondary reservoir pressure is not maintained when these conditions exist [396.3(a)(1)]:
 - 1. Governor is cut-in;
 - 2. Reservoir pressure is between 80-90 psi;
 - 3. Engine is at idle; and
 - 4. Service brakes are either fully applied or released; or
- D. ABS malfunction indicator light not functioning as designed or illuminated on all ABS required vehicles.

Axle Brakes, General

- A. Chamber size mismatched on axle [393.47(b)];
- B. Mismatched brake chamber long stroke verses regular stroke [393.47(b)]; or
- C. Mismatched slack adjuster length [393.47(c)].

Brake Shoe/Pad/Lining

- A. Any lining thickness less than allowed by 393.47;
- B. Lining pad is cracked, broken, not firmly attached or missing (393.47) (*surface or heat cracks in the lining should not be considered out of service*);
- C. The friction surface of drum, rotor or friction material are contaminated by oil, grease or brake fluid (393.47);
- D. Loose or missing component (e.g., chambers, spiders, support brackets) (393.47);
- E. Fails to make contact with drum/rotor (e.g., frozen, binding, uneven) [393.48(a)];
- F. Absence of braking action on any axle (e.g., failing to move upon application of a wedge, S-cam, cam or disc brake);
- G. Rotor or drum has evidence of metal to metal contact on the friction surface [393.47(d)(1)]; or
- H. Brake pad, lining or shoe missing [393.47(a)].

Drums/Rotors

- A. External crack(s) that open upon application [393.47(a)]; or
- B. Any portion of the drum or rotor (discs) missing, broken, misplaced or cracked through rotor to center vent [393.47(a)].

Hoses and Tubing

- A. Brake hose with any damage extending through the outer reinforcement ply [393.45(a)];
- B. Audible leak at other than a proper fitting or connection [393.45(a)];
- C. Any bulge or swelling when brake are applied [393.45(a)];
- D. Any restriction due to cracked, broken or crimped line/hose [393.45(a)]; or
- E. Any line, tubing, hose or connection that is not constructed to meet standard (571.106).

Hydraulic Brake System

- A. System brake failure light or low fluid light on or inoperative (393.51);
- B. Reservoir is below minimum level [393.45(a)] (571.106);
- C. Any seeping, leaking or swelling of hose(s) under pressure [393.45(a)];
- D. Any leak in master cylinder unit [393.45(a)] (571.106).
- E. Any observable fluid leak in the brake system;
- F. Brake failure warning system is missing, inoperative, disconnected, defective, or activated while the engine is running with or without brake application [393.51(b)];
- G. ABS malfunction indicator light not functioning as designed or illuminated on all ABS required vehicles.

Parking Brake

- A. Fails to hold vehicle in stationary position on normal roadway conditions (absence of ice or snow) in forward or reverse (393.41) [571.105 S5.2.1 and S5.2.3(b)].
- B. Parking brake warning lamp fails to function as designed.

Pedal Reserve

No pedal reserve with engine running [393.40(b)].

Power Assist Unit

Fails to operate [396.3(a)(1)].

CROSSING CONTROL ARM (CROSSING GATE)

Failure of the crossing control arm to be properly installed and in complete working order, in compliance with Louisiana R.S. 17:164.1 and FMVSS 131.

DIFFERENTIAL

Cracked or leaking housing [393.207(a)].

DRIVESHAFT

- A. Driveshaft guard loose, missing, improper placement or bent (393.89); or
- B. Universal joint(s) worn or faulty, or obvious welded repair [393.209(2)(d)].

ELECTRICAL/BATTERY

Battery

- A. Battery not secured (393.30);
- B. Signs of leaking or excessive corrosion; or
- C. Battery lacks cranking capacity to start engine.

Cables

- A. Electrical cable insulation chafed, frayed, damaged or compromised insulation burnt, causing bare cable to be exposed [393.28, 396.3(a)(1)];
- B. Loose or corroded connections at battery posts or compromised insulation protection to electrical components [393.28, 393.77(b), 396.3(a)(1)]; or
- C. Missing or damaged protective grommets insulating main electrical cables through metal compartment panels (393.30).

Components

- A. Broken or unsecured mounting of electrical components [396.3(a)(1)]; or
- B. Electrical cable unsupported, hanging or missing clamps that may cause chafing or frayed conditions [393.28, 396.3(a)(1)].

Windshield Wipers

- A. Inoperative, missing or damaged wiper (393.78); or
- B. Wiper does not clean sweep area of driver's windshield (393.78).

EMERGENCY EQUIPMENT

- A. Fire extinguisher missing, not of proper type or size, not fully charged, has no pressure gauge, is not secured or is not readily accessible to the driver or passengers (393.95);
- B. Properly stocked and secured first aid kit and body fluid cleanup kit, webbing cutter (on Head Start and other buses equipped with occupant restraints); or
- C. Missing emergency triangles or unsecured triangle kit (571.125).

EMERGENCY EXITS

- A. Any emergency door, window or roof hatch that fails to open freely or completely as defined in 571.217;
- B. Door prop-rod device is missing or inoperative (571.217);
- C. Any emergency exit equipped with a padlock or similar locking device (excludes interlock systems);
- D. Any vehicle that lacks the required number of emergency exits (571.217);
- E. Any emergency exit not properly labeled and marked both inside and outside the vehicle as specified by 571.217;
- F. Any item blocking access to an emergency exit;
- G. Any item or modification that reduces the size of the opening and limits egress to the emergency exit by all passengers; or
- H. Emergency exit warning device is not audible in the driver seating position and in the vicinity of the emergency door or window (571.217).

ENGINE

- A. Any critical component that fails to function as designed (396.3); or
- B. Any fluid leak that would affect the safe operation of the vehicle (396.3).

EXHAUST SYSTEM

- A. The exhaust system is leaking or discharging directly below or at a point forward of the driver or passenger compartment [393.83(g)];

Note: Does not apply to proper venting for emission systems.

- B. No part of the exhaust system shall be located and likely to result in burning, charring or damaging the electrical wiring, the fuel supply or any combustible part of the vehicle [393.83(a)]; or
- C. The tail pipe not extending beyond the school bus body or extending more than two (2) inches beyond the rear bumper.

FUEL SYSTEM

CNG or LPG Fuels

- A. Any fuel leakage from the CNG Or LPG system detected audibly or by smell and verified by either a bubble test using non-ammonia, non-corrosive soap solution, or a flammable gas detection meter [396.3(a)(1)].

Note: Verification is needed to ensure that the sound is not either internal to the fuel system (such as gas flowing in a pressure regulator, or pressure equalizing between manifold tanks) or a leak in the air brake system.

- B. Any fuel leakage from the CNG or LPG system detected visibly (evidence such as ice buildup at fuel system connections and fittings) and verified by either a bubble test using non-ammonia, non-corrosive soap solution, or a flammable gas detection meter [396.3(a)(1)].

Note: Some brief fuel leakage or decompression may occur during refueling, causing temporary frosting of CNG or LPG fuel system parts. If the vehicle has been refueled shortly before inspection, care must be taken to distinguish these temporary frosting occurrences from actual leaks.

Liquid Fuels

- A. Any part of the fuel tank or fuel system not securely attached to the vehicle (393.65);
- B. A fuel system with a dripping leak at any point (393.67 Tank); or
- C. Dripping leak (396.3(a)(1) leak other than tank); or
- D. Missing fuel cap or system does not seal as designed.

LAMPS/SIGNALS

- A. Any one of the following lamps not working: brake, turn signal, tail, head (low beam), school bus overhead warning light (amber or red), hazard warning or stop arm lamp (571.108, 571.131);

Note: vehicle LED lamps must have more than 25% of the diodes unlit to be considered not working.

- B. Horn fails to function as designed (393.81);
- C. Backing lamp not working;
- D. Backing alarm not sounding when transmission is placed in reverse or forward gear or neutral, all when the vehicle is rolling backward;
- E. Any critical brake, telltale lamp, buzzer or gauge that fails to function as designed;

- F. Required stop arm(s) fail to operate with overhead red lights as mandated (571.131); or
- G. The crossing control arm fails to extend and retract as designed.

MIRRORS (571.111)

- A. Any mirror required to provide the driver with the entire field of view, missing, damaged, clouded or otherwise obscured so as to place children in a hazardous position;
- B. Any crossover mirror system or portion thereof that fails to hold a set adjustment;
- C. Any crossover mirrors directed to view any area other than for which they were intended; or
- D. Any part of the required field of vision obscured or not visible from the driver seated position.

STEERING SYSTEM

Ball/Socket Joints

- A. Any movement under steering load of a nut stud [396.3(a)(1)];
- B. Any motion, other than rotational, between any linkage member and its attachment point of more than 1/8 inch measured with hand pressure only [393.209(d)]; or
- C. Any obvious welded repair [393.209(d)].

Front Axle Beam

Any crack(s) or obvious welded repair [396.3(a)(1)].

Nuts

Loose or missing fasteners on tie rod, pitman arm, drag link, steering arm or tie rod arm [396.3(a)(1)].

Pitman Arm

- A. Looseness of the pitman arm on the steering gear output shaft [393.209(d)]; or
- B. Any obvious welded repair [396.3(a)(1)] [393.209(d)].

Power Steering

- A. Auxiliary power assist cylinder loose [393.209(e)];
- B. Power steering system belts frayed, cracked or slipping [393.209(2)(e)]; or
- C. Power steering system leaking or insufficient fluid in reservoir [393.209(2)(e)].

Steering

- A. Any modification or condition that interferes with free movement of any steering component [393.209(d)]; or
- B. Steering travel restricted through the limit of travel in both directions [570.60(c)].

Steering Column/Wheel

- A. Absence or looseness of U-bolts or other positioning part(s) [393.209(c)];
- B. Welded or repaired universal joint(s) [393.209(d)];
- C. Steering wheel not properly secured [393.209(a)]; or
- D. Steering wheel lash/free play exceeds performance test (see Table #2) [393.209(b)].

Steering Gear Box

- A. Mounting bolt(s) loose or missing [393.209(d)];
- B. Crack(s) in gearbox or mounting brackets (393.209(d)) [396.3(a)(1)];
- C. Any obvious welded repair(s) [396.3(a)(1)] [393.209(d)]; or
- D. Looseness of yoke-coupling to the steering gear input shaft [393.209(d)].

Tie Rods/Drag Links

- A. Loose clamp(s) or clamp bolt(s) on tie rod or drag link(s) [396.3(a)(1)]; or
- B. Any looseness in any threaded joint [396.3(a)(1)].

SUSPENSION COMPONENTS

Air Suspension

- A. Deflated air suspension (one or more deflated air spring/bag) [393.207(f)]; or
- B. Air spring/bag is missing, broken, or detached at either the top or bottom (393.207(f)).

Axle Parts/Members

- A. Any U-bolt or other spring to axle clamp bolt(s) which are cracked, broken, loose or missing [393.207(a)];
- B. Any axle, axle housing, spring hanger(s), or other axle positioning parts which are cracked, broken, loose or missing that result in shifting of an axle from its normal position [393.207(a)];
- C. Any worn (beyond manufacturer specifications) or improperly assembled U-bolt, shock, kingpin, ball joint, strut, air bag or positioning component [570.61 (a)];
- D. Any spring hanger, assembly part or portion of leaf which is broken, separated or missing [393.207(c)]; or
- E. Any broken coil spring [393.207(d)].

Bumpers

- A. Front bumper is missing or not properly secured [393.203(e)]; or
- B. Rear bumper is missing or not properly secured (393.86).

Chassis/Frame/Unibody

- A. Any cracked, loose, sagging or broken, frame side rail. [393.201(a)];
- B. Any damage permitting the shifting of the body or imminent collapse of frame [393.201(a)];
- C. Any cracked, loose, broken frame member affecting support of functional components (e.g., steering gear, engine, transmission, body part or suspension) [393.201(a)];
- D. Any crack 1 ½ inch or longer in the frame side rail web which is directed toward bottom flange [393.201(a)]; or
- E. Any crack extending from the frame side rail web around the radius and into the bottom flange [393.201(a)].

Crossmembers

- A. Any cross member, outrigger or other structural support which is cracked, missing or deformed that affects the structural integrity of the vehicle (393.201);
- B. Three or more adjacent crossmembers broken or detached (393.201); or
- C. Any area of the floor that is sagging or soft due to broken crossmembers (393.201).

Outriggers/Body Supports

Any cross member, outrigger or other structural support which is cracked, missing, deformed or has rust holes where damage affects the safe operation of the vehicle.

TIRES/WHEELS/HUBS**Hub**

- A. Excessive wheel bearing or kingpin play that exceeds ¼ inch (393.70) (570.61).
- B. Any bearing (hub) cap, plug, or filler plug that is missing or broken, allowing an open view into hub assembly [396.3(a)(1)];
- C. Smoking from wheel hub assembly due to bearing failure [396.3(a)(1)];
- D. When any wheel seal is leaking. This must include evidence of contamination of the brake friction material [396.5(b)];
- E. Note: Grease/oil on the brake lining edge, back of shoe, or drum edge and oil stain with no evidence of fresh oil leakage are not conditions for an out-of-service violation.
- F. Lubricant is leaking from the bearing hub and is accompanied by evidence that further leakage will occur [396.5(b)]; or
- G. No visible or measurable amount of lubricant showing in bearing hub [396.5(a)].

Tire Inflation

Tire is flat or has noticeable leak [393.75(a)(3)].

Tire Sidewall

- A. Any sidewall cut, worn or damaged to the extent that the steel or fabric cord is exposed [393.75(a)];
or
- B. Any observable bump, bulge or knot related to sidewall or tread separation [393.75(a)].

Tire Tread Depth

- A. Any front tire tread worn to less than 4/32 inch [393.75(b)]; or
- B. Any rear tire tread worn to less than 2/32 inch [393.75(c)].

Tire Type

- A. Any school bus operated with regrooved, recapped or retreaded tires on the front axle [393.75(d)];
or
- B. Any tire not of proper type (e.g., load range, size, mismatched on axle).

Wheels/Rims/Spiders

- A. Any nuts, bolts, studs, lugs or holes that are elongated, broken, missing, damaged or loose [393.205(b)];
- B. Any cracked or broken wheel or rim [393.205(a)]; or
- C. Any lock or slide ring broken, cracked, improperly seated, sprung or has mismatched rings [393.205(a)].

WHEELCHAIR LIFT-EQUIPPED VEHICLES

- A. Wheelchair lift does not function as designed or is inoperable;
- B. Missing manual pump handle;
- C. Platform lift manufactured after April 1, 2005 must meet all the following criteria, (as referenced in FMVSS 403 and 404):
 - 1. Jacking prevention;
 - 2. Manual backup operating mode;
 - 3. Interlocks to prevent forward or rearward mobility of the vehicle unless lift is stowed and lift doors are closed;
 - 4. Wheelchair retention device; and
 - 5. Platform outer barrier, inner roll stop and threshold warning device.
- D. Any hydraulic line leaking during lift operation;
- E. Wheelchair restraint system is missing, incomplete or improperly installed, loose, damaged or does not adhere to the securement manufacturer's recommendations; or
- F. Any required wheelchair occupant restraint system not in compliance (571.222).

WINDOWS

- A. Any glass or glazing that is broken through or missing (393.60);
- B. Any glass not of approved type [393.60(a)];
- C. Windshield has discoloration or other damage in that portion extending upward from the height of the topmost portion of the steering wheel, but not including a two-inch border at the top and a one-inch border at each side of the windshield or each panel thereof, except as follows:
 - 1. Color or tint applied by the manufacturer for the reduction of glare;
 - 2. Tinting that does not comply with Louisiana RS32:361.1;
 - 3. Any crack not over ¼ inch long, if not intersected by any other crack;
 - 4. Any damaged area, that can be covered by a disc ¾ inch in diameter, if not closer than three inches to any other such damaged area; or
 - 5. Driver's side area window(s) have chips, clouding, or cracks that obscure the driver's vision [393.60(c)]; or
- D. No operable defrosting and defogging system to clear the driver's windshield (571.103).

RECOMMENDED SCHOOL BUS INSPECTION PROCEDURES

WARNING! Please **READ and follow** these instructions to avoid personal injury or death. Prior to performing any inspection procedures, always ensure that the vehicle is properly secured, wheels chocked, and that the ignition key is controlled. Proper safety equipment should always be used.

When working on or around a vehicle, the following general precautions should be observed at all times:

- A. Park the vehicle on a level surface, apply the parking brakes and always block the wheels.
- B. Always wear safety glasses and other appropriate safety gear.
- C. Stop the engine and remove ignition key when working under or around the vehicle.
- D. When working in the engine compartment, the engine should be shut off and the ignition key should be removed. Where circumstances require that the engine be in operation, **EXTREME CAUTION** should be used to prevent personal injury resulting from contact with moving, rotating, leaking, heated or electrically charged components.

BACKING ALARM

With engine running, place transmission in reverse, release the parking brake and accelerate. Alarm should be sounding. With bus rolling backward, shift into neutral. If the backing alarm stops operating, the alarm does not meet Louisiana specifications (R.S. 32:378), and should be “out of service” until the alarm is replaced.

BODY EXTERIOR

Visually inspect the body exterior to ensure that there is not any panel, rub rail or trim that is loose, torn, dislocated or protruding from the surface of the bus that would create a hazard.

All engine, battery or other doors must be securely mounted and properly installed.

BODY INTERIOR

Aisle

- A. Visually inspect the aisle to ensure that all aisles, including aisle (or passageway between seats) leading to emergency door are a minimum of 12 inches.
- B. Visually inspect to ensure that there are no obstructions in an aisle that would prevent passengers from egress to emergency exits.
- C. On school buses with a side emergency door, check that aisle space from center aisle to side of emergency door is 12 inches by measuring between the vertical line of the seat back and the face of the next seat cushion or bottom of a flipseat.
- D. On buses equipped with flip up seats, inspect to ensure the seat cushion rises to a vertical position automatically when not occupied.

Door, Entrance

Visually inspect and operate entrance door and inspect door to properly open and close without any obstruction of movement. Inspect manually operated door to make sure door will maintain an open and closed position. Door shall not have any locking device except for interlock systems. On power-operated entrance doors, the emergency release valve, switch or device to release the entrance door must be placed above or to the immediate left or immediate right of the entrance door and must be clearly labeled.

Floor

Visually inspect floor covering, aisle and cove molding strips for condition and adhesion. Check fastening holes for cracks, and check condition of rubber in aisle to ensure that there are no unsealed holes or cracks through the underside of the bus and that there is no damage to the coverings which could cause a trip or slip hazard.

Handrail

Handrail must be securely mounted and all OEM hardware present. Perform the NHTSA *Nut and String Test* as described and illustrated below.

Nut and String Test

The Handrail Inspection Tool and Procedure

The inspection tool is inexpensive and the procedure for detecting potentially fatal handrail designs is quite simple. The inspection tool is a standard $\frac{1}{2}$ inch hex nut measuring $\frac{3}{4}$ inch across the flats. This nut is tied to $\frac{1}{8}$ inch thick cotton cord measuring 36 inches in length with overhand knots. The drawstring should have a minimum length of 30 inches, when tied to the nut and attached so that a pull of at least 10 pounds does not separate the nut from or break the drawstring.

Steps to conduct a handrail inspection are:

- Stand on the ground outside of the bus;
- Drop the inspection tool between the handrail and step well wall, simulating the typical way students exit the bus;
- Draw the inspection tool through the handrail in a smooth, continuous slow motion; and
- Repeat this procedure several times (minimum of three times).



Note: It is important to drop the inspection tool over the handrail in such a way as to simulate a child exiting the bus. This is a drop-and-drag test. Do not create a snagging situation by placing the nut in an area that would not be exposed to a drawstring or other articles.

Inspection Results

Take the bus out of service and repair it if the inspection tool catches or snags anywhere on the handrail. If the nut separates from the drawstring or the drawstring breaks, reassemble the tool and retest. If the inspection tool pulls freely without catching or snagging, the bus should not be rejected.

Panels

Visually inspect all interior sidewall, rear, ceiling and driver's area paneling for secure fastening, projections or sharp edges and general condition.

Seat(s) and Barrier(s)

- Visually inspect all seats and barriers to ensure that all are securely mounted and are not loose or broken.
- All seats shall be forward-facing and securely fastened to the bus body. Passenger seat cushions shall be fastened to prevent the cushions from disengaging from the seat frames in the event of an accident. There shall be a minimum space of 24 inches between the forward surface of a seat back and the rear surface of the seat or barrier ahead measured across the seat cushion without depressing any surface. The forward surface may have side bolsters that briefly reduce the width to

less than 24 inches provided the remainder of the seat measures at least 24 inches.

- C. Seats and barriers should appear symmetrical. Seats/barriers that do not appear symmetrical should be physically inspected to ensure seat covering and/or padding is not significantly compromised and complies with FMVSS 571.222.

Seat, Driver

- A. Visually inspect driver's seat to ensure that it is securely fastened to the vehicle.
- B. Visually inspect the driver's seat for its ability to maintain the adjusted position. Inspect driver's restraining device (seat belt) for fraying, attaching hardware and the capacity of the seat belt for maintaining the driver in the seated position.

Stepwell

Visually inspect the stepwell for the condition of support structure to ensure structural stability. Inspect stepwell treads to ensure proper securing and adhesion to stepwell. Visually inspect step treads for any excessively worn areas that may pose a tripping or slip hazard.

BRAKE SYSTEMS

Air System

- A. With full system air pressure, depress the brake pedal and inspect each wheel end brake to determine if effective braking forces are applied to each wheel end brake. There should be no audible air loss at supply lines, fittings, valves or brake chambers.
- B. With full system pressure, make a single full service brake application with the parking brake and ignition off. Note the gauges and listen for air leaks. Release the service brake.
- C. If an air leak is detected at any point in the inspection process, the inspector should check the vehicle's air loss rate following these procedures:
 1. Set engine at idle and release brakes;
 2. Reduce air pressure in reservoir to 80 psi;
 3. Make a full brake application with governor cut-in; and
 4. Check air pressure gauge after initial application for air loss. Air pressure should be maintained or increase. A drop in pressure indicates a serious air leak in the brake system.

Air Brakes Measurement

The following procedure is based on the applied stroke method for measuring the movement of the brake chamber push rod:

- A. Release the spring brakes and visually check each brake to ensure that it is in the normal released position.
- B. With the brakes released, make a mark where the pushrod exits the brake chamber.
- C. With the engine off, make a series of brake applications to reduce the reservoir pressure to between 90 to 100 psi.
- D. Apply and hold a full brake application (90 to 100 psi).
- E. Measure the distance between the mark and the face of the brake chamber. The difference between measurements is called the chamber applied stroke.

Note: Any brake that is beyond the re-adjustment limit will require repairs and/or adjustment. (See Table 1: *Brake Adjustment Specifications* below.)

Table 1: Brake Adjustment Specifications

Brake adjustment: Shall be less than those specifications contained herein relating to “Brake Adjustment Limit.” (Dimensions are in inches.)

Clamp Type Chamber Data		
Type	Outside Diameter	Brake Adjustment Limit
6	4 ¹ / ₂	1.25
9	5 ¹ / ₄	1.375
12	5 ¹¹ / ₁₆	1.375
16	6 ³ / ₈	1.75
20	6 ²⁵ / ₃₂	1.75
24	7 ⁷ / ₃₂	1.75
30	8 ³ / ₃₂	2
36	9	2.25
“Long Stroke” Clamp Type Brake Chamber Data		
Type	Outside Diameter	Brake Adjustment Limit
12	5 ¹¹ / ₁₆	1.75
16	6 ³ / ₈	2.0
20 (2 ½” Rated Stroke)	6 ²⁵ / ₃₂	2.0
20 (3” Rated Stroke)	6 ²⁵ / ₃₂	2.5
24 (2 ½” Rated Stroke)	7 ⁷ / ₃₂	2.0
24 (3” Rated Stroke)	7 ⁷ / ₃₂	2.5
30	8 ³ / ₃₂	2.5

DD-3 Brake Chamber Data		
Type	Outside Diameter	Brake Adjustment Limit
30	8 ¹ / ₈	2.25
Note: This chamber has three air lines and found on motorcoaches.		
Wedge Brake Data		
The combined movement of both brake shoe lining scribe marks shall not exceed 1/8 inch (3.18mm).		

Brake Shoe/Pad/Lining

- A. Visually inspect all brake linings/shoes/pads. Linings may be checked through inspection slots. All shoes/pads/linings shall comply with the applicable standards.
- B. The brake lining/pad thickness shall not be less than 3/16 inch at the shoe center for a shoe with a continuous strip of lining, less than ¼ inch at the shoe center for a shoe with two pads, or worn to the wear indicator if the lining is so marked, for air drum brakes.
- C. The brake lining/pad thickness shall not be less than ⅜ inch for air disc brakes, or 1/16 inch or less for hydraulic disc brakes.
- D. Visually inspect the brake lining/pad to ensure that it is firmly attached to the shoe, is not cracked or broken, and that the friction surface is not saturated with oil, grease, or brake fluid.
- E. Visually inspect all brake components mounting hardware for any loose, cracked, broken or missing items. This inspection should be performed with the brakes released and with the brakes applied. It may be necessary to remove inspection access covers, brake dust covers or, in some instances, pull wheels and drums to accomplish the inspection.

Chamber Size

Visually inspect all brake chambers to ensure they are properly marked, in good operating condition, have no visible damage, and are properly matched. Chambers must be matched by size, type and stroke.

Drums/Rotors

- A. Visually inspect all brake drums/rotors for any external cracks that open when brakes are applied. (Do not confuse short hairline internal check cracks with flexural cracks.)
- B. Inspect for any portion of the drum/rotor missing or in danger of falling away.

Note: It may be necessary to remove inspection access covers, brake dust covers or, in some instances, pull wheels and drums to accomplish the inspection.

Hoses and Tubing

- A. Carefully perform a visual inspection of all system hoses, lines, and tubing.
- B. Inspect all hoses, lines, and tubing for any audible leak (if air), or visible leak (if hydraulic), any bulging/swelling when the system is pressurized, any hose, line, or tubing is cracked, broken or crimped in such a manner as to restrict flow, any hose abraded (chafed) through outer cover to fabric layer or any line/tubing, and for proper securement and support.

Hydraulic Brakes Measurement

- A. With the brake pedal in the full upright position, the inspector shall measure the distance between the brake pedal and the floor or firewall. With the engine running, a single firm brake application shall be made and the distance between the brake pedal and the floor or firewall shall be measured a second time. The difference shall be recorded.
- B. With vehicle stopped and engine running, depress brake pedal. The system must be able to maintain brake pedal height under moderate foot force (40-60 pounds) for one minute without pumping. With vehicle in stopped position and brake pedal depressed under moderate foot force (40-60 pounds) there should be a minimum of 1/3 of the total available pedal travel (manufacturer's specification) remaining on non-powered systems.

Hydraulic Brake System

- A. With the engine off, turn the ignition switch to the "on" position and check the instrument panel for visible and audible warning signals to indicate system malfunction. If bus is equipped with vacuum assist, it shall have a visible warning signal and gauge to indicate any loss of vacuum. Audible signals must be loud enough to be heard over engine noise.

- B. Visually inspect the master cylinder to determine if it is below the minimum fill requirements, is leaking, is loose or improperly mounted.
- C. Visually inspect the hydraulic fluid reservoir level in the master cylinder unit. Inspect for any fluid leaks on wheel cylinders/calipers, master cylinders, hose connection and hydrovac and on buses using vacuum-assisted brakes. Check for brake fluid around the brake booster between the booster and firewall.

Parking Brake

- A. With the engine operating and the park brakes set, place the transmission in both forward and reverse gears to determine if brakes will hold vehicle stationary.
- B. Visually and physically check condition of parking brake system and parking brake warning light.

Pedal Reserve

- A. With the brake pedal in the full upright position, the inspector shall measure the distance between the brake pedal and the floor or firewall. With the engine running, a single firm brake application shall be made and the distance between the brake pedal and the floor or firewall shall be measured a second time. The difference shall be recorded.
- B. With vehicle stopped and engine running, depress brake pedal. The system must be able to maintain brake pedal height under moderate foot force (40-60 pounds) for one minute without pumping. With vehicle in stopped position and brake pedal depressed under moderate foot force (40-60 pounds) there should be a minimum of 1/3 of the total available pedal travel (manufacturer's specification) remaining on non-powered systems.

Power Assist Unit

- A. Electric/Hydraulic Assist: With engine off, depress the brake pedal. The electric/hydraulic brake assist motor must operate.
- B. Hydrovac Assist: With engine off, the driver shall pump the brakes to exhaust all reserve. Hold firm pressure on the brake pedal and start the engine. The pedal should fall slightly. Failure of the pedal to fall slightly indicates a malfunction of the power-assist unit.
- C. Hydro-boost: After 2-3 brake applications with the engine off, start the vehicle while maintaining pressure on the brake pedal. The pedal should push briefly, and then fall as the power assist engages.

Slack Adjuster Length

Measure from the center of the S-cam to the center of the push rod clevis pin. All slack adjusters on a single axle shall be of the same type and length.

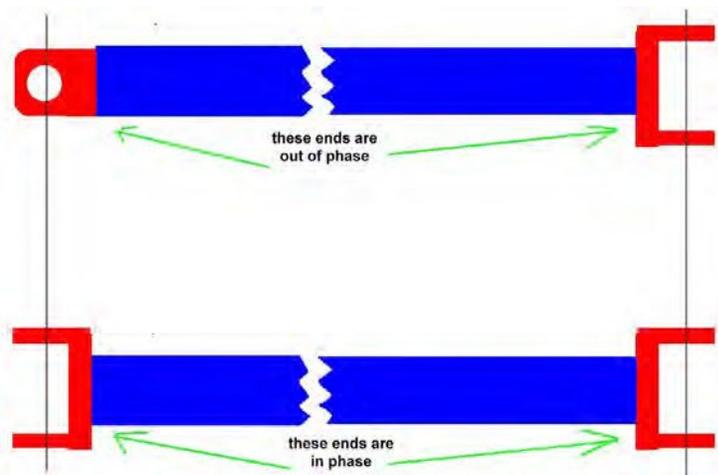
DIFFERENTIAL

The Inspector shall visually inspect the differential and differential housing for cracks and leaks. Careful attention shall be made to the areas of mounting attaching hardware and wheel end areas. Housing vent shall be inspected to ensure that it is not clogged and is functional by twisting the vent cap by hand.

DRIVESHAFT

- A. Visually and physically inspect each segment of the driveshaft and associated hardware. Inspect for bends, cracks, missing weights or debris entangled in the shaft. Each shaft more than 18 inches long shall be equipped with a suitable guard to prevent an accident or injury in the event of its fracture or disconnection. The inspector shall check to ensure that the driveshaft guards are not loose, bent or missing.

- B. Visually and physically inspect each universal joint center bearing(s) shall not be loose or worn and shall have all attaching hardware securely fastened. The inspector shall check for lateral and vertical movement of the universal joints and center bearing by grasping the universal joint and attempting to move the joint laterally and vertically. Inspector shall inspect universal joints for substandard or welded repairs.
- C. Visually inspect driveshaft for proper phasing. (See illustration.)



ELECTRICAL/BATTERY

Battery

- A. Visually and physically inspect that the battery(ies) is(are) securely mounted and no signs of leaking, or excessive corrosion.
- B. Crank engine to ensure adequate battery capacity to start engine.

Cables

- A. Visually inspect all electrical cabling and wiring for chafed, frayed, damaged or burnt insulation.
- B. Visually and physically inspect for corroded or loose connections at the battery terminals. Inspect for unsuitable insulation to electrical cabling.
- C. Inspect for missing or damaged protective grommets insulating all electrical cables through metal compartment panels. All electrical cabling passing through a metal surface shall pass through an insulated grommet as to provide adequate protection against chaffing and shorting.
- D. Visually and physically inspect for any broken or unsecured mounting of electrical components.
- E. Visually and physically inspect electrical cabling for securement, routing or any unsecured wiring that may cause chafing or frayed conditions.

Windshield Wipers

Operate wiper and washer system. The wiping system should be power-driven with at least two speeds and should be able to clean the area of the windshield within the wiping pattern. Wipers should operate with a minimum of 45 cycles per minute.

EMERGENCY EQUIPMENT

- A. Visually inspect that the fire extinguisher is readily accessible to the driver and passengers, that it is fully charged of proper type and size, is properly secured and has a working pressure gauge.
- B. Visually inspect any other emergency equipment (first aid kit, body fluid kit, webbing cutters and emergency reflective triangles) and ensure that these items are fully stocked (see Specifications section), functional and properly secured.

EMERGENCY EXITS

- A. Visually inspect all emergency exits.
 1. Operate all emergency exits. Exits must open freely and completely.
 2. Door prop rods must operate freely and hold door or exit in open position without obstructing exit.

3. There shall be no padlocks or any other locking devices on exits except interlocking systems.
- B. Visually inspect all exits to ensure they are clearly labeled and marked on both the inside and outside of the bus.
- C. Ensure that all exits have an audible device to alert the driver of an open exit door or window.

Note: FMVSS 571.217 defines the number of exits for each type of bus.

ENGINE

- A. Visually inspect engine and surrounding components for evidence of fluid leaks and loose or damaged components. Inspector shall start engine. While engine is operating, inspector shall visually and audibly monitor engine for proper operation, leaks and unusual noises of engine or components.
- B. Inspect cooling fan per manufacturer's recommendations.
- C. Visually and physically inspect all drive belts for proper alignment and tension per manufacturer's recommendations. All belts shall be free of cracking, frays, fluid, glazing and excessive wear. Inspect belt-tensioner per manufacturer's recommendations.
- D. Visually inspect all hydraulic, coolant, fuel and pneumatic hoses for damage, proper routing, proper type and proper securement. Hoses shall be routed in such a way as to avoid contact with exhaust, rotating or moving engine components or sharp edges. Hoses shall not be cracked, leaking, swollen or chaffed.

EXHAUST SYSTEM

- A. Visually and audibly inspect the complete exhaust system including muffler, diesel particulate filter (DPF) and diesel oxidation catalyst (DOC) for leaks, restrictions and damage and to ensure that exhaust is not discharging directly below the driver or passenger compartment. All exhaust emission control devices shall be installed and operating per the manufacturer's recommendations.
- B. Inspect for the presence and condition of heat shielding over and around all piping, and components where specified by vehicle manufacturer.
- C. Visually and physically inspect all exhaust system mounting hardware for loose, missing or damaged components and that it is securely attached. Inspect to ensure that all clamps are in place and secure.
- D. Visually inspect exhaust system for indications of, and areas likely to result in, burning, charring or damaging the electrical wiring, the fuel supply or any combustible part of the vehicle.
- E. Visually check the tailpipe to ensure that if it extends to the rear of the bus, it extends beyond the rear of the bus body but not more than two inches beyond the rear bumper.

FUEL SYSTEM

- A. Visually inspect all parts of the fuel tank, fuel tank cage and fuel system to include lines, hoses, filters, fill cap and fittings for indications of damage or leaks.
- B. Visually and physically inspect fuel lines and hoses for proper securement, routing and missing or loose clamps that may cause chafing or come in contact with electrical components.

LAMPS/SIGNALS

- A. Visually inspect all lamps, such as brakes, turn signals, tail, head (low beam), overhead warning lights (amber and red), hazard warning and stop arm lights to ensure proper visibility and operation. Turn signals should flash at a rate of 60 to 120 times per minute.
- B. Inspect that the horn functions and is audible from approximately 200 feet away.

- C. Inspect the crossing control device, if equipped, for proper operation (e.g., that it extends and retracts as designed).

MIRRORS

Visually inspect all mirrors to identify any mirror that is damaged, clouded or otherwise has an obscured area. All mirrors should hold a set adjustment. All mirrors should be directed to view the intended area for which they are designed.

STEERING SYSTEM

Ball and Socket Joints

- A. With the bus on the ground, the inspector shall examine the ball joint nut stud for movement while the steering wheel is being rocked in a back-and-forth action. The inspector shall examine the ball/socket joint for weld repairs.
- B. Check for lateral and vertical movement by grasping the tie rod and drag link sockets attempting to laterally and vertically move the ball joint. (Rotational movement will not be considered.) Any motion other than rotational, greater than 1/8 inch that can be detected by movement with two hands with moderate strength in any connecting joint is a defect.

Front Axle Beam

Visually examine the front axle beam for any obvious bend or twist, any cracks, or any welded repair.

Hoses/Fluids

Visually examine the power steering fluid reservoir for proper fluid level. With the system operating, inspect all system components, hoses and fittings for leaks.

Nuts

Visually examine all tie rods, pitman arm, drag link, steering arm and tie rod arm for looseness and missing fasteners.

Pitman Arm

- A. While the steering wheel is being rotated in a back-and-forth motion; visually inspect the pitman arm and output shaft connection for looseness at the output shaft joint.
- B. The pitman arm shall also be inspected for damage, cracks or welded repairs.

Power Steering

- A. The inspector shall manually manipulate the auxiliary power assist cylinder to check for looseness. The inspector shall start the bus and rotate the steering wheel in a back-and-forth action to ensure the power steering pump is operable.
- B. With the engine stopped inspect the system drive belt(s) for any fraying, cracks or fluid saturation. Check belt tension. On units equipped with automatic tensioner ensure that tensioner moves freely.
- C. Inspect the fluid reservoir while at operating temperature to ensure that the fluid level is not below add mark. Inspect for signs of fluid leakage.

Steering

- A. Visually inspect for any modification or other condition that interferes with free movement of any steering component. Turn steering wheel through a full right and left turn and feel for binding or jamming conditions. Both front wheels must be capable of being turned to full right or full left without binding or interference.

- B. Inspect turn stops by observing for shiny spots and/or signs of wear due to contact with other vehicle components on the sides of tires, drag links, pitman arm, shock absorbers or brake lines.

Steering Column/Wheel

- A. Inspect steering column for any looseness in bolts, clamps, positioning parts or universal joints. Inspect flexible coupling in steering column (if the vehicle is so equipped) for excessive misalignment and tightness of clamp bolt or nut.
- B. The steering column and components shall also be inspected for damage, cracks or welded repairs. Inspect steering wheel to ensure that it is properly positioned and secured.
- C. Place steering axle wheels in a straight ahead position have an assistant turn the steering wheel until movement is observed at the left road wheel and measure the steering wheel movement from starting position to wheel movement position. Compare this measurement to the applicable listing in Table 2: Steering Wheel Free Play, below.

Table 2: Steering Wheel Free Play

Steering Wheel Free Play: Steering wheel free play shall not exceed the requirements listed in the following chart:

Steering Wheel Diameter	Manual System Movement 30	Power System Movement 45
16" (41cm)	2" (5.1cm)	4 1/2" (11.5cm)
18" (46cm)	2 1/4" (5.4cm)	4 3/4" (12cm)
20" (51cm)	2 1/2" (6.4cm)	5 1/4" (13.5cm)
22" (56cm)	2 3/4" (7cm)	5 3/4" (14.5cm)

Steering Gear Box

- A. Visually examine the steering gear box for any loose, damaged or missing mounting bolts. Inspect for cracks in the gear box, mounting brackets or any obvious welded repairs.
- B. While having an assistant rock the steering wheel back-and-forth; visually inspect the steering shaft and gear box for any looseness where the steering gear box is mounted to the frame. Visually inspect steering shaft coupler for cracks, damage or looseness.
- C. With the engine operating inspect for excessive fluid and/or oil leak (observable movement of fluid).

Tie Rods/Drag Links

- A. While having an assistant to rock the steering wheel back-and-forth, visually inspect the tie rod ends, crossbar, and drag links for any looseness at the steering linkage pivot points.
- B. Check for lateral and vertical movement by grasping the tie rod and drag link sockets attempting to laterally and vertically move the ball joint (rotational movement will not be considered). Any motion, other than rotational, greater than 1/8 inch that can be detected by movement with two hands with moderate strength in any connecting joint is a defect.
- C. Check crossbar for structural damage and crossbar clamps for secure mounting.

SUSPENSION COMPONENTS

Axle Parts/Members

- A. Visually and physically inspect all front and rear axle components. Inspect all U-bolts and other suspension to axle mounting hardware for cracks, breaks, looseness or improper type.
- B. Inspect axle, axle housing, spring hanger(s), shackles or other axle components for alignment, cracks, breaks and loose or missing items that could result in shifting of an axle from its normal position.
- C. Inspect front axle beam for signs of improper repair (e.g., welding or heating).
- D. Inspect for any worn (beyond manufacturer specifications) or improperly assembled U-bolt, shock, kingpin, ball joint, strut, air spring or positioning components.
- E. Inspect all leaf spring hangers, hanger assemblies or portions of leaf for broken, separated, sagging, bent, abnormally worn (beyond manufacturer specifications), shifted or missing components.
- F. Inspect pins and bushings for wear, off-center spring eye, rubbing shackle or non-symmetric joints. Inspect for any broken, weak or damaged coil spring and mounting assemblies.
- G. Visually and physically inspect all hydraulic shock absorbers for leaks, looseness, damage or missing components.
- H. Inspect air suspension (if equipped). Observe that the vehicle is lifting level. With the air system fully charged, inspect for any audible or visual air leakage at the air spring assembly, supply hoses and connections.

Caution: Inspector should use caution whenever underneath the vehicle. There may not be sufficient room underneath the vehicle should a problem occur with the air suspension system.

Bumpers

Visually inspect front and rear bumpers for missing attaching hardware or broken hardware. Ensure bumpers are properly mounted and secure and that there is no point protruding beyond the confines of the vehicle so as to create a hazard.

Chassis/Frame/Unibody

- A. Visually inspect frame for cracks, loose attaching hardware, sagging, broken, or unapproved welds to frame side rail or flange.
- B. Visually and physically inspect for body hold-down components for damage that would permit the shifting of the body.
- C. Inspect for cracked, loose, bent, broken or unapproved welds to frame member that affect support of functional components (e.g., steering gear, engine, transmission, body parts or suspension). Welding to frame should be performed only by manufacturer or designee.

Note: Inspect for any crack 1 ½ inch or longer in the frame side rail web which is directed toward bottom flange or any crack extending from the frame side rail web around the radius and into the bottom flange.

Crossmembers

- A. Visually and physically inspect all crossmembers, attaching hardware and other structural supports for cracks or deformations. Visually inspect for three or more adjacent cross members that are missing, broken, damaged or loose.
- B. Inspect any area of the floor that is sagging, weak or damaged due to broken, damaged or loose crossmembers.

Outriggers/Body Supports

Visually inspect all outriggers and attaching hardware for cracks, missing bolts and damage.

TIRES/WHEELS/HUBS

Hub & Assemblies

- A. Visually inspect kingpin and wheel bearing assemblies for looseness, damage, missing or loose fasteners. This shall include locking pins, draw keys, caps and bearings.
- B. Physically inspect kingpin and bearing assemblies for play as follows: with the tire raised off the ground, grasp tire at top and attempt to move the wheel assembly in and out. If movement is present, inspector can help to identify the source by following this procedure:
- C. Have an assistant fully apply brakes while rechecking play. If movement disappears with brakes applied, then play is in the wheel bearings. If movement remains, it is most likely in the kingpin area. Assembly shall not have excessive kingpin play that exceeds .250 inch measured at outside edge of tire or wheel bearing movement that exceeds .010 inch measured at bearing hub.
- D. Visually inspect A-frames and bushings on Type A vehicles. Inspect bushings for wear, cracking, splitting, or severe extrusion from suspension parts.
- E. For vehicles equipped with “wet hubs” or oil bath hubs the inspector should visually check the site glass for lubricant level.

Tire Inflation

- A. Visually inspect that tires are properly inflated and do not have noticeable leaks. (See 393.76 (h) (1),(2).) If pressure is questionable, inspector shall use a tire pressure gauge to verify pressure.
- B. Visually inspect valve stem for damage and presence of valve cap.

Tire Sidewall

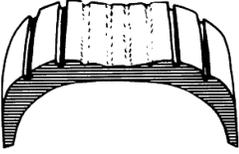
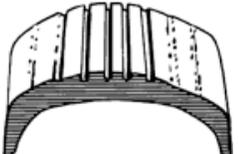
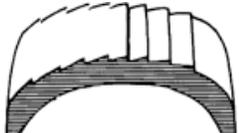
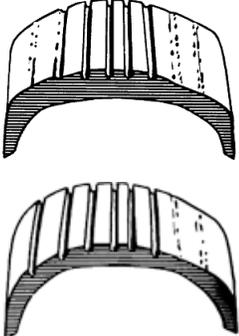
Inspector shall inspect tire sidewall for cuts, wear and any observable bumps or bulges.

Tire Tread Depth

- A. Visually inspect for any front tire worn to less than 4/32 inch.
- B. Visually inspect for any rear tire worn to less than 2/32 inch.
- C. If a visual inspection cannot determine that the tire meets the minimum depth requirement, the inspector shall use a commercial tire depth gauge to verify tread depth.

Tire Type

- A. Visually inspect the steer axle (front) to ensure that no recapped, re-grooved tires are present.
- B. Visually inspect tires for improper wear patterns. (See Tire Wear Chart below.)
- C. Check proper type (i.e., load range, size, mismatched on axle).

	<p>Over Inflation: Excessive wear at the center of the tread indicates that the air pressure in the tire is consistently too high. The tire is riding on the center of the tread and wearing it prematurely. Many times, this visual method of inflation (inflating the tires up until there is no bulge at the bottom) is at fault; tire inflation pressure should always be checked with a reliable tire pressure gauge.</p>
	<p>Under Inflation: This type of wear usually results from consistent under inflation. When a tire is under inflated, there is too much contact with the road by the outer treads, which wear prematurely. Tire pressure should be checked with a reliable pressure gauge. When this type of wear occurs, and the tire pressure is known to be consistently correct, a bent or worn steering component or the need for wheel alignment could be indicated. Bent steering or idler arms cause incorrect toe-in and abnormal handling characteristics on turns.</p>
	<p>Feathering: Feathering is a condition when the edge of each tread rib develops a slightly rounded edge on one side and a sharp edge on the other. By running your hand over the tire, you can usually feel the sharper edges before you'll be able to see them. The most common cause of feathering is incorrect toe-in setting, which can be cured by having it set correctly. Occasionally toe-in will be set correctly and this wear pattern still occurs.</p>
	<p>Side Wear: When an inner or outer rib wears faster than the rest of the tire, the need for alignment is indicated. There is excessive camber in the front suspension, causing the wheel to lean too much to the inside or outside and putting too much load on one side of the tire. Misalignment could be due to sagging springs, worn ball joints, worn control arm bushings or worn kingpin bushings.</p>
	<p>Cupping: Cups or scalloped dips appearing around the edge of the tread on one side or the other, almost always indicate worn (sometimes bent) suspension parts. Adjustment of wheel alignment alone will seldom cure the problem. Any worn component that connects the wheel assembly to the vehicle (ball joint, kingpins, wheel bearing, shock absorber, springs, bushings, etc.) can cause this condition. Occasionally, wheels that are out of balance will wear like this, but wheel imbalance usually shows up as bald spots between the outside edges and center of the tread.</p>

Wheels/Rims/Spiders

- A. Inspector shall inspect all nuts, bolts, studs, lugs and holes for damage. Visually inspect for broken, damaged, missing or loose fasteners. Rust around fasteners or on rim surface is sometimes an indication of cracked or loose mounting hardware.
- B. Visually inspect rim for, cracks, welds or broken components. Visually inspect for any lock or slide ring that is broken, cracked, improperly seated, sprung or has mismatched rings.

WHEELCHAIR LIFT-EQUIPPED VEHICLES

- A. Visually inspect and operate wheelchair lift to ensure proper function as designed. Inspect for any leaks that would hinder the operation of the lift.
- B. Inspect all safety systems of the wheelchair lift (e.g., hand rails, ramp stops, etc.) and ensure that they are functioning as designed and in compliance with FMVSS 403 and 404.
- C. Ensure that all pinch points are protected from seated passengers.
- D. Visually inspect all wheelchair and occupant securement devices to ensure none are missing or broken and that straps are not frayed.
- E. Inspect that all components for each wheel chair position are compatible in accordance with manufacturers' specifications.
- F. Visually and physically inspect all anchorage points, tracking and fasteners for securement.

WINDOWS

- A. Any glass or glazing that is broken through or missing (393.60);
- B. Any glass not of approved type [393.60(a)];
- C. Windshield has discoloration or other damage in that portion extending upward from the height of the topmost portion of the steering wheel, but not including a two-inch border at the top and a one-inch border at each side of the windshield or each panel thereof, except as follows:
 - 1. Color or tint applied by the manufacturer for the reduction of glare;
 - 2. Any crack not over $\frac{1}{4}$ inch long, if not intersected by any other crack;
 - 3. Any damaged area, that can be covered by a disc $\frac{3}{4}$ inch in diameter, if not closer than three inches to any other such damaged area;
 - 4. Driver's side area window(s) have chips, clouding, or cracks that obscure the driver's vision [393.60(c)]; or
- D. No operable defrosting and defogging system to clear the driver's windshield (571.103).

ALTERNATIVE FUELS

INTRODUCTION

This section is designed to be used as an overview of the alternative fuels being utilized for school transportation. It is not designed to replace current applicable federal, state, manufacturing or safety specifications that may exceed requirements within this section. There may be advancements in engineering and improvements in equipment fabrication methods and operating practices that differ from those specifically called for in this section. Such deviations or improvements may provide safety and may meet the intent of, and be compatible with, this section. Entities wishing to purchase alternative fuel school buses should use this section only as a starting point. More detailed specifications, including specific design and performance criteria and safety specifications, should be researched by prospective purchasers of alternative fuel school buses.

GENERAL REQUIREMENTS

Alternative fuel school buses shall meet the following requirements:

- A. Chassis shall meet all specifications previously mentioned in SCHOOL BUS BODY AND CHASSIS SPECIFICATIONS, this document.
- B. Chassis shall meet all applicable Federal Motor Vehicle Safety Standards (FMVSS).
- C. The fuel system integrity shall meet the specified leakage performance standards when impacted by a moving contoured barrier in accordance with test conditions specified in FMVSS No. 301, *Fuel System Integrity*, or FMVSS No. 303, *Fuel System Integrity of Compressed Natural Gas Vehicles*, as applicable.
- D. Original equipment manufacturers (OEMs) and conversion systems using compressed natural gas (CNG) shall comply with National Fire Protection Association (NFPA) Specification 52 2013, *Compressed Natural Gas Vehicular Fuel Systems*. Fuel systems using liquefied petroleum gas (LPG) shall comply with NFPA Specification 58 2014, *Liquefied Petroleum Gases Engine Fuel Systems*.
- E. Fuel tank(s) for vehicles of less than 54 passenger capacity powered by LPG or CNG shall have a minimum 40-gallon capacity. Fuel tank(s) for vehicles of 54 or more passenger capacity powered by LPG or CNG shall have a minimum 60-gallon capacity.
- F. Natural gas-powered buses may be equipped with an interior/exterior gas detection system. Natural gas-powered buses may be equipped with an automatic or manual fire detection and suppression system.
- G. All materials and assemblies used to transfer or store alternative fuels shall be installed outside the passenger/driver compartment.
- H. All Types C and D buses using alternative fuels shall meet the same base requirements of SCHOOL BUS BODY AND CHASSIS SPECIFICATIONS for passenger load.
- I. The total weight shall not exceed the vehicle's GVWR when loaded to rated capacity.
- J. The manufacturer supplying the alternative fuel equipment must provide the owner and operator with adequate training and certification in fueling procedures, scheduled maintenance, troubleshooting and repair of alternative fuel equipment.
- K. All fueling equipment shall be designed specifically for fueling motor vehicles and shall be certified by the manufacturer as meeting all applicable federal, state and industry standards.
- L. All on-board fuel supply containers shall meet all appropriate requirements of the American Society for Mechanical Engineering (ASME) code, DOT regulations or applicable FMVSSs and NFPA standards.
- M. All fuel supply containers shall be securely mounted to withstand a static force of eight times their weight in any direction.

- N. All safety devices that discharge to the atmosphere shall be vented to the outside of the vehicle. The discharge line from the safety relief valve on all school buses shall be located in a manner appropriate to the characteristics of the alternative fuel. Discharge lines shall not pass through the passenger compartment.
- O. CNG buses shall have a positive, quick-acting ($\frac{1}{4}$ turn) shut-off control valve shall be installed in each gaseous fuel supply line, as close as possible to the fuel supply containers. The valve controls shall be placed in a location easily operable from the exterior of the vehicle. The location of the valve controls shall be clearly marked on the exterior surface of the bus.
- P. An electrical grounding system shall be required for grounding of the fuel system during maintenance-related venting.
- Q. Fuel systems identified as compatible with biodiesel must be provided with components compatible with biodiesel conforming to the specifications of ASTM 6751, *Biodiesel Standard*.
- R. High Voltage-Powered Vehicles: Buses utilizing a high voltage propulsion system (more than 48 nominal volts) shall meet the requirements of FMVSS 305, *Electric Powered Vehicles: Electrolyte Spillage and Electrical Shock Protection*, except for the following:
 - 1. The propulsion power source (batteries, fuel cells, etc.) shall be located outside the passenger compartment.
 - 2. The propulsion power source enclosure shall be constructed to conform to the power source manufacturer's requirements and recommendations.
 - 3. Due to the much larger size and quantities of the propulsion power sources on larger vehicles, buses over 10,000 lbs. are permitted to exceed the 5.0-liter spillage constraint of Section S5.1, Electrolyte damage from propulsion batteries and the requirements to statically rotate the vehicle on its longitudinal axis post-test.

EQUIPMENT FOR TRANSPORTATION OF THE TRANSPORTATION OF INFANTS, TODDLERS AND PRE-SCHOOL CHILDREN

The school bus is important in the educational development of young children who have special needs because it is the mechanism for transporting them to and from support and development programs. Infants, toddlers and pre-school children with special needs present a particular challenge for transportation personnel because school buses were not designed to transport very young children as passengers. Therefore, these children present multiple challenges to providers of school bus transportation services. Nevertheless, great strides have been made in the types of equipment used to assist infants, toddlers and pre-school children with special needs to safely adapt to school bus transportation.

Challenges relating to proper installation, maintenance and use 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). Bulletin 119, Vol. II: *Louisiana Student Transportation Operational Procedures* includes proper installation and use of CSRSs.

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. Thus, a team effort is required to ensure that appropriate and proper specifications are developed for the procurement of equipment that meet the specific needs of each individual school bus passenger.

The following Federal Motor Vehicle Safety Standards are applicable in this section:

FMVSS No. 208	<i>Occupant Protection</i>
FMVSS No. 209	<i>Seat Belt Assemblies</i>
FMVSS No. 210	<i>Seat Belt Assembly Anchorages</i>
FMVSS No. 213	<i>Child Restraint Systems</i>
FMVSS No. 217	<i>Bus Emergency Exits and Window Retention Release</i>
FMVSS No. 222	<i>School Bus Passenger Seating and Crash Protection</i>
FMVSS No. 225	<i>Uniform Child Restraint Anchorages</i>

A. All CSRSs used in the school bus must...

1. Meet requirements of FMVSS No. 213;
2. Be installed, cleaned, maintained 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. Must not have exceeded the manufacturer's assigned expiration date;
6. 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
7. Use safety belts or latch systems that are installed only on bus seats that meet FMVSS No. 210.
8. Be replaced when occupied during a school bus crash as specified by the manufacturer of the CSRS.

B. 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. Types of Restraints

a. Rear-facing CSRS (infant-only)

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.

b. Convertible CSRS (Rear-Facing)

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.

c. Convertible CSRSs (Forward-Facing)

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.

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

d. Car Beds

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.

e. Specialized Positioning Seats

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

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.)

f. Safety Vests

The decision to use a vest should be made by an IFSP or IEP team that includes qualified personnel and the parent, and the use of safety vests should be noted on the IFSP or IEP. Vest selection should be appropriate for the size and needs of the child. Proper fit must account for seasonal changes in clothing.

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.)

Safety vests 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.

Vests shall be anchored, as specified by the manufacturer.

g. Wheelchairs

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.

School buses must be properly equipped to accommodate wheel chairs or other mobility devices before transporting passengers who require such devices. (See the Specially Equipped School Bus Specifications section, this document.)

C. 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 drivers 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.

D. 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 methods of transport.

3. All medical equipment should be secured below the window.
4. Oxygen equipment (liquid or gas) shall be approved by the manufacturer for transport, and should be securely mounted to the bus and fastened to prevent damage and exposure to intense heat levels.

Note: Refer to the SPECIALLY EQUIPPED SCHOOL BUS SPECIFICATIONS section.

E. 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. Equipment Maintenance

Procedures should be established for scheduled maintenance, cleaning and inspection of all equipment, including CSRSs. Procedures should be in place to assure that all equipment is checked regularly for recalls and for product expiration dates. Procedures must be in place for cleaning CSRSs according to manufacturers' instructions. Proper disposal of outdated equipment is important.

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

2. Radios/Two Way Communication and Cell Phones

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

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 driver.

Non-preventable: A crash in which the school bus driver did everything reasonable to prevent the accident.

Accident 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.

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 driver, 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 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: (See *Board of Elementary and Secondary Education*).

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.

Board of Elementary and Secondary Education (BESE): The administrative body for all Louisiana public elementary and secondary schools.

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 driver.

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 driver 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 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 bus (Federal definition): 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 driver'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 bus (Louisiana definition): Every motor vehicle that complies with the color, equipment and identification requirement required by law and is used to transport children to and from school or in connection with school activities, but not including buses operated by common carriers in urban transportation of school children.

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.

Cancellation (driver's license): A driver's license is annulled because of some error or defect or because the licensee is no longer entitled to such license, but the cancellation of a license is without prejudice, and application for a new license may be made at any time after such cancellation.

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 Drivers 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 a driver with a CDL.

CDL: Commercial Driver'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 driver) for compensation; or
- C. Is designed or used to transport more than 15 passengers, including the driver, 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 and serious illnesses, such as hepatitis and AIDS.

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 drivers to report instances of unacceptable behavior by school bus passengers; also known as *discipline report*.

Continuum of services: The range of possible options, from least restrictive to most restrictive,

available to students with disabilities for transportation services.

Conspicuity: The ability of an object to be noticed and recognized without any confusion or ambiguity (SAE J1967).

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 driver.

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 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 driver.

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 NO_x 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 drivers.

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 driver: A driver who meets the FMCSA 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.

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 driver 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: Driver 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* and *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 drivers 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 driver 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. (See sample Forms T-8 and T-9 in Bulletin 119, Supplement II, Appendix B.)

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-to-Know Act of 1986.

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. (See sample Employee Notification Form in Bulletin 119, Supplement II, Appendix B.)

EOBR: Electronic on-board recorders; an electronic device that collects, stores, and displays data relative to driver 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*.

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.

Extra-board driver (See *Substitute driver*.)

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 drivers are not paid as regular school bus drivers [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 drivers.

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 drivers 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 driver. 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 (Louisiana): The entire width between the boundary lines of every way or place of whatever nature 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 street.

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 driver 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.

ICS: Incident Command System.

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, 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;
 - 1. 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.

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: See *Local Education Agency*.

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.

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.

Left: Left position is determined from the normal driving position as seated in the driver'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.

Local Education Agency: A school or school district having authority over the administration of a school or a group of schools.

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 engaged in the manufacturing or assembling of motor vehicles or items of motor vehicle equipment, including any person 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 driver 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 driver 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 driver, 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 driver; 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 Driver 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 is the agency of the Executive branch of the United States Department of Transportation that is charged with writing and enforcing safety, theft resistance, and fuel economy standards for motor vehicles.

NIMS: National Incident Management System.

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 driver, and used to transport students, that does not meet FMVSS for school buses.

Non-preventable crash or incident: Any incident in which a school bus driver 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.

Occupant: A person who occupies space inside a school bus; refers to both passenger and driver.

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 driver 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. 17:150), 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'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.

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 drivers 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.

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 (NO_x), 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 driver 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; also known as *external loudspeaker*.

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 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 driver is qualified to drive a commercial passenger vehicle. Must accompany an Sendorsement.

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 base 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.

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 driver at the end of the run to ensure that no children or student belongings have been left behind.

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 child between the ages of three and five years who is not yet in kindergarten or to a program serving children in that age range.

Pre-trip inspection: A systematic inspection of the bus by the driver 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 accident: Any incident in which a school bus driver failed to do everything reasonable to prevent the accident.

Private Road or Driveway: Every way or place in private ownership and 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 the 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 hinged at the top or front to enable the window to be swung upward or outward relative to the side of the bus and 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 and 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.

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.

Revocation (of driver’s license): The act of termination of a license to drive a motor vehicle on highways.

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.

Right: Right position is determined from the normal driving position as seated in the driver’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*.)

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 riding practices classroom instruction form (Form T-7): The Louisiana Department of Education form used to verify that all students in a school have received instruction on safe school bus riding practices. Forms must be signed by every public school principal and must be filed with the Transportation Department once every semester. (See sample Form T-8 in Bulletin 119, Supplement II, Appendix B.)

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.

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 patrol: Students whose duties may include acting as crossing guards and safety assistants.

Safety 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*.)

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. Must be used with a cam wrap on a school bus seat.

Safety Zone: The area or space which is 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 Louisiana Department of Education form that is required to inform parents/guardians of behavioral incidents on the school bus and subsequent disciplinary action taken by school officials. The form requires the signature of the principal (or designated authority) and allows for comment from the student and/or parent/guardian. (See example in Bulletin 119 Supplement Vol. II, Appendix B.)

School bus driver: (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. 17:150), shall mean any individual who operates a school bus (for the purpose of) 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 public schools 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 Example of Form T-10 in Appendix D.)

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 driver 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 driver'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, with

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 (trip): A route (trip) 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.

State director: The chief government administrator in charge of a state's student transportation program and responsible for oversight of regulatory functions.

Stoichiometric burn: Use of fuel and air (or oxygen) in the exact ratio needed for complete combustion to generate maximum efficiency and power.

Stop: The complete cessation of movement.

Stop arm (stop semaphore or stop signal arm): A device in the form of a red octagon meeting FMVSS No. 131 and extending outward from the side of a school bus to signal that the bus has stopped to load or unload passengers.

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 driver sees a potential hazard and reacts accordingly.

Reaction distance: The distance a vehicle travels during the time it takes for a driver to recognize the need to stop and to apply the brakes.

Brake lag distance (air brakes): 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 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 driver: A driver who is not assigned to a regular route but is employed to provide immediate coverage, when necessary, due to driver absences or emergencies; also known as spare driver and extra-board driver.

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 driver emergency drill report that documents that emergency evacuation drills were conducted for assigned passengers for every school on each driver'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 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: Pedestrians, ridden or herded animals, vehicles and other conveyances either single or together while using any highway for purposes of travel.

Traffic control device: All signs, signals, markings and devices placed or erected by authority of a public body or official having jurisdiction for the purpose of regulating, warning or guiding traffic.

Traffic control signal: A type of highway traffic signal, manually, electrically or mechanically operated, by which traffic is alternately directed to stop and permitted to proceed.

Traffic lights: Illuminated traffic signals which control the flow of traffic at intersections.

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: Partial privatization in which a school district hires a company to supply drivers, maintenance management and/or vehicles; also known as *management contract*.

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 tape activity. 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*.)

ZEB: Zero-emissions bus.

ZEV: Zero-emissions vehicle.

APPENDIX B: Supplements to School Bus Body and Chassis Specifications

NATIONAL SCHOOL BUS YELLOW STANDARD

The color known as National School Bus Yellow (NSBY) is specified below.

S1: SCOPE

School Bus Manufacturer's Technical Council (SBMTC)

National School Bus Yellow Color Standard SBMTC-008 (Source Document)

This standard defines the color for a newly manufactured school bus having "National School Bus Yellow" by fundamental colorimetric data.

S2: PURPOSE

This standard is intended for use by manufacturers of school bus type vehicle body and chassis for purposes of procurement, and inspection.

S3: APPLICATION

This standard applies to school buses.

S4: COLOR DEFINITION

The color "National School Bus Yellow" is defined as: The color resulting from the colorimetric tri-stimulus data shown on the following page.

COLORIMETRIC (CIE) DATA, C/10°

DESCRIPTION	REFLECTANCE	CHROMATICITY	
	Y	x	y
Centroid	40.2%	.4882	.4205
Light Limit	41.8%	.4882	.4198
Dark Limit	38.5%	.4902	.4206
Green Limit	40.6%	.4844	.4217
Red Limit	40.3%	.4907	.4174
Yellow Limit	40.6%	.4901	.4225
Blue Limit	40.2%	.4828	.4162

S5: REQUIREMENTS

The color "National School Bus Yellow" shall conform to the tolerance limits set in S4.

S6: COLOR MATCHING

The colorimetric data should be used for acceptance testing purposes. However, accurate comparison can be made only if values are obtained on the same instrument standardized under the same conditions.

Because this standard is not intended to be a performance standard for the paint and/or materials used in the manufacture of the school buses, color matching procedures provided in this standard cannot be used to determine conformity with this standard of school bus type vehicles in use.

BUS BODY HEATING SYSTEM TEST

A. Scope

This procedure, limited to liquid coolant systems, establishes uniform cold weather bus vehicle heating system test procedures for all vehicles designed to transport ten (10) or more passengers. Required test equipment, facilities and definitions are included. Defrosting and defogging procedures and requirements are established by SAE J381, *Windshield Defrosting Systems Test Procedure and Performance Requirements—Trucks, Buses, and Multipurpose Vehicles*, and SAE J382, *Windshield Defrosting Systems Performance Guidelines—Trucks, Buses, and Multi-Purpose Vehicles*, which are hereby included by reference.

Purpose: This procedure is designed to provide bus manufacturers with a cost-effective, standardized test method to provide relative approximations of cold weather interior temperatures.

B. Definitions

1. **Heat Exchanger System:** Means will exist for providing heating and windshield defrosting and defogging capability in a bus. The system shall consist of an integral assembly or assemblies, having a core assembly or assemblies, blower(s), fan(s) and necessary duct systems and controls to provide heating, defrosting and defogging functions. If the bus body structure makes up some portion of the duct system, this structure or a simulation of this structure must be included as part of the system.
2. **Heat Exchanger Core Assembly:** The core shall consist of a liquid-to-air heat transfer surface(s), liquid inlet and discharge tubes or pipes.
3. **Heat Exchanger-Defroster Blower:** An air moving device(s) compatible with energies available on the bus body.
4. **Coolant:** A 50-50 solution of commercially available glycol antifreeze and commercial purity water. Commercial purity water is defined as “that water obtained from a municipal water supply system.”
5. **Heat Exchanger-Defroster Duct System:** Passages that conduct inlet and discharge air throughout the heater system. The discharge outlet louvers shall be included as part of the system.
6. **Heater Test Vehicle:** The completed bus as designed by the manufacturer with or without a chassis, engine and driver train, including the defined heat exchanger system. If the vehicle is without a chassis, it shall be placed on the test site in such a way that the finished floor of the body is at a height, from the test site floor, equal to its installed height when on a chassis, and all holes and other openings normally filled when installed on a chassis will be plugged.
7. **Heat Transfer:** The transfer of heat from liquid to air is directly proportional to the difference between the temperatures of the liquid and air entering the transfer system, for a given rate of liquid and air flow measured in pounds per minute, and that heat removed from liquid is equal to heat given to air.

C. Equipment

1. **Test Site:** A suitable location capable of maintaining an average ambient temperature not to exceed 25°F (-3.9°C) for the duration of the test period. The maximum air velocity across the vehicle shall be 5 mph (8 kph).
2. **Coolant Supply:** A closed loop system, independent of any engine/drive train system, capable of delivering a 50-50 (by volume) solution of antifreeze-water, as defined in 2.4, at 150°±5° (65.5°±1.7°C) above the test site ambient temperature, and 50 lbs (22.7 kg) per minute flow. The coolant supply device shall be equipped with an outlet diverter valve to circulate coolant within the device during its warm-up period. The valve will then permit switching the coolant supply to the bus heat exchanger system at the start of the test.

3. **Power Equipment Supply:** A source capable of providing the required test voltage and current for the heater system.
4. **Heat Exchange Units:** The heat exchangers used shall be labeled as specified by the School Bus Manufacturers Technical Council Standard No. 001, *Procedure for Testing and Rating Automotive Bus Hot Water and Heating and Ventilating Equipment* (Revised 4/94). The test rating of each unit, and quantity used, shall be recorded.

D. Instrumentation

1. Air Temperature

- a. **Interior:** Recommended air temperature measuring instrumentation are thermocouples or resistance temperature detectors (RTDs). Thermometers are not recommended because of their slow response to rapid temperature changes. Measuring instrumentation shall be placed on alternate seat rows beginning 39±5 inches (99±13 cm) from the rear of the body, at 36±2 inches (91±5 cm) from the finished floor of the body, and on the longitudinal centerline of the body.
- b. **Ambient:** A set of four electrically averaged temperature measuring devices shall be placed 18±5 inches (46±13 cm) from the nearest body surface, 96±5 inches (243±13 cm) above the floor of test site. One measuring device shall be placed at each of the following locations:
 - I. Midline of body forward of windshield;
 - II. Midline of body aft of the rear surface; and
 - III. Midway between the axles on the right and left sides of the body.
- c. **Driver:** Measuring devices shall be placed at appropriate locations to measure ankle, knee, and breath level temperatures with the driver's seat in rearmost, lowest and body centermost position.
 - I. **Ankle Level:** Place a minimum of four electrically averaged temperature measuring devices at the corners of a 10 x 10 inches (25x25cm) square area, the rearmost edge of which begins 8 inches (20 cm) forward of the front edge of, and centered on, the seat cushion. The devices shall be located 3±0.5 inches (7.5±1.3 cm) above floor surface.
 - II. **Knee Level:** Place a minimum of one measuring device at the height of the front top edge of the seat cushion and on the centerline of the seat. This measurement shall be 4±1 inches (10±2.5 cm) forward of the extreme front edge of the seat cushion and parallel to the floor.
 - III. **Breath Level:** Place a minimum of one measuring device 42±2 inches (107±5 cm) above the floor and 10±2 inches (25±5 cm) forward of the seat back. The forward dimension shall be measured from the upper edge of the seat back and parallel to the floor.
- d. **(Optional) Heat Exchanger Inlet and Outlet Temperature:** A minimum of four electrically averaged temperature measuring devices shall be used to measure the inlet air temperature of each heat exchange unit. Additionally, a minimum of four electronically averaged temperature measuring devices shall be used to measure the outlet air temperature of each heat exchange unit. These sensors shall be placed no closer than 2.0 inches (5.1 cm) from the face of any heater core, to prevent any incidence of radiant heat transfer. Outlet sensors shall be distributed throughout the outlet air stream(s) 1.0±0.25 inches (2.5±0.6 cm) from the outlet aperture(s) of the unit heater.
- e. **(Optional) Defrost Air Temperature:** The temperature of the defrost air shall be measured at a point in the defroster outlet(s) that is in the main air flow and which is at least 1.0 inch (2.54 cm) below (upstream of) the plane of the defroster outlet opening. At least

one temperature measurement shall be made in each outlet unit. The interior surface temperature(s) of the windshield shall be measured at a point located on the vertical and horizontal centerline(s) of the windshield.

- f. **(Optional) Entrance Area Temperature:** The temperature of the vehicle entrance area shall be measured by two sets of three each electrically averaged temperature measuring devices. One set of three devices shall be placed 1.0 inch (2.54 cm) above the lowest tread of the entrance step, equally spaced on the longitudinal centerline of the tread. The second set of devices shall be placed on the next horizontal surface above the lowest entrance step, 4.0 inches (10.2 cm) from the outboard edge of that surface, spaced identically to the first set of sensors, and placed parallel with the outboard edge of the surface being measured.
2. **Coolant Temperature:** The temperature entering and leaving the heat exchanger/defroster system shall be measured as close to the entrance and exit points of the bus body as possible with an immersion thermocouple or RTD device which can be read within $\pm 0.5^{\circ}\text{F}$ ($\pm 0.3^{\circ}\text{C}$).
3. **Coolant Flow:** The quantity of coolant flowing shall be measured by means of a calibrated flow meter or weighing tank to an accuracy of at least 2% of setpoint.
4. **Coolant Pressure:** The coolant differential pressure shall be measured by suitable connection as close as possible to the inlet and outlet of the heat exchanger/defrosting system. Pressure may be read as inlet and outlet pressure and the differential calculated, or read directly as PSID. Pressure readings shall be made with the use of gauges, manometers or transducers capable of reading within ± 0.1 psi (689.5 Pa), accurate to $\pm 0.5\%$ of full scale.
5. **Additional Instrumentation:** Additional instrumentation required for vehicle heat exchanger system testing is a voltmeter and a shunt-type ammeter to read the voltage and current of the complete system. The ammeter and voltmeter shall be capable of an accuracy of $\pm 1\%$ of the reading.

E. Test Procedures

1. Install the heater test vehicle on the test site. Testing shall be conducted in such a way as to prevent the effects of solar heating. At an outdoor test site, testing shall commence and data shall be recorded during the hours following sunset and prior to sunrise, regardless of cloud cover or facility roof. Instrumentation is required to obtain the following readings:
 - a. Vehicle interior (4.1.1);
 - b. Inlet coolant temperature, at entrance to the bus body (4.2);
 - c. Discharge coolant temperature, at exit from the bus body (4.2);
 - d. Voltage and current at main bus bar connection of driver's control panel;
 - e. Ambient temperature (4.1.2);
 - f. Rate of coolant flow (4.3);
 - g. Coolant flow pressure (4.4);
 - h. Elapsed time (stop watch);
 - i. Driver's station temperatures (4.1.3);
 - j. (Optional) Heat Exchanger Inlet and Outlet Temperatures (4.1.4);
 - k. (Optional) Defrost Air Temperature (4.1.5); and
 - l. (Optional) Entrance Area Temperature (4.1.6).
2. Soak the test vehicle, with doors open, for the length of time necessary to stabilize the interior

temperature for a 30-minute period as recorded by the vehicle interior temperature measuring devices, and the coolant temperature as measured by the inlet and outlet coolant temperature measuring devices, at the test site temperature, $\pm 5^{\circ}\text{F}$ ($\pm 2.5^{\circ}\text{C}$), not to exceed 25°F (-3.9°C). Warm up the coolant device to the test temperature immediately prior to the start of the test. Use the coolant supply outlet diverter valve to prevent heated coolant from entering the bus heating system prior to the start of the test.

3. At this time, set the heater controls and all fan controls at maximum, and close all doors. A maximum of two windows may be left open a total of 1.0 inch (2.5 cm) each. A maximum of two occupants may be in the body during the test period. Record all instrumentation readings at five-minute intervals for a period of 1 hour. Recording time shall begin with the initial introduction of heated coolant from the independent coolant supply. The electrical system shall be operated at a maximum of 115% of nominal system voltage ± 0.2 volts, for example: 13.8 VDC ± 0.2 volts for a 12 volt (DC) system, and the heat exchanger system shall be wired with the normal vehicle wiring.
4. *Optional:* Additional flow rates and/or coolant temperatures may also be used to generate supplementary data. Procedure shall be repeated (see 5. Test Procedure) for each additional flow rate and/or coolant temperature.

F. Computations

1. **Chart and Computations: Customary Units** - Data shall be recorded on Chart 6.1, or equivalent. Temperature data shall be recorded at the actual temperatures occurring at the time of testing. Air temperature data shall then be adjusted to a 0°F base prior to the construction of graphs. This data reduction shall be directly proportional to the difference between the actual ambient temperature, at the time of test, and 0°F (i.e., actual ambient of 18°F shall result in a reduction of all air temperatures by 18°F and actual ambient temperature of -8°F shall result in an increase of all air temperatures by 8°F). Temperature data shall be presented in graph form as well as tabular form. One graph shall be constructed for the body interior air temperatures (4.1.1) wherein the recording intervals shall be the X-axis and the $^{\circ}\text{F}$ the Y-axis. A separate graph shall be constructed for the driver's temperatures (4.1.3) using the same units for the axes. Optional temperature data (4.1.4, 4.1.5, 4.1.6) may be similarly graphed separate from the interior data.

a. Optional Computations BTU/Hr. Coolant

Heat Transfer: $Q_w = C_p W_w (T_{in} - T_{out}) \times 60$ where:

- I. W_w = Flow of Coolant (lb/min) — *measured to ± 2 percent*
 - II. T_{in} = Temperature of Coolant into System ($^{\circ}\text{F}$) — *measured quantity*
 - III. T_{out} = Temperature of Coolant out of System ($^{\circ}\text{F}$) — *measured quantity*
 - IV. Q_w = Heat removed From Coolant (Btu/hr) — *calculated quantity*
 - V. C_p = Specific Heat of Coolant = 0.8515 (BTU/lb/ $^{\circ}\text{F}$) — *given quantity*
2. **Chart and Computations: Metric Units** - Data shall be recorded on Chart 6.2, or equivalent. Temperature data shall be recorded at the actual temperatures occurring at the time of testing. Air temperature data shall then be adjusted to a -18°C base prior to the construction of graphs. This data reduction shall be directly proportional to the difference between the actual ambient temperature, at the time of test, and -18°C (i.e., actual ambient of -7.8°C shall result in a reduction of all air temperatures by 10.2°C and actual ambient temperature of -22.2°C shall result in an increase of all air temperatures by 4.2°C). Temperature data shall be presented in graph form as well as tabular form. One graph shall be constructed for the body interior air temperatures (4.1.1) wherein the recording intervals shall be the X-axis and $^{\circ}\text{C}$ the Y-axis. A separate graph shall be constructed for the driver's temperatures (4.1.3) using the same units for

the axes. Optional temperature data (4.1.4, 4.1.5, 4.1.6) may be similarly graphed separate from the interior data.

a. Optional Computations BTU/Hr – Coolant

Heat Transfer: $Q_w = C_p W_w (T_{in} - T_{out}) \times 60$ where:

- I. W_w = Flow of Coolant (kg/min) — *measured to ± 2 percent*
- II. T_{in} = Temperature of Coolant into System ($^{\circ}\text{C}$) — *measured quantity*
- III. T_{out} = Temperature of Coolant out of System ($^{\circ}\text{C}$) — *measured quantity*
- IV. Q_w = Heat removed From Coolant (Joules/hr) — *calculated quantity*
- V. C_p = Specific Heat of Coolant = 3559 (joule/kg/ $^{\circ}\text{C}$) — *given quantity*

Computational Chart 6.1 (Fahrenheit)

Description of Unit: _____

Purpose of Test: _____

Date:	Location:	Observers:
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Readings/ Calculations Water	0	5	10	15	20	25	30	35	40	45	50	55	60
Flow - lb/min													
Flow Pressure - PSID													
T-in °F													
T-out °F													
Air Temperature													
T1 rear - °F													
T2 - °F													
T3 - °F													
T4 - °F													
T5 - °F													
T6 front - °F													
T7 ambient - °F													
T8 Driver Ankle - °F													
T9 Driver Knee - °F													
T10 Driver Breath - °F													
Electrical System													
Volts													

Computational Chart 6.1 Optional Measurements (Fahrenheit)

Date:	Location:	Observers:
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Readings/Calculations	0	5	10	15	20	25	30	35	40	45	50	55	60
T11 Windshield CL Left °F													
T12 Windshield CL Right °F													
T13 Defrost Outlet Left °F													
T14 Defrost Outlet Right °F													
T15 Heater-Inlet °F													
T15 Heater-Outlet °F													
T16 Heater-Inlet °F													
T16 Heater-Outlet °F													
T17 Heater-Inlet °F													
T17 Heater-Outlet °F													
T18 Heater-Inlet °F													
T18 Heater-Outlet °F													
T19 - 1st Entrance Step													
T20 - 2nd Entrance Step													
Heat Transfer - BTU/Hr-coolant													

Computational Chart 6.2 (Celsius)

Description of Unit: _____

Purpose of Test: _____

Date:	Location:	Observers:
--------------	------------------	-------------------

Readings/ Calculations Water	0	5	10	15	20	25	30	35	40	45	50	55	60
Flow - kg/min													
Flow Pressure - PaD													
T-in °C													
T-out °C													
Air Temperature													
T1 rear - °C													
T2 - °C													
T3 - °C													
T4 - °C													
T5 - °C													
T6 front - °C													
T7 ambient - °C													
T8 Driver Ankle - °C													
T9 Driver Knee - °C													
T10 Driver Breath - °C													
Electrical System													
Volts													

Chart 6.2 Optional Measurements (Celcius)

Date:	Location:	Observers:
--------------	------------------	-------------------

Readings/Calculations	0	5	10	15	20	25	30	35	40	45	50	55	60
T11 Windshield CL Left °C													
T12 Windshield CL Right °C													
T13 Defrost Outlet Left °C													
T14 Defrost Outlet Right °C													
T15 Heater-Inlet °C													
T15 Heater-Outlet °C													
T16 Heater-Inlet °C													
T16 Heater-Outlet °C													
T17 Heater-Inlet °C													
T17 Heater-Outlet °C													
T18 Heater-Inlet °C													
T18 Heater-Outlet °C													
T19 - 1st Entrance Step													
T20 - 2nd Entrance Step													
Heat Transfer - J/Hr-coolant													

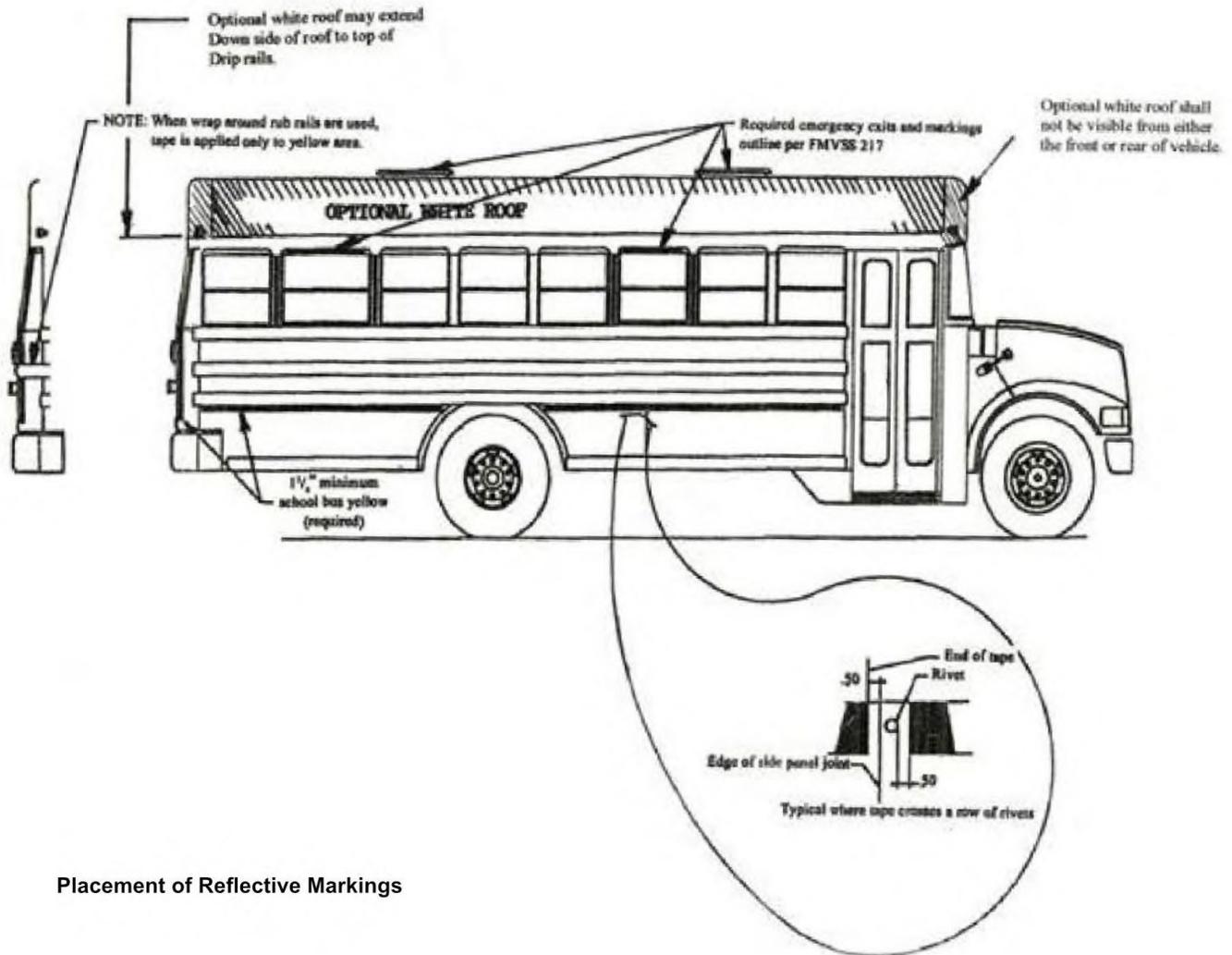
RETROREFLECTIVE SHEETING DAYTIME COLOR SPECIFICATION

The daytime color of the RETROREFLECTIVE sheeting used to enhance school bus safety requires different color tolerances in order to assure optimum safety benefit, as well as to be consistent with the color of the school bus. The color of the RETROREFLECTIVE sheeting shall conform to the table below when samples applied to aluminum test panels are measured as specified in ASTM E1164. For colorimetric measurements, material is illuminated by Standard Illuminant D65 at an angle of 45 degrees with the normal to the surface the observations are made in the direction of the normal (45/0 degree geometry). The inverse (0/45 degree geometry) with the illuminant at the normal to the surface and the observations at 45 degrees with the normal to the surface may also be used. For materials which are directionally sensitive (e.g., prismatic sheeting), the colorimetric measurements are made using circumferential illumination and viewing and the various measurements are averaged. Calculations shall be done in accordance with ASTM E308 using the CIE 1931 (2 degree) Standard Observer.

Retroreflective Sheeting Daytime Color Chromaticity Coordinates of Corner Points Determining the Permitted Color Area

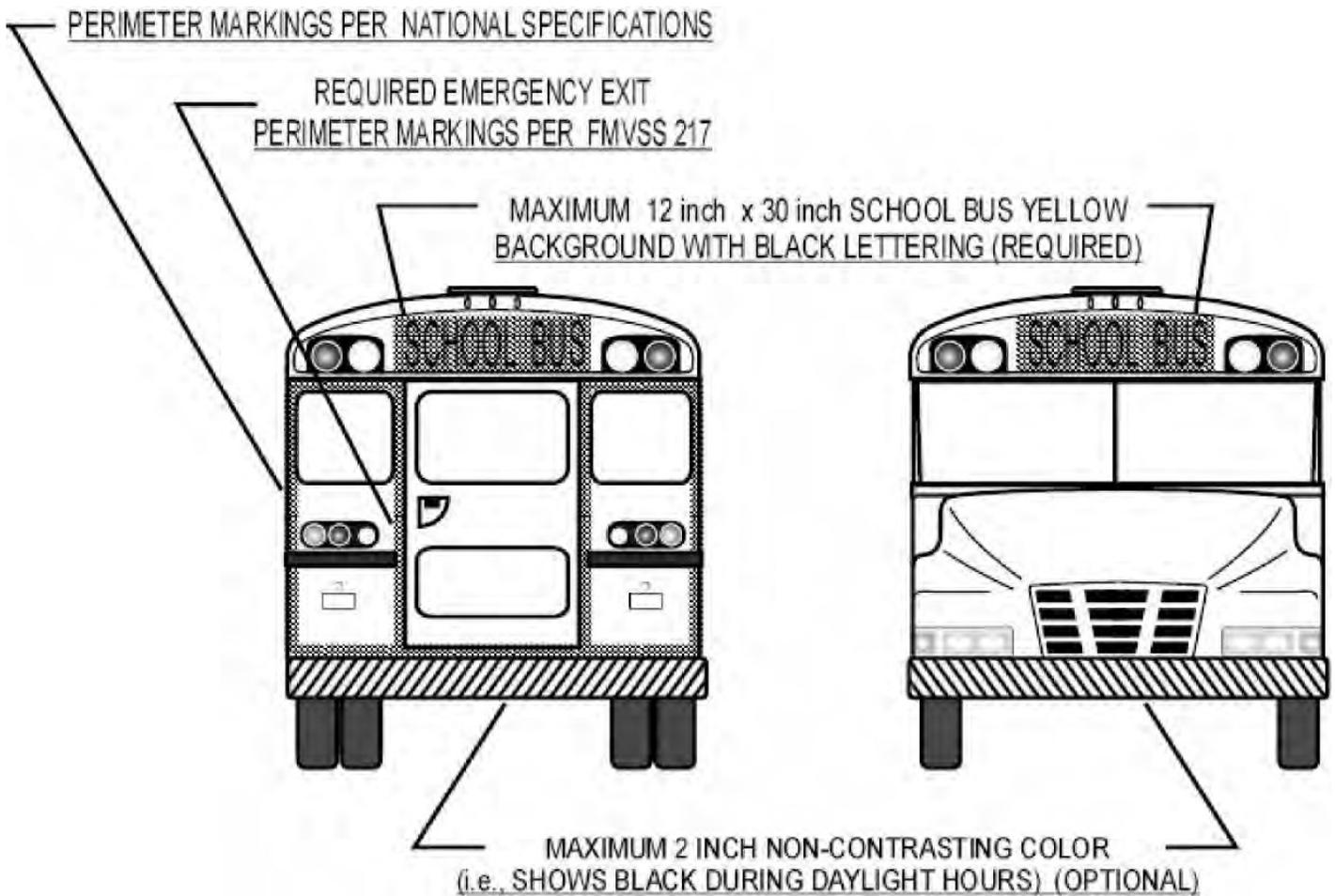
	1	2	3	4
Yellow X	0.484	0.513	0.517	0.544
Y	0.455	0.426	0.482	0.455
Luminance Factor (Y%)			Minimum	10.0
			Maximum	36.0

PLACEMENT OF REFLECTIVE MARKINGS AND WHITE ROOF



Placement of Reflective Markings

PLACEMENT OF RETROREFLECTIVE MARKINGS



NOISE TEST PROCEDURE

- A. The vehicle is located so that no other vehicle or signboard, building, hill or other large reflecting surface is within 15.2 m (50 feet) of the occupant's seating position.
- B. All vehicle doors, windows and ventilators are closed.
- C. All power-operated accessories are turned off.
- D. The driver is in the normal seated driving position and the person conducting the test is the only other person in the vehicle.
- E. A sound level meter is used that is set at the "A-weighting fast" meter response and meets the requirements of:
 1. The American National Standards Institute, Standard ANSI S1.4-1971: Specifications for Sound Level Meters, for Type 1 Meters; or
 2. The International Electrotechnical Commission (IEC), Publication No. 179 (1973): Precision Sound Level Meters.
- F. The microphone is located so that it points vertically upward 6 inches to the right and directly in line with, and on the same plane as, the occupant's ear, adjacent to the primary noise source.
- G. If the motor vehicle's engine radiator fan drive is equipped with a clutch or similar device that automatically either reduces the rotational speed of the fan or completely disengages the fan from its power source in response to reduced engine cooling loads, the vehicle may be parked before testing with its engine running at high idle or any other speed the operator chooses for sufficient time, but not more than 10 minutes, to permit the engine radiator fan to automatically disengage.
- H. With the vehicle's transmission in neutral gear, the engine is accelerated to:
 1. Its maximum governed speed, if it is equipped with an engine governor; or
 2. Its speed at its maximum rated horsepower, if it is not equipped with an engine governor, and the engine is stabilized at that speed.
- I. The A-weighted sound level reading on the sound level meter for the stabilized engine speed condition referred to in H.1. or H.2., above, is observed and, if it has not been influenced by extraneous noise sources, is recorded.
- J. The vehicle's engine speed is returned to idle and the procedures set out in paragraphs H. and I. are repeated until 2 maximum sound levels within 2 dBA of each other are recorded. The 2 maximum sound level readings are then averaged; and
- K. The average obtained in accordance with paragraph J., with a value of 2 dBA subtracted there from to allow for variations in the test conditions and in the capabilities of meters, is the vehicle's interior sound level at the driver's seating position for the purposes of determining compliance with the requirements of this test procedure.

SCHOOL BUS SEAT UPHOLSTERY FIRE BLOCK TEST

A. Test Chamber

Cross Section

The suggested test chamber is the same cross section as the bus body in which seats are used with the rear section on each end. If a bus section is not used, the cross section is to be 91 ± 1 inch in width x 75 inches ± 3 inches in height. There shall be a door, which does not provide ventilation, in the center of each end of the test chamber. The doors shall be 38 ± 3 inches in width and 53 ± 3 inches in height and include a latch to keep the doors closed during the test. (See Figure 1.)

Length

The length of the test chamber shall allow three rows of seats at the minimum spacing recommended by the installer. (See Figure 1, Detail A.)

In order that different types of seats may be tested in the same chamber, a length tolerance of plus 45 inches is allowed.

Ventilation

One ventilation opening shall be in each end of the test chamber and shall be 325 square inches ± 25 square inches. The bottom of the opening shall be 30 inches ± 3 inches above the chamber floor. Ventilation openings shall be on the same side of the test chamber. (See Figure 1.)

There shall be no ventilation openings along the length of the test chamber. A forced-air ventilation system may not be used.

Baffles shall be used to prevent wind from blowing directly into the ventilation openings.

Camera View Area

An opening covered with glass shall be provided at the midpoint of the test chamber length for camera viewing. The opening shall allow the camera to view the seat parallel to the seat width. (See Figure 1.)

B. Test Sample

The sample shall be a fully assembled seat.

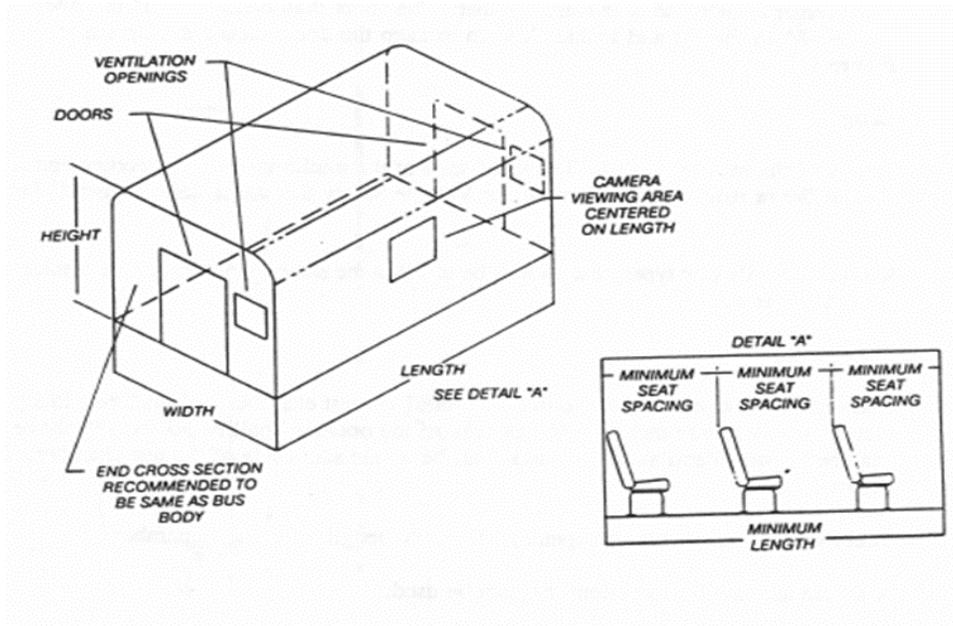
Record the weight of all padding and upholstery prior to assembly. Record the weight of the fully-assembled seat.

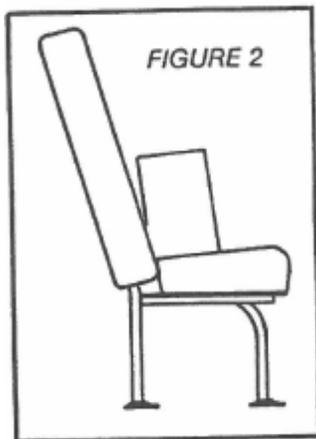
C. Ignition Source

A paper grocery bag with dimensions of approximately 7x11x18 inches is used to contain double sheets of newsprint (black print only, approximately 22x28 inches). The total combined weight of bag and newspaper shall be seven ounces ± 0.5 ounces. After the newspaper is added to the paper bag, the two corners of the bag opening at each end of the 7" dimension may be stapled together using a single staple for newspaper retention if desired.

D. Test Procedure

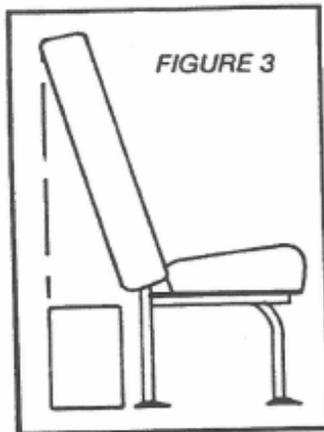
1. Install three seats in the test chamber at minimum spacing, per installer recommendation. Seats shall be perpendicular to the dimension indicated as “length” in Figure 1. Install so that seat frames will not fall during the test. Seat width shall be determined so that maximum passenger capacity per row (two seats) for the seat style shall be tested.
2. For each test, position the ignition source in the following positions outlined. Figure 1





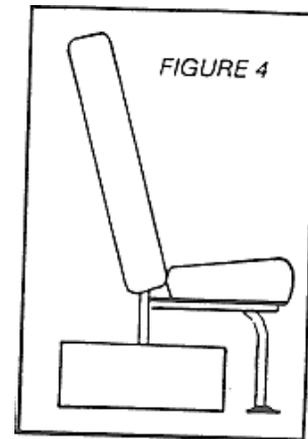
Position A

Position ignition source with 18-inch dimension in contact with the seat cushion and touching the seat back, the 11-inch dimension extending vertically from the surface of the cushion and the 7-inch dimension horizontal. Center the bag on top of the cushion. (See Figure 2.)



Position B.

Position the ignition source on the floor behind the seat with 18-inch side resting on the floor and parallel to seat width, centered on width so that the rear of bag does not extend beyond the rear seat back. (See Figure 3.)



Position C.

Position the ignition source on the floor on the aisle side of the seat with 18-inch dimension on the floor and perpendicular to the seat width touching the seat leg, with centerline of the bag at the center of the seat back. (See Figure 4.)

3. A wooden match shall be used to light the ignition source. Time the test, beginning when the ignition source is on fire and ending when all flames are out.
4. After each ignition source position test, weigh seat assembly, including loose material which has fallen off the seat onto the floor.

E. Performance Criteria

For each ignition source position test, the seat tested must meet all of the following criteria. A new seat specimen may be used for each ignition source position test.

1. Maximum time from ignition to flameout shall be 8 minutes.
2. Flame shall not spread to any other seat with the ignition source in Position A and Position C.
3. Weight loss may not exceed 10% of the pretest weight of padding and upholstery. Padding and upholstery may be combined in the form of integrally bonded seat foam.

APPENDIX C: Bibliography for Alternative Fuels

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APPENDIX D: Sample Procedures and Forms

SAMPLE PROCEDURE FOR DOCUMENTING SCHOOL BUS PURCHASES

1. Owner/operator makes written request to Transportation Department to purchase a new or pre-owned school bus. (See sample form, “Request to Purchase a New or Pre-Owned School Bus.”)
2. The Transportation Supervisor schedules and conducts a route audit, recording the mileage to be frozen, if applicable.
3. The Transportation Supervisor prescribes the bus capacity due to the formula for calculating operational compensation. (Note: if the owner/operator insists on purchasing a larger-than-authorized school bus, the Transportation Supervisor may approve the purchase provided that the owner/operators signs an agreement to be compensated at the rate prescribed for the authorized capacity.)
4. The Transportation Supervisor explains the requirements for meeting or exceeding Federal Motor Vehicle Safety Standards and Louisiana-specific requirements.
5. The Transportation Supervisor issues a written authorization for the owner/operator to purchase a vehicle and provides a Louisiana Department of Education Form T-10 (copy attached) for the vendor, purchaser and school district representative to complete.
6. The Transportation Supervisor distributes copies of the completed Form T-10 when the bus is placed into service on the route.
7. The Transportation Supervisor notifies the Payroll Department if frozen mileage applies, the amount of frozen mileage and the number of years for which mileage is frozen in accordance with Louisiana Revised Statutes (*i.e.*, 7 years for new school buses, 5 years for pre-owned school buses not more than five model years old, zero years for pre-owned school buses more than five model years old).
8. Copies of Form T-10’s are maintained in the official files of the school district and submitted to the Louisiana Department of Education upon request.

(SAMPLE)

_____ Public School System

REQUEST TO PURCHASE A NEW OR PRE-OWNED SCHOOL BUS

TO: TRANSPORTATION DEPARTMENT

I, _____, hereby request approval to purchase a school bus, as
(Name)

described below, to be placed into service in the _____ School District:

___ New ___ Pre-owned (check one) _____ Model Year _____ Capacity

Lift-equipped? ___ Yes ___ No (check one)

I understand that the vehicle must be certified as a school bus, that it must meet all Federal Motor Vehicle Safety Standards and Louisiana specifications and that my route must be audited before the bus is purchased and placed into service. I further understand that if the school bus is five (5) model years old or less, sales tax exemption and "frozen mileage" apply, but **if the school bus is more than five (5) model years old, neither sales tax exemption nor "frozen mileage" apply.**

Present Bus Model Year: _____ Present Bus Capacity: _____

Present Route Mileage (One-Way) _____ Present Number of Students Transported: _____

I acknowledge that any change in the model year, capacity or specialized equipment must be approved by the authorized school district representative before a sale is finalized.

(Signature)

(Current Date)

(FOR OFFICE USE ONLY)

I hereby authorize _____ to purchase a school bus as described above.
(Name)

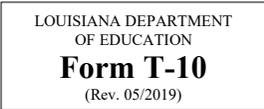
Upon completion of a route audit, I shall provide the prospective purchaser with a Louisiana Department of Education Form T-10, which must be completed by the vendor and the purchaser before submitting the document to me or my designee for completion.

(Signature)

(Print/Type Name)

(Title)

(Current Date)



MANDATORY

This form **MUST** be completed by the vendor, purchaser and school district official for every school bus (new or pre-owned) purchased by individuals or by school districts in Louisiana. A copy of the T-10 shall be provided to the Louisiana Department of Education upon request.

AUDITED MILEAGE*: _____ DATE AUDITED*: _____

AUDITED BY*: _____ GUARANTEED (“FROZEN”) MILEAGE**: _____
 *Applicable to owner/operators **[See Louisiana Revised Statute 17:497.D(1).]

DATE OF PURCHASE AGREEMENT: _____

I propose to sell to _____ the following described NEW/PRE-OWNED school bus: _____
 (Name of Owner/Operator or School Board) (Circle One)

CHASSIS

MODEL YEAR _____

MANUFACTURER_ VIN NUMBER _____

_____ MILEAGE _____

_____ CONDITION _____

BODY

MODEL YEAR _____

MANUFACTURER _____

RATED CAPACITY _____

CERTIFIED SCHOOL BUS _____ YES _____ NO

CONDITION _____

I hereby certify that the SCHOOL BUS described above meets or exceeds all applicable Federal Motor Vehicle Safety Standards, Head Start Standards and Louisiana Department of Education requirements at the time of manufacture and any and all applicable retrofit requirements (including, but not limited to, backup alarm, crossing control arm, two stop signals). Further, I verify that the above information is true and correct to the best of my knowledge.

 (Signature of Vendor or Authorized Representative) (Company or Individual Phone No.)

 (Company or Individual Name) (Official Purchase Agreement Date)

 (Company or Individual Address) (Vehicle License No.)

 (Address Continued) (Telephone No.)

 (Name of Purchaser) (Address of Purchaser)

 (Signature of Purchaser or Agent) (Address Continued)

 (Telephone No. of Purchaser or Agent) (Date of Acceptance)

APPROVAL OF LOCAL SCHOOL DISTRICT

 (Name of Local School System Agent) (Date of Approval)

 (Title) (Date Bus Placed on Route or Assigned for Activities)

Beginning and Ending Dates of Frozen Mileage, if Applicable: From _____ To _____

(Copies to: Local Transportation Department (if applicable), Vendor, Purchaser, LDOE upon request)

Jolly Time Head Start
 2001 Tornado Drive
 Windy City, MD 65432

STATEMENT OF HEAD START VEHICLE COMPLIANCE

I, _____, certify that the vehicle described below meets or exceeds all applicable Federal and State chassis and body design and construction requirements and all bid specification requirements issued by or authorized by the Head Start Agency or Agency Representative listed above. I acknowledge that at the time of delivery, each vehicle shall be inspected by the Agency’s designee to ensure compliance as required.

CHASSIS

BODY

Make _____

Make _____

Year Model _____

Year Model _____

Vin Number _____

GVWR _____

Mileage _____

Passenger Capacity _____

Condition _____

CSRS Type _____

Signature (Vendor’s Representative)

Name of Vendor

Official Purchase Date

Number/Street/P.O. Box

Occupational License Number

City/State/Zip

Telephone Number

Fax Number

FOR OFFICE USE ONLY

Vehicle Delivery Date: _____ Vehicle Inspection Date: _____

Vehicle Acceptance Date: _____ Accepted By: _____

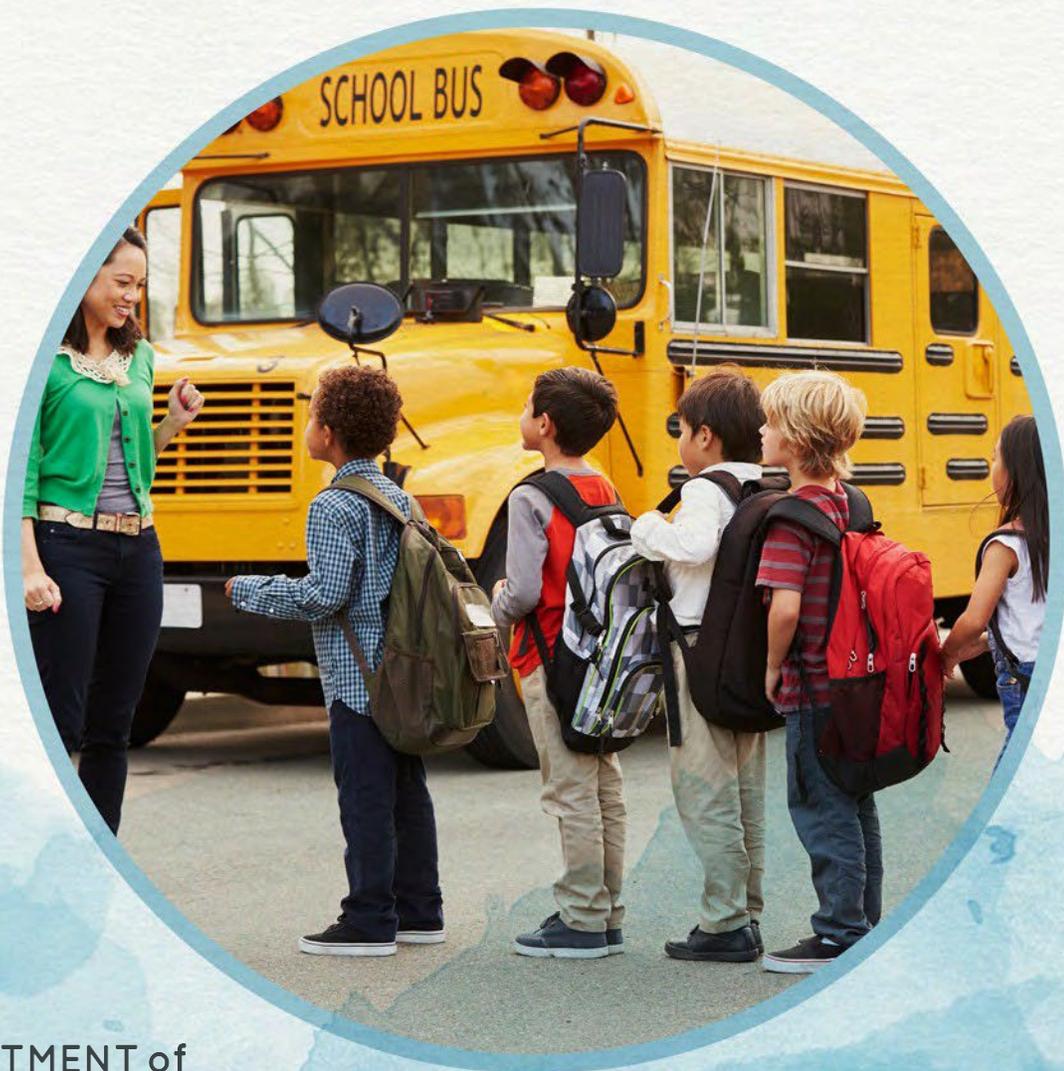


LOUISIANA DEPARTMENT OF EDUCATION
**BULLETIN 119 SUPPLEMENT, VOLUME II:
LOUISIANA STUDENT TRANSPORTATION
OPERATIONAL PROCEDURES**

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



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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 drills 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 MFSABs 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/coveridentities/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 LSBDC 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 LSBDC 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/policies 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, tracheostomy 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, trachostomy 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, tracheostomies 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 CSRs 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-bytime.

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 NO_x 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 (NO_x), 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 (GUIDELINE #17)

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 (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? <input type="radio"/> Yes <input type="radio"/> 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? <input type="radio"/> Yes <input type="radio"/> No		
Have you been convicted of a moving traffic violation in the last three (3) years? <input type="radio"/> Yes <input type="radio"/> No If yes, give dates and explain:		
Has your operator's license been suspended or revoked during the last three (3) years? <input type="radio"/> Yes <input type="radio"/> No If yes, give dates and explain:		
Has your license ever been revoked, suspended or denied since the time you obtained your original license? <input type="radio"/> Yes <input type="radio"/> No If yes, give dates and explain:		
Have you held a license in another state during the last three (3) years? <input type="radio"/> Yes <input type="radio"/> 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: <input type="radio"/> High School <input type="radio"/> College <input type="radio"/> 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)

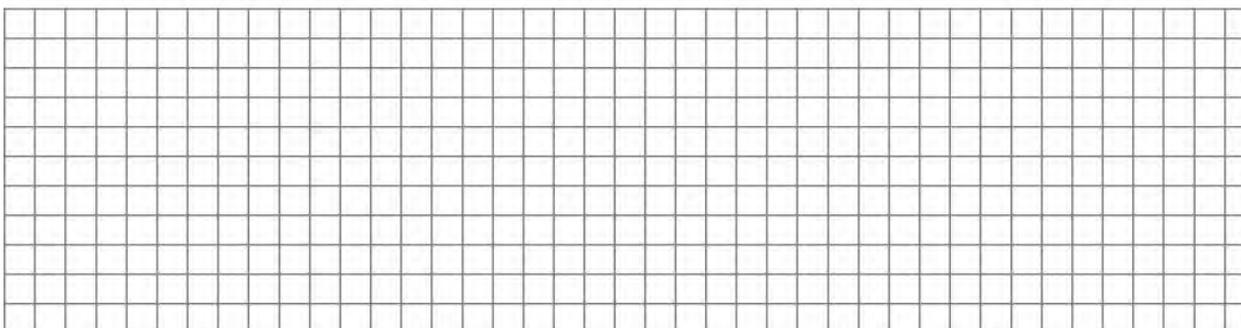
Outcomes (check all that apply):

- 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 <input type="radio"/> Daylight <input type="radio"/> Dawn <input type="radio"/> Dusk <input type="radio"/> Dark – unlighted <input type="radio"/> Dark, but street lights <input type="radio"/> Unknown		Road Defects <input type="radio"/> None <input type="radio"/> Defective surface (pothole, loose gravel, uneven surface) <input type="radio"/> Slippery <input type="radio"/> Inoperative traffic signal <input type="radio"/> Obstructed view (operator line of sight) <input type="radio"/> Construction zone <input type="radio"/> Other (describe): _____	
Weather Condition <input type="radio"/> Clear <input type="radio"/> Cloudy <input type="radio"/> Fog/smoke <input type="radio"/> Rain <input type="radio"/> Severe wind <input type="radio"/> Snow/blowing snow <input type="radio"/> Sleet/hail/freezing rain <input type="radio"/> Blowing dust/sand <input type="radio"/> Other (describe): _____		Road Condition <input type="radio"/> Dry <input type="radio"/> Wet <input type="radio"/> Icy <input type="radio"/> Snowy <input type="radio"/> Muddy <input type="radio"/> Slushy <input type="radio"/> Debris <input type="radio"/> Other (describe): _____	
Speed limit:	Approximate speed of bus:	Number of lanes:	
Limited-access highway: <input type="radio"/> Yes <input type="radio"/> No		Location:	
Describe crash/event:			

Crash Diagram (not to scale) Indicate by arrow direction of North



Manner of Collision:

<input type="radio"/> Single motor vehicle	A crash that involves only one vehicle	
<input type="radio"/> Head On	The intended direction of travel for both vehicles is toward each other/in opposite directions.	
<input type="radio"/> T-type	When the intended direction of travel is basically perpendicular for both operators	
<input type="radio"/> L-type	Traveling in perpendicular directions similar to a t-type, but vehicle is struck on an end, not the middle	
<input type="radio"/> Angle	When two vehicles are approaching in same direction or opposite directions and one vehicle is turning	
<input type="radio"/> 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	
<input type="radio"/> Sideswipe Opposite	When vehicles are traveling in opposite directions and they make a glancing side impact	
<input type="radio"/> 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):

<input type="radio"/> Passenger vehicle	<input type="radio"/> Motorcycle
<input type="radio"/> Trailer (pulled by motor-vehicle)	<input type="radio"/> Another bus
<input type="radio"/> Truck/Tractor-trailer/semi-truck	<input type="radio"/> Train
<input type="radio"/> Pedestrian	<input type="radio"/> ATV, farm equipment, snowmobile
<input type="radio"/> Pedestrian in wheelchair/scooter	<input type="radio"/> Rollover
<input type="radio"/> Bicyclist	<input type="radio"/> Unknown
<input type="radio"/> 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? <input type="radio"/> Yes <input type="radio"/> No	
Any additional information about crash:	

Did the bus strike any objects? Yes No

Describe Objects (check all that apply)

<input type="radio"/> Tree	<input type="radio"/> Small post, mailbox, delineator
<input type="radio"/> Utility Pole	<input type="radio"/> Guardrail
<input type="radio"/> Sign	<input type="radio"/> Bridge rail
<input type="radio"/> Animal	<input type="radio"/> Culvert, ditch
<input type="radio"/> Pedestrian	<input type="radio"/> Median/concrete barrier
<input type="radio"/> Bicyclist	<input type="radio"/> Retaining wall, abutment
<input type="radio"/> Embankment, snow bank	<input type="radio"/> Curb
<input type="radio"/> Fence	<input type="radio"/> Parked vehicle
<input type="radio"/> Fire hydrant, stump, short post	<input type="radio"/> Ground (rollover)
<input type="radio"/> Building	<input type="radio"/> Other (describe):

Contributing Circumstances (check all that apply):

	School Bus Operator	Other Vehicle Operator
No improper action	<input type="radio"/>	<input type="radio"/>
Speed	<input type="radio"/>	<input type="radio"/>
Failed to yield right-of-way	<input type="radio"/>	<input type="radio"/>
Stop sign violation	<input type="radio"/>	<input type="radio"/>
Traffic light violation	<input type="radio"/>	<input type="radio"/>
Improper warning lights used	<input type="radio"/>	<input type="radio"/>
Sudden movement	<input type="radio"/>	<input type="radio"/>
Improper distance judgment	<input type="radio"/>	<input type="radio"/>
Crossed centerline	<input type="radio"/>	<input type="radio"/>
Drove wrong way	<input type="radio"/>	<input type="radio"/>
Improper passing	<input type="radio"/>	<input type="radio"/>
Improper turning	<input type="radio"/>	<input type="radio"/>
Following too close	<input type="radio"/>	<input type="radio"/>
Backing up	<input type="radio"/>	<input type="radio"/>
Reckless endangerment	<input type="radio"/>	<input type="radio"/>
Other (describe)		

Preventable collision: <input type="radio"/> Yes <input type="radio"/> No	Preventable collision: <input type="radio"/> Yes <input type="radio"/> No
Drug/alcohol tested after crash: <input type="radio"/> Yes <input type="radio"/> No	Drug/alcohol tested after crash: <input type="radio"/> Yes <input type="radio"/> No
School bus operator cited: <input type="radio"/> Yes <input type="radio"/> No	Other operator cited: <input type="radio"/> Yes <input type="radio"/> 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: <input type="radio"/> Regular route <input type="radio"/> Field/activity/sport trip <input type="radio"/> Special needs route <input type="radio"/> Other: describe	School Bus Defects Visible: <input type="radio"/> None <input type="radio"/> Tires <input type="radio"/> Brakes <input type="radio"/> Steering <input type="radio"/> Lamps <input type="radio"/> Other (describe): _____
Was school bus towed? <input type="radio"/> Yes <input type="radio"/> No	School bus towed to:
Type of School Bus: <input type="radio"/> A1 <input type="radio"/> A2 <input type="radio"/> B1 <input type="radio"/> B2 <input type="radio"/> C <input type="radio"/> D	
Engine Location: <input type="radio"/> Front <input type="radio"/> Rear	Other Features: <input type="radio"/> MFASB/MPV <input type="radio"/> Lift Equipped
Any damage to bus? <input type="radio"/> Yes <input type="radio"/> No information below taken from police accident report (PAR)	
Area of greatest damage to bus: <input type="radio"/> Front <input type="radio"/> Top <input type="radio"/> Right (passenger side) <input type="radio"/> Undercarriage <input type="radio"/> Left (operator side) <input type="radio"/> Unknown <input type="radio"/> 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: <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Front <input type="radio"/> Top <input type="radio"/> Right (passenger side) <input type="radio"/> Undercarriage <input type="radio"/> Left (operator side) <input type="radio"/> Unknown <input type="radio"/> 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: <input type="radio"/> Front <input type="radio"/> Top <input type="radio"/> Right (passenger side) <input type="radio"/> Undercarriage <input type="radio"/> Left (operator side) <input type="radio"/> Unknown <input type="radio"/> Back (rear)	
Greatest extent of damage to other vehicle: _____ Code 0 – 7	
Secondary impact <input type="radio"/> Yes <input type="radio"/> No	Area of damage:
Extent of damage:	

OCCUPANT INFORMATION

Bus operator's name:		
Date of birth:	Age:	Male/Female:
Seatbelt used: <input type="radio"/>Yes <input type="radio"/>No	Type of Belt:	
Airbag Equipped: <input type="radio"/>Yes <input type="radio"/>No	Airbag Deployed: <input type="radio"/>Yes <input type="radio"/>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).

WHEELCHAIR SECUREMENT/RESTRAINT SUPPLEMENT REPORT

Was a bus passenger seated in a wheelchair? Yes No (If yes, continue.)

The Wheelchair

Make/model/year of wheelchair:	
Location of Wheelchair:	Wheelchair type: <input type="radio"/> Standard Manual <input type="radio"/> Stroller <input type="radio"/> Ultra light/sport manual <input type="radio"/> Powered <input type="radio"/> 3 or 4-wheeled power scooter <input type="radio"/> Other: specify _____ <input type="radio"/> Unknown
Row number:	
Seat location:	
Orientation in vehicle (facing forward, to left, right, rear, angle):	
<input type="radio"/> On lift <input type="radio"/> Unknown position in vehicle	
Wheelchair WC19-compliance: <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unknown	
Post-crash condition of wheelchair: <input type="radio"/> No damage <input type="radio"/> Minor damage/repairable <input type="radio"/> Major damage/not repairable <input type="radio"/> Unknown	Describe damage to wheelchair:
Rear head rest: <input type="radio"/> No head rest available <input type="radio"/> Yes – attached to wheelchair <input type="radio"/> Yes – not attached to wheelchair <input type="radio"/> Unknown <input type="radio"/> Other specify: _____ <input type="radio"/> Unknown	Post-crash condition of head rest: <input type="radio"/> No head rest available <input type="radio"/> No damage <input type="radio"/> Detached from wheelchair <input type="radio"/> Detached from vehicle <input type="radio"/> Deformed
Wheelchair seating system: <input type="radio"/> Sling seat and seatback <input type="radio"/> Rigid seat and seatback <input type="radio"/> Special contoured seating <input type="radio"/> Fixed seat and reclining seatback <input type="radio"/> Tilt seating system <input type="radio"/> Degree of tilt <30° <45° <input type="radio"/> Other specify: _____ <input type="radio"/> Unknown	Condition of wheelchair seating system after the crash/incident: <input type="radio"/> No damage to seat or seatback <input type="radio"/> Seat broken/deformed <input type="radio"/> Seatback broken/deformed <input type="radio"/> Seat and seatback broken/deformed <input type="radio"/> Frame deformed/damaged <input type="radio"/> Other specify: _____ <input type="radio"/> Unknown

The Lift

<p>Vehicle access for wheelchair:</p> <ul style="list-style-type: none"> <input type="radio"/> Powered lift <input type="radio"/> Ramp <input type="radio"/> Other: specify _____ <input type="radio"/> Unknown 	<p>Access location:</p> <ul style="list-style-type: none"> <input type="radio"/> Passenger side (right) <input type="radio"/> Operator side (left) <input type="radio"/> Rear (back) <input type="radio"/> Unknown
--	---

The Postural Belts

<p>Wheelchair postural belts/supports used (check all that apply):</p> <ul style="list-style-type: none"> <input type="radio"/> None used or not available <input type="radio"/> Lap belt <input type="radio"/> Chest belt <input type="radio"/> Harness <input type="radio"/> Side pads: describe _____ <input type="radio"/> Other: describe _____ <input type="radio"/> Unknown 	<p>Condition of postural belts/supports after crash:</p> <ul style="list-style-type: none"> _____ None used or not available _____ No signs of damage _____ Detached from wheelchair _____ Deformed or unbuckled _____ Other: describe _____
<p>Were postural belts used properly? <input type="radio"/>Yes <input type="radio"/>No Describe:</p>	

Securement of the wheelchair to the vehicle

<p>Type of tiedown used:</p> <ul style="list-style-type: none"> <input type="radio"/> None used, but available <input type="radio"/> None available <input type="radio"/> Four-point straps <input type="radio"/> Docking system <input type="radio"/> Wheel-rim clamps <input type="radio"/> Frame clamps <input type="radio"/> Other: describe _____ <input type="radio"/> Unknown 	<p>Condition of tiedowns after incident:</p> <ul style="list-style-type: none"> <input type="radio"/> None used; none available <input type="radio"/> No damage; system intact <input type="radio"/> System intact but deformed <input type="radio"/> Partial failure; but did not release chair <input type="radio"/> Failure; released wheelchair <input type="radio"/> Other: describe _____ <input type="radio"/> Unknown
<p>Tiedown damage location:</p> <ul style="list-style-type: none"> <input type="radio"/> No damage or none available <input type="radio"/> Strap or webbing <input type="radio"/> D-ring <input type="radio"/> Securement hooks (S-hooks) <input type="radio"/> Anchorage on vehicle/tie down <input type="radio"/> Seat anchorage <input type="radio"/> Other: describe _____ <input type="radio"/> Unknown 	<p>Year, manufacturer, model of all tiedowns:</p>
	<p>Describe where tiedowns were secured to the vehicle:</p>
	<p>Were tiedowns used properly? <input type="radio"/>Yes <input type="radio"/>No Describe:</p>
	<p>Did wheelchair tip over? <input type="radio"/>Yes <input type="radio"/>No Describe:</p>

Occupant Restraint for the wheelchair user

<p>Occupant restraint used:</p> <ul style="list-style-type: none"> <input type="radio"/> None used, but available <input type="radio"/> None available <input type="radio"/> Lap belt only <input type="radio"/> Lap belt with separate shoulder belt <input type="radio"/> Lap belt with separate shoulder harness <input type="radio"/> Shoulder belt only <input type="radio"/> 3-point belt <input type="radio"/> 4-point belt <input type="radio"/> 4-point harness <input type="radio"/> 5-point harness <input type="radio"/> Other: specify _____ <input type="radio"/> Unknown 	<p>Condition of belt restraints after incident: (Check all that apply.)</p> <ul style="list-style-type: none"> <input type="radio"/> No damage or none available <input type="radio"/> Webbing damage <input type="radio"/> Hardware damage <input type="radio"/> Other: describe _____ <input type="radio"/> Unknown
<p>Year, manufacturer, model of all restraints:</p> 	
<p>Were restraints used properly? <input type="radio"/>Yes <input type="radio"/>No Describe:</p> 	
<p>Describe where restraints were attached:</p> 	
<p>Was occupant ejected out of wheelchair? <input type="radio"/>Yes <input type="radio"/>No Describe:</p> 	

Child Safety Restraint System (CSRS)

Was the student using a CSRS? <input type="radio"/>Yes <input type="radio"/>No (If yes, continue.)	
Where was the student seated on the bus?	
CSRS Make, Model, Year:	
Was the child rear-facing? <input type="radio"/>Yes <input type="radio"/>No	Was the child forward-facing? <input type="radio"/>Yes <input type="radio"/>No
Was the student in a CSRS seated at an emergency exit window? <input type="radio"/>Yes <input type="radio"/>No	
Height and weight of student, if known:	
Type of child safety seat: <input type="radio"/> Infant seat with base (rear-facing only) <input type="radio"/> Infant seat without base (rear-facing only) <input type="radio"/> Forward-facing seat with harness <input type="radio"/> Booster seat with back <input type="radio"/> Booster seat without back <input type="radio"/> Safety vest <input type="radio"/> Integrated child seat <input type="radio"/> Other: describe _____ <input type="radio"/> Unknown	Type of restraint protecting child: (Check all that apply.) <input type="radio"/> None <input type="radio"/> 5-point harness on child seat (2 at the shoulder, 2 at the hip, and one between the legs) <input type="radio"/> 3-point harness on child seat (2 at the shoulder, one between the legs) <input type="radio"/> 3-point belt on vehicle (lap and shoulder) <input type="radio"/> Lap belt on vehicle <input type="radio"/> Shoulder belt on vehicle <input type="radio"/> Other: describe _____ <input type="radio"/> Unknown
Observed CSRS usage: (Check all that apply.) <input type="radio"/> Loose CSRS installation <input type="radio"/> Shoulder straps of harness positioned at or below shoulders <input type="radio"/> Shoulder straps of harness- positioned above shoulders <input type="radio"/> Harness straps snug <input type="radio"/> Harness straps loose <input type="radio"/> Child is less than 1 year old and facing forward <input type="radio"/> Child is under 40 pounds and seated on a booster seat <input type="radio"/> Booster used with lap belt only <input type="radio"/> Other: describe _____ <input type="radio"/> Unknown	Child safety restraint system securement to vehicle: <input type="radio"/> Not secured <input type="radio"/> Lap belt only <input type="radio"/> Lap/shoulder belt (3-point) <input type="radio"/> Shoulder belt only <input type="radio"/> Latch system (lower anchors and tethers for children) <input type="radio"/> Tether strap (an additional belt that anchors the top of the CSR to the vehicle) <input type="radio"/> Cam strap <input type="radio"/> Other: describe _____ <input type="radio"/> 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? <input type="radio"/> Passenger <input type="radio"/> Freight <input type="radio"/> Commuter
What are the travel speeds of the scheduled trains?

	Yes	No
Are the regulatory signs (crossbucks) clearly visible?	<input type="radio"/>	<input type="radio"/>
Are there regulatory devices (lights/gates/bells) present?	<input type="radio"/>	<input type="radio"/>
Are there any unique characteristics to the operation of the crossing controls?	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>
Are there any roadway design features that could affect the safe operation of a school bus at the railroad crossing?	<input type="radio"/>	<input type="radio"/>
What are they?		

DANGEROUS INTERSECTIONS AND ROADWAYS

Location: _____

	Yes	No
Is this a high-frequency crash location?	<input type="radio"/>	<input type="radio"/>
Are traffic control devices present?	<input type="radio"/>	<input type="radio"/>
Are there visibility obstructions?	<input type="radio"/>	<input type="radio"/>
What are they?		
Are there areas with no shoulders or drop to shoulder?	<input type="radio"/>	<input type="radio"/>
Are there peculiar roadway features?	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>
Is the height of the tunnel/underpass adequate for the tallest school bus, including open roof hatches?	<input type="radio"/>	<input type="radio"/>
Is the lane width of the bridge, tunnel/underpass, or overpass adequate for the widest school bus, including the mirrors?	<input type="radio"/>	<input type="radio"/>

QUEUING /STORAGE AREAS

Location: _____

	Yes	No
Is there sufficient area for the largest school bus in the acceleration/ deceleration lane?	<input type="radio"/>	<input type="radio"/>
Is there sufficient area for the largest school bus in the median area between a multi-lane road?	<input type="radio"/>	<input type="radio"/>
Is there sufficient area for the largest school bus in the turning lane?	<input type="radio"/>	<input type="radio"/>

INDUSTRIAL INTERSECTIONS AND CONSTRUCTION ZONES

Steep Downgrades

Location: _____

	Yes	No
Do heavy vehicles enter/exit/cross the roadway frequently?	<input type="radio"/>	<input type="radio"/>
Are there highway signs alerting operators of the industrial/construction traffic?	<input type="radio"/>	<input type="radio"/>
Are there highway signs alerting operators to the downgrade?	<input type="radio"/>	<input type="radio"/>
Are there signs alerting operators to "Check Brakes?"	<input type="radio"/>	<input type="radio"/>
Are there areas marked and designated for vehicles to safely leave the road (run-off areas)?	<input type="radio"/>	<input type="radio"/>

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?	<input type="radio"/>	<input type="radio"/>
Does slow-moving farm equipment operate on the road?	<input type="radio"/>	<input type="radio"/>
Do non-motorized vehicles, e.g., horse-drawn carriages, operate on the road?	<input type="radio"/>	<input type="radio"/>
Are there roadway conditions, e.g., mountainous terrain, that result in vehicles operating at high speeds and low speeds?	<input type="radio"/>	<input type="radio"/>
What are they?		

Pedestrian Areas

Location: _____

	Yes	No
Are there difficulties seeing pedestrians at school bus stops?	<input type="radio"/>	<input type="radio"/>
Are there narrow streets with parked vehicles where children may run into the street?	<input type="radio"/>	<input type="radio"/>
Are there areas of heavy pedestrian congestion, e.g., shopping and business areas?	<input type="radio"/>	<input type="radio"/>

Other Conditions Identified in Local Area

Location: _____

	Yes	No
Are there unique roadway conditions?	<input type="radio"/>	<input type="radio"/>
Roads without guardrails that pose a danger, e.g., next to rivers, lakes, quarries?	<input type="radio"/>	<input type="radio"/>
Dirt or gravel roads that could affect braking?	<input type="radio"/>	<input type="radio"/>
Others?	<input type="radio"/>	<input type="radio"/>
What are they?		
Are there roadway conditions that make it difficult to make a "right turn on red?"	<input type="radio"/>	<input type="radio"/>
What are they?		
Are there areas with visibility problems due to industrial smoke, air quality, etc.?	<input type="radio"/>	<input type="radio"/>
Are there areas where emergency equipment operate on a regular basis, e.g., fire stations or hospitals?	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The school bus is not required to back anywhere on school property.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. All school bus movement on the school grounds is one-way in a counter-clockwise direction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. School bus traffic does not completely encircle the school building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The operator has proper sight distance at all points along the driveway.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Crosswalks for students do not exist at the entrance to the school bus driveway.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Separation is maintained between school bus traffic and all other traffic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Vehicular pick-up points for non-bus students are on a separate driveway from that used by school buses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Curbing and suitable drainage are provided along driveways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Curbing and driveway construction comply with state highway specifications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. On the school site, there is a minimum radius of inner edge of driveway pavement of 60 feet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Between reverse curves, at least a 50-foot tangent section is provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. At ingress and egress points a maximum grade of 2% is adhered to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. A maximum grade of 5% is adhered to on the school bus driveway within the school site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

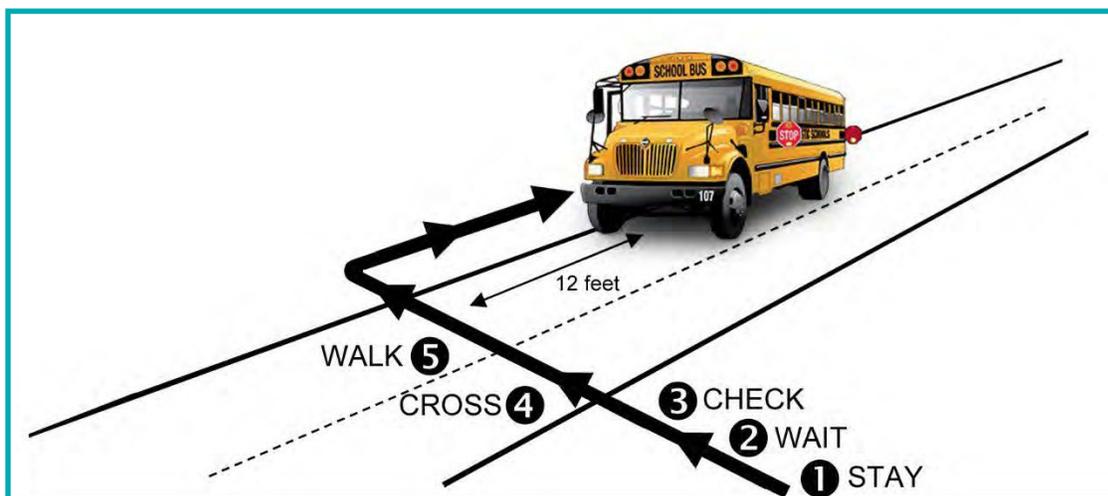
STUDENT RULES: SUPERVISION AND DISCIPLINARY GUIDELINES

- 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.

WHEN BOARDING THE BUS

Here's How to Cross the Road SAFELY

- 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!

WHEN LEAVING THE BUS

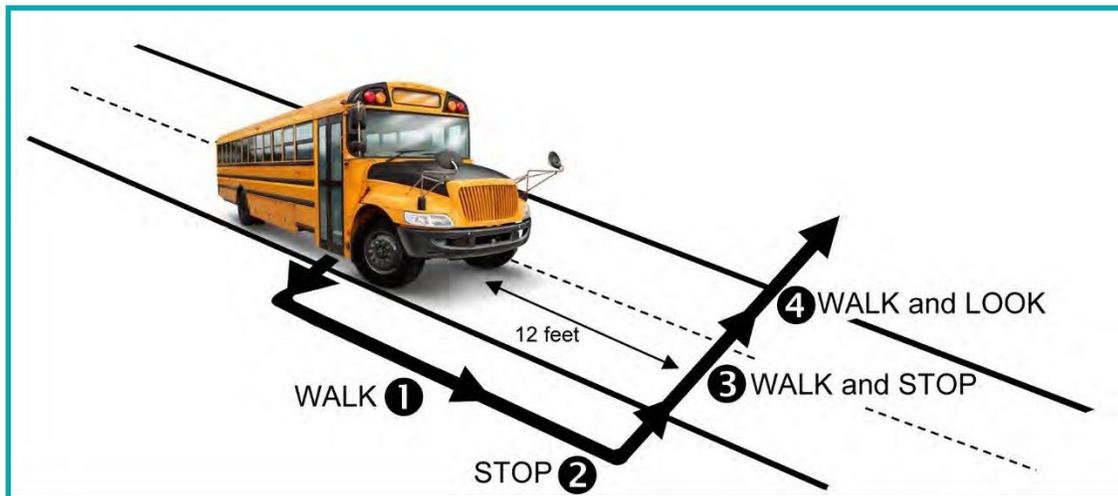
Here's How to Cross the Road SAFELY

WALK along the side of the road until you can see your operator.

STOP Wait for the signal to cross.

WALK & 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.

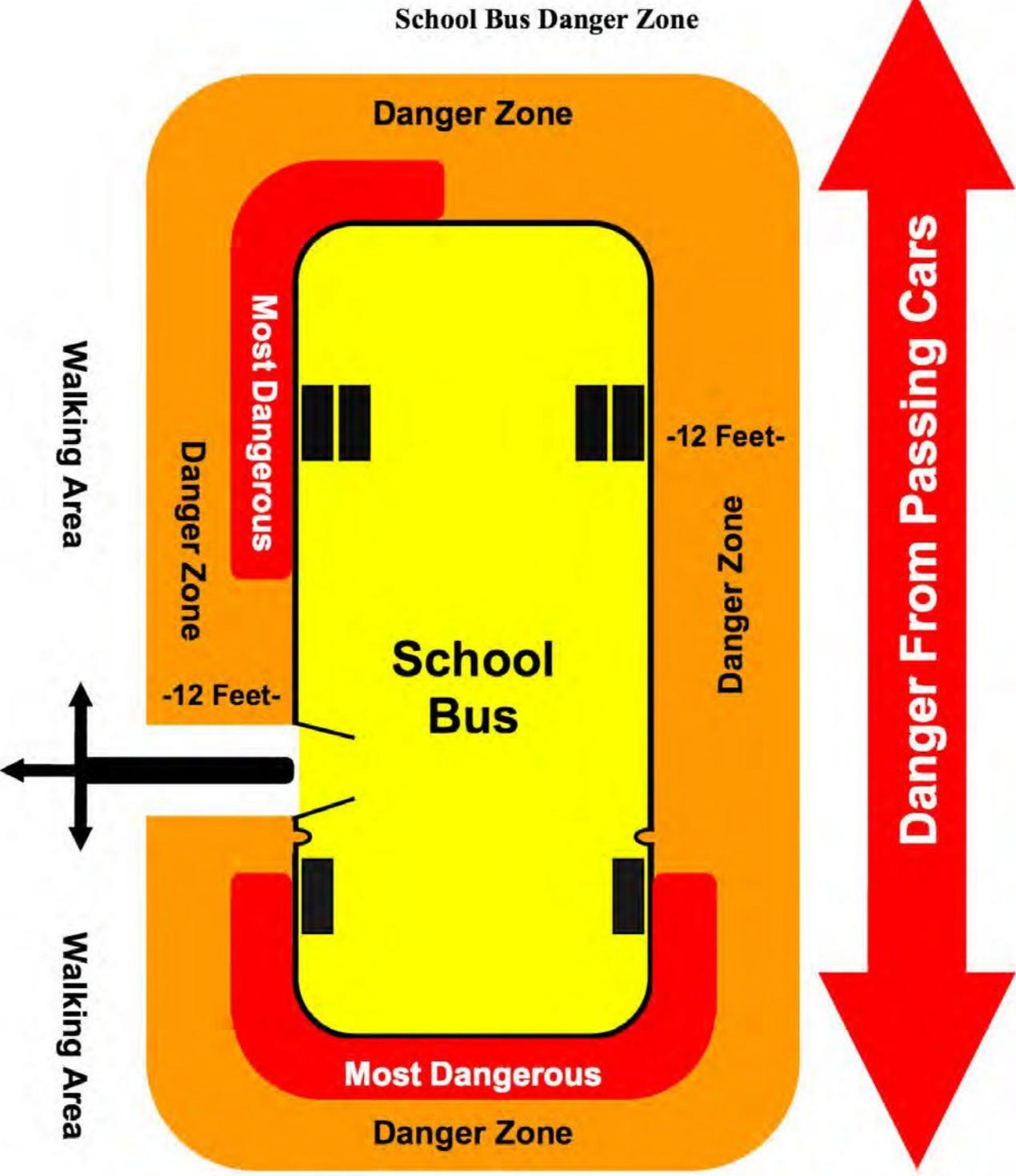
2. All drills should be supervised by the principal or by persons assigned to act in a supervisory capacity.

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.)



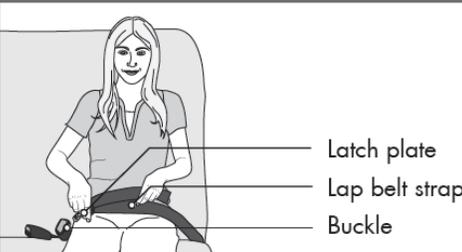
Appendix B – School Bus Operations

LAP BELT CHART

Lap Belt Basics

"Buckle, Check, Tight – Your Seat Belt Is Right!"

Common Seat Belt Parts



Latch plate
Lap belt strap
Buckle

I have read and discussed these important safety instructions with my child.

Parent/Guardian Signature _____ Date _____

Child _____ Date _____

Instructor _____ Date _____

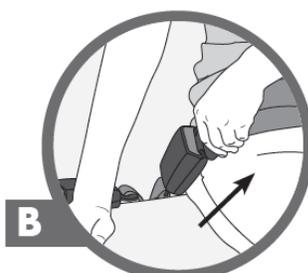
BUCKLE
CHECK
TIGHT



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:

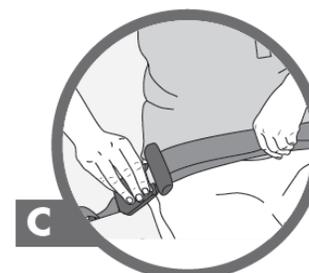
- Sit flat against the seatback.
- Place the lap belt around the lower body, below the waist. Do not let the belt get twisted.



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.



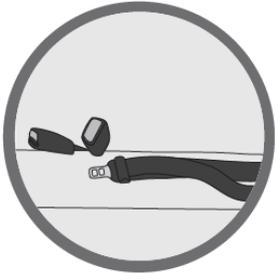
C TIGHTEN the lap belt by pulling on the end of the strap. Be sure that the lap belt is snug across the lower body below the waist.

Be sure to:

- Properly position lap belt below the waist, not over the stomach.

Appendix B – School Bus Operations

LAP BELT CHART

UNBUCKLING	
 <p>1. Push the red button on the buckle and remove the latch plate from the buckle.</p>	 <p>2. As a courtesy to the next passenger, lay the lap belt flat on the seat cushion.</p>
IMPROPER LAP BELT USE	
 <p>NEVER sit on or in front of the lap belt.</p>	 <p>NEVER allow the belt webbing to be twisted. It should lay flat against your body.</p>
 <p>NEVER position the lap belt too high. It should touch the lap and not cross over the waist or stomach.</p>	 <p>NEVER insert the latch plate of your lap belt into the buckle for the seat beside you. Be sure to use your own buckle.</p>
 <p>NEVER wear the lap belt loosely.</p>	 <p>NEVER wear your backpack when you are seated in the bus. Place it on the floor in front of your feet.</p>
 <p>NEVER sit on the front or side edge of your seat.</p>	

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Appendix B – School Bus Operations

LAP-SHOULDER BELT CHART

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
CHECK
TIGHT

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.

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.

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.

Appendix B – School Bus Operations

LAP-SHOULDER BELT CHART

UNBUCKLING	
	
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 3. As a courtesy to the next passenger, move the shoulder-height adjuster up to its highest position.
IMPROPER LAP-SHOULDER BELT USE	
	<p>NEVER sit in front of the buckled lap-shoulder belt.</p>
	<p>NEVER place the shoulder belt behind your back and wear only the lap belt.</p>
	<p>NEVER place the shoulder belt under your arm.</p>
	<p>NEVER wear the shoulder belt or lap belt loosely.</p>
	<p>NEVER allow the belt webbing to be twisted. It should lay flat against your body.</p>
	<p>NEVER insert the latch plate of your shoulder belt into the buckle for the seat beside you. Be sure to use your own buckle.</p>
	<p>NEVER wear your backpack when you are seated in the bus. Place it on the floor in front of your feet.</p>
	<p>NEVER sit on the front or side edge of your seat.</p>

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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

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.

BUS OPERATOR EMERGENCY DRILL REPORT

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: <input type="radio"/> On Campus <input type="radio"/> Off Campus	Number of Students:	Avg* Evac Time:	(Min)
Comments:			

Name of School:		Drill Date:	
Where Held: <input type="radio"/> On Campus <input type="radio"/> Off Campus	Number of Students:	Avg* Evac Time:	(Min)
Comments:			

Name of School:		Drill Date:	
Where Held: <input type="radio"/> On Campus <input type="radio"/> 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:
<p>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.</p>	

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:
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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:			
<p>Please indicate your ideas regarding appropriate type of transportation for your child:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="radio"/> Walks to bus unassisted <input type="radio"/> Requires a car seat <input type="radio"/> Positioning devices <input type="radio"/> Needs to be met at school <input type="radio"/> On return/home, needs to be met at bus stop <input type="radio"/> Requires assistance to board or exit the school bus </td> <td style="width: 50%; vertical-align: top;"> <input type="radio"/> Walks to bus, but needs assistance <input type="radio"/> Wheelchair <input type="radio"/> Special equipment <input type="radio"/> Other (Specify): </td> </tr> </table>		<input type="radio"/> Walks to bus unassisted <input type="radio"/> Requires a car seat <input type="radio"/> Positioning devices <input type="radio"/> Needs to be met at school <input type="radio"/> On return/home, needs to be met at bus stop <input type="radio"/> Requires assistance to board or exit the school bus	<input type="radio"/> Walks to bus, but needs assistance <input type="radio"/> Wheelchair <input type="radio"/> Special equipment <input type="radio"/> Other (Specify):
<input type="radio"/> Walks to bus unassisted <input type="radio"/> Requires a car seat <input type="radio"/> Positioning devices <input type="radio"/> Needs to be met at school <input type="radio"/> On return/home, needs to be met at bus stop <input type="radio"/> Requires assistance to board or exit the school bus	<input type="radio"/> Walks to bus, but needs assistance <input type="radio"/> Wheelchair <input type="radio"/> Special equipment <input type="radio"/> Other (Specify):		
<p>Please explain in more detail for each box checked above:</p> <div style="border: 1px solid black; height: 40px;"></div>			

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:

<p>Please check if any of the following applies to your child:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="radio"/> Asthma <input type="radio"/> Diabetes <input type="radio"/> Deaf <input type="radio"/> Non-Verbal <input type="radio"/> Hemophiliac <input type="radio"/> Non Ambulatory <input type="radio"/> Medically Complex </td> <td style="width: 50%; vertical-align: top;"> <input type="radio"/> Heart Disease <input type="radio"/> Blind <input type="radio"/> Chronic Respiratory Problems <input type="radio"/> Bee Sting Reaction <input type="radio"/> Allergies—to what? <input type="radio"/> Aggressive Behavior </td> </tr> </table>		<input type="radio"/> Asthma <input type="radio"/> Diabetes <input type="radio"/> Deaf <input type="radio"/> Non-Verbal <input type="radio"/> Hemophiliac <input type="radio"/> Non Ambulatory <input type="radio"/> Medically Complex	<input type="radio"/> Heart Disease <input type="radio"/> Blind <input type="radio"/> Chronic Respiratory Problems <input type="radio"/> Bee Sting Reaction <input type="radio"/> Allergies—to what? <input type="radio"/> Aggressive Behavior
<input type="radio"/> Asthma <input type="radio"/> Diabetes <input type="radio"/> Deaf <input type="radio"/> Non-Verbal <input type="radio"/> Hemophiliac <input type="radio"/> Non Ambulatory <input type="radio"/> Medically Complex	<input type="radio"/> Heart Disease <input type="radio"/> Blind <input type="radio"/> Chronic Respiratory Problems <input type="radio"/> Bee Sting Reaction <input type="radio"/> Allergies—to what? <input type="radio"/> Aggressive Behavior		
<p>Please explain in more detail for each box checked above:</p> <div style="border: 1px solid black; height: 40px;"></div>			

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? <input type="radio"/> Yes <input type="radio"/> No	
Is your child on medication? <input type="radio"/> Yes <input type="radio"/> 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	<input type="radio"/> Yes <input type="radio"/> No
Contacting any doctor available	<input type="radio"/> Yes <input type="radio"/> No
Contacting rescue squad	<input type="radio"/> Yes <input type="radio"/> No
Transporting to designated hospital	<input type="radio"/> Yes <input type="radio"/> 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:
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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
<input type="radio"/>	<input type="radio"/>	1. Will all services be provided at the school of residence?
<input type="radio"/>	<input type="radio"/>	2. Is the student eligible for extended school year services?
<input type="radio"/>	<input type="radio"/>	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?
<input type="radio"/>	<input type="radio"/>	4. Will the student's IEP address goals and objectives related to transportation access?

Yes	No	TRANSPORTATION CONCERNS
<input type="radio"/>	<input type="radio"/>	5. Have parents been informed of their role and responsibility in transportation of their child?
<input type="radio"/>	<input type="radio"/>	6. Does the student require adult supervision at the bus stop? If yes, parent or designee must meet the child at the stop.
<input type="radio"/>	<input type="radio"/>	7. Are there circumstances that affect the location of the pick-up and/or drop-off locations? If yes, specify:
<input type="radio"/>	<input type="radio"/>	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)
<input type="radio"/>	<input type="radio"/>	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:
<input type="radio"/>	<input type="radio"/>	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?
<input type="radio"/>	<input type="radio"/>	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.)
<input type="radio"/>	<input type="radio"/>	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.
<input type="radio"/>	<input type="radio"/>	13. Does the student experience uncontrolled seizures, severe hypotonia causing potentially obstructed airway or apnea? Circle which, and attach assessment.
<input type="radio"/>	<input type="radio"/>	14. Does the student use a walker, manual wheelchair, power wheelchair? Circle which, and indicate wheelchair width, if applicable:
<input type="radio"/>	<input type="radio"/>	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:
<input type="radio"/>	<input type="radio"/>	16. Does the student have difficulty communicating? If yes explain:
<input type="radio"/>	<input type="radio"/>	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: <input type="radio"/> Yes <input type="radio"/> 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)**

Least Restrictive	Most Restrictive						
<p>Student walks to school alone or with peers</p> <p>Student uses public transit one way</p> <p>Student combines school bus with public transit</p> <p>Student uses public transit both ways</p>	<p>Public transit use varies</p>	<p>Student rides school bus with modification or lift</p>	<p>Student rides school bus with support network</p> <p>w w/o adaptive equipment</p>	<p>Student rides public transportation with support network</p> <p>Student rides integrated school bus with support network</p> <p>w w/o adaptive equipment</p>	<p>Student rides modified bus with attendant</p> <p>w w/o adaptive equipment</p>	<p>Student rides modified bus with attendant and/or nurse with special training</p> <p>Possible with limited ride time</p> <p>Possibly with specially equipped vehicle</p> <p>Possibly with intervention</p>	<p>Student needs specialized bus ride with specialized attendant</p> <p>Student needs bus alternative for out of town travel</p> <p>Transportation inappropriate for student (may be eligible for home/hospital teacher)</p>
<p>USE CORNER BUS STOPS OR SCHOOL PICK-UP SITES</p>			<p>HOME PICK-UP OR HOME CORNER PICK-UP</p>			<p>HOME OR INSTITUTION PICK-UP</p>	

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).

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 INFORMATION REPORT



**National Association
of State Directors
of Pupil Transportation Services**

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/special/guid/idea/letters/2003-3/leeds082203relsrvcs3q2003.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, privity 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 HIPAA. 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.

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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

M | **UMTRI** TRANSPORTATION
RESEARCH INSTITUTE
UNIVERSITY OF MICHIGAN

REFERENCE



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.



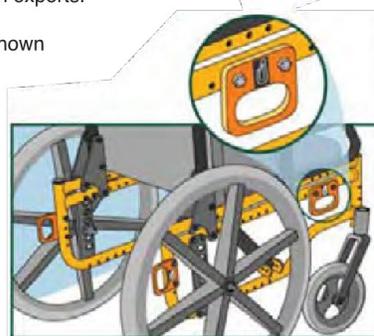
START WITH THE RIGHT EQUIPMENT

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.**



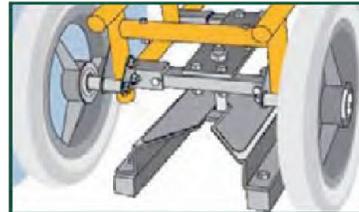
▼ When securing non-WC19 wheelchairs, choose structural securement points as close to the seat surface as possible to provide greater wheelchair stability during travel. It is best if the rear securement points are high enough to result in angles of the rear tiedown straps between 30 and 45 degrees to 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.



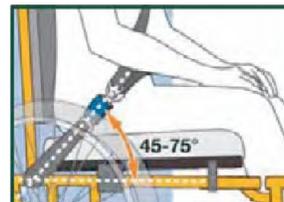
▼ If you plan to secure your wheelchair with a docking tiedown device, you should check with the WTORS or wheelchair manufacturer to ensure that your wheelchair model has been successfully crash tested with their system.

▼ 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

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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? <input type="radio"/>Yes <input type="radio"/>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:
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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

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?	<input type="radio"/>	<input type="radio"/>
	1.1.A	What elements does the security plan encompass?		
		Response Plan	<input type="radio"/>	
		Emergency Plan	<input type="radio"/>	
		Disaster Recovery Plan	<input type="radio"/>	
		Other:	<input type="radio"/>	
	1.1.B	Does someone review and update the Security Plan?	<input type="radio"/>	<input type="radio"/>
		If so, how often?		
		Monthly	<input type="radio"/>	
		Quarterly	<input type="radio"/>	
		Annually	<input type="radio"/>	
		Every 3 years	<input type="radio"/>	
		Every 5 years	<input type="radio"/>	
		As needed	<input type="radio"/>	
		Other:	<input type="radio"/>	
	1.1.C	Does the student transportation provider/site limit access to the Security Plan to employees with a need to know?	<input type="radio"/>	<input type="radio"/>
	1.1.D	Are the plan/policy and procedures communicated to all personnel?	<input type="radio"/>	<input type="radio"/>
1.2		Does the student transportation provider designate a security coordinator?	<input type="radio"/>	<input type="radio"/>
	1.2.A	Are the security coordinator’s duties documented?	<input type="radio"/>	<input type="radio"/>
	1.2.B	Does the student transportation provider exchange unclassified security-related information with industry peers?	<input type="radio"/>	<input type="radio"/>
1.3		Is the security plan site-specific for all school and facility locations?	<input type="radio"/>	<input type="radio"/>
1.4		Does the plan/policy coordinate with procedures in the school buildings?	<input type="radio"/>	<input type="radio"/>
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.)?	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>
1.7		Is there a plan available that does not require electrical energy?	<input type="radio"/>	<input type="radio"/>
1.8		Does the plan/policy contain directives on incident management and command?	<input type="radio"/>	<input type="radio"/>
1.9		Does the plan/policy include training requirements for school employees?	<input type="radio"/>	<input type="radio"/>
1.10		Does the plan/policy address pre- and post-trip requirements?	<input type="radio"/>	<input type="radio"/>

2. THREAT ASSESSMENT

Numbering		Evaluation Criteria	YES	NO
2.1	Does the student transportation provider monitor external sources for threat information?		<input type="radio"/>	<input type="radio"/>
	2.1.A	If so, what sources?		
		Federal Bureau of Investigation (FBI)	<input type="radio"/>	
		Homeland Security Advisory System Threat Level (DHS)	<input type="radio"/>	
		Law Enforcement Officer (LEO)	<input type="radio"/>	
		News	<input type="radio"/>	
		TSA/DHS threat specific information	<input type="radio"/>	
		Other:	<input type="radio"/>	
2.2	Does the student transportation provider have a procedure for distributing threat information?		<input type="radio"/>	<input type="radio"/>
	2.2.A	If so, is the procedure documented?	<input type="radio"/>	<input type="radio"/>
2.3	Are school bus routes evaluated annually?		<input type="radio"/>	<input type="radio"/>

3. VULNERABILITY ASSESSMENT

Numbering		Evaluation Criteria	YES	NO
3.1	Does the student transportation provider conduct vulnerability assessments?		<input type="radio"/>	<input type="radio"/>
	3.1.A	Where are the vulnerability assessments documented?		
		In the Security Plan	<input type="radio"/>	
		Other:	<input type="radio"/>	
	3.1.B	If so, how often are they reviewed?		
		Monthly	<input type="radio"/>	
		Quarterly	<input type="radio"/>	
		Annually	<input type="radio"/>	
		Every 3 years	<input type="radio"/>	
		Every 5 years	<input type="radio"/>	
		As needed	<input type="radio"/>	
		Other	<input type="radio"/>	
	3.1.C	Do the student transportation provider's vulnerability assessments recommend corrective actions?	<input type="radio"/>	<input type="radio"/>
	3.1.D	Does the student transportation provider implement the security measures recommended by its vulnerability assessments?	<input type="radio"/>	<input type="radio"/>
3.2	Is a security coordinator identified for each school and facility?		<input type="radio"/>	<input type="radio"/>
3.3	Do computer and communications systems exist?		<input type="radio"/>	<input type="radio"/>
	3.3.A	How is access to computers or systems controlled?		
		What are their limitations?		
	3.3.B	Can the computers be compromised?	<input type="radio"/>	<input type="radio"/>
		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?		<input type="radio"/>	<input type="radio"/>

Numbering		Evaluation Criteria	YES	NO
3.5		Is there a code system to identify emergencies or threats?	<input type="radio"/>	<input type="radio"/>
3.6		Do emergency back-up systems for information and communication exist?	<input type="radio"/>	<input type="radio"/>
		If so, what are their limitations?		
	3.6.A	Can emergency back-up systems be compromised?	<input type="radio"/>	<input type="radio"/>
		If they can be compromised, what can be done to prevent it?		
	3.6.B	Are the back-up systems stored off site?	<input type="radio"/>	<input type="radio"/>
		Are they secure?	<input type="radio"/>	<input type="radio"/>
3.7		Do evacuation plans exist?	<input type="radio"/>	<input type="radio"/>
3.8		Is there a designated place to relocate staff or students?	<input type="radio"/>	<input type="radio"/>

4. PERSONNEL SECURITY

Numbering		Evaluation Criteria	YES	NO
4.1		Does the student transportation provider conduct background checks?	<input type="radio"/>	<input type="radio"/>
	4.1.A	If so, for which employees?		
		Operators	<input type="radio"/>	
		Non-operators	<input type="radio"/>	
		Management	<input type="radio"/>	
		Contractors	<input type="radio"/>	
	4.1.B	What background information is checked?		
		Driving Records	<input type="radio"/>	
		Criminal Records	<input type="radio"/>	
		Employment History	<input type="radio"/>	
		Employment Eligibility	<input type="radio"/>	
4.2		Does the student transportation provider have criteria for disqualification for employment based on driving/criminal/employment history checks?	<input type="radio"/>	<input type="radio"/>
4.3		Does the student transportation provider provide identification cards to employees?	<input type="radio"/>	<input type="radio"/>
	4.3.A	If so, what technologies do the identification cards incorporate?		
		Photographs	<input type="radio"/>	
		RFID/Proximity	<input type="radio"/>	
		Other:	<input type="radio"/>	
	4.3.B	Does the student transportation provider require employees to display their identification cards while on duty?	<input type="radio"/>	<input type="radio"/>
	4.3.C	Does the student transportation provider issue identification cards to contractor personnel?	<input type="radio"/>	<input type="radio"/>
4.4		Is there a "sign in/sign out" system?	<input type="radio"/>	<input type="radio"/>
4.5		Are all employees required to wear uniforms? Do they comply?	<input type="radio"/>	<input type="radio"/>

5. TRAINING

Numbering		Evaluation Criteria	YES	NO
5.1		Does the student transportation provider conduct security training for new employees? Do they comply?	<input type="radio"/>	<input type="radio"/>
	5.1.A	If so, what type?		
		Security Awareness training	<input type="radio"/>	
		Security Plan training	<input type="radio"/>	
5.2		Does the student transportation provider conduct security training for current employees?	<input type="radio"/>	<input type="radio"/>
	5.2.A	If so, when?		
		Annually	<input type="radio"/>	
		Every 1-3 years	<input type="radio"/>	
		More than 3 years	<input type="radio"/>	
		Change of job	<input type="radio"/>	
		Other:	<input type="radio"/>	
5.3		Does the student transportation provider conduct security training based on a formal curriculum?	<input type="radio"/>	<input type="radio"/>
		If so, which curriculum?		
		Security Awareness Training CD (DOT)	<input type="radio"/>	
		First Observer (TSA)	<input type="radio"/>	
		School Transportation Security Awareness (TSA)	<input type="radio"/>	
		Secure Transport (TSA)	<input type="radio"/>	
		Security Self Assessment CD (TSA)	<input type="radio"/>	
		Other:	<input type="radio"/>	
5.4		Are the student transportation provider's operators members of the First Observer program?	<input type="radio"/>	<input type="radio"/>
5.5		Does the student transportation provider maintain employee security training records?	<input type="radio"/>	<input type="radio"/>

6. PHYSICAL SECURITY COUNTERMEASURES

Numbering		Evaluation Criteria	YES	NO
6.1		Do the student transportation provider's facilities have physical security barriers?	<input type="radio"/>	<input type="radio"/>
	6.1.A	If so, what type?		
		Fencing	<input type="radio"/>	
		Locking Gates	<input type="radio"/>	
		Keypad/PIN	<input type="radio"/>	
		Jersey Wall	<input type="radio"/>	
		Bollards	<input type="radio"/>	
		Other:	<input type="radio"/>	
6.2		Do the student transportation provider's facilities have intrusion detection systems?	<input type="radio"/>	<input type="radio"/>
	6.2.A	If so, what type?		
		Door/Window Detectors	<input type="radio"/>	
		Motion Alarms	<input type="radio"/>	
		Siren	<input type="radio"/>	
		Silent Alarm	<input type="radio"/>	
		Other:	<input type="radio"/>	
6.3		Do the student transportation provider's facilities have security cameras? If so:	<input type="radio"/>	<input type="radio"/>
	6.3.A	Do the security cameras pan/tilt/zoom?	<input type="radio"/>	<input type="radio"/>
	6.3.B	How are the security camera feeds monitored?		
		During operation hours	<input type="radio"/>	
		24/7	<input type="radio"/>	
		Cameras are not monitored	<input type="radio"/>	
6.4		Does the student transportation provider have a key control program?	<input type="radio"/>	<input type="radio"/>
	6.4.A	If so, what kind?		
		Facility key control program	<input type="radio"/>	
		Vehicle key control program	<input type="radio"/>	
	6.4.B	Are keys retrieved from departing employees?	<input type="radio"/>	<input type="radio"/>
	6.4.C	Are access codes changed?	<input type="radio"/>	<input type="radio"/>
		If so how frequently?		
		Annually	<input type="radio"/>	
		Every 1-3 months	<input type="radio"/>	
		Other:	<input type="radio"/>	

Numbering		Evaluation Criteria	YES	NO
6.5		Does the student transportation provider's facilities have designated secure areas?	<input type="radio"/>	<input type="radio"/>
	6.5.A	If so, what kind?		
		Dispatch	<input type="radio"/>	
		IT/computer room	<input type="radio"/>	
		Admin offices	<input type="radio"/>	
		Maintenance	<input type="radio"/>	
		Financial	<input type="radio"/>	
		Loading dock	<input type="radio"/>	
		Warehouse	<input type="radio"/>	
		Storage tanks	<input type="radio"/>	
		Other:	<input type="radio"/>	
	6.5.B	Does the student transportation provider use security measures to protect secure areas?	<input type="radio"/>	<input type="radio"/>
		If so, what areas?		
		Keys	<input type="radio"/>	
		Keypad/PIN	<input type="radio"/>	
		ID cards	<input type="radio"/>	
		Guards	<input type="radio"/>	
		Other:	<input type="radio"/>	
6.6		Does the student transportation provider record access to secure areas?	<input type="radio"/>	<input type="radio"/>
	6.6.A	If so, whose access to secure areas is recorded?		
		Employee access	<input type="radio"/>	
		Contractor access	<input type="radio"/>	
	6.6.B	Are the access records to secure areas periodically reviewed?	<input type="radio"/>	<input type="radio"/>

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?	<input type="radio"/>	<input type="radio"/>
7.2		Does the student transportation provider have measures in place to ensure continuity of operations (including security) during a power/connectivity/facility outage?	<input type="radio"/>	<input type="radio"/>
	7.2.A	If so, what measures?		
		Data back-up	<input type="radio"/>	
		Uninterruptible power supply	<input type="radio"/>	
		Back-up control center Remote access	<input type="radio"/>	
		Other:	<input type="radio"/>	
7.3		Are students registered on a particular bus?	<input type="radio"/>	<input type="radio"/>
	7.3.A	Do students have passes?	<input type="radio"/>	<input type="radio"/>
	7.3.B	Do students have other identification?	<input type="radio"/>	<input type="radio"/>
7.4		Are operators provided with a list of riders?	<input type="radio"/>	<input type="radio"/>

Numbering		Evaluation Criteria	YES	NO
7.5		Are there procedures for accounting for each individual student, especially on activity trips?	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>
	7.6.A	Are students counted at every stop prior to resuming the trip?	<input type="radio"/>	<input type="radio"/>
7.7		Are routes evaluated annually?	<input type="radio"/>	<input type="radio"/>
	7.7.A	Are stops evaluated annually?	<input type="radio"/>	<input type="radio"/>
	7.7.B	Are bus waiting areas evaluated annually?	<input type="radio"/>	<input type="radio"/>
	7.7.C	Are school loading zones evaluated annually?	<input type="radio"/>	<input type="radio"/>

8. COMMUNICATION

Numbering		Evaluation Criteria	YES	NO
8.1		What lines of communication exist within the operation?	<input type="checkbox"/>	<input type="checkbox"/>
8.2		Do they interrelate with local law enforcement, fire and emergency services?	<input type="radio"/>	<input type="radio"/>
8.3		Are they clearly defined and documented?	<input type="radio"/>	<input type="radio"/>
8.4		Are all employees trained and familiar with them?	<input type="radio"/>	<input type="radio"/>
8.5		Have these lines of communication been tested and proven?	<input type="radio"/>	<input type="radio"/>
8.6		Is there an alternate communication plan if the normal systems are unavailable?	<input type="radio"/>	<input type="radio"/>
8.7		Were the communications effective, as tested?	<input type="radio"/>	<input type="radio"/>

9. SECURITY EXERCISES/DRILLS

Numbering		Evaluation Criteria	YES	NO
9.1		Does the student transportation provider conduct security exercises/drills?	<input type="radio"/>	<input type="radio"/>
	9.1.A	If so, how often?	<input type="checkbox"/>	<input type="checkbox"/>
		Monthly	<input type="radio"/>	<input type="checkbox"/>
		Quarterly	<input type="radio"/>	<input type="checkbox"/>
		Every 6 months	<input type="radio"/>	<input type="checkbox"/>
		Annually	<input type="radio"/>	<input type="checkbox"/>
		Other:	<input type="radio"/>	<input type="checkbox"/>
9.2		Does the student transportation provider include external personnel or agencies (e.g., law enforcement/first responders) when conducting security exercises/drills?	<input type="radio"/>	<input type="radio"/>
9.3		Does the student transportation provider maintain written documentation of the results/ lessons learned from security exercises/drills?	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>

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 SCHOOL 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 (Activating 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 (Motorvehicle 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)

Coversheet

Motion to Approve RSL Title I Plans 21-22

Section:	III. Items scheduled for action
Item:	G. Motion to Approve RSL Title I Plans 21-22
Purpose:	Vote
Submitted by:	
Related Material:	Lanier's title i plan 2021-2022 - Final 21-22.docx GOMS Title I plan 2021-2022 -Final 21-22.docx Dalton Elementary Emergency Operations Plan 22-23 .docx

TITLE I – SCHOOLWIDE PLAN TEMPLATE**Name of School: Lanier Elementary****Date:8/10/21****1.1 Family and Stakeholder Engagement**

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

Response:

RSL has monthly parent meetings via in person and zoom where all families can participate. Notifications are sent out via Parentsquare in the parent's native language so that parents have access to the invitation. Yearly, parents are initially introduced (August) to and asked to be a part of the School Site Council and the Literacy Council. The follow-up meeting which occurs in September is to inform parents of Spring Leap Data, Leap Connect Data, and ELPT data from the previous year. We solicit feedback from parents pertaining to the current academic year's instructional goals. The principal provides explicit details and training regarding test design, goals, and data analysis. Adjustments are made to the schoolwide plan based on the parental feedback.

1.2 Comprehensive Needs Assessment

To ensure the schoolwide plan best serves the needs of all students, especially high need students who are failing, or are at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in [Believe to Achieve: Educational Priorities](#), e.g. *percentage of students on or above grade level in literacy by subgroup*.

Response:

LEAP 360 2021 Data

41% of students in 3rd – 5th Grade scored basic and above in ELA39% of students in 3rd – 5th Grade scored basic and above in Math

To increase student achievement and to help students to meet state standards we have hired a Literacy Coach, an Acceleration Coach, and a Foundational Reading Coach. This enables us to provide intensive assistance to students. Teachers have fully implemented Tier I curriculum and are executing with integrity with the support of the Curriculum Specialist and the Literacy Coach. Classrooms with a ratio of 15:1 allow teachers to differentiate instruction and be more intentional while planning. Additionally, we are adhering to the accountability system that has been recommended by the state. This will allow us to track attendance data and immediately address concerns. We are providing intensive assistance to students with the creation of Acceleration and Foundational Coach positions.

Based on the results of the needs assessment, list the school's priorities.

Response: Based on the results of the needs assessments, Lanier's priorities will be as follows:

A Literacy Coach was hired to support literacy in grades K-5th Grade. The literacy coach will plan with the Acceleration Team which includes the foundational and acceleration coach. The Acceleration Coach was hired and will assist Tier II students using the LDOE accelerate program curriculum for ELA and Math. Foundational Reading Coaches have been hired and will assist Tier III students using corrective reading and resources from the accelerate program curriculum for ELA and Math.

Mental and behavioral health and Social Emotional Learning: We are contracting with SELF to training and conducting behavioral analysis to address problematic behaviors to address mental and behavioral, social emotional learning, and trauma-informed care.

1.3 Strategies for Improvement

Provide a description of schoolwide strategies that the school is implementing to: **1) use methods and instructional strategies that strengthen the academic program in the school; 2) increase the amount and quality of learning time; 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 4) include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address all four strategies and identify the [Believe to Achieve: Educational Priorities](#) the school will target in the narrative.**

Narrative: Based off data and student needs, RSL has developed a strategic plan in order to address student needs. The strategic plan includes targeting all students (high, medium, and low students). All strategies or initiatives are in line with LDOE and considered Tier I/Research based support for students. We have added 30 minutes to the instructional day. (Please see the attached strategic plan that addresses all questions to 1.3) **Add more details from prompt request**

RSL coaches and teachers uses LDOE Accelerate Tutoring Strategies to support our school system's implementing tutoring at scale as a core function to achieve significant results for all students and strengthen the academic

program in our school. Coaches and teachers use the Accelerate Tutoring ELA and math resources to prepare students for the upcoming lessons. These tutoring resources provide teachers with high-yield instructional practices and quality materials that will accelerate students' learning in connection with the on-grade-level instruction being taught in the classroom. There are job-embedded collaboration opportunities for coaches and teachers during weekly PLC meetings. Coaches and teachers receive ongoing weekly professional development and on-the-job feedback. School leaders, coaches, and teachers attend monthly LDOE webinars as they continue to understand what unfinished learning is and how to address student needs.

Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. [IES Practice Guide/What Works Clearinghouse](#)):

<https://www.louisianabelieves.com/academics/accelerate>

https://www.louisianabelieves.com/docs/default-source/accelerate/accelerate---louisiana's-pre-k-12-tutoring-strategy.pdf?sfvrsn=d7366618_18

https://www.louisianabelieves.com/docs/default-source/accelerate/accelerate-math.pdf?sfvrsn=433c6618_30

Budget Decisions/Coordination (this must be reflected in the budget in the Super App) e.g. **1 FTE – TAP Master Teacher**

Coordination of Resources: Title I Title II Title III Title IV Title V IDEA Homeless General Fund
 Other

Evaluation: *(research protocols for eval.)*

Students are diagnosed by searching the Acceleration tools for prerequisite standards diagnostic assessments. Using the data, coaches and teachers plan for one-on-one or small groups of up to five students who have common needs to deliver the connected, just-in-time support through mini lessons and activities that accelerate access by scaffolding to the most immediate, directly connected grade-level content that students are learning in class. Using daily student work from tasks embedded in the curriculum, teachers and coaches have timely data as touch points for student learning. Next steps from data is addressed during accelerate tutoring time. Data collected from smaller

scale assessments such as accelerate tutoring exit tickets (in math) and end-of-unit assessments provides data on student progress and informs instructional next steps.

1.4 Student Support Services

Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable [Believe to Achieve: Educational Priorities](#).

Narrative: Mental and behavioral health and Social Emotional Learning: We are contracting with SELF to training and conducting behavioral analysis to address problematic behaviors to address mental and behavioral, social emotional learning, and trauma-informed care.

Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. [IES Practice Guide/What Works Clearinghouse](#)):

<https://drive.google.com/file/d/1PNBMDbbyarX0Ex6ysZJ-URdGx7TzcWb/view>

<https://drive.google.com/file/d/1zILtaOIJj9f7pse1e6vQNNCpoMMkhMpH/view>

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

Coordination of Resources: Title I Title II Title III Title IV Title V IDEA Homeless General Fund
 Other

Evaluation:

Screening
 Progress Monitoring
 Layered Continuum of Supports
 Data-Based Decision Making

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1.5 Student Opportunities

Provide a description of schoolwide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable [Believe to Achieve: Educational Priorities](#).

Narrative: RSL only serves students K-8.
Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):
Coordination of Resources: <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Title V <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Other _____
Evaluation:

1.6 Multi-Tiered Systems of Support (MTSS) for Behavior

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in [Believe to Achieve: Educational Priorities](#), including [coordinated early intervening services](#) (CEIS) under the Individuals with Disabilities Education Act (IDEA), if applicable.

Narrative: RSL provide all students with access to tier I high-quality curriculum and instruction daily to prevent and address behavior problems. The school counselor provides students with mental and behavioral, social emotional learning interventions to remove barriers and create equitable, inclusive learning experiences for all students. Teachers use love and logic to defuse behavior.
Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

<http://www.loveandlogic.com>

Cognitive Behavioral Therapy

<https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/significant-disproportionality-ceis-report.pdf?sfvrsn=2>

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

Coordination of Resources: Title I Title II Title III Title IV Title V IDEA Homeless General Fund
 Other

Evaluation:

Positive reinforcement for their actions
Behavior modification

1.7 Professional Development

Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support [Believe to Achieve: Educational Priorities](#) and use data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.

Narrative:

- New teachers attended a 3-day professional development that addressed teacher best practices, organization, planning, and policy and procedure review.
- All district staff attended a weeklong professional development where they were able to engage in content-specific planning sessions, program implementation, tier I curriculum planning and pacing.
- There are 4 District PDs scheduled throughout the school year that will continue to build upon and address topics covered during the Summer PD.
- Site Based PD weekly:
 - Weekly PLC's - The focus areas include Data, Lesson Modifications, Content Redelivery
 - Weekly Schoolwide Training - Includes School Announcements and Planning and Practice
- Leadership Trainings:
 - Science of Reading
 - CLASS
 - NIET
 - SELF
 - Content Leader and Mentor
 - LDOE Best Practices
 - Accelerate Program
 - DMGroup

Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. [IES Practice Guide/What Works Clearinghouse](#)):

Please link niet, self, etc, acceleration

<https://www.niet.org/>

<https://www.louisianabelieves.com/academics/accelerate>

<https://community.teachstone.com/home>

<https://www.louisianabelieves.com/resources/classroom-support/teacher-support-toolbox/collaboration-teacher-leadership>

<https://www.louisianabelieves.com/academics/louisiana-content-leaders>

<https://www.louisianabelieves.com/teaching/louisiana-mentor-teachers>

<https://amplify.com/>

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

Coordination of Resources: Title I Title II Title III Title IV Title V IDEA Homeless General Fund

Other

Evaluation:

Agendas

Sign-in Sheets

1.8 Student Transition

Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.

Narrative: Pre-K teachers attend PLC's to collaborate with Kindergarten teachers. End of year testing data for Pre-K is shared with Kindergarten teachers and Pre-K students are invited to attend summer school to address skills as uprising Kindergarten students. Pre-K teachers also expose students to Kindergarten math strategies using vocabulary from Eureka Math with is very similar to the Tier I curriculum that K-5th grade students use (Zearn).

The same Tier I curriculum is used for elementary and Middle School students. The Glen Oaks Middle School Experience is a program that introduces 5th grade students to the GOMS Principal, clubs, and activities.

Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. [IES Practice Guide/What Works Clearinghouse](#)):

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

Coordination of Resources: Title I Title II Title III Title IV Title V IDEA Homeless General Fund

Other

Evaluation:

SCHOOLWIDE PLAN ASSURANCES

The school assures:

- The plan referenced in the Schoolwide Plan template was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed during a one-year period, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school's participation in Title I, except that the school will regularly monitor and revise the plan as necessary to ensure that all students are provided opportunities to meet Louisiana's challenging academic standards.
- The plan is available to the LEA, parents, and the public, is in an understandable and uniform format and, to the extent practicable, is provided in a language that parents/guardians can understand.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.

TITLE I – SCHOOLWIDE PLAN TEMPLATE**Name of School: Glen Oaks Middle School****Date:8/12/2021****1.1 Family and Stakeholder Engagement**

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

Response:

RSL has monthly parent meetings via in person and zoom where all families can participate. Notifications are sent out via ParentSquare in the parent's native language so that parents have access to the invitation. During our yearly August Parent Meetings, parents are introduced to committees (School Site Council and Literacy Council) and asked to sign up. Yearly, at the September Parent Meeting, the principal goes over Spring Leap Data, Leap Connect data, and ELPT data from the prior year in order to seek feedback from the parents regarding the current academic year's instructional goals. The principal explains and provides training in detail regarding the design of the test, goals of the test, and use of the data so that parents can give valuable feedback to the principal. Based on the parents' feedback/suggestions, the principal will make adjustments to the schoolwide plan.

Principals, please fill in the highlighted section after your Aug parent meeting. Please unhighlight when completed.

During our yearly August 2021 parent meeting, the parents will be introduced to the School Cite Counsel/Literacy Counsel and will be invited to participate.

1.2 Comprehensive Needs Assessment

To ensure the schoolwide plan best serves the needs of all students, especially high need students who are failing, or are at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in [Believe to Achieve: Educational Priorities](#), e.g. *percentage of students on or above grade level in literacy by subgroup*.

Response:

13% of 6th grade students performed Basic or above in ELA and 10% achieved Basic or above in Math. The student breakdown by achievement level is the following:

- 45% of 6th grade students achieved Unsatisfactory on the ELA LEAP 2025 Assessment
- 42% of 6th grade students achieved Approaching Basic on the ELA LEAP 2025 Assessment
- 13% of 6th grade students achieved Basic on the ELA LEAP 2025 Assessment
- 0% of 6th grade students achieved Mastery or above on the ELA LEAP 2025 Assessment

- 56% of 6th grade students achieved Unsatisfactory on the Math LEAP 2025 Assessment
- 35% of 6th grade students achieved Approaching Basic on the Math LEAP 2025 Assessment
- 10% of 6th grade students achieved Basic on the Math LEAP 2025 Assessment
- 0% of 6th grade students achieved Mastery or above on the Math LEAP 2025 Assessment

35% of 7th grade students performed Basic or above in ELA and 23% achieved Basic or above in Math. The student breakdown by achievement level is the following:

- 45% of 6th grade students achieved Unsatisfactory on ELA LEAP 2025 Assessment
- 38% of 7th grade students achieved Unsatisfactory on ELA LEAP 2025 Assessment
- 27% of 7th grade students achieved Approaching Basic on the ELA LEAP 2025 Assessment
- 21% of 7th grade students achieved Basic on the ELA LEAP 2025 Assessment
- 13% of 7th grade students achieved Mastery on the ELA LEAP 2025 Assessment
- 1% of 7th grade students achieved Advanced on the ELA LEAP 2025 Assessment

- 30% of 7th grade students achieved Unsatisfactory on Math LEAP 2025 Assessment
- 48% of 7th grade students achieved Approaching Basic on the Math LEAP 2025 Assessment
- 20% of 7th grade students achieved Basic on the Math LEAP 2025 Assessment
- 48% of 7th grade students achieved Mastery on the Math LEAP 2025 Assessment
- 0% of 7th grade students achieved Advanced on the Math LEAP 2025 Assessment

16% of 8th grade students performed Basic or above in ELA and 8% achieved Basic or above in Math. The student breakdown by achievement level is the following:

- 45% of 6th grade students achieved Unsatisfactory on ELA LEAP 2025 Assessment
- 52% of 8th grade students achieved Unsatisfactory on ELA LEAP 2025 Assessment
- 32% of 8th grade students achieved Approaching Basic on the ELA LEAP 2025 Assessment
- 9% of 8th grade students achieved Basic on the ELA LEAP 2025 Assessment

- 7% of 8th grade students achieved Mastery or above on the ELA LEAP 2025 Assessment
- 71% of 8th grade students achieved Unsatisfactory on Math LEAP 2025 Assessment
- 21% of 8th grade students achieved Approaching Basic on the Math LEAP 2025 Assessment
- 5% of 8th grade students achieved Basic on the Math LEAP 2025 Assessment
- 3% of 8th grade students achieved Mastery or above on the Math LEAP 2025 Assessment

Remove barriers and create equitable, inclusive learning experiences for all children by when compiling rosters for placement of ESS students and students with disabilities. Develop and retain a diverse, highly effective educator workforce by adding Acceleration and Foundational Reading Coaches to plan with teachers and the Curriculum Specialist in order to bridging the learning gaps for our students through planning and acceleration blocks built into the schedule. Creating blocks for integrated learning by decompartmentalizing thus allows teachers to focus on a smaller subset of students. Provide the highest quality teaching and learning environment by providing necessary materials to the students in order to ensure that all study have equitable access. This includes, but is not limited to, school supplies and technology. Student attendance is being address by the office staff calling and logging student attendance while teachers and administration is making contact in order to ensure that students are in the classroom as opposed to virtually.

We are contracting with SELF to training and conducting behavioral analysis to address problematic behaviors in order to address mental and behavioral, social emotional learning, and trauma-informed care.

Based on the results of the needs assessment, list the school's priorities.

Response:

- We hired a Literacy Coach to support literacy in grades K-5. The Literacy coach will plan with the Acceleration team, which includes the Acceleration Coaches and Foundational Coaches.
- The Acceleration Coaches will assist Tier 2 students using the LDOE Accelerate Program curriculum.
- The Foundational Reading Coaches will assist Tier 3 students using Corrective Reading and resources from the LDOE Accelerate program.

1.3 Strategies for Improvement

Provide a description of schoolwide strategies that the school is implementing to: **1)** use methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and **4)** include interventions

and strategies to increase student achievement in underperforming subgroups. Be sure to address all four strategies and identify the [Believe to Achieve: Educational Priorities](#) the school will target in the narrative.

Narrative: Based on data and student needs, RSL has developed a strategic plan in order to address student needs. The strategic plan includes targeting all students (high, medium, and low students). All strategies or initiatives are in line with LDOE and considered Tier I/Research-based support for students. We've added 30 additional minutes to the instructional day. We have joined the Accelerate! pilot program with the LDOE and hired Acceleration coaches to effectively address and prevent unfinished learning by providing students with extra time to learn through equal-access tutoring. Accelerate is a just-in-time tutoring model that is focused on identifying, celebrating, and building upon the assets students bring to the learning experience in an equitable way. ASSISTments, in conjunction with Accelerate! will enhance the Tier 1 curriculum we are using in order to provide our students with the necessary support to excel academically. We have hired a Foundational Reading coach to deliver the extra support that struggling readers need to succeed in order to serve our students who are at least three grade levels behind.

(Please see the attached strategic plan that addresses all questions to 1.3)

Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. [IES Practice Guide/What Works Clearinghouse](#)):
[Corrective Reading](#) for students who are at least 2-3 grade levels behind
[Accelerate!](#)- a just-in-time model to address unfinished learning in both ELA and Math
[ASSISTments](#)- to enhance the Tier 1 math curriculums in conjunction with the Accelerate! Pilot.
[Dibels 8th](#)- fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring in Kindergarten to 8th grade.

Budget Decisions/Coordination (this must be reflected in the budget in the Super App) e.g. **1 FTE – TAP Master Teacher**

Coordination of Resources: Title I Title II Title III Title IV Title V IDEA Homeless General Fund
 Other _____

Evaluation: *(research protocols for eval.)*

By the end of the school year, 75% of students will grow one band level.

1.4 Student Support Services

Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve

students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable [Believe to Achieve: Educational Priorities](#).

<p>Narrative:</p> <p>Mental and behavioral health and Social-Emotional Learning: We are contracting with SELF to training and conducting behavioral analysis to address problematic behaviors to address mental and behavioral, social-emotional learning, and trauma-informed care. We have hired a Board-Certified Behavior Analyst who is responsible for assessing and evaluating students with behavioral, psychological, developmental, or social disabilities and then developing a treatment plan that involves using applied behavior analysis, reinforcement, and task analysis. We have an on-site social worker to counsel and work with targeted students and teach them coping strategies. We strongly encourage parents to be involved in all school activities. Finally, we utilize a written parent involvement policy that is revised annually with input from our stakeholders and distributed to all families. At Fletcher Elementary, we provide opportunities for parent engagement both during the school day and after school. These activities include Career Day, Lunch and Learn dates, parent-teacher conferences, student-led conferences, Reading Night, STEAM Fair, and others</p>
<p>Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): PanoramaED- helps educators act on data to improve student outcomes in social-emotional learning, school climate, family engagement, MTSS & more.</p>
<p>Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):</p> <p>Coordination of Resources: <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Title V <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input checked="" type="checkbox"/> Other _____</p>
<p>Evaluation:</p> <ul style="list-style-type: none"> • Referrals will be decreased by 50%. • Social Worker/counseling referrals to help students obtain coping strategies • Annual Title I Meeting • Explaining the state standards and assessments • Conducting at least 2 parent engagement activities (one ELA/one math), aligned to our school improvement plan and including parent training • Providing academic support resources • Use of social media to communicate with parents

1.5 Student Opportunities

Provide a description of schoolwide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable [Believe to Achieve: Educational Priorities](#).

Narrative: RSL only serves students K-8. Please refer to the RSL strategic plan for more details
Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application): Coordination of Resources: <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Title V <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Other _____
Evaluation:

1.6 Multi-Tiered Systems of Support (MTSS) for Behavior

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in [Believe to Achieve: Educational Priorities](#), including [coordinated early intervening services](#) (CEIS) under the Individuals with Disabilities Education Act (IDEA), if applicable.

Narrative: To prevent and address problematic behaviors we have hired School Counselors, are working with Social Workers, and contracted Board-Certified Behavioral Analyst (BCBA) to analyze student behavior as well as provide access to behavior and mental health services and SEL.
Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): PanoramaED - helps educators act on data to improve student outcomes in social-emotional learning, school climate, family engagement, MTSS & more.
Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

Coordination of Resources: Title I Title II Title III Title IV Title V IDEA Homeless General Fund
 Other _____

Evaluation:
 Student, parent, and staff survey

1.7 Professional Development

Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support [Believe to Achieve: Educational Priorities](#) and use data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.

Narrative:

High-quality and ongoing professional learning opportunities are provided for teachers, principals, and paraprofessionals and, if appropriate, student service personnel and other staff to enable all children to meet Louisiana State standards. The professional learning opportunities are tailored to meet the needs of all students and teachers as identified in the needs assessment. The professional learning opportunities improve and increase the teachers' knowledge of the academic subjects they teach. They are also high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom. Some professional learning opportunities are being continued to include new teachers and some are new initiatives for all teachers. Glen Oaks Middle School utilizes a curriculum specialist who facilitates identified professional learning opportunities and provides follow-up in the form of support, modeling, coaching, and mentoring. Glen Oaks Middle has offered both whole school and differentiated professional learning opportunities. Whole-school professional development.

- New teachers attended a 3-day professional development that addressed teacher best practices, organization, planning, and policy and procedure review.
- All district staff attended a weeklong professional development where they were able to engage in content-specific planning sessions, program implementation, tier I curriculum planning and pacing.
- There are 4 District PDs scheduled throughout the school year that will continue to build upon and address topics covered during the Summer PD.
- Site Based PD weekly:
 - Weekly PLC's - The focus areas include Data, Lesson Modifications, Content Redelivery
 - Weekly Schoolwide Training - Includes School Announcements and Planning and Practice

Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. [IES Practice Guide/What Works Clearinghouse](#)):

- Leadership Trainings:
 - NIET

<ul style="list-style-type: none"> ▪ SELF ▪ Content Leader and Mentor ▪ LDOE Best Practices ▪ Accelerate Program ▪ DMGroup
<p>Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):</p> <p>Coordination of Resources: <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Title V <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Other _____</p>
<p>Evaluation: Teachers beginning certification classes to certified in the contents they are teaching</p>

1.8 Student Transition

Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.

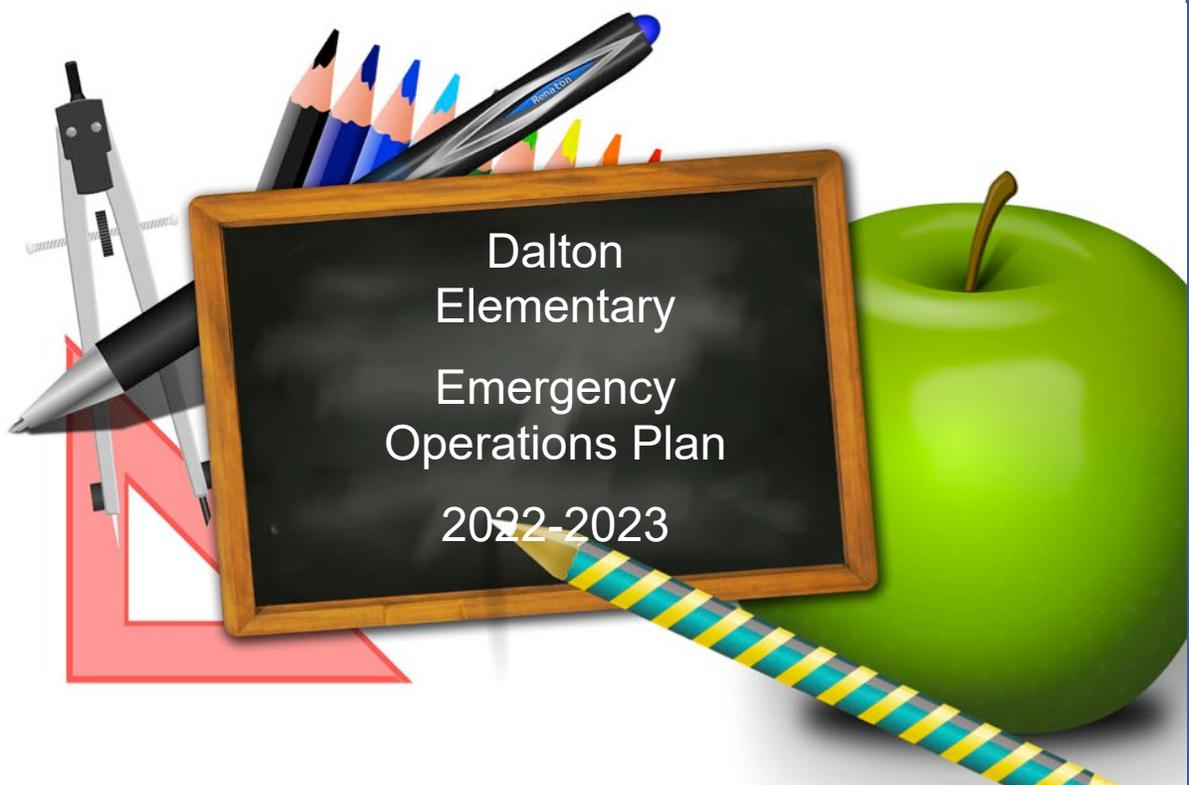
<p>Narrative: We work extremely closely with the two elementary schools in our district to ensure the transition from elementary to middle school is seamless with having the “GOMS experience” where potential 6th graders are introduced to sixth grade and parents are engaged through a variety of activities. As our students move on to high school, we host high school informationals and activities for our students to make an informed choice for high school. We have partnerships through the charter network and other local high schools to introduce our outgoing 8th graders to high school life.</p>
<p>Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p>
<p>Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):</p> <p>Coordination of Resources: <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Title V <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Other _____</p>
<p>Evaluation:</p>

- Partnerships with Cristel Rey, Capitol, and other high schools
- Attend High school Orientation and Meet and Greet
- The GOMS Experience – where 5th grade students are introduced to the GOMS Principal, clubs, academic programs, and activities.
- Increasing the percentage of students who register during the 6th grade registration process
- Inviting incoming parents to 6th grade open house or other information events specific to kindergarten transition
-
- Arranging visits between elementary and high schools
- Providing opportunities for fifth graders to visit our middle school.
- Scheduling a “Meet the Teacher” even prior to the first day of school
- 6th grade students will start school one day before the rest of the student body to make a faster and easier transition to the building itself.
- Upcoming 6th grade student will come to GOMS this spring for a joint 5th/6th grade workshop on bullying and violence prevention.

SCHOOLWIDE PLAN ASSURANCES

The school assures:

- The plan referenced in the Schoolwide Plan template was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed during a one-year period, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school’s participation in Title I, except that the school will regularly monitor and revise the plan as necessary to ensure that all students are provided opportunities to meet Louisiana’s challenging academic standards.
- The plan is available to the LEA, parents, and the public, is in an understandable and uniform format and, to the extent practicable, is provided in a language that parents/guardians can understand.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.



Dalton Elementary Emergency Operations Plan

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Dalton Elementary Emergency Operations Plan

Emergency First Responders

Louisiana RS 17:416.16 requires the public school principal to **update** the emergency operations plan at least **once annually** and keep a copy of the approved plan in his office. Each principal will provide a copy to the following individuals, each of whom shall be responsible for keeping in his respective office a copy of the plan that is readily accessible in the event of a school shooting or other violent incident or emergency situation:

1. The president of the local school board
2. The local school superintendent
3. The chief of police of the municipality or the sheriff of the Parish where the school is located, as applicable, as well as the local fire chief whose office is in closest geographic proximity to the school

In order to remain in compliance with RS 17:416.16 (B(1)), the superintendent needs to make an annual report to the public school governing authority on the status of the plan of each school under the governing authority's jurisdiction

To provide the *best* information to first responders coming to the aid of a school during an emergency or critical incident, school safety plans contain the following **three (3) sections**:

- **Incident Response Plan** – The *Incident Response Plan template* was developed by the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) to provide **critical information** to first responders during their immediate response to an incident. This template should be provided as the first few pages of the school's safety plan, so that it may be **prominently displayed** to responders when retrieving the information from the GOHSEP **Virtual Louisiana** software or Parish Office of Homeland Security and Emergency Preparedness (OHSEP).

Schools are advised to **update** the *Incident Response Plan* whenever information on the plan changes and resubmit the updated plan to the president of the **local school board**, local **school superintendent**, **chief of police** of the municipality or **sheriff** of the parish, and local **fire chief** as per RS 17.416.16 (G.1-3). It is recommended that updated copies of the plan also be given to the **Parish OHSEP**.

- **Floor Plans** – It is recommended that school floor plans (not a building blueprint) are submitted to the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the parish, and local fire chief.
- **School Safety Plan Protocols** – The larger school safety plan provides the more **comprehensive** information necessary for both school and public safety officials in developing an all-hazards approach to school safety planning. This plan should be **customized** to meet your school's specific needs and circumstances. Meeting with emergency **first responders** and other **community stakeholders** is recommended as you develop and customize your plan.

Dalton Elementary Emergency Operations Plan

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Dalton Elementary Emergency Operations Plan

Incident Response Plan

SCHOOL NAME: Dalton Elementary
School Building Street Address: 3605 Ontario Street
City: Baton Rouge
Parish: East Baton Rouge Parish
School Type: Type V Charter School
School District: Recovery School District
Submitting Official's Name: Georgia Gross
Position: Principal
Date of Submission: 06/15/2022

Key Contact Information

School Decision-Maker's Name: Megan McNamara
Cell: 225-910-3891
Secondary School Decision-Maker's Name: Georgia Gross
Cell: 318-231-6621
Operations Staff Name: Ashley Eason
Cell: 225-348-7823
Keyholder's Name: Kaysha Rivers
Cell: 225-316-9087

Primary Jurisdiction of Responding Agencies

Police Department: Baton Rouge Police Department
Contact Number: 225-389-2000
Fire Department: City of Baton Rouge Fire
Station 2
Contact Number: 225-389-4684
EMS/Ambulance Service: City of Baton Rouge Fire
Station 2
Contact Number: 225-355-3110
Parish OHSEP Director: Clay Rives
Contact Number: 225-389-2100

Dalton Elementary Emergency Operations Plan

Communications

Name of Louisiana Wireless Information Network (LWIN) Radio Talk Group: Verizon

Description of Communication Platform/Capabilities: Talk and Text

Location of School Safety Plan Documents

Location of Full-size Floor Plans (hard copy)

On-scene: Front Office

Off-site: Electronically

Location of Approved School Safety Plan Documents (hard copy)

On-scene: Front Office

Off-site: Electronically

Details on How to Access Listed Locations:

On-Scene: Through Dalton Drive Traffic Circle and then Right

Off-site: Contact Ashley Eason 225-348-7823 aeason@rsl.org

for Floor Plans Electronically

Dalton Elementary Emergency Operations Plan

Floor Plan Checklist

The following **checklist** was developed by the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) to aid your school in preparing **floor plans**. Louisiana Revised Statute 29:726.3.C.(1) requires the Superintendent of each local school district and the Recovery School District (RSD) to submit building floor plans to GOHSEP.

You are encouraged to use this checklist in reviewing and updating your floor plans. Along with your approved emergency operations plan, it is **recommended** that you submit this checklist to the president of the local **school board**, local **school superintendent**, **chief of police** of the municipality or **sheriff** of the parish, and local **fire chief** along with the floor plans.

SCHOOL NAME: Dalton Elementary

School Building Street Address: 3605 Ontario Street

City: Baton Rouge

Parish: East Baton Rouge Parish

School Type: Elementary School/Charter School

School District: Recovery School District

Submitting Official's Name: Ashley Eason

Position: Director of Operations

Date of Submission:

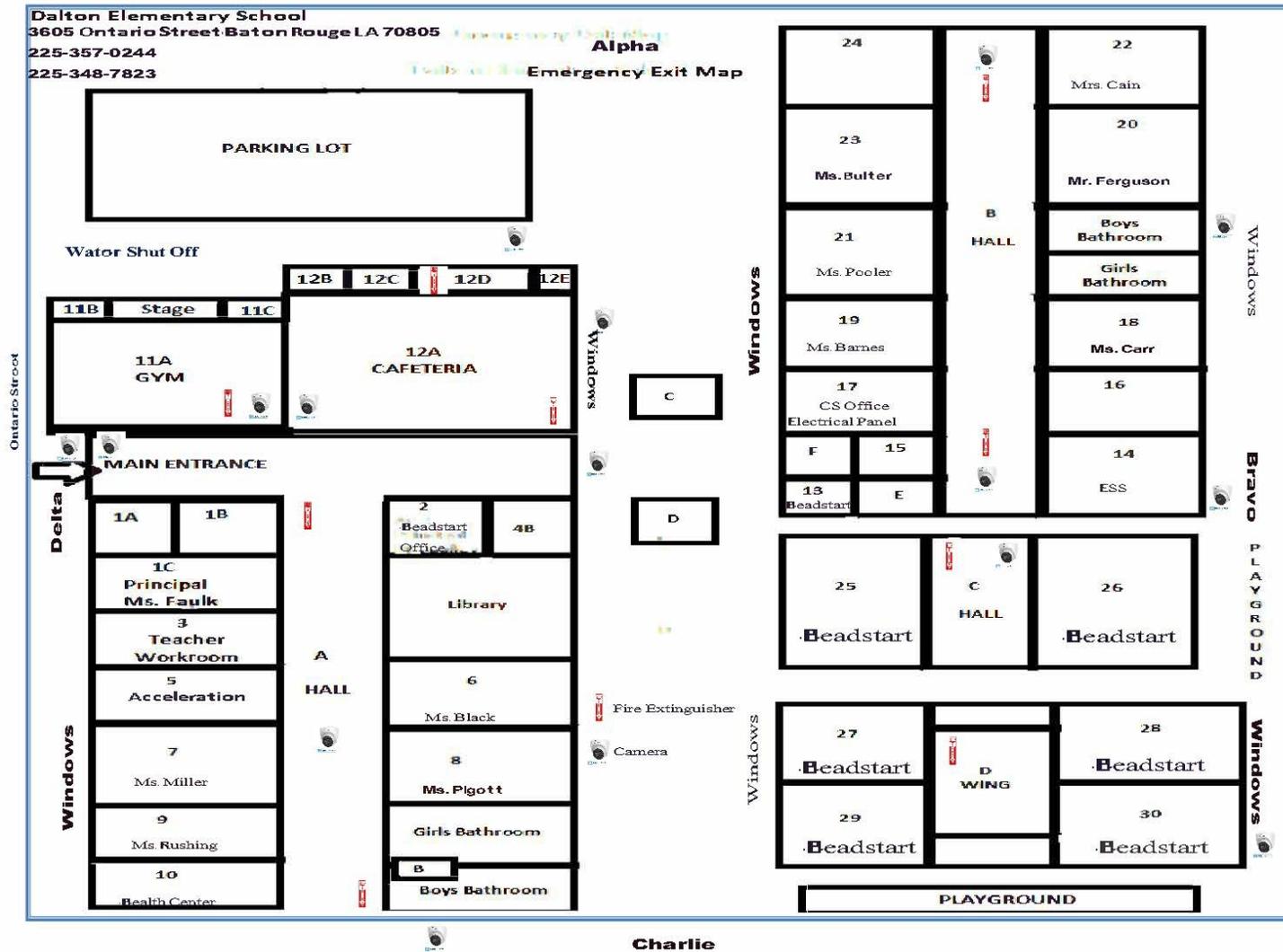
Dalton Elementary Emergency Operations Plan

FLOOR PLANS:

School Review	LSS*	Item
<input type="checkbox"/>	<input type="checkbox"/>	Dalton Elementary, address and phone numbers for <i>both</i> the school office and for emergency maintenance included on each page of the floor plans.
<input type="checkbox"/>	<input type="checkbox"/>	Submitted electronically (this is preferable) or hard copy on white letter, legal or 11" x 17" (tabloid) paper only (no blueprints).
<input type="checkbox"/>	<input type="checkbox"/>	Typed , no shading; minimal or no handwriting.
<input type="checkbox"/>	<input type="checkbox"/>	Include a key to define any symbols used.
<input type="checkbox"/>	<input type="checkbox"/>	Compass directions (at a minimum North) clearly noted.
<input type="checkbox"/>	<input type="checkbox"/>	Each floor should be on a separate page .
<input type="checkbox"/>	<input type="checkbox"/>	Street names that surround the facility clearly identified.
<input type="checkbox"/>	<input type="checkbox"/>	Building entrances/exits marked and numbered with service entrances clearly identified.
<input type="checkbox"/>	<input type="checkbox"/>	Windows shall be graphically shown on the floor plans.
<input type="checkbox"/>	<input type="checkbox"/>	All rooms labeled by room number with common areas and administrative offices labeled by use.
<input type="checkbox"/>	<input type="checkbox"/>	Location of water, gas and electrical shutoffs clearly noted.
<input type="checkbox"/>	<input type="checkbox"/>	Location of existing automated external defibrillators (AEDs), areas of refuge/assistance, fire extinguishers, alarm panel, knox box and camera locations clearly noted.
<input type="checkbox"/>	<input type="checkbox"/>	The areas where floor plans and/or building blueprints are stored are clearly identified.
<input type="checkbox"/>	<input type="checkbox"/>	Exterior alpha phonetic identification of building sides (Alpha, Bravo, Charlie, Delta) are clearly identified NOTE: The local fire department can inform school officials on how to label the buildings on the school floor plans as they are developed.

*NOTE: Local school superintendent (LSS)

Dalton Elementary Emergency Operations Plan



Dalton Elementary Emergency Operations Plan

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Dalton Elementary Emergency Operations Plan

High-Quality EOP **FINAL** Plan Review Checklist + CrossWalk

SCHOOL _____

ADDRESS _____

SCHOOL POINT OF CONTACT (POC) _____

POC PHONE _____ **CELL** _____

POC EMAIL _____

ITEMS TO INCLUDE	Dalton Elementary EOP	Page #
Plan Content		
• Cover Page	<input checked="" type="checkbox"/>	
• Promulgation Document Signature Page	<input checked="" type="checkbox"/>	17
• Approval + Implementation Page	<input checked="" type="checkbox"/>	19
• Record of Changes	<input checked="" type="checkbox"/>	21
• Record of Distribution (including school personnel and community partners)	<input checked="" type="checkbox"/>	23
<ul style="list-style-type: none"> • Schematics <ul style="list-style-type: none"> ○ Campus Map ○ Floor Plans ○ Annotated Evacuation Routes ○ Shelter Locations ○ Fire Alarm Pull Stations ○ Fire Hydrants ○ Fire Extinguishers ○ First-aid Kits ○ Hazardous Materials Storage ○ Utility Shutoffs 	<input checked="" type="checkbox"/>	3
<ul style="list-style-type: none"> • Enrollment Data <ul style="list-style-type: none"> ○ Total Population ○ Special Needs Populations ○ Administration ○ Teachers + Specialists ○ Office + Support Staff ○ Instructional Assistants ○ Cafeteria Workers ○ Maintenance + Custodial Staff ○ Other (specify) 	<input checked="" type="checkbox"/>	32
• Americans with Disabilities Act (ADA) Access Statement of Compliance	<input checked="" type="checkbox"/>	32

Dalton Elementary Emergency Operations Plan

<ul style="list-style-type: none"> Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) Statements of Compliance 	<input checked="" type="checkbox"/>	56
Basic Plan		
<ul style="list-style-type: none"> Table of Contents (TOC) 	<input checked="" type="checkbox"/>	25
<ul style="list-style-type: none"> Purpose + Situation Overview <ul style="list-style-type: none"> Risk Assessment Worksheet 	<input checked="" type="checkbox"/>	31 - 34
<ul style="list-style-type: none"> Concept of Operations (CONOPs) (including who has authority to activate the plan) 	<input checked="" type="checkbox"/>	37
<ul style="list-style-type: none"> Organization + Assignment of Responsibilities (including memorandums of understanding [MOUs]) 	<input checked="" type="checkbox"/>	39 - 42
<ul style="list-style-type: none"> Direction + Control + Coordination <ul style="list-style-type: none"> ICS Structure Used Who has Control of Equipment, Resources and Supplies Relationship between School EOP and District and/or Parish EOP 	<input checked="" type="checkbox"/>	43
<ul style="list-style-type: none"> Information Collection + Analysis + Dissemination <ul style="list-style-type: none"> Communications Plan 	<input checked="" type="checkbox"/>	52
<ul style="list-style-type: none"> Training + Exercise Plan/Schedule 	<input checked="" type="checkbox"/>	63
<ul style="list-style-type: none"> Administration + Finance + Logistics 	<input checked="" type="checkbox"/>	60 - 61
<ul style="list-style-type: none"> Plan Development + Maintenance 	<input checked="" type="checkbox"/>	62 - 64
<ul style="list-style-type: none"> Authorities + References 	<input checked="" type="checkbox"/>	29
Functional Annexes		
<p>NOTE: Individual school EOPs may have more, less and/or different annexes than shown here. Annexes are customized to the needs of the school.</p>		
<ul style="list-style-type: none"> Accounting For All Persons Annex 	<input type="checkbox"/>	No Annex; covered in text
<ul style="list-style-type: none"> Communications + Warnings Annex 	<input type="checkbox"/>	No Annex; covered in text
<ul style="list-style-type: none"> COOP Annex 	<input checked="" type="checkbox"/>	68
<ul style="list-style-type: none"> Evacuation Annex 	<input checked="" type="checkbox"/>	74
<ul style="list-style-type: none"> Family Reunification Annex 	<input checked="" type="checkbox"/>	80
<ul style="list-style-type: none"> Lockdown Annex 	<input checked="" type="checkbox"/>	82
<ul style="list-style-type: none"> Public Health + Medical + Mental Health <ul style="list-style-type: none"> Psychological First Aid for Schools (PFA-S) Annex 	<input checked="" type="checkbox"/>	84
<ul style="list-style-type: none"> Recovery Annex 	<input checked="" type="checkbox"/>	57
<ul style="list-style-type: none"> Security Annex 	<input checked="" type="checkbox"/>	No Annex; Covered in text
<ul style="list-style-type: none"> Shelter-in-Place Annex 	<input checked="" type="checkbox"/>	90
<ul style="list-style-type: none"> Other(s) – Please Specify <ul style="list-style-type: none"> Drop + Cover + Hold Annex Reverse Evacuation Procedure Annex 	<input checked="" type="checkbox"/>	72 88

Dalton Elementary Emergency Operations Plan

Threat- + Hazard- Specific Annexes			
<ul style="list-style-type: none"> • Natural Hazards <ul style="list-style-type: none"> ○ Earthquake ○ Tornado ○ Lightning ○ Severe Wind ○ Hurricane ○ Flood ○ Wildfires ○ Extreme Temperature ○ Landslides or Mudslide ○ Tsunami ○ Volcanic Eruption ○ Winter Precipitation 	<input checked="" type="checkbox"/>	116 (Flood Annex); 126 (Severe Weather Annex)	
<ul style="list-style-type: none"> • Technological Hazards <ul style="list-style-type: none"> ○ Explosions or Accidental Release of Toxins From an Industrial Plant ○ Accidental Release of Hazardous Materials within the School ○ Hazardous Materials Releases from Major Highways or Railroads ○ Industrial Plant or Other External Source ○ Radiological Release from Nuclear Power Stations ○ Dam Failure ○ Power Failure ○ Water Failure 	<input checked="" type="checkbox"/>	106 (Chemical or Hazardous Materials Spill Annex)	
<ul style="list-style-type: none"> • Biological Hazards <ul style="list-style-type: none"> ○ Infectious Diseases ○ Contaminated Food Outbreaks ○ Toxic Materials in School Labs 	<input checked="" type="checkbox"/>	106 (Chemical or Hazardous Materials Spill Annex)	
<ul style="list-style-type: none"> • Adversarial Incidental + Human-caused Threats <ul style="list-style-type: none"> ○ Active Shooter ○ Bomb Threats ○ Cyber Attacks ○ Domestic Violence or Abuse ○ Hostage Situation ○ Suspicious Package ○ Report of weapon(s) ○ Fire ○ Criminal Threats or Actions ○ Gang Violence ○ Suicide 	<input checked="" type="checkbox"/>	94 + 96 (Active Shooter Annex) 114 (Fire Annex)	
<ul style="list-style-type: none"> • Other(s) – Please Specify <ul style="list-style-type: none"> ○ Bus Accident Annex ○ Explosion Annex ○ Intruder/Hostage Annex ○ Medical Emergency Annex ○ Terrorism Annex 	<input checked="" type="checkbox"/>	102 112 120 124 128	

Although not required by State or Federal law, it is recommended as a best practice for the school superintendent to review the school EOP with the Parish OHSEP Director.

Superintendent

OHSEP Director

Date of Review

Date of Review

Dalton Elementary Emergency Operations Plan

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Dalton Elementary Emergency Operations Plan

The Emergency Operations Plan (EOP) is prepared by each public school principal **jointly** with local law enforcement, fire, public safety and emergency preparedness officials. In preparing the plan, the principal and such officials consider and include, if appropriate, input from **students** enrolled in the school and their **parents, teachers** at the school, other **school employees** and **community leaders** described in RS 17:416.16 (A.2).

The EOP should be *consistent* with the local Incident Command Structure (ICS), as established by local law enforcement and other public safety agencies. The EOP clearly identifies the latest **revision** date and the community members involved in its creation.

Authorized School Authority:

[Redacted]

Signature _____ Title _____

Primary Community Law Enforcement:

[Redacted]

Signature _____ Title _____ Agency _____

Safety (Fire/EMS/EMA) Official:

Signature _____ Title _____ Agency _____

Parent Representative:

Signature _____ Affiliation _____

Teacher Representative:

Signature _____ Title _____ Affiliation _____

Non-teaching Employee Representative (may include school board members, school nurse):

Signature _____ Title _____ Affiliation _____

Signature _____ Title _____ Affiliation _____

Signature _____ Title _____ Affiliation _____

Revision Date Here

Dalton Elementary Emergency Operations Plan

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Dalton Elementary Emergency Operations Plan

Promulgation Statement

The Dalton Elementary Emergency Operations Plan (EOP) and contents within is a guide to how Dalton Elementary conducts all-hazard response. The EOP is written in support of emergency management and is built upon the *National Response Framework* (NRF) as scalable, flexible and adaptable coordinating structures to align key roles and responsibilities. This plan and contents within shall apply to all Dalton Elementary school personnel participating in mitigation, preparedness, response and recovery efforts.

The EOP is intended to capture specific authorities and best practices for managing incidents of any size or scope.

The EOP was prepared by Dalton Elementary staff and approved by senior administration personnel, thereby enabling activities contained within this document to be performed within the school's capability. This EOP is available within the Dalton Elementary system and with external agencies that may be affected by its implementation.

APPROVED: _____ DATE: _____

Signature

Name: _____

Title: _____

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Approval + Implementation

This Emergency Operations Plan (EOP) was prepared by the **Dalton Elementary** to develop, implement and maintain a viable all-hazards response capability and to establish a comprehensive approach to providing consistent, effective and efficient coordination across a spectrum of activities

This plan applies to all Dalton Elementary personnel participating in mitigation, preparedness, response and recovery efforts. The EOP applies to any Dalton Elementary – sponsored events, on or off campus, and to all public and private Dalton Elementary sanctioned activities

The **School Principal** is responsible for plan oversight and coordination with applicable stakeholders. This EOP is based on the all-hazards concept and plans for natural and man-made disasters and incidents. The plan is flexible in that part of the plan or the entire plan may be activated based on the specific emergency and decision by Dalton Elementary senior leadership.

This EOP and its supporting contents are hereby approved, supersedes all previous editions and is effective immediately upon the signing of all signature authorities noted below.

APPROVED: _____ DATE: _____

Signature

Name:

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School Emergency Management Planning Glossary

Hazards: Situations involving **threats of harm** to students, personnel and/or facilities. Hazards include, but are not limited to, **natural, technological, and human-caused** incidents. Hazards may require an **interagency response** involving law enforcement and/or emergency services agencies, depending on the size and scope of the incident.

Incident: An **occurrence** – natural, technological, or human-caused – that requires a response to **protect life or property**.

Incident Command System (ICS): The response infrastructure designed under the National Incident Management System (NIMS) to *facilitate* **effective** and **efficient management** of an incident by (1) **identifying** key team roles and functions; (2) **assessing** staff skills; (3) **pre-designating** staff for each ICS function (command, operations, planning, logistics, finance/administration); (4) coordinating with **community partners**; and (5) providing for **transfer** of command and backup of resources.

Incident Commander: The individual responsible for *overall* **policy, direction** and **coordination** of the emergency response effort. Usually this will be the local emergency official on site that has **legal jurisdiction** over the incident.

Key Knox Box: A device where **emergency** keys to *all* parts of the school facility are stored.

Keyholder: An individual identified by the school with **access** to keys to *all* parts of the school facility in the event of a critical incident or hazard. This individual is reachable at the contact number listed in the event of an emergency.

Lockdown: The initial physical response to provide a **time barrier**. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure involves **barricading the door** and readying a plan of **evacuation** or **counter tactics** should the need arise.

National Incident Management System (NIMS): A set of **principles** that provides a **systematic, proactive** approach guiding government agencies, nongovernmental organizations, and the private sector to work **seamlessly** to **prevent, protect** against, **respond** to, **recover** from and **mitigate** the effects of incidents regardless of cause, size, location or complexity, to *reduce* the **loss of life or property** and harm to the **environment**. This system ensures that those involved in an incident understand their **roles** and have the **tools** they need to be effective.

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School Decision-maker: Individual identified by the school at the building level, usually the **principal**, who is **authorized** to make decisions for the school in the event of a critical incident or hazard. This individual is reachable at the contact number listed in the event of an emergency. The

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school decision-maker may or may not serve as the incident commander during a critical incident or emergency.

School Incident Commander: The school official who has been designated by the school decision-maker, if not the same, who is **authorized** to make decisions for the school in the event of a critical incident or hazard. The school incident commander may transfer command to the **emergency responder** incident commander, such as law enforcement, fire or other safety officials who assumes control of the incident. The school incident commander usually continues to operate within the overall ICS structure.

Secondary School Decision-maker: A secondary individual identified by the school who is **authorized** to make decisions for the school in the event that the *primary school decision maker* is not available during an emergency situation. This individual is reachable at the contact number listed in the event of an emergency. The secondary school decision-maker may or may not serve as the incident commander during a critical incident or emergency.

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School Emergency Management Authorities + References

FEMA 2013 Guide for Developing High-Quality School Emergency Operations Plan,
http://www.fema.gov/media-library-data/20130726-1922-25045-3850/rem_s_k_12_guide.pdf

FEMA EMI School Program: <http://training.fema.gov/EMIWeb/emischool/>

Homeland Security Act of 2002, PL 107-296 (Nov. 25, 2002).

Homeland Security Presidential Directive No. 5 (2003).

Louisiana Revised Statute 17:416.16, School Crisis Management and Response Plans.

Louisiana School and Campus Safety Planning Guide

National Incident Management System (NIMS), U.S. Department of Homeland Security (DHS),
FEMA: <http://www.fema.gov/national-incident-management-system>

National Incident Management System (NIMS), U.S. Department of Homeland Security (DHS),
FEMA: IS-700 National Incident Management System (NIMS) an Introduction:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>

Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707 (Nov. 23, 1988),
amending the Disaster Relief Act of 1974, PL 93-288.

NIMS, U.S. Department of Homeland Security, FEMA: IS-100 *Introduction to Incident Command System*: <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>

NIMS, U.S. Department of Homeland Security (DHS), FEMA: IS-100.SCa *Introduction to the Incident Command System for Schools*:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.SCa>

NIMS, U.S. Department of Homeland Security (DHS), FEMA: IS-362.a *Multi-Hazard Emergency Planning for Schools*
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-362.a>

U.S. Department of Homeland Security (DHS), *Bomb Threat Call Procedures and Bomb Threat Checklist* brochure:
http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

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I. Introduction

A. Purpose Of The Plan

The purpose of the Dalton Elementary *Emergency Operations Plan* (School EOP) is to provide information on how to **respond** to emergency incidents by outlining the **responsibilities** and **duties** of Dalton Elementary and its employees. **Customization** of this plan to meet Dalton Elementary needs and circumstances is important. **Developing, maintaining, and exercising** the plan *empowers* employees to act **quickly** and **knowledgably**. The plan educates staff, faculty, students and other key stakeholders on their roles and responsibilities **before, during** and **after** an incident. This plan provides parents and other members of the community with assurances that Dalton Elementary has established guidelines and procedures to respond to incidents/hazards in an effective way.

Developing, maintaining, and exercising the School EOP *increases legal protection*. Schools without established incident management procedures may be found liable for their absence. While no set of policies eliminates the potential for legal problems, establishing procedures and guidelines using the best professional practices provides a margin of protection against liability.

B. Scope Of The Plan

The School EOP provides **guidelines** and **procedures** for dealing with existing and *potential* school incidents. The **basic plan** and the **functional** and **hazard-specific annexes** outline an organized, systematic method to mitigate, prevent, prepare for, respond to and recover from incidents. The plan discusses:

- **Expectations** of staff; roles and responsibilities
- **Direction** and **control** systems
- **Internal** and **external** communications
- **Training** and **sustainability**
- **Authority** and references as defined by local, State and Federal government **mandates**
- Common and specialized **procedures**
- Specific hazard **vulnerabilities** and **responses/recovery**

C. Coordination With Emergency First Responders

Various agencies and services are involved in responding to school incidents, including emergency responders from **law enforcement, safety, fire, and emergency agencies**, as well as **mental health** and other community organizations. An important component of the School EOP is *advanced* planning with various agencies and community service providers to aid in timely communication and response to an incident.

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Advance planning may or may not include **written agreements** to help coordinate services between the agencies and school. If mutual aid agreements are created, a copy is maintained with other **important documents** related to this safety plan. Advanced planning should specify the type of communication and services provided by one agency to another.

D. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

Current enrollment at Dalton Elementary is approximately 184 Elementary School Students and 100 Head Start Students located in **buildings 100 and 200 as well as Cafeteria/Gym**. These students are supported by a **committed staff** and **faculty** consisting of:

- **21** Teachers and specialists
- 1 Administrator
- 6 Office/support staff
- 8 Instructional Assistants
- 2 Cafeteria staff
- 2 Custodial staff

A **master schedule** of where classes, grade levels and staff are located during the day is provided to each classroom and is available **Electronically**.

b. Functional Needs Population

Dalton Elementary is committed to the **safe evacuation** and **transport** of students and staff with functional needs. The functional needs population includes, but is not limited to, students/staff with:

- **Limited English proficiency.**
- **Blindness or visual disabilities.**
- **Cognitive or emotional disabilities.**
- **Deafness or hearing loss.**
- **Mobility/physical disabilities (permanent and temporary); or**
- **Medically fragile health (including asthma and severe allergies).**

The *Americans with Disabilities Act* (ADA) **prohibits discrimination** on the basis of disability, and generally prohibits **unnecessary** disclosures of disability status or information related to that disability, to third parties. Disclosures may be **necessary** when the student presents a significant, articulable **threat** to others.

The school's current enrollment of students with functional needs is approximately **40 students** however, this number will fluctuate. Students and/or staff may require **additional assistance** if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident are noted by an **asterisk** next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names with functional needs along with their schedules is available **Electronically**.

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A list of staff members that have been **trained** and are assigned to assist the functional needs population during drills, exercises and incidents is also available **electronically**.

2. Building Information

Dalton Elementary has **reviewed** the applicable *Americans with Disabilities Act (ADA)* laws, and all applicable State laws with our community partners to ensure that *all* parties have a **strong understanding** of these laws pertaining to **information disclosure**. All school employees, including contractors have been trained on applicable laws to ensure that Dalton Elementary officials and employees do not release information inappropriately or make decisions about students or release of records based upon myths, fears or stereotypes related to race, color, national origin, sex, religion, disability, sexual orientation, or gender identity.

Signature

Date

Dalton Elementary is located on a **multi** acre lot and includes **2** buildings, Cafeteria and Gym. All classes take place in **Buildings 100 and 200**.

A **campus map/site plan** and/or **floor plans** of the buildings annotated with **evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first-aid kits, hazardous materials storage, and utility shutoffs** is included at the beginning of this plan. All staff members are required to know these **locations** as well as how to **operate** the utility shutoffs.

3. Hazard Analysis Summary

Dalton Elementary is exposed to many hazards that have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. Understanding that the **East Baton Rouge Parish** Office of Homeland Security and Emergency Preparedness (OHSEP) maintains an Emergency Operations Plan (EOP) to address hazards and incidents, the **Dalton Elementary** EOP has been developed to fit into the larger **East Baton Rouge Parish** EOP in the event of a large-scale incident.

Table 1 on the following page briefly discusses **high-priority** hazards that **Dalton Elementary** has identified through a **hazards assessment** of *each* school building and its surrounding area, conducted either by school officials or in *conjunction* with officials of the **East Baton Rouge Parish** OHSEP and the Parish's EOP, local law enforcement, fire, and other community safety partners.

For example, a school may be located near railroads where numerous hazardous materials are transported. A derailment could force an evacuation and implementation of other emergency procedures. The **high-priority hazards table** should be **customized** to include content specific to your school community.

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Table 1. HIGH-PRIORITY HAZARDS

Flood	Flooding is a natural feature of the climate, topography, and hydrology of Dalton Elementary and its surrounding areas. Flooding predominates throughout the spring, summer, and fall due to melting snow, breakaway ice, and rainy weather.
Severe Weather	High Winds and Tornadoes
Intruder/ Hostage	Intruder of potential off campus incident
Active Shooter	Shooter from inside or outside the campus
Bomb Threat	On or off campus threat
Bus Accident	Accident during the movement of students to and from school as well as field trips.
Fire/ Explosion	Potential Fire through various causes

E. Planning Assumptions + Limitations

1. Planning Assumptions

Planning assumptions allow for deviation from the plan if certain assumptions prove not to be true during operations. The following are **standard assumptions**. Additional assumptions may be needed depending on your school's circumstances:

- The school community continues to be **exposed** and subject to hazards and incidents described in the *Hazard Analysis Summary*, as well as lesser hazards and others that may develop in the future.
- A **major disaster** could occur at **any time** and at any place. In many cases, dissemination of warning to the public and implementation of **increased** readiness measures may be possible; however, some emergency situations occur with little or **no warning**.

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- A **single site incident** (e.g., fire, gas main breakage) could occur at any time **without warning** and the employees of the school affected cannot, and should not, *wait* for direction from local emergency response agencies. **Action** is required *immediately* to save lives and protect school property.
- Following a major or **catastrophic incident**, the school may have to rely on its own resources to be self-sustaining for up to **72 hours**.
- There may be a number of **injuries** of varying degrees of seriousness to faculty, staff and/or students. *Rapid* and **appropriate response** will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency managers are available in most **serious incidents**. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the *initial incident response* until responders arrive at the incident scene.
- Proper **prevention** and **mitigation** actions, such as creating a positive school environment and conducting fire and safety inspections, prevents or reduces incident-related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, emergency responders, etc.) to **exercise** the plan through live drills and Tabletop exercises **can** improve the school's readiness to respond to incidents.
- A spirit of **volunteerism** among school employees, students and families results in their providing assistance and support to incident management efforts.

2. Planning Limitations

It is the policy of Dalton Elementary that **no guarantee** is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Dalton Elementary can *only* endeavor to make *every reasonable effort* to manage the situation with the resources and information available at the time.

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II. Concept Of Operations (CONOPS)

The overall **strategy** of a School EOP is to execute effective and *timely* **decisions** and **actions** that *prevent harm*, **protect lives** and **property**, *mitigate* damages, **restore** order, and aid **recovery**.

This plan is based upon the concept that the incident management functions that must be performed by the school generally **parallel** some routine day-to-day functions. To the extent possible, the **same personnel** and **material resources** used for day-to-day activities are employed in responding to an incident in the school. Because personnel and equipment resources are *limited*, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment and supplies that are typically required for those routine functions are redirected to accomplish **assigned** incident management tasks.

In addition, the incident may require **coordinated operations** with others. The key to successful operations is an **organized command structure**. It is important to understand that the school's command of the incident and the school's incident management structure may **change** once official emergency responders arrive on the scene. Emergency responders are knowledgeable in the Incident Command System (ICS) and may be *best* equipped to command the response to a specific incident. If this is to occur, the school transitions command of the incident to a more qualified Incident Commander (IC). These concepts are more fully discussed below.

It is critical for school administration officials and all segments of the community emergency response system to **work together** in *advance* of an incident to develop a working relationship and understanding of how the school's initial response would transition into the overall response to a critical incident at the school.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a **systematic, proactive** approach guiding **government agencies, nongovernmental organizations** (NGOs) and the **private sector** to work *seamlessly* to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location or complexity to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand their **roles** and have the **tools** they need to be effective.

According to Homeland Security Presidential Directive (HSPD) 5 and the U.S. Department of Education (DOE), school districts are among local agencies that **must** adopt NIMS if they **receive Federal** grant funds.

Dalton Elementary recognizes that staff and students are first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and **enhances cooperation, coordination, and communication** among school officials, first responders and emergency managers.

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As part of its NIMS implementation, Dalton Elementary participates in the local government's NIMS preparedness program to remain **NIMS compliant** and believes it is essential to ensure that response/recovery services are delivered to schools in a *timely* and **effective manner**. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan receive **IS-100 training**.
- Complete NIMS awareness course **IS-700 NIMS: An Introduction**.
- **Participate** in local government's NIMS preparedness program and incorporate the School EOP into the **East Baton Rouge Parish** EOP.
- **Train** and **exercise** the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Initial Response + Implementation Of The Incident Command System (ICS)

In a major emergency or disaster Dalton Elementary may be damaged or need to be evacuated, people may be injured and/or other incident management activities may need to be initiated. School personnel are usually **first on the scene** of an incident in a school setting. School officials and staff are expected to take charge and manage the incident until it is resolved, or command is **transferred** to someone more qualified, usually an **emergency responder agency** with legal authority to assume responsibility. School personnel seek guidance and direction from local officials and technical assistance from State and Federal agencies where appropriate.

All activities necessary in managing an incident must be **organized** and **coordinated** to ensure the most efficient response. The Incident Command System (ICS) is used to manage all incidents.

Until non-school emergency responders arrive on-scene, the school decision-maker (usually the principal or his/her designee) is responsible for **activating** the School EOP, including common and/or specialized procedures, as well as **hazard-specific incident plans**. The school decision-maker designates a **school incident commander** with authority to direct all incident activities. The designated school incident commander should be the person **most qualified** to manage the specific type of incident.

Once an emergency responder agency with **legal authority** to assume responsibility arrives on scene, the school incident commander transitions command to that incident commander and moves to serving within the Incident Command Structure.

Again, it is critical that school officials and *all* segments of the community emergency response system **work together** in *advance* of an incident to develop a working relationship and understanding of how the school's initial response would transition into the overall response to a critical incident at the school.

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III. Organization + Assignment Of Responsibilities

This section establishes the **operational organization** relied on to manage the incident and includes:

- A list of the kinds of **tasks** to be performed by position and organization
- An overview of **who does what**

A school principal and/or assistant principals are not always able to manage all the aspects associated with an incident without assistance. As indicated, the Incident Command System (ICS) uses a **team approach** to manage incidents and allows school officials to **assign** tasks to other key school personnel.

Staff are assigned to serve within the ICS based on their **expertise** and **training** and the **needs** of the incident. Roles are pre-assigned based on **training** and **qualifications**. Each staff member and volunteer must be **familiar** with his or her role and responsibilities before an incident occurs. School staff may be required to *remain* at school to assist in an incident.

A. Principal/Building Administrator

The principal/designee may serve as the school incident commander or **delegate** that authority to a qualified individual. While the principal *retains* the **overall responsibility** for the safety of students and staff, delegating certain duties to manage the incident may allow the principal to focus on **policy-level activities** and interfacing with other agencies and parents. The principal coordinates between the superintendent's office and the school incident commander.

B. School Incident Commander

The school incident commander establishes an **Incident Command Post (ICP)** and provides an assessment of the situation to the principal/designee or other officials, identifies resources required and directs the on-scene incident management **activities**. The incident commander's responsibilities include:

- Assuming **overall direction** of *all* incident management activities based on procedures outlined in the School EOP.
- Taking steps necessary to **ensure** the **safety** of students, staff, and other individuals.

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- Determining whether to **implement incident management protocols** established in the School EOP (e.g., evacuation, reverse evacuation, shelter-in-place, etc., as described more fully in the annexes).

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- Arranging for **transfer** of students, staff, and other individuals when safety is threatened by a disaster.
- Working with and ensuring **communication** with emergency services personnel. Keeping the principal and other officials informed of the situation.
- Ensuring the proper **transfer of command** when/if a more qualified incident commander arrives on scene.

C. Teachers

Teachers are responsible for the **supervision** of students and remain with students until directed otherwise. Responsibilities include:

- **Supervising** students under their charge.
- Taking steps to ensure the **safety** of students, staff and other individuals in the implementation of incident management protocols established in the School EOP.
- Directing students in their charge to **inside** or **outside assembly** areas in accordance with signals, warning, written notification, or intercom orders according to incident management procedures established in the School EOP.
- Taking **attendance** when class **relocates** to an outside or inside assembly area or evacuates to another location.
- Reporting **missing students** to the incident commander.
- Executing **assignments** as directed by the incident commander.
- Obtaining **first aid services** for injured students from the school nurse or person trained in first aid.
- Arranging first aid for those **unable** to be **moved**.
- Rendering **first aid** if necessary. School staff are to be **trained** and certified in first aid and CPR.

D. Instructional Assistants

Responsibilities include **assisting teachers** as directed.

E. Counselors + Social Workers + Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site. Responsibilities may include:

- Taking steps to ensure the **safety** of students, staff and other individuals in the implementation of incident management protocols established in the School EOP.
- Rendering **first aid** if necessary.

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- Assisting in the **transfer** of students, staff and other individuals when their safety is threatened by a **disaster**.
- Executing assignments as directed by the incident commander.
- Assisting with **crisis intervention** and **recovery processes**.

F. School Nurses/Health Assistants

Responsibilities include:

- Administering **first aid** or **emergency treatment** as needed.
- Supervising **administration** of first aid by those trained to provide it.
- Organizing **first aid** and **medical supplies**.

G. Custodians/Maintenance Personnel

Responsibilities include:

- Surveying and reporting **building damage** to the incident commander.
- Controlling main **shutoff valves** for gas, water and electricity and ensure that no hazardous results from **broken** or **downed lines**.
- Providing **damage control** as needed.
- Assisting in the conservation, use and disbursement of **supplies** and **equipment**.
- Keeping the incident commander **informed** of school conditions.

H. School Secretary/Office Staff

Responsibilities include:

- **Answering** phones and assisting in receiving and providing **consistent information** to callers.
- Providing for the **safety** of essential school records and documents. Executing assignments as directed by the incident commander.
- Providing **assistance** to the principal. Monitoring **emergency radio broadcasts**.
- Assisting with **health incidents** as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

- **Using, preparing,** and **serving** food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.
- Executing **assignments** as directed by the incident commander.

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J. Bus Drivers

Responsibilities include:

- Supervising the **care** of students if disaster occurs while students are on a **bus**.
- Transferring students to new location when directed.
- Executing **assignments** as directed by the incident commander.
- Transporting individuals in need of medical attention.

K. Other Staff (e.g., Itinerant Staff + Substitute Teachers)

Responsibilities include **reporting** to the incident commander for assignments, if requested to do so.

L. Students

Responsibilities include:

- **Cooperating** during emergency drills and exercises and during an incident. Learning to be **responsible** for themselves and others in an incident.
- Understanding the **importance** of not being a bystander by reporting situations of concern.
- Developing an awareness of **natural, technological, and human-caused hazards** and associated prevention, preparedness, and mitigation measures.
- Taking an **active part** in school incident response/recovery activities, as age appropriate.

M. Parents/Guardians

Responsibilities include:

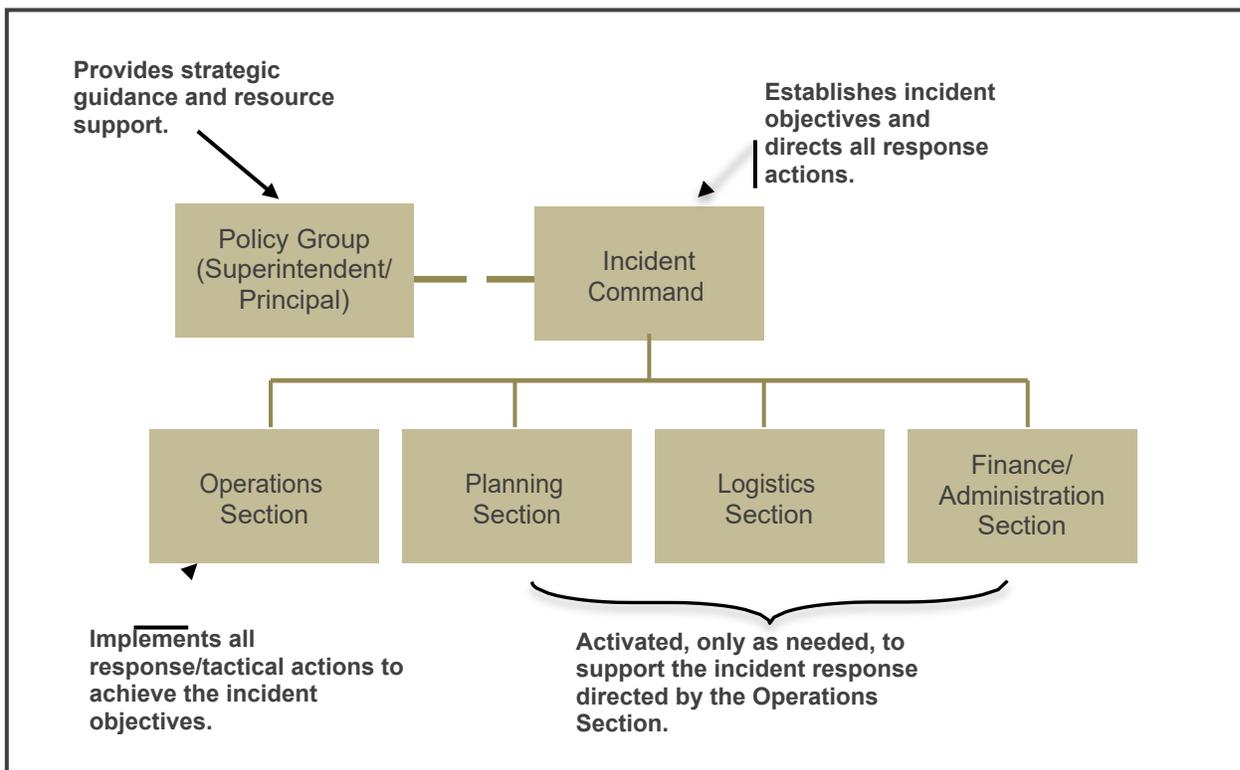
- **Encouraging** and **supporting** school safety, violence prevention and incident preparedness programs within the school.
- Participating in **volunteer service projects** for promoting school incident preparedness.
- Providing the school with **requested information** concerning the incident, early and late dismissals and other related release information.
- Practicing incident management preparedness in the **home** to reinforce school training and ensure family safety.
- Understanding their **roles** during a school emergency.

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IV. Direction + Control + Coordination

A. School Incident Command System (ICS)

A school's command system can be used to **manage** emergency incidents or nonemergency events such as graduations, athletic events, or celebrations. The system is flexible to meet the school's



needs. See Figure 1 below.

Figure 1. SCHOOL INCIDENT COMMAND SYSTEM

As previously noted, staff are assigned to serve within the Incident Command System (ICS) based on their **expertise** and **training** and the **needs** of the incident. Roles should be **pre-assigned** based on **training** and **qualification**. The School ICS is organized into the following functional areas:

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1. School Incident Commander

- Directs **tactical on-scene operations** until/unless a coordinated ICS is established with local authorities. In complex incidents, a Policy/Coordination Group may be convened at the school district operations center. The role of the Policy/Coordination Group is to:
 - **Supports** the on-scene incident commander. Provide **policy** and **strategic guidance**.
 - Helps ensure that **adequate resources** are available. Identify and resolve issues common to all organizations.
- Keeps **elected officials** and **other executives informed** of the situation and decisions.
- Provides **factual information**, both internally and externally. See Part V of this plan on Communications for additional information related to role/responsibility of an information officer.

The Dalton Elementary principal/designee and/or school incident commander keeps the Policy/Coordination Group informed.

2. Operations Section

When activated, the Operations Section **coordinates** all **tactical operations** including implementation of response/recovery activities according to procedures and protocols established by **Dalton Elementary** in an incident action plan. Procedures and protocols address **care** of students, **first aid**, **crisis intervention**, **search and rescue**, **site security**, **damage assessment**, **evacuations**, and the **release** of students to parents. Specific responsibilities include:

- Analyzing **school staffing** to develop a *Family Reunification Plan* and implementation.
- Monitoring **site utilities** (i.e., electric, gas, water, heat/ventilation/air conditioning) and shutting them off *only* if danger exists or if **directed** by the incident commander and assisting in securing facility.
- Establishing **medical triage** with staff trained in first aid and CPR, providing and overseeing care given to **injured persons**, **distributing supplies**, and requesting additional supplies.
- Providing and accessing **psychological first-aid services** for those in need and accessing local/regional providers for **ongoing crisis counseling** for students, staff and parents.
- Coordinating the **rationed distribution** of **food** and **water**, establishing secondary **toilet facilities** in the event of water or plumbing failure and requesting needed supplies.
- Documenting all **activities**.

See Table 2 on the next page for the **types** of Strike Teams that may be established within the Operations Section.

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Table 2. OPERATIONS SECTION TEAMS

<p>Search and Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search and Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers.
<p>First-Aid Teams provide triage, treatment, and psychological first-aid services. First-Aid Teams are responsible for:</p> <ul style="list-style-type: none"> • Setting up first-aid area for students. • Assessing and treating injuries. • Completing master injury report.
<p>Evacuation/Shelter/Care Team. Evacuation, shelter, and student care in an incident are among the <i>most important</i> tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs and providing for food and water. This team is responsible for:</p> <ul style="list-style-type: none"> • Accounting for the whereabouts of <i>all</i> students, staff, and volunteers. • Setting up a secure assembly area. • Managing sheltering and sanitation operations. • Managing student feeding and hydration. • Coordinating with the Student Release Team. • Coordinating with the Logistics Section to secure the needed space and supplies.
<p>Facility and Security Response Team is responsible for:</p> <ul style="list-style-type: none"> • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/Hazardous Material (HAZMAT). • Assessing and notifying officials of fire/HAZMAT. • Conducting perimeter control.

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Crisis Intervention Team is responsible for:

- Assessing need for onsite mental health support.
- Determining need for outside agency assistance.
- Providing onsite intervention/counseling resources.
- Monitoring well-being of School Incident Command Team, staff and students and reporting all findings to the Operations Section Chief.

Student Release/Reunification Team. Responsible for getting students **reunited** with their parents or guardians in an efficient and orderly manner. This can be an enormous challenge and takes a lot of planning. This team is responsible for:

- Setting up **secure** reunion area.
- Checking student **emergency cards** for **authorized releases** and completing **release logs**.
- Coordinating **information** officers on internal and external communications and messages.

3. Planning Section

When activated, the Planning Section is responsible for **collecting, evaluating** and **disseminating** information needed to measure the **size, scope** and **seriousness** of an incident and planning appropriate incident management activities. Duties may include:

- Assisting the incident commander in the **collection** and **evaluation** of **information**.
- Assisting with ongoing planning efforts and maintaining the incident **time log**.
- **Documenting** all activities.

4. Logistics Section

When activated, the Logistics Section supports incident management operations by securing and providing needed **personnel, equipment, facilities, resources** and **services** required for incident resolution; **coordinating personnel**; assembling and **deploying volunteer teams**; and facilitating **communication** among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:

- Establishing and overseeing **communications center** and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and developing a **telephone tree** for after-hours communication.
- Establishing and maintaining school and classroom **first-aid kits**, coordinating access to and distribution of **supplies** during an incident and monitoring inventory of supplies and equipment.
- Documenting all **activities**.

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5. Finance + Administration Section

When activated, the Finance and Administration Section oversees *all* **financial activities** including **purchasing necessary** materials, tracking incident **costs**, arranging **contracts** for services, **timekeeping** for emergency responders, submitting **documentation** for reimbursement and recovering school records following an incident. Additional duties may include:

- Assuming responsibility for **overall documentation** and **recordkeeping** activities; when possible, photographing, or videotaping damage to property.
- Developing a system to **monitor** and **track expenses** and **financial losses** and secure all records.

School and school district management offices may assume responsibility for these functions and perform these duties **off-site**.

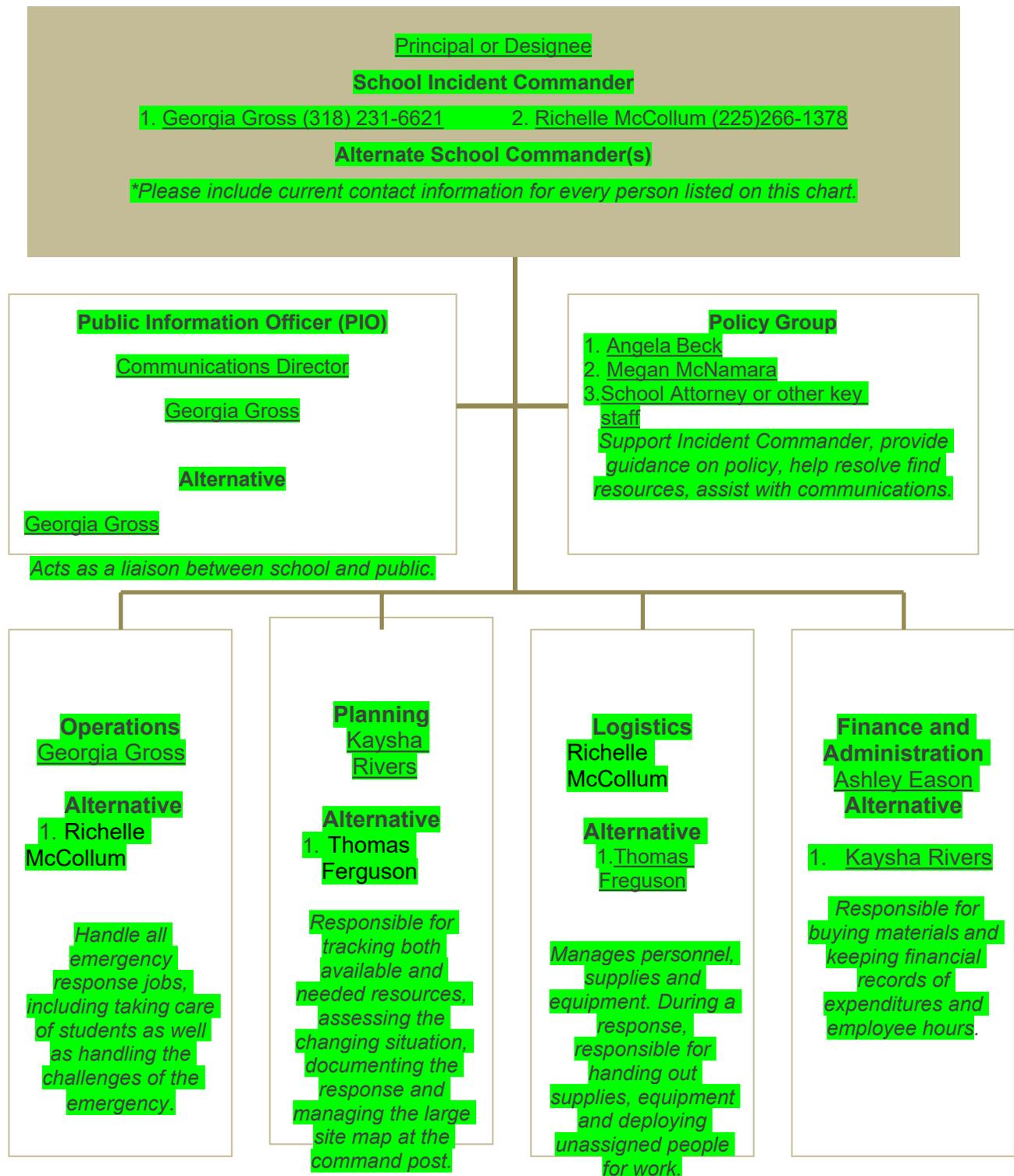
Table 3 on the following page provides **example titles** for *specific* roles within the School ICS. This Table can be completed for each of the various hazards in the **annexes** of this plan with *specific staff assigned* to *each* role along with emergency contact information. Each of these assignments is maintained with other **important plan documents kept Electronically**.

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Table 3. SCHOOL INCIDENT COMMAND SYSTEM

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B. Source + Use Of Resources

Dalton Elementary uses its own **resources** and **equipment** to respond to incidents until emergency response personnel arrive. Parent volunteers and community members who have been **trained** to assist, if called upon, and are available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- **First aid kit** and **sanitation supplies** will be provided by: **St. Gabriel Health Clinic**
- **Cots** and **bedding** supplies will be provided by: **Local Businesses**
- **Food/water** supplies will be provided by: **Local Businesses**
- **Security** will be provided by: **Baton Rouge Police Department/Officer Alexander**
- **Counseling services** will be provided by: **St. Gabriel Health Clinic**

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V. Information Collection + Analysis + Dissemination

Communication is a *critical* part of incident management. This section outlines **Glena Oak's** communications plan and supports its mission to provide clear, effective internal and **external communication** between the school, staff, students, parents, emergency responders, the community, and media.

The School EOP includes **policies** and **procedures** governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/releases to the media, and a detailed **communications plan** including standard procedures and protocols, should be developed and made available in *advance* of an incident.

Templates for statements/media releases, the communication plan and media contacts at major television, Internet and radio stations are maintained by **Director of Operations** and located **Electronically**.

A. Communication Between School + Law Enforcement + Emergency Responders

Dalton Elementary utilizes the **Communication Platform/Capabilities** described in the beginning of the School EOP to contact and maintain communications with **law enforcement** and other **emergency responders** during an incident. The school incident commander transfers command to the **appropriate emergency responder** who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The incident commander uses the communication platform described in the School EOP to notify the principal/designee of the school's status/needs. **Dalton Elementary** and emergency responders coordinate the **release** of information to ensure that information is **consistent, accurate** and **timely**.

B. Internal Communications

Dalton Elementary has identified a school spokesperson or Public Information Officer (PIO) who is responsible for

- Helping create **policies** and **plans** for communicating emergency information **internally** and to the **public**.
- Following the **communications policies** and **procedures** established by Dalton Elementary.
- Helping establish **alternative means** to provide information in the event of a failure of power, phone, or other lines of communication.

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- Developing **materials** for use in media briefings.
- Acting as the **contact** for emergency responders and assist in coordination of media communications.

1. Communication Between School Officials + Staff Members

School personnel are notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Telephone Tree.** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree **originates** with the principal/designee who contacts the members of the **school incident command team**. Team members then in turn contact **groups of staff** (teachers, administrators, and support staff).
- **Text-Messaging System/Email System.** A text-messaging or email system is available to provide those who are **registered** to receive messages with **updates** during an incident.
- **Morning Faculty Meeting.** As appropriate, **updated** information about an incident is presented at the morning faculty meeting. Any **new procedures** for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting.** As appropriate, **updated** information and a **review** of the day's events is presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

C. External Communications

School officials must communicate with the **larger school community** on how incidents will be addressed on a regular basis. However, once an incident occurs, parents, media and the community at large require **clear** and **concise messages** from **Dalton Elementary** about the incident, what is being done and the **safety** of the children and staff.

1. Communication With Parents

Before an incident occurs, **Dalton Elementary**

- Develops a **relationship** with parents so that they trust and know how to access alerts and incident information.
- Informs parents about the **School's EOP**, its purpose and its objectives. Detailed response tactics should not be shared if they impede the **safe response** to an incident.
- Information is in **School Newsletter, Back to School Night, and Parent Meetings.**
- Identifies parents who are willing to **volunteer** in case of an incident and includes them in preparation efforts and training.
- Is prepared with **translation services** for non-English-speaking families and students with *limited* English proficiency.

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In the event of an incident, **Dalton Elementary** will:

- Disseminate information via text messages, emails, and phone calls to inform parents about what is known to have happened.
- Implement a plan to **manage phone calls** and parents who arrive at school and describe how the school and school district are handling the situation.
- Provide information regarding **possible reactions** of their children and ways to talk with them.
- Provide a **phone number, website address** or **recorded hotline** where parents can receive **updated** incident information.
- Inform parents and students **when** and **where** school will resume.

After an incident, **Dalton Elementary** administrators schedule and attend an **open question-and-answer** meeting for parents *as soon as possible*.

2. Communication With The Media

In the event of an incident, the School Incident Commander, or the emergency responder Incident Commander (in the event command has been transferred), coordinates with the school PIO and/or participates in a **joint information** effort to:

- Establish a **media site** and **reception area** away from the school and any established Incident Command Post.
- Provide regular **updates** to media and school community.
- Provide *only* information that has been **approved** for release by the Incident Commander in charge of the scene.
- Monitor **release** of information and **correct misinformation**. Coordinate messages with the principal/designee.

All **Dalton Elementary** employees are to **refer** all requests for information and questions to the **designated** PIO.

3. Handling Rumors

In addressing rumors, the most effective strategy is to **provide facts as soon as possible**. To combat rumors, **Dalton Elementary** will:

- Provide appropriate information to **internal groups**, including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers and bus drivers. These people are **primary** sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff **meeting before** staff members are allowed to go home so that what is (and is not) known can be clearly communicated.

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- Designate and brief **personnel answering calls** to help control misinformation. Conducts briefings for community representatives directly associated with the school.
- Enlist the help of the **media** to provide **frequent updates** to the public, especially to provide accurate information where rumors need to be dispelled.

After the immediate incident response period, **Dalton Elementary** will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

D. Communications Tools

Some common internal and external communications **tools** that **Dalton Elementary** uses include the following:

- **Standard telephone.** **Dalton Elementary** has designated a school telephone number as a recorded “**hotline**” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with emergency responders and others.
- **Cellular telephones.** These phones may be the *only tool working* when electric service is out; they are useful to school personnel en route to or from a site.
- **Intercom systems.** The intercom system includes **teacher-initiated communication** with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones.** A battery-powered bullhorn to address students and staff who are **assembling** outside the school. Procedures governing storage and use help ensure readiness for use.
- **Two-way radio.** Two-way radios provide a reliable method of communication between **rooms** and **buildings** at a *single* site. All staff are trained to understand how to operate the two-way radio.
- **Computers.** A **wireless laptop computer** may be used for communication both within the school and to other sites. **Email** may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) posts information such as school evacuation, closure, or relocation on the home page of the school and district website.
- **Fax machines.** Possible uses include **off-site access** to receive and send critical information concerning students and staff members, their locations and needed telephone numbers, including but not limited to, **medical information, release forms** and **authorizations**.
- **Alarm systems.** Bells or buzzers are in place and sound in **different** ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All school staff, students and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles.** Whistles should be provided to staff in order to signal a need for immediate attention or assistance.

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E. Family Educational Rights and Privacy Act (FERPA) + Health Insurance Portability and Accountability Act (HIPAA)

Dalton Elementary has **reviewed** the applicable *Family Educational Rights and Privacy Act (FERPA)* and *Health Insurance Portability and Accountability Act (HIPAA)* laws, and all applicable State laws with our community partners to ensure that *all* parties have a **strong understanding** of these laws pertaining to **information disclosure**. All school employees, including contractors have been trained on applicable laws to ensure that **Dalton Elementary** officials and employees do not release information inappropriately or make decisions about students or release of records based upon myths, fears or stereotypes related to race, color, national origin, sex, religion, disability, sexual orientation, or gender identity.

Signature

Date

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VI. Recovery After An Incident

After the safety and status of staff and students is assured and emergency conditions abated following an incident, staff, teachers and school officials should assemble to support the **restoration** of the school's educational programs. Defining mission-critical operations and staffing, this effort is the starting point for the recovery process.

Collecting and **disseminating** information facilitates the recovery process.

Dalton Elementary and the **Redesign Schools Louisiana Network** designate appropriate personnel and collaborate with external resources to work in teams to:

- Conduct a **comprehensive assessment** of physical and operational recovery needs.
- Assess **physical security, data access** and all other **critical services** (e.g., plumbing, electrical).
- Examine critical information **technology assets** and **personnel resources** and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document **damaged facilities, lost equipment** and **resources**, and **special personnel expenses** that required for insurance claims and requests for State and Federal assistance.
- Identify **recordkeeping requirements** and sources of **financial aid** for State and Federal disaster assistance.
- Provide detailed **facilities data** to the school District Office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for *ongoing status reports* during recovery activities to: a) estimate when the educational program can be **fully operational**; and b) identify special facility, equipment and personnel issues or **resources** that facilitate the resumption of classes.
- Educate school personnel, students, and parents on available **crisis counseling** services.
- Establish **absentee policies** for teachers and students after an incident.
- Establish an agreement with **mental health organizations** to provide counseling to students and their families after an incident.

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- Develop **alternative teaching methods** for students unable to return immediately to classes: correspondence classes, videoconferencing, tele group tutoring, etc.
 - Create a plan for conducting classes when **facilities are damaged** (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on **prevention** and **mitigation measures**; incorporate as appropriate into **short-** and **long-term** recovery plans.

VII. Administration + Finance + Logistics

A. Agreements + Contracts

If school resources prove to be **inadequate** during an incident, **Dalton Elementary** requests assistance from local emergency services, other agencies, and the school community in accordance with existing **mutual aid agreements** (MAAs) and **contracts**. Such assistance includes equipment, supplies and/or personnel. All agreements entered into by authorized school officials should be in writing. All pre-negotiated **agreements** and **contracts** are **available electronically**.

B. Recordkeeping

1. Administrative Controls

Dalton Elementary is responsible for establishing administrative controls necessary to manage the **expenditure** of funds and to provide reasonable **accountability** and **justification** for expenditures made to support incident management operations. These administrative controls are done in accordance with established local **fiscal policies** and **standard cost accounting procedures**.

2. Activity Logs

Staff assigned within the school ICS maintain **accurate** logs recording key incident management activities, including:

- **Activation** or **deactivation** of incident policies, procedures, and resources.
- Significant **changes** in the incident situation.
- Major **commitments** of resources or requests for additional resources from external sources.
- Issuance of **protective action** recommendations to staff and students.
- **Evacuations**.
- **Casualties**.
- **Containment** or **termination** of the incident.

C. Incident Costs

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School ICS finance and administration staff are responsible for maintaining records summarizing the use of **personnel**, **equipment**, and **supplies** to obtain an estimate of annual incident response costs that can be used in preparing *future* school budgets. Detailed records of costs for incident management and operations include:

- **Personnel** costs, especially overtime costs.
- **Equipment** operations costs.
- Costs for **leased** or **rented equipment**.
- Costs for **contract services** to support incident management operations.
- Costs of **specialized supplies** expended for incident management operations.

These records are used to **recover costs** from the responsible party or insurers, or as a basis for requesting **financial assistance** for certain allowable response and recovery costs from the State and/or Federal government.

D. Preservation Of Records

To continue normal school operations following an incident, **vital records** must be protected. These include **legal documents** and **student files** as well as **property** and **tax records**. The principal causes of damage to records are fire and water. Essential records should be protected and are maintained **in locked file cabinet or electronically**.

VIII. Plan Development + Maintenance + Distribution

A. Approval + Dissemination Of The Plan

The school EOP for *each* building is prepared by each **public school** principal *jointly* with **local law enforcement, fire, public safety and emergency preparedness** officials. In preparing the plan, the principal and such officials shall consider and include, if appropriate, input from **students** enrolled in the school and their **parents, teachers** at the school, other **school employees** and **community leaders** as described in RS 17:416.16 (A.2). The school EOP clearly identifies the latest **revision** date and the **signature** of individuals involved in its creation and/or revision.

B. Record Of Distribution

Copies of the school EOP and floor plans are distributed to **emergency organizations** with a role in responding to an incident. A **record of distribution** is kept as proof that organizations have acknowledged their receipt, review and/or acceptance of the plan. School administrators record the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery and the number of copies delivered. This record is **electronically available**.

School emergency planning documents **should not** be shared with those who do not have a need to know the details of the plan unless all sensitive, security-related information has been properly redacted. Copies of the school EOP may be made available to the **public** and **media** *without* sensitive information at the discretion of the school board.

C. Review + Updates To The Plan

To remain in **compliance** with RS 17:416.16 (B.1), the school updates the comprehensive safety plan at least **once every year** and the floor plans whenever a **major modification** to the building requires **changes** in the procedures outlined in the plan. The school should, however, ensure an update to the plan is filed with the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the Parish, and local Fire Chief whenever any critical information in the plan changes.

Each update or change to the plan is tracked. The record of changes includes: the change number, the **date of the change** and the name of the **person** who made the change.

To ensure timely updates to the school EOP, the school board or governing authority establishes a **schedule** for an **annual review** of planning documents. The basic plan and its annexes are to be reviewed at least **once per year** by school officials and local emergency management agencies and others deemed appropriate by school administration.

The school EOP is **updated** based upon:

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- **Changes** in information.
- Deficiencies identified during incident management activities and exercises.
- When changes in threat hazards, resources and capabilities or school structure occur.

Whenever the school EOP is updated, an updated copy is filed with the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the Parish, and local fire chief, as well as distributed in accordance with the guidelines stated above. It is recommended that the school EOP also be **filed with local OHSEP**.

D. Training + Exercising The Plan

Dalton Elementary understands the **importance** of training and exercises in planning for an incident. To ensure that district personnel and community emergency responders are aware of their **duties** and **responsibilities** under the school plan and the most *current* procedures, the following training and exercise actions will occur. School officials will coordinate training efforts with guidance from **East Baton Rouge Parish** OHSEP.

Basic training and refresher training sessions are conducted **annually** for all school personnel in coordination with local, law enforcement, fire and emergency managers.

School EOP training includes:

- **Hazard and incident awareness training** for **all school personnel**.
- **Orientation** to the School EOP provided to **all school personnel**.
- **First aid** and CPR for **select school personnel**.
- Team **training** to address specific incident response or recovery activities such as **family reunification**.

Four (4) online FEMA courses - **IS-100.b**, **IS-100SCa**, **IS-362.a** and **IS-700** - are to be taken, with **documentation**, by Director of Operations. All **four (4) courses** are available for FREE at FEMA's Emergency Management Institute:

- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>
- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>
- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.SCa>
- <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-362.a>

Additional measures include **drills** and **tabletop exercises**. Drills are to be conducted **4 Times a Year and** exercises are to occur annually.

Records of the training provided including date(s), type of training and participant rosters maintained and are located **electronically**. Approved parent volunteers and community members are incorporated into larger training efforts.

All **Dalton Elementary** staff members are *encouraged* to develop **personal** and **family emergency plans**. Each family should anticipate that a **staff member** may be required to remain at school

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following a catastrophic event. Knowing that the family is prepared and can handle the situation enables school staff to do their jobs more effectively.

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Functional Annexes

Functional protocols are **common procedures** that are implemented along with procedures of **hazard-and-threat specific protocols** when needed to respond to an emergency. For example, evacuation procedures are implemented along with procedures of a more specific fire protocol. Reverse evacuation procedures may be instituted along with procedures activated for a hazardous materials spill that occurs outside of the school building.

Each **functional protocol** describes the purpose and responsibilities for that function. Schools customize these functional protocols to fit their *unique* circumstances. A **risk assessment** conducted with local emergency and safety officials assist in development of effective procedures and protocols.

All functional annexes should address:

- **Situations** under which the procedures are to be used.
- Who has the **authority** to activate the procedures.
- **Specific actions** to be taken when the procedures are implemented.

To implement functional procedures:

- All staff and students should undergo **training** and participate in **drills**.
- Staff and bus drivers assigned to work with **special needs students** should undergo in depth training and drills.
- Emergency response personnel should review, provide input and assist in training and drills on the use of these procedures. This helps **evaluate** the **appropriateness** of the procedures in the plan and assists with **modifications** or **updating** as necessary to ensure that the procedures are sufficient to provide a **safe environment** for students, staff and visitors.

Functional annexes do not *repeat* but **build upon** the information, guidance and processes/procedures within the basic School EOP.

Functional annexes include:

- Continuity Of Operations Plan (COOP) Annex 67
- Drop + Cover + Hold Annex 71
- Evacuation Procedure Annex 73
- Family Reunification Annex 79
- Lockdown Procedure Annex 81
- Mental Health + Healing Annex 83
- Reverse Evacuation Procedure Annex 87
- Shelter-In-Place Annex 89

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Continuity Of Operations Plan (COOP) Annex

I. Purpose

The purpose of a Continuity of Operations Plan (COOP) is to ensure that the school has procedures in place to **maintain** and/or **rapidly resume essential operations** after an incident has disrupted normal school operations, activities, or services. COOP is critical to safety planning and a **good business** practice.

The plan anticipates a full range of **potential incidents** that could cause a temporary interruption of school operations to a complete shutdown of the school, requiring suspension of **non-essential functions** and/or relocation of essential functions to an **alternative site** for some period of time. A goal is to provide **full operational capacity** for essential functions within **12 hours** after activation of COOP and sustain these functions for up to **30 days**.

II. Responsibilities

Delegation of authority and management responsibilities is determined by **school officials** prior to an incident. COOP procedures address responsibilities *before, during* and *after* an incident. Safety of students and school personnel is the first consideration. **Strong internal** and **external communications systems** and partnerships with appropriate organizations, contractors and providers of services are developed so that resources are readily available if needed. **Legal counsel** reviews delegations of authority to identify and address any possible legal restrictions.

Designated school personnel, in conjunction with the principal/school decision-maker, performs the essential functions listed in Table 4 on next page.

III. Specific Procedures

A. Activation + Relocation

The principal/school decision-maker determines when to **activate** and **implement** COOP procedures and/or to **relocate operations** to an alternate site. Authority for activation may be **delegated**. The principal/school decision-maker activates COOP procedures whenever it is determined the school is **not suitable** for safe occupancy or functional operation. The district office is notified and provided information and details regarding a relocation of operations.

B. Alert + Notification + Implementation Process

The principal/school decision-maker activates the School EOP **communication plan** (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and

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school personnel of COOP activation and provide **situation information**, as available. Parents and/or guardians are also **alerted** and **notified** of COOP activation and as important information becomes available.

Table 4. ESSENTIAL FUNCTIONS PERFORMED BY COOP PERSONNEL

Principal or Superintendent	<ul style="list-style-type: none"> Determine when to close schools, and/or send students/staff to alternate locations. Disseminate information internally to students and staff. Communicate with parents, media, and the larger school community. Identify a line of succession, including who is responsible for restoring business functions for school.
Principal/Assistant Principal and/or Department Heads	<ul style="list-style-type: none"> Ensure systems are in place for rapid contract execution after an incident. Identify relocation areas for classrooms and administrative operations. Create a system for registering students (out of district or into alternative schools). Brief and train staff regarding their additional responsibilities. Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). Re-evaluate the curriculum.
Custodians/Maintenance Personnel	<ul style="list-style-type: none"> Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re landscaping).
School Secretary/Office Staff	<ul style="list-style-type: none"> Maintain inventory. Maintain essential records (and copies of records) including school's insurance policy. Ensure redundancy of records (records are kept at a different physical location). Secure classroom equipment, books, and materials. Restore administrative and record-keeping functions such as payroll, accounting, and personnel records. Retrieve, collect and maintain personnel data. Provide account payable and cash management services.
Counselors, Social Workers, and School Nurses/Health Assistants	<ul style="list-style-type: none"> Establish academic and support services for students and faculty/staff. Implement additional response and recovery activities according to established protocols.
Food Service/Cafeteria/ Bus Drivers	<ul style="list-style-type: none"> Determine how transportation and food services will resume.

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C. Relocation Sites

The principal/school decision-maker identifies **relocation sites** to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by **walking**, if appropriate, and other site(s) by **transportation** services.

Sites must have reliable logistical support, services and infrastructure systems that can sustain operations for up to **30 days**.

Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a *predetermined alternative facility*.

D. Alternate Facilities

For estimated short-term (**2-14 days**) **payroll** and **personnel operations**, the alternative facility will be **virtual**. For a longer-term relocation of operations and essential functions, **alternative** facilities are listed below:

Alternative Facility	Can Replace this Primary Facility	Street Address	Contact Information
Virtual	Personnel/Admin Offices	Virtual	225-357-0244
Glen Oaks Middle	School Building A	5959 Cadillac Street	225-771-8128
Lanier Elementary	School Building B	4705 Lanier Drive	225-308-3273

For **each** alternate facility, all essential resources, equipment, and software that are necessary for resumption of operations at the site is **identified** and plans developed for **securing** those resources. **IT systems** available at the site need to be **tested** for compatibility with school's backup data.

E. Interoperable Communications/Backup Sites

As noted above, the virtual site used as a **temporary alternative site** for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, alternative relocation sites are identified as noted above.

- At alternative site, Dalton, or Dalton the lines and services for telephones and computers are **maintained, protected, and backed up offsite** by the district office.
- Hardware and physical lines are **protected** by the fire prevention, humidity controls, temperature controls and electrical generating capacity of the building itself.
- Telephone lines work even during power failures.
- The building has **no sprinkler system**, and the placement of thermostats does *not match* the current office configuration, resulting in wide variations of temperature depending on location.

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F. Vital Records + Retention File

Vital records are **archived** and/or retained on backup data systems stored **virtually**. Vital records are **electronic** and **hard copy** documents that are needed to support essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents.

G. Human Capital Management

School personnel responsible for **essential functions** are to be cross trained to ensure effective implementation of COOP procedures:

- All COOP designated personnel as well as senior staff undergo **annual training** on executing COOP procedures. Training is designed to inform each participant of his/her **responsibilities** (and those of others) during implementation of COOP procedures. It is *essential* that all employees have a clear understanding of what they are supposed to do. Training includes **specific protocols** for identifying and assisting employees with disabilities.
- Designated COOP personnel participate in **exercises** to test academic, physical, and business systems. Training includes testing the **information technology (IT) systems** and backup data including testing of **offsite backup system data** and IT operating systems.
- All school personnel are to be informed of **when** they are expected to be ready to go back to work and/or if they are being **recalled** to support school COOP efforts.

H. Reconstitution

In most instances of COOP implementation, reconstitution is a **reverse execution** of those duties and procedures listed above, including:

- Informing staff that the threat or incident no **longer exists**, providing instructions for the resumption of **normal operations**.
- Supervising an **orderly return** to the school building.
- Conducting an **after-action review (AAR)** of COOP operations and effectiveness of plans and procedures.

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Drop + Cover + Hold Annex

I. Purpose

Drop + Cover + Hold procedures may be used when an incident occurs with **little or no warning**. This action is taken to protect students and staff from **flying** or **falling debris** resulting from explosions, structural failures, severe weather, or an earthquake.

II. Responsibilities

Designated staff members, including teachers and bus drivers, participate in the **development**, **implementation** and **evaluation** of this procedure.

III. Procedures

A. Indoor Procedure

When indoors, students/staff:

- **Drop** to the floor.
- **Cover** by getting **under** a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, students/staff cover their face and head with their arms.
- **Hold on** to the table or desk until directed to stop.
- When directed by the principal/designee and/or when it is **safe** to do so, staff members **evacuate** students to pre-assigned locations.

NOTE: Staff and students do not use the elevators to evacuate.

B. Outdoor Procedure

When outdoors, students/staff:

- **Move away** from buildings, streetlights, and utility wires. **Drop** to the ground.
- Cover their **face and head** with their arms.
- When directed by the principal/designee and/or when it is **safe** to do so, staff members **evacuate** students to *pre-assigned* locations.

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C. Moving Vehicle Procedure

When in a moving vehicle, drivers/staff:

- **Stop** as *quickly* as **safety permits**.
- Instruct *all* students and staff to **stay** in the vehicle.
- When it is safe to do so, proceed *cautiously* or **evacuate** the vehicle.

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Evacuation Procedure Annex

I. Purpose

Evacuation should take place if it is determined that it is safer **outside** than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location **without danger** (playground, football stadium, or off-site location in the community).

Individuals with disabilities who are **self-sufficient** under normal circumstances may have to rely on the help of others in an emergency. The quick, safe, and efficient evacuation of an entire school during an emergency can only be accomplished through careful **planning** and **preparation**. When planning and implementing your building's *Emergency Evacuation Plan*, incorporate the following **suggested** procedures to address any special needs of disabled individuals.

II. Responsibilities

Designated staff members, including teachers and bus drivers, participate in the **development**, **implementation** and **evaluation** of this procedure.

III. Procedures

A. Actions To Take Prior To Emergency Situations

At the beginning of each school year, each school administration should compile a **list** of those **disabled individuals** who may require assistance in evacuating the building. Update this list at least monthly to reflect any changes that occur during the school year.

- Compile a list of **all students** and **employees** with disabilities that might affect their ability to evacuate safely.
- Prepare **schedules** and classroom **assignments** that locate individuals with mobility impairments in areas closest to an accessible exit or an area of rescue assistance. Institute other scheduling changes that will increase the safety of evacuations.
- Develop a **master schedule** showing the location(s) of those disabled students and employees who require evacuation assistance.

Each school should maintain a master schedule showing the assigned locations of all persons with disabilities who require assistance to evacuate the building. Mark the locations of each affected student and employee on a floor plan diagram. **Update** this schedule to reflect any changes that occur during the course of the year. This schedule should be **maintained** in the main office or at any other assigned locations for emergency preparedness records.

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1. Determine Special Needs

Determine what assistance, if any, each disabled individual may require to safely evacuate the building. When determining the most effective methods of evacuation, consideration should be given to the **size** and **weight** of the individual, **distance** required to reach the assembly area, and **obstacles** such as steps, curbs, streets, intersections, traffic, etc.

- Determine the **number of people** needed to provide the necessary assistance for every disabled individual.
- Determine any **special medical needs** that students and employees may require. Determine if any special equipment or apparatus must accompany the students or employees when evacuated from the building. Compile a list of these special needs and update it as necessary.
- Inform **staff members** of their **responsibilities**.
- Inform staff members of their responsibilities for **assisting** with the evacuation of **disabled individuals**. Consider the nature and degree of the disabling condition when determining the most appropriate assisting staff members.

For students—In an emergency, the responsibility for assisting the disabled student should be assigned to the **teacher** or **person in charge** of the student at that time. As the student change's locations throughout the school day, responsibility will shift to the next person in charge of the student. School administrators and/or the school nurse may also be appropriate staff members to assist in evacuations.

For employees—Responsibility for providing evacuation assistance for a disabled employee should be assigned to the **staff member** who works closest to the employee. Again, this responsibility will shift as the employee works in different locations of the building throughout the day.

For visitors—Responsibility for providing evacuation assistance to visitors should be assigned to staff members already assigned the duty of **checking areas** of the building (such as lavatories) to make sure that all areas are clear during an emergency. Given unpredictable visitors, those assisting them may not be able to evacuate them on their own. In such cases, the staff member should assist the visitor to an Area of Rescue Assistance and seek assistance from other staff members or from professional rescue personnel.

- Assign an administrative staff member to inform any **emergency responders** (fire fighters, police, etc.) of the **number, identity** and **locations** of any disabled individuals who could not be evacuated from the building and/or those who require special medical attention. Representatives of the school and emergency responders should meet at a prearranged location.
- Assign **backup staff members** for each of these responsibilities.

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2. Practice Emergency Evacuation Procedures

When conducting **monthly evacuation drills**, incorporate all aspects of your evacuation plan for the disabled in at least during **two (2)** drills a year.

During these drills, it may *not* be advisable to evacuate all disabled persons from the building. In certain cases, the potential **risk of injury** may outweigh the **benefits** of conducting the drill. Discuss these health or safety concerns with local fire department representatives. Under these special circumstances, during drills only evacuate those individuals to the appropriate designated **Areas of Rescue Assistance**.

- Evaluate the **effectiveness** of each evacuation drill. Include all students and staff members involved in using the disabled evacuation procedures. Make adjustments and recommend necessary changes to the established procedures in consultation with the appropriate crisis agencies.
- Discuss** and **review** this evacuation procedure **frequently** with all staff members.
- Review and **update** your building's evacuation plan.
- Keep your plan **current** to reflect changes in your building that might impact on the safe evacuation of your building. At minimum, building administrators must **review** and **update** their building's evacuation plan on an **annual basis**.

A. Actions To Take During Emergency Situations

1. School Incident Commander/Principal

- Call** or **designate** another to immediately call **public safety** (9-1-1) (police, fire and emergency responders) to give notice the school has been evacuated.
- Notify appropriate **district staff** that an evacuation of the school has occurred.
- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the **fire alarm** or by a **public address system** or bullhorn. Make the following announcement:

YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING.
TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.
TEACHERS, TAKE YOUR CLASS ROSTER AND
TAKE A HEADCOUNT AT THE ASSEMBLY AREA.

- Determine **evacuation routes** based on location of the incident and type of emergency.
- Communicate **changes** in evacuation routes based on location and type of emergency.

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- Designate staff with assigned **radios** and/or **cell phones** to assist in evacuation procedures.
- Monitor** the situation and provide updates and additional instructions as needed.
- During **inclement weather**, consider requesting buses for sheltering students.
- Communicate when it is **safe** to **re-enter** the building or **re-occupy** a section of the school by bell system, radio transmission, public address system, designated staff, or bullhorn.

2. Teachers + Staff

- Instruct students to **exit** the building using the designated emergency exit routes or as directed by the school incident commander/principal. Emergency exit routes should be diagrammed on the school floor plan drawing posted near the light switch inside each room.
- Use a **secondary route** if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the school incident commander/principal at the time of the emergency and the evacuation.
- Help those needing **special assistance**.
- Do not lock** classroom doors when leaving, close door and turn off lights. Do not stop for **student** or **staff belongings**.
- Take **class roster, phone lists, first-aid kit, and other emergency supplies** with you.
- Check the **bathrooms, hallways** and **common areas** for visitors, staff or students while exiting.
- Go to **designated evacuation assembly area** (*minimum of 50 feet* from building is required in fire evacuation and 1000 feet from building for bomb threat, chemical spill inside building or other directed evacuations).
- When outside the building or inside the building evacuation location, **check for injuries**.
- Account for all students**. Immediately report any missing or injured students to the school incident commander/principal.
- Wait for **additional instructions**.

3. Office Staff

- Take **visitor log** and **student sign-out sheet** to evacuation assembly area.
- Gather **headcount** information from teachers and inform the **school incident commander/principal**.

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4. Executing Emergency Evacuation Procedures

- Never use **elevators**, **chair lifts** or any other system requiring **electrical power** in an emergency.
- In most cases, **delay** exiting persons with disabilities until the exit route is **clear of traffic**. This is for the disabled person's safety as well as for the safety of others. For example, where a person will be carried down sets of stairs, it is much safer to wait until the stairs are free of quicker moving traffic.
- Ensure that appropriate staff members **account for all individuals** with disabilities immediately after notification that an emergency exists. Inform the appropriate administrator immediately of anyone who cannot be accounted for.
- Ensure that appropriate staff members **assist** individuals with disabilities in moving to their predetermined **Areas of Rescue Assistance** and assist them in **exiting** the building.
- Ensure that appropriate staff members assisting individuals with disabilities **remain** with them until the emergency is over.
- Upon arrival of emergency responders, ensure that an administrative staff member meets with them at a **prearranged location** with information on number, identity, and locations of individuals with disabilities who are still in the building. Also, provide a **copy** of the list that describes any special medical needs that students or employees may have as well as any special equipment or apparatus that may be needed.

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Family Reunification Annex

I. Purpose

The *Family Reunification Protocol* is used to ensure a safe and secure means of **accounting** for students and **reuniting** parents/guardians with their children whenever the school facility or grounds is rendered unsafe, and a remote site is needed.

II. Responsibilities

A. School Incident Commander/Principal

- After consulting with an emergency incident commander (local law enforcement, fire or other emergency official), if applicable, determine the **appropriate pre-designated relocation site(s)**.
- Follow pre-determined **procedures** for **releasing** students.
- Notify a **contact person** at the relocation site(s) to prepare for arrival of students. Designate a **Reunification Site Commander**.
- Request the district office to send personnel to **staff** the reunification site(s). Follow *pre-determined* **parental notification procedures** such as phone trees, local media channels, automated alert system, cell, or text messaging, etc.

B. Reunification Site Commander

- Establish a **command post**.
- Organize public safety and mental health/crisis **response** staff who will be reporting to the site. Use them to **calm** waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check **identification** of all non-uniformed personnel who arrive to assist.
 - Secure a holding area for arriving students and staff away from waiting family members.
- Set up an **adult report area** for parents/guardians to sign in and to check identification.
- Set up a **student release area** where students will be *escorted* to meet their parent/guardian and sign out.

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- Set up a **mental health area** and direct staff to escort parent/guardian of any injured, missing, or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a **media staging area** and notify the school media liaison of the location.
 - Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- **Only release students to authorized persons after checking proof of identity and signing a student release form.**
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

C. Teachers + Staff

- Provide a list of **evacuated students** to the reunification site staff upon arrival.
- Ensure **special needs students** and staff are assisted.
- Request help if needed.
 - Follow the **instructions** of the reunification site commander or designated staff and/or assist in staffing the site.

III. Other Procedures

- Outline procedures for **releasing students**.
- Maintain current student and staff **emergency information** that details special needs, such as medical or custody issues.
- Store information in a **secure** and **readily accessible** location.
- Outline parental notification methods.

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Lockdown Procedure Annex

I. Purpose

Lockdown is the initial physical response to provide a **time barrier** during an active shooter/intruder event. Lockdown is *not* a **stand-alone** defensive strategy. When securing in place, this procedure involves **barricading** the door and readying a plan of **evacuation** or **counter tactics** should the need arise.

II. Responsibilities

A. School Incident Commander/Principal

- Make the **following announcement** using the building Public Address (PA) system, two-way radio, telephone or megaphone:

YOUR ATTENTION PLEASE.

WE ARE EXPERIENCING EMERGENCY SITUATION AND WE ARE NOW UNDER LOCKDOWN.

- Designate staff to **call 9-1-1**.
 - Identify the name and address of the school and describe the emergency.
 - State the school is locking down.
 - Provide intruder description and weapon(s) if known.
 - Identify the location of the school command post.
- Direct staff to **stay on the phone** to provide **updates** and additional information.
- Notify staff and classes outside to **immediately** move to the **off-site assembly area(s)**, account for the students and be prepared to move to a **relocation site**.
 - Notify the transportation director or contractual bus service to **stop** all *inbound* buses and **redirect** them to designated relocation site(s).
- Notify district office.

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B. Teachers

- Clear the hallway and bathrooms by your room, moving everyone into the **classroom**.
- **Lock** your doors.
- Move any large objects in front of the door to **barricade** door. All moveable items such as chairs should be used as well.
- Take **attendance** and be prepared to notify incident commander of **missing** students or **additional** students, staff or guests sheltered in your classroom.
- **Do not place students in one location within the room**. In the event that a shooter or intruder gains entry, students should **consider exiting** by running past the shooter/intruder.
- Staff and students may utilize methods to **distract** the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.
- Allow no one outside of the classroom until the incident commander gives the "All Clear" signal unless a **life-threatening situation** exists and a means to safe exit is available (through a window or other safe passage).

C. Office Staff

- Stay by the phones to wait for **additional procedures** from district office and incident commander.
- Remotely check **status of classrooms** via PA, telephone, computer, or other method.
- Assist the principal or incident commander to establish the school **command** post.

D. Custodians

- **Close** and **lock** all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a **safe** area and lock the door.

If students and school personnel are outside of the school building at the time of a **lockdown**, teachers or other school personnel are to move students to the **designated off-site assembly location**.

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Mental Health + Healing Annex

I. Purpose

Mental health and healing procedures are developed to provide an **emotional catharsis** to students and staff impacted by **trauma** at school or in the community. Following a traumatic event or incident, students, staff, and their families need a **healing process**. As soon as the safety of all involved has been addressed, attention turns to the healing process.

Mental health professionals available in the school community, such as nurses and social workers, should participate in the development, implementation, and evaluation of the school EOP as it relates to this annex. Additional advice may be sought from outside **psychologists** and **mental health** experts.

II. Responsibilities

A. Principal Or District Authority Should Implement The Following Actions

- Staff are to be trained to **recognize** signs of physical and/or mental stress due to trauma.
- Members of a crisis response team are to undergo **in-depth training** to learn how to assist in managing stress due to trauma.
- Parents and guardians are **offered tips** on how to **recognize** signs of physical or mental stress due to trauma.
- Mental health experts **review** and **provide** input into the plan.
- A media or **public information officer** (PIO) is **available** and **trained** to prepare announcements and media releases on the incident and actions taken.
- Principal or designated staff do the following *immediately* after a **serious** injury or **death** and/or **major incident**:
- Make an initial **announcement** to the entire school, including minimum details and indicating that additional information will be provided.
- Issue **prepared statements** for media, parents and other community inquiries.
 - Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students and families.

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- Set up **crisis centers**, designate **private rooms** for private counseling and include outside mental health professionals and clergy to assist with grief.
- Provide **guidelines** to and encourage teachers to **facilitate class discussions** about the incident, allowing students to *openly* discuss feelings, fears, and concerns shortly after the incident.
 - Any students who are excessively distraught should be referred to the crisis response team for counseling.
- Restore **regular school functions** as efficiently and as quickly as possible.
- Accept **donations**. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers diminish considerably as **time passes**. Donations given and not used can always be returned.
- Designate a place for staff, students, and community members to leave **well-wishes, messages** and **items**.

B. Teachers + Staff

- Seek **counseling services** if experiencing difficulty coping with the incident.
- Provide **stress management** during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.
- Be prepared for **outbursts** and **disruptive behaviors**. Refer students experiencing stress to counseling.
- Allow for **changes** in normal routine activities and test schedules.

III. Other Special Procedures

A. Hospital/Funeral Arrangements

- Provide staff with information regarding **visitation** and/or **funeral arrangements** (time, location, customs) when available.
 - If the funeral is scheduled during a school day, all students and staff should be **excused** from school.
- Encourage staff and students to **attend** the funeral to provide **support** for the family, bringing closure to the incident.
- Designate staff person(s) to **visit** the hospital and/or **attend** the funeral to represent the school.

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B. Post-Incident Procedures

- Allow for **changes** in normal routines or schedules to address injury or death; however, recommend students and staff return to their **normal routine** as soon as possible after the incident.
- Follow up with students and staff who **receive counseling** and refer them to outside mental health professionals as needed.
- Discuss and **approve memorials** with the school board's consent. **Donate** all remaining memorial items to charity.

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Reverse Evacuation Procedure Annex

I. Purpose

Reverse evacuation should occur when conditions are **safer inside** the building than outside, generally when conditions involve **severe weather, community emergencies, gang activity** or a **hazardous material release** outside of the school building.

II. Responsibilities

A. School Incident Commander/Principal

- Order a reverse evacuation for students and staff outside to move inside the building. Use the building Public Address (PA) system, megaphone, two-way radio, telephones, or runners to **gather students** and **staff** inside.
- Notify the **district office** of the situation.
- Notify **public safety** by calling 9-1-1: local law enforcement, fire and emergency services responders, as appropriate.
- Designate staff to **monitor** radio, Internet, and other media for information on incident conditions.
- **Close** and **lock** all exterior doors and windows.
- Maintain contact with **public safety** officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as DROP + COVER + HOLD or SHELTER-IN-PLACE.

B. Teachers + Staff

- *Immediately* **move students** back to classrooms or safe areas using the closest entry.
- No students or staff should be outside the building. **Close** and **lock** all exterior doors and

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windows.

- If movement into the building presents a danger, teachers, and staff outside direct students to **designated assembly areas** or **off-site assembly areas**.

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- Teachers take **attendance** and **account** for students, reporting any **missing students** to the school incident commander/principal.
- Wait for **further instructions** from the school incident commander/principal or from a public safety official. Monitor the main entries until the “**All Clear**” is given.

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Shelter-In-Place Annex

I. Purpose

The shelter-in-place procedure provides a **refuge** for students, staff and the public **inside** the school building during an emergency. Shelters are located in areas of the building that *maximize* the **safety** of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

II. Responsibilities

A. School Incident Commander/Principal

- Make the **following announcement** using the building public address system, two-way radio, telephone or megaphone:

YOUR ATTENTION, PLEASE.

WE ARE EXPERIENCING AN EMERGENCY SITUATION AND

NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES.

STUDENTS AND STAFF ARE DIRECTED TO MOVE TO

THE DESIGNATED SHELTER LOCATIONS AND SAFE AREAS.

ALL STAFF AND STUDENTS' OUTSIDE ARE TO

IMMEDIATELY MOVE TO AN INSIDE ROOM.

- Order a reverse evacuation for students and staff outside to **move inside** the building. Use the building Public Address (PA) system, megaphone, two-way radio, telephones or runners to **gather staff** and **students** inside.
- Direct staff to **close** all windows and doors.
- If warranted, order the **shut-off** of heating, ventilation, and air conditioning systems to **stop** the inflow of outside air into the building.
- Notify **district office** the school is sheltering-in-place.
- Designate staff to monitor radio, Internet, and other media for **information** on incident conditions that caused the SHELTER-IN-PLACE.

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- Contact and consult with **public safety officials** as appropriate.
- Be prepared to announce **additional procedures** due to **changing conditions** of the incident, such as DROP + COVER + HOLD or to announce an **“All Clear.”**

B. Teachers + Staff

- Move students into designated **safe areas** such as **inside rooms** with **no windows**, bathrooms, utility closets or hallways without large windows or doors.
- **Close** classroom doors and windows when leaving.
- Have everyone **kneel down** and ready to cover their heads to protect from debris, if appropriate.
- If outside, teachers’ direct students into the **nearest school building** interior safe area or other appropriate shelter.
- For severe weather, if there is no time to get into a building or shelter, attempt to **squat or lie low** in the nearest ravine, open ditch, or low spot away from trees and power lines.
- If movement into the building exposes persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas *upwind* or *cross-wind* from the spill.
- Move students from **mobile classrooms** to an **interior safe** area in a permanent structure.
- All persons **must** remain in the shelter until notified by the school incident commander/principal or public safety official that it is **safe** to exit.

C. Custodians

- **Shut off** utilities as directed by school incident commander/principal or public safety official.
- Turn off **ventilation systems** (heating, ventilation, and air conditioning) as directed and if appropriate.
- Post **SHELTER-IN-PLACE** cards at the primary entrances to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring. For example, such cards should not be used with an ACTIVE SHOOTER, INTRUDER or during an incident involving a person intent on **violence** known to be in the school building and not yet contained.

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Hazard- + Threat-Specific Annexes

Hazard-and-threat specific annexes provide *unique* **procedures**, **roles** and **responsibilities** that apply to a *specific hazard*. They often include provisions and applications for **warning** the public and disseminating emergency public information.

Hazard- and threat-specific annexes do not *repeat* content but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise **simple procedures** that apply to all hazards.
- The hazard-specific annexes present *only* **hazard-unique** information. Repeating procedures increases the possibility of inconsistencies in procedures that could lead to **confusion** during an incident.
- The plan becomes larger and **more difficult** for users to comprehend.

Schools **customize** hazard-and-threat specific protocols to fit their **unique** circumstances. Planning, training, drills, and Tabletop exercises conducted with local emergency and safety officials assists in the development of *effective* **procedures** and **protocols**. These activities also help a school **evaluate** the appropriateness of the procedures in the plan and assists with modifications or updating as necessary to ensure that procedures are sufficient to provide a **safe environment** for students, staff, and visitors.

Hazard- + Threat Specific Annexes include:

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Active Shooter Annex

I. Purpose

An active shooter or armed assailant on school property involves one or more individual's intent on causing **physical harm** and/or **death** to students and staff. Such intruders may also possess a **gun**, **knife**, **bomb**, or other **harmful device**. An active shooter situation results in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is *critical* to follow the instructions of, and cooperate with, the law enforcement officer who – upon arrival - becomes the incident commander with jurisdiction over the scene. The school is a **crime scene** and requires a thorough **search** and **processing**.

II. Responsibilities

A. School Incident Commander/Principal

- Direct staff to **call 9-1-1**
 - Give the **name** and **exact location** of the school
 - Nature of the emergency
 - Number and description of **intruders** (if known)
 - Type of **weapon(s)**
 - **Area** of the school where last seen
 - **Actions** taken by the school
 - Whether there are **on-site security** or law enforcement officers (e.g. DARE, school resource officer)
 - Caller remains on the line to provide updates
- Secure the administration office as a **command post** and retrieve critical information and data about the school's emergency systems, including:
 - Communications.
 - Staff and student locations.
 - Detailed floor plans.

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- Other important information.
- Documents.
- Items and supplies that are prepared and readily available for use during the incident.
- If the incident is occurring at the administration office, designate an **alternate command** post.
- Direct office staff to **maintain contact** with teachers reporting pertinent emergency information via **text, cell phones, classroom phones, and/or email**.
- Notify the superintendent's office and request **activation** of the communications plan for media and parent notification protocols.
- Refer media to:

Angela Beck	225-910-3891
District Spokesperson	Telephone Numbers (home, work, mobile)

- Determine **appropriate procedure(s)**: (LOCKDOWN; INTRUDER/HOSTAGE SITUATION; SHELTER-IN-PLACE).
- Direct staff and students outside the building to move *immediately* to **predetermined assembly area(s)** and be prepared to EVACUATE to an off-site relocation center.
- Direct support staff outside to **stop pedestrians** and **vehicles** from entering the school grounds until law enforcement arrives.
- Ensure that any **buses** en route to the school are **redirected** to a designated relocation site.

B. Teachers + Staff

- Initiate LOCKDOWN procedure if **instructed** by school incident commander/principal or law enforcement incident commander.
- If you are the *first* to note indication of an armed intruder, immediately **CALL 9-1-1**, then **notify** the school incident commander/principal and go to LOCKDOWN.
- Gather information about **your classroom's immediate situation**. **Account** for all students or **other individuals** sheltered in your room.
- **Assess** your ability to EVACUATE the building.

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- If there is no safe manner to EVACUATE the building, have students remain in LOCKDOWN until personally given the “**All Clear**” by the incident commander or a law enforcement officer in uniform.
- If an active shooter or intruder enters the classroom use **whatever** means necessary to keep your **students safe**. This may include any and all forms of resistance to the threat.
- If an intruder enters and begins shooting, *any* and *all* actions to stop the shooter are **justified**. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to create confusion, exiting out windows and confronting (assault, subdue, choke) to stop the intruder. **Tell students to get out any way possible and move to another location.**

III. Other Procedures

- After the active shooter/intruder(s) is **subdued**, the school incident commander/ principal in consultation with the law enforcement incident commander announces an EVACUATION and **relocation** to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, **emergency medical personnel** takes control of the scene and directs services as appropriate.
- The school incident commander **notifies** officials at the relocation site of the EVACUATION and to **activate** FAMILY REUNIFICATION protocols.
- The school incident commander requests **bus transportation** or alternate transportation to the relocation site.
- The school incident commander activates the **communications** plan to deal with media and parent notification protocols and directs parents to the relocation site.
- Teachers EVACUATE the building using the **designated exit routes** and **alternate routes** to the assigned assembly areas, take **attendance** and move to the buses for **transport**.
- The school incident commander activates the **crisis response team** and active MENTAL HEALTH AND HEALING **procedures** and/or notifies area mental health agencies to provide counseling and mental health services at the relocation site.
- The school incident commander debriefs appropriate school personnel.
- The superintendent or designee, in consultation with law enforcement officials, determines when the school can resume normal activities and communicates the information to parents and the public.

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Bomb Threat Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to protect staff, students, and school property in the event of a communicated threat regarding the presence of **improvised exploding devises** (IED) on school property. This may include *any explosive device* of an **incendiary, chemical, biological, or radioactive** nature. A bomb threat results in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is *critical* to follow the instructions of, and cooperate with, the law enforcement officer who – upon arrival – becomes the Incident Commander with jurisdiction over the scene. The school is a **crime scene** and requires a thorough **search** and **processing**.

II. Responsibilities

A. Staff Who Received A Message That A Bomb Has Been Placed In School

- Ref DHS BOMB **threat call procedures** and bomb threat checklist brochure: http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf
- Make a record of the **exact wording** of the threat.
- Ask in a clear and calm voice:
 - *Where is the bomb located?*
 - *What kind of bomb is it?*
 - *What will make it explode?*
 - *When will the bomb explode?*
 - *Who is calling* (name and address)?
 - *Did you place the bomb?*
 - *Why are you doing this?*
- If the threat is made by phone, listen **closely** to caller's voice and speech patterns and to **noises in background**. Make a record of that information.

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- If the threat is made by phone and the caller hangs up, *immediately dial *69 [or the appropriate number]* to trace the call.
- **Notify** the incident commander/principal or designee and/or **call 9-1-1**.

B. School Incident Commander/Principal

- Notify law enforcement, fire and emergency services by calling 9-1-1. if not already notified. Assign staff to meet and **brief** emergency responder agencies.
- Notify staff through the Public Address system:

YOUR ATTENTION PLEASE.

A BUILDING EMERGENCY IS IN EFFECT.

ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE.

- If a suspicious item is located, determine if EVACUATION procedures should be activated, selecting routes and assembly areas away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM**. Or determine if further response should await arrival of law enforcement and other emergency services. See subsection D below.
- If EVACUATION occurs, students and staff must be evacuated to a **safe distance outside** of school building(s) **Minimum 1,000 feet** is the general rule. [Consult with local law enforcement and fire officials.]
- Arrange for person who found a suspicious item to **talk** with law enforcement official.
- **Notify** the superintendent.
- Active communications plan to **inform parents, media and community** of incident as determined in consultation with law enforcement.

C. Teachers + Staff

- Check classrooms, offices and work area for suspicious items and **report** any findings to the school incident commander/principal.
- If a suspicious item is found – **DO NOT TOUCH IT**. **Secure** the area where the item is located.
- **Account** for students and be prepared to EVACUATE if ordered. EVACUATE using standard procedures and **exit routes to assembly area**.
 - Open classroom windows and leave classroom doors **open** when exiting.
- Take attendance after being EVACUATED. Be prepared to report the names of any **missing persons** to school administration.

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- Keep **students together** at the assembly area until given further instructions.
- Be prepared to go to **off-site relocation** if ordered.
- **If given the “All Clear” signal, return to the building and resume normal operations.**

D. Incident Commander/Law Enforcement + Fire + Emergency Agencies

Once emergency responders are on scene, decisions must be made to:

- EVACUATE *immediately*, if this has not already occurred and if warranted, **selecting routes and assembly areas** away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM.**
- Speak to staff who received the threat and **obtain information**. Search the building.
- If a search is to be conducted, **assemble**, and **brief** a search team at the interior command post. Assign **search** areas within the building, the emergency exit routes and the outside assembly areas.
- If a **suspicious** item is located, order an EVACUATION if that has not already occurred.
- No one may re-enter the building(s) until **fire** or **law enforcement** personnel declare it is **safe** to do so.
- After consulting with the superintendent and school incident commander/principal, determine if staff and students are to be relocated to an **alternative safe site**.
- If danger is over, notify staff and students of the **termination** of the emergency and to **resume normal operations**.

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Bus Accident Annex

I. Purpose

School bus accidents may occur both **within** the geographic boundaries of the district or **outside** the district (field trips, interscholastic activities). While data continue to show that school buses are the *single safest mode* of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well **trained**. Each bus should include a **first-aid kit, fire extinguisher, flashlight** and **batteries** and **emergency warning devices** (road flares and reflective devices, such as triangles and vests). The purposes of these procedures are to:

- Provide a **standardized approach** in the management of school bus accidents.
- Provide **emergency care**, as appropriate for the incident, while making the most efficient use of available resources.

II. Responsibilities

A. Bus Driver

- Call **bus garage** or **appropriate school personnel** [by radio or other established means per policy] and 9-1-1 emergency services (local law enforcement, fire, ambulance), as required. Give exact location of accident, along with information about **severity, injuries, hazards** and **resources** needed.
- Set parking **brake**, turn off **ignition switch** and activate **hazard lights**. Remain calm and reassure students and/or other passengers.
- Be alert to the potential for, and check conditions that could cause, a **fire** or other hazardous situation.
- Use or deploy **warning devices** as appropriate.
- Determine if evacuation of the bus is warranted. All passengers remain in the bus unless **fire** or other **hazardous condition** exists requiring evacuation and/or relocation to safer location.
 - It is *extremely important* that injured persons are not moved unless a hazard exists that presents an **imminent danger** of further injury.
- Provide **first aid** as needed.
- Regularly **update** school or emergency personnel on situation and conditions. If students/passengers are transferred to another location (hospital, shelters, another bus),

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record and **report information**, including who was transported and location, to bus garage or appropriate school personnel.

- Protect **passengers** and the **vehicle** from *further* accident and injuries. Protect the **scene** from traffic and people so that evidence is not destroyed. Under normal circumstances, the vehicle(s) involved should not be moved until law enforcement personnel advise the driver to do so.
- Cooperate with directions of emergency responders. Complete an **incident report** after incident is resolved.

B. Principal/School Incident Commander

- Dispatch appropriate **transportation** or other **staff** to the accident location. Assess level of support or resources needed and make it available.
- Obtain **names** of students/passengers, conditions, locations if removed from the site and report to district or other designated staff for instituting **parental notifications** and **information sharing** with media or others, as appropriate
- Ensure that **special health** or **medical information** is provided to appropriate medical providers.
- Instruct designated staff to **accompany** injured students to hospital, if needed. Determine if FAMILY REUNIFICATION procedures are to be activated.
- Determine if MENTAL HEALTH AND HEALING procedures are needed.

III. Other Procedures Of General Operations

- Emergency services agencies (law enforcement, fire, EMS), if called, **take charge** of the accident scene upon their arrival. A school representative (the superintendent, principal or designated person with decision-making authority) is dispatched to the accident scene (distance and time permitting)
- **Communication** with parents and childcare providers is *critical* since a late school bus always arouses some anxiety. The incident commander in charge of the incident decides when the school can begin individual parental notification.
- All injured and potentially injured persons (as determined by EMS personnel) are **transported to area hospitals**. The number of ambulances used, and hospital destinations are determined by on-scene emergency services personnel. The following guide can be utilized to determine mode of transport:

Triage	Priority	Mode of Transport
Red	Immediate	Ambulance/Helicopter
Yellow	Delayed	Ambulance
Green	Walking Wounded	Bus or Other
Black	Deceased	Coroner

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NOTE: The responsibility for the determination of injuries and potential injuries for any person involved in the accident rests with the highest appropriately trained on-scene EMS personnel.

- If emergency response authorities at the scene determine that the accident is *minor* in nature (little or no damage to school bus, estimated forces involved suggest no mechanism for injury, no complaints, or signs of injury), every effort is made to **avoid unnecessary transport** of the children to **area hospitals**. In that event, the school representative at the scene has to have custody and control of the children (*under 18 years of age*) and has the **option** to sign a release form **declining** hospital transport.
 - The form utilized lists the names of all children evaluated by EMS personnel, and found to lack mechanism of injury, signs of injury AND have no complaints of injury. The school provides, for inclusion with this procedure, a list of individuals that have been granted the authority to act as the **school's designee** at the accident scene. **No bus drivers are to be included on the list.**
 - In the event that a list has not been provided, the Incident Commander may **verify** the authority of any representative by contacting the appropriate school/District Office. Anyone claiming to be the school designee but whose name is not included on the list, or whose authority cannot be verified, **is not permitted** to sign the refusal. Any child not listed on the release form is transported to a hospital for further evaluation.
- In the event that the school representative **signs** the release form for all passengers on the bus at the time of the accident, a driver and school bus not involved in the accident is **dispatched** to the scene to continue student transportation.
- In the event that the school representative is, for any reason, unable to sign the release form or if there is greater potential for mechanism of injury, *all* passengers are transported to the *closest* appropriate hospital(s) for **further evaluation**. Anyone not requiring an ambulance is transported in the following manner:
 - A **driver** and **school bus not involved** in the accident is dispatched to the scene on the request of the Incident Commander and School.
 - EMS personnel, with at least **one (1)** or *more* EMTs, is placed on the bus with the passengers and an ambulance follows the bus to the hospital.
 - If a passenger's condition *suddenly deteriorates*, the bus is stopped, and the passenger receives **emergency** care and is placed in the **ambulance** for further care and transport to the hospital.
 - The bus then continues to the hospital with the remainder of the passengers.
 - **Additional ambulances** may be assigned to the bus based on need and available resources.

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Chemical Or Hazardous Materials Spill Annex

I. Purpose

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate **inside** or **outside** the **building**. Examples include: toxic **leaks** or **spills** caused by tank, truck or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills. The purpose of this annex is to ensure that there are procedures in place to **protect** staff/students and school property in case of a chemical or hazardous materials spill.

II. Specific School Information

Currently, **disinfectants** are all **used** and **stored** on school grounds as follows: **custodial closet**. The school's maintenance team, custodian or designated staff inspects stored chemicals twice a month. The **school siren** acts as a warning system to notify staff/faculty and students of a hazardous condition.

Dalton Elementary is aware of the following **conditions** in the surrounding community that could subject the school to a chemical or hazardous materials spill at a Refinery, Pipeline, and/or Baton Rouge Airport.

The school incident commander/principal determines if and when the following operational functions or procedures are activated in the event of an **external** chemical or hazardous spill:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**
- **Reverse Evacuation**
- **Shelter-in-Place**

Or, if there is an **internal** chemical spill, whether the following procedures may be activated:

- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**

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II. Responsibilities

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A. Procedures For An External Chemical Or Hazardous Spill

The principal determines the need to **activate** the school EOP and designate a school incident commander until a qualified HAZMAT or other emergency incident commander arrives at the scene with jurisdiction over the incident. Once an emergency incident commander arrives, it is *critical* to follow the **instructions** of, and **cooperate** with, that incident commander.

If the chemical spill is **external**, the school takes the following steps:

1. School Incident Commander/Principal

- **Call 9-1-1 and LA State Police HAZMAT Hotline: 877-925-6595.**
 - **Notify local law enforcement and emergency responders.**
 - Determine what procedures to activate, such as a REVERSE EVACUATION and SHELTER-IN-PLACE.
- Notify maintenance/building, custodial and grounds staff to **shut off mechanical ventilating systems**, if appropriate.
- Take appropriate action to **safeguard** school property.
- Notify appropriate school personnel (superintendent/policy group) of the status and actions taken and keep them **updated** of any **significant changes**.
 - Activate **internal** and **external communications plan**.
- **Monitor** radio, television, Internet and/or other means of information and report any developments to the incident commander.
- If it is determined that conditions warrant an EVACUATION, issue instructions for **relocating** to a safer location by means of walking, buses, and cars.
- **Notify** relocation centers and determine an **alternate relocation center** if necessary.
- Disseminate information about the incident and **follow-up actions** such as where students/school have relocated and institute FAMILY REUNIFICATION procedures, if needed.
- Do not allow staff and students to return to the building until proper authorities have determined that it is **safe** to do so and given the “**All Clear**” signal after the threat has passed.
- Determine whether school is **closed** or remains **open**.
- Implement **additional procedures** as instructed by the school and/or emergency incident commander.
- **Document** all actions taken.

2. Teachers + Staff

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- Move students **away** from immediate vicinity of danger.
- Implement REVERSE EVACUATION if students are **outside**; observe **wind direction** by observing flags or leaves and move students appropriately. Execute SHELTER-IN-PLACE **when instructed** by the incident commander.
 - **Remain** with students throughout the incident.
- Report any **missing** or **injured** students to the incident commander.
- Remain in safe area until the “**All Clear**” signal has been issued.
- In the event of building damage, evacuate students to **safer areas** of the **building** or **from the building**. **If evacuation does occur, do not re-enter the building until an “All Clear” signal is issued.**
- **Document** all actions taken.

B. Procedures For An Internal Chemical Or Hazardous Spill

The principal determines the need to activate the school EOP and designates a school incident commander until a qualified HAZMAT or other emergency incident commander arrives at the scene with **jurisdiction** over the incident. Once an emergency incident commander arrives, it is critical to follow the instructions of, and cooperate with, that incident commander.

If the chemical spill is **internal**, the school takes the following steps:

1. Person Discovering The Spill

- Alert others in **immediate** area and **leave the area**.
- **Close windows** and **doors** and **restrict access** to affected area.
- Notify principal/teacher/safety officer or call 9-1-1, if appropriate.
 - **Do not attempt** to clean the spill.
- Seek first aid if contact with spill occurs.

2. Incident Commander Actions

- Notify the **local fire department** and local/State departments of **public health**.
- Provide the following information:
 - **Dalton Elementary** and **3605 Ontario Street**, including nearest **cross street(s)**.
 - **Location** of the spill and/or materials released; **name of substance**, if known.
 - **Characteristics** of spill (color, smell, visible gases).

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- **Injuries**, if any.
- Determine what **procedures** to activate, such as EVACUATION. Notify local **law enforcement** of intent to evacuate.
- Avoid **exposure** to the chemicals or hazardous fumes or materials in any EVACUATION.
- Notify maintenance/building/custodial and grounds staff to **shut off mechanical ventilating systems**, as appropriate.
- Notify the principal, superintendent/policy group of the status and actions taken and keep them **updated** of any **significant changes**.
- Activate **internal** and **external communications plan**.
- Issue instruction if **students** are **evacuated** to a safer location by means of walking, buses and cars.
- Do not allow staff and students to return to the building until proper authorities have determined that it is **safe to** do so and given the “**All Clear**” signal the threat has passed.
- Address **cleanup needs** and actions with appropriate fire, safety and/or emergency services personnel.
- Determine whether school will **close** or remain **open**.
- **Document** all actions taken.

3. Teachers + Staff

- Move staff and students **away** from the **immediate danger zone** and keep staff and students from entering or congregating in danger zone.
- Report **location** and **type** (if known) of the hazardous material to incident commander.
- Execute EVACUATION and **relocation procedures** when instructed by the incident commander *unless* there is a **natural** or **propane gas leak** or **odor**.
 - If a natural or propane gas leak or odor is detected, **evacuate immediately** and notify the principal/incident commander.
- Take class **roster**, **first-aid kit** and any other **supplies** or **resources** relevant to the incident.
- Check that all students have **left** the building. **Students are not to be left unattended at any time during EVACUATION.**
- Upon arrival at evacuation site take **attendance**. Notify incident commander or designee of any **missing** or **injured students**.
- **Remain** with students throughout the incident.

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- **Do not return to the building until emergency response personnel have determined it is safe and issued an “All Clear” signal.**
- **Document** all actions taken.

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Explosion Annex

I. Purpose

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard. An explosion may require the activation of **several procedures**, including:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**

Any staff, student or visitor discovering an explosion activates the **fire alarm, reports** the explosion to the principal and **calls 9-1-1** for emergency services if injuries are apparent. Once an emergency incident commander arrives (police and/or fire), it is *critical* to follow the **instructions** of, and **cooperate** with, the incident commander who has jurisdiction at the scene.

No one may re-enter building(s) until it is declared safe by the fire department.

II. Responsibilities

A. Incident Commander/Principal

- **Call 9-1-1 to confirm** the alarm, identify the **Dalton Elementary** and **location**, provide **exact location** of the explosion, if any staff or students are **injured** and inform emergency services (police and fire) the building is being **evacuated** and identify the location of the **school command post**.
- **Activate** an EVACUATION.
- Ensure that staff, students and visitors *immediately* **evacuate** the building using **prescribed routes** or **alternate routes** due to building debris to the assembly areas.
- Assembly areas may need to be relocated if the building collapses or if there are **unsafe** areas from the explosion or continued explosions.
- Notify the district office and institute **communications plan**.
- Designate staff to take the **visitor log, student sign-out** sheet and the *critical incident response documents, information, items, supplies* to the **designated** school command post.

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- Designate staff to obtain student roll from teachers and identify any **missing** students.
- If safe and appropriate to do so, direct designated staff to **shut off utilities**.
- Notify and provide regular updates to staff and students of the status of the emergency.
- Upon consultation with superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an **off-site evacuation** to a designated *primary* relocation center.
- If relocation occurs, **activate** FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on plan to **return to** the building and resumption of normal operations.
- **Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the “All Clear” signal after the threat has passed.**

B. Teachers + Staff

- Take the **class roster**, **first-aid kit** and any other **supplies** or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use **alternate** escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with **functional needs**.
- **Close** the classroom door and **turn out** the lights upon exiting and **confirm** all students and personnel are out of the classroom.
- Take **attendance** at the assembly area. Report any **missing** students or **staff members** and/or any **injuries** to the principal and/or emergency incident commander at the scene.
- Keep class **together** and wait for further instructions.
- **Remain in safe area until the “All Clear” signal has been issued. Be prepared to move students if an off-site relocation is ordered. Be prepared to move the students if the situation warrants it.**
- No one may re-enter building(s) until it is declared **safe** by the fire department.

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Fire Annex

I. Purpose

Dalton Elementary has a policy and procedures governing **fire drills** and conducts fire drills as required by law. All staff are trained on how to **respond** in the event of a fire.

- Any staff discovering fire or smoke activates the fire alarm and **reports** the fire to the principal or **calls 9-1-1** if conditions require and/or injured are in need of medical assistance.
- Staff, students, and visitors *immediately* **evacuate** the building using **prescribed** or **alternate routes** to the assembly areas.
- **No one may re-enter building(s) until it is declared safe by the fire department.**

Once an emergency incident commander arrives (fire department), it is *critical* to follow the **instructions** of, and **cooperate** with, the incident commander who has jurisdiction at the scene.

II. Responsibilities

A. Incident Commander/Principal

- Call or direct staff to **call 9-1-1**
 - Confirm the alarm is active
 - Identify the **Dalton Elementary** and **3605 Ontario Street**
 - Provide **exact location** of the fire or smoke
 - Identify if any staff or students are **injured**
 - State the building is being **evacuated**
 - Identify the location of the **school command post**
- **Activate** an EVACUATION.
- Ensure that staff, students, and visitors *immediately* **evacuate** the building using **prescribed** or **alternate routes** due to building debris to the assembly areas.
- Assembly areas may need to be **relocated** if the building or portions of it collapse or if there are unsafe areas from the fire.
- Notify the district office and institute **communications plan**.

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- Direct office staff to take the **visitor log**, student **sign-out sheets** and *critical incident response* documents, **floor plans**, information, items, supplies to the **designated school command post**.
- Designate staff to obtain **student attendance** from teachers and identify any **missing** students.
- Upon consultation with superintendent, fire department and law enforcement officials, and if necessary due to **unsafe conditions**, direct an **off-site evacuation** to a designated **primary relocation center**.
- If relocation occurs, **activate** FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on plan to **return** to the building and resumption of normal operations.
- **Do not allow staff and students to return to the building until the fire department or emergency incident commander with jurisdiction over the scene has determined that it is safe to do so and given the “All Clear.”**
- Notify staff of the status of the emergency, if they can return to the building and when **normal operations** can resume.

B. Teachers + Staff

- Take the **class roster** and **first-aid kit** and any other **supplies** or resources relevant to the incident and lead students as *quickly* and *quietly* as possible **out of the building** to the designated assembly area(s).
- Use **alternate** escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with **functional needs**.
- **Close** the classroom door and **turn out** the lights upon exiting and **confirm** all students and personnel are out of the classroom.
- Take **attendance** at the assembly area. Report any **missing students** or **staff members** and/or any **injuries** to the principal and/or emergency incident commander at the scene.
- Keep class **together** and wait for further instructions.
- **Remain in safe area until the “All Clear” signal has been issued.**
- No one may re-enter building(s) until it is declared **safe** by the fire department.

Dalton Elementary Emergency Operations Plan

Flood Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to **protect** staff/students and school property in case of a **flood**.

The **East Baton Rouge Parish** Office of Homeland Security and Emergency Preparedness (OHSEP), the National Weather Service and other Federal cooperative agencies have an *extensive river* and **weather** monitoring system and provide **flood watch** and **warning** information to the school community via radio, television, Internet, and telephone. In the event of a flood, the principal/school incident commander activates the school EOP.

The school **siren** acts as a warning system to notify staff/faculty and students in case of **imminent** or **confirmed** flooding, including that due to **dam failure**. If there is a loss of power, a compressed air horn or megaphone and two-way radios serve as backup alerting/ communication devices.

Operational functions or procedures that may be activated in the event of a flood include the following:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Family Reunification**
- **Mental Health and Healing**
- **Medical Emergency**
- **Reverse Evacuation**
- **Shelter-in-Place (if safe to do so and evacuation *without* external assistance is not possible)**

II. Responsibilities

A. Principal/School Incident Commander

- Review circumstance and conditions and determine appropriate procedures to activate.
- Determine if EVACUATION is **required** and can be **safely** done.
- Call or instruct staff to **call 9-1-1** notify local law enforcement, fire and emergency services of **intent to evacuate**, the **location** of the relocation site and the **route** and means to be taken to that site.
- Delegate a **search team** to ensure that all students have been located and/or evacuated.
- Activate internal and external **communications plan**.

Dalton Elementary Emergency Operations Plan

- Designate staff to **monitor** radio, Internet and media for flood information and report any developments.
- Update staff, administration, and emergency responders of any **significant changes** in operations or conditions.
- Issue **transportation** instruction if students are evacuated to a safer location by means of buses and cars.
- Notify the superintendent/policy group of the **status** and **action taken**. Notify **relocation centers** and determine an alternate relocation center, if needed, if primary centers are also flooded.
- **Activate** FAMILY REUNIFICATION procedures.
- Implement **additional procedures** as instructed by the emergency incident commander with jurisdiction over the scene.
- Designate staff to take appropriate action to **safeguard school property**. Determine if school will be **closed** or remain **open**.
- **Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.**
- **Document** all actions taken.

B. Teachers + Staff

- Execute **evacuation procedures** when instructed by the principal or incident commander.
- Take the **class roster** and **first-aid kit** and any other supplies or **resources** relevant to the incident.
- Take **attendance** before leaving the classroom.
- Lead students as *quickly* and *quietly* as possible out of the building to the **designated assembly area(s)**.
- Use alternate escape routes if the regular route is blocked or there is a **safety hazard**.
- Assist or designate others to assist students with **functional needs**. **Remain** with students throughout the evacuation process.
- Upon arrival at the assembly site, **take attendance**. Report any **missing** or **injured** students to the incident commander.
- **Do not return to the school building until it has been inspected and determined safe by proper authorities.**
- **Document** all actions taken.

Dalton Elementary Emergency Operations Plan

C. Bus Drivers

- If evacuation is by bus, do **not** drive through **flooded streets** and/or roads.
- Do **not** attempt to **cross bridges, overpasses** or **tunnels** that may be damaged by flooding.
- If caught in an unavoidable situation, seek **higher ground** *immediately*. If the bus stalls and water is rising **abandon** the bus and seek higher ground *before* the situation worsens.
- Use **two-way radios** to communicate with the principal/school incident and/or emergency incident commander.
- **Document** all actions taken.

Dalton Elementary Emergency Operations Plan

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Dalton Elementary Emergency Operations Plan

Intruder/Hostage Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to **protect** staff/students and **school property** in the event an **unknown** person (intruder) is found on school grounds or in the school building and in the event of a **hostage** situation. It is critical that all staff know how to handle coming into contact with an unknown person who may be an intruder with **violent intent** on school property, and what to do in a hostage situation.

If the incident involving an intruder or hostage situation results in law enforcement being contacted and activated, it is *critical* to follow the **instructions** of, and **cooperate** with, the law enforcement official who – upon arrival – becomes the incident commander with jurisdiction at the scene.

II. Responsibilities

A. All Staff Should Be Trained To Take Action When An Unauthorized Person Enters School Property

- If time permits, **notify** the principal/school incident commander/school resource officer (SRO) and follow their instructions.
- If staff member approaches unknown person/intruder, ask another staff person to **accompany** and **assist**.
- Politely greet person/intruder and **identify yourself**. Ask person/intruder the **purpose** of his/her visit.
- Inform person /intruder that *all* visitors must **register** at the main office; direct and accompany him/her to the office.
- If person/intruder's purpose is not legitimate, ask him/her to **leave**. Accompany intruder to exit.

If unknown person/intruder refuses to leave:

- Do **not antagonize** the person/intruder and explain consequences of staying on school property.
- **Walk away** from person/intruder if he/she indicates a potential for **violence**. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a **weapon** or **package**).
- Maintain **visual contact** with intruder from a **safe** distance.

Dalton Elementary Emergency Operations Plan

- Notify SRO and school incident commander/principal or **call 9-1-1** and alert law enforcement.
- Give law enforcement **full description** of intruder. (Keep intruder unaware of call for help if possible).
- School incident commander/principal notifies superintendent and may issue LOCKDOWN or other **appropriate procedures**, depending on conditions, and/or as instructed by law enforcement.

B. Hostage Situation Involves One Or More Persons Being Held Against Their Will By One Or More Individuals. The Goal Is To Ensure Safety Of Students + Staff + Others At The School And Prevent The Hostage(s) Being Moved Away From The School. All Staff Should Be Aware Of What To Do In The Event Of A Hostage Situation

- If hostage taker is unaware of your presence, **do not intervene**.
- Notify the principal/school incident commander/school resource officer or **call 9-1-1** if **unable** to reach school authorities.
- If school personnel or students are taken hostage, **follow instructions** of hostage taker.
- Try not to panic. **Calm students** if they are present. Treat the hostage taker as normally as possible.
- Be **respectful** to hostage taker.
- Ask **permission to speak** and **do not argue** or make suggestions.

C. Principal/School Incident Commander

- **Call 9-1-1** immediately. Give dispatcher details of situation; description and number of intruders, exact **location** in the building and that the school is in LOCKDOWN or taking **other action** if appropriate (such as EVACUATION if hostage taker has a bomb). Ask for assistance from **hostage negotiation team**.
- Announce LOCKDOWN or **other procedure** if conditions warrant.
- Ensure staff outside are notified of the situation and to **move students** away from the building to outside assembly areas.
- Isolate the area and try to determine if **weapons** are involved, if possible. **Redirect** any buses en-route to the school to an alternate location.
- Notify superintendent and activate **communications plan**. Give control of scene to police and hostage negotiation team. Ensure detailed notes of events are taken.

Dalton Elementary Emergency Operations Plan

D. Teachers + Staff

- Teachers and staff **implement** LOCKDOWN or other-directed procedures upon hearing the alert. If outside, move to **designated assembly areas** and wait for further instructions.
- **Everyone remains in their location until given the “All Clear” unless otherwise instructed to take other action by a law enforcement officer.**

III. Other Procedures (That May Be Activated Depending On Conditions)

- **Active Shooter**
- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**
- **Shelter-in-Place**

Dalton Elementary Emergency Operations Plan

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Dalton Elementary Emergency Operations Plan

Medical Emergency Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to assist staff and students in the event of a **medical emergency**.

II. Responsibilities

A. School Staff

- Quickly **assess** the situation. Make sure the situation is **safe** for you to approach (i.e., live electric wires, gas leaks, building damage, etc.).
- Immediately **notify** the school incident commander/principal. Assess the seriousness of the injury or illness.
- Call or have someone **call 9-1-1 immediately**. Be prepared to provide
 - **Dalton Elementary – 3605 Ontario Street, Baton Rouge, 70805**
 - **Exact location** (floor, room number)
 - Describe **illness** or **type** of injury
 - **Age** of the victim(s).
- Protect yourself against contact with **body fluids** (blood-borne pathogens). Administer appropriate **first aid** according to your level of training until help arrives.
- Comfort and reassure the injured person. **Do not move** an injured person unless the scene is unsafe.
- If the injured person is **not breathing** or there is no pulse, ask someone to retrieve the automated external defibrillator (AED) and begin cardiopulmonary resuscitation (CPR) or rescue breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.

Dalton Elementary Emergency Operations Plan

B. School Incident Commander/Principal

- Direct staff to **call 9-1-1**, if necessary, and provide appropriate information to emergency responders.
- Send schoolstaff with **first responder/first aid/AED training** to the scene if this has not already occurred.
- Assign a staff member to **meet emergency medical service (EMS)** responders and lead them to the injured person.
- Assign a staff member to remain with the **injured person** if they are transported to the hospital.
- If injured person is a member of school personnel or a student, notify parent, guardian or other appropriate **family member** of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.
- Ensure **student or staff medical information** from administrative records is sent to the hospital.
- Notify the **school counselor** or crisis response team and provide a brief description of the incident.
- Advise **faculty** and **staff** of the situation, as appropriate.
- Develop and maintain **written documentation** of the incident.
- Follow-up with **appropriate persons** and determine if other procedures should be activated such as MENTAL HEALTH AND HEALING.

Dalton Elementary Emergency Operations Plan

Severe Weather Annex

I. Purpose

The purpose of this annex is to have procedures in place when a **severe weather watch** or **warning** has been issued in the area near the school.

II. Responsibilities

A. School Incident Commander/Principal

When a **severe weather watch** has been issued:

- Monitor **National Oceanic Atmospheric Administration (NOAA) weather stations** (National Weather Service, Weather Channel, or television).
- Bring *all* persons **inside** building(s).
- Be prepared to **move students** from mobile classrooms into the building. **Close** windows and blinds.
- Review severe weather drill procedures and **location of safe areas**.
 - Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid **gymsnasiums** and **cafeterias** with wide free-span roofs and large areas of glass windows.
- **Review** “DROP + COVER + HOLD” procedures with students.
- Assign support staff to **monitor** all entrances and weather conditions.

When **severe weather warning** has been issued in an area *near* school or **severe weather** has been spotted near school:

- **Announce** SHELTER-IN-PLACE alert signal.
- Direct students and staff **inside** the building to *immediately* **move to interior safe areas**, closing classroom doors after exiting.
- Ensure that students are in “DROP + COVER + HOLD” positions until the **danger passes**.
- Direct students and staff outside to REVERSE EVACUATE **into** the building.

Dalton Elementary Emergency Operations Plan

- If outside, students and staff move to the *nearest interior safe area*. If time does not permit, have students get down in the nearest **ravine, open ditch, or low spot** away from trees or power poles.
- **Relocate** students and staff from any mobile classrooms in to the building.
- **Remain in safe area until warning expires or until emergency personnel have issued an "All-Clear."**

Dalton Elementary Emergency Operations Plan

Terrorism Annex

I. Purpose

The purpose of this annex is to ensure that there are **procedures** in place to **protect staff/students** and **school property** in the event of a **terrorist** threat. School administrators are notified of terrorist threats through either of the following means:

- A **National Terrorism Advisory System** (NTAS) alert from US Department of Homeland Security (DHS).
- Directly by a **law enforcement** or **homeland security** official.

There are **two** (2) **terrorism threat** levels in the United States: **elevated** and **imminent**. An imminent threat warns of a *credible, specific, and impending* terrorist threat against the United States. An elevated threat warns of a *credible* terrorist threat against the United States.

Terrorism threat examples include: **chemical, biological, nuclear, radiological** and **conventional weapon** (explosives, small arms, etc.) attacks and **hostage** situations.

Schools should expect *heavy law enforcement involvement* at the local, State and Federal levels following a terrorist attack due to the incident's **criminal** nature. Schools should also expect that **extensive media coverage**, strong **public fear**, and **international implications** and **consequences** to continue for a *prolonged* period.

Schools *pre-determine* **designated officials** who will coordinate with appropriate public safety/homeland security officials in the event of a terrorist threat.

In the event of an imminent threat, the **Federal Bureau of Investigations** (FBI), local law enforcement and local fire departments confer on the situation. Designated school officials work with local law enforcement and **agree** to open or close schools.

II. Responsibilities

A. School Officials

When there is an imminent threat against a school or its *immediate* area, the following actions are taken:

- The superintendent starts the **phone tree** to contact district staff. If school is **in session**, immediately notify building administrators and designated school officials.
- If an alert is issued *before* or *after* school hours, normal school operations **cease**, and **remain** closed until advised by the designated school officials to reopen. All school activities and events scheduled are **cancelled** until further notice.

Dalton Elementary Emergency Operations Plan

- If alert is issued *during* school hours, school buildings are secured and remain **open** until regular dismissal time unless otherwise advised by the designated school officials. Students are **sent home** by normal transportation means or **released** to parents pursuant to district policy. All after-school activities are cancelled unless otherwise advised by the designated school officials.
- Designated school officials coordinate with appropriate public safety officials to determine what level of LOCKDOWN or other procedures are **appropriate** for the situation. FAMILY REUNIFICATION procedures are followed in order to coordinate the release of students.

In the event of an actual terrorist attack schools follow **appropriate procedures** for HOSTAGE SITUATIONS, conventional weapons incidents (e.g., EXPLOSIONS, ACTIVE SHOOTING, BOMB THREAT, etc.), and CHEMICAL/HAZARDOUS SPILLS (biological incidents, chemical incidents and radiological/nuclear incidents).

Coversheet

Motion to Approve RSL Financial Policies

Section: III. Items scheduled for action
Item: H. Motion to Approve RSL Financial Policies
Purpose: Vote
Submitted by:
Related Material: Finance Policy Cost Allocation.docx
EdOps summary of state AUP[11667].docx



RSL Shared Expenses Policy

All expenses that are shared among the three schools will be allocated on a per budgeted student count basis. The budget used will be the board approved budget adopted June before the school year begins.



The following are the statewide agreed upon procedures that will be in effect for your FY22 audit (starting on page 7 of the document). Many of these were not required for the last couple of years due to COVID, and others are new. Below they are summarized.

As always, it is easier to review/update policies and procedures now than it is during the audit. While you may be doing many of these things already, it is important to know what documentation you will be asked for 5-6 months from now.

Policies and Procedures

- It is always best practice to review your financial policies and procedures annually to ensure that they match what is happening in practice and that they contain sufficient controls. If you have changed systems, added a line of credit, etc, please make sure that your updated procedures and controls are documented.
- In addition, you will need to make sure that you have a documented Ethics policy and a Sexual Harassment policy. These are likely to be contained in your employee handbook.
- The Information Technology Disaster Recovery/Business Continuity policy requirement was introduced in 2020. If you do not have access to this policy, check with your IT department lead.

Board or Finance Committee

- Make sure that you are saving agendas, meetings schedules, and minutes for all board and finance committee meetings. Your auditor will need to review them.

Bank Reconciliations

- Bank reconciliation reports should have evidence that a member of management or the board has reviewed each bank reconciliation. The simplest way to do this is to ensure that the report is printed, reviewed, and initialed by the Executive Director, CEO, or board treasurer monthly.
- Prior to closing the fiscal year, research any unreconciled items that have been outstanding for more than 12 months (these are usually undeposited checks) and save evidence of your research (emails, etc).

Collections

- If your school collects cash payments, make sure that you have a documented policy that indicates who is permitted to collect cash, how it is tracked, and how deposits are prepared. Best practice is to have a standard cash collection form and deposit prep sheet to be used in all instances. It is important that you maintain segregation of duties



when designing your cash collection policies so that the same person is not collecting cash, preparing deposits, or posting entries to the accounting system.

- It is also best practice to use a receipt book with sequentially pre-numbered receipts (in the case of teachers collecting small amounts of cash from students for things like field trips, where this is impractical, a standard tracking sheet may suffice).
- Make sure you have a copy of your insurance policy that covers employee theft (your insurance broker should be able to provide this)

Non-Payroll Disbursements (Purchasing and Paying Invoices)

- Make sure that your policies outline the process for initiating a purchase, approving a purchase, and placing an order, and that one employee cannot control all parts of this process.
- Ensure that the person processing payments to vendors does not also approve those payments, and that someone other than the person who processes the payments is responsible for mailing them. If you use an Accounts Payable platform such as [bill.com](https://www.bill.com) or Anybill, you should not have to worry about this, as long as your approval chains are set up appropriately within the system.

Credit Cards

- Ensure that all credit card transactions are supported by an itemized receipt and written documentation of the business purpose. Ensure that monthly statements and supporting documentation are reviewed and approved (in writing) by someone other than the cardholder. The best practice is to print out statements and have someone review and initial the statement. If the cardholder is the school leader/ED/CEO, someone on the finance team can review and initial.

Travel

- Ensure that all travel reimbursements are supported by itemized receipts (and that there is no alcohol reimbursed with any meals) and are approved (in writing) by someone other than the person receiving the reimbursement. Best practice is to have a standard reimbursement form attached to supporting documentation.
- Ensure that all reimbursements are within the limits set by your policy.

Contracts

- If you have any contracts that were governed by Louisiana Public Bid Law (for example, food service and public works), ensure that you have documentation of the entire bid process.
- If your policies or bylaws require board approval for contracts over a certain limit, ensure that you have documentation of approval for all such contracts.



Payroll and Personnel

- Ensure that all salaries are supported by documentation (such as offer letters), including for stipends and additional pay (if paid hourly, ensure that timesheets are saved).
- Ensure that employee leave and approval is documented.

Ethics

- Ensure that all employees complete the required one hour ethics training annually and that you are storing documentation of their completion. The training can be completed online here: <https://laethics.net/EthicsTraining/login.aspx>. Ensure that someone is responsible for collecting certificates of completion from employees.

Fraud Notice

- Ensure that any misappropriations of public funds (e.g. employee theft) are reported to the Legislative Auditor and the District Attorney of the parish in which you are located (not just to your insurance carrier). Maintain documentation of reports (emails, phone logs, etc).
- Ensure that the LLA's notice concerning fraud, waste, and abuse is posted on the premises (e.g. in the main office) and on your website. Images for your website and flyers for your premises can be found here: <https://www.la.la.gov/report-fraud/fraud-buttons/>

Information Technology Disaster Recovery/Business Continuity

- Your policy must outline how you regularly backup critical data. Your auditors will need to see evidence of your most recent backup. If you use mostly cloud storage for critical data, there are third party options that will create backups for you at regular intervals.
- You must show evidence that you have tested/verified that the backups can be restored.
- Ensure that all computers have active antivirus software and that both your operating system and accounting system are still supported by the vendor (i.e. make sure that you are not still using laptops with Windows 7 on them).

Sexual Harassment

- Maintain documentation that all employees have received at least one hour of sexual harassment training during the calendar year. If this is an in-person training, maintain sign-in sheets. If you have an online training option, ensure that someone is responsible for collecting documentation of completion (similar to the ethics training).
- Post your sexual harassment policy and complaint procedure on your website (this can probably be copied from your employee handbook).



- You must have an annual sexual harassment report for each calendar year, generated prior to February 1st, which includes: the number and percentage of employees that have completed the training requirements, the number of complaints received, the number of complaints that resulted in a finding of sexual harassment, the number of complaints in which the finding of sexual harassment led to discipline or corrective action, and the amount of time it took to resolve each complaint. If you had no complaints during the year, you still must generate a report including the first item. See R.S 42:344 for more

Coversheet

Motion to Approve the RSL 22-23 Pupil Progression Plan

Section: III. Items scheduled for action
Item: I. Motion to Approve the RSL 22-23 Pupil Progression Plan
Purpose: Vote
Submitted by:
Related Material: 2022-2023-ppp-template RSL final.pdf

2022-2023 Pupil Progression Plan

Local Education Agency:

Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student’s mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that “particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement.” The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test—in mathematics, English language arts, science, and social studies—needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In March 2022, BESE approved, as a Notice of Intent, [revisions](#) to Bulletin 1566 that relate to the promotion and support standards for grades K-7.

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school’s governing body, the local superintendent, or a student’s parent or legal custodian.

Questions about this document should be directed to PPP@La.Gov

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I. Placement of students in kindergarten and grade 1

Kindergarten

For the 2021-2022 school year, the parent or legal guardian of a child who is age seven through eighteen and residing within the state of Louisiana shall send the child to a public or nonpublic school, unless the child graduates from high school prior to his eighteenth birthday. A child below the age of seven who legally enrolls in school shall also be subject to the provisions of this Subpart.

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins through eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

Grade 1

Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.

The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.

Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.

Dalton, Lanier and Glen Oaks provide services for students from Kindergarten to 8th grade. There are no additional considerations for this area.

II. Promotion for students in kindergarten and grades 1, 2, 5, 6, and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 5, 6, and 7.

K, 2nd -8th students will be promoted if they show proficiency through our Louisiana student standards program grade level standards. Student data will be tracked on the performance of grade levels standards through the following methods: weekly assessments, quarterly assessments, ST Math, academic grades, Schoolwide Writing Exams, and state testing data. The SBLC will meet to determine if students will be promoted or if retention will be required for each student not meeting grade level standards. Students will be retained only once per grade level.

1st grade students will be promoted if they meet the overall score of benchmark, above benchmark, or well above benchmark on the end-of-year Dibels literacy Screener and also show proficiency through grade-level standards on weekly assessments, quarterly assessments, ST Math, academic grades, Schoolwide Writing Exams, and state testing data. 1st grade students who have a IEP or 504 plan will be reviewed through the SBLC team to see if promotion is appropriate if they are not meeting the score of at least benchmark on the Dibels literacy screener.

III. Promotion of students in grade 3

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual literacy plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the IEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section. Such a roster will assist the LEA in making final determinations relative to students’ required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual literacy plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the third grade.

3rd grade students will receive daily targeted small-group interventions and identified students who are committed to attending tutoring through Canopyed will be provided in order to target literacy. All third grade teachers will receive the Science of Reading training to ensure that literacy practices are being implemented.

3rd grade students will be promoted if they show proficiency through our Louisiana student standards program grade level standards. Student data will be tracked on the performance of grade levels standards through the following methods: weekly assessments, quarterly

IV. Promotion of students in grade 4

Each LEA shall identify fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or

promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students’ required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the fourth grade.

Dalton and Lanier Elementary will follow all state criteria and procedures in regards to students that have been retained more than once within 4th grade. A student who has been retained in 4th grade for one year due to failure to score at or above the required Basic/Approaching Basic achievement level shall be promoted to 5th grade only if promotion is granted. To determine if promotion is granted age, previous retention, academic performance through student data, attendance, and special circumstances will be taken into consideration. In addition, the SBLC will evaluate all data (weekly and classroom teachers will meet to complete a plan for each of the student on the list. The plans will be reviewed by the team each trimester to determine next steps. assessments, quarterly assessments, ST Math, academic grades, and state testing data) to help make a decision if a waiver shall be granted.

The student may be asked to complete online standards based components through Study Island and/or attend remediation at Dalton and Lanier over the summer in order to be granted promotion. Once Dalton or Lanier has received the roster from the LDOE listing the students who are required to have an Individual Academic Improvement Plan, the Superintendent will disseminate the lists to the school principals. At that point, the principal, curriculum specialists, and classroom teachers will meet to complete a plan for each of the student on the list. The plans will be reviewed by the team each trimester to determine next steps.

V. Promotion and support of students in grade 8 and high school considerations

Regular Grade 8 Promotion

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin,

after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the eighth grade.

During the academic year, students will be monitored individually through weekly and quarterly assessments. Based on their student work, 8th grade promotion to transitional 9th grade or traditional 9th grade will be determined. Glen Oaks Middle is only authorized to provide instruction from grade level 6th-8th. We are not authorized to offer 9th grade courses or credits.

High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#) (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/post secondary plan.

Financial Aid Planning: Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

- [Complete the FAFSA](#); or
- [Complete the Louisiana TOPS form](#); or
- Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
- Receive a waiver through the district hardship waiver process.

Early Graduation: Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.

3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional Courses

Courses include classes taught online or through blending learning, distance learning, credit recovery, independent study, or similar means. For a nontraditional program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include asynchronous instructive interaction, including emails, videoconferencing, online chats, phone call, and feedback on assessments.
- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

Nontraditional courses could fail to meet NCAA core-course requirements for any of the following reasons:

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the [NCAA Eligibility Center](#) to begin the review process.

LHSAA Academic Credit Policy

At the January 2020 LHSAA Convention, the LDOE, LSBA, and Superintendent Association Executive Committee representatives proposed and supported a policy that passed 310-4 by the General Assembly to recognize Jump Start and Dual Enrollment credits. This approval removes the LHSAA hardship appeals process eligible student athletes met to gain eligibility. LHSAA will meet all of the following requirements:

- Recognize multi- Carnegie credits for a single course title when a multi-credit course has a dedicated course code assigned by the Louisiana Department of Education.
- Dual enrollment courses posted on a student's high school transcript will be used in determining scholastic eligibility.
- Promotion into High School: Promotion from the 8th grade into the 9th grade for the first time shall fulfill the scholastic requirements.

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

Dalton, Lanier and Glen Oaks are only authorized to provide instruction from grade levels K-8. We are not authorized to offer 9th grade courses or credits.

VI. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

In the space below, please describe any additional considerations or local policies related to placement of transfer students.

Dalton, Lanier and Glen Oaks provide services for students from Kindergarten to 8th grade. There are no additional considerations for this area.

VII. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.

- The student completes summer remediation.
- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

Summer remediation

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student’s literacy proficiency.

- Provide information about supports and interventions that will be provided by the school to support the student's literacy proficiency.
- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

The Home Language Survey will be used to identify this student group. The survey will be included in the district's registration packet to survey registrants new to the district. Identification can be made at the school by teachers or school leadership and recommended evaluation. Language minority students will be assessed in the four domains of language-listening, speaking, reading, and writing – upon entry into the district, using ELPS and ELDA annually to determine proficiency. Students who are Limited English Proficient will be placed age-appropriately and will be provided language accommodations through small group instruction in general education classrooms and pull out/push in with the ELL specialist. Teachers will be trained using SDAIE strategies. SDAIE strategies will be implemented throughout daily instruction.

Students are monitored individually through weekly online standards based assessments, ELL teacher interaction/observation, and quarterly standards based benchmark assessments. Intervention is provided through weekly and quarterly action plans to students who are not displaying mastery of standards.

X. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

Any student in grades 5-8 who has been expelled upon recommendation by the School Principal and approved by the Administrative Hearing Panel will be placed into Homebound Alternative Setting. Special education Students may also be placed on Homebound Instruction if the IEP Team Recommend Alternative Placement. Homebound Instruction will be delivered by a qualified teacher from the school or through online academic programming.

A student who is expelled shall remain under the Homebound arrangement for the term of the expulsion. Return to the school shall be dependent upon successful completion of the expulsion, including regular program attendance, passing grades, and acceptance conduct. Once a student has successfully completed his/her expulsion, s/he will return to the School. This return shall include a re-entry meeting with the Student, Parent(s), and School Administration.

Students with disabilities placed via an IEP site change shall remain in the alternative education setting for a minimum of 45 days. The IEP will determine length of stay unless there is a mandated stay due to drugs or weapons as deemed by state law.

XI. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

Regular education students:

Decisions regarding student (promotion or retention) of general education students are made by the School Building Level Committee (SBLC) at each school site based on the criteria outlined in this Pupil Progression Plan. Parents, students, or staff who are in disagreement with the SBLC's decision regarding placement, may request an appeal of the decision by: within 15 calendar days of written receipt of the school's decision submitting a letter in writing to the Superintendent detailing their rationale for disagreeing with the school's decision and providing any supporting documentation; a school committee shall convene to review all relevant data; within 15 calendar days of receipt of the written appeal request, the Superintendent will submit a written response to the complainant stating the actions taken and whether or not the school's decision shall be overturned.

Students with disabilities:

The Dalton, Lanier, and Glens Oaks Special Educational Procedural Manual, Section 2, p.16-17, describes the policy and procedures regarding placement decision for students with exceptionalities. Educational placements of students with disabilities ensure that the placement decision:

- is made by a group of informed individuals including the parents and persons knowledgeable about the student, evaluative data and placement options;
- is determined at least annually based on the current IEP and offered based on the school closest to the student's home; and
- assigns the student to the school she/he would attend if non-disabled unless the IEP indicates the student's disability requires another placement.

A parent's *disagreement* with IEP services and/or placement as outlined on the IEP does not amount to a revocation of consent for services under IDEA. Even if the parent disagrees with services, Dalton, Lanier, or Glen Oaks will implement the IEP and notify the parents of their rights to pursue resolution through the LDE's complaint or due process procedures. A parent, adult student, or Dalton, Lanier, or Glen Oaks may file a request for a Due Process Hearing on disputes related to the identification, evaluation, educational placement or provision of FAPE to a student with a disability. The request for Due Process must be filed within one year of the alleged violation of FAPE. Due Process requests must be in writing and include the name of the student, home address, name of school, a description of the alleged violation, and a suggestion for remedy. A Due Process

Hearing is not held until these requirements are met. If Dalton, Lanier or Glen Oaks believes the written request for Due Process does not meet these requirements, it notifies the hearing officer assigned by the LDE within 15 days. Once Dalton, Lanier, or Glen Oaks receives a request for Due Process, it responds in writing to the parent within 10 days with an explanation of the reasons for the Process, Dalton, Lanier or Glen Oaks schedules a meeting with the parents and relevant IEP Team members to discuss the parents' reason for the Due Process Hearing Request.

The purpose of this meeting is to provide Dalton, Lanier or Glen Oaks an opportunity to resolve the dispute that is the basis for the Due Process Hearing Request. Dalton, Lanier, or Glen Oaks then has 30 days to attempt to resolve the dispute to the satisfaction of the parents. If resolution is not achieved, the actual Due Process Hearing will proceed. During the Due Process Hearing, both the parents and Dalton, Lanier, or Glen Oaks present documentation from their perspective positions relative to the complaint issues. The LDE appointed hearing officer determines if the student , for whom the Due Process Hearing

Request was filed, received or was denied FAPE.

Decisions made by the hearing officer are considered final unless either the parent or Dalton, Lanier, or Glen Oaks generates an appeal through a civil action in any State court of competent jurisdiction or in a Dalton, Lanier, or Glen Oaks jurisdiction court of the United States. An appeal must be generated within 90 days from the date of the hearing officer's decision.

Section 504 students:

Decisions regarding student placement (promotion or retention) of students with 504 plans are made by the 504 plan committee at each school site based on the criteria outlined in this Pupil Progression Plan and in conjunction with information outlined in the student's 504 IAP. Parents, students, or staff who are in disagreement with the 504 committee's decision regarding placement, may request an appeal of the decision by: within 15 calendar days of written receipt of the school's decision submitting a letter in writing to the Associate Superintendent, Academics and School Culture detailing their rationale for disagreeing with the school's decision and providing any supporting documentation; and within 15 calendar days of receipt of the written appeal request, the Director of School Services will submit a written response to the complainant stating the actions taken and whether or not the school's decision shall be overturned.

XII.

Additional LEA policies related to student placement and promotion

In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.

Dalton, Lanier, and Glen Oaks are committed to provide appropriate means for students of high academic ability to develop their potential. The provisions are as follows: The classroom teacher provides enrichment and acceleration for these students in regular classrooms. If the student continues to need a more challenging placement, the school administrator, school counselor, parent, student, or any currently assigned classroom teacher of the student will request screening and testing for gifted identification and services. Accelerated curriculum may be considered for eligible students through the SBLC process.

If a teacher or parent wishes to request a review of placement for accelerated purposes, they must submit a written request to the School Building Level Committee (SBLC) for an initial recommendation as to whether it would be an advantage for the student to be promoted to a class at a higher grade level than the student's normal placement. A Limited English Proficient (LEP) student must not be denied acceleration solely on the basis of English proficiency. Refer to Title IV, Civil Rights Act, 1964, 42 U.S.C. Section 200d and the Equal Educational Opportunity Act of 1974 20 U.S.C. Section 1703 (f). If upon convening and reviewing all pertinent information, the School Building Level Committee determines that such acceleration options are advantageous for the student, then the following criteria must be met: the student must show documented mastery skills and concepts in math, reading, and other facets of language arts by these means: score at the 99 percentile on a standardized test administered by the Pupil Appraisal Department OR on the highest proficiency levels/categories on state mandated assessments in English/language arts and mathematics in order to be eligible for SBLC review.

The SBLC which will consider possible acceleration options, may be composed of the following members: the classroom teacher, principal, counselor, a designee of the central office, Pupil Services Department staff, and the parent. Both parents are encouraged to attend the conference, but together they are considered as one member of the committee. The recommendations for acceleration options must be supported by a minimum of 75% of the committee and should be based on careful review of all the data and probable success of student adjustment.

- a. Written informed consent must be obtained from parents or legal guardians for the proposed acceleration options.
- b. No student will be considered for acceleration options more than (2) times total during the period of grades 1-8.
- c. Review of placement for any proposed acceleration for the next school year must be indicated prior to the last grading period of the current school year

XIII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) _____ 2022-2023 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: _____

Superintendent

Board President