

**Statutory Report
In Compliance with 2003 Act 280**

**Legislative Report
on
Video Cameras on School Buses
and
Training of Bus and Alternative Vehicle
Operators**



**Prepared by
Department of Public Instruction**

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Executive Summary

2003 Act 280 required the Department of Public Instruction (DPI) to study and report to the Legislature on the costs and benefits of installing and maintaining video cameras on school buses, including the availability of federal funds for this purpose. The DPI was also directed to study strategies to increase the availability and effectiveness of, and participation in, training of drivers of school buses and alternative vehicles with respect to: (a) special needs involved in transporting children with disabilities; and (b) safe and effective methods of maintaining order and discipline on the school bus or alternative vehicle.

Under Wisconsin law, local school boards are responsible for all aspects of pupil transportation, including decisions regarding the use of video surveillance and any additional driver training beyond that required by the Department of Transportation to obtain the appropriate license for the vehicle. As such, data relating to the use of video cameras on school buses and training provided to school bus and alternative vehicle drivers is not reported to the DPI. In order to obtain information on the current practices of school districts with regard to these topics, the Department asked all school districts to complete two electronic surveys: one on the use of video cameras on school buses; and one on training for pupil transportation personnel. The DPI received responses to the video camera survey representing a total of 210 school districts, or 49.3% of all school districts. Respondents representing 174 school districts (40.8%) submitted completed driver training surveys. The information received in response to the two surveys forms the basis for this report. Since this information is representative of less than 50% of the state's school districts, caution should be used in reviewing and drawing conclusions from the data.

Video Cameras on School Buses

A majority of respondents to the video camera survey (66%) contract with private transportation companies for all, or some, pupil transportation services, rather than own their own buses. While school districts are not required to report this data, the percentage of all districts that contract for transportation services has been estimated at 80%. Due to the high percentage of school buses in Wisconsin owned and operated by private companies, most school districts may have little or no discretion as to the type of video surveillance systems used on those buses, or whether cameras are used at all. Despite this fact, the survey revealed that nearly 60% of respondents already use video surveillance to some extent. However, most of those respondents that use cameras do not use them on every bus or every bus route. In fact, it appears that most school districts that use video equipment do so for the primary purpose of modifying the behavior of student riders and use the

cameras on an “as needed” basis. Many respondents reported that the recordings are only viewed if a complaint is made or an incident reported. Overall, most respondents that use video equipment reported that it has been effective, particularly in reducing vandalism and discipline problems, and helping to resolve complaints and conflicts more quickly. Respondents cited cost as the greatest obstacle to both the initial purchase of the video equipment and to expanding the number of buses on which cameras are used. The cost of equipment varies significantly from several hundred dollars to hundreds of thousands of dollars. Factors that most influence cost are the type of video system purchased, the number of buses on which it is installed, whether “decoy,” or dummy systems are used and additional, optional features. Given the range of costs involved and the dependence of these costs on the unique needs of each school district, it is impossible to determine the statewide cost of installing video equipment on every school bus.

The only federal funding available to support the costs of installing and maintaining video surveillance equipment of which the Department is aware is available under the federal Safe and Drug-Free Schools and Communities program. Since the program was reauthorized in 1994, local districts have been able to use up to 20% of their grant under this program for security equipment purchase. However, the survey data indicates that only about 13% of respondents reported using these funds to purchase video equipment for school buses. One reason for this may be that school districts require all of their grants to continue long established program strategies. Further, for many school districts, the maximum 20% of their total grants may not represent sufficient funds to purchase the expensive equipment.

Many respondents noted that the problems experienced in their districts are not severe enough to warrant the use of video equipment. This suggests that even if cost were not a factor, it is possible that many school districts would not choose to use video cameras on buses.

In light of the information obtained through the video camera survey, as well as Wisconsin’s strong tradition of local control with respect to education-related decisions, the Department recommends that decisions relating to the use of video surveillance equipment on school buses remain at the discretion of local school boards.

Training of Bus and Alternative Vehicle Operators

As is the case with video equipment on school buses, training of pupil transportation personnel is mostly at the discretion of individual school boards and private bus companies. While nothing beyond a regular driver’s license is required to operate an alternative vehicle, individuals who operate yellow school buses must

have a school bus endorsement on their operator's license, and in many cases, must possess a commercial driver's license. In order to obtain a school bus endorsement from the Department of Transportation, the driver must pass a school bus knowledge written test as well as a driving skills test.

While such training is not required, respondents to the survey reported that between two-thirds to nine-tenths of school bus drivers receive general training in areas related to maintaining order and discipline on the school bus including discipline and suspension procedures, behavior management and crisis management. While reported participation rates are high for school bus drivers employed by both school districts and private bus companies, the survey results indicate that drivers employed by private companies are more likely to receive such training. Respondents to the survey reported lower percentages of alternative vehicle drivers (41% to 63%) and transportation aides (33% to 68%) receiving general training in these areas.

With regard to *general* training in the special needs of transporting children with disabilities, survey respondents reported that 77% of bus drivers, 12% of alternative vehicle drivers and 11% of transportation aides have received such training. Drivers and aides employed by school districts were more likely to have received this type of training than those employed by private companies. The survey also asked whether training is required on more specific topics related to students with disabilities including functional aspects of disabilities; assistive devices and equipment; first aid and emergency medical procedures; the school district's discipline and suspension procedures; long-term strategies for behavior management of students; and short-term intervention strategies for crises. Of these, the most commonly cited required training for school bus drivers is related to discipline and suspension procedures (66%), first aid (64%), and short-term intervention strategies (61%). The percentages of respondents indicating required training in these subjects were lower for alternative vehicle drivers and transportation aides. For both categories of employees, 60% of respondents indicated that training in first aid is required. The next highest percentages were reported for training in assistive devices and equipment (57% for alternative vehicle drivers and 59% for transportation aides).

The survey revealed that most training is provided using videotapes/DVDs and classroom instruction. Not surprisingly, respondents also reported these delivery methods as those most likely to achieve the highest participation rates by drivers and aides. The survey also asked about what factors most influence an individual's participation in training. Respondents rated compensation for participation in training and the time and day the training sessions are held as most important in influencing participation. Many respondents cited the limited amount of time and difficulty in scheduling training as the most significant obstacles to training. Respondents noted that some drivers have other jobs which, in addition to school schedules, limit the time available for training. Several respondents also identified a lack of funding as a limiting factor.

When training is provided, most believe it is effective. Ninety-six percent of those responding to the survey indicated that they agreed or strongly agreed that the training was effective. Responses to the survey indicate that most training is organized by the school district (43%) or the Wisconsin School Bus Association (27%).

With regard to training of persons transporting students with disabilities, the requirements of the federal IDEA (Individuals with Disabilities Education Act) are clear. IDEA specifies that when transportation is required as a related service in order for the child to benefit from special education, such services must be included in the child's Individualized Education Program (IEP). The IEP must include a statement of supports for school personnel, including training if needed. In addition, IDEA requires local education agencies to inform each regular or special education teacher, related service provider and other service provider of their responsibilities to carry out provisions in a student's IEP. When transportation is included as a related service in the child's IEP, providers must be informed of their responsibilities.

The Department of Public Instruction believes a major limiting factor of training school district staff is the lack of funding for new or expanded initiatives under school district revenue limits. General training on strategies such as de-escalation techniques and behavior management would likely augment the safety procedures currently in place. The department believes, however, that this training would be expensive and school districts would need additional dollars to accommodate any additional training requirements.

Acknowledgements

This report is the attempt by the Wisconsin Department of Public Instruction (DPI) to gather statewide data on video cameras on school buses and the training of bus and alternative vehicle operators. As required under 2003 Act 280, this report was conducted in consultation with staff of the Department of Transportation, the Wisconsin School Bus Association, the Wisconsin Coalition for Advocacy, and the Wisconsin Association of School Boards. This report summarizes the results of two surveys sent to school districts in November 2004.

The research for this report was undertaken by staff at the Wisconsin Department of Public Instruction. The report was prepared by Merry Larsen, Randy Thiel, Elliot Weiman, Steve Fernan and Robert Soldner. Finally, Kathy Addie and Joan Thompson assisted with editing and formatting the surveys and report.

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Introduction

Legislative Study Requirement

A provision of 2003 Act 280 requires the Department of Public Instruction (DPI) to study all of the following:

1. The costs and benefits of installing and maintaining video cameras on school buses, including the availability of federal funds and grants that may be used for this purpose.
2. Strategies to increase the availability and effectiveness of, and participation in, training of operators of school buses and motor vehicles specified under section 121.555(1) of the statutes with respect to all of the following:
 - a. Special needs involved in transporting children with disabilities.
 - b. Safe and effective methods of maintaining order and discipline on the school bus or motor vehicle specified under section 121.555(1) of the statutes.

The Act requires the Department to report to the Legislature in the manner provided under section 13.172(2), Wis. Stats., the findings, conclusions, and recommendations of the study.

Study Methodology and Survey Instruments

Under Wisconsin law, pupil transportation is provided by local school districts. School districts may contract with a private bus company, provide the transportation themselves using school district-owned buses driven by school district employees, or use a combination of district-owned and contracted vehicles. As such, decisions regarding video equipment on school buses and driver training rest with local school boards and/or bus company owners and managers. While Wisconsin Department of Transportation (DOT) Administrative Code permits the installation of video cameras on school buses, there is no requirement that school districts report their use of such equipment to either the DOT or the DPI. Similarly, driver training beyond that relating to the operation of a school bus is at the discretion of the school district and/or bus company. The amount and type of training required or provided by those entities is not reported to the DPI.

In an attempt to gain an understanding of current school district practices related to the use of video cameras and driver training to form the basis of this report, the Department created two electronic surveys: (1) one related to the presence of video

cameras on school buses; and (2) one related to the training of pupil transportation personnel. The survey questions were developed by an interdisciplinary team of five staff members from three different teams within the Department's Division for Learning Support, Equity and Advocacy and the Division for Finance and Management. In the process of drafting the two surveys, feedback was gathered from outside partner organizations, modifications made and the surveys were finalized. It was determined that the use of online surveys would be most effective given timeframe and budgetary constraints. A survey software called Perseus was used and each survey was launched on the web using a separate URL address.

To expedite the process, an e-mail message was developed and forwarded to all 426 public school district superintendents asking them to complete both surveys. The e-mail provided a brief summary of the charge the DPI was given via Act 280, and the URL address assigned to each survey. It was left to the discretion of each school district superintendent as to the most appropriate person(s) to respond on behalf of their district.

The DPI launched the surveys and sent the email notification to school districts on November 22, 2004, requesting the surveys be completed and submitted to the Department by December 3, 2004. The deadline for response was subsequently extended to December 22, 2004. In late December, the surveys were removed from the Internet and data analyses were conducted in January and February, 2005. Please see Appendix A, the video camera survey, and Appendix B, the training survey.

Survey Response Rates

Video Camera Survey The Department received a total of 207 completed surveys. One individual bus company completed a survey representing four separate school districts, thus bringing the total number of represented school districts to 210, or 49.3% of all school districts. Appendix C is a listing of the school districts that participated in the video camera survey.

Training Survey While a total of 171 completed training surveys were received, one individual bus company completed a survey representing four separate school districts, bringing the total number of represented school districts to 174, or 40.8% of all public school districts. Appendix D is a listing of the school districts that participated in the training survey.

Although the above response rates would be considered very good for the purposes of most social surveys, the data are representative only of those school districts that provided responses. As such, caution should be used in reviewing the survey data results.

Video Surveillance Cameras on School Buses

Background: System Types and Cost

The reasons a school district might consider installing video surveillance systems on school buses are many and varied. One of the primary reasons for the use of video cameras on school buses is to attempt to modify the behavior of student riders. Cameras may be used as a deterrent to prevent vandalism, bullying and other student misbehavior on the bus, allowing drivers to focus their attention on the task of driving, rather than monitoring or disciplining students. When misconduct does occur, video recordings can be used to clarify the events, identify students involved and resolve disputes between school districts and/or bus drivers and parents/students more quickly. Recordings can be used as an aid in bus driver training to illustrate the types of misconduct that typically take place on the bus and determine how best to handle them. They may also be helpful to other school personnel in developing behavior plans for individual students.

Multiple cameras may be installed on the same bus, allowing the bus driver and/or areas outside the bus to be viewed and recorded as well. Recordings of the driver may be useful in training or disciplinary action proceedings, while cameras outside the bus can be used to document and identify vehicles illegally passing the bus or failing to stop when required to do so during loading and unloading. Some systems are capable of accessing other data, such as the speed of the bus, whether the brakes were applied or turn signals used, etc., and displaying the data on the recording during playback.

Generally, video systems can be divided into three categories: (1) camcorders; (2) cameras connected to video cassette recorders (VCR); and (3) cameras connected to digital video recorders (DVR). Most systems do not rely on the bus driver to activate them. Systems may be wired to the bus' ignition so that the camera begins recording when the driver starts the bus, or after a pre-programmed delay, while others are controlled by a timer.

Regardless of the type of system chosen, cost savings can often be achieved by using "dummy" or decoy cameras/recorders, which allow a school district to rotate working recording equipment among a number of buses. For example, a school district using a camcorder system can purchase only one camera and a black box, or housing, for each school bus. The lockable box, which is mounted at the front of the bus, can house a working camera or remain empty, giving the impression that a working camera is inside. Often, a red light will flash on the outside of the box, regardless of whether or not a camera is present. Decoys can also be used with VCR and DVR systems. In those cases, cameras are typically mounted on each bus as is a lockable box into which the recorder can be placed. Ideally, neither the driver nor the students can determine whether or not the system is functioning.

A variety of factors may influence a school district's decision to select a particular type of system. These can include the number of buses owned/used by the school district, the specific issues the district wants to address, the amount the district is willing or able to expend, and the length of recording time required, which in turn depends on the length of the bus routes. Additionally, a school district that does not own its own buses, but contracts with a private company for transportation services, may have little or no discretion as to the type of system used, or whether video systems are used at all. While a school district can attempt to include the use of video cameras in its transportation contract, this may not be possible in areas where there is only one transportation provider.

The total cost to a school district to purchase, install and maintain a video surveillance system can vary from several hundred dollars to hundreds of thousands of dollars. The primary factors that determine the cost of a particular system include the type of system selected (i.e. camcorder, VCR or DVR), the number of cameras and recorders purchased and whether additional decoy systems are purchased. A school district may be able to select additional features, such as external sound filtering microphones, the ability to record in color, and the use of infrared light for early morning and evening recording, which increase the total cost of the system. Further, there may be significant differences in cost, as well as quality, among products offered by different vendors. The life expectancy of the equipment would also represent a cost factor that would depend upon the type of system chosen and how well the equipment is maintained, as well as the quality of the manufacturing. For these reasons, it is not possible to determine the amount any given school district would need to expend for video equipment to accomplish its intended purpose. However, the following table provides general information on each type of system and includes the range of costs one might expect to pay for a basic, one-camera, system in each category.

System Type	Average Cost Range*	Description	Decoy System	Maximum Record Time	Maximum # of Cameras	Primary Advantages	Primary Disadvantages
Camcorder	Camcorder: \$600-\$700 Box: \$50-\$70	Camera/recorder unit usually mounted in lockable box attached to bulkhead of bus. Uses 8mm, Hi-8 or VHS-C tapes.	Single camcorder is rotated among multiple boxes.	4 hours	1	Smaller and lower cost if single camera is rotated among many inexpensive enclosure boxes.	Limited recording time, tapes must be rewound daily, single camera, usually poor audio quality. May be more likely to malfunction.
VCR	Camera, VCR, box, wiring and harness: \$650-\$850	VCR in lockable enclosure mounted under seat or vertically beside driver. Separate camera(s). Video recorded on standard VHS or 8mm tapes and played back using any VCR and TV.	Camera and VCR enclosure on each bus, VCR is rotated among multiple buses.	8-9 hours	Up to 2	Low to moderate cost, simple to install and operate, high quality images.	Tapes are bulky to store, wear out. Less recording time results in higher daily maintenance and purchase of additional tapes. Difficult to locate specific footage.
DVR	Camera, DVR, box, wiring and harness: \$1,600-\$2,000	Video from camera(s) stored on removable hard drive or memory device in DVR mounted in lockable enclosure under seat or next to driver. Video viewed directly on monitor connected to DVR or by downloading to PC or laptop.	Camera and DVR enclosure on each bus, DVR is rotated among multiple buses.	80 hours	Up to 4	Longer life and greatly increased recording time. Less daily maintenance. Easy to locate & download specific date/time/event. Video can be downloaded, emailed, burned to CD or DVD or saved to zip disk.	Higher cost, more complex to operate.

*Costs are approximate, for basic unit with one camera, excluding shipping and installation. Cost will vary based on features, add-ons and number of units purchased.

Availability of Federal Funds and Grants

In meeting the requirements of Wisconsin Act 280 Section 30 (4)(a)1, the Department has been directed to investigate the availability of federal grants to support the costs of installing and maintaining video cameras on school buses. The only resource available specific to this purpose of which the department is currently aware is funding available through Title IV Part A, also known as the Safe and Drug Free Schools and Communities program, of the Elementary and Secondary Education Act (ESEA) of 2001.

Under the provisions of ESEA, also known as the No Child Left Behind (NCLB) Act of 2001, Local Education Agencies may apply to state departments of education for formula grants available for a variety of educational programs. Among these, Title IV Part A funds are made available to develop and maintain programs aimed at the prevention of drug abuse and violence. Within the provisions of this title, recipients of funds may allocate up to 20% of the formula grants they receive in any fiscal year for the purchase, installation, and maintenance of security equipment. This would include surveillance cameras located in buildings or on school buses.

The total allocation available to Wisconsin school districts under NCLB is \$5,368,192 for the 2004-05 school year. With 20% of any local district's sub-grant available for security equipment purchase, the total available statewide for this purpose is \$1,073,638. Local school districts have the ability to determine how to allocate their formula grant funds in meeting their needs in the drug and violence prevention areas. Therefore, it is highly unlikely that all districts would use the maximum amount available under the law for the purpose of surveillance camera purchase and installation.

Survey data indicates that of 114 school districts responding to a question regarding the source of funds used to purchase video surveillance equipment for school buses, only 15 school districts (13.2%) reported using any Federal Safe and Drug-Free Schools and Communities program funds for this purpose. It should be noted that the Safe and Drug Free Schools grant program has been in place in some form since 1987. Prior to the 1994 reauthorization of the ESEA, there was no provision for expenditure on capital objects, including security equipment. Many school districts have long established program strategies that they fund under this appropriation. Despite their current ability to expend funds on security equipment, continuation of local programs and strategies that do not include security equipment purchases may not permit new expenditures. Additionally, many districts lack adequate funding that would allow a 20% contribution from this grant to cover the costs of this expensive equipment. Finally, many districts may also feel security equipment is not warranted based upon local data and student behaviors.

Survey Results

This survey consisted of twenty questions, or items, to which school districts were asked to respond. The items included a variety of response selections as well as some open-ended questions for district responses.

Questions 1 and 2

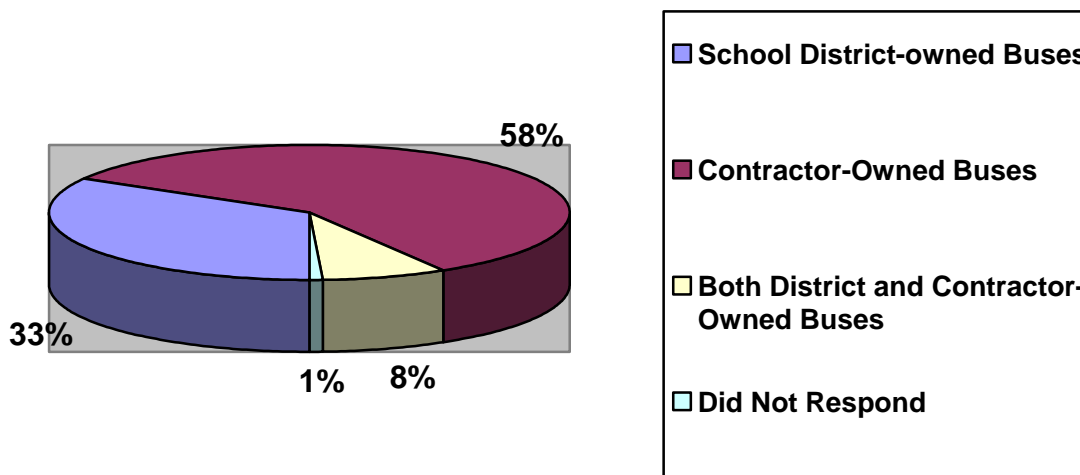
The first two questions asked for the name of the school district and the name and title of a contact person. A total of 207 districts submitted surveys. Approximately 55% of the respondents were school district superintendents. The second highest percent of respondents were district business managers (17%), and the third highest response percentage was from transportation directors (16%).

Questions 3-6

Not all of the state's school districts provide pupil transportation services. Under current law, certain school districts that contain all or part of a city are exempt from the general requirement that transportation be provided to pupils who live two miles or more from the school they attend. In other school districts, school bus transportation is not provided simply because most, if not all, public school students attend neighborhood schools that are within two miles from their homes, and are therefore not entitled to transportation from the school district. In such school districts, it may be more efficient to contract with the parents or guardians of the few pupils required to be transported, rather than sending a school bus. As such, respondents were first asked if their school district provides any bus transportation, whether in school district-owned buses or in buses owned by private contractors. All but two of the 206 respondents to these questions indicated that some school bus transportation is provided.

Respondents who indicated that their districts did provide some bus transportation were then asked whether the buses used are owned by the district or by a private company under contract with the school district, or both. As shown in the chart below, a majority (58%) of the respondents contract with private companies for all transportation services and another 8% reported using some contractor-owned buses. Thirty-three percent of respondents were school districts that own their own buses.

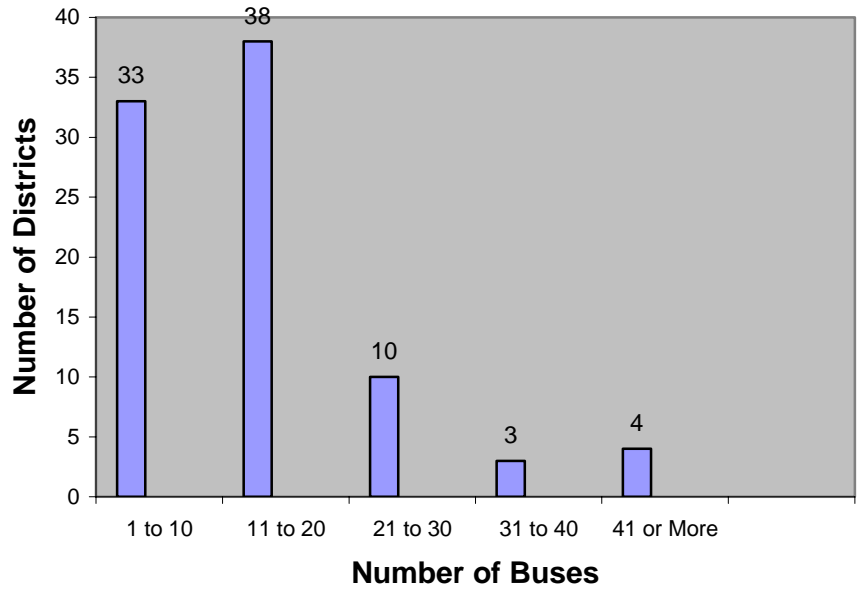
Types of Buses Used to Transport Students



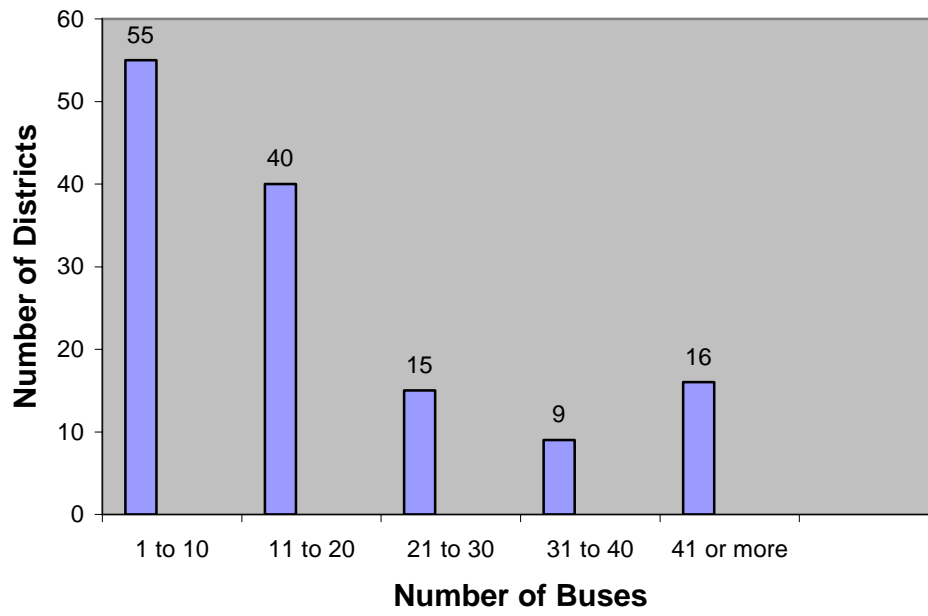
These results may understate the actual percentage of all school districts that contract for bus service. The Wisconsin School Bus Association has estimated approximately 80% of all school districts contract for this service. The fact that most school districts do not own their own buses has implications for any proposal which would require video cameras be installed on school buses, since most school districts may not be able to specify the type of equipment to be used. Depending on the number of private bus contractors in the area, it may or may not be possible for a school district to require the use of video equipment in its transportation contract. In addition, a school district may be less inclined to purchase equipment for use in vehicles which it does not own.

Respondents were then asked to report the number of buses, vehicles, not routes, used by their school district by type of bus, district-owned or contractor-owned. The number of district-owned buses ranged from one to 80 buses while the number of contractor-owned buses used for an individual school district ranged from 1 to 150 buses, with one school district (Milwaukee Public Schools) reporting 1,040 buses. As shown in the charts below, responses to this question indicate that a majority of responding school districts use between one and 20 school buses. However, only seven respondents reported using only one bus in either category (district-owned or contractor-owned) and each of these districts reported using both contractor-owned and district-owned buses. Based on this information, a school district wishing to install video cameras on their school buses would have to purchase multiple systems or purchase at least one working system and multiple “decoy” systems.

District-Owned Buses



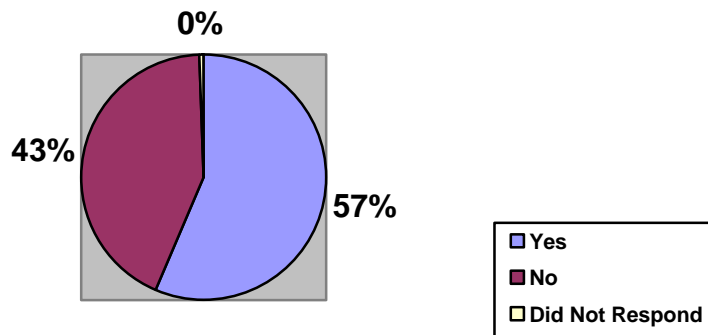
Contractor-Owned Buses



Question 7

This question asked if video surveillance equipment is used on any of the school buses used for the district, regardless of whether the buses are owned by the district itself, or by a contractor. As illustrated in the chart below, of the 206 respondents, 117 (57%) reported using video cameras to some extent, while 89 (43%) indicated that cameras are not used at all.

Are Video Surveillance Cameras used on Any School Buses?



Questions 8-11

Respondents were asked to indicate the numbers of working cameras in each of two types of buses; district-owned and contractor-owned. Of the possible 117 school districts, 114 submitted responses to this question. These responses were then compared with the responses to questions #5 and #6, which asked for the number of school buses (district-owned and contractor-owned) used for each school district. Of the 114 school districts that provided data concerning the number of working cameras, 112 also responded to questions #5 and/or #6. Data from these 112 districts were then used to determine the ratio of cameras to school buses.

For school districts that own their own buses and reported using video cameras, the results of this comparison range from one camera for each school bus to one camera for 28 buses, with an average of one camera for every 7.6 buses. For contractor-owned buses, the ratios range from 1:1 to 1:43.7, with an average of 1 camera for every 6.2 buses. In some cases, the cameras may have been purchased for use on only certain routes which the school board or contractor wanted to monitor. In others, a small number of cameras may be rotated among several school buses with decoy cameras on the remaining buses. Only two districts that own their own buses

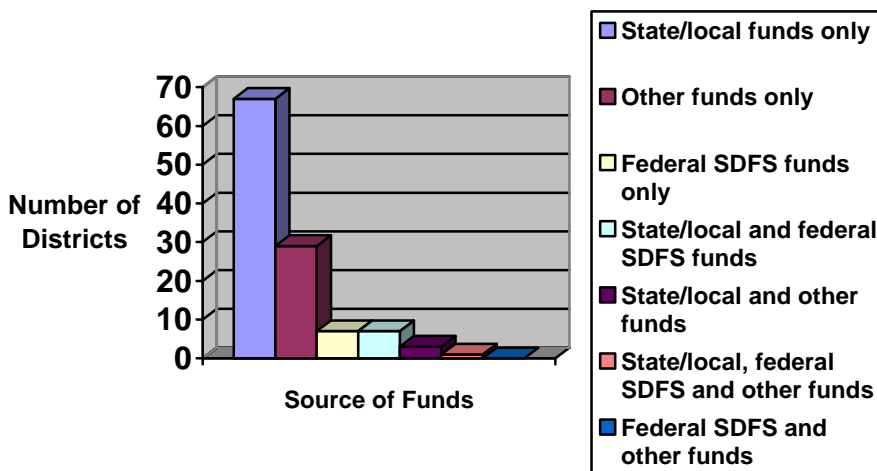
and three districts that use contractor-owned buses reported having a working camera on every bus.

Respondents were also asked to indicate the number of working cameras used on a *daily basis* for all district-owned or contractor-owned cameras. Based on the data submitted, approximately 82% of all the working cameras on buses owned by school districts and 80% of those on buses owned by contractors are used on a regular daily basis. Based on responses to a later survey question, a primary reason that not all working cameras are used on a daily basis is that many school districts only use cameras when a problem or complaint is reported.

Question 12

Respondents that indicated some use of video surveillance cameras were asked to identify the source or sources of funding used to purchase the equipment. The survey provided three categories of fund sources (state/local; Federal Safe and Drug-Free Schools Act (SDFS), and “other”), and asked respondents to select all that apply. Of the 117 respondents that had indicated in a previous question that their school districts use video cameras on school buses, 114 responded to the question regarding the source of funds used to purchase the equipment. Their responses are summarized in the following chart.

Source of Funds Used for Video Equipment



As the chart shows, 67 of the school districts (58.8%) used state and local funds only, while 29 districts (25.4%) identified “other” as the sole source of funding. Of the 29 districts that reported using “other” funds, 23 (79%) indicated that the video equipment was purchased by the private transportation contractor. Although

contractors may purchase surveillance equipment, such costs are likely transferred to local districts through the costs of the various contracts for service.

Eleven respondents indicated they used multiple sources of funding. Seven of these reported using a combination of state/local funds and federal SDFS monies, while three used state/local funds and “other” funds. Only one school district indicated that they used all three sources of funds.

Despite the fact that the federal SDFS Act specifies that up to 20% of a school district’s sub-grant can be used for the purchase of security equipment, only a small number of respondents indicated using these monies to purchase video surveillance equipment for school buses. Of the 114 school districts responding to this question, seven (6.1%) indicated that only SDFS Act funds were used and another 8 school districts used SDFS Act funds in combination with other sources, bringing the total number of districts that used SDFS funds at all to 15 (13.2%).

Questions 13-15

The survey asked respondents to report data relating to the viewing and maintenance of video recordings. Question 13 asked how often video recordings are viewed. The responses to this question, which are shown in the table below, indicate that almost three-quarters of the school districts do not view the recordings on a regular basis, but only if a complaint is filed or an incident is reported on a specific bus.

How often are video tapes reviewed?	Number of Respondents	% of Respondents
At least once per week	9	7.8%
At least once per month	5	4.4%
Only if complaint filed or incident reported	85	73.9%
Other	16	13.9%
Total	115	100.0%

While five respondents used the “other” category provided to state that the recordings are reviewed daily, most respondents using this category reported that they viewed recordings only “when needed” or when an issue or problem arises. Three districts reported viewing the recordings on a “random” basis.

Based on the responses to this question, it would appear that the vast majority of school bus surveillance recordings are not viewed unless someone reports an incident. Further, some respondents reported using the cameras only if problems were reported or a complaint received. These practices have implications for the effectiveness of any proposal that would require the installation of video cameras on

school buses. Unless school districts were required to use the cameras daily and review all recordings, incidences involving students who are not able to communicate effectively, such as those children involved in the cases that provided the impetus for Act 280, may not be discovered until after the recordings have been erased, if at all. Given the potential number of hours of recordings that would be made every day, the staff time that would be required to view all recordings would be cost prohibitive for most, if not all school districts. On the other hand if the driver and/or students were not aware that the recordings are not viewed regularly, any deterrence the presence of cameras, or decoy cameras, may provide would be preserved.

Respondents were asked to provide the number of days a video surveillance recording is maintained. Responses to this question varied significantly with the number of days ranging from one to 720. In addition, seven respondents indicated that recordings are maintained “0 days.” The following table indicates the number of responses to this question in each of 10 categories.

Number of Days Tapes Maintained	Number of Respondents
0	7
1 to 2	26
3 to 7	33
8 to 14	12
15 to 21	5
30	19
45 to 178	5
180	3
365	1
720	1

VHS and camcorder tapes can be difficult to store and costly to purchase in the quantities that would be required in order for many school districts or bus companies to retain the recordings for long periods of time. Storage of digital recordings requires much less space, but because digital systems are significantly more expensive than camcorder or VHS systems, they are less likely to be purchased. As shown in the table above, a majority of respondents (59%) reported maintaining the tapes for one week or less. If recordings are only reviewed upon a complaint or report of an incident, it is possible that the recordings could be erased or recorded over by the time a complaint is filed.

Question 16

Respondents who reported using video surveillance equipment on school buses were asked if their school board had adopted policies regarding the use of that

equipment. While only 117 respondents indicated some use of video equipment on school buses, 120 responses to this question were received. Of these, 70 (58%) indicated that their school boards had adopted policies and 50 (42%) indicated that their school boards had not. The DPI advises that school boards that use video surveillance equipment on school buses develop, in consultation with the district's legal counsel, policies relating to the use of such equipment, including, but not limited to, when recordings are made, when and by whom they are reviewed and the length of time the recordings are maintained.

Question 17

This question asked respondents that use video cameras on school buses to indicate their opinions regarding the effectiveness of the equipment in five categories. In addition to those categories provided, respondents could provide additional comments in an “other” category. Respondents were asked to provide their opinions by choosing among the following five responses to statements that video equipment has been effective in achieving the specified results: strongly agree, agree, disagree, strongly disagree and does not apply. This question and the number and percentage of responses are shown in the following table.

17. The presence of the video equipment has been effective in your district in ...[Check all that apply or DNA (Does Not Apply)]....

	Strongly Agree	Agree	Disagree	Strongly Disagree	DNA	Total # Responses
Reducing school bus discipline problems	34 (29.1%)	72 (61.5%)	5 (4.3%)	3 (2.6%)	3 (2.6%)	117
Reducing Vandalism	20 (17.4%)	73 (63.5%)	9 (7.8%)	4 (3.5%)	9 (7.8%)	115
Addressing Complaints of school bus driver misconduct	28 (24.1%)	57 (49.1%)	11 (9.5%)	3 (2.6%)	17 (14.7%)	116
Helping to Resolve complaints and concerns sooner	35 (29.9%)	69 (59.0%)	6 (5.1%)	2 (1.7%)	5 (4.3%)	117
Improving parent/ community communications	20 (17.2%)	65 (56.0%)	16 (13.8%)	1 (0.9%)	14 (12.1%)	116
Other	2 (10.0%)	3 (15.0%)	0 (0.0%)	1 (5.0%)	14 (70.0%)	20

A majority of respondents believe that video equipment has been effective in the five categories of issues. Based on the responses provided, it appears that video cameras are most effective in reducing school bus discipline problems and helping to resolve complaints and concerns sooner. The percentages of respondents indicating agreement or strong agreement with these two statements were 90.6% and 88.9%,

respectively. Over 80% of respondents indicated that the presence of video equipment is effective at reducing vandalism and 73.2% agree or strongly agree that the equipment is effective at addressing complaints of driver misconduct and improving parent/community relations. The highest percentages of respondents indicating disagreement with the statements were in the categories of “improving parent/community communications” (14.7%) and “addressing complaints of school bus driver misconduct” (12.1%).

Based on the narrative responses provided in the “other” category, it appears that some respondents used this category to make general comments regarding video equipment, rather than to suggest an additional area where the use of the equipment may be effective. However, one respondent indicated that the equipment is useful in driver training and another stated that it “protects both students and driver.” Yet another district commented that the equipment was “not used enough to respond.”

Question 18

Respondents were provided unrestricted space in which to comment on any problems, issues or concerns that have arisen in their school districts as a result of the presence of the video equipment. While 71 respondents provided comments, many noted more than one concern. In addition, some chose to use the space to make general, factual statements about their use of video systems and others made positive comments rather than noting concerns or problems. When these types of comments are omitted, the remaining 68 statements can be categorized in one of 10 issue areas. These general issue areas, as well as the number and percentage of comments received in each area, are shown in the following table.

Response Category	Number of Responses	% of Total Responses
No problems/concerns	22	32.4%
Cost of Purchasing/maintaining equipment	11	16.2%
Poor picture/sound quality	9	13.2%
Equipment failure	3	4.4%
Time consuming to view/manage recordings	3	4.4%
Lack of full view of bus	4	5.9%
Value as deterrent lessens over time	3	4.4%
Not enough cameras to have one on each bus	5	7.4%
Privacy concerns	3	4.4%
Concerns over who may view recordings	5	7.4%
Total	68	100%

Nearly one-third of the comments indicated that no problems, issues or concerns had arisen in the school district as a result of the presence of the equipment. The high cost of purchasing and maintaining the video equipment was noted by 11 respondents, representing the next highest percentage of comments in any category (16.2%). One respondent, who indicated an analog system is currently used expressed the desire to upgrade to digital but stated that the additional cost prohibits such a switch. Others noted a concern of not being able to have the equipment on every bus, which may be related to the high cost of this equipment. Several of the comments related to poor picture and/or sound quality of the recordings or complete failure of the equipment.

In some cases, respondents pointed to the age or quality of the equipment or the district's/contractor's lack of resources to maintain it properly as the cause of the problems. Respondents linked the issues of recording quality with the overall effectiveness of video systems. As one respondent stated, "[i]f the technology is good, you can really get to the bottom of conflicts that occur on the bus. The tape verifies the student stories or can yield other positive solutions to bus problems." However, another respondent noted that "[q]uality of the video makes it difficult to pin point problems and focus on the incident at hand." Other comments dealt with the difficulty of obtaining good sound quality due to engine noise or the fact that "audio picks up all noise on the bus so it is usually very garbled."

Based on the statements made by respondents, one can surmise that the quality of the equipment used is a significant factor in determining the effectiveness of its use. Thus, while purchasing an inexpensive system may be cost effective in the short run, it may not be prudent in the long run if the equipment needs to be repaired frequently. One respondent mentioned the positive impact of the presence of the cameras, but noted that the district rotated cameras among the buses and that the cameras themselves "needed a fair amount of repair." The respondent went on to state that two of the cameras had to be removed because they were "drawing power from the battery even while the bus was shut off."

Another equipment-related problem mentioned was the fact that the cameras cannot "see" all areas of the bus. One respondent stated "[t]he cameras are very limited in value. Students who are intentionally misbehaving or vandalizing a bus seat do it on the sly and out of view of the camera." Other concerns also related to student awareness of the cameras, specifically that the value of the equipment as a deterrent to poor student behavior on the bus lessens over time as students "become immune" to the cameras.

Privacy issues and concerns related to who could view the recordings were raised by a number of respondents. The basis for these concerns varied, however. Some respondents noted that the drivers felt as if they were being "watched," or were concerned that the recordings would be used to evaluate their performance. Other

comments noted “ethical” concerns, while still others stated that parents felt that they should be able to view the recordings at any time.

While many respondents did express concerns regarding the use of video equipment, very few indicated that these concerns or problems outweighed the value of the equipment itself. From this, one can surmise that those school districts and contractors that use video equipment on school buses are generally satisfied with the effectiveness of this type of equipment.

Questions 19-20

Respondents that indicated in question #7 that they did not use video equipment on any school buses were directed to question #19 which asked if the use of video cameras was ever considered for their districts. A total of 87 responses to this question were received. Of these, 46 (53%) indicated that they had considered using cameras and 41 (47%) stated that they had not.

The final question in the survey focused on those districts/contractors that had considered and rejected the use of video equipment and the reasons for their decisions. While only 41 respondents indicated that the use of video equipment had been considered and rejected in response to question #19, a total of 57 responses were received for this question. Some of the additional responses were from school districts that reported having cameras on some, but not all buses, as well as those that had purchased equipment in the past, but no longer use it. Two other respondents stated that they were in the process of looking into the use of cameras.

Respondents to this question cited a total of 57 reasons for not using video equipment, or for deciding not to expand the use of the equipment to more buses. Of these, the most common reason, cited by 31 respondents (54.4%), was the cost of purchasing and maintaining the equipment. Some respondents simply stated that the funds were not available, while others indicated that they did not feel that the benefits that could be derived from use of the cameras would justify the expense at a time of scarce resources and budget cuts. One respondent indicated that they had “[t]ried a pilot program and found that the benefits in improved student behavior and bus driver conduct did not warrant the investment.” One respondent expressed the opinion that the funds required to equip buses with video cameras could be better spent on bus driver training. As one respondent noted, “[a] well-trained school bus driver, with sufficient rapport with the passengers and adequate administrative support, should have no need for a video camera in the bus.”

After cost, the next most commonly cited reason for not using video equipment on school buses was a lack of perceived need. This reason was cited by 15 respondents (26.3%) and reflects what appears to be a widely held belief that cameras should only be used, or need only be used, when a specific problem or incident is reported.

One respondent stated “[w]e have not had significant discipline problems to warrant there [sic] installation. We have one unit on standby should a problem present itself.” Another noted that “every bus does not need a camera and it would be a waste of money to put one on every bus.” Others stated that while there were occasional problems on the bus, they were not serious enough to warrant the use of video cameras.

Other reasons for rejecting the use of video equipment, which were noted with much less frequency than those discussed above, were privacy issues (3 respondents), lack of confidence in available equipment (2 respondents), union negativity (1 respondent), and a perception that cameras are ineffective (1 respondent).

Conclusions

Act 280 charged the Department of Public Instruction with studying the “costs and benefits of installing and maintaining video cameras on school buses.” Because specific arrangements for pupil transportation, including the use of video equipment on school buses, are under the purview of school districts, the Department had no specific data on the extent to which cameras are currently used, or even the extent to which school districts own their own vehicles or contract with private transportation companies. The survey relating to the use of video surveillance cameras on school buses was intended to provide some background information on current policies and practices within school districts. In addition, information on different types of video surveillance equipment on the market and the associated costs was obtained through research and contacts with manufacturers and suppliers of such equipment.

Discussions with vendors revealed significant variations in cost depending on the manufacturer of the equipment, the type of system selected, the number of such systems purchased and whether various features are selected and/or additional optional equipment is purchased. As noted previously, the cost for a basic, one-camera system for one school bus could range from \$650 to more than \$2,000. The specific characteristics of each school district, as well as the perceived needs the equipment is intended to fulfill, dictate the type of system required, and in turn, the amount the district would have to spend. For example, a camcorder system, with its limited recording time and less durable construction, may not be the optimal choice for a school district that has long bus routes over rough terrain.

Completed surveys were submitted by 207 of Wisconsin’s 426 school districts, a response rate of approximately 49%. Thus, it is not possible to extrapolate the data received to the remaining 219 school districts. However, the information provided by those school districts that completed the survey is both revealing and instructive.

Almost 60% of those responding to the survey already use video cameras on school buses. The survey responses reveal that the extent of the use of the cameras, as well as the type of systems used and the reasons for their use, vary widely from district to district. Further, it appears the perceived effectiveness of the video surveillance equipment may depend largely on the specific issues that precipitated a school district's use of the equipment as well as the district's expectations. Based on the comments submitted, it appears that the primary reason school districts choose to install cameras is to modify student behavior, or reduce or prevent certain behaviors. Overall, the survey results indicate school districts that use video cameras on school buses have been satisfied with their effectiveness, particularly with regard to reducing vandalism and discipline problems, and helping to resolve more quickly those complaints and concerns that do arise. Several respondents noted that parents were reluctant to believe their children were capable of the type of misbehavior of which they were accused until watching the surveillance recording. Many respondents indicated they had encountered no problems or concerns with the equipment whatsoever, while others stated the only problem is they are not able to install a working camera on each bus.

Based on the responses to the survey, it appears the cost of purchasing, installing and maintaining video surveillance equipment is the primary reason many school districts have decided not to use cameras on school buses. However, one cannot necessarily conclude from this that all school districts would choose to use video cameras on all buses if cost were not a factor. Many school districts that reported considering the use of cameras rejected the idea because they did not feel the issues the equipment is intended to address are present in their districts, or if they are, they are not severe enough to warrant the use of surveillance equipment. Further, some school districts that currently use video cameras specifically stated the cameras are simply not needed on all routes, suggesting that even if the cameras were to be installed on every school bus in the state, a significant number would not be used.

Another factor which should not be overlooked is the fact that a majority of Wisconsin school districts may have little or no control over whether video cameras are used because the school buses used to transport their students are owned by private companies under contract with one or more individual school districts. While the survey responses indicate many private contractors have chosen to use video cameras, it is likely that the cost of the equipment is passed on to the school district in the contract amount.

Some of the survey respondents commented that video cameras are not necessary on a school bus with a well-trained driver. However, there are alternatives, other than video cameras, that do not rely solely on the driver to monitor students on the bus. The March, 1993 issue of Wisconsin Association of School Boards' publication, "The Focus," examined the topic of controlling student behavior on school buses and

included examples of measures that have been taken by Wisconsin school districts to prevent student misbehavior on the bus. Examples include appointing certain student riders to act as monitors, employing adult bus aides, enlisting parent/school staff members as volunteers, and implementing a program of rewards for good behavior

While video surveillance cameras on school buses can be an effective tool to control or modify student, and possibly driver, behavior, whether the benefits to be derived from such equipment justify the cost is a question whose answer depends on a number of factors and combinations of factors that are unique to each school district. Therefore, in keeping with Wisconsin's strong tradition of local control with regard to education issues, the Department of Public Instruction believes that decisions relating to the use of video cameras on school buses should remain with local school boards.

Training for School Transportation Personnel

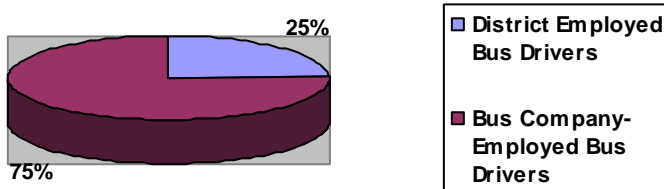
Survey Results

Questions 1-3

The Department of Public Instruction surveyed school districts to learn more about the training practices for transportation personnel. The Department received 171 responses on behalf of 174 school districts. One response was from a consortium of four school districts. Respondents included school district administrators (96), school business officials (31), transportation directors (30), principals (3), and other officials (11). Respondents reported the following:

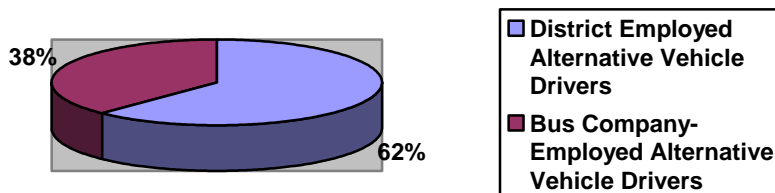
School Bus Drivers Respondents reported a total of 4,601 school bus drivers. Respondents indicated that approximately 75 percent of these drivers are employed by bus companies under contract with the school district and about 25 percent are school district-employed.

Summary of School Bus Drivers



Alternative Vehicle Drivers Respondents reported 427 alternative vehicle drivers, with about 62 percent of those being district-employed and 38 percent being bus company-employed.

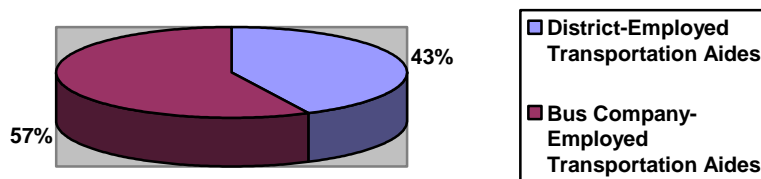
Summary of Alternative Vehicle Drivers



Given the diversified needs by school districts for alternative vehicles and despite the fact that many districts contract out for pupil transportation services, it is understandable why the majority of alternative vehicle drivers are district-employed

Transportation Aides Respondents indicated that there were about 229 transportation aides in the districts that responded to the survey. Of this total, over half of the total number (about 57 percent) of all reported transportation aides were bus company-employed, with 43 percent being district-employed.

Summary of Transportation Aides



Given that many of the respondent districts contract out for pupil transportation services, liability issues may lead school districts to have all personnel associated with pupil transportation, including transportation aides, be employed by the transportation provider (either the district or bus company).

Maintaining Order and Discipline

Questions 4-5

Respondents were asked about the number of district-employed and bus company-employed drivers and transportation aides who have had general training on several topics to prepare them for dealing with students on school buses or alternative vehicles. The topics include discipline and suspension procedures, behavior management, crisis management, and other topics.

Respondents reported on 5,250 transportation personnel, of which 1,495 are employed by the school district and 3,755 are employed by a bus company. Responses for transportation personnel employed by school districts are shown in the table below.

Percentages of *School District-Employed Pupil Transportation Personnel Who Have Received General Training in Specific Topics/Areas*

	School Bus Drivers (of 1,131 reported)	Alternative Vehicle Drivers (of 265.5 reported)	Transportation Aides (of 98 reported)	All Employee Categories (1,494.5 reported)
Discipline & Suspension Procedures	82.1%	48%	62.2%	74.8%
Behavior Management	72.2%	41.2%	68.4%	70.2%
Crisis Management	69.6%	44.6%	60.2%	64.5%
Others*	4.2%	15.4%	25.5%	7.6%

As the data indicates, in the respondents' school districts, about 82 percent of the school bus drivers get some general training on discipline and suspension procedures, about 72 percent of the school bus drivers received some training in behavior management, about 70 percent received some basic training in crisis management.

The following table provides similar data regarding training of pupil transportation personnel employed by bus companies.

Percentages of *School Bus Company-Employed Pupil Transportation Personnel Who Aave Received General Training in Specific Topics/Areas*

	School Bus Drivers (of 3,463 reported)	Alternative Vehicle Drivers (of 161 reported)	Transportation Aides (of 131 reported)	All Employee Categories (3,755 reported)
Discipline & Suspension Procedures	93.8%	62.7%	44.3%	90.7%
Behavior Management	89.0%	59%	57.3%	86.6%
Crisis Management	85.7%	56.5%	32.8%	82.6%
Others	14.6%	21.1%	13.7%	14.8%

Respondents reported that almost three out of four district-employed pupil transportation employees have received some general training in discipline and suspension procedures, compared to over 90 percent of all bus-company-employed pupil transportation employees. When looking at numbers who have received general training in behavior management, about seventy percent of the school

district-employees have compared to about 87 percent of the bus-company-employees. And finally, when looking at general training in crisis management, almost 65 percent of district-employed personnel have received some general training compared to about 83 percent of bus company employees.

Caution should be used in generalizing such comparisons as there was no measurement in perceived quality of any training that was afforded by any category of employees/employers.

Of the districts represented, it appears that high percentages of bus company-employed pupil transportation personnel are given some general training in the three areas. It also should be noted that the most often mentioned other general training areas included first aid and general training in bloodborne pathogens.

Question 6

Respondents were asked if general training in safe and effective methods of maintaining order and discipline is required by school board policy for each of the three categories of transportation personnel.

As shown in the table below, the majority of respondents reported that school board policy **does not** require general training in safe and effective methods of maintaining order and discipline. However, as noted in the previous questions, it appears that high percentages of pupil transportation personnel are given some general training in discipline and suspension procedures, behavior management, and crisis management.

Is general training in safe and effective methods of maintaining order and discipline required by district policy for each of the following categories of personnel?

	# Responding "Yes"	# Responding "No"	# Responding "Does Not Apply"	Total Responses
School Bus Drivers	63 (39%)	83 (52%)	15 (9%)	161
Alternative Vehicle Drivers	27 (18%)	69 (46%)	55 (36%)	151
Transportation Aides	23 (15%)	56 (36%)	76 (49%)	155

Question 7

Respondents were asked to indicate the frequency and number of hours of general training provided to school bus drivers, alternative vehicle drivers, and transportation aides in safe and effective methods in maintaining order and discipline. (For example: two hours of training upon hiring of the individual; one

hour of monthly training; three hours of quarterly training; or four hours of training provided annually.)

Of the 153 responses pertaining to school bus drivers, 139 (90.8%) indicated that these employees received some type of training in safe and effective methods in maintaining order and discipline. Of the 139 respondents that indicated some training, the most commonly cited frequency and duration of the training was annual training of one to two hour periods which was cited by 76 (54.7%) respondents.

Of the 105 responses pertaining to alternative vehicle drivers, 56 (53.3%) indicated that these drivers received some type of training in safe and effective methods in maintaining order and discipline. Of those 56 respondents who indicated some training, the most common frequency and duration of training, cited by 30 (53.6%) respondents, was annual training of one to two hours.

Of the 95 responses relating to transportation aides, 38 (40%) reported that aides received some type of training in safe and effective methods in maintaining order and discipline. The most common frequency and duration of training, which was reported by 21 (55.3%) of the 38 respondents who indicated some training was annual training of one to two hours.

Special Needs of Transporting Children with Disabilities

Question 8

Respondents were asked how many current transportation employees have had general training in the special needs of transporting children with disabilities.

Current Transportation Personnel Who Have Had General Training in the Special Needs of Transporting Children with Disabilities

	School Bus Drivers	Alternative Vehicle Drivers	Transportation Aides	Totals
District-Employed	335 (62%)	121 (22%)	86 (16%)	542
Bus Company-Employed	911 (85%)	66 (6%)	99 (9%)	1,076
All Personnel	1,246 (77%)	187 (12%)	185 (11%)	1,618

Respondents reported 31% of all transportation personnel have had such training. Transportation aides (81%) were most likely to have such training. Alternative vehicle drivers (44%) and school bus drivers (27%) were less likely to be trained. The higher training rates for transportation aides may reflect the use of transportation aides specifically to assist in meeting the needs of children with

disabilities. Also children with disabilities may be somewhat more likely to be transported in alternative vehicles than non-disabled children. This may account for the higher rate of training for alternative vehicle drivers compared to school bus drivers.

The percentages of transportation personnel trained in the needs of children with disabilities employed by school districts and bus companies are comparable. However, it appears more transportation aides employed by school districts (88%) have had such training than bus company-employed aides (76%).

Question 9

Respondents were asked whether district policy requires general training for transportation personnel in the special needs of transporting children with disabilities.

School Districts with policies requiring general training in the special needs of transporting children with disabilities

Type of Transportation Personnel	Yes	No	Does Not Apply	Total Responses
School Bus Drivers	34 (22%)	100 (63%)	24 (15%)	158
Alternative Vehicle Drivers	25 (17%)	69 (48%)	50 (35%)	144
Transportation Aides	19 (13%)	58 (40%)	67 (47%)	144

Approximately one in four respondents (22%) reported that general training for school bus drivers in the special needs of transporting children with disabilities is required by school district policy.

Question 10

Respondents were asked to indicate the frequency and number of hours of general training provided to school bus drivers, alternative vehicle drivers, and transportation aides on the special needs of children with disabilities. (For example: two hours of training upon hiring of the individual; one hour of monthly training; three hours of quarterly training; or four hours of training provided annually.)

A total of 132 responses regarding training for bus drivers were received. Of these, 105 (79.5%) respondents indicated that school bus drivers received some type of training on the special needs of children with disabilities. Of the 105 respondents who reported some training on this topic, the most commonly cited frequency and duration of the training, reported by 52 (49.5%) respondents, was annual training of one to two hours.

Of the 96 responses pertaining to alternative vehicle drivers, 53 (55.2%) indicated that these drivers received some type of training on the special needs of children

with disabilities. Of the 53 respondents, the most commonly reported frequency and duration of training, cited by 30 (56.6%) of the respondents, was annual training of one to two hours.

Of the 83 responses pertaining to transportation aides, 37 (44.6%) respondents indicated that aides receive some type of training on the special needs of children with disabilities. Of these 37 responses, the most commonly cited frequency and duration of training, reported by 20 (54.1%) respondents, indicated annual training of one to two hours.

Question 11

Respondents were asked whether training is required for transportation personnel in a number of topics related to the needs of children with disabilities. These topics are functional aspects of disabilities; assistive devices and equipment; first aid and emergency medical procedures; the school district’s discipline and suspension procedures; long-term strategies for behavior management of students; and short-term intervention strategies for crises.

Respondents reporting whether or not training transportation personnel in topics related to the needs of children with disabilities is required.

	School Bus Drivers		Alternative Vehicle Drivers		Transportation Aides	
	Yes	No	Yes	No	Yes	No
Functional Aspects of specific disabilities	63 (43%)	85 (57%)	41 (45%)	50 (55%)	42 (53%)	38 (47%)
Assistive devices and equipment	89 (59%)	61 (41%)	51 (57%)	39 (43%)	47 (59%)	33 (41%)
First aid and emergency medical procedures	96 (64%)	53 (36%)	54 (60%)	36 (40%)	48 (60%)	32 (40%)
Discipline and suspension procedures	98 (66%)	50 (34%)	50 (56%)	39 (44%)	39 (50%)	39 (50%)
Long-term strategies for behavior management	71 (48%)	78 (52%)	39 (44%)	50 (56%)	41 (51%)	40 (49%)
Short-term intervention strategies for crises	89 (61%)	57 (39%)	47 (54%)	40 (46%)	43 (55%)	35 (45%)
Others (specify below)	8 (29%)	20 (71%)	5 (17%)	24 (83%)	3 (12.%)	21 (88%)

Fewer than half the respondents reported their school districts require training for school bus drivers (43%) and alternative vehicle drivers (45%) in functional aspects of disabilities. Slightly more respondents report their districts require transportation aides to have such training (53%).

Approximately 6 of every 10 respondents report their districts require training in assistive devices and equipment for bus drivers (59%), alternative vehicle drivers

(57%), and transportation aides (59%). Similar percentages of respondents require training in first aid and emergency medical procedures for the three categories of transportation personnel. School bus drivers were somewhat more likely to be required to have training in emergency medical procedures.

Two-thirds of the respondents (66%) report their districts require school bus drivers to have training on the school's discipline and suspension procedures. Fewer respondents say alternative vehicle drivers (56%) and transportation aides (50%) are required to have such training.

Approximately half of the respondents report their school districts require school bus drivers (48%) and alternative vehicle drivers (44%) to have training on long-term strategies for behavior management of students with disabilities. More respondents report transportation aides (51%) are required to have such training.

Six of ten respondents (61%) report their districts require school bus drivers to have training on short-term intervention strategies for crises. The percentages are 54% for alternative vehicle drivers and 55% for transportation aides.

Training Methods

Question 12

Respondents were asked about assessing the in-service training needs of transportation personnel. Fifteen percent of respondents report their school districts do not assess the training needs of school bus drivers. One-quarter do not assess the in-service needs of the alternative vehicle drivers (25%) and transportation aides (24%). Respondents were asked how frequently training needs are assessed. The most frequent response was "annually," "yearly," or "at least annually" for school bus drivers (67%), alternative vehicle drivers (61%), and transportation aides (65%).

Question 13

Respondents were asked to identify all of the methods used to train drivers and transportation aides.

Methods used to train drivers and transportation aides.

Method	No. of Responses
Classroom instruction	110
Independent study	37
Viewing videotape/DVD	126
Internet-based training	2
Distance learning	6
Other	44

Respondents reported the most common training methods employed are viewing of videotapes/DVDs (126 respondents), classroom instruction (110 respondents), and independent study (37 respondents). Distance learning (6 respondents) and internet-based training (2 respondents) were the least frequently cited methods. Respondents specified other methods (44 respondents) to train drivers and transportation aides. The most common was “on-the-job,” “hands-on,” “on-the-route,” or “behind-the-wheel” training (6 respondents).

Question 14

School districts were asked about the training methods in which transportation personnel would be most likely to participate. These methods include classroom instruction, independent study, viewing videotapes/ DVDs, internet-based training, and distance learning.

Respondents’ rating of training methods in terms of likely participation of drivers and transportation aides.

	Participation is very unlikely	Participation is unlikely	Participation is likely	Participation is very likely	Total Responses
Classroom instruction	14 (9%)	14 (9%)	62 (41%)	63 (41%)	153
Independent study	39 (27%)	59 (41 %)	34 (23%)	13 (9%)	145
Viewing videotape-DVD	6 (4%)	5 (3%)	78 (51%)	64 (42%)	153
Internet-Based training	50 (35%)	65 (45%)	23 (16%)	5 (4%)	143
Distance Learning	44 (31%)	57 (40%)	35 (25%)	6 (4%)	142

Respondents indicate drivers and transportation aides are likely or very likely to participate in viewing videotapes/DVDs (142 respondents) and to attend classroom instruction (125 respondents). Respondents believe drivers and aides are less likely to participate in independent study, distance learning, and internet-based training.

Question 15

Respondents were asked to rate the importance of several factors influencing participation of transportation personnel in training. These included compensation for participating in training, travel distance to the training site, time and day of the training, self-paced learning, and duration of the training session, e.g. a series of one-hour sessions or a full-day session.

	Not Important or Somewhat Important	Important or Very Important	Total Responses
Compensation for participating in training	18 (11%)	140 (89%)	158
Time and day of the training	18 (12%)	139 (89%)	157
Duration of training session (e.g., 1 hour series vs. full day)	33 (21%)	123 (79%)	156
Travel distance to training site	43 (27%)	115 (79%)	158
Self-paced learning	115 (72%)	43 (28%)	158

Compensation for participation in training and time and day of the training were rated the most important factors influencing participation by respondents. Both of these factors were rated important or very important by 89% of respondents. The duration of the training session was rated important or very important by 79% of respondents. Travel distance to the training site was rated important or very important by 73% of respondents. Self-paced learning was rated important or very important by 28% of respondents.

Questions 16 and 17

Respondents were asked what types of agencies have organized training for their transportation personnel in the past two years - a school district, a Cooperative Educational Service Agency (CESA), a university/college, the Wisconsin School Bus Association, or another organization.

Agencies organizing transportation training in the past two years

	Number of Responses	Percentage of Responses
School district	90	43 %
CESA	11	5 %
University/College	2	1 %
Wisconsin School Bus Association	56	27 %
Other	50	24 %
Total	209	100%

Forty-three percent of respondents named the school district, 27% named the Wisconsin School Bus Association, 5% named CESAs, 1% named university /college, and 24% named other organizations. In the “other” category, “bus company” was the most frequently named organization.

Question 18

Respondents were asked about the effectiveness of the training drivers and transportation aides had received. They were asked whether they strongly agreed, agreed, disagreed, or strongly disagreed with the statement “The training was effective.” The numbers and percentages of responses are shown in the following table.

	Number of Responses	Percentage of Responses
Strongly Agree or Agree	131	96%
Strongly Disagree or Disagree	6	4%

Ninety-six percent of the respondents agreed or strongly agreed with the statement that the training for drivers and aides was effective.

Question 19

Respondents were asked what factors limited the effectiveness of training of transportation personnel. A variety of factors were cited in response to the question. The factors related to time and scheduling, funding, training methods, and characteristics of transportation personnel. Several respondents cited the limited time available to train transportation personnel. Some stated drivers have other jobs and have limited availability for training. Some respondents indicate training is limited because there is not much flexibility with driver and school schedules, and it is difficult to schedule a time for training. Many identified funding for training transportation personnel as a limiting factor. Several respondents cited personnel-related issues, such as lack of driver interest or driver motivation, as limiting factors. Others identified deficiencies in the training methods used. The deficiencies cited include infrequent training; the inability of the trainer to connect with or motivate the audience because of a lack of practical experience; absence of follow-up activities after training sessions; and reliance on self-teaching methods.

Conclusions

The Department of Public Instruction believes a major limiting factor of training school district staff is the lack of funding for new or expanded initiatives under school district revenue limits. General training on strategies such as de-escalation techniques and behavior management would likely augment the safety procedures

currently in place. The department believes, however, that this training would be expensive and school districts would need additional dollars to accommodate any additional training requirements.

With regard to students with disabilities, the federal IDEA (Individuals with Disabilities Education Act) requirements are clear. When transportation is required as a related service in order for the child to benefit from special education, such services must be included in the child's Individualized Education Program (IEP). Section 300.347 (a)(3) of IDEA requires the IEP to include a statement of supports for school personnel; such support includes training if needed. In addition, sec. 300.342 (a) (2) of IDEA requires local education agencies (LEAs) to inform each regular or special education teacher, related service provider and other service provider of their responsibilities to carry out provisions in a student's IEP. When transportation is included as a related service in the child's IEP, providers must be informed of their responsibilities.

Appendix A

The School Bus Video Camera Survey



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

DEDICATED TO CHILDREN AND LEARNING

[FOR PARENTS](#) [FEATURED PROGRAMS](#) [DPI SUBJECT INDEX](#) [SEARCH THIS SITE](#)

School District School Bus Survey

1. General Information

a. District

b. Contact Person

2. Contact Person's Title *Check all that apply*

- District Superintendent
- Student Services Director
- Transportation Director
- Director of Business Services
- Building Principal
- Other *Specify*

3. Does your school district provide any bus transportation for pupils to and from school, either in school district-owned buses or contracted buses?

- Yes
- No

4. If you answered Yes to Question #3, what type of buses are used?

- School district-owned buses
- Contractor-owned buses
- Both district-owned and contractor-owned buses

5. If your district owns any buses, please indicate the number of school buses owned by the school district.

Number of District-owned buses (*key-in number not word*)

6. If your district contracts for transportation, please indicate the number of school buses (vehicles, not routes) used by the busing contractor for your district.

Number of contractor-owned buses (*key-in number not word*)

7. Are video surveillance cameras used on any school buses (district-owned or contractor-owned)?

Yes

No

Note: If you answered “yes” to question #7, please respond to questions #8 through #18. If you answered “no,” please proceed to question #19.

8. Indicate the number of working cameras in each category of buses. (*key-in numbers not words*)

District-owned buses

Contractor-owned buses

9. Indicate the number of video surveillance cameras able to record audio for each of the following categories. (*key-in numbers not words*)

District-owned buses

Contractor-owned buses

10. Indicate the number of working cameras used on a daily basis for each of the following. (*If none, enter a 0, use numbers not words*)

District-owned buses

Contractor-owned buses

11. Indicate the number of school buses currently equipped to house video surveillance cameras. (*If none, enter a 0, use numbers not words*)

District-owned buses

Contractor-owned buses

12. Indicate the source(s) of funding used to purchase the video surveillance equipment. *Check all that apply.*

State or local dollars

Federal Safe and Drug-Free Schools moneys

Other *Specify:*

13. How often are video tapes reviewed?

At least once per week

At least once per month

- Only viewed if a complaint is filed or an incident reported
- Other *Specify:*

14. If videotapes are reviewed, what is the title of the person reviewing the tapes? *Please select a yes or no for each of the following individuals.*

	District-Owned Buses		Contractor-Owned Buses	
	Yes	No	Yes	No
District Superintendent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Services Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Director of Business Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <i>Specify below</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specify from above	<input style="width: 200px; height: 20px;" type="text"/>			

15. Please indicate the number of days a video surveillance recording is maintained. *(key-in numbers not words)*

Days

16. Has your school board adopted policies regarding the use of video surveillance cameras on school buses?

- Yes
- No

17. The presence of the video equipment has been effective in your district in... For each, check appropriate response. DNA=Does Not Apply

	Strongly Agree	Agree	Disagree	Strongly Disagree	DNA
Reducing school bus discipline problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reducing vandalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing complaints of school bus driver misconduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping to resolve complaints and concerns sooner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving parent/community communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <i>Specify below</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specify from above

18. Please comment on any problems, issues or concerns that have arisen in your school district as a result of the presence of the video equipment.

19. If the school buses are not equipped with video cameras, was the use of video cameras ever considered?

- Yes
- No

20. If the use of video cameras was considered and rejected, please indicate the reason(s) for rejection.

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Appendix B

The Training Survey



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

DEDICATED TO CHILDREN AND LEARNING

[FOR PARENTS](#) [FEATURED PROGRAMS](#) [DPI SUBJECT INDEX](#) [SEARCH THIS SITE](#)

School District Bus Driver and Aide Training Survey

1. General Information

a. District

b. Contact Person

2. Contact Person's Title: *(check all that apply)*

- District Superintendent
- Student Services/Special Education Director
- Transportation Director
- Director of Business Services
- Building Principal
- Other *Specify*

3. How many people currently serve the school district for each of the following categories *(please fill-in numbers)?*

	School Bus Drivers	Alternative Vehicle Drivers	Transportation Aides
District employed	<input type="text"/>	<input type="text"/>	<input type="text"/>
Bus company employed	<input type="text"/>	<input type="text"/>	<input type="text"/>

Questions #4-#7 are related to general training in safe and effective methods of maintaining order and discipline.

4. Please list the number of **district-employed** drivers and aides who have had general training on the following topics to better prepare them for dealing with students on the school bus or in alternative vehicles (*please fill-in numbers*). Note: If your district does not employ people in any of the categories, please leave those areas blank.

	School Bus Drivers	Alternative Vehicle Drivers	Transportation Aides
Discipline and suspension procedures	<input type="text"/>	<input type="text"/>	<input type="text"/>
Behavior management	<input type="text"/>	<input type="text"/>	<input type="text"/>
Crisis management	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other <i>Specify Below</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Specify from above

5. If your **district contracts with a bus company**, please list the number of **bus company-employed** drivers and aides who have had general training on the following topics to better prepare them for dealing with students on the school bus or in alternative vehicles (*please fill-in numbers*). Note: If the company does not employ people in any of the categories, please leave those areas blank.

	School Bus Drivers	Alternative Vehicle Drivers	Transportation Aides
Discipline and suspension procedures	<input type="text"/>	<input type="text"/>	<input type="text"/>
Behavior management	<input type="text"/>	<input type="text"/>	<input type="text"/>
Crisis management	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other <i>Specify Below</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Specify from Above

6. Is general training in safe and effective methods of maintaining order and discipline required by district policy for each of the following categories of personnel?

	Yes	No	Does Not Apply
School Bus Drivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternative Vehicle Drivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation Aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Please indicate the frequency and number of hours of general training provided in safe and effective methods in maintaining order and discipline. (For example: two hours of training upon hiring of the individual; one hour of monthly training; three hours of quarterly training; or four hours of training provided annually. Note: Where situation does not apply, key-in DNA.)

	Frequency	No. of Hours
a. School bus drivers	<input type="text"/>	<input type="text"/>
b. Alternative vehicle drivers	<input type="text"/>	<input type="text"/>
c. Transportation aides	<input type="text"/>	<input type="text"/>

Questions #8-#11 pertain to personnel who work with children with disabilities.

8. How many current transportation personnel have had general training on special needs involved with transporting children with disabilities (please fill-in numbers)?

	School Bus Drivers	Alternative Vehicle Drivers	Transportation Aides
District-employed:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Bus Company-employed:	<input type="text"/>	<input type="text"/>	<input type="text"/>

9. Is general training related to the special needs involved with transporting children with disabilities required by district policy for the following categories of personnel?

	Yes	No	Does Not Apply
School Bus Drivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternative Vehicle Drivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation Aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Please indicate the frequency and number of hours of general training provided on the special needs of children with disabilities. (For example: two hours of training upon hiring of the individual; one hour of monthly training; three hours of quarterly training; or four hours of training provided annually. Note: Where situation does not apply, key-in DNA.)

	Frequency	No. of Hours
a. School bus drivers	<input type="text"/>	<input type="text"/>
b. Alternative vehicle drivers	<input type="text"/>	<input type="text"/>
c. Transportation aides	<input type="text"/>	<input type="text"/>

11. Is training in each of the following areas required for each of the following categories of personnel who work with children with disabilities?

	School Bus Drivers		Alternative Vehicle Drivers		Transportation Aides	
	Yes	No	Yes	No	Yes	No
Functional aspects of specific disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive devices and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First aid and emergency medical procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discipline and suspension procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Long-term strategies for behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short-term intervention strategies for crises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <i>Specify Below:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specify from
Above

The following eight items deal with both general and special needs training.

12. How often are the inservice training needs of transportation personnel assessed? (For example, no assessment, only when hired, when hired and annually, annually, and when re-assigned.)

a) School bus drivers	<input type="text"/>
b) Alternative vehicle drivers	<input type="text"/>

- a) School bus drivers
- c) Transportation aides

13. What methods have been used in the past to train drivers and transportation aides:
Check all that apply.

- Classroom instruction
- Independent study
- Viewing videotape/DVD
- Internet-based training
- Distance learning
- Other *Specify*

14. Rate the follow training methods in terms of likely participation of drivers and transportation aides.

	Participation is very unlikely	Participation is unlikely	Participation is likely	Participation is very likely
a) Classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Independent study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Viewing videotape/DVD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Internet-based training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Distance learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Rate the importance of the following factors in influencing participation of drivers and transportation aides in training.

	Not important	Somewhat important	Important	Very important
a) Compensation for participating in training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Travel distance to training site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not important	Somewhat important	Important	Very important
c) Time and day of the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Self-paced learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Duration of training session (e.g., 1 hour series vs. full day)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. If drivers (and/or transportation aides) serving the school district received general training in the last two years, what agency organized the training? *Select all that apply.*

- School district
- CESA
- University/College
- Wis. School Bus Association
- Other *Specify*

17. Who were the trainers? *If unknown, leave blank.*

- a) Names
- b) Affiliations

18. The training was effective *Please select most appropriate response.*

- Strongly disagree
- Disagree
- Agree
- Strongly agree

19. What factors limited the effectiveness of the training?

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Appendix C

School Districts Participating in the Video Camera Survey

<u>School District</u>	<u>CESA</u>	<u>County</u>	<u>School District</u>	<u>CESA</u>	<u>County</u>
Abbotsford	10	Clark	Cudahy	01	Milwaukee
Albany	02	Green	Cumberland	11	Barron
Algoma	07	Kewaunee	D C Everest Area	09	Marathon
Alma	04	Buffalo	Deerfield Community	02	Dane
Almond-Bancroft	05	Portage	De Forest Area	02	Dane
Altoona	10	Eau Claire	Dodgeville	03	Iowa
Amery	11	Polk	Drummond Area	12	Bayfield
Appleton Area	06	Outagamie	Durand	11	Pepin
Argyle	03	Lafayette	Eleva-Strum	10	Trempealeau
Baldwin-Woodville Area	11	Saint Croix	Elkhart Lake-Glenbeulah	07	Sheboygan
Beloit	02	Rock	Elkhorn Area	02	Walworth
Beloit Turner	02	Rock	Ellsworth Community	11	Pierce
Benton	03	Lafayette	Elmbrook	01	Waukesha
Berlin Area	06	Green Lake	Erin	06	Washington
Blair-Taylor	04	Trempealeau	Evansville Community	02	Rock
Bloomer	10	Chippewa	Fennimore Community	03	Grant
Bonduel	08	Shawano	Flambeau	10	Rusk
Boyceville Community	11	Dunn	Florence	08	Florence
Brighton #1	02	Kenosha	Fontana J8	02	Walworth
Brown Deer	01	Milwaukee	Fox Point J2	01	Milwaukee
Burlington Area	02	Racine	Frederic	11	Polk
Cadott Community	10	Chippewa	Freedom Area	06	Outagamie
Cambria-Friesland	05	Columbia	Gibraltar Area	07	Door
Cameron	11	Barron	Gilman	10	Taylor
Cashton	04	Monroe	Glendale-River Hills	01	Milwaukee
Cassville	03	Grant	Glidden	12	Ashland
Central/Westosha UHS	02	Kenosha	Grafton	01	Ozaukee
Clayton	11	Polk	Granton Area	10	Clark
Clear Lake	11	Polk	Green Lake	06	Green Lake
Clinton Community	02	Rock	Greenfield	01	Milwaukee
Clintonville	08	Waupaca	Hamilton	01	Waukesha
Cochrane-Fountain City	04	Buffalo	Hartford J1	06	Washington
Coleman	08	Marinette	Hayward Community	12	Sawyer
Columbus	05	Columbia	Hilbert	07	Calumet
Cornell	10	Chippewa	Hillsboro	04	Vernon
Crivitz	08	Marinette	Holmen	04	La Crosse
Cuba City	03	Grant	Horicon	06	Dodge

School Districts Participating in the Video Camera Survey

<u>School District</u>	<u>CESA</u>	<u>County</u>	<u>School District</u>	<u>CESA</u>	<u>County</u>
Hortonville	06	Outagamie	New Lisbon	05	Juneau
Iowa-Grant	03	Iowa	New London	06	Waupaca
Ithaca	03	Richland	New Richmond	11	Saint Croix
Jefferson	02	Jefferson	Nicolet UHS	01	Milwaukee
Juda	02	Green	North Cape	02	Racine
Kenosha	01	Kenosha	North Crawford	03	Crawford
Kettle Moraine	01	Waukesha	North Fond du Lac	06	Fond du Lac
La Farge	04	Vernon	Northland Pines	09	Vilas
Ladysmith-Hawkins	10	Rusk	Oak Creek-Franklin	01	Milwaukee
Lake Country	01	Waukesha	Oakfield	06	Fond du Lac
Lake Holcombe	10	Chippewa	Oconto	08	Oconto
Lake Mills Area	02	Jefferson	Omro	06	Winnebago
Lancaster Community	03	Grant	Onalaska	04	La Crosse
Laona	08	Forest	Oostburg	07	Sheboygan
Linn J6	02	Walworth	Oregon	02	Dane
Loyal	10	Clark	Oshkosh Area	06	Winnebago
Madison Metropolitan	02	Dane	Osseo-Fairchild	10	Trempealeau
Maple	12	Douglas	Owen-Withee	10	Clark
Maple Dale-Indian Hill	01	Milwaukee	Pardeeville Area	05	Columbia
Marshall	02	Dane	Parkview	02	Rock
Marshfield	05	Wood	Pecatonica Area	03	Lafayette
Mauston	05	Juneau	Pepin Area	11	Pepin
McFarland	02	Dane	Peshtigo	08	Marinette
Medford Area	10	Taylor	Phillips	12	Price
Mellen	12	Ashland	Pittsville	05	Wood
Melrose-Mindoro	04	Jackson	Platteville	03	Grant
Menasha	06	Winnebago	Plum City	11	Pierce
Menomonie Area	11	Dunn	Potosi	03	Grant
Mercer	12	Iron	Prairie du Chien Area	03	Crawford
Merrill Area	09	Lincoln	Prescott	11	Pierce
Milwaukee Public Schools	01	Milwaukee	Princeton	05	Green Lake
Mondovi	10	Buffalo	Randall J1	02	Kenosha
Monona Grove	02	Dane	Randolph	05	Columbia
Montello	05	Marquette	Raymond #14	02	Racine
Mosinee	09	Marathon	Reedsburg	05	Sauk
Mount Horeb Area	02	Dane	Reedsville	07	Manitowoc
Muskego-Norway	01	Waukesha	Rib Lake	09	Taylor
Necedah Area	05	Juneau	Rice Lake Area	11	Barron
Neenah	06	Winnebago	Richland	03	Richland
New Auburn	10	Chippewa	Rio Community	05	Columbia

School Districts Participating in the Video Camera Survey

<u>School District</u>	<u>CESA</u>	<u>County</u>	<u>School District</u>	<u>CESA</u>	<u>County</u>
River Ridge	03	Grant	Westfield	05	Marquette
Riverdale	03	Grant	Weyauwega-Fremont	06	Waupaca
Rosendale-Brandon	06	Fond du Lac	Weyerhaeuser Area	10	Rusk
Royall	04	Juneau	Wheatland J1	02	Kenosha
Saint Croix Central	11	Saint Croix	Whitefish Bay	01	Milwaukee
Sharon J11	02	Walworth	Whitehall	04	Trempealeau
Shawano-Gresham	08	Shawano	Whitewater	02	Walworth
Sheboygan Falls	07	Sheboygan	Whitnall	01	Milwaukee
Shiocton	06	Outagamie	Wild Rose	05	Waushara
Shullsburg	03	Lafayette	Williams Bay	02	Walworth
Silver Lake J1	02	Kenosha	Wilmot Grade	02	Kenosha
Slinger	06	Washington	Winneconne Community	06	Winnebago
Southwestern Wisconsin	03	Grant	Wisconsin Dells	05	Sauk
Spoooner	11	Washburn	Wonewoc-Union Center	04	Juneau
Stanley-Boyd Area	10	Chippewa	Yorkville J2	02	Racine
Stevens Point Area	05	Portage			
Stone Bank	01	Waukesha			
Stratford	09	Marathon			
Sturgeon Bay	07	Door			
Superior	12	Douglas			
Three Lakes	09	Oneida			
Tigerton	08	Shawano			
Tomah Area	04	Monroe			
Trevor	02	Kenosha			
Tri-County Area	05	Waushara			
Turtle Lake	11	Barron			
Twin Lakes #4	02	Kenosha			
Union Grove J1	02	Racine			
Verona Area	02	Dane			
Viroqua Area	04	Vernon			
Wabeno Area	08	Forest			
Walworth J1	02	Walworth			
Washburn	12	Bayfield			
Waterford UHS	02	Racine			
Waterloo	02	Jefferson			
Waukesha	01	Waukesha			
Waunakee Community	02	Dane			
Wautoma Area	05	Waushara			
Webster	11	Burnett			
West Bend	06	Washington			

Appendix D

School Districts Participating in the Training Survey

<u>School District</u>	<u>CESA</u>	<u>County</u>	<u>School District</u>	<u>CESA</u>	<u>County</u>
Abbotsford	10	Clark	Deerfield Community	02	Dane
Algoma	07	Kewaunee	De Forest Area	02	Dane
Alma	04	Buffalo	Dodgeville	03	Iowa
Almond-Bancroft	05	Portage	Eleva-Strum	10	Trempealeau
Altoona	10	Eau Claire	Elkhart Lake-Glenbeulah	07	Sheboygan
Amery	11	Polk	Elkhorn Area	02	Walworth
Appleton Area	06	Outagamie	Ellsworth Community	11	Pierce
Argyle	03	Lafayette	Elmbrook	01	Waukesha
Baldwin-Woodville Area	11	Saint Croix	Erin	06	Washington
Beloit	02	Rock	Evansville Community	02	Rock
Beloit Turner	02	Rock	Fennimore Community	03	Grant
Benton	03	Lafayette	Flambeau	10	Rusk
Blair-Taylor	04	Trempealeau	Florence	08	Florence
Bloomer	10	Chippewa	Fontana J8	02	Walworth
Bonduel	08	Shawano	Fox Point J2	01	Milwaukee
Boscobel Area	03	Grant	Frederic	11	Polk
Boyceville Community	11	Dunn	Freedom Area	06	Outagamie
Brighton #1	02	Kenosha	Gibraltar Area	07	Door
Brown Deer	01	Milwaukee	Glendale-River Hills	01	Milwaukee
Burlington Area	02	Racine	Glidden	12	Ashland
Cadott Community	10	Chippewa	Grafton	01	Ozaukee
Cambria-Friesland	05	Columbia	Granton Area	10	Clark
Cameron	11	Barron	Green Lake	06	Green Lake
Cashton	04	Monroe	Hamilton	01	Waukesha
Cassville	03	Grant	Hartford J1	06	Washington
Central/Westosha UHS	02	Kenosha	Hayward Community	12	Sawyer
Clayton	11	Polk	Hillsboro	04	Vernon
Clear Lake	11	Polk	Horicon	06	Dodge
Clinton Community	02	Rock	Iowa-Grant	03	Iowa
Clintonville	08	Waupaca	Ithaca	03	Richland
Cochrane-Fountain City	04	Buffalo	Jefferson	02	Jefferson
Coleman	08	Marinette	Kenosha	01	Kenosha
Columbus	05	Columbia	Kettle Moraine	01	Waukesha
Cornell	10	Chippewa	La Farge	04	Vernon
Cuba City	03	Grant	Ladysmith-Hawkins	10	Rusk
Cumberland	11	Barron	Lake Holcombe	10	Chippewa
D C Everest Area	09	Marathon	Lake Mills Area	02	Jefferson

School Districts Participating in the Training Survey

<u>School District</u>	<u>CESA</u>	<u>County</u>	<u>School District</u>	<u>CESA</u>	<u>County</u>
Laona	08	Forest	Pepin Area	11	Pepin
Madison Metropolitan	02	Dane	Phillips	12	Price
Maple	12	Douglas	Platteville	03	Grant
Maple Dale-Indian Hill	01	Milwaukee	Plum City	11	Pierce
Marshall	02	Dane	Potosi	03	Grant
Marshfield	05	Wood	Prairie du Chien Area	03	Crawford
Mauston	05	Juneau	Prescott	11	Pierce
McFarland	02	Dane	Princeton	05	Green Lake
Medford Area	10	Taylor	Pulaski Community	07	Brown
Mellen	12	Ashland	Randall J1	02	Kenosha
Menasha	06	Winnebago	Randolph	05	Columbia
Menomonee Falls	01	Waukesha	Reedsburg	05	Sauk
Menomonie Area	11	Dunn	Reedsville	07	Manitowoc
Mercer	12	Iron	Rib Lake	09	Taylor
Merrill Area	09	Lincoln	Rice Lake Area	11	Barron
Milwaukee Public Schools	01	Milwaukee	Richland	03	Richland
Mondovi	10	Buffalo	Rio Community	05	Columbia
Mosinee	09	Marathon	Riverdale	03	Grant
Mount Horeb Area	02	Dane	Rosendale-Brandon	06	Fond du Lac
Muskego-Norway	01	Waukesha	Saint Croix Central	11	Saint Croix
Necedah Area	05	Juneau	Sauk Prairie	05	Sauk
Neenah	06	Winnebago	Sharon J11	02	Walworth
New Lisbon	05	Juneau	Shawano-Gresham	08	Shawano
New London	06	Waupaca	Sheboygan Falls	07	Sheboygan
New Richmond	11	Saint Croix	Shullsburg	03	Lafayette
Nicolet UHS	01	Milwaukee	Spooner	11	Washburn
North Fond du Lac	06	Fond du Lac	Stanley-Boyd Area	10	Chippewa
Northland Pines	09	Vilas	Stevens Point Area	05	Portage
Oak Creek-Franklin	01	Milwaukee	Stratford	09	Marathon
Oakfield	06	Fond du Lac	Sturgeon Bay	07	Door
Oconto	08	Oconto	Superior	12	Douglas
Omro	06	Winnebago	Three Lakes	09	Oneida
Onalaska	04	La Crosse	Tigerton	08	Shawano
Oostburg	07	Sheboygan	Tomah Area	04	Monroe
Oregon	02	Dane	Trevor	02	Kenosha
Oshkosh Area	06	Winnebago	Tri-County Area	05	Waushara
Osseo-Fairchild	10	Trempealeau	Turtle Lake	11	Barron
Owen-Withee	10	Clark	Twin Lakes #4	02	Kenosha
Pardeeville Area	05	Columbia	Two Rivers	07	Manitowoc
Parkview	02	Rock	Viroqua Area	04	Vernon

School Districts Participating in the Training Survey

<u>School District</u>	<u>CESA</u>	<u>County</u>	<u>School District</u>	<u>CESA</u>	<u>County</u>
Wabeno Area	08	Forest			
Washburn	12	Bayfield			
Waunakee Community	02	Dane			
Wautoma Area	05	Waushara			
Webster	11	Burnett			
West Salem	04	La Crosse			
Westfield	05	Marquette			
Weyauwega-Fremont	06	Waupaca			
Weyerhaeuser Area	10	Rusk			
Whitehall	04	Trempealeau			
Whitewater	02	Walworth			
Whitnall	01	Milwaukee			
Wild Rose	05	Waushara			
Williams Bay	02	Walworth			
Wilmot Grade	02	Kenosha			
Wisconsin Dells	05	Sauk			
Wonewoc-Union Center	04	Juneau			
Yorkville J2	02	Racine			