

Handbook for the Transportation of Students with Special Needs



Student Services

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Handbook for the Transportation of Students with Special Needs

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Handbook for the Transportation of Students with Special Needs

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Preface

This handbook is a revised version of the 1999 *Handbook for the Transportation of Students with Special Needs in Nova Scotia*. It is designed to support school boards in planning, addressing, and documenting the transportation requirements of students with special needs.

Acknowledgments

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Lastly, the department acknowledges the leadership of the following steering committee members in the development of this document:

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Section 1: Statement of Principles

Safety and Dignity for All Students

Student transportation personnel in the Province of Nova Scotia are committed to the safe and efficient transportation of all students. To be effective in this commitment, it is important that they have an awareness of and appreciation for the unique challenges faced by students with special needs to attend school during the scheduled instructional day.

All students are more likely to develop positive social behaviours when they are treated with respect by the people around them. By demonstrating a positive regard for the individuality of students with special needs, transportation personnel help them recognize their abilities and strengths and assist in the development of their sense of independence.

 The building of self-esteem is most effectively fostered by a learner-centred school environment that provides opportunities for all students to experience success from a variety of achievements. This should enable learners to build confidence regarding their abilities and competencies and, most importantly, foster an image of themselves as persons of dignity and value deserving respect. 

– *Public School Programs*, Nova Scotia Department of Education

Communication

Providing students who have special needs with safe and efficient transportation requires a co-operative sharing of information among parents/guardians, educators, and transportation personnel. The recommendations resulting from assessments generated through the program planning process that address any special transportation needs should be conveyed to the bus driver, as per board policy.

NOTE: It is important that school boards have a clearly defined process of communication and procedures regarding the transportation of students with special needs.

Confidentiality of Student Information

The school collects and maintains student information in cumulative record files and other documents (e.g., individual program plans, documented adaptations, etc.). Pertinent personal information may be shared by parents/guardians directly with transportation staff. Also, parents/guardians may give permission to teachers, health professionals, principals, or special education personnel to share specific information with transportation staff. Personal information shared with transportation personnel with regard to the needs of any student is considered confidential, as per the *Student Records Policy* (Nova Scotia Department of Education 2006).

Section 2: Information on the Special Transportation Needs of Students

Each school board should develop regional guidelines to ensure that information regarding the special transportation needs of students is available and appropriately communicated among parents/guardians, school staff, and Student Services and transportation staff. Guidelines should include procedures to assess and meet the special transportation needs of students and should identify the staff who are responsible for carrying out the procedures. Also, guidelines should address such issues as bus routing, the provision of specialized equipment, emergency medical procedures, and associated criteria for alternative transportation arrangements, including community-based options when appropriate. The following guidelines and the Student Special Transportation Needs Form, which is available through Tienet (also see Appendix A), are provided to assist each board in developing its own guidelines and procedures.

Guidelines for the Communication of Information

By the beginning of each school year the principal should have provided the Student Special Transportation Needs Form to the parents/guardians of all new and returning students who are expected to be eligible for transportation and who have special transportation needs. Once completed, this form provides school and transportation staff with information from the parent/guardian and/or physician regarding the actions to take in an emergency as well as the particulars of the ongoing support that will be necessary. The form must be updated annually for returning students as part of the registration process and updated during the year if a student's special transportation needs have changed significantly.

The school principal should ensure that copies of the completed form are forwarded to the Student Services coordinators or their designate and the transportation manager and file the original form in the student's cumulative record, in accordance with the procedures outlined in the school board policy and *Student Records Policy*.

Program Planning Team Meetings

Where information provided by parents/guardians on the form indicates that a student's transportation will require special consideration, the principal should convene a program planning team meeting to discuss transportation challenges in order for the student to attend the scheduled instructional day. The transportation needs or risks of individual students on an individual program plan should be considered at program planning team meetings. (See Policy 2.6 of the *Special Education Policy*.) Transportation staff should be consulted in this process when appropriate.

The extent of support that each student requires should be determined at the program planning meeting. The transportation coordinator or manager and the parents/guardians should be consulted. The necessary support should be in place before transportation services for the student are commenced, continued, or discontinued. Where the student's transportation needs have significantly changed, the form should be updated and, if necessary, the principal should call a program planning team meeting.

If medication, a medical or emergency procedure, or special assistance have been indicated on the form, this information must be shared at the program planning team meeting. If the program planning team determines that there is a need for the training of transportation personnel, the principal should handle that requirement according to school board policies and procedures.

Communicating Information

In preparation for extracurricular and co-curricular trips, the classroom/homeroom teacher shall inform trip organizers, chaperones, and bus drivers about the special transportation needs of individual students.

The coordinator of transportation should ensure that bus drivers and other adult supervisors are familiar with the contents of the Student Special Transportation Needs forms pertaining to the students they transport and that they understand and comply with the procedures that have been

recommended for the students. Copies of the completed forms should be stored in each vehicle in such a way that confidentiality is protected, as per the *Student Records Policy*.

When requested, the coordinator of transportation should provide copies of this handbook to the personnel who provide transportation services to students with special needs. School board officials should also ensure that a copy of this handbook is available to each school administrator and to the coordinator of Student Services.

The coordinator of transportation should inform all drivers about the procedures described in this handbook (as it pertains to specific students) and provide a copy to new drivers during their initial training program.

Transportation Incident/Accident Procedures and Reporting Process

All school boards have established protocols to follow when involved in an accident, and when reporting an incident/accident, involving the transportation of students on school buses. It is important to ensure that protocols exist prior to tendering/contracting transportation. While each board has specific processes and procedures in place, this handbook provides a sample Transportation Incident/Accident Protocol and Transportation Incident/Accident Reporting Form (see appendices B and C).

Transportation Tenders

Adherence to school board and provincial policies and guidelines concerning the special transportation needs of students, including incident/accident reporting process, should be included in the tendering process when student transportation is contracted and/or when school boards use community-based transportation systems to transport students. See Appendix B: Transportation Incident/Accident Sample Protocol and Appendix C: Transportation Incident/Accident Sample Reporting Form.

Section 3: Assisting Students Who Use a Wheelchair/Mobility Aid

Basic Facts about Wheelchairs

Brakes: There is a separate brake for each side of the wheelchair. Brake function varies from chair to chair; some brakes are pushed out and some are pushed in to activate. Brakes are located on the large rear wheels toward the front of the chair. The chair should not be left unattended unless the brakes are engaged. The brakes should be securely engaged when a person is moved in or out of the chair.

Armrests: These may be removed in order to give the student more room to grasp the wheel for movement. Transportation personnel should not remove armrests or other parts of the wheelchair without authorization from the principal and permission from the parent/guardian. Never lift a wheelchair by its armrests as this may cause the armrests to come out or the chair to tip.

Footrests: The footrests may be out of the field of vision of the person pushing a wheelchair. Therefore, caution must be exercised to avoid colliding with obstructions and jarring the person in the chair.

Wheels: Loose clothing, scarves, etc., must be kept away from the wheels. The rim of the centre of one of the large wheels and any stationary part of the front of the wheelchair should be held to lift it into a trunk.

Security Belts/Inserts: Students who cannot sit unsupported, or who are in danger of serious injury from a fall, should always wear security belts when in wheelchairs/mobility aids or bus seats. Inserts can be made for most chairs, and these often come equipped with their own seat-belt system. Inserts must be removed from the chair before folding it for transport or storage. If there is a security belt in the chair, it is meant to be used. The security belt must never be used to substitute for a motor vehicle seat belt.

Tilting Rods: Most wheelchairs have two rods close to the ground in the rear that serve as foot pedals for the pusher. To tip the chair backward the pusher should grasp the chair handles firmly and put downward pressure on the rod with one foot. This procedure is used on inclines, stairs, or curbs.

Folding: Inserts must be removed from chairs before they are folded. Chairs should not be folded by using the armrests. After the footrests are up, the chair can be closed by lifting up on the flexible seat.

Helping Students Transfer to and from a Wheelchair

Students who are able to get in and out of wheelchairs on their own may be expected by their parents/guardians and medical specialists to lift themselves from the wheelchair to regular seating in the vehicle and back again. For other students it may be expected that they will be lifted by transportation personnel in and out of the wheelchair as a routine procedure. If the program planning team determines that there is a need for training to facilitate either of these procedures, the principal should initiate the process or procedure for providing that support or training.

NOTE: In an emergency situation the safest method of transfer is a two-person carry. Each lifter transfers the person from the wheelchair by crossing an arm behind the person's back and grasping the waist of his or her pants (not the belt loops); the lifter then places his or her other hand under the person's leg, behind the knee, and transfers him or her out of the wheelchair.

When it is necessary to lift a student, transportation personnel should

- let the student know that he or she is going to be lifted
- ensure that the wheelchair brakes are on
- establish a broad base of support, keeping their feet apart, with one slightly ahead of the other
- make maximum use of a low centre of gravity
- never twist their back, but keep it straight
- bend their knees and use their leg muscles to lift
- get someone to help if necessary

It is essential to use good body mechanics to lessen the chance of back injury. Special training may be required.

Assisting Students Who Use a Wheelchair

Wheelchairs come in a variety of designs and styles. Anyone assisting a student in a wheelchair should understand the mechanics of the wheelchair and consider the following before moving it:

- To successfully and safely load student passengers
 - approach the wheelchair from the front so that the student anticipates contact
 - check for anything that could be caught in the wheels (e.g., coat, blanket, scarf, hand, etc.) before moving the wheelchair
 - never move the wheelchair before telling the student
 - ensure that the student's hands are clear of the wheels and spokes
 - ensure that the student's feet are on the footrests
 - check to see that the brakes are off, because a fast start with brakes on could jar the student out of the wheelchair
- On rough ground pull the wheelchair by tipping it backward and moving it with the big wheels (if possible) rather than pushing it.
 - Advise the student before tipping the wheelchair backward.
 - Place your foot on the tilting rod on the lower part of the chair and apply a pushing motion. At the same time, pull back and down on the hand grips and continue to tilt the chair backward until it requires little or no effort to stabilize it. It will then be at its balance point and can be manoeuvred on its big rear wheels quite easily.
 - Advise the student of your intention to return the wheelchair to its upright position; then simply reverse the procedure.
 - Keep your foot on the tilting rod until the front wheels are on the ground. The front wheels should be prevented from dropping to the ground too quickly as this could jar the student and/or cause him or her to pitch forward out of the wheelchair.
- To take a wheelchair up and over a curb
 - move forward to the curb and tilt the wheelchair backward to its balance point
 - move the back wheels in as close as possible to the curb and lower the front wheels onto the top of the curb
 - to safely lift the wheelchair, ensure that both of your feet are securely planted on the ground then bend your knees and take a firm grip on the chair
 - lift and roll it by extending your knees and pushing it onto the sidewalk
- To go down a curb, back yourself and the chair off the curb by lowering the big wheels to the ground and then carefully lowering the small wheels to the ground, taking extra precautions to prevent the wheelchair from dropping off the curb and jarring the student.

- When pushing the wheelchair, be considerate of the student's comfort, e.g., avoid sudden movement, avoid pushing the back of the chair against the student's back.
- When walking with a student in a wheelchair, be aware of the student and his or her interests. While walking in a crowd when it is difficult to hear, keep in touch with the student by leaning over and making comments.
- When speaking with a student in a wheelchair, consider sitting down or kneeling to get on the same level as the wheelchair user if the conversation lasts more than a few minutes.
- Be aware of eye level for viewing. Often, bars, railings, etc., block the student's vision. Bend down to his or her eye level and check out what he or she can see.
- Assist a student in a wheelchair to stand up by first making sure that the chair brakes are on. Give the student a waiting time so that his or her body can adjust to the new position. Do not let go until the student says or motions that he or she is ready.
- When a student wants to transfer to the seat of a car, make sure that the wheelchair is brought as close as possible, with the brakes applied, and preferably, at a right angle.
- Check before assisting a student using crutches or a cane. A too-helpful arm can throw the student off balance.
- Keep dignity and safety in mind at all times. Let the student do his or her own inquiring and speaking whenever possible.

School Bus Wheelchair Lift

There are several types of school bus wheelchair lifts that are operated through electrical/hydraulic controls or manually through a hydraulic system. Drivers and/or adult supervisors must ensure that they fully understand the methods of operation. The lift has several safety features that the operator must become familiar with to ensure that the lift is used in accordance with the manufacturer's operating instructions.

End Gate: The lift has an end gate that opens automatically as the lift touches the ground, becoming the loading/unloading ramp. As the lift is raised clear of the ground, the end gate will rise and lock to form a barrier to prevent the wheelchair from accidentally moving off the lift. However, the security provided by this end gate must be considered to be a back-up to the protection provided by the wheelchair brakes and lift belt. This end gate does not replace the wheelchair brakes or the lift belt.

Safety Handles: There are two safety handles to which the lift belt is attached that automatically unfold with the lift. The purpose of these handles is to provide protection to the student from the sides and handrail support for mobility aid and ambulatory passengers. The driver and/or adult supervisors must ensure that they are standing clear of the lift area and out of the way of the handles when unfolding the lift.

Lift Belt: Another safety feature is the lift belt itself. When it is in its proper place across the front of the wheelchair occupant, it will prevent him or her from toppling out of the chair and will stop the chair from moving forward. Under no circumstances should the lift be operated without the belt lift being securely fastened. Accidental run-off of the wheelchair from the lift could result in serious injury. The driver of a lift-equipped bus should perform a daily inspection of the safety components of the lift prior to the first trip to ensure that the assembly performs safely and smoothly.

NOTE: The combined weight of the wheelchair and its occupant must not exceed the original equipment manufacturer's weight specifications.

Emergency (Manual) Operation of the School Bus Wheelchair Lift

Each lift must have the capacity to be manually operated should the electrical system fail. Instructions for the manual operation of each lift should be affixed to the lift, and the manual operation of the lift should be fully explained during a training program. The driver and/or adult supervisors should be familiar with these instructions. If training or assistance is required, the transportation coordinator should be notified immediately.

Safety Procedures and Precautions for the School Bus Wheelchair Lift

The driver and/or adult supervisors if present must be aware of the following safety procedures and precautions concerning the operation of the wheelchair lift:

- The lift will operate only if the vehicle's parking brake is applied.
- The lift belt must always be used.
- The security of the lift end gate must be checked each time the lift is used.
- Drivers and assistants must not wear open-toed shoes.

- Drivers and assistants must ensure that their feet are clear of the lift and the wheelchair wheels.
- The wheelchair must always be positioned on the lift so that the passenger is facing away from the vehicle.
- The brakes on the wheelchair must always be applied while it is on the lift (or the power turned off on an electric wheelchair).
- Drivers and assistants must use caution when manoeuvring wheelchairs to ensure that they reduce the potential of personal injury or injury to passengers.
- The driver and assistant should be on board the lift (when possible) when raising or lowering the wheelchair passenger. All other students must be in their seats while the lift is operating.
- Only qualified personnel are to operate the lift.

School Bus Wheelchair Lift Check

The check of a lift-equipped vehicle is identical to that of a regular school bus except that the lift operation must also be checked and it must be established that all necessary equipment is on board.

In conducting a check of the lift, the operator must

- open and secure the lift door
- check that the lift light is on
- unfold and lower the lift, checking for smooth operation
- check the end gate on the lift to ensure that it locks and folds correctly
- check the lift belt for security and serviceability
- visually inspect the floor area around the lift for fluid leaks
- raise the lift approximately 15 centimetres (six inches) and check the lift end gate to ensure that it has locked securely
- raise and attempt to fold the lift into its stored position, with a minimum of 25 kilograms positioned in the centre of the platform (If the lift folds, the safety mechanism should be repaired before it is used.)
- fold the lift into its secured position and check the securing of the entire assembly
- check the hydraulic cylinders for leakage and proper function

Positioning the School Bus for Loading and Unloading

When loading and unloading passengers at stops other than at a school, the driver of a school bus equipped to transport only physically disabled students must stop the school bus off the highway (Governor in Council Public Passenger Motor Carrier Act Regulations, Section 27(5)).

The vehicle should only stop at the approved pick-up or drop-off points. If the bus stop becomes unsafe for loading the wheelchair, an alternate stop site should be selected with due regard for the safety of the bus, its occupants, and the passengers being picked up.

In the event that the approved stop is not available and an alternate stop is required, the driver should consider the following:

- The most level area possible should be used.
- Whenever possible, the driver should avoid congested areas where it is difficult to manoeuvre.
- There must be sufficient room to extend and lower the lift as well as to manoeuvre the wheelchair on and off the lift.
- The vehicle should be stopped where it can be clearly seen by the operators of other vehicles.
- Whenever possible, the driver should avoid stopping where students will have to be taken up or down curbs or over rough areas, snowbanks, water holes, etc.

At the pick-up point the driver should place the transmission in park (automatic transmission) or neutral (manual transmission) and apply the parking brake. The engine should be left running when the lift is being used.

The driver of a public passenger vehicle shall not leave the bus "... unattended unless the engine has been shut off, the parking brake has been securely set, and all other reasonable precautions have been taken to prevent the movement of such vehicle while so unattended." (Governor in Council Public Passenger Motor Carrier Act Regulations 13/98)

Assisting the Loading of Students Who Use a Wheelchair/Mobility Aid

When operating a lift to load a student with a wheelchair/mobility aid, the operator must

1. exit the vehicle
2. open the lift door and secure it, using the clip provided
3. take the lift control and stand well clear of the lift area
4. lower the lift to the ground
5. where possible, walk backward onto the lift with the wheelchair/mobility aid, manoeuvring it into position so that the student is facing away from the bus
6. apply the wheelchair brakes (If it is an electric chair, apply the brakes and turn off the power.)
7. fasten the lift belt across the front of the wheelchair passenger
8. with the lift control in one hand, begin raising the lift—an operator who is on the lift should hold on to the wheelchair handle with the other hand
9. stop the lift just as it clears the ground and check to ensure that the end gate has raised and is locked
10. when the lift is fully raised, release the wheelchair brakes; pull the chair into the vehicle, or, if it is an electric chair, turn on the power
11. move the wheelchair to the tie-down position; secure it and the wheelchair occupant in accordance with the procedure outlined in this handbook or the manual supplied by the restraint manufacturer
12. fold the lift into the vehicle and close the lift door (This step may be completed before tying down the wheelchair in inclement weather—if so, the wheelchair brakes must be applied.)

Assisting the Unloading of Students Who Use a Wheelchair/Mobility Aid

When operating a lift to unload a student with a wheelchair, the operator must

1. remove the wheelchair/mobility aid from its secured position and locate it near the exit (Secure wheelchair brakes.)
2. exit the vehicle and open the lift door and secure it
3. enter the vehicle and unfold the lift so it is at floor level
4. ensure that the lift belt is securely fastened between the handles
5. release the brakes on the wheelchair and manoeuvre it onto the lift (The chair should be facing away from the bus.)
6. apply the wheelchair brakes (If it is an electric chair, turn off the power.)
7. lower the lift to the ground (An operator who is on the lift should hold on to the lift control with one hand and the wheelchair with the other.)
8. ensure that the end gate has released and opened to its ramp position
9. hang up the lift control and unfasten the lift belt
10. release the wheelchair brakes or turn on the power if it is an electric chair
11. manoeuvre the wheelchair from the lift
12. ensure that someone is there to meet the student

NOTE: Never leave a student alone. Check with your transportation coordinator for the school board procedure to be followed when the parent/guardian is not there to meet the student.

Assisting Students Who Use Other Mobility Aids or Devices

Some students who are ambulatory and use devices such as walkers or crutches may use the wheelchair lift to enter or leave a school bus. Others may be capable of getting out of a wheelchair and sitting in a bus seat while the wheelchair is secured in the bus.

These students may tell transportation personnel if they want or need assistance and how best to assist. Transportation personnel should

- ask if help is needed or wanted
- let the student or parent/guardian explain how to help
- stay close by and be ready to assist if the circumstances warrant
- load the ambulatory student by using the lift, if appropriate
- secure walkers and other aids (if any) before proceeding to the next stop

Emergency Evacuation for Students Who Use a Wheelchair

The method of evacuation should follow school board bus evacuation procedures. In situations where the vehicle must be evacuated, the driver should ensure that the transmission is in neutral and the parking brake is applied.

In preparation for dealing with a life-threatening situation on a bus, transportation personnel should

- consider the student as the priority and the wheelchair as expendable
- discuss with parents/guardians how to lift the child from the wheelchair without causing him or her physical harm
- practise removing the students as quickly as possible, using all available doors or emergency exits and following approved bus evacuation procedures

Section 4: Bus Standards for the Transportation of Students with Special Needs

School Bus

School buses that have been constructed for the transportation of students with physical disabilities must meet the requirements of the Canadian Motor Vehicle Safety Regulations; the Canadian Standards Association Standard D409 (as amended); the Canadian Standards Association Standard D250 (as amended), the School Bus Construction Standards; and all other provincial regulatory requirements.

Occupant Restraint Systems

In the event that the program planning team recommends that a restraint/harness is required for a student to travel on a school bus, the use of such devices must follow the manufacturer's instructions. Typically, these devices are prescribed by a physician or an occupational therapist.

Support Equipment and Accessories

Every vehicle that is set up to accommodate wheelchairs or other assistive or restraint devices that use belts must contain at least one belt cutter, properly secured in a location within reach of the driver while she or he is belted into the driver's seat. The belt cutter must be durable and designed to eliminate the possibility of the operator or others being cut during its use.

Special equipment or supplies that are used on the vehicle for mobility assistance, health support, or safety purposes must meet all local, federal, and engineering standards that may apply, including proper identification.

Support equipment and accessories include but are not limited to

- wheelchairs and other mobile seating devices
- crutches, walkers, canes, and other ambulatory devices
- assistive technology or augmentative communication devices, etc.
- medical support equipment (This may include respiratory devices such as ventilators or oxygen bottles, which should be no larger than 0.6m^3 [22 cu. ft.] for liquid oxygen or 1.1 m^3 [38 cu. ft.] for compressed gas. Tanks and valves should be located and positioned to protect them from direct sunlight, vehicle heater vents, or other heat sources. Other equipment may include intravenous and fluid drainage apparatus.)
- all portable equipment and special accessory items must be secured at a mounting location and be able to withstand a pulling force of five times their weight or be contained in an enclosed, latched compartment (The compartment must be able to withstand forces applied to its interior that are equal to five times the weight of its contents without failure to the compartment's integrity and securement to the bus. If standards cited elsewhere in this handbook provide specific requirements for the securement of a particular type of equipment—e.g., wheelchairs—the specific standard will prevail.)

Service Animals

Service animals are recognized as a valuable source of assistance for students with disabilities who are blind or visually impaired, deaf or hard of hearing, or physically challenged. Decisions regarding the use of service animals at school (including transportation) should be addressed and documented during the program planning process. Boards should have policies and procedures for the review of service animal certification, required immunizations, and the care of service animals while at school and a process of communicating to the parents/guardians of other students on the same route that a service animal is on the school bus. These procedures should include the seating arrangements and location of the animal, emergencies, evacuations, and other student needs, such as allergies, fears, etc. Providing an orientation to parents/guardians and students to address questions and concerns is recommended.

Appendix A:

Student Special Transportation Needs Form

[School]

[School Board Logo]

Student Special Transportation Needs

[PowerSchool Demographic Bloc] This will be automatically date stamped when the form is first saved on TIENET; the emergency numbers and approved alternate(s) will be populated by the system.

Student Profile

Name:	Sex:
Date of Birth:	Student ID Number:
Self-Identification Aboriginal:	Ancestry:
School:	Principal:
School Year:	Grade:
Parent(s)/Guardian(s):	Home Phone:
Emergency Contact:	Emergency Contact Phone:

[Photo]

The program planning team is asked to complete this form. Copies will be available to the board's Student Services Coordinator, the board's Coordinator of Transportation, and (when applicable) APSEA, according to board policy and procedure.

Reason for Request: Medical Requirement Accessibility Requirement Temporary Condition Other (specify)

Describe any special needs or serious health impairments that need accommodation in student transportation.
(Attach/link information from program planning, doctor, physiotherapist, or APSEA service plan.)

List any allergies or health protocol.

Describe symptoms and any medical procedures that may be necessary in an emergency.

Specialized Equipment:

List the equipment (e.g., boost seat, five-point harness, oxygen tank, step up to bus, wheelchair) required by the student.

Storage of Equipment Used by Student:

List the equipment (e.g., assistive technology, augmentative communication devices, oxygen, service animal, walker, wheelchair) that will accompany the student.

Behaviour Outcomes or Behaviour Management Strategies:

List any applicable outcome language for behaviour management during transportation.

Distribution:

<input type="checkbox"/> Transportation Coordinator	Date: <input type="text"/>
<input type="checkbox"/> Student Services Coordinator	Date: <input type="text"/>
<input type="checkbox"/> Itinerant Teacher for ASPEA (not APSEA)	Date: <input type="text"/>
<input type="checkbox"/> Principal	Date: <input type="text"/>
<input type="checkbox"/> Parent/Guardian	Date: <input type="text"/>
<input type="checkbox"/> Student Cumulative Record	Date: <input type="text"/>

Appendix B: Transportation Incident/Accident Sample Protocol

[School Board
Logo]

Transportation Incident/Accident Protocol

Protocol to follow in the event of an incident/accident:

1. Shut off engine and set ignition to "Accessory" to ensure two-way radio operation, or if using cellular phone, shut off engine and remove the keys from the ignition.
2. Assess students for injuries.
3. Call 911 when necessary to summon police, ambulance, and/or fire department.
4. Administer first aid as necessary.
5. Determine if evacuation of the bus is necessary, otherwise stay on the bus with the students.
If you make the decision to evacuate, consider the following:
 - low visibility due to weather or time of day conditions
 - distance in case of fire or explosion
 - keeping students together
 - any students with special transportation or mobility issues
 - hazardous materials
 - traffic hazards
6. Contact dispatcher or bus garage. Be prepared to provide the following information:
 - bus number
 - driver's name
 - location of incident/accident
 - if 911 was called
 - possible injuries
 - vehicle(s) involved
 - number of students on board
7. Ensure warning lights or reflectors are visual in the front and rear of the bus.
8. Assume authority at the collision scene until emergency services (EHS, fire department, or police and/or school board supervisory staff) arrive.
9. Discuss details of accidents with authorized personnel only.
10. Notify appropriate media if "late bus announcement" is required.
11. Submit a written report of the incident/accident to the manager/coordinator of transportation, or designate. A separate report may be required to be sent to the Student Insurance Plan, if a student or students have been injured.
12. Other (Ensure that all procedures specific to your school board are followed.)

Appendix C: Transportation Incident/Accident Sample Reporting Form

Transportation Incident/Accident Reporting Form

[School Board Logo]

Keep this form available in your vehicle, in case of an incident/accident, obtain and fill in all available information at the scene of the incident/accident. File this report to the Coordinator/Manager of Transportation as soon as possible.

Date of Accident: **YYMMDD** Time: ____ AM PM

Condition at time of incident: Daylight Dusk Dark Rain Snow Icy

Location of accident: _____

Purpose of trip: _____

Speed: _____ Direction: _____

Police File Number: _____ Police Officer Attending: _____ Charges: Yes No

Point of Impact (check ✓ for each vehicle)

School Board Vehicle:

Other Vehicle:

Front Rear

Front Rear

Left Front Right Front

Left Front Right Front

Left Rear Right Rear

Left Rear Right Rear

Left Side Right Side

Left Side Right Side

School Board Vehicle:

Other Vehicle:

Make: _____

Make: _____

Licence Plate: _____

Licence Plate: _____

Owner: _____

Owner: _____

Address: _____

Address: _____

Phone Number: _____

Phone Number: _____

Driver's Licence No.: _____

Driver's Licence No.: _____

Insurer: _____

Insurer: _____

Policy No.: _____

Policy No.: _____

APPENDIX C: TRANSPORTATION INCIDENT/ACCIDENT SAMPLE REPORTING FORM

Witnesses

Name: _____

Address: _____

Phone No.: _____

Description of incident/accident (include diagram if appropriate):

Name: _____

Address: _____

Phone No.: _____

Description of incident/accident (include diagram if appropriate):

Name: _____

Address: _____

Phone No.: _____

Description of incident/accident (include diagram if appropriate):

Name of person completing the report: _____

Signature: _____ Date: _____

