



TRANSPORTATION

STANDARDS OF PERFORMANCE

2012 - 2013

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Standards of Performance

1. Preamble

Student Transportation of Eastern Ontario (STEO) has prepared the Standards of Performance in the interest of safety, comfort and efficiency.

2. Purpose

In establishing Standards of Performance for operators, STEO hopes to ensure that safety, comfort and efficiency are maintained at an optimum level. The rating system will assist in determining if Standards of Performance are being maintained. By establishing these Standards and clearly defining the roles and responsibilities of operators and drivers, it is anticipated that improved service will result from a better understanding of system needs by all stake holders. This document will be used to establish a rating for each operator. STEO will communicate the outcome of the rating to the operator prior to June 30th annually.

Ratings are as follows:

1. **Excellent:** Operator has achieved the highest quality of service.
2. **Good:** Operator has provided above average quality service.
3. **Satisfactory:** Operator has demonstrated sufficient commitment to quality service.
4. **Needs Improvement:** Operator is providing inadequate service in the performance of his/her duties. Board and operator will work towards an equitable solution to meet standards.

Operators will be recognized for their contributions or participation in various programs, example Inclement Weather captains, Emergency School Evacuation captains, Train-the-Trainer, participation in workshops, etc. This recognition will be reflected in the Operator Ratings.

3. Operators and Drivers Responsibilities

All suppliers of transportation services to STEO shall meet in all respects the requirements of the Highway Traffic Act and the regulations set out by STEO and the Boards.

A. Operators Responsibilities:

- a) Be available while school vehicles are transporting students to respond to inquiries, emergencies etc. from schools, parents/guardians, the Boards and STEO.
- b) Be responsible for the performance of the contractual obligations.
- c) Be expected to co-operate fully with school and Board officials, and STEO staff.
- d) Report immediately all accidents/incidents involving school vehicles or students to the police, and STEO by telephone. A written report must be filed with STEO within 24 hours.

At the request and to the satisfaction of STEO, you are expected to conduct a proper and thorough investigation of any accidents, incidents or allegations.

- e) Contact STEO for direction and/or assistance for serious behavioral incidents involving the immediate safety of students on the school vehicle.
- f) Furnish accurate, legible and complete route information including proof of insurance, vehicle registration and confirmation of Ministry compliance regarding vehicle inspections, as specified by STEO by October 31st.

STEO TRACS requirements: Operators are to access the TRACS Carrier Resource Center on a daily basis for any updates and using the editing features on the query screens – “Search Bus Number/Route”, “Search by School” or “Search by Name” - to update and notify the route planner of any changes to the route sheets. The route STAT sheets are accessed through the TRACS Carrier Resource Center. Monthly invoicing is done through the TRACS Invoicing Resource Centre.

- g) Assist STEO in maintaining accurate data on the transportation of students.
- h) Ensure that **no students** are transported unless approved by STEO, except in emergency situations then the rider must be approved by the school. No parent/guardian or any student over the age of twenty-one may ride the school vehicle unless approved by STEO.
- i) Notify the school(s), parents/guardians and STEO, and coordinate if a school vehicle is more than twenty minutes late.

- j) Ensure reference checks are performed, a criminal record check (**Vulnerable Sector Screening** – which includes all records of *Criminal Code* (Canada) convictions; all pardoned sexual offences; all records of convictions under the *Controlled Drugs and Substances Act*, *Food and Drugs Act*, and the *Narcotic Control Act*; any Restraining Orders issued under the *Criminal Code (Canada)* or the *Family Law Act*; all outstanding warrants and charges) completed by a police authority and a driver abstract obtained, before hiring a driver. All criminal reference checks and driver abstracts are to be kept on file at the Company’s Transportation Facility within the School Boards’ jurisdiction, and all infractions must be reported to STEO. Driver abstracts must be completed annually.
- k) Ensure that each school vehicle:
- Meets standards specified in the Highway Traffic Act.
 - Be equipped with a 2-way radio or cellular communications system.
 - Be in good working order each day and clean (weather conditions permitting) both inside and out.
 - Has a route number displayed on the yellow school bus in three places - the front window of the vehicle, the window next to the front door ensuring that the driver’s view is not obstructed in anyway and the back of the bus.
- l) Ensure that you have on file at your business location a copy of your driver(s) valid school vehicle license and proof of First Aid and CPR certification. Ensure that you have a tracking mechanism in place to monitor expired driver’s licenses/certifications.
- m) Complete an annual in-vehicle road evaluation and written review for each driver. This will include the results of the ride along/road evaluation. A copy of the completed form must be kept on file at the operator’s location.
- n) Provide training sessions for drivers (e.g. school vehicle evacuation, the use of an EpiPen for students with life-threatening allergies, etc.). Drivers must be trained in the use of epi-pen before they are assigned to a route. Re-training must be completed annually.
- o) Ensure all drivers follow safe driving procedures and have completed a defensive driving course.
- p) Ensure that each driver(s) and replacement driver(s):
- Sign off that they (includes any monitors on the vehicle) have read and understood STEO and Board policies, procedures, regulations and guidelines for student transportation.
 - Comply with all STEO policies, procedures, regulations and guidelines for student transportation.
 - Complete the daily logbook in accordance with the Highway Traffic Act.
 - Attend safety functions and school vehicle seminars offered by STEO or Board representative or employer.
 - Do not change vehicle routes or stops unless approved by STEO; the exception would be the use of the “Request for Emergency Bus Seat” form.
 - Report any dangerous situations such as unsafe stops, difficult turn-around, detours etc. to their operator.
 - Be provided with a current route report.
 - Tests drive their route prior to the start of the school year or prior to driving a new route. Report any issues to STEO.

- Obtain their First Aid and CPR certification prior to being assigned to a route.
 - If a student requires the use of crutches or has a leg cast that could cause a safety issue/concern, STEO is to be notified and alternate transportation arrangements may be made.
- q) Make reasonable attempts to notify all new registered students and students whose routes have been adjusted with respect to their pickup and drop off times and locations.
 - r) In the event that no responsible caregiver is at the stop of a Junior or Senior Kindergarten student or in a special situation approved by STEO, school and operator, shall:
 - return the child(ren) to the school if contact with the parent/guardian has not been made;
 - if no one is available at the school to receive the child(ren), the driver and/or operator will contact the local authorities.
 - s) All “Life Threatening Medical Alert” forms should be kept in a binder or folder and located close to the driver’s station on the school vehicle. These forms must be kept confidential and visible by the driver only. The operator must also keep a copy on file in a secure and confidential location. The forms must be removed from the vehicle at the end of the work day.
 - t) Anytime a school vehicle run is cancelled due to weather or road conditions the school, affected families, and STEO must be notified. If a school vehicle cannot go down a hazardous road in the morning the students must be called; when the school vehicle arrives at the school, staff must be advised of the roads missed and the names of the students not picked up. In the afternoon all students must be returned home. If a driver sees that a road is still hazardous in the afternoon he/she is to contact their supervisor and wait for instructions.
 - u) Review the “Rules and Regulations for Specialized Transportation” (see Appendix G) document with all drivers assigned to vehicles with student transportation disabilities and all drivers who operate vans, cars and wheelchair vehicles.
 - v) Advise STEO when you or any of your staff conduct a vehicle ride along.
 - w) Eating and drinking is not allowed on the school vehicle at anytime to protect students/driver that might be anaphylactic.
 - x) All anaphylactic incidents must be reported to school administration and STEO.
 - y) Ensure that you and/or your employees conduct all communications with the public, STEO staff, Board staff, parents and students in a positive and professional manner.
 - z) If another Board has requested a driver be removed from their route, before that individual is permitted to drive for another Board, STEO must be advised of the reason for removal and approval by STEO’s GM/CAO is required.
 - aa) When a permanent change of driver is made to a route, the operator must notify STEO’s Office Administrator of the change. The STATS on the TRACS Carrier Resource Centre screen must be updated with this new information.
 - bb) Ensure that you have read, completed and signed the “Agreement for the Use and Non Disclosure of Personal and Confidential Information” (see Appendix D). The completed form must be returned to STEO.

- cc) Ensure that your drivers have read, completed and signed the “Agreement for the Use and Non Disclosure of Personal and Confidential Information” (see Appendix E). This completed form is to be filed in the Employee’s file at your office.
- dd) Ensure that your drivers have completed and signed the “Annual Offence Declaration Form” prior to the start of the school year (see Appendix F). This completed form is to be filed in the Employee file at your office.
- ee) It is required that all drivers over 65 years of age attend an annual refresher course conducted by the operator. This refresher should include:
1. Pre-trip inspection
 2. On road evaluation demonstrate driving abilities including highway, rural and urban driving.
 3. Student pickup/drop off procedure.
 4. Student loading/unloading procedure.
 5. Railway crossing.
 6. Emergency procedures.
 7. Turns, backing, intersections and proper start up and shut down procedures.
 8. Student behaviour management.
 9. Road evaluation/ride along.

B. Drivers Responsibilities:

- a) Make a thorough circle check, prior to first student pick-up, of the school vehicle each day, and complete the driver's daily logbook.
- b) Adhere to school vehicle accident procedures.
- c) Ensure that the ignition is turned off and the key is removed when the driver is required to leave the school vehicle.
- d) Abide by the Highway Traffic Act to ensure that the rules of the road are followed.
- e) Be considerate and courteous to other motorists, pedestrians, parents, students and all school staff.
- f) Report license status to the operator as well as maintain proper class of license.
- g) Report potentially dangerous situations such as unsafe stops, difficult turn-arounds, detours, etc. to the operator immediately for consideration by STEO.
- h) If a student requires the use of crutches or has a leg cast that could cause a safety issue/concern, your immediate supervisor is to be notified. STEO will be notified and alternate transportation arrangements may be made.
- i) Stop the school vehicle on the traveled portion of the roadway when picking up or discharging passengers.
- j) Ensure that the passenger door is closed at all times and students are seated while the school vehicle is in motion.
- k) Check the school vehicle upon arrival at school and immediately after the last drop-off, as soon as it may be done safely, to ensure all students have disembarked, check for any objects left on the vehicle by students and for any damage caused to the vehicle.
- l) Ensure that the school vehicle be kept clean, inside and out, at all times.
- m) Must maintain a clean, neat and professional appearance while transporting students for STEO. Inappropriate attire includes halter tops, short shorts, bathing suits, midriff tops, muscle shirts, t-shirts with offensive slogans or pictures, see-through or mesh clothing, ragged, torn or dirty clothing. Costumes at Halloween or Christmas are permitted as long as they do not interfere with the driver's ability to drive, example handling of the steering wheel, braking or obstructing his/her vision.
- n) Remain on the school vehicle while students are on board.
- o) Maintain good order and conduct of students in accordance with the "Transportation Information and Guidelines for Students and Parents" handbook.
- p) Provide direction to students in regards to safe school vehicle riding rules.
- q) Ensure that pickup and drop off of students occurs at their designated stops. Any changes to the stops must be reported to STEO for approval.

- r) Ensure that there is a responsible caregiver at the designated stop when dropping off Junior and Senior Kindergarten students. In the event that no responsible caregiver is at the stop, the driver is instructed to:
 - contact the dispatcher who will attempt to contact the school, parent/guardian and/or STEO.
 - continue on his/her run with the student(s) when notified by dispatch that no parent/guardian is available.
 - follow instructions of dispatch when no one is available at the school to receive the child.
- s) Submit a completed school vehicle misconduct report to the school principal if a student fails to follow safe riding practices.
- t) Follow any other rules or procedures that the operator requires.
- u) Ensure that you have read and understood STEO's policies, procedures, regulations and guidelines for student transportation.
- v) Operate a vehicle free of any impairment due to alcohol, drugs etc.
- w) No smoking on the school vehicle or school property.
- x) All "Life Threatening Medical Alert" forms should be kept in a binder or folder and located close to the driver's station on the school vehicle. These forms must be kept confidential and visible by the driver only. The forms must be removed from the vehicle at the end of the work day.
- y) Discretion should be used as to the type of music/radio station that is played while transporting students; it should be appropriate for all age groups.
- z) Drivers must review the "Rules and Regulations for Specialized Transportation" document (see Appendix G) prior to transporting students with transportation disabilities.
- aa) Eating and drinking is not allowed on the school vehicle at any time to protect students/driver that might be anaphylactic.
- bb) All anaphylactic incidents must be reported to the school administration, operator and STEO.
- cc) Ensure that you conduct all communications with the public, STEO staff, Board staff, parents and students in a positive and professional manner.
- dd) Due to environmental concerns and issues, drivers should turn off the engines while loading students at the school - exceptions very cold winter days.
- ee) Test drive your route prior to the start of school and report any issues (for example: stops too close, unsafe stops, pickup times, etc.) to your supervisor.
- ff) Ensure that you have read, completed and signed the "Agreement for the Use and Non Disclosure of Personal and Confidential Information" (see Appendix E). Return the completed form back to your Employer for filing in your Employee file.

- gg) Ensure that you have completed and signed the “Annual Offence Declaration Form” prior to the start of the school year (see Appendix F). Return the completed form back to your Employer for filing in your Employee file.
- hh) Ensure that when seat belts are required the students are buckled in and the seat belt is properly fastened at all times.

C. Drivers Shall Not:

- a) Suspend a student’s riding privileges or administer any form of corporal punishment.
- b) Smoke in the vehicle or on school property at any time.
- c) Operate a vehicle under the influence of alcohol, drugs or while emotionally disturbed or upset.
- d) Add fuel while students are on board.
- e) Have pre-school children in the school vehicle while-performing their duties unless permission from the operator is granted. STEO must be advised and approval granted.
- f) Use obscene language.
- g) Transport unauthorized passengers.
- h) Change the routes or stops unless authorized by the operator.
- i) Wear headphones on the school vehicle.
- j) Use cell phone and/or send-receive text messages while the school vehicle is in motion.
- k) Solicit students, parents/guardians with petitions pertaining to anything to do with transportation of students.
- l) Discuss the availability of school vehicle seats/unauthorized transportation arrangements with parents or students. All inquiries should be directed to STEO.

4. Principal's Responsibilities

Whereas the regulations state that “Every pupil is responsible to the Principal for his/her conduct while traveling on a school vehicle”, the responsibility of the Principal as to the conduct of the pupils begins when the child steps on the school vehicle and ceases when the child gets off the school vehicle at the end of the school day.

- a) Communicate with the drivers and operators on a regular basis to review processes and to ensure effective communication with parents/guardians and students. Review discipline process, assigned seating, needs of physical, emotional and intellectual students.
- b) Provide student data to STEO clearly identifying pickup and drop off addresses.
- c) Should a variance to pickup/drop off address change because of an emergency situation, the “Request for Emergency Bus Seat” form must be completed and submitted to the driver, operator and STEO.
- d) Inform the operator and STEO of pupils who require special attention while riding on the school vehicle, because of physical, emotional or intellectual problems. Review the exceptionalities of the pupil with the driver and outline any special precautions required while the pupil is on route.
- e) Contact STEO if a student being transported, via a school vehicle, requires crutches or leg casts, as alternate transportation arrangements may be made to ensure student safety.
- f) Report to the operator and/or STEO any problems with routes, arrival and departure times, pupil safety, loading/unloading zones, or any concerns of any description related to transportation.
- g) Advise Maintenance Department of any dangerous conditions in the school vehicle loading zones, such as ice and snow banks.
- h) Establish and supervise the school vehicle loading/unloading areas at the school.
- i) Be responsible for his/her pupils while they are on the school vehicle. The school vehicle is considered to be an extension of the classroom.
- j) Ensure that current copies of the “Transportation Information and Guidelines for Students and Parents” booklets are distributed to all parents/guardians of students before September 30th of the school year.
- k) Investigate all reported disciplinary problems on the school vehicle. If two or more schools are involved the principal shall collaborate with the other schools’ administration to ensure consistency in the evaluation of the incident and imposition of appropriate consequences.
- l) Be familiar with the “Rules and Regulations for Specialized Transportation” document (see Appendix G).

- m) Discipline pupils for breaches of acceptable conduct in accordance with the following disciplinary actions:

Riding on a school vehicle is a privilege, not a right. Improper conduct shall result in the withdrawal of this privilege.

FIRST INCIDENT: Driver reports student to the principal in writing, stating the concerns or issues as per the incident report form. Principal discusses the issue with the student and communicates with parents/guardians. Major incidents may result in immediate withdrawal of school vehicle privileges.

SECOND INCIDENT: Driver reports student to the principal in writing, stating the reasons. Principal shall withdraw student's transportation privileges up to three (3) days. Principal communicates with parents/guardians.

FURTHER INCIDENTS: Driver reports student to the principal in writing, stating the reasons. Principal shall remove school vehicle privileges for a period of time not to exceed five (5) days. The principal will notify the School Superintendent and the parents/guardians.

MAJOR INCIDENTS OR REPEATED INCIDENTS (ONGOING) Driver reports student to the principal in writing, stating the reasons. The student shall have transportation privileges withdrawn for an extended period of time (up to the balance of the school year). This will be determined in consultation with the School Superintendent and STEO's GM/CAO. Principal communicates with parents/guardians.

- n) Inform the operator and the parents/guardians as soon as possible after a school vehicle suspension has been imposed.
- o) Offer school vehicle evacuation programs to all students by the end of October of the school year.
- p) Ensure that school events/activities do not delay school vehicle departures at the end of the day.
- q) Be aware of the school vehicle accident procedures.
- r) Make every attempt to follow the school vehicle accident procedures, in the event of a school vehicle accident/injury, as set out in Appendix A.
- s) Inform the operator of any subsequent injuries resulting from a previously reported accident/incident in or around the school vehicle.

- t) Be aware of the guidelines regarding the use of video cameras on school vehicle, as per Appendix B.
- u) Ensure that students ride to and from school on their designated routes as per Board Policy.
- v) Inform parents/guardians of the Inclement Weather Procedures set out by the STEO and the Board.
- w) Ensure field trip transportation is properly supervised.
- x) Make arrangements with operators before allowing students to bring articles on a school vehicle as per Appendix C.

5. STEO's Responsibilities

STEO oversees the contracted transportation of students to and from schools as set out by the Boards and Ministry of Education as follows:

- a) Coordinate, maintain and communicate with the cooperation of operators and schools, all school vehicle routes to meet the transportation requirements of the Board.
- b) Provide operators and schools with route data identifying students, stop locations and schools serviced.
- c) Determine the replacement, cancellation, modification or addition of school vehicle routes.
- d) Provide operators with a contract prior to school start up.
- e) Update and distribute to schools and operators the "Transportation Information and Guidelines for Students and Parents" booklet prior to school start up.
- f) Coordinate "School Vehicle Evacuation" programs with schools and operators before October 31st of the school year.
- g) Coordinate with operators and schools the "First Time Riders" program.
- h) Coordinate with schools and operators student transportation programs as required.
- i) Update and circulate student transportation procedures to schools and operators as required.
- j) Update and circulate the Inclement Weather procedure by October 31st of the school year.
- k) Provide the operators each August with requirements for statistical information requested by STEO.
- l) Ensure that transportation information is available to new parents/guardians of a school.
- m) Provide operators with school vehicle misconduct reports as required.
- n) Provide assistance regarding the safety of school vehicle loading and unloading zones at the request of school principals.
- o) If a camera is being requested for use on a route shared with another Board other than the CDSBEO or UCDSB, then STEO ***must be advised*** and ***written permission received*** before using the camera.

SCHOOL VEHICLE ACCIDENT PROCEDURES

A school vehicle accident is a most serious event and requires immediate action on the part of the driver, operator, school and administration. Every attempt will be made in cooperation with the operator, school and STEO to contact the parents/guardians of the students on the school vehicle when an accident occurs.

Listed below are guidelines to assist you. Actions taken will depend on the severity of the accident.

In the event of a school vehicle accident/injury the **driver** shall:

- evacuate the vehicle only if necessary, otherwise no students are to get off the school vehicle;
- ensure the safety of all pupils;
- contact dispatch immediately and advise the operator of the accident, its location and the status of passengers;
- offer immediate assistance to injured students;
- ensure that each student is accounted for;
- immediately set-out warning flares or reflectors, if necessary;
- co-operate with the police in their investigation into the cause of the accident;
- complete and submit a written accident report to the operator;
- do not comment or speak to anyone else regarding the accident.

In the event of a school vehicle accident/injury the **operator/dispatcher** shall:

- ask the following questions to the driver:
 - location of accident?
 - are there passengers on board?
 - are there any injuries?
- contact police, ambulance and hospital, if required;
- advise STEO Operations Manager and the Principal(s) immediately, and supply all known details of the accident/injury;
- go to the scene of the accident to investigate ensuring dispatch remains covered;
- dispatch another vehicle to the scene if necessary;
- submit an accident report to STEO within 24 hours followed by a copy of the police report as soon as possible;
- if required, assist the school and STEO to contact the parents/guardians of the students on the school vehicle when an accident occurs.

In the event of a school vehicle accident/injury the **Principal** shall make every attempt to:

- notify the parents/guardians immediately of pupils with major injuries;
- notify the parents/guardians of pupils with minor injuries;
- notify the parents/guardians of pupils and advise parents/guardians of potential undetected injuries;
- report accident information to O.S.B.I.E., if required.

In the event of a school vehicle accident/injury **STEO's Operations Manager** shall:

- investigate the accident;
- communicate with STEO and Board Senior Administration and school official(s);
- complete an accident report for STEO and Board Senior Administration;
- Notify support staff, if necessary.

In the event of a school vehicle accident/injury STEO's GM/CAO shall:

- coordinate the release of school vehicle accident information to the media, if required;
- coordinate the release of school vehicle accident information to all stake holders such as School Boards, Operators, STEO employees, STEO Board of Directors and other parties i.e. lawyers, OSBIE, etc.

VIDEO CAMERAS ON SCHOOL VEHICLES

GUIDELINES:

1. No video camera will be used in a school vehicle unless written approval is issued to the operator by STEO.
2. Use of the safety camera in no way supersedes the current disciplinary procedures for school vehicles; however, it may be used to aid in the determination of an offender's behaviour.
3. Other uses of the video tape:
 - To promote good behaviour.
 - Aid in driver training.
 - Assist in promoting good driver/student relationships.
4. Viewing is to be done **ONLY** by the Principal or designate, the operator and STEO.
5. No video media can be used for general viewing.
6. Normally video media will be held no longer than three (3) school days, unless just cause warrants longer storage. This means that they are to be recorded over or destroyed/erased.
7. Black boxes will be installed in "Chrome Yellow" school bus vehicles, in cases where the School Principal, operator or STEO feel it necessary. Principals **must** be made aware that a camera is in use on a route serving their school.
8. All video media are to be held **only by authorized personnel**.
9. No other use of video media is permitted without the approval of the Principal and STEO.
10. If the camera is being requested for use on a route shared with another Board, then that Board **must be advised** and **written permission received** before using the camera.

TRANSPORTING ARTICLES ON A SCHOOL VEHICLE

In the interest of safety, only certain equipment is allowed on scheduled school vehicles:

1. Skates, sports balls and roller blades must be carried in a sports bag.
2. Sports bags must be kept on the floor at the student's feet.
3. Music equipment must be transported in a case and should be kept on the student's lap whenever possible.
4. Special arrangements must be made in advance between principal (or designate) and operator to transport skis, poles, skate boards, hockey equipment, animals and program related items such as large musical instruments.
5. Dangerous objects are not permitted on the school vehicle.
6. In case of dispute, the final decision as to what may or may not be transported rests with the operator.



Bus Company Agreement for the Use and Non-Disclosure of Personal and Confidential Information

STEO, the Catholic District School Board of Eastern Ontario and the Upper Canada District School Board (hereinafter the Boards) are governed by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R.S.O. 1990, C.56. The Act provides a balance between access to information and the protection of the individual's privacy. In addition to MFIPPA, the Boards also have obligations under the Personal Information Protection and Electronic Documents Act with regards to the collection, use and disclosure of personal information.

For this purpose, we are requesting that you sign this "Agreement for the Use and Non-Disclosure of Personal and Confidential Information" form.

Pursuant to the Municipal Freedom of Information and Protection of Privacy Act RSO 1990, C.M.56, and the Personal Information Protection and Electronic Documents Act, I/we the undersigned

(Individual's Name or Company Name (hereinafter the Operator))

agree that it will not use the Boards' student information including **student name, class/grade, photo image, medical notes, 911 address and mailing address** for any purposes other than those directly related to the transportation of students. The specific use of this information shall be for route planning and a student's health and safety in an emergency situation. The Operator agrees that it will only use and disclose the personal information identified for the purpose specified above and will otherwise comply with all applicable privacy legislation. If the relationship between the Boards and the Operator should end for any reason or at the expiry of the service agreement between the Boards and Operator, the Operator will return or destroy all student personal information in its custody as soon as reasonable possible.

Signature: _____

Title: _____

Name of Company: _____

Full Address: _____

Telephone Number: _____ Fax Number: _____

Dated at _____ on the ____ day of _____, 20__.

Signature: _____ Title: STEO GM/CAO

Note: Return this completed form to STEO's Office Administrator.



**Vehicle Driver Agreement for the
Use and Non-Disclosure of Personal and Confidential Information**

As an employee of _____, you will be privileged to sensitive information. This might include personal information and/or medical information of the students that we transport (i.e. student's name, class/grade, photo image, medical notes, 911 address, mailing address, etc.). Any information that you do receive that is of this nature must be held in the strictest confidentiality. A breach of confidentiality could result in a suspension of employment.

I the undersigned agree to the above Agreement for the Use and Non-Disclosure of Personal and Confidential Information.

Signature: _____ Date: _____

Note: Return this completed form to your Employer to be filed in your Employee file.

TSP140 Revised June 20, 2012



Annual Offence Declaration Form

Note: This form must be completed prior to September school start-up.

Name (Please Print):	
Date of Birth (D-M-Y):	
Bus Company:	
Position:	

I declare,

- I have **no** convictions under the *Criminal Code of Canada* up to and including the date of this declaration for which a pardon has not been issued or granted under the *Criminal Records Act (Canada)*.

OR

- I have been convicted of the following criminal offences under the *Criminal code of Canada* for which a pardon under Section 4.1 of the *Criminal Records Act (Canada)* has not been issued or granted to me.

List of Offences

1. A. Date: _____
 B. Court Location: _____
 C. Conviction: _____

2. A. Date: _____
 B. Court Location: _____
 C. Conviction: _____

3. A. Date: _____
 B. Court Location: _____
 C. Conviction: _____

(If necessary, please use separate page.)

I understand that any false declaration will result in STEO's GM/CAO determining an appropriate course of action through the adjudication process.

Dated at _____ on the ____ day of _____, 20__.

Name: _____ Signature: _____
(Please Print)

Note: Return this completed form to your Employer to be filed in your Employee file.

TSP138 Revised June 20, 2012

Rules and Regulations for Specialized Transportation Document



Appendix G

Rules & Regulations for Specialized Transportation

2012 - 2013

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1) Philosophy of Transportation Service

STEO, the Upper Canada District School Board and the Catholic Board of Eastern Ontario cover an area in excess of 12,000 square kilometres. Most exceptional pupils attend their neighbourhood schools. Some attend special programs in out-of-boundary schools. A few students attend Provincial or Demonstration schools.

Special Transportation

The first consideration for transportation of exceptional pupils is a regular school bus. Specialized vehicles (i.e. mini-buses, cars/vans, or wheelchair accessible vehicles) are provided when required. Given the wide dispersion of students, scheduling is a major concern. A special effort is made to plan schedules which benefit both the child and maximize transportation efficiencies.

Some students with special needs are eligible for special transportation:

- Students with physical disabilities which prevent them from accessing the regular school bus.
- Students who are placed in a system-designated class in a school other than their community school.
- Students identified with behavioural disorders, developmental disabilities or autism whose disabilities are of such severity that, for safety reasons, they are unable to walk to school or access the regular school bus.
- Students in care and/or treatment facilities outside their communities.
- Students attending Provincial and Demonstration schools.
- Students attending summer school who have physical disabilities which prevent them from accessing the regular school bus.

During STEO's peak periods (September and February) special transportation could take up to five working days to organize.

2) PURPOSE

This document is for instruction and information for the specialized transportation operator and drivers who operate all vehicles excluding regular yellow buses. Passenger safety and comfort are STEO's first priority. STEO is committed to the safe and efficient transportation of all students. To be effective, it is important that personnel have an awareness of the unique challenges faced by students with special needs. Our objective is to support the development of self-esteem, independence, self-discipline and responsibility in a climate of respect and caring.

If in doubt about the exact meaning of any part of this document, consult with your immediate supervisor or the operator can contact STEO.

Arrangements are made regularly for students with very high needs (i.e. medical, physical) or mental difficulties. These arrangements will be made in cooperation with STEO, Special Education Department, school principal or designate, family and operator.

Guiding Principles

- Drivers must have training that is necessary to transport a particular student which may include First Aid.
- All vehicles must be equipped with a two way radio or cell phone.
- Drivers must never give food or drink to a student, or allow students to consume food or drink in the vehicle.
- Never leave a passenger who is lost, confused or unable to communicate alone. Should this situation occur, notify your supervisor immediately and follow instructions.
- When arriving to pickup a student at home or at school and the student cannot be found the driver must contact dispatch immediately.
- With special needs students there may be a need for contact with someone at home or at school before the school vehicle or driver leaves the area.
- Car and vans will be required to have signage on the back stating "School Children being transported" and the company name on both sides of the vehicle. The **route number must be displayed on the vehicle, ensuring that the driver's vision is not obstructed.**
- All medical forms forwarded by the school, STEO or parent must be kept in a binder or folder and located close to the driver's station on the school vehicle. The medical forms must be kept confidential and visible by the driver only. The operator must also keep a copy on file in a secure and confidential location. All forms must be removed from the vehicle at the end of the work day.

Mandatory Requirements for Vehicles Transporting Special Needs Students

Item	Purpose
Call-in card with phone numbers and coins	To call for help.
Blunt end scissors or seat belt cutters	To cut seat belts or restraining straps.
Length of rope	For students to hold onto during evacuation.
Blanket or tarpaulin	To spread on ground in assembly area.
Skid cloth	To pull or slide student along school vehicle aisle to exit.
First Aid Kit	In case of injuries.
Blanket	To cover students if required.
Axe	Used to assist in evacuating the school vehicle if required.
Reflectors	To alert other motorists.
Misconduct Book	To report student misconduct to their school.
Log Book	To record daily vehicle inspections.

3) STUDENT/DRIVER RELATIONS

It takes a lot of care and understanding to work with high needs students. The work is very demanding, and it is also very rewarding in that you are both appreciated and respected by those whom you serve.

Developing proper attitudes, good communication skills and working together will provide a successful experience for all. At the beginning of the new school year or when new students are assigned to a route, operators are encouraged to schedule a meeting with the driver, and school principal to review and discuss transportation needs and risks of individual students.

A driver of special needs students will need to possess awareness of the students and their needs. Drivers must have extra patience, mental alertness, flexibility, resourcefulness, enthusiasm, emotional stability, personal warmth and understanding, be polite and courteous. A driver should be able to exercise mature judgement in relation to both the care of high needs students and the responsibilities of driving. Drivers of high needs students need to recognize that the students and their parents have placed a great deal of confidence in their abilities. **Greet the student with a smile.**

All drivers should know something about students with severe disabilities, as some of these students will not be able to communicate verbally with the driver. Communication is the driver's link with the students, the parents and the school. If this communication link is not maintained, the driver may have difficulty solving any problems that arise. The purpose is to acquire the special skills needed to know when there is a problem and what the problem is without being told verbally.

It is vital that the driver communicate regularly with the parents and school to ensure the needs of the children are met.

Discourage students from teasing one another, hitting or throwing anything at another student. Emotional stress may be an influencing factor in a passenger's comfort. Attempt to provide a secure transit environment in which the student feels relaxed. Special methods of imposing discipline:

- a) Set the rules.
- b) Be firm - but gentle.
- c) Be patient - but persistent.
- d) Always be consistent day after day.
- e) Report any unusual actions in detail to the principal or principal designate.

If belts/harness or tie-down systems are required, drivers must ensure students are strapped in the seat assigned to them on first entering the school vehicle, and it must remain fastened for the complete trip.

The Canadian Standards Association recommends that trays that have not been specifically designed for crash safety should be removed and secured separately; or if they are absolutely necessary for positioning of the student, secure the tray to the wheelchair and position it away from the student with energy absorbing padding placed between the tray and student (this second option does not prevent injury to other occupants of the bus).

When students are placed on the vehicle, if they are carrying any heavy articles such as a heavy school bag, take them and place them in a safe storage area.

Wheelchair unit, car or van pickups and drop offs should be made in front of the residence, so that students are not required to cross the street. Where applicable, ensure that each student is delivered into the care of a responsible adult both at the school and home. In the event that a responsible adult is not available, the driver shall radio his/her dispatch for instructions. Check your vehicle to ensure the student has not forgotten any personal items or equipment.

4) DISABILITY AWARENESS

In order for drivers to effectively carry out their responsibilities, they require a reasonable understanding of the various disabilities of the passengers.

The attitude of the driver will have a significant impact on the overall effectiveness and utilization of the specialized transportation service. It is important therefore that the driver have a sensitive and knowledgeable attitude toward students with disabilities, unbiased by possible misconceptions developed through stereotype images or plain ignorance of the facts. He/she should fully appreciate that a disability is not synonymous with illness, nor should he/she unconsciously equate one disability with a range of disabilities. The driver should be forthright, concerned, understanding and not condescending in communicating with and assisting passengers.

The following provides a brief description of exceptionalities and definitions of various disabilities and suggestions on how to deal with each.

BEHAVIOUR

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- a) An inability to build or to maintain interpersonal relationships;
- b) Excessive fears or anxieties;
- c) A tendency to compulsive reaction; or
- d) An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

PHYSICAL

Physical Disability

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or development level.

Blind and Low Vision

A condition of partial or total impairment of sight or vision that even with correction affects education performance adversely.

MULTIPLE

Multiple Exceptionalities

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments or disabilities.

LEARNING DISABILITIES

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

- a) Is not primarily the result of:
 - Impairment of vision;
 - Impairment of hearing;
 - Physical disability;
 - Developmental disability;
 - Primary emotional disturbance;
 - Cultural difference.
- b) Results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - Receptive language (listening, reading);
 - Language processing (thinking, conceptualizing, integrating);
 - Expressive language (talking, spelling, writing)
 - Mathematical computations.
- c) May be associated with one or more conditions diagnosed as:
 - A perceptual handicap;
 - A brain injury;
 - Minimal brain dysfunction;
 - Dyslexia;
 - Developmental aphasia.

A student with learning disabilities is one who has varied learning difficulties, but possesses at least average intelligence.

How to deal with learning disabled students:

- a) Speak slowly, firmly and clearly, but never with anger or impatience.
- b) Keep rules and limits for the student at a minimum. Keep them confined to the issues concerning proper conduct.
- c) Be patient, persistent and consistent. Progress at times may be slow.

Something to think about: If a student has a healthy body, but one that will not do what the he/she wants it to do - if the student has eyes that see but that do not see things the way other eyes see them - has ears that hear, but that have not learned to hear the way others do - the student cannot tell anyone what the difficulty is; it just seems to the student that he/she is always wrong. No one can see that the student is not like everyone else, so the student is expected to act like everyone else. These are the things that happen to the learning disabled student. This is the kind of behaviour you will have to understand if you are to help the student.

DEVELOPMENTALLY DELAYED

Developmental Disability

A severe learning disorder characterized by:

- a) An inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- b) An ability to profit from special education program that is designed to accommodate slow intellectual development.
- c) A limited potential for academic learning, independent social adjustment, and economic self-support.

Students with developmental disabilities may exhibit significant impairment of the general cognitive functioning. They experience severe delay in academic skills in all areas when compared to the skills of his/her chronologic peers. They also experience significant impairment of their adaptive functioning (i.e.: in age appropriate standards of personal independence).

How to deal with these students:

- a) These students take time to adapt. Reaction to a new situation may be very slow. Introduce yourself to the parents and student and show them the school vehicle. Explain the rules of behaviour on the school vehicle, and inform the parents about the schedule.
- b) Use of pictures to explain procedures and rules is helpful.
- c) Set your rules and limits early. These students become set in their behaviour. If certain behaviour is expected on the school vehicle, do not try to demand it half way through the year.
- d) Try to keep a calm, even disposition. These students are very sensitive to changes of feelings, moods, changes in weather, etc.
- e) Do not leave students alone on the school vehicle; they are very unpredictable in their behaviour.

BLIND AND LOW VISION

A condition of partial or total impairment of sight or vision that even with correction affects education performance adversely.

How to deal with these students:

- a) The driver will find that the student with visual impairments requires verbal cues as the best means of communicating. Remember, never leave this student alone, but let the student become as independent as possible in getting on and off the school vehicle.
- b) Consideration should be given to the visually impaired student when loading and unloading. The stop should be made as close as possible to the sidewalk and make them aware of how many steps they must climb especially if a different vehicle is used.
- c) When walking with a person who is blind/has low vision, let them take your arm if they wish.
- d) Do not hesitate to use words such as “see”, “look” or “read”. A person who is blind/has low vision will use the same vocabulary words as anyone else.
- e) Describe your surroundings.
- f) Give directions clearly and accurately. Pointing or using phrases as “over there” is of no assistance.
- g) Never distract a guide dog working with a person who is blind/has low vision. The guide dog is responsible for the person and your interference could jeopardize the person’s safety.
- h) Avoid the impulse to rush to the aid of a person who is blind/has low vision. If you are not sure if assistance is needed, ask what you can do to be of assistance.

DEAF AND HARD OF HEARING

An impairment characterized by deficits in language and speech development of a diminished or non existent auditory response to sound.

How to deal with these students:

- a) Be gentle though firm and consistent with rules; this student understands more than given credit for. Encourage the student to talk when asking for something. A young child will be very emotional until he/she learns to communicate.
- b) Look directly at the person while speaking.
- c) Speak slowly and clearly; but do not exaggerate and/or overemphasize words.
- d) Body language and facial expression are important factors in communication – try to use both.

- e) Try to maintain eye contact. Eye contact helps convey the feeling of direct communication. If an interpreter is present, continue to talk directly to the deaf person who can turn to the interpreter if the need arises.
- f) Try to re-phrase a thought rather than repeating the same words. If the person doesn't understand you, try to restate the sentence.
- g) Getting the message across is more important than the medium used – do not be embarrassed about communicating with paper and pencil.
- h) The use of pictures is helpful for communicating.

AUTISM SPECTIVE DISORDER

Autism

A neurological disorder that severely affects a child's

- Communication (verbal and non-verbal);
- Social interactions;
- Behaviour (range of interests and activities). (Reference: Wing & Gould 1979)

A student with autism spectrum disorder may also exhibit anxiety, sensory sensitivities and motor coordination difficulties.

Autistic Disorder

Autistic disorder has three major hallmarks: qualitative impairment in social interaction, qualitative impairment in communication, and restricted, repetitive and stereotypical patterns of behaviour, interests, and activities. Onset in delays is very early, prior to three years of age. (Reference: DSM IV, 1994)

Rett's Disorder

Rett's disorder is the only subtype of PDD which occurs exclusively in females. In this disorder, development seems normal through the first five months of life, followed by deceleration of head growth, loss of previously acquired purposeful hand skills with subsequent development of stereotyped hand movements, loss of social engagement, appearance of poorly coordinated gait or trunk movements, and severely impaired expressive and receptive language. (Reference: DSM-IV, 1994)

Childhood Disintegrative Disorder

Childhood Disintegrative Disorder is characterized by development that appears normal through the first two years of life. Following this, abnormalities develop in at least two of the following areas: social interaction, communication, and restricted, repetitive, stereotyped patterns of behaviour, interests, and activities. In addition, there is clinically significant loss of previously acquired skills (before age 10), in at least two of the following areas: expressive or receptive language, social skills or adaptive behaviour, bowel or bladder control, play and motor skills. (Reference: DSM-IV, 1994)

Asperger's Syndrome

Asperger's Syndrome is characterized by severe and sustained impairment in social interaction combined with restricted, repetitive and stereotyped patterns of behaviour, interests and activities. (Reference: DSM-IV, 1994)

This disorder differs from autism in that “few clinically significant delays in language or cognitive development are apparent and self-help and adaptive behaviours often appear normal.” (Reference: Rapoport & Ismond, 1996)

BEHAVIOURAL STUDENT

A behavioural student may be described as a person who could be:

- a) Very aggressive, loud, argumentative, very active or,
- b) Frequently sullen or quiet and withdrawn.

Behavioural disturbance is usually caused by inconsistency of controls placed on the student by adults. For example: the student may be allowed to do one thing one day and be severely punished the next day for performing the same act. He/she therefore becomes confused and acts out or withdraws.

How to deal with these students:

- a) Maintain a set of clear cut rules, and follow them to the letter. They want to know where they stand at all times. Remember once the student begins to act out he/she cannot stop themselves - you must stop him/her! Any deviation from the rules will only confuse the student and make him/her worse. Be firm, fair and consistent. Be resourceful in discipline areas. These students may have been acting this way for some time, and you will not change their behaviour overnight. With this in mind, it is hoped that drivers will have the patience to perform the job. Where possible, seek advice from the teacher or principal.

EPILEPTIC

There are many types of epilepsy. Some symptoms of epilepsy are sudden repeated attacks of dizziness, with severe abdominal pain, and lost or impaired consciousness. Only a qualified physician can diagnose the presence of epilepsy.

Types of Seizures:

- a) **Grand Mal:** During a Grand Mal seizure an individual loses consciousness, falls down, thrashes around, may bite his/her tongue and may lose control of his/her bladder or bowels. He/she feels no pain and rarely is in serious danger.

Convulsion: The individual cannot swallow his/her tongue and will not choke to death if, when his/her jerking stops, his/her face is turned to the side, so the tongue can drop into the cheek and the saliva can run from his/her mouth. The individual suffering from epilepsy will give the appearance of choking on his/her tongue while actually drowning in his/her own saliva.

- b) **Petit Mal:** During a Petit Mal attack an individual may stare blankly, stumble momentarily, drop an object, or act unconsciously for a few seconds. These seizures may occur many times a day. If you note a student acting in such a manner, do not brush it off as a "clumsy child" but keep an eye open to see if this is a pattern. As a driver, report to a parent or to the principal or school designate for further observation.
- c) **Psychomotor:** During a Psychomotor attack an individual's behaviour is inappropriate to the circumstances. While riding a school bus a student may blink his/her eyes open and shut for a few minutes, stop conversing and just sit smacking their lips or get up and perform useless motions. This behaviour rarely involves violence. A student does not remember what happens during a psychomotor seizure.

How to deal with these students:

- a) Stop your vehicle in a safe place, not in a traffic lane; call dispatch; **remain calm**. You cannot stop a seizure once it has started; the seizure must run its course.
- b) **DO NOT FORCE ANYTHING BETWEEN THE INDIVIDUAL'S TEETH.** More patients have received serious damage from broken pencils, tongue depressors, etc. from the old belief the epileptic would swallow their tongue if you did not open the mouth.
- c) Try to prevent the individual from striking his/her head or body against any hard or sharp object (roll up a coat for a cushion). Do not interfere with their movements. The muscles are very rigid and you can injure them very easily.
- d) Carefully observe the seizure. Check approximately how long in time and how severe the seizure was so this can be reported.
- e) When the individual stops jerking, **TURN THEIR FACE TO THE SIDE.** Loosen tight clothing.
- f) If the individual having a seizure stops breathing momentarily, **DO NOT PANIC**, this is just part of the seizure.
- g) Most seizures will last only 3 to 7 minutes. It will just seem longer.
- h) On very rare occasions, a person may pass from one seizure to another without regaining full consciousness. When this occurs, use your radio and call for emergency assistance.
- i) When the individual regains consciousness let him/her rest. **DO NOT** open windows. Treat the student for shock by maintaining normal body temperature.

Something to watch for and remember: quick flashes of light may set off a seizure. (Example: days when you have electrical storm, lightning, bright sunshine, flashes of sunlight through branches in a wooded area.)

Always remember that discipline will NOT trigger a seizure, however, it might trigger a temper tantrum. The epileptic student needs the same consistent rules and regulations as any other student for a safe and happy school vehicle ride.

Remember the rest of the students in your vehicle will pretty well reflect your feeling toward the epileptic student and his/her seizures. Remain calm. In a practical sort of way your own tranquillity and realistic acceptance of epilepsy will help others to overcome their uneasy feelings about seizures.

If a student takes any type of seizure it must be reported to the principal or his/her designate or parents.

PHYSICAL DISABILITY

A person with a physical disability requires special services in order to develop to their full potential. They may have cerebral palsy, polio, muscular dystrophy, heart condition, accident, spinal bifida, etc...

How to deal with these students:

- a) Be open minded. Take suggestions from parents regarding ways of moving a severely handicapped student. They live with the student's problems every day.
- b) Encourage independence in the student to become more self-reliant.
- c) If you have any questions in handling a physically handicapped student, ask for help from a qualified person at the school, or call the office.
- d) Report to the parent and or school any incident (bump or fall) the student may have received during transportation. Vomiting or nausea may occur after the student is home.

LANGUAGE IMPAIRMENT

A learning disorder characterized by impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors and which may:

- a) Involve one or more of the form, content and function of language in communication; and
- b) Include one or more of the following:
 - Language delay;
 - Dysfluency;
 - Voice and articulation development, which may or may not be organically or functionally based.

SPEECH IMPAIRMENT

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

5) TYPES OF WHEELCHAIRS AND OTHER ASSISTIVE DEVICES

Manual Wheelchair: This wheelchair has two large wheels in the rear and two smaller front wheels (called casters). Some manual wheelchairs have folding frames and some have rigid frames. Some individuals are able to propel their manual wheelchair by using his/her arms/feet to push/pull.

Standard Folding Wheelchair: This wheelchair has two large wheels in the rear and two smaller front wheels. Almost all wheelchairs will have a brake lever on each side, designed to lock the large wheels. Wheelchair brakes are not positive stopping devices. The brake lever may be out of adjustment, tires may be worn or, in the case of inflatable tires, tire pressure may be low. All of these factors contribute to brakes not holding well.

Tilt in Space Wheelchair: This type of wheelchair is for students who cannot sit in an upright position for long periods of time. The student can be tilted back but they stay in the seated position (hip to back angle stays the same).

Reclining Wheelchair: Some students will not be able to sit erect or, if they can, for only short periods of time. This type of person may be in a wheelchair with a high back that can be lowered partially or all the way to a level position. Footrests may also be adjustable so that the legs may be elevated to any position, up to horizontal.

For tilt in space and reclining wheelchairs you need to refer to the wheelchair manual for the recommended tilt or recline to be used during transport. CSA recommends a seat angle of 30° or less to the horizontal and a back angle of 30° or less to the vertical.

Power driven (battery operated) Wheelchair: The individual propels the wheelchair using a power control which may be activated by limb or chin movements.

- **Conventional model:** Due to mobility restrictions, some students may require the use of an electronically powered wheelchair. The wheelchair itself will resemble a standard wheelchair; however, it will have motors driving each of the large wheels. The motors are usually powered by a battery system. The wheelchair may be controlled by either buttons, a “joystick” type of lever, by mouth switches, or by head-activated switches. Some power wheelchairs may also be equipped with reclining backs and elevating leg rests. Power wheelchairs do not fold.
- **Scooters:** Another variation of the power wheelchair is an electrically powered three-wheel scooter, used by people who have very reduced walking endurance. This unit is front-wheel drive with steering by means of bicycle-type handlebars. These compact units will take up approximately the same amount of space as an open wheelchair.

BASIC FACTS ABOUT WHEELCHAIRS

Brakes: There is usually a separate brake for each side of the wheelchair. Some wheelchairs have an attendant brake and it is usually located at the back of the wheelchair near the floor. This locks both rear wheels. Brakes vary from wheelchair to wheelchair; some are pushed out and some pushed in to activate. They are all located on the large rear wheel toward the front of the wheelchair. The wheelchair should not be left unattended unless the brakes are engaged. Brakes should be secured when a person is moved in or out of the wheelchair. Almost all wheelchairs will have a brake lever on each side, designed to lock the large wheels. Wheelchair brakes are not positive stopping devices. The brake lever may be out of adjustment, tires may be worn or, in the case of inflatable tires, tire pressure may be low. All of these factors contribute to brakes not holding well.

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

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 chair should be held to lift it into a trunk.

Security Belts: 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 school vehicle seats. 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.

Seating Systems: Seating systems have many components that help position the student in the wheelchair. They have their own belts that are for positioning only, they are not safety straps for frontal vehicle impacts.

Tilting Rods: Most chairs 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 grasps the chair handles firmly and puts 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 arms. After the footrests are up, the chair can be closed by lifting up on the flexible seat.

Mobility Aids:

- Crutches
- Canes
- Walkers
- Braces

6) GENERAL RULES IN WHEELCHAIR HANDLING

Never leave a student who is lost, confused or unable to communicate alone. Should this situation occur, notify your supervisor immediately and follow instructions.

When arriving to pickup a student and they cannot be seen, every attempt must be made to find them, if the driver cannot find the student the operator should be contacted.

With special needs students there should be contact with someone at home or at school before the driver leaves the area.

- a) Make sure the occupant's arms are clear of the wheels and spokes and the feet are on the footrest. Approach from the front so the passenger knows you are there.
- b) Always inform the passenger before moving the wheelchair. Ensure the occupant's hands are clear of the wheels and spokes. Check for anything that could get caught in the wheels.
- c) In order to reduce the risk of injury to vehicle occupants, mobility-aid-mounted trays not specifically designed for crash safety should be removed and secured separately in the vehicle; or be secured to the mobility aid but positioned away from the occupant with energy-absorbing padding placed between the tray and the occupant.
- d) The rotation of a wheelchair's small front wheels can easily be stopped by any small obstacle (a stone or ridge in the sidewalk). Hitting such an obstacle can abruptly stop the chair, causing the occupant to pitch forward. On rough roads, it is easier to pull the chair across than to push.
- e) Operators must ensure that drivers are fully aware of proper methods for tipping wheelchairs at curbs, and moving chairs up and down ramps and hills.
- f) Tipping electric wheelchairs may result in spilling acid resulting in severe burns. Do not tip the chair more than a few inches unless the batteries have been removed.
- g) When attempting to lift a wheelchair, be sure to obtain a firm grip on the chair and not a removable component of the large wheels.
- h) Only the drivers should be assisting the wheelchair occupant in and out of the vehicle.
- i) On rough ground, pull the wheelchair by tipping it up and running on the big wheels (if possible), rather than pushing it.
 - Advise the student before tipping a wheelchair backwards.
 - Place your foot on the tipping lever at 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 back until it requires little or no effort to stabilize it. It will then be at its balance point and can be manoeuvred on its rear wheels quite easily.
 - Advise the student of the intention to return the wheelchair to the upright position; then simply reverse the procedure.
 - Keep your foot on the tipping lever until the front wheels are on the ground. The front wheels should be prevented from dropping the last few inches as this will jar the student or cause him/her to pitch forward out of the wheelchair.

- i) The circle check of the 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 equipment is on board.

In conducting a circle check of the lift, the operator must:

1. Open and secure the lift door.
2. Check that the lift light is on.
3. Unfold and lower the lift, checking for smooth operation.
4. Check the end gate on the lift to ensure that it locks and folds correctly.
5. Check the lift belt for security and serviceability.
6. Visually inspect the floor area around the lift for fluids leaks.
7. Raise the lift approximately 15 cm (6 in.) and check the lift end gate to ensure it has locked securely.
8. 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).
9. Fold the lift into its secured position and check securement of the entire assembly.
10. Check the hydraulic cylinders for leakage and security.

7) LIFT OPERATION

The parent or guardian, teacher or educational assistant can assist the student to and from the vehicle and when necessary assist the driver with the loading operation but should not operate the lift controls.

The actual loading and unloading should proceed as follows when powered platform types of lifts are employed:

- a) Park the vehicle where unobstructed access will be available, i.e. reasonably flat ground, clear of hydrants, signposts, trees, benches, curbs etc...
- b) The vehicle gear shift lever should be in park with emergency brakes on and hazards lights engaged.
- c) To prevent vehicle battery drain the engine should be idling when the lift is in use.
- d) Open and secure the doors and lower the lift until it just touches, and is level to the street surface. Beyond this point, it will begin to push against the weight of the vehicle, causing possible damage to the lift.
- e) Lower the end gate. The lift belt must always be used.
- f) Wheelchair passengers should place their hands and arms in their laps and wear a seat belt in order to avoid any possible injuries.

- g) Back the occupied wheelchair onto the lift, i.e. with the passenger facing the street. The driver should stand on the ground with a hand on the wheelchair beside the lift while raising and lowering the passenger. The driver must always be with the passenger. Make certain that the rear wheels, handgrips, or any extension at the rear of the chair are clear of the edge of the vehicle floor.
- h) Set the brakes on the wheelchair before raising or lowering the lift. The power switch on electric chairs should be off while the chair is on the lift. (Some solid-wheel type electric chairs do not have brakes). On these chairs, the drive mechanism, when engaged, acts as a brake.
- i) Raise the end gate. The lift belt must always be used.
- j) Advise the passenger that the lift is about to be activated.
- k) Operate the lift mechanism with one hand, holding the wheelchair with the other.
- l) Check that the lift platform is level with the vehicle floor.
- m) Release the brakes or disengage the drive mechanism in the case of some electric chairs.
- n) Pull the wheelchair into the vehicle from behind ensuring that you have adequate head clearance. When moving wheelchair passengers in or out of the vehicle, make sure there is adequate headroom. If necessary, ask the passengers to bend their neck. If the passenger cannot bend his neck then carefully tilt the chair.
- o) Locate the chair as required and secure it in such a manner that it cannot move in any direction. With a separate seat belt secure the passenger. Use all belts supplied. When loading or unloading, attempt to identify with the student and treat them with typical courtesy and dignity. Some may experience a certain level of anxiety in being moved in and out of the vehicle - anticipate this and give reassurance. Enquire what assistance is required and explain what procedure is going to be followed. Think about it from the student's perspective.

Be courteous and friendly, but avoid emotional involvement or favouritism with the students. Employ empathy - not sympathy.

Never load or unload a student with his/her feet facing the body of the vehicle. The person loading must also never face the body of the vehicle in order to have firm control over the wheelchair.

Never leave a passenger unattended on a lift.

No one other than the driver should be opening doors or activating the lifts.

WHEELCHAIR AND PASSENGER SECUREMENT IN VEHICLE

There are numerous types of wheelchair securement devices available for use in physically-disabled-passenger vehicles. It should suffice to say that the wheelchair drivers should be familiar with the application of all types of devices installed on vehicles.

Wheelchair brakes must be on in transit.

The power switch on electric chairs must be off and the drive mechanism engaged.

Few, if any, securement devices generally available will fit all wheelchairs. Wheelchairs with large pneumatic tires or four small wheels, electric wheelchairs are more difficult to secure. Nevertheless, no wheelchair passenger should be transported unless the chair is securely fastened in the vehicle. More and more wheelchairs have brackets attached, at the factory, at the correct securement location for the tie downs.

Provincial legislation requires that, where an occupant restraint assembly is provided, a passenger shall wear that assembly unless he/she holds a certificate signed by a legally qualified medical practitioner certifying that the person is unable for medical reasons to wear same. Provincial legislation requires the pelvic component of the occupant restraint should be used. The CSA standards recommend that both the pelvic component and upper torso component be used.

While a passenger over the age of sixteen years is legally responsible for wearing the occupant restraint assembly in a properly adjusted and securely fastened manner, the driver should acquire the habit of reminding the passengers and offering assistance as required.

Do not lean against or hang on someone's wheelchair. Bear in mind that people with disabilities treat their chairs as extensions of their bodies, as do people with guide dogs and help dogs. Never distract a work animal from their job without the owner's permission.

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

- Let the student know that he/she is going to be lifted.
- Be sure the wheel chair brakes are on.
- Establish a broad base of support, keeping feet apart, with one slightly ahead of the other.
- Make maximum use of a low centre of gravity.
- Use the leg muscles to lift and bend the knees.
- Get assistance, if necessary.

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 vehicle wall near the lift. The manual operation of the lift should be fully explained during a training program. The driver must ensure that they are familiar with these instructions at the time of receiving the vehicle. The driver must also be familiar with the pre-trip procedure to determine the safety of the lift assembly. If training or assistance is required, notify the transportation co-ordinator immediately.

The following diagram shows the proper tie down and chair placement procedure which is used by the Q'Straint System.

INSTRUCTIONS FOR THE USE OF THE "RESTRAINT" SYSTEM MANUFACTURED BY Q'STRAINT

"RESTRAINT" system refers to the standard Q-Straint, M-Series and QRT systems.

PRE-BOARDING RECOMMENDATIONS

- Inspect and prepare all your "RESTRAINT" system belts.
- Be sensitive to your passenger
- Be careful in handling the wheelchair
- Explain to your passenger what you are doing to make them feel comfortable with the process

- List of belts for each passenger and chair location:**
- 2 front wheelchair tie-downs
 - 2 rear wheelchair tie-downs
 - 1 upper torso belt occupant tie-down
 - 1 pelvic belt occupant tie-down

NOTE: Do not alter any of the "RESTRAINT" system belts or components. Do not interchange belts from one wheelchair position to another. Always keep belts together as a complete kit.

SECURING THE CHAIR

1. Position Wheelchair

Wheel the chair into a forward facing position centering the chair squarely on all four corners of the tie-down anchorage points. The front and rear belts, when fastened, should create angles approximately as shown in figure 1.

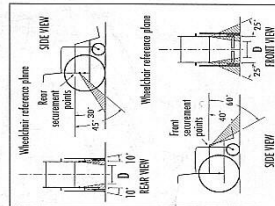


Figure 1
Preferred angle and location of tie-down straps from wheelchair securement points to vehicle anchor points. Front tie-downs should be angled out for lateral stability when possible.
D = 12" (305 mm)

Turn off power on electric chairs and release chair brakes.

2. Secure the Two Front Belts

Attach the front belts by connecting the chair hook to a solid frame member close to the chair back and cushion meet as shown in Figure 3.

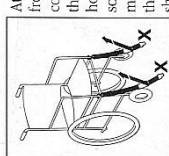


Figure 3
Attach rear belts by connecting the chair hook to a solid frame member close to the chair back and cushion meet as shown in Figure 3.

3. Secure the Two Rear Belts

Attach rear belts by connecting the chair hook to a solid frame member close to the chair back and cushion meet as shown in Figure 3. Attach the appropriate tie-down opposite end to the anchorage point. Belt angles for the rear belts should be maintained as shown in Figure 1.

If necessary, with the buckle open, pull the loose end of the belt until snug. While holding the loose end with one hand, close the lever of the clamp down until it locks and connect velcro tabs (if applicable) to keep excess belting off the floor as shown in Figure 3A. Check that the belts are tight and the chair is secure enough so that it does not have any movement back and forth... now apply the chair brake.

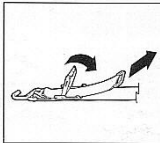


Figure 3A
secure enough so that it does not have any movement back and forth... now apply the chair brake.

NOTE: Front and rear belt tension is essential to firm securement of chair. Final tensioning in chair restraint system is provided by rear belt buckles.

SECURING THE PASSENGER

4. Attach the Occupant Tie-downs

Pass the loose ends of the pelvic belt around the occupant and downward toward the rear wheelchair tie-downs. Connect the loose ends of the pelvic belt to the appropriate connectors on the rear wheelchair tie-downs as shown in Figure 4.

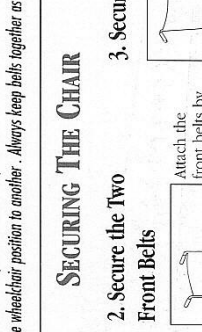


Figure 4
NOTE: Pelvic belt should pass between the gap in the side panels and the seat, or between the gap in the seat and the back rest. Make sure both sides of the pelvic belt are securely fastened.

5. Attach the Upper Torso Belt

If necessary, connect the upper torso belt to either the left or right pin of the pelvic belt (this depends on which side of the vehicle the chair is located - i.e. right hand pin if the chair is on the left side and left hand pin if the chair is on the right side.) as shown in Figure 5.

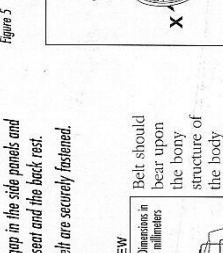


Figure 5
Pull adjustment snugly. (See Figure 5A). Upper torso belt should be adjusted as firmly as possible consistent with user comfort. Ensure that belt is not twisted.

NOTE: Upper torso belt should lie across the mid point of the shoulder and travel upward and rearward from that point to ensure that downward forces on the spine are avoided.

NOTE: Never situate the pelvic belt over the abdominal area or armrest as shown in Figure 4B.

NOTE: Front and rear belt tension is essential to firm securement of chair. Final tensioning in chair restraint system is provided by rear belt buckles.



Figure 4B
RESTRANTS SHOULD NOT BE HELD AWAY FROM BODY BY WHEELCHAIR COMPONENTS

WARNINGS:

- Occupant restraints should not be held away from the body by wheelchair components or parts such as the wheelchair armrests or wheels (see Figure 4B).
- Never rely on the chair's own lap belt unless it is Q-Straint approved or strength is confirmed.
- Make sure belts are kept clean and off the floor and stored in Wall Pouch.
- Make sure you use your own driver's seat belt.
- The "RESTRAINT" system should be used in accordance with these instructions.
- The "RESTRAINT" system has been dynamically tested with an ATD restrained by both pelvic (lap) and upper torso (shoulder) belts. Use of only a pelvic belt may compromise the safety of the passenger.

SAFETY FEATURES AND PRECAUTIONS OF THE SPECIAL TRANSIT FACILITY

The driver must be aware of the safety features and precautions built into the operation of the special transit facility:

- The lift will operate only if the park 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.
- The driver must not wear open-toed shoes.
- The driver must ensure that his or her feet are clear of the lift and the wheelchair wheels.
- Wheelchairs must always be positioned on the lift so that the passenger is facing outwards from the vehicle.
- The brakes on the wheelchair *must* always be applied while on the lift, or the power turned off on an electric wheelchair.
- Drivers must use caution when manoeuvring wheelchairs to ensure that they reduce the potential of personal injury or injury to passengers.
- Only qualified personnel are to operate the lift.

OXYGEN CYLINDERS

All respiratory related equipment must be securely mounted or fastened to a wheelchair, bus seat or bus floor during transit.

Compressed gas oxygen cylinders should be secured to prevent movement.

Liquid oxygen containers should be secured in an upright position to prevent leakage.

All oxygen containers should be secured in a location that would allow all passengers free access to and from emergency exits.

The student should be seated so that the oxygen is not in the proximity of any heater or motor.

8) AMBULATORY PASSENGERS

Never leave a student who is lost, confused or unable to communicate alone. Should this situation occur, notify your supervisor immediately and follow instructions.

When arriving to pickup a passenger and the student cannot be seen, every attempt must be made to find the student, if the driver cannot locate the student the operator should be contacted.

When transportation personnel are assisting students the following should be done:

- Ask if help is needed or wanted.
- Let the student or guardian explain how to help.
- Stay close by and be ready to assist if circumstances warrant.
- Secure walker and other aids, if any, before proceeding to the next stop.

Follow behind the ambulatory passenger when going up the steps and precede the passenger when alighting. Alternate your steps with those of the passenger. In this manner your feet will be firmly planted and you will be able to give maximum assistance and support while the passenger takes his steps.

If a lift and boarding chair process is employed the procedure would be as described under the heading Lift Operation.

If the lift is used without a boarding chair, the procedures are similar; however, as a replacement for maintaining contact with the chair, the passenger should be supported during the boarding and de-boarding process. Also careful attention should be given to the degree of head clearance in the doorway to avoid any possible accidents in this regard. When in the vehicle, the driver must ensure that ambulatory or walk on students are seated. However, it is highly recommended that a boarding chair be used, check with STEO for instructions.

9) VEHICLE OPERATION

Smooth operation of the vehicle is extremely important in transporting students with severe disabilities. Many disabled passengers have poor balance, slow reflexes and weak muscle control and are therefore especially vulnerable to sudden starts and stops. They may not be able to brace or protect themselves under aggravated situations which non-disabled individuals could accommodate. Braking and acceleration should be as slow and smooth as possible.

In traffic, a wide margin should be maintained between the specialized transportation and other vehicles. When stopping, the driver should stop well back from the vehicle in front; a guide to follow is to ensure you can see the preceding vehicle's rear tire.

A passenger's perception of the vehicle's speed must be such that he/she feels no anxiety or discomfort with regard to the possibility of sharp evasive actions or potential accidents.

The driver should consciously avoid sharp turns especially when turning left. The latter manoeuvre is a particular problem for passengers facing the wall with the service door due to pressure being applied to the wheelchair.

Strict obedience of traffic regulations and signs is self-evident and in the operation of his/her vehicle the driver should exercise full care to make his/her intention known to other drivers on the road by the proper and timely use of turn signal indicators.

In parking, the driver should select the most appropriate boarding/de-boarding location, preferably a relatively level area free of obstacles which might hinder entry or exit of passengers.

As a general point, the vehicle should be driven on the most even pavement surface in order to minimize bumpiness and provide the most comfortable ride. If possible, the driver should attempt to avoid pot holes and drainage grates.

It is also important that the driver exercise special care and take appropriate precautions in instances of rush hour traffic, during inclement weather conditions when road conditions become more hazardous and risk of accident potential increases.

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

10) RESPONSIBILITIES OF PARENT AND GUARDIAN

To provide a service which is safe, efficient and trouble free requires the close cooperation and understanding of everyone involved.

Parents can expect to:

- a) Know their child's specialized vehicle number and driver's name.
- b) Have their child ready for pick up at the same time each day in order that a regular pick-up time can be maintained. If the specialized vehicle is delayed all students will be late for school. If a student is regularly late it causes problems on the vehicle, the driver will make a report which will be given to the school principal.
- c) Realize that students must behave appropriately while on the specialized vehicle as per the "Transportation Information and Guidelines for Students and Parents" booklet.
- d) Assist the student from the place of residence to the vehicle and on return from school assist the student from the vehicle to the place of residence. When necessary, assist the driver as requested.
- e) Impress upon the student the need for good safety practices, including the use of the seat belt at all times when in the vehicle, and to remain in the seat that is assigned to them.
- f) Place names on articles that belong to a student, such as lunch boxes, hats, mittens, scarves etc. to avoid loss.
- g) Be aware of the procedures followed in cases of storms or emergencies and to make the appropriate arrangements for supervision, should the student be brought home earlier than normal.

Drivers are to inform the office if passengers are tardy in their punctuality or fail to call in when they are absent. STEO will then be notified.

11) SPECIAL EDUCATION ROUTE CHANGES

Changes are common occurrences on special needs routes. When a change alters the distance of time on a route an updated time and mileage must be submitted by the operator to STEO. This must be done immediately in order to expedite month end billing. Any change of address, of pick-up or drop-off points must be authorized by STEO.

12) ALLERGIES

The operator must provide Epi-Pen training for any new driver, or existing driver who may have a student with life threatening allergies assigned to their route. This training must take place before the student is transported. If a student starts to develop signs of physical distress the driver should check the emergency medical form pertaining to the student for any instructions. The driver must notify the dispatch immediately when a student shows signs of physical distress.

13) GENERAL EVACUATION PROCEDURES

Use **SIMPLE COMMANDS**, voice and hand.

Face the students and say **CALMLY**:

- a) "We are going to get off the vehicle."
- b) "I will tell you when it is your turn"
- c) "Take off your seat belt and stay in your seat."

Render necessary assistance.

REPEAT these simple commands often, some students tend to forget easily.

14) IF SCHOOL VEHICLE EVACUATION IS NECESSARY

To provide a service which is safe, efficient and trouble free requires the close cooperation and understanding of everyone involved.

- a) If possible, move the school vehicle out of traffic or away from hazards.
- b) Radio for assistance.
- c) Put the vehicle in the proper gear.
- d) Set the emergency brake.
- e) Turn off the engine.
- f) Engage hazard lights.
- g) Get your First Aid Kit and Evacuation Kit.
- h) Begin your Emergency Evacuation procedure.
- i) Determine which door to use for evacuation.

If both exits are operable, consider which is the safest in view of vehicle position, hazards, traffic and the capabilities of students on the vehicle.

- j) Remove the blanket and rope from the Emergency Kit (where applicable).

15) CAR SEAT EVACUATION

- a) If a student is mobile, remove them from the car seat and evacuate with ambulatory students. Non-ambulatory students should be left in their special apparatus.
- b) For speed you may need to **CUT** seat belts. Scissors are in the emergency kit, or use belt cutters which should be on the vehicle key ring.
- c) Carry students to the assembly area.

16) AMBULATORY EVACUATION

- a) For speed, **AMBULATORY** students should be evacuated **FIRST**.
- b) Many students are familiar with holding onto a rope and moving together. As students exit tell them to **HOLD** onto the **ROPE**. You can keep your students in a group by using the rope from the Emergency kit.
- c) The driver should lead students to a safe place at least **100 FEET** from the school vehicle. Spread the blanket. Instruct students to **REMAIN ON THE BLANKET**.

17) WHEELCHAIR EVACUATION

- a) If possible, leave the student in the wheelchair.
- b) Bus restraining straps may need to be cut (use belt cutters if necessary).
- c) Roll the wheelchair to the best exit.
- d) If a student must be removed from the wheelchair, **PROTECT** the student's **HEAD** and **LEGS**.
- e) Move the student to a safe area.

It is **EASIER TO PULL** a wheelchair than push one on some surfaces.

- f) 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 persons back and grasping the waist of his/her pants (not the belt loops): the lifter then places his/her other hand under the leg, behind the knee, and transfers the person out of the wheelchair.

18) CAPABLE HELPER

- a) The **HELPER** should be placed on the rope **FIRST**.
- b) The helper may be given the blanket.
- c) You may direct the helper to lead the students to a safe spot.

Be very **SPECIFIC** with your **INSTRUCTIONS** such as: under the big tree, on the grass, etc.

- d) The helper may spread the blanket.

Instruct the helper to remain with the students on the blanket.

YOU must decide if the helper can assist you in the actual evacuation of students from the school vehicle.

- A helper may be handed a car seat to carry to the designated area.
- A helper may assist you with moving wheelchair children.

19) IF ADULTS STOP TO HELP

- a) **EMERGENCY CALL** should be made immediately if this has not been done.
Emergency phone numbers are on a card in the Emergency kit.
- b) Remember **YOU** are in charge.
- c) Give positive, **CLEAR INSTRUCTIONS** as to the assistance you desire.
- d) Adults may be used to assist student helpers, or in place of them.

20) AFTER EVACUATION IS COMPLETE

- a) Are all your students **ACCOUNTED** for?
- b) Has dispatch been notified?
- c) Have the proper school authorities been notified?
- d) Do you have your First Aid Kit and Evacuation Kit?
- e) Is **FIRST AID** necessary?
If so take care of the most serious injuries first.
- f) Have you made the students as **COMFORTABLE** as possible?
- g) Have you **REASSURED** the students that they are safe and that help is on the way?

21) EMERGENCY EVACUATION KIT CHECKLIST

ITEM	PURPOSE
Cell phone/dispatch radio/payphone calling card or coins, and a list of emergency phone numbers.	To call for help.
Blunt end scissors or seat belt cutters.	To cut seat belts or restraining straps.
Length of rope.	For students to hold onto during evacuation.
Blanket or Tarpaulin	To spread on ground in assembly area.
Skid cloth.	To pull or slide student along vehicle aisle to the exit.

OPTIONAL ITEMS

Cards for each student

I.D. tags

Toys

Pen

Air pillow

22) IN AN EMERGENCY, REVIEW OFTEN

REMAIN CALM

You are in command and must make decisions quickly and calmly.

DETERMINE

If it is necessary to evacuate the students.

KNOW

The capabilities of the students.

DO NOT

Move seriously injured students unless absolutely necessary.

23) REFERENCES

Canadian Standards Association:

1. D409-02 Motor Vehicles for the Transportation of Persons with Physical Disabilities.
2. Z604-03 Transportable Mobility Aids.
3. Z605-03 Mobility Aid Securement and Occupant Restraint Systems (MASORS) for Motor Vehicles.
4. D250-03 School Buses.

Highway Traffic Act (legislation):

1. Regulation 629 – Vehicles for the Transportation of Physically Disabled Passengers (not a passenger car but does mean buses and vans).
2. Regulation 612 – School Buses.

Wheelchair University: www.wheelchair.org

Ride Safe Brochure: www.travelsafer.org