

**Transporting Students with Special Needs:
A Manual to Assist Service Providers,
School Administrators & School Staff**

**Issued by
Student Transportation Services of Central Ontario
(STSCO)**

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1. General Introduction

Student Transportation Services of Central Ontario (STSCO) serves the School Board jurisdictions within Peterborough County, Northumberland County and the Municipality of Clarington. The Boards served include the Kawartha Pine Ridge DSB, the Peterborough Victoria Northumberland and Clarington Catholic DSB and the Conseil Scolaire Du District Catholique Centre-Sud.

STSCO's service area is 9,000 square kilometers in size. Over 26,000 students attending 130 schools are transported daily during the school year. Of these students, some have special needs and require specialized transportation arrangements. Such arrangements may involve daily transportation to their home school (i.e. the school whose boundary covers the student's home residence address), transportation to a centralized program at a designated school, or transportation to a Provincial or Demonstration School outside of STSCO's jurisdiction.

In all cases, the collective goal of the Boards, schools, transportation service providers and STSCO is to effectively and safely transport students with special needs to and from their designated program and school.

This Manual is intended to set out service requirements and provide an instructional resource for use by transportation service providers in training their drivers. The Manual will help to ensure that there is a common and consistent understanding and approach to the transport of students with special needs. The document sets out rules and procedures which will help achieve the collective goal of providing safe and effective transportation for students.

In addition, the Manual can be used by school staff as a reference guide to help with day to day monitoring of arrangements for individual students. This monitoring role is very important as school staff have daily interaction with all students, drivers and vehicles.

To provide effective service, it is important that all involved are aware of the unique challenges faced by students with special needs. Therefore, another underlying objective of this Manual is to ensure that service is provided in a caring and respectful environment. Such service will align with the School Board goal of providing students with special needs with the opportunity to succeed.

Should any company, driver or school official have any questions regarding information provided in this Manual, it is asked that they contact their immediate supervisor or STSCO staff in order to obtain clarification.

Joel Sloggett,
Chief Administrative Officer
Student Transportation Services of Central Ontario

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2. Assigning Students to Vehicles

a. First Decision: Type of Transport

The School Boards support integration of students at school with their friends and peers whenever possible. This is also true for transportation. Therefore, first consideration is given to transporting students on a regular school bus route. Where possible, such integrated service can fully meet student needs while doing so in a cost effective manner.

In the case of students in wheelchairs, it is sometimes possible to utilize a large school bus equipped with a wheelchair lift so that these students can also ride with other students from their school.

In some instances, it is determined by Board Administration that specialized vehicles should be used and that it is necessary to provide such a vehicle to serve a student or a small group of students. Specialized vehicle types include taxis, mini-buses, small vans and wheelchair accessible vehicles.

b. Specialized Transportation Criteria

The criteria which is considered when making decisions regarding special needs transport includes:

- Does the student have physical disabilities or challenges which prevent them from accessing a regular school bus?
- Has the Board assigned the student to a system-designated class in a school other than their home school?
- Has the Board identified the student, either through a formal IPRC process or an IEP, as having a behavioural disorder, developmental disability, autism or other condition which causes disabilities of such severity that, for safety reasons, the student, if living within the school's walk zone, is unable to walk to school or, if eligible by address, is unable to access a regular school bus?
- Is the student assigned to a care and/or treatment facility outside their home school or outside their community?
- Is the student assigned to a Provincial or Demonstration School?

c. Bus Stop Placement & Location

As with regular bus routing, STSCO staff are responsible for determining student pick-up and drop-off locations. Depending on the nature of a student's special need, stops may be at a student's residence address or at a centralized stop nearby within Transportation Policy distance. Stops cannot be changed without the permission of STSCO. Decisions regarding any stop location changes will be made by STSCO in consultation with the bus company.

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d. How long will it take to set-up transportation arrangements?

Under normal circumstances, upon being informed by Board Administration of a student requiring transport, STSCO's goal is to arrange the service within 72 hours. However, given the complicated nature of determining the specific type of service to be provided to individual students, all involved should be aware that during peak periods, especially those associated with school start-up in September, making arrangements could take several days.

Requests will always be dealt with on a priority basis and the patience of all involved is most appreciated by STSCO.

e. What needs to be done when a route changes?

As with regular routes, changes are common occurrences on special needs routes. Should a student move or should they no longer access the assigned special needs transport, the driver should so advise their company officials in order that it can be reported to Student Transportation Services for purposes of ensuring the route is revised appropriately.

3. The Company, the Driver & the Bus Monitor: Roles and Responsibility

Companies are contracted on behalf of the School Boards by STSCO to provide safe and effective transportation for eligible students. Each contracted company hires qualified staff to serve as vehicle drivers. In some cases, where required and directed by a School Board, companies may be asked to hire an additional adult to serve as a Bus Monitor (i.e. where a student's special need requires dedicated assistance at all times while being transported). Training of drivers and bus monitors is the responsibility of the company and will comply with all STSCO requirements and expectations.

- a. Drivers and bus monitors must have the training necessary to transport a particular student and such training will include First Aid and Cardio-Pulmonary Resuscitation training and Anaphylaxis emergency training, as well as any specialized training related the medical or physical condition or situation of individual students transported.
- b. All vehicles must be equipped with a suitable two-way communication device as per Contract Agreement requirements.
- c. Drivers and bus monitors must never give food or drink to a student, or allow students to consume food or drink in a vehicle.
- d. Drivers and bus monitors are never to leave a passenger alone who is lost, confused or unable to communicate. Should a student seem to exhibit any related behaviour, the driver is to notify their supervisor/dispatch immediately and seek direction.
- e. When a driver and vehicle arrive at a student's home or school and the student cannot be found, the driver is to contact their dispatch immediately to advise of the situation.
- f. The circumstances involving some students with special needs will necessitate that the driver make contact with someone at the home or at the school before the driver and vehicle leave the student and the area.
- g. As may be required by STSCO, cars, vans and buses dedicated to the transport of students with special needs will need to have signage on the back stating: "School Children Being Transported" or similar message, the company name on both sides of the vehicle for easy identification, and the route number displayed on an appropriate placard in a safe and visible location in the vehicle's windows.
- h. All medical forms provided to the transportation service company by the student's school, STSCO or the student's parent must be securely kept in a binder or folder located close to the driver's station in the vehicle. The medical forms and all related information must be kept confidential and visible to the driver only. The transportation service company must also keep a copy on file and in a secure and confidential location within the company office.**

**Note: At the time of first publication this Special Needs Transportation Manual (November, 2008), STSCO was in the process of clarifying and coordinating with member School Boards concerning the specific student medical information, forms and data which will be provided to companies. It is anticipated that the outcome of the review will lead to all schools annually providing copies of the Emergency Response Plan (ERP) for any student who has a condition which could affect their well being while being transported (i.e. severe allergies conditions requiring use of Epi-Pen, epileptic condition, etc.). Separate, clarifying communication regarding medical information provision will be provided to schools and transportation companies.

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4. Recommended Requirements for Vehicles Transporting Students with Special Needs

The following provides a list of recommended items which each transportation service provider should provide on each vehicle. The list provides for a minimum standard and companies are welcome to augment with other useful items so long as they do not pose a safety hazard as a result of storage location, substance or intended use.

Item	Purpose/Use
Two-way communication device (radio or cell phone)	To call for help/assistance/guidance in the event of need or emergency.
First Aid kit	To use to treat passengers when needed.
Blunt end scissors or seat belt cutters	To cut seat belt or restraining straps in event of emergency.
Blanket or tarpaulin	To spread on ground in assembly area in event of evacuation of students.
Skid cloth	To pull or slide student along bus/van aisle to exit in case of emergency requiring immediate evacuation.
Blanket	To cover students when required.
Axe	To assist in evacuating bus/vehicle if required.
Fire extinguisher	To extinguish fire in case of need.
Reflectors	To place near vehicle to alert other motorists of emergency situation.
Student Behaviour reporting forms	To report student misconduct or behaviour issues to their school.
Log Book	To record daily vehicle inspections.

5. Driving the Special Needs Vehicle: What to Keep in Mind

Smooth operation of the vehicle is extremely important in transporting students with disabilities.

The more severe a student's disability, the more careful the driver needs to be to ensure they are not jarred or shaken due to the movement of the vehicle. Some disabled passengers have poor balance, slow reflexes and weak muscle control making them more vulnerable to sudden starts and stops. Due to their condition, they may not be able to brace themselves like a non-disabled student would in the event of sudden vehicle movement. Therefore, braking and acceleration of the vehicle should be smooth and controlled.

In traffic, a wide margin of distance should be maintained between the specialized transportation vehicle and others on the road. When stopping, the driver should stop well back from the vehicle in front of them. As a guide, the stop should be made so that the driver can see the bottom of the rear tire of the vehicle ahead.

A passenger's perception of the special needs vehicle's speed must be such that they feel no anxiety or discomfort regarding the possibility of accident or sudden movement of the vehicle.

The driver should consciously avoid sharp turns, especially when turning left as this is a particular problem for passengers facing the service door wall due to the pressure and centrifugal force being applied to the wheelchair as a result of the turn.

Strict adherence to traffic regulations and signs is mandatory. The driver should apply proper and timely use of signal indicators in order to provide ample notice of intention to turn the vehicle to the drivers of other vehicles.

When parking, the driver should select the most appropriate boarding and disembarking location, preferably a level area which is free of obstacles which may hinder the entry or exit of passengers.

As a general point, the vehicle should be driven on the most even pavement surface possible in order to minimize bumpiness and provide passengers with a comfortable ride. Attempts should be made to safely avoid potholes and drainage grates.

It is also important that the driver exercise special care and take appropriate precautions during rush hour traffic and periods of inclement weather when conditions become more hazardous.

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

6. Responsibilities of Parents & Guardians

In providing service to students with special needs, drivers will benefit from understanding what is expected of the parents and guardians of the students.

In general, there is an expectation of shared responsibility whereby parents and guardians will ensure that they ready their children for the ride to school and accompany them to the location for pick-up in the morning and receive them at the location in the afternoon.

Specifically, it is expected that parents and guardians will:

- i. know their child's vehicle number, bus company and driver's name;
- ii. realize that students must behave appropriately while being transported;
- iii. impress upon their child the need for good safety practices, including use of the seat belt at all times when in the vehicle and the need to remain in the seat assigned to them;
- iv. place names on articles that belong to their child, such as knapsacks, lunch boxes, hats, gloves, etc.; and
- v. be aware of the procedures to be followed in case of emergency or inclement weather and to make appropriate arrangements for supervision, should their child be brought home earlier than normal.

Should it be the case that drivers find that certain students are late arriving for the bus, either at their home in the morning or at the school in the afternoon, they should report the same to school staff and Student Transportation Services in order that the issue can be resolved.

7. Student, Family & Driver Relations

Working with students with special needs can be very rewarding but also demanding. The role requires understanding and skills in providing specialized care. Often students, their families and drivers develop an excellent relationship where there is mutual respect and appreciation.

At the beginning of the school year or when a student is first assigned to a route, companies are encouraged to have their driver contact the family of the student directly to discuss their needs in detail. If deemed necessary, the company/driver can schedule a meeting with the student's parents and schools staff to discuss transportation needs in more detail. The intent of this preliminary process (i.e. contacting family, meeting with group if needed) is to ensure that the driver is aware of the best strategies serving and communicating with the student.

Transporting students with special needs requires extra patience, mental awareness, resourcefulness and personal warmth and understanding. It is to be recognized that students and families place a great deal of confidence in the driver's abilities.

Of special consideration are students with severe disabilities, some of whom may not be able to communicate verbally with their driver. Communication is an important link between the driver, the student, their family and the school. Establishing effective methods for communicating will enable the driver to solve problems quickly as they arise. It is expected that drivers of students with severe disabilities will be interested in serving such students and will develop their skills in order to know when there is a problem and what the problem is without necessarily being told verbally. The use of picture symbols could help the driver in communicating with students.

Drivers should be vigilant in monitoring student interaction while on route and discourage students from teasing one another, hitting or throwing anything at another student, etc. Emotional stress can have a significant impact on students with special needs and affect their comfort while being transported. The goal is to provide a secure transportation environment in which the student feels as relaxed as possible.

In exercising discipline on a route, the driver should use the following strategies:

- a) Set clear rules and implement them consistently.
- b) Be firm but gentle.
- c) Be patient but persistent.
- d) Be consistent in treatment of and interaction with students.
- e) Report any unusual actions in detail to the School Principal or designate.

If belts, harnesses or tie-down systems are required, drivers must ensure that students, when first entering the bus, are properly strapped into the seat assigned to them and that they keep the device fastened for the duration of the trip. Generally, Educational Assistants, school staff or the student's parent will be responsible for the actual connection of belts or harnesses.

The Canadian Standards Association recommends that trays that have not been specifically designed for crash safety should be removed and secured separately from the student and their

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wheelchair. If the tray is absolutely necessary for positioning of the student, the driver should secure the tray to the wheelchair and position it away from the student with a reasonable amount of energy absorbing padding placed between the tray and the student (note: this second option does not prevent injury to other occupants of the vehicle should the tray become dislodged during an accident or sudden stop).

When students are placed on the vehicle, if they are carrying any heavy articles such as a heavy school bag, take the article and stow it in a safe storage area on board which normally involves storage on the floor under a nearby site, if possible.

Wheelchair, car or van pick-ups and drop-offs should be made in front the student's residence so that they 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 at their residence. In the event that a responsible adult is not available, the driver should radio or call their dispatcher for instructions on how best to proceed. After unloading a student, the driver should check the vehicle to ensure that the student has not forgotten any personal items or equipment.

8. Disability Awareness

In order for drivers to carry out their responsibilities, they require knowledge of the personal circumstance and disabilities of their 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 be sensitive to and knowledgeable about the disabilities of students carried. The driver should fully appreciate that disability is not synonymous with illness and that types of disability vary from student to student. Special care should be taken to communicate with students in a positive and kind manner.

In order to assist drivers and companies in provision of service, the following summary of exceptionality categories is offered, together with suggestions on how to deal with each.

a. Behaviour and Behavioural Conditions

“Behaviour” captures a learning disorder characterized by specific behaviour problems exhibited over an extensive period of time, to a marked degree and of a nature which adversely affects educational performance. Behaviour may be accompanied by one or more of the following

- i. an inability to build or maintain interpersonal relationships;
- ii. excessive fears or anxieties;
- iii. a tendency toward compulsive reaction; or
- iv. an inability to learn that cannot be traced to intellectual, sensory or other health related factors.

Students who are considered to have a behavioural condition include those that:

- i. may be very aggressive, loud, argumentative, very active; or
- ii. frequently sullen or quiet and withdrawn.

Special considerations for dealing with students living with Behavioural conditions:

-Maintain a set of clear, consistent rules and follow them to the letter. The student needs to know where they stand at all times. Once they begin to act out, they will be unable to stop themselves and will need the adult’s intervention to stop. Any deviation from the set rules could escalate the problems.

-Be firm, fair and consistent.

-Be resourceful in discipline technique and approach. The student’s behaviour has been learned over time and will not change overnight.

-Do not hesitate to seek advice from the student’s parent, teacher or the School Principal.

b. Physical

“Physical” is a category of exceptionality which captures several different types of disability.

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 such condition and 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 adversely affects educational performance.

c. Learning Disabilities

“Learning Disabilities” captures 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:

- i. Is not primarily the result of:
 - (1) impairment of vision;
 - (2) impairment of hearing;
 - (3) physical disability;
 - (4) developmental disability;
 - (5) primary emotional disturbance; or
 - (6) cultural difference.

- ii. Results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - (1) receptive language (listening, reading);
 - (2) language processing (thinking, conceptualizing, integrating);
 - (3) expressive language (talking, spelling, writing); or
 - (4) mathematical computations.

- iii. May be associated with one or more conditions diagnosed as:
 - (1) a perceptual handicap;
 - (2) a brain injury;
 - (3) minimal brain dysfunction;
 - (4) dyslexia; or
 - (5) developmental aphasia.

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

Special considerations for dealing with students with a learning disability:

- Speak slowly, firmly and clearly but never with anger or impatience.
- Keep rules and limits for the student at a minimum. Keep such rules confined to issues concerning proper conduct while being transported.
- Be patient, persistent and consistent.

Often times, the student with a learning disability may appear the same as all other students, is expected to behave the same as all others, yet is not like all others due to their complicated disability. As a driver, these are considerations to keep in mind and through understanding of each student's situation, the driver will be better able to meet the student's needs and provide effective service to them.

d. Developmentally Delayed/Developmental Disability

“Developmental Disability” is a learning disorder characterized by:

- i. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- ii. an inability to gain from a special education program that is designed to accommodate slow intellectual development; or
- iii. a limited potential for academic learning, independent social adjustment and economic self-support.

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

Special considerations for dealing with students who have Developmental Disabilities:

- Students affected by developmental disability take time to adapt. Their reaction to a new situation may be very slow. It is important the driver introduce themselves to the student's parents and the student. The driver should take time to show them the bus and demonstrate that it is a welcoming environment. Explain, in simple terms, the rules of behaviour on the bus and inform the student's parents about the route schedule.
- It would be helpful to use pictures, as necessary, to explain bus procedures and rules.
- Drivers should set their rules and limits of student behaviour early. Students affected by this disability tend to become very set in their behaviour. If certain behaviour is required while being transported, it would not be productive to demand it part way through the school year.
- Drivers are encouraged to maintain a calm, patient, even disposition. Students with a developmental delay can be very sensitive to changes of feelings, moods, change in the environment, change in the weather, etc.
- Drivers should not leave students alone on a vehicle as they may be very unpredictable in

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their behaviour and benefit from close supervision.

e. Blind and Low Vision

“Blind and Low Vision” is a condition involving partial or total impairment of sight or vision that, even with correction, affects educational performance adversely.

Special considerations for dealing with Blind and Low Vision students:

-Drivers will find that students with visual impairments require verbal cues as the best means of communicating. Remember, never leave a student with this condition alone but, at the same time, facilitate the student becoming as independent as possible in entering and exiting the vehicle.

-Consideration should be given to the student with a visual impairment loading onto and unloading from the vehicle. Stops should be made as close as possible to a sidewalk and the driver should assist the student by making them aware of how many steps they must climb, especially if the specific vehicle used for their transport changes during the school year.

-When walking with a person who is blind or has low vision, they should be permitted to take the arm of the seeing person if they wish.

-Do not hesitate to use words such as “see”, “look” or “read” as a person who is blind or has low vision will use the same vocabulary as anyone else.

-Do not hesitate to describe the student’s surroundings to them.

-Give directions clearly and accurately. Pointing or using phrases such as “over there” does not help the student understand.

-Never distract a guide dog working with a person who is blind or has low vision. The guide dog is responsible for the person and any interference could jeopardize the person’s safety.

-Avoid the impulse to rush to the aid of a person who is blind or has low vision. If not sure if they require assistance, the driver should ask if they can help.

f. Deaf and Hard of Hearing

“Deaf and Hard of Hearing” is an impairment involving diminished or non-existent response to sound and is characterized by deficits in language and speech development.

Special considerations for dealing with students who are deaf or hard of hearing:

-Drivers should be gentle but firm and consistent with rules. Encourage students to talk when asking for something. A young student may be very emotional until they learn to communicate their needs.

-Look directly at the student when speaking to them as they may attempt to read lips.

-Speak slowly and clearly but do not exaggerate or over-emphasize words.

-Body language and facial expression are important elements of communication with students who are deaf or hard of hearing. Drivers should try and use both elements to

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communicate when possible.

-Try to maintain eye contact as it helps convey the feeling of direct communication to the student. If an interpreter is present, continue to talk directly to the deaf person who can turn to the interpreter as need arises.

-Try to re-phrase a thought rather than repeating the same words. If the person who is deaf does not understand what is being said, the sentence should be restated.

-Getting the message across is more important than the method used. When needed, do not be embarrassed to communicate with paper and pencil.

-When necessary, pictures can be used to help communicate with a student who is deaf.

g. Autism Spectrum Disorders

(reference: Diagnostic and Statistical Manual of Mental Disorders, 4th ed., 1994)

i. Autism

“Autism” is a neurological disorder that severely affects a child’s:

-communication ability (verbal and non-verbal);

-social interactions; and

-behaviour (range of interests and activities).

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

ii. Rett’s Disorder

“Rett’s Disorder” is a type of pervasive developmental disorder which occurs exclusively in females. Children affected by the disorder experience normal development 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 gate and trunk movements, and severely impaired expressive and receptive language.

iii. Childhood Disintegrative Disorder

“Childhood Disintegrative Disorder” is characterized by development that appears normal through the first two years of life followed by development of abnormalities 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 the age of 10 in at least two of the following areas:

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- expressive or receptive language;
- social skills or adaptive behaviour;
- bowel or bladder control; and
- play and motor skills.

iv. 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. This disorder differs from autism as language and cognitive development does not seem significantly delayed and the child will exhibit adaptive behaviour.

Special considerations for dealing with students affected by Autism and Related Disorders:

- Patience is key. Each student with autism is unique in the way they view the world and the extent to which they communicate and interact with other people. Getting to know the individual student is necessary and this can best be done by discussing their condition and their routines with their parents and school staff. Being patient with the student and adapting to their situation will lead to a positive service provision relationship.
- Some children with the disorder will focus on and talk about a single subject or two continually. If appropriate, participate in conversations regarding the individual student's favourite subject as a way of getting to know them and maintaining their comfort level while being transported.
- Some children with autism rely on non-verbal communication as a key means of interacting with others. Try to be conscious of body language and facial expressions in order to convey a positive and accepting image which will provide comfort and assurance for the student. Picture symbols can assist in communicating.

h. Epileptic Conditions

There are many forms of epilepsy. Symptoms include sudden, repeated attacks of dizziness, severe abdominal pain, and loss of or impaired consciousness. The student's condition requires medical diagnosis in order to determine whether they have epilepsy.

Epilepsy may lead to seizures. There are different types including:

- i. *Grand Mal*: This is a severe seizure which could involve the child losing consciousness, falling down, thrashing violently, biting their tongue and possibly losing control of their bladder or bowels. The child feels no pain and rarely is in serious danger. Such seizure is also termed a convulsion and the driver should recognize that the child will not swallow their tongue and will not risk serious harm from choking if, when the jerking stops, the child's face is turned to the side so that their tongue can drop into the cheek and saliva can run from their mouth. This is necessary as the child may give

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the appearance of choking on their tongue when in fact they are actually drowning in their own saliva.

- ii. Petit Mal: During an attack of this type, the child may stare blankly, stumble momentarily, drop an object, or act unconsciously for a few seconds. These seizures may occur many times in a day. In being aware of the child's conditions, should a driver note a pattern of such seizures taking place, they should inform the child's parent and school staff.
- iii. Psychomotor: This seizure type involves the child exhibiting behaviour inappropriate to the circumstances. For example, while riding the bus, a child may blink their eyes open and closed for a few minutes, or stop conversing abruptly, or just sit smacking their lips, or get up and perform useless motions. This behaviour rarely involves violence and a child will not remember the event once it is over.

Special considerations for dealing with students affected by Epileptic conditions:

- Refer to the student's Emergency Response Plan for specific details and for when to call 911/emergency services.
- Stop the vehicle in a safe place (i.e. pull over to side or shoulder of road), call dispatch and remain calm. Seizures cannot be stopped and must be allowed to run their course.
- Do not force anything between the individual's teeth. The student will not swallow their tongue and worse injury can result from forcing an object into their mouth.
- Try to prevent the student from striking their head or body against any hard or sharp object. Roll-up a piece of clothing or blanket for a cushion. Do not interfere with the student's movements as their muscles will be very rigid and injury could result from forced movement.
- Carefully observe the seizure. Check approximately how long in time and how severe the seizure was in order that these facts can be reported.
- When the student stops jerking, turn their face to the side to let their saliva run freely from their mouth. Loosen any tight clothing so they can breathe better.
- If the student stops breathing momentarily, do not panic, this is part of the seizure.
- Most seizures will last 3 to 7 minutes but it will seem longer due to stress of the incident.
- On very rare occasions, a student may pass from one seizure to another without regaining full consciousness. When this occurs, the driver should radio their dispatch and call for emergency assistance.
- When the student regains consciousness, let them rest. Do not open the vehicle windows as a change in air temperature around the student could induce shock. Treat any shock by maintaining the student's normal body temperature.
- Any seizure must be reported to the School Principal or designate, and the student's parents.
- Seizures can be set off by the student reacting to quick flashes of light (such as bright sunshine, lightening, etc.).
- Epileptic children should be subject to the same rules of behaviour as all other students. Be consistent with application of the set rules.
- The driver sets the example for other students on the bus. The driver's reaction to dealing

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with the epileptic student and possible seizures will assist other students in accepting the epileptic student and also dealing with potential seizures.

i. Physical Disability

“Physical Disability” includes a wide range of conditions, any of which may affect a student and their movement and motor skills. Examples of conditions involved include cerebral palsy, polio, muscular dystrophy, heart condition, spinal injury and Spina bifida. This is not an exhaustive list and there are other conditions which may be involved.

Special considerations for dealing with students affected by Physical Disability:

- Be open minded. Take suggestions from parents regarding ways of moving a student with severe special needs. Parents meet the student’s needs every day and are the most knowledgeable about their condition.
- Be sensitive to both student and family. Recognize that parents of children with physical disability are very concerned about their child’s welfare and may experience stress in parting with them on a daily basis.
- When travelling with the student, foster and encourage their independence in order to support their self-reliance.
- If a driver has any questions on how best to handle a student with physical disabilities, ask for help from school staff, bus company officials or call the STSCO office for assistance.
- Should any incident involving the student occur (i.e. a bump or a fall), report it to the student’s parent and the school in order that they are prepared to deal with any lingering effects or other issues.

j. Language Impairment

“Language Impairment” is 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:

- i. involve one or more of the form, content and function of language in communication; and
- ii. include one or more of the following:
 - language delay;
 - dysfluency; or
 - voice and articulation development, which may or may not be organically or functionally based.

Special considerations for dealing with students affected by Language Impairment:

- As with many disorders and conditions, it is important to be patient and understanding when dealing with a student who has a language impairment. Their ability to verbally

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communicate effectively may cause them distress and frustration. Familiarity with the student will lead to increased understanding and ability to positively communicate with them.

k. Speech Impairment

“Speech Impairment” is a disorder in language formulation that may be associated with neurological, psychological, physical or sensory factors. The disorder affects perceptual motor aspects of transmitting oral messages and is characterized by impairment in articulation, rhythm and word stress.

Special considerations for dealing with students affected by Speech Impairment:

-As with many disorders and conditions, it is important to be patient and understanding when dealing with a student who has a speech impairment. Their ability to verbally communicate effectively may cause them distress and frustration. Familiarity with the student will lead to increased understanding and ability to positively communicate with them.

l. Multiple Exceptionalities

“Multiple Exceptionalities” involves a combination of learning or other disorders, impairments or physical disabilities that are 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.

9. Transporting Students in Wheelchairs

Transporting students who use wheelchairs is a very specialized undertaking. There are many types of wheelchairs and the condition of students who use them can vary considerably. The following section is intended to assist drivers in providing effective service to students in these situations.

a. Types of Wheelchairs

Manual Wheelchair

This wheelchair has two large wheels in the rear and two smaller ones in the front (called casters). Some have folding frames and some have rigid frames. Some students will be able to propel the chair by themselves using their arms or feet to push and pull.

Standard Folding Wheelchair

This unit has two large wheels in the back and two smaller ones in the front. Almost all versions will have a brake lever on each side designed to lock the large wheels. Wheelchair brakes are not positive stopping devices. At times, the brake lever could be out of adjustment, tires may be worn or, in the case of inflatable tires, tire pressure may be low. All of these factors could contribute to the 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 on the unit but they stay in a seated position (hip to back angle stays the same).

*Reclining Wheelchair***

Due to their condition, some students cannot sit erect or, if they can, can do so only for short periods of time. They may be served by a wheelchair with a high back that can be lowered partially or all the way to horizontal position. Footrests may also be adjustable so that the student's legs may be elevated to a comfortable position as well.

****Note:** For tilt in space and reclining wheelchairs, the driver may need to refer to the manual for the student's wheelchair to determine the recommended tilt or recline angle to be used during transport. The Canadian Standards Association recommends a seat angle of 30 degrees or less compared to vertical.

Power Driven (battery operated) Wheelchair

This type of wheelchair is power driven and controlled by the student with either their limbs or their chin, depending on their situation. There are several versions of power driven wheelchairs.

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i. Conventional Model -

This wheelchair (varying look depending on manufacturer) will resemble a standard wheelchair but will have battery powered motors driving each of its large rear wheels. Controls may consist of buttons, a “joystick” type of lever, mouth switches or head activated switches. Some power wheelchairs may be equipped with reclining backs and adjustable leg rests. This type of wheelchair does not fold.

ii. Scooters -

Scooters are a three wheeled type of powered wheelchair used by people who have reduced walk endurance. Normally, the units are front wheel driven with steering by means of bicycle type handlebars. These type of units will take up a similar amount of space as a four wheel, wheelchair.

b. Important Wheelchair Facts

Brakes

There is usually a separate brake for each side of the wheelchair. Some wheelchairs have an attendant brake located at the back of the wheelchair, near the floor, which can be activated to lock both rear wheels. Brake types can vary between different types of wheelchairs; some are pushed out, others pushed in to activate. The actual brake will be located on the large rear wheels toward the front of the wheelchair. Wheelchairs should not be left unattended unless the brakes are engaged. Brakes should always be secured when a student is loaded into or removed from a wheelchair. When activating the brakes, any problems with the equipment should be noted and the parents of the student and the school advised.

Armrests

These may be removed in order to give the student more room to grasp the wheel for movement (for a manual wheelchair). Drivers should not remove the armrests or any other part of the wheelchair without authorization from the School Principal or designate and permission from the parents of the student. Wheelchairs should never be lifted by their armrests as this could result in the armrests becoming detached and the wheelchair tipping.

Footrests

The footrests may be out of the field of vision of the person pushing a wheelchair. Caution should be used when pushing in order to avoid bumping people in the vicinity.

Wheels

Loose clothing, scarves, etc., must be kept away from the wheels of a wheelchair as they could become tangled and represent a choking and safety hazard. The rim of the centre of one of the large wheels and any stationary part of the front of the chair should be held when lifting it into a vehicle trunk or into storage.

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 or bus seats. If there is a security belt in the chair, it is meant to be used. However, the security belt must never be used as a substitute for a motor vehicle seat belt in vehicles so equipped.

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 and 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 person pushing the chair. To tip the chair backward, the pusher grasps the chair handles firmly and puts downward pressure on the rod with one foot. This procedure may be used on inclines, stairs or to negotiate over curbs.

Folding a Wheelchair

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 middle of the flexible seat.

Mobility Aids

Some students may depend on additional devices to assist with their mobility, these may include:

- crutches;
- canes;
- walkers; or
- leg braces.

c. General Rules for Wheelchair Handling

A student who appears to be lost, confused or unable to communicate should never be left alone on the bus, at a school drop-off or at their home drop-off point. If there is no one to receive the student at the school or at their home, the driver should contact their company dispatch immediately and follow their instructions.

When arriving to pick-up a student at a school, if they cannot be seen then every attempt must be made to find them and, if the driver cannot find the student, they should contact their dispatch for direction.

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

When loading or unloading a student and their wheelchair, the following steps should be followed:

- i. Make sure the student's arms are clear of the wheels and spokes and their feet are on the footrest. The driver should approach the student from the front so they know that the driver is there.
- ii. The student should always be informed before moving them and the chair. Make sure their limbs are not extending beyond the sides of the wheelchair in order to avoid bumping against any part of the loading device or vehicle. Check around the wheelchair for anything which could get caught in the wheels.
- iii. The rotation of a wheelchair's front wheels could be easily stopped by any small object (i.e. a pebble or a ridge in the sidewalk). Hitting such an obstacle can abruptly stop the wheelchair and cause the occupant to pitch forward. On rough roads and surfaces, it is easier to pull the chair rather than push.
- iv. Companies must ensure that all drivers are aware of the proper methods for tilting wheelchairs at curbs and moving chairs up or down ramps and hills.
- v. Tilting electric wheelchairs may result in acid spilling from its batteries. Acid is a corrosive substance which can cause severe burns if it comes in contact with a person's skin. Do not tilt an electric wheelchair more than a few inches unless its batteries have been removed.
- vi. When attempting to lift a wheelchair, be sure to obtain a firm grip on non-removable parts of the chair and its rear wheels.
- vii. Normally, only drivers themselves should assist the wheelchair student in loading and unloading from the vehicle. When appropriate, other parties who have been trained properly could assist in loading and unloading.
- viii. On rough ground, rather than pushing the wheelchair, pull it by tilting it and running it on its large rear wheels.
- ix. When a wheelchair needs to be tilted for movement the driver should:
 - advise the student before tilting the chair;
 - place their foot on the tilting lever at the lower rear part of the chair and

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apply a pushing motion while, at the same time, pulling back and down on the hand grips and continuing to tilt the chair back until it requires little or no effort to stabilize it;
-the chair will then be at its balance point and can be maneuvered on its rear wheels quite easily; and
-when ready to do so, advise the student that the wheelchair will be returned to its upright position and then simply reverse the tilting procedure, ensuring to keep their foot on the tipping lever until the front wheels are on the ground (note: the front wheels should be prevented from dropping the last few inches as this will jar the student or cause them to pitch forward in their seat).

d. The Wheelchair Vehicle Circle Check

The circle check of a wheelchair lift equipped vehicle is identical to that of a regular school bus (it is expected that all company drivers will have been trained in the basic student transportation vehicle circle check prior to their being assigned to any school route) except that the lift operation must also be checked and it must be established that all wheelchair related equipment (i.e. tie-downs, etc.) is on board.

In checking the lift, the driver must:

- i. open and secure the lift door;
- ii. check that the lift light is on;
- iii. unfold and lower the lift, checking for smooth operation;
- iv. check the end gate on the lift to ensure that it locks and folds correctly;
- v. check the lift belt for security and serviceability;
- vi. visually inspect the floor area around the lift for fluid leaks;
- vii. raise the lift approximately 15 centimeters (6 inches) and check the lift end gate to ensure it has locked securely; and
- viii. check the hydraulic cylinders for leakage and security.

e. Wheelchair Lift Operation

At times, a driver may require assistance in order to load or unload a student. Parties who are properly trained (i.e. the student's parent, a teacher or an educational assistant) can assist the student to and from the vehicle and, when necessary, help the driver with the loading operation but they should never handle the lift controls; that is the driver's responsibility.

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

- i. Park the vehicle where unobstructed access will be available, such as on flat ground, clear of trees, signposts or other obstacles.

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- ii. The vehicle gear shift lever should be in park, the emergency brake employed and hazard lights on.
- iii. To prevent vehicle battery drain, the engine should normally be left idling when the lift is in use.
- iv. Open and secure the lift door(s) and lower the lift until it just touches and is level to the street or ground surface beneath it. Beyond this point, it will be to push against the weight of the vehicle and cause possible damage to the lift.
- v. Lower the end gate. Remember: the lift belt must always be used.
- vi. Wheelchair passengers should have their hands and arms in their laps and not extending beyond the frame of the wheelchair. They should wear a seatbelt in order to avoid possible injury.
- vii. Back the occupied wheelchair onto the lift (i.e. with the passenger facing away from the vehicle). 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.
- viii. Set the brakes on the wheelchair before raising or lowering the lift (note: some solid-wheel type electric chairs do not have separate brakes as the drive mechanism on the chair serves as its brake). The power switch on electric chairs should be off while the chair is on the lift.
- ix. Raise the end gate of the lift. Remember: the lift belt must always be used.
- x. Advise the passenger that the lift is about to be activated.
- xi. Operate the lift mechanism with one hand, while holding the wheelchair with the other hand.
- xii. Check that the lift platform is level with the vehicle floor.
- xiii. Release the brakes or disengage the drive mechanism in the case of some electric chairs.
- xiv. The driver should pull the wheelchair into the vehicle from behind while ensuring that they have adequate head clearance at the top of the door frame. When moving wheelchair passengers in or out of the vehicle, make sure there is adequate headroom for them during the movement. If necessary, ask the passenger to bend their neck for clearance. If the passenger cannot bend their neck, then carefully tilt the chair no more than the prescribed angle in order to enter or exit the vehicle.
- xv. 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 the passenger reassurance. Ask if they need assistance during the loading and unloading process and explain to them what procedure is going to be followed. Try and think about the process from the passenger's perspective.

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Important note about manual lift operation:

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 to the driver during their training. The driver must ensure that they are familiar with these instructions at the time of receiving the vehicle they are to operate on their route. The driver must also be familiar with the pre-trip procedure to determine the safety of the lift assembly and its operation.

Special considerations when loading or unloading students in wheelchairs:

- Be courteous and friendly with the student, they appreciate it very much.
- Avoid emotional involvement or favouritism when dealing with multiple students.
- In dealing with students in wheelchairs, try to employ empathy (understanding their situation) rather than sympathy (pitying their situation).
- Never load or unload a student with their feet facing the vehicle. The driver should also never face the vehicle when loading or unloading a student in a wheelchair in order to maintain maximum control over the chair and the process of loading.
- Never leave a student unattended on a lift.
- Only the driver should open the wheelchair lift doors and only they should activate the lift mechanism and associated equipment.

f. Wheelchair & Passenger Securement in Vehicles

There are many different types of wheelchair securement devices available for use in wheelchair passenger vehicles. Drivers need to be knowledgeable in the use of the various types they will come in contact with and, when unsure of how to operate a securement device, they should feel free to ask company officials for clarification and instruction.

Some general instructions and reminders regarding chair securement include:

- i. Ensure that the wheelchair brakes, if so equipped, are on at all times during transit.
- ii. The power switch on electric wheelchairs must be off and the drive mechanism engaged (this acts as a brake).
- iii. Few, if any, securement devices will fit all wheelchairs. Those chairs with large pneumatic tires or four small wheels, and electric wheelchairs are more difficult to secure by virtue of their design. Nevertheless, no wheelchair passenger should be transported unless the chair is securely fastened in the vehicle. More and more wheelchairs are factory equipped with brackets at the correct securement location for the tie downs.
- iv. Provincial legislation requires that, where an occupant restraint assembly is provided, a passenger shall wear that assembly unless they hold a certificate signed by a legally qualified medical practitioner (i.e. their doctor)

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certifying that the person is unable, for medical reasons, to wear such device. Provincial legislation also requires that the pelvic component of the occupant restraint system should be used. The CSA standards recommend that both the pelvic component and the upper torso component should be used.

- v. Passengers over the age of 16 years are legally responsible for wearing their restraint assembly in a properly adjusted and securely fastened manner. Just the same, the driver should remind the passengers and offer assistance as required.
- vi. Do not lean against a student's wheelchair. Keep in mind that people with disabilities treat their chairs as an extension of their bodies.
- vii. When it is necessary to lift a student from their wheelchair, the driver/responsible person should:
 - let the student know they are about to be lifted;
 - be sure the wheel chair brakes are on;
 - establish a broad base of support, keeping feet apart and one foot slightly ahead of the other for balance;
 - make maximum use of a low centre of gravity;
 - use the leg muscles to lift, bend at the knees;
 - ask someone else to help if necessary.

On the last page of this manual, there is a diagram which shows the proper tie down and wheelchair placement for a proprietary securement system known as the "Q' Straint" system. The general principles illustrated are applicable to other systems but the detailed use of such other systems requires consideration of the instructions which will have been provided by the manufacturer.

g. Additional Information: Safety Precautions When Using Lifts

Drivers should be aware of the special safety features associated with the specific wheelchair lift mechanism on the vehicle assigned to them and should exercise caution when working with lifts and keep the following in mind:

- i. Most lifts, as part of their manufactured specifications, will operate only if the parking brake is applied.
- ii. The lift belt must always be used.
- iii. The security of the lift end gate must be checked each time the lift is used.
- iv. The driver must not wear open-toed shoes.
- v. The driver must ensure that their feet are clear of the lift and wheelchair wheels.
- vi. Wheelchairs must always be positioned on the lift so that the passenger is facing outward from the vehicle.
- vii. The brakes on the wheelchair must always be applied while on the lift.
- viii. If the chair is electric, the power must be turned off and the drive mechanism engaged in order that it can serve as a brake.

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- ix. Drivers must use caution when maneuvering wheelchairs to ensure that they reduce the potential for personal injury or injury to passengers.
 - x. Only qualified personnel, normally the driver, are to operate the lift.
- h. Oxygen Cylinders: Procedures for Safe Transport

Some students have respiratory conditions which require their use of oxygen for breathing. Compressed oxygen can be volatile and must be handled carefully. Be sure to employ the following procedures when transporting students with oxygen cylinders:

- i. All respiratory equipment must be securely mounted or fastened to a wheelchair, bus seat or bus floor during transit.
- ii. Compressed gas oxygen cylinders should be secured to prevent movement.
- iii. Liquid oxygen cylinders should be secured in an upright position to prevent leakage.
- iv. If liquid oxygen spills from its cylinder, do not touch it as it will cause 3rd degree burns.
- v. All oxygen containers should be secured in a location that will not inhibit access to and from the emergency exits on the vehicle.
- vi. Any student using oxygen should be seated so that their oxygen storage container is not in the proximity of any heater or motor that would generate heat.

10. Special Needs Vehicles & Emergency Evacuation Procedures

Given the variable nature of students with special needs and their disabilities, it is of utmost importance for drivers to consider the specific means of evacuation which would best suit those students assigned to their route. An emergency plan, tailored to the specific students carried, should be discussed with company officials and agreed upon between the driver and their supervisors.

The following general procedures should be kept in mind and can assist in formulating the specific evacuation plan drivers feel is needed for the students they service.

a. General Evacuation Procedures

The following steps should be taken in the event of an emergency which requires evacuation of the vehicle:

- i. If possible, move the vehicle out of traffic and away from hazards.
- ii. Radio for assistance.
- iii. Put the bus in proper parking gear and set emergency brake.
- iv. Turn off engine.
- v. Engage hazard lights.
- vi. Get the first aid kit and evacuation kit.
- vii. Determine door to be used for evacuation. If more than one exit is operable, consider which is safest relative to bus position, hazards, traffic and capabilities of students to exit bus.
- viii. Remove the blanket and rope, if included, from the emergency kit (where applicable).
- ix. Begin the emergency evacuation procedure.
- x. Use simple commands conveyed via voice or hand, as necessary.
- xi. Face the students and state calmly:
 - “We are going to get off the bus.”
 - “I will tell you when it is your turn.”
 - “Take your seatbelt off and stay in your seat.”Ensure that these individual commands are repeated often as some students may forget or the stress of the emergency may distract them.
- xii. For those students who are able to walk, have them hold the rope and exit single file in order that they can stay together and lead one another.
- xiii. Provide assistance to individual students as needed.
- xiv. Direct students to a group assembly area a safe distance from the vehicle.

b. Car Seat Evacuation

- i. If a student is mobile, remove them from the car seat and evacuate them along with the other students.
- ii. To evacuate quickly, cut seatbelts with scissors from the emergency kit or

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with belt cutters which should be conveniently located in the vehicle for this purpose

- iii. Carry students to the assembly area as necessary.

c. Wheelchair Evacuation

Evacuation of students in wheelchairs is a strategic operation which will involve quick decision making, relative to the emergency at hand, as to whether the student should be removed from their chair and carried from the vehicle, or whether they can be safely moved from the vehicle while still in the chair. The following guidelines are intended to help the individual driver formulate their evacuation plan for the students assigned to their vehicle.

- i. If possible, leave the student in the wheelchair.
- ii. The restraining/hold-down straps holding the wheelchair to the floor of the bus will likely need to be cut in order to speed evacuation. Belt cutters should be conveniently located in the vehicle for this purpose.
- iii. Roll the wheelchair to the safest, most unobstructed exit.
- iv. If a student must be removed from their wheelchair in order to exit quickly, ensure that the student's head and legs are protected to avoid hitting objects and causing injury.
- v. Move the student to a safe area well away from the vehicle.
- vi. **IMPORTANT:** In an emergency, the safest mode of transfer and evacuation is a two person carry. Each lifter transfers the person from the wheelchair by crossing an arm behind the student's back and grasping the waist of the student's pants (not the weak belt loops). The lifters then place their other hand under the leg behind the knee and they transfer the student out of the wheelchair and carefully carry them to the safe location.

d. Use of the Capable Student Helper/Student Bus Monitor

As part of the driver's evacuation planning, they should consider whether one of their assigned students can assist as a capable helper or a bus monitor. Such student would be one who is as mobile as possible, reliable and willing to help. The following responsibilities should be explained to them if such a student is designated.

- i. The capable helper/bus monitor will be the first person on the evacuation rope and will lead others.
- ii. The helper/monitor can also carry the assembly area blanket.
- iii. The driver would explain to the helper/monitor their role, including leading others to a safe spot away from the vehicle. In this regard, during an emergency, the driver should choose the safe location and be specific in telling the helper to head for it (i.e. "under the big tree" or "on the grass").
- iv. The helper/monitor can spread the blanket at the safe spot and try to get the other students to sit or stand on it.
- v. Depending on the capabilities of the helper/monitor, they may be able to

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assist the driver with evacuating wheelchairs or less mobile students.

e. Assistance from Passing Adults

If, during the emergency, an adult stops to assist, the driver should remember that they themselves are in charge. Give positive, clear instructions to those who may offer assistance. If necessary, have the adult contact emergency personnel if they have not already been contacted. If deemed the best course of action, the adult may be asked to replace the capable student helper/bus monitor and help evacuate those who need assistance.

f. After Evacuation is Complete: Further Considerations

- i. Are all the students accounted for?
- ii. Does the driver have the First Aid and Evacuation Kit?
- iii. Is First Aid necessary? If so, attend to the most seriously injured first.
- iv. Has company dispatch been notified?
- v. Have School Board and Student Transportation Services been notified?
- vi. Have students been made comfortable at the safe assembly location?
- vii. Have the students been reassured that they are safe and help is on the way?

g. Last Thoughts Regarding Emergencies & Vehicle Evacuations

- i. **REMAIN CALM**
The driver is in charge and must make decisions quickly and calmly.
- ii. **DECIDE QUICKLY**
Is it necessary to evacuate the students?
- iii. **DO THE PLANNING - KNOW THE STUDENTS**
The driver needs to know the capabilities of the students assigned to their route.
- iv. **DO NOT MOVE THE INJURED**

Unless absolutely necessary, do not move seriously injured students. Keep them warm and reassured until help arrives.

1. STSCO CONTACT INFORMATION:

- 1) **Address:** 885 Clonsilla Avenue
Peterborough Ontario
K9J 5Y2
- 2) **Phone Numbers:** 705-748-5500 or
Toll Free 1-800-757-0307
- 3) **Fax Number:** 705-748-5323
- 4) **Staff Directory:**

Northumberland/Clarington Contacts	Phone ext.	email address
Tom Edmonstone, Route Planning Specialist (Clarington)	ext. 231	(tedmonstone@stsco.ca)
Cristian Veres, Route Planning Specialist (Northumberland)	ext. 232	(cveres@stsco.ca)
Glenn Mutton, Route Supervisor (Northumberland & Clarington)	ext. 230	(gmutton@stsco.ca)
Peterborough and Central Contacts		
Leighton Winter, Route Planning Specialist (Peterborough and North)	ext. 242	(lwinter@stsco.ca)
Carrie Tam, Route Planning Specialist (South Peterborough and Central)	ext. 260	(ctam@stsco.ca)
Kevin Forrest, Route Supervisor	ext. 240	(kforrest@stsco.ca)
Special Needs Contact - All Areas		
Rachel Lewis, Route Planning Specialist	ext. 241	(rlewis@stsco.ca)
Information Technology, 911 Addressing		
Jan Musgrave, Student Data Contact	ext. 251	(jmusgrave@stsco.ca)
Russell Emery, Computer Systems Supervisor	ext. 250	(remery@stsco.ca)
Administration Contacts		
Cheryl Wildman, Transportation Secretary	ext. 222	(cwildman@stsco.ca)
Stephen Jackson, Manager of Operations	ext. 221	(sjackson@stsco.ca)
Joel Sloggett, Chief Administrative Officer	ext. 220	(jsloggett@stsco.ca)

- 5) **Website:**
www.stsco.ca

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