

Revised 4/19

Transportation Guide for Monitors & Support Professionals Who Ride the School Bus



Hall County Schools Transportation
2915 Atlanta Hwy., Gainesville, GA 30507
770-287-0942
4/1/2019

PREFACE

Special Education Transportation requires special individuals in the roles of school bus driver and monitor/support professional. Persons in these positions must be there because they wish to be involved in providing this service. If an individual is in Special Education Transportation because he/she thinks it is “easier” or it may be more financially beneficial, then he/she should re-evaluate their involvement in the program. Special Education Transportation is a challenging, ever changing world filled with frustration, pain and personal reward. Frustration due to a constantly changing route, which makes it difficult to have any type of routine or even knowing if a route is going to last throughout the school year. Frustration with parents who just cannot always seem to have their children ready each morning or who are not home in the afternoon because they were “caught in traffic or the line at the grocery store”. Rewarding when a disabled child grows in self-confidence through your efforts as a school bus driver or monitor/support professional. Rewarding when a child who has no communication skills, smiles with recognition when he sees you each day. This is the world of Special Education Transportation.

INTRODUCTION

This “Special Ed Monitor’s Guide” has been developed to address those special transportation guidelines and policies, which are unique to this section of Hall County Schools Special Education Transportation Program. Drivers and Monitors/Support Professionals must understand they are subject to all applicable policies contained in the **Hall County Schools Transportation Department Guide**.

It is **imperative** these policies and guidelines be reviewed from time to time to assure compliance and department uniformity.

Special Education Transportation is not an optional service the District chooses to provide. Each school bus driver and monitor/support professional involved in this service is obligated to perform their duties in accordance with existing policy and procedure as this assists the District in its compliance to the mandates of the laws governing the education of handicapped children.

One such law drivers and monitors/support professionals must understand is the Family Rights and Privacy Act. This law protects the privacy of the handicapped child and his/her family. Drivers and monitors/support professionals are provided certain information (i.e. handicapping conditions, medical concerns, medications, doctor information, etc.), which is essential to provide appropriate transportation services. This information is for the use of those directly involved in providing this service and no one else. Idle gossip with spouse, neighbors, co-workers and others about specific passengers, their characteristics, family problems, or improper behavior is a violation of this law. By divulging this type of information, individuals are leaving themselves and the District open to legal action. On the other hand, drivers and monitors/support professionals, who have no contact with a particular child, should not ask for information concerning the child. This type of information is to be provided on a “need to know” basis only.

ATTENDANCE FOR SPECIAL EDUCATION PERSONNEL

Good attendance is important for all employees. However, good attendance for those employees working with Special Needs students is essential. Good attendance promotes a positive structure for the students as well as safe transport to school.

Absences

In the event you are unable to report to work, complete the following steps:

1. Contact your transportation department as soon as possible to relay the information for your request, so they can find a substitute if possible. Text messages, voicemail and/or emails are not acceptable forms of communication; you must speak with an individual.
2. Contact the driver so that they do not have to wait, thinking you are en-route, as well as they can assist the transportation supervisor in coordinating the route.



Transportation Contact Person: **David Childers**

Transportation Department: **6:00 a.m. – 5:00 p.m. (770) 287-0942**

After Hours- Emergencies that cannot wait!: **David's Cell # (678) 618-5168**

Bus Driver Name: _____

Bus Driver Phone Number: _____

Monitor Name: _____

Monitor Phone Number: _____

Good attendance is important for all employees. However, good attendance for those employees working with Special Needs students is essential. Good attendance promotes a positive structure for the students as well as safe transport to school.

SPECIAL TRANSPORTATION EMPLOYMENT POLICY --- MONITOR/SUPPORT PROFESSIONAL/AIDE

Applicants for the position of monitor/support professional/aide must first complete an application for employment with Hall County Schools Transportation and answer all questions truthfully. Apply at www.hallco.org. Before an applicant may be considered for employment he/she must appear for a personal interview with the Supervisor of Special Education Transportation Services as well as the Special Education Routing Clerk. All Special Education Transportation attendants/monitors will successfully complete a Cardiopulmonary Resuscitation (CPR) and First Aid course and maintain a current valid card on file in the Transportation Office. Courses will be offered by the District for this purpose.



Special Transportation Needs

Each student that receives special education services has an Individual Education Plan (IEP). The IEP team makes the decision whether or not a student will require assistance to safely ride a bus (special transportation). When the IEP team decides that this is needed, the special needs routing clerk assigns a monitor and/or support professional/aide to ride the bus and assist with the student's needs.

Bus Assignments

Bus assignment will be determined at the beginning of the school year based upon the needs of the students attending. However during the course of the school year, a student new to the school may need support and bus assignments will be re-addressed. Individual assignments will be made based on seniority, area of residence or process of input from transportation personnel. However you must understand that this procedure coupled with the ever-changing Special Education program necessitates an almost total change in Special Transportation routes from year to year.

Parking

Monitor and/or Support Professional/Assistants should park on school board property whenever possible. If this is not an option, the driver and the support professional must agree on a safe location, get approval from the transportation department, and obtain written approval from the management of the property.

Access to Your Vehicle

In cases of personal emergency, the transportation department is committed to return the monitor and/or support professional/assistant to his/her vehicle. This process may entail that another member of the staff will provide transportation to the monitor and/or support professional/assistant's vehicle.

Driver/Monitor Dress Code

The bus driver and monitor/support professional/assist shall be neat, clean and present a professional image at all times.

Dress for Safety

It is suggested that the driver/monitor and/or support professional/assistant, for safety purposes, wear clothing and footwear that allow for moving quickly within the bus. Attire must be clean, neat and of appropriate size. Attire representative of your professional career are expected. Manner of dress is essential, one's attire may shape another's perceptions about individuals and the School System. School Personnel, Students Family Members need to feel confident in those caring for their children.

No excessive perfume, aftershave or scents shall be worn. Use of deodorant and/or personal hygiene sprays/soaps are required unless it is medically contraindicated. Do not report to work with the smell of alcohol or other offensive body odors.

The following clothing **will not be permitted:**

1. Spaghetti-strap tops, low-cut tops, halter tops or tank tops where straps are less than fingers in width.
Men: No tank tops.
2. Inappropriate shorts, or skirts shorter than fingertip length.
3. Frayed clothing of any type
4. Clothing with inappropriate messages or images
5. Inappropriate jewelry or accessory items.
6. Sleeveless tops with frayed or excessively large arm holes
7. Underwear shall be worn, but not be visible through the outer fabric.
8. Pajama's or house shoes
9. **Footwear without an enclosed heel and toe.** (Driver and monitor's feet shall be completely covered while on the bus at all times).

Reporting of Bus Time

You will receive a calendar at the first of each school year with a schedule of when your time is due into transportation. Understand, it is your responsibility to keep up with this schedule, if you do not and your time isn't reported by the due into transportation date, you will not be paid for that pay period until the following month.

It is important to understand how you are paid for your time when riding a bus. Your schedule will differ from that of the hours of the school. Your time will begin when you step foot on the pre-tripped bus and your official start time should be recorded on your time log. You are off the clock when you step foot off the bus. The start and end time are also documented by the bus driver on a daily log but times may vary daily due to unexpected circumstances.

Personnel who are assigned to ride buses to supervise students with disabilities shall receive a supplement of nine dollars and fifty-four cents (\$9.54) per hour for their duty on the bus. Bus Monitors and/or Support Professionals will be disciplined for not reporting their time for bus riding accurately. The penalty could range from Caution to Dismissal. The transportation office will be recommending very stiff consequences for those found to be paid for hours not worked. Falsification of time may be cause for dismissal.

Important Note: Time reported may be the actual time (e.g., 6:13 AM–8:47 AM) or rounded up. **Rounding to the ¼ hour (e.g., (6:13) 6:15 AM – 9:00 (8:47)). Rounding up is a simpler means of calculating time.** Either way it is your choice.

Grounds for Termination

A school bus monitor may be released during probation.

The school bus monitor may be terminated immediately for any of; **but not limited to** the following violations:

- √ Incompetent or ineffective in carrying out assigned duties and responsibilities
- √ Conviction of a felony or any crime of moral status
- √ Willful damage to school district property
- √ Stealing property from the School District or from fellow employees
- √ Interference with or deliberate slowdown of any work activities or duties, or those of fellow employees
- √ Drinking intoxicating beverages and/or using mood-altering drugs on the job or any time that it could affect employment performance
- √ Acts of insubordination
- √ Violations of other School Board Policies, such as excessive unexcused absences or tardiness
- √ participating in excessive gossiping that leads to discord among employees
- √ Use of cell phones during working hours while students are on the bus unless for work related purposes
- √ Divulging confidential information about a student to individual's that are not authorized to know or are on a need to know basis

DRIVER/MONITOR and/or SUPPORT PROFESSIONAL

The Special Needs Transportation Service depends on the efforts of the driver and monitor working together to meet the needs of the handicapped students they transport. Both individuals must keep in mind they are on the school bus to provide a necessary service to these students and are acting on behalf of Hall County School District. Therefore, professional behavior is required at all times. Driver and monitor should put personal feelings and differences aside and strive to provide for the needs of each student transported. Tension and discord between driver and monitor cannot help but affect the quality of the service provided. Even the students, regardless of the severity of the handicapping condition, are affected as they can sense the problem and be left with a feeling of insecurity. The driver and monitor must always remember the student comes first. If all energy is directed towards the care of the students and in pride of a job well done, there should be little time for personal differences.

Job related differences usually stem from differing opinions as to procedures, duties, responsibilities and authority. Simply following the guidelines set forth in this handbook may solve some of these problems. Others may be resolved through open communication prior to becoming a problem. Unfortunately most people have preconceived ideas as to how things are to work. Conflict arises when the driver and monitor have differing opinions on how things are to be done on the school bus. This may be resolved if the driver and monitor sit down and talk about their concepts of student management, shared responsibilities, duties, etc. This should be done prior to the start of the school year or each time a driver or monitor change takes place. In this way both parties are afforded the opportunity to express opinions and necessary compromises can be worked out before differences become problems. If this process is to work, both individuals must have an open mind and understand and respect the opinion of the other. In this manner, mutual respect is established and the best interests of all concerned are served. Remember, there are two individuals on the Special Needs Transportation school bus and there is not room for both if one, having an overbearing manner, ignores the feelings of the other and tries to dictate how things are to be done. Ideally the driver and monitor are members of a team working together as one for the benefit of the students they transport.

Another area of difficulty is due to a situation unique to Special Needs Transportation. The time spent on the school bus when no students are on board, leaves the driver and monitor in a quandary as to what to say or do. Conversations should be kept light or should pertain to the students who ride the bus and the service provided to them. All too often drivers and monitors allow personal problems to creep into these conversations. Do not burden your co-worker with your problems. Personal problems need to remain just that, **personal**. When these problems start to affect an individual's performance, it becomes a District problem. The District understands individual do go through crisis situations from time to time, but it cannot allow this to affect the safety of the students or the quality of the service provided. Again, the handicapped student must come first.

DEFINITION OF SPECIAL EDUCATION TERMS

ADMISSION, REVIEW AND DISMISSAL COMMITTEE (ARD)

The Admission, Review and Dismissal Committee (ARD) are composed of a student's parents and school personnel who are involved with that student. The ARD Committee determines a student's eligibility to receive Special Education Services; the Committee also plans the educational program of each student eligible for Special Education.

INDIVIDUAL EDUCATIONAL PLAN (IEP)

The Individual Educational Plan (IEP) is developed by the ARD Committee. The IEP includes educational goals and objectives for each student. It documents the services a student needs, how they will be provided and how progress will be measured.

SPECIAL EDUCATION

Special Education is instruction and related services provided to students who have the following handicapping conditions according to State and Federal criteria: Learning Disabilities, Speech Impairments, Physical Handicaps, Intellectual Disability, Emotional Disturbances, Autism, Multiple Handicaps, Pregnancy, Visual Handicaps, or Hearing Impairments. To receive Special Education, students must be at least three (3) years old but less than twenty-two (22) years of age and need the service of Special Education to progress through school. Students with visual handicaps or who are hearing impaired may receive Special Education services from birth until reaching the day before their 22nd birthday.

Behavioral Intervention Plan (BIP)

A behavioral intervention plan is a plan that is based on the results of a functional behavioral assessment (FBA) and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

EXTENDED SCHOOL YEAR (ESY)

Extended year services are individualized instructional programs for eligible students in Special Education that are offered beyond the regular school year. The ARD Committee will decide whether a student needs ESY. This decision is based on whether ESY is needed to prevent a student from losing certain critical skills that they may have gained during the current year.

OT – Occupational Therapist

PT – Physical Therapist

LSSP – Licensed Specialist in School Psychology

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

INTRODUCTION

Beginning in 1973 with the mandate of the Federal Rehabilitation Act (also known as 504), laws were enacted prohibiting discrimination against individuals with handicaps. This series of codes has evolved into many legal mandates directly affecting public schools, including school bus transportation. In 1990, the Individuals with Disabilities Education Act (EHA) was renamed the Education of the Handicapped Act (IDEA). References to “handicapped” children were changed to “children with disabilities.” These laws established far-reaching implication for educators and for transportation systems. The IDEA is a federal statute governing public education of children with disabilities. School districts became responsible for providing Free Appropriate Public Education (FAPE) to these students. FAPE is specific in listing mandated services that include: special education services (to include transportation) free of charge. Also mandated is an Individualized Education Program (IEP) to be designed for each child receiving special services (to include transportation if necessary for the child to access education).

Transportation is defined to include:

1. Travel to and from school
2. Travel in and around school buildings
3. Specialized equipment (lifts, ramps, adapted buses) for a child with disabilities.

THE IEP PROGRAM

- A. Section 504 of the federal mandate states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance. (Can require transportation for temporary conditions). Ex.: broken leg, severe asthma (medical assessment).
- B. The IDEA broadly requires that all children identified as disabled be provided a free appropriate public education consisting of special education and any necessary related services. Ex: (Transportation) in the least restrictive environment pursuant to an Individualized Education Program (IEP). It has been recognized that early intervention enhances the development of handicapped children. Definitions of Disabilities include:

Autism... Deaf-Blindness... Deafness
Hearing Impairment... Mental Impairment... Multiple
Impairment... Orthopedic Impairment... Physical and Health
Impairment... Behavior Disorder/Emotional Disorder
Specific Learning Disability... Speech and/or Language
Impairment... Traumatic Brain Injury... Visual Impairment
Attention Deficit Disorder... Attention Hyperactivity Disorder

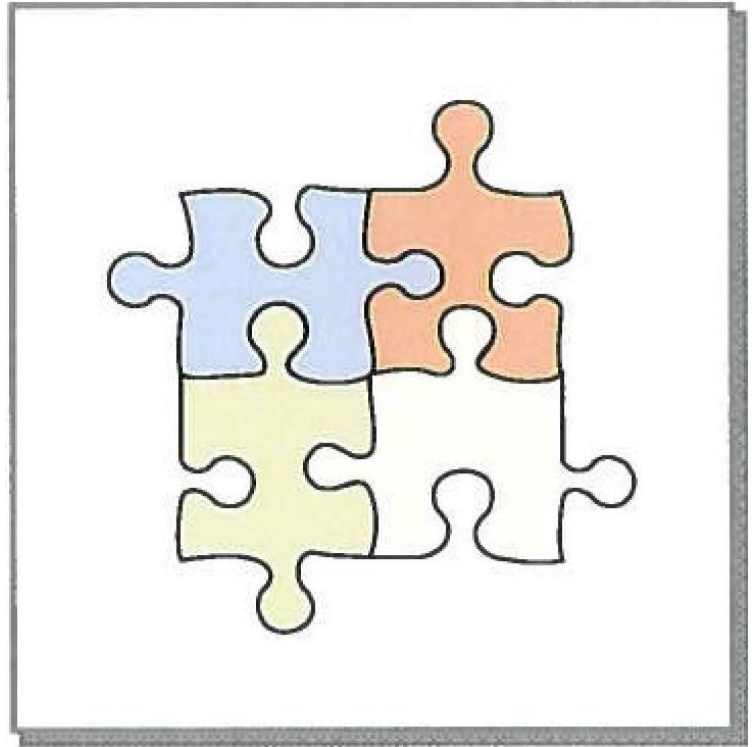
The federal code requires that the IEP be in a written document identifying the specially designed instruction program and related services (including transportation) to meet the unique needs of the child with disabilities. There are many people involved in writing the IEP. They may include but are not limited to: an Administrator or Program Specialist of Special Education, a Special Education Teacher, a General Education Teacher, a Representative of the Transportation Department, the student’s parent, and other professionals as required.

DEFINITION OF CLASSIFICATION LETTERS

AI – Auditory Impaired
AU – Autism Spectrum Disorder
DB – Deaf/Blind
ED – Emotional Disabilities
ID – Intellectually Disabled
LD – Learning Disabled
MI – Multiple Impaired
OH – Other Health Impaired
OI – Orthopedically Impaired
SI – Speech Impaired
TBI – Traumatic Brain Injury
VI – Visually Impaired

Other Letters:

SE – Seizures
WC – Wheel Chair
O2 – Oxygen
TM – Temporary Medical
TWC – Temporary Wheelchair



When referring to a student's disability it is correct to say the student's name first then with ----- (autism). Always remember that they are a person first, then a person with a disability.

COMMUNICATING WITH STUDENTS WITH DISABILITIES

GENERAL TIPS FOR BUS DRIVERS AND BUS MONITORS

- A. Be patient. Do not raise your voice. Speak slowly, firmly and clearly.
- B. Do not show anger or impatience.
- C. Use simple vocabulary. Keep rules and limits at a minimum.
- D. Observe closely.
- E. Demonstrate with your hands what you want the student to do.
- F. Have a written emergency evacuation plan; go over it orally with your students; practice it twice a year only on school grounds.

SPECIFIC TIPS FOR BUS DRIVERS AND MONITORS

Students with Hearing Impairments:

- Face the student when you speak
- Write simple notes
- Point or demonstrate
- Basic sign language is helpful

Students with Visual Impairments:

- Call the student by name
- Give clear directions for what you want done
- Talk with the teacher or parent for specific tips

Students with Intellectual Disabilities:

- Use simple vocabulary
- Give short, clear directions
- Demonstrate what needs to be done

Students with Orthopedic Impairments:

- Check to see if there are any adaptations such as positioning or harnessing
- Selective seating may be helpful
- Have a plan ready for evacuation purposes

Students with Behavioral Disorders:

- Check and work closely with teacher on behavior management plan
- Selective seating may be required

Students with Speech/Language Impairments:

- Listen carefully
- Ask the student to write you a note
- Use gestures
- Use simple vocabulary
- Find out if the student uses technology for assistance

AUTISM (AU)

Description

Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, adversely affecting a child's educational performance. Children with autism may exhibit any of the following characteristics:

- Obsessively repetitive activities and stereotyped movements – for instance, a child with autism may rock back and forth repeatedly, or exhibit rhythmic head and foot movements.
- Children with autism can be self-abusive – banging their heads, slapping, pinching, poking, or biting themselves.
- Unusual responses to sensory inputs – for instance, an exaggerated response to sound.
- Children with autism exhibit a wide range of intellectual and behavioral differences.
- Some students with autism are extremely withdrawn and do not communicate at all; others communicate in a bizarre or meaningless manner.
- Some children with autism may exhibit periodic emotional outbursts.
- Some children with autism are hyperactive, while some exhibit lethargy.
- May exhibit abnormal responses to objects, for instance exaggerated fears.

WHAT DOES THIS MEAN FOR TRANSPORTATION

1. Children with autism are often sensitive or resistant to a change in daily routines. For instance, a different bus, substitute driver, or change in the route can have a strong effect on a child with autism.
2. When giving directions to a student with autism, use short, familiar phrases, such as “Quiet voice”, “Do now”. Please ask teachers, parents or supervisor for common phrases used;
3. In sudden emergencies such as a bus fire, a child with autism may actually resist evacuating from the bus.
4. It is essential for drivers and monitors to consciously ignore behaviors that don't jeopardize safety. An established daily routine can minimize inappropriate behaviors.
5. When safety is jeopardized and intervention is required, simple one or two word directions are usually most effective in correcting dangerous behavior. Use a quiet, gentle, firm voice.
6. Do not provide complex choices to children with autism; it can upset them.
7. A small object to hold – for instance a shoestring, rubber band, favorite piece of cloth, small toy or stuffed animal – sometimes calms children with autism. Some enjoy using a calculator. Distracting a student is often the most successful form of intervention.
8. “Storyboards” identifying key locations along the bus route can sometimes alleviate the fears of a child with autism. Especially when a change on the route occurs.
9. Some children with autism use a keyboard communication device.
10. If drivers know they will be off the next day, they should let school and the child's parents know the day before.
11. A well thought out – and regularly practiced – evacuation plan is essential.
12. When severe behavior problems occur, drivers must pull the bus over in a safe location as soon as possible.

EMOTIONAL DISTURBANCE (ED)

Description

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.
- The term includes schizophrenia

WHAT DOES THIS MEAN FOR TRANSPORTATION?

13. Transporting students with emotional disturbance can be a challenge. Problems during the bus ride can include the following:
 - a. Failure to stay seated
 - b. Name calling and cursing
 - c. Hitting and fighting
 - d. Spitting
 - e. Screaming
 - f. Threatening and harassment of other students or bus staff
 - g. Inappropriately exiting the bus – jumping out emergency door, etc.
14. When children with emotional disturbance act out, drivers and monitors must avoid “taking it personally” or getting trapped in a “conflict spiral” in which adult anger and frustration fuels worsening behavior by the child.
15. Use their names, learn their interests, show them respect, honesty caring and trust. Be a professional and maintain a positive attitude.
16. Don't threaten or try to intimidate.
17. Give children responsibilities they can handle.
18. Establish key safety rules, communicate them clearly along with the consequences of not following them, and enforce them fairly and consistently.
19. Learn students' non-verbal cues to anticipate a potential incident. Defuse problems before they escalate to another level.
20. A structured daily routine coordinated with the student's classroom program helps maintain positive behavior on the bus.
21. Students who have emotional disturbance will have a Behavioral Intervention Plan (BIP). Refer to techniques to use and what to avoid as guidance to working with undesired behaviors.

Nothing replaces a positive and respectful relationship between the driver, monitor/support professional, and student.

ATTENTION DEFICIT DISORDER (ADD, ADHD)

Description

Children with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) may exhibit some or all of the following characteristics:

- Short attention span – difficulty focusing
- Poor memory
- Disorganization
- Poor impulse control
- Restlessness
- Incessant talking
- Incessant activity

Unlike children with ADHD, children with ADD are not clinically hyperactive. ADD and ADHD are not considered separate disability categories but are included under “Other Health Impairments”

WHAT DOES THIS MEAN FOR TRANSPORTATION?

1. Inability to stay seated – may move impulsively around the bus.
2. Difficulty following directions for a protracted period of time – when told to sit down, for instance, a child with ADD or ADHD may briefly do so but then quickly begin moving from seat to seat again.
3. Dangerous behavior getting on or off the bus – for instance, impulsively running across the road, away from school staff, or back to the bus as it leaves the stop, are all possibilities to be aware of.
4. Stimulating other students – the high energy level of children with attention deficit disorder can “raise the temperature” on the bus, stirring up other children.
5. A child’s medication may not have taken effect by the time he/she is picked up in the morning, or may have worn off by the time the bus comes to take the child home in the afternoon.
6. High noise level may create frustrating or unsafe conditions on the bus.
7. Because ADD and ADHD children look “normal”, sometimes it’s harder to remember it’s a real disability and not just “bad behavior.”
8. Clear and simple directions work best with children with attention deficit disorder.
9. Repetition and consistency is important when working with ADD children – they may not retain directions for a significant period of time.
10. Keeping children with ADD physically separated from other challenging children on the bus can minimize the over-stimulation effect and keep the situation manageable.
11. Assigned seats are a good idea for children with ADD or ADHD.
12. Activities and distractions (music, electronic games, drawing, etc.) may keep children with ADD or ADHD occupied during the bus ride.

INTELLECTUALLY DISABLED (ID)

Description

Intellectually Disabled means significantly sub average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance. The term intellectually disabled covers a broad spectrum of abilities and functional levels ranging from developmentally delayed to "educable" and "trainable" mentally retarded.

WHAT DOES THIS MEAN FOR TRANSPORTATION?

1. The degree to which transportation services must be modified for intellectually disabled children depends on factors such as independent functional level, ability to follow directions, ability to memorize and retain safety rules, and day-to-day age-appropriate self-help and adaptive behavior skills. Many children with intellectual disability will be very successful riding on the bus.
2. When giving instructions to a student with intellectual disability, allow 60 seconds for he/she to comply. Some students need more time to process the directive given.
3. Students with intellectual disability may exhibit any of the following tendencies:
 - a. May try to move around the bus.
 - b. May initiate inappropriate physical or verbal contact with other students, such as poking, slapping, teasing, name calling, tripping, etc.
 - c. Particular "triggers" such as another noisy student may provoke some students.
 - d. Some teenagers with intellectual disability may have limited judgment about what type of physical affection is appropriate. Adults should be sensitive but careful if such a situation arises.
4. Consistency and routine are crucial in relating to students with intellectual disabilities. Change is upsetting for many children with this disability.
5. Children with intellectual disabilities enjoy interacting with adults who relate to them in a sincerely caring fashion.
6. Drivers and monitors should speak softly and firmly, be friendly and give short, simple directions. It is difficult for students to conform to what is expected if they are unable to comprehend what is being asked of them. Expectations should be directly related to the students' functional ability.
7. Drivers and monitors should look for patterns in what "sets off" a child, so volatile situations can be defused.
8. Independence is often a key goal for children who are intellectually disabled, and drivers and monitors can often play an important role in helping children.

CEREBRAL PALSY (C.P.)

Description

The most common medical condition is Cerebral Palsy, which means damage to the developing brain – before, during or after birth. The damage itself happens once and never gets worse. Due to the brain damage, the motor messages from the brain to the muscles are not balanced and coordinated thereby causing difficulty with movement.

Cause

Cerebral Palsy can be premature difficulty during delivery, infections and head injuries.

Degree of Involvement

Cerebral Palsy can manifest itself in many ways. Students with Cerebral Palsy may have normal intelligence and difficulty with moving one arm and leg. Students may be profoundly retarded and have no voluntary movements at all. Students with Cerebral Palsy may also have seizures.

Associated reactions/conditions

Athetoid

Usually the students are loose, floppy, or disjointed looking with excessive uncontrolled movements. They may have tremors in hands or legs, and balance is poor. The students may be able to walk or may need a wheelchair for mobility. These students may be very friendly and intelligent but may have difficulty in speaking clearly.

Ataxic

These students have poor coordination with a disturbed sense of balance and depth perception. The students will walk with their legs far apart and their arms out for balance.

Spastic

These students appear stiff and tight and have difficulty with movement. They cannot react quickly, so they may need additional time to follow directions. Often the students are afraid of moving and have poor balance. If the students are able to walk, the legs may cross and they walk on their toes. If in a wheelchair; the students may sit with rounded shoulders, trunk leaning to one side and with poor head control.

CEREBRAL PALSY (C.P.) (cont)

WHAT DOES THIS MEAN FOR TRANSPORTATION?

1. If able to walk, students with Cerebral Palsy usually have trouble with balance, and therefore, should be supervised when going up and down the bus steps and when walking to the bus.
2. These students may have trouble sitting upright on a moving bus. Have your supervisor talk with the students' Occupational/Physical Therapist if this is a problem. Seat belts and safety vests are a necessity if students are to be seated on the bus seat.
3. Sudden movements and loud noises should be avoided as much as possible since they may aggravate movement disorders, especially with students who have spasticity.
4. Unless in an emergency, **never** adjust braces, wheelchair or wheelchair straps. If a problem arises have your supervisor talk with the student's Occupational/Physical Therapist.
5. These students may have seizure activity. Follow established seizure activity procedures.
6. These students may have difficulty controlling the movements in their arms. Care should be given when they are being loaded and unloaded on the bus so their arms are not injured.
7. Remember that they will be slow to respond, both physically and verbally.
8. Speech may be slurred and hard to understand.
9. Some students with Cerebral Palsy may also have a tracheotomy. They should be positioned on the bus away from the lift where they would be exposed to dust and other airborne irritants.

Students with Cerebral Palsy that are severely involved may have little to no head control, especially on the bus. Let the Occupational/Physical Therapist know what happens on the bus.

SPINA BIFIDA AND SPINAL CORD INJURIES

Description

Injury or defect of the spinal cord resulting in partial or complete paralysis below the injury.

Cause

Spina Bifida is caused by a malformation or incomplete formation of the spinal cord, occurring before birth.

A spinal cord injury is usually caused by traumatic damage (such as a diving or car accident) to the spinal cord.

The clinical picture

In both Spina Bifida, and spinal cord injuries, the brain sends out messages for the muscles to move. However, these messages reach a “dead end” at the level of the defect or injury. When no message gets through, there is a total paralysis from that level down. In some cases, some messages get through and there is a partial paralysis.

If the result is partial or complete paralysis of the muscles of the trunk and legs, the student is considered someone who is a paraplegic. If the arms are involved, the student is considered someone who is a quadriplegic.

Degree of Involvement

In addition to a paralysis, there is a partial or complete loss of skin sensation to pain, temperature and touch in the paralyzed area. Students may have bladder and bowel paralysis.

Associated reactions/conditions

Students with Spina Bifida may also have hydrocephalus or enlargement of the head caused by accumulation of fluids in the brain. Such students may have had an operation to insert a shunt to drain off excess fluid.

WHAT DOES THIS MEAN FOR TRANSPORTATION?

1. Students with Spina Bifida or a Spinal Cord Injury may lack sensation in their legs and will not be aware of an extremely hot bus seat burning their legs.
2. Since they do not have feelings in their legs, they may not know if their feet have fallen off the foot pedals of the wheelchair. Care must be taken so their legs/feet don't become injured.
3. Students with shunts that are malfunctioning may have problems with vomiting. Bus drivers and monitors must notify the school professionals or parents of any episodes of vomiting.
4. Care must be taken concerning where the shoulder section of the occupant restraint is positioned. It should never put pressure on a shunt.
5. Students with Spina Bifida often demonstrate what is referred to as “cocktail speech”. They are very verbal, but the content of what they are saying is very limited. Directions may need to be repeated.
6. These students may also have bladder and bowel paralysis, which can require tact and consideration in handling embarrassing situations.
7. Students with Spina Bifida may have life-threatening allergic reactions to latex. Be sure this is noted on the student information and that the information is given to paramedics if accidents occur.

DUCHENNE MUSCULAR DYSTROPHY (DMD)

Description

Another physical condition encountered in school is Duchenne Muscular Dystrophy (DMD). In DMD there is an actual disease of the muscles causing a progressive deterioration and wasting of muscle tissue.

Cause

Boys are mainly affected and inheritance patterns can be observed in families. The mother carries the defective gene and there is a 50% chance that a male offspring will inherit the disease.

The clinical picture

Infants with DMD usually appear perfectly normal as far as their motor development is concerned. As the boy starts to stand and walk, he may fall frequently, having a waddling gait, and have difficulty in getting up from the floor. By age 3 to 4, the muscle weakness becomes even more obvious.

Degree of Involvement

The muscle degeneration continues and around 8 or 9 the boy is no longer able to stand or walk independently. Boys with DMD are usually first provided with a manual wheelchair. As the disease progresses, there is a progressive loss of strength in the shoulders and upper arms at which time independent propelling of the wheelchair becomes too difficult. The boys then receive a motorized wheelchair.

Associated reactions/conditions

Due to their decreased level of activity, boys with DMD are often rather overweight. Severe respiratory problems mark the diseases final stages usually claiming the lives of those affected during their twenties.

DUCHENNE MUSCULAR DYSTROPHY (DMD) (cont)

WHAT DOES THIS MEAN FOR TRANSPORTATION?

1. Students with DMD who are still able to walk will have very precarious balance. These students will need help getting up and down the bus steps. Consult with the students' Occupational/Physical Therapist about walking ability.
2. The goal in treating students with DMD is to keep them out of a wheelchair as long as possible. Students who can no longer manage the school bus steps may not have a wheelchair yet. However, students should never be allowed to stand on the lift. Check with the Occupational/Physical Therapist about using wheelchairs for bus loading only.
3. Because of weakness, they may not be able to catch themselves if they start to fall. They will need total assistance to get back up.
4. All persons working with such students should be aware of the deteriorating course of the disease and the increasing debility that results. Statements such as "You could do it last week. Why can't you do it now?" should be avoided.
5. As such students become wheelchair-bound, they will lose muscle strength in their back muscles, making sitting up straight during the bus ride very difficult. Discuss this with the students' Occupational/Physical Therapist. Students may be in a tilt in space wheelchair to minimize the effects of gravity on the spine. This type of wheelchair must be secured in a very specific way.
6. Should lifting students with DMD ever be necessary, extreme care should be used. Due to their muscle weaknesses, such students will have a tendency to slip through one's arms.

SPINAL MUSCULAR ATROPHY (SMA)

Description

When nerves fail to function normally, the muscle cells with which they are connected deteriorate. SMA is a disease in which muscles weaken and waste away due to the generation of motor neurons – the nerve cells in the spinal cord that innervate muscle fibers. SMA prevents the neurons from delivering electrical and chemical signals that muscles depend on for normal function.

There are four different types of SMA, which can affect both boys and girls. The types vary according to age of onset and rate of progression. The intermediate form of SMA is the form we see most commonly in the school system.

Cause

The intermediate form of SMA is usually inherited in a pattern where both parents carry the defective gene and each child has one chance in four of being affected.

The clinical picture

The infants with intermediate SMA appear to progress normally until they reach 6 to 18 months of age. After that, symptoms include progressive muscle weakness throughout the trunk and extremities.

Degree of Involvement

The weakness is usually so severe that the children are unable to stand. Therefore, they are often in a wheelchair at a very young age. Early powered mobility provides these children with a way to explore their environment, which otherwise they cannot do.

The progression of intermediate SMA may remain static or there may be brief periods of worsening interspersed with long periods of stability.

Associated reactions/conditions

These children usually have average to above average intelligence. In spite of trunk weakness and severe deformities, they often insist on being in the mainstream of activities.

Respiratory insufficiency due to progressive weakness of the respiratory muscle is the usual cause of death. Most children with this disease survive to early childhood some however live longer.

WHAT DOES THIS MEAN FOR TRANSPORTATION?

1. Students with SMA are normally of average to above average intelligence. Due to their muscle weakness, they are often in a motorized wheelchair as early as two years of age.
2. Due to muscle weakness in their trunks, these students may have difficulty maintaining an upright trunk while on the bus. Let the Occupational/Physical Therapist know if this difficulty is observed.
3. It is critical that students with SMA not be positioned at the back of the bus. They have severe weakness of the neck muscles and will have extreme difficulty holding up their own heads.
4. As students with SMA get older, they may have difficulty in lifting up their arms. These students may have to ask for help should their arms fall off the wheelchair armrests.

OSTEOGENESIS IMPERFECTA (OI)

Description

OI can be literally translated as meaning imperfectly formed bones. The common term is brittle bone disease.

Cause

The condition is inherited. Males and females are equally affected.

The exact cause of OI have not been pinpointed, however, evidence points to a problem in the development of collagen in the body. Collagen can be likened to the framework upon which bones and tissue are built.

The clinical picture

If the collagen framework is defective, the bones fracture easily, the skin is loose and transparent, and the muscles lack tone.

Students who are afflicted require special care in lifting and carrying. Bones can be broken by the most minor bump or twist.

Degree of Involvement

These students may be able to walk with the aid of braces and crutches on a limited basis. However, most students will use a wheelchair for long distances if not totally.

Associated reactions/conditions

- Limbs are small.
- Limbs are often bowed in various contortions due to multiple fractures and healing in the deformed position.
- Short stature and stunted growth.
- Tendency to bruise easily.
- Excessive sweating.
- Triangular shaped face.

WHAT DOES THIS MEAN FOR TRANSPORTATION?

1. Bus drivers and monitor/aides must be alert to the possibility of fractures and should remember fractures may occur spontaneously in these students.
2. If bus drivers or aides believe a fracture may have occurred, students should not be moved until the parents or paramedics can be contacted.
3. Bus drivers and aides should be aware students with OI have increased perspiration and may have difficulty in handling hot temperatures on the bus. Let the student's teacher and parents know if this happens.
4. The transportation staff should be aware of the possibility of a gradually developing hearing impairment with students who have OI.

TRAUMATIC BRAIN INJURY (TBI)

Description

Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both.

Cause

TBI occurs from trauma to the brain through falls, motor vehicle accidents, near drowning and any type of external physical force.

Brain damage can result from the injury itself and/or from secondary injury of the brain in the form of swelling, bleeding and increased pressure on the brain.

Degree of Involvement

Injury to the brain can be localized or general. The amount of involvement due to a TBI can vary greatly from complete recovery to total disability.

Associated reactions/conditions

Physical Deficits:

Based on the severity of the brain injury one side of the body may be involved or there might be total involvement of all 4 extremities. Often spasticity is present. There can be a lack of coordination and balance.

Sensory deficits:

There can be difficulties with visual field, loss of hearing, difficulty with visual tracking, visual perceptual deficits and sensory-motor planning.

Communications and Language Disorders:

TBI can cause problems with receptive and/or expressive language. There can be poor quality of speech (dysarthria) and word-finding problems (aphasia).

Behavior Problems:

There can be a full range of emotions and actions including withdrawal and depression, low frustration tolerance and motivation, impulsivity and aggressiveness.

Cognitive:

Deficits in memory are common. Other areas of deficit are attention and concentration, judgment, distractibility and direction following.

TRAUMATIC BRAIN INJURY (TBI) (cont)

WHAT DOES THIS MEAN FOR TRANSPORTATION?

1. If able to walk students who have had a traumatic brain injury may have trouble with balance and coordination and therefore should be supervised when going up and down the bus steps and when walking on the bus.
2. When giving instructions to a student with traumatic brain injury, allow 60 seconds for he/she to comply. Some students need more time to process the directive given.
3. Sudden movements and loud noises should be avoided as much as possible since they may aggravate movement disorders, especially with students who have spasticity.
4. These students may have seizure activity. Follow established seizure Activity procedures.
5. Students who are in wheelchairs may have problems with their vision and thus have difficulty in visualizing curbs, the size of the lift, etc. Supervision must be given throughout the loading/unloading process.
6. Students who have had a traumatic brain injury often have trouble with directions following and planning. It is extremely important to practice evacuation drills with these students.
7. Because the brain is healing from the injury changes may occur at variable rates. Transportation staff should always be aware of changes and never assume “things” are staying the same.
8. Transportation staff needs to be aware of the tremendous impact that the sudden onset of deficits caused by a TBI can have on the entire family.

DEAF AND BLIND (DEAF-BLINDNESS)

DEAF/BLINDNESS (D/B) is the loss of both vision and hearing, which severely impacts development and communication. These students need assistance boarding and disembarking and should be made to feel as secure as possible once seated.

Some students may have hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs they cannot be accommodated in special education programs solely for children with deafness or children with blindness. If available, you should work with a mobility specialist and the student to determine the best methods for assistance (sighted guide techniques, etc.). Many intermediate units (IUs) will have mobility specialists who can work with you.

WHAT DOES THIS MEAN FOR TRANSPORTATION?

Drivers should learn signals for help, distress, toileting needs, illness, hunger, and any other daily events that may occur on a bus as these signals are the only means by which the student can communicate. Consider seating students who are deaf and blind close to the bus door for ease of exit/entry and to avoid objects or people who may block movement in the aisle. Also, avoid seat reassignment for behavior management to ensure a consistent orientation route from the stairwell to their seat.

DEAFNESS/HEARING IMPAIRMENTS

DEAF or HARD OF HEARING (D/HH) students have a hearing loss so severe that it interferes with the development of speech, language, or academic skills. These students may be educated using an alternative communication system such as sign language or lip reading; they may be served in programs specifically for the deaf or in the regular classroom with the assistance of an interpreter or other modification, depending on their level of ability and their IEP.

When communicating with hearing impaired students, it is essential to make eye contact. A bus evacuation plan for these students should include a method of getting their immediate attention, such as the use of interior lights or other pre-determined signal.

Students who have hearing impairments may require special transportation, though the inclusion of students with hearing impairments in general education transportation is fairly common. Hearing impairments may range from some degree of hearing loss to totally deaf.

WHAT DOES THIS MEAN FOR TRANSPORTATION?

Students who are deaf are taught and communicate through their other senses and therefore rely on visual and tactile information. Their greatest difficulty is to learn speech and language. To communicate, the student often learns to respond to lip movement, facial expression, signs, and/or finger spelling. When reading lips, students may not understand all of what is said, so repetition may be necessary. As a driver, you may need to gain the student's attention by tapping him/her on the shoulder or waving your hand. Remember to look directly at the student, maintain eye contact, and speak clearly, naturally and slowly; shouting is useless. Repetition, facial expressions and gestures can also help with communication. Ask the teacher or parent to explain the nature and extent of the student's hearing loss, and the best way to communicate with him or her. If the student communicates using sign language, you should attempt to learn a few common, useful 'signs' the student will understand.

VISUAL IMPAIRMENTS

Visual Impairment (VI) A student with visual impairment is one whose vision interferes with functioning in a regular school program. This term includes students who are functionally blind, legally blind, or partially sighted. Most students in this category have normal intelligence and learn well when appropriate techniques, materials, and equipment are used. These students may need guidance to get on or off the bus; they function better in a setting with assigned seats. Letting them know verbally when changes are going to occur is helpful. Practicing and emergency evacuation plan with visually impaired students is essential.

IDEIA indicates that students who have visual impairments have vision that, even with correction, adversely affects their educational performance. They may have partial sight, meaning they can only see low light or shapes, or be legally blind. While the visual impairment may affect their educational performance, it will not affect their intelligence unless they have cognitive disabilities as well. The educational development of students with visual impairments may not be very different from students without a visual impairment. The inclusion of students with visual impairments in general education transportation is fairly common.

Students with visual impairments should be allowed to move independently, but they should be monitored for safety. Students with visual impairments may use a cane, service animal or other mobility device, and may rely on auditory and tactile information. Consultation with an orientation or mobility specialist may be warranted when transporting students with visual impairments.

WHAT DOES THIS MEAN FOR TRANSPORTATION?

If a student with a visual impairment rides your bus, provide descriptive feedback during the ride to help the student orient, especially in advance of their stop, so they can prepare. Having the student sit near the driver can help with this. Some students may need assistance navigating the narrow steps and aisles on the bus. Also, be sure to address the student clearly and specifically by name so he/she is sure you are communicating with him/her. As the student becomes more familiar with riding your bus, he/she may need less assistance as the school year progresses. Exercise particular caution during pickup and drop off.

MULTIPLE DISABILITIES

Severe and Profound (SID/PID) – These students frequently have co-existing disabilities (vision, hearing and seizures). They have very limited communication skills and may need help in self-care, i.e., toileting, dressing, eating. They may need

Students with multiple disabilities often require specialized transportation, especially if one of the impairments is an orthopedic impairment. These students are typically severely impaired and may need significant assistance in all areas of functioning. It would be important to obtain specific guidance for such severely impaired students from knowledgeable individuals such as the parents, teachers and other specialists to include physical therapists, speech therapists or mobility specialists.

assistance in boarding and physical disembarking the bus and frequent monitoring during the ride. Many have disabilities that cause them to be non-ambulatory.

A student with multiple disabilities has a combination of disabilities (such as intellectual disability and blindness or intellectual disability and orthopedic impairment). The combination of disabilities causes such severe educational needs that such students cannot be accommodated in special education programs solely for one of the impairments.

WHAT DOES THIS MEAN FOR TRANSPORTATION?

ORTHOPEDIC IMPAIRMENTS

Orthopedic Impairment (OI) refers to students whose severe orthopedic impairments have an effect on their educational progress to the degree that special education is required. Impairment may include congenital conditions; deformity or absence of limbs, diseases such as polio, cerebral palsy and amputations. These students may use wheelchairs or other assistive equipment and may need a lift bus. Their physical disability does not indicate an intellectual impairment, and many of these students are served primarily in the regular classroom. However, the nature of their disability may require significant transportation adaptations, which should be addressed in the IEP meeting. It is important for drivers to receive information and training necessary to ensure the safe transportation of these students and their equipment.

Students with orthopedic impairments have severe orthopedic issues that adversely affect their educational performance. The impairments may be a result of a congenital anomaly, disease or other causes. Some students may require wheelchairs or other holding devices for mobility, while others can walk with crutches or a walker. Therefore, they may need help in loading and unloading the bus. Refer to the later section on special equipment and your local specialized training provided by your employer or IU.

WHAT DOES THIS MEAN FOR TRANSPORTATION?

Whenever possible, students with minor physical disabilities are integrated into the regular transportation system, but may need some slight assistance. Other students may have physical disabilities that might not affect mobility in terms of boarding a bus, but may impair speech or other forms of communication, writing, or arm, hand, eye, and head movement. This may affect their seating requirements on your bus.

Some common physical disorders and their effects include:

- **Cerebral Palsy (CP)** — Causes abnormal changes in physical movement, such as slow or spastic limb movement or seizures. A person with CP may be unable to coordinate body movement and may have possible speech problems. Intellectual functioning is often not affected. In the transportation setting, a student with CP may need a special harness.
- **Muscular Dystrophy (MD)** — A progressive general weakening of various muscle groups in the body. Students with MD may fatigue easily and may require the use of braces, harnesses or a wheelchair.
- **Spina Bifida** — A birth defect involving the spinal cord. Depending upon the severity of the defect, the student may be partially paralyzed (lower half of the body) or have a physical deformation. Some students with spina bifida are very verbal. On the bus, be careful with lower body positioning because these students may not have feeling in the lower half of their body. If they are positioned too close to a baseboard heater, they can get serious burns on their legs and not realize it.

OTHER HEALTH IMPAIRMENTS

Other Health Impairment (OHI) means having limited strength, vitality, or alertness to the degree that it adversely affects the student's educational performance. This impairment may be the result of chronic health problems such as asthma, diabetes, epilepsy, a heart condition, etc. It may also be due to a heightened alertness to environmental stimuli that results in limited alertness in the educational setting, often seen in students with attention deficit disorder or attention deficient hyperactivity disorder.

Students in this group may have difficulty starting, staying on, and completing tasks, making transitions, interacting with others, following directions. Because of the varied nature of students who are included in this category, it is important for the driver to get as much information about each student as possible and to work closely with the parents and teachers in meeting the student's transportation needs. Adaptations may be noted in the IEP and emergency medical plans may be needed.

Students with other health impairments have limited strength, vitality or alertness, including a heightened alertness to environmental stimuli resulting in limited alertness with respect to the educational environment. This is due to chronic or acute health problems, such as asthma, attention deficit hyperactivity disorder (ADHD), diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, or Tourette's Syndrome. These conditions can adversely affect a child's educational performance.

WHAT DOES THIS MEAN FOR TRANSPORTATION?

Some of the more common impairments are discussed below.

TOURETTE'S SYNDROME

When transporting students on the severe end of the spectrum, such as those requiring special transportation, you may need to talk to parents or teachers to find out about the special needs of these students on your route. Some students may wear medical identification tags specifying care and medical limitations.

Tourette's Syndrome is a neurological disorder characterized by repetitive, stereotyped, involuntary movements, and vocalizations called tics. The early symptoms of Tourette's are almost always noticed between the ages of seven and 10 years. Most people with the condition experience their worst symptoms in their early teens, with improvement occurring in the late teens and continuing into adulthood. Students with Tourette's are commonly included in general education transportation.

Tics are classified as either simple or complex. Simple motor tics are sudden, brief and repetitive movements such as eye blinking and other vision irregularities, facial grimacing, shoulder shrugging, and head or shoulder jerking. Simple vocalizations might include repetitive throat-clearing, sniffing or grunting sounds. Complex motor tics might include

facial grimacing combined with a head twist and a shoulder shrug. Other complex motor tics may actually appear purposeful, including sniffing or touching objects, hopping, jumping, bending, or twisting. More complex vocal tics include words or phrases. Do not be offended by the behavior or language exhibited as this may be a manifestation of the syndrome. Note that tics are involuntary and are often worse with excitement or anxiety and better during calm, focused activities.

WHAT DOES THIS MEAN FOR TRANSPORTATION?

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

Attention Deficit Hyperactivity Disorder (ADHD) includes primarily inattentive type, primarily hyperactive impulsive type, and combined type. Students with ADHD have significant difficulty maintaining their attention to effortful tasks, excessive physical activity and impulsivity, or both.

Common symptoms include:

- Impulsiveness - A child who acts quickly without thinking first or exhibits uncontrolled, abrupt and sudden changes in behavior. Students often act without considering the consequences and may endanger or harm themselves, or others.
- Hyperactivity - A child who walks, runs, or is seated, talks when also be unable to long before looking
- Inattention - A child who be in another world going on around him
- Forgetfulness - The student may forget items or have a tendency to misplace them.

Here are a few tips for you as a bus driver:

- Do not point out the behavior to the student;
- Give careful consideration to seat assignment;
- Stick to a routine as much as possible; and
- Keep your rules and directions short.

child who can't sit still, climbs around when others are talking. They may stick to one task for very long before looking for something else to do. who daydreams or seems to be sidetracked by what is or her.

WHAT DOES THIS MEAN FOR TRANSPORTATION?

SPECIFIC LEARNING DISABILITY

Specific Learning Disability (SLD) is a term used to describe a disorder in one or more of the basic processes involved in understanding and using spoken or written language. It may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. It does not refer to students with a general intellectual disability. Students in this category have average or above average intelligence, but have a serious academic deficiency not consistent with their measured ability. Some common characteristics may include difficulty with retrieval and transfer of information, letter reversals and transposals, difficulty knowing left from right, distractibility, and poor self-esteem.

Students with learning disabilities are those who have a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. The disorder may show up as trouble with listening, thinking, speaking, reading, writing, spelling, or solving math problems. This category does not include students with learning

caused by
hearing or
disabilities,
intellectual,
cultural,

Have patience with a student with ADHD. Like other students with impairments, have firm, fair and consistent expectations. You may need to provide verbal clues to let your student know when his/her stop is nearby so he/she can gather his/her belongings. For some students, permission to use electronic devices (i.e., music device, handheld game, etc.) may be considered to keep the child engaged in a preferred activity and minimize problem behaviors.

disorders
visual,
motor
or
emotional,
economic or

environmental disorders. The inclusion of students with learning disabilities in general education transportation is common.

WHAT DOES THIS MEAN FOR TRANSPORTATION?

SPEECH OR LANGUAGE IMPAIRMENT

Speech-Language Impairment (SI) refers to a difference in communication skills so significant that it is apparent, disrupts communication, or affects emotional social or intellectual growth. The impairment may be in the ability to articulate speech sounds, to comprehend and/or uses language, it may include an interruption in the flow of speech or voice impairment. Students with speech/language impairments may have difficulty communicating with the driver or with other students.

A speech or language impairment means a communication disorder, such as stuttering, impaired articulation or a speech or language impairment that adversely affects a child's educational performance. The inclusion of students with a speech or language impairment in general education transportation is fairly common.

WHAT DOES THIS MEAN FOR TRANSPORTATION?

Students with speech or language impairments may have trouble communicating clearly because they may be difficult to understand. Listen attentively and repeat back what you think was said. Keep your manner of responding "encouraging" rather than "correcting" and be patient! Watch a student's reaction to your response. It will help you know whether the message has been communicated. If you still don't understand the student, ask a peer to help, or ask a series of short questions that require "yes" or "no" answers. It may be helpful to use an alternative means of communication such as a pen and paper.

EPILEPSY

Epilepsy is a chronic nervous disorder, characterized by seizures of varying degrees. Students with epilepsy are commonly included in general education transportation. Epileptic seizures may be triggered by stress, hitting bumps in the road while driving, hot weather or a hot passenger compartment, strobes or flashing lights. You should know what to do, if a student has a seizure during the bus ride. Most students will have an “emergency preparedness plan” or “seizure plan”. This plan will provide you with some basic information on how to respond appropriately for that student.

WHAT DOES THIS MEAN FOR TRANSPORTATION?

SEIZURES

Description

Sudden attack of altered behavior, consciousness, sensation or autonomic function that is produced by a self-limited disruption of brain activity. Seizures can range from a momentary blank stare to a temporary loss of consciousness. Although frightening to all, a seizure is usually non-life threatening.

What the bus driver must have:

- a) Emergency Medical Information (Seizure Action Bus Plan)

What the driver/aide must know:

- a) What is a “typical” seizure for the student

Follow these steps to minimize any injuries to the student:

- Listen to the student - Sometimes a student with epilepsy experiences a peculiar sensation known as an aura before a seizure. If the student warns you, pull the bus over to a safe location.
- Keep calm - The student is usually not suffering or in danger.
- Help the child to a safe place, but do not restrain his or her movements. Move anything the student may strike against with his or her head, arms, or legs. Most injuries occur from bumping hard objects.
- Do not force a hard object between the student’s teeth.
- Do not give the student anything to drink.
- Saliva may flow from the student’s mouth. Wipe it away with a tissue.
- Stand by until the student has fully recovered consciousness and seems clearheaded. The student may seem dazed and incoherent for a while after a seizure.
- Encourage deep breathing after the student regains consciousness.
- Assure the student all is well and encourage him or her to go about regular activities.
- If the student is unconscious after the seizure, call for assistance and place him/her on his/her side in the recovery position.
- Occasionally, after a seizure, the student may want to sleep. Help him or her to a safe place to rest.
- Refer to local guidelines and procedures regarding the administration of medications and any supervisor/ parent notification requirements.

- Petit Mal Seizures

- Grand Mal Seizures
- b) What medications the student is taking

What do you do in the case of a seizure?

**Always follow your department's procedures regarding calling supervisors, etc.
(See next page) Remember it doesn't cost to call**

- Begin to time the seizures.**
- Lie the child down on the seat or floor if possible. Roll them onto their side.**
- Students traveling in their wheelchairs may be better protected remaining in the wheelchair.**
- Protect the student's head.**
- Be sure fluids drain from the mouth.**
- Remove eyeglasses.**
- Loosen a shirt collar to help with breathing.**
- Stay directly with the student.**
- Student may be disoriented after the seizure. Have the bus aide/monitor sit with the student.**

What else can we do?

- Purchase climate controlled buses. (transportation)
- Consider tinting windows. (transportation)
- Allow students to wear sunglasses
- Aware of location on bus.

New Procedures Necessary:

- Administering Medication and Treatment
 - Diastat
 - Magnets and Vagus Nerve Stimulators

HALL COUNTY SCHOOLS STANDARD BUS PLAN (example)

Student name: _____ **Date:** _____

Seizure Actions for Bus Drivers

- Keep calm and reassure other people who may be nearby.
- Don't hold the person down or try to stop his movements.
- Time the seizure with your watch.
- Clear the area around the person of anything hard or sharp.
- Loosen ties or anything around the neck that may make breathing difficult.
- Ease the person across a double or triple seat. Turn him/her onto his/her side.
- Put something flat and soft, like a folded jacket, under the head.
- Turn him or her gently onto one side. This will help keep the airway clear. Do not try to force the mouth open with any hard implement or with fingers. It is not true that a person having a seizure can swallow his tongue. Efforts to hold the tongue down can cause injury.

- Don't attempt artificial respiration except in the unlikely event that a person does not start breathing again after the seizure has stopped.
- Stay with the person until the seizure ends naturally.
- Be friendly and reassuring as consciousness returns.

A seizure is generally considered an emergency (call 911) when:

- **Convulsive (tonic-clonic) seizure lasts Longer than 5 minutes**
- **Student has repeated seizures without regaining consciousness**
- **Student is injured or has diabetes**
- **Student has a first-time seizure**
- **Student has breathing difficulties**
- **Student has a seizure in water**

Please contact the school nurse for more information

RESPIRATORY TERMS

Tracheostomy

Definition: Surgically created opening in the neck into the windpipe, which allow the student to breathe if he/she is unable to breathe well through the nose or mouth. The opening may have a metal or plastic tracheostomy tube inside to keep it open and allow air to pass in and out of the windpipe and lungs. Some students can breathe through the tracheostomy opening in itself. Others may need mechanical assistance to breathe through a ventilator.

Ventilators

Definition: A ventilator is a mechanical device, which helps a child to breathe by pushing air into the lungs. Ventilators need a battery or other power source to function. Many students also need supplemental oxygen.

- ◇ Ventilator trays must be securely fastened to the wheelchair. In turn, the ventilator must be attached to the tray with more than a Velcro strap.

ON THE BUS

- Location on the bus is important – student with a tracheostomy should not be positioned across from or near the lift or door where they are exposed to dust or debris.
 - Be careful when fastening occupant restraints to avoid dislodging the tracheostomy tube.
 - If tracheostomy tube becomes displaced – in many cases it can be easily repositioned. However, with some students who have narrowing of their trachea, if the tube is displaced, this could be life threatening.
 - School systems must have an emergency medical plan in place regarding who can replace a tracheostomy tube. The state's nurse practice regulations must also be followed.
 - Tracheostomy tubes can be plugged with mucus and may have to be suctioned.
- The school system must have a written plan regarding who may perform suctioning.

- Shallow suctioning
Vs.
 - Deep suctioning
- A suctioning machine on the bus must be well secured during transportation.

OTHER MEDICAL EQUIPMENT:

- **Oxygen**

Oxygen tanks should be removed from the wheelchair and put into the oxygen cabinet that is bolted to the floor track of the bus.

- Transported upright
- Supplemental oxygen should be transported by parent.

- **Pulse Oximeter**

Students may wear a pulse oximeter, which is a probe attached to the child's finger or toes. The probe measures the amount of oxygen saturation in the blood and an alarm can be set to sound if the oxygen falls below a certain level.

- Manual resuscitation bag (Ambu Bag)
In case of equipment failure.

NEED TO KNOW:

- Placement of Occupant Restraints
- Soft Cervical Collar
- CPR

GASTROSTOMY TUBES

Definition: tube, which passes food and fluid directly into the stomach/intestines through a surgical opening. Feedings can be given as single large volumes (bolus) every 3 – 6 hours or as a continuous drip throughout the day or overnight.

Occupant Straps

Be careful when fastening occupant restraint to avoid dislodging or pulling on the gastrostomy tube.

Procedures Necessary:

1. Continuous drip feedings
2. Transporting the pump
3. If "G" tube comes out

POINTS TO REMEMBER

It is critical to note that children with the same medical diagnosis may present a very different picture. Each child is unique and we can't simply generalize how they will react. No two students should be compared and assumptions should never be made based on what another student can do.

IT IS CRITICAL THAT THE TRANSPORTATION NEEDS OF STUDENTS WITH COMPLEX MEDICAL CONDITIONS BE DISCUSSED AT THE STUDENT'S INDIVIDUALIZED EDUCATION PLAN (IEP) MEETING. A REPRESENTATIVE FROM THE TRANSPORTATION DEPARTMENT MUST BE AN ACTIVE PARTICIPANT IN THE IEP PROCESS.

The IEP Meeting is where decisions regarding the need for a nurse to accompany the student on the bus should be made. Other plans should include emergency evacuation planning and involvement of local emergency response teams.

OTHER TERMS

1. HIV / AIDS / Communicable Diseases

Due to confidentiality requirements transportation staff may never be aware of some conditions. Therefore, staff should always practice universal precautions.

2. Universal Precautions:

Simple methods to create barriers between a care provider and a student's blood and body fluids.

Precautions:

- Protective equipment; i.e. gloves, gowns, face shields/mask
- Puncture proof containers
- Disinfectants to kill the virus
- Discarding items and articles contaminated
- Wash hands immediately

3. State Nurse Practices Act

Each state's Nurse Practice Act defines what procedures can and cannot be delegated to trained school staff members and what supervision requirements are needed. Great care should be demonstrated by all Transportation Directors regarding their state's Nursing Practice Act that identifies what specific interventions, activities and health care measures a special needs driver or assistant can provide on a routine basis, what can be provided on an emergency basis and what must be provided by certified nursing personnel for the students who are medically fragile/technology dependent.

4. Anaphylactic Shock

This is a major medical emergency. Extreme allergic reaction to bee stings, medicine, etc. The smooth muscles in the respiratory system close off so the victim is not able to get air in and out of the lungs.

5. **Asthma**
Can be a serious medical emergency. An asthma attack can sometimes be brought on by excitement. Passenger needs good ventilation while in transit.
6. **Cystic Fibrosis**
These students may have breathing and heart problems. If they sweat a lot, they will suffer serious salt depletion, which is a medical emergency.
7. **Diabetes**
An insulin reaction is a serious medical emergency. Symptoms are anxiety, headache, blurred vision, hunger, abdominal pain, profuse perspiration, tremulousness, disorientation, slurred speech, and seizures. If the person appears to be going into insulin shock, some form of easily digestible sugar should be given, for example, sugar, orange juice, soda pop or candy (i.e. smarties).
8. **Hemophilia**
Disease of the blood where it fails to clot and abnormal bleeding occurs. When a head or neck injury is sustained, this becomes a top medical priority. Passenger may stop breathing or rapidly sustain brain damage.
9. **Leukemia**
May have a tendency to vomit while on chemotherapy. Tend to be anemic and bleed easily. Bones may be more fragile.
10. **Service Animal**
Animal individually trained to do work or perform tasks for the benefit of an individual with a disability.
11. **Central Venous Catheter (CVC)**
A long-term intra-venous line that is inserted surgically into a deep, large vein in the neck or chest, usually near the heart. Students usually have CVCs when they have a need for long-term delivery of intravenous food and/or medication. These students may be receiving chemotherapy or antibiotic therapy.
12. **Colostomy**
A surgical opening in the large intestine that is used to drain stool when part of the colon does not function properly due to blockage, infection, birth defects or other problems.
13. **Ileostomy**
A surgical opening in the small intestine that is used to drain feces if the colon has been removed or is unable to be used due to disease, injury or blockage.

FIRST AID PROCEDURES

A. Cardiopulmonary resuscitation (CPR) is a lifesaving technique useful in many emergencies, including heart attack or near drowning, in which someone's breathing or heartbeat has stopped. The American Heart Association recommends that everyone — untrained bystanders and medical personnel alike — begin CPR with chest compressions.



It's far better to do something than to do nothing at all if you're fearful that your knowledge or abilities aren't 100 percent complete. Remember, the difference between your doing something and doing nothing could be someone's life.

Here's advice from the American Heart Association:

- **Untrained.** If you're not trained in CPR, then provide hands-only CPR. That means uninterrupted chest compressions of 100 to 120 a minute until paramedics arrive (described in more detail below). You do not perform rescue breathing.
- **Trained and ready to go.** If you're well-trained and confident in your ability, begin CPR with 30 chest compressions before checking the airway. You do not perform rescue breathing.
- **Trained but rusty.** If you've previously received CPR training but you're not confident in your abilities, then just do chest compressions at a rate of 100 to 120 a minute. (Details described below.) You do not perform rescue breathing.

The above advice applies to adults, children and infants needing CPR, but not newborns.

CPR can keep oxygenated blood flowing to the brain and other vital organs until more definitive medical treatment can restore a normal heart rhythm.

When the heart stops, the lack of oxygenated blood can cause brain damage in only a few minutes. A person may die within eight to 10 minutes.

Compressions: Restore blood circulation

1. Put the person on his or her back on a firm surface.
2. Kneel next to the person's neck and shoulders.
3. Place the heel of one hand over the center of the person's chest, between the nipples. Place your other hand on top of the first hand. Keep your elbows straight and position your shoulders directly above your hands.
4. Use your upper body weight (not just your arms) as you push straight down on (compress) the chest at least 2 inches (approximately 5 centimeters) but not greater than 2.4 inches (approximately 6 centimeters). Push hard at a rate of 100 to 120 compressions a minute.
5. If you haven't been trained in CPR, continue chest compressions until there are signs of movement or until emergency medical personnel take over. If you have been trained in CPR, go on to checking the airway.

B. Clearing the Airways

Foreign bodies may partially block the airway but still allow good air movement. In such cases choking victims remain conscious, they can cough forcefully, and usually can speak. They require no immediate actions from you. If the victim is unable to speak or cough, the following procedure should be followed:

1. Stand behind the victim and make a fist with one hand;
2. Thumb side of the fist should be against the person's abdomen;
3. Fist should be between navel and rib cage;
4. Grasp fist with the other hand;
5. Give four quick upward thrusts;
6. Repeat until effective.

NOTE: If the victim is unconscious, they should be lying on their back with their head sideways. Straddle the victim and follow the above procedure.

C. Controlling Bleeding:

Controlling bleeding requires immediate action. A person can bleed to death in less than one minute. Loss of blood (even a small amount) can produce shock. Methods to control bleeding.

1. *Direct Pressure* – Place a pad, clean handkerchief, cloth, etc. directly on the wound firmly with the hand. If no pad or cloth is available, use universal precautions with latex gloves to apply pressure directly. Raise the injured part higher than the heart except where there is a broken bone.
2. *Pressure Point* – Bleeding may be slowed by applying pressure to slow blood supply by using the fingers or hand against the body. Pressure points are under the upper arm and in the groin area near the pelvis on either side of the body.
3. *First Aid for Nose Bleeds:*
 - a. Place the victim in a sitting position;
 - b. Loosen the collar or anything tight around the neck;
 - c. Apply compress (cold is better) directly over the nose. Use universal precautions when exposed to body fluids.
 - d. Apply pressure to the bleeding nostril by pressing in toward the midline.
 - e. Make sure the victim does not blow their nose.

D. Treatment for Shock:

1. Shock can be brought about as a result of excessive bleeding, inadequate breathing, or un-splinted fractures. Shock can cause death and can be worsened by extreme pain or fright. Symptoms of shock include:
 - a. Cold, clammy, or pale skin. Sweat appears around forehead or lips;
 - b. Nausea and dizziness;
 - c. Pulse can be irregular, fast, or slow, or absent;
 - d. Shallow and irregular breathing;
 - e. Eyes are dull, pupils enlarged, or dilated.
2. Often the shock victim is unaware of his condition and collapses. In assisting a shock victim your goals are:
 - a. To improve circulation
 - b. To ensure an adequate supply of blood
 - c. To maintain a normal body temperature

E. Body Position for a Shock Victim:

- a. Standard position – lying on back with feet elevated 8 to 12 inches;
- b. If the victim has a head wound or is having trouble breathing, elevate the head and shoulders;
- c. A person who is vomiting or bleeding at/from the mouth should lie on one side so fluid will drain.

F. Regulating Body Temperature of A Shock Victim:

- a. Cover the victim with a blanket or additional clothing. You want to prevent chilling, but not to raise body temperature, as this could be harmful.

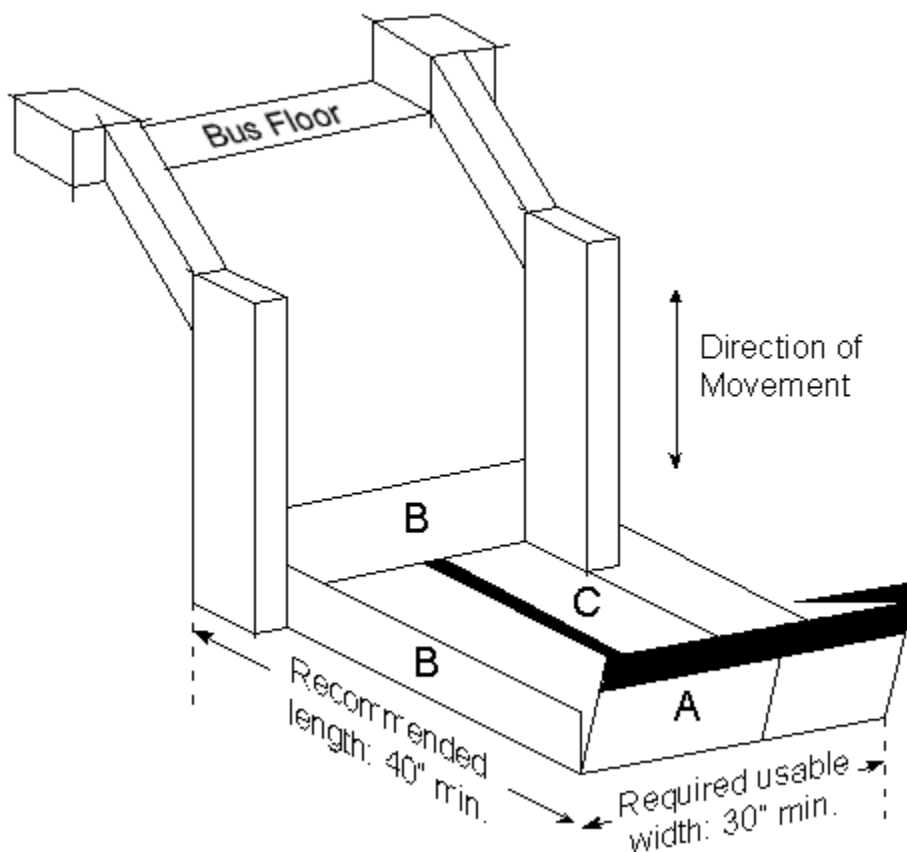
G. First Aid for Epileptic Seizures:

1. Help the victim lie down with head to the side.
2. Clear away nearby objects.
3. Do not force anything between the victim's teeth.

4. Loosen clothing around the neck when the jerking ceases.
5. Keep the victim's airway open.
6. Do not try to restrain the victim. You will see jerking motions and possibly foaming at the mouth.
7. If breathing stops, give artificial respiration.
8. Allow the victim to rest or sleep following the seizure. Sometimes clothing will be soiled. Do not question, disturb, or embarrass the victim.

THE WHEELCHAIR LIFT

THE WHEELCHAIR LIFT SYSTEM



- A. Automatic Safety Barrier
- B. Side, Rear Safety Barriers recommended 1.5 min.
- C. Folding, non-skid Platform

A hand rail and safety belt are also recommended

WHEELCHAIR LIFT SAFETY FEATURES

1. The outboard roll stop is activated by the up and down buttons. When the up button is pushed, the outboard roll stop rotates to the vertical position before the platform raises. When the down button is pushed, the outboard roll stop does not rotate to the horizontal position until the platform is lowered fully to the ground.
2. The inboard roll stop position is also activated by the up and down buttons. When the down button is pushed, the inboard roll stop rotates to a vertical position. It remains in the vertical position while the wheelchair is loaded or unloaded on the ground. When the up button is pushed, the inboard roll stop rotates to the horizontal position when the platform reaches the vehicle floor level.
3. The bridge plate rotates to the horizontal position when the unfold button is pushed. It rotates to the vertical position when the fold button is pushed.
4. Interlock devices prevent operation of the lift or the school bus when it is not safe. Interlock devices can work in a variety of ways:
 - a. They lock the school bus transmission in place when the lift is deployed.
 - b. They don't allow the lift to be deployed until the school bus is in PARK and the emergency brake is set.
 - c. They stall the school bus engine if the lift is deployed and the emergency brake is released or the transmission is shifted from PARK.

Discontinue operation immediately if any of these safety features do not work properly.

WHEELCHAIR LIFT AND SCHOOL BUS POSITION

1. Before using the wheelchair lift, park the vehicle on level ground. Do not park on a slope.
2. The platform must rest completely on the ground. Choose a place to load without obstacles to interfere with the operation of the lift.

WHO CAN USE A WHEELCHAIR LIFT

1. Wheelchair lifts are designed to be used by:
 - Anyone using a wheelchair or other mobility aid
 - Someone sitting in a folding chair

- A standee: a person who has difficulty using steps (for example someone using a walker, crutches, braces, a cane). Due to liability, schools should never have someone stand on a lift. In the school bus carry a loaner wheelchair or a stroller for lift use.

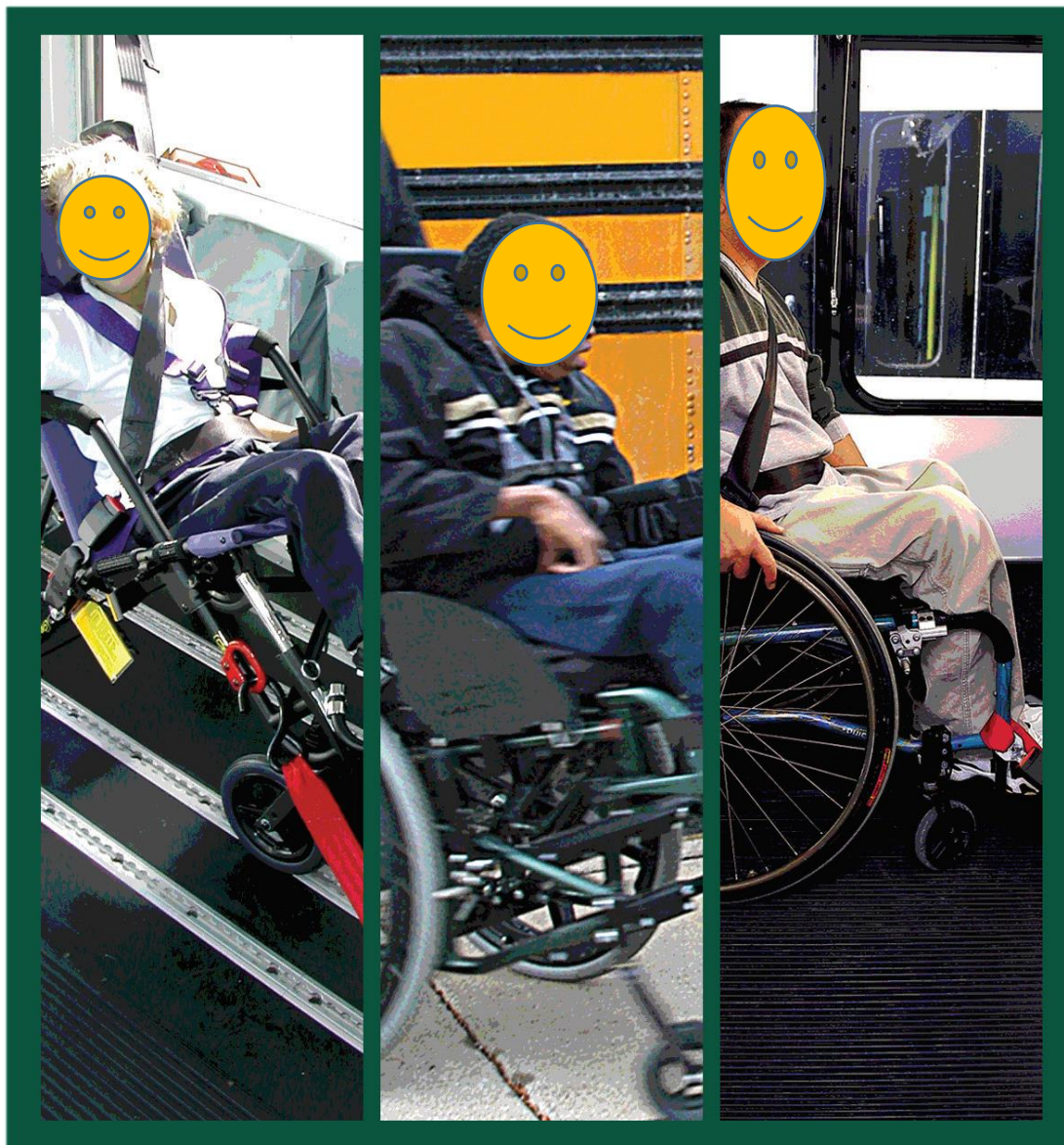
2. Lift attendants should not ride on the platform with the passenger.

EMERGENCY SITUATIONS

1. If you experience a power or equipment failure and you have a child on the lift, you can operate the lift manually. Review the manufacturer's instructions for operating the wheelchair lift on your bus manually.

Ride Safe

Information to help you travel more safely
in motor vehicles while seated in your wheelchair



- There are special steps that need to be taken for transporting pre-school and children with special needs.
- School bus drivers need to have special training specific to transporting students with special needs.
- Some young children with special needs use wheelchairs.

Loading and Unloading

When unloading at the school, the ambulatory students are to get off the bus first and the wheelchair students last. When loading at the school, the wheelchair students are to be loaded first and the lift door closed and secured. The ambulatory students will then get on the bus.

Note: you cannot keep your eyes on the students on the bus, while you are loading wheelchairs. Always load and unload wheelchair with the back of the wheelchair closest to the bus! Never load with student facing the bus! If an issue or incident arises, direct your questions to the SPED Transportation Routing Clerk. Never get off the bus and leave students unattended!

LOADING ON THE ROUTE

Loading lights (red alternating flashers) are **NOT** to be turned off until student is fully secured.

SECURING AN UNOCCUPIED WHEELCHAIR:

An unoccupied manual wheelchair must be secured in the same way as an occupied chair – 2 straps in the front and 2 straps in the back or **for a motorized wheelchair – 2 straps in the front and 4 straps in the back.**

Note: Never carry a student that requires a wheelchair without the wheelchair and never carry a wheelchair without the student present on the bus.

WC19 Wheelchair

} ☐ WC19: is a voluntary standard for wheelchair crashworthiness.



WC19 is a voluntary RESNA standard for wheelchairs used as a seat in motor vehicles. It includes a required crash test and associated performance criteria.

- RESNA is the Rehabilitation Engineering and Assistive Technology Society of North America.

Proper installation includes the following:

Both wheelchair and rider face forward, toward the primary direction of vehicle travel. Never tie down a w/c sideways or backwards on the bus, must be facing forward

Use of a lap/shoulder seat belt or use of a WC19 compliant wheelchair anchored harness system (latter only for children under 50 lbs). 4 point tie-down system: 4 straps that attach to four points on the wheelchair and 4 points on the floor. **Can be 6 point, for heavy wheelchairs.** Check the manufacturer's instructions.

START WITH THE RIGHT EQUIPMENT

The Wheelchair

- **It is best if you have a wheelchair that has been designed and tested for use as a seat in motor vehicles, often referred to as a WC19 wheelchair or a transit wheelchair.** These wheelchairs comply with ANSI/RESNA WC19, a voluntary standard developed by safety and rehabilitation experts. Wheelchairs that meet the design and performance requirements of this standard will be labeled to show that they comply with WC19.
- Most importantly, a WC19 wheelchair has four, crash-tested securement points where tiedown straps and hooks can be easily attached. These points are clearly marked with a hook symbol.

- If a WC19 wheelchair is not available, the next best choice is a wheelchair with an accessible metal frame where tiedown straps and hooks can be attached at frame junctions.

The Wheelchair Tiedown and Occupant Restraint System (WTORS)

- It is important to use a complete WTORS to secure the wheelchair and provide the wheelchair occupant with a properly designed and tested lap/shoulder belt system.
- **Always use a WTORS that has been crash tested and labeled as complying with ANSI/RESNA WC18 or SAE J2249**, a voluntary standard developed by safety and rehabilitation experts. The most common type of wheelchair tiedown uses four straps to secure the wheelchair to the vehicle. Although it requires someone other than the wheelchair rider to secure and release the wheelchair, this tiedown can secure a wide range of WC19 and non-WC19 wheelchairs.
- To protect the rider during a crash or sudden braking, and to minimize the likelihood of injury caused by contact with the vehicle, a seatbelt system with both lap and shoulder belts must be used.

SECURE THE WHEELCHAIR

Four-Point Tiedowns

- Always position the wheelchair and rider facing forward in the vehicle.
- When securing a WC19 wheelchair, attach the four tiedown straps to the securement points provided on the wheelchair. Tighten the straps to remove all slack.
- If you do not have a WC19 wheelchair, it is best to attach the tiedown straps to welded junctions of the wheelchair frame or to other structural areas where the frame is fastened together with hardened steel bolts — indicated by six raised lines or bumps on the bolt head.
- **Do not attach tiedowns to adjustable, moving, or removable parts of the wheelchair such as armrests, footrests, and wheels.**
- When securing non-WC19 wheelchairs, choose structural securement points as close to the seat surface as possible to provide greater wheelchair stability during travel. It is best if the rear securement points are high enough to result in angles of the rear tiedown straps between 30 and 45 degrees to the horizontal.
- If you have a non-WC19 wheelchair with a tilt seat, make sure to attach both the front and rear straps to either the seat frame or to the base frame. Mixing wheelchair securement points between the seat and base can result in the tiedown straps becoming slack if the angle of the seat changes during a crash.
- It is best if floor anchor points for rear tiedown straps are located directly behind the rear securement points on the wheelchair. If possible, the front tiedown straps should anchor to the floor at points that are spaced wider than the wheelchair to increase lateral stability during travel.

PROTECT THE WHEELCHAIR RIDER

- In addition to securing the wheelchair, **it is very important to provide effective restraint for the wheelchair user with a crash-tested lap and shoulder belt or with a child restraint harness.** Postural support belts attached to the wheelchair are **not** strong enough to withstand crash forces and are usually not positioned correctly to restrain the occupant safely in a crash.
- The lap belt should be placed low across the front of the pelvis near the upper thighs, not high over the abdomen. When possible, the lap belt should be angled between 45 and 75 degrees to the horizontal when viewed from the side. Some wheelchair features, like armrests, can interfere with good belt fit. To avoid placing the lap belt over the armrest and to keep the lap belt low on the pelvis, it may be necessary to insert the belt between the armrest and the seatback, or through openings between the backrest and seat.
- A diagonal shoulder belt should cross the middle of the shoulder and the center of the chest, and should connect to the lap belt near the hip of the wheelchair rider. The upper shoulder-belt anchor point or D-ring guide should be anchored above and behind the top of the occupant's shoulder, so that the belt is in good contact with the shoulder and chest while traveling.

□ Newer WC19 wheelchairs offer the option of a crash-tested lap belt that is anchored to the wheelchair frame. If the wheelchair has an onboard crash-tested lap belt, complete the belt system by attaching the lower end of a shoulder belt to the lap belt. Crash tested wheelchair-anchored lap belts will be labeled to indicate that they comply with WC19.

Other Important Points

- Read and follow all manufacturers' instructions.
- It is best to ride with the wheelchair backrest positioned at an angle of 30 degrees or less to the vertical. If a greater recline angle is needed, the shoulder belt anchor point should be moved rearward along the vehicle sidewall so the belt maintains contact with the rider's shoulder and chest.
- Maximize the clear space around the rider to reduce the possibility of contact with vehicle components and other passengers in a crash. Cover rigid vehicle components that are close to the rider with dense padding.
- Check wheelchair and WTORS equipment regularly and replace worn components. If involved in a vehicle crash, check with the manufacturer to determine if the equipment needs to be replaced. Keep WTORS anchorage track free of debris.
- If possible, remove hard trays and secure them in the vehicle to reduce the chance of rider injury from contact with the tray. Consider the use of foam trays instead of rigid trays during transit. If it is not possible to remove a hard tray, place dense padding between the rider and the edge of the tray and make sure that the tray is securely attached to the wheelchair so it will not break loose and cause injury to other occupants in a crash.
- A properly positioned headrest may help protect the neck in a rear impact.
- If it is necessary to use a head and neck support during travel, choose a soft, light, neck collar because stiff collars and head straps are more likely to cause neck injury in a crash. The soft collar should not be attached to the seating system.
- Secure medical and other equipment to the wheelchair or vehicle to prevent it from breaking loose and causing injuries in a crash.

Driver and Monitor/Support Professional/Aide duties

Wheelchairs

The monitor and/or support professional/aide assists the driver in securing wheelchairs on the bus properly to ensure the safety of the students.

Process for safely loading students with wheelchairs

The Bus driver...

1. Apply parking brake, shifts to neutral and activates "stop arms"

The Monitor and/or support professional/aide...

2. Locks the lift door in an open position

The Bus driver...

3. Activates the lift to lower it to ground level

The Monitor and/or support professional/aide...

4. Unfastens the lift safety strap (if applicable)
5. Checks to be sure the student's lap belt is snugly fastened
6. Positions the wheelchair on the bus lift with the student **always** facing out, far enough back so the footrest clears the safety guard on the front of the lift.
7. Secures the wheelchair on the lift

- a. Manual wheelchair brakes are locked before operating lift
- b. Power wheelchair
 - i. Switch power to off
 - ii. Lock the wheelchair brakes
 - iii. Re-engage gears to set internal locking mechanism
- 8. Secures safety strap (if available)
- 9. Keeps one hand on the wheelchair at all times

The Bus driver...

- 10. Activates lift to raise it from the ground level
- 11. Unlocks wheelchair brakes or disengages gears on motorized wheelchairs
- 12. Manually pulls wheelchair onto bus and guides it off the lift and into a forward-facing position to be secured

The Monitor and/or support professional/aide...

- 13. Locks the lift door in the closed position
- 14. Enters the bus to assist the bus driver with securing students in equipment tiedowns for wheelchairs

The Bus driver...

- 15. If equipped; remove tray; secure and restraint in designated area
- 16. Assists the bus monitor and/or support professional/aide with securing students in equipment tiedowns for wheelchairs

Process for Safely Unloading Students Using Wheelchairs

The Bus driver...

- 1. Apply parking brake, shifts to neutral and activates “stop arms”

The Monitor and/or support professional/aide...

- 2. Helps the driver unstrap the wheelchair tiedowns
- 3. Locks the lift door in an open position

The Bus driver...

- 4. Unlocks wheelchair brakes or disengages gears on motorized wheelchairs
- 5. Manually guides the wheelchair onto the lift with the student **always** facing out
- 6. Secures the wheelchair on the lift
 - a. Manual wheelchair brakes are locked before operating lift
 - b. Power wheelchair
 - i. Switch power to off
 - ii. Lock the wheelchair brakes
 - iii. Re-engage gears to set internal locking mechanism
- 7. Secures safety strap (if available)
- 8. Activates the lift and lowers it to the ground, maintaining a grip on the wheelchair frame while the lift is in motion

The Monitor and/or support professional/aide...

- 9. Keeps one hand on the wheelchair at all times
- 10. Unfastens the lift safety strap (if applicable)

11. Unlocks the brakes and guides the wheelchair off of the lift
12. Locks the lift door in the closed position
13. Board the bus

Whenever possible, lift is to be brought down onto a flat surface rather than a raised surface to minimize the possibility of the wheelchair rolling off the back of the lift or damaging the lift.

Loading and Unloading Students

The monitor and/or support professional/assistant may occasionally be responsible for escorting a student from the bus into the school, or to the classroom door, only in the event you have been delayed getting to the school. Bus monitor and/or support professional/assistants do **not** walk students to the door of the home or day care facility. Meeting the student is the responsibility of the parent or their designee. Students in PreK–3rd grade and non-ambulatory Elementary students must be met at the bus by the parent or their designee. Parents of older students may opt not to meet the bus by completing a waiver which must be approved by a school official.

When a parent or their designee fails to meet the bus

The driver will radio transportation. Transportation will decide what the course of action will be, whether it be

- First--Contact a parent/guardian or emergency contact.
- Second-- Deliver the other students on the bus and then return to the residence.
- Third—Return the student to the school.

IMPORTANT:

Do not leave student at home without an adult, look on the students transportation information form or call base to see if they can be left alone

Do not ever cater to the parents, if you continue to drop other students and return to this students because a parent wasn't home, this gives that parent the ok to continue this behavior repeatedly! Radio base and ask what to do, we may ask you to return or take them back to school! If we take the student back to the school in these situations we will have less parents abusing this rule. I know it's a hassle and will make you late, but all in all, time is money and this will only benefit you in the end

No picking up/dropping students at different locations without approval from transportation.

Parents must go to the school for address changes or to request alternate pick up and drop off locations.

Do not call the parents and tell them to come get their kid(s), instead ask them what to do to calm them down.

Do not ask the parent to take their child to school this needs to be arranged by the bus shop

Parents MUST NEVER ride the bus due to Insurance Liabilities, they will not be covered.

Child Passenger Safety and the School Bus

Booster Seats and Safety Vests/Harness

The monitor and/or support professional/assistant assists the driver in securing a student in equipment including booster seats, safety vests, and lap belts.

- ☐ ☐ All PreK students will use a child safety restraint (built in car seat, booster seat or safety harness)
- ☐ ☐ Students 40 lbs. and under must ride in a built-in car seat or booster seat
- ☐ ☐ PreK students 41 lbs. and over must be secured in a safety harness
- ☐ ☐ The equipment must be on the bus driver prior to student dismissal, to provide enough time for the driver and monitor and/or support professional/assistant to ensure all equipment is properly secured.

NOTE: If a student requires a harness/safety vest or booster you must use it on the student! If you decide to disregard the IEP instructions and something happens, YOU, not the Transportation Department will suffer the consequences.

At the school, the driver must wait for the proper teacher/para to come get their students off the bus, Student must be given to their teacher/para!

Drivers, when picking up and dropping off at the Pre-K Facility; do not pull away from the school until teachers have moved the students @ least 15 feet away from the bus

Child safety restraint system (CSRS) is a crash-tested device or system that is specially designed to provide infant/child crash protection. General term for systems including child safety seats, safety vests or car beds that meet FMVSS 213.

- A lap belt is not a CSRS for pre-school age children.

Best Practice is the gold standard of protection. It is the safest way to transport a child on the basis of the child's age, weight, height, body development and behavior.

- School buses are the safest form of land transportation:
 - Larger and heavier
 - Less likely to be in a crash
 - Conspicuous
 - Meets stringent FMVSS
 - Occupant protection:
 - Compartmentalization
 - Seat belts required on small buses
- Compartmentalization is the primary form of occupant protection for school age children and was not designed for or proven effective for preschool age children. Compartmentalization will be discussed in detail later on.

Resources for school bus safety facts:

- <http://www.nasdpts.org>
- <http://www.nhtsa.dot.gov>
- <http://americanschoolbuscouncil.org/>
- <http://www.ncstonline.org/>
- <http://www.nsc.org>
- <http://saferidenews.com>

- The NHTSA Guidelines are based on NHTSA crash testing of pre-school age size dummies in school bus seats. The test results showed that preschool age children are safest when transported in CSRS.



- All states require that children age 4 and younger must be secured in a CSRS in passenger vehicles, they don't all extend the requirement to school buses.
- Even though a state law may not require a preschool age child to be in a CSRS on a school bus, NHTSA guidelines recommend transport in a properly secured CSRS for all pre-school age children, which is considered best practice.

There are Three Crashes in a Collision

- ☐ The Vehicle Crash
- ☐ The Human Crash
- ☐ The Internal Crash

Every vehicle collision includes three crashes:

- **The Vehicle Crash:** The first stage involves the vehicle. A crash causes the vehicle to buckle and bend as it hits something and comes to an abrupt stop. This occurs in approximately 1/10 of a second in a front-end collision. The crushing of the front end absorbs some crash forces and cushions the rest of the vehicle. As a result, the passenger compartment comes to a more gradual stop than the front of the vehicle.
- **The Human Crash.** The second stage occurs as the vehicle stops. In a crash occupants move toward the point of impact, at the vehicle's original speed. Just after the vehicle comes to a complete stop, occupants collide with the steering wheel, windshield, seat belt, or some other part of the vehicle interior. This is the human crash.

NOTE: All objects in the vehicle move with the same speed upon impact whether secured or not. Another form of the human crash is the person-to-person impact:

Unsecured occupants colliding with each other or an unsecured occupant colliding with a secured occupant can cause many serious or fatal injuries.

- **The Internal Crash.** The third stage occurs after an occupant's body comes to a complete stop. The internal organs are still moving forward until the organs hit something. Suddenly, organs hit other organs or the skeletal system. This third crash is the internal crash, often causing serious or fatal injuries.

Child Safety Restraint Systems:

- Hold occupants in place so that they are not thrown around and so that internal injuries are minimized or prevented.
- Spread the forces over a wide part of the body.
- Spread the forces over the strongest parts of the body. For older children and adults, the strongest parts are the hips and shoulders. For infants, there really isn't a strong part, so the rear-facing seat cradles the entire body and spreads the force over the entire back, head, and neck.
- Allow the body to slowly "ride down" the crash. The belt and harness webbing stretch and the vehicle seat cushions compress to let occupants slow down more gradually than the vehicle. Protect the head and spinal cord. The shoulder belt and the harness keep the head and upper body away from the hard surfaces of the vehicle.
- Improve postural control and helps assure student will sit upright and proper in the seat. This is especially important for some students with special needs.

Safe Seating Plan

- ☐ Factors to consider:
 - Needs of all passengers
 - Need for buffer zones
 - Efficient daily loading/unloading and in an emergency
 - Special needs (respiratory, positioning for emergency procedures, sensory, and environmental support)
- ☐ **Document the seating plan and keep a copy on the bus and file it in the office.**
 - Route modification should be taken into account when designing seating plans.
 - Buffer zones may need to be established to protect vulnerable students. Buffer zone may include assigning one student to a seat, leaving a seat open between students or strategically seating the bus monitor.
 - Pre-school age students with respiratory issues should not be seated in the rear seats of the bus near the emergency exit or the service door to lessen their exposure to fumes, dust and temperature changes.
 - Pre-school age students who may need emergency medical treatment during transportation may need to be located near an open area where they can be quickly placed on a firm surface.

School Bus Specific Add-On CSRS Installation

- Seat Mount:
 - Attaches CSRS to bus seat back
 - Attaches CSRS to bus seat bottom
- Sequence of Strap Installation Differs By Product



Add-On CSRS Installation Attaching to Bus Seat Bottom

- ☐ Ensure that seat bottom or pad is fully seated into the seat bight.
- ☐ Ensure straps are not twisted and correctly routed.
- ☐ Hold seat bottom or pad in place when tightening strap system.
- ☐ Ensure strap system is secured to prevent slippage on bus seat.



Proper Fit/Use of Add-On CSRS

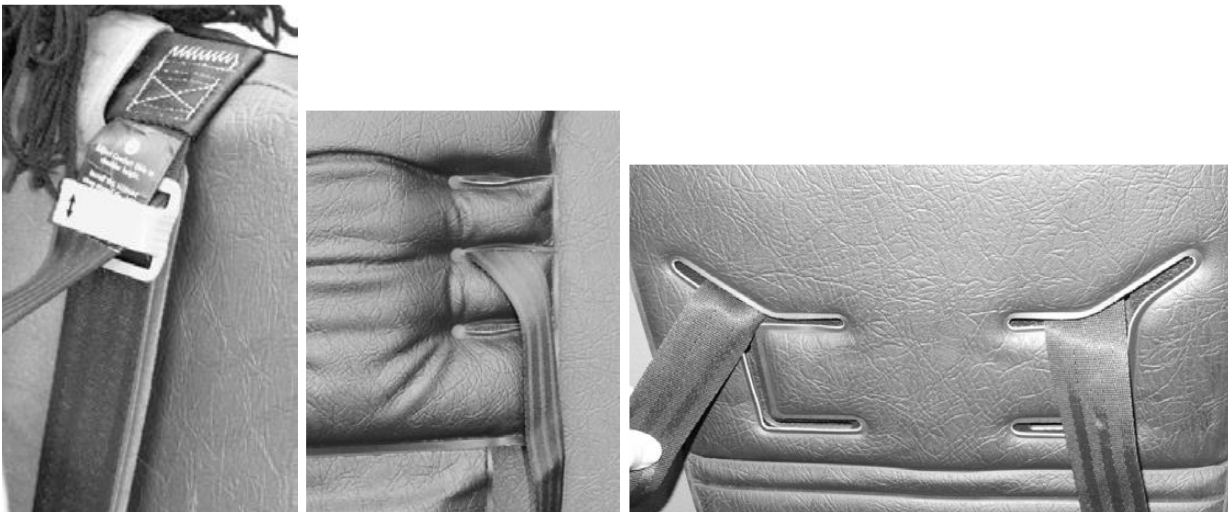
- Start with harness/strap system adjusted to it's full length position to allow for less intrusion into child's personal space.
- Seat child fully in system with their back and bottom against seat back.



Following that strategies respect the child's personal space builds trust and rapport between families, students and transportation/school staff.

Securing Child in Add-On CSRS

- ☐ Position harness shoulder straps on child ensuring that straps are attached to the CSRS as close to the top of the shoulders as possible but not below the child's shoulders.



- As a forward-facing system, shoulders straps must thread/anchor into the CSRS **at or above** the shoulders. Placement should be as close to the shoulders as possible.
- Students may grow out of the Add-On CSRS due to increased torso height before exceeding the height and weight limits of the CSRS.

Securing Child in Add-On CSRS

- ☐ Holding the buckle as far away from the child as possible with the back of the hand positioned towards their body, insert/fasten strap latch plates into buckle.
- ☐ Snug harness, fasten and position harness clip, check with pinch test.



Following strategies that respect the child's personal space builds trust and rapport between families, students and transportation/school staff.



Safety Vest

- ☐ Meets FMVSS 213 including use of crotch strap.
- ☐ Often chosen for student with behavioral problems or whose actions cause safety concerns.

Note: May only be used on students with written permission from the parent to do so on the students Special Education Transportation Information Sheet!

(Refer to your copy of the students Special Education Transportation Information Sheet or Contact your Special Education Routing Clerk.)



E-Z-ON Adjustable Vest

The Complete Adjustable Vest that grows with the passenger!



FRONT

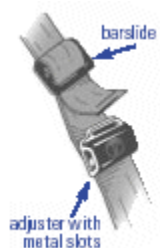


BACK

Features...

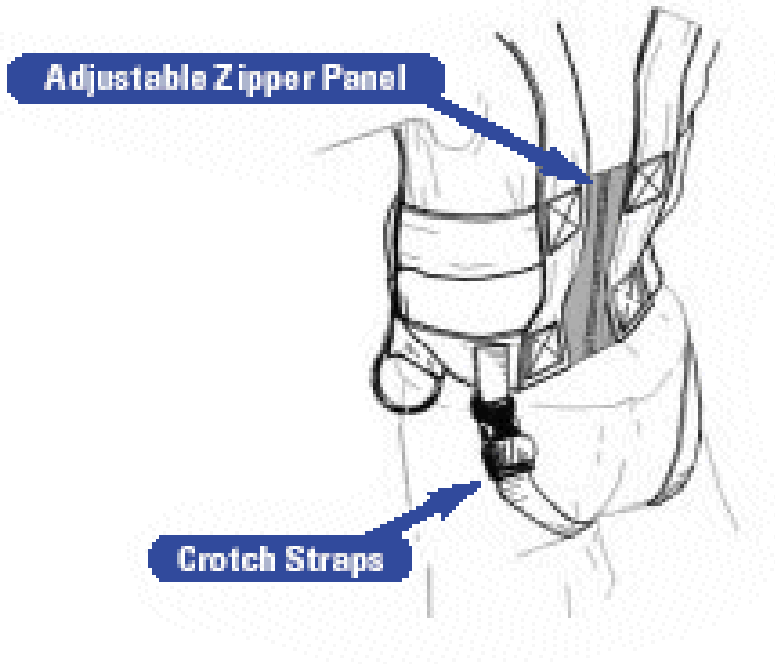
- Adjustable zipper panel.
- Adjustable shoulder straps pull easily to lengthen and shorten the vest for a secure fit. The hip strap must remain low around the lap.
- Bar slides keep busy fingers from undoing shoulder straps. Shoulder straps back-thread and lock.
- D-rings make securement a snap when using the E-Z-ON Seat Mount, Floor Mount in school buses.

Enjoy a safe and comfortable ride!



Quick and E-Z!

- E-Z-ON Vests can be comfortably fitted before or after getting on the school bus.
- Wash with mild soap and hang dry.
- Sewn-zipper panel offers 3 zipper sizes to adjust chest and waist straps. Perfect for growth spurts and bulky clothing. Made for children and adults 20-168 lbs.



- Some have sewn crotch straps that meet NHTSA guidelines
- Must use with E-Z-ON's seat mount, bus tether mount, floor mount
- Fits ages 2 through adult 20-168 lbs.

School Bus Harness Mount:

Portable Seat Mount for School Buses



- Easy to install. Just wrap mount securely around bus seat, adjust hooks snugly to the vest and away you go! E-Z-ON hooks prevent busy fingers from unlatching. Seat Mount secures easily to either vest D-rings on adjustable vest or metal slots. The E-Z-ON portable seat mount easily secures 3 passengers to a standard bus seat, too!
- No fussing with complicated installation! Secures passengers 20-168 lbs. Age 2-Adult.
- NHTSA recommends that passengers behind occupants in Seat Mount be restrained with a seat belt or other restraint or the seat be unoccupied.
- Push button closure faces the seat back to prevent busy-fingers unlatching!

Adjustability Options to Meet Varied Needs

- ☐ Adjustable Shoulder Straps
- ☐ Zipper Inserts

□ Adjustable Seat Mount



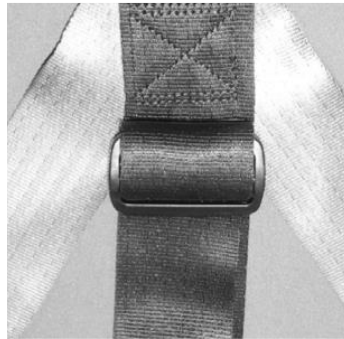
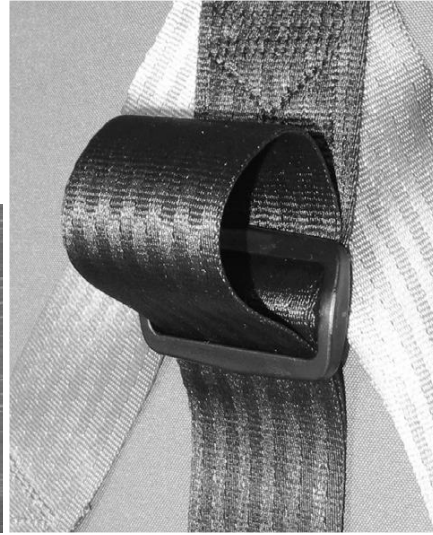
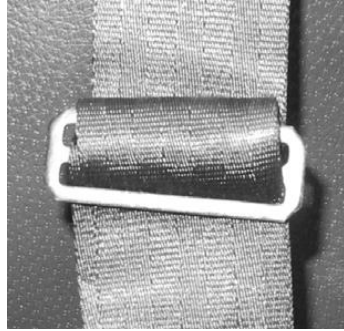
- Preplanning for use with multiple children should be a consideration.
- To ensure a proper fit daily Account for seasonal clothing changes.

Mark seats to ensure proper fit of seat mount if removed or used for more than one student.

Check all installations daily on pre-trip inspections.

Locking bar slides is especially important.

Locking at Fixed Length Adjustable Shoulder Straps On Seat Mount and Safety Vests



With the foam in bus seats coupled with the increased bouncing/movement on the bus, unlocked adjustable straps quickly revert to a loose fit.

Special Considerations

- ☐ When students are using a different CSRS than their peers due to limited attention, cognition or behavior prompts a tendency to remove/get out of CSRS or lap/shoulder belt.

Safety vest use specifically for behavior needs special consideration and team planning/work.

Crotch Strap/Support

- ☐ Well Fitted Crotch Strap is VITAL on All CSRS Used For Students Who May Attempt to Get Out of Them.
- ☐ Prevents “Submarining” or Sliding.
- ☐ Keeps Belts/Harness From Moving Up Onto Neck.

Padded bus seats can contribute to the child sliding under the vest without a **well fitted** crotch strap. This can present a choking hazard.

Proper Fit of the Safety Vest

- The child's waist measurement determines the appropriate size of the vest.
However, there are some weight restrictions associated with each vest size.
- Position child's arms through shoulder straps adjusting length to ensure lower
Horizontal strap is positioned low on pelvis.



- Weight and size restrictions vary by manufacturer.
- It is important to consult all manufacturers' instructions for specific guidelines/
recommendations.

- ☐ Zipper is always positioned on back of child.
- ☐ Zip vest to provide firm fit of upper horizontal chest strap.
- ☐ Check fit through “pinch test” of chest strap.



If there is a zipper on the safety vest, the zipper is always positioned on the back of the child.

- ☐ Holding the ends of crotch straps, bring them through the child's legs and fasten buckles.
- ☐ Adjust to fit comfortably but to prevent the child from sliding under the vest.
- ☐ Re-thread all adjustable straps to lock in place.
- Following strategies that respect the child's personal space builds trust and rapport Between families, students and transportation/school staff.
- The foam in bus seats coupled with the increased bouncing/movement on the bus will quickly cause unlocked adjustable straps to revert to a loose fit.
- Daily check of fit is the responsibility of transportation staff even when Parents/school staff are responsible for putting on and taking off the safety vest.
- School staff and/or families must be appropriately trained to put on and take off the safety vest.

Safety Vest Cam Wrap or Seat Mount Installation

- ☐ Seat Mount:
 - Wraps around bus seat back.
 - Positions attachment hardware at hips and shoulders.
- ☐ Orienting Mount for installation
 - Adjustable straps at shoulders.
 - Fixed straps at hips.
 - Buckle release button faces the seat back.
- The bus seat cushion should not be locked in to place onto the frame until the length of the hip straps is correct.

First: Refine Fit of Hip Straps of Safety Vest Cam Wrap or Seat Mount

- ☐ Seat child fully upright on bus seat with bottom against seat bight and shoulders and back against seat back.
- ☐ Ensure vest is worn low on the child with the bottom edge of hip strap webbing touching the child's upper thighs.
- ☐ Connect hip strap buckle/fastener to vest anchor point/ring being certain that it secures hips firmly against seat back.



The hips must be secured firmly against the seat back for proper installation.

Fitting Fixed Hip Straps of Cam Wrap or Seat Mount

- ☐ Check fit of hip straps by pulling on the child's knees to ensure hips stay against seat back.
- ☐ To adjust length of fixed hip straps, bus seat must be raised to shift/rotate cam/mount around seat back.
- ☐ Once hip straps are properly adjusted with cam/mount tightened to prevent slippage on seat lock bus seat bottom cushion onto frame.

- The hip strap length must be adjusted first before moving to the shoulder straps.
- End fit should show depression of the seat foam to prevent slippage.
- The seat cushion must be locked onto the bus seat frame for safety after installation.

Adjusting Shoulder Straps of Safety Vest Cam Wrap/Seat Mount

- ☐ Adjust shoulder straps so that they keep shoulders snug against seat back with buttocks firmly seated on the bus seat.
- ☐ Check fit by asking child to bend forward towards target.
- ☐ When correct fit is achieved, lock adjustable belts by re-threading loose ends.
- ☐ Fit of entire cam wrap/seat mount should be checked daily.

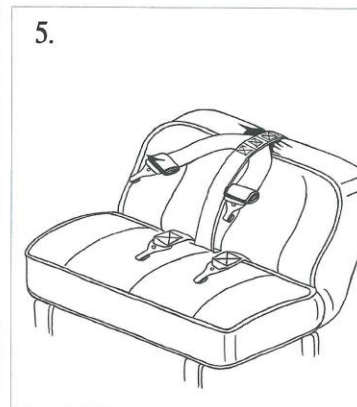


103Z with Seat Mount (Cam Wrap) Model #100S Installation for School Buses

INSTALLING THE SEAT MOUNT

Bus seats must have access between the bus seat cushion and seat back.

1. **Unlock** bus seat and lift up.
2. **Hang** the adjustable hook ends from the top of the bus seat.
3. **Wrap** the mount strap around the bus seat;
 - a. **lower** the push button strap over the back of the bus seat,
 - b. **place** the face of the push button against the bus seat back,
 - c. **wrap** the connector strap down and around seat frame to connect to the push button.
4. **Snap** the push button and connector together.
5. **Pull** webbing snug to create wrinkle and crease on bus seat top.
6. **Mount** strap must be snug without slack in the webbing.
7. **Allow** fixed hook ends to extend only 2" on bus seat
8. **Close** and **lock** bus seat.



SECURING THE PASSENGER

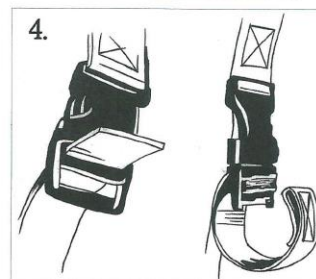
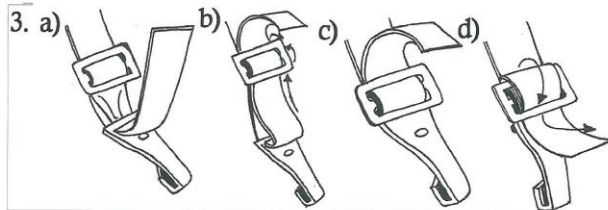
Be sure the passenger:

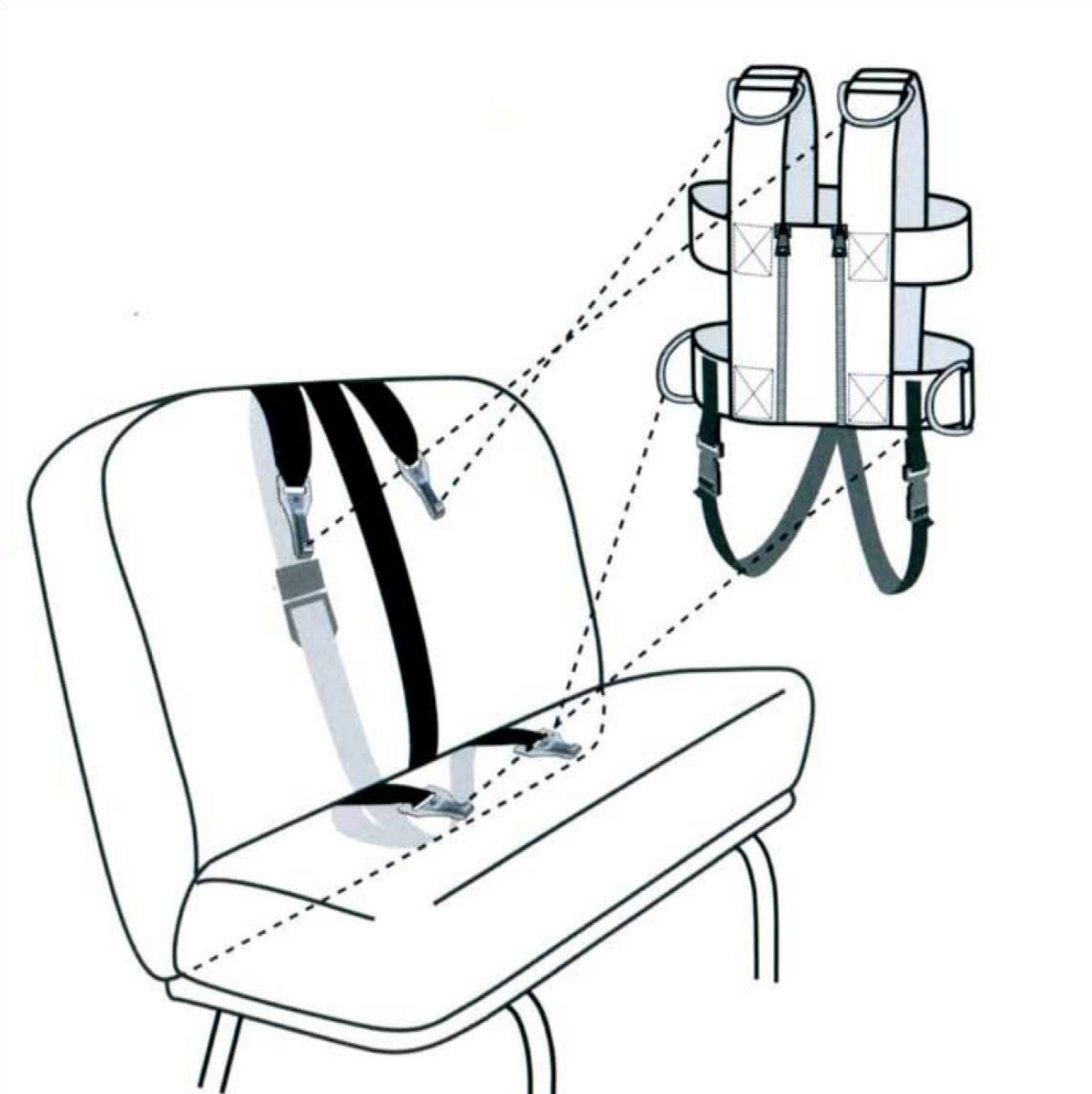
- **has a properly fitted vest**
- **has all closures secure**
- **sits upright with buttocks against the bus seat back**

1. **Attach** non-adjustable E-Z-ON hook ends to the d-rings on the vest hip straps.
2. **Attach** adjustable hook ends to the shoulders of the vest tether slots on the adjusters (103Z)



3. **Correct** the length on the adjustable hook ends to secure the passenger. This allows the passenger to sit upright without leaning forward.
 - a. **Hold** the loose end, move the bar slide and hook to adjust to the correct length.
 - b. **Thread** the loose end back through the bar slide as shown.
 - c. **Push** the bar slide down against the metal hook
 - d. **Thread** the loose end back through the bar slide and pull the webbing snug.
4. To adjust crotch strap, pull down
5. Be sure you follow all instructions on the vest and seat mount to secure the passenger





Integrated Seat

- ☐ Forward-facing CSRS with a 5-point harness built into the bus seat.
- ☐ Easy shoulder height adjustment.
- ☐ Varying size restrictions.
- ☐ Procedures for the harness systems are the same as outlined previously.
- ☐ Maintain harnesses to ensure the straps remain flat to prevent twisting and folding.
- ☐ Don't forget to train!



- For children who have difficulty sitting with their legs out straight, you can place a towel roll under their knees.
- Follow seat manufacturer's directions for set-up of child seat. Fold seat cushion under itself if manufacturer requires it be done for usage.
- The panel should stay closed when the CSRS is not in use to avoid damage to the CSRS (for instance, unnecessary sun exposure on the webbing).

Integrated Child Safety Restraint System

An integrated bus seat (CE White seat) has a built-in child restraint system. The back of the seat flips down to reveal the integrated system. These seats usually accommodate students weighing 20-50 pounds. When not in use the seat can be flipped back up for use as a regular bus seat.

- To open the child restraint: Grasp the upper portion (leg rest pad) and lower the child seat cushion.
- Before placing the child in the seat, add slack to the shoulder belts. Release the seat belts by pulling up on the shoulder belt adjustment strap located at the seat, then pull on the seat belts.

- Place the child into the child seat and put a shoulder belt over each shoulder. Insert both seat belt latch plates into the buckle and pull up on them to make sure they are firmly latched. Be sure that the buckle is free of foreign objects that may prevent you from properly latching the latch plates.
- Fasten the two halves of the belt shoulder clip together and put it 2-3 inches below the child's chin. The purpose of the clip is to keep the shoulder belts positioned correctly on the shoulders.
- Pull the shoulder belt adjustment strap firmly until the shoulder belts are tight against the child's shoulders. You should not be able to put more than two fingers between the shoulder belts and the child's chest (two finger rule). Once properly adjusted there is no need to release the seat belts until a change in clothing or height or weight occurs.

WARNING: A frayed or torn child restraint belt could rip apart in a collision and leave the child with no protection. Inspect the belt system periodically, checking for cuts, frays, or loose parts. Damaged parts must be replaced immediately. Do not disassemble or modify the system. Child restraint belt systems must be replaced after a collision if they have been damaged (bent buckle or 5-point connector, torn webbing, etc). Similarly, the child restraint-equipped bench seat must be replaced after a collision if it is damaged (bent or broken seat frame, etc.).

- To remove the child: Separate the halves of the shoulder belt clip, push the red release button in the buckle, move the shoulder belts to the side and remove the child from the seat. Return the buckle assembly to its lowered position for storage after each use. This will allow the child seat to be neatly folded when not in use.

WRIST RESTRAINTS



Wrist Restraints are used *only in extreme circumstances and only if you are instructed by the Special Needs Transportation Routing Clerk to do so* with the approval of the Director of Special Education @ Central Office and the IEP Team Members. We never offer up this apparatus to the teachers or the parents!

No transportation personnel shall offer the use of these to our parents or teachers.

With that said,

Wrist restraints clip to the rings on the hip straps of the E-Z-ON® VEST. Each restraint features a push-buckle closure with one-pull adjustment for quick securement.



Safe Cut Belt Cutter

Quickly and safely cut seat belts, harnesses and tie-downs in emergency situations. Durable polycarbonate with a replaceable blade is bright yellow for easy locating. Velcro mounts to dashboard or any other location you prefer. All Special Needs buses shall be equipped with a Safe Cut Belt Cutter!

National Standard Body Fluid Kit



Kit Includes:

- Metal Case
- Red Z Pouch
- Vinyl Gloves
- Pick-Up Scoop with Scraper
- Odor Mask
- Antimicrobial Hand Wipe
- Germicidal Surface Disinfectant with Wiper Towel
- Biohazard Waste Bag

First Aid Kit



Kit Includes

- 2 - Adhesive Certi-Tape 1" x 2-1/2 yd.
- 1 - Certi-Gauze Pads 3" x 3"
- 1 - Certi-Strips Adhesive Bandages 3/4" x 3"
- 2 - Bandage Compress (4/Box) 2" (#622)
- 5 - Bandage Compress (2/Box) 3" (#623)
- 2 - Certi-Gauze Roll 2" x 6 yd.
- 2 - Triangular Bandage with Pins (#636)
- 3 - Gauze Compress - 36" x 36" (#639)
- 3 - Eye Pads
- 1 - Nitrile Gloves
- 1 - CPRotector
- 1 - Scissors

FIRE BLANKET SE-1007

This Fire Blanket folds neatly into a storage pouch which may be mounted to any type of wall to be conveniently located in case of an emergency. It provides protection when transporting a person to safety and provides a quick dependable response to assist in smothering some types of small fires. Meets CRR 16 part 1610 (previously CS 191-53) Standard for the Flammability of clothing. Size is 62" x 80" wool blanket.



EVAC-AIDE SE-1003



1. Transporting a person to safety



2. Pulling a person to safety.
• Do not pull strap over the head or additional coats.



3. Evacuating a person to safety



Evac-Aide folds neatly into a storage pouch which may be mounted to any type of wall to be conveniently located in case of an emergency.

EVACUATION



The following will help you develop safe and appropriate route-specific evacuation plans that meet the needs of all riders, while coordinating the abilities of all riders and staff to evacuate in the most effective and efficient manner.

- Before a student ever rides a school bus the driver should know how they will evacuate the school bus.

GUIDELINES FOR A SAFE (EMERGENCY) EVACUATION FROM A SCHOOL BUS

The awesome primary responsibility of the school bus driver is to provide safe transportation for students. The idea of being involved in a traffic accident is always difficult. None of us awake in the morning and expect a traffic problem. There is no such thing as “on-purpose”; almost any traffic collision is an accident. All school bus drivers are instructed in the safe operation of the school bus, and part of this operation is the safe evacuation of the bus in the event of an accident or emergency.

All bus-riding students must experience a practical school bus evacuation drill as part of a twice-yearly lesson on school bus safety. This means ALL students and teaching staff that will ride a school bus during the school year, for ANY reason must take part in this drill.

1. Such drills are to be scheduled and personally supervised by the school administrator or his/her designee.
2. School bus drivers should never attempt to schedule or conduct a school bus evacuation drill on their own.

3. All drills are to be conducted at school or on school property.
4. All bus riding students, including those transported only on extracurricular trips, must participate.
5. Some students with disabilities, because of their condition, may not be required to physically leave or be taken from the bus during a bus evacuation drill. Transportation and/or School Personnel should determine a suitable alternative preparation for the driver and/or school bus aide, and students in these situations.
6. The most important part of any safe bus evacuation or evacuation drill is developing and following a plan of action.
7. Make sure that everyone on the bus is aware of what must be done in the event of a real emergency.
8. Always use extreme care during an evacuation or evacuation drill. Never allow students to push or run, or force students to jump from the bus during an evacuation drill. A bus evacuation drill should be a learning experience for everyone. Remember, the planning and actions taken during a bus evacuation drill may someday save lives.

During a bus evacuation DRILL, for reasons of safety, *only the front door evacuation procedure is use.* The following procedures should be followed during a front door bus evacuation drill:

- The driver should set the parking brake and the key is not in the ignition.
 - The driver would then open the front door; stand and face the students and give the following command: “Remain seated. This is an emergency, front door evacuation drill.”
 - The driver should then explain the alternate seat method of leaving the bus. In this method, students will leave the bus in an orderly manner from the front of the bus by alternating left-right seats on the bus.
 - The driver will dismiss students starting with the right-hand front seat; tap the shoulder of the pupil nearest the aisle. Direct the students to walk carefully off the bus, using the handrail as they exit the bus.
 - Where possible, the driver, with assistance from the bus attendant or school personnel, should assign and train a student assistant to stand just outside the front of the service entrance to count and assist students as they leave the school bus.
1. The driver should move down the aisle, dismissing rows of students alternatively, until the bus is empty.
 2. As students leave the bus, they should proceed in an orderly manner behind the bus attendant or a designated student assistant to a distance of at least 100 feet from the side of the school bus. Whenever possible, remain on the same side of the roadway as the bus.
 3. Students should remain quietly in a group until further directions. Never allow students to play around during a drill — this is an exercise that must be taken seriously.

Emergency Evacuation

In the event of an emergency, the bus monitor/support professional/assistant assists the bus driver in evacuating the bus safely. A written bus emergency plan should be developed by the driver. The plan must identify exactly what each person will do in case of an emergency requiring an evacuation of the bus. This plan should be practiced during mandatory bus evacuation drills.

Here is a sample of items on a bus emergency plan:

- ☐ ☐ The driver, after making the decision for an emergency evacuation, instructs the bus monitor and/or support professional/assistant, shuts off and secures the bus, calls 911, gets out belt cutters and first aid kit, does a headcount, instructs and reassures the students while clearing an exit path.
- ☐ ☐ Ambulatory student are told to undo any seat belts and are assisted by the monitor and/or support professional/assistant in getting out of their seats, while the driver removes or cuts seat belts.
- ☐ ☐ The monitor and/or support professional/assistant opens the rear emergency exit, exits the bus, assists the students in exiting, and leads the students 100 feet from the bus.
- ☐ ☐ The driver gets children out of car seats and hands them to the monitor and/or support professional/assistant outside the bus or cuts the straps securing the car seat and hands the entire seat to the monitor and/or support professional/assistant.
- ☐ ☐ The driver removes or cuts straps securing a student in a wheelchair. The monitor and/or support professional/assistant and the driver lift the student (driver at the legs and monitor and/or support professional/assistant at the head) out of the wheelchair to the floor (with the student's head toward the exit).
- ☐ ☐ The monitor and/or support professional/assistant leaves the bus to take position at the emergency door.
- ☐ ☐ The bus monitor and/or support professional/assistant puts his/her arms through the armpits of the student, grasps his/her wrist, and drags the upper body, while the driver squats and grasps the student's ankles.
- ☐ ☐ The driver then kneels and drops to his/her stomach, lowering the student's legs as far as possible before releasing.
- ☐ ☐ The bus monitor and/or support professional/assistant begins dragging the student away as the driver exits the bus.
- ☐ ☐ The driver grasps the student's legs to assist the bus monitor, and the team carries the student to the other students.
- ☐ ☐ After the evacuation, a headcount is done to assure that all students are accounted for and the transportation department is contacted.

What are the students' abilities?

- ☐ Know your students
- Which students can get off the school bus by themselves or with very little help?
- Which students can be removed from the bus without their CSRS?
- Which students must not be removed from their CSRS?
- Which students have essential equipment that also must be removed?

Plan must not rely on a student's use of mobility aides (i.e. wheelchair, crutches, canes, etc.).

Individualized Evacuation Plans

- ☐ Know your population.
- ☐ Work with all available resources to identify each child's needs and abilities.
- Pre-school age children will need some type of assistance.
- What level of assistance does the child need or provide?
 - Verbal prompt/command
 - Physical prompt
 - Hand held
 - Total lift (need only)
- ☐ Describe their physical capabilities.
- ☐ Describe their cognitive abilities.
- ☐ Describe their communication abilities.
 - Understanding: (Need for explanations in language they can understand; clear, Concise commands).
 - Verbal: Inability to communicate needs or concerns.
- ☐ Describe behavioral concerns.
- Runners
- Non-verbal
- Freeze or hide
- Frightened
- Physical abilities without mobility aides

Who can help?

What personnel will be available to help you?

- Know which students can help others get off the school bus.
- Know where emergency medical providers are available along your route (fire stations, hospitals, police, clinics).
- When accepting help from passersby, be sure to give clear concise directions and closely supervise them to be certain that your expectations for the safety of the children are being met.

Things to include in the written plan:

- A seating plan that identifies where each student sits
- Information on how to evacuate each student
- The location of emergency evacuation equipment

Route Specific Evacuation Plans

- Know the population on the bus.
 - Have a seating chart.
 - Attempt to predict the interaction between the children.
 - Plan for the order of student evacuation.

Children in CSRS should not sit in emergency exits.

- Have emergency medical cards.
- Conduct team rehearsals of who will do what (if other adults are on the bus).
- Know where assistance may be on the route (fire station, police department, medical clinics, or hospitals).

Managing Student Interaction with Others

- The route specific plan should take into account interaction between students which might be predicted based on the needs identified in individual student plans.
- Using a rope or other object to help guide/contain pre-schoolers who may want to wander after they exit the school bus.

Considerations for Removing the child from the Seat

- ☐ Size of the child.
 - ☐ Size of the CSRS.
 - ☐ Width of bus aisle.
 - ☐ Ease of removal of the child from the CSRS.
 - Releasing the buckle.
 - Cutting the harness.
 - ☐ Physical capabilities of the driver/attendant.
 - ☐ Need for containment outside of the bus.
 - ☐ Time constraints to evacuate.
- Due to the potential variance of a child's size from 20 to 65 pounds riding in a forward-facing CSRS, the first consideration is whether to evacuate the child in or out of the CSRS.
 - Options to consider include:
 - Releasing the buckle and evacuating the child
 - Cutting the harness and evacuating the child
 - Lifting/carrying the child in the CSRS
 - Dragging the CSRS with the child in it
 - Dragging multiple CSRS with children in them on an evacuation aide
 - Students seated in wheelchairs must be removed from their wheelchair and carried or dragged out of the bus.
 - Drivers must be trained to lift/carry these students to ensure safety of the student and themselves.
 - Some children can be placed on the floor to allow them to scoot themselves or crawl to an exit door.

Aisle width

The standard school bus aisle on a regular bus is 12 inches however it is easier to carry/drag CSRS through aisles that are wider than 12 inches.

Integrated Seats

- In the essence of time, the first option is to release the buckle.
- If the belt cutter is used, make 2 cuts below the retainer clip then slide the retainer clip down off the webbing and remove the child.

Safety Vest with Portable Seat Mount

- ☐ Cut below the buckle.



When evacuating the student in a safety vest the vest webbing is never cut. One cut of the portable seat mount webbing below the buckle will allow the child to evacuate the bus wearing the safety vest.

Student Leaves Seat Wearing Vest

Child is Lead Out of the Bus Using the Strap

With a 2-part vest the vest and the attached top strap of the portable seat mount can be used to guide the student from the bus and secure him/her outside the bus.

School Bus Specific CSRS

- In the essence of time, the first option is to release the buckle.
- If the belt cutter is used, make 2 cuts below the retainer clip then slide the retainer clip down off the webbing and remove the child.

Evaluation of the Evacuation Drill

- ☐ What worked?
- ☐ What did not work?
- ☐ How to effectively remedy the problems?

What worked?

- All children were evacuated in less than two minutes.
- All children were evacuated to a safe environment at least 100 feet from the scene.
- All equipment was used properly.
- Bus driver/monitor worked together as a team.
- Evacuation was conducted in an orderly manner.
- Appropriate emergency exits were used.
- Outcomes of the drill were reviewed and discussed with the team.

PRACTICE...

PRACTICE...

PRACTICE...

Each driver needs an Emergency Evacuation Procedures Plan for each run, both morning and afternoon for Elementary as well as the Middle/High route. These plans are to be updated periodically as the route changes. A copy of the plan is to be kept on the bus at all times and a copy on file with the Special Education Routing Clerk. Substitute and summer school bus drivers and all monitors/aides must be informed and familiar about the details of the evacuation plans.

Drivers are to familiarize their students with the evacuation procedures. A practice evacuation will be done twice a year, in the Fall and late Winter. Documentation will be kept on the practice evacuations and filed with the Driver Trainer.

Evacuation Plan Standard

- Plan must be written
- Plan should document whether student is in a booster seat, safety vest/harness, integrated seat, wheelchair, etc.
- Plan should include one plan for front exit and one for rear exit evacuation per route.
- Based on the exit of evacuation, each plan should note numerical order of how students will get off the bus.

EMERGENCY EVACUATION PROCEDURES FOR SPECIAL EDUCATION

1. Once there is an accident or emergency, the driver should check and make sure everyone is okay.



2. The driver should then notify central base as to the location and what help is needed: 1) Police 2) ambulance and 3) supervisor. (USE CODES)
3. The driver should check for injuries to students and administer FIRST AID, if necessary.
4. The driver should keep all students on the bus unless safety conditions warrant their removal.
5. If the driver must remove students, the driver should assemble the students on hundred (100) feet or more away from the bus.
6. The driver must always remember that the most important thing is the students' safety.

EMERGENCY EVACUATION PROCEDURES FOR SPECIAL EDUCATION (cont)

7. If the wheelchair students must be removed from the bus, the driver should use the lift if possible.
8. The driver should not use the electric lift if there is a possible fuel leak.
9. The driver must know how to manually operate the lift on whatever bus they are driving.
10. The driver needs to decide ahead of time, which students should be evacuated first on each run and how to evacuate the rest of the students.
11. The driver in some cases must remove the students from wheelchairs in exiting the bus. The type of removal will vary according to the student, situation and the exit order. Driver and Monitor/Aide must be familiar with all situations.
12. The drive should try to remove all students as quickly as possible from the bus.
13. The driver may need to have someone help them remove the students from the bus. This should be done by:
 - a. Monitor/Aide
 - b. Supervisor
 - c. Bystander
 - d. Passing motorist
 - e. Student

The driver should never allow anyone to take any students away from the scene of the accident.

Evacuation Procedures for Students with Disabilities

<u>Category</u>	<u>Evacuation Procedures</u>	<u>Comments</u>
Hearing Impairments	<ol style="list-style-type: none"> 1. Have students evacuate by walking or crawling to nearest unrestricted exit. 2. Have helper assist driver-using Fire extinguisher, if necessary. 3. Have helper control other students at control area. 	<ol style="list-style-type: none"> 1. Mild communication problem; look and speak directly at student. 2. No noted mobility problems.
Deaf/Blind	<ol style="list-style-type: none"> 1. Get attention by “Tapping Twice” on shoulder. 2. Use finger spelling to indicate evacuation 	<ol style="list-style-type: none"> 1. Restricted communication problem. 2. No mobility problem.
Mental Impairment	<ol style="list-style-type: none"> 1. Develop routine work commands for evacuation. 2. May need a designated helper for blind students. 	<ol style="list-style-type: none"> 1. Limited communication problem. 2. No noted mobility problem.
Mentally Challenged	<ol style="list-style-type: none"> 1. Ambulatory (walk off) 2. With capabilities help other students to evacuate. 	<ol style="list-style-type: none"> 1. Assess each individual to determine if they can or cannot help.
Orthopedically Impaired	<ol style="list-style-type: none"> 1. Non-ambulatory (confined to some seating device). May crawl or need to be carried to exit. 	<ol style="list-style-type: none"> 1. May have extreme communication and mobility problems.
Other Health Impairment Behavior-Emotional Disorder and Speech Impairment	<ol style="list-style-type: none"> 1. Use a firm tone and physically direct student to an emergency exit. 2. Students may have to be guided by another student to control area. 	<ol style="list-style-type: none"> 1. Difficult to communicate with students. 2. Students have mobility to walk off the bus.

Evacuation Procedures for Students with Disabilities (cont)

<u>Category</u>	<u>Evacuation Procedures</u>	<u>Comments</u>
Specific Learning Disability	<ol style="list-style-type: none"> 1. Have students evacuate by walking to nearest exit assisted by helper. 2. Speak slowly, clearly and use simple sentences. 	<ol style="list-style-type: none"> 1. May not understand instructions in emergency situations.
Visual Impairment	<ol style="list-style-type: none"> 1. Can walk off with help or a selected helper. 2. Have students hold hands with another student while evacuating. Use same method in control area. 	<ol style="list-style-type: none"> 1. Can communicate. 2. Has mobility.

TRANSPORTING PRE-SCHOOL STUDENTS

1. INTRODUCTION

School age children transported in school buses are safer than children transported in motor vehicles of any other type. Large school buses provide protection because of their size and weight. Further, they must meet minimum Federal Motor Vehicle Safety Standards (FMVSS) mandating compartmentalized seating, improved emergency exits, stronger roof structures and fuel systems, and better bus body joint strength.

As more pre-school age children are transported to school programs, often in school buses, the public is increasingly asking the National Highway Safety Administration (NHTSA) about how to safely transport them. To help answer these questions, NHTSA conducted crash testing of pre-school age size dummies in school bus seats. The test results showed that pre-school age children in school buses are safest when transported in child safety restraint systems (CSRSS) that meet FMVSS213, Child Restraint Systems, and are correctly attached to the seats.

Based on its research, NHTSA recommends pre-school age children transported in school buses always be transported in properly secured CSRSS. In partial response to questions from school (and child care) transportation offices, this guideline seeks to assist school and other transportation managers in developing and implementing policies and procedures for the transportation of pre-school age children in school buses.

NOTE: The proper installation of CSRSSs necessitates that a school bus seat have safety belts or other means of securing the CSRSS to the seat. NHTSA recommends that lap belts or anchorages designed to meet FMVSS 225, Tether Anchorages and Child Restraint Anchorage Systems, be voluntarily installed to secure CSRSSs in large school buses.

2. RECOMMENDATIONS FOR THE TRANSPORTATION OF PRE-SCHOOL AGE CHILDREN IN SCHOOL BUSES

When pre-school age children are transported in a school bus, NHTSA recommends these guidelines be followed:

- a. Each child should be transported in a Child Safety Restraint System (suitable for the child's weight and age) that meets applicable Federal Motor Vehicle Safety Standards (FMVSSs).
- b. Each child should be properly secured in the Child Safety Restraint System.
- c. The Child Safety Restraint System should be properly secured to the school bus seat, using anchorages that meet FMVSSs.

3. CHILD SAFETY RESTRAINT SYSTEM DEFINED

A child Safety Restraint System is any device (except a passenger system lap seat belt or lap/shoulder seat belt), designed for use in a motor vehicle to restrain, seat, or position a child who weighs less than 50 pounds.

The establishment of a written plan on evacuating pre-school age children and other passengers in CSRSSs in the event of an emergency. This written plan should be provided to drivers and monitors. The plan should explicitly state how children (both in and out of the CSRSS) should be evacuated from the school bus.

Evacuation drills are practiced on a scheduled basis, at least as often as that required for the school system=s school-aged children.

All personnel involved in transporting children are trained in evacuation and emergency procedures, including those in the written school bus evacuation plan.

All school buses carrying children in CSRSSs carry safety belt cutters that are accessible only to the driver and any monitors.



CSRSs are not placed in school bus seats adjacent to emergency exits.

PRESCHOOL STUDENTS

Preschool students will be transported according to the National Highway Traffic Safety Administration's guidelines. These guidelines say that the students are to be properly secured in a Child Safety Restraint System (CSRS). These systems include; safety vests, integrated seats and car seats. There will be no exceptions. Personnel responsible for securing CSRS's onto school bus seats are properly trained and all personnel involved with CSRS's are properly trained and all personnel involved with CSRS's are provided with up to date information and training.

Age 3-4 – Car Seat/booster seat Students under 4 years old will ride in a **car seat/booster seat**. Regardless of preschool age, if a student is more than 40 lbs. or the shoulder straps are no longer above the shoulder, he/she is no longer able to ride in a car seat. If you need to get a weight on a child, contact your supervisor so an accurate weight can be given by the school nurse. Do not ask the teacher or parent.

Age 4 – Kindergarten Once a child is 4 years old or can no longer fit in a car seat due to weight (over 40 lbs.) or size (shoulder straps are not above the student's shoulder) the student moves to an **integrated seat**. Safety vest will be used once a student exceeds 60 lbs. Preschool students (under Kindergarten) are not allowed to wear seat belts. If you need to get a weight on a child, contact your supervisor so an accurate weight can be given by the school nurse. Do not ask the teacher or parent.

It is your responsibility to be aware the ages of each preschool student for proper safety restraints throughout the school year.

The preschool students should be seated at the front of the vehicle to provide the drivers with quick access to and a clear view of the CSRS occupants.

Safety vests are secured to the bus seat by a seat-mounted strap. The safety vest has 4 D-rings, 2 at the top and 2 at the bottom. These D-rings are secured to the hooks attached to the seat-mounted strap when all 4 D-rings are connected to the strap hooks, the seat belt should not be used. The hooks on the cam straps must be facing outward for easy removal of safety vest. All preschool students that ride in safety vests **must have** crotch straps. **There will be no exceptions.**



No one should be sitting in the seat behind a child who is in a safety vest unless they are restrained. Restrained means, a safety vest, car seat, integrated seat or seat belt.

In addition to all the information regarding safety vests listed above, the following applies: Federal Motor Vehicle Safety Standard 213 (FMVSS213) requires any student secured in a small (beige) safety vest must wear a crotch strap.

SEAT BELTS

The American Academy of Pediatrics best practice recommendation is that seat belts that are not being used on the bus are to be hooked.

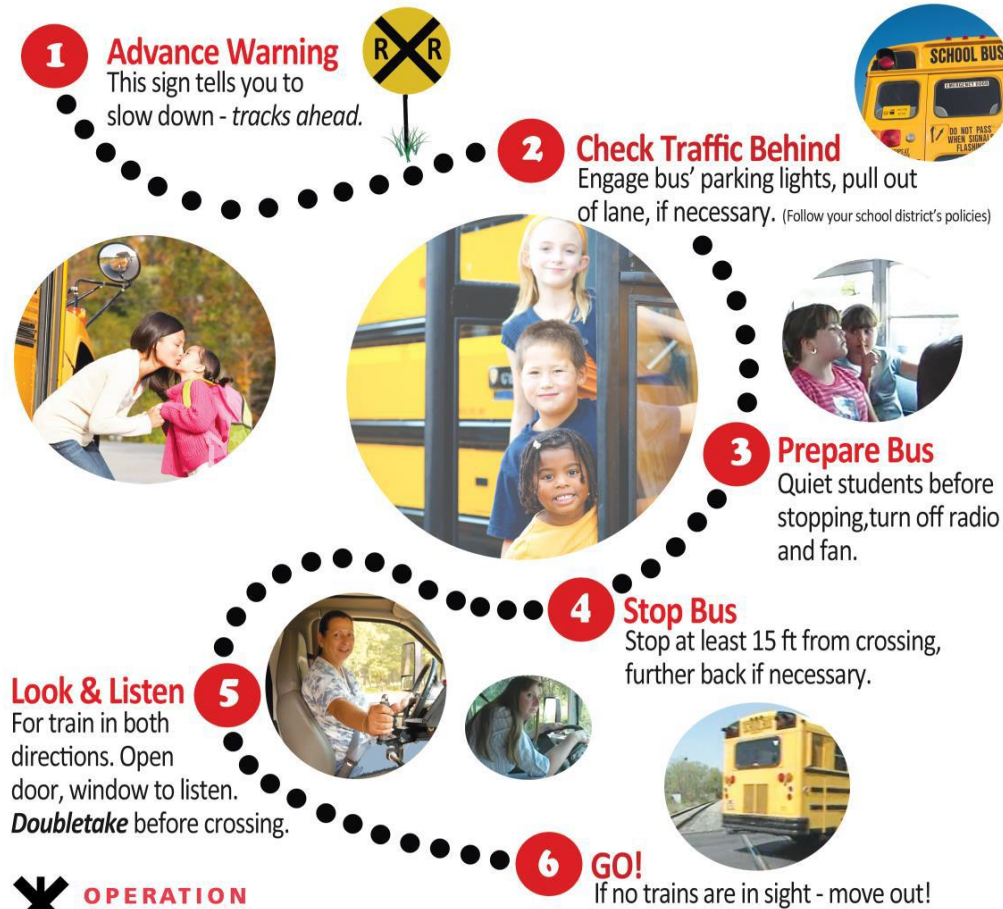
RAILROAD CROSSING

Manage Your Route To School *Safely*

School Bus Drivers:

As the driver, you have the premiere safety seat on the bus. It is your job to ensure the safety of your young riders. When planning the route - avoid railroad crossings whenever possible.

When you do cross the tracks, follow this Safety Route Reminder:



This message is brought to you by Operation Lifesaver, Inc. For more information on keeping your children safe while riding aboard the bus, visit our website.

STUDENT BEHAVIOR MANAGEMENT

1. INTRODUCTION

The school bus is an extension of the classroom. What is expected of the student inside the school building is also expected on the school bus. All students are expected to follow bus safety rules so that everyone will have a safe ride. Students with special needs thrive on routine and knowing what to expect each day.

The bus driver must have complete control of the bus to ensure the safety of everyone.

The driver will assign seats and use behavior modification plans. Specific tips can be useful with managing students' behavior. It is important to understand the student's Individualized Education Program (IEP) specifically outlining student's behavior, which may also be a part of the student's disability.

The principal decides what disciplinary action will be taken to enforce safe behavior. Consequences may include reassignment of bus seating, loss of privileges at school, in-school suspension, suspension from the school bus, bus behavior check sheets, or other consequences.

Certain adaptations to facilitate transportation services may be required in dealing with students' behavior management. Drivers should learn and practice giving "positive directions" and keep the lines of communication open between the transportation staff, the students and parents, and the school staff.

2. HELPFUL HINTS IN BEHAVIOR MANAGEMENT:

- ☐ Have only a few simple rules.
- ☐ Maintain eye contact with the students.
- ☐ Be consistent.
- ☐ Be firm and fair. Smile often.
- ☐ Don't let anger show.
- ☐ Change student seating if needed.
- ☐ Try assigning a student responsibility.
- ☐ Try using reward (non-edible only).
- ☐ Know if a student's behavior problems are disability-related.
- ☐ Work closely with the teacher on a behavior management plan.

The bus driver or bus monitor must intervene when necessary. Listed below is information that will help maintain order and discipline on the school bus.

- ☐ The behavior is ignored but not the individual.
- ☐ The individual is physically redirected to an activity (brief physical prompt).
- ☐ The individual is provided with verbal feedback (e.g. you are talking too loudly).
- ☐ A brief physical prompt is provided to interrupt or prevent aggression, self-abuse or property destruction.
- ☐ Use non-verbal communication to prevent target behavior (use of posture, gesture, position, voice, etc.).
- ☐ The use of non-isolated time out/time.

3. INTERVENTIONS PROHIBITED BY LAW

- ☐ Any intervention that is designed to, or likely to, cause pain.
- ☐ Release of noxious, toxic or otherwise unpleasant sprays, mists, or substances near student's face.
- ☐ Denial of adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
- ☐ Subject the individual to verbal abuse, ridicule or humiliation, or cause emotional trauma.
- ☐ Restrictive interventions, which use a device or material or objects that simultaneously immobilize all four extremities, including the prone containment procedure (except when in an emergency situation by trained personnel) as a limited emergency.
- ☐ Denial of adequate supervision of individuals.
- ☐ Depriving individuals of one or more of his/her senses.

STUDENT MANAGEMENT

STUDENT MANAGEMENT

Effective student management starts first with how the members of the driver/monitor/aide team perceive the students they transport. It is important to remember they are children first and each child served is an individual with individual needs. The fact a child is handicapped is not as important as the child himself. All too often the “handicap” is the primary concern and the child is forgotten. If we are to serve these children appropriately and provide a safe atmosphere to and from school, this attitude must be the cornerstone in the approach to student management.

With the preceding in mind, the following are suggestions to help drivers and monitors/aides with student management.

1. Drivers and monitors/aides have the responsibility to create an environment, which is conducive to calm behavior. A student’s school day starts as he boards the school bus and therefore, the first step in creating the desired environment is a friendly greeting from both the driver and monitor/aide. In most cases, this is all it takes to get a student’s school day started in a positive manner and hence easier to control on the bus. A word of caution should be instilled at this point. The greeting must be sincere as most students can sense when the driver or monitor/aide is “just going through the motion” and the purpose of the greeting are totally destroyed.
2. Make sure the students understand the rules and regulations under which they must function. In setting these guidelines of behavior, drivers and monitors/aides must be realistic in their expectations of each student. Both the setting of standards too high or too low defeats the purpose of behavioral guidelines. Driver and monitors/aides must strive to be consistent in the manner in which these guidelines are enforced, as inconsistency will be perceived as being unfair and can create problems on the bus with more than just the individual student involved.
3. When enforcing behavioral guidelines, drivers and monitors/aides should avoid putting a misbehaving student in a “no win” position. If a child is backed into a corner, the driver/monitor/aide leaves the student no alternative but to “strike out”. Driver/monitor/aide attitude towards the student makes a difference in how that student reacts to them. Any display of anger or negative body language, can push the student to the point he feels he must fight back to maintain his position on the bus (i.e. Personal integrity or status with peers).

STUDENT MANAGEMENT (cont)

1. In dealing with students from the adaptive behavior program, drivers/monitors/aides must decide if the violation is serious enough to force the issue at the time of the infraction. This is not to say behavior problems involving the student’s safety or the safety of the other individuals on the bus should be ignored, but there are times when it is appropriate to “let things slide” depending on the mood of the student. Driver/monitor/aide must know each student well enough to know his/her moods and how he/she will react on the bus.

This knowledge will allow driver and monitor/aide to know when it is appropriate to enforce all rules (immediate consequences) or when to defer consequences until the student is better able to comprehend the inappropriateness of his/her actions.

2. Most students crave attention, but unfortunately in today’s society they learn they can get attention more quickly and frequently through inappropriate behavior. Drivers and monitors/aides should make a practice of “catching

their students being good”. In doing so they are providing positive reinforcement for behaviors, which are conducive to a safe bus ride. This teaches the students that attention can come through means other than misbehavior. Every student has some positive characteristics if the driver/monitor/aide would just look past what is seen on the surface. Drivers and monitors/aides should take the time to look and reinforce the positive things they observe.

Talk with teachers and parents for suggestions of what techniques they use. Speak with your supervisor who can contact a coordinator regarding behavior concerns

TIPS ON DISCIPLINE

- Greet students with a smile and their name. Recognizing each as an individual goes a long way toward maintaining order on the bus.
- Always try to find positive qualities of a student. “I Like the way you sat down quickly.” “I like the way you came on the bus and kept your hands to yourself.” Many times students only hear the negative, but hearing positive qualities will help create a positive rapport between you and the student.
- Be consistent in enforcing the rules each and every day.
- Give a child time for reaction. Some students need time to process what has been said.
- Be firm in your manner. Be confident. You are the “manager” of your bus.
- Be courteous and caring when you enforce safe riding practices. Students do not like to be embarrassed, especially in front of their peers.
- Be consistent with consequences for not following safe riding rules. State what those consequences are when you teach the safe riding rules.
- Be fair. The safe riding rules apply to all. Students will respect fairness, but will be confrontational if they perceive unfairness, inconsistency or injustice.
- Remain emotionally neutral. Do not allow students to push your “hot buttons”.
- Listen to what a student has to say. Their perception of a situation may be different from yours.
- Communicate effectively. Use eye contact, a pleasant tone, clear and understandable statements, and positive body language. Say what you mean and mean what you say.
- If you have made a mistake, say so. Students will appreciate honesty.
- Statements such as “You need to do the following” will work better than “Sit down and be quiet!”
- Never strike a child or try to intimidate aggressively.
- Do not judge misconduct on how it annoys you. There are times when the misconduct is a manifestation of his/her disability.
- Do not take your personal feelings and prejudices out on the children.

- Remember – “The tongue is the only keen-edged tool which grows sharper with constant use”. Do not nag, bluff, or be overbearing.
- Look for good qualities – all children have them.
- Do not “pick” on every little thing a child does. Sometimes it is better to overlook some things.
- Bear in mind that misbehavior is seldom willful. There usually is a cause and it may be in yourself or some other influence outside the child.
- Follow up on all incidents that occur on the bus by checking the report status or speaking with you supervisor or teacher.
- Always be respectful to a child. This way you are certain that you still have the respect and confidence of the child.
- Set a good example yourself.
- Never hold a child up to public ridicule. It is the surest way of creating a discipline problem.
- Recognize and reinforce good student behavior. Let students know they have met your expectations and that you appreciate their efforts.

PLANNING FOR SUCCESS

The first thing drivers and monitors/aides can do is plan for every student to have a successful bus ride. By deciding ahead of time that every student will succeed, you have taken the first step in helping a student to do just that. During the course of the year, you will become significant adults in many students lives. To start off on the right foot, remember these tips:

1. Provide a positive relationship in which driver/monitor/aide shows willingness to listen, identify, and extend themselves to the students.
2. Provide realistic information in a constructive manner.
3. Be warm, considerate and responsive to students.
4. Socially integrate the bus.
5. Resist over reacting to student’s behavior.
6. Decline to blame, condemn or penalize students.
7. Find each student’s strengths and bolster his/her self-worth.
8. Maintain good feelings about yourself, as a role model.

Remember: You are the adult in charge. You can engineer success or not. Prevention is easier than correction.

Take time to **get to know your students** so you will recognize the warning signs that trouble is about to happen and take action before it starts. By taking action before trouble starts, you can prove to the students that they can be good. It is all right to “set students up to succeed”. By doing so you are teaching them what success is like, how it feels and how to achieve it. Many of these students have no idea what that is like. Behaviors that do not promote achievement, positive attitudes or student involvement are linked with higher rates of inappropriate behavior. That means it is in your best interest to encourage achievement, positive attitudes and student involvement, which will promote a higher rate of appropriate behavior on your bus.

MUTUAL TRUST AND RESPECT

One of the best ways to manage student behavior is to prevent inappropriate behavior from occurring in the first place. One way to do that is to build an atmosphere of mutual trust and respect between yourselves and the students on the bus. This will let each student know that you value him/her as an individual and that you expect the same in return.

Characteristics a driver and monitor/aide need to build an atmosphere of mutual respect and trust are:



1. Show a positive attitude – every ride is a new day
2. Maintain consistency – do not be afraid to set limits
3. Be flexible – allow appropriate behavior within those limits
4. Show understanding
5. Catch them being good
6. Leave the past alone



INTRODUCTION TO BEHAVIOR MANAGEMENT

It is important for all passengers on the school bus to follow rules established by the school district. Behavior that puts the safety, health and welfare of other students, the bus driver, bus monitor/aide, or the community at risk should not be permitted or tolerated. Bus rules apply to ALL students, including those with disabilities and special needs. As a reminder, keep rules simple and enforceable.

BEHAVIOR MANAGEMENT SYSTEM

By designing a behavior management system, the transporter has established up front the boundaries within which the students may function. You have to be very clear what the rules are and what the consequences will be for both following the rules and not following the rules.

From this point on it is up to the individual student. This system is designed to keep reminding the students that they are responsible for their own behavior. The decision to follow or not to follow the rules is up to them. If they do follow the rules, certain good things will happen to them. If they do not follow the rules, certain bad things will happen to them. Either way it is their choice. You may receive a BIP from the school via the router. This plan is a guideline that may help with a student's particular behavior.

A behavior management system is only as good as the person in charge. You must design a system that will work for you. That means you may have to experiment before finding the right system. Here are some basic guidelines for drivers and monitors/aides.

1. Don't correct inappropriate behavior publicly when the matter can be handled gently and privately.
2. Don't move toward the student, it may be interpreted as a threat.
3. Do develop nonverbal cues.
4. Do identify the inappropriate behavior; tell the student exactly what he or she was doing that was inappropriate.
5. Be personal with statements to the students such as "I care about you".
6. Avoid references to the past.
7. Emphasize behavior, not feelings.
8. Work with students to formulate successful, simple alternatives.
9. Be committed, never give up, hang in there longer than the student expects.
10. Decline to accept excuses.

STEPS TO FOLLOW

- **Decide safety rules for the bus.**
 - **Limit those rules to a maximum of five.**
 - **Post the safety rules on the bus so everyone can see them.**
 - **Make sure your rules are in line with HCSD procedures and policy on discipline.**
- **Decide consequences for breaking a rule.**
 - **Make sure you have the support of the principal, or the teacher, or Transportation Office in helping you follow through with consequences.**
- **Identify Reinforces**
 - **Another word for reinforcer is reward. The reward you give a student does not have to be elaborate or expensive.**
 - **Rewards must be appropriate for the student's age.**
 - **Stickers and stars are good rewards for younger students.**
 - **A choice of seats or listening to music are good rewards for adolescents. Both of these rewards are called token rewards.**
- **Design a Record Keeping System**
 - **You should keep a written record of how the students behave, either a chart with check marks for each day's ride or keep a diary of the day's occurrences.**

WHEN A STUDENT CHOOSES TO FOLLOW THE RULES

You must decide ahead of time what the consequences of following the rules will be. You must decide what your rewards will be. The trick here is to catch a student doing something good. It may be for only three minutes but it was a good behavior and it should be rewarded. The next time it may last for five minutes, then ten and before you know it for the entire bus ride. To give out rewards for following the rules means you have to be alert so you notice when a student follows the rules. You need to tell him/her how much you like it when the rules are followed. This is called social reinforcement.

Praises, smiles and attention are social rewards when they result in an increase in acceptable behavior. Social reinforcement of one student's behavior is likely to have a positive influence on other individuals. You want to help these students feel good about themselves. You want them to like hearing a "thank you" or "good job" and feel good about that, just like you do when your supervisor says you have done a good job.

Drivers and Monitors/Aides: Thank you for all you do!

Summary:

1. **Define behaviors you want to see.**
2. **Follow every occurrence of the new behavior with social reinforcement.**
3. **Deliver social reinforcement with enthusiasm.**
4. **Pair social reinforcement with token reinforcement.**

WHEN A STUDENT CHOOSES NOT TO FOLLOW THE RULES

If a student chooses not to follow the rules there are certain things you should do. First, keep in mind that these students need consistency. No matter what the student has done to break a rule, your reaction should be as consistent as possible. To maintain the needed consistency, follow these steps:

1. First time a student chooses to break a rule --- **GIVE A WARNING.**
For example: "Fasten your seat belt, this is your first warning". If the student fastens their seat belt; say thank you and "good job".
2. If the student still chooses to break a rule --- **GIVE WARNING WITH CONSEQUENCE.**
For example: "Fasten your seat belt or I will write a discipline slip to give to your teacher". This gives the student a chance to comply and it lets him know exactly what will happen if he does not follow the rules.
3. If the student still chooses to break a rule --- **TAKE ACTION.**
For example: Simply write up the disciplinary slip. Do not argue with the student, do not change your mind, do not give him another chance. If you said you were going to write him up then do so.

The first time an infraction happens give a verbal warning as (#1) above states. The number of times you give a warning with a consequence (#2) is up to you. You should have a consequence for each successive infraction before getting to the point where you write a disciplinary slip to give to the teacher. For example: "Quit kicking the seat or I'll write your name down (you know this as "taking names")". If it continues, "Quit kicking the seat or you'll get a check mark next to your name". If your system gives three check marks before writing a disciplinary slip then you take action as stated in (#3) after the third check mark. The important thing to remember is not how many check marks are given but that the system has been well explained ahead of time and you follow it consistently.

DEALING WITH STUDENT AGGRESSION

DO's

1. Listen
2. Write down what they say
3. When they slow down, ask them what else is bothering them
4. Exhaust their list of complaints
5. Ask them to clarify any specific complaints that are too general
6. Show them the list and ask if it is complete
7. Ask them for suggestions for solving any of the problems that they have listed.
8. Write down the suggestions
9. Observe their body posture during this process
10. As they speak louder, you speak softer

DEALING WITH STUDENT AGGRESSION (cont)

DONT's

11. Argue
12. Defend or become defensive
13. Promise things you can't produce
14. Discuss problems that belong to others
15. Raise your voice
16. Belittle or minimize the problem

These behaviors take practice. Think about the times that you have been angry enough to become aggressive with someone you don't know well, like a clerk in a store or an attendant at a game, etc. It usually takes some time to "build up courage" to attack and often the person being attacked cannot do anything about the situation. Parents and teachers sometimes find themselves in the same position. They would just like somebody **out there** to listen. You may be just catching the flack of the general frustration of someone who is unable to cope with the world at times.

Any **CONTINUOUS DISCIPLINARY PROBLEMS** need to be discussed with the **SUPERVISOR FOR TRANSPORTATION OF SPECIAL EDUCATION**.

Reminder: *However you set up your management system, it must be in line with HCSD policy and procedures on discipline.*

OTHER MANAGEMENT STRATEGIES

- A. **Shaping:** Encouraging the gradual development of the behavior you want is called shaping. Begin by reinforcing any response that closely resembles desired behavior you want.
- B. **Rule Reminder:** Reminding a student of the rules is a minimal management technique used to prevent an inappropriate behavior. If your consequences are more severe than the infraction calls for, the student becomes confused, resulting in more undesired behavior. A reminder of rules may be all that is required. Important rules

should be stressed even when students are displaying appropriate behavior. The reminder also provides predictable structure and conveys the message that rules are important.

Summary: To be an effective manager of student behavior, a transporter needs to communicate assertively how they expect the students to behave on the bus.

Here are some tips to remind you how to do that.

1. **Do not yell or scream at students.** “If I have to tell you one more time to stop fooling around, I’m stopping the bus and throwing all of you out!” Getting angry and making threats gets you nowhere and only lets the students know that you’ve lost control. The students are perfectly aware that you won’t “throw them off the bus,” so why should they pay any attention at all?
2. **Don’t plead or beg.** “For the third time, please, won’t you sit down?” Would you respect a boss who begged or pleaded with you to do your job? Remember, you are the one in charge on the bus!
3. **Don’t use the word “try”.** “Can’t you just try to keep your hands to yourself?” You don’t want students to try anything; you want them to do it! You must tell students exactly what you want. Clearly and firmly tell students exactly how you want them to behave. **Use specific language**, “Sarah, pick up your books and walk quietly off the bus.” **Start your sentences with a directive.** **Tell students what to do, not what they shouldn’t do.** “Kevin, stop jumping up and down. Lisa, put your books on the seat.”
4. **Stay calm and speak in a normal tone of voice. Do not appear angry or upset.** Remember, when you yell the students know you have lost control and they have power over you. When you remain calm, you project an attitude that says, “I’m in charge and I know exactly what I’m doing.” Use verbal praise to encourage continued good behavior. Use your communication skills for more than disciplining. Keep in mind that your words can also encourage students to repeat appropriate behavior. The more you praise, the better behaved the students will be. Try to say something nice to each student every day. If you want to encourage individual students to behave, tell them how much you appreciate their good behavior.
5. Here are some **“praise starters”** to keep in mind when you want to positively reinforce:
“I like the way you kept your hands to yourself.” “Thanks Lisa, I really appreciate you sitting so quietly today.”
“Josh, I’m proud of the way you helped the kindergartners get on the bus.” “Good for you, Kevin, you rode all the way home without me having to tell you to sit down.”

BACKGROUND INFORMATION

It is important for drivers and monitors/attendants who have curb-to-curb routes to understand what happens in families who have a child with special needs. Regardless of whether the child is born with a disability or if something happens to the child during his or her life to cause a disability, it is a very traumatic time for everyone close to the child.

One thing that happens to parents of a special needs child is that they go through periods of emotional adjustment. Some of the emotions experienced can include denial, anger, guilt, shame, blame, overprotection, bargaining, adaptation and



acceptance. While it is difficult to know how an individual will react to having a child with special needs, it is generally recognized that the process is similar to the grieving process. Parents grieve the loss of their hopes and dreams for a perfect, healthy child. This process, while similar to the grief experienced when a loved one dies, is different in one very important aspect: time may not help the healing process. When grieving the loss of a loved one, time is an ally. Over time the pain lessens as the adjustment to life without the loved one occurs. Eventually, the psychological stages of adaptation and acceptance are reached. In contrast, the disabled child continues to be a part of the family and continues to need special care. This creates psychological stages of having to accept their child as having a disability. They will also continue to experience these same emotions and will “recycle” through these psychological stages time and time again.

It is important for drivers and monitors/aides to understand the emotions and stages parents go through. Drivers and monitors/aides on curb-to-curb routes may have more contact with the parents than any other individual in the school district. By understanding parent’s emotions, drivers and monitors/aides can be more understanding and compassionate when working with the students and their families.

DISCIPLINE AND SAFETY

The primary responsibility of the bus driver/monitor/support professional/assistant is maintaining the safety of the students who require assistance as determined by the IEP team. The bus monitor/support professional assists the bus driver with maintaining a safe environment by:

- ☐ Helping to determine the most effective seating arrangement to minimize problems
- ☐ Keeping an up-to-date seating chart of all students who ride the bus
- ☐ Actively monitoring student behavior and supporting the management plan
- ☐ Staying alert to possible safety issues that may occur on the bus
- ☐ Working with the bus driver to inform the principal, assistant principal, teachers, school administrators on how to address individual behaviors
- ☐ Implementing individual students’ bus intervention plans
- ☐ Remaining respectful, kind, firm, and consistent

What should I do if I’m having problems with a student’s behavior on the bus?

1. The bus monitor should talk with the bus driver they will determine whether to speak with the student’s teacher to inquire if a positive behavior plan is in place and whether it could be extended to include behavior on the bus. The principal, assistant principal, teacher, and guidance counselor are good resources for strategy suggestions.
2. For severe problems that may include regular education students, talk with your school administrator.

DISCIPLINARY AND SUSPENSION PROCEDURES

- √ By law, an individual student’s IEP staffing must be conducted when a student first enters the district, and annually thereafter, IEP staffing can be conducted more often, as necessary. When there is a transportation concern, a transportation department representative and/or the student’s driver may be invited to participate in the IEP staffing.
- √ The procedures for suspension from the school bus are governed by the requirements of the Education Code Section 48900.

- ✓ **Inappropriate behavior on the bus must be documented every time.** After each offense, documentation should be given to the school where the school principal will notify the special education director and the student's special education teacher. The Special Needs Routing Clerk should be given a copy of the written behavior. Local procedures may vary per school.
- ✓ If an incident occurs and does not pertain to the student's disability, this student can be suspended. The procedure is the same as a regular bus rider, for example: a staffing for impaired student fighting. Always check with the special education transportation routing clerk before assessing penalties for misbehavior.
- ✓ It is VERY important that you are familiar with the students that you transport.
- ✓ It should be noted that most states and the courts will not allow a student with a disability to be suspended for more than 10 consecutive, or 10 total school days throughout the entire school year. Check with your state agency regarding specific procedures.
- ✓ Every District has its own policies and regulations governing suspensions; you will need to check with your district for a copy. State regulations are the same for all districts.
- ✓ Some special needs students require special behavior plans (strategies) known as BIP's that carry over to the bus. Teamwork and good communication between driver and teacher is essential to the success of these positive behavior plans. Make it a point to spend time with teachers as often as possible so that you are always working together for the benefit of the student.

Bus Conduct Reports

In the event a student's behavior warrants a conduct referral, remember that writing bus referrals is the responsibility of the bus driver.

You may be asked to participate in a conference with parents and administrators in regard to a student's behavior on the bus. Keeping written documentation of the behaviors and events will help you accurately remember what happened and is very useful in helping the team to problem solve a solution.

Bus Suspensions

Bus Discipline: Students with disabilities may be suspended from the bus. If the student is unable to attend school as a result of the bus suspension, the bus suspension day(s) are considered as out-of-school suspension days in computing the 10 day cumulative total allowed within the year. As a result of the limit on out-of-school suspension days without HCSD service provision, principals may elect to utilize other interventions, e.g., in-school suspension, or fewer out-of-school suspension days when assigning disciplinary action.

1. When a student with disabilities reaches a cumulative total of 5 bus suspension days, an IEP meeting will be scheduled to develop a Bus Intervention Plan and make any needed changes to the IEP.
2. When a student with disabilities reaches a cumulative total of 10 bus suspension days, an IEP meeting will be scheduled to develop/review the Functional Behavior Assessment and the Bus Intervention Plan. In addition, a Manifestation Determination will be conducted and any needed changes to the IEP will be made.
3. As transportation may be a related service for a student with disabilities, if expulsion from the bus is recommended, transportation alternatives will be considered.

Confidentiality

Special Education Transportation is not an optional service the District chooses to provide. Each school monitor/support professional involved in this service is obligated to perform their duties in accordance with existing policy and procedure as this assists the District in its compliance to the mandates of the laws governing the education of handicapped children. One such law monitors/support professionals must understand is the Family Rights and Privacy Act. This law protects the privacy of the handicapped child and his/her family. Monitors/support professionals are provided certain information (i.e. handicapping conditions, medical concerns, medications, doctor information, etc.), which is essential to provide appropriate transportation services. This information is for the use of those directly involved in providing this service and no one else. Idle gossip with spouse, neighbors, co-workers and others about specific passengers, their characteristics, family problems, or improper behavior is a violation of this law. By divulging this type of information, individuals are leaving themselves and the District open to legal action. It is necessary to be extremely careful should the opportunity arise, professionally or socially, to use a student's name in casual conversation. Even mentioning a child's name when questioned or speaking about a service population can identify them as "special needs" students. **THIS IS A BREACH OF CONFIDENTIALITY.**

On the other hand, drivers and monitors/support professionals, who have no contact with a particular child, should not ask for information concerning the child. This type of information is to be provided on a "need to know" basis only.

Re-Cap:

The driver/bus monitor and/or support professional/assistant must treat students and their families with professional respect and be careful to maintain confidentiality. Don't talk to other students or adults about problems a child or his family is having.

"We should never violate a family's right to privacy by discussing confidential information with family and friends; doing so is unlawful, unprofessional, and unethical."

- Office of Professional Standards, PCS

Communication

The bus monitor and/or support professional/assistant helps with communication between the bus driver and students who are nonverbal, or students who have trouble communicating clearly with people they don't know.

Remember: The bus driver and monitor are the first contact a child has with the school experience every day. You can make the difference in his/her day by the way you respond to him/her. You are also the last person that the child sees at the end of his/her day. A positive word from you may make their evening.

Hands-on Professional Development

For refresher hands-on training focused on skills and information needed to safely assist students with disabilities on the school bus, contact the HCSD Transportation Liaison at 770-287-9247.

Head Lice Awareness

Head Lice outbreaks are common throughout the school year!

When it is suspected that a student may have head lice, the bus driver shall immediately and privately report it to the Principal or his designee. The Principal will instruct the driver as to the status of bus transportation. The driver/monitor/aide shall take every precaution to protect the confidentiality of the student. At no time shall the



driver/monitor/aide make comment, reference, or in any way identify a particular student in any way that may lead others to know or suspect that a student has head lice. The driver/monitor/aide shall not (and shall not allow others to) embarrass, ridicule, or belittle a student who may have head lice. The Principal may instruct the driver to transport the student home. The bus driver shall not refuse to transport students suspected of having head lice. However, if it can be done discretely, the student should be seated so as to avoid physical contact with other students.

Transmission via school bus seats is not likely because of the biology of head lice.

When a student has been diagnosed with head lice and is excluded from school, they may ride the bus home at the end of the day. It is primarily the Principal's decision on whether that student can be transported to and from school or not. It is also the school's responsibility to determine whether the student may return to school or be excluded. After exclusion, the student upon the Principal's discretion may or may not ride the bus or attend school until the student has been rechecked by the school staff and the school has notified transportation or the bus driver when to resume transportation service.

Once treated the student should be allowed to return to school, even on the same day of detection, once treatment has taken place. If the parent verifies the student has been treated appropriately they may show a receipt or the empty treatment container or box and upon re-examination the school-designated employee finds no live head lice, the student may return to class.

If, upon re-examination live head lice are discovered and/or there is no evidence that treatment was provided, the student will not be allowed to return to class and should be sent home until student can be appropriately treated. Students should be allowed to ride the bus home if parents are unable to pick student up from school.

The confidentiality of the student must be maintained at all times. You may not single them out or discuss the issue openly in front of other students. Place them near the front of the bus by themselves or with someone if there are multiple students affected!

WORKING WITH ROUTING

Beginning of the school year

DRIVER - It is very important that you communicate with the Special Needs Routing Clerk and the Route Supervisor. When you receive your route and student detail sheets it is vital that you contact the parents to introduce yourself and to verify the address for pick up and drop off. Also make sure we have the correct school. Provide the parents with the bus number and pick up and drop off times (10 minute window). If the phone number is not correct; please let us know so that we can try to locate a good number. If the number is long distance and you do not want to use your personal cell phone the routing clerk and/or coordinator can make the call for you.

During the school year

DRIVER - When a new student is added to your route it is **your responsibility** to contact that parent with bus and time information. **Please do this as soon as you receive the information.**

Anytime there is a change in a student's status let us know so we can adjust the route. If you want to change the sequence or direction on the route it must be approved by the routing clerk. If someone at the school gives you information about a student please confirm it with routing. Sometimes that information is incorrect.

WORKING WITH PARENTS

Things you can do to have a good working relationship with the parents:

1. **DRIVER - MAKE POSITIVE INITIAL CONTACT** – An effective tool a driver and monitor has is positive contacts with parents. Before school starts you should make a point of talking to the parents. Drivers should tell the parents how glad you are to have their child on the bus. By starting the year off on a positive note, drivers have established a foundation upon which to build their future relationship with the parents. Then when you contact the parents regarding an infraction, they will realize you are being fair with both positive and negative concerns for their child.
2. **DRIVER & BUS MONITOR - BE HONEST** – You must be careful not to make promises you cannot keep. It is important that you are honest with the parents at all times. For instance, if the parents are having a problem meeting the bus; it is their responsibility to find the solution – not the drivers.
3. **DRIVER & BUS MONITOR - LISTEN** – One difficult task a driver or monitor has is trying to balance the desire to be helpful to the parents and maintain the bus schedule. Spending a few minutes listening to a parent may mean the difference between a smooth year and a year of problems. Remember, you do help parents when you are consistent in getting to you stops on time. You also help when you let the parents know their concerns are your concerns. When to take the time to listen and when to keep to your schedule is a decision you must make using your professional judgment.
4. **DRIVER - SEND NOTES HOME** – Throughout the year, send notes home to the parents telling them how their child is doing on the bus. This can be a certificate the student has earned through their behavior management plan or a checklist describing any changes or improvements in their bus behavior. If the parents meet the bus every day, this positive communication happens naturally with the drivers. These contacts can mean so much to parents who are trying to raise a special needs child.

WORKING WITH PARENTS (cont)

5. **DRIVER - KEEP A JOURNAL** – A journal is an important tool for drivers and monitors. You need to take a few minutes at the end of each run to record what happened on the bus. By writing down both good and bad occurrences, you will have a better recall of what happened. It is also a good way to measure your own reactions to the students. The journal will assist you in remembering how the students were when they first got on the bus as compared to how they are now. Use your journal to record every contact you make with a parent. This protects you in case you and the parent disagree over what happened during the conversation. Also, record the times you tried to make contacts that were unsuccessful, times no one was at home to receive the student, or the lengthy waits for the student to come to the bus in the morning. The journal will give you an accurate record of the interactions you have with each parent.

LEARNING TO BE FIRM BUT REASONABLE

As a school bus driver/monitor/aide, you are in the people business. People are unpredictable, humorous and peculiar in their behavior. The students who ride school buses possess many of the personality characteristics, which are to be found in their family environment. You must learn to understand the individuals that bring unlimited grief and misery to your people business. You must be careful in your effort to locate that desirable point between being too lenient or overly harsh. If you overlook the violations of conduct on one student, you lose in the respect of others.

You must learn that you have an acceptable noise tolerance. That tolerance may shift from day to day because you state of mind changes from day to day. Success may depend on maintaining a more consistent level of tolerance. Frequently, we expect youthful riders to possess adult behavior and have mature judgement. That fact is, when your riders have attained such a status, they will no longer be riders.



When immediate disciplinary action is necessary during your run, you should stop the bus. The very act of stopping the bus lends emphasis to the situation. You should select a safe location off the traveled portion of the roadway. Speak to the offender in a courteous and firm voice. Anger should not be revealed since it would probably aggravate the situation. Clear thinking on your part will more readily attain success.

As a school bus driver, you should **never** put a student off the bus at any stop but his residence (home stop), school, approved day care or sitter. The potential risks and liability are simply too great.

Discipline problems, which involve violations of the rider safety rules, should be reported on the day they occur. The discipline report is extremely valuable as documented evidence to assist the principal in handling the problem.

Local policy is the guideline for your role and responsibility as a driver of students with disabilities. To ensure smooth pick-up and return of students, keep in mind:

Driver - Set up route with times for pickup and drop off of students and maintain your schedule

Driver & Bus Monitor - No special education student will cross the road for bus pickup. All students will be picked up on the door side of the student's home.

No time changes whether morning or afternoon will be made to the route without prior approval from the transportation department.

Driver - Inform parents of your bus number, bus schedule, bus rules and emergency procedures.

Driver - Inform parents of your name, home telephone numbers and the telephone of the transportation department.

Driver - Remind parents to have the student ready for morning pickup at least five minutes before your expected arrival. If the student is continually late for pickup, notify your supervisor. (Keep written notes of dates.)

Driver - Changes in stops must be approved by the Special Education Transportation Department. You cannot establish or change bus stops.

Driver - If a child becomes ill on the bus, the school is to be notified immediately.

Driver & Bus Monitor - A responsible adult should be home to receive the student in the afternoon. If not, contact your supervisor. Never leave a student with a significant disability at home alone. If the parent is not at home, NEVER leave a child home alone without written permission from the parent. Notify the transportation office that you will continue on your route and return the child after the route. If the second return fails, contact the transportation department so that arrangements can be made to take the student back to school. However, you must document any information regarding this situation in the driver's required notebook/calendar.

Bus Monitor - The bus monitor shall be on the bus from the time the first student is picked up in the morning and in the afternoon until the last student is dropped off unless other arrangements have been made through the transportation department.

There shall be a designated location on the school bus, preferably in the back, for the monitor to sit so all children can be monitored and given maximum supervision.

The monitor shall be alert at all times to the needs of the students and to interact when necessary.

The bus monitor will be trained in the use of the lift and tie down systems for students in wheelchairs and mobility devices. When the bus driver and bus monitor loads a student the other should always double-check all straps, belts, harnesses, and wheelchair tie downs.

ARRIVAL TO AND FROM THE SCHOOLS

AM Route

DRIVER - No child should arrive at their elementary school before 7:20 a.m. Students may not exit the bus until a teacher or para is on duty to receive them. Teachers and Paras do not begin their day until 7:15 a.m. If you have arrived at the school prior to 7:20 a.m., please be prepared to wait until the doors are unlocked at 7:20 a.m.

DRIVER - No child should arrive at their Middle or High school before 8:00 a.m. Students may not exit the bus until a teacher or para is on duty to receive them. Teachers and Paras do not begin their day until 7:55 a.m. If you have arrived at the school prior to 8:00 a.m., please be prepared to wait until the doors are unlocked at 8:00 a.m.

PM Route

DRIVER - Do not pick up elementary students prior to 1:45-2:00 p.m. (unless it is an arranged midday or modified day student). Some schools will not let you pick up until 2:20 or after.

DRIVER - Do not pick up Middle and High students prior to 3:00 p.m. Some schools will not let you pick up until 3:30 or after.

POINTS TO REMEMBER:

- If you are stopped at the school. Rather than call the Bus Shop, Call the school and let them know you have arrived.
- Do not pick up Middle and High Students with Elementary Students or vice versa unless approved by transportation.
- Do not double-park @ the schools and/or bus exchange to drop off or transfer students unless asked to by transportation. For safety students should not be walking in front of or between buses!
- Monitor's may not be picked up or dropped off @ their homes or unauthorized locations without the approval of transportation.
- Do not run your route backwards, always ask base to see if you can do so if necessary. .. keep the same routine always go to the schools in the order you wrote your route sheet unless approved through Transportation.
- Write your route sheet the quickest route possible and always pick up door side unless approved by Transportation.
- Do not pickup middays at their Community Based Instruction (CBI) locations, the CBI driver and a teacher or para must return to the school with the student in time for their scheduled midday pick up!
- Never carry major equipment from the school on a trip (i.e. diaper changing tables, etc.)

Thank you for filling such an important role in ensuring the safety of special needs students on the school bus!

FORMS



HALL COUNTY SCHOOL DISTRICT - TRANSPORTATION
SPECIAL EDUCATION BUS MONITOR EVALUATION

NAME: _____ DATE: _____

BUS: _____ TIME: _____

CATEGORY	2	1	COMMENTS
1. LOADING/UNLOADING			
a. Wheelchair Securement			
b. Lap & Shoulder Belt Securement			
c. Safety Vest Application			
d. CSRS Application			
2. MONITOR/STUDENT RELATIONSHIP			
a. Knowledge of students needs			
b. Friendliness			
c. Student Control			
3. CLEANLINESS OF BUS			
4. PERSONAL APPEARANCE			
5. CO-WORKER RELATIONSHIP			
6. PUNCTUALITY			
7. ATTENDANCE			
8. FOLLOW RULES AND REGULATIONS			
a. Office Procedures and Record Keeping			

COMMENTS:

SIGNATURE

BUS MONITOR: _____

SIGNATURE

EVALUATOR: _____

2: Meets Expectations

1: Below Expectations

HALL COUNTY SCHOOL SYSTEM RECORD OF CONTRACTED SERVICES PROVIDED

Contractor Name: Mary/John Smith SS# 123-45-6789

School: N/A Student Name: N/A ID# N/A

Record of contracted services form must be received by the Central Office no later than the 5th of the month in order to be paid by the next payroll. Submit form directly to Frances Cheek, Central Office.

Date of Service	Contact Hours Do not include travel		Total Time	Name of Assigned Supervisor	Location of Service provided
8/7	From: 6:00	To: 9:30	3.50		
8/7	From: 1:15	To: 5:30	4.25		
8/8	From: 1:30	To: 4:15	2.75		
8/9	From: 5:45	To: 10:00	4.25		
8/9	From: 1:00	To: 4:45	3.75		
	From:	To:			
	From:	To:			
	From:	To:			
	From:	To:			
	From:	To:			
	From:	To:			
	From:	To:			
	From:	To:			
	From:	To:			
	From:	To:			

Amount Per Hour \$ 9.54 X Total Hours 18.50 = Total Amount Due \$ 176.49

The above information is a true and accurate record of direct instructional services provided to the student.

Mary or John Smith
Contractor's Signature/Date _____ Principal's Signature/Date _____

For Central Office Use:

Date Received: _____ Totals Hour: _____ Total Due _____

Director's Signature _____ Budget Number _____

**Job Description
Expectations**

Bus Monitor

TITLE: Special Education Transportation School Bus Monitor
SUPERVISORY RESPONSIBILITIES:

None

QUALIFICATIONS:

1. Must be at least eighteen (18) years of age.
2. Must meet all other standards and qualifications as set forth by State Law and school district policy.
3. Possess the qualities and desire to work with handicapped children.
4. Successfully complete a Cardiopulmonary Resuscitation (CPR) and First Aid course and maintain a current valid card on file in the Transportation Office.
5. Must be a high school graduate or equivalent (GED).
6. Must be able to physically lift fifty (50) pounds and bend to the floor to adjust seatbelts and secure wheelchair straps.

REPORTS TO: Supervisor of Special Education Transportation
Distinguishing Characteristics:

This is an entry level position in the Transportation Department. An employee in this classification contributes to the care and safety of students by freeing the bus driver to operate the bus in a safe manner. Work involves physically assisting special education students and attending to their behavior. Work is performed under general supervision by the bus driver and in accordance with specific guidelines and procedures for transporting students with identified special needs.

EQUIPMENT USED:

School bus, safety equipment (flares, reflective signs), fire extinguisher, wheelchair, harness, child safety restraints, car/booster seats, securement of students on wheelchair lift.

**Job Description
Expectations**

Bus Monitor

WORKING CONDITIONS:

Mental Demands:

Reading, ability to communicate effectively (verbal and written); maintain emotional control under stress; interpret policy, procedures, and data

Physical Demands/Environmental Factors:

Work is performed on and around a school bus, and requires sufficient physical strength, agility and dexterity to perform all essential tasks, including moderate lifting and carrying, moderate pulling and pushing, reaching in front of body and stretching overhead. Duties also require repetitive hand motions, frequent standing, walking, sitting, bending, squatting, stooping, and climbing. Work also requires acuity and physical dexterity in the frequent use of hand-eye coordination and manipulative skills using fingers, limbs and body in operating special equipment and assisting special education students. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to adjust focus. District and state travel may or may not be required; frequent prolonged and irregular hours possible.

Employee is exposed to potential road hazards, including accidents, fumes from exhausts, loud noises, and adverse weather conditions. Employee is also exposed to potential physical hazards when operating wheelchair lift and other special equipment, and when assisting students on and off the bus. Work may expose employee to potential biological hazards from student body fluids and possible biological exposure to bacteria and communicable diseases. Work requires compliance with safety procedures and may require the use of safety clothing and equipment.

MONITOR EXPECTATIONS:

One of the most important skills of the bus monitor is communication. His/her skills should include verbal expression as well as other forms of communications, such as written word, gesture, body language, or facial expressions to the students, bus drivers, parents, and school or transportation staff.

PERFORMANCE STANDARD:

The trainee shall be able to articulate the basics of monitor responsibilities.

PERFORMANCE RESPONSIBILITIES: (May not include all duties performed; not all Incumbents perform all functions delineated.)

As a special needs monitor, hired by Hall County Schools I recognize the following:

1. I will be **under the direct supervision of the bus driver at all times**. I will take directions from the bus driver and I will pay close attention to receive all verbal and hands on training from each driver of each bus that I am needed on. The School Bus monitor and/or support professional/assistant/aide provides assistance with the safe loading and unloading of students with disabilities, and the supervision thereof, while en-route to and from the school.
2. Must be able to perform the essential functions of walking and interacting with students and/or district employees in the specific work site assigned.
3. There shall be a designated location on the school bus, preferably in the back, for the monitor to sit so all children can be monitored and given maximum supervision.

Job Description
Expectations
Bus Monitor

4. Attendant/Monitor shall maintain a complete knowledge of the needs of each student transported.
5. Assists the bus driver in supervising the students at all times.
6. Assists the driver with securing students in equipment such as wheelchairs, safety vests, lap belts, and/or car seats.
7. Assists the driver in the use of special equipment such as harnesses, seat belts, and wheelchair tie-downs; assists students in braces and on crutches; the bus monitor will be trained in the use of the lift and tie down systems for students in wheelchairs and mobility devices. When the bus driver and monitor loads a student the other should always double-check all straps, belts, harnesses and wheelchair tie downs to ensure the safety of the students. The monitor is responsible for insuring all equipment that is not being used is placed in a proper storage area.
8. Assists the student with moving, positioning, entering and exiting the bus as needed
9. Provides input to the bus driver regarding student seat assignments based on individual student needs.
10. Provides a means of communication with bus driver for students who are nonverbal
11. Serves as a communication link between school and parent, upon request by the driver
12. Prepares and maintains accurate and complete records as assigned by the driver.
13. I will work on any special needs bus, at any time, on an “as needed” basis.
14. As of the last day of the regular (calendar) school year, I will not work, unless contacted by the transportation department, until the first day of the new regular (calendar) school year.
15. My role could change, or be terminated, at any time depending on the need for my position.
16. **I am only paid for the time that I work, not during summer, unless I am contacted by the transportation department for possible summer assignment.**
17. The bus monitor shall be on the bus from the time the first student is picked up in the morning and in the afternoon until the last student is dropped off.
18. I will be alert and attentive to the needs of the students I am monitoring on the bus at all times, or be subject to disciplinary actions up to, and possibly including termination.
19. I will not use cell phone for unauthorized purposes (including text messaging) unless directed to do so by the driver, or the transportation department or I will be subject to disciplinary measures up to, and possibly including termination.
20. I will not use unauthorized electronic devices (i.e.: CD Players, I-Pod, Bluetooth, Cell Phones, etc.) while on the bus that I am assigned. I will give continuous attention to the students and will not allow interruptions such as CD Players, I-Pod, Cell Phones, etc. when students are present with the
EXCEPTION: Monitors may use the cell phone to call the bus shop or answer a call from the bus shop in case of emergency to prevent the driver from calling while driving.
21. I understand that it is my responsibility to meet my assignment at the time and location assigned to me by the driver or transportation department.
22. I will have punctual attendance. The driver cannot wait for the monitor on the school bus.
23. I will display patience and a sincere desire to aid and assist all students.
24. I will display high moral character.
25. I will become knowledgeable of the route to assist substitute drivers in the event the route driver is absent. I will serve as a route guide to a substitute driver when necessary. I will have a complete knowledge of the route and be able to guide a substitute driver directionally.
26. I will become familiar with the emergency evacuation plan and be prepared to evacuate the bus in the event of an emergency or planned evacuation.

**Job Description
Expectations**

Bus Monitor

27. I will assist the driver in maintaining a safe and clean bus at all times. While the driver is responsible for fueling and ensuring the bus is in for service and maintaining all the mechanics of the bus, the bus monitor is responsible for maintaining the cleanliness of the inside of the school bus.
28. I will assist in loading and unloading students with special needs.
29. I will assist the driver in reporting discipline to the proper authorities and will help with student discipline with the driver's approval.
30. I will assist the driver by maintaining pupil control, especially when the bus is in motion.
31. I will assist the driver with stopping and/or evacuation of students in the event of an emergency and during evacuation drills.
32. I will be prepared if necessary to assist the driver in providing appropriate first aid and the clean-up of body fluids using universal precautions.
33. I will report any hazardous conditions to the driver.
34. I will monitor bus safety rules and assist the bus driver in maintaining discipline on the bus I will alert the driver to any health, safety, or behavioral situations with students on the bus. I will Implement individual behavior plans that have been developed by the student's individual education plan (IEP) team.
35. I will understand and support the privacy and strict confidentiality with any and all information pertaining to students, their families, and staff.
36. I will comply with district policies, as well as state and federal laws and regulations.
37. I will adhere to the district's safety policies and procedures.
38. Participates in in-service training as directed by the Director of Transportation.
39. Performs other duties and functions as assigned by the Director of Transportation.
40. Attains/renews CPR and First Aid certification every 2 years or as determined by departmental guidelines.
41. Attends training sessions to maintain a high proficiency level needed to care for special education students requiring critical care services such as, administering Diastat for seizures, *Epi-Pen* (epinephrine) Auto-Injector, for the treatment of anaphylaxis in the event of food or bee allergies, etc., and other special procedures as assigned.
42. If the bus driver and monitor are transporting the medically fragile student, each should be trained either by a physician of the student or the local system nurse.
43. I will avoid participation in rumors or other improper communications concerning the job. I will maintain confidentiality in the conduct of district business. The bus monitor must respect the confidentiality of students. Any information that is acquired In the course of job responsibilities related to the children or to an incident on the bus should be kept confidential; it should not be discussed with co-workers who do not have a need to know.
44. I will use proper language, behavior and dress appropriately.
45. A good working relationship between driver and monitor is based on respect for each other and for the students.
46. Other expectations, responsibilities and duties as assigned.

***Bus monitor and/or support professional/aides are expected to assist the student, but should never carry the students. Lifting of students may only be done after specialized training or in the event of an emergency evacuation**

HCSD TRANSPORTATION HANDBOOK

CONCLUSION

This handbook has been prepared for the purpose of strengthening our transportation system. When the safety and welfare of approximately 500 + special needs students are at stake each day of the school year, it is necessary that each person involved have a clear understanding of his/her responsibilities. The success of any school transportation operation depends largely upon the quality of performance and the degree of dedication displayed by those involved.

It is hoped that the information set forth within this handbook will be of value to all school bus monitors. Each monitor should read and be familiar with its contents. A copy should be kept in your bus for reference at all times.

This manual will be reviewed each year and necessary revisions will be made. Any suggestions for additions or deletions will be appreciated.

TRANSPORTATION HANDBOOK
HALL COUNTY SCHOOL DISTRICT

TRANSPORTATION HANDBOOK RECEIPT

It is the responsibility of all Hall County Schools transportation employees to understand and follow all legislation affecting student transportation. Transportation employees may be suspended or terminated for failure to follow/comply with policies or procedures listed in the bus monitor handbook. Decisions regarding suspension or dismissal will be made on a case-by-case basis. Please contact the Transportation Director with any questions, comments, or concerns.

Employee Name: _____
(Print Legible)

Position: _____
(Print Legible)

I hereby acknowledge receipt of my personal copy of the Hall County School District Transportation Handbook. I agree to read the handbook and abide by its content. If I have any questions regarding this handbook's content, I should direct my questions to the Transportation Director for training and assistance.

Signature: _____

Date: _____

TRANSPORTATION
HALL COUNTY SCHOOL DISTRICT

**Job Description
Expectations**

Bus Monitor

**TRANSPORTATION JOB & PERFORMANCE EXPECTATIONS RECEIPT AND ACKNOWLEDGEMENT
THAT I HAVE READ, UNDERSTAND AND WILL ABIDE BY THE ABOVE RESPONSIBILITIES, DUTIES
AND EXPECTATIONS!**

EVALUATION: Auxiliary Evaluation

My signature indicates that I have read, understand and will abide by the above responsibilities, duties and expectations.

The foregoing statements describe the general purpose, responsibilities and performance expectations assigned to this job and are not an exhaustive list of all performance expectations, responsibilities or duties that may be assigned or skills that may be required. This job description and expectation description is not an employment agreement or contract. The administration has the exclusive right to alter this job description and expectation description at any time without notice.

Printed Name: _____

Signature: _____ Date: _____
(Sign, Date and return to SPED transportation department)

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