

 <p><i>Student Transportation</i> Services of Thunder Bay</p>		Practice Document #: STS-SPE-001.05 Specialized Transportation Manual	
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Student Transportation Services of Thunder Bay

Specialized Transportation Manual

Special Needs Transportation Service Delivery Model

STSTB MISSION STATEMENT: To develop, implement, administer, and provide a safe, efficient, cost effective transportation system for students of Lakehead District School Board, Thunder Bay Catholic District School Board and Conseil scolaire de district catholique des Aurores boréales, that meets the needs of eligible students, parents/guardians, schools and staff.

Student safety is our number one priority.


While taking into consideration the specific needs of individual children, Student Transportation Services of Thunder Bay is committed to delivering safe effective transportation for Students with Special Needs. Our goal is to optimize service by using regular transportation wherever possible while utilizing the special education vehicle fleet to the highest degree.

Students come first and the Transportation Department is part of the member-Boards' system of support services for identifying and including students with special needs into the appropriate program. *The gathering of information regarding the needs, relevant health and contact information and the type of transportation that is required comes from Special Education coordinators and other stakeholder organizations.* Student Transportation Services of Thunder Bay follows official policies, procedures and authorized practices for all three boards;

- Lakehead Public Schools Special Education Policy 5000 – 5010
- Thunder Bay Catholic Special Education Policy 600 – 601
- Lakehead Public Schools Transportation Policy 3000 – 3040
- Thunder Bay Catholic Transportation Policy 700- 704
- Lakehead Public Schools Anaphylaxis Policy 6062
- Thunder Bay Catholic Anaphylaxis Policy 1000-1009
- CSDC des Aurores boréales C-O44-P, C-004-DA

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The following are items that must be considered:

Zones

- Students wherever possible should be set up in programs closest to their home address. Cross zone transportation affects cost. The challenge is to keep costs at a minimum when transporting students from diverse locations to centralized program schools. In peak periods and due to complexity, three to four days lead time is needed to set up special education students that require wheelchairs, have other equipment requirements or that may come from rural areas.

DISABILITY AWARENESS

Mobility Issues

- Students who are to be transported in wheelchairs or are ambulatory with equipment are set up on appropriate wheelchair vehicles.

Equipment Needs

- Some children bring walkers, canes, have braces, casts etc. that prevent us from using the most cost effective means of transportation, as a result each student is assessed on an individual basis.

Behavior Issues (due to cognitive conditions)

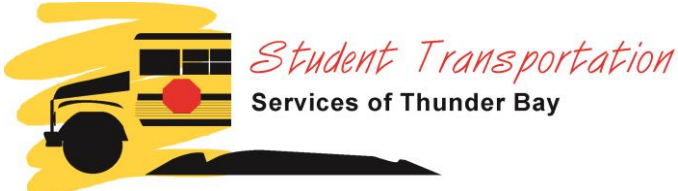
- Each child is assessed on an individual basis by appropriate special education staff and depending on the degree of behavior identified, the type of transportation provided is then decided upon. Points that are considered are: Can the child ride on a regular school bus? Can they ride in a special education vehicle? Can they ride in a taxi with other students? Or must they be transported alone? Refer to page 6 “Definition of Exceptionalities”.

Medical Conditions

- Children with life threatening allergies or medical conditions are identified on our routes and information is then passed on to respective school bus drivers.
- Boards have Anaphylaxis policies or practices in place.

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- Other medical conditions are assessed on an individual basis and noted on routes.

Refer to page 6 “Definition of Exceptionalities”.

Anaphylactic Students

- STSTB annually requests information regarding any students that are Anaphylactic or that suffer from other life threatening allergies. Students and the location of medical equipment that may be needed i.e. EpiPen or Puffers, are identified on the routes.
- All drivers contracted by member Boards are trained in the use of the EpiPen. Should there be a need for driver intervention a meeting is set up with the driver, parents and school personnel to develop strategies to minimize the risk and to make sure drivers are equipped to respond appropriately.

Time and Distance Tolerance

- STSTB service area is large and geographically diverse. Distance from home to school and the student’s ability to travel a long time over a great distance is considered at the time of entry into the program. Most special education programs are provided at urban schools only; students from rural areas are given individual consideration.

Program Hours

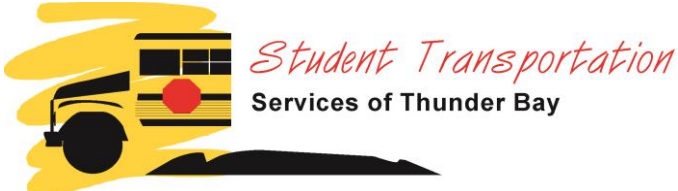
- Special Education classes can be set up using a wide variety of “hours of attendance”. Some students also have staggered entries. Transportation implications are asked to be considered at intake meetings.

Emergency Evacuation Drills

- By October 15th each year, schools are asked to carry out Emergency Evacuation school bus drills for all students. This plan includes and considers the individual capabilities and needs of each student with special needs. Service providers that transport our students are trained in the Emergency Evacuation of special education students on their vehicles.

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Booster Seats

- The use of booster seats in transporting STSTB students follow MTO Regulation 613 s. 8.1 Seat Belt Assemblies, that require all preschool to primary grade students that ride in vehicles hired (other than a school bus) by the Board(s) to be secured in a booster seat. Information on the age, height and weight of students are identified at time of intake. Parents are to provide booster/car seats that must meet the Ministry criteria for booster/car seats.
- It is the responsibility of the Parent/Guardian and Board to coordinate the installation, loading and unloading of the student and booster/car seat.

Harnesses and Seat Belts


- If a seat belt is required to enable a student with special needs ride a regular school bus STSTB follows the Highway Traffic Act (s.106) requiring that any seat belt installed in a seating position must be used by anyone occupying that seat in the absence of the special needs student.
- Harnesses are used in some instances to aid in the transportation of students with special needs on regular school buses. Harnesses will be used following the guidelines of Transport Canada. Tether kits and vests are evaluated according to size and weight of individual students.
- It is the responsibility of the Parent/Guardian and Board to coordinate the installation, loading and unloading of the student and harness/vest.

Driver Training (Safety)

- Drivers contracted by member boards are trained in all aspects of safety and this includes a Disability/Awareness course in the transportation of students with special needs. All drivers receive First Aid and CPR training. Driver workshops on transporting children with specific needs such as Autism and student/driver relations are held yearly. Drivers of special education vehicles are trained in the use of Securing Devices, lift operation and wheelchair loading and unloading. Driver should communicate regularly with the school to ensure the needs of the children are met.

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Dropping off Students with Special Needs

- Students with special needs will not be dropped off at school, at home or return address, without a parent, designated adult or caregiver to receive them, unless otherwise specified. Students are never to be left alone in the vehicle. Routes will be designed to pick up and drop off students in front of their designated address.

Yearly Review

- Before the onset of every new school year special needs facilitators are contacted by STSTB requesting any information on the “progress” of students that would allow them to be transferred from a special needs vehicle to a mainstream school bus.

Parental Responsibility

- At time of “intake” meeting parents are reminded to follow instructions as set out on our website (www.ststb.ca) under Policies: Parents’/Guardians’ Responsibilities. All policies and procedures related to school bus transportation apply to the exceptional student.

Parental help may be needed at time of pick up and drop off when loading and unloading students into vehicles that require specific equipment.

Public Special Transit

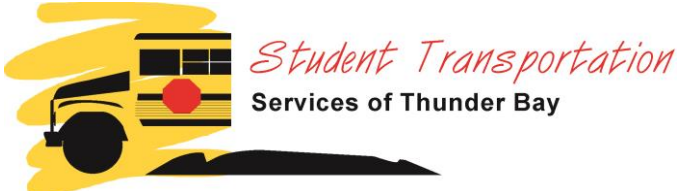
- Some students with specialized mobility needs are provided service using contracted multi needs accessible vehicles. All drivers have criminal reference checks, CPR, First Aid training, EpiPen training and Emergency evacuation of vehicles as well as training in accessibility requirements for the transporting of special needs students.

Taxis and Wheelchair Accessible Taxis

- In some instances taxis need to be used in the transportation of students with special needs. Taxis are used as a last resort and are hired only when students with special needs cannot ride on a regular school bus, handi-van, special education bus or other special education vehicle. Transporting students from diverse locations to centralized programs and hours of programs are also some reasons why taxis may be used. Every effort is made to keep same drivers on school runs. Students transported by taxi are to ride in the back seat only.

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Mileage to Parents

- STSTB service area is large and geographically diverse. Sometimes distance to program location and hours of attendance does not enable us to provide contracted special education vehicles or regular school buses to transport children. Taxis are cost prohibitive from far distances and in some instances it is cost effective to pay parents, that are willing, a mileage rate to transport their child into school. They are paid the Board mileage rate. Parents have to fill out forms provided by STSTB.

DEFINITION OF EXCEPTIONALITIES

Behaviour

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following: a) an inability to build or to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

Communication

Autism

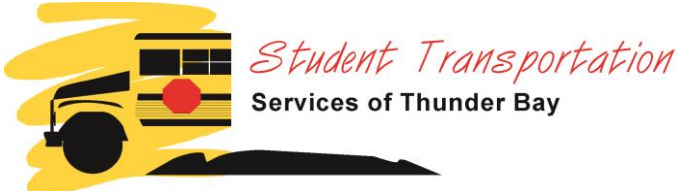
A severe learning disorder that is characterized by: a) disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language; b) lack of the representational symbolic behaviour that precedes language.

Deaf and Hard-of-Hearing

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

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Language Impairment

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

Speech Impairment

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

Learning Disability

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that: a) is not primarily the result of: impairment of vision; impairment of hearing; physical disability; developmental disability; primary emotional disturbance; cultural difference; and b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following: receptive language (listening, reading); language processing (thinking, conceptualizing; integrating); expressive language (talking, spelling, writing); mathematical computations; c) may be associated with one or more conditions diagnosed as: a perceptual handicap; a brain injury; minimal brain dysfunction; dyslexia; developmental aphasia.

Intellectual Giftedness

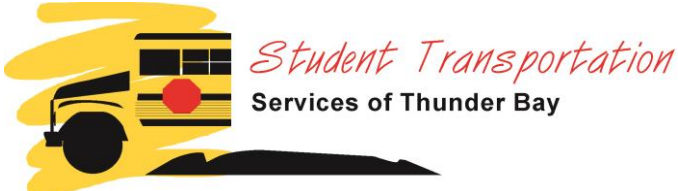
An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Mild Intellectual Disability

A learning disorder characterized by: a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; b) an inability to profit educationally within a regular class because of slow intellectual development; c) a potential for academic learning, independent social adjustment, and economic self-support.

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Developmental Disability

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

Physical Disability

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

Blind and Low Vision

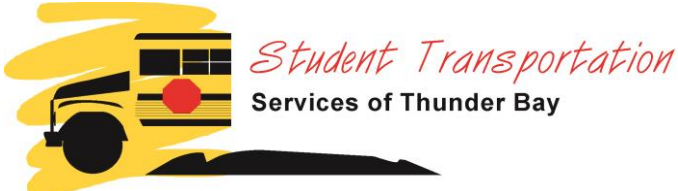
A condition of partial or total impairment of sight or vision that even with correction affects adversely educational performance.

Multiple Exceptionalities

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

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EXCEPTIONAL STUDENTS

1. The Driver

- 1.1 Must give special attention to students with disabilities.
- 1.2 Must be firm, but gentle; be patient, but persistent; be consistent.
- 1.3 Must see that the students are properly seated at all times.
- 1.4 Must ensure the student is delivered to a responsible person, unless otherwise specified.
- 1.5 Shall report any unusual actions in detail to the Principal or teacher immediately.
- 1.6 Ensure that exceptional students abide by student policy and procedure for transportation.
- 1.7 Will not accept responsibility for any medication for any students.
- 1.8 Will be aware of students identified on bus routes with potential life-threatening illnesses.

2. The Principal

- 2.1 Shall advise the operator of any health or behavioural problems of these students within the boundaries of the Freedom of Information Act.
- 2.2 Must realize that policy and procedures for school bus riding apply to the exceptional student.

3. The Parent/Guardian

- 3.1 Ensure the student abides by all policies and procedures related to school bus transportation.
- 3.2 Shall advise the student of the policies and procedures.
- 3.3 Must be aware that transportation is provided from a designated stop to a designated stop, and that any other arrangements must be approved by STSTB or Principal.

Accessibility Plan: Roles and Boarding/De-Boarding Procedures


See STS-SPE-001 Specialized Transportation Manual – Appendix A

Provincial Schools

(Following Provincial Schools Branch Transportation Policies and Procedures, see STS-SPE-001 Specialized Transportation Manual - Appendix B) and included in Special Education plans for member-Boards).

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Transportation to Provincial Demonstration Schools for students from Thunder Bay is provided by air travel. Provincial and Demonstration Schools are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD) by the Ministry of Education. Students are placed in an appropriate alternative education option. Air travel is provided along with an escort (a person who travels with and assists students that cannot travel unattended). Arrangements are made by Transportation Coordinator (see below).

Transportation Coordinator and Contact Information

Service in English for Residential Students:

John Grochot

Ottawa Carlton District School Board

Phone (613) 596-8242

Toll Free 1-866-426-5288

Email: john.grochot@ocdsb.ca

Service in French for Residential Students:

Stephen Taylor or Patrick Pharand

Consortium de transport scolaire d'Ottawa

Phone (613) 737-6599

Toll Free 1-888-511-7854

Email: transport@ceclf.edu.on.ca

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ACCESSIBILITY PLAN – ROLES

The following chart details the role of the group identified in regard to students with the specified special need.

Special Need	Operator	Parent/Guardian	School Staff	Student
Wheelchair	Ensure that students are transported safely according to needs. Follow Consortium Procedures for The Transportation of Special Needs Students.	Advise school and Consortium of medical conditions and communicate any change on a regular basis. Help identify tools that may help driver while transporting their child. Advise the school of any emergency health issues or concerns.	Advise Consortium and parents of any issues while at school during the day. Help identify tools that may help driver while transporting the student.	Follow bus rules. Advise driver of any emergency health issues or concerns.
Walker	Ensure that students are transported safely according to needs. Follow Consortium Procedures for The Transportation of Special Needs Students.	Advise school and Consortium of medical conditions and communicate any change on a regular basis. Help identify tools that may help driver while transporting their child. Advise the school of any emergency health issues or concerns.	Advise Consortium and parents of any issues while at school during the day. Help identify tools that may help driver while transporting the student.	Follow bus rules. Advise driver of any emergency health issues or concerns.
Ambulatory	Ensure that students are transported safely according to needs. Follow Consortium Procedures for The Transportation of Special Needs Students.	Advise school and Consortium of medical conditions and communicate any change on a regular basis. Help identify tools that may help driver while transporting their child. Advise the school of any emergency health issues or concerns.	Advise Consortium and parents of any issues while at school during the day. Help identify tools that may help driver while transporting the student.	Follow bus rules. Advise driver of any emergency health issues or concerns.

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Special Need	Operator	Parent/Guardian	School Staff	Student
EpiPen	Ensure that students are transported safely according to needs. Follow Consortium Procedures for The Transportation of Special Needs Students.	Advise school and Consortium of medical conditions and communicate any change on a regular basis. Inform the driver where the EpiPen is located. Advise the school of any emergency health issues or concerns.	Advise Consortium and parents of any issues while at school during the day. Help identify tools that may help driver while transporting the student.	Follow bus rules. Advise driver of any emergency health issues or concerns.
Epileptic	Ensure that students are transported safely according to needs. Follow Consortium Procedures for The Transportation of Special Needs Students.	Advise school and Consortium of medical conditions and communicate any change on a regular basis. Help identify tools that may help driver while transporting their child. Advise the school of any emergency health issues or concerns.	Advise Consortium and parents of any issues while at school during the day. Help identify tools that may help driver while transporting the student.	Follow bus rules. Advise driver of any emergency health issues or concerns.
Diabetic	Ensure that students are transported safely according to needs. Follow Consortium Procedures for The Transportation of Special Needs Students.	Advise school and Consortium of medical conditions and communicate any change on a regular basis. Advise the school of any emergency health issues or concerns.	Advise Consortium and parents of any issues while at school during the day.	Follow bus rules. Advise driver of any emergency health issues or concerns.
Asthma	Ensure that students are transported safely according to needs. Follow Consortium Procedures for The Transportation of Special Needs Students.	Advise school and Consortium of medical conditions and communicate any change on a regular basis. Advise the school of any emergency health issues or concerns.	Advise Consortium and parents of any issues while at school during the day.	Follow bus rules. Advise driver of any emergency health issues or concerns.

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Special Need	Operator	Parent/Guardian	School Staff	Student
Deaf or Hard of Hearing	Ensure that students are transported safely according to needs. Follow Consortium Procedures for The Transportation of Special Needs Students.	Advise school and Consortium of medical conditions and communicate any change on a regular basis. Help identify tools that may help driver while transporting their child. Advise the school of any emergency health issues or concerns.	Advise Consortium and parents of any issues while at school during the day. Help identify tools that may help driver while transporting the student.	Follow bus rules. Advise driver of any emergency health issues or concerns.
Developmental	Ensure that students are transported safely according to needs. Follow Consortium Procedures for The Transportation of Special Needs Students.	Advise school and Consortium of medical conditions and communicate any change on a regular basis. Help identify tools that may help driver while transporting their child. Advise the school of any emergency health issues or concerns.	Advise Consortium and parents of any issues while at school during the day. Help identify tools that may help driver while transporting the student.	Follow bus rules. Advise driver of any emergency health issues or concerns.
Autistic	Ensure that students are transported safely according to needs. Follow Consortium Procedures for The Transportation of Special Needs Students.	Advise school and Consortium of medical conditions and communicate any change on a regular basis. Help identify tools that may help driver while transporting their child. Advise the school of any emergency health issues or concerns.	Advise Consortium and parents of any issues while at school during the day. Help identify tools that may help driver while transporting the student.	Follow bus rules. Advise driver of any emergency health issues or concerns.

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Special Need	Operator	Parent/Guardian	School Staff	Student
Blind or Low Vision	Ensure that students are transported safely according to needs. Follow Consortium Procedures for The Transportation of Special Needs Students.	Advise school and Consortium of medical conditions and communicate any change on a regular basis. Help identify tools that may help driver while transporting their child. Advise the school of any emergency health issues or concerns.	Advise Consortium and parents of any issues while at school during the day. Help identify tools that may help driver while transporting the student.	Follow bus rules. Advise driver of any emergency health issues or concerns.

Accessibility Plan – Boarding and DeBoarding

The following chart details the loading and de Boarding procedure for students with the specified special need.

Special Need	Boarding	De Boarding
Wheelchair	<p>When operating a lift to load a passenger with a wheelchair on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Department) the driver must:</p> <ol style="list-style-type: none"> Put the 4 way emergency flashers on as you approach your stop. Ensure unit is stopped in a safe position for the pick-up. Ensure the parking brake has been applied (most ramps will not operate if park brake is not applied). Check that passenger is ready to be loaded onto lift. Check traffic, exit the vehicle and open lift door and secure it. Deploy and lower the lift and undo the lift safety belt. 	<p>When operating a lift to unload a passenger with a wheelchair on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Department) the driver must:</p> <ol style="list-style-type: none"> Ensure unit is parked in a safe position for the drop-off. Put on 4-way emergency lights. Ensure parking brake has been applied. Go to the wheelchair passenger and remove lap belt, shoulder belt, front 2 floor restraints, rear 2 floor restraints, and hang up belts. Position the wheelchair to unload, set brakes, if power chair make sure the power switch is off. Check traffic, exit the vehicle and open lift doors and secure them. Deploy the lift to floor level. Go back inside the vehicle and push the wheelchair (if

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Special Need	Boarding	De Boarding
Wheelchair (Cont.)	<ul style="list-style-type: none"> g) Back onto lift with wheelchair and set brakes, secure lift safety belt. If power chair be sure to use low gear and turn power off. h) Keep one hand on the wheelchair and use the other hand to operate the controls. i) Inform the passenger you are raising the wheelchair lift. j) Ensure that as you raise the lift the front plate on the lift folds up and locks into position and the power cable is clear of any pinch points. k) Raise the lift to its fullest extent (level with vehicle floor). l) Release brakes on wheelchair and load passenger into the vehicle positioning the wheelchair into a tie-down position and reapply brakes. If power chair, use low gear and turn power off. m) Exit the vehicle and stow the ramp and close doors. n) Enter the vehicle and secure the wheelchair as per securement procedures listed below. o) Return to the driver seat; turn off the 4-way emergency flashers. <p><u>SECUREMENT</u> Securing Wheelchair Passengers</p> <ul style="list-style-type: none"> a) Each wheelchair must be restrained and made secure as it is loaded onto the bus. b) There shall not be more than one wheelchair loose or free at any time while the bus is being loaded. c) Position the wheelchair, centered and square to 	<ul style="list-style-type: none"> power chair turn on power and put in low gear) onto the lift. Set the brakes. If applicable turn off power. i) With one hand on the chair and the other hand on the control, lower wheelchair to ground level, (remember communicate with your passenger so that he/she knows they are going down). j) Release brakes and undo the lift safety belt and push the wheelchair (if power chair turn on power and set in low gear) off the lift. k) A parent/guardian, family member must know that they have to meet you so that immediately upon unloading you can pass the wheelchair from your hands to theirs. If there is not a person to meet the passenger, call dispatch, do not leave the passenger alone. l) Secure lift safety belt, raise and stow the lift into the vehicle and close the doors. m) Return to vehicle and turn off your 4-way emergency lights.

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Special Need	Boarding	De Boarding
Wheelchair (Cont.)	<p>the floor anchor points so that the restraint belts will attach to the chair and floor at approximately Securing Wheelchair Passengers (Cont.) a 45 degree angle. The smaller front pivoting wheels on the wheelchair should be pointing straight ahead.</p> <ul style="list-style-type: none"> d) The chair and passenger must always face forward in the bus. e) Apply the wheelchair brakes (manual), or turn off the power (electric chair). f) Attach the front belts (narrow type) by connecting the large hook to a solid frame member of the chair and connect the opposite end (flat hook) of the belt to the floor anchor point. g) Pull the belt through the clamping mechanism until all the slack is removed and the belt is snugly attached to the wheelchair. h) The rear belt clamps will provide the final tensioning of the front belts. Attach the loose end of the belt to the Velcro patch above the clamp. i) Attach the rear belts by connecting the chair hook to a solid frame member, as close to the point where the wheelchair back and seat cushion meet. j) Attach the floor hook at the opposite end of the belt into the floor anchor point. k) Attach the belts only to a solid, welded frame member on the wheelchair. Do not attach the hook to the wheels. Some chairs may come equipped with bolt-on anchor points or sling- 	

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Special Need	Boarding	De Boarding
Wheelchair (Cont.)	<p>straps, which are acceptable. Do not, under any circumstances, cross belts over each other.</p> <p>l) With the buckle-open, pull the loose end of the Securing Wheelchair Passengers (Cont.) belt until snug. While holding the loose end with one hand, close the clamp lever down until it securely locks into position. Connect the loose ends of the belts to the Velcro patch to keep the excess belting off the floor.</p> <p>m) Check that all the belts are tight and the wheelchair is secure and that it does not have any back and forth or sideways movement.</p> <p>n) To attach the lap belts, pass the loose ends of the lap belts around the occupant and downward toward the rear tie-down belts through the gap between the side panels and seat cushion or the gap between the seats cushion and the back rest of the wheelchair. Connect the belt ends to the pin connectors on the rear tie-down belts.</p> <p>o) The lap belt should be positioned as low as possible over the occupant’s pelvic area and adjusted as tightly as possible. Ensure the belt is not twisted.</p> <p>p) To attach the shoulder belt, connect the loose end of the belt to the pin connector on either the left or right side of the lap belt. The shoulder belt should be attached to the connector pin of the lap belt depending on which side the bus the wheelchair is located.</p> <p>Use the right side pin if the wheelchair is on the</p>	

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Special Need	Boarding	De Boarding
Wheelchair (Cont.)	<p>left side of the bus and the left side pin if the wheelchair is on the right side. Again adjust the shoulder belt are snugly as possible, making sure the belt does not rub on the occupants neck area.</p> <p>Securing Wheelchair Passengers (Cont.)</p> <p>q) The shoulder belt should lie across the mid-point of the shoulder and travel upward and rearward from that point to ensure that downward force is avoided. Also note that lap and shoulder belts should not be held away from the occupant’s body by wheelchair components or parts such as the wheelchair armrests or wheels.</p>	
Walker	<p>When operating a lift to load a passenger with a 4 point walker on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Department) the driver must:</p> <ol style="list-style-type: none"> Put the 4-way emergency flashers on as you approach your stop. Ensure unit is stopped in a safe position for the pick-up. Ensure the parking brake has been applied (most ramps will not operate if park brake is not applied). Check that the passenger is ready to be loaded onto the lift. Check traffic and exit the vehicle, open lift doors and secure them. Deploy and lower the lift and undo the lift safety belt. Back onto lift with walker and set brakes, secure 	<p>When operating a lift to unload a student with a 4 point walker on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Department) the driver must:</p> <ol style="list-style-type: none"> Ensure unit is parked in a safe position for unloading. Put on the 4-way emergency lights. Ensure parking brake has been applied. Position the walker to unload on lift, set brakes. Check traffic and exit the vehicle, open lift doors and secure them. Deploy the lift to floor level. Go back inside the vehicle and help the student with the walker onto the lift. Set the brakes. With one hand on the walker and the other hand on the control, lower the walker to ground level, Make sure the student is made aware that the student is about to be lowered. Release brakes and assist the student with the walker off

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Special Need	Boarding	De Boarding
Walker (Cont.)	lift safety belt. h) Keep one hand on the walker and use the other hand to operate the controls. i) Inform the passenger you are raising the lift. j) Ensure that as you raise the lift the front plate on the lift folds up and locks into position and the power cable is clear of any pinch points. k) Raise the lift to its fullest extent (level with vehicle floor). l) Release brakes on walker and load passenger into the vehicle to the assigned seat. m) Secure walker to wall of vehicle. n) Exit the vehicle and stow the ramp and close doors. o) Enter the vehicle and turn off the 4-way emergency lights.	the lift. j) A parent/guardian or family member must know that they have to be there so that immediately upon unloading, they are there to receive the student. k) If there is not a person to meet the student, the driver must call dispatch, and wait for further instruction; the student must not be left alone. l) Secure lift safety belt, raise and stow the lift into the vehicle and close the doors. m) Return to the vehicle and turn off the 4-way emergency lights.
Ambulatory	<p>Do not use the loading ramp unless authorized.</p> <ul style="list-style-type: none"> • Communicate with the passenger. Ask what help he/she needs. Allow time for response. • Let the passenger set the pace. If the passenger is unable to respond, Indicate clearly what you are going to do and what you expect the passenger to do. • If an offer of assistance is declined, stay close by and be ready to assist if circumstances warrant. Secure walking aids in a safe position within reach of the passenger, i.e. crutches. • Follow behind the ambulatory passenger when going up the steps. • Alternate your steps with those of the passenger. 	

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Special Need	Boarding	De Boarding
	In this manner, your feet will be firmly planted and you will be able to give maximum assistance and support while the passenger takes their step.	
EpiPen	Students load unassisted and are seated unsecured, unless otherwise specified in their student transportation plan.	Students unload unassisted, unless otherwise specified in their student transportation plan.
Epileptic	Students load unassisted and are seated unsecured, unless otherwise specified in their student transportation plan.	Students unload unassisted, unless otherwise specified in their student transportation plan.
Diabetic	Students load unassisted and are seated unsecured, unless otherwise specified in their student transportation plan.	Students unload unassisted, unless otherwise specified in their student transportation plan.
Asthma	Students load unassisted and are seated unsecured, unless otherwise specified in their student transportation plan.	Students unload unassisted, unless otherwise specified in their student transportation plan.
Deaf or Hard of Hearing	Students load unassisted and are seated unsecured. <ul style="list-style-type: none"> Communicate with the passenger. Ask what the student needs. Allow time for response. 	Students unload unassisted, unless otherwise specified in their student transportation plan.
Developmental	Students load unassisted and are seated unsecured. <ul style="list-style-type: none"> Communicate with the passenger. Ask what the student needs. Allow time for response. 	Students unload unassisted, unless otherwise specified in their student transportation plan.
Autistic	Do not use the loading ramp unless authorized. <ul style="list-style-type: none"> Communicate with the passenger. Ask what help the student needs. Allow time for response. Let the passenger set the pace. If the passenger is unable to respond, indicate clearly what you are going to do and what you expect the passenger to do. If an offer of assistance is declined, stay close by and be ready to assist if circumstances warrant. 	Do not use the loading ramp unless authorized. <ul style="list-style-type: none"> Communicate with the passenger. Ask what help the student needs. Allow time for response. Let the passenger set the pace. If the passenger is unable to respond, indicate clearly what you are going to do and what you expect the passenger to do. If an offer of assistance is declined, stay close by and be ready to assist if circumstances warrant. Secure walking aids in a safe position within reach of the passenger, i.e.

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Special Need	Boarding	De Boarding
	<p>Secure walking aids in a safe position within reach of the passenger, i.e. crutches.</p> <ul style="list-style-type: none"> Follow behind the passenger when going up the steps. Alternate your steps with those of the passenger. In this manner, your feet will be firmly planted and you will be able to give maximum assistance and support while the passenger takes their step. 	<p>crutches.</p> <ul style="list-style-type: none"> Alternate your steps with those of the passenger. In this manner, your feet will be firmly planted and you will be able to give maximum assistance and support while the passenger takes their step.
Blind or Low Vision	<p>Do not use the loading ramp unless authorized.</p> <ul style="list-style-type: none"> Communicate with the passenger. Ask what help the student needs. Allow time for response. Let the passenger set the pace. If the passenger is unable to respond, indicate clearly what you are going to do and what you expect the passenger to do. If an offer of assistance is declined, stay close by and be ready to assist if circumstances warrant. Secure walking aids in a safe position within reach of the passenger, i.e. crutches. Follow behind the passenger when going up the steps. Alternate your steps with those of the passenger. In this manner, your feet will be firmly planted and you will be able to give maximum assistance and support while the passenger takes their step. 	<p>Do not use the loading ramp unless authorized.</p> <ul style="list-style-type: none"> Communicate with the passenger. Ask what help the student needs. Allow time for response. Let the passenger set the pace. If the passenger is unable to respond, indicate clearly what you are going to do and what you expect the passenger to do. If an offer of assistance is declined, stay close by and be ready to assist if circumstances warrant. Secure walking aids in a safe position within reach of the passenger, i.e. crutches. Alternate your steps with those of the passenger. In this manner, your feet will be firmly planted and you will be able to give maximum assistance and support while the passenger takes their step.

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PROVINCIAL SCHOOLS AND DEMONSTRATION SCHOOLS

Provincial Schools and provincial Demonstration Schools:

- Are operated by the Ministry of Education;
- Provide education for students who are deaf or blind, or who have severe learning disabilities;
- Provide an alternative education option;
- Serve as regional resource centres for students who are deaf, blind, or deaf-blind;
- Provide preschool home visiting services for students who are deaf or deaf-blind;
- Develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- Provide school board teachers with resource services;
- Play a valuable role in teacher training.

W. Ross Macdonald School: School for the Blind and Deaf-Blind

W. Ross MacDonald's School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind.

The school provides:

- A provincial resource centre for the visually impaired and deaf-blind.
- Support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print text-books;
- Professional services and guidance to ministries of education on an interprovincial, cooperative basis. Programs are tailored to the needs of the individual student and:
- Are designed to help these students learn to live independently in a non-sheltered environment;
- Are delivered by specially trained teachers;
- Follow the Ontario curriculum developed for all students in the province;
- Offer a full range of courses at the secondary level;
- Offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- Are individualized, to offer a comprehensive "life skills" program;
- Provide through home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

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Provincial Schools for the Deaf

The following Provincial Schools offer services for deaf and hard-of-hearing students:

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)
- Robarts School for the Deaf in London (serving western Ontario)
- Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario)

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296. These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP).


Schools for the deaf:

- Provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
- Operate primarily as day schools;
- Provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school. Transportation to Provincial Schools for students is provided by school boards. Each school has a Resource Services Department which provides:
 - Consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel;
 - Information brochures;
 - A wide variety of workshops for parents, school boards, and other agencies;
 - An extensive home-visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

Each provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Léger, instruction is in French. Application for admission to a provincial Demonstration School is made on behalf of students by the schools board, with parental consent. The Provincial Committee on

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Learning Disabilities (PCLD) determines whether a student is eligible for admission. Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting for a period of time. The Demonstration Schools were established to:

- Provide special residential education programs for students between the ages of 5 and 21 years;
- Enhance the development of each student's academic and social skills;
- Develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years.
- In addition to providing residential schooling for students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs. The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support. Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at <http://snow.idrc.ocadu.ca> As in-service teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

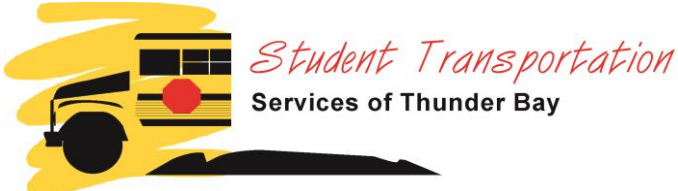
Provincial School Contacts Teachers may obtain additional information from the Resource Services department of Provincial Schools and the groups listed.

Provincial Schools Branch, Ministry of Education

Provincial Schools Branch
255 Ontario Street South
Milton, Ontario
L9T 2M5
Tel: (905) 878-2851

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Schools for the Deaf

The Ernest C. Drury School for the Deaf
255 Ontario Street South
Milton, Ontario
L9T 2M5
Tel: (905) 878-2851
TTY: (905) 878-7195

The Robarts School for the Deaf
1515 Cheapside St
London, Ontario
N5Y 4V9
Tel: (519) 453-4400
TTY: (519) 453-4400

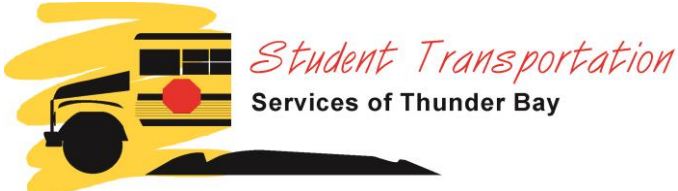
The Sir James Whitney School for the Deaf
350 Dundas Street West
Belleville, Ontario
K8P 1B2
Tel: (613) 967-2823
Toll-Free: (800) 501-6240

School for the Blind and Deaf-Blind

W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario
N3T 3J9
Tel: (519) 759-0730
Toll-Free: (866) 618-9092

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School for the Deaf, Blind, and Deaf-Blind

Centre Jules-Léger
281 Lanark Ave
Ottawa, Ontario
K1Z 6R8
Tel: (613) 761-9300
Toll-Free: (866) 390-3670

Provincial Demonstration Schools

The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities. These schools are the following:


Amethyst School
1515 Cheapside St
London, Ontario
N5Y 4V9
Tel: (519) 453-4400

Centre Jules-Léger
281 Lanark Ave
Ottawa, Ontario
K1Z 6R8
Tel: (613) 761-9300
Toll-Free: (866) 390-3670

Sagonaska School
350 Dundas Street West
Belleville, Ontario
K8P 1B2
Tel: (613) 967-2830

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Trillium School
 347 Ontario Street South
 Milton, Ontario
 L9T 3X9
 Tel: (905) 878-2841
 TTY: (905) 878-7195

While taking into consideration the specific needs of individual children, Student Transportation Services of Thunder Bay is committed to delivering safe effective transportation for Students with Special Needs. Our goal is to optimize service by using regular transportation wherever possible while utilizing the special education vehicle fleet to the highest degree.

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