
Handbook for the Transportation of Students with Special Needs in Nova Scotia

Student Services Series



Handbook for the Transportation of Students with Special Needs

Information and procedures on the transportation
of students with disabilities and other challenges
in the province of Nova Scotia

Handbook for the Transportation of Students with Special Needs

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Prepared by the Department of Education and Culture

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Preface

This document has been developed by the Nova Scotia Pupil Transportation Advisory Committee. It has been endorsed for use as guidelines for the transportation of students with special needs by both the Student Services Division and the Facilities Planning and Equipment Division of the Department of Education and Culture and by the Motor Carrier Administration of the Nova Scotia Utility and Review Board.

Statement of Principles

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1.1 Safety and Dignity for All Students

Student transportation personnel in the Province of Nova Scotia are committed to the safe and efficient transportation of all students. To be effective in this commitment, it is equally important that these personnel have an awareness and appreciation of the unique challenges faced by students with special needs.

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

The building of self-esteem is most effectively fostered by a learner-centred school environment that provides opportunities for all students to experience success from a variety of achievements. This should enable learners to build confidence regarding their abilities and competencies and, most importantly, foster an image of themselves as persons of dignity and value deserving respect. (From *Public School Programs 1998–99*, Nova Scotia Department of Education and Culture)

It is the objective of the Nova Scotia Pupil Transportation Advisory Committee to promote a positive atmosphere and support the development of self-esteem, independence, self-discipline, and responsibility in a climate of respect and caring.

1.2 Communication

Providing students who have special needs with safe and efficient transportation requires a cooperative sharing of information among parents/guardians, educators and transportation personnel. The recommendations resulting from assessments that address any special transportation needs should be conveyed to those who are in positions of responsibility on school buses.

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

1.3 Confidentiality of Student Information

The school system collects and maintains personal information on students in the form of cumulative record files and other documents. Any such pertinent personal information may be shared by parents or guardians with transportation staff. Also, the parent/guardian may give permission to teachers, health professionals, principals, or special education personnel to share specific information with transportation staff. Personal information shared with transportation personnel with regard to the needs of any student is strictly confidential. (Reference *Special Education Policy Manual 2.7*)

Information Regarding the Special Transportation Needs of Students

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Each school board should develop regional guidelines to ensure that information regarding the special transportation needs of students is appropriately communicated among parents, school staff, student services and transportation staff. Guidelines should include procedures to assess and meet the special transportation needs of students and should identify staff who are responsible for carrying out the procedures. Also, guidelines should address such issues as bus routing, provision of specialized equipment, and criteria for placing bus monitors. The following guidelines and the form Special Transportation Needs of Students (Appendix A) are provided as examples to assist each region in developing its own guidelines and procedures.

2.1 Guidelines for Communication of Information

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

The school principal should ensure that copies of the completed information form are forwarded to the co-ordinators of student services and transportation and that the original is filed in accordance with procedures outlined in school board policy.

Team Meetings

Where information provided by parents on the form indicates that the student's transportation needs or risks are substantial, the principal should convene a team meeting to address those needs or risks. The transportation needs or risks of students following Individual Program Plans should be considered at program planning team meetings. (See Policy 2.6, *Special Education Policy Manual*, 1996.)

The extent of support that each student requires should be determined at the meeting. The transportation co-ordinator and the parent/guardian should be consulted, and the necessary support should be in place before transportation services to the student are commenced or continued. Where the student's transportation needs have significantly changed, the form should be updated, and, if necessary, the principal should call a meeting.

Where it has been indicated on the form that medication, a medical or emergency procedure, or special assistance is necessary, this should be addressed at the team meeting. If the team meeting determines that there is a need for training of transportation personnel, the principal should refer that requirement according to school board policies and procedures.

Communicating Information

Before extra- and co-curricular trips, the classroom/homeroom teacher should brief trip organizers, chaperones, and drivers on the special transportation needs of students.

The co-ordinator of transportation should ensure that drivers and bus monitors are familiar with the contents of the Special Transportation Needs of Students forms that pertain to students whom they transport and that they understand and support the procedures that have been recommended. A copy of the completed form should be stored in each vehicle in such a way that confidentiality is protected.

When requested, the co-ordinator of transportation should provide copies of the *Handbook for the Transportation of Students with Special Needs* to personnel who provide transportation services to students with special needs. School board officials should see that a copy of the handbook is available to each school administrator and to the co-ordinator of student services/special education.

The co-ordinator of transportation should inform all current full-time and spare drivers of the procedures described in the handbook and provide a copy of the handbook to new drivers each time a driver training program is conducted.

2.2 Transportation Tenders

Adherence to school board and provincial policy guidelines concerning the special transportation needs of students should be included in the tendering process when student transportation is contracted.

Assisting Students Who Use Wheelchairs/Mobility Aids

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3.1 Basic Facts about Wheelchairs

Brakes—There is a separate brake for each side of the wheelchair. Brakes vary from wheelchair to wheelchair; some are pushed out and some pushed in to activate. They are all located on the large rear wheel toward the front of the wheelchair. The wheelchair should not be left unattended unless the brakes are engaged. Brakes should be secured when a person is moved in or out of the wheelchair.

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

Footrests—The footrests may be out of the field of vision of the person pushing a wheelchair. Therefore, caution must be exercised to avoid bumping people.

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

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

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

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

3.2 Helping Students Transfer from Wheelchairs

Students who are able to get in and out of wheelchairs on their own may be expected by their parents/guardians and medical specialists to lift themselves from the wheelchair to regular seating in the vehicle and back again. For other students it may be expected that they will be lifted by transportation personnel in and out of the wheelchair as a routine procedure. If the program planning team determines that there is a need for training to facilitate either of these procedures, the principal should refer that requirement to the Co-ordinator of Student Services (Section 2.1).

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

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

If a person knows and utilizes good body mechanics, there is less chance of getting a back injury. One in every 10 staff members at hospitals suffers from back injuries.

3.3 Assisting Students Who Use Wheelchairs

Wheelchairs come in a variety of designs and styles. The operator should find out about the mechanics of the wheelchair before moving it.

- To successfully and safely load student passengers
 - approach the wheelchair from the front so that the student anticipates contact
 - check for anything that could be caught in the wheels (coat, blankets, scarves, hands, etc.) before moving the wheelchair
 - never move the wheelchair before telling the student
 - ensure that the student’s hands are clear of the wheels and spokes
 - ensure that the student’s feet are on the footrests
 - check to see that the brake is off, because a fast start with brakes on could jar the student out of the wheelchair
 - back down an incline or curb so that the wheelchair does not run away; support the chair so it does not come down quickly; avoid pushing the back of the chair against the student’s back

- On rough ground, pull the wheelchair by tipping it up and running on the big wheels (if possible), rather than pushing it.
 - Advise the student before tipping a wheelchair backwards.
 - Place your foot on the tipping lever at the lower part of the chair and apply a pushing motion. At the same time, pull back and down on the hand grips and continue to tilt the chair back until it requires little or no effort to stabilize it. It will then be at its balance point and can be manoeuvred on its rear wheels quite easily.
 - Advise the student of the intention to return the wheelchair to the upright position; then simply reverse the procedure.
 - Keep your foot on the tipping lever until the front wheels are on the ground. The front wheels should be prevented from dropping the last few inches as this will jar the student or cause him/her to pitch forward out of the wheelchair.

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- To take a wheelchair up and over a curb, move forward to the curb and tilt the wheelchair backwards to its balance point.
 - Move the back wheels in as close as possible to the curb and lower the front wheels onto the top of the curb.
 - To safely lift the chair, ensure both of your feet are securely planted on the ground, then bend your knees and take a firm grip on the chair. Lift and roll it by extending your knees and pushing it onto the sidewalk.
 - To go down a curb, reverse the above procedure taking extra precautions to prevent the wheelchair from dropping off the curb and jolting the student.
 - When walking with a student in a wheelchair, be aware of the student and his/her interests. While walking in a crowd when it is difficult to hear, keep in touch with the student by leaning over, and making comments.
 - When speaking with a student in a wheelchair, consider sitting down or kneeling to get on the same level as the wheelchair user if conversation lasts more than a few minutes.
 - Be aware of eye level for viewing. Often bars, railings, etc., block the student's vision. Bend down to the student's eye level and check out what he/she can see.
 - Assist a student in a wheelchair to stand up by first making sure that the wheelchair brakes are on (once standing). Give the student a waiting time so that the body can adjust to a new position. Do not let go until the student says or motions that he/she is ready.
 - When a student wants to transfer to the seat of a car, make sure the wheelchair is brought as close as possible with the brakes applied and preferably, at a right angle.
 - Check before assisting a student using crutches or a cane. A too-helpful arm can throw the student off balance.
 - Keep dignity and safety in mind at all times. Let the student do his or her own inquiring and speaking, whenever possible.

3.4 The School Bus Lift

There are several lift types; they are operated either through electrical/hydraulic controls or manually through the hydraulic system. Drivers and bus aides must ensure that they fully understand the methods of operation. The lift has several safety features that the driver and aide must become familiar with to ensure that they are always used.

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

There are two safety handles to which the lift belt is attached that automatically fold out with the lift. The purpose of these handles is to provide protection to the student from the sides and handrail support for mobility aid and ambulatory passengers. The drivers and/or aides must ensure that they are standing clear of lift areas and out of the way of the handles when folding out lifts.

Another safety feature is the lift belt. When it is in its proper place across the front of the wheelchair student, it will prevent the student from toppling out of the chair and stop the chair from moving forward. **Under no circumstances should the lift be operated without the belt being secured.** Accidental run-offs can cause serious injury. The driver of a lift-equipped bus should perform a daily inspection of the safety components of the lift prior to the first trip to ensure that the assembly performs safely and smoothly.

3.5 Emergency (Manual) Operation of the Bus Lift

Each lift must have the capacity to be manually operated should the electrical system fail. Instructions for the manual operation of each lift should be affixed to the vehicle wall near the lift. The manual operation of the lift should be fully explained during a training program. The driver and bus aide must ensure that they are familiar with these instructions at the time of receiving the vehicle. The driver and aide must also be familiar with the pre-trip procedure to determine the safety of the lift assembly. If training or assistance is required, notify the transportation co-ordinator immediately.

3.6 Wheelchair Lift Check

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

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

1. open and secure the lift door
2. check that the lift light is on
3. unfold and lower the lift, checking for smooth operation
4. check the end gate on the lift to ensure that it locks and folds correctly
5. check the lift belt for security and serviceability
6. visually inspect the floor area around the lift for fluid leaks
7. raise the lift approximately 15 cm (6 in.) and check the lift end gate to ensure it has locked securely
8. raise and attempt to fold the lift into its stored position, with a minimum of 25 kilograms positioned in the centre of the platform (if the lift folds, the safety mechanism should be repaired before it is used)
9. fold the lift into its secured position and check securement of the entire assembly
10. check the hydraulic cylinders for leakage and security

3.7 Positioning the School Bus for Loading and Unloading

When loading and unloading passengers at stops other than at a school, the driver of a school bus equipped to transport only physically disabled school pupils must stop the school bus off the highway. (Section 27(5), *The School Bus Driver*, N.S. Utility and Review Board)

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

In choosing an alternate stop site, the driver must consider the following:

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

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

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

Where it is expected that a driver will need to leave the vehicle unattended, the school board or transportation company must provide an attendant to stay with the vehicle.

3.8 Assisting the Student Loading with a Wheelchair/Mobility Aid

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

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

3.9 Assisting the Student Unloading with a Wheelchair/Mobility Aid

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

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

Never leave the student alone. Check with your transportation co-ordinator for the school board procedure to be followed when the parent/guardian is not there to meet the student.

3.10 Assisting Students Who Use Other Mobility Aids or Devices

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

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

Transportation personnel should

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

3.11 Emergency Evacuation for Students Who Use Wheelchairs

The method of evacuation will follow standard bus evacuation procedures. Individual school boards may also have an emergency and accident procedure in place, for further reference. In situations where the vehicle must be evacuated, the driver must ensure that the transmission is in park (automatic transmission) or neutral (manual transmission) and the park brake is applied.

To prepare for immediate life-threatening situations, transportation personnel should

- consider the wheelchair to be expendable
- discuss with parents how to lift their child from the wheelchair without causing him/her physical harm should a life-threatening situation occur
- practise removing the students as quickly as possible using all available doors or emergency exits, following approved bus evacuation procedures

3.12 Safety Features and Precautions of the Special Transit Facility

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

- The lift will operate only if the park brake is applied.
- The lift belt must always be used.
- The security of the lift end gate must be checked each time the lift is used.
- The driver or bus assistant must not wear open-toed shoes.
- The driver or assistant must ensure that his or her feet are clear of the lift and the wheelchair wheels.
- The wheelchair must always be positioned on the lift so that the passenger is facing outwards from the vehicle.
- The brakes on the wheelchair *must* always be applied while on the lift, or the power turned off on an electric wheelchair.
- Drivers and assistants must use caution when manoeuvring wheelchairs to ensure that they reduce the potential of personal injury or injury to passengers.
- The driver or assistant should be on board the lift, where possible, when raising or lowering the wheelchair passenger. All other students must be in their seats when the lift is operating.
- Only qualified personnel are to operate the lift.

Standards for Buses for the Transportation of Students with Special Needs

4

4.1 The School Bus

School buses that have been constructed for the transportation of students with physical disabilities must meet the requirements of the *Canadian Motor Vehicle Safety Act and Regulations*, the *Canadian Standards Association D409-92* and *Canadian Standards Association D250*, as amended, *School Bus Construction Standards*, and all other provincial regulatory requirements.

4.2 Wheelchair Securement System

- Each securement system location must consist of a minimum of four anchorage points. A minimum of two anchorage points must be located in front of the wheelchair and a minimum of two anchorage points must be located in the rear. The securement anchorages must be attached to the floor of the vehicle and must not interfere with student movement or present any hazardous condition.
- Each securement system location must have a minimum clear floor area of 75 cm by 120 cm (30" x 48"). Additional floor area may be required for some applications. Consultation between the user and the manufacturer is recommended to ensure an adequate area is provided.
- The securement system must secure common wheelchairs and must be attached easily by a person who has average dexterity, and who is familiar with the system and with wheelchairs.
- Once installed, each securement anchorage must be capable of withstanding a minimum force of 13 344 Newtons (3,000 lb.) when applied as specified in the Federal Motor Vehicle Safety Standards (FMVSS) 222. When two or more securement devices share a common anchorage, the anchorage must be capable of withstanding the force indicated above, multiplied by the number of securement devices sharing that anchorage.
- Each securement device, if incorporating webbing or a strap assembly, must comply with requirements for Type 1 safety belt systems, in accordance with SS4.2, SS4.3, and SS4.4(a) of FMVSS 209.

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- The securement system must secure the wheelchair in such a manner that the attachments or coupling hardware will not become detached when any wheelchair component deforms, when one or more tires deflate, and without intentional operation of a release mechanism (e.g., a spring clip on a securement hook).
 - Each securement device (webbing or strap assembly) must be capable of withstanding a minimum force of 11 125 Newtons (2,500 lb.) when tested in accordance with FMVSS 209.
 - Each securement device (webbing or strap assembly) must provide a means of adjustment, of the manufacturer's design, to remove slack from the device or assembly.

4.3 Occupant Restraint System

- A Type 2A occupant restraint system that meets all applicable requirements of FMVSS's 209 and 210 must be provided for the restraint of the occupant.
- The occupant restraint system must be made of materials that do not stain, soil, or tear an occupant's clothing and that are resistant to water damage and fraying.
- Each restraint system location must have not less than one anchorage, of the manufacturer's design, for the upper end of the upper torso restraint.
- The anchorage for each occupant's upper torso restraint must be capable of withstanding a minimum force of 6 672 Newtons (1,500 lb.) when applied as specified in FMVSS 222.
- Each wheelchair location must have not less than two floor anchorages for the occupant pelvic and connected upper torso restraint.
- Each floor anchorage must be capable of withstanding a minimum force of 13 344 Newtons (3,000 lb.) when applied as specified in FMVSS 222.
- When two or more occupant restraints share a common anchorage, the anchorage must be capable of withstanding a minimum force of 13 344 Newtons (3,000 lb.) multiplied by the number of occupant restraints sharing the common anchorage in accordance with FMVSS 222.
- Each floor and wall anchorage that secures the occupant restraint to the vehicle and that is not permanently attached, must be of a "positive latch" design and must not allow for any accidental disconnection.

4.4 Support Equipment and Accessories

- Each bus that is set up to accommodate wheelchairs, or other assistive or restraint devices that utilize belts, must contain at least one belt cutter, properly secured in a location within reach of the driver while belted into his/her driver's seat. The belt cutter must be durable and designed to eliminate the possibility of the operator or others being cut during use.
- Special equipment or supplies that are used on the bus for mobility assistance, health support, or safety purposes must meet any local, federal, or engineering standards that may apply, including proper identification.
 - **Support equipment and accessories include, but are not limited to,**
 - wheelchairs and other mobile seating devices
 - crutches, walkers, canes, and other ambulating devices
 - medical support equipment; this may include respiratory devices such as ventilators or oxygen bottles, which should be no larger than 0.6m³ (22 cu. ft.) for liquid oxygen or 1.1 m³ (38 cu. ft.) for compressed gas (Tanks and valves should be located and positioned to protect them from direct sunlight, bus heater vents, or other heat sources. Other equipment may include intravenous and fluid drainage apparatus.)
 - all portable equipment and special accessory items, including the equipment listed above, must be secured at the mounting location to withstand a pulling force of five times the weight of the items or must be retained in an enclosed, latched compartment (The compartment must be capable of withstanding forces applied to its interior equal to five times the weight of its contents without failure to the box's integrity and securement to the bus. If standards cited elsewhere in this handbook provide specific requirements for securement of a particular type of equipment (e.g., wheelchairs) the specific standard will prevail.)

Appendix A (Sample)

Special Transportation Needs of Students Sample Form

When the above symptoms occur, the following steps should be taken. (For medical conditions attach the doctor's recommendations.)

- (a) _____
- (b) _____
- (c) _____

Describe any medication or medical procedure that may be necessary in an emergency. **(The parent/guardian must request and give written authorization for the driver or monitor to give medication in an emergency situation.)**

In case of emergency, or unforeseen changes in bus routing the parents or guardians may be contacted at

_____	_____	_____	_____
(Name)	(Home phone)	(Cell)	(Work phone)
_____	_____	_____	_____
(Name)	(Home phone)	(Cell)	(Work phone)

I/we hereby give our consent that a copy of this completed form may be stored in a secure, confidential place in the vehicle.

Signature of parent/guardian and date

I/we hereby give our consent that the driver, bus monitor, and/or teacher assistant is authorized to administer the medication described above to our child in an emergency situation.

Signature of parent/guardian and date

I/we hereby agree to inform the school principal or student services co-ordinator if there is a significant change in the transportation needs of the student.

Signature of parent/guardian and date

Distribution: Transportation Co-ordinator _____ date sent
Student Services/Special Education Co-ordinator _____ date sent
Principal _____ date sent
Parent _____ date sent