

Watauga County Schools Exceptional Children



Bus Driver/Monitor Handbook

Transportation Department Exceptional Children Bus Driver/Monitor Handbook

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Acknowledgement

The Transportation Staff of the Watauga County School System would like to express our sincere appreciation to the Vance County Schools Transportation Department for allowing us to use their manual as a guide for our handbook.

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Introduction

The purpose of the Exceptional Children Bus Driver and Monitor Handbook is to supplement the Watauga County School Bus Driver Manual with information and procedures that are specific to transporting Exceptional Children. It should be noted that all laws, rules, and regulations that apply to regular school bus drivers apply in the same manner to the drivers of Exceptional Children Buses.

To the Driver and Monitor:

You have accepted a position of great responsibility. The safe transportation of Exceptional Children is essential to the successful school experience of our students. It is our hope that this handbook will prove to be an excellent resource for the care and needs while transporting students with disabilities. Please make every effort to study this handbook and become familiar with the information. Please study the emergency procedures closely. Your knowledge of these procedures is essential for the safety of your student passengers. Thank you for your dedication to your work and your special care for our students with disabilities.

Exceptional Children Bus Driver – Duties

The duties of the Exceptional Children Bus Driver include, but are not limited to, those duties listed below:

1. Assume responsibility for the safe and efficient operation of the bus at all times.
2. Assume responsibility for the safety and supervision of all passengers, students and adults.
3. Report all mechanical or safety problems on the bus or bus route to the appropriate persons in a prompt manner.
4. Report to the Transportation Director or Designated Person any changes in riders and/or routing as soon as possible after they occur.
5. Assist in the loading/unloading and securing of wheelchair students as needed.
6. Assume responsibility for supervision and leadership during emergencies.
7. Assume responsibility for maintaining a clean bus and ensuring that all safety equipment is up to standard.
8. Assume responsibility for maintaining good interpersonal relationships with students, parents, school personnel, and bus monitor.
9. Maintain the **confidentiality** of any information received regarding the condition of a student.

Exceptional Children Bus Monitor – Duties

1. Assist the bus driver in maintaining a safe and orderly bus at all times.
2. Follow the direction of and assist the bus driver during emergencies.
3. Assume responsibility for the loading/unloading and securing of wheelchair students on the bus.
4. Assume responsibility to assist in the loading/unloading and securing of all students on the bus.
5. Assist the driver in maintaining a clean bus and insuring that safety equipment meets standards.
6. Assume responsibility for maintaining good interpersonal relationships with students, parents, school personnel, and the bus driver.
7. Maintain the **confidentiality** of any information received regarding the condition of a student.

Blood Borne Pathogens

Your occupation as a Bus Driver or Monitor places you at risk of exposure to blood borne pathogens. Watauga County Board of Education policy requires you to familiarize yourself with the provisions of the Blood Borne Pathogen Exposure Control Plan and to comply with the provisions of this plan. This plan is available at your school as well as the bus garage.

Driving Exceptional Children Buses

Exceptional Children require special techniques to handle and provide care for them as they are being transported. If one understands their condition, better care can be provided. Following are some general tips for transporting Exception Children. Also provided are definitions of the various conditions as well as specific techniques and tips that will help you assist these students as you provide transportation.

- PRAISE GOES A LONG WAY WITH MOST OF THE STUDENTS. Be sincere and let them know if they have behaved well.
- ROUTINE IS VERY IMPORTANT TO SOME STUDENTS. You will have a more successful trip if you tell children about changes to a route beforehand. Most children will understand and be more successful when you tell them about new people riding or a different way to drive the route.
- BE CONCISE, VERY SHORT, AND VERY CLEAR ABOUT RULES.
- BE POSITIVE WITH PARENTS. Tell them good things about their children when you can.
- INTERVENE EARLY IF YOU EXPERIENCE ANY PROBLEMS. Waiting can be difficult for students to understand. Feel free to consult with teachers and parents about strategies that work with particular students.
- BE CAREFUL OF WHAT IS IN YOUR BUS. If you have **anything** in your bus, be assured that a student will eventually find it. For your safety and the safety of others in the bus, please clear out all but necessary emergency equipment.

Absentee Parent Procedure

Watauga County Schools transportation procedures for exceptional children require that no exceptional child be released from the bus without appropriate adult supervision. The parent or guardian, by signature, may grant permission to deviate from the above procedure, and such permission should be included in the I.E.P (Individualized Education Program).

There may be occasions when the parent/guardian will not be in place when the bus makes its stop. The driver should take the following steps when this occurs:

1. Make sure the parent/guardian is not in the house unaware of the presence of the bus.
2. If previous arrangements have been made for a neighbor or relative to supervise the child, determine if that individual is available.
3. In the event that neither of the above is available, notify the school or bus garage by phone.
4. Remain calm. Do not upset the child by your actions.
5. Be patient. The school or bus garage will make every attempt to locate someone or obtain directions for the situation.
6. It may be necessary to keep the student on the bus for the remainder of the route, and then return to the child's home.

Note: Establishing a relationship with your students' parents/guardians will help everyone in the above situations. Try to stay updated on possible address changes, phone number changes, and supervision alternatives by assuming these situations could occur at any time.

Special Programs Categories

AU – Autism Spectrum Disorder

Severe and chronic developmental disorder that affects communication and behavior.

SED – Serious Emotionally Disabled

Exhibits patterns of inappropriate interpersonal behavior of such frequency, duration, and intensity to disrupt the student's own learning process.

HI – Hearing Impaired

Hearing losses that handicap educationally and developmentally; may require modifications and related service to benefit from school

ID – Intellectually Disabled, Mild(MI), Moderate(MD), or Severe/Profound(SE)

Significantly sub-average general cognitive functioning and deficits in adaptive behavior.

OI- Orthopedically Impaired

Severe orthopedic impairment that adversely affects educational performance.

OHI – Other Health Impaired

Acute or chronic health problems that cause limited strength, vitality or alertness to such an extent that special education is necessary.

LD – Specific Learning Disabilities

Processing disorders presumed to be intrinsic to an individual; manifested by substantial difficulties in academic areas.

SI – Speech/Language Impaired

Disorder in articulation, language, voice, and fluency.

TBI – Traumatic Brain Injured

Acquired head injury caused by external physical force.

VI – Visually Impaired

Functionally blind; so little vision that Braille is required; partially seeing: may use large print

Characteristics of Exceptional Students

1. Emotionally Disabled

Student Characteristics

- May display repeated conflicts with siblings, parents, teachers and peers
- May be aggressive, defiant and disobedient
- May act depressed, shy, anxious, fearful or dependent
- May exhibit poor interpersonal relationships
- Often will use abusive or insulting language

Positive Reinforcement Ideas

- Reward appropriate behavior with praise, activities, stickers, peer influence
- Build the student's self-esteem
- Show the students that you like them

Discipline Tips

- Make only reasonable and necessary rules
- Use cues to help the students remember rules
- Be fair and consistent
- Ignore a behavior when attention seems to reinforce
- Never humiliate or embarrass a student
- Avoid threats
- Speak softly and remain calm
- Avoid direct confrontations or power struggles
- Do not take offensive language personally

2. Hard of hearing/deaf

Student Characteristics

- May be deaf or hard of hearing
- Have difficulty understanding and/or expressing language
- Often communicate using sign language

Positive Reinforcement Ideas

- Give sincere verbal praise
- Use token reinforcements (stickers, happy faces, etc.)

Discipline Tips

- Get child's attention before speaking to him/her
- Use short, simple sentences when giving instructions
- Be specific by naming places or object to which you are referring

- Accompany statements with gestures and/or sign language when appropriate

3. Multiple Disabilities

Student Characteristics

- Have two or more distinct handicaps
- Does not function within the normal range of intelligence

Positive Reinforcement Ideas

- Use behavior charts (stickers, happy faces, etc)
- Let students look at books or magazines as appropriate
- Give them activities that they can do which will keep them busy

Discipline Tip

- Confer with teacher concerning students who have problems on the bus

4. Learning Disabled

Student Characteristics

- Sometimes have difficulty understanding multiple directions
- May be hyperactive or impulsive
- Have difficulty with written and/or verbal expression
- Experience difficulty finding success in one or more academic areas

Positive Reinforcement Ideas

- Give stickers, points, rewards and tokens
- Give sincere praise
- Allow quiet activities such as coloring or drawing

Discipline Tips

- Use same discipline procedures as those required for regular education students
- Assign a permanent seat
- Have assistant sit next to student
- Be consistent with discipline
- Work with LD teacher to correct behavior

5. Intellectually Disabled

Student Characteristics

- Learn at a slower rate
- Behave in a manner that is much younger than their actual age
- Have difficulty transferring skills learned from one situation to another

Positive Reinforcement Ideas

- Give directions in short simple sentences
- Have students repeat direction to be sure they understand
- Praise good behavior frequently
- Use coupon, rewards and privileges as reinforcements for good behavior.

Discipline Tips

- Go over behavioral expectations and ask each student to tell you the rules
- Explain the consequences for violating bus rules
- Expect appropriate behavior
- Be firm

6. Orthopedically Impaired

Student Characteristics

- Have a physical handicap, but function within the normal range of intelligence
- May require either a wheelchair, walker or braces etc.

Positive Reinforcement Ideas

- Use behavior charts (sticker, happy faces, etc)
- Let students look at books and magazines as appropriate
- Give them activities that they can do which will keep them busy

Discipline Tip

- Confer with teachers concerning students who have problems on the school bus

7. Other Health Impaired Includes students with Attention Deficit disorder (ADD) and Attention Deficit/Hyperactivity Disorder (ADHD)

Student Characteristics

- ADD and ADHD students cannot sit still for long period of time
- Have severe health problems such as asthma, heart condition, leukemia, epilepsy, etc.
- Usually function within the normal range of intelligence

Positive Reinforcement Ideas

- Use behavior charts (sticker, happy faces, etc)
- Let students look at books and magazines as appropriate
- Give them activities that they can do which will keep them busy

Discipline Tip

- Confer with the teachers concerning students who have problems on the bus

8. Preschool

Student Characteristics

- Usually 2-5 years old
- Have various handicapping conditions
- May be mildly to severely handicapped

Positive Reinforcement Ideas

- Reward with verbal praise for appropriate behavior
- Give sticker, happy faces, hugs for good behavior

Discipline Tips

- Be consistent
- Establish reasonable rules that the child understands
- Separate the child from the problem
- Follow the behavior program that the teacher may have implemented

9. Severely/Profoundly Disabled

Student Characteristics

- Have an IQ of 40 or less (i.e., and 18 year old SPH student may function as a child of 2 years of age)
- May show severe physical, sensory or behavioral problems

Positive Reinforcement Ideas

- Use behavior charts (stickers, happy faces, etc)
- Let students look at books and magazines as appropriate
- Give them activities that they can do which will keep them busy

Discipline Tip

- Confer with teachers concerning students who have problems on the bus

10. Speech/Language Impaired

Student Characteristics

- May have difficulty following oral directions
- Often unable to speak clearly or distinctly due to omission, substitution, addition, distortion or speech sounds
- May have difficulty understanding and/or expressing language

Positive Reinforcement Ideas

- Give sincere verbal praise
- Use token reinforcements (stickers, happy faces, etc)

Discipline Tips

- Get child's attention before speaking to him/her
- Use short, simple sentences when giving instructions
- Use gestures and/or sign language when appropriate
- Show child what it is you want him/her to do

11. Visually Impaired

Student Characteristics

- May be blind or partially blind
- Require canes or other adaptive equipment such as magnifying glasses
- Some may not have a noticeable impairment

Positive Reinforcement Behaviors

- Use behavior charts (stickers, happy faces, etc)
- Let students look at magazines and books as appropriate
- Give them activities that they can do which will keep them busy

Discipline Tip

- Confer with teachers concerning students who have problems on the bus

12. Autism Spectrum Disorder

Student Characteristics

- Mostly non-communicating
- Behavior characterized by "ticks" (repetitive behaviors like rocking back and forth, constantly hitting things, etc)

Positive Reinforcement Behaviors

- Keep a regular schedule; changes in schedule will upset these students greatly
- Be very concise, simple and firm in communicating your behavioral expectations
- Use short sentences

Discipline Tip

- Talk with parents and teachers about what works with particular students

13. Behaviorally/Emotionally Handicapped

Student Characteristics

- Exhibits patterns of inappropriate interpersonal behavior
- Often will use abusive and insulting language

Positive Reinforcement Behaviors

- Praise positive behaviors but do not dwell on negative behaviors
- Do not take offensive language personally
- Handle situations carefully with a calm voice
- Be fair, consistent, and firm in communicating expected behaviors

Discipline Tips

- Confer with teachers about a behavior management plan
- Talk with parents and teachers about behavior contracts

Exceptional Children Bus Driver Emergency Procedures

In the event of a major emergency (fire, flood, ice/snow, earthquake, collision with another vehicle or at a railroad crossing), the bus driver's first responsibility is the safety and welfare of the students.

The bus driver will follow the emergency guidelines listed below, to the best of his/her ability. Passengers on the bus, both students and adults, will act under the driver's instructions.

During Emergency – The Bus Driver Will:

1. Bring the bus to a stop, in the safest possible locations, and then set the parking brake.
 - Activate the hazard lights
 - Remain calm. Reassure students.
 - Notify the bus garage.
 - The decision to exit or evacuate the bus must be a timely one (wheelchair students take a lot more time to evacuate).
2. Survey the scene, evaluate the circumstances and determine:
 - Is it safe to continue to drive the bus?
 - Is it safer to remain where parked?
 - Is it safer to evacuate the passengers?

IF YOU EVACUATE: Recognize the hazards, give the order to evacuate, and evacuate using all available exits.

- Re-group in a safe place, near the bus.
 - Remember, it is generally safer to remain on the bus.
3. If a bus monitor is riding, enlist his/her assistance.
 - Give explicit instructions to the monitor.
 - Check to make sure you are understood.
 4. If you determine it is safe to continue, the emergency guidelines are as follows:
 - Notify the bus garage.
 5. If you decide not to continue driving and not to evacuate.
 - Stay with passengers. Notify the bus garage.
 - Calm and reassure passengers.

- Attend to their needs.
 - Wait until help arrives, or the emergency is over.
6. If you decide evacuation is required, notify bus garage, then remove ignition key and:
- Communicate to students during the evacuation from the bus.
 - Determine which emergency exit(s) will be used and direct/assist ambulatory students from that exit to a safe regrouping area.
 - The dispersal (regrouping) area should be upwind of any fire.
 - The dispersal (regrouping) area should be at least 100 feet from the bus, if possible.
 - Driver may have to conduct the evacuation from outside the bus.
 - Send the first-aid kit with the group.
 - If a monitor is present, have him/her assist by releasing the tie-downs or other securement for all passengers.
 - Have monitor move the wheelchair/car seats/students to the proper emergency exit(s).
 - If no monitor is present, release tie downs and/or other securement and move the wheelchairs/car seats/students to the appropriate emergency exit.
 - If the wheelchair lift is inoperable, remove the student from their wheelchair/car seats and place them by the appropriate emergency exit, then carry them off the bus to the dispersal area. (Seek assistance from passerby, if available.)
 - Retain the passengers in the dispersal area, or a safer area if available. If you move your group, try to notify the bus garage.

Fire Warning

In case of fire on the school bus, remember that fire goes up and out normally. Crawl low in smoke and heat. There may be a maximum of two minutes before the smoke becomes too toxic to breathe. All students should be physically removed from their wheelchairs/car seats/bench seats, carried to the exit and passed on to a person outside the exit. If possible, carry one student under each arm. Wheelchairs and car seats can be replaced and students can be treated, but students cannot be brought back to life. Time is of the essence.

When a Fire Occurs On Your Bus

Wait there until:

- A spare bus arrives
- An emergency vehicle arrives
- OR you are told it is safe to return to the original bus by a transportation employee

Obtain Or Write Down The Following Information (make notes on route description)

- Names
- Addresses
- Phone Numbers
- Note any injuries
- Route information
- Name of emergency transportation, if required
- Where students were transported or to whom released

Release Students Only To:

- Parent or guardian
- School staff or transportation official
- Emergency management personnel

In all cases, follow directions as given by:

- Transportation Officials/School Officials
- Local Law Enforcement or Fire Authorities
- Office of Emergency Management

IMPORTANT: *The safety of your student passengers is your top priority and responsibility. The safety of the bus and equipment is secondary to the safety of the students. No attempt should be made to save equipment or personal items until all students are removed from the bus, safely out of danger, and supervised.*

Bus Evacuation Procedures

CATEGORY	EVACUATION PROCEDURE	COMMENTS
Deaf and hard of hearing	<ul style="list-style-type: none"> • Have pupil evacuate by walking or crawling to nearest unrestricted exit. • Have helper control other students at control area. 	<ul style="list-style-type: none"> • Mild communication problem; look and speak directly at pupil • No noted mobility problems.
Deaf/Blind	<ul style="list-style-type: none"> • Get attention by “tapping twice” on shoulder. • Use finger spelling to indicate evacuation 	<ul style="list-style-type: none"> • Restricted communication problem • No mobility problem
Intellectually Disabled	<ul style="list-style-type: none"> • Develop routines of word commands for evacuation • May be a designated helper for blind pupils 	<ul style="list-style-type: none"> • Limited communication problem • No noted mobility problem
All Students	<ul style="list-style-type: none"> • Ambulatory (walk off) with capabilities help other pupils to evacuate 	<ul style="list-style-type: none"> • Assess each individual to determine if they can or cannot help
Orthopedically impaired	<ul style="list-style-type: none"> • Non-ambulatory (confined to some seating device). May crawl or need to be carried to exit. 	<ul style="list-style-type: none"> • May have extreme communication and mobility problem
Other Health Impaired and Seriously Emotionally Disabled and Speech Impaired	<ul style="list-style-type: none"> • Use a firm tone and physically direct pupil to an emergency exit. • Pupil may have to be guided by another pupil to control area 	<ul style="list-style-type: none"> • Difficult to communicate with pupils • Pupils have mobility to walk off bus
Specific Learning Disability	<ul style="list-style-type: none"> • Have pupil evacuate by walking to nearest exit assisted by helper • Speak slowly, clearly and use simple sentences 	<ul style="list-style-type: none"> • May not understand instructions in emergency situations
Visually handicapped	<ul style="list-style-type: none"> • Can walk off with help of a selected helper • Have pupil hold hands with another pupil while evacuating. Use same method in control area. 	<ul style="list-style-type: none"> • Can communicate • Has mobility

Transportation of Students in Wheelchairs

Transportation of students confined to wheelchairs is provided when needed. These students require special care during transportation, especially loading and unloading. We have buses equipped with a wheelchair lift. It is important that you have a working knowledge of lift operations and the securement of wheelchairs and students on the bus.

The following procedures are divided into two areas: ***Safe lift operation and wheelchair and student securement on the bus.***

Procedures For Safe Wheelchair Lift Operation

1. Do not operate lift until you are familiar with all operating instructions and safety procedures.
2. Load and unload on level surface only.
3. Engage vehicle parking brake before operating lift.
4. Provide adequate clearance outside the vehicle to accommodate the lift before opening lift doors or operating lift.
5. Inspect lift before operation. Do not operate lift if you suspect lift damage, wear, or any abnormal condition.
6. Keep operator and bystanders clear of the area in which the lift operates.
7. Whenever a wheelchair passenger (or standee) is on the platform, the:
 - a. Passenger must be positioned fully inside yellow boundaries on platform
 - b. Wheelchair brakes must be locked
 - c. Roll stops must be up (vertical)
 - d. Roll stop latch must be fully engaged
 - e. Passenger should grip wheelchair handrails (if able)
8. Load and unload clear of vehicular traffic
9. Do not overload or abuse – the load rating applies to both the raising and lowering functions
10. Do not raise front wheelchair wheels (pull wheelie) when loading (boarding) platform at vehicle floor level
11. Open lift door(s) fully and secure before opening lift
12. Position and secure (buckle, engage, fasten, etc) the wheelchair – equipped occupant seat belt before loading onto wheelchair lift platform
13. Passenger must lower head to clear door jam header when loading or unloading at vehicle floor level
14. Lift occupant must keep hands, arms, and all other body parts within the lift occupant area and clear of moving parts
15. Platform must be positioned at floor level (bridge plate height) when loading or unloading in or out of vehicle
16. Do not use the platform roll stop as a barrier (brake). Stop and brake the wheelchair when loading onto the platform
17. Press the switch until the entire platform rests on ground level (lowered fully) and the outboard stop is fully unfolded (ramp position) before loading or unloading a passenger at ground level

18. Outboard platform roll stop must be fully unfolded (ramp position) until front and rear wheelchair wheels cross roll stop when unloading or unloading at ground level
19. Accidental activation of control switch(es) may cause unintended operation(s)
20. Never leave the student unattended on the lift
21. If a parent/guardian or responsible adult is not available outside the bus to receive the student from or load on the lift, the monitor should be outside the bus to receive or load the student and the driver should remain inside the bus to operate the lift. The safety of the student is always paramount.

Wheelchair and Student Securement on Bus

1. Always position wheelchair in alignment with the floor tiedown tracks and facing toward the front of the bus
2. Attach straps at a 45 degree angle to the floor tie down tracks and to strongest or welded points of wheelchair frame
3. Ratchet straps until all are tight allowing no movement of wheelchair
4. Set parking brake on wheelchair
5. Place lap belt/shoulder strap across student and attach to floor tiedowns or designated points and tighten to snug fit on the student (consider student comfort and safety when determining tightness)
6. Take the time to make sure the student is properly secured

Wheelchair Inspection

Provided below is an inspection procedure for wheelchairs. The use of wheelchairs on buses that are not suitable, broken, or poorly maintained may constitute a hazard to the student. This information is provide to familiarize you with the inspection points and should you be confronted with a situation in which the wheelchair does not meet standards, you are to refuse transportation and notify the bus garage immediately.

Is The Wheelchair Safe To Transport?

1. Frame – the following items should pertain to the wheelchair frame
 - a. It must be maintained by the owner
 - b. Should not have any major indentations, cracks, depressions or abnormal signs of wear or strain
 - c. Should be fastened together to meet manufacturers specifications
2. Brakes – All wheelchairs transported should have brakes. The following items pertain to the brakes.
 - a. Properly maintained by the owner of the chair

- b. Electric wheelchairs should be capable of being locked in gear or have an independent locking system
 - c. Maintained to hold the chair in place while on the lift and on board the bus
- 3. Restraining Belts – All wheelchairs transported should have restraining belts. The following pertain to the restraining belts
 - a. Be of the webbed type
 - b. Belt buckles have a manual release
 - c. Fastened to the frame of the chair. Wrapping the belt around the student and the chair is not acceptable
- 4. Batteries – The following pertain to batteries attached to wheelchairs
 - a. Maintained by the owner of the chair
 - b. Leak resistant and spill resistant
 - c. Secured to the frame by a properly maintained battery held down in such a manner as to prevent separation in an accident. This hold down of battery should be fastened to the frame to prevent no more than ¼ inch movement.
- 5. Footrest – Wheelchairs transported should be equipped with footrest whenever applicable. These footrests must be:
 - a. Maintained by the owner of the chair
 - b. Adjusted so the student's feet are able to rest on the platform
 - c. Secured firmly to the frame
- 6. Wheels – Wheelchairs transported will have wheels that should be:
 - a. Maintained by the owner of the chair
 - b. Secured to the chair with not more than 1/6 inch wobble
 - c. Spoked wheels shall have all spokes. Spokes should be tightened and not broken to ensure maximum stability
- 7. Upholstery – All wheelchairs transported are to be maintained by the owner to ensure that the seat and back portion of the upholstery are in good condition (no tears, sharp edges, nor excessively worn).
- 8. Specialized Wheelchairs – Mulholland type chairs are to have at least four supports, one being connected from each corner of the seat of the chair to the base of the framework
- 9. Homemade Wheelchairs – Homemade wheelchairs should not be transported until approved by a major wheelchair manufacturer or licensed physical or occupational therapist. It is required that a letter from the company or therapist (on company letterhead) be submitted to the carrier to assure that the homemade wheelchair has been inspected. This letter should state that the chair does not meet manufacturers' safety requirements and is safe to transport student.

Public Relations

Your position as an Exception Children Bus Driver or Monitor may place you in situations that are extremely sensitive. You are expected to act professionally at all times.

We need to remember that we are providing a service and the children and their parents are our clients. Our goal is to do everything as well as we possibly can. To this end, please find below guidelines that can be used to prevent situations that may not be good from getting worse.

1. Treat your students and their parents with respect at all times
2. Maintain a cheerful and helpful attitude at all times
3. Always report conflicts or potential conflicts to your supervisor or the bus garage
4. Never engage in negative verbal exchanges with students or parents
5. If you find yourself in a negative situation, make every effort to disengage by moving the bus safely away from the scene and/or giving information to party on how to contact your supervisor or the bus garage
6. Remember that you are in charge of you bus and you are responsible for your actions
7. Develop an ongoing and positive relationship with your students and their parents/guardians.