



Niagara Catholic District School Board

ACCESSIBILITY STANDARDS POLICY

ADMINISTRATIVE OPERATIONAL PROCEDURES

800 – Schools and Community Councils

Policy No. 800.8

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ACCESSIBILITY STANDARDS FOR INFORMATION AND COMMUNICATION

PROVIDING ACCESSIBLE INFORMATION AND COMMUNICATION SERVICES

The Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as do all others we serve. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to information and communications.

DEFINITIONS

For the purpose of this Policy, the following definitions are provided;

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communications means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.

Accessible formats include, but are not limited to, options such as large print, screen readers, Braille, audio format, captioning.

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

PROCEDURES

1. Responsibility

- 1.1 Supervisory Officers, Principals and Managers will ensure that all staff, volunteers and others providing services and programs on behalf of the Board have received training in the requirements of the Integrated Accessibility Standards including the Standards related to Information and Communications.
- 1.2 Initial training will be completed by January 1, 2014.

2. Feedback

- 2.1 The Board will ensure that its processes for receiving and responding to feedback are accessible to persons with disabilities.
- 2.2 Upon request the Board will provide or arrange for the provision of accessible formats and/or communication supports to facilitate feedback.

- 2.3 The Board will notify the public about the availability of accessible formats and communications supports with regard to its feedback processes.
- 2.4 The above provisions will be in place by January 1, 2014.

3. Procurement

- 3.1 The Board and all its managers and school-based administrators will, wherever practicable, incorporate accessibility criteria and features when procuring or acquiring goods and services, designing new systems or planning a new initiative that is related to provision of information and communication services.
- 3.2 The above approach will be in place by January 1, 2013.

4. Provision of Information and Communications in Accessible Formats

- 4.1 Upon request, the Board will provide, or arrange for the provision of, accessible formats and communications supports for persons with disabilities to facilitate their access to the services of the Board.
- 4.2 Accessible formats and communications supports will be provided in a timely manner that takes into account the person's accessibility needs and at a cost no greater than the regular cost charged to other persons.
- 4.3 The Board will determine the suitability of an accessible format or communication support and, in so doing, will consult with the person making the request.
- 4.4 The Board will notify the public, through the Board website, general publications and other relevant means, about the availability of accessible formats and communications supports.
- 4.5 The Board will ensure that the provisions of accessible formats are in place by January 1, 2014.

5. Accessible Websites

- 5.1 The Board will ensure that, as of January 1, 2014, all new websites and web content on these sites will conform with the WCAG 2.0 at Level A.
- 5.2 The Board will ensure that, as of January 1, 2021, all its internet websites and web content will conform with the WCAG 2.0 at Level AA.
- 5.3 These requirements do not include Live Captions or Pre-recorded Audio Descriptions.
- 5.4 These requirements apply to:
 - Websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product.
 - Web content published on a website after January 1, 2012.
- 5.5 Where the Board determines that meeting these requirements is not practicable, such determination will include consideration of:
 - The availability of commercial software or tools or both; and
 - Significant impact on an implementation timeline that was planned or initiated before January 1, 2012.

6. Educational and Training Resources and Materials

- 6.1 The Board will, upon notification of need, provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided.
- 6.2 To do so, the Board will procure through purchase or obtain by other means an accessible or conversion-ready electronic format, where available.
- 6.3 If the resources cannot be procured or converted into an accessible format, the Board will arrange for the provision of comparable resources.

- 6.4 The Board will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.
- 6.5 The Board will, upon notification of need, provide student records in an accessible format to persons with disabilities.
- 6.6 The Board will ensure these services are in place as of January 1, 2013.

7. Training for Program/Classroom Staff

- 7.1 The Board will ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.
- 7.2 The Board will keep a record of the training provided including the dates on which training was provided and the number of individuals to whom training was provided.
- 7.3 The effective date for provision of this training is January 1, 2013.

8. School Information Centres

- 8.1 The Board will ensure that school information centres (libraries) are able to provide, procure or acquire an accessible or conversion-ready format of print resources upon request by a person with a disability.
- 8.2 The effective date of the provision in 8.1 is January 1, 2015.
- 8.3 The Board will ensure that school information centres (libraries) are able to provide, procure or acquire an accessible or conversion-ready format of digital or multimedia resources materials upon request by a person with a disability.
- 8.4 The effective date of the provision in 8.3 is January 1, 2020.

ACCESSIBILITY STANDARDS FOR EMPLOYMENT

ACCESSIBILITY IN EMPLOYMENT

The Board is committed to ensuring that people with disabilities have the same opportunity of access to employment opportunities and services as do all employees and prospective employees. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to employment.

DEFINITIONS

For the purpose of this Policy, the following definitions are provided;

Performance management means activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.

Career development and advancement includes providing additional responsibilities within an employee's current position and the movements of an employee from one job to another that may be higher in pay, provide greater responsibility or be at a higher level, or a combination of these. For both additional responsibilities and employee movement, this is usually based on merit or seniority or a combination of these.

Redeployment means the reassignment of employees to other departments or jobs as an alternative to layoff when a particular job or department has been eliminated.

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communications means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.

Accessible formats include, but are not limited to, options such as large print, screen readers, Braille, audio format, captioning.

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

PROCEDURES

The procedure with regard to Accessibility in Employment applies only to employees and does not apply to volunteers and other non-paid individuals.

9. Responsibility

- 9.1 Supervisory Officers, Principals, Managers and other staff who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board, will ensure that the provisions in this procedure are implemented.
- 9.2 Staff of the Board's Human Resources department will ensure that the provisions of this procedure are incorporated in their practices.
- 9.3 Unless otherwise stated, the provisions of this procedure will be in place by January 1, 2014.

10. Recruitment

- 10.1 The Board will ensure that in its recruitment outreach practices the public is made aware that the Board will provide accommodation for applicants with disabilities in its recruitment processes.
- 10.2 Employees of the Board will be made aware that the Board provides accommodation for applicants with disabilities in its recruitment processes.
- 10.3 When the Board selects job applicants for a job selection process, the Board will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant selection and that they will be consulted about the necessary accommodations that take into account their accessibility needs due to disability.
- 10.4 When the Board makes an offer of employment, the Board will notify the successful applicant of its policy of accommodating employees with disabilities.

11. Supports for Employees

- 11.1 The Board will inform employees of the Board's policy of supporting employees with disabilities and procedures that provide for job accommodations.
- 11.2 The Board will make this information available as soon as practicable to new employees and will provide updated information as policies are revised.

12. Accessible Formats and Communication Supports

- 12.1 Where an employee with a disability so requests, the Board will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace, and that the employee needs to perform the employee's job.

- 12.2 The Board, in determining the suitability of an accessible format or communication as required by 12.1, will consult with the employee.

13. Workplace Emergency Response Information

- 13.1 The Board will ensure that individualized workplace emergency response information is provided to employees who have a disability provided the disability is such that individualized information is necessary and the Board has been made aware of the need for accommodation due to the disability. The Board will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.
- 13.2 If an employee who receives individualized workplace emergency response information requires assistance, the Board will, with the consent of the employee, provide such information to the person designated to provide assistance to the employee.
- 13.3 The Board will review individualized workplace emergency response information:
- When the employee moves to a different location in the Board;
 - When the employee's overall accommodations needs or plans are reviewed, and;
 - When the Board reviews its general emergency response procedures.
- 13.4 The Board will ensure that the requirements of this section are in place as of January 1, 2012.

14. Individual Accommodation Plans

- 14.1 The Board, through the Human Resources Department, will have in place a written process for the development of documented individual accommodation plans for employees with disabilities.
- 14.2 The Board's written process will address:
- How the employee requesting accommodation can participate in the development of the individual accommodation plan;
 - The means by which the employee is assessed on an individual basis;
 - In an effort to assist in determining if accommodation can be achieved and, if so, how it can be achieved, the Board may request an evaluation by an outside medical or other expert, at the Board's expense;
 - How the employee can request to have a representative of their bargaining unit, or another workplace representative if the employee is not a member of a bargaining unit, participate in the development of the accommodation plan;
 - The steps taken to protect the privacy of the employee's personal information;
 - The frequency with which the individual accommodation plan will be reviewed and updated and how this will be done;
 - How the reasons for denying an individual accommodation plan will be provided to an employee, if accommodation is denied;
 - How the Board will ensure that the individual accommodation plan is provided in a format that takes into account the employee's accessibility needs due to disability.
- 14.3 The Board will provide individual accommodation plans that:
- Include, if requested, any information regarding accessible formats and accommodation supports provided;
 - Include, if required, individualized workplace emergency response information; and
 - Identify any other accommodation to be provided.

15. Return to Work Process

This return to work process does not replace or override any other return to work process created as a result of any other statutory compliance, e.g. under the Workplace Safety and Insurance Act.

- 15.1 The Board will develop, put in place and document a return to work process for its employees who have been absent from work due to a disability and require disability-related accommodations in order to return to work.
- 15.2 The return to work process will:
- Outline the steps the Board will take to facilitate the return to work of employees who were absent because their disability required them to be away from work;
 - Use documented individual accommodation plans (as in 14.0) as part of the process; and
 - Ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

16. Performance Management

- 16.1 In administering performance appraisal processes in respect of employees with disabilities, the Board will take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans.

17. Career Development

- 17.1 Where the Board provides career development and advancement to its employees, the Board will take into account the accessibility needs of employees with disabilities, as well as any individual accommodation plans.

18. Redeployment

- 18.1 Where the Board has in place a redeployment process, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans during the redeployment process.

ACCESSIBILITY STANDARDS FOR THE DESIGN OF PUBLIC SPACES

The Board is committed to ensuring that people with disabilities have the same opportunity of access to all public areas. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to the design of public spaces.

DEFINITIONS

Amenities means items that provide conveniences or services for use by the public, examples of which include drinking fountains, benches and garbage receptacles.

Bevel means a small slope that helps an individual negotiate an elevation change.

Cross slope means the slope of a surface that is perpendicular to the direction of travel.

In-Line Ramp means a ramp that does not change directions.

Maintenance means activities that are intended to keep existing public spaces and elements in existing public spaces in good working order or to restore the spaces or elements to their original condition, examples of which include painting and minor repairs.

mm means millimeters.

Off-Street Parking Facilities includes open area parking lots and structures intended for the temporary parking of vehicles by the public, whether or not the payment of a fee is charged and includes visitor parking spaces in parking facilities.

On-Street Parking includes parking spaces located on highways, as defined in subsection 1 (1) of the *Highway Traffic Act*, that provide direct access to shops, offices and other facilities whether or not the payment of a fee is charged.

Recreational Trails means public pedestrian trails that are intended for recreational and leisure purposes.

Redeveloped means planned significant alterations to public spaces, but does not include maintenance activities.

Rest Area means, in respect of recreational trails and exterior paths of travel, a dedicated level area that is intended for public use to allow persons to stop or sit.

Running Slope means the slope of a surface that is parallel to the direction of travel.

APPLICATION

Accessible Design of Public Spaces

1. The Board will consult with the public when it constructs new or redevelops existing outdoor play spaces.
2. The Board will incorporate accessibility features as identified in the Integrated Accessibility Standards when it constructs new or redevelops existing outdoor play spaces that it intends to maintain.
3. The Board will address the requirements set out in the Integrated Accessibility Standards when it constructs new or redevelops existing exterior pedestrian walkways and outdoor sidewalks, connected ramps, and connected stairs, including those at Outdoor Education Centres.
4. The Board will consult with the public when it constructs new or redevelops existing rest areas on exterior pedestrian walkways and outdoor sidewalks.
5. The Board will address the requirements set out in the Integrated Accessibility Standards when it constructs new or redevelops existing parking facilities that it intends to maintain.
6. The Board will address the requirements set out in the Integrated Accessibility Standards when it constructs new service counters and fixed queuing guides, and when it constructs new or redevelops existing waiting areas.
7. The Board will prepare procedures for preventative and emergency maintenance of the accessible elements in the public spaces noted above in its multi-year accessibility plan.
8. The Board will prepare procedures for dealing with temporary disruptions when accessible elements in the public spaces noted above are not in working order.

ACCESSIBILITY STANDARDS FOR SCHOOL TRANSPORTATION

PROVISION OF ACCESSIBLE STUDENT TRANSPORTATION SERVICES

The Board is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to student transportation.

The Board will support the planning of accessible school transportation services for students with disabilities in a manner that meets their unique needs and ensures their safety. Where appropriate and practicable, integrated accessible school transportation services will be provided.

The provision of accessible student transportation services will include the development of an individual school transportation plan for each student who has a disability that affects their transportation to and from school, from school to school and field trips. The plan will be developed by the Board's Special Education Services, in collaboration with the Transportation Provider, and in consultation with the student's parents/guardians and home school staff.

These Administrative Procedures will be included as an addendum to Niagara Student Transportation Services Consortium Operator contracts and training requirements for drivers/monitors.

DEFINITIONS

For the purpose of this Policy, the following definitions are provided;

Individual school transportation plan is a plan that provides details of the arrangements that meet the transportation needs of an individual student who has a disability.

Operator means the driver of the school transportation vehicle.

Transportation Provider is an entity or person who has entered into an agreement with the Board for the transportation of students in accordance with the Education Act.

Transportation Services means transportation that a board provides for students in accordance with the Education Act.

PROCEDURES

19. Responsibility

- 19.1 The Board will ensure that the provisions of the Administrative Procedures are in place by January 1, 2014.
- 19.2 The Superintendent responsible for Special Education and staff responsible for student transportation will ensure that the provisions of the Administrative Procedures are implemented.

20. Individual School Transportation Plans

- 20.1 The Superintendent responsible for Special Education, or their designate, will, in consultation with parents/guardians and home school staff, annually identify students with disabilities who require specific transportation services; such identification will, wherever possible, be made prior to the commencement of the school year.
- 20.2 Following consultation with parents/guardians and home school staff, the Superintendent responsible for Special Education, or their designate, will work with the Student Transportation Manager, or their designate, to develop an individual student transportation plan for each student with a disability who requires specific transportation services.

21. Content of Individual School Transportation Plans (*Appendix A*)

- 21.1 An individual school transportation plan shall, in respect of each student with a disability requiring specific transportation services, include the following:

- Details of the student’s assistance needs with respect to transportation to and from school, from school to school and field trips;
- Provisions for the boarding, securement and debording of the student as applicable. (*Appendix B*)

22. Communication of Responsibilities re: Individual School Transportation Plans

- 22.1 The Superintendent responsible for Special Education and, where appropriate, the Student Transportation Manager, will identify and communicate roles and responsibilities with regard to the implementation of the individual school transportation plan to the following:
- The Transportation Provider
 - The parents or guardians of the student with the disability
 - The operator (driver) of the student transportation vehicle
 - The appropriate members of the school staff (e.g., principal, teacher, educational assistant)
 - The student with the disability.

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**SAMPLE INDIVIDUAL STUDENT TRAVEL PLAN
NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
NIAGARA STUDENT TRANSPORTATION SERVICES (NSTS) CONSORTIUM
PERSONALIZED STUDENT TRANSPORTATION ACCESSIBILITY PLAN
FOR STUDENTS WITH SPECIAL NEEDS**

ID

Name: «First Name» «Last Name»

Ontario Education Number: «OEN»

Details of Student’s Assistance Needs:

Equipment check/drop down box, i.e. wheelchair, rider, etc.

Plans for individual student boarding: In accordance with Administrative Procedures

Appendix B

Plans for individual student securement: In accordance with Administrative Procedures

Appendix B

Plans for individual student deboarding: In accordance with Administrative Procedures

Appendix B

Follow up: Annual Review initiated by School Board Special Education Superintendent to plan for new school year

ROLES

Transportation Provider	Operator/Driver	Parent/Guardian	School Staff	Student	School Board Staff
Ensure that all Bus Operators/ Drivers are made aware of individual student’s needs with regard to boarding, securement and deboarding, and provide appropriate training.	Ensure that the student is transported safely according to needs. Follow Consortium/Board procedures for the transportation of students with disabilities.	Advise home school staff of medical or other conditions affecting safe transportation of student and communicate any changes. Help identify tools or strategies that may help driver and/or monitor while transporting the student.	Advise NSTS and parents of relevant issues while at school during the day. Help identify tools or strategies that may help driver and/or monitor while transporting the student	Follow bus rules. Advise driver and/or monitor of any emergency health issues or concerns.	Consult with schools on students with specialized transportation needs and advise NSTS on the student’s specialized transportation requirements.

CONFIRMATION OF COMMUNICATION

School Board Responsibility:

- With School Staff Date: _____ (Staffpersonresponsible) _____
- With Parent/Guardian Date: _____ (Staffpersonresponsible) _____
- With Student Date: _____ (Staffpersonresponsible) _____
- With NSTS Date: _____ (Staffpersonresponsible) _____

Niagara Student Transportation Services Responsibility:

- With Operator/Driver Date: _____ (Staffpersonresponsible) _____

PROVISIONS FOR BOARDING, SECUREMENT AND DEBOARDING

The following notes provide a range of examples, but are not intended to be comprehensive or address all the situations school boards may need to consider in the development of individual student transportation plans.

With regard to boarding and de-boarding procedures, it will be important to clarify that a parent/guardian or family member must know that they have to be there to transfer and receive the student.

BOARDING

Loading a Wheelchair

When operating a lift to load a student with a wheelchair on highways, country roads, and city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- a) Put the 4-way emergency flasher on in approaching the stop.
- b) Ensure vehicle is stopped in a safe position for the pick-up.
- c) Ensure the parking brake has been applied (most ramps will not operate if parking brake is not applied.)
- d) Check that the student is ready to be loaded onto lift.
- e) Check traffic and then activate overhead alternating lights and stop arm before exiting the vehicle.
- f) Open lift doors and secure them.
- g) Deploy and lower the lift and undo the lift safety belt.
- h) Back onto lift with wheelchair and set brakes. Secure lift safety belt. If the student is using a power chair, be sure to use low gear and turn power off.
- i) Keep one hand on the wheelchair and use the other hand to operate the controls.
- j) Inform the student you are raising the wheelchair lift.
- k) Ensure that in raising the lift, the front plate on the lift folds up and locks into position and the power cable is clear of any pinch points.
- l) Raise the lift to its fullest extent (level with vehicle floor).
- m) Release brakes on wheelchair and load student into the vehicle positioning the wheelchair into a tie-down position and reapply brakes. If power chair, use low gear and turn power off.
- n) Exit the vehicle, stow the ramp and close doors.
- o) Enter the vehicle and turn off the overhead alternating flashing lights and stop arm.
- p) Secure the wheelchair with the Q-strait system

SECUREMENT

Securing Students Who Have a Wheelchair

- 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, centred and square to the floor anchor points so that the restraint belts will attach to the chair and floor at approximately a 45 degree angle. The smaller front pivoting wheels on the wheelchair should be pointing straight.
- d) The chair and student must always face forward in the bus.

- e) Apply the wheelchair brakes (manual) or turn off the power (power 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-straps, which are acceptable. Do not, under any circumstances, cross belts over each other.
- l) With the buckle open, pull the loose end of the 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.
- m) Check that all the belts are tight and the wheelchair is secure and does not have any back and forth or sideways movement.
- n) To attach the lap belts, pass the loose ends of the lap belts around the student and downward toward the rear tie-down belts through the gap between the side panels and seat cushion or the gap between the seat cushion and the back rest of the wheelchair. Connect the belt ends to the pin connectors on the rear tie-down belts.
- o) The lap belt should be positioned as low as possible over the student's pelvic area and adjusted as tightly as possible. Ensure the belt is not twisted.
- 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 ~~should~~ belt should be attached to the connector pin of the lap belt depending on which side of the bus the wheelchair is located. Use the right side pin if the wheelchair is on the left side of the bus and the left side pin if the wheelchair is on the right side of the bus. Again adjust the shoulder belt as snugly as possible, making sure the belt does not rub on the student's neck area.
- 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. Lap and shoulder belts should not be held away from the student's body by wheelchair components or parts such as wheelchair armrests or wheels.

DEBOARDING

Unloading a Wheelchair

When operating a lift to unload a student with a wheelchair on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- a) Ensure the vehicle is parked in a safe position for unloading
- b) Put on 4-way emergency lights.
- c) Ensure parking brake has been applied.
- d) Go to the student in the wheelchair and remove lap belt, shoulder belt, front 2 floor Q-strains, rear 2 floor Q-strains, and hang up belts.
- e) Position the wheelchair to unload and set brakes; if it is a power chair make sure the power switch is off.
- f) Check traffic and, when ready, activate overhead alternating red flashing lights. (~~g~~) Exit the vehicle and open lift door and secure it.
- g) Deploy the lift to floor level.
- h) Go back inside the vehicle and push the wheelchair (if power chair, turn on power and put in low gear) onto the lift. Set the brakes. For power chair, turn off the power.
- i) With one hand on the chair and the other hand on the control, lower wheelchair to ground level.
- j) Make sure the student is made aware that they are about to be lowered.
- k) 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.

- l) 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.
- m) If there is not a person there to meet the student, the driver must call dispatch and wait for further instruction; the student must not be left alone.
- n) Secure lift safety belt, raise and stow the lift into the vehicle and close the doors.
- o) Return to the vehicle and turn off the overhead alternating flashing red lights.

BOARDING

Loading a Walker

When operating a lift to load a student with a 4 point walker on highways, country roads, city, town or village streets (unless otherwise directed by the Police or Transportation Manager) the driver must:

- a) Put the 4-way emergency flasher on in approaching the stop.
- b) Ensure vehicle is stopped in a safe position for the pick-up.
- c) Ensure the parking brake has been applied (most ramps will not operate if parking brake is not applied.)
- d) Check that the student is ready to be loaded onto lift.
- e) Check traffic and then activate overhead alternating lights and stop arm before exiting the vehicle.
- f) Open lift doors and secure them.
- g) Deploy and lower the lift and undo the lift safety belt.
- h) Back onto lift with the walker and set brakes; secure the lift safety belt
- i) Keep one hand on the walker and use the other hand to operate the controls.
- j) Inform the student you are raising the lift.
- k) Ensure that in raising the lift, the front plate on the lift folds up and locks into position and the power cable is clear of any pinch points.
- l) Raise the lift to its fullest extent (level with vehicle floor).
- m) Release the brakes on the walker and load student into the vehicle and into assigned seat.
- n) Secure walker to the wall of the vehicle
- o) Exit the vehicle and stow the ramp and close doors.
- p) Enter the vehicle and turn off the overhead alternating flashing lights and stop arm.

DEBOARDING

Unloading a Walker

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 Manager) the driver must:

- a) Ensure the vehicle is parked in a safe position for unloading
- b) Put on 4-way emergency lights.
- c) Ensure parking brake has been applied.
- d) Position the walker to unload on the lift and set brakes.
- e) Check traffic and, when ready, activate overhead alternating red flashing lights.
- f) Exit the vehicle and open lift door and secure it.
- g) Deploy the lift to floor level.
- h) Go back inside the vehicle and help the student with the walker onto the lift. Set the brakes.
- i) 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 they are about to be lowered.
- j) Release brakes and assist the student with the walker off the lift.
- k) 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.
- l) If there is not a person there to meet the student, the driver must call dispatch and wait for further instruction; the student must not be left alone.
- m) Secure lift safety belt, raise and stow the lift into the vehicle and close the doors.
- n) Return to the vehicle and turn off the overhead alternating flashing red lights.

Note: In any instance where a student is required to wear a seatbelt or similar security device it will be the responsibility of the parent/guardian to secure/detach the device at the point of departure or arrival at the home stop and it will be the responsibility of the receiving school staff to secure/detach the device at the point of arrival at or departure from the school.

**FOR STUDENTS WHO HAVE A DISABILITY AND ARE AMBULATORY
(Examples might be students who have vision or communication disabilities, or have autism)**

Do not use the loading ramp unless authorized.

- a) Communicate with the student. Ask what help the student needs. Allow time for response.
- b) Let the student set the pace. If the student is unable to respond, indicate clearly what you are going to do and what you expect the student to do.
- c) Follow behind the student while the student is going up the steps; support the student while the student steps up.

FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO HAVE ASTHMA

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO HAVE DIABETES

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO HAVE EPILEPSY

Students board and deboard unassisted and are seated unsecured, unless otherwise specified in the student's individual student transportation plan.

FOR STUDENTS WHO REQUIRE EPIPENS

Students board and deboard unassisted and are seated unsecured unless otherwise specified in the student's individual student transportation plan.

STUDENTS WHO HAVE SERVICE ANIMALS

Where a student with a disability is accompanied by a service animal, the requirement for the service animal, including the type of service animal, will be specified in the student's individual student transportation plan.