

Riding the bus to school is an exciting milestone in a school experience! Alberta Education provides funding for school jurisdictions to transport eligible students to and from school. Any eligible student in Pembina Hills Public Schools can be transported to and from school in two ways:

## Parent Provided or School Bus

Deciding which mode of transportation to use when a student has complex needs requires careful thought and planning. In Pembina Hills Public Schools, **the severity of a student's needs does not prevent them from riding a school bus with their peers.** Through informed conversations, educators and parents can ensure that students have the mode of transportation that most closely suits their needs, and that sufficient time and resources are allotted to ensure supports can be put in place.

*"...the obligation of educators is always to presume competence or educability and then to discover ways a student may achieve it." (Biklen, 2000, p.446)*

The SETT framework is a helpful planning tool for schools and parents to use, in collaboration, when the desire surfaces to transition a student to riding the bus. It is a four-part model intended to promote collaborative decision-making conversations from consideration through implementation and evaluation of effectiveness. SETT is an acronym for Student, Environment, Task, and Tool.

### Getting Started:

- School-based inclusive education team informs the Director of Student Services that the SETT framework process is being initiated
- Team books a meeting with the family
- Team and family are provided with copies of the SETT worksheets prior to the meeting
- Team and family complete SETT worksheets during meeting

## S – STUDENT

*Use the following to guide discussion*

### **Physical Functioning:**

How do they move about?

Do they have any mobility equipment that may need to be transported with them?

### **Behavioral Functioning:**

Do they have behaviors such as impulsiveness, wandering out of seat, or aggressiveness that may be detrimental to safety of self or others while riding the bus?

### **Communicative Functioning:**

How do they communicate?

Can they express themselves verbally?

Can they effectively communicate when something is bothering them?

### **Medical Functioning:**

Are there any considerations around allergies, anaphylaxis, seizures, blood sugars, distance to medical facilities?

### **Social Functioning:**

How well do they convey their intentions and understand directions?

### **Personal Comfort:**

How well can they see to their own comfort?

Is the student toilet trained?

What is the student's weight? Height? Does a car seat or restraint system need to be installed?

*Are there any support considerations or general recommendations emerging now that you know more about the student? Any questions that need to be clarified?*

E – ENVIRONMENT

***Environment Option #1 – School Bus***

The bus ride to school is considered an **unsupervised** time. The bus driver is not a bus supervisor. The driver will have their back turned away from the students the entire time.

Role of the bus driver:

Can Do:	Cannot Do:
<ul style="list-style-type: none"><li>- Safely operate the bus in various road and weather conditions</li><li>- Obey traffic regulations at all times</li><li>- Adhere to route schedules</li><li>- Pick up and drop off in designated locations</li><li>- Keep bus clean and free of hazards</li><li>- Monitor student movement and noise level</li></ul>	<ul style="list-style-type: none"><li>- Belt students in car seats/harnesses</li><li>- Manage belongings of students</li><li>- Assist students on and off the bus</li><li>- See to a student’s personal comfort</li></ul>

- Bus drivers must have sufficient time to react safely in situations that occur during their bus ride in order to minimize the risk to themselves and the students in their care.
- A car seat or harness may be installed on the bus when necessary. The parents are required to buckle and unbuckle the student at home, and the school staff are required to do so at the school.
- Evacuation procedures must be practiced and this may include exiting from the back of the bus with the help of an older student.

Discuss the estimated ride time per trip. To be informed on approximate route ride times or for additional information, please consult the Director of Transportation at 780-674-8509.

***Environment Option #2 – Parent Provided***

A parent provided contract can be created between Pembina Hills Public Schools and the parent responsible for transporting the student if the severity of the student’s needs prevents them from riding a school bus. The deadline for this contract is October 15<sup>th</sup> of each school year.

*Are there any support/equipment considerations emerging now that you know more about the school bus environment? Any questions that need to be clarified?*

T – TASK

*Use the following task list to guide discussion around the tasks required of a student who rides the bus. The tasks in this list are reasonable expectations for all independent riders.*

**Independent:** no supports would need to be given

**Emerging:** occasionally requires support via prompting or redirection

**Assisted with verbal prompt:** task is successfully completed with verbal support

**Assisted with physical and/or verbal prompt:** task is successfully completed with verbal reminders and physical handholding, steering, or lifting

**Other:** task is successfully completed when additional equipment, materials, and/or supports are in place.

	Independent	Emerging	Supported with verbal prompt	Supported with physical & verbal prompt	Other supports or materials	Comments
I can exit the school bus, walk across the school yard, and locate the correct bus (at school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can wait at the bus stop in the designated safe area (at home)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can climb the stairs and hold the handrail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can locate my seat, stow my backpack, and sit down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can buckle myself in (if car seat or restraint is needed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can board in a timely manner so as not to interrupt the bus schedule and be considerate of the ride time of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can be a cooperative seat partner. I can keep my hands and feet to myself for the journey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can visit quietly or do something quiet for the journey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can behave in a safe manner towards myself and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can comply with the directions or redirection of others if I am found to be doing something that is detrimental to myself or others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Independent	Emerging	Supported with verbal prompt	Supported with physical & verbal prompt	Other supports or materials	Comments
I can care for my personal comfort and can problem solve or communicate when:						
a) I need to use the washroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) I feel sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) I am too hot or cold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) I need to manage my belongings or if I drop something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) the bus gets too loud for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can notice landmarks to signal when to prepare my belongings for departing the bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can visually identify/recognize the final stop (home or school) and I understand that the ride is done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can wait for the bus to stop and unbuckle from my seat belt (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can depart from my seat with my belongings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can climb down the steps to exit the bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can safely leave the bus area and keep out of the danger zone as the bus leaves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can depart in a timely manner so as not to interrupt the bus schedule and be considerate of the ride time of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can settle into my school day as the bus ride causes minimal disruption to my state of being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*Are any support considerations emerging, now that you know more about the tasks in a bus ride?*

T – TOOLS

*Use the following chart to create a list of supports that can be considered for implementation. This is a sample list only, so please feel free to add any suggestions that are not listed.*

Pre-ride:	Boarding the Bus:	During the Ride:	Exiting the Bus:
<input type="checkbox"/> Social story	<input type="checkbox"/> Visual picture to identify bus	<input type="checkbox"/> Noise cancelling headphones	<input type="checkbox"/> Parent or school staff
<input type="checkbox"/> Car seat or restraint	<input type="checkbox"/> Parent or school staff	<input type="checkbox"/> Communication strip	<input type="checkbox"/> Student bus monitor
<input type="checkbox"/> Wheelchair lift & securing equipment	<input type="checkbox"/> Student bus monitor	<input type="checkbox"/> Car seat or harness	<input type="checkbox"/> Additional time
<input type="checkbox"/> Walker storage	<input type="checkbox"/> Additional time	<input type="checkbox"/> Wheelchair securement	<input type="checkbox"/> Wheelchair lift
<input type="checkbox"/> Trial ride opportunity	<input type="checkbox"/> Wheelchair lift	<input type="checkbox"/> Walker storage	
<input type="checkbox"/> Trial period		<input type="checkbox"/> Student bus monitor	
<input type="checkbox"/> Adult support		<input type="checkbox"/> Adult support	
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

Please consider that the tools recommended are reasonable and feasible for implementation, and that they meet the needs of the student.

## NEXT STEPS

***Now that you have completed the SETT forms, please choose which recommendation best meets the needs of the student:***

A. Parent Provided Transportation Recommendation

After considering the SETT forms, it appears as though school bus transportation is not a good fit for the student at this time. Options B and C may be considered in the future, but for this school year it is recommended that the student be transported by their parents and/or caregivers.

For this option, please follow AP 70-126 Parent Provided Transportation and fill out Form 7-200 to proceed.

B. Trial Ride Recommendation

After completing the SETT forms, it is still uncertain if school bus transportation is the right fit for this student. It is recommended that the student experience a trial run with the recommended supports in place before deciding on option A or C.

Please complete Form 7-110 Trial Ride Recommendation.

C. Full Transportation Recommendation

After completing the SETT forms, it is clear that, with the recommended supports in place, school bus transportation will be a good fit for the student.

Please complete Form 7-111 Full Transportation Recommendation.