



Inclusive Learning Planning Tool

SETT Framework

(Student/Environment/Task/Tools)

Riding the School Bus





Riding the bus to school is an exciting milestone in a child or student's school experience.

Alberta Education provides grants for school jurisdictions to transport students to and from school. Any ECS child (also referred to as kindergarten) or grade 1-12 student enrolled in Buffalo Trail Public Schools can be safely transported to and from school in two ways, either through a parent/agent provided transportation contract or on the school bus.

Parent/Agent Provided

OR

School Bus

Deciding which mode of transportation to use when an ECS child or a grade 1-12 student has diverse needs requires careful thought and planning. In Buffalo Trail Public Schools, **the severity of an ECS child or a grade 1-12 student's need does not prevent them from riding a school bus with their peers**. Through informed conversations, educators and parents can ensure that an ECS child or a grade 1-12 student with diverse needs has the mode of transport that most closely suits their needs. Conversations ensure that sufficient time and resources are available to allow for supports to be put in place, or that a suitable transport agent can be obtained.

how teachers think makes a big difference

**“...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 an ECS child or a grade 1-12 student to riding the bus. A representative from transportation may also be invited to collaborate at the SETT Transportation Planning Meeting.

The SETT Framework 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, Environments, Tasks, and Tools.



SETT Inclusive Planning Tool for Transportation

Name of Student: _____

Date: _____

Please ensure you do the following:

- Inform the Director of Inclusive Learning and the Director of Transportation that the SETT Framework process is being initiated
- Book a meeting with the family, and transportation representative (optional)
- All learning team members (especially family) have a copy of the SETT prior to meeting

At meeting:

- State goal of meeting: Goal is to form a transportation recommendation
- Use the following information and questions for discussion included in the SETT planning tool to guide your conversations around transportation
- Come to consensus on transportation recommendation, if consensus cannot be reached, book another meeting and invite additional personnel

After meeting:

- Principal to share the results of the SETT planning tool and provide recommendation to Director of Inclusive Learning and Director of Transportation
- Director of Inclusive Learning in consultation with Director of Transportation will provide decision to Principal regarding transportation
- Principal to inform parent of decision



S- STUDENT:

Use the following to guide discussion about the ECS child or a grade 1-12 student:

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?

Medical Functioning: Are there any considerations around allergies, anaphylaxis, seizures, blood sugars, distance to medical facilities that may impact type of transportation?

Social Functioning: Discuss the approximate age of their communication skills. How well do they convey their intentions and understand directions?

Personal Comfort: Discuss their ability to see to their own comfort. Is the ECS child or a grade 1-12 student toilet trained or in a diaper? (i.e. Would a soiled diaper create additional problems for student or others).

Weight/Height: What is the ECS child or a grade 1-12 student's weight? Height? Does a car seat or restraint system need to be installed?

Pandemic/COVID-19 Safety: Is the child able to wear the required PPE (i.e. mask) for the duration of the bus ride? Do they understand the importance of physical distancing for the safety of themselves and others?

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



E- ENVIRONMENT:

Use the following to guide discussions about the 2 environment transportation options for the ECS child or a grade 1-12 student:

Option: Environment #1 - School Bus:

School Staff: Please share the following information about the role of the Bus Driver as contracted by Buffalo Trail Public Schools.

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 children/students the entire time.

Role of the Bus Driver:

CAN DO: (safe operation on roads in a variety of conditions)	CANNOT DO:
<ul style="list-style-type: none"> -obey the traffic regulations at all times -adhere to route schedules -pick up and drop off in designated locations -keep vehicle clean and free of hazards -monitor child/student movement and noise level 	<ul style="list-style-type: none"> -belt child/student in car seats -manage belongings of child/student -assist child/student on and off of the bus -see to a child/student's personal comfort -identify a child with diverse needs -ensure students do not take off their PPE (i.e. masks) while loading/unloading and riding the bus

- Bus drivers are not professionally trained to be able to identify specific student behaviors or medical conditions. Informing bus drivers of specific signs and symptoms is crucial for a bus driver to understand a child/student's diverse needs.
- Bus drivers must have sufficient time to react safely in situations that occur during their bus ride in order to minimize the risk to the bus driver, ECS child or a grade 1-12 student or others on the bus.
- A car seat or restraint vest may be installed for ECS child or a grade 1-12 students who are less than 40 lbs. or who may require secured seating to meet their diverse needs.
- Evacuation procedures must be practiced and this may include exiting from the back door of the bus with the help of an older student. The ECS child or a grade 1-12 student must be willing to participate in these maneuvers.
- Estimated ride time per trip should be discussed. To be informed on route ride times consult the Director of Transportation at 780-806-2051.

- Additional information (i.e. bus capacity, number of stops, other students etc.) regarding the bus route can be obtained from the transportation department.

OR

Option: Environment #2 - Parent//Agent Provided Transport

A Parent/Agent Provided Contract can be created between BTPS and the parent/agent who is responsible for transporting an ECS child or a grade 1-12 student if a child/student cannot ride a regular bus. Arrangements for contracts are made by the Director of Transportation.

Compensation for parent/agent transportation is provided in compliance with Alberta Education Transportation Funding Guidelines.

Many families who have ECS children under 6 years of age who have diverse needs often opt for parent provided transport due to the size of their children and the communication abilities of the child.

The family must register with the Transportation Department, and will be required to complete the necessary forms. They will be required to keep record of the trips made to and from school for payment purposes.

Are any support/equipment considerations emerging now that you know more about the school bus environment? Is Parent/Agent Provided transportation an option? Any questions that need to be clarified?



T: TASKS:

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 from K-12:

LEGEND: Please indicate for each task one of the following measures:

- **Independent (I)** - no supports would need to be given
- **Emerging (E)** - occasionally support of prompting or redirection
- **Assisted with Verbal Prompt (AV)** - task is successfully completed with verbal support
- **Assisted with Physical and/or Verbal Prompt (AP)**- task is successfully completed with verbal reminders and physical hand holding, steering, or lifting
- **Other(O):** task is successfully completed when additional equipment, materials and/or supports are in place or installed

I Can Ride the Bus	Measure	Comments:
<u>Boarding the School Bus:</u>		
I can exit the school, walk across school yard, and locate the correct bus. (school)		
I can wait at the bus stop in the designated safe area. (home)		
I can climb the stairs and hold the handrail.		
I can locate my seat, stow my backpack, and sit down.		
I can buckle myself in. (if car seat or restraint is needed)		
I can board in timely manner so as not to interrupt the bus schedule and be considerate of the ride time of others.		
I can put on my mask (PPE) and keep it on for the entire bus ride (Gr. 4-12).		
<u>Riding the School Bus:</u>		
I can be a cooperative seat partner. I can keep my hands and feet to myself for the journey. I can visit quietly for the journey, or do something quiet for the journey.		
I can behave in a safe manner		

a) I keep myself safe b) I keep others safe		
I can comply with the directions or re-direction of others if I am found to be doing something that is detrimental to the safety of myself or others.		
I can care for my personal comfort and can problem solve or communicate when:		
a) too hot or too cold.		
b) need to use the washroom or feel sick.		
c) manage my belongings or ask for help if I drop something.		
d) tolerate the noise level of others.		
I can notice landmarks to signal when to prepare my belongings for departing the bus.		
I can visually identify/recognize the final stop - home or school. I understand this is the signal that the ride is done.		
<u>Departing the School Bus:</u>		
I can wait for the bus to stop and unbuckle from my seat belt (if applicable).		
I can depart my seat with my belongings.		
I can climb down steps to exit bus.		
I can safely leave the bus zone and keep out of the danger zone as it leaves.		
I can depart in timely manner so as not to interrupt the bus schedule and be considerate of the ride times of others.		
I can keep my mask (PPE) on while I get on and off the bus.		
I can keep my hands to myself while I get on and off the bus.		
<u>Transition to School Setting</u>		
I can settle into my school day as the bus ride causes minimal disruption to my state of being.		

Children/Students who appear to need full support in most areas MAY continue to be transported under the parent/agent provided transportation grant until a capacity building Transportation Transition Plan is discussed with the inclusive learning team and planned for in the IPP.

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



T: TOOLS:

The previous portions of the S-E-T are in place to help you generate support suggestions. Please discuss some possible tools or supports that may be implemented and record any suggestions or recommendations from previous discussions that you may be considering. (This is a sample list only and your team may have a suggestion that is not yet 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"/> Student Bus Monitor	<input type="checkbox"/> Parent
<input type="checkbox"/> Car Seat/Restraint Installed	<input type="checkbox"/> Parent	<input type="checkbox"/> Noise Cancelling Headphones	<input type="checkbox"/> School Staff/Playground Bus Monitor
<input type="checkbox"/> Trial Ride Opportunity	<input type="checkbox"/> School Staff/Playground Bus Monitor	<input type="checkbox"/> Communication Strip	<input type="checkbox"/> Student Bus Monitor
<input type="checkbox"/> Trial Period	<input type="checkbox"/> Student Bus Monitor	<input type="checkbox"/> Car Seat	<input type="checkbox"/> Additional Time
<input type="checkbox"/> Lift Installed/Wheelchair Securing System installed	<input type="checkbox"/> Additional Time	<input type="checkbox"/> Lift Installed/Wheelchair Securing System	<input type="checkbox"/> Lift Installed/Wheelchair Securing System installed
<input type="checkbox"/> Walker Storage Available	<input type="checkbox"/> Lift Installed/Wheelchair Securing System installed	<input type="checkbox"/> Walker Storage Available	<input type="checkbox"/> Walker Storage Available
	<input type="checkbox"/> Walker Storage Available		

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

Please note: Sufficient notification must be given to the Transportation Department if installation of equipment or modifications to the bus are needed.



Next Steps:

After Conversation: If a clear recommendation is reached:

1. State the option you want to recommend - parent/agent provided transportation or school bus.
2. Make sure all parties are aware of recommendation (parents, school, Inclusive Learning Department, Director of Transportation).
3. Ensure child is registered with a BTPS school and with the BTPS Transportation Department.
- 4. Confirm with the Director of Transportation that the transportation recommendation is feasible and realistic, and approved in principle.**
5. Decide on an implementation plan with dates and note this transition in the IPP.
6. Register student for the school bus or complete the Parent /Agent Provided paperwork.

If More information is needed: Trial Ride Period:

If a capacity building **Transportation Transition Plan** is needed to trial the recommendation, please create a transition plan (see the example below) AND note that the **trial ride period does not mean that a student is approved for bussing. However, to do a trial ride, the family must first register for the bus.**

Example of a possible Capacity Building Plan:

1. SETT Planning Meeting: Review SETT Document.
2. Written Transition Plan Forwarded to Director of Transportation that he/she is in agreement with.
3. Director of Transportation sends formal letter to all parties for Trial/Capacity Building.
4. Initiate social story with child or sign out the Transportation Transition toy tub.
5. Introductory meeting with the Bus Driver.
6. Introductory bus ride during part of school day.
7. 2 week trial period - afternoon rides only.
8. Afternoon Rides.
9. 2 week trial with morning and afternoon rides.
10. Full time riding - to be reviewed periodically.
11. Final decision must be made by October 15th of current school year.