Special Education Transportation Guidelines

Sonoma County SELPA & Sonoma County Charter SELPA

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Special Education Transportation Guidelines

Sonoma County SELPA & Sonoma County Charter SELPA

I. Introduction and Legal Framework

There is no general entitlement to transportation for the student population as a whole; transportation is determined by local educational agency (LEA) policy. When provided, eligibility is typically based on distance from school.

If an LEA provides transportation to its general student population, it must also provide transportation to similarly situated students with disabilities.

If transportation is not provided to the general population, the LEA must determine on an individual basis whether a student with a disability requires transportation as a related service in order to benefit from special education (e.g., when a student's disability creates a unique need for specialized transportation or when a student with a disability would not be able to access their program of special education and/or related services without specialized transportation).[1] (34 CFR 300.34(c)(16))

Transportation must be provided at no cost to parents when required for a student to receive a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE), considering participation alongside nondisabled peers to the maximum extent appropriate (EC § 56040).

The following guidelines are intended to assist LEAs in planning and implementing a continuum of transportation options consistent with federal and state law.

Definitions

Transportation as a related service

A "related service" refers to transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education (34 CFR 300.34(a)).

[1] See **Appendix A** for Special Education Transportation Eligibility Checklist

Transportation as a related service may be required for students with disabilities from birth through age 22 when necessary to access special education and other related services. Transportation as a related service under law includes (34 CFR 300.34(c)(16)):

- Travel to and from school and between schools;
- Travel in and around school buildings; and
- Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

Specialized transportation equipment may also include:

- Child safety restraint systems (e.g., safety devices, harnesses, locks, etc.);
- Curb cuts;
- Specialized seats;
- Handrails;
- Walkers, wheelchairs, scooters, golf carts;
- Climate controlled or light-controlled vehicles;
- Two-way radios or phones for emergencies;
- Emergency medical equipment; or
- Any other specialized equipment necessary to provide transportation to a student with a disability.

<u>Travel Training as a special education service</u>

Travel training is instruction that enables a child with a disability to:

- Develop an awareness of the environment in which they live; and
- Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

IEP Teams should consider the need for both transportation and travel training when planning for a child's postsecondary transition needs (OSERS, *Questions and Answers on Serving Children with Disabilities Eligible for Transportation*, Nov. 2009).

Considerations for Students Aged 18-22

LEA obligations to students aged 18-22 and enrolled in a post-secondary program are the same as their obligations to K-12 students.

II. Primary Consideration: Individual Student Need and Access

Transportation decisions are made by the IEP team and must be based on the unique needs of the individual student, not on a disability category.

Key factors IEP teams may consider include, but are not limited to (CDE, *Special Education Transportation Guidelines*, Last Reviewed Jan. 2025):

1. Student's medical diagnosis and health needs;
    a. Consideration of whether long bus rides could affect a student's health (e.g.duration, temperature control, need for services, health emergencies);
    b. Student's general ability and/or strength to ambulate/wheel;
    c. Approximate distance between home and school or the distance needed to walk or wheel oneself to the school, including:
        i. nature of the area(s) through which student must pass;
        ii. availability of other forms of public assistance in route (e.g.,crossing guards or public transportation);
    d. Consideration of student's needs in inclement or very hot weather;
2. Physical accessibility of curbs, sidewalks, streets, and public transportation systems (e.g., one site might require transportation while another might not);
3. Student's capacity to arrive at school on time, to avoid getting lost, to avoid dangerous traffic situations and to avoid other potentially dangerous or exploitative situations on the way to and from school;
4. Positive behavioral intervention strategies, including Behavioral Intervention Plans [EC §§ 56520-56525) specified by the pupil's IEP and consideration of how to implement such plans while a pupil is being transported;
5. Mid-day or other transportation needs (e.g., occupational or physical therapy

or mental health services at another site, community based instruction, preparation for meeting post secondary goals, etc.);

6. Extended school year (ESY) services should be another consideration of a student's need for transportation if considered necessary to provide a free appropriate public education (FAPE) as specified in the student's IEP.

Any individual student needs as they relate to the student's safe transport to and from school (e.g., specialized equipment needs, positive behavioral strategies required during transport, medical needs and/or emergency medication, etc.) must be clearly documented in the IEP and communicated to the transportation provider.[2]

III. Nondiscrimination and Equal Access

LEAs may not operate their transportation programs or activities on the basis of generalizations, assumptions, prejudices, or stereotypes about disability generally or specific disabilities in particular. Decisions must rely on the same objective criteria applied to all students. For example, if an LEA offers extracurricular activities it must do so in a manner as is necessary to afford qualified students with disabilities an equal opportunity for participation; the provision of unnecessarily separate or different services is discriminatory (Office of Civil Rights, *Dear Colleague Letter*, Jan. 25, 2013).

IV. Administrative Responsibilities and Policy Development

All students are subject to the rules and policies governing regular transportation offerings within the LEA, unless the specific needs of a student with a disability or the location of a special education program or service dictate that special education transportation is required.

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[2] See **Appendix B** for SpEd Transportation - Student Support Needs

LEAs may provide transportation directly or through contracts.

Each LEA providing special education is required to adopt policies for the programs and services it operates, consistent with agreements with other districts or county offices and/or agreements stated as part of the local plan for special education (*EC* 56195.8). These policies describe how special education transportation is coordinated with regular home-to-school transportation and set forth criteria for meeting the transportation needs of pupils receiving special education (*EC* 56195.8(b)(5)). It is recommended these policies focus upon pupil needs as the primary consideration for determining transportation services and that these policies also address the needs of pupils who may be eligible for transportation services as required by Section 504 of the Rehabilitation Act of 1973.

Additional policy areas may include:

- Control and management of confidential information;
- Transport of medications;
- Student suspension procedures;
- Physical intervention/management (i.e., authority to use special harness, vest, and belts);
- Early closing of school due to inclement weather or other emergencies;
- Authority to operate special equipment;
- Procedures when no adult is home to receive students;
- When and how to involve community emergency medical and/or law enforcement personnel;
- Use of mobility and/or bus aides;
- Communication requirements around student address changes; and
- Documentation requirements.

Administrators and IEP team members should be informed of all transportation options and resources, and should be familiar with their LEA's transportation rules and policies.

V. Efficiency, Scheduling, Length of Day, Related Services & Extracurricular Events

Transportation Efficiency

Transportation efficiency is influenced by program locations and student placements. LEAs should conduct regular demographic and geographic reviews to inform service regions. A mission statement and policies developed by the agency may promote the comprehensive commitment to all students and the acceptance of students with disabilities in a broad variety of settings.

Scheduling

Coordination of calendars and schedules across sites is essential to maximize transportation efficiency and minimize unnecessary service days.

Length of School Day

Students with disabilities must be provided an instructional day comparable in length to that of nondisabled peers in their chronological peer group unless otherwise specified in the IEP. The use of alternative start or end times for students with disabilities could lead to program compliance concerns and charges of discrimination. Transportation should generally be arranged so students with disabilities arrive at school with their non-disabled peers and leave at the same time as their non-disabled peers.

Accessing Related Services Provided Outside of the Regular Schoolday

When the IEP team has determined that the needs of the student require receiving any related service outside of the “established” school day, specialized transportation may need to be provided if accessing the service prevents the student from accessing general education transportation or is otherwise required based on the child’s disability.

Extracurricular Events

If provisions for "early or late" transportation are made for students within the general education program due to extracurricular events, students with disabilities should have equal access and opportunity to these events.

VI. Role of IEP Teams and Assessment Information

Eligibility for special education transportation as a related service shall be determined by the IEP team individually for each student, based on the assessment information related to the student's disability. This determination, which shall be stated in the IEP, must be related to the needs of the student as a result of the student's disability and consideration of whether transportation is required for the student to benefit from special education. When safety is a consideration, the determination must be related to the student's disability and may not be based solely on the student's chronological age or the school the student is attending. Parent participation in the IEP process, including decisions relating to the least restrictive environment for transportation, is required.

A guiding question for teams is whether the student can access the school environment and/or regular education transportation in the same manner as nondisabled peers. Assessments may consider mobility, medical needs, orientation skills, and safety factors.[3]

LEAs should start with the presumption that a student with a disability will access transportation services with nondisabled peers as long as such transportation is appropriate to meet the student's education needs.

<u>IEP Goals and Services to Increase Transportation Independence</u>

The determination as to whether goals and objectives addressing transportation are required in a student's IEP depends upon the purpose of the transportation. If transportation is being provided solely to enable the student to attend school, no goals or objectives may be needed. However, if transportation is provided for some

[3] See **Appendix A** for Special Education Transportation Eligibility Checklist

other purpose related to the student's education and the student receives instruction during the provision of the related service, then goals and objectives must be provided. For instance, if services are being provided to increase a student's independence while in transit, goals and objectives would be necessary. When developing specific IEP goals and objectives related to the student's use of transportation, the IEP team may wish to consider a blend of transportation services as the student's needs evolve. Students may require ongoing assessment and refinement of IEP goals as transportation skills increase.

VII. Transportation Staff Participation in IEP Meetings

It is recommended that transportation staff be invited to an IEP team meeting when:

- A change of placement is being considered that would result in a significant transportation route/schedule change;
- Changes are being considered to a student's schedule resulting in a late start or early dismissal; or
- A student requires:
    - Adaptive or assistive equipment;
    - Vehicle modifications;
    - Implementation of a Behavior Intervention Plan during transport due to significant behavioral difficulties;
    - Medical assistance; or
    - Other specialized supports due to the student's unique needs.

VIII. Transportation Options

Many students will not require transportation as a related service. In these cases,

the student may be able to independently navigate to school (i.e., walking, biking, etc.) or the parent may transport the child.

For students who do require transportation as a related service, transportation options should prioritize safety, efficiency, cost-effectiveness, and LRE. Options may include:

- Regular school bus, especially when the child lives in the same neighborhood and is going to the same location as peers;
- Lift-equipped vehicles for the regular routes;
- Adding a monitor or aide on the bus;
- Integrating a student's positive behavioral intervention planned strategies on the bus;
- Public transportation (with reimbursement if applicable);
- Riding a special bus or van from a pick-up point;
- Curb-to-curb or door-to-door special education transportation via a school bus or van;
- Taxi or specialized shuttle service;
- Reimbursement of parent's voluntary participation to provide transportation in lieu of other alternatives; or
- Providing board and lodging to students by a school district or county superintendent of schools made in lieu of providing for the transportation of students between their homes and the regular full-time day schools they attend (EC 41850(b)).

Specialized transportation services must be clearly documented in the IEP with specificity and should be approved by the transportation and/or special education administrator.

IX. Transportation Obligations in Placements Outside the Neighborhood School

Typically, when an LEA places a student outside their neighborhood school, the LEA

remains responsible for transportation.

In **inter-district transfer** situations where the parent/guardian of a student with a disability elects to attend a school in a different LEA than their LEA of residence, the parent/guardian typically is responsible for transportation. If the student requires transportation due to his/her disability, the LEA responsible for FAPE generally must provide transportation. However, LEAs generally will not be expected to go beyond their district's geographic boundaries to transport a student with a disability to their home.

In **intra-district transfer** situations where the parent/guardian of a student with a disability elects to attend a school in the LEA other than the neighborhood school they would normally attend out of personal choice and not due to disability-related needs, the parent/guardian typically is responsible for transportation. If the student requires transportation due to his/her disability, the LEA responsible for FAPE generally must provide transportation.

For **charter schools**: Generally, the parent/guardian of a student with a disability enrolled in a charter school will be responsible for transportation. However, if the student requires transportation as a related service, the charter school is responsible for providing it.

For **foster youth**: A foster youth who remains in his/her school of origin after being moved to a different home placement is entitled to receive transportation to his or her school of origin. These costs typically are borne by the child welfare agency; however, if a child requires transportation as a related service, the LEA responsible for FAPE generally must continue to provide transportation. However, if there are additional costs incurred in providing transportation to maintain foster youth in their schools of origin, the school only has to provide transportation if the child welfare agency agrees to reimburse the school or the school agrees to all or part of the additional costs (20 USC 6312(c)(5)(B)).

Private schools:

- A publicly placed private school student (typically at a certified nonpublic

school) has all the rights of a child with a disability who is served by a public agency, including related service transportation in conformance with an IEP, at no cost to the parents.

- When a parent places a student in a private school per parent choice and/or as a unilateral placement, the IDEA explicitly states that the LEA is not required to provide transportation from the student's home to the private school (34 CFR 300.139(b)(1)(ii)).

X. Considerations for Preschoolers

Criteria and options for meeting the special education transportation needs of individuals with disabilities between the ages of three and five, inclusive, shall be included in the local transportation policy (EC 56441.14).

XI. Suspension from Transportation Services

Occasionally, students receiving special education services are suspended from bus transportation. The suspension of a student receiving special education services from transportation can constitute a significant change of placement if the LEA/district:

- Has been transporting the student;
- Suspends the student from transportation as a disciplinary measure; and
- Does not provide another mode of transportation

(*Questions and Answers on Serving Children with Disabilities Eligible for Transp.* (OSERS 2009)). A significant change in placement requires an IEP team meeting to review the student's IEP. If transportation is included as a related service in the IEP, the LEA must provide an alternative form of transportation during any suspension from bus services. This may include arrangements such as parent-provided transportation with mileage reimbursement, if agreed upon.

Alternative transportation must be provided at no cost to the student or parent to ensure continued access to required special education instruction and related services. If the LEA does not provide alternative transportation, a bus suspension constitutes a day of removal (*Letter to Sarzynski* (OSEP 2012)).

XII. Legal Guidance for Consideration

Office of Administrative Hearings (OAH) decisions can inform special education teams in addressing requests related to convenience, preschool, location of pickup, difficult roads, door-to-door transportation, Least Restrictive Environment (LRE), and length of ride.

Convenience Requests:

The related service of transportation for a student with a disability is to address the student's educational needs, not to accommodate a parent's convenience, preference, or need for child care. Following is relevant case law:

- The fact that a parent personally dislikes bus personnel does not mean that the student's transportation needs are not being met. If aide support is required on the bus, the aide should be trained, knowledgeable of any applicable behavior or health care plan, and familiar with district transportation procedures. *Student vs. Los Angeles USD* (2007), OAH Case No. 2007060036.
- An LEA does not have to provide transportation from home to school when parental request is based on need to timely transport student's siblings. *Parents vs. Los Angeles USD* (2008), OAH Case No. 2008090736.
- An LEA does not have to provide transportation to a neighborhood school because a parent might obtain employment or because a student aged 7 or 8 required supervision to walk four blocks to school. *Parents vs. Los Angeles USD* (2012), OAH Case No. 2012060029.

- An LEA does not have to provide transportation to private after school care. *Parents vs. Los Angeles USD* (2012), OAH Case No. 2012040886.
    - However, if the IEP team offers such services or programs as necessary to provide the student with FAPE, then transportation should be provided.
- An LEA does not have to transport where parent alleges it is inconvenient to walk to school, particularly in the rain. *Parents vs. Jurupa USD* (2013), OAH Case No. 2013030379.
- An LEA does not have to provide door-to-door transportation based on parent's preference to not walk a block to the bus stop. *Parent v. Los Angeles USD* (2016), OAH Case No. 2016021032.
- There are no California statutes that define the maximum amount of permissible travel time on a school bus to and from school. IDEA does not contain any provision addressing the appropriate length of bus rides. The determination must be made on an individualized analysis of the needs and circumstances of the specific child. *Parents vs. Oceanside School District* (2011), OAH Case No. 2011120626.
    - ALJs and agencies have upheld bus trips of well over an hour when circumstances have required it. (*See*, *e.g.*, Parents v. Mt. Diablo Unified Sch. Dist. (OAH, Oct. 3, 2019, No. 2019050382) (a little over an hour); Murrieta Valley Unified Sch. Dist. v. Parents (OAH, Sept. 23, 2016, No. 2016080027) (90 minutes); Vista Unified Sch. Dist. v. Parents (OAH, Nov. 25, 2014, No. 2014051236) (same); Parents v. Oceanside Unified Sch. Dist. (OAH, March 5, 2012, No. 2011120626) (90 minutes to school, 2 hours home); Alpine (UT) Sch. Dist. (OCR 1991) 18 IDELR 861 (90 minutes)).
- Schools generally will not be expected to go beyond district boundaries to transport a student with a disability who splits residence between two parents in a situation where one parent lives in the district and the other parent lives outside of district territory. School districts have not been required to mitigate hardships caused by these domestic living arrangements. *North Allegheny Sch. Dist. v. Gregory P.*, 25 IDELR 297 (Pa. Comm. Ct. 1996).

Preschool:

- An LEA must provide transportation to preschool programs as a related service if the IEP team deems it necessary for FAPE. *Letter to Neveldine* (OSEP 1996); *Letter to Anonymous* (OSEP 2008).
- Schools are responsible for transporting a preschool-age child to the site at which the public agency provides special education and related services to the child if that site is different from the site where the child receives other preschool or day care services. OSERS, Notice of Interpretation, Appendix A, Question 33 (1999 regulations).
- An LEA should offer transportation to a preschool student placed at a program two miles from his school of residence (defined as his neighborhood school). *Parent v. Burlingame Elementary School District* (2017), OAH Case No. 2017050159.
- The district of residence (DOR) for preschool is established by the parent's residence. The DOR is not required to provide transportation for a preschool-aged student on a parentally requested intra-district transfer. *Parents vs. Garden Grove USD,* OAH Case No. 2009081095.
- The IEP team should consider whether a typically developing child of the same age could access the regular education transportation methods. In *Student v. Soquel Union Elementary School District* (OAH 2007), Case No. 2006120082, a district was not found to be obligated to provide transportation as a related service in order for the student to receive a FAPE. The Administrative Law Judge noted that "One does not expect a preschool student to be able to safely walk to school by himself, as preschool students generally lack hazard awareness." The fact that the student, like his same-age peers, was not able to get to school safely by himself did not require that the district provide the student with transportation to receive an educational benefit, as the student's need for transportation was the same as that of his typically developing peers.
    - A child's age, not disability, was the factor in his ability to transport himself to school. *San Bruno Unified School District v. Parent* (2016), OAH

Case No. 2015110053.

Location of Pickup

- Cases have found that school districts are not required to cross the threshold and enter the interior of the home to retrieve and deliver the student. (see *Independent School District*, 17 IDELR 21 (SEA MN 1990) [school district was not obligated to provide an aide to carry a non-ambulatory child inside her home and up a flight of stairs]; and *New York City School District*, 508 IDELR 282 (SEA NY 1986) [school personnel were not required to go inside the apartment building where a student with an orthopedic impairment lived]). Generally, however, if the student's IEP calls for door-to-door transportation, the district will be expected to provide transportation to and from the street location closest to student's doorstep.

Difficult Roads

Whether special transportation must be provided on dirt roads and in what manner generally turns on whether it is dangerous or cumbersome for the student to walk to the bus stop, the length of the road, condition of the road, mobility of the student, and whether the student can recognize danger.

- The federal Office for Civil Rights (OCR) has recognized that where the condition of the road precluded the bus from reaching the student's home, alternative means could be used. Specifically, the district could satisfy its door-to-door obligation by having the school bus stop at an intersection near the dirt road where the student lived and having an adult aide walk with the student between the bus stop and home. *Shasta County (CA) Office of Education*, 16 IDELR 1206 (OCR 1990).
- Unsafe road conditions and/or lack of appropriate district vehicles do not necessarily relieve a district from its obligation to meet a student's transportation needs, especially with regard to the student's safety. In this case, the evidence showed that it was unsafe for anyone to physically push

student in his heavy wheelchair up and down the sloping, uneven sidewalk between home and the bus stop. To provide a FAPE, the district was ordered to provide another form of transportation capable of safely transporting student between home and school (e.g., wheelchair-accessible car or minivan), even if that required that the student be the only passenger. *Student vs. Los Angeles USD* (2007), OAH Case No. 2007030065.

Door-to-Door Transportation

The IDEA does not mandate that a child be picked up at his home, nor does it prohibit a school from establishing bus stop locations for students with disabilities. The decision of whether to transport a child from the home or from a local bus stop must be made on an individual basis in the process of drawing up the child's IEP (71 Fed. Reg. 46,576 (2006)).

The IDEA does not define transportation as door-to-door services. Decisions regarding such services are left to the discretion of the IEP team. From where a student should be transported is an IEP team decision. The courts' decisions, which help guide IEP team decisions, have considered the student's needs, age, the nature of the student's disability, the conditions of the route to be traveled to the bus stop, the availability of public assistance for the student when walking that route, and the student's ability to safely access transportation to and from school in the way other students in a district access transportation.

- Not every situation requires door-to-door transportation to meet a student's unique needs.
    - A student's young age does not automatically qualify him/her to receive this type of transportation service. *Pajaro Valley Unified School District*, SEHO Case No. SN03-01877 (December 18, 2003)
- Cases have found that school districts are not required to cross the threshold and enter the interior of the home to retrieve and deliver the student. (see *Independent School District*, 17 IDELR 21 (SEA MN 1990) [school district was not obligated to provide an aide to carry a non-ambulatory child inside her

home and up a flight of stairs]; and *New York City School District*, 508 IDELR 282 (SEA NY 1986) [school personnel were not required to go inside the apartment building where a student with an orthopedic impairment lived]). Generally, however, if the student's IEP calls for door-to-door transportation, the district will be expected to provide transportation to and from the street location closest to student's doorstep.

LRE Decisions

- The IEP team should always consider general education transportation first. Home-to-school transportation for a 13-year-old with sensory integration and social adaptive behavior deficits was denied because the district's offer of general education bus transportation was the LRE for the student, was appropriate for his needs, and allowed him access to his educational program; he had no physical impairment that would prevent him from reaching the bus stop; he possessed the cognitive ability to learn and remember the route between his home and the stop. *Modesto City Elementary School District* (2002), SN02-01651.
- Student with medical diagnosis of short-gut syndrome, ADHD, Tourette Syndrome and a history of seizures could be safely transported on regular education bus. *Pleasant Valley School District* (2002), SN01-02108.
- Even though a student with a disability received transportation to and from school on an early childhood bus, staffed by both a driver and an aide, that service does not have to be continued as a child progresses. A student can travel on a regular bus when the driver could be trained in both recognizing the onset of a seizure and the proper administration of medication. *Forest Area Community Schools*, 47 IDELR 117 (SEA MI 2006).

Length of Ride

- There are no California statutes that define the maximum amount of permissible travel time on a school bus to and from school. IDEA does not contain any provision addressing the appropriate length of bus rides. The

determination must be made on an individualized analysis of the needs and circumstances of the specific child. *Parents vs. Oceanside School District* (2011), OAH Case No. 2011120626.

- ALJs and agencies have upheld bus trips of well over an hour when circumstances have required it. (*See*, *e.g.*, Parents v. Mt. Diablo Unified Sch. Dist. (OAH, Oct. 3, 2019, No. 2019050382) (a little over an hour); Murrieta Valley Unified Sch. Dist. v. Parents (OAH, Sept. 23, 2016, No. 2016080027) (90 minutes); Vista Unified Sch. Dist. v. Parents (OAH, Nov. 25, 2014, No. 2014051236) (same); Parents v. Oceanside Unified Sch. Dist. (OAH, March 5, 2012, No. 2011120626) (90 minutes to school, 2 hours home); Alpine (UT) Sch. Dist. (OCR 1991) 18 IDELR 861 (90 minutes)).

- As with all services in a student's IEP, transportation services must be appropriate to the student's needs and circumstances. As noted above, various cases have held that a mere desire for shorter ride time because of fatigue from long bus ride does not require route change. However, where there is disability-related reason to require a shorter bus ride, failure to shorten the student's commute has been held to be denial of FAPE due to failure to provide appropriate related service
  - Student's bus trip to new placement began at 6am for a 7:55am school start. Parent cited "safety and emotional limitations" on long commutes and Student's "sleep issues;" Student's ABA provider and neurologist opined that long bus commute would cause distress and impact Student's ability to learn. District could have, but did not, meet Student's need for a shorter bus route. ALJ ordered a shorter bus ride of no more than one hour. (Student v. San Diego Unified Sch. Dist. (OAH 2025, No. 2024100129).

XIII. Summary

LEAs must maintain transportation policies that align with federal and state law and support access to FAPE in the LRE. IEP teams must base transportation decisions on

individual student needs. Administrators and IEP team members should be informed of all transportation options and resources, and should be familiar with their LEA's transportation rules and policies. Effective planning, coordination, and communication enhance both compliance and efficiency.

XIV. References

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Appendix

Special Education Transportation Eligibility Checklist

Student Name: _____ DOB: _____

Case Manager: _____ Grade: _____

School of Residence: _____ School of Attendance: _____

Directions: Use this form as a guidance tool for IEP teams to determine if a student requires special education transportation as a related service to access FAPE *due to their disability.*

IEP teams must involve the parent/guardian in the transportation decision-making process.

Section 1

Can the student access the school environment and/or regular transportation in a similar manner to their nondisabled peers?	Yes	No

If YES, student is not eligible. If NO, please complete Section 2.

Section 2

1. **Health/Mobility:** Does the student have health needs that place them at risk on typical modes of transportation, and/or a physical disability that significantly impacts mobility (e.g., uses a wheelchair)? **If yes, explain:**	Yes	No
2. **Safety Risk:** Does the student have limited capacity, due to their disability, to arrive at school on time, avoid getting lost, avoid dangerous traffic situations, and avoid other potentially dangerous or exploitative situations on the way to and from school? **If yes, explain:**	Yes	No
3. **Behavioral Needs:** Does the student's IEP indicate a need for positive behavior intervention strategies and/or a Behavior Intervention Plan which require specialized transportation supports to implement in transit? **If yes, explain:**	Yes	No
4. **Services Outside of School Day**: Does the student receive related services outside of the regular school day (e.g., OT, PT, community-based instruction, etc.) that require specialized transportation services to access? **If yes, explain:**	Yes	No

If YES to any question in Section 2, the student is eligible.

Section 3: Does the student require transportation as a related service to access FAPE?

Yes	No

LEA Designee Signature_____ Date_____

SpEd Transportation - Student Support Needs

Student Name: _____ DOB: _____

Case Manager: _____ Grade: _____

School of Attendance: _____ Submission Date: _____

Directions: *Complete this form if a student requires SpEd transportation and they have additional support needs related to their disability in order to access transportation.* ***Please provide this form to the transportation provider/agency prior to start of service and any time the student's needs change.***

1. Disability a. What is the student's disability (primary/secondary)?: _____ b. Are there specific IEP goals for the student's independent/daily living skills related to travel? **If yes, explain:**	**Yes**	**No**
2. Behavioral and Communication Needs a. Does the student exhibit behavior that is potentially unsafe to self/ others? **If yes, explain:**	**Yes**	**No**
b. Does the student have a behavior plan? **If yes, explain:**	**Yes**	**No**
c. Does the student require communication strategies/supports to express needs/desires (e.g., visuals, sign language, communication board, AAC device etc.) **If yes, explain:**	**Yes**	**No**
3. **Vehicle and Equipment Needs** a. Does the student use braces, walker, manual or wheelchair? **If yes, explain:**	**Yes**	**No**
b. Is the student in need of an additional seat restraint aside from a seat belt? **If yes, explain:**	**Yes**	**No**

SpEd Transportation - Student Support Needs

Student Name: _____

4. **Medical Information** (*completed by District Nurse*) a. Does the student have a potentially life threatening condition or illness that requires monitoring, evaluation and/or possible intervention such as emergency medication during the bus ride? **If yes, explain and attach the student's *health plan*:**	**Yes**	**No**
b. Does the student use assistive devices or medical technologies, (e.g., tracheotomy, feeding tubes, ventilator, oxygen, suctioning devices, or wear a helmet or other protective gear)? **If yes, explain:**	**Yes**	**No**
c. Does the student experience severe allergic reactions? **If yes, explain:**	**Yes**	**No**
5. **Special Considerations** a. Does the student require any special seating arrangements, (e.g., position on the bus ride)? **If yes, explain:**	**Yes**	**No**
b. Are there any other special concerns the bus driver or other transportation staff should know to ensure the safety and welfare of the student during the bus ride? **If yes, explain:**	**Yes**	**No**
c. Is there specific training required for transportation staff on the student's behavior plan or medical plan? **If yes, explain:**	**Yes**	**No**
d. Is there any additional information the IEP team would like transportation staff to be aware of? This may include previous concerns that have arisen during transport, such as dysregulation with length of ride, behavioral challenges, toileting accidents, etc.? **If yes, explain:**	**Yes**	**No**