

## **SPECIAL TRANSPORTATION CONSIDERATIONS FOR IEP TEAMS**

While most students with disabilities receive the same transportation services a nondisabled children, it is the responsibility of the IEP team to determine whether the student's disability prevents the student from using the same transportation provided to nondisabled students, or getting to school in the same manner as nondisabled students. The IEP must include specific transportation recommendations to address each of the student's needs, as appropriate. It is not appropriate for the IEP to simply indicate, "special transportation needed", without including the nature of the special transportation. In determining and documenting a student's special transportation needs, the IEP team should consider the following:

- Medical documentation of a physical disability that prevents the student from walking or getting to school independently
- Medical documentation of a severe health condition that prevents the student from walking or getting to school independently
- The student has a documented severe cognitive disability that prevents the student from walking or getting to school independently
- The student has a behavior/emotional disability that is so severe that there is concern for the safety of the student or others
- The student has a severe communication disability that prevents the student from communicating for his/her own safety
- The student has a visual or hearing disability and the student is unable to arrive at school independently
- The student is eligible for early childhood special education programming and will not be able to participate in the program without transportation

## QUESTIONS TO HELP GUIDE THE TEAM IN SPECIAL TRANSPORTATION DECISION MAKING

1. Does the student have a unique cognitive or physical need that prevents regular transportation from being appropriate?

If yes, explain (general ability to ambulate, distance from school, safety concerns, etc...)

2. Does the student have a medical condition that prevents regular transportation from being appropriate?

If yes, describe the condition:

3. Does the student have behavior challenges that prevent regular transportation from being appropriate?

If yes, describe and include safety considerations:

*When the student's behavior is being considered, all appropriate interventions must be implemented, and results documented before considering the need for special transportation. Has the team conducted a functional behavior assessment and developed a behavior intervention plan?*

*If yes, review information with the team and determine if changes need to be made.*

4. What special equipment/personnel may be needed because of the student's unique physical/medical needs?

\_\_\_ Wheelchair lift

\_\_\_ Handrails

\_\_\_ Car seat or other special seat

\_\_\_ Light control

\_\_\_ Tinted Windows

\_\_\_ Climate control techniques

\_\_\_ Security devices (harnesses, seatbelts, wheel chair lock downs, etc...)

\_\_\_ Bus monitor

\_\_\_ Other (be specific): \_\_\_\_\_