



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

TITLE: Transportation Guidelines for Individualized Education Program (IEP) Teams

NUMBER: BUL-5003.3

ISSUER: Sharyn Howell, Executive Director
Division of Special Education

DATE: January 25, 2010

ROUTING

All Locations
Local District Superintendents
Administrators of Instruction
Operations Administrators
Local District Directors
Support Unit Administrators
School Administrators
Staff Supporting IEP Teams

POLICY: Pursuant to *California Education Code* (EC) 41851.2 it is the District’s responsibility to develop special education transportation guidelines for use by IEP teams that clarify when special education services are required.

The *Special Education Policies and Procedures Manual* outlines the District’s overall procedures. This Bulletin provides additional guidance to IEP teams.

34 CFR Section 300.34 defines transportation as a *related service*, and stresses that transportation is one element in determining a “free appropriate, public education” (FAPE) for a student with disabilities.

In accordance with EC 56195.8 (b)(5) the policy developed by the District must set forth criteria for meeting the transportation needs of special education pupils.

MAJOR CHANGES: This Bulletin re-establishes the District’s commitment to focus on the individual needs of students with disabilities in making transportation recommendations and ensuring these recommendations support the provision of FAPE for students with disabilities. It further delineates the concept of making a least restrictive transportation determination.

BACKGROUND: The *Individuals with Disabilities Education Act 2004 (IDEA)* conveys to the IEP team the authority to determine if transportation is necessary for a student to receive FAPE. In making this determination the IEP team must consider: (1) the needs of the student; and (2) the least restrictive form of transportation appropriate for the student.

PROCEDURES:

- I. Determining the Need for Transportation as a Related Service
 - A. Transportation is provided as a related service for students with disabilities if the following conditions exist:
 1. A student is placed by the District at a school other than their school of residence, which is referred to as the “home school.” “Home school” is defined as the student’s school of residence or school of choice.
 2. A student’s disability prohibits them from getting to school in the same manner as their non-disabled peers. If the student requires transportation, the justification must be included on their IEP in Section M, Item 8 of the current version of the Welligent IEP or in Part I of the FAPE GRID when



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

PROCEDURES:

it becomes available as part of the Welligent IEP upgrade.

- B. In accordance with the *Special Education Policies and Procedures Manual*, Page 216, transportation for students with disabilities is not provided when a student is unilaterally placed in a school setting by their parent/guardian. Transportation is a related service to meet the needs of the student and provided solely for that reason.

II. General Guidelines for Determining the Need for Transportation Services

- A. Students attending the school of residence or “home school” are expected to self transport either with the assistance of family or community members or with siblings, peers or other students in the neighborhood that attend the same school. This is the least restrictive option for students with disabilities and applies to students from pre-school through the age of 22.

The benefits to the student of attending their “home school” include: the development of friendships, the health benefits associated with being physically active, the opportunity to develop skills associated with personal independence, community awareness and the application of decision-making and safety skills taught in the school, home and community.

- B. When a student’s disability impacts their ability to be self-transported, the IEP team may consider eligibility for transportation as a related service. In doing so the IEP team must consider:
 - 1. The needs of the student; and
 - 2. The least restrictive alternative for meeting those needs.
- C. The needs of the student are determined by the information provided at the IEP meeting. Transportation is provided as a related service only if the student’s disability causes a “unique need” for some form of transportation to access the instructional program.

Students who are medically fragile, have acute illness, chronic illness, cognitive delays or sensory impairments which profoundly impact their ability to understand, respond to and /or communicate regarding concerns that may arise or who are technologically dependent due to health needs may be found eligible for transportation by the IEP team. For disabilities impacting health, endurance, stamina or for those requiring specialized equipment, the IEP team may wish to consult with the school nurse or the nurse housed in the local service area.



PROCEDURES: III. Guidelines for Determining the Type of Transportation

As indicated in the previous section the majority of students will be able to self-transport and the benefits to the student are significant.

When a student is placed by District staff at a school other than the school of residence (“home school”) or if the IEP team has determined that the student’s needs require the related service of transportation, the IEP team must determine the *least restrictive* transportation option.

A. Determining the Least Restrictive Transportation Option

The *least restrictive* transportation option is one that offers the student with a disability the greatest opportunity to use the same means of transportation that would be used by a nondisabled peer of the similar age.

Transportation options include:

1. School to School

This option provides school bus transportation from a District school site that is close to the student’s home to the school of attendance.

Parents/guardians are responsible for getting the student to the pick up site and ensuring supervision of the student is provided until the bus arrives. Parents/guardians are responsible for picking up the student at the time determined for drop off at the end of the school day. This option is available to students from pre-school through age 22.

For student’s being placed by the District in a school other than the school of residence School to School Transportation would be the least restrictive option. It is also the first option the IEP team should consider when determining the need for transportation as a related service due to the student’s disability.

The benefits to students using this option include learning to use a time schedule, interacting with peers and application of social, communication and safety skills.

2. Home to School

This option is more restrictive for students in those cases where the IEP team has determined the student requires transportation as a related service. It offers minimal benefits to the student.

The IEP team must consider the most effective way to develop the student’s skills when making a recommendation for Home to School Transportation. Attachments A-1 and A-2 provide a non-exhaustive list of suggested grade level standards as an aid in developing IEP goals and objectives. A fading plan that moves the student to participate in a less restrictive transportation option is an appropriate consideration for an IEP team once a student demonstrates proficiency in the goals and objectives



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

PROCEDURES:

that have been established.

3. Public Transportation

In cases of students who are placed by the District at a school other than their school of residence or the IEP team has determined a need for transportation as a related service, the IEP team may consider the provision of access to public transportation as the least restrictive option.

If the IEP team is considering this option, the team should contact the Special Education Support Unit for guidance in developing the IEP. This method of transportation may benefit students who are in transition to work programs, community day school programs, options school programs or are developing travel readiness skills. In this option the District provides the bus pass or tickets for the student.

4. Reimbursement

If there are questions about reimbursement as an option, contact the Special Education Support Unit. See the "Assistance" section for contact information.

B. Additional Considerations

1. Requests for Transportation Exceptions

Occasionally a student's physician may state a preference for a type of transportation equipment or schedule. School Physician Services must review these requests and give input regarding the needs of the student to the IEP team.

2. Use of Oxygen

Specific protocols for the use and transportation of oxygen have been developed by District Nursing Services. All requests to transport oxygen require the approval of both District Nursing Services and the Transportation Branch. Refer to BUL-2356.0: *Oxygen Use in Schools* for guidance.

3. Boundaries

Transportation is provided only within the boundaries of the Los Angeles Unified School District unless one of the exceptions on page 217 of the *Special Education Policies and Procedures Manual* applies.

4. Safety Information

Additional safety information can be found on Pages 219-236 of the *Special Education Policies and Procedures Manual*.



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

AUTHORITY: Superintendent of Schools

- RELATED RESOURCES:**
- *California Education Code (EC) 41851.2; 56195.8*
 - *Special Education Policies and Procedures Manual, Appendix, Pages 215-236*
 - *Code of Federal Regulations 34 CFR. 300.34*
 - *Individuals with Disabilities Education Act 2004 (IDEA 2004)*
 - *BUL-2356.0: Oxygen Use in Schools, dated March 1, 2006*

ATTACHMENTS: Attachment A-1: *Suggested Standards to Use in Developing Goals and Objectives for Student Independence and Safety (English)*
 Attachment A-2: *Suggested Standards to Use in Developing Goals and Objectives for Student Independence and Safety (Spanish)*

ASSISTANCE: For assistance or further information, please contact your Special Education Support Unit:

SUPPORT UNIT	ADMINISTRATOR	PHONE NUMBER
North	Cheryl Krohn and Cindy Welden	(818) 256-2800
Central-West	Diane Kloosterman and Bette Medina	(323) 421-2950
East	Judy Moe and Janet Montoya	(323) 932-2155
South	Emily Kuwahara and Don Macintosh	(310) 354-3431

SUGGESTED STANDARDS TO USE IN DEVELOPING GOALS AND OBJECTIVES FOR
STUDENT INDEPENDENCE AND SAFETY

The following are sample standards that could be used to develop IEP goals and objectives for students with disabilities to foster safety and social skills and developing a physically active and healthful lifestyle. These are taken from the Health Framework and History and Social Sciences Framework published by the California Department of Education. The Frameworks can be accessed from the California Department of Education web site www.cde.ca.gov. This is not an exhaustive list and IEP teams will want to tailor their decision making to the specific needs of individual students.

HEALTH FRAMEWORK

Kindergarten

Nutrition and Physical Activity

- S1 Students understand the benefits of physical activity.
- S3 Students recognize the value of participation in physical activity.

Growth and Development

- S1.4 Students identify trusted adults.
- S1.6 Students can name and describe the five senses.

Injury Prevention and Safety

- S1.1 Students identify safety rules for home, school and community.
- S1.8 Students identify ways to stay safe when crossing streets, riding a bicycle or playing.

First Grade

Injury Prevention and Safety

- S1.3 Students will discuss the meaning of basic safety related signs, symbols and warnings.
- S1.4 Students will identify safety hazards in the home, at school and in the community.

Second Grade

Nutrition and Physical Activity

- S1.8 Students will identify and explore opportunities outside of school for participation in physical activity

Third Grade

Mental, Emotional and Social Health

- S1.1 Students describe examples of healthy social behaviors.
- S1.2 Students describe the importance of assuming responsibility within the family and community.

- S1.4 Students discuss the importance of setting personal boundaries for privacy, safety and expression of emotion.

Fourth Grade

Nutrition and Physical Activity

- S1.7 Students describe the benefits of moderate/vigorous exercise.

- S1.8 Identify ways to increase and monitor physical activity.

Injury Prevention and Safety

- S1.2 Identify behaviors that may lead to conflicts with others.

Fifth and Sixth Grade

Nutrition and Physical Activity

- S1.9 Explain how good health is influenced by healthy eating and being physically active.

Personal and Community Health

- S1.6 Explain that all individuals have a responsibility to protect and preserve the environment.

Seventh and Eighth Grade

Nutrition and Physical Activity

- S1.14 Identify ways to increase daily physical activity.

- S1.15 Explain incorporating moderate or vigorous physical activity into one's life does not require a structure exercise program or specialized equipment.

Ninth through Twelfth Grade

Nutrition and Physical Activity

- S1.9 Analyze the relationships between physical activity and overall health

- S1.15 Explain the physical, academic, mental and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease

Injury Prevention and Safety

- S1.1 Discuss ways to reduce risk of injuries that can occur during athletic and social activities.

HISTORY AND SOCIAL STUDIES FRAMEWORK

Kindergarten

- K.4 Students compare and contrast the locations of people, places and environments and describe their characteristics.

First Grade

- 1.2 Students compare and contract the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
- 1.2.3 Students construct a simple map using cardinal directions and map symbols.

Second Grade

- 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places and environments.

Third Grade

- 3.1 Students describe physical and human geography and use maps, tables, graphs, photographs and charts to organize information about people, places and environments.

NORMAS SUGERIDAS PARA LA ELABORACIÓN DE METAS Y OBJETIVOS RELATIVAS A LA INDEPENDENCIA Y SEGURIDAD DE LOS ALUMNOS

Las siguientes son muestras de normas que podrían emplearse en la elaboración de metas y objetivos del IEP (Programa de Educación Individualizado, por sus siglas en inglés) para alumnos con discapacidades, que pretenden propiciar habilidades de seguridad y sociabilidad y, en consecuencia, fomentan un estilo de vida físicamente activo y saludable. Tales sugerencias provienen del marco de parámetros de salud, historia y ciencias sociales publicados por la Secretaría de Educación del Estado de California. Se puede acceder a los parámetros en el sitio web de la Secretaría de Educación del Estado de California www.cde.ca.gov. No es una lista exhaustiva y los comités del IEP tienen la oportunidad de adecuar sus decisiones a las necesidades de cada alumno.

MARCO DE PARÁMETROS DE LA SALUD

Kindergarten

Nutrición y actividad física

- N1 Los alumnos entienden las ventajas de la actividad física.
- N3 Los alumnos reconocen el valor de la participación en las actividades físicas.

Crecimiento y desarrollo

- N1.4 Los alumnos reconocen a los adultos de su confianza.
- N1.6 Los alumnos nombran y describen los cinco sentidos.

Prevención de lesiones y seguridad

- N1.1 Los alumnos reconocen las normas de seguridad del hogar, escuela y comunidad.
- N1.8 Los alumnos determinan las formas de permanecer seguros al cruzar la calle, andar en bicicleta o jugar.

Primer grado escolar

Prevención de lesiones y seguridad

- N1.3 Los alumnos analizarán el significado de las señas básicas de seguridad, símbolos y avisos de alerta.
- N1.4 Los alumnos reconocerán los peligros en el hogar, escuela y comunidad.

Segundo grado escolar

Nutrición y actividad física

- N1.8 Los alumnos reconocerán y explorarán oportunidades fuera de la escuela y participarán en actividades físicas.

Tercer grado escolar

Salud mental, emocional y social

- N1.1 Los alumnos describen ejemplos de conductas sociales saludables.
N1.2 Los alumnos describen la importancia de asumir la responsabilidad dentro de la familia y la comunidad.
N1.4 Los alumnos examinan la importancia de establecer límites personales en torno a la privacidad, seguridad y expresión de las emociones.

Cuarto grado escolar

Nutrición y actividad física

- N1.7 Los alumnos describen las ventajas del ejercicio moderado y vigoroso.
N1.8 Determinar formas de aumentar y monitorear la actividad física.

Prevención de lesiones y seguridad

- N1.2 Reconocer las conductas que podrían llevar a conflictos con los demás.

Quinto y sexto grado escolar

Nutrición y actividad física

- N1.9 Explicar cómo la buena salud se ve influenciada por hábitos alimenticios saludable y la actividad física.

Salud personal y comunitaria

- N1.6 Explicar que todas las personas tienen la responsabilidad de proteger y preservar el medio ambiente.

Séptimo y octavo grado escolar

Nutrición y actividad física

- N1.14 Determinar formas de aumentar la actividad física cotidiana.

- N1.15 Explicar que la incorporación de actividad física moderada y rigurosa en la vida personal no requiere un programa estructurado de ejercicio ni equipo especializado.

Noveno a duodécimo grado escolar

Nutrición y actividad física

- N1.9 Analizar la relación entre la actividad física y la salud general.
N1.15 Explicar las ventajas físicas, académicas, mentales y sociales de la actividad física y la relación entre un estilo de vida sedentario y las enfermedades crónicas.

Prevención de lesiones y seguridad

- N1.1 Abordar formas de reducir el riesgo de lesiones que podrían ocurrir en el curso de actividades atléticas y actividades sociales.

Marco de parámetros de historia y ciencias sociales

Kindergarten

- K.4 Los alumnos comparan y contrastan la localización de las personas, lugares y medio ambiente y describen sus características.

Primer grado escolar

- 1.2 Los alumnos comparan y contrastan las localizaciones absolutas y relativas de lugares y personas y describen las características físicas y humanas de lugares.
1.2.3 Los alumnos preparan un mapa sencillo usando las direcciones cardinales y los símbolos cartográficos.

Segundo grado escolar

- 2.2 Los alumnos dan muestras de conocimientos de los mapas al describir las localizaciones absolutas y relativas de las personas, los lugares y el medio ambiente.

Tercer grado escolar escolar

- 3.1 Los alumnos describen la geografía física y humana y el uso de los mapas, tablas, gráficas, fotografías y diagramas para la organización de la información acerca de las personas, los lugares y el medio ambiente.