

## Transportation Independence Tools

IDEA requires that all related services are provided in the Least Restrictive Environment (LRE). This same guidance applies with regard to transportation services. Students with disabilities should be provided access to the educational program, to the extent possible, in the same manner as their non-disabled peers. Our goal is to assure access to the educational program while teaching independence skills in order to achieve the LRE.

### Levels of Service

The district offers transportation service at multiple levels to coincide with each student's skills and abilities. Listed below are, from least restrictive to most restrictive, the service options available.

- Public Transit** Where public transit is available and appropriate students may use public transit bus service.
- Centralized** This bus service is provided at the designated neighborhood bus stop which may be used to provide bus service for students in the regular education program.
- Transitional** The bus stop is located at a safe point which is somewhere between the home location and the regular neighborhood bus stop. This bus stop location can be customized based upon the student's abilities. As the student's skills increase transportation staff will work with the IEP team to provide a progressively more independent location.
- Curbside** Service is provided at the closest safe point to the student's residence. This bus service is the most restrictive service provided. Typically, for students requiring this service, it is expected that a responsible adult is present to deliver/receive custody of the student.

## Providing the Least Restrictive Bus Service

### Independence Matrix

Although every student has an individualized education program, the following guidelines help establish targets and goals. Not every student in a given program will be able to achieve these standards while some students will be capable of exceeding them. In each case, the IEP team should assess the student's skills and abilities in order to establish the correct level of service. Where a student's skills and abilities do not meet the expected service standards a targeted intervention is warranted.

Program	Pre-Kgn & Kindergarten	1 <sup>st</sup> – 3 <sup>rd</sup>	4 <sup>th</sup> – 6 <sup>th</sup>	7 <sup>th</sup> – 9 <sup>th</sup>	10 <sup>th</sup> –12 <sup>th</sup>	Post 12 <sup>th</sup>
<b>Autism Program SDC</b>	Curb	Curb	Trans	Trans	Cent	
<b>Fully Included Autism</b>	Curb	Trans	Trans	Cent	Cent	
<b>Mild/Moderate SDC</b>	Curb	Trans	Trans	Cent	No Service	
<b>Moderate/Severe SDC</b>	Curb	Curb	Curb	Trans	Trans	
<b>Adult Transition</b>	n/a	n/a	n/a	n/a	n/a	Pub. Trans.
<b>VI</b>	Curb	Curb	Trans	Trans	Trans	Trans
<b>RSP</b>	No Service	No Service	No Service	No Service	No Service	No Service
<b>ED SDC</b>	Curb	Curb	Trans	Trans	Cent	
<b>DHH</b>	Curb	Curb	Trans	Trans	Cent	Cent

## Skills Ladder

Each level of transportation service has an associated set of student skills which must be mastered before the student can proceed to a more independent level. Listed below (in order from least restrictive to most restrictive) are each of the service levels and their associated skills. The skills listed do not need to be obtained in any particular order. Based upon specific knowledge of student abilities, additional skills may be added to any category. When the IEP team finds it necessary to modify this skill set transportation staff should be contacted.

When a student is not capable of being safely served at the expected level, the case manager should establish IEP goals to help the student progress. These goals should be specific to the desired skill and may require the assistance of the bus driver for assessment and/or instruction. The frequency of goal achievement should be increased until the student demonstrates mastery.

Service Level	Skills to Be Mastered	Sample IEP Goal (Student will be able to ...)
<b>Public Transit</b>	<ul style="list-style-type: none"> <li>• Make Change</li> <li>• Read a public transit schedule</li> <li>• Ask directions</li> <li>• Position your own wheelchair (if appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>• Produce correct exact bus fare as measured by the teacher 9/10 times.</li> <li>• Select stop times &amp; buses using transit schedule as measured by teacher.</li> <li>• Role play asking the driver for directions as measured by teacher.</li> <li>• Set wheelchair in the correct position as measured by the driver.</li> </ul>
<b>Centralized</b>	<ul style="list-style-type: none"> <li>• Safe path to your stop</li> <li>• Respect for property</li> <li>• Knowing how long to wait for a late bus</li> <li>• Ability to contact transportation dispatch if the bus is late</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate safely walking to the bus stop as measured by the teacher.</li> <li>• Wait for the bus in the correct area properly as measured by the teacher.</li> <li>• Role play waiting and determining when to call transportation as measured by the teacher.</li> <li>• Demonstrate accurately calling transportation dispatch as measured by the teacher.</li> </ul>
<b>Transitional</b>	<ul style="list-style-type: none"> <li>• Recognize the bus/route</li> <li>• Recognize the stop and be ready for it</li> <li>• Importance of time, ability to tell time</li> <li>• Waiting for the bus with assistance</li> <li>• Requesting help / self-advocacy</li> <li>• Interact with other passengers appropriately</li> <li>• Crossing the street safely – being crossed</li> <li>• Avoiding neighborhood obstacles, Stranger Danger (dogs, etc.)</li> <li>• Waiting for the Bus Independently</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the route number located on the bus as measured by the driver.</li> <li>• While on the bus get ready to get off at the assigned stop as measured by the driver.</li> <li>• Correctly report whether (s)he is on time for the bus as measured by the teacher.</li> <li>• Locate a safe spot to wait with help from a responsible adult assessed by teacher.</li> <li>• Properly and politely ask for assistance as measured by the driver.</li> <li>• Role play entering and exiting the bus appropriately as measured by the teacher.</li> <li>• Demonstrate safe street crossing skills as measured by the teacher.</li> <li>• Recognize potentially unsafe conditions as measured by the teacher.</li> <li>• Wait for the bus independently in a safe location as measured by the teacher.</li> </ul>
<b>Curbside</b>	<ul style="list-style-type: none"> <li>• Present bus pass</li> <li>• Greet the driver</li> <li>• Follow instructions</li> <li>• Observe Bus Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Show the bus pass to the bus driver as measured by the driver.</li> <li>• Address the driver in a friendly manner as assessed by the driver.</li> <li>• Appropriately respond to driver instructions on the bus as assessed by the driver.</li> <li>• Demonstrate safe riding behavior as reported by the bus driver.</li> </ul>