

SPECIAL TRANSPORTATION RULES & IEP EXAMPLES

DHS will reimburse school districts for special transportation when students are transported to & from school, as long as another covered IEP service is provided and student has one of the disabilities below:

1. Physical or mental impairment - psychological disorder
2. Physical condition or mental disorder
3. Demonstrates Level 1 behavior or needs help with a personal care need while transported

Covered Special Transportation Services:

1. A student who requires a special adaptation to the bus, **Example:** wheelchair lifts, special harness, safety vest or special car seat (not a regular car seat or belt) **NO AIDE REQUIRED.**
2. If student does not qualify for Question #1, then there has to be an **additional AIDE/Nurse** on the bus to assist that student with their behaviors, medical needs, or cognitive deficits.

Non-Covered Services:

- Services of bus supervisors and monitors
- Transportation for students who do NOT require a special adaptation, such as a wheelchair, harness, or aide
- Transportation provided by parents, stepparents, foster parents, family members and neighbors
- Transportation to or from home and school on a day when no other covered IEP service is provided
- Transportation by ambulance or another MA covered transportation provider.

SPECIAL TRANSPORTATION IEP EXAMPLE STATEMENTS:

1. CHLD uses a wheelchair for mobility and requires special transportation with chair lift and tie downs.
2. CHLD exhibits behaviors that have the potential to harm himself or others. Special transportation will be provided with appropriate adult supervision to observe and redirect when harmful behaviors occur.
3. Due to CHLD's extreme vulnerability and low cognitive functioning, special transportation will be provided with an aide on the bus to observe and redirect as needed.
4. CHLD requires special transportation due to her poor muscle control and uses a special harness and seating device when being transported on a bus.
5. CHLD requires special transportation with hand-to-hand transfer. Her lack of self-preservation skills and social naïveté make her vulnerable. Therefore an aide will be on the bus to observe and re-direct as needed.
6. CHLD can exhibit physically and verbally aggressive behaviors that could result in physical harm to himself or others as well as damage to property due to a lack of social skills and self-regulation skills. Special transportation with adult supervision is needed to observe, monitor and redirect any behavior that could harm himself or others.
7. CHLD will continue to receive special transportation due to his vulnerability, short term memory and anxiety issues. An aide is on the bus to assist with his surroundings and to keep him calm during transportation.
8. CHLD will be provided special transportation because of behavioral issues during transit. He has significant behaviors at school, and during bus loading. The SPED team agrees that he needs special transportation with an aide to monitor and redirect this aggressive and unpredictable behavior.
9. CHLD will be provided special transportation to and from school daily because CHLD exhibits a lack of social competency resulting in behaviors of vulnerability towards self. He requires special transportation with adult supervision to observe, monitor, and redirect any behavior that could harm himself or others.
10. CHLD will be provided special transportation to and from school daily because he can demonstrate off task, and at times, aggressive behavior towards others while escalated. Special transportation is needed to observe, monitor and redirect behavior to ensure he is safe and does not harm others on the bus.
11. Due to students display of behaviors and vulnerability associated with her disability, curb to curb special transportation will be provided to and from school with an aide to monitor and intervene when behaviors occur that could cause injury to herself or others