

Welcome to the

**“Overview of Special Education for
School Transportation Directors”**

presented by the

**Hanover County Special Education
Department**



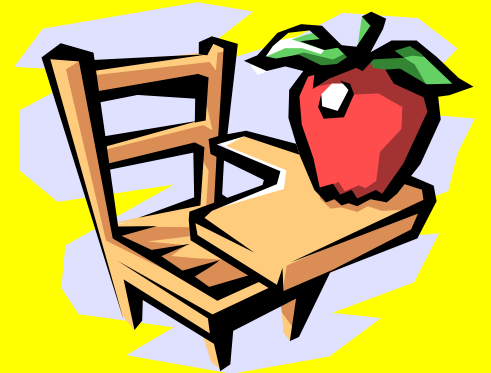
Welcome

- Don't stay seated!
- Move around to three people around the room and make dates with them!
- Sign them up for three dates – all 3 must be different people.



Understanding Special Education

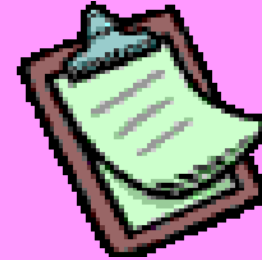
- 📄 Welcome and Introductions
- 📄 Special Education Laws
- 📄 Special Education Cycle and Processes
- 📄 The I.E.P
- 📄 Different models of special education
- 📄 Bus Management
- 📄 Types of Disabilities
- 📄 Help for you



Probable Passage Activity

- Meet your **BREAKFAST DATE!!**
- Fill in the boxes with the words at the bottom as best as you can!

Notes Pages



- As we go through the information, you may fill in your NOTES PAGES so that you have a handy reference to look at later.
- We can e-mail you copy of this powerpoint if you'd like. Please make sure you sign the "Email List"

What is Special Education?

- PL94-142, Passed in 1975
- Individuals with Disabilities Education Act, Passed in 1997
- Revised in 2004.
- Provides free and appropriate education to all students 2-22 with disabilities.



Individuals with Disabilities Act (IDEA)

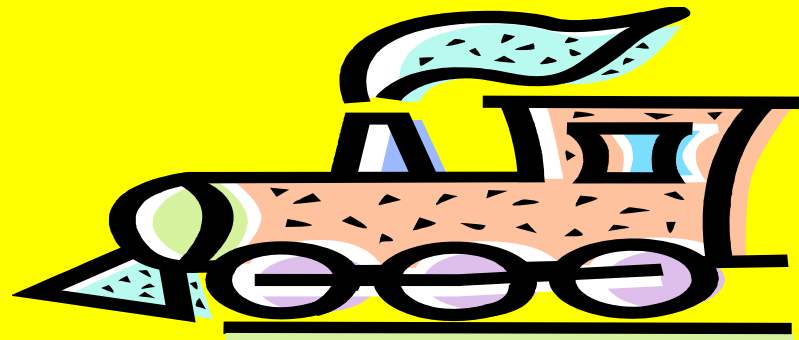
- ☞ All children with disabilities in the United States have available to them a free appropriate public education.
- ☞ Children with disabilities must be educated in the least restrictive environment, based on their individual needs.
- ☞ The rights of children with disabilities and their parents are protected.



Definition

"Transportation" includes: (34 CFR 00.34(c)(16))

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



Free appropriate public education *8VAC20-81-100.*

- If the IEP team determines that a child with a disability requires accommodations or modifications to participate in transportation, the accommodations or modifications shall be provided in the least restrictive environment.
- Commute shall be comparable in length

LRE



- Students must not leave school early or arrive late due to bus schedules = compensatory time & possible complaints to Va DOE.
- Always consider regular transportation first before moving to “special” transportation.
 - Several cases where parents prevailed when asking for their child to ride a regular bus.

LRE

- Assignments of students on a special education bus due to distance, location factors (out-of-district placement), or the need for specialized equipment will not generally violate LRE.

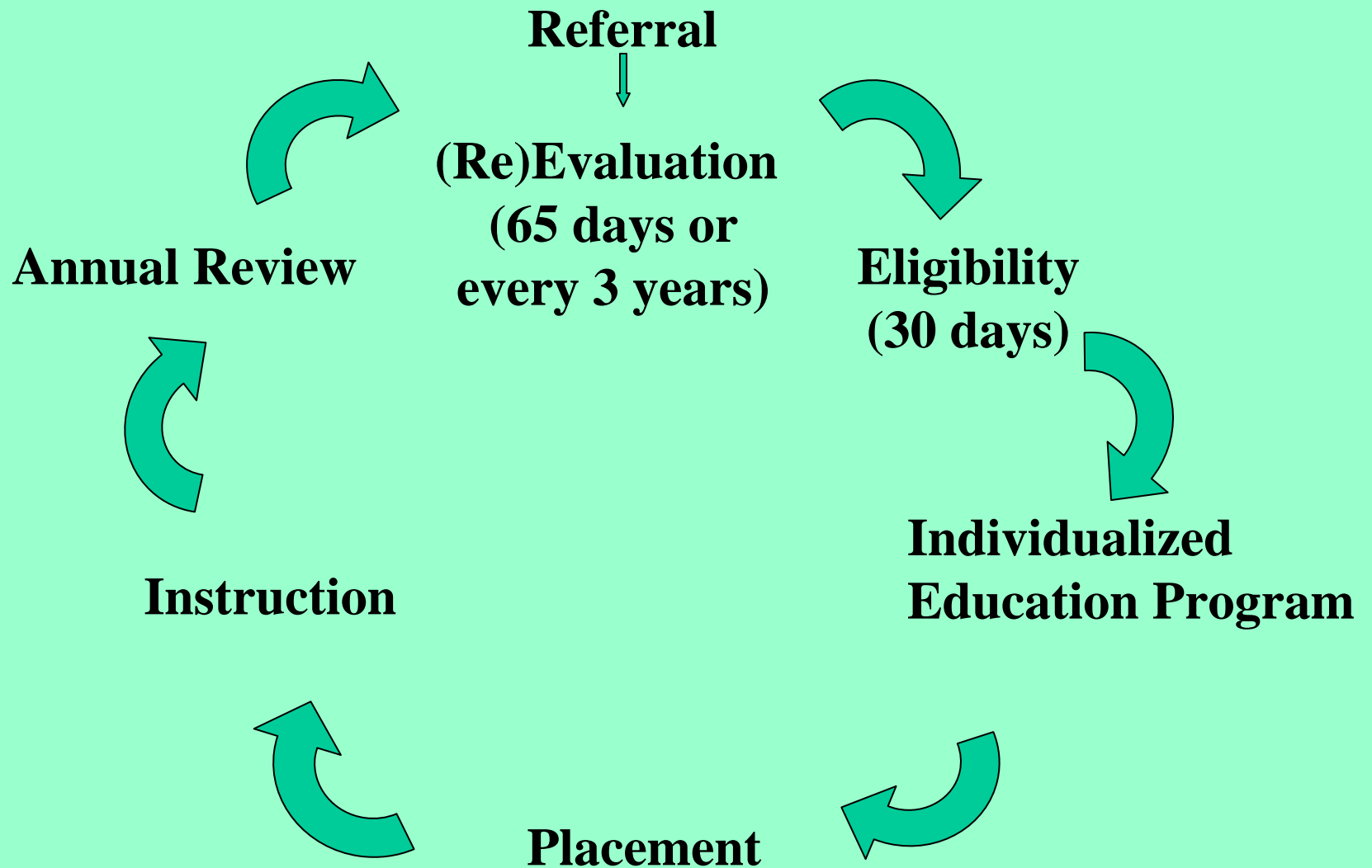


What is a 504 Plan?

- If a student has an identified disability, but does not require specialized instruction, the student may be eligible for accommodations under Section 504.
- A 504 plan lists the “reasonable” accommodations for a student to access the school environment or general curriculum.



The Special Education Cycle

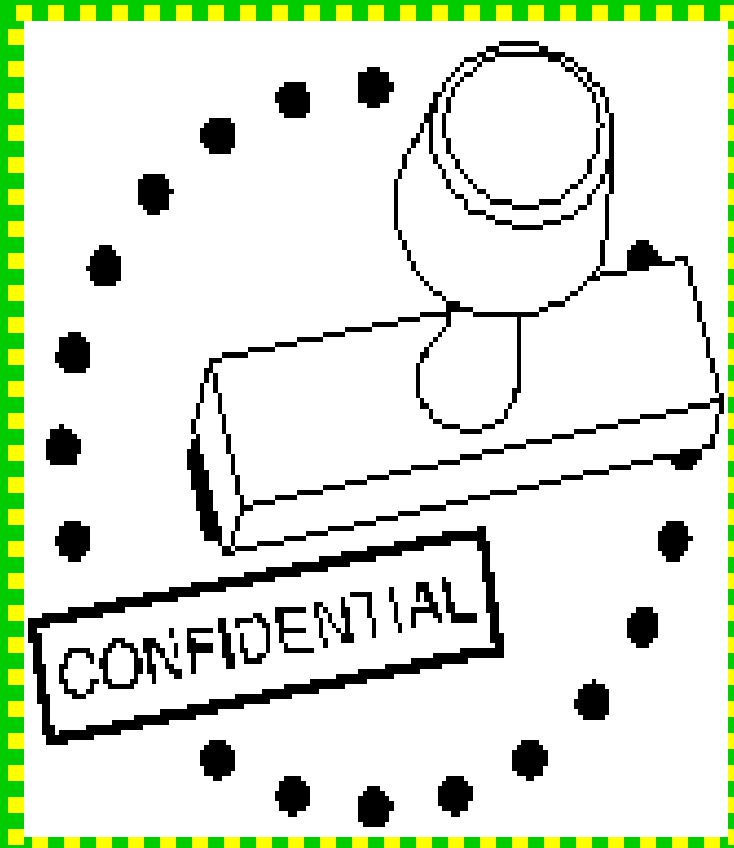


What is Child Study (or school-based team)?

- When someone feels that a child is having difficulty in school, a referral is made to a school-based team. Parents are invited within 10 days.
- An intervention plan may be implemented first to try ideas the team may propose.



Assessment Procedures



- ⇒ Psychological
- ⇒ Educational
- ⇒ Social History
- ⇒ Medical
- ⇒ Observation
- ⇒ Hearing
- ⇒ Other (Vocational, Speech/Language, etc.)

***An evaluation is completed when the school-based team (or another source) suspects a disability.

Eligibility

Once assessments are completed within 65 days, an eligibility committee reviews the information and determines if the child needs special education and /or related services.



The Eligibility Committee should include:

A Special Education teacher, Parents, School Administrators, School Psychologists, School Social Worker (if social history given), Classroom Teachers, Diagnostician, and other specialists such as speech, O.T., P.T. if assessments were given in these areas.



Children with Disabilities (14)

- Autism
- Deaf-Blindness
- Hearing Impairment
- Deafness
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Developmental Delay
- Emotional Disability
- Specific Learning Disability
- Speech-Language Impairment
- Traumatic Brain Injury
- Visual Impairment
- Intellectual Disabilities

Triennial/Reevaluation

At least every three years the IEP team must review data to see if more information is needed to determine:

- whether the child continues to have a disability
- present levels of performance and educational needs
- whether any additions or modifications are needed to help the child meet IEP goals
- whether the child continues to need special education and related services





QUICK!!!

- TURN TO THE PERSON ON YOUR RIGHT or LEFT SIDE.
- Tell them the most significant thing you just learned.
- The other person should tell you something that they learned different.

What is an IEP?



- Individualized Education Program
- Written plan for a student with a disability that is developed & revised in a team meeting. An IEP specifies the individual education needs of the child and what special education & related services are necessary to meet the child's educational needs.

Individualized Education Plan

- **Who Makes an IEP TEAM?**
 - **Parent**
 - **Special Education Teacher**
 - **General Education Teacher**
 - **Administrator**
 - **Student (as appropriate)**
 - **Related Service Providers (speech, transportation, etc.)**
- **An IEP must consider the strengths of the child and the concerns of the parent.**

Present Level of Academic Achievement & Functional Performance

- ☑ Should describe the effect of the child's disability on the child's performance in any area of education that is affected (including non-academic)
- ☑ Should describe how the child's disability impacts his involvement in general education, including transportation, if needed.
- ☑ Should be written in "reader friendly" terms.



"I don't like to give a lot of homework over the weekend, so just read every other word."

ACCOMMODATIONS

- Accommodations are given to the student in order to "level the playing field" to access the curriculum.
- Accommodations are not to be given in order to give the student an "advantage" in any particular area.
- The need for an accommodation **MUST** be found in the present level of the IEP.



Annual Goals

✓ **Annual Goals:** What the child is expected to achieve in one year. Goals must be measurable.

- ✓ Evaluation Criteria
- ✓ Schedule/Frequency
- ✓ Evaluation Procedures



✓ **IEP progress is sent home each grading/interim period.**

Special Education Services

- ↓ Describes the educational placement and services most appropriate to meet the child's goals, including related services determined by the IEP team. This may include special transportation.
- ↓ The educational setting should be in the Least Restrictive Environment. (Placement Decision on the child's IEP)

Special Transportation

**Considered a “related service”
on a student’s IEP.**

**A related service is any
supportive service that is
required to assist a child to
benefit from special education.**



Related Service

- Transportation to/from extracurricular activities must be provided when participation in the activity is required for the student to benefit from his special education program.
 - New Jersey, 1989 – District had to transport student to early morning SAT tutorial.
 - IEP cited that SAT administration – untimed
 - School counselor recommended the course

Where are special education students served?



- **General education setting**
 - Co-taught classrooms
 - Consultation
- **Resource support**
- **Self-contained classes**
- **Other settings such as private day treatment schools and home-based instruction**



Why are paraprofessionals in some of the classrooms?

- ▶ Some students have the support of a paraprofessional in some classes.
- ▶ A paraprofessional may help with academic work, self-care, attention, data collection, etc.



IEP teams can ask for support from OR link parents to:

☎ School Counselors

☎ School Psychologists

☎ School Social Workers

☎ Parent Resource
Center

☎ Support Groups

☎ Area Agencies

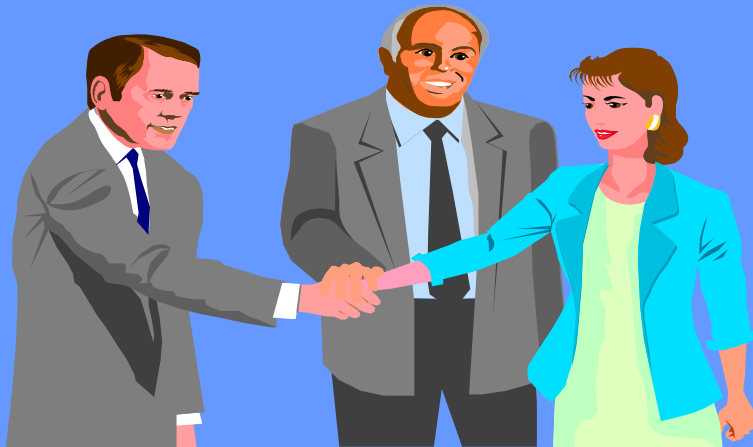
☎ Community Services
Board

☎ Dept. of Social Services

☎ Court Service Unit

☎ Dept. of Rehabilitative
Services

☎ Health Dept, etc.



BIG FACT TO REMEMBER!

- **A DISABILITY and an IEP are CONFIDENTIAL!!!!!!!!!!**



TIME FOR YOUR SECOND DATE!

MEET YOUR LUNCH DATE!

Answer this question:

What do you think is the hardest thing about
being a special education bus driver?



CLASSROOM and BUS MANAGEMENT



Managing Behavior

- When a student misbehaves on the bus, districts can use same disciplinary methods used to address misconduct at school. Districts **MUST** follow all IDEA rules that apply to discipline of students with disabilities...
 - Manifestation Determination Review meetings
 - Assessing need for Functional Behavior Assessments
 - Use of Behavior Intervention Plans.

- Proper training of bus drivers and assistants can help to prevent misconduct.

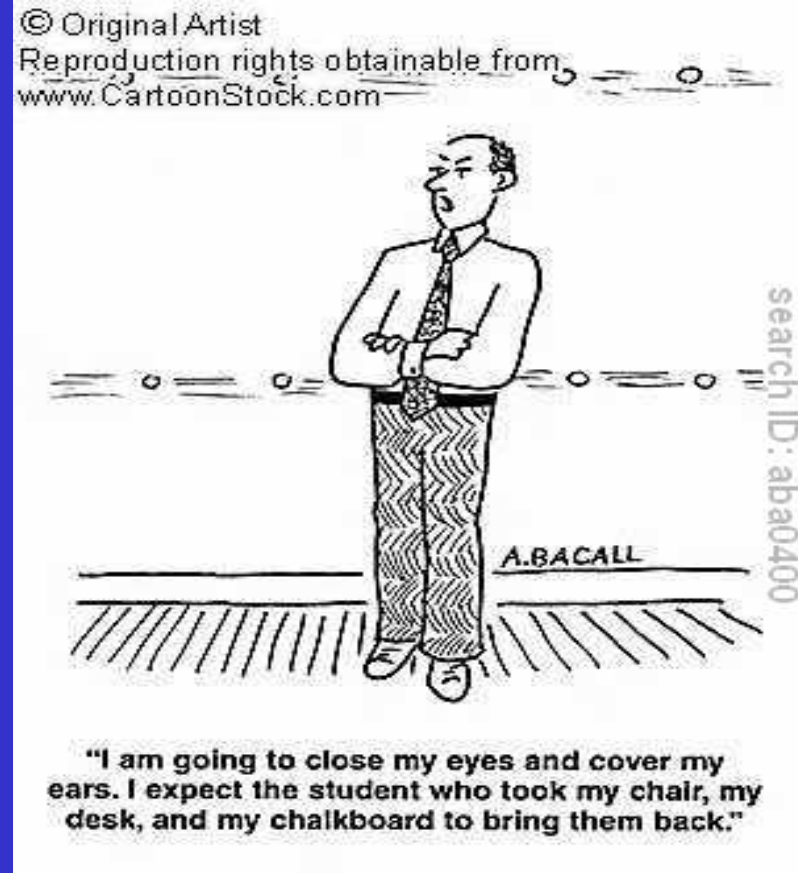
Behavior Strategies & Interventions

- Behavior Intervention Plans
- Autism – Sensory Diet
- Schedules – Time management –stick to schedule
- Power Struggles – AVOID
- Positive Reinforcement



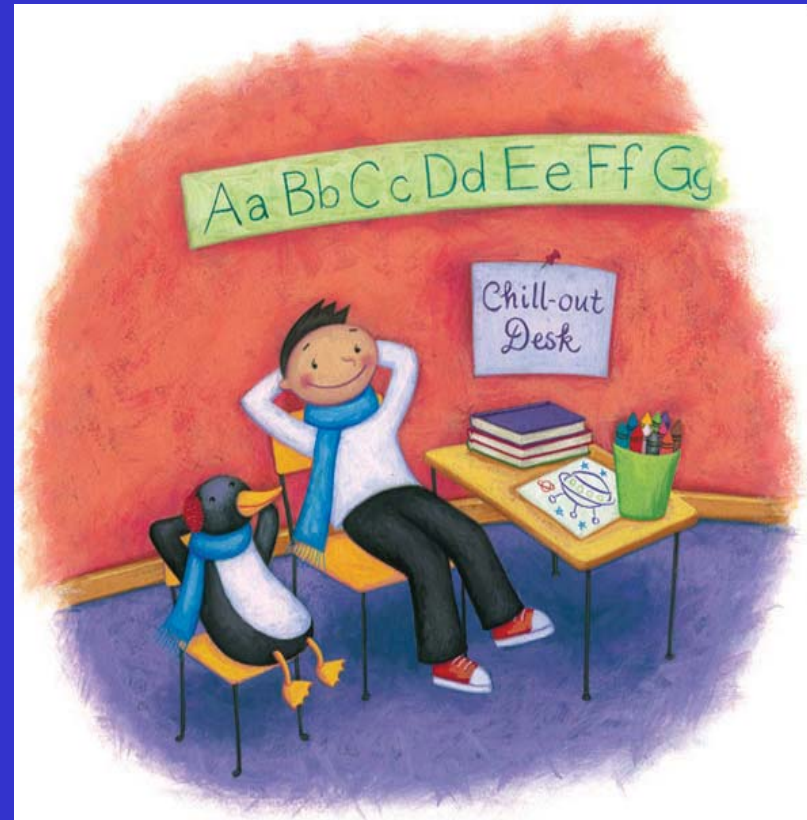
CLASSROOM MANAGEMENT

- HUMOR



BEHAVIOR MANAGEMENT

- Isolate



BEHAVIOR MANAGEMENT

- Prevent



BEHAVIOR MANAGEMENT

- Divert



BEHAVIOR MANAGEMENT

- Prepare
- Watch
- transitions

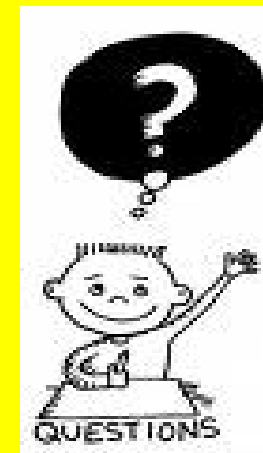


Driver Grab Bag of Tricks

- Maybe have a “Bag of Tricks”
- Games
- Books to read
- Puzzles
- Treats if they are allowed
- Interesting trinkets, toys to promote discussion



Because of the nature of the disability,
students under which disability type(s)
have the most difficulties with
“regular” transportation?



Autism



- Includes Pervasive Developmental Disorders, such as Autistic Disorder, Asperger's Disorder, Rhett's Disorder, Childhood Disintegrative Disorder, Pervasive Developmental Disorder – Not Otherwise Specified
- Developmental delays significantly affect verbal and nonverbal communication and social interactions.
- Onset/symptoms evident prior to age 3



Autism (continued)

- Restricted, repetitive and stereotyped patterns of behavior, interests, and activities (e.g., hand or finger flapping or twisting)
- Observed resistance to change in environment and/or routines
- Unusual responses to sensory experiences



Emotional Disability (ED)



- Symptoms present over a long period of time and to a marked degree.
- Symptoms must adversely affect educational performance and include:
 - an inability to learn that cannot be explained by intellectual, sensory, or health factors
 - an inability to build or maintain satisfactory interpersonal relationships with peers and teachers
 - inappropriate types of behavior or feelings under normal circumstances

Emotional Disability (ED)



- inappropriate types of behavior or feelings under normal circumstances
- a general pervasive mood of unhappiness or depression
- a tendency to develop physical symptoms or fears associated with personal or school problems.
- The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disability.

INTELLECTUAL DISABILITY

- The student has significantly sub-average general intellectual functioning: General intellectual functioning two standard deviations below the mean, with an IQ of 70 or below.

Other Health Impairment

- **DEFINITION.** According to federal regulations, *other health impairment* means having limited strength, vitality, or alertness including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment.





Other Health Impairment



- The impairment adversely affects a child's educational performance and is due to chronic or acute health problems. These may include, but are not limited to, conditions such as asthma, tuberculosis, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, arthritis, rheumatic fever, sickle-cell anemia, and Tourette syndrome.

Now the big question?

- How does a special education student end up with special transportation?



Why?

- Behavior issues are severe – may threaten safety of others and themselves.
- Disability may require special lifts, medical needs, and equipment.
- Students may be transported to another school because their needs may best be met at another location.



How is it decided upon?

- The IEP team must meet and determine if a special education student requires special transportation to meet their disability needs in order to access their education.



What do I need to know as a bus driver?

- You need to know what special needs they have while receiving special education, such as safety restraints, special lifts, harnesses, medical needs, and behavior concerns.



How will I know??

- Transportation Department and/or Special Education Dept. will let you know when they have the official documents from the IEP meetings.



What do I do if I disagree or think there is a need for more help?

- Ask your special education staff contact person!
- HE/she will get in touch with the special education staff and ask for an IEP meeting to be held to discuss the problems.



THIRD DATE – DINNER DATE

- MEET your DINNER DATE..
- Revisit your Box sheet that you
- Did on your first date. See if you want to move any words.
- Check your answers.



Come back – LET’S compare..

- Are there any unfamiliar words that you still have?
- Any QUESTIONS??????



**Thank you for supporting
special education.**

**School makes such a difference
in their lives!**

