

The background of the slide is a composite image. The top left corner shows a line of yellow school buses, with the front of one bus clearly visible, displaying 'SCHOOL BUS' and the number '32'. The bottom left corner shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small desks and chairs arranged in the room.

Special Transportation 101

Module 4: Routing, Travel Time and Daily Operations

Guidance for Special Transportation in Kentucky

The “[Guidance for Special Transportation in Kentucky](#)” document covers a variety of topics relating to transporting students with disabilities.



When Considering a Student's Transit Time and Distance

For some students with disabilities, a lengthy travel time can adversely affect a student's performance in terms of energy level, concentration abilities and in many other ways unique to their disability.

The student's Admissions and Release Committee (ARC) must consider these factors when developing the student's Individual Education Program (IEP) when designating the amount of time to be spent on the bus.

The ARC also should consider the age and disability of the student when determining whether the travel time will have a detrimental effect on the student.

Travel time cannot be counted as instructional time and cannot be used to reduce the length of the school day.

Pick-Up and Drop-Off Locations

When a student has a disability, what factors should an ARC or 504 team consider when determining an alternative bus stop location or need for door-to-door service?

Student's age

Nature of the
student's
disability

Distance the
student will need
to travel

Nature of the area

Drop-Off/Pick-Up Location Factors Continued

Student's ability to arrive at the bus stop safely

Student's ability to wait safely at the bus stop for the bus

Necessity for adult supervision or assistance in getting to and from the bus stop

Student's need for adult assistance getting onto and off the bus

Mobility impairment or cognitive limitations of the student

Kennedy versus Board of Education Case

- Two families lived on an unpaved mountain road with a bus stop half a mile from their homes. Students with disabilities were unable to walk to the bus stop.
- There was some debate about whether the road was public or privately owned.
- Transportation was not provided during the 1984-85 school year and the students received home instruction services instead.
- The West Virginia Court of Appeals ordered the district to provide transportation to and from the students' homes.
- The District had to purchase a special vehicle to reach the students because the regular school bus could not use the unpaved mountain road.

[Special Education Connections, (December 5, 1985), Kennedy v. Board of Education, McDowell County 337 S.E. 2d 905 (W. Va. 1985), Legal Research Publications]

Other Special Transportation Cases

- ***Los Angeles Unified School District (6-20-2016)***: A California district did not have to provide a 6-year-old with Other Health Impairment (OHI), Attention Deficit Hyperactivity Disorder (ADHD) and hearing impairment door-to-door transportation simply because his mother preferred it.
- ***Missouri School for the Severely Disabled (2016)***: Although a bus stop at the student's home curb was legal, the dangerous driving conditions in the area made it an inappropriate place to pick up and drop off the student. The Department found the district's failure to provide door-to-door transportation under the circumstances deprived the student of a Free Appropriate Public Education (FAPE).
- ***McComb Local School District, (2016)***: The Ohio Education Department found a district's failure to modify transportation arrangements following a student's change in residence amounted to an IDEA violation. It noted the 26-mile bus ride each morning and afternoon impeded the student's learning and instructed the district to revise the student's IEP as soon as possible.

Extracurricular Activities

- Districts must provide transportation as a related service for extracurricular or nonacademic activities when the student with a disability requires that service in order to benefit from special education.
- If an extracurricular activity is part of a student's special education program, it becomes part of the student's required program, and the district must provide transportation as a related service.
- Section 504 also requires districts to provide transportation services that allow the student an equal opportunity to participate in extracurricular activities.

[[71 Federal Register 46576 \(2006\)](#); [71 Federal Register 46583 \(2006\)](#); and [707 Kentucky Administrative Regulation \(KAR 1:290 Section 5\(3\)\)](#)]

Field Trips and Extracurricular Activities

- Discuss any field trips and extracurricular activities the student may be participating in during the school year.
- Discuss and determine what special transportation services the student will need to participate in those activities.
- Document and describe within the student's IEP or 504 plan any transportation services to be provided that will enable the student to participate in field trips and extracurricular activities.

Field Trips and Extracurricular Activities continued

- Document any transportation accommodations the student may need but be careful to word accommodations in a way that does not guarantee the student's participation if the student has to meet eligibility criteria to participate.
- Communicate special transportation arrangements made by the ARC with all relevant staff members.

Extended School Year (ESY)

- If the ARC determines a student requires ESY services and that the student needs special transportation as a related service, the district must arrange and provide special transportation as necessary.
- Failure to provide may result in a denial of a free appropriate public education (FAPE). [Wilson v. District of Columbia, 2011]

Supports and Resources



How Can the Staff in the District Get Help?

- Bus drivers and driver assistants/monitors should first share concerns with the school principal or district transportation director.
- The district's transportation director may need to share concerns with the preschool coordinator or the district's director of special education for guidance.
- When a transportation or safety issue involves a student with an IEP or 504 plan, the district's transportation director should consult with the district's special education director to determine if an ARC meeting is needed or appropriate.

Additional Help

- Kentucky Department of Education (KDE) Division of District Support; Pupil Transportation
- KDE Office of Special Education and Early Learning
- [Special Education Regional Technical Assistance Centers \(SERTAC\)](#)
 - Provide assistance and expertise for the benefit of their member school districts.
 - Provide comprehensive educational services and programs that support the member districts and their schools in their school improvement efforts.
 - Include consultants available who can assist with training in special education, related service requirements and positive behavioral intervention strategies.

For Additional Information

[Admissions and Release
Committee \(ARC\) and
Individual Education Program
\(IEP\)](#)



Thank you for what you do to keep our students safe!

