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ABSTRACT

The booklet presents recommendations from an Illinois task force on procedures for transporting special education students to and from public schools. An introductory chapter considers eligibility for special transportation services and suggests the types of information that should be involved in the decision. Desirable vehicle characteristics, such as locking systems for wheelchairs and additional safety mirrors, are described. Two separate sections address the selection, training, and evaluation of drivers and of aides. The need for students to be trained in safety and management procedures is cited, as are crisis intervention techniques. Field trips, temporary disabilities, and transportation for private school placements are briefly discussed. Among appendixes is a list of selected resources on transportation for special education students. (CL)

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SPECIAL TRANSPORTATION SERVICES

"A BEST PRACTICES GUIDE"



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Special Transportation Services

“A BEST PRACTICES GUIDE”

**Illinois State Board of Education
Department of Specialized Educational Services**

**Funded in part by Part B
Education of the Handicapped Act
(Public Law 94-142)**

**Springfield, Illinois
January, 1983**

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FOREWORD

This publication was designed to provide a frame of reference and to indicate the philosophy and appropriate implementation of special transportation services as advocated by the Department of Specialized Educational Services. Appreciation is extended to Tarrell (Terry) Bourret for the development of the document. It is one of a series of technical publications prepared by the Program Development Section, Gloria Calovini, Manager. This document was written to serve as a resource and to address those questions most frequently asked by administrators and special education personnel.

Special recognition is given to Rhoda Diamond, former Director of Special Education, Barrington Community School District #220, who chaired the Task Force on Special Education Transportation. (Task Force participants are listed in Appendix A.) Additional appreciation is extended to Dr. Jeri Kelsay and members of the State Board of Education staff who reviewed the document and offered suggestions in its final completion.



Donald G. Gill
State Superintendent of Education

January, 1983

PURPOSE

The provision of transportation for special education students is often necessary in order to make it possible for handicapped students to have access to their programs. It was the intent of the task force to develop practices to assist local special education programs in:

1. outlining feasible operational procedures, and
2. indicating basic levels of service delivery to enhance safety and efficiency in the utilization of transportation services.

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SECTION ONE

Eligibility

Transportation is a service to support a student's specialized educational program. If special transportation is needed, eligibility for and details of this service should be included in the student's individualized education program (IEP) after consideration of:

1. student's educational specialized equipment needs,
2. location of class program,
3. safety requirements,
4. time and cost factors,
5. staff recommendations.

Therefore, special education students may be eligible for special transportation depending on the:

1. nature and severity of the handicap(s),
2. recommendations of the multidisciplinary conference,
3. program location,
4. need for modified or adapted vehicle, or
5. hazards along the "walking" route - taking into account the student's age and maturity.

To help reduce or eliminate the need for special transportation services, and when feasible, programs for handicapped students should be provided nearest to or in the home school of students needing special education services. The consideration of transportation service should address safety and economy in aiding the special student in obtaining her/his education.

When deciding if a handicapped student should be provided with special transportation services to a school program or to a facility for special education services, e.g., physical therapy, the following information should be reviewed:

1. how a handicap may affect the ability of a student to walk or to ride *regular* transportation;
2. how age and maturity may affect a handicapped student in walking to a program;
3. how the distance to the location of program services may affect a handicapped student in walking or riding *regular* transportation;
4. how a handicap may affect a student in riding modified/adapted *regular* transportation;
5. how the distance to the location of program services may affect a handicapped student in riding modified/adapted *regular* transportation;

6. how a student's handicap may affect her/his ability to ride *special education* transportation;
7. how the distance to the location of program services may affect a handicapped student in riding *special education* transportation.

SECTION TWO

Vehicles

Licensing (Secretary of State) and inspection (Department of Transportation) criteria were not a consideration of this guide. There are, however, vehicles with unique and custom-made features which can be utilized in transporting special education students who cannot use regular transportation modes. Some of these features may be:

1. vehicles which can carry 36 or fewer passengers,
2. additional safety mirrors,
3. doors that swing "out" rather than "in,"
4. hydraulic lifts or wheel chair ramps,
5. locking systems for wheel chairs,
6. restraining devices in addition to retractable lap belts.

Vehicles utilized in transporting handicapped students should have frequent routine inspection of the custom specialized equipment to assure the students' additional safety. Such evaluations should be conducted by appropriate staff, e.g., Department of Transportation and local special education specialists such as physical therapists and occupational therapists.

SECTION THREE

Selection, Training, and Evaluation of Drivers

In hiring drivers, screening criteria should include such characteristics as good driving records, maturity, genuine interest in students, dependability, good sense of humor and willingness to cooperate with local administrators, other school personnel and parents.

Special education transportation drivers should meet all the training and orientation requirements for regular school bus drivers. Personnel associated with the transportation of these students should receive inservice at the school district or joint agreement level. Such inservice workshops enable drivers or aides to develop an awareness of the various handicapping conditions, e.g., physical and mental limitations, behavior problems, and seizure activities which may occur enroute. The training experience should include specifics on the most effective and efficient ways in which to handle and cope with situations common to handicapped students.

An inservice training program should include the following:

1. an overview of each area of exceptionality;
2. a clear understanding of student characteristics;
3. instruction regarding behavior management and reinforcement techniques;
4. predictability and expectations of student behavior;
5. instruction regarding the operation of restraining devices and specialized equipment;
6. guidelines for appropriate storage of aids and appliances;
7. first aid instructions for handicapped students;
8. basic orientation in communication with deaf, blind and developmentally disabled students;
9. training in emergency and evacuation plans;
10. review of manuals on policy, procedures and transportation practices in serving handicapped students.

School and transportation personnel should cooperatively develop emergency and evacuation plans. Such joint efforts should include training units which focus on the characteristics of specific students and their unique needs.

To assure appropriate and efficient special transportation services, drivers should be evaluated on a regularly scheduled basis, at minimum, once annually. An evaluation clause should be included in a contract with a private vendor. For a local program providing its own transportation service, the director of special education, her/his designee or transportation director should assume the responsibility for evaluating their drivers. As a component in the evaluation process, special emphasis should be focused on driver sensitivity to special education student needs, e.g. adaptations and feelings.

SECTION FOUR

Selection, Training and Evaluation of Aides

Aides may be provided on a vehicle when the nature of the group or the needs of individuals within the group require supervision beyond that ordinarily afforded by the driver. Care in selection of an aide is necessary. A pleasant disposition, sensitivity and perceptiveness are desirable characteristics in an aide.

The aide and the driver are a team. The primary purpose of the team is safe delivery of students to their educational units.

The preservice/inservice training component for aides should include training units similar to the instruction received by the drivers (see prior section). Additionally, aides should develop an awareness of:

1. their role in transporting students, medication, adaptive devices and prostheses;
2. their responsibility as stated in the individualized education programs;
3. their responsibility in reporting observations of unusual student behavior.

Evaluation of aide performance should be done routinely with a focus on human service aspects, e.g., does the aide relate well to the students? Since aides are the responsibility of the local education agency, appropriate staff should conduct regular evaluations. Performance observations should be solicited from transportation drivers and parents.

SECTION FIVE

Student Training, Responsibility and Suspension

The special education student being transported has a responsibility to contribute to the safe operation of the vehicle. The student should be given orientation by appropriate staff, e.g., driver and special education personnel, as to:

1. the operation of restraining devices,
2. emergency exit plans,
3. general vehicle safety practices,
4. methods of assisting each other in emergencies,
5. appropriate behavior while riding in a moving vehicle.

School and transportation personnel should work together a minimum of twice yearly on evacuation training with their students. Classroom and on-vehicle instruction should be components in this educational experience.

Specific instruction should be given in appropriate transportation behavior and procedures. Basic rules for riding should be printed, reviewed and disseminated to the student and to the student's family.

Management techniques to assure safe and practical transportation include:

1. arranging appropriate bus seating,
2. writing disciplinary reports promptly and consistently,
3. reducing the students' time spent on the vehicle,
4. reducing the number of students on the vehicle,
5. adding an aide if the need arises. (The need for an aide should be determined in a multidisciplinary conference and written in the students' individualized education programs.)

When improper behavior occurs enroute, the situation should be referred to the appropriate school personnel for remediation. A mechanism for crisis intervention should be provided to assist transportation personnel in coping with behavior or other problems. Such intervention may include, but is not limited to:

1. high band, two-way radios with staffed base stations to allow communication between the transportation vehicle and crisis intervention personnel;
2. procedures for boarding vehicles by special staff;
3. alternate transportation services for a short period of time while the student overcomes a crisis which is related to the student's handicap, e.g., parents may serve as an interim transporter as long as there is mutual agreement between the district and parent. When such arrangements are made, they may be reimbursed by the district.

For those students whose behavior episodes are not related to their handicap, yet are unacceptable or considered dangerous to others, a multidisciplinary staff conference shall be called immediately. If it can be ascertained that the behavior is not handicap-related, the child may be suspended from transportation for a period similar to the length of suspensions applicable to all students. Since the district is ultimately responsible for assuring that a free, appropriate public education (FAPE) is not being denied the handicapped student, alternative systems of transportation may be used.

SECTION SIX

Field Trips

Field trips for special education classes should be planned in conjunction with the school curriculum and should be consistent with the student's written individualized education program.

If state reimbursement is to be sought, local school districts should develop procedures for documenting the field trip experience for audit purposes. These procedures should include the utilization of the form provided by the Illinois State Board of Education (ISBE Form 34-34).

SECTION SEVEN

Temporary Disabilities

Regular education students who become temporarily disabled due to health complications or accidents may need special transportation services. Local district policy should prevail in determining how these services are provided and arranged. Transportation expenditures for these cases are reimbursable under Section 14-13.01(b) of *The School Code of Illinois* following standard claiming procedures for special transportation.

SECTION EIGHT

Private School Placements

If it becomes necessary for a school district to place a handicapped student in a private school *day program*, the district is responsible for:

1. initiating a multidisciplinary conference to establish the needs of the student, e.g., special programming, additional services (special transportation);
2. writing the student's individualized education program;
3. arranging the special transportation delineated in the student's individualized education program.

For a student who, after a multidisciplinary conference, is placed in a private in-state or out-of-state *residential facility*, the district should be aware that it is responsible for:

1. at least one round trip per year between the school and the student's home,
2. a procedure to review and process requests for additional transportation. When additional round trips are deemed necessary, such trips must be approved prior to their occurrence by the Illinois State Board of Education (Section 14-7.02 of *The School Code of Illinois*). Requests for extra trips should be requested from the State Board of Education on ISBE Form 34-35 ("Request for Approval for Additional Trip(s) for Student in an Approved Residential Nonpublic Facility for the Handicapped").

Travel requirements should be discussed and agreed upon in advance with the parents and specified on the student's individualized education program. Travel plans should include potential emergency transportation alternatives. Further details such as who will accompany the student if necessary, mode of transportation, special equipment required and financial arrangements should be included when writing the student's individualized education program.

Summary

The following are recommendations regarding the provision of transportation by local education agencies.

1. Special education transportation services should be provided to those students who:
 - a. have been identified as handicapped and in need of special transportation,
 - b. have the appropriate special education transportation service(s) delineated in their individualized education programs.
2. Justification for *special education* transportation should be established through a combined process of:
 - a. review of relevant diagnostic/evaluation reports,
 - b. consideration of student mobility needs,
 - c. determination of special adaptations for transportation accessibility, and
 - d. consideration of program location.
3. Special education transportation services may be provided to regular education students with temporary disabilities, e.g. broken limbs, torn muscles or tendons. These services do *not* require an IEP. Local education policy should prevail when making decisions regarding services for temporarily disabled students.
4. The provision of transportation may not be necessary if a handicapped student lives within the mile and one-half established limit. Several major considerations exclusive of this limit should be made in determining whether a student may need special transportation service:
 - a. the student's handicapping condition,
 - b. the presence or absence of hazardous conditions,
 - c. the student's ability to accept responsibility and independence.
5. Local education agencies should provide their own transportation vehicles to transport handicapped students if:
 - a. the vehicles are properly adapted to meet student needs as written in their IEPs,
 - b. transportation operations can be cost-efficient,
 - c. vehicles meet Illinois Department of Transportation code regulations,
 - d. appropriately trained and inserviced drivers are available.

6. When local education agencies decide that they cannot justify providing their own transportation service, they should plan for such services through a joint agreement plan or through a contract with a private carrier. The contract with the private carrier should provide that:
 - a. drivers transporting handicapped students participate in district inservice training offered by the public schools when appropriate;
 - b. necessary adaptations to vehicles for handicapped students will be made;
 - c. time schedules and the specific needs of handicapped students will be met;
 - d. aides to accompany students, when deemed necessary by the school district, will be provided.
7. Local education agencies should develop procedures for selecting, training, supervising and evaluating drivers and aides who may participate in the transportation process.
8. Local education agencies must provide transportation services to *privately* placed students:
 - a. when a need for transportation has been established at a multidisciplinary conference, and
 - b. when the service is documented in the students' IEPs.

Conclusion

Transportation has been and remains a vital service to many special education students in Illinois. Without this needed service, such students could not receive appropriate special education. Transportation services, whether for students in public or private programs, must be justified and documented through the multidisciplinary conference process. Districts must develop procedures and practices to accommodate the individual needs of their handicapped students. Transportation staff, e.g., drivers and aides, should be regularly inserviced regarding special education, emergency procedures and general operational functions of transportation vehicles and associated equipment.

To assure receiving special transportation reimbursement from the Illinois State Board of Education, district staff must submit appropriate approval information and claim forms.

APPENDIX A

Transportation Task Force Members

Rhoda L. Diamond, Chairperson
Director of Specialized
Educational Services
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Barrington, Illinois 60010

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Marcia Sailsbury
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Program Approval Section
Illinois State Board of Education
Springfield, Illinois 62777

APPENDIX B

Ad Hoc Task Force Members and/or Resource Personnel

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Richard Perry
Superintendent
Proviso Area for
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Maywood, Illinois 60153

Lorraine Pahlke
Director
Barrington Transportation Co.
Barrington, Illinois 60010

APPENDIX C

Transportation Resources

AN ANALYSIS OF THE EFFECTIVENESS OF A TRANSPORTATION PROGRAM FOR SPECIAL EDUCATION

Burke, Michael Charles

1978-87 p.

University Microfilms International, P.O. Box 1346, Ann Arbor, MI 48106 (\$22.00 Hard Copy, \$11.00 Microfiche) Catalogue No. 7818212.

Analysis of questionnaires completed by 132 special education transportation drivers indicated significant relationships among selected driver characteristics, route characteristics, and quality characteristics. A model was developed for use by school administrators to evaluate special education transportation.

TRAVEL INSTRUCTION FOR THE HANDICAPPED

Laus, Michael D.

1977-147 p.

Charles C. Thomas, 301 East Lawrence Avenue, Springfield, Il 62717 (\$10.75).

The text describes a curriculum for teaching independent traveling skills to handicapped persons, with special emphasis on the trainable mentally retarded. The author cites his experiences in coordinating travel instruction for the Pittsburgh City Schools. The text begins with a critical review of early programs of travel instruction, including the Tobias program and the New York City Public Schools program. Initial program steps are considered and methods for identifying program candidates are discussed. Stressed is the importance of securing parent involvement. A review of teaching methods is accompanied by a case study of a 16-year-old Down's syndrome student. Follow-up suggestions and prescriptions for teachers, program directors, parents, and university training personnel are given. Reactions of parents of eight students are cited.

TRANSPORTATION OF THE HANDICAPPED

National Association of State Directors of Special Education

Jan. 1981- 33 p.

NASDSE, 1201 Sixteenth St. N.W. Suite 610 E, Washington, D.C. 20036

A survey of state education agency transportation directors. The monograph is a compilation of information on transportation services for the handicapped. Appendices include an annotated bibliography of media and materials.

MODIFICATION OF EDUCATIONAL EQUIPMENT AND CURRICULUM FOR MAXIMUM UTILIZATION BY PHYSICALLY DISABLED PERSONS. THE TRANSPORTATION OF PHYSICALLY DISABLED STUDENTS

Yuker, Harold E. and Others

1967-38 p.

Human Resources Center, Albertson, New York

Guidelines for the transporting of physically handicapped children to school are given along with the types of vehicles, selection and training of drivers, problems of traveling time, and administration and financing of a transportation service. Vehicles described and compared include standard school buses, adapted buses, vans and compact buses, taxis, automobiles and station wagons. The qualifications, selection, duties and responsibilities of motor vehicle drivers are outlined. A reference list and appendix is included.

Articles and Handbooks

A HANDBOOK FOR DRIVERS OF SPECIAL STUDENTS

Eastern Illinois Area of Special Education, Lake Land Blvd.
Mattoon, Illinois 61938

This handbook provides helpful suggestions for the driver of special education students. The broad categories covered are orthopedically handicapped, mentally handicapped, behaviorally disordered, blind or partially sighted, deaf and hard of hearing, and epileptic students.

MAINSTREAMING MINIBUSSES

American School and University, 49, 5, 34-36, 1977

Minibusses used to transport handicapped students are also used for many other activities. A two-way radio system has helped one school district in transporting special education students.

SCHOOL BUS SENSE

School Transportation Systems, Inc. and Special Education Regional Resource Center of Mid-Eastern Ohio, 65 Steiner Avenue, Akron, Ohio 44301

This booklet contains practical suggestions for drivers who wish to improve discipline. It further acquaints the drivers with various types of children who may be encountered. Funded by EHA, Title VI-B.

TRANSPORTATION HANDBOOK: BUS DRIVERS' HANDBOOK
(Revised 1978)

JAMP, 212 First Street, Mounds, Illinois 62964

Basic regulatory information is provided. Appendices include "Tips on School Bus Discipline," "Ideas and Gimmicks to Control the Bus Behavior of Younger Children," and "Ideas and Gimmicks to Control the Bus Behavior of Older Children."

TRANSPORTATION OF BEHAVIORALLY DISORDERED CHILDREN—IS THERE A SOLUTION?

Young, William. National School Bus Report, June 1981 p. 36f

Factors are offered for consideration of more effective bus management of behaviorally disordered youngsters.

SPECIAL EDUCATION TRANSPORTATION HANDBOOK

Montgomery County Intermediate Unit 23, Blue Bell, Pa.
1980-Jan 37P.

The handbook lists the policies of Montgomery County (PA) Intermediate Unit regarding transportation of handicapped students. Covered are the following topics: philosophy and rationale; the school bus driver (responsibilities, discipline, accident procedures, maintenance, safety); student responsibilities; parent responsibilities; and sample forms. Information on general characteristics and specific transportation considerations for physically handicapped, acoustically handicapped, visually impaired, trainable mentally retarded, emotionally disturbed, and brain injured children is provided.

Films

PROBLEMS IN TRANSPORTING THE HANDICAPPED

19 RP.

Note: 27 min/sound/color/16mm

Visucom Productions, P.O. Box 5472, Redwood City, CA 94063
(\$380.00; Rental \$50.00 per week plus shipping)

The film deals with the serious medical, behavioral, and other problems often encountered in transporting handicapped students, including seizures, injuries, and aggressive or distracting behavior. Problem recognition and the importance of preplanned and prudent responses are stressed. Practical problem solving and successful techniques used by drivers of the handicapped are shown. The film is divided into four parts: communication problems, behavioral problems, medical problems, and emergencies.

TRANSPORTING THE EXCEPTIONAL CHILD

1977-

Note: 20 min/sound/color/16mm

Instructional Media Services, 128 East Pittsburgh Street, Greenburg PA, 15601 (\$25.00 Rental, \$325.00 Preview, \$292.00 without Preview)

The film is divided into four sections: types of handicapped children transported, administering first aid for an epileptic seizure, guidelines for school personnel, and guidelines for the transporter. Stressed are the more common types of handicapped children transported, the duties of the driver, and the school's responsibilities.

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APPENDIX D

May 15, 1981

Memorandum

To: Regional Superintendents
District Superintendents
Directors of Special Education

From: Joseph E. Fisher, Assistant Superintendent
Department of Specialized Educational Services

Subject: Approval of Field Trips Eligible for Special
Education Transportation Reimbursement

The *Special Education Field Trip Approval Application* (ISBE Form 34-34) is a new form recommended for use *within* your special education district/joint agreement. In order to develop a form that would be appropriate for use by local school districts and special education districts/joint agreements, the Department of Specialized Educational Services presented drafts of the form to persons in special education and regular education at meetings of the Committee on Data Collection Systems for Special Education and a group of district superintendents convened solely for the purpose of reviewing proposed special education transportation forms. The advice received from these groups was used to change the draft to its current final format.

The *Special Education Field Trip Approval Application* form was developed to provide a format to use in approving field trip transportation expenses. Field trip expenditures eligible for special education transportation reimbursement must be consistent with the necessity for the implementation of short-term objectives contained in the Individualized Educational Programs (IEPs) of the students participating in the field trip. The attached form contains assurances to this effect. Additionally, the use of this form will satisfy the requirements for documentation which in the past may have been insufficient as indicated through audit reports.

This form is designed to be used *by districts* for approval of field trip expenditures through the special education district/joint agreement. This form *should not* be sent to the Illinois State Board of Education. You may duplicate this form as necessary. These forms, or similar documentation should be maintained by the state-approved director of special education and by the district for claim purposes. If you have any questions concerning this form, please contact Marcia Sailsbury, Special Education Specialist, in the Department of Specialized Educational Services, Program Approval Section at 217/782-6601.

Attachment

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ILLINOIS STATE BOARD OF EDUCATION
 Department of Specialized Educational Services
 Program Approval Section
 100 North First Street
 Springfield, Illinois 62777

_____ Date

SPECIAL EDUCATION FIELD TRIP APPROVAL APPLICATION

INSTRUCTIONS. Complete application and send request to the State Approved Director of Special Education.

DATE OF TRIP		DESTINATION	
LEAVING (Approximate Time)		RETURNING (Approximate Time)	
TEACHER(S)		CLASS(S)	
NUMBER OF STUDENTS	NUMBER OF DRIVERS	NUMBER OF AIDES	NUMBER OF VOLUNTEERS

GENERAL DESCRIPTION OF FIELD TRIP ACTIVITIES

I certify that this field trip is consistent with and necessary for implementing program objectives as specified in the above students' Individualized Educational Programs (IEP) and in accord with Article 13.01 of the Rules and Regulations to Govern the Administration and Operation of Special Education.

_____ School _____ Date _____ District Designee

_____ District _____

APPROVED _____ Date

DISAPPROVED _____ Date

Indicate reason for disapproval on reverse side.

_____ State-approved Director of Special Education

When completed, please return to _____
DO NOT SEND THIS FORM TO THE ILLINOIS STATE BOARD OF EDUCATION. COPIES SHOULD BE KEPT BY STATE APPROVED DIRECTOR OF SPECIAL EDUCATION AND BY THE DISTRICT WHICH FILES THE CLAIM.

ISBE 34 34 (112 80)

APPENDIX E

July 28, 1981

Memorandum

To: District Superintendents
Directors of Special Education

From: Joseph E. Fisher, Assistant Superintendent
Department of Specialized Educational Services

Subject: A, Procedure for Approval for Additional Trip(s) for
Students in Approved Residential Nonpublic Facili-
ties for the Handicapped

The local school district is required to provide transportation to and from a residential school for at least one round trip each school year (see Article VIII, 8.05 of the *Rules and Regulations to Govern the Administration and Operation of Special Education*, February 1, 1979.) Trips in excess of one round trip per school year must be preapproved by the Illinois State Board of Education. Section 14-7.02 of *The School Code of Illinois* states: "Transportation to and from home to a residential school more than once each school term shall be subject to prior approval by the State Superintendent in accordance with the rules and regulations of the State Board of Education." Approval of additional trips may include:

1. The scheduled closing(s) of the nonpublic facility, such as a scheduled holiday closing;
2. Emergencies of a severe medical nature affecting the student;
3. A requirement of the local school district that the student return home for testing or diagnostic evaluation or reevaluation;
4. Other situations deemed appropriate by the state-approved director of special education and the Illinois State Board of Education, Department of Specialized Educational Services.

The *Request for Approval for Additional Trip(s) for Student in an Approved Residential Nonpublic Facility for the Handicapped* (ISBE Form 34-35) is a new form developed to facilitate the approval of these transportation expenditures for trips in excess of one round trip per year for students placed in residential nonpublic facilities. The need for this form emanated from special education transportation reimbursement claim increases, audit findings, and the need to have a system to process requests efficiently. This form was presented to the Committee on Data Collection Systems for Special Education and an ad hoc task force of local school district superintendents who were asked to review and critique the form.

Modifications were made in the form to reflect the advice of these groups to make the use of the form realistic and utilitarian.

The approval of additional trips by this agency will be based on the recommended approval of the trip by the state-approved director of special education. His/her recommendation is to be based on the reason for the trip, the distance to and from the school, the total cost of the trip, and the number of prior requests for the student. All of these factors are to be reviewed in accord with the student's Individualized Education Program and the necessity of the additional trip(s) in assuring that the student is provided with a free, appropriate educational program.

When an additional trip is deemed necessary by the state-approved director of special education or his/her designee for the district/joint agreement which placed the student, the attached form (ISBE Form 34-35) should be completed and submitted to this department for approval *prior* to the trip. Additional forms will be available from the state-approved director of special education. In cases of emergency trips, the state-approved director of special education joint agreements should call Marcia Sailsbury, Special Education Specialist, Program Approval Section for information at 217/782-6601.

If you have any other questions or concerns on the use or the completion of this form, please contact Ms. Sailsbury.

Attachment

cc: Regional Superintendents

School Year _____

Date of Request _____

**REQUEST FOR APPROVAL FOR ADDITIONAL TRIP(S) FOR STUDENT
 IN AN APPROVED RESIDENTIAL NONPUBLIC FACILITY FOR THE HANDICAPPED**

INSTRUCTIONS: Please complete this form and submit to the Department of Specialized Educational Services at the above address prior to proposed trip(s).

SCHOOL DISTRICT CODE _____ SCHOOL DISTRICT NAME _____

NAME OF RESIDENTIAL FACILITY _____

ADDRESS OF RESIDENTIAL FACILITY (Street, City, State) _____

NAME OF STUDENT _____

NUMBER OF PRIOR TRIPS (EACH WAY) TO/FROM RESIDENTIAL FACILITY FOR THIS STUDENT THIS SCHOOL YEAR	APPROXIMATE DISTANCE IN MILES FROM HOME TO THE FACILITY	DATE(S) OF TRIP ^s	
		TO FACILITY	FROM FACILITY

REASON FOR TRIP(S) If more than one trip is being requested and the reasons for the trips are different, please list each reason.

TOTAL COST OF TRIP(S) INCLUDING SUPPORT/SUPERVISION AS NECESSARY \$ _____
 Itemize by costs for transportation, meals, lodging. List each trip separately if more than one trip is being requested at different costs. If the cost for each trip is the same, list the individual trip cost, show the number of trips and the total cost.

I certify that the travel listed above is consistent with and necessary for implementing program objectives as specified in the above student's Individualized Educational Program and in accord with Article 13.01 of the Rules and Regulations to Govern the Administration and Operation of Special Education.

RECOMMEND APPROVAL

RECOMMEND DISAPPROVAL

If disapproval, give reason:

Date _____ Signature of State-Approved Director of Special Education or Designee

 Name of Special Education District/Join Agreement

Date _____ Signature of Superintendent/Designee of District

- ISBE USE -

APPROVED

DISAPPROVED (See attached letter)

Date _____ Signature of Manager Program Approval Section

