Checklist for Special Transportation Eligibility

Initial IEP	Annual Review	IEP Review	Amendment
			Grade:
Address: School of Attendanc	e:		
LEGAL REGULATIO	DNS:		
regulations. A stud		nsportation if such s	et of related services under IDEA services is required for the student
students with special appropriate, safe, ar and related services accommodations for Accommodations managers.	Il needs can and should be in nd does not endanger the other, consideration must first be go regular transportation before	cluded on regular trar er students sharing th given to the use of sup special transportatio to, seating arrangem	ne ride. As with all special education oplementary aids and services and n may be provided. ents on the bus, consideration of
JUSTIFICATION FC	R TRANSPORTATION:		
Check all statements	s that apply:		
necessary by the IE	s to attend a school other that P Team AND home school is e:	more than 1.5 miles f	I to receive services deemed rom student's home address.
	e than 1.5 miles from the stud		d necessary by the IEP Team AND AND no regular transportation is
	ible for Extended School Yea Transportation applies only		ocated at a school other than the
	ort documents that the studen m getting to school independe		oility or severe health condition that ealth condition:
student's he The st tracheotomy	ealth plan or as determined by udent uses technology or ass tube, or frequent suctioning	the school nurse. sistive devise such as as defined in the stud	

The condition affects the length of time the student is able to ride the bus as determined by
the school nurse.
The student uses a walker, manual wheelchair, or powerchair. Describe, including width:
The student needs an adapted car seat, safety vest, or seat restraint. Explain
The student has equipment, medication, or an assistance animal that is to be transported daily. Explain
The student has a documented severe cognitive disability that prevents him/her from getting to school independently.
IEP includes goals to address travel training in order to develop an awareness of the environment in which they live and to learn the skills necessary to move effectively and safely from place to place within that environment.
The student has a behavior/emotional disability that is so severe or erratic that there is concern for the safety of the student and/or others.
The Behavior Intervention Plan lists strategies and supports for bus behavior. The student needs an adapted car seat, safety vest, or seat restraint. Explain
The student has a visual and/or hearing disability and is unable to arrive at school independently. The IEP has goals to address travel training in order to develop an awareness of the environment in which they live and to learn the skills necessary to move effectively and safely from place to place within that environment.
Transportation needs to be provide on a temporary basis from/ to to
Reason:
Other/Please specify reason:
BASED ON THE ABOVE CHECKLIST, THE IEP TEAM HAS DETERMINED THAT THE STUDENT QUALIFIES FOR SPECIAL TRANSPORTATION.
YES NO
FORM COMPLETED BY:
DATE://

(Checklist may be attached to the IEP for future reference).