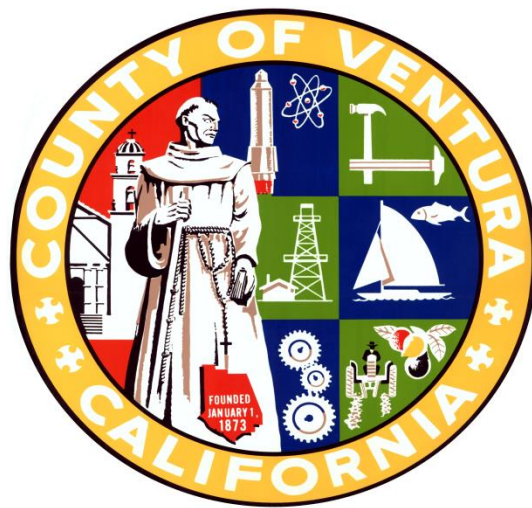


**2020 - 2021
Ventura County Grand Jury**



Final Report

**School Bus Safety for Special
Education Students**

April 23, 2021

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School Bus Safety for Special Education Students

SUMMARY

Most local special education school bus drivers are performing their duties alone, while also attending to student behavior issues occurring on the bus. Given that school bus drivers have, by law, sole responsibility for rider safety and discipline on the bus, the 2020-2021 Ventura County Grand Jury (Grand Jury) examined the challenges that can emerge when transporting special education students.

The Grand Jury found that a special education school bus driver is required to do an extraordinarily demanding set of tasks. They must drive a bus through city streets and traffic, obeying all laws, while simultaneously monitoring the behavior of every student on board. This creates the potential for distracted driving and for unchecked student behavior that could jeopardize the welfare of other students and the driver. The Grand Jury commends school bus drivers in Ventura County (County) for accomplishing a demanding set of tasks: simultaneously driving a bus and responding to behavioral issues during the bus ride.

The Grand Jury investigation focused on a particularly vulnerable population of special education students who have an increased need for supervision on a school bus: students with diagnoses of autism, emotional or behavioral issues, combined loss of hearing and vision, medically fragile and non-verbal or those who are otherwise unable to speak out or defend themselves.

The Grand Jury examined policies and practices at the Ventura County Office of Education (VCOE) because of its broad scope of experience, support for all school districts in the County and its operation of several schools for populations in need of specialized education. VCOE also provides daily busing for more than 900 special education students in the County. The Grand Jury commends VCOE for its proactive, ongoing, and pertinent training for bus drivers.

Ventura County Special Education Local Plan Areas (SELPA) develops and administers programs and workshops for teachers and parents of special education students, including guidance on development of Individual Education Plans (IEP). The Grand Jury commends SELPA for providing information and support to families of children with special needs.

After analyzing VCOE transportation policy, the Grand Jury recommends that VCOE:

- Include transportation personnel in scheduled student IEP meetings under specific conditions when the student needs adaptive or assistive equipment, when school bus equipment is required to be modified, or when a behavior intervention plan is to be implemented for pupils exhibiting severe behavioral difficulties.
- Adopt a standardized, predictive approach of analyzing data from Bus Conduct Report Forms to identify trends in behaviors that lead to unsafe situations, with the goal of developing specific strategies to minimize those risks.

- Adopt a procedure by which a VCOE administrator can evaluate the need for, and request, a bus attendant.
- Adopt a procedure that relates to strategies for assuring increased supervision and a safe environment on a school bus. Strategies could include assigning bus attendants to buses carrying students of higher risk, for example, autistic, emotionally disturbed, or deaf/blind students. Another strategy could be installing internal cameras or other innovative systems on special education school buses.

Recommendations from the Grand Jury might serve as a model for other school districts to improve safety of school bus travel for all special education students in the County.

METHODOLOGY

The Grand Jury obtained information from the following:

- Federal law related to individuals with disabilities
- California law related to school bus driver certification
- California transportation policy for disabled students
- Internet research to gather relevant information from a variety of authoritative sources
- Research related to children with disabilities
- Relevant documents provided by local education administrators
- Interviews with County officials who have knowledge of the current school bus transportation systems in the County and local education and special education administrators

BACKGROUND

It was brought to the attention of the Grand Jury that some local special education school bus drivers may be performing their duties alone while also attending to student behavior issues occurring on the bus. These conditions were reportedly distracting the driver from the safe operation of the vehicle.

If only one person is responsible for both tasks – facing forward to drive the bus and monitoring and then responding to behaviors of students on the bus – an unsafe and hazardous situation could occur. Concern for student safety prompted the Grand Jury to undertake an investigation of the transportation programs, policies, and procedures serving a small subset of special education youth of the County.

Special needs is considered an umbrella term for a wide array of diagnoses, from those that resolve quickly to those that will be a challenge for life, and from those that are relatively mild to those that are profound. Children with special needs may have developmental delays, medical conditions, psychiatric conditions, and/or

congenital conditions. These special needs require accommodations so children can reach their full potential. (Ref-01)

SELPA is a resource for any family with a child who has special needs. California Education Code Section 56195.8 authorizes the formation of SELPAs to develop and administer programs for teachers and parents of special education students. The County SELPA serves all school districts in the County, VCOE, and the Las Virgenes Unified School District. (Ref-02, Ref-03, Ref-04, Ref-05)

VCOE is governed by an elected County Superintendent of Schools and a five-member County Board of Education. The organization develops personnel and program policy and provides fiscal, training, transportation, and technology support services to local school districts in the County. VCOE also operates several schools with specialized education programs. (Ref-06, Ref-07)

Because of COVID protocols imposed on schools in the County starting in March 2020, the Grand Jury relied on data from school years 2019-20 and earlier for this report.

Definition of Special Education Students

The 2004 Individuals with Disabilities Education Act (IDEA) requires public schools to provide special education services. There are thirteen categories of eligible special education students:

- Specific Learning Disability (such as dyslexia)
- Other Health Impairment (such as attention deficit hyperactivity disorder)
- Autism Spectrum Disorder
- Emotional Disturbance
- Speech or Language Impairment
- Visual Impairment (including blindness)
- Deafness
- Hearing Impairment
- Deaf/Blindness (combined loss of hearing and vision)
- Orthopedic Impairment (such as cerebral palsy)
- Intellectual Disability (such as Down syndrome)
- Traumatic Brain Injury
- Multiple Disabilities (a combination of any of these disabilities) (Ref-08, Ref-09)

Special education students exist in every school district in the County. (Ref-10) From 2011 to 2019, the number of special education students enrolled in County public schools increased from 14,966 to 17,958. (Ref-11) In the 2019-20 school year, 19,443 students (approximately 13% of all County students) were special education students, a percentage consistent with state and national figures. (Ref-12, Ref-13)

Students in every eligible category of special education attend schools throughout the County. (Ref-14) However, the Grand Jury decided to focus on a subsection of students with challenging conditions who are more likely to require supervision on a school bus. This subset consists of:

- Students with diagnoses of autism, emotional disturbance, or a combined loss of hearing and vision, who have an increased need for supervision on the school bus (Ref-15)
- Students who are medically fragile, non-verbal, or otherwise unable to speak out or defend themselves (Ref-15)
- Students with emotional and behavioral issues who, regardless of a formal diagnosis, exhibit behaviors that can be challenging for educators and personnel who transport them to and from school. These behaviors arise from causes directly related to the physical or neurological features of their disability, social skills deficit, or emotional impairments (Ref-15, Ref-16)

The Grand Jury acknowledges that this population is difficult to define and defies categorization. This report addresses supervision and safety on the school bus for this subset of students with unique needs and challenges.

A Focus on VCOE

The Grand Jury reviewed policies that are currently in place among County school districts to identify, analyze, communicate, and address any school bus incidents related to student behaviors. We wanted to gauge not only whether current policies are effectively addressing any safety risks presently occurring, but also whether policies are effectively helping to prevent the same safety risks from occurring in the future.

Each school district in the County is its own legal entity. Each district creates its own policy and manages operations, including arrangements for school bus travel. (Ref-17, Ref-18) VCOE acts as a hub of support for those school districts by offering training and technical assistance. VCOE also operates three special education schools for students with moderate to severe disabilities, and two schools for the distinct categories of disability of autistic spectrum disorder and severe socio-emotional or behavior needs. (Ref-06, Ref-07, Ref-19) VCOE provides daily busing of more than 900 special education students, approximately 150 of whom are in wheelchairs. (Ref-20, Ref-21) VCOE uses a fleet of about 70 buses for these students, delivering them to schools in 14 school districts throughout the County. (Ref-17, Ref-22)

The Grand Jury decided to focus its investigation on examining the school bus policies and procedures of VCOE because of its multiple areas of experience, support for school districts, operation of programs that serve special education students in need of specialized education, and transportation of a majority of the special education students in County school districts. (Ref-14)

DISCUSSION

Training for School Bus Drivers

School bus drivers are responsible for rider discipline on the bus as specified by California Code of Regulations Title 5, Section 14103. "Pupils transported in a school bus... shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus...." (Ref-23)

The California Highway Patrol (CHP) oversees the process by which individuals become certified as school bus drivers. Training includes 20 hours of classroom instruction and another 20 hours of behind-the-wheel training. Applicants must pass several CHP and California Department of Motor Vehicles tests before being certified. (Ref-24, Ref-25)

County school districts use two different business models for accomplishing the task of transporting students to school. Some districts operate school buses using their own employees and resources, while others use outside transportation contractors to accomplish this function. (Ref-17) Ventura Unified School District (VUSD), for example, uses its own employees as drivers and buses owned by the district. (Ref-17, Ref-26) VCOE, on the other hand, has a contract with an outside company, First Student, Inc. (First Student), to provide bus transportation for its students. (Ref-17, Ref-27)

Regardless of how school districts manage transportation, the requirements for safety of school buses, driver qualifications, and training are the same. All buses and equipment must meet the standards required by law. All bus drivers must have received initial training and possess CHP certification, and the California Department of Education requires 10 hours of continued training for school bus drivers annually. (Ref-28, Ref-29, Ref-30)

School districts manage their own internal training and in-service requirements for bus drivers. Some districts conduct the training sessions using their own trainers and experts. For example, VUSD holds monthly in-service sessions with bus drivers to discuss safety concerns. Topics include pupil management, review of emergency procedures, and the needs of special education students. (Ref-17) VCOE, as part of its contract with First Student, conducts in-service sessions for its bus drivers. The training includes reviewing real-life scenarios and discussing techniques for student behavior management that fit those situations. (Ref-17)

Two training courses are offered to school districts County-wide by VCOE. One training course covers a strategy known by its acronym "CHAMPS," a positive, proactive, and simple approach for communicating behavioral expectations to students in both classroom and school bus settings. (Ref-17, Ref-31, Ref-32) The other, offered by both VCOE and SELPA, is Nonviolent Crisis Prevention Intervention (NCPI) training designed for anyone who may be required to directly intervene in

crisis situations, including teachers, school staff, and bus drivers. This training focuses on prevention, de-escalation, personal safety, and as a last resort, physical intervention. (Ref-17, Ref-33, Ref-34)

A variety of strategies are taught to and used by bus drivers to manage student behaviors. These include non-physical intervention techniques such as verbal cues, providing books, or simply pointing at the posted rules on the bus. (Ref-17) Bus drivers are also taught specific strategies for warding off aggression or attacks from students. Staying calm, and using a sure and steady voice and body posture, are recommended as first steps. Physical strategies, if necessary, may include blocking a blow with an arm or pillow and maneuvering the body to escape a physical attack by a student. (Ref-17)

The California Department of Education Bus Driver Training Course manual states that “[s]chool bus drivers need to expect to experience behavior issues every day.”

On the topic of routine pupil management, the manual states:

- “Be proactive, get out of the driver’s seat and talk to students.”
- “Maintain eye contact constantly.”
- “Continuous monitoring of mirrors includes brief eye contact in the interior mirror zone! This is called student management.” (Ref-35)

Unique Transportation Challenges with Special Education Students

Research indicates that students who are enrolled in special education are physically and verbally victimized and bullied more often than their general education peers. (Ref-36, Ref-37, Ref-38)

Studies show that students with Autism Spectrum Disorder are more vulnerable to bullying than other categories of special education students. One study showed that autistic students are bullied at a rate more than three times higher than that of their unaffected siblings (Ref-39, Ref-40, Ref-41) The number of students diagnosed nationally with Autism Spectrum Disorder between 2008 and 2016 has increased from one in 88 students to one in 54 students. From 2014 to 2016, the number of autistic students increased 10%. (Ref-42)

Special education school bus drivers have reported being physically assaulted by their students. One such assault reported in the news in 2019 involved a special education student who left her seat while the bus was in motion. After the bus driver pulled over, the student attacked the driver by pulling her hair, biting, and hitting her. In response, the school district removed the student from that bus route, and the student’s parent transported the child to school until a trained aide could be assigned to escort the student on the bus to and from school. (Ref-43, Ref-44, Ref-45)

Assaults of special needs students on school buses by other students have also occurred. A 2018 incident involved a non-verbal autistic student who was kicked, punched, bitten, and slapped by an older student. The parents pressed the school to take action to prevent further incidents, noting that there was no attendant on

the bus. As a result, the school district took steps to update safety policy to place bus attendants on its special education buses. (Ref-46, Ref-47, Ref-48)

VCOE Policy and Procedures for Transportation of Special Education Students

VCOE has a policy and procedure document for the transportation of special education students as required by the California Department of Education. (Ref-49, Ref-50) The VCOE Transportation Policies and Procedures for Special Education Students covers safety equipment for special needs children, safe delivery of students at designated bus stops, a safety identification procedure and procedures for reporting student behaviors that pose a risk to the safety of others on the bus. (Ref-50)

As part of the procedures for reporting student behaviors that pose a safety risk, bus drivers are to complete and submit a "Bus Conduct Report Form" to the school and dispatch office after such an incident occurs. The instructions in the procedures and on the form indicate that school administrators and/or teachers can take action by either coaching/re-educating the student on bus rules or escalating the matter to the district level. The decision to send a copy of a report home for a parent's signature is left to the discretion of the teacher/administrator. Completed reports are routed to the VCOE transportation administrator who examines them and consults with the driver as needed. (Ref-17, Ref-50, Att-01)

During the 2017-2018 school year, there were 437 incidents reported on Bus Conduct Report Forms for special education buses, with 26 of those being reported as medical issues. The remaining 411 incidents were behavioral in nature. During the 2018-2019 school year, 259 incidents were reported on Bus Conduct Report Forms for special education buses, six of which were medical issues, leaving 253 behavioral incidents. (Ref-17)

California Special Education Transportation Guidelines include recommendations for school districts when developing local transportation policies. The guidelines include a recommendation that "...other subjects that need policy and procedure directives may include... use of bus [transportation] aides." (Ref-49)

An Education Plan for Special Education Students Includes Transportation

According to IDEA, students have the right to a "Free and Appropriate Public Education (FAPE)." Parents have the right to request that an IEP be developed for their child. A meeting to discuss an IEP includes the parents (or guardians), the student's general education teachers, a special education teacher, a school administrator, and a behavioral health specialist or psychologist who has assessed the student. The IEP team decides what specialized support is needed for that student to succeed in school. Whether a student requires special equipment for transportation, like a wheelchair or restraints, or an aide, would be considered at the IEP meeting. (Ref-08, Ref-51)

SELPA offers a workshop to parents regarding what to expect at an IEP meeting. (Ref-17, Ref-52) SELPA also provides a guide to services for special education students that describes the IEP meeting and how to prepare. A checkbox appears in the guide for parents to indicate if equipment or a transportation aide is necessary for bus transport safety. (Ref-53)

The California Special Education Transportation Guidelines are used by IEP teams when determining required transportation services for students. The Guidelines "should be utilized to plan and implement transportation services to pupils that require this service to benefit from special education instruction and/or related services." The Guidelines state that "[e]ffective practice requires that procedures are developed for communication with transportation personnel and that transportation staff are present at IEP team meetings when the pupil needs the use of adaptive or assistive equipment, when school bus equipment is required to be modified, when the pupil exhibits severe behavioral difficulties and a behavior intervention plan is to be implemented." (Ref-49) Advocates for children with disabilities also recommend that transportation personnel be included on student IEP teams. (Ref-54)

For the purposes of this report, the Grand Jury will refer to an individual assigned to accompany a student as a result of an IEP as a "transportation aide."

It is rare for any transportation personnel to be present at the IEP meetings for VCOE special education students. (Ref-17) There is no VCOE policy, procedure, or parent pamphlet that mentions that transportation personnel could be members of an IEP team for a student who might need adaptive equipment or a behavior intervention plan. (Ref-19, Ref-21, Ref-50, Ref-55)

Adult Transportation Aides and Bus Attendants are Uncommon

National Highway Traffic Safety Administration guidance on transportation of students with disabilities contains a section that applies to students with autism that states that "[b]us attendants are essential to assure transportation safety for this population." Another section applies to students with both hearing and visual impairments and states that "[b]us attendants should be considered essential to accommodate these students." (Ref-15)

Adults are assigned to supervise on VCOE school buses in one of two ways. One method is when an individually assigned transportation aide is found to be required during a student's IEP. Approximately 50 adults are assigned as transportation aides to VCOE special education students, equal to approximately 5% of the total number of special education students who are currently transported on a school bus. (Ref-17, Ref-20, Ref-56) This small number of adults is assigned when additional supervision is medically required for procedures such as suctioning of tracheostomies, severe seizures, or when the student has other unique or behavioral needs. (Ref-17)

The other method is on a case-by-case basis and is a reactive measure taken in response to behavior and discipline issues on the part of students that were reported by bus drivers. (Ref-17) This method results in the assignment of an adult

who monitors the behavior of all students on a bus. The Grand Jury will refer to this type of individual as a “bus attendant.”

VCOE currently employs one part-time bus attendant assigned to ride on buses for special education students. (Ref-17) Both transportation aides and bus attendants are employees of the school district, as opposed to being employed by a contracted bus company. (Ref-17)

Use of Cameras on Buses

National Highway Traffic Safety Administration guidance regarding students with emotional disturbance states that “[t]hese students can be the most challenging to provide with daily transportation services. Video cameras have been recognized for their effectiveness in modifying bus behavior.” (Ref-15)

In early 2020, the California Office of Emergency Services offered grant funds for school districts with special education programs. The grant program was “[i]ntended to provide cameras on school transportation used by pre-K through high school students with disabilities/special needs to identify abusive behavior that may occur between students and/or between students and bus drivers/school personnel.” If awarded, schools would receive funds to purchase and install cameras on special education buses. (Ref-57)

VCOE has cameras installed on a small portion of its fleet of buses designated for “Other VCOE Managed Programs” (community schools serving expelled and truant students, independent charter schools, and adult career education center programs), but no cameras are installed on its buses used to transport special education students. (Ref-17, Ref-22) VUSD has live feed video cameras installed on all buses in its fleet. (Ref-17)

Starting in 2021, school buses in Moorpark Unified School District will utilize a new system that will allow the district to track students in real time, give updates to parents through a mobile app and provide drivers with a safety checklist and navigation software. School buses will be equipped with six live cameras so that district officials can see and hear bus activity, Global Positioning System routing to indicate where buses are at all times, and an incident button for drivers to notify officials about emergencies. (Ref-58)

FINDINGS

- F-01.** The Grand Jury finds that bus drivers are expected to do a demanding set of tasks: simultaneously drive a bus while following all the rules of the road and monitor and respond to any behavioral issues during the bus ride.
- F-02.** The Grand Jury finds that among special education students, autistic, emotionally disturbed, and combined loss of hearing and vision students are distinctly vulnerable populations that would benefit from increased supervisory presence on the school bus.
- F-03.** The Grand Jury finds that VCOE transports a significant number of County special education students, including autistic, emotionally disturbed, and those with combined loss of hearing and vision.
- F-04.** The Grand Jury finds that the County SELPA is a valuable resource for any family with a child who has special needs.
- F-05.** The Grand Jury finds that VCOE follows an established process to assign a transportation aide for special education students on the bus through an IEP.
- F-06.** The Grand Jury finds that VCOE transportation personnel (bus drivers and transportation administrators) are rarely included in student IEP meetings.
- F-07.** The Grand Jury finds that VCOE uses a case-by-case method for determining the need for a non-IEP assigned bus attendant to a school bus.
- F-08.** The Grand Jury finds that the current policy and practice of submission of Bus Conduct Report Forms at VCOE does not include a method for analyzing information from completed Bus Conduct Report Forms to identify and determine trends and recurring safety issues on buses for special education students.
- F-09.** The Grand Jury finds that the VCOE Policy and Procedures for Transportation of Special Education Students does not include a procedure regarding the use of bus attendants as suggested by the California Special Education Transportation Guidelines.
- F-10.** The Grand Jury finds that VCOE has no written standards, policies, or procedures by which a school administrator can evaluate the need for and request a bus attendant on a special education school bus.
- F-11.** The Grand Jury finds that having an additional adult on a school bus transporting student with behavioral problems is one of several strategies that would increase supervision and safety on buses for special education students.
- F-12.** The Grand Jury finds that installation of video cameras on a school bus is one of several strategies that would increase supervision and safety on buses for special education students.

- F-13.** The Grand Jury finds that new systems for school bus monitoring and supervision are being explored and utilized by at least one County school district.

RECOMMENDATIONS

- R-01.** The Grand Jury recommends that VCOE include transportation personnel in scheduled student IEP meetings when the student needs adaptive or assistive equipment, when school bus equipment is required to be modified or a when a behavior intervention plan is to be implemented for pupils exhibiting severe behavioral difficulties, as recommended by the California Special Education Guidelines. (F-01, F-02, F-03, F-05, F-06, F-07)
- R-02.** The Grand Jury recommends that VCOE adopt a standardized, predictive approach of analyzing data from Bus Conduct Report Forms to identify trends in behaviors that lead to unsafe situations, with the goal of developing specific strategies to minimize those risks. (F-08, F-09)
- R-03.** The Grand Jury recommends that VCOE adopt a procedure by which a VCOE administrator can evaluate the need for, and request, a bus attendant. (F-10, F-11)
- R-04.** The Grand Jury recommends that VCOE adopt a procedure that relates to strategies for assuring increased supervision and a safe environment on a school bus. Strategies could include assigning bus attendants to buses carrying students of higher risk, for example, autistic, emotionally disturbed, or deaf/blind students. Another strategy could be installing internal cameras or other innovative systems on special education school buses. (F-02, F-11, F-12, F-13)

RESPONSES

Responses required from:

The following elected officer within 60 days:

Ventura County Superintendent of Schools (F-01, F-02, F-03, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13) (R-01, R-02, R-03, R-04)

COMMENDATIONS

The Grand Jury commends school bus drivers in the County for accomplishing a demanding set of tasks: simultaneously driving a bus and responding to behavioral issues during the bus ride.

The Grand Jury commends VCOE for its proactive, ongoing, and pertinent training for bus drivers.

The Grand Jury commends the County SELPA for providing information and support to families of children with special needs.

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ATTACHMENTS

Att-01. VCOE Transportation Policies and Procedures for Special Education Students Bus Incident Review Form (Bus Conduct Report Form)

APPENDIXES

App-01. Ventura County SELPA. My Child has Emotional & Behavioral Challenges. How can I find help?

GLOSSARY

<u>TERM</u>	<u>DEFINITION</u>
CHAMPS	Conversation, Help, Activity, Movement, Participation, Success.
CHP	California Highway Patrol
County	Ventura County
Grand Jury	2020-2021 Ventura County Grand Jury
First Student	First Student, Inc.
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
NCPI	Nonviolent Crisis Prevention
SELPA	Special Education Local Plan
VCOE	Ventura County Office of Education
VUSD	Ventura Unified School District

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Attachment-01

**VCOE Transportation Policies and Procedures for Special Education
Students Bus Conduct Report Form (Bus Incident Review Form)**



Ventura County Office of Education

BUS INCIDENT REVIEW FORM

STUDENT			SCHOOL		
INFRACTION DATE	TIME OF INCIDENT	ROUTE NO.	RUN I.D.	REFERRING ADULT/DRIVER NAME	
INCIDENT					
<input type="checkbox"/> Not Following Directions <input type="checkbox"/> Eating/Drinking on Bus <input type="checkbox"/> Disrespectful to an Adult (driver/assistant) <input type="checkbox"/> Arguing with the Driver <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Name Calling/Put-downs (i.e., gender/racially biased) <input type="checkbox"/> Yelling/Screaming/Excessive Noise <input type="checkbox"/> Out of Seat <input type="checkbox"/> Throwing Item(s) <input type="checkbox"/> Spitting <input type="checkbox"/> Vandalism <input type="checkbox"/> Major Property Damage_____			<input type="checkbox"/> Physically Dangerous <input type="checkbox"/> Self <input type="checkbox"/> Others <input type="checkbox"/> Tackling/Pushing/Shoving <input type="checkbox"/> Hitting/Kicking/Pulling Hair <input type="checkbox"/> Choking <input type="checkbox"/> Physically Fighting with Another Student <input type="checkbox"/> Other _____ <input type="checkbox"/> Illegal (i.e., weapons, drugs, smoking) <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Parent Notified <input type="checkbox"/> Seizure <input type="checkbox"/> Bloody Nose <input type="checkbox"/> Other _____ <input type="checkbox"/> Pick Up/Drop Off		
ACTION TAKEN BY DRIVER					
<input type="checkbox"/> Provided Choices <input type="checkbox"/> Used a One-Liner (i.e., "That's Not Okay") <input type="checkbox"/> Changed Seat/Moved/Additional Space Provided <input type="checkbox"/> Offered Sensory Activity (i.e., music, book, fidget) <input type="checkbox"/> Stated Follow Up (i.e., "We Will Talk Later") <input type="checkbox"/> Had Student Demonstrate/Practice Rule <input type="checkbox"/> Reminded Student of Rules/Expectations <input type="checkbox"/> Verbal Redirection/Intervention			<input type="checkbox"/> Disengage/Planned Ignoring <input type="checkbox"/> Block/Release <input type="checkbox"/> Seek Assistance <input type="checkbox"/> Pulled Over <input type="checkbox"/> Cleared/Evacuated the Bus <input type="checkbox"/> Developed a Contract/Plan with Student <input type="checkbox"/> Parent Contact <input type="checkbox"/> Other _____		
Description of Problem/Situation:					
ACTION TAKEN BY SCHOOL					
<input type="checkbox"/> Review of CHAMPS for School Bus <input type="checkbox"/> Rehearsal of Expected Behaviors <input type="checkbox"/> Had Student Demonstrate/Practice Rule <input type="checkbox"/> Conversation with Driver and Student <input type="checkbox"/> Visual Support(s) Provided <input type="checkbox"/> Sensory Strategy Provided (i.e., headphones, fidgets)			<input type="checkbox"/> Teacher/Administrator Counseled Student <input type="checkbox"/> Restitution Plan Developed <input type="checkbox"/> Loss of Privilege/Points <input type="checkbox"/> Parent Notified <input type="checkbox"/> District Notified <input type="checkbox"/> Other _____		
Comments:					
Administrator/Teacher Signature:				Date:	

WHITE = School YELLOW = VCOE Transportation PINK= Driver to Submit to Dispatch

SE-1251 / rev 10.2018 CT

PARENT SECTION: PARENT/GUARDIAN TO COMPLETE AND RETURN TO SCHOOL WITHIN 72 HOURS *	
Comments:	
Parent/Guardian Signature:	Date:

TRANSPORTATION OFFICE REVIEW	
<input type="checkbox"/> Provide Choices	<input type="checkbox"/> Seek Assistance
<input type="checkbox"/> Redirection	<input type="checkbox"/> Pull Over
<input type="checkbox"/> Proximity	<input type="checkbox"/> Clear the Bus
<input type="checkbox"/> Disengage/Planned Ignoring	<input type="checkbox"/> Other
Staff Reflection (Next Time):	

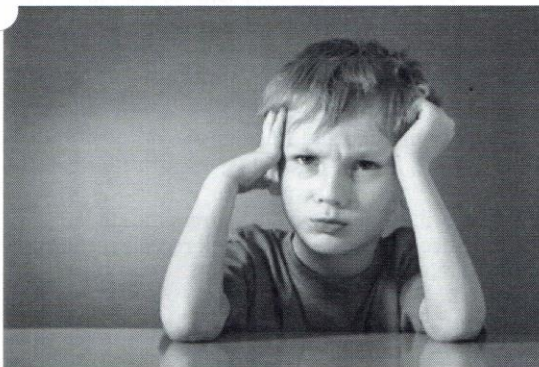
FORM INSTRUCTIONS
<p>DRIVER:</p> <ol style="list-style-type: none"> 1. Complete Incident Report 2. Submit White and Yellow copies to School Administrator/Teacher 3. Retain Pink copy and submit to Dispatch same day <p>SCHOOL ADMINISTRATOR:</p> <ol style="list-style-type: none"> 1. Investigate incident and take action 2. May submit copy to parent/guardian for comment/signature, <i>as deemed necessary</i> * 3. Retain White copy and return Yellow to: Ventura County Office of Education Transportation Department 5189 Verdugo Way Camarillo, CA 93012

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Appendix-01

**Ventura County SELPA. My Child has Emotional & Behavioral Challenges.
How can I find help?**

Ventura County Special Education Local Plan Area (SELPA)
 Emily Mostovoy-Luna, Assistant Superintendent



My Child has Emotional & Behavioral Challenges. How can I find help?

Do your Child's Social/Emotional Issues Impact Performance in School?
 S/He may be Qualified for Special Education Services. Speak to your child's teacher about making a referral for special education, call your district (see below) or go to the SELPA website for information about making a referral for special education.

Ventura County School Districts

- | | |
|---|--|
| Briggs (805) 933-2254 | Ojai Unified (805) 640-4300 x309 |
| Conejo Valley Unified (805) 497-9511 x221 | Oxnard Elementary (805) 385-1501 x2161 |
| Fillmore Unified (805) 524-6029 | Oxnard Union High (805) 385-2829 |
| Hueneme Elementary (805) 488-3588 x9300 | Pleasant Valley (805) 445-8676 |
| Las Virgenes Unified (818) 878-5243 | Rio (805) 485-1442 |
| Mesa Union (805) 485-1411 | Santa Clara (805) 525-4573 |
| Moorpark Unified (805) 378-6300 | Santa Paula Unified (805) 933-8836 |
| Mupu (805) 525-0422 | Simi Valley Unified (805) 306-4500 x4302 |
| Oak Park Unified (818) 735-3208 | Somis Union (805) 386-5711 |
| Ocean View (805) 986-6778 | Ventura Unified (805) 641-5000 x1123 |

Does your Child Receive Special Education Services?

S/He may be a Candidate for Educationally Related Social/Emotional Services for Special Education Students (ERSES)

What: This program provides services to special education students who have significant emotional or behavioral problems that impact their educational performance and require intense intervention in order to be successful at school.

Who: A student eligible for consideration has:

- ◆ A current Individualized Education Program (IEP) for special education services, and
- ◆ Educational needs that require assistance in both educational and therapeutic areas that require intensive supports.

Students with emotional/behavioral problems at home only, (not at school), would not be eligible for these services.

How: Start by speaking to your child's special education case manager or district administrator. Your school district may initiate the referral for assessment for ERSES.

Several things are considered in the assessment process:

- ◆ The severity and duration of the problem
- ◆ How the student's emotional or behavior problem(s) are affecting his or her access to school
- ◆ Behavioral counseling services the student has received in the past, both school and community



Then What: After assessment is completed, an IEP team meeting will be held to consider assessment results. If the team agrees they are necessary for the student to benefit from school, some of the following services may be provided:

- ◆ Individual Counseling
- ◆ Group Counseling
- ◆ Social Work Services
- ◆ Parent Counseling and Training
- ◆ Behavior Intervention Services

IEP goals will be developed to address the student's performance in school. Parents will receive regular progress reports toward these goals.

Public Mental Health Services

What: County Departments of Mental Health provide services which address social/ emotional needs which impact functioning at home, at school, or in the community.

Who: These services are available to children and youth who:

- ◆ Have MediCal
- ◆ Are uninsured and meet income guidelines

How: If you live in Ventura County, call the VCBH Screening, Triage, Assessment and Referral (STAR) office at 1-866-998-2243 to refer your child for mental health services.

For Los Angeles County, call the LADMH Access Center 24/7 Helpline 1-800-854-7771.

Then What: Your child will be assessed, and if found eligible, will be assigned a clinician. The clinician will work with your child, family, and other important people in your child's life to address his or her needs. Services may include:

- ◆ Individual Therapy
- ◆ Group Therapy
- ◆ Case Management
- ◆ Collateral Services
- ◆ Psychiatry



Not Eligible for Public Mental Health?

If you have insurance, call your insurance company about services.
Need a low cost referral? Call the 211 hotline and let them know the area you live in.

Need a Parent to Talk to?

United Parents
391 S. Dawson Drive, Suite 1A
Camarillo, CA 93012
(805) 384-1555

Rainbow Family Resource Center
2401 E. Gonzales Rd., Suite 100
Oxnard, CA 93036
(805) 485-9643
(805) 485-9892 – Spanish

Ventura County
Special Education Local Plan Area (SELPA)
5100 Adolfo Rd., Camarillo, CA 93012
(805) 437-1560 – Fax: (805) 437-1599
www.vcselpa.org

The SELPAs of San Luis Obispo, Santa Barbara, and Ventura Counties and
the Tri-Counties Regional Center Present

Family Fact Sheet

Sorting through services to help you help your child...Regional Center or Schools?

Navigating the disabilities world . . .

Your child has a disability that may make him/her eligible for services from BOTH regional center and special education. For most families, this is unexpected and uncharted territory. Sorting through who does what, and when, can be confusing!



Typically, families expect their children will go to school, have extra-curricular activities, summer camp and other childhood experiences. When the child has a disability, this can become more complicated. It may not be clear to parents how their children can participate.

Determining your child's needs . . .

Many professionals will work with you, looking at assessment reports, listening to your input and evaluating other sources of information to determine your child's specific needs related to the disability. You will participate as an integral team member in many planning meetings (probably more than you ever wanted to) which may have names like IFSP, IPP, and IEP.

You are encouraged to bring any other people to the meeting who can support you.

These meetings will help the team determine **your** child's needs and goals. Services that are provided are those that are necessary to help your child achieve these goals. No two children will need the exact same services, regardless of similarity of disability and diagnosis.

Don't let the ALPHABET SOUP confuse you.

Special Education Services . . .

Special Education services are specified in your child's Individualized Education Program (IEP). These services support your child's growth and development **in school**. The IEP team looks at your child's functioning in the school environment, and together you set realistic goals.



Services will be provided as necessary to help your child reach those goals. In a school setting, most services are multidisciplinary, which means many people, including the teacher, work with your child to attain and maintain the goals. The IEP team considers the expertise of staff in your child's program as well as additional staff needs in deciding who does what. (For example, a child with a speech/language goal who is in a language rich classroom environment will have multiple natural opportunities to work on the speech/language goals and may not need additional individual speech therapy.)

Regional Center Services . . .

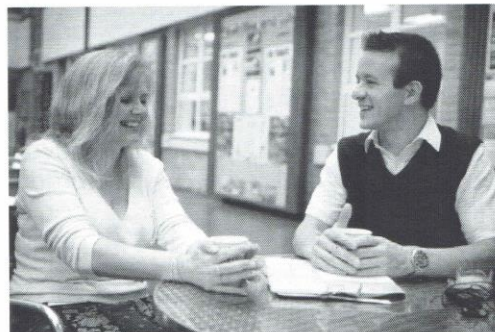
Services provided by the Regional Center are specified in your child's Individual Program Plan (IPP), which is developed by a person-centered planning process. These services help you help your child to be a full participant in daily life.

Based on the strengths, needs and preferences of your child and/or family, services and supports may be provided by generic or public resources, unpaid community supports, or vendors under contract with the Regional Center.

Families and Professionals Working Together . . .

Some services may actually address needs in both home and school, which is not a bad thing! You should work closely with professionals from both agencies to assure that skills worked on in one setting generalize to other areas. However, sometimes duplication of services may be confusing to your child and actually detract from progress.

You and your team should work hand in hand to make sure that programming is consistent and well-coordinated with your child's best interests in mind.

**Remember that consistent support and follow-up by parents is the one factor which has the highest likelihood of increasing your child's success!**

With a combination of "regular family activities" and special disabilities services, you and your child can create rich and memorable life experiences.

Typical Community Programs . . .

There are probably many important family activities in which you want all your children to participate. These may include sports, religious activities, after school clubs, etc. Families are encouraged to enroll their children with disabilities and support their participation as all parents do!

Most importantly, enjoy your child and have fun!

There are Family Resource Centers that you can contact for support and assistance:

- Rainbow Connection Family Resource Center, Ventura County
 - (805) 485-9643
 - (800) 664-3177
- Family First / www.alphasb.org
 - Santa Barbara / (805) 683-2145, (877) 414-6227
 - Santa Maria / (805) 347-2775
- Parents Helping Parents, San Luis Obispo
 - San Luis Obispo / (805) 543-3277
 - Atascadero / (805) 461-7415