

[REDACTED]

IEP AT A GLANCE

Confidential - For Teacher User, Not a Student Record

Student Name: [REDACTED]
 District Student ID: [REDACTED]

Birthdate: [REDACTED]
 School: [REDACTED]

Grade: 08 Eighth grade IEP Date: [REDACTED]
 Residential Status: 10 Parent or Legal guardian

IEP Date: [REDACTED]

Case Manager: [REDACTED]

Next Annual IEP: [REDACTED]

BIP : No Yes

Next Triennial: [REDACTED]

Spec Trans: No Yes

Primary 250 Visual Impairment (VI) *

Secondary 280 Other Health Impairment (OHI)

Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities) [REDACTED] suffered a massive stroke in utero resulting in: hemiplegic cerebral palsy (left hemiparesis), causing weakness and neglect in the entire left side of his body, and affecting his strength, balance and mobility, as well as fine and gross motor skills.

Additionally, he is visually impaired with a complete hemianopia, meaning he has no visual field on the left side of both eyes [REDACTED] is legally blind).

[REDACTED] underwent a hemispherectomy to control seizures, so he does not have one half of his brain, which affects him in myriad ways (spatial disorientation, poor proprioception, CAPD, executive function/processing issues; sensory, social, and learning issues – in addition to the orthopedic and vision issues).

[REDACTED] needs accommodations within the general setting to help him compensate for left side neglect as well as staying safe as related to falling and orientation in space. Auditory processing issues (CAPD) make it more difficult for him to process information in a noisy setting especially from his left ear. Language processing, response time attention and focus, reading comprehension and fatigue related to continuous input throughout the day all affect his learning. [REDACTED] also has a NonVerbal Learning disability, sometimes referred to as right hemisphere impairment, which affects how he learns. He is a unimodal processor and also needs to verbalize and discuss ideas and concepts in order to learn most effectively. Additionally, [REDACTED] needs explicit verbal instructions to understand all aspects of the school experience like social cues, facial expressions and what is appropriate in a given situation.

[REDACTED] has a diagnosis of ADHD which result in difficulties with impulsivity and inhibition. [REDACTED] has difficulty with executive functioning. This is one of the primary obstacles to his ability to learn and exacerbate what is further impacted by his sensory, perceptual and motor deficits. [REDACTED] is not able to flexibly apply what he has learned and requires assistance and attention to this area across all academic areas.

100 % of time student is outside the regular class & extracurricular & non academic activities

0 % of time student is in the regular class & extracurricular & non academic activities

Units/Credits Completed

Units/Credits Pending

Diploma

Certificate of Completion

Anticipated Completion Date

IEP Goals and Objectives

Area of Need	Measurable Annual Goal #	Goal
O&M - Scanning - Orientation & Mobility	2 O&M	When locating familiar or unfamiliar destinations, while walking [REDACTED] will be able to sustain focus on an object (i.e. finding a location) or while on a moving bus scan for an object (i.e. landmarks or street signs) with 80% accuracy in 3 out of 4 trials by November [REDACTED]

O&M - Map Skills -1 Orientation & Mobility	O&M	Using his phone, ██████ will program his destination and follow the auditory directions by verifying the street he is on by looking at a street sign or engraved letters on the ground and/or asking for public assistance to direct him to his destination with 80% accuracy in 3 out of 4 trials by Noverr.
O&M, Street Crossings - Orientation & Mobility	3 O&M	██████ will chose the safest time to cross the street whether it be an all clear or with the near parallel traffic by Nov. : with 100% accuracy in 4 out of 4 trials
Special Ed team - Written Production		By : ██████ will improve one handed typing speed at a rate of 16 words per minute with 90% accuracy on 2 out of 3 trials.
Class teacher - Executive Functioning		By ██████ when given an assignment with the directions written on it and the teacher reading the directions out loud to the class, ██████ will attempt the task using the Goal, Plan, Do Review methodology without asking for the directions to repeated 75% of the time as measured by teacher observation and anecdotal record.
MSLAT -Receptive Language Processing		By November, ██████ after reading aloud three stories at an 8th grade reading level, (using text to speech) ██████ will correctly answer at least 80% of comprehension questions requiring recall of specific details as measured by teacher collected data.
SLP: Inferencing	7	When given 3 social scenarios monitored in real-time, across his educational setting, with immediate feedback and request for self-correction in a structured format (social script or visual scene) ██████ will accurately answer 4 out of 5 inferential questions related to the social scenario problems.
SLP: Non-verbal Social Cues	SLP #2	██████ will independently 1) attend to changes in nonverbal cues from his communication partner(s) and 2) modify his verbal or nonverbal behavior (e.g., adjust proximity, change topics, ask peer a question) in four out of five conversations as measured by data collection.
SLP - Metalinguistics / Auditory Comprehension	SLP #3	After listening to 5 short, 8th-grade level paragraphs of 6-7 sentences with background noise present and a verbal reminder to utilize memory strategies (i.e. visualization, verbal rehearsal, chunking), ██████ will correctly sequence 3-4 salient details in 5 paragraphs.
OT- Executive Functioning/ Stretching Program	Data Collection	By : ██████, ██████ will independently execute his stretching/strengthening program on a daily basis and keep records with no more than 1 reminder in 4 out of 5 days.
OT - Visual Perceptual/Spatial Organization		By ██████. Following a fine motor warm up sequence, ██████ will complete a directed drawing task by replicating the correct shape and orientation as well as write a sentence about the drawing using sufficient spaces between the words with 80% accuracy in 3 out of 4 trials.
OT- Bilateral/Fine Motor/ Material Management		By ██████ ██████ will use both hands (the right hand as his working hand and his left hand as his gross assist), positioning and problem solve strategies to assemble his materials in order to load his backpack with all of his belongings in an independent manner (100% independent) on 3 out of 4 trials. He will not ask for help on the steps that he has mastered unless it is an emergency situation.
Counseling - Self-regulation		By Noverr ██████, when confronted with a situation that elicits frustration, ██████ will take a break and independently choose and practice a self-awareness strategy (what is the situation, what am I feeling, where do I feel it, what can I do about it) and self-calming strategy or activity 75% of the time.
Counseling - Problem solving		By Noverr ██████ ██████ will, with teacher/counselor support, implement problem solving strategies approximately 50% of the time. These strategies will include increasing self-awareness of his fatigue and independent problem solving by using the Goal, Plan, Do, Review methodology and emphasizing prediction and sel-reflection.
AT - Assistive technology		By Noverr ██████ ██████ will develop and utilize his AT Implementation plan for 90% of his academic activities where technology is warranted.
Problem solving		By ██████ ██████ will practice self awareness and inhibit impulsive responses by enacting the following protocol when faced with an unexpected situation: Acknowledge the problem, articulate choices available and then move into action, in 80% of identified "problems" across multiple domains – social, academic, emotional, visual spatial. Persons responsible Special Education team.
Written Expression#2		██████, 7, after writing multi-paragraph compositions (creative and expository), using AT tools as appropriate, ██████ will independently follow a self-editing checklist to: utilize editing tools, clarify expression and topic sentences; supply enough details; use transition words; and make three or fewer spelling and punctuation errors, earning at least 8/10 on a writing rubric in 4/5 trials.
SLP 3: Articulation	#3	

		By _____ during a five minute conversational sample, _____ will produce /r/, /s/, and /z/ in all word positions with no more than two error across 3 consecutive sessions in the speech room as measured by student report and SLP data collection.
SLP 4: Inference	#4,	By _____ when presented with a one to two paragraph short story at the 6th grade level, _____ will answer 10 critical thinking questions that target inferences and will cite supporting evidence from the text with 90% accuracy over 3 consecutive sessions as measured by student work samples, data collection, and teacher report.
SLP 5: Vocabulary Development	#5,	By _____, given a curriculum relevant reading passage at the 7th grade level, _____ will 1) identify (e.g., highlight, underline) unknown words or phrases (literal or figurative), 2) state the suspected meaning of an unknown words or phrases by using context clues with 90% accuracy with the text as a reference as measured by data collection and teacher reporting.
SLP 6: Pragmatics: perspective taking	#6,	By _____, given age appropriate read or viewed social scenario, _____ will be able to 1) identify the expected and unexpected behaviors of the character and 2) state how the identified behavior(s) impacted the other characters in the scenario in 4 out of 5 trials across three consecutive sessions without cues as measured by data collection and observational reporting.
SLP 7: Pragmatics: nonverbal cues	#7,	By _____, during role playing activities, _____ will 1) attend to changes in nonverbal cues from his communication partner(s) and 2) adjust his verbal or nonverbal behavior (e.g., adjust proximity, change topics, ask peer a question) accordingly in four out of five trials without cues across three consecutive sessions as measured by data collection and observation reporting.
Integer Problems	#8,	By _____ when given a set of positive and negative integer problems in any of the 4 operations (+, -, x, ÷), and using AT tools as appropriate, _____ will solve the problems with 80% accuracy in 2 of 3 trials as measured by independent student work samples and teacher made quizzes.
2-step solving equations	#9,	By _____ when given a set of equations that require 1-2 steps/2 operations to solve (ie, $4x + 5 = 21$), including those with negative numbers, _____ will use his AT tools as needed to solve the problems with 80% accuracy in 4 out of 5 trials as measured by student work samples and teacher made quizzes.
emotional regulation	#10	By _____ will identify when he is getting anxious and overwhelmed when given a task and will use internal and external coping strategies developed in counseling and supported by teachers, 50% of the time as evidenced by student report and teacher and counselor observation.
Self-help/mobility	#11	By _____ will, with prompting, conduct his prescribed daily stretching routine, 90% of the time as measured by teacher records/observation.
Writing Multiple Paragraphs	#12,	By _____ following teacher-led prewriting activities, _____ will independently use his AT tools to produce a correctly-indented, three paragraph composition using text to speech software with embedded word prediction or dictation software that includes an introductory paragraph with a topic sentence, supporting paragraphs with facts/details/explanations, and a concluding paragraph with a summary of key points scoring at least 4 out of 5 on the teacher provided writing rubric in 3 trials as measured by student work samples.
Sensory Processing	#13,	By _____ With ample opportunity, _____ will engage in adequate sensory inputs at least 5 times a day (from the vestibular, proprioceptive and tactile systems) to include stretches, weight bearing, head movement and deep touch pressure to attain and maintain an optimal level of alertness for learning especially when presented with challenging and frustrating activities on 3 out of 4 days.
Postural Control	#14	By _____ While sitting, _____ will assess the immediate area, position his body securely on seat and pick up an object on the floor located in front and/or to the side of him in a safe manner on 3 out of 4 trials over a 2 week period.
Visual Perceptual	#15,	By _____ will improve his ability to edit and correct his 3-D and 2-D work by identifying 50% of the errors according to position in space/line placement, spatial orientation/spacing and visual discrimination/sizing on 3 out of 4 of his best work samples.
Fasteners	#16,	By _____ will improve separation of both sides of the hand to use a one handed modified technique to zip a zipper independently on 3 out of 4 trials over a 2 week period.
self-esteem/identity formation	17.	By _____ will shift his self defeating thoughts and statements and gain a more realistic and positive sense of self by processing his frustrations, highlighting strengths, and working on self-acceptance strategies in counseling. His strengthened identity will allow him to access educational material across all environments more often, limiting his negative thinking distractions to 2 times per day.
Route Planning – Orientation & Mobility	1 O&M	By Novemb- _____, _____ will plan, and travel, from his home, to 1-2 new points of interest, within his home community (e.g., _____ & _____), with 100% accuracy, in 3 out of 4 trials

Scanning - Orientation & Mobility	2 O&M	By Novemb[redacted], [redacted] will use proper visual scanning skills, in order to locate, and read, signage posted throughout his community, (e.g., parking signs, store signs, restaurant menus, bus stop numbers), with 100% accuracy, in 3 out of 4 trials
Street Crossing - Orientation & Mobility	3 O&M	By Novemb[redacted], prior to crossing a street, at the street corner intersection, [redacted] will identify if he has good visibility, with 100% accuracy, in 3 out of 4 trials

Accommodations/Modifications for Classroom Participation and Assessments		
Test	Participation	Accommodations / Modifications
ENGLISH LANGUAGE ARTS (ELA)	11 With testing accommodations	Masking; Noise Buffers (e.g., individual carrel or study enclosure or noise-cancelling headphones), Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture), Simplified Test Directions; Streamline Alternative Response Options (i.e., adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches),
MATH	11 With testing accommodations	Masking; Noise Buffers (e.g., individual carrel or study enclosure or noise-cancelling headphones), Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture), Simplified Test Directions; Streamline Alternative Response Options (i.e., adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches), Calculator, allowed items (Grades 6-8, 11), Multiplication Table (beginning in grade 4),
SCIENCE	11 With testing accommodations	Masking; Calculator, Multiplication, Noise Buffers (e.g., individual carrel or study enclosure or noise-cancelling headphones), Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture), Simplified Test Directions; Streamline Alternative Response
PHYSICAL FITNESS TEST	With Modifications,	Administration at most beneficial time, Extra time on a test within a testing day, Test students in small group setting
CELDT Listening		
CELDT Speaking		
CELDT Reading		
CELDT Writing		
Other State-Wide/District-Wide Assessment(s)	No	

SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

Program Accommodations	Start Date	End Date	Location
ACCOMMODATIONS TO ADDRESS SOCIAL CONCERNS: Use checklists as self-reflection tools for increased social awareness. Practice perspective-taking with role-playing and examining situations from the vantage point of another. Teach him to ask clarifying questions, add information, or engage in other methods to understand the point of view of another. Support social skills with a structured group in a safe environment offering real-life opportunities to connect with other children Facilitation on an as-needed basis for social interactions with peers. Provide recognition cues/clues/reminders			Across School Settings
			Across School Settings

ACCOMMODATIONS TO ADDRESS VISUAL IMPAIRMENTS: Preferential seating, [redacted] should be seated up front on the left side, due to his visual impairment where he cannot see from the left center in both eyes so that objects, people, and materials are in his right visual field. Use of audiobooks Use sighted guide for running, field trips, unfamiliar environments Supervision ongoing for safety, especially on the stairs and or in populated areas of the school Remind [redacted] to slow down and scan his environment. Point out any obstacles on his left side that he doesn't notice Remind all students to push in their chairs and to pick up after themselves Pull down shades/blinds to avoid visual glare When teaching/speaking to student, do not stand in front of a window When writing, do not use the color "yellow" – very difficult to read and see; teachers need to use dark bold colors for all writing

instructions Allow [redacted] to use: audiobooks along with print text (i.e. Learning Ally) visual placeholder rubrics, checklists, models for assignments straight edge for tracking while reading study carrel to minimize visual distractions lined paper, enlarged graph paper for math highlighters for comprehension activities Provide materials in a visually accessible format (i.e. worksheet) with less information on the page, preferably in a single column of text no more than 4" wide Color-code materials for each subject/class for easier identification If [redacted] is unable to produce written work that conforms to spacing requirements of a worksheet, allow him to use extra space or attach extra sheets Provide eye breaks due to fatigue

Across School Settings

EXECUTIVE FUNCTION SUPPORTS: - Keeping a running log of important information gleaned from reading that may be referred to at any time. This will relieve the burden on working memory and allow [redacted] to focus on the content of what is being read. - Develop language-based organizational skills for approaching homework and assignments - Avoid timed tasks or tests - Help [redacted] create 'cheat sheets' of key points to remember when doing different common tasks. For example, when writing a paragraph: 1. Do you have a topic sentence? 2. Do you have 2-3 supporting details? 3. Do you have a concluding sentence? 4. Do all your sentences begin with capital letters? 5. Is there a punctuation mark at the end of each sentence? Have him practice how to use the cheat sheet with guidance from an adult, and once he is comfortable using it, begin to refer him to his 'cheat sheet' when [redacted] asks for help rather than immediately telling him what to do. - Teach [redacted] to organize his approach to math problems and minimize errors by using columned paper. - To help with [redacted] tendency to ignore or mistake the sign on mathematics calculations, have him group problems according to how they should be solved, rather than where they appear on the page (e.g., first circle all addition problems in one color, and then complete them; next, circle all subtraction problems in a different color...etc.).

Across School Settings

Access to keyboarding

Across School Settings

<p>ACCOMMODATIONS FOR MOTOR IMPAIRMENTS: [REDACTED] always needs access to right-handed rail on stairs for safety Help [REDACTED] with any bilateral task he cannot complete on his own Provide verbal or visual posture reminders to maintain good, upright, symmetrical posture Encourage him to incorporate both sides of his body and use both hands Wedge is used on chair for optimal posture Cushion available for floor seating, or chair available as alternative to floor as needed Incorporate [REDACTED] stretching routine into his day</p>			<p>Across School Settings</p>
<p>ACCOMMODATIONS FOR PROCESSING SPEED Give [REDACTED] extra time for his class work and homework Allow longer response time for [REDACTED] to process information. Avoid timed tasks or tests, set goals for [REDACTED] accuracy rather than speed Check for comprehension and accuracy by asking [REDACTED] to paraphrase (not simply repeat) what he heard and understood. Ask for a rephrasing of the new lesson using original words, to ensure comprehension. Having the information simply repeated back may not reflect the level of understanding, and the process of reformulating will help deepen comprehension and retention. Reframe inferential reasoning questions as “smart guesses” or an educated guess. Ask him to identify the clues (e.g., highlighting the text, writing salient clues on a post its, use visual outlines) to support his guess. For open-ended questions, follow-up with other questions to determine if he knows information</p>			<p>Across School Settings</p>
			<p>Across School Settings</p>

ACCOMMODATIONS TO ADDRESS AUDIO PROCESSING IN SCHOOL SETTINGS

(educational audiologist) Provide auditory listening breaks throughout the day. A quiet study and/or work area, or an isolated area, such as a study carrel, for individual seatwork, testing, or tutoring would help minimize difficulties with foreground/background discrimination. Repeat instructions rather than rephrasing, so that the same information is processed. When helping him at his desk, speak while directly in front of him or on his right side. The left ear should not be near a noise source. Provide a listening environment that reduces or eliminates the need to process speech when competing speech is present. Reduce background noise or use an assistive listening device to compensate for background noise. In the absence of an assistive listening device,

██████ should be seated within 10 feet of the teacher with a clear view of the instructor’s face and visual supports. Use a flexible seating arrangement that allows him to see the faces of his peers during class discussions. Administer tests in a quiet room without auditory distractions. Focus ██████ visual and auditory attention before giving directions. Use cueing to help him become aware of when he is not paying attention – may be a visual cue (tapping the ear or drawing attention to the eyes) or auditory cue, “ready?” Frequent checks for understanding. Mark transitions between activities by clearly identifying the new activity by naming the activity and explaining the sequence of steps needed to accomplish the task. Review before transition. Clearly closing an activity by briefly summarizing what the student should have learned and/or completed before transitioning to the next activity. To reduce listening fatigue remind him to use a good listening posture: Place the body in an alert posture by straightening the spine, Incline the upper body and head toward the speaker, Keep eyes firmly on the speaker, Avoid activities that distract attention from the speaker.

INTERVENTIONS TO IMPROVE AUDITORY CLOSURE - AUDITORY DISCRIMINATION

(Educational Audiologist) Pre-teach new information and new vocabulary. It is easier to figure out what has been missed auditorially if the listener is already familiar with the context. Teach ██████ to use information that is embedded in the message itself, or use the situational context to derive the meaning of new vocabulary words. Practice at predicting missing words based on context Practice predicting words when a syllable is missing Practice predicting words when a phoneme is missing Teach ██████ to recognize intonation and stress patterns within messages that provide clues about the intended meaning, e.g., “You need to stay here. versus You need to stay here.” Emphasize critical information by increasing the silent period before a key word is said. Use tape recorders so that information can be listened to again, or use books on tape.

Across School Settings

Across School Settings

TESTING ACCOMMODATIONS: Extended time, Private setting (small group setting would still pose difficulties due to auditory concerns), Use of a booklet to answer questions (no bubble answer sheet, or use of a scribe to transfer answers), Record [redacted] responses rather than requiring him to write them out, Allow [redacted] to have multiple test sessions
Streamline (Reading, Writing, Listening)

CONSIDERATIONS FOR VISUAL IMPAIRMENTS Due to complete hemianopsia of the left side of each eye, objects must be placed in [redacted] right visual field (right of midline) or verbal cues can be used for him to look to left. He needs to be seated on the left so that visuals are on his right (preferential seating to his left). Mark the beginning and ending of the line/margin with dark marker (especially the left side) if needed. He needs to be prompted to scan for safety as he often doesn't see people or things coming at him from the left. He needs supervision on the stairs, playground and any other busy area. Supervision is also required for all activities that require bilateral motor skills. It is helpful for him to use his finger or a tracking tool when reading. Sighted guide for running, field trips and new environments.

Across School Settings

Program Modifications	Start Date	End Date	Frequency	Duration	Location
			During PE and Outside Activities	As Needed	Across School Settings

Other Supports for School Personnel, Or for Student, Or on Behalf of Student	Start Date	End Date	Frequency	Duration	Location
Consultation between [REDACTED] Educational Audiologist and IEP team regarding accommodations, strategies and supports for [REDACTED] auditory processing disorder.			Beginning of each semester and as needed	As needed	NPS, and or via email or phone conversations
Consultation between Specialized Vision Services and School Staff and Family			Yearly	90 minutes	Service Provider Location
Consultation between Assistive Technology Teacher and School Staff and Family			Yearly	20 Hours	Across School Settings
Consultation between Adapted physical Education Teacher and School Staff			Monthly	As needed	Across School Settings
Consultation between Special Education Teacher and Support Providers			Weekly	30	Across School Settings
<p>Training on SUPPORTING [REDACTED] SAFETY Only staff who are familiar and trained in supporting [REDACTED] will work with [REDACTED] to ensure his safety and support. Ongoing training is needed for all staff so that everyone working with [REDACTED] is clear of his needs and accommodations that are described in the section below. This training/support will be provided by the teacher/case manager to all staff who are unable to attend IEP meetings held for the purpose of presenting new information to the team. There are training documents that specify adult responsibilities and skills needed to work with [REDACTED]. These documents are kept with case manager and updated by various team members on an as needed basis.</p>			Yearly	1 hours as needed	School settings
An IEP will be held within the first 2-4 weeks of school to that to serve as an orientation about [REDACTED]. Service providers will be present and available to share information.			Yearly	1 hour as needed	School settings
<p>Training on All staff will be trained in h. safety concerns. These include:</p> <ol style="list-style-type: none"> 1. Awareness of shunt and failure warning signs, seizures, and other medical alerts that are indicated in health and safety section. 2. Understanding [REDACTED] visual, auditory, and motor impairments as described in the health section. 3. Receive and understand [REDACTED] emergency evacuation plan and know how to safely evacuate [REDACTED] in the case of an emergency. 			Yearly	1 hour as needed	School settings
			Yearly	1 hour as needed	Across School Settings

Training on All staff working with [redacted] must receive orientation and get a copy of accommodations to be used.

Training on All staff working with [redacted] must receive orientation and get a copy of accommodations to be used.					
			Daily	As Needed	Across School Settings

Special Education and Related Services

Service: <u>330 Specialized Academic Instruction</u>	Start Date: _____	End Date: _____
Provider: <u>Nonpublic school (NPS) under contract with [REDACTED] or district</u>	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: min Totaling: 1604 min served <u>Weekly</u>	Location: <u>Nonpublic day school</u>	
Comments: Specialized Academic Instruction will be provided in a SDC setting by a special education credentialed teacher with additional adult supports. Provided by NPS.		
Service: <u>460 Physical Therapy</u>	Start Date: _____	End Date: _____
Provider: <u>District of Service</u>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: min Totaling: 120 min served <u>Yearly</u>	Location: <u>Nonpublic day school</u>	
Comments: Services will be provided by District of Service.		
Service: <u>510 Individual counseling</u>	Start Date: _____	End Date: _____
Provider: <u>Nonpublic school (NPS) under contract with SELPA or district</u>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 60 min x 1 Totaling: 60 min served <u>Weekly</u>	Location: <u>Nonpublic day school</u>	
Comments: ERMHS to be provided by NPS.		
Service: <u>445 Assistive technology services</u>	Start Date: _____	End Date: _____
Provider: <u>District of Service</u>	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 240 min x 1 Totaling: 240 min served <u>Yearly</u>	Location: <u>Nonpublic day school</u>	
Comments: The recommended breakdown of this service is 4 hours of direct service and 20 hours of consult time per year.		
Service: <u>730 Orientation and mobility</u>	Start Date: _____	End Date: _____
Provider: <u>District of Service</u>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 45 min x 2 Totaling: 90 min served <u>Monthly</u>	Location: <u>Any other location or setting</u>	
Comments: Lessons will be out in the community to work on route planning, scanning and street crossing goals. 15 minutes may be added to accommodate students travel needs.		
Service: <u>425 Adapted physical education</u>	Start Date: _____	End Date: _____
Provider: <u>District of Service</u>	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 300 min x 1 Totaling: 300 min served <u>Yearly</u>	Location: <u>Nonpublic day school</u>	
Comments: Consultation and training for Safety Support Person from the [REDACTED] APE Teacher to help student during existing PE/APE programs and Recess at NPS. 300 minutes of training and consultation per year. Preload training and consultation at the beginning of each semester and as needed throughout the rest of the year via phone email or scheduling an appointment for more training at the school site, NPS.		
Service: <u>730 Orientation and mobility</u>	Start Date: _____	End Date: _____
Provider: <u>District of Service</u>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 60 min x 2 Totaling: 120 min served <u>Monthly</u>	Location: <u>Any other location or setting</u>	
Comments: Lessons will be community based to work on orientation & street crossing skills.		
Service: <u>450 Occupational therapy</u>	Start Date: _____	End Date: _____
Provider: <u>Nonpublic school (NPS) under contract with SELPA or district</u>	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 60 min x 2 Totaling: 120 min served <u>Weekly</u>	Location: <u>Nonpublic day school</u>	

Comments: To be provided by NPS.

Service: 415 Language and speech

Start Date: _____

End Date: _____

Provider: Nonpublic school (NPS) under contract with SELPA or district

Ind Grp Sec Transition

Duration/Freq: 30 min x 3 Totaling: 90 min served Weekly

Location: Nonpublic day school

Comments: To be provided by NPS, includes 1 class push-in 30 minutes week group social skills

Transition Services

ESY Services

Service: 730 Orientation and mobility

Start Date: _____

End Date: _____

Provider: District of Service

Ind Grp Sec Transition

Duration/Freq: 45 min x 2 Totaling: 90 Monthly

Location: Any other location or setting

Comments: services by [REDACTED] provider in community

Service: 415 Language and speech

Start Date: _____

End Date: _____

Provider: Nonpublic school (NPS) under contract with SELPA or district

Ind Grp Sec Transition

Duration/Freq: 30 min x 3 Totaling: 90 Weekly

Location: Nonpublic day school

Comments: Services include small group class push-in.

Service: 330 Specialized Academic Instruction

Start Date: _____

End Date: _____

Provider: Nonpublic school (NPS) under contract with SELPA or district

Ind Grp Sec Transition

Duration/Freq: 1710 min x 1 Totaling: 1710 Weekly

Location: _____

Comments: Instruction is delivered in a special day class setting staffed by credentialed special education teacher with additional adult support.

Service: 510 Individual counseling

Start Date: _____

End Date: _____

Provider: Nonpublic school (NPS) under contract with SELPA or district

Ind Grp Sec Transition

Duration/Freq: 60 min x 1 Totaling: 60 Weekly

Location: Nonpublic day school

Comments: ERMHS to be provided by NPS.

Service: 450 Occupational therapy

Start Date: _____

End Date: _____

Provider: Nonpublic school (NPS) under contract with SELPA or district

Ind Grp Sec Transition

Duration/Freq: 120 min x 1 Totaling: 120 Weekly

Location: Nonpublic day school

Comments: the service will be provided at the NPS by NPS staff OT at 60 X 2 = 120 mins/week

Notes: