



Services Plan for Parentally Placed Private School Students

A services plan (SP) is developed and implemented for each private school student with a disability who has been designated to receive special education and related services. The SP must be developed by a team and reviewed at least annually.

General Information

1. Indicate the date of the SP meeting and check the purpose of the meeting: initial, annual review or an amendment to the SP.
2. Provide student name, birth date by month/day/ year, current grade for the period covered by the SP, and the school year the service(s) will be provided.
3. Indicate the eligibility category (s) in which the student qualifies for service(s) and the date(s) of the most recent eligibility report.
4. Provide the name of the private school the student is currently enrolled.
5. Complete all contact information for the parent.

Team Members in Attendance

1. SP team members should be listed if they actually attend. Spaces are provided for additional attendees. A representative from the school system must be in attendance at the meeting. A private school representative should be in attendance however, a conference call or other alternative means are acceptable.
2. The student's special education and regular education teachers are vital team members of the team to assist in reviewing the data and developing the SP.
3. The student should be present at the SP meeting if transition services are to be provided.

Special Education Services

This section refers to the actual instruction provided by special education personnel for the student. List all services that the school system has consented to provide to the student. Enter the time of service in minutes per day or segments per week. Provide the date in month/day/year that the services will begin and the date in month/day/year that the services will end. Indicate the title of personnel responsible for providing the service(s) to the student. Indicate the location of the service(s) with a check where the service(s) will be provided to the student.



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Present Levels of Academic Achievement and Functional Performance

1. Results of initial or most recent evaluation and results of state and district assessments:
This section should include a very brief summary of the relevant information contained in the child's evaluation report (not just a listing of scores). Only the information that directly impacts the child's performance in the general education curriculum or environment need be included. The student may have statewide assessment results prior to placement in the private school. This information may include test scores but should also provide a frame of reference for how the child is performing in comparison to same age peers. For example, the results on the CRCT should include whether the child did not meet, met, or exceeded standards.
2. Description of academic, developmental, or functional strengths:
Areas of strengths may refer to:
 - Academic subjects such as reading, language arts, math, science, social studies or others
 - Developmental areas such as communication, motor, social/emotional, or others.
 - Functional areas such as social skills, daily living, organizational skills, vocational skills or others,
3. Description of academic, developmental, or functional needs:
Areas of need or deficits may refer to:
 - Academic subjects such as reading, language arts, math, science, social studies or others
 - Developmental areas such as communication, motor, social/emotional, or others.
 - Functional areas such as social skills, daily living, organizational skills, vocational skills or others,

This area should describe specific needs which impact achievement and must be addressed.

What is functional performance? This refers to how the child is able to manage his needs in the educational setting. This may include strengths and needs in organizational skills, self-care activities, self advocacy, communication, and social needs in relation to his same age peers.

4. Parental concerns regarding their child's education: _____
This section should be a result of ongoing communication with the parents regarding the child's academics, behavior, performance on goals, and/or future plans. Even if the parent does not attend the meeting or does not provide input at the time of the



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meeting, this information should be drawn from communication that has occurred over the previous school year.

5. Impact of the disability on involvement and progress in the general education curriculum: This section should describe individual characteristics of the child's disability that affect his classroom performance. Examples of specific characteristics include short term memory problems, poor organizational skills, auditory and/or visual processing problems, fine and gross motor deficits, etc. Given specific characteristics or deficits, this section should explain what classroom activities are impacted. Merely stating the student's eligibility category does not adequately describe the impact on involvement and progress in the general education curriculum. Statements should reflect individual needs and not be applicable to a large group of students.

Consideration of Special Factors

Address each special factor question by checking the box **yes** or **no**. For each special factor checked yes, describe the student's needs and solution to addressing this need to assist the student in accessing the curriculum. It may be addressed through measurable annual goals, and/or special education and related services, and/or a behavior intervention plan.

Transition Plan

If it has been determined by the school system that a student will receive transition services as part of the Services Plan, the SP team must complete a transition plan used by the school system and attach to the Services Plan.

Student Supports

- **Instructional accommodations** may include how instruction is provided, how the child is expected to respond, how the child participates in classroom activities, and the kinds of instructional materials used. Children with accommodations are still expected to meet the same grade-level standards as their peers without disabilities. For example, a student might listen to portions of a text with a text reader rather than reading it, answer questions orally or use a computer keyboard instead of writing with a pencil, use large print text books, watch video with captions, or participate in a discussion in a biology class with a sign language interpreter.
- **Testing accommodations** should be individualized, determined by subject area and as specific as possible. For example, a student may require additional time to complete math tests and it is recommended that the amount of time is specified such as, "50% more time." Other examples of testing accommodations are use of a calculator, special seating, etc.



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- **Supplemental aids and services** should include supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate. Examples include tutoring, adult assistance, note-taking, peer helper, preteaching/reteaching or reinforcing concepts, behavior intervention plan, point sheet, assigned seating, etc.
- **Supports for school personnel** should be included when training or support are being provided to school staff regarding a specific student's need. Examples may include training on an assistive technology device, workshop on a content area or disability area, crisis prevention training, etc.

Annual Goals

The goals should address the needs described in the present levels of academic achievement and functional performance to enable the child to progress in the grade level curriculum. The goals should be written in measurable form and should describe what the student can be reasonably expected to accomplish within one school year. For each annual goal, the criteria for mastery and how the goal will be evaluated must be described. As progress on the goal is monitored, the review dates are inserted on the SP.

Report of Student Progress

The information related to progress on the SP goals should be reported *at least* as often as parents of nondisabled students are notified about progress. Parents should be informed of progress toward annual goals and whether progress is sufficient to enable the student to achieve the goal. The frequency and method for reporting this progress must be written in this section.

Transfer of Rights

Beginning not later than seventeen years old, the student must be informed of their rights that will transfer to them on reaching the age of 18. When a child with a disability reaches the age of eighteen (except for a child with a disability who has been determined to be incompetent under State law) all rights given to parents transfer to the child and this transfer should be documented.