

## **IEP Checklist: Are You Ready? Part C to Part B Transition**

### **90 Day Meeting:**

- ☐ Request copy of medical and assessment reports
- ☐ Request copy of current eye exam report; less than 12 months old
- ☐ Receive Referral to Assess signed by parent/guardian
  - ▶ If parent fails to provide consent for initial evaluation, the district may decline to pursue the evaluation. 300.301 – 300.311 (a)(3)(ii)

### **Invited to IEP meeting: Responsibility of Team Coordinator/IEP Facilitator**

- ☐ Parent/Guardian
- ☐ **“At the request of the parent”; the Part C service coordinator or other representatives of the Part C system to attend the child’s initial IEP Team meeting.**
- ☐ Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)
- ☐ Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child
- ☐ A representative of the public agency who—
- ☐ Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
- ☐ Is knowledgeable about the general education curriculum; and
- ☐ Is knowledgeable about the availability of resources of the public agency
- ☐ An individual who can interpret the instructional implications of evaluation results (may already be on the team)
- ☐ At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate
- ☐ Whenever appropriate, the child with a disability
- ☐ For students receiving vision support services, it is best practice to include a school social worker in the child’s support team; if not already in attendance, request that an assessment by a school social worker be conducted to determine eligibility

**Please see: Teacher of the Visually Impaired; Initial IEP**

**Please see: Certified Orientation and Mobility Specialist; Initial IEP**

## IEP Checklist: Are You Ready? Teacher of the Visually Impaired; Initial IEP

- Evaluation completed and report submitted 60 calendar days from receiving complete request for evaluation
  - ▶ If the eligibility group determines that additional data are needed and that these data cannot be obtained within the 60-day timeframe, 300.309(c) allows the extension of the timeframe with mutual written agreement of the child's parent and the eligibility group.
- Functional Vision Evaluation/Learning Media Assessment
  - Report and included data defend recommendation/no recommendation of vision support services
    - Strengths of the child
    - Concerns of the parent for enhancing the education of their child
    - The results of the initial or most recent evaluation of their child
    - The academic, developmental, and functional needs of the child
    - LMA: Braille instruction needed now or in the future?
  - Eligibility Criteria:
    - There is a diagnosis of a visual impairment, including blindness
    - Lack of appropriate instruction in reading or math, or limited English proficiency is not a determinant factor
    - The student demonstrates a need for special education services
  - ▶ If the parent/guardian declines your services; the discussion is closed, and you make a statement in the PWN
- Goals reflecting the results of the assessment; objectives not required for students slotted for standardized state assessment
  - Measurable annual goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum
  - Addresses the Expanded Core Curriculum
  - The word "Draft" next to the prepared goal; scratch out and initial when goals are approved
- Objectives for goals; students slotted for alternate state assessment
- Standards for Excellence assigned to developed TVI goal; student slotted for standardized state assessment
- Expanded Grade Band Expectations; student slotted for alternate state assessment
- Responsible Party
  - Student
  - CTVI
  - **Never** NMSBVI; LEA is always the responsible agency
- Progress Reports:
  - The Act does not dictate quarterly reports, just an indication of the timeline; it is best practice to select your timeline as "quarterly/9 weeks "
- Level of Service as determined by Severity Rating Scale; indicate which one
- Transition Plan/Discussion that includes Expanded Core Curriculum
  - At age 14 there must be a written transition plan
- Grade for Braille instruction; Grades 9-12
  - **1073 Communications Skills (Grade 9 - 12)** – Course emphasizes writing and speaking that may include a language other than English
    - When using the code; make a note that it is for Braille instruction

- ❑ Accommodations
  - Statement addressing any PE restrictions
  - Instructional Assistant
  - Accommodations marked are supported by your assessment data/results
- ❑ Assistive Technology: Such as...
  - ❑ Electronic notetaker device
  - ❑ Braille Writer & paper
  - ❑ Braille Embosser & paper
  - ❑ Computer with voice output & appropriate programs
  - ❑ Slate and Stylus
  - ❑ Abacus
  - ❑ Bright Line Reading Guide/Placeholder
  - ❑ Scribe
  - ❑ Electronic magnification
  - ❑ Handheld magnification
- ❑ Prior Written Notice Statements addressing initiation/not initiating TVI services
  - ❑ Statement addressing any PE restrictions
- ❑ Busing statement?
- ❑ Emergency situation statement: Such as...
  - In case of an emergency, [student] will take physical lead by an adult
- ❑ Obtain Consent to Photograph

**Invited to IEP meeting: Responsibility of Team Coordinator/IEP Facilitator**

- ❑ Parent/Guardian
  - ❑ Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)
  - ❑ Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child
  - ❑ A representative of the public agency who—
    - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
    - Is knowledgeable about the general education curriculum; and
    - Is knowledgeable about the availability of resources of the public agency
  - ❑ An individual who can interpret the instructional implications of evaluation results (may already be on the team)
  - ❑ At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate
  - ❑ Whenever appropriate, the child with a disability
  - ❑ **At age 16; with consent of parent/guardian a representative from the Commission for the Blind**
  - ❑ For students receiving vision support services, it is best practice to include a school social worker in the child's support team; if not already in attendance, request that an assessment by a school social worker be conducted to determine eligibility.
- ❑ Copy of the IEP document **before** you leave the meeting!

## **IEP Checklist: Are You Ready?**

### **Orientation and Mobility: Initial IEP**

- Evaluation completed and report submitted 60 calendar days from receiving complete request for evaluation
  - ▶ If the eligibility group determines that additional data are needed and that these data cannot be obtained within the 60-day timeframe, 300.309(c) allows the extension of the timeframe with mutual written agreement of the child's parent and the eligibility group.
- Orientation and Mobility Evaluation
  - Report and included data defend recommendation/no recommendation of instruction by a COMS
    - Strengths of the child
    - Concerns of the parent for enhancing the education of their child
    - The results of the initial or most recent evaluation of their child
    - The academic, developmental, and functional needs of the child
  - Eligibility Criteria:
    - There is a diagnosis of a visual impairment, including blindness
    - Lack of appropriate instruction in reading or math, or limited English proficiency is not a determinant factor
    - The student demonstrates a need for special education services
  - ▶ If the parent/guardian declines your services; the discussion is closed, and you make a statement in the PWN.
- Goals reflecting the results of the assessment; objectives not required for students slotted for standardized state assessment
  - Measurable annual goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum
  - Addresses the Expanded Core Curriculum
  - The word "Draft" next to the prepared goal; scratch out and initial when goals are approved
- Objectives for goals; students slotted for alternate state assessment
- Standards for Excellence assigned to developed O&M goal; student slotted for standardized state assessment
- Expanded Grade Band Expectations; student slotted for alternate state assessment
- Responsible Party
  - Student
  - COMS
  - **Never** NMSBVI; LEA is always the responsible agency
- Progress Reports:
  - The Act does not dictate quarterly reports, just an indication of the timeline; it is best practice to select your timeline as "quarterly/9- weeks"
- Level of Service as determined by Severity Rating Scale; indicate which one
- Transition Plan/Discussion that includes Expanded Core Curriculum
  - At age 14 there must be a written transition plan

- ❑ Accommodations
  - Statement addressing any PE restrictions
  - Instructional Assistant
  - Accommodations marked are supported by your assessment data/results
- ❑ Assistive Technology: Such as...
  - Cane/AMD
  - Sensory Corner
  - Electronic magnification
  - Handheld magnification
- ❑ Prior Written Notice Statements addressing initiation/not initiating O&M services
  - Statement addressing any PE restrictions
  - Statement that O&M instruction may be delivered off campus/in the community
  - Statement that O&M instruction may involve transportation in a state/LEA owned vehicle
- ❑ Busing statement?
- ❑ Emergency situation statement: Such as...
  - In case of an emergency, [student] will take physical lead by an adult
- ❑ Obtain Consent to Photograph
- ❑ Obtain Consent to Transport/Deliver O&M instruction/remove from school for community based instruction

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  - ❑ Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - ❑ Is knowledgeable about the general education curriculum; and
  - ❑ Is knowledgeable about the availability of resources of the public agency
  - ❑ An individual who can interpret the instructional implications of evaluation results (may already be on the team)
  - ❑ At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate
  - ❑ Whenever appropriate, the child with a disability
  - ❑ **At age 16; with consent of parent/guardian a representative from the Commission for the Blind**
  - ❑ For students receiving vision support services, it is best practice to include a school social worker in the child's support team; if not already in attendance, request that an assessment by a school social worker be conducted to determine eligibility
- ❑ Copy of the IEP document **before** you leave the meeting

## IEP Checklist: Are You Ready? Teacher of the Visually Impaired: Annual IEP

- ☐ Present Level of Educational Progress
  - ▶ If the parent refuses to consent to a reevaluation, the public agency may, but is not required to, pursue the reevaluation by using the consent override procedures in § 300.300(a)(3).
  - ▶ If a child who is home schooled or placed in a private school by the parent at the parent's expense, does not provide consent for an initial evaluation or a reevaluation, or the parent fails to respond to a request to provide consent, the public agency may not use the consent override procedures and is not required to consider the child eligible for services under the requirements relating to parentally-placed private school children with disabilities. 300.300(d)(4)
    - ☐ Eye exam report related to vision diagnosis is less than three years old
    - ☐ Report and included data defend recommendation/no recommendation of vision support services
      - Data on concluding IEP goals related to vision
      - Status of goals; met/not met
      - The academic, developmental, and functional needs of the child
      - LMA: Braille instruction needed now or in the future?
    - ☐ Eligibility Criteria:
      - There is a diagnosis of a visual impairment, including blindness
      - Lack of appropriate instruction in reading or math, or limited English proficiency is not a determinant factor
      - The student demonstrates an ongoing need for special education services
  - ▶ Remember: When the previous IEP's Vision Support Service goals have been met, you must re-qualify the student for new vision-related needs to continue services. If you are not able to demonstrate on-going vision needs, you may not continue services.
- ☐ Goals reflecting the results of the assessment; objectives not required for students slotted for standardized state assessment
  - Measurable annual goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum
  - Addresses the Expanded Core Curriculum
  - The word "Draft" next to the prepared goal; scratch out and initial when goals are approved
- ☐ Objectives for goals; students slotted for alternate state assessment
- ☐ Standards for Excellence assigned to developed TVI goal; student slotted for standardized state assessment
- ☐ Expanded Grade Band Expectations; student slotted for alternate state assessment
- ☐ Responsible Party
  - Student
  - CTVI
  - **Never** NMSBVI; LEA is always the responsible agency
- ☐ Progress Reports:
  - The Act does not dictate quarterly reports, just an indication of the timeline; it is best practice to select your timeline as "quarterly/9 weeks"
- ☐ Level of Service as determined by Severity Rating Scale; indicate which one
- ☐ Transition Plan/Discussion that includes Expanded Core Curriculum
  - At age 14 there must be a written transition plan

- Grade for Braille instruction; Grades 9-12
  - **1073 Communications Skills (Grade 9 - 12)** – Course emphasizes writing and speaking that may include a language other than English
    - When using the code; make a note that it is for Braille instruction
- Accommodations
  - Statement addressing any PE restrictions
  - Instructional Assistant
  - Accommodations marked are supported by your assessment data/results
- Assistive Technology: Such as...
  - Electronic notetaker device
  - Braille Writer & paper
  - Braille Embosser & paper
  - Computer with voice output & appropriate programs
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    - Is knowledgeable about the general education curriculum; and
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  - An individual who can interpret the instructional implications of evaluation results (may already be on the team)
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## IEP Checklist: Are You Ready?

### Orientation and Mobility Specialist: Annual IEP

- Present Level of Educational Progress
  - ▶ If the parent refuses to consent to a reevaluation, the public agency may, but is not required to, pursue the reevaluation by using the consent override procedures in § 300.300(a)(3).
  - ▶ If a child who is home schooled or placed in a private school by the parent at the parent's expense, does not provide consent for an initial evaluation or a reevaluation, or the parent fails to respond to a request to provide consent, the public agency may not use the consent override procedures and is not required to consider the child eligible for services under the requirements relating to parentally-placed private school children with disabilities. 300.300(d)(4)
    - Eye exam report related to vision diagnosis is less than three years old
    - Report and included data defend recommendation/no recommendation of vision support services
      - Data on concluding IEP goals related to O&M
      - Status of goals; met/not met
      - The academic, developmental, and functional needs of the child
    - Eligibility Criteria:
      - There is a diagnosis of a visual impairment, including blindness
      - The student demonstrates an ongoing need for special education services
  - ▶ Remember: When the previous IEP's O&M goals have been met, you must re-qualify the student for new O&M needs to continue services. If you are not able to demonstrate on-going O&M needs, you may not continue services
- Goals reflecting the results of the assessment; objectives not required for students slotted for standardized state assessment
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  - At age 14 there must be a written transition plan



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  - Instructional Assistant
  - Accommodations marked are supported by your assessment data/results
- Assistive Technology: Such as...
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  - Sensory Corner
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  - **At age 16; at request of parent; a representative from the Commission for the Blind**
  - For students receiving vision support services, it is best practice to include a school social worker in the child's support team; if not already included, request that an assessment by a school social worker be conducted to determine eligibility
- Copy of the IEP document **before** you leave the meeting

## IEP Checklist: Are You Ready? Teacher of the Visually Impaired; Three-Year Re-Evaluation

- ▶ You may not conduct a 3-year re-evaluation without the appropriate medical information; you must have an report by an eye care specialist that includes the diagnosis and is less than 12 months old.
- ▶ If the parent refuses to consent to a reevaluation, the public agency may, but is not required to, pursue the reevaluation by using the consent override procedures in § 300.300(a)(3).
- ▶ If a child who is home schooled or placed in a private school by the parent at the parent's expense, does not provide consent for an initial evaluation or a reevaluation, or the parent fails to respond to a request to provide consent, the public agency may not use the consent override procedures and is not required to consider the child eligible for services under the requirements relating to parentally-placed private school children with disabilities. 300.300(d)(4)
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    - LMA: Braille instruction needed now or in the future?
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- Expanded Grade Band Expectations; student slotted for alternate state assessment
- Responsible Party
  - CTVI, Student
  - **Never** NMSBVI; LEA is always the responsible agency
- Progress Reports:
  - The Act does not dictate quarterly reports, just an indication of the timeline; it is best practice to select your timeline as "quarterly/9 weeks"
- Level of Service as determined by Severity Rating Scale; indicate which one
- Transition Plan/Discussion that includes Expanded Core Curriculum
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  - **1073 Communications Skills (Grade 9 - 12)** – Course emphasizes writing and speaking that may include a language other than English
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  - Whenever appropriate, the child with a disability
  - **At age 16; with consent of parent/guardian a representative from the Commission for the Blind**
  - For students receiving vision support services, it is best practice to include a school social worker in the child's support team; if not already in attendance, request that an assessment by a school social worker be conducted to determine eligibility
- Copy of the IEP document **before** you leave the meeting

## IEP Checklist: Are You Ready?

### Orientation and Mobility: Three-Year Re-evaluation IEP

- ▶ You may not conduct a 3-year re-evaluation without the appropriate medical information; you must have an report by an eye care specialist that includes the diagnosis and is less than 12 months old.
- ▶ If the parent refuses to consent to a reevaluation, the public agency may, but is not required to, pursue the reevaluation by using the consent override procedures in § 300.300(a)(3).
- ▶ If a child who is home schooled or placed in a private school by the parent at the parent's expense, does not provide consent for an initial evaluation or a reevaluation, or the parent fails to respond to a request to provide consent, the public agency may not use the consent override procedures and is not required to consider the child eligible for services under the requirements relating to parentally-placed private school children with disabilities. 300.300(d)(4)
- Orientation and Mobility Evaluation
  - Report and included data defend recommendation/no recommendation of instruction by a COMS
    - Strengths of the child
    - Concerns of the parent for enhancing the education of their child
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- Expanded Grade Band Expectations; student slotted for alternate state assessment
- Responsible Party
  - COMS, Student
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- Progress Reports:
  - The Act does not dictate quarterly reports, just an indication of the timeline; it is best practice to select your timeline as "quarterly/9- weeks"
- Level of Service as determined by Severity Rating Scale; indicate which one

- ❑ Transition Plan/Discussion that includes Expanded Core Curriculum
  - At age 14 there must be a written transition plan
- ❑ Accommodations
  - Statement addressing any PE restrictions
  - Instructional Assistant
  - Accommodations marked are supported by your assessment data/results
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  - ❑ Cane/AMD
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  - ❑ **At age 16; with consent of parent/guardian a representative from the Commission for the Blind**
  - ❑ For students receiving vision support services, it is best practice to include a school social worker in the child's support team; if not already involved, request that an assessment by a school social worker be conducted to determine eligibility
- ❑ Copy of the IEP document **before** you leave the meeting

## Sample-CTVI

[Student]

[Date of IEP]

**Level of Support Services:**

Based on the results of the Michigan Severity Rating Scale, it is recommended that [Student] receive 216 hours for the duration of the IEP (360 minutes per week) of vision support services from a Certified Teacher for the Visually Impaired.

This time is to be used for direct instruction to [Student], consultation to the team, family support services, and adaptation/modification of specialized materials for [Student]'s learning style.

**Area of Need: Specialized instruction by a Teacher for the Visually Impaired****Reference from New Mexico's Expanded Grade Band Expectations: LA-3-b**

Strand: READING AND LISTENING FOR COMPREHENSION

Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

Benchmark 4: acquire reading strategies; 3-b matches objects to pictures (visual or tactual).

**Measurable Annual Goal:** [Student] will recognize and interpret tactually 50 real objects, with no more than 3 cues, moving from directed interpretation to independent interpretation, May 2010.

- By May 2020, when given real objects [Student] will use her tactual compensatory skills to explore the object and identify the object correctly, 20 of 50 objects. Measured by Oregon Project and teacher observation with data collection.
- By May 2020, when given real objects [Student] will use her tactual compensatory skills to explore the object and identify the object correctly, 40 of 50 objects. Measured by Oregon Project and teacher observation with data collection.

**Person Responsible:** Teacher for the Visually Impaired and [Student]

**Reference from New Mexico's Expanded Grade Band Expectations: LA-3-b**

Strand: READING AND LISTENING FOR COMPREHENSION

Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

Benchmark 4: acquire reading strategies; 3-b matches objects to pictures (visual or tactual).

**Measurable Annual Goal:** [Student] will independently use compensatory skills to explore tactile illustrations and gather information in order to comprehend and retell information, moving from prompted exploration and comprehension to independent exploration and comprehension, by May 2020.

- By May 2020, when given previously read books with tactile illustrations, [Student] will independently explore tactile illustrations and verbally describe or retell information according to what she is viewing with no more than 3 cues per illustration as measured by the Oregon Project and teacher observation with data collection.
- By May 2020, when given previously read books with tactile illustrations, [Student] will independently explore tactile illustrations and verbally describe or retell information according to what she is viewing with no more than 1 cue per illustration as measured by the Oregon Project and teacher observation with data collection.

**Person Responsible: Teacher for the Visually Impaired and [Student]**

**Reference from New Mexico's Expanded Grade Band Expectations: LA-1**

Standard: 1: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

Benchmark 1: listen to, read, react to, and retell information, 3-d identifies objects that represent letters as same and different.

**Measurable Annual Goal:** [Student] will identify the one symbol that is different within a group of three symbols, two of which are identical, moving from not identifying differences to independently identifying differences using abstract symbols.

- By May 2020, when given a line of 3 abstract symbols, [Student] will identify one symbol as being different from the others, with 60% accuracy, as measured by the Oregon Project, the ABLIS assessment, and teacher observation with data collection.
- By May 2020, when given a line of 3 abstract symbols, [Student] will identify one symbol as being different from the others, with 75% accuracy, as measured by the Oregon Project, the ABLIS assessment, and teacher observation with data collection.

**Person Responsible: Teacher for the Visually Impaired, [Student]**

**Reference from New Mexico's Expanded Grade Band Expectations: LA-1**

Standard: 1: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

Benchmark 1: listen to, read, react to, and retell information, 3-d identifies objects that represent letters as same and different.

**Measurable Annual Goal:** [Student] will identify her name in Braille from a choice of three very different names, moving from not recognizing her name in Braille to independently recognizing her name, by May 2020.

- By May 2020, when given a choice of three very different names in Braille, [Student] will identify her name, with 60% accuracy, as measured by the Oregon Project, the ABLIS assessment, and teacher observation with data collection.
- By May 2020, when given a choice of three very different names in Braille, [Student] will identify her name, with 80% accuracy, as measured by the Oregon Project, the ABLIS assessment, and teacher observation with data collection.

**Person Responsible: Teacher for the Visually Impaired, [Student]**



**Sample**  
Statements for Prior Written Notice  
Teacher for the Visually Impaired

Proposal	Reason
Continue vision support services by a Teacher for the Visually Impaired.	The results of the ongoing Functional Vision Evaluation and Learning Media Assessment indicate that [Student]'s diagnosed visual impairment is having an adverse effect on [his] ability to access the curriculum equal to [his] peers.
The LEA will maintain the Supplemental Registration Form with NMSBVI.	In order to maintain membership to APH, a report by an eye care specialist must be in the district records every three years.
The LEA will maintain the American Printing House for the Blind (APH) registration form with NMSBVI.	It is required to maintain membership with APH Quota Funds toward ordering free specialized items to support [Student]'s educational setting.
Attend NMSBVI campus.	[Student] always has the option to apply for attendance at NMSBVI campus.

[Student]

[Date of IEP]

**Area of Need:**

Orientation and Mobility instruction; [Student] is diagnosed as having CVI, PVL, Exotropia (outward turning of the eye) and Amblyopia (a wandering of the eye) in the right eye for which he continues to be treated with a patching program and was prescribed prism glasses.

The results of the Orientation and Mobility Evaluation indicate that [Student]'s diagnosed visual impairment is having a significant impact on his ability to safely negotiate both familiar and unfamiliar environments.

Using the Michigan Severity Rating Scale, [Student] demonstrates a need for Orientation and Mobility instruction at the level of twice-weekly at 90(120) minutes direct instruction.

This time is to be used for direct instruction, consultation to the team, family support services, and adaptations/modifications for [Student]'s learning style.

This time may not necessarily be delivered on a twice-weekly basis to allow for the flexibility required for community-based instruction and [Student]'s learning style.

**Reference from New Mexico's Expanded Grade Band Expectations: S1-2-2-a**

Science: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically; the student recognizes that actions have consequences.

**Measurable Annual Goal:** [Student] will demonstrate a functional understanding of basic safety/travel cane skills moving from no experience with a travel cane to introductory level mastery of basic cane skills by April 21, 2009.

By April 21, 2020 when given a travel cane, [Student] will use proper basic cane techniques; center cane and proper width of arc/sweep with 80% accuracy as measured by instructor progress notes, team anecdotal reports, Oregon Project, and TAPS.

By April 21, 2020 when given a travel cane, [Student] will successfully obtain information about surface changes with 80% accuracy, as measured by charted number of cues required for successful negotiation of surface changes and obstacles, instructor progress notes, anecdotal team reports, Oregon Project, and TAPS.

By April 17, 2020 when given a travel cane, [Student] will use landmarks to maintain orientation to both familiar and unfamiliar routes with 80% accuracy as measured by instructor progress notes, team anecdotal reports, Oregon Project, and TAPS.

**Person Responsible: Certified Orientation and Mobility Specialist, [Student]**

**Sample**  
Statements for Prior Written Notice  
Orientation and Mobility Specialist

Proposal	Reason
Continue Orientation and Mobility instruction	The Orientation and Mobility Evaluation findings indicate that [Student]’s visual impairment is adversely impacting his ability to safely negotiate both familiar and unfamiliar environments
O&M instruction will not necessarily be delivered on a [twice-weekly] basis	To allow for the flexibility required for community based instruction and [Student]’s learning style.
[Student] will receive community based instruction, which will involve leaving campus and possible transportation in a LEA/state owned vehicle	[Student] requires O&M instruction in an in-context/real-life format
Family will provide a new report by an eye care specialist by April 17, 2023	<p>In order to conduct an assessment, IDEA states that a child must have a diagnosed visual impairment. The NM Technical Evaluation and Assessment Manual, 2007 states that in order to conduct a re-evaluation, “an eye care specialist’s report of current eye examination (within the last 12 months)” must be made available to the assessor.</p> <p>Or</p> <p>In order to maintain membership to APH, a report by an eye care specialist must be in the district records every three years.</p>
Attend NMSBVI campus	[Student] always has the option to apply for attendance at NMSBVI campus.