

PIVOT PLAN Example

Note: This Pivot Plan example is provided solely as a resource for LEAs and does not create any new legal requirements for LEAs. These examples are not meant to be exhaustive or appropriate for all students. They are provided solely to demonstrate one way a Pivot Plan may be structured.

Attached to IEP effective: **August 13, 2020 -August 12, 2021**

District/School:

STUDENT INFO:

Student Name	name
Case Manager	name
Related Service Providers	name (OT), name (SL), name (SW)
Main Contact Person if Parent Has Questions	name

COMMUNICATION PLAN:

Team Member	Mixed Model*	Remote Only
Case Manager	Email/phone call with parent 2x per month	Email/phone call with parent 2x per week
Speech Therapist	Email with parent 1x per month	Communicate with case manager 1x per week Email parent 1x per week
Occupational Therapy	Communicate with case manager & classroom teacher weekly	General OT recommendations for home carryover (email) at the beginning of "remote only" timeframe Communicate with case manager 1x per week
Social Worker	Communicate with school team 2x per week Email with parent 1x per week	Email/phone call with family weekly and, as needed Video weekly
Parent's Preferred Means of	Monday morning works best for me to participate in phone or video call. Email/text anytime	Monday morning works best for me to participate in phone or video call. Email/text anytime

Contact/Time		
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*Mixed Model: A combination of in person learning and remote learning.

Specialty Designed Instruction:

IEP GOALS Area	Mixed Model*	Remote Only	How data will be collected
<p>Math:</p> <ul style="list-style-type: none"> -Understanding of the concept of place value for numbers 11 to 19 -Understanding of the relationship between numbers and quantities up to 30 -Addition/Subtraction within 20 	<p>In Person - push in support for math 30 mins, 2x per week, individualized math work provided</p> <p>Remote - Binder activities 10 minutes 5/days per week at home</p> <p>DreamBox 20 mins 5 days/week</p>	<p>Remote - Binder activities 10 minutes 5/days per week at home</p> <p>DreamBox 20 mins 5 days/week</p> <p>Google Meets 2x per week offered for 20 mins each</p>	<p>Work samples in binder</p> <p>Google Meets Contact Log</p> <p>Data from DreamBox when available</p>
<p>Reading:</p> <ul style="list-style-type: none"> -Central message of stories 	<p>In Person: Push in support for reading in class for 60 mins 2x per week</p> <p>Pull out instruction 60 mins 1x per week</p> <p>At home: *Raz-Plus 20 mins per day, 3x per week</p>	<p>Google Meets 4 times per week 20 minutes</p> <p>Raz-Plus 20 mins per day, 5x per week</p> <p>Binder activities 15 mins/4 days per week</p>	<p>Work samples</p> <p>Google Meets Contact Log</p> <p>Raz-Kids Reading log and data</p>
<p>Speech/Language:</p> <ul style="list-style-type: none"> -Demonstrate receptive language skills to follow one step directions with concepts and simple two step directions -Produce /k/ and /g/ word initially at the phrase and short sentence level 	<p>In-person therapy session 30 mins per week in SPED setting</p>	<p>Practice activity sheets sent home with preposition to provide directions to be completed 2x per week for 15 minutes</p> <p>Teletherapy session 30 mins every other week</p>	<p>Therapist will email the parents weekly to inquire on progress</p> <p>Therapist data collection and observation</p>
<p>Occupational Therapy:</p> <ul style="list-style-type: none"> -Self-regulation goal related to sustaining seated fine motor effort 	<p>In-person therapy 30 mins/week in SPED setting</p>	<p>Teletherapy session 30 mins every other week</p>	<p>Therapist will email the parents weekly to obtain parental observational data.</p>

and remaining calm during transitions -Fine motor Goal around copying basic and integrative shapes, stabilizing paper with non-dominant hand			Therapist data collection and observation
Behavior: -Transition from preferred to non-preferred activity without verbal or physical aggression	Same as face to face when in school building, additional social stores will be used to help student transition to the remote environment.	Social stories will be provided to address expectations in the remote environment.	Parent provided with a shared tracking sheet (Google Doc) to communicate with school about progress.

Supplementary Aids and Services:

	Mixed Model*	Remote Only
Behavior	Parent is provided training on how to support the student when at home doing work.	Parent is provided training on how to support the student when at home doing work.
All areas	Student will be trained on how to use Text to Speech in Microsoft WORD	Student will be trained on how to use Text to Speech in Microsoft WORD

Services Minutes:

GOAL AREA	Mixed Model*	Remote Only
MATH	210 Mins/week <ul style="list-style-type: none"> • 60 minutes/week in person • 150 minutes/week remote 	190 mins/week remote
READING	240 mins/week of SDI: <ul style="list-style-type: none"> • 180 mins/week in person • 60 mins/week remote 	240 mins/week remote of SDI
SPEECH/LANGUAGE	30 min/week in person	30 min teletherapy every other week <ul style="list-style-type: none"> • activity sheets provided twice weekly (should take about 15 min to complete)

OCCUPATIONAL THERAPY	30 min/week in person	30 min teletherapy every other week 30 min consultation with family every other week
BEHAVIOR	30 min/week in person in sped face to face setting	30 min teletherapy every other week 30 min consultation with family every other week

Description of how the effectiveness of this plan will be measured and communicated to the IEP team.

After being in an alternate setting outlined in the Pivot Plan for at least _____ (amount of time determined by the IEP team), the IEP team will have a status meeting with the parent to review data and determine if any changes to the Pivot Plan are warranted, given the data-based decision making process for this student.

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