

**Ocean Springs School District
Department of Education
Request for Proposal
SY26 School-Based Speech Language
Pathology Services
Due: June 12, 2025**

**eLuma, LLC
2801 N. Thanksgiving Way, #170
Lehi, UT 84043**

Letter of Transmittal

Dear Ms. Armata:

Please find the enclosed proposal from eLuma, LLC ('eLuma') in response to Ocean Springs School District ('OSSD', 'District') Request for Proposal (RFP) for Speech Language Therapist Pathologist (SLP).

We have carefully reviewed the Request for Proposal and are confident in our ability to meet and exceed the requirements for providing **Speech Language Pathologist Services**. We have included detailed information in this submission to fully address the District's RFP requirements.

At eLuma, we go beyond traditional therapy; we deliver adaptable, high-impact services that are tailored to meet the needs of diverse school communities. One of the most significant differentiators of eLuma is our **flexible service delivery model**, which allows us to provide therapy **onsite, virtually, or through a hybrid approach**. This flexibility ensures that services are uninterrupted, schedules remain consistent, and students continue to make progress regardless of staffing changes or geographic limitations.

Our service delivery model is built on flexibility to best meet the needs of the school and its students. While we prioritize **onsite services** to ensure hands-on support and collaboration with staff, we also offer secure, FERPA-compliant teletherapy or hybrid services as additional options. This allows us to **maintain continuity of care, provide additional coverage when needed, and expand access to specialized providers**, all while remaining aligned with the district's goals and operational preferences. In addition, our clinicians are experienced providers and can work with the varying IEP systems that districts use with little to no learning curve, providing a smooth transition.

This mission underscores OSSD's commitment to equipping students with the necessary skills and knowledge to succeed beyond the classroom and contribute meaningfully to the community. At eLuma, we share these values and are equally committed to helping students overcome barriers and fully participate in their educational experience. Our therapists are **licensed in Mississippi** and are carefully



selected for their school-based experience, **cultural responsiveness**, and ability to **collaborate closely with educators and families**. Together, we support students' communication abilities, including speech clarity, language development, social communication, and cognitive-linguistic skills, the essential components that enable meaningful participation in academic settings and foster independence, confidence, and personal growth.

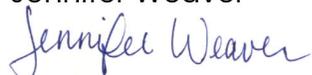
We understand that Ocean Springs School District is committed to **educating** and **empowering** all students to **excel academically, socially, and emotionally**. At eLuma, we are proud to support this mission by delivering therapy services that are student-centered, results-oriented, and rooted in meaningful collaboration with educators, families, and school teams. With a **network of over 100,000 licensed clinicians nationwide**, our scalable model ensures rapid staffing, minimal service disruption, and a deep bench of qualified professionals ready to serve. Districts that partner with eLuma typically report:

- **10–15% increase in productivity**
- **Improved service coordination**
- **Meaningful reductions in administrative burden and cost**

For Ocean Spring School District, partnering with eLuma means gaining a **reliable, mission-aligned, and future-ready therapy provider where services can be scaled up or down as needed by the District**. We are confident that our unique model and shared commitment to excellence will help foster every student's success academically, socially, and beyond.

To learn more about eLuma's broader mission and services, we also welcome you to visit our website at www.eluma.com. If you have any questions, please do not hesitate to reach me by email at jweaver@elumatherapy.com or phone at (385)993-3413. We thank you in advance for your consideration.

Jennifer Weaver



Director of Operations

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Executive Summary

With over **38 million therapy minutes**, **58,000 students served**, and partnerships across **400+ districts nationwide**, eLuma delivers measurable, mission-driven impact. Our **flexible, scalable service model** empowers Ocean Springs School District to expand services, improve performance, and reduce costs, without sacrificing quality or compliance.

We offer a comprehensive Speech-Language Pathology therapy model that includes **direct and consultative services**, **comprehensive evaluations**, and **targeted, evidence-based interventions** aligned with each student's **IEP goals**. Our therapists address **speech production, language development, fluency, voice**, and **pragmatic skills**, using a **student-centered, results-driven approach**.

We prioritize **onsite therapy** to build strong rapport and foster collaboration with school teams, while also offering **virtual and hybrid options** for flexibility and uninterrupted service. Our **real-time documentation and progress monitoring**, via the **District's IEP system** or our **FERPA-compliant Insight™ platform**, ensures transparency and data-driven results.

eLuma therapists are trained in **trauma-informed practices, culturally responsive care**, and **MTSS frameworks**. We collaborate closely with educators and families to provide **functionally integrated, equitable services** that promote **academic success, social-emotional growth**, and **long-term independence**, ensuring every OSSD student is empowered to thrive.

Why eLuma, LLC

At eLuma, we believe that every child, regardless of ability, background, or circumstance, deserves access to the support they need to participate fully in their education and grow into confident, capable members of their communities. We are



proud to partner with school systems like OSSD that share a vision for **equity, excellence, and inclusion**, and we are honored by the opportunity to contribute to that vision through exceptional, compassionate, and compliant Speech Therapy services.



As a nationally trusted provider, eLuma goes beyond simply filling positions; we become an extension of your team, fully aligned with your goals and deeply committed to student success. All Speech-Language Pathologists assigned to Ocean Springs School District are **fully licensed through the Mississippi Department of Health** and maintain active state licensure through the **Mississippi Board of Examiners for Speech-Language Pathology and Audiology**. Additionally, each clinician holds national certification through the **American Speech-Language-Hearing Association (ASHA) with a Certificate of Clinical Competence (CCC-SLP)**. All assigned providers are individually enrolled with Mississippi Medicaid, ensuring full compliance with state requirements for billing eligible school-based services. This ensures that all services are delivered by highly qualified professionals who meet both state and national standards for clinical excellence and regulatory compliance. Our therapists are extensively trained in **IDEA compliance, trauma-informed care, and culturally responsive practices**, with additional expertise in supporting multilingual learners, underserved communities, and students with complex or low-incidence disabilities. eLuma's internal credentialing team ensures every provider remains in full compliance with licensure, Medicaid, and professional standards throughout their service.

At eLuma, we believe that **one size does not fit all**, not in therapy, not in education, and certainly not in service delivery. That philosophy is at the core of our approach. Every student deserves services specific to their unique strengths, challenges, and environment. We apply this same principle to how we partner with each district and each school. Our ability to offer onsite, hybrid, and virtual therapy options means that **every student can get the support they need, exactly when and how they need it**.

This flexibility empowers school teams to meet the evolving needs of their communities, whether that is delivering **high-touch services onsite**, support through virtual sessions, or using a hybrid approach that uses virtual therapists with onsite school support staff. Our goal is to create environments where students thrive, schools flourish, and communities feel deeply supported and connected.

We recognize the vital role that **community involvement** plays in meeting the needs of diverse student populations, especially in schools where many families face economic challenges. Our model fosters a productive alliance with families, educators, and school communities to help every child succeed. Our team builds strong relationships with school staff through transparent communication, regular check-ins, and participation in team meetings. Across our diverse district partnerships, our model has consistently led to **higher IEP compliance, expedited service onboarding, and improved student access to essential therapies**, ensuring that all students receive timely, equitable support specific to their needs. Our commitment to service continuity, responsiveness, and culturally responsive care has enabled us to become trusted partners in environments where **reliability and adaptability** are essential. We are confident that these same principles will support the District's mission to promote academic excellence and prepare responsible, productive citizens in every corner of your district.

At eLuma, we lay the foundation for a successful partnership from day one through a comprehensive and collaborative onboarding process, thoughtfully designed for seamless integration and sustained success. We start by working closely with district leadership to **assess specific needs, priorities, and challenges**, allowing us to curate a **customized service model** that aligns with District goals, student population, and operational realities. This tailored approach ensures the right providers, delivery method, and support systems are in place from day one, eliminating the common trial-and-error pitfalls seen with one-size-fits-all models.



Our district had an unexpected need...eLuma was quick and flexible in responding to our needs. The district therapist we have been provided matches our district extremely well. She fit into our team and adapted to our routines. We couldn't have found a better fit.

Sherry B, Special Education Director
Minidoka County School District

Each implementation is guided by our **proven five-phase onboarding framework**, including credentialing, training, technology setup, and service launch, resulting in a smooth transition and strong foundation. Every district is also paired with a **dedicated Customer Success Partner** and a **Director of School Partnership** who delivers **white-glove support** from initial planning through daily execution. They serve as a direct point of contact, ensuring proactive communication, immediate responsiveness, and coordination across all district protocols.

Choosing eLuma means choosing a partner who brings together **clinical excellence, operational precision, and a heart for service**. We are here to reduce service gaps, ensure full compliance, and, most importantly, help every OSSD student develop the skills, confidence, and independence to thrive in school and beyond. We are ready to stand alongside you as a **dedicated ally in advancing OSSD's mission** and the promise that every child can succeed.

Attachment A: Part I

I. BASIC PROGRAM DESCRIPTION –

Include an overview of the proposed services, which will allow the district to determine the quality of services to be provided based on the Criteria for Evaluation of Proposals. Additional space and/or attachments may be used to describe your Basic Program Description. Be sure to answer each area thoroughly.

Maximum points for each criterion are as follows:

MAXIMUM POINTS 100 pts

- A.** Describe best practice regarding Speech Language Pathology therapy in a school setting to include processes, intervention/therapy, and promoting access to the general curriculum for all students ages 3-21 recommended by the IEP committee. **20 pts.**

Please see below for response

- B.** Describe your process to maintain student data to report progress (Results Driven Accountability) for educational benefit as outlined on the student's Individual Education Program (IEP) or Individualized Service Plan (ISP). **20 pts.**

Please see below for response

- C.** Describe how you will provide specialized training and support for administration, teachers, and parents aligned with the individual student's disability and their IEP or ISP to promote progress in the educational environment, if requested to do so. **20 pts.**

Please see below for response

- D.** Describe your evaluation process. **20 pts.**

Please see below for response

- E.** Describe how you will ensure compliance with the requirements of the MDE State Board Policy 74.19 and IDEA in regards to the services outlined in the RFP. **10 pts.**

Please see below for response

- F.** Describe how you will ensure compliance with the Ocean Springs School District Board of Trustees policies. **10 pts.**

Please see below for response

Scoring Sheet

Project Description	Maximum number of Points	Points Earned
Described best practice regarding Speech Language Pathology therapy in a school setting to include processes, intervention/therapy, and promoting access to the general curriculum for all students ages 3-21 recommended by the IEP committee.	20	
Describe your process to maintain student data to report progress (Results Driven Accountability) for educational benefit as outlined on students' Individual Education Program (IEP) or Individualized Service Plan (ISP).	20	
Described their evaluation process.	20	
Described how they will provide specialized training and support for administration, teachers, and parents aligned with the individual student's disability and their IEP or ISP to promote progress in the educational environment, if requested to do so.	20	
Described of how the vendor understands the requirements of the MDE State Board Policy 74.19 and IDEA in regards to the services outlined in the RFP.	10	
Described how they will ensure compliance with the Ocean Springs School District Board of Trustees policies.	10	

I. BASIC PROGRAM DESCRIPTION

Include an overview of the proposed services, which will allow the district to determine the quality of services to be provided based on the Criteria for Evaluation of Proposals. Additional space and/or attachments may be used to describe your Basic Program Description. Be sure to answer each area thoroughly.

At eLuma, we believe that communication is the foundation of connection, confidence, and academic success. Our commitment to the students of Ocean Springs School District is rooted in a simple, powerful belief: **every child deserves to be heard and understood**. That belief guides every decision we make, from how we deliver therapy to how we partner with educators and families, to how we measure student growth.

We are proud to offer a comprehensive, IDEA-compliant Speech-Language Pathology service model that is personalized, data-driven, and fully aligned with the Ocean Springs School District's mission to **"teach essential content and strategies"** and vision to **"educate and inspire all students to their highest levels of achievement."** Our services are designed to meet and exceed IEP requirements and to meaningfully improve student access to curriculum, participation in school life, and communication in real-world settings.

eLuma's model stands apart in four key ways:

- **Experienced, Licensed Therapists**

All SLPs assigned to Ocean Springs will be licensed in Mississippi and trained in school-based practice, IDEA compliance, trauma-informed care, and culturally responsive therapy. Many of our providers bring deep experience supporting students with complex needs in inclusive environments through a variety of delivery methods.

- **Integrated and Flexible Service Delivery**

We provide both in-person, virtual and hybrid therapy, ensuring that all students receive consistent services, regardless of location, staffing changes, or unforeseen interruptions. Our clinicians become embedded members of

school teams, collaborating regularly with teachers and participating in IEP meetings, RTI/MTSS frameworks, and classroom consultations.

- **Data-Driven Accountability**

Every session is documented in real time using the District's designated IEP system. Our therapists ensure that progress monitoring and reporting are directly aligned with each student's IEP goals, providing timely updates that keep school teams informed and help ensure students remain on track for success.

- **Whole-Child, Equity-Centered Approach**

We don't just provide therapy, we build relationships. Our providers take time to understand the full context of each student's needs, strengths, and environment. From the first evaluation to the last progress report, our services reflect empathy, precision, and a belief in every student's potential.

We know that your students are more than their goals on paper; they are individuals with **dreams, challenges, and incredible capacities**. That's why we don't treat therapy as a checklist. We treat it as a calling. By choosing eLuma, the Ocean Springs School District gains not only a reliable service provider but a committed partner dedicated to **helping every student find their voice** and reach their highest level of achievement, academically, socially, and emotionally.

A. Describe best practice regarding Speech Language Pathology therapy in a school setting to include processes, intervention/therapy, and promoting access to the general curriculum for all students ages 3-21 recommended by the IEP committee.

At eLuma, best practice in school-based SLPs is rooted in a **student-centered, outcomes-driven model** that blends clinical excellence with educational relevance. We understand that every child communicates in their unique way, and our goal is to help each student unlock their voice, academically, socially, and emotionally.

Our therapy model is **grounded in IDEA** and fully aligned with **Mississippi State Board Policy 74.19**, ensuring compliance at every level of service delivery. But we go beyond compliance; we aim for impact. Our licensed and credentialed SLPs are not just clinicians; they are educators, collaborators, and advocates who work



hand-in-hand with school teams to support each student's communication growth in ways that are **functional, measurable, and meaningful**.

Through specialized interventions, proactive collaboration, and a focus on real-world outcomes, our therapists deliver services that are:

- **Empowering students**, helping them gain the confidence and skills to participate meaningfully in their educational journey.
- **Collaborative for educators**, equipping them with strategies and insight to reinforce language development in the classroom.
- **Inclusive of families**, who are seen as essential partners in setting goals, celebrating progress, and navigating challenges.

By embedding therapy into the natural flow of the school day and aligning our efforts with each student's academic journey, eLuma ensures that every session is purposeful, practical, and progress-driven. We take special pride in those moments when a student meets their IEP goals, reaches grade-level benchmarks, and no longer requires special education services, a **joyful milestone that reflects their hard work, our shared commitment, and the power of targeted, compassionate support to open new pathways for learning and independence**.

Our approach follows three foundational pillars:

1. Collaborative and Individualized Service Planning

We begin by working closely with IEP teams, including teachers, administrators, and families, to develop service plans that reflect the individual needs, cultural background, and learning environment of each student. Our SLPs attend IEP meetings, contribute to eligibility decisions, and help draft goals that are functional, measurable, and aligned with the general education curriculum.

2. Targeted, Evidence-Based Interventions

eLuma SLPs use research-based intervention techniques created to each student's developmental profile and communication goals. Therapy targets include:

- Speech sound production and articulation
- Receptive and expressive language
- Pragmatic/social communication
- Voice, fluency, and AAC (as needed)

Therapy may be delivered individually or in small groups, depending on student needs and IEP specifications. Our clinicians embed communication strategies into classroom routines, helping students transfer skills from therapy into real-world academic and social settings.

3. Promoting Access to the General Curriculum

We view communication as a bridge to learning. Our therapists help remove language-based barriers that impede a student's ability to participate meaningfully in general education. This includes:

- Supporting vocabulary and language comprehension to aid reading and writing.
- Enhancing classroom participation through improved expressive skills.
- Advising educators on accommodations, strategies, and language-rich instruction.
- Partnering on MTSS teams to support early intervention.

By promoting access, not just services, we help ensure students ages 3–21 can engage confidently with their peers, their curriculum, and their school community.

Through intentional teamwork, evidence-based practices, and deep respect for each student's unique journey, our providers help create inclusive learning environments where communication becomes a gateway to confidence, connection, and lifelong learning. **Every student's voice heard, empowered, supported and nurtured to thrive.**

B. Describe your process to maintain student data to report progress (Results Driven Accountability) for educational benefit as outlined on the student's Individual Education Program (IEP) or Individualized Service Plan (ISP).

We understand that effective progress monitoring is essential not only for compliance but for ensuring students receive the targeted support they need to thrive. Our process is designed to uphold the principles of Results Driven Accountability (RDA) by emphasizing data-informed decision-making, measurable outcomes, and transparent collaboration. We have provided sample reports in **Appendix B: Additional Documentation**.

eLuma's licensed Speech-Language Pathologists document all services in real time using the **District's designated IEP system**, ensuring that student data is captured securely, consistently, and in alignment with Ocean Springs School District protocols. Each therapy session includes detailed notes on the activities performed, the student's level of engagement, response to intervention, and any relevant observations. All documentation links back to the goals and objectives outlined in the student's Individualized Education Program or Individualized Service Plan.

Our clinicians collect both **quantitative and qualitative data** to measure progress toward IEP goals. This includes structured probes, observational data, performance on targeted tasks, and standardized rubrics. Data is reviewed regularly to identify trends, inform instructional decisions, and determine whether therapy intensity or strategies should be adjusted to better support the student's development.

In addition to routine session documentation, eLuma providers complete **formal progress reports** at the intervals specified in the IEP. These reports clearly describe student growth, compare baseline and current performance, and provide recommendations based on the data. If a student is not making adequate progress, our therapists initiate collaboration with the IEP team to reassess the approach, modify goals, or explore additional supports.

All data is maintained in compliance with **FERPA** and applicable state and federal regulations. Our therapists receive ongoing training in documentation best practices to ensure accuracy, clarity, and alignment with IDEA requirements.

C. Describe how you will provide specialized training and support for administration, teachers, and parents aligned with the individual students' disability and their IEP or ISP to promote progress in the educational environment, if requested to do so.

If requested, the assigned speech language pathologist will provide **specialized training and consultation** created for the unique communication needs of individual students, aligned with their **Individualized Education Plan**. This support is designed to empower educators, administrators, and families to reinforce communication strategies across environments and promote measurable progress in the student's educational goals.

1. Collaborative Planning

- Review the student's IEP/ISP goals, present levels of performance, and disability-related communication needs.
- Identify specific classroom or home-based challenges that may be impacting the student's ability to access instruction or interact with peers.

2. Customized Training for Educators and Staff

- Offer professional development or in-service training focused on strategies such as:
 - Augmentative and Alternative Communication (AAC) systems
 - Visual supports for language comprehension
 - Strategies for supporting social communication and pragmatic language
 - Language scaffolding in academic instruction
 - Phonological awareness and articulation cues
- Provide modeling and coaching during classroom routines or therapy integration when appropriate.

3. Family Coaching and Support

- Engage parents and caregivers in understanding the student's communication profile.
- Provide home strategies that align with IEP goals, including:
 - Structured routines for speech and language practice
 - Language-rich interactions during daily activities
 - Reinforcement techniques for communication devices or behavior

plans

- Offer access to curated resources, such as visual schedules, communication boards, or parent-friendly guides.

4. Ongoing Consultation and Progress Monitoring

- Participate in problem-solving meetings (e.g., IEP, MTSS, or SST) to adapt support strategies as needed.
- Provide data-driven updates to staff and families on what's working and where adjustments are needed.
- Support generalization of skills across academic, social, and home environments.

5. Alignment with Compliance and Best Practices

- Ensure that all support is aligned with IDEA and Section 504 regulations, as well as district policies and evidence-based practices.
- Maintain documentation of training provided and its alignment with student progress and IEP/ISP implementation.

At eLuma, we understand that true student success is the result of a **collaborative, informed support network**. We provide specialized training and support for administrators, teachers, and parents that is directly aligned with each student's Individualized Education Program or Individualized Service Plan and created to their specific disability and learning needs.

All training is offered in a **flexible format**, either onsite or virtually, to accommodate scheduling needs, and is grounded in evidence-based practices, cultural responsiveness, and IDEA compliance. Our goal is to empower every adult in a student's life with the knowledge, tools, and confidence to foster measurable progress in the educational environment.

D. Describe your evaluation process.

Our SLPs conduct comprehensive, IDEA-compliant evaluations designed to determine the presence of communication disorders that may impact a student's access to or progress in the general education curriculum. Our evaluation process is individualized, culturally responsive, and focused on generating actionable insights that inform IEP development and promote meaningful educational outcomes.

1. Referral and Pre-Evaluation Review

The process begins upon referral from the school's multidisciplinary team. The assigned SLP:

- Reviews existing academic records, previous IEPs/ISPs, and any prior speech-language assessments.
- Gathers input from teachers, parents, and other service providers.
- Identifies any potential cultural, linguistic, or socioeconomic factors that may influence communication development.
- Secures parental consent in alignment with district protocols.

2. Customized Assessment Planning

Each evaluation is adjusted to the student's suspected area(s) of need and developmental stage. Areas assessed may include:

- Receptive and expressive language
- Fluency (e.g., stuttering, cluttering)
- Voice and resonance
- Pragmatic/social language skills
- Oral-motor and feeding/swallowing abilities
- Speech sound production (e.g., articulation, phonological process, apraxia, dysarthria)

Assessment tools may include:

- Standardized tests are normed for age, language background, and diagnosis.
- Criterion-referenced and curriculum-based assessments.
- Dynamic assessments and language sampling.
- Classroom observations and teacher checklists.
- Parent and teacher interviews or rating scales.

For English Language Learners, we ensure that assessments are linguistically appropriate and interpreted through a culturally sensitive lens. When needed, bilingual SLPs or interpreters are engaged.

3. Eligibility Determination and IEP Collaboration

Following the assessment:

- The SLP synthesizes and interprets all data and participates in the eligibility meeting.
- Results are shared clearly with families and team members.
- If the student meets IDEA or Section 504 eligibility criteria, the SLP contributes to IEP development by:
 - Proposing speech-language goals that are SMART and aligned with Common Core or state standards.
 - Recommending appropriate service delivery models (e.g., direct, consultative, in-class support).
 - Suggesting accommodations or modifications to improve classroom communication access.

4. Comprehensive Reporting

The SLP provides a detailed report that includes:

- Background and reason for referral

- Description of evaluation procedures and tools
- Analysis of findings with educational relevance
- Summary of eligibility and recommendations for services
- Parent-friendly language that facilitates understanding

All reports are:

- Completed and submitted within mandated timelines
- Delivered via the district's preferred secure system
- Available for explanation in follow-up meetings as needed

5. Ongoing Support and Follow-Up

Our SLPs continue to collaborate with school teams post-evaluation by:

- Consulting with teachers to support classroom strategy implementation
- Guiding parents through home-support techniques
- Contributing to reevaluations and progress monitoring as part of the annual IEP review cycle

eLuma's speech-language evaluations are driven by a commitment to educational equity, accurate identification, and the delivery of impactful supports. Our SLPs ensure that each student's communication needs are fully understood and addressed within the educational setting, empowering them to participate, learn, and thrive.

E. Describe how you will ensure compliance with the requirements of the MDE State Board Policy 74.19 and IDEA in regards to the services outlined in the RFP.

We are fully committed to delivering speech-language services that comply with the **Mississippi Department of Education (MDE) State Board Policy 74.19** and the **Individuals with Disabilities Education Act (IDEA)**.

All eLuma SLPs maintain **active Mississippi licensure** through the Mississippi State Department of Health and hold appropriate **national certifications**, ensuring qualifications align with state and federal mandates.

We provide IEP-driven services that reflect the unique needs of each student, delivering therapy per specified goals, frequency, and duration, while participating in IEP meetings and supporting the development of measurable, standards-based goals. Our clinicians document every session in real-time, monitor progress using data-driven methods, and generate timely reports in compliance with district and state requirements.

We also support Child Find efforts by participating in screenings, referrals, evaluations, and re-evaluations using culturally responsive, multi-source assessment tools. In addition, we ensure all documentation and communication meet FERPA and IDEA confidentiality requirements. Our dedicated Customer Success Partners work closely with district personnel to ensure transparency, offer compliance support during audits, and help maintain adherence to all monitoring protocols. Through these practices, eLuma **consistently delivers high-quality, legally compliant speech-language services** that uphold the educational rights and needs of every student we serve.

F. Describe how you will ensure compliance with the Ocean Springs School District Board of Trustees policies.

eLuma is committed to maintaining full compliance with all Ocean Springs School District Board of Trustees policies throughout service delivery. We begin each partnership by reviewing the district's policy manual to ensure that **our procedures, provider conduct, and operational practices align with all local expectations**, including those related to professional conduct, confidentiality, technology use, student safety, and service delivery standards.

Our licensed SLPs are trained to adhere to federal and state requirements and district-specific protocols. This includes following procedures for documentation, communication, attendance, student interaction, and participation in IEP meetings. eLuma also assigns a **dedicated Customer Success Partner** to each district, who serves as a liaison to **ensure our team receives updates on any policy changes** and that all services remain in compliance with board-approved guidelines. We believe that close collaboration and transparency are key to building a trusted, long-term

relationship, and we are committed to upholding the values, standards, and regulations set forth by the Ocean Springs School District Board of Trustees.

Scope of Work

Scope of Work Statements of Alignment

A. Provide best practice in current school-based therapy.

eLuma confirms that we provide best practice in current school-based therapy, delivering services that are evidence-based, student-centered, and fully aligned with IDEA and educational standards. Our therapists are committed to supporting each child's growth, not only in communication, but in confidence, connection, and classroom participation.

B. Develop Individualized Education Programs (IEPs), Individualized Service Plans (ISPs) for Private Schools, and meet with school teams, including parents, to ensure compliance.

eLuma proudly confirms our commitment to developing high-quality IEPs and ISPs for Private Schools. Our licensed clinicians actively participate in meetings with school teams and families to ensure that every plan is compliant, personalized, and built on a shared vision for student success. We believe these collaborative conversations are not just procedural; they are powerful opportunities to honor each student's unique strengths, needs, and potential.

C. Utilize the school district's platform for IEPs and ISPs.

We confirm that our therapists will utilize the school district's designated platform for managing IEPs and ISPs. Our providers bring extensive experience working with a wide range of school-based IEP systems, which enables them to quickly adapt and navigate new platforms with ease. This familiarity ensures a smooth integration into the District's workflow, allowing us to focus on what matters most, supporting each student through meaningful, well-managed, and actionable service plans that foster lasting growth.

D. Comply with the Individuals with Disabilities Education Act (IDEA) and Mississippi Policies and Procedures, State Board Policy 74.19 for Children with Disabilities;

We confirm our full compliance with the Individuals with Disabilities Education Act (IDEA) and Mississippi Policies and Procedures, including State Board Policy 74.19 for Children with Disabilities. We embrace these standards not as minimum

requirements, but as a foundation for delivering meaningful, equitable services that honor each student’s right to learn, communicate, and thrive.

E. Utilize a Process to Maintain Student Data for Reporting Progress and Documenting Educational Benefit;

We utilize a structured, student-centered process to maintain data that captures progress and documents educational benefits. Our therapists approach data collection not just as a compliance task, but as a powerful tool for understanding each student’s journey. By tracking meaningful growth and aligning every service to IEP goals, we ensure that every session contributes to a larger story of success.

F. Provide Specialized Training and Support for Administration, Teachers, and Parents when requested;

We provide specialized training and support for administration, teachers, and parents when requested. We believe that empowering those who surround the student, educators, caregivers, and school leaders is essential to lasting success. Our therapists offer practical, collaborative guidance tailored to each audience, helping to build shared understanding, strengthen communication strategies, and ensure that students are supported consistently across all environments.

G. Comply with Ocean Springs School District Policies and Procedures; and

We are committed to fully complying with all Ocean Springs School District policies and procedures. We recognize that these guidelines are essential to creating a safe, consistent, and effective learning environment, and we take pride in aligning our practices to support the District’s expectations. By honoring these standards, we strengthen our partnership with the District and help ensure that every student receives services in a manner that is professional, respectful, and seamless.

H. Provide services during the 2025–2026 school year and extended school year, as necessary.

eLuma confirms that we will provide Speech-Language Pathology services throughout the 2025–2026 school year, including during the extended school year, as necessary. Our team is fully prepared to ensure continuity of care and consistent

support, so that every student receives the services they need to make meaningful progress, regardless of the time of year.

Specifications Statement of Understanding

A. Qualifications

- **Provide valid licenses in the State of Mississippi (Mississippi Department of Education or other professional state licensing agent) that allow you to provide the contracted services.**

We confirm that all providers assigned to serve Ocean Springs School District will hold valid licenses issued by the Mississippi Department of Education or other authorized state licensing agencies, as required to provide the contracted services. Our internal credentialing team rigorously verifies all licenses before placement and continuously monitors compliance to ensure that every therapist remains in good standing throughout their assignment.



Jaime Wothe
Director of Special Education

*"It's almost like eLuma is a 24-hour service because I can contact eLuma and **within seconds, they're calling me back** or emailing me back and asking me what needs are needing to be filled."*

eLuma maintains a national network of over 100,000+ licensed and credentialed providers, giving us the ability to rapidly respond to fluctuations in service needs, staff transitions, or unexpected absences. This extensive bench of qualified clinicians allows us to offer immediate placement options while maintaining the highest standards of care and compliance.

We recognize that uninterrupted, consistent service is essential to student progress and IEP implementation. Should a replacement be needed, eLuma ensures a smooth transition by selecting a provider who is appropriately licensed, experienced in school-based settings, and aligned with the values and expectations of the District. All replacement clinicians undergo a rigorous onboarding and credentialing process, including full background checks, licensure verification, district-specific training, and approval through OSSD established procedures.

Because of our scale and structure, each transition is coordinated with close attention to continuity. Our dedicated Customer Success Partner (CSP) works hand-in-hand with district personnel to manage logistics, maintain communication, and minimize disruption. With this proactive support model and deep clinical capacity, eLuma offers the District a reliable, responsive, and future-ready partner for therapy staffing, today and as your needs evolve.

CSPs conduct regular, scheduled utilization reviews with schools to ensure services remain aligned with student needs. During these reviews, they discuss the current hours clinicians are working, evaluate usage trends, and assess whether the school is receiving the appropriate level of support, whether that means scaling up or adjusting services if utilization is below what was initially anticipated. This collaborative approach helps schools stay on track and ensures students are receiving the support they need while maintaining transparency and proactive planning.

Provider Compliance, Credentialing, and Ongoing Qualification

Background Check and Clearance

eLuma conducts thorough, multi-layered background screenings for every clinician before hire or placement. These screenings exceed minimum legal requirements and include:

- State-specific and federal criminal background checks
- Fingerprinting as required by state and district regulations
- Sex offender registry checks
- Verification of professional identity and eligibility to work in the U.S.

No provider will be assigned to the District or permitted to begin services until they have:

- Successfully completed and passed all background screenings
- Been approved by OSSD-designated personnel
- Completed all district-specific onboarding steps and training requirements

All background check documentation is securely submitted to the District for review and final approval before a provider begins work, ensuring full transparency and alignment with district protocols.

Mississippi Licensure and Certification

All eLuma providers assigned to Ocean Springs School District will hold, or will obtain before the start of services, the appropriate Mississippi licensure for their respective discipline, as issued by the Mississippi Department of Education or other applicable state licensing authority. eLuma offers comprehensive support to our clinicians throughout the Mississippi licensure process, including:

- Step-by-step guidance on applications and renewals
- Proactive tracking of credential expiration dates
- Timely reminders and individualized support to ensure uninterrupted service

Ongoing Qualifications

At eLuma, we recognize that compliance is not a one-time event; it is an ongoing commitment. We maintain a robust framework to ensure clinicians not only begin their work fully qualified but also continue to meet the highest standards throughout their tenure. This includes:

- Real-time tracking of license renewal dates and CEU requirements
- Optional professional development opportunities, webinars, and workshops
- Access to clinical resources to address challenging cases or service planning
- A collaborative peer community of therapists sharing strategies and best practices
- Annual reviews and check-ins with providers to reinforce expectations and support growth

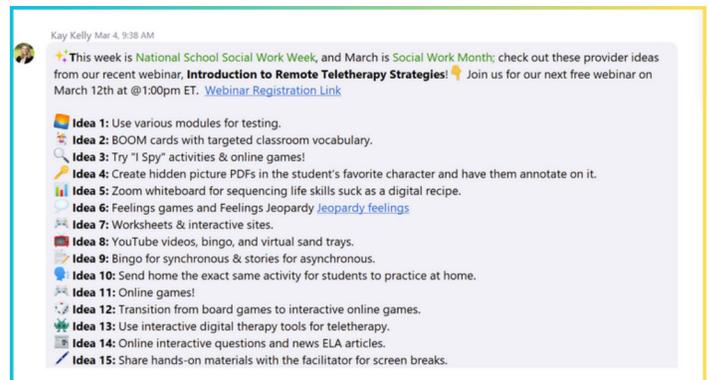
We also support providers with onboarding refreshers when needed and ensure they stay up to date with district changes, legal updates, or educational trends that may impact service delivery.

This layered and proactive approach ensures that every eLuma provider assigned to the District is not only qualified at the point of hire but continues to grow

professionally, remain fully compliant with licensing and district requirements, and contribute meaningfully to the success of the students and schools they serve. Our structure ensures peace of mind for district partners and optimal continuity of care for students.

Retention and Ongoing Professional Support

We view hiring as just the beginning of the provider journey with eLuma. We continuously invest in our team by **offering optional professional development, peer collaboration opportunities, and ongoing support**. Providers are encouraged to engage in reflective practice, utilize our consulting resources, and stay connected to a community of professionals equally committed to educational equity and student outcomes.



This thoughtful and layered approach to hiring ensures that every provider we place is more than qualified; they are empowered, prepared, and deeply aligned with our shared mission to help every student reach their full potential.

At eLuma, our integrated system connects all providers through a centralized platform that fosters continuous improvement, collaboration, and support. This networked approach allows providers to easily **access and share best practices, clinical tools, and insights**, creating a dynamic environment of professional growth. In addition to this collaborative infrastructure, providers benefit from our comprehensive Knowledge Base, real-time tech support, and structured mentorship from experienced peers. We also offer ongoing optional professional development, CEU-eligible training, and responsive issue resolution, ensuring each provider is supported and empowered to deliver consistent, high-quality services over the long term.

Watch on Demand!

Reflecting on Practices: Comprehensive Special Education Evaluations

Presented by Kami Bible OTR/L, MBA, Kay Kelly Ed.S., and Sarah Plunkett MS CCC-SLP



Level: Intermediate

0.15 ASHA CEU

Watch on Demand

First name*

Last name*

eLuma maintains a strong national network of clinicians and is proud that **more than 95%** of them report their **enjoyment and positivity** working with the organization. This high level of satisfaction translates directly into consistent, dependable service for the districts we support, including long-term provider retention and strong alignment with district goals. Our clinicians choose to stay with eLuma because they feel **valued, supported, and empowered**, factors that lead to **better outcomes for students** and smoother collaboration with school teams.

Guided by our core values of being **visionary, empathetic, dependable, solution-oriented, and value-minded**, eLuma retains experienced providers who share our mission and vision. Our clinicians bring deep experience in supporting a wide range of student populations, including those with varying and unique disabilities, English learners, and students facing geographic or economic barriers. Through inclusive, culturally responsive care tailored to each school community, eLuma delivers meaningful, student-centered services that foster growth and equity.



- **These services may be in-person or virtual. Preference will be given to in-person submissions and providers located in the State of Mississippi.**

eLuma understands the Ocean Springs School District's preference for in-person services and prioritization of Mississippi-based providers. While eLuma is a national provider, we are committed to delivering locally responsive, high-quality speech-language therapy that aligns with each district's specific needs and preferences. For this engagement, we are prepared to assign Mississippi-licensed Speech-Language Pathologists who can serve students onsite, ensuring direct, relationship-based support that facilitates strong collaboration with school staff and families.

Additionally, our flexible service delivery model allows us to supplement in-person services with virtual options when needed, such as in cases of provider absences, medical leave, or specialized caseloads, without sacrificing continuity or compliance. All virtual services are delivered via our secure, FERPA-compliant teletherapy platform, Zoom and other platforms preferred by the District, and follow the same rigorous standards of care and data-driven accountability as our onsite services. This hybrid readiness enables us to meet fluctuating needs and maintain consistent support for students, while still prioritizing the district's in-person service preferences and leveraging Mississippi-based talent wherever possible.

- **Provide resumes of qualified and currently staffed employees licensed to provide services in the State of Mississippi.**

To demonstrate the quality and expertise of our providers, we have included clinician resumes with applicable licenses in **Appendix A: Resumes and Credentials**. Before service initiation, eLuma submits the resumes and credentials of proposed team members for the District's final review and approval.

These professionals exemplify the experience, expertise, and dedication we prioritize in all of our placements. They reflect the quality standards and clinical excellence that eLuma consistently upholds across all assignments.

eLuma guarantees the successful staffing of all virtual service roles, ensuring uninterrupted delivery and consistent support for students. For onsite and hybrid

positions, we leverage our expansive recruiting network and proven staffing infrastructure to identify and place highly qualified professionals.

In the rare event that an onsite or hybrid provider cannot be secured within the mutually agreed-upon timeframe, we guarantee placement of a licensed virtual provider to fulfill the service requirements without delay, ensuring that students’ needs are met and district timelines are maintained.

Our flexible, solutions-oriented approach, coupled with a deep bench of qualified clinicians, enables us to serve as a reliable and responsive partner for schools, no matter the delivery model.

Proposed Staff

Name	Jalisa Greer, SLP
Credentials	<p>M.S. in Speech Language Pathology, Jackson State University (2015)</p> <p>B.A. in Speech Language Pathology, University of Southern Mississippi (2012)</p> <p>American Speech–Language–Hearing Association (ASHA): CCC–SLP</p> <p>Mississippi Board of Health: Licensure #S-4231</p> <p>Mississippi Department of Education: Educator Licensure #247419</p> <p>Vital Stim Therapy: Certified</p> <p>CPR: Certified</p>
Experience	<p>Jalisa is a licensed and ASHA-certified Speech–Language Pathologist with over seven years of direct school-based experience serving K–12 students. She has provided both</p>

	<p>in-person and teletherapy services in public and charter school settings, including the Greenville Public School District and Lakeside School District, where she also held a lead SLP role. Jalisa has extensive experience developing and implementing IEPs, conducting evaluations, managing large and diverse caseloads—including students with developmental delays, hearing impairments, and Down syndrome—and collaborating closely with teachers, families, and multidisciplinary teams. She is well-versed in early intervention strategies, data-driven progress monitoring, and maintaining compliance with IDEA, state education standards, and Medicaid documentation requirements.</p>
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Name	Joy Ables, SLP
Credentials	<p>Graduate Degree in Speech–Language Pathology, University of Southern Mississippi (2011)</p> <p>American Speech–Language–Hearing Association (ASHA), CCC–SLP</p> <p>Mississippi Board of Health: Licensure #S-3724</p>
Experience	<p>Joy is a licensed and ASHA-certified Speech–Language Pathologist with over a decade of experience, including extensive service in school-based settings. She has worked with students from preschool through 5th grade in Mississippi public schools, including Madison County and Newton Municipal School Districts. Joy has provided direct therapy, conducted evaluations, and participated in IEP development for diverse student populations, including those with developmental delays, autism, and other speech and language impairments. Her background also includes early intervention and interdisciplinary collaboration, making her highly effective in supporting young learners within inclusive educational</p>

	environments.
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Name	Scheresia Russell, SLP
Credentials	<p>Master of Education in Special Education – Speech Language Pathology, Southern University and A&M College, Baton Rouge, LA (July 1998)</p> <p>Bachelor of Science in Speech Language Pathology and Audiology, Southern University and A&M College, Baton Rouge, LA (December 1996)</p> <p>Certificate of Clinical Competence (CCC), American Speech-Language-Hearing Association (ASHA)</p> <p>Mississippi Board of Health: Licensure #S-4785</p>
Experience	<p>Scheresia is a highly experienced, ASHA-certified Speech-Language Pathologist with over two decades of service in both in-person and online school settings. She has worked extensively in public school districts, including Deer Park ISD and Dickinson ISD, as well as through eLuma Online Therapy. Her responsibilities have included supervising SLP assistants and graduate students, conducting comprehensive evaluations, developing IEPs, managing ARDs, and providing both direct and consultative therapy to students from early childhood through elementary levels. Ms. Russell also collaborates regularly with multidisciplinary teams, supports Response to Intervention (RTI), and participates in Student Study Teams and Assistive Technology implementation. Her vast experience in school-based SLP services makes her especially skilled in supporting students with diverse needs through compliance-driven, outcomes-focused practices.</p>

eLuma is deeply committed to delivering consistent, reliable Speech Therapy services that meet the needs of students and uphold district expectations. This school year, our clinicians have maintained an impressive **97% attendance rate**, a reflection of our **dedication to regular and punctual service delivery**. In the rare event that a session is missed due to a clinician’s absence, we work quickly to coordinate a timely make-up session with the school, always honoring IEP timelines. To promote transparency and accountability, we **submit a monthly report** to the Office of the Supervisor of Special Services (or their designee), detailing the reason for any missed session, its impact on students, and confirmation of completed make-up sessions.

District Support Personnel and Partnership Team

To support transparency and facilitate planning, we have provided a list of key eLuma support staff who will serve the District throughout the partnership. These team members have been carefully selected based on their qualifications, school-based experience, and alignment with the District’s goals and values.

Key Supporting Staff		
Role	Responsibility	Contact Information
VP of Customer Success and Customer Success Partner	The primary point of contact for the school acts as a liaison between clients and providers to ensure that the students receive effective, ethical, and appropriate services.	<p>Melissa Slone, VP Customer Success: Phone: (385)446-7864 Email: mstone@elumatherapy.com</p> <p>Yoni Mareno, Customer Success Partner: Phone: (385) 446-7786 Email: ymoreno@elumatherapy.com</p>
Director of School Partnerships	Supports the contracting process, the implementation/start-up	<p>Andrew Coddling, Director of School Partnerships: Phone: (385) 449-1474</p>



	procedures, the school's needs/questions, and any other matters to ensure a positive experience with eLuma.	Email: acodding@elumatherapy.com
Technical Support Manager	Addresses customer service issues by answering phone calls, promptly responding to live chat messages, training school personnel to utilize our platform during the start-up process, and ensuring all technology is prepared for a successful online experience.	Dennis Maitland, Technical Support Manager: Phone: (385) 446-2469 Email: dmaitland@elumatherapy.com
Director of Operations	Oversees Clinical Services and Technical Support teams, who support Service Providers through clinical and technical resources.	Jen Weaver, Director of Operations: Phone: (385) 993-3413 Email: jweaver@elumatherapy.com Kami Bible, Clinical Services Manager: Phone: (385) 993-3419 Email: kbible@elumatherapy.com

- **Provide a list of school district references.**

eLuma brings over **14 years of national special education expertise**, with deep experience partnering with public school districts across a wide range of communities. Our work **across the nation providing speech therapy services** equips us to support Ocean Springs School District with a clear understanding of district values, expectations, and compliance standards. We are fully prepared to align with OSSD’s commitment to academic excellence and student-centered learning.



Our clinicians are seasoned in supporting students across academic, communication, and behavioral domains, drawing on proven strategies that respect local culture and educational goals. We're committed to upholding the highest standards of quality, compliance, and engagement, so every student at OSSD receives the compassionate, effective support they deserve.

Blended Success Fueled by On-Site Expertise

While on-site support remains at the heart of what we do, our 14+ years of experience delivering teletherapy and hybrid services have only strengthened our ability to hit the ground running when we arrive in person. Below are a few of our case studies of how our flexible approach, informed by deep on-site work, has driven results:



Santa Rita Union School District (California)

At Santa Rita Union School District in Salinas, California, chronic shortages of qualified speech and occupational therapists, particularly bilingual staff, led to service gaps for students. To address this, we piloted virtual therapy in 2018–19 and expanded the program district-wide in 2019–20. While our teletherapy platform provided reliable access to specialized clinicians, our mobile team also supported the rollout on-site by handling equipment setup, delivering technology training, and conducting face-to-face co-treatment days. This hands-on approach not only ensured that virtual sessions ran smoothly but also fostered trust and strong relationships with students, families, and school staff.



Flint Hills Special Education Cooperative (Kansas)

At Flint Hills Special Education Cooperative in Kansas, a rapidly growing caseload spread across 38 schools created significant staffing gaps in rural communities. To meet these demands, we implemented the use of online therapy that provided coverage before, during, and after the pandemic. Complementing our virtual services, our clinical directors made on-site visits to audit service quality, led in-person workshops, and reinforced best practices for co-teaching and classroom integration.

This blended approach ensured consistent support for students while building local capacity and trust.



Butts County Schools (Georgia)

At Butts County Schools in Georgia, an overwhelming backlog of 86 overdue student evaluations and overburdened speech-language pathologists threatened service compliance. To tackle this, we deployed virtual evaluations that reduced the backlog to just eight and significantly improved compliance rates. In tandem, our team organized on-site “evaluation blitz” days, intensive, multi-student assessment events, paired with hands-on therapist coaching for school staff. This combined approach expedited evaluations, bolstered local capacity, and ensured timely support for every student.



Reno County Education Cooperative (Kansas)

At Reno County Education Cooperative in Kansas, rural districts faced persistent challenges in hiring in-person therapists to meet student needs. By introducing a hybrid approach, we eliminated travel barriers and boosted student engagement through consistent, virtual sessions. To reinforce these gains, we also embedded clinicians on campus for weekly blocks, where they led small-group sensory circuits, fine motor groups, and integrated OT strategies into lunchtime and recess activities. This blended model ensured both reliable access to therapy and hands-on support tailored to each school’s environment.



Pasco School District (Washington)

In Pasco School District, Washington, reliance on an entirely in-person therapy model limited flexibility and responsiveness to changing needs. To modernize services, we integrated hybrid team members who attended IEP meetings remotely and co-taught virtually, ensuring continuous support even when in-person access was constrained. Complementing this virtual component, our therapists joined monthly special services meetings on-site to co-plan with staff, conduct classroom observations, and deliver in-person professional

development. This blended approach combined the agility of remote collaboration with the relationship-building and practical guidance that only face-to-face interaction can provide.

These case studies illustrate more than just successful partnerships; they showcase our **steadfast commitment to delivering compassionate, flexible, and expert support exactly where it’s needed**. Unlike firms that rely solely on onsite staffing and often struggle to meet demand, eLuma seamlessly blends in-person, hybrid, and virtual services, ensuring **every student receives the care they deserve under any circumstance**. Our tested-and-trusted model not only solves real-world challenges, from staffing shortages to service gaps, but also builds strong relationships, integrates effortlessly into district teams, and empowers educators with consistent, high-quality support. **As your needs evolve, we evolve with you, adapting delivery methods while always keeping the District in the driver’s seat.**

References

eLuma is proud to maintain long-standing partnerships with numerous school districts across the country and has included a list of representative references with this proposal. These references reflect our proven track record of delivering impactful therapy services in diverse K–12 educational settings. Each can speak to our reliability, responsiveness, and student-centered approach. We would be happy to provide additional references upon request to further demonstrate our experience and commitment to excellence in school-based therapy services.

Reference #1	
District Name	Reno County Education Cooperative
Contact	Lena Kisner, Executive Director
Contact Phone	(620) 615-5850
Contact Email	lkisner@rcec610.org
Services Provided	Speech-Language Therapy, School Psychology

Reference #2	
District Name	Butts County School District
Contact	Heather Stamoules, Director of Student Services
Contact Phone	(770) 504-2300 x 1390
Contact Email	stamoulesh@bcssk12.org
Services Provided	Psychoeducational evaluations, Physical Therapy, Speech-Language Therapy

Reference #3	
District Name	Houston County School District
Contact	Christa Nelson, Coordinator of Student Services
Contact Phone	(478) 313-4028 x 1006 / (478) 636-9085
Contact Email	christa.nelson@hcbe.net
Services Provided	Speech-Language Pathology, Mental Health-Counseling

- **Pass background check and child abuse registry checks.**

We prioritize student safety and district compliance by ensuring that every clinician successfully passes all required background screenings and child abuse registry checks prior to service placement. We maintain a rigorous vetting process that includes state and federal background checks, verification through child abuse registries, and continuous monitoring to uphold the highest standards of safety and trust. This proactive approach reflects our deep commitment to protecting the well-being of every student we serve.

- **Statement of Willingness to be Trained and Utilize the Reporting System used by the District**

At eLuma, we are fully committed to aligning with the operational systems and practices of each district we serve. Our team demonstrates a strong willingness to be trained and proficiently use any reporting system adopted by Ocean Springs School District. Our clinicians have extensive experience working within a variety of IEP documentation platforms and student information systems, including but not limited to SEIS, Frontline, EdPlan, SpedTrack, and PowerSchool. We understand the importance of accurate, timely, and compliant documentation and are prepared for smooth integration into the District's chosen system to support effective communication, progress monitoring, and collaborative service delivery.

- **Provide Certificate of General and Professional Liability Insurances naming the Ocean Springs School District as an additionally insured.**

Please see **Attachment C: Part III** of this RFP for our Certificate of Insurance (COI), which includes proof of both General and Professional Liability coverage. As required, the Ocean Springs School District is named as an additional insured.

- **Provide Assurance of Workers' Compensation Insurance if applicable.**

eLuma complies with applicable state laws regarding Workers' Compensation Insurance and has included a Certificate of Insurance in **Attachment C: Part III**.

- **Provide Assurance to Hold Harmless the Ocean Springs School District from and against any claim, loss, expense, or damage to any person or property arising out of the approved agreement to provide contracted services to the Ocean Springs School District.**

eLuma, LLC hereby agrees to indemnify, defend, and hold harmless the Ocean Springs School District, its Board of Trustees, officers, employees, and agents from and against any claims, losses, liabilities, damages, costs, and expenses (including reasonable attorney's fees) arising out of or resulting from any act, omission, or negligence in connection with the provision of contracted services under the approved agreement. This assurance applies to any claim, loss, or damage to person or property that may occur during service delivery, to the fullest extent permitted by law.

- **Available to provide listed services for the 2025–2026 school year and the extended school year.**

We are fully prepared and enthusiastic to provide the requested speech-language pathology services to the Ocean Springs School District for the 2025–2026 academic year, including the Extended School Year period. Our team of licensed and experienced clinicians is committed to delivering consistent, high-quality support throughout the entire school year and during ESY sessions, ensuring continuity of care and compliance with all district and state requirements. We understand the importance of maintaining student progress year-round and are dedicated to partnering with the district to meet these goals effectively.

B. Focus of Therapy and Support

- **Provide direct therapy to include, as needed: development of educational school-based therapy goals and implementation of intervention through direct care.**

eLuma proudly provides direct therapy services that include the development of meaningful, educationally relevant school-based therapy goals and the implementation of targeted interventions through direct care. Our licensed clinicians work closely with students, families, and educators to craft goals that are not only compliant with IEP requirements but that truly reflect each student’s strengths, challenges, and potential.

Every therapy session is an opportunity to build skills, confidence, and connection. Whether we’re helping a child articulate their thoughts more clearly, understand language more deeply, or engage more fully in the classroom, our therapists are committed to turning each goal into real, observable growth. Through compassionate, individualized care, we help students access their learning, express themselves more fully, and experience the joy of communication.

- **Complete an educational evaluation of students for school-based SLP services to target the specific education-based therapy needs and make recommendations to the IEP committee for services and goals.**

Our licensed SLPs will complete comprehensive educational evaluations for students referred for school-based SLP services. These evaluations are thoughtfully designed to identify each student's unique communication needs within the context of their learning environment.

Our therapists use a combination of standardized assessments, classroom observations, and input from educators and families to develop a full picture of the student's strengths and challenges. The results are then used to make clear, actionable recommendations to the IEP committee, ensuring that proposed goals and services are not only compliant but truly meaningful.

- **Collect data, monitor, and report on service goals as required by the IEP to ensure student educational benefits.**

eLuma will collect data, monitor progress, and report on service goals as required by each student's Individualized Education Program to ensure meaningful educational benefit. Our licensed Speech-Language Pathologists document every session in real time using the District's designated IEP system, capturing detailed information on student performance, engagement, and goal alignment.

Therapists use a variety of data sources, including structured probes, observational notes, rubrics, and student work samples, to measure progress toward IEP objectives. This data is analyzed on an ongoing basis to guide therapy adjustments and inform instructional decisions that support student success.

Progress reports are submitted according to IEP timelines and District policies, clearly outlining goal achievement, current performance levels, and any recommended modifications.

- **Complete Report of Progress on IEP Goals as required by each student's IEPs;**

We will complete timely and thorough Reports of Progress on IEP goals as required by each student's Individualized Education Program. Our licensed clinicians carefully monitor progress throughout the service period, using data collected during each session to evaluate growth toward established goals.

Progress reports are aligned with IEP reporting timelines and provide clear, actionable updates that reflect both the student's achievements and areas still in development. These reports are written in accessible, family-friendly language and are shared with educators and families to promote transparency and collaboration.

- **As identified in the student's IEP, provide regular consultation for parents, teachers and administration to apprise them of student progress or lack of progress and to recommend any necessary treatment changes.**

At eLuma, we believe in the power of consistent, compassionate communication to fuel student success. Our team is committed to partnering closely with parents, teachers, and administrators to ensure every child's journey is supported with care and clarity. As outlined in each student's IEP, we provide regular consultations that go beyond mere updates, we share stories of progress, breakthroughs, and areas where additional support may be needed.

These conversations are not one-sided. We actively listen to the insights of those who know the student best and integrate their feedback into meaningful adjustments to therapy. If changes in treatment are needed, we recommend them thoughtfully, with the student's long-term growth and well-being at the center. Through this collaborative approach, we nurture trust, transparency, and a shared commitment to helping each student reach their fullest potential.

- **Attend scheduled IEP meetings when requested to report on progress of students and confer with IEP team on students needs.**

At eLuma, we view IEP meetings not just as a procedural requirement but as powerful opportunities to advocate for students and celebrate their growth. When invited to participate, our therapists attend IEP meetings with a sense of purpose and pride, ready to share meaningful progress updates, collaborate with the team, and contribute insights that help shape each child's support plan.

We understand that these meetings are where important decisions are made, and we approach them with empathy, professionalism, and a deep respect for the perspectives of parents, teachers, and school staff. By working together, we ensure that each student's needs are clearly understood and addressed in a way that supports both their academic success and overall well-being. It's in these moments

of connection and teamwork that we build the most impactful paths forward, for every child, every time.

- **As identified in the students IEP, provide teacher orientation and training on the characteristics of the student's needs and disabilities and their school based therapy plans.**

We believe that empowering educators is one of the most important ways we can support student success. As outlined in each student's IEP, our therapists are committed to providing meaningful orientation and training to teachers, ensuring they have the knowledge, confidence, and tools to understand their students' unique needs and therapy plans.

These collaborative sessions are more than just informational; they are an invitation to build deeper empathy, connection, and shared responsibility. We help educators recognize the characteristics of specific disabilities, interpret therapy goals within the classroom context, and implement strategies that promote student engagement and growth throughout the school day.

- **Assist teachers in the implementation of each student's IEP as it relates to success in the classroom involving educational school based therapy goals.**

We believe that the classroom is where transformation truly takes root. Our therapists are proud to work with teachers to help bring each student's IEP to life in meaningful and practical ways.

We provide thoughtful, hands-on support to assist educators in implementing therapy goals that are fully integrated into classroom activities. Whether it's adapting instruction, recommending strategies, or embedding therapeutic practices into the daily routine, our goal is to ensure every student has the tools and support needed to thrive.

By aligning therapy goals with academic success and classroom engagement, we help foster environments where students feel capable, included, and empowered. Through this collaboration, we build a unified team around each student, one that celebrates progress, shares challenges, and works together to create a lasting impact.

- **Meet regularly with the Director of Special Services to conduct on-going evaluation of the service provided under the provisions of the contract.**

We welcome the opportunity to meet regularly with the Director of Special Services to evaluate the services provided under this contract. At eLuma, we believe that open communication and ongoing collaboration are essential to delivering the highest quality support to students and schools.

- **Service schedule times will be determined in conjunction with the Director of Special Services and school administrators.**

Our team is committed to being flexible and responsive, ensuring that our services align with the school's priorities, daily operations, and students' individual needs.

Attachment B: Part II

BUDGET/COST SUMMARY

Provide a specific description of your pricing structure. Include travel and other costs associated with your pricing structure. Please type your answers.

DESCRIPTION OF SERVICE	COST PER HOUR/SERVICE										
Direct Services to Student	SLP weekly dedicated - \$78/hour (virtual) SLP weekly dedicated - \$90/hour (hybrid) SLP weekly dedicated - \$100/hour (onsite) SLP Assessment - \$420 pay-per-use SLP Bilingual Assessment - \$525 pay-per-use										
Support for Personnel	SLP weekly dedicated - \$78/hour (virtual) SLP weekly dedicated - \$90/hour (hybrid) SLP weekly dedicated - \$100/hour (onsite) Onsite Implementation Fee - \$3,500 Onsite Estimated Annual Service Coordination Fee - \$6,750										
Indirect Services to Student	SLP weekly dedicated - \$78/hour (virtual) SLP weekly dedicated - \$90/hour (hybrid) SLP weekly dedicated - \$100/hour (onsite)										
Travel/Mileage	\$0.70 per mile (not to exceed state rate)										
Other – Describe Weekly Dedicated SLP Hours - Bilingual; AAC; DHH; ASL; VI: Weekly Dedicated SLP Supervision Hours: Weekly Dedicated SLP Hours - Short Term Leave:	Virtual / Hybrid / Onsite \$90 / \$105 / \$115 \$95 / \$105 / \$115 \$100 / \$115 / \$125										
Other – Describe Flexible Hourly SLP Services: Flexible Hourly SLP Services - Bilingual; AAC; DHH; ASL; VI: Flexible Hourly SLP Services Supervision: Flexible Hourly SLP Services - Short Term Leave	Virtual / Hybrid / Onsite \$88 / \$100 / \$110 \$100 / \$115 / \$125 \$105 / \$115 / \$125 \$110 / \$125 / \$135										
Other - Describe Per Student Speech Therapy Subscription	Virtual: \$1000-\$2500 Onsite/Hybrid: \$1500-\$3000										
Other - Describe FTE (Full Time Equivalent) SLP - 36 weeks	<table border="0"> <tr> <td>0.2 FTE (1 day/week)</td> <td>\$22,000 virtual / \$25,000 hybrid / \$28,000 onsite</td> </tr> <tr> <td>0.4 FTE (2 days/week)</td> <td>\$44,000 virtual / \$50,000 hybrid / \$56,000 onsite</td> </tr> <tr> <td>0.6 FTE (3 days/week)</td> <td>\$66,000 virtual / \$75,000 hybrid / \$84,000 onsite</td> </tr> <tr> <td>0.8 FTE (4 days/week)</td> <td>\$88,000 virtual / \$100,000 hybrid / \$112,000 onsite</td> </tr> <tr> <td>1.0 FTE (5 days/week)</td> <td>\$110,000 virtual / \$125,000 hybrid / \$140,000 onsite</td> </tr> </table>	0.2 FTE (1 day/week)	\$22,000 virtual / \$25,000 hybrid / \$28,000 onsite	0.4 FTE (2 days/week)	\$44,000 virtual / \$50,000 hybrid / \$56,000 onsite	0.6 FTE (3 days/week)	\$66,000 virtual / \$75,000 hybrid / \$84,000 onsite	0.8 FTE (4 days/week)	\$88,000 virtual / \$100,000 hybrid / \$112,000 onsite	1.0 FTE (5 days/week)	\$110,000 virtual / \$125,000 hybrid / \$140,000 onsite
0.2 FTE (1 day/week)	\$22,000 virtual / \$25,000 hybrid / \$28,000 onsite										
0.4 FTE (2 days/week)	\$44,000 virtual / \$50,000 hybrid / \$56,000 onsite										
0.6 FTE (3 days/week)	\$66,000 virtual / \$75,000 hybrid / \$84,000 onsite										
0.8 FTE (4 days/week)	\$88,000 virtual / \$100,000 hybrid / \$112,000 onsite										
1.0 FTE (5 days/week)	\$110,000 virtual / \$125,000 hybrid / \$140,000 onsite										

Additional Information on eLuma’s Optional Cost-Saving Pricing Structure

We have provided the District with our hourly rates; however, eLuma has found that our per-student or full-time equivalent (FTE) models offer significant cost savings for our school partners. These models provide added transparency and predictability; what we quote is what you pay. There’s no need to reconcile invoices later for surcharges or additional fees often associated with hourly billing. The FTE model, in particular, can be broken down by day and includes all responsibilities of the therapist for a standard 7.5-hour workday.

However, based on the specific request from Ocean Springs School District, **an hourly option has been included in this proposal**, alongside our traditional cost-saving options of per student and FTE.

*All pricing can be adjusted and is subject to a Needs Assessment regarding district/student needs.

Sample Hourly Rate Order

Total Weekly Dedicated Hours / 37.5

Hourly Rate / \$78

School Service Weeks / 36

SLP Assessment Commitment / 0

Bilingual Assessment Commitment / 0

Implementation Fee / \$3,500

Estimated Annual Service Coordination Fee / \$5,265

Estimated Annual Program Fee / \$114,065

Annual Dedicated Hours Cost / \$105,300

Virtual Speech Therapy

Basic services for children and adolescents may include any of the following:



- Pay Per Use – SLP Assessment – Standardized and informal assessments administered remotely by a credentialed and qualified speech-language pathologist. This includes the assessment, report write-up, and recommendation. Eligibility and attendance at IEP meetings will be billed separately.
- Pay Per Use – SLP Bilingual Assessment – Standardized and informal assessments administered remotely by a credentialed and qualified bilingual Spanish speech-language pathologist. This includes the assessment, report write-up, and recommendation. Eligibility and attendance at IEP meetings will be billed separately.
- Per Student Speech Therapy Subscription: Online speech-language pathology services are provided remotely by a credentialed professional. These services include treatment, attendance at IEP meetings, case management as needed, and progress note completion. Assessments, screenings, supervision, and record reviews are sold separately.
- 1.0 FTE: Speech Language Pathologist – "1.0 FTE = 5 days per week; 7.5 hours per day." Online speech-language pathology services are provided remotely by a credentialed professional, including treatment, IEP meeting attendance, case management as needed, and progress note completion. An average of 25 evaluations will be included in the cost per 1.0 FTE. Assessments, screenings, supervision, and record reviews are sold separately.

Traditional eLuma Pricing Structure:

- Pay Per Use – SLP Assessment – \$420
- Pay Per Use – SLP Bilingual Assessment – \$525
- Per Student Speech Therapy Subscription – \$1000-\$2500
- FTE:

SERVICE	FTE (Full Time Equivalent)	Weeks	Total
Speech Language Pathologist	0.2 FTE (1 day/week)	36 Weeks	\$22,000
	0.4 FTE (2 days/week)		\$44,000
	0.6 FTE (3 days/week)		\$66,000
	0.8 FTE (4 days/week)		\$88,000
	1.0 FTE (5 days/week)		\$110,000

Hourly Pricing Structure:

Hourly Pricing does not include Record Reviews, Assessments and Evaluations, and does have Implementation Fees, Service Coordination Fees, and Program Fees:

Weekly Dedicated SLP Hours: \$78 per hour

Services	Price Per Service
Weekly Dedicated SLP Hours:	\$78
Weekly Dedicated SLP Hours – Bilingual; AAC; DHH; ASL; Visually Impaired:	\$90
Weekly Dedicated SLP Supervision Hours:	\$95
Weekly Dedicated SLP Hours – Short Term Leave:	\$100
Flexible Hourly SLP Services:	\$88
Flexible Hourly SLP Services – Bilingual; AAC; DHH; ASL; Visually Impaired:	\$100
Flexible Hourly SLP Services Supervision:	\$105
Flexible Hourly SLP Services – Short Term Leave:	\$110

Onsite & Hybrid Speech Therapy

Sample Onsite Hourly Rate Order

Total Weekly Dedicated Hours / 37.5

Hourly Rate / \$100

School Service Weeks / 36

OT and PT Assessment Commitment / 0

Mileage (not to exceed state rate) \$.70 per mile

Implementation Fee / \$3,500

Estimated Annual Service Coordination Fee / \$6,750

Estimated Annual Program Fee / \$145,250

Annual Dedicated Hours Cost / \$135,000

Onsite & Hybrid Speech Therapy

Basic services for children and adolescents may include any of the following and will include mileage fees (not to exceed state rate) when applicable:

- Pay Per Use – SLP Assessment – Standardized and informal assessments administered remotely and/or onsite, dependent on hybrid or onsite preference by a credentialed and qualified speech-language pathologist. This includes the assessment, report write-up, and recommendation. Eligibility and attendance at IEP meetings will be billed separately.
- Pay Per Use – SLP Bilingual Assessment – Standardized and informal assessments administered onsite and/or remotely, dependent on hybrid or onsite preference by a credentialed and qualified bilingual Spanish speech-language pathologist. This includes the assessment, report write-up, and recommendation. Eligibility and attendance at IEP meetings will be billed separately.

- Per Student Speech Therapy Subscription: Speech-language pathology services are provided onsite and/or remotely, dependent on hybrid or onsite preference by a credentialed professional. These services include treatment, attendance at IEP meetings, case management as needed, and progress note completion. Assessments, screenings, supervision, and record reviews are sold separately.
- 1.0 FTE: Speech Language Pathologist - "1.0 FTE = 5 days per week; 7.5 hours per day." Speech-language pathology services are provided onsite and/or remotely, dependent on hybrid or onsite preference by a credentialed professional, including treatment, IEP meeting attendance, case management as needed, and progress note completion. An average of 25 evaluations will be included in the cost per 1.0 FTE. Assessments, screenings, supervision, and record reviews are sold separately.

Traditional eLuma Pricing Structure:

- Pay Per Use - SLP Assessment - \$420
- Pay Per Use - SLP Bilingual Assessment - \$525
- Per Student Speech Therapy Subscription - \$1500-\$3000
- FTE:

SERVICE	FTE (Full Time Equivalent)	Weeks	Total (Hybrid / Onsite)
Speech Language Pathologist	0.2 FTE (1 day/week)	36 Weeks	\$25,000/\$28,000
	0.4 FTE (2 days/week)		\$50,000/\$56,000
	0.6 FTE (3 days/week)		\$75,000/\$84,000
	0.8 FTE (4 days/week)		\$100,000/\$112,000

	1.0 FTE (5 days/week)		\$125,000/\$140,000
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Hourly Pricing Structure:

Hourly Pricing does not include Record Reviews, Assessments and Evaluations, and does have Mileage Fees, Implementation Fees, Service Coordination Fees, and Program Fees:

Weekly Dedicated Hybrid / Onsite SLP Hours: \$90 / \$100 per hour

Services	Price Per Service Hybrid /
Onsite	
Weekly Dedicated SLP Hours:	\$90/\$100
Weekly Dedicated SLP Hours – Bilingual; AAC; DHH; ASL; VI:	\$105/\$115
Weekly Dedicated SLP Supervision Hours:	\$105/\$115
Weekly Dedicated SLP Hours – Short Term Leave:	\$115/\$125
Flexible Hourly SLP Services:	\$100/\$110
Flexible Hourly SLP Services – Bilingual; AAC; DHH; ASL; VI:	\$115/\$125
Flexible Hourly SLP Services Supervision:	\$115/\$125
Flexible Hourly SLP Services – Short Term Leave:	\$125/\$135

Attachment C: Part III

ASSURANCES AND SIGNATURE FORM

In submitting this Request for Proposal, I certify that:

1. The company will provide district-wide services through highly qualified and current Mississippi-licensed individuals.
2. The company will comply with the Individuals with Disabilities Act and all laws of the state of Mississippi, including Mississippi State Board Policy 74.19 Regarding Children with Disabilities.
3. The company is fiscally sound and will be able to complete services to the district during the 2025-2026 school year and extended school years as necessary.
4. The company will provide proof of current general and professional liability insurance and workers' compensation insurance.
5. The company acknowledges receipt of OSSD Policy FGDB: Project Administration Contract Awards Procedure and Exhibit "A" and understands of that employee background checks and child abuse registry check is required and that the company is responsible for the fee charged for such by the Ocean Springs School District.
6. The company accepts the OSSD Standard Terms and Conditions that are included in the Bid/Proposal RFP.
7. The company understands that it is at the District's discretion to award a bid for this service. If no bids are received, the District may choose to accept two signed quotes from providers for this service, if allowable by purchasing law.

Please initial the following as being attached to your submission;

1. Completed pages 6, 7, 8, 13 and signed page 15 of the contract: JW
2. Valid Certificate of Insurance attached: JW
3. Valid License (s) attached: JW
4. Completed FGDB-E (1) form attached: JW
5. Completed W-9 form if not a vendor of the OSSD: JW
6. Website addendum signed and attached, if posted (visit www.ossdms.org or www.centralauctionhouse.com)
7. SAM.gov printout JW

CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION FGDB-E (1)

The undersigned does hereby certify to the Board of Trustees for the Ocean Springs School District ("District") as follows:

That I am representative of eLuma, LLC ("Contractor"), currently under contract ("Contract") with the District; that I am familiar with the facts herein certified and am authorized and qualified to execute this certificate on behalf of Contractor.

Contractor certifies that all of its employees, as well as, employees of subcontractors, who may come into contact with students during the term of the contract with the District have had a criminal background check completed, as well as, a child abuse registry check and none have been located on the child abuse registry nor have any employees been found guilty of any crime of violence, serious felony, or offense listed in the District's School Board Policy FGDB.

A complete and accurate list of Contractor's employees and of all of its Subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto as Exhibit "A".

The Contractor's employees and employees of the Subcontractors that were located on the child abuse registry or who were convicted of a crime of violence, serious felony, or offense listed in the District's School Board Policy FGDB are as follows:

1. N/A
- 2.
- 3.
- 4.

Contractor acknowledges that he has reviewed School Board Policy FGDB of the Ocean Springs School District.

Dated: _____

CONTRACTOR

By: Jennifer Weaver

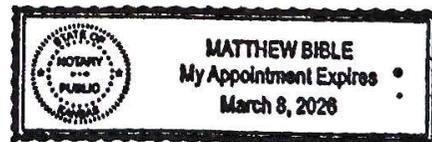
Title: Director of Operations

SWORN TO AND SUBSCRIBED BEFORE ME this the 9th day of

June, 2025.

Matthew Bible
NOTARY PUBLIC

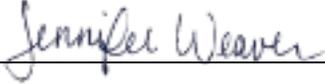
My Commission Expires: March 8, 2026



- (d) By the signature below, the individual executing this Contract on behalf of Customer warrants to Contractor that he has full power and authority to execute this Contract and thereby bind, jointly and severally, Customer to the terms of this Contract;
- (e) If any portion of this Contract be legally adjudicated invalid or unenforceable, the parties do hereby covenant and agree that such portion or portions are absolutely and completely severable for all other portions of this Contract, and such other provisions shall constitute the agreement of the parties.

- 8. Terms of Service. The terms of this Contract shall commence **July 1, 2025** and shall continue until **June 30, 2026**. That either party may terminate this Contract by providing the other party with forty-five (45) days advanced notice of the intent to quit. That upon serving written notice to the other party, the party desiring to terminate the Contract shall comply with all terms set forth herein until the expiration of the forty-five (45) day period.
- 9. Work Hours. Contractor shall schedule its services so as to conform to the reasonable requirements of the staff and students of the Ocean Springs School District.
- 10. Compensation. Throughout the terms of this Contract, Customer shall pay to the Contractor the hourly rate as outlined on the signed quote form and incorporated into this agreement in accordance with the following terms:
 - (a) Payment will be made no later than forty-five (45) days after an invoice for services has been submitted and:
 - 1. There are no unresolved problems with the service as outlined in the Special Services Contracted Services Quote form attached;
 - 2. A bill for the appropriate amount will be presented to the Ocean Springs School District Department of Special Services the last Thursday of each month.
 - 4. There are no liability and/or insurance problems with required insurance coverage and limits.
 - (b) Contractor will perform services in accordance to School-Based Speech Language Pathology Services RFP form, Terms and Conditions and Policy FGDBE all attached.
- 11. Neither party may assign or transfer any right set forth herein.
- 12. In the event the Contractor shall file bankruptcy, the Customer shall be entitled to terminate the Contract upon providing five (5) days written notice to the Contractor.

IN WITNESS WHEREOF, this contract has been executed on the dates listed under the signatures of the parties below and shall become binding when the fully executed contract is approved by the Board of Trustees of the Ocean Springs School District.

Contractor:	Ocean Springs School District
	_____
Date: <u>6/11/2025</u>	Date: _____

The undersigned hereby certifies that I am an individual authorized to act on behalf of the company in submitting this Request for Proposal and Assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that the discovery of deliberately misrepresented information contained herein may constitute grounds for denying the applicant's request for approval.

eLuma, LLC

Typed Name of Company

2801 N. Thanksgiving Way, #170, Lehi, UT 84043

Typed Mailing Address of Company

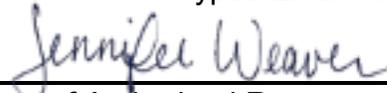
(385) 993-3413

jweaver@elumatherapy.com

Typed Telephone Number

Typed Email Address

Jennifer Weaver



Typed Name of Authorized Representative

Signature of Authorized Representative

6/11/2025

Date Signed



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/9/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER License # 1780862 HUB International New England 300 Ballardvale Street Wilmington, MA 01887	CONTACT NAME: Tiera Leclair PHONE (A/C, No, Ext): FAX (A/C, No):
	E-MAIL ADDRESS: tiera.leclair@hubinternational.com INSURER(S) AFFORDING COVERAGE NAIC #
INSURED eLUMA, LLC 2801 N Thanksgiving Way Suite 170 Lehi, UT 84043-5297	INSURER A : Lloyd's Syndicate #2623/623
	INSURER B : Scottsdale Insurance Company 41297
	INSURER C : Travelers Property Casualty Company of America 25674
	INSURER D : Hartford Underwriters Insurance Company 30104
	INSURER E : INSURER F :

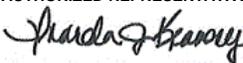
COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	X		MSM0240006172	6/30/2024	6/30/2025	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 250,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000
A	<input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			MSM0240006172	6/30/2024	6/30/2025	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			CXS4027842	6/30/2024	6/30/2025	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y / N If yes, describe under DESCRIPTION OF OPERATIONS below		N / A	UB4W812685	4/3/2025	4/3/2026	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Professional Liabili			MSM0240006172	6/30/2024	6/30/2025	Per Claim 1,000,000
D	Business Owners Poli			08SBAAT5DK5	7/27/2024	7/27/2025	BPP 121,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Underlying Umbrella policies: General Liability, Automobile Liability, and Workers Compensation.

Ocean Springs School District is included as additional insured with respect to General Liability, per policy provisions, if requirement is contained in written contract with the named insured and executed prior to a loss/claim/incident.

CERTIFICATE HOLDER Ocean Springs School District 2300 Government Street Ocean Springs, MS 39564	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
---	--



Michael Watson
SECRETARY OF STATE

Office of the Secretary of State
Jackson, Mississippi

Certificate of Good Standing

I, MICHAEL WATSON, Secretary of State of the State of Mississippi, and as such, the legal custodian of the records as required by The Mississippi Registration of Foreign Limited Liabilities Company Act to be filed in my office do hereby certify:

ELUMA, LLC

Registered the 16th day of May, 2025

A Delaware LIMITED LIABILITY COMPANY has filed the necessary documents in this office and has obtained a certificate of registration to do business in this state, under the provisions of The Mississippi Registration of Foreign Limited Liability Companies Act as shown by the records in this office.

I further certify that said Limited Liability Company has filed in this office an appointment of registration for service of process, with written acceptance endorsed thereon, and/or power of attorney, designating its agent and/or attorney for service of process in this State as:

NORTHWEST REGISTERED AGENT, INC
270 TRACE COLONY PARK, STE B
RIDGELAND, MS 39157

I further certify that said Limited Liability Company has paid the fees for filing the above papers required by law as shown by the records of this office, and that said Limited Liability Company is in good standing to do business in Mississippi at this time.

Given under my hand and seal of office
the 3rd day of June, 2025

Certificate Number: CN25214409

Verify this certificate online at <http://corp.sos.ms.gov/corpcnv/verifycertificate.aspx>



Records Retention Policy Impacts Old SAM Registration Data
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May 21, 2025



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Subaward Reporting is live on SAM.gov [Show Details](#)
Mar 8, 2025



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All Words

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[Saved Searches](#)



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Simple Search

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Any Words 

All Words 

Exact Phrase 

e.g. 1606N020Q02

HJ92TLS6VJX7 

Federal Organizations

Enter Code or Name



Status



Active



Inactive

Reset

All Domains

Contracting

Federal Assistance

Entity Information

Federal Hierarchy

Wage De

Showing 1 - 1 of 1 results

Sort by

Date Modified/Updated

eLuma LLC ID Assigned

Entity

Unique Entity ID
HJ92TLS6VJX7

Physical Address
2801 N Thanksgiving Way
Ste 170, Lehi, UT 84043 USA

Assigned Date
Oct 9, 2024

page



1

of 1



results per page

25



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⚠ WARNING

This is a U.S. General Services Administration Federal Government computer system that is **"FOR OFFICIAL USE ONLY."** This system is subject to monitoring. Individuals found performing unauthorized activities are subject to disciplinary action including criminal prosecution.

This system contains Controlled Unclassified Information (CUI). All individuals viewing, reproducing or disposing of this information are required to protect it in accordance with 32 CFR Part 2002 and GSA Order CIO 2103.2 CUI Policy.

SAM.gov

An official website of the U.S. General Services Administration

Request for Taxpayer Identification Number and Certification

Go to www.irs.gov/FormW9 for instructions and the latest information.

Give form to the requester. Do not send to the IRS.

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See Specific Instructions on page 3.	1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.) eLuma LLC	
	2 Business name/disregarded entity name, if different from above.	
	3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C corporation <input type="checkbox"/> S corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input checked="" type="checkbox"/> LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) C Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) _____	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any) _____ <i>(Applies to accounts maintained outside the United States.)</i>
	3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions <input type="checkbox"/>	
	5 Address (number, street, and apt. or suite no.). See instructions. PO Box 51276	Requester's name and address (optional)
	6 City, state, and ZIP code Los Angeles, CA 90051-5576	
	7 List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Social security number									
			-			-			
or									
Employer identification number									
4	5	-	3	1	6	2	8	8	9

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person Andy Myers
Andy Myers (Apr 10, 2025 11:55 MDT)

Date **Apr 10, 2025**

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

Appendix A: Resumes and Certifications



Jalisa Greer, SLP

Work Experience

Claiborne Senior Living | Executive Director | Hattiesburg, MS 39401

May 2022 – Current | Hours: 40+ Weekly; Full-time

Position Overview: Responsible for achieving occupancy goals as well as efficient operations and overall management and direction of the day-to-day functions of the property.

- Maintain a high level of occupancy and assist with the marketing of the facility including developing relationships with local referral sources; Work closely with staff to develop and review marketing plans, sales goals; maintain awareness of move-ins and/or move-outs.
- Provide conflict resolution among residents, staff, and families to ensure problems are resolved in a timely and satisfactory manner – Utilizing Resident Satisfaction Survey results, Staff Satisfaction Survey results, Meeting minutes, suggestion boxes, etc. to determine the level of satisfaction in the facility.
- Ensure that weekly and monthly documents are forwarded to the Home Office in a timely fashion, including accounts receivables, billing sheets, payroll reports, time sheets, incident reports, and other reports as requested or required.
- Review all communication tools used in providing resident care, including ensuring required paperwork for providing resident care is completed and up-to-date and assessments given residents match the billing spreadsheet.
- Recruit and hire a capable and cohesive work staff by utilizing excellent hiring techniques; Supervise staff to ensure quality resident care to meet the residents' needs in accordance with Claiborne Senior Living policies.
- Contact the resident's family when a change in services is needed; Lead and participate in a resident and/or family conference to review changes in services.

Merit Health Wesley | Speech Language Pathologist | Hattiesburg, MS 39401

August 2020 – Current | Hours: PRN

Position Overview: Provide skilled speech, language, and fluency therapy with adult and pediatric patients within acute and inpatient clinical setting; implement techniques that help identify early identification, diagnosis, consultation, referral, habilitation, instruction, and evaluation.

- Diagnoses and treats speech and language problems while engaging in scientific study of human communication; Evaluate speech and language skills as related to educational, medical, social, and psychological factors.
- Plans, directs, and/or conducts rehabilitative treatment programs to restore communicative efficiency of individuals with communication problems of organic and nonorganic etiology.
- Establish goals of speech-language-pathology and reassesses patients progress at regular, timely intervals, supporting findings with appropriate documentation.
- Stay abreast with various curriculums and field concepts to provide adult and pediatric patients and to plan and accomplish goals accordingly.

Greenville Public School District | Speech Language Pathologist | Greenville, MS 38701

August 2020 – May 2023 | Hours: 40+ Weekly; Full-time

Position Overview: Provide skilled speech, language, and fluency therapy within school-based and via teletherapy for students in K-12; implement curriculums that will reflect comprehensive planning and development, including procedures for early identification, diagnosis, consultation, referral, habilitation, instruction, and evaluation.

- Identify, evaluate, and remediate any disabilities in the areas of articulation, language, voice, hearing, or fluency; initiate evaluation procedures for those student's needing services.
- Prepare therapy plans and monitor student's progress while working cooperatively with general education and/or special education teachers to plan speech-language remediation activities and ensure a quality education for each student.
- Coordinate therapy in accordance with the policies of the state accrediting body and the local school board by scheduling eligibility meetings and sending reports in a timely and accurately manner.

- Accountable for student's status through the usage of charts, records, and progress reports, including children with down syndrome, hearing impairments, and developmental delays.
- Attend IEP meetings and prepare documentation appropriate for the child's IEP file; in addition, maintain contact with parents to keep them abreast of their child's progress.
- Establishes a referral/screening and evaluation system for speech/language services (i.e., articulation tracking, new referrals, and three-year comprehensive reassessments).

Selected Accomplishments: Provide skilled SPL therapy for approximately 75+ students.

Trinity Rehab | Rehabilitation Director – Speech Pathologist □ Greenville, MS 38701

January 2019 – July 2020 | Hours: 40+ Weekly; Full-time

Position Overview: Supervised all members of the rehab team and ensured clinical programs of all disciplines were running smoothly while providing SPL services to patients of Trinity Rehab.

- Selected/administered diagnostic, therapeutic techniques and materials for evaluation and treatment purposes; recommends augmentative communication devices/aids such as gesture systems, communication boards, electrical devices and mechanical devices.
- Observed and verified documentation was completed and filed promptly and that chart audits were completed in a timely manner, including clinical documentation detailing goal setting, progress, and therapeutic approach.
- Completed administrative and billing documentation, including monthly reports to the physicians and third-party payers regarding care being provided within a timely manner.
- Evaluated patient's speech and language abilities, both defects and assets; additionally, planned and provided rehabilitative services for speech and language disorders.
- Attended meetings to discuss development and implementing new programs as needed; ensure staff were compliant with all policies and procedures.
- Assisted in developing and updating the plan of treatment; provided assessment and treatment of cognitive and swallowing disorders.
- Created scheduling for all departments – ST, OT, PT to follow

**Lakeside School District – ProCare Therapy | Lead Speech Language Pathologist
Hot Springs, AR 71901 □ August 2016 – January 2019 | Hours: 40+ Weekly; Full-time**

Position Overview: Lead SLP's and the completion of duties assigned; Provided skilled speech, language, and fluency therapy within a school-based facility for students in K-11; implemented curriculums reflecting comprehensive planning and development, including procedures for early identification, diagnosis, consultation, referral, habilitation, instruction, and evaluation.

- Prepare therapy plans and monitor student's progress while working cooperatively with general education and/or special education teachers to plan speech-language remediation activities and ensure a quality education for each student.
- Coordinate therapy in accordance with the policies of the state accrediting body and the local school board by scheduling eligibility meetings and sending reports in a timely manner.
- Identify, evaluate, and remediate any disabilities in the areas of articulation, language, voice, hearing, or fluency; initiate evaluation procedures for those student's needing services.
- Accountable for student's status through the usage of charts, records, and progress reports, including children with down syndrome, hearing impairments, and developmental delays.
- Attend IEP meetings and prepare documentation appropriate for the child's IEP file; in addition, maintain contact with parents to keep them abreast of their child's progress.
- Establishes a referral/screening and evaluation system for speech/language services (i.e., articulation tracking, new referrals, and three-year comprehensive reassessments).
- Ensured Medicaid billing and required documentation was completed in a timely manner.

Education

Master of Science – Speech Language Pathology
Jackson State University – Jackson, MS 39201
Credential Conferred: Graduate Degree; 2015

Bachelor of Arts – Speech Language Pathology
The University of Southern Mississippi – Hattiesburg, MS 39401
Credential Conferred: Undergraduate Degree; 2012

Licenses/Certifications

Speech Language Pathologist □ American Speech–Language–Hearing Assoc. □ Certified
Speech Language Pathologist □ Mississippi Board of Health □ Licensure #S-4231
Certified Educator □ Mississippi Board of Education □ Licensure #247419
Cardiopulmonary Resuscitation Certification (CPR) | Valid
Vital Stim Therapy Certification □ Certified



MISSISSIPPI STATE DEPARTMENT OF HEALTH

PROFESSIONAL LICENSURE

Profession Type: Speech Language Pathologist

License #: S-4231

Name: JALISA R GREER

Original Issue Date: July 14, 2016

Expiration Date: June 30, 2026

Status: Active

Type: Regular

Probation: None

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Joy Ables, SLP

Work Experience

**MADISON COUNTY SCHOOL DISTRICT; Madison Avenue Lower/ Ann Smith Elementary
Speech Language Pathologist**

July 2018 to Present
Kindergarten to 2nd grade elementary students

**GENESIS REHABILITATION SERVICES
PRN Speech Language Pathologist**

August 2016 to July 2018

**NEWTON MUNICIPAL SCHOOL DISTRICT; Newton Elementary School
Speech Language Pathologist**

July 2013 to June 2018
language services to preschool students beginning at age 3 to 5th grade elementary students.

**MID SOUTH REHABILITATION SERVICES; Mississippi Care Center of DeKalb, MS (SNF)
[Unknown Position]**

January 2013 to July 2013
Mississippi Care Center of DeKalb, MS (SNF)

- Speech Language Pathologist Assessed and provided speech, cognitive, and swallowing therapy

**Rush Foundation Hospital
Graduate Student Clinician**

October 2012 to December 2012

- Provided therapy for adults with speech and language disorders in an acute medical setting
- Participated in bedside evaluations and modified barium swallow studies

**Newton County Elementary School
Graduate Student Clinician**

August 2012 to October 2012

- Participated in IEP meetings with SLP, teachers, parents, and special educators
- Provided therapy for children ages 3-11 addressing speech and language disorders in the areas of articulation, language, OHI, ID, DD, and autism.
- Evaluated children ages 3-10 for speech and language disorders

Wesley Medical Center
Graduate Student Clinician

June 2012 to July 2012

- Provided therapy for adults with speech and language disorders in an acute medical setting
- Observed NICU follow-up evaluations, bedside evaluations, and modified barium swallow studies

The Children's Center for Communication and Development
Graduate Student Clinician

August 2011 to December 2011

- Speech-Language Therapist's assistant in a pre-school/early intervention classroom setting.
- Worked with children ages 2-5 years with speech and language disorders.
- Collaborated with an interdisciplinary team consisting of: a behavioral psychologist, occupational therapists, a special educator, a speech therapist and physical therapists to develop therapy sessions and activities.

The University of Southern
GRADUATE ASSISTANT

August 2011 to May 2012

Mississippi, Speech and Hearing Sciences Department

- Assistant to Dr. John Muma, PhD, SLP-CCC and Mrs. Mary Schaub, M.S., SLP-CCC

The University of Southern Mississippi Speech and Hearing Clinic
Graduate Student Clinician

June 2011 to July 2012

- Evaluated and completed therapy for speech and language disorders in an outpatient therapy setting
- Formulated objectives, goals, and treatment plans for pre-school, school age, and adult clients with various communication disorders including: articulation, aphasia, voice, and language impairments
- Planned and carried out individual therapy sessions
- Administered articulation, language, and voice diagnostic testing
- Performed diagnostic evaluations for children

Licenses

Mississippi
Kansas

Certifications

ASHA



MISSISSIPPI STATE DEPARTMENT OF HEALTH
PROFESSIONAL LICENSURE

Profession Type: Speech Language Pathologist

License #: S-3724

Name: JOY H ABLES

Original Issue Date: January 22, 2013

Expiration Date: June 30, 2026

Status: Active

Type: Regular

Probation: None

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SR, SLP

Work Experience

2020-present-eLuma Online Therapy, Speech-language pathologist

2014-Present ~ Deer Park Independent School District ~ Responsibilities include: Mentor/ Supervise SLP Assistant and SLP Graduate Student. Primary supervisor for on campus speech and language program. Establish and maintain regular communication with assigned campus, Conduct parent consent meetings for initial Speech and Language referrals, Complete screenings, initial evaluations, re-evaluations, and Reviews of Existing Evaluation Data (REEDs). Manage timelines for all evaluations. Assist campus staff with understanding evaluation data for instructional planning. Assist students' parents with understanding evaluation data for interventions. Manage timelines for ARDs (Admission, Review, Dismissal). Facilitate Speech Only ARDs. Case manage Speech Only students. Assist with ARDs when Speech is secondary impairment. Develop and update goals and objectives. Provide Speech services and recommend accommodations. Collaborate and consult with dyslexia teachers. Assist campus staff in understanding Speech Rtl related assessment data at all Tier levels and when to refer students for evaluation. Assist school Counselor with Student Study Team (SST) process, Attend SST meetings to assist with Rtl related data. Conduct Speech and Language screenings. Supervise Speech and Language screenings. Implement Speech Rtl, Document progress, Attend Rtl meetings to provide Speech and language updates. Design service plans for Speech home-bound students and collaborate with home-bound teachers and therapists. Monitor implementation of IEP accommodations. Collaborate with classroom teachers. Attend relevant department trainings and meetings. Maintain current training in all areas related to Speech and Language. Maintain Medicaid records. Provide direct and indirect therapy. Provide progress updates. Maintain clinical records. Actively participate on campus Assistive Technology Team. Attend required Assistive Technology trainings. Provide consultation, evaluation, and service implementation for all campus AT devices. Track and document supervision of SLPAssistant/SLP Graduate student. Comply with district guidelines and operations. Maintain state licensure. Maintain ASHA certification. Maintain CEUs.

2012-2014 ~ Early Childhood Intervention ~ Responsibilities: Provided speech and language services for children 0-3 with diagnosed disabilities or developmental delays. Planned appropriate intervention and established plans of care. Communicated effectively with clients, parents, co-workers and maintained confidentiality.

2009-2012 ~ Dickinson Independent School District ~ Responsibilities: Provided therapy, administered routine tests, consulted with Lead SLP, collaborated with classroom teachers, provided professional development for faculty and staff. Communicated effectively with colleagues, students and parents. Managed caseload, maintained clinical records, reports and documents. Participated in the Admission, Review and Dismissal committees, participated on campus Problem Solving Team. Managed, operated and supervised the Articulation Lab.

2006-2009 ~ Mineola Services ~ Responsibilities: Implemented treatment programs for plans of care. Maintained working knowledge of billing. Documented treatment, provided carryover activities, collected data, administered routine tests, maintained clinical records, prepared clinical materials, participated in research and staff development, consulted with Nurses, Occupational Therapists and Physical Therapists. Planned therapy activities with Occupational Therapists and Physical Therapists.

2005-2006 ~ RCI~ Responsibilities: Implemented treatment programs, communicated and consulted with supervising SLP, OT, PT and nursing care. Maintained clinical records and progress notes for all patients on caseload. Participated in training of facility staff with supervising SLP. Maintained working knowledge of billing.

2004-2005 ~ Complete Medical Staffing ~ Responsibilities: Implemented treatment programs, collaborated and consulted with supervising SLP, planned therapy activities. Maintained working knowledge of billing. Communicated with supervising SLP regarding patient progress, communicated with nursing staff, family members and rehabilitation team members regarding patients, participated in staff development.

2002-2004 ~ MJ Care, Inc.

1999-2002 ~ Dickinson Independent School District

Education

Southern University and A&M College, Baton Rouge, LA

M.Ed., Special Education ~ Speech Language Pathology (GPA: 3.8 – July 1998)

B.S., Speech Language Pathology and Audiology (GPA: 3.0, Major GPA: 3.5 – December 1996)

Licenses/Certifications

Certificate of Clinical Competence ~ American Speech Language and Hearing Association

Speech Pathology Texas State License ~ Texas Department of Licensing and Regulation

Speech Pathology Mississippi License - Mississippi State Department of Health



MISSISSIPPI STATE DEPARTMENT OF HEALTH

PROFESSIONAL LICENSURE

Profession Type: Speech Language Pathologist

License #: S-4785

Name: SCHERESIA R RUSSELL

Original Issue Date: April 23, 2021

Expiration Date: June 30, 2026

Status: Active

Type: Regular

Probation: None

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Appendix B: Additional Documentation

CONFIDENTIAL INFORMATION
SPEECH AND LANGUAGE ASSESSMENT REPORT

Student Name	STUDENT	Grade	4th
Birth Date	3/7/2006	School	SCHOOL
Chronological Age	10 years;1 month	Teacher	TEACHER
Primary Language	English	Assessor(s)	CLINICIAN
Report Date	5/12/2016	Preferred Language	English
Parent/Guardian	PARENT	Testing Date(s)	4/19/2016
		IEP Date	5/19/2016

Confidentiality: The following assessment report may contain sensitive information subject to interpretation by trained individuals. Nonconsensual redisclosure by unauthorized individuals is prohibited by both the California State Education Code and the Welfare and Institution Code

Reason for Referral:

The purpose of this assessment is to determine the student's areas of strengths, weaknesses, and needs, to provide information useful in further educational planning to include supportive educational strategies, and to assist the IEP team in determining the student's eligibility to receive special educational services. This information will also be used to determine if the student is best served in general or special education or a combination of programs as the most-appropriate, least-restrictive setting to meet the student's needs.

STUDENT was referred for evaluation her IEP team to determine eligibility for speech and/or language services. This assessment was completed as part of STUDENT's Triennial IEP. Previously identified needs were noted in the following area(s): basic concepts (spatial, temporal, size/numeric) and auditory comprehension. She is currently enrolled in the fourth grade at SCHOOL where she receives 30 minutes, 5 times per week of Basic Education Program/Specialized Academic Instruction and 30 minutes, 3 times per month of Language and Speech Therapy under the primary disability of Speech or Language Impairment.

Evaluation Procedures:

In accordance with State and Federal guidelines, no single test or score will determine a student's eligibility. Test results are examined in conjunction with all available sources of information by the IEP team, including teachers, parents, specialists and others. Assessments utilize formal and informal speech/language evaluation tools, observation, interviews, and file reviews. Qualified personnel conducted this evaluation. The student was assessed in the areas related to the suspected speech/ language disability. The selected standardized, non-standardized tests, and/or evaluative instruments were administered in the student's primary language or with the use of an interpreter, and in accordance with the instructions provided by the producer of each test and/or evaluative instrument. Assessment procedures are selected so as to provide results that are valid and accurately reflect the student's speech/language skills, and are not to discriminate on the basis of gender, culture, language, ethnicity or disability.

The following procedures were components of this evaluation:

Parent/Learning Coach Input:

- o *Developmental history*
- o *Completion of parent questionnaire*

Student Input:

- o *Interview*

Educational Team Input:

- o *Cumulative Records Review*
- o *Examiner Observation of the Student*
- o *Examiner's direct, formal and informal assessment*
- o *General Education Teacher Input*
- o *Special Education Teacher Input*
- o *Related Services Providers Input*

Educationally Relevant Health, Developmental and/or Medical Findings:

The parent reported no significant medical history, according to the 2013 Psycho-Educational Assessment Report. STUDENT is a 10-year-old female student who lives at home with her mother, father and 3 sisters. STUDENT was born 3 weeks early and was healthy at birth. STUDENT's mother stated that STUDENT began speaking at 2 years old. She has no health issues, per her mother.

Vision

- Within normal limits
- Wears Glasses

Hearing

- Within normal limits
- Wears Hearing Aids

Tested in 2015

Language Background:

STUDENT's primary language is English. The language spoken at home is English.

Educational Background:

According to the 2013 Psycho-Educational Assessment Report, STUDENT has had the following interventions: Tiger Title 1 Reading Program, 1-1 with letters with a teacher and an Altrusa reading support tutor. "Despite those interventions, progress was inconsistent and was not retained. The Pre-SST determined that a referral to special education was appropriate." The 2013 report stated that STUDENT struggled with academics and was eligible for special education under Speech or Language Impairments, but did not exhibit a learning disability. "Her cognitive skills are lower than other students, making grade level curriculum difficult for her to approach."

Previous Assessment(s) and Placement(s):

Speech-Language Assessment Report: 4/24/2013

Test of Auditory Comprehension of Language-3

"Designed to test a child's ability to understand the structure (syntax) of spoken language. STUDENT's Overall Auditory Comprehension of language, as assessed by this test, placed at the 3%, revealing an Auditory Quotient of 72."

Subtests:

- Understanding One Word Vocabulary: 5th percentile*
- Understanding Grammatical Morphemes: 9th percentile*
- Understanding Elaborated Phrases and Sentences: 9th percentile*

Comprehensive Receptive and Expressive Vocabulary Test-2

"Designed to measure a subject's receptive oral vocabulary, expressive oral vocabulary, and overall general oral vocabulary skills."

Subtests:

Receptive Vocabulary: Standard Score 86, 18th percentile

Expressive Vocabulary: Standard Score 72, 3rd percentile

General Vocabulary Composite: Standard Score 75, 5th percentile

Test of Problem Solving

“An expressive test designed to assess children’s thinking and reasoning abilities critical to events of everyday living.”

Overall Reasoning and Problem Solving: Standard Score 63, 1st percentile

Subtests:

Explaining Inferences: 2nd percentile

Determining Causes: 2nd percentile

Negative Why Questions: 1st percentile

Determining Solutions: 5th percentile

Avoiding Problems: 3rd percentile

“Voice, articulation, syntax and grammar skills appeared within normal limits with no concerns noted.”

Behavioral Observations During Current Assessment:

Learning Coach Observations:

PARENT: 5/12/2016:

PARENT stated that STUDENT “has a loving, caring heart.” STUDENT loves animals and helping her grandmother with work. She can become very upset when overwhelmed. Reading, writing and math are difficult subjects for STUDENT.

General Education Teacher Observation:

TEACHER: 4/1/2016:

Reading fluency – “STUDENT reads kinder and early 1st grade material well with little errors at about 20 words/min. depending on the book and if it interests her. If we go 3rd/4th grade with the reading material, L will skip many words and falls back on phonetic sounds even when she knows the sight word.”

Vocabulary – “STUDENT does not talk that much and takes a while to open up. Her vocabulary seems very limited. She may know a word, but not the definition. When we read together in person and/or virtually I find myself explaining to STUDENT the definition of many words. I believe her vocabulary is limited, because even in her writing her sentences are very to the point. Such as ‘I went to my grandmas;’ ‘I read a book about horses.’ She leaves off descriptors and details explaining what happened, how she feels and sticks to 1-2 syllable words.

Grammar – “STUDENT is only at about a 1st grade level when it comes to grammar and uses phonetic spelling when spelling words.”

Articulation – “STUDENT says most words correctly. If I correct her on a word it usually sticks, if that same word pops up in what is being read.”

Social skills – “STUDENT does not go out of her way to participate in our classes. However, her participation is necessary to get through lessons in certain classes. When working one-on-one, STUDENT does great, tries on almost everything we are doing and seems to feel comfortable with just I and her in the classroom.”

“STUDENT does have about 3 weekly group class connects with me. In the bigger ones, STUDENT shies away and is just kind of there, however in our smaller group class she has really started to get more involved and use the blackboard tools, raise her hand, and reads. She has become more excited to read with other students (who also struggle with reading) than when she first joined my class. There used to be one specific student, who has since WD, who was super nice to STUDENT and was always helping her out and STUDENT worked great with her. I believe that more social interacts could benefit STUDENT and her daily learning. “

Special Education Teacher Observations:

TEACHER: 4/5/2016:

“STUDENT has missed most of my class for the month of March. She did attend on March 31st and participated using the whiteboard tools and mic. She also helped another student with a response.”

TEACHER: 4/4/2016:

“I have STUDENT for SAI Reading Comprehension each week. When she attends she likes to participate with writing tools on the whiteboard and with responses in the chat box, but not on the mic. She often misses due to family emergencies or parent appointments that keep her from SAI class.”

Related Service Provider Observations:

CLINICIAN: 4/21/2016:

STUDENT has attended 13/25 speech sessions this school year. Sessions have addressed language deficits: auditory comprehension and basic concepts (spatial, temporal, size/numerical).

4/4/2016: Goal for recall of auditory information was addressed. She demonstrated 73% accuracy in 22/30 trials with moderate cues for a 1-2 paragraph passage.

Behavior During Examination:

STUDENT was cooperative and quiet. She acquired occasional cues for sustained attention. When questions seemed difficult for her, she would answer but she appeared to be guessing. She was offered a break during the testing session but declined saying that she was able to continue testing without a break.

Assessments Administered:

CELF-5 (Clinical Evaluation of Language Fundamentals)

CREVT-3 (Comprehensive Receptive and Expressive Vocabulary Test)

Language sample of 106 utterances

Clinical observation

Speech and Language Evaluation Results:

This speech and language evaluation was conducted by Jennifer Weaver, MA, CCC-SLP, Language, Speech and Hearing Specialist.

ARTICULATION/PHONOLOGY

5 CCR 3030 - Eligibility Criteria

Articulation Disorder: *A pupil has a speech disorder, as defined in Section 56333 of the Education Code, if it is determined that the pupil's disorder meets one or more of the following criteria:*

(A) The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in the communication occurs when the pupil's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance.

(B) A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.

Sound Production Assessment Results: Based on clinical observation, STUDENT's speech sound production is within normal limits.

Stimulability: N/A

Intelligibility/Effect on Communication: N/A

Based on clinical observations, STUDENT does not present needs in this area.

VOICE

5 CCR 3030 - Eligibility Criteria

Abnormal Voice: A pupil has an abnormal voice, as defined in Section 56333 of the Education Code, if it is determined that the pupil's disorder meets the following criteria:

A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.

Characteristics: Vocal quality, pitch and intensity were within normal limits for her age and gender.

Etiology-Current Physical Conditions:

Effect on Communication:

Based on clinical observations, STUDENT does not present needs in this area.

FLUENCY

5 CCR 3030 - Eligibility Criteria

Fluency Disorders: A pupil has a fluency disorder, as defined in Section 56333 of the Education Code, if it is determined that the pupil's disorder meets one or more of the following criteria:

A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.

STUDENT's speech fluency is within normal limits.

Based on clinical observations, STUDENT does not present needs in this area.

LANGUAGE

5 CCR 3030 Eligibility Criteria

Language Disorders: A pupil has a language disorder as defined in Section 56333 of the Education Code, if it is determined that the pupil's disorder meets one or more of the following criteria:

(A) The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or

(B) The pupil scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in subsection and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of fifty utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the context in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan.

Formal Assessment Results:

Clinical Evaluation of Language Fundamentals (CELF-5):

- **Subtests:**

- **Word Classes:** Evaluates the student's ability to understand relationships between words based on semantic class features, function, or place or time of occurrence.
- **Formulated Sentences:** Using a picture as a reference, the student formulates a sentence about the picture using one or two target words, which are presented orally by the examiner.
- **Recalling Sentences:** The student repeats sentences presented orally by the examiner.
- **Semantic Relationships:** Evaluates the student's ability to interpret sentences that make comparisons, identify location or direction, specify time relationships, include serial order or are expressed in passive voice.

Subtest	Raw Score	Scaled Score	Interpretation
Word Classes	11	2	Very low
Formulated Sentences	13	2	Very low

Recalling Sentences	16	10	Average
Semantic Relationships	0	2	Very low

Core Language Score: Derived from the subtest scores for Word Classes, Formulated Sentences, Recalling Sentences, and Semantic Relationships.

- **Sum of Scaled Scores: 16**
- **Standard Score: 66**
- **Percentile: 1**
- **Distance from the mean: >-2 Standard Deviations**
- **Interpretation: Very low range/Severe**

Comprehensive Receptive and Expressive Vocabulary Test (CREVT-3):

Subtest	Raw Score	Index Score	Percentile Rank	Descriptive Terms
Receptive Vocabulary	22	69	2	Very Poor
Expressive Vocabulary	10	86	18	Below Average
<i>Sum of Subtest Index Scores</i>	155			
General Vocabulary Index	76			
<i>Percentile Rank</i>	5			
Descriptive Term	Poor			

- **Language - Areas of relative strength:** Recalling verbally-presented sentences
- **Language - Areas of relative weakness:** Producing grammatically-correct sentences using a target word to describe a picture stimulus, choosing the picture that best corresponds to a word, and understanding word relationships.

Informal Assessment Results:

In a language sample of 106 utterances, STUDENT produced present-tense sentences with basic sentence structure, without many descriptors. For example, "I see an apple. I see a snowman." She also demonstrated difficulty with some vocabulary. For example, she called an "oar" a "shovel."

In clinical observation, STUDENT demonstrated difficulty with irregular past-tense verbs. For example, she substituted "seen" for "saw." She also demonstrated difficulty recalling details from orally-presented passages.

Functional/Educational Language Skills:

STUDENT's language deficits are significant enough to negatively impact her functional communication and education. STUDENT demonstrates decreased ability to follow verbally-presented. She followed 1-step verbal directions involving spatial concepts in 2/9 trials.

Based on the assessment results and clinical observations, STUDENT presents with the following needs in this area: morphology, semantics and auditory comprehension.

Summary:

The results indicate that STUDENT exhibits a disorder in the areas of language morphology and semantics, and auditory comprehension in comparison to her chronological age.

STUDENT's speech or language performance is not due to cultural, environmental, or economic disadvantages, limited school attendance, or second language acquisition. The disability may not be corrected solely through modification of regular education.

The results of this evaluation will be brought to the IEP team for consideration. The IEP Team will make the final determination on eligibility and placement after considering these and all other assessment results at the meeting. A copy of this evaluation will be provided to the parent(s) by SCHOOL.

Recommendations for Parents and Teachers:

Based upon STUDENT's learning style and speech and/or language needs, the following recommendations should be considered to support the student in reaching her capacity for involvement and progress in the general education program.

To address difficulties with receptive language skills:

- Tell STUDENT what to listen for before delivering auditory information.
- Deliver oral questions to STUDENT that involve only one concept or step. Gradually increase the number of concepts or steps as STUDENT demonstrates success.
- Stand close to or directly in front of STUDENT when delivering oral questions and directions.
- Give a signal (or call STUDENT's name) prior to delivering directions aurally.
- Stop at various points during the presentation of directions to check STUDENT's comprehension.
- Keep directions simple, use short sentences.
- Ask STUDENT to paraphrase/repeat directions.
- Check for understanding.
- Use visuals, auditory material and manipulatives when presenting/reinforcing academic directions.

To address difficulties with vocabulary concepts:

- Teach STUDENT categorization or classification activities.
- Teach STUDENT synonyms/antonyms.
- Introduce and review lesson vocabulary prior to lesson.
- Teach STUDENT vocabulary words in context.
- Expand upon STUDENT's sentences with adverbs and adjectives.
- Brainstorm attributes of objects.

To address difficulties with expressive language:

- Expand and model STUDENT's verbal expression.
- Have STUDENT formulate sentences or questions when provided a word or statement.
- When STUDENT is speaking, listen carefully, maintain eye contact, and show interest.
- Retell stories; verbally summarize directions/chapters.
- Have STUDENT make-up stories.
- Stimulate STUDENT's expression by asking who, what, when, where, and why questions.
- Incorporate puppets, role playing or drama.

Clinician, MA, CCC-SLP

5/12/2016

CLINICIAN, SLP

Date

Date	Time	Event Type	Attendance Type	Actual	Notes	Goal
02-01-2024	4:10 PM	Session	Yes	30	Client was engaged, alert, and receptive in session. She was much more talkative in this session than in previous ones. Client reports she has been doing better in school, bringing up her grades, and socializing with peers in school. The client was assisted in developing an ongoing plan for managing her routine challenges and to continue to review skills learned in sessions.	Trials (7/10) Student will accurately identify feelings and appropriate coping strategies when presented with real or imagined situations with 80% accuracy on 4 out of 5 trials.
02-03-2024	5:00 PM	Session	Yes	49	Client was cheerful and engaged in session. She reports doing much better the past two weeks. Client did have an altercation with another peer in school. The client was taught conflict resolution skills through modeling, role-playing, and behavioral rehearsal. The client was taught about empathy and active listening. Client was receptive and agreed on conflict resolution skills. Client was provided with positive feedback and praise.	Trials (6/10) When given scenarios of conflicts, Student will demonstrate problem solving skills by identifying the problem and generating two solutions appropriate to the situation in 4/5 trials.
02-07-2024	11:15 AM	Session	Yes	15	Client came into session significantly guarded. Client began opening up and reported she was doing well and does not want to be in therapy. Client reports feeling happier and getting along with peers at school. She has been in school more often. Therapist will connect with parents and social worker.	Percentage (81%) Will accurately identify situations that can be anxiety producing and appropriate coping strategies or relaxation techniques when presented with real or imagined situations with 80% accuracy out of 4/5 trials.
02-01-2024	3:15 PM	Session	Yes	60	Client was cheerful as evidenced by her tone of voice and reporting she is having a good week. She has started to journal her days at school to discuss with therapist. She read her journal to therapist. The client's journal was reviewed and discussed. Positive traits and accomplishments were identified, affirmed, and supported.	Percentage (80%) Will accurately identify situations that can be anxiety producing and appropriate coping strategies or relaxation techniques when presented with real or imagined situations with 80% accuracy out of 4/5 trials.
02-22-2024	3:15 PM	Session	Yes	60	Client was engaged and receptive in session. Therapist used this session to discuss treatment goals and treatment progress. Client reported she believes she is doing well and managing her anxiety well. She has been feeling more confident in herself and hasn't experienced many anxiety attacks. The client was assisted in identifying future situations or circumstances in which lapses could occur.	Percentage (80%) Will accurately identify situations that can be anxiety producing and appropriate coping strategies or relaxation techniques when presented with real or imagined situations with 80% accuracy out of 4/5 trials.
02-31-2024	3:30 PM	Session	Yes	15	Client came into session, however did not have much time as client was leaving to get her prom dress. Client reports she has been doing well, excited about graduating and prom. Client reported no concerns at this time. The client was directed to consistently review skills learned during therapy.	Percentage (80%) Will accurately identify situations that can be anxiety producing and appropriate coping strategies or relaxation techniques when presented with real or imagined situations with 80% accuracy out of 4/5 trials.
02-24-2024	10:50 AM	Session	Yes	30	Client was quiet and calm, but engaged in the session. He reported doing much better this week and is looking forward to Spring break and summer. Client reported he spoke to his mom about a family concern that has been on his mind and has been feeling much better. Therapist assess his anxiety levels for today and this week by using a scale. Client reported very little anxiety and coping well. Therapist encouraged client to continue to utilize his coping skills.	Percentage (80%) When presented with a situation known by student to be anxiety producing, will independently demonstrate an appropriate emotional response through finding a solution to the problem or using a strategy to regulate back to an expected emotional state 80% of the time.
02-14-2024	5:00 PM	Session	Yes	60	Client was engaged and receptive in the session. Client reporting having a great week, however struggling with some relationship conflicts. Client reported she has been doing well, but is slightly frustrated and stressed in her relationship. The client was taught skills such as distraction, positive self-talk, relaxing, problem solving, conflict resolution, thought stopping, and communication skills.	Percentage (80%) Verbalize and experience feelings connected with the loss and will accurately identify feelings and appropriate coping strategies when presented with real or imagined situations with 80% accuracy on 4 out of 5 trials.
02-24-2024	10:00 AM	Session	Yes	50	The client reported that she experiences greater functionality in her life and was reinforced for this. The client was provided with positive feedback for her success in increasing personal skills. She has been coming into school on time most days, cleaning her room, socializing with others, and bringing up her grades. The client was assisted in developing an ongoing plan for managing her routine challenges and preventing lapses.	Percentage (80%) Student will improve self-regulation skills as demonstrated through utilizing a tool to aid in regulating to an expected emotional state 80% of the time.