## CHILD INFORMATION INFORMACIÓN DEL NIÑO

**MEETING INFORMATION INFORMACIÓN DE LA REUNIÓN**

Name:

Nombre:

Student ID:

Dhayan Paiva Rivero

552682 Grade: 06

Meeting Type:

Tipo de Reunión: Initial

Número de Identificación del Estudiante:

Grado:

Inicial

Date of Birth: 03/09/2012 Age: 11

Fecha de Nacimiento: Edad:

Street: 112 Baum Dr Calle:

 Annual Review Revisión Anual

Additional meeting purpose(s), if any:

Propósito(s) adicional(es) de la reunión, si corresponde:

City:

Ciudad:

Georgetown State:

Estado:

TX Zip:

Código Postal:

78626

Review Existing Evaluation Data - 3-year re- evaluation due May 05, 2024

Home Campus: Campus de Origen:

Wagner Middle School

Meeting Date:

11/06/2023

Current Campus: Campus Actual:

246904045

Fecha de la Reunión:

IEP Start Date:

11/07/2023

Is the child identified as emergent bilingual (EB)?

Is the child identified as emergent bilingual (EB)? ¿Está identificado el niño como bilingüe emergente (EB por sus siglas en inglés)?

Is the child transitioning from Early Childhood Intervention (ECI)?

¿Está el niño en transición de la Intervención de la Primera Infancia (ECI por sus siglas en inglés)?

Will the child be 14 years of age before the end of this IEP?

¿Tendrá el niño 14 años de edad antes de que finalice este IEP?

Is the child younger than 14 years of age but has postsecondary transition information?

¿El niño tiene menos de 14 años pero tiene información de transición post-secundaria?

 Yes  No

Si No

 Yes  No

Si No

 Yes  No

Si No

 Yes  No

Si No

Fecha de Inicio del IEP:

IEP End Date: Fecha de

Finalización del IEP:

Next IEP Due By: El próximo IEP Debe Realizarse Antes De:

10/18/2024

10/18/2024

## PARENT/GUARDIAN INFORMATION INFORMACIÓN DEL PADRE/TUTOR

Name:

Nombre:

Nheyeska Rivero

Street:

Calle:

112 Baum Dr

City:

Ciudad:

Georgetown State:

Estado:

TX Zip:

Código Postal:

78626

Home phone: Teléfono de casa:

(512) 312-8531

Work phone:

Teléfono del trabajo:

(512) 905-1821

Cell phone: Teléfono celular:

Email:

(737) 336-0244

[Nheyeskarivero09@gmail.com](mailto:Nheyeskarivero09@gmail.com)

Correo electrónico:

Name:

Nombre:

Alejandro Paiva Morillo

Street:

Calle:

112 Baum Dr

City:

Ciudad:

Georgetown State:

Estado:

TX Zip:

Código Postal:

78626

Home phone: Teléfono de casa:

(512) 312-8531

Work phone:

Teléfono del trabajo:

Cell phone: Teléfono celular:

Email:

(512) 998-4701

[Paivaalejandro31@gmail.com](mailto:Paivaalejandro31@gmail.com)

Correo electrónico:

Name:

Nombre:

NÃ©stor Rivero

Street:

Calle:

112 Baum Dr

City:

Ciudad:

Georgetown State:

Estado:

TX Zip:

Código Postal:

78626

Home phone: Teléfono de casa:

(512) 312-8531

Work phone:

Teléfono del trabajo:

Cell phone:

Teléfono celular:

Email:

Correo electrónico:

Name:

Nombre:

Barbara Edgar Douglas Adrian

Street:

Calle:

112 Baum Dr

City:

Ciudad:

Georgetown State:

Estado:

TX Zip:

Código Postal:

78626

Home phone: Teléfono de casa:

(512) 312-8531

Work phone:

Teléfono del trabajo:

Cell phone:

Teléfono celular:

Email:

Correo electrónico:

Name:

Nombre:

Mercedes Morillo

Street:

Calle:

112 Baum Dr

City:

Ciudad:

Georgetown State:

Estado:

TX Zip:

Código Postal:

78626

Home phone: Teléfono de casa:

(512) 312-8531

Work phone:

Teléfono del trabajo:

Cell phone:

Teléfono celular:

Email:

Correo electrónico:

## OTHER INFORMATION OTRA INFORMACIÓN

**AMENDMENTS/REVISIONS ENMIENDAS/REVISIONES**

(if applicable) (si aplica)

When parent and LEA agree to make amendments without a meeting, the ARD committee will be informed of changes and parent will be provided a revised copy of the IEP with amendments incorporated upon request. Eligibility determinations, changes of placement and manifestation determination reviews require an ARD committee meeting.

Cuando el padre y LEA acuerden hacer enmiendas sin una reunión, se informará al comité ARD de los cambios y se le proporcionará al padre una copia revisada del IEP con las enmiendas incorporadas a petición. Las determinaciones de elegibilidad, los cambios de ubicación y las revisiones de determinación de manifestación requieren una reunión del comité ARD.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Meeting Reunión | Amendment/ Enmienda/ Revision  Revisión | Effective Efectiva | Section Sección  Amended/Revised  Enmendada/Revisada | | Description of Changes Descripción de los Cambios |
| No / No | 11/06/2023 | 11/07/2023 | 1 - REVIEW OF EVALUATION DATA  14 - Deliberations | Correction of clerical error when entering current Full Individual Evaluation(FIE) date. Full Individual Evaluation was conducted on May 25, 2021 and next Full Individual Evaluation due on or before May 25, 2024. ARD Facilitator inadvertently left the "2" off of date, typing May 5, 2021 and May 5, 2024. | |

### Deliberations Deliberaciones

**Date:** November 6, 2023

**Purpose:** Amendment to the Individualized Education Program dated October 19, 2023 to correct a clerical error.

Parent(s) will receive the Amended Individualized Education Program and Prior Written Notice via email and Same Goal Docu- Share in Spanish.

**Format:** Telephone call with interpreter on the line to notify parent of the clerical error.

### Participants

Wagner Middle School ARD Facilitator: Melissa McGee Parent: Nheyeska Rivero

Local Education Agency Representative/Assistant Principal: Brittany Land Spanish Interpreter: Marvin ID#68003166 with Translation & Interpretation Network

During final processing of Dhayan's new Individualized Education Program, a clerical error was found to the date of the most recent Full Individual Evaluation. The date was entered incorrectly as May 5, 2021, with the next Full Individual Evaluation being due on or before May 5, 2024. Per the physical copy of the most recent Full Individual Evaluation and the Review Existing Evaluation Data held during the Annual ARD meeting, the correct date should have been May 25, 2021 with the next Full Individual Evaluation due on or before May 25, 2024.

The ARD Facilitator contacted parent via telephone conference to notify of the clerical error in the Individualized Education Program to to correct said error. Corrections to May 25, 2021/May 25, 2024 were made on the Review of Existing Data and Deliberations pages.

Parent agreed to an **electronic signature** for consensus to correct the clerical error. Parent agreed that an ARD Committee meeting was not necessary in order to correct the dates.

Parent **waived the five day waiting period** between Prior Written Notice and implementation of the corrected Individualized Education Program.

**Parent and school agreed** if additional changes become necessary to student's schedule, modifications, IEPs, test recommendation, or further assessment arises, an AMEND ARD/AMENDMENT without ARD may be held. Parent will be notified by phone, email, and/or written documentation and receive a copy of changes made.

\*Deliberations are a summary of discussion that occurred during the phone conversation. They are not intended to be a transcript of all conversations or specific comments made during the telephone call.

**1. REVIEW OF EVALUATION DATA**

**1. REVISIÓN DE LOS DATOS DE LA EVALUACIÓN**

Review of existing evaluation data.

Revisión de datos de evaluación existentes.

### Full and Individual Evaluation (FIE) Evaluación Individual Completa (FIE)

Report Date:

Fecha del Informe:

05/25/2021

Next Triennial (Three-Year) Reevaluation Due By:

Siguiente Reevaluación Trienal (Tres Años) Debe Relizarse Antes De:

05/25/2024

### Additional evaluations/assessments reviewed (if applicable) Evaluaciones/examinaciones adicionales revisadas (si aplica)

Include age-appropriate transition assessments, functional vocational evaluation, etc.

Incluir evaluaciones de transición apropiadas para la edad, evaluación vocacional funcional, etc.

|  |  |  |  |
| --- | --- | --- | --- |
| Report Date  Fecha del Informe | Evaluation/Assessment  Evaluación/Examinación | Purpose  Propósito | Source  Fuente |

**Additional sources of information reviewed (if applicable) Fuentes adicionales de información revisadas (si aplica)**

**Parent concerns for enhancing the education of their child Preocupaciones del padre por mejorar la educación de su hijo**

# Parent stated that when at home, Dhayan's mother reports that she can be sensitive and easily overwhelmed when pushed out of her comfort zone. She would like to see her build relationships with peers on campus.

**Student's vision for life after high school (if applicable)**

**La visión del estudiante para la vida después de high school (si aplica)**

**Was a Review of Existing Evaluation Data (REED) conducted during this meeting?**

**¿Se realizó una Revisión de los Datos de Evaluación Existentes (REED) durante esta reunión?**

 Yes  No

Si No

*If yes, reason conducted:*

*En caso afirmativo, razón por la que se llevó a cabo:*

 Child's triennial (three-year) reevaluation is or will be due

La reevaluación trienal (tres años) del niño es o será necesaria  School personnel recommended additional evaluation/reevaluation

El personal de la escuela recomendó una evaluación/reevaluación adicional  Parent or adult student requested additional evaluation/reevaluation

El padre o estudiante adulto solicitó una evaluación/reevaluación adicional  Other:

Otro:

### Is additional evaluation needed?

**¿Se necesita una evaluación adicional?**

*Comments: Comentarios:*

 Yes  No

Si No

Reevaluation (three year) - Dhayan's three-year reevaluation is due and the ARD committee members, through a review of existing evaluation data, have determined that additional data are needed to complete the child's reevaluation.

### Deliberations Deliberaciones

A REED (Review of Existing Evaluation Data) was conducted by the assessment personnel and committee determined additional assessment is needed to consider the possibility of additional eligibilities as defined in the REED documentation. ARD committee was in agreement and consent was signed by the parent for new evaluation.

**2. DETERMINATION OF ELIGIBILITY**

**2. DETERMINACIÓN DE ELEGIBILIDAD**

Determination of whether the child has a disability, and by reason of the disability, needs special education and related services.

Determinación de si el niño tiene una discapacidad y, debido a la discapacidad, necesita educación especial y servicios relacionados.

### Analysis of Determinant Factors Análisis de Factores Determinantes

Is the determinant factor for the child's disability determination:

Es el factor determinante para la determinación de la discapacidad del niño:

Lack of appropriate instruction in reading, including in the essential components of reading instruction as defined in the Elementary and Secondary Education Act which means explicit and systematic instruction in phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies.

Falta de instrucción adecuada en lectura, incluidos los componentes esenciales de la instrucción de lectura como se define en la Ley de Educación Primaria y Secundaria, lo que significa instrucción explícita y sistemática en la conciencia fonémica; fónica; desarrollo de vocabulario; fluidez de lectura, incluidas las habilidades de lectura oral; y estrategias de comprensión de lectura.

Lack of appropriate instruction in math.

Falta de instrucción adecuada en matemáticas.

Limited English proficiency.

Dominio Limitado del inglés.

 Yes  No

Si No

 Yes  No

Si No

 Yes  No

Si No

*If yes for any question above, child must not be determined to be a child with a disability. Discuss:*

*Si la respuesta a alguna de las preguntas anteriores es afirmativa, no se debe determinar que el niño sea un niño con una discapacidad. Discutir:*

### Disability Determination Determinación de Discapacidad

The child has a disability.

El niño tiene una discapacidad.

*If yes, specify disability condition(s):*

*En caso afirmativo, especifique la(s) condición(es) de discapacidad:*

 Yes  No

Si No

Primary Disability: Discapacidad Primaria:

Secondary Disability: Discapacidad Secundaria:

Tertiary Disability: Discapacidad Terciaria:

(08) Specific Learning Disability / (08) Discapacidad Específica de Aprendizaje

(00) None / (00) Ninguna

(00) None / (00) Ninguna

Child has dyslexia or related disorder.

El niño tiene dislexia o trastorno relacionado.

Child has multiple disabilities.

El niño tiene discapacidades múltiples.

Child is medically fragile.

El niño es médicamente frágil.

 Yes  No

Si No

 Yes  No

Si No

 Yes  No

Si No

Area(s) of specific learning disability:

Área(s) de discapacidad específica de aprendizaje:

 Oral expression Expresión oral

 Written expression Expresión escrita

 Listening comprehension Comprensión auditiva

 Basic reading skills

Habilidades de lectura básica

 Reading fluency skills

Habilidades de fluidez de lectura

 Reading comprehension Comprensión de lectura

 Mathematics calculation Cálculo matemático

 Mathematics problem-solving Resolución de problemas matemáticos

 Dyslexia or related disorder Dislexia o trastorno relacionado

*If no, basis for determination:*

*Si no, base de la determinación:*

### Determination of Need and Eligibility Determinación de Necesidad y Elegibilidad

By reason of the disability, the child needs special education and related services.

Debido a la discapacidad, el niño necesita educación especial y servicios relacionados.

*If no, basis for determination:*

*Si no, base de la determinación:*

 Yes  No

Si No

Dahyan qualifies for special education support and services as a student with a Specific Learning Disability in the areas of basic reading and reading comprehension. Due to her deficits in reading comprehension, her subject acquisition skills are still below grade level when compared to peers of the same age in the Language Arts and Mathematics areas.. Continued assistance through special education inclusion services is recommended to decrease gaps in previous learning, fortify current skills, and make progress in the general education curriculum.

*If the child is found not eligible, this IEP will not be further developed (continue to "14. Deliberations").*

*Si se determina que el niño no es elegible, este IEP no se desarrollará más (continúe con "14. Deliberaciones").*

**3. PRESENT LEVELS**

**3. NIVELES PRESENTES**

Child's present levels of academic achievement and functional performance. Los niveles presentes de logro académico y desempeño funcional del niño.

Include how the child's disability affects the child's involvement and progress in the general education curriculum or, in the case of a preschool child, how the disability affects the preschool child's participation in appropriate activities. Include strengths of the child.

Incluir cómo la discapacidad del niño afecta la participación y el progreso del niño en el currículo de educación general o, en el caso de un niño en edad preescolar, cómo la discapacidad afecta la participación del niño en edad preescolar en las actividades apropiadas. Incluir las fortalezas del niño.

**ACADEMIC ACHIEVEMENT LOGRO ACADÉMICO**

### State and Districtwide Assessments: Evaluaciones Estatales y Distritales:

Has the child participated in state and/or districtwide assessments?

¿Ha participado el niño en evaluaciones estatales y/o distritales?

*If yes, provide assessment results.*

*En caso afirmativo, proporcionar los resultados de la evaluación.*

 Yes  No

Si No

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year  Año | Grade  Grado | Subject  Materia | Assessment Type  Tipo de Evaluación | Passed  Aprobado | Score  Puntuación |
| 2020-2021 School Year | 3 | Math | STAAR | No / No | 1176 |
| 2020-2021 School Year | 3 | Reading | STAAR | No / No | 1157 |
| 2021-2022 School Year | 4 | Math | STAAR | No / No | 1357 |
| 2021-2022 School Year | 4 | Reading | STAAR | Yes / Si | 1590 |

### Accelerated Reading Instruction (grades K, 1, 2): Instrucción Acelerada de Lectura (grados K, 1, 2):

Does the child require accelerated reading instruction due to unsatisfactorily performance on a reading instrument selected from the list adopted by the commissioner of education or by the LEA-level committee?

¿Requiere el niño instrucción acelerada de lectura debido a un desempeño insatisfactorio en un instrumento de lectura seleccionado de la lista adoptada por el comisionado de educación o por el comité de nivel LEA?

*If yes, determine the manner in which the child will participate in an accelerated reading instruction program:*

*En caso afirmativo, determinar la manera en que el niño participará en un programa de instrucción acelerada de lectura:*

 Yes

Si

 No  NA

No NA

### Accelerated Plan of Instruction (Intensive Program of Instruction): Plan Acelerado de Instrucción (Programa Intensivo de Instrucción):

Does the child require an accelerated plan of instruction due to either or the reasons below?

¿Requiere el niño un plan acelerado de instrucción debido a cualquiera de las siguientes razones?

*If yes, indicate reason(s):*

*En caso afirmativo, indicar la(s) razón(es):*

 Child did not perform satisfactorily on a state assessment

El niño no se desempeñó satisfactoriamente en una evaluación estatal.

 Yes  No

Si No

 Child is likely not to receive a high school diploma before the fifth school year following the child's enrollment in grade 9 Es probable que el niño no reciba un diploma de high school antes del quinto año escolar después de la inscripción del niño en el grado 9

Will this IEP serve as the child's accelerated plan of instruction?

¿Este IEP servirá como plan de instrucción acelerado del niño?

*Comments: Comentarios:*

 Yes

Si

 No  NA

No NA

### Progress on previous IEP goals and objectives: Progreso en las metas y objetivos anteriores del IEP:

Was the child's progress on previous IEP goals and objectives reviewed?

¿Se revisó el progreso del niño en las metas y objetivos anteriores del IEP?

*If yes, describe:*

*En caso afirmativo, describir:*

 Yes

Si

 No (initial IEP) No (IEP inicial)

By the next annual ARD, when given a single-digit whole number and a unit fraction, Dhayan will find the quotient by dividing a whole number by a unit fraction or a unit fraction by a whole number (e.g., 4 ÷ 1⁄ 4 or 1⁄ 2 ÷ 6), for 4 out of 5 sets of numbers, on 3 out of 4 progress monitoring assessments. Dhayan can find the quotient by dividing a whole number by a unit fraction or a unit fraction by a whole number (e.g., 4 ÷ 1⁄ 4 or 1⁄ 2 ÷ 6), for 2 out of 5 sets of numbers, on 2 out of 4 progress monitoring assessments.

By the next annual ARD, after reading a nonfiction, independent reading level text, Dhayan will identify more than one main idea (by multiple choice, verbally, or in writing), and explain in 3-5 sentences (verbally or in writing) how key ideas from the text support the main ideas, in 4 out of 5 texts over 3 of 4 progress monitoring assessments.

Dhayan can identify more than one main idea (by multiple choice, verbally, or in writing), and explain in 1-5 sentences (verbally or in writing) how key ideas from the text support the main ideas, in 2 out of 5 texts over 3 of 4 progress monitoring assessments.

By the next annual ARD, after reading a nonfiction, independent reading level text, Dhayan will identify more than one main idea (by multiple choice, verbally, or in writing), and explain in 3-5 sentences (verbally or in writing) how key ideas from the text support the main ideas, in 4 out of 5 texts over 3 of 4 progress monitoring assessments. Dhayan can identify more than one main idea (by multiple choice, verbally, or in writing), and explain in 1-5 sentences (verbally or in writing) how key ideas

from the text support the main ideas, in 4 out of 5 texts over 1 of 4 progress monitoring assessments.

**Academic achievement**, including current grades and class performance

**Logro académico** , incluidas las calificaciones actuales y el desempeño de la clase

Dhayan is a sixth grade student at Wagner Middle school with a Specific Learning Disability (SLD) in Basic Reading Skills, Reading Comprehension and Written Expression..

### Grads as of 10-16-2023

|  |  |  |
| --- | --- | --- |
| English Language Arts 86 | PLP 95 | Science Advanced 90 |
| PE 85  Art 100 | Social Studies 83  Orchestra 100 | Math no scores |

Absences are not a concern at this time. Discipline is not a concern at this time. **Reading**

## FIE

Dhayan’s sight-word reading skill, reasoning with math story problems, and spelling ability was far below average in this area when compared to same-aged peers. Her oral sight-word reading skill and the ability to comprehend passages while reading falls far below average when compared to same-age peers.

## STAAR

Dhayan scored 1685. She earned 77% in the area of Understanding and analyzing across reading genres indicating strength. There were no MAP scores.

### Writing FIE

Dhayan’s performance on Writing Samples is comparable to that of the average individual at age 6-11. Her writing sample's standard score is in the low average range. Her ability to write meaningful sentences is limited; she will probably find it very difficult to succeed on age- level tasks requiring the ability to convey ideas in writing.

## STAAR

Dhayan earned a score of 69%, which is a good score. However, this does indicate that she continues to have difficulty in this area.

There were no MAP scores.

### LA Teacher

She indicates that, “Dhayan is doing okay in my class. She needs some help with sentence structure and writing. Reading is decent. Very kind student. Grade in ELA first quarter: 86%.”

**Math FIE**

Dhayan’s mathematics ability is comparable to that of the average individual. Her mathematics standard score is in the low range. Her calculations and abilities to solve practical problems in mathematics are very limited. She will find it extremely difficult to succeed on age-level math tasks.

## STAAR

STAAR Dhayan scored 1581. She earned 78% in the area of Geometry indicating a strength. In the area of Computations and Algebraic representation, Dhayan scored her lowest at 30%.

### Math Teacher:

Her grade is 72% with 2 of 12 assignments. We just started dividing fractions but she seems to be getting it.

### Other Subjects

**Social Studies:** She sometimes gets a little behind with her work but there is no issue. Her grade is currently 83%. She remains quiet for most of the time and does her work. Other than that I do not have any issues with her. I hope this helps. If you have any questions please let me know. I will be in training tomorrow at Hammerlun for New Teacher Training.

### Impact Statement

Based on previous progress in Math, Language Arts, Science and Social Studies, grade reports, teacher tests, observations, and work samples, Dhayan 's subject acquisition skills are still below grade level when compared to peers of the same age in the Language Arts and Mathematics areas.. Continued assistance is recommended to decrease gaps in previous learning, fortify current skills, and make progress in the general education curriculum.

Recommendation to continue inclusion support in Language Arts and mathematics classes is recommended for consideration by the Admission-Review-Dismissal (ARD) committee.

**FUNCTIONAL PERFORMANCE DESEMPEÑO FUNCIONAL**

### Functional Funcional

Dhayan's disability does not impact their functional performance.

### Communication: Comunicación:

Does the child have communication needs?

¿Tiene el niño necesidades de comunicación?

*If yes, describe:*

*En caso afirmativo, describir:*

 Yes  No

Si No

Student demonstrates age appropriate communication skills

### Language: Lenguaje:

Does the child have language needs?

¿Tiene el niño necesidades de lenguaje?

*If yes, describe.*

*En caso afirmativo, describir:*

 Yes  No

Si No

*If the child has limited English proficency, consider the language needs of the child as such needs relate to the child's IEP, including assessments.*

*Si el niño tiene un dominio limitado del inglés, considere las necesidades lingüísticas del niño ya que tales necesidades se relacionan con el IEP del niño, incluidas las evaluaciones.*

Dhayan is identified as Emergent Bilingual.

|  |  |  |
| --- | --- | --- |
| **Physical:** Does the child have physical needs? *If yes, describe:*  **Físico:** ¿El niño tiene necesidades físicas? *En caso afirmativo, describir:*  Dhayan demonstrates age appropriate physical skills | Yes  Si | No  No |
| Does the child require personal care services? | Yes | No |
| ¿El niño requiere servicios de cuidado personal? | Si | No |

*If yes, document in "7B. Services to Support Medical Needs".*

*En caso afirmativo, documente en "7B. Servicios para apoyar las necesidades médicas".*

Does the child require nursing?

¿El niño requiere enfermería?

*If yes, document in "7B. Services to Support Medical Needs".*

*En caso afirmativo, documente en "7B. Servicios para apoyar las necesidades médicas".*

 Yes  No

Si No

**Physical Education:** Does the child have physical education needs?

*If yes, describe:*

Yes No

### Educación Física:

¿Tiene el niño necesidades de educación física?

*En caso afirmativo, describir:* Si No

Dhayan will participate in Physical Education with general education peers with no modifications.

### Health Classification for Physical Education: Clasificación de Salud para la Educación Física:

For physical education, a LEA must classify each child, on the basis of health, into one of the following categories (adapted/remedial and restricted classifications must be determined by a member of the healing arts as defined in Chapter 104 of the of the Occupations Code):

Para la educación física, la LEA debe clasificar a cada niño, sobre la base de la salud, en una de las siguientes categorías (clasificaciones adaptadas/remediales y restringidas deben ser determinadas por un miembro de las artes curativas como se define en el Capítulo 104 del Código de Ocupaciones):

 Unrestricted (not limited in activities) Sin restricciones (no limitado en actividades)

 Adapted and remedial Adaptado y remedial

Specific activities prescribed or prohibited: Actividades específicas prescritas o prohibidas:

 Restricted (Temporary) Restringido (Temporal)

Physical activity of the physical education class child is restricted from:

La actividad física del niño de la clase de educación física está restringida de:

Nature of the temporary impairment and expected time for recovery (during recovery time, child must continue to learn the concepts of the lessons but may not actively participate in the skill demonstration):

Naturaleza del impedimento temporal y tiempo esperado para la recuperación (durante el tiempo de recuperación, el niño debe continuar aprendiendo los conceptos de las lecciones pero no puede participar activamente en la demostración de habilidades):

 Restricted (Permanent) Restringido (Permanente)

Nature of impairment and expectations of physical activity for the child: Naturaleza del impedimento y expectativas de actividad física para el niño:

### Instruction in Cardiopulmonary Resuscitation (CPR) (Grades 7-12): Instrucción en Resucitación Cardiopulmonar (CPR) (Grados 7-12):

Instruction in cardiopulmonary resuscitation (CPR) is required under TAC §74.38. Child will: Se requiere instrucción en reanimación cardiopulmonar (RCP) según TAC §74.38. El niño:

 Participate without accommodations/modifications Participar sin adaptaciones/modificaciones

Participate with accommodations and/or modifications *(document in "7A. Instructional Services and Supports").*

Participar con adaptaciones/modificaciones *(documentar en "7A. Servicios y apoyos educativos").*

 Not participate (exempt). ARD committee waives this requirement due to the child's limitations and disability(ies).

Describe:

No participar (exento). El comité ARD renuncia a este requisito debido a las limitaciones y discapacidades del niño. Describir:

 Not applicable No aplica

### Behavioral: Conductual:

Does the child have behavioral needs?

¿El niño tiene necesidades de comportamiento?

*If yes, describe:*

*En caso afirmativo, describir:*

 Yes  No

Si No

Dhayan is able to independently follow the Georgetown ISD Student Code of Conduct. She has no office behavior referrals for the 2023-2024 academic year. The ARD Committee reached consensus that a Behavior Intervention Plan is not necessary at this time.

Does the child have behavior which impedes the child's learning or that of others?

¿Tiene el niño un comportamiento que impide su aprendizaje o el de los demás?

*If yes, document positive behavioral interventions, supports and strategies in "7C. Additional Supports, Strategies and Arrangements".*

*En caso afirmativo, documentar las intervenciones, los apoyos y las estrategias conductuales positivas en ‘7C. Apoyos, Estrategias y Arreglos Adicionales’.*

 Yes  No

Si No

Is a behavior intervention plan appropriate for this child?

¿Es apropiado un plan de intervención del comportamiento para este niño?

*If yes, document in "12. Behavior Intervention Plan".*

*En caso afirmativo, documentar en ‘12. Plan de Intervención De Comportamiento’.*

 Yes  No

Si No

### Discipline: Disciplina:

Does the child have discipline needs?

¿Tiene el niño necesidades de disciplina?

*If yes, describe:*

*En caso afirmativo, describir:*

 Yes  No

Si No

Regular discipline, as set forth in the student code of conduct, will be followed, subject to the timelines, ARD requirements, and manifestation determination requirements for disciplining students with disabilities pursuant to CFR 300.530 and any limitations set forth in the Individualized Education Program.

Student Code of Conduct applies to all students. The district will implement its Code of Conduct with regard to all students, subject to and in compliance with the requirements of federal and state law pertaining to students with disabilities.

### Assistive Technology: Tecnología de Asistencia:

Does the child need assistive technology?

¿Necesita el niño tecnología de asistencia?

 Yes  No

Si No

*If yes, describe needs below and document assistive technology devices and/or services in "7A. Instructional Services and Supports".*

*En caso afirmativo, describir las necesidades a continuación y documentar los dispositivos y/o servicios de tecnología de asistencia en ‘7A. Servicios y Apoyos Educativos’.*

Assistive Technology (AT) was considered and the student’s needs are currently being met without assistive technology. It is anticipated that current goals can be worked toward without assistive technology devices or services. AT is not required at this time.

### Extracurricular/Nonacademic: Extracurricular/No académico:

*If yes, describe:*

*En caso afirmativo, describir:*

Does the child have extracurricular/nonacademic needs?

¿Tiene el niño necesidades extracurriculares/no académicas?

 Yes  No

Si No

Dhayan is able to participate in any extracurricular/nonacademic activities without additional support.

**4. TRANSITION PLANNING** (before age 14)

**4. PLANIFICACIÓN DE LA TRANSICIÓN** (antes de los 14 años)

The transition planning process helps children decide what they want for their future and figure out the steps needed to meet their goals. Appropriate transition planning must begin not later than when the child reaches 14 years of age. Transition planning information must be reviewed and updated annually in conjunction with any relevant portions of the child's IEP that addresses these issues. Parents and children can access the

El proceso de planificación de la transición ayuda a los niños a decidir lo que quieren para su futuro y determinar los pasos necesarios para alcanzar sus metas. La planificación adecuada de la transición debe comenzar a más tardar cuando el niño cumpla 14 años. La información sobre la planificación de la transición debe revisarse y actualizarse anualmente junto con cualquier parte relevante del IEP del niño que aborde estos problemas. Los padres y los niños pueden acceder a la

[Texas Transition and Employment Guide Guía de Empleo y Transición de Texas](https://www.texastransition.org/apps/pages/texas-transition-and-employment-guide)

(https://[www.texastransition.org/apps/pages/texas-transition-and-employment-guide).](http://www.texastransition.org/apps/pages/texas-transition-and-employment-guide)) A printed copy will be provided upon request.

(https://[www.texastransition.org/apps/pages/texas-transition-and-employment-guide).](http://www.texastransition.org/apps/pages/texas-transition-and-employment-guide)) Se proporcionará una copia impresa si se solicita.

**Deliberations Deliberaciones**

# Transition Planning is not appropriate at this time. Dhayan is 11 years of age. Transition planning will begin the year of Dhayan's 14th birthday.

**5. GRADUATION** (for children with transition planning information)

**5. GRADUACIÓN** (para niños con información de planificación de transición) Information regarding graduation.

Información sobre la graduación.

Child is expected to graduate in (YYYY):

Se espera que el niño se gradúe en (AAAA):

2030

|  |  |  |
| --- | --- | --- |
| For a child in junior high or middle school, will this IEP serve as the child's Personal Graduation Plan (PGP)? | Yes | No |
| Para un niño en junior high o middle school, ¿este IEP servirá como el Plan Personal de Graduación (PGP por sus siglas en inglés) del niño? | Si | No |
| Will this be the child's last IEP prior to graduation? | Yes | No |
| ¿Será este el último IEP del niño antes de la graduación? | Si | No |

### Deliberations Deliberaciones

Graduation planning is not age appropriate at this time, Graduation planning will take place on or before the student's 14th birthday.

**6. MEASURABLE ANNUAL GOALS**

**6. METAS ANUALES MEDIBLES**

Measurable annual academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and to make progress in the general education curriculum; and meet each of the child's other educational needs that result from the child's disability.

Metas académicas y funcionales anuales medibles diseñadas para satisfacer las necesidades del niño que resultan de la discapacidad del niño para permitir que el niño participe y progrese en el currículo de educación general; y satisfacer cada una de las otras necesidades educativas del niño que resultan de la discapacidad del niño.

**GOAL META**

### Number Número

1

### Type

**Tipo**

 Academic Académico

 Functional Funcional

 Transition-related Relacionado con la transición

### Annual Goal Area Área de Meta Anual

Language Arts

(content, skill and/or service): (contenido, habilidad y/o servicio):

### TEKS (Texas Essential Knowledge and Skills)

**TEKS (Conocimientos y Habilidades Esenciales de Texas, TEKS por sus siglas en inglés)**

English Language Arts and Reading, Grade 6

(if applicable):

(si es que aplica):

[110.22.b.2] Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-- vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

1. use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
2. use context such as definition, analogy, and examples to clarify the meaning of words; and
3. determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.

### Measurable Annual Goal: Meta Anual Medible:

Within 36 instructional weeks, when given accommodations and an instructional level reading passage, Dhayan will read using context clues to develop her vocabulary to enhance her reading comprehension in 3 out of 5 attempts at a rate of 80%.

 Will be implemented in both English and Spanish Será implementado en ambos, inglés y español

### Benchmarks or Short-Term Objectives:

**Puntos de Referencia U Objetivos a Corto Plazo:**

Required for a child who takes an alternate state assessment aligned to alternate achievement standards.

Requerido para un niño que toma una evaluación estatal alternativa alineada con estándares de rendimiento alternativos.

BENCHMARK/OBJECTIVE PUNTO DE REFERENCIA / OBJETIVO

NUM NÚMERO

**How progress toward meeting annual goal will be measured:**

**Cómo se medirá el progreso hacia el cumplimiento de la meta anual:**

**Frequency for reporting progress to parents: Frecuencia para informar el progreso a los padres:**

When periodic reports on the progress the child is making toward meeting the annual goal (such as through the use of

Anecdotal Records Registros anecdóticos

Checklists

Listas de verificación

quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

 Curriculum-Based Assessments Evaluaciones Basadas en el Currículo

 Inventories  Observation Inventarios Observación

Cuando se proporcionen informes periódicos sobre el

progreso del niño hacia el logro de la meta anual (por ejemplo, mediante el uso de informes trimestrales u otros informes periódicos, simultáneo con la emisión de las boletas de calificaciones).

 Performance Assessments Evaluaciones de Desempeño

 Portfolios Portafolios

Concurrent with report cards/every 9 weeks

 Rubrics

Rúbricas

 Running Records Historial Continuo

 Short-Cycle Assessments Evaluaciones de Ciclo Corto

 Work Samples Muestras de trabajo

 Other:

Otro:

 Benchmarks

Puntos de Referencia

 Unit Tests

Pruebas de Unidad

**GOAL META**

### Number Número

2

### Type

**Tipo**

 Academic Académico

 Functional Funcional

 Transition-related Relacionado con la transición

### Annual Goal Area Área de Meta Anual

Writing

(content, skill and/or service): (contenido, habilidad y/o servicio):

### TEKS (Texas Essential Knowledge and Skills)

**TEKS (Conocimientos y Habilidades Esenciales de Texas, TEKS por sus siglas en inglés)**

English Language Arts and Reading, Grade 6

(if applicable):

(si es que aplica):

[110.22.b.6] Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

1. describe personal connections to a variety of sources, including self-selected texts;
2. write responses that demonstrate understanding of texts, including comparing sources within and across genres;
3. use text evidence to support an appropriate response;
4. paraphrase and summarize texts in ways that maintain meaning and logical order;
5. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
6. respond using newly acquired vocabulary as appropriate;
7. discuss and write about the explicit or implicit meanings of text;
8. respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
9. reflect on and adjust responses as new evidence is presented.

### Measurable Annual Goal: Meta Anual Medible:

Within 36 instructional weeks, when given graphic organizers, vocabulary list and accommodations, Dhayan will use the writing process (brainstorming, planning, drafting, revising, editing and publishing) beginning with a sentence and working to completion of a five paragraph essay using a rubric for guidance in success at a rate of 70%.

 Will be implemented in both English and Spanish Será implementado en ambos, inglés y español

### Benchmarks or Short-Term Objectives:

**Puntos de Referencia U Objetivos a Corto Plazo:**

Required for a child who takes an alternate state assessment aligned to alternate achievement standards.

Requerido para un niño que toma una evaluación estatal alternativa alineada con estándares de rendimiento alternativos.

BENCHMARK/OBJECTIVE PUNTO DE REFERENCIA / OBJETIVO

NUM NÚMERO

**How progress toward meeting annual goal will be measured:**

**Cómo se medirá el progreso hacia el cumplimiento de la meta anual:**

**Frequency for reporting progress to parents: Frecuencia para informar el progreso a los padres:**

When periodic reports on the progress the child is making toward meeting the annual goal (such as through the use of

Anecdotal Records Registros anecdóticos

Checklists

Listas de verificación

quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

 Curriculum-Based Assessments Evaluaciones Basadas en el Currículo

 Inventories  Observation Inventarios Observación

Cuando se proporcionen informes periódicos sobre el

progreso del niño hacia el logro de la meta anual (por ejemplo, mediante el uso de informes trimestrales u otros informes periódicos, simultáneo con la emisión de las boletas de calificaciones).

 Performance Assessments Evaluaciones de Desempeño

 Portfolios Portafolios

Concurrent with report cards/every 9 weeks

 Rubrics

Rúbricas

 Running Records Historial Continuo

 Short-Cycle Assessments Evaluaciones de Ciclo Corto

 Work Samples Muestras de trabajo

 Other:

Otro:

 Benchmarks

Puntos de Referencia

 Unit Tests

Pruebas de Unidad

**GOAL META**

### Number Número

3

### Type

**Tipo**

 Academic Académico

 Functional Funcional

 Transition-related Relacionado con la transición

### Annual Goal Area Área de Meta Anual

Math

(content, skill and/or service): (contenido, habilidad y/o servicio):

### TEKS (Texas Essential Knowledge and Skills)

**TEKS (Conocimientos y Habilidades Esenciales de Texas, TEKS por sus siglas en inglés)**

Mathematics, Grade 6

(if applicable):

(si es que aplica):

[111.26.b.5] Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:

1. represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions;
2. solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models; and
3. use equivalent fractions, decimals, and percents to show equal parts of the same whole.

### Measurable Annual Goal: Meta Anual Medible:

Within 36 instructional weeks, when given problem-solving strategies and a list of vocabulary, Dhayan will complete story problems in 3 out of 5 at a rate of 80%.

 Will be implemented in both English and Spanish Será implementado en ambos, inglés y español

### Benchmarks or Short-Term Objectives:

**Puntos de Referencia U Objetivos a Corto Plazo:**

Required for a child who takes an alternate state assessment aligned to alternate achievement standards.

Requerido para un niño que toma una evaluación estatal alternativa alineada con estándares de rendimiento alternativos.

BENCHMARK/OBJECTIVE PUNTO DE REFERENCIA / OBJETIVO

NUM NÚMERO

**How progress toward meeting annual goal will be measured:**

**Cómo se medirá el progreso hacia el cumplimiento de la meta anual:**

**Frequency for reporting progress to parents: Frecuencia para informar el progreso a los padres:**

When periodic reports on the progress the child is making toward meeting the annual goal (such as through the use of

Anecdotal Records Registros anecdóticos

Checklists

Listas de verificación

quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

 Curriculum-Based Assessments Evaluaciones Basadas en el Currículo

 Inventories  Observation Inventarios Observación

Cuando se proporcionen informes periódicos sobre el

progreso del niño hacia el logro de la meta anual (por ejemplo, mediante el uso de informes trimestrales u otros informes periódicos, simultáneo con la emisión de las boletas de calificaciones).

 Performance Assessments Evaluaciones de Desempeño

 Portfolios Portafolios

Concurrent with report cards/every 9 weeks

 Rubrics

Rúbricas

 Running Records Historial Continuo

 Short-Cycle Assessments Evaluaciones de Ciclo Corto

 Work Samples Muestras de trabajo

 Other:

Otro:

 Benchmarks

Puntos de Referencia

 Unit Tests

Pruebas de Unidad

**7. INDIVIDUALIZED SERVICES AND SUPPORTS**

**7. SERVICIOS Y APOYOS INDIVIDUALIZADOS**

Special education, related services, and supplementary aids and services based on peer-reviewed research to the extent practicable that enable the child to make progress toward meeting academic and/or functional annual goals; be involved and make progress in the general education curriculum; and to participate in extracurricular and other nonacademic activities with other children, both with and without disabilities.

Educación especial, servicios relacionados y ayudas y servicios suplementarios basados en investigaciones revisadas por pares en la medida de lo posible que permitan al niño progresar hacia el cumplimiento de las metas anuales académicas y/o funcionales; participar y progresar en el currículo de educación general; y participar en actividades extracurriculares y otras actividades no académicas con otros niños, con y sin discapacidades.

**7A. INSTRUCTIONAL SERVICES AND SUPPORTS**

**7A. SERVICIOS Y APOYOS DE INSTRUCCIÓN**

### Special Education: Educación especial:

Specially designed instruction to meet the unique needs of the child.

Instrucción especialmente diseñada para satisfacer las necesidades únicas del niño.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SY, Term, Subject  Año Escolar (SY por sus siglas en inglés), Período, Materia | Type of Service  Tipo de Servicio | Time in Setting (mins)  Tiempo en Entorno (minutos) | | | | Frequency Frecuencia | Begin Date Fecha de Inicio | End Date  Fecha de Finalización |
| GenEd  Educación General | | Sped  Educación Especial | |
| 2023-2024  Full IEP Year Math (In) | Math Inclusion - In class support in a general education setting by special education staff | | 0 | | 15 | 5x / 5 veces  per day / por día | 11/07/2023 | 10/18/2024 |
| Provider Title:  Título del Proveedor:  General Ed/Special Ed Staff | | | Location: Ubicación:  General Education Setting | Goal(s) Addressed:  Meta(s) Abordada(s):  3 | Grades/Progress:  Calificaciones / Progreso: |
|  |  | | Joint Sped/GenEd / Educación Especial / Educación General conjuntas |
| 2023-2024  Full IEP Year English Language Arts (In) | ELAR (English Language Arts and Reading) Inclusion - In class support in a general education setting by special education staff | | 0 | | 15 | 3x / 3 veces  per week / por semana | 11/07/2023 | 10/18/2024 |
| Provider Title:  Título del Proveedor:  Special Education Staff | | | Location: Ubicación:  General Education Setting | Goal(s) Addressed:  Meta(s) Abordada(s):  1,2 | Grades/Progress:  Calificaciones / Progreso: |
|  |  | | Joint Sped/GenEd / Educación Especial / Educación General conjuntas |

### Related Services: Servicios Relacionados:

Developmental, corrective and other supportive services required to assist the child in benefitting from special education.

Servicios de desarrollo, correctivos y otros servicios de apoyo requeridos para ayudar al niño a beneficiarse de la educación especial.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SY, Term, Subject  Año Escolar, Período, Materia | Type of Service  Tipo de Servicio | Time in Setting (mins)  Tiempo en Entorno (minutos) | | Frequency Frecuencia | Begin Date Fecha de Inicio | End Date  Fecha de Finalización |
| GenEd  Educación General | Sped  Educación Especial |

### Assistive Technology Devices and/or Services: Dispositivos y/o Servicios de Tecnología De Asistencia:

Assistive technology devices (ATDs) are any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of the child. An assistive technology service is any service that directly assists the child in the selection, acquisition or use of an ATD.

Los dispositivos de tecnología de asistencia (ATD, por sus siglas en inglés) son cualquier artículo, pieza de equipo o sistema de producto, ya sea adquirido comercialmente, modificado o personalizado, que se usa para aumentar, mantener o mejorar las capacidades funcionales del niño. Un servicio de tecnología de asistencia es cualquier servicio que asiste directamente al niño en la selección, adquisición o uso de un ATD.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SY, Term, Subject  Año Escolar, Período, Materia | Type of Device/Service  Tipo de Dispositivo/Servicio | Environments/Tasks in Which ATD Should Be Used  Ambientes / Tareas en las que se Debe Utilizar ATD | Staff Responsible Personal Responsable | Begin Date Fecha de Inicio | End Date  Fecha de Finalización |

### Accommodations: Adaptaciones:

Accommodations are intended to reduce or even eliminate the effects of child's disability on academic tasks, but do not reduce learning expectations. The objectives of the course/activity remain the same. Accommodations change

Las adaptaciones están destinadas a reducir o incluso eliminar los efectos de la discapacidad del niño en las tareas académicas, pero no reducen las expectativas de aprendizaje. Los objetivos del curso / actividad siguen siendo los mismos. Las adaptaciones cambian

how

cómo

|  |  |  |  |
| --- | --- | --- | --- |
| SY, Term, Subject  Año Escolar, Período, Materia | Accommodation Adaptación | Begin Date Fecha de Inicio | End Date  Fecha de Finalización |

the child learns or demonstrates knowledge. el niño aprende o demuestra conocimiento.

|  |  |  |  |
| --- | --- | --- | --- |
| 2023-2024  Full IEP Year English Language Arts, Math, Science, Social Studies, Electives | Extra time for assignments and tests (same day) | 11/07/2023 | 10/18/2024 |
| 2023-2024  Full IEP Year English Language Arts, Math, Science, Social Studies, Electives | Opportunity to respond orally. | 11/07/2023 | 10/18/2024 |
| 2023-2024  Full IEP Year English Language Arts, Math, Science, Social Studies, Electives | Opportunity to leave class or individualized assistance in math | 11/07/2023 | 10/18/2024 |
| 2023-2024  Full IEP Year English Language Arts, Math, Science, Social Studies, Electives | Visual aides ( pictures, flash cards, etc..) | 11/07/2023 | 10/18/2024 |

|  |  |  |  |
| --- | --- | --- | --- |
| 2023-2024  Full IEP Year English Language Arts, Math, Science, Social Studies, Electives | Instructional Aids | 11/07/2023 | 10/18/2024 |
| 2023-2024  Full IEP Year English Language Arts, Math, Science, Social Studies, Electives | Extra time for oral and written response | 11/07/2023 | 10/18/2024 |
| 2023-2024  Full IEP Year English Language Arts, Math, Science, Social Studies, Electives | Frequent feedback | 11/07/2023 | 10/18/2024 |
| 2023-2024  Full IEP Year English Language Arts, Math, Science, Social Studies, Electives | Teacher check for understanding | 11/07/2023 | 10/18/2024 |

|  |  |  |  |
| --- | --- | --- | --- |
| Duration of IEP | Allow extra time for oral response to allow student time to formulate thoughts | 11/07/2023 | 10/18/2024 |
| 2023-2024  Full IEP Year English Language Arts, Math, Science, Social Studies, Electives | Directions given in a variety of ways/simplified vocabulary | 11/07/2023 | 10/18/2024 |
| 2023-2024  Full IEP Year English Language Arts, Math, Science, Social Studies, Electives | Study aids/manipulatives | 11/07/2023 | 10/18/2024 |

### Modifications: Modificaciones:

Modifications change the expectations of what a child will master. Course/activity objectives are modified to meet the needs of the learner. Modifications change

Las modificaciones cambian las expectativas de lo que un niño dominará. Los objetivos del curso / actividad se modifican para satisfacer las necesidades del aprendiz. Las modificaciones cambian

what

qué

|  |  |  |  |
| --- | --- | --- | --- |
| SY, Term, Subject  Año Escolar, Período, Materia | Modification Modificación | Begin Date Fecha de Inicio | End Date  Fecha de Finalización |

the child learns. aprende el niño.

### Program Modifications and Supports for School Personnel: Modificaciones del Programa y Apoyos para el Personal Escolar:

Program modifications or supports for school personnel that will be provided to the child to enable the child to advance appropriately toward attaining annual goals; be involved in and make progress in the general education curriculum; and be afforded an equal opportunity to participate in extracurricular and other nonacademic activities including, to the maximum extent appropriate, in nonacademic settings and services such as meals; recess periods; counseling services; athletics; transportation; health services; recreational activities; special interest groups or clubs sponsored by the LEA; referrals to other agencies that provide assistance in making outside employment available; and be educated and participate with other children with disabilities and nondisabled children.

Modificaciones del programa o apoyos para el personal escolar que se proporcionarán al niño para permitirle avanzar adecuadamente hacia el logro de las metas anuales; participar y progresar en el currículo de educación general; y tener la misma oportunidad de participar en actividades extracurriculares y otras actividades no académicas que incluyen, en la mayor medida posible, en entornos y servicios no académicos, como comidas; periodos de recreo; servicios de consejería; atletismo; transporte; servicios de salud; actividades recreativas; grupos o clubes de intereses especiales patrocinados por la LEA; referencias a otras agencias que brindan asistencia para hacer que el empleo externo esté disponible; y ser educado y participar con otros niños con discapacidades y niños sin discapacidades.

|  |  |  |  |
| --- | --- | --- | --- |
| SY, Term, Subject  Año Escolar, Período, Materia | Program Modification or Support Modificación o Apoyo del Programa | Begin Date Fecha de Inicio | End Date  Fecha de Finalización |

### Placement of Services Colocación de Servicios

|  |  |  |
| --- | --- | --- |
| Will the child receive speech therapy? No / No  ¿Recibirá el niño terapia del Habla? | | |
| Will the child receive instructional services from the regional day school program for the deaf (RDSPD)?  ¿Recibirá el niño servicios de instrucción del programa regional de escuela diurna para sordos (RDSPD por sus siglas en inglés)?  If yes, LEA of RDSPD Service:  En caso afirmativo, la LEA del Servicio RDSPD: | Yes  Si | No  No |
| Will the child receive Early Childhood Special Education (ECSE) services (ages 3-5)?  Yes  ¿Recibirá el niño servicios de Educación Especial para la Primera Infancia (ECSE, por sus Si siglas en inglés) (de 3 a 5 años)?  If yes, ECSE Service Location:  En caso afirmativo, Ubicación del Servicio ECSE: | No  No | NA  NA |
| Child has an instructional day commensurate with that of children without disabilities.  El niño tiene un día de instrucción acorde con el de los niños sin discapacidades.  Length of child's school day (mins): 385  Duración del día escolar del niño (minutos):  Instructional setting: (40) Mainstream / (40) Tradicional Entorno de Instrucción: | Yes  Si | No  No |

**7B. SERVICES TO SUPPORT MEDICAL NEEDS** (as applicable)

**7B. SERVICIOS PARA APOYAR LAS NECESIDADES MÉDICAS** (según aplique)

**Deliberations Deliberaciones**

Dhayan does not require personal care services. Dhayan does not require nursing services.

**7C. ADDITIONAL SUPPORTS, STRATEGIES AND ARRANGEMENTS** (as applicable)

**7C. APOYOS, ESTRATEGIAS Y ARREGLOS ADICIONALES** (según aplique)

**8. TRANSPORTATION AS A RELATED SERVICE**

**8. TRANSPORTE COMO SERVICIO RELACIONADO**

Transportation as a related service is the transportation a child needs in order to attend and/or to participate in academic services, extracurricular programs and related services as defined in the child's IEP. This includes travel to and from school and between schools; travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts and ramps) as required to provide transportation for a child with a disability.

El transporte como servicio relacionado es el transporte que un niño necesita para asistir y/o participar en servicios académicos, programas extracurriculares y servicios relacionados según se define en el Programa de Educación Individualizado (IEP por sus siglas en inglés) del niño. Esto incluye viajes hacia y desde la escuela y entre escuelas; viajar dentro y alrededor de los edificios escolares; y equipo especializado (como autobuses, elevadores y rampas especiales o adaptados) según sea necesario para brindar transporte a un niño con una discapacidad.

Does the child need special transportation?

¿El niño necesita transporte especial?

*If yes, describe child's unique needs that necessitate special transportation:*

*En caso afirmativo, describa las necesidades únicas del niño que requieren transporte especial:*

 Yes  No

Sí No

### Deliberations Deliberaciones

 Dismissed (previously received) Desestimado (previamente recibido)

Dhayan does not meet eligibility for specialized transportation. Dhayan is able to independently ambulate on and off of a general education school bus, in and out of a personal motorized vehicle.

**9. STATE AND DISTRICTWIDE ASSESSMENTS**

**9. EVALUACIONES DEL ESTADO Y DEL DISTRITO**

All children with disabilities are included in all general state and districtwide assessment programs with appropriate accommodations and alternate assessments where necessary and as indicated below.

Todos los niños con discapacidades están incluidos en todos los programas de evaluación generales del estado y del distrito con adaptaciones adecuadas y evaluaciones alternativas cuando sean necesarias y como se indica a continuación.

Parent has been informed that an accelerated plan of instruction is required if the child does not pass one or more state assessments.

Se ha informado al padre que se requiere un plan de instrucción acelerado si el niño no aprueba una o más evaluaciones estatales.

 Yes

Sí

 No  NA

No NA

ARD committee members understand all of the assessment options, including the characteristic of each assessment and the potential implications of each assessment choice.

Los miembros del comité de Admisión, Revisión y Retiro (ARD por sus siglas en inglés) comprenden todas las opciones de evaluación, incluidas las características de cada evaluación y las posibles implicaciones de cada opción de evaluación.

 Yes  No

Sí No

Alternate assessment options which apply, if any:

Opciones alternativas de evaluación que aplican, si hubiera:  STAAR Alternate 2

STAAR Alternativo 2  TELPAS Alternate

TELPAS Alternativo  Medical Exception

Excepción Médica

 No Authentic Academic Response Sin Respuesta Académica Auténtica

**DISTRICTWIDE ASSESSMENTS EVALUACIONES EN TODO EL DISTRITO**

Indicate assessments, if any, for which the child:

Indique las evaluaciones, si las hubiere, para las cuales el niño:

1. will participate in the standard assessment with accommodations,
   1. participará en la evaluación estándar con adaptaciones,
   2. will participate in an alternate assessment, or
2. participará en una evaluación alternativa, o
3. will not participate in due to determination of medical exception or no authentic academic response.

(c) no participará por determinación de excepción médica o sin respuesta académica auténtica.

|  |  |  |  |
| --- | --- | --- | --- |
| School Year, Term, Subject  Año Escolar, Término, Materia | Grade Grado | Assessment Title/Option  Título / Opción de Evaluación | Accommodations Adaptaciones |

|  |  |  |  |
| --- | --- | --- | --- |
| 2023-2024  Full IEP Year  English Language Arts/Reading | 6 | MAPS (Measure of Academic Progress)  Participation: Participación:  Standard with accommodations / Estándar con adaptaciones | Scratch paper (various types, dry erase boards, or any other medium that can be destroyed  Content and Language Supports - online embedded  Spelling Assistance : Spellcheck Fundtion on a Word Processor or as an online embedded support on STAAR  Supplemental Aids: Mnemonic Devices, Blank Graphic organizers |
| 2023-2024  Full IEP Year Math | 6 | MAPS  Participation: Participación:  Standard with accommodations / Estándar con adaptaciones | Scratch paper (various types, dry erase boards, or any other medium that can be destroyed  Content and Language Supports - online embedded  Supplemental Aids: Mnemonic Devices, Blank Graphic organizers  Supplemental Aids: Number Charts  Supplemental Aids: Place Value Chart with No Labels  Supplemental Aids: Pictorial Models of Fractions Bars Circles with No Labels  Supplemental Aids: Pictorial Models of Geometric Figures with No labels |
| 2023-2024  Full IEP Year Science | 6 | MAPS  Participation: Participación:  Standard with accommodations / Estándar con adaptaciones | Scratch paper (various types, dry erase boards, or any other medium that can be destroyed  Content and Language Supports - online embedded  Spelling Assistance : Spellcheck Fundtion on a Word Processor or as an online embedded support on STAAR  Supplemental Aids: Mnemonic Devices, Supplemental Aids: Blank Graphic organizers |

Comments, if any: Comentarios, si hubiera:

# Dhayan will participate in district wide assessments with allowable accommodations

**STATE ASSESSMENTS EVALUACIONES ESTATALES**

Indicate how the child will participate in each state assessment below.

Indicar cómo participará el niño en cada evaluación estatal a continuación.

### State of Texas Assessments of Academic Readiness (STAAR®)

**Evaluaciones de Preparación Académica del Estado de Texas (STAAR® por sus siglas en inglés)**

|  |  |  |  |
| --- | --- | --- | --- |
| Subject  Materia | Grade  Grado | Assessment  Evaluación | Accommodations  Adaptaciones |
| **Reading Language Arts**  **Lectura y Artes del Lenguaje**  (grades 3-8)  (grados 3-8)  Not applicable No aplica | 6 / 6 | STAAR / STAAR | Content and Language Supports / Apoyos de Contenido y Lenguaje  Spelling Assistance (Spellcheck function on a word processor or as an online embedded support) / Asistencia Ortográfica (Función de revisión ortográfica en un procesador de textos o como soporte integrado en línea)  Supplemental Aids (Blank graphic organizers) / Ayudas Suplementarias (Organizadores gráficos en blanco)  Supplemental Aids (Mnemonic devices) / Ayudas Suplementarias (Dispositivos mnemotécnicos)  Oral/Signed Administration (Text-to-Speech (TTS))  / Administración Oral / Indicada con Señas (Texto a Habla (TTS por sus siglas en inglés)) |
| **Math**  **Matemáticas**  (grades 3-8)  (grados 3-8)  Not applicable No aplica | 6 / 6 | STAAR / STAAR | Content and Language Supports / Apoyos de Contenido y Lenguaje  Oral/Signed Administration / Administración Oral / Indicada con Señas  Spelling Assistance (Spellcheck function on a word processor or as an online embedded support) / Asistencia Ortográfica (Función de revisión ortográfica en un procesador de textos o como soporte integrado en línea)  Supplemental Aids (Blank graphic organizers) / Ayudas Suplementarias (Organizadores gráficos en blanco)  Supplemental Aids (Mnemonic devices) / Ayudas Suplementarias (Dispositivos mnemotécnicos)  Supplemental Aids (Number charts) / Ayudas Suplementarias (Tablas de números) |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | Supplemental Aids (Pictorial models of fraction bars or fraction circles) / Ayudas Suplementarias (Modelos pictóricos de barras de fracciones o círculos de fracciones)  Supplemental Aids (Place value chart with no labels) / Ayudas Suplementarias (Tabla de valor posicional sin etiquetas)  Supplemental Aids (Pictorial models of geometric figures) / Ayudas Suplementarias (Modelos pictóricos de figuras geométricas) |
| **Science** (grades 5, 8)  **Ciencias** (grados 5, 8)  Not applicable  No aplica |  |  |  |
| **Social Studies Ciencias Sociales**  (grade 8) (grado 8)  Not applicable  No aplica | 8  8 |  |  |

Grades 9-12: Is the child excused from graduation requirements to achieve satisfactory performance on end-of-course assessments?

Grados 9-12: ¿Se exenta al niño de los requisitos de graduación para lograr un desempeño satisfactorio en las evaluaciones de fin de curso?

*If yes, indicate below:*

*En caso afirmativo, indique a continuación:*

 Yes

Si

 No  NA

No NA

Justification Justificación

Assessment Evaluación

### Texas English Language Proficiency Assessment System (TELPAS):

**Sistema de Evaluación de Dominio del Idioma Inglés de Texas (TELPAS por sus siglas en inglés):**

Will the child participate in TELPAS assessments?

¿Participará el niño en las evaluaciones del Sistema de Evaluación de Dominio del Idioma Inglés de Texas (TELPAS por sus siglas en inglés)?

 Yes

Si

 No  NA

No NA

*If the ARD committee and the LPAC determine that it is not appropriate for the child to participate in TELPAS assessments for reasons associated with the child's particular disability, justify:*

*Si el comité de Admisión, Revisión y Retiro (ARD por sus siglas en inglés) y el Comité de Evaluación del Dominio del Idioma (LPAC por sus siglas en inglés) determinan que no es apropiado que el niño participe en las evaluaciones del Sistema de Evaluación de Dominio del Idioma Inglés de Texas (TELPAS por sus siglas en inglés) por razones asociadas con la discapacidad particular del niño, justifique:*

### Dyslexia Screening: Evaluación de Dislexia:

In accordance with TEC §38.003, public school students in kindergarten and first grade will be screened and tested as appropriate for dyslexia and related disorders unless an exception is noted below.

De acuerdo con el Código de Educación de Texas (TEC por sus siglas en inglés) §38.003, los estudiantes de escuelas públicas de Kindergarten y primer grado serán examinados y evaluados según corresponda para detectar dislexia y trastornos relacionados, a menos que se indique una excepción a continuación.

### Early Reading Assessment (ERA):

**Evaluación de Lectura Temprana (ERA por sus siglas en inglés):**

Will the child participate in the Early Reading Assessment?

¿Participará el niño en la Evaluación de Lectura Temprana?

 Yes

Si

 No  NA

No NA

### Physical Fitness Assessment Initiative (PFAI) (grades 3-12):

**Iniciativa de Evaluación de Aptitud Física (PFAI por sus siglas en inglés) (grados 3-12):**

 Participate without modifications and/or supports (unrestricted health classification) Participar sin modificaciones y/o apoyos (clasificación de salud sin restricciones)

Child will: El niño:

 Participate with modifications and/or adaptations (adapted and remedial health classification) Participar con modificaciones y/o apoyos (clasificación de salud adaptada y remedial)

 Not participate (exempt due to restricted health classification) No participar (excepción por clasificación de salud restringida)

 Not applicable No aplica

Modifications/Adaptations (if applicable) Modificaciones/Adaptaciones (si aplica):

**10. CONSIDERATION OF LEAST RESTRICTIVE ENVIRONMENT**

**10. CONSIDERACIÓN DEL AMBIENTE MENOS RESTRICTIVO**

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, must be educated with children who are nondisabled with the use of supplementary aids and services. Supplementary aids and services are aids, services and other supports provided in regular education classes, other education-related settings and in extracurricular and nonacademic settings to enable the child with a disability to be educated with nondisabled children to the maximum extent appropriate.

En la máxima medida apropiada, los niños con discapacidades, incluidos los niños en instituciones públicas o privadas u otras instalaciones de cuidado, deben ser educados con niños que no tienen discapacidades con el uso de ayudas y servicios suplementarios. Las ayudas y servicios suplementarios son ayudas, servicios y otros apoyos proporcionados en clases de educación regular, otros entornos relacionados con la educación y en entornos extracurriculares y no académicos para permitir que el niño con una discapacidad sea educado con niños sin discapacidades en la máxima medida posible.

Is the nature or severity of the child's disability such that education in the general education setting with the use of supplementary aids and services cannot be achieved satisfactorily?

¿La naturaleza o gravedad de la discapacidad del niño es tal que la educación en el entorno de educación general con el uso de ayudas y servicios suplementarios no puede lograrse satisfactoriamente?

*If yes, provide evidence that the LEA made efforts to provide supplementary aids and services based on peer- reviewed research to the extent practicable.*

*En caso afirmativo, proporcionar evidencia de que la Agencia de Educación Local (LEA por sus siglas en inglés) hizo esfuerzos para proporcionar ayudas y servicios suplementarios basados en investigaciones revisadas por compañeros en la medida de lo posible.*

 Yes  No

Si No

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Supplementary Aid or Service  Ayuda o Servicio Suplementario | Provided or Considered Proporcionado o  Considerado | Educationally Beneficial  Educativamente Beneficioso | | | | Comments/Results Comentarios/Resultados  *Describe why the supplementary aid or service was not educationally beneficial and/or did not provide*  *Describir por qué la ayuda o servicio suplementario no era educativamente beneficioso y/o por qué no se proporcionó*  *access to or progress in acceso a o progreso en*  *the general curriculum, if applicable*  *el currículo general, si aplica* | |
| Academic Académico | | Nonacademic  No Académico | |
| Accommodations | Provided / Proporcionado | | Yes / Si | | Limited  / Limitado | |  |
| General Education with Accommodations | Provided / Proporcionado | | Yes / Si | | Yes / Si | |  |
| Supplementary Aids | Provided / Proporcionado | | Yes / Si | | Yes / Si | |  |
| Assistive technology | Provided / Proporcionado | | Yes / Si | | Yes / Si | |  |

Is the child's behavior so disruptive to the rest of the class that the education of other children is significantly impaired?

¿Es el comportamiento del niño tan disruptivo para el resto de la clase que la educación de otros niños se ve significativamente afectada?

*If yes, provide evidence that the LEA made efforts to address this issue with the use of supplementary aids and services.*

*En caso afirmativo, proporcionar evidencia de que la LEA hizo esfuerzos para abordar este problema con el uso de ayudas y servicios suplementarios.*

 Yes  No

Si No

|  |  |  |  |
| --- | --- | --- | --- |
| Supplementary Aid or Service  Ayuda o Servicio  Suplementario | Provided or Considered Proporcionado o  Considerado | Successful Exitoso | Comments/Results Comentarios/Resultados |

Does the child require so much of the teacher's time that the needs of other children may be ignored?

¿Requiere el niño tanto tiempo del maestro que las necesidades otros niños pueden ser ignoradas?

*If yes, provide evidence that the LEA made efforts to provide supplementary aids and services to address this issue.*

*En caso afirmativo, proporcionar evidencia de que la LEA hizo esfuerzos para proporcionar ayudas y servicios suplementarios para abordar este problema.*

 Yes  No

Si No

|  |  |  |  |
| --- | --- | --- | --- |
| Supplementary Aid or Service  Ayuda o Servicio  Suplementario | Provided or Considered Proporcionado o  Considerado | Successful Exitoso | Comments Comentarios |

### Removal: Retiro:

Special classes, separate schooling, or other removal of children with disabilities from the regular educational setting may only occur when the nature or severity of the disability of the child is such that education in regular classes with the use of supplementary services cannot be achieved satisfactorily.

Las clases especiales, la enseñanza separada u otro tipo de retiro de niños con discapacidades del entorno educativo regular solo pueden ocurrir cuando la naturaleza o la gravedad de la discapacidad del niño es tal que la educación en clases regulares con el uso de servicios suplementarios no se puede lograr satisfactoriamente.

Will the child receive all special education services with nondisabled peers in the regular educational setting? Justify:

¿Recibirá el niño todos los servicios de educación especial con compañeros sin discapacidades en el entorno de educación regular? Justificar:

 Yes  No

Si No

Dhayan is receiving all of her services in the general education setting with accommodations and inclusion support.

Explanation of the extent, if any, to which the child will not participate with nondisabled children in the general education setting:

Explicar hasta qué punto, si alguna, si aplica, el niño no participará con niños sin discapacidades en el entorno de educación general:

The ARD Committee agreed the program described is the most appropriate, as well as the least restrictive environment, in which Dhayan can achieve academic success.

### Potential Benefits/Harmful Effects: Beneficios/Efectos Nocivos Potenciales:

If the child will be removed from the regular educational setting: Si el niño será retirado del entorno de educación general:

Consider whether the child would receive educational benefit from the general education setting: Considerar si el niño recibiría beneficio educativo del entorno de educación general:

# Dhayan is not removed from the General Education classroom.

Consider potential harmful effects the child's placement may have on the child:

Considerar los efectos nocivos potenciales que la colocación del niño podría tener sobre el niño:

# No harmful effects are anticipated

Consider potential harmful effects the child's placement may have on the quality of instruction or services provided to the child:

Considerar los efectos nocivos potenciales que la colocación del niño podría tener en la calidad de instrucción o servicios proporcionados al niño:

No harmful effects anticipated

Child's placement is as close as possible to the child's home.

La colocación del niño está lo más cerca posible del hogar del niño: Child is educated at the school that the child would attend if nondisabled.

El niño es educado en la escuela a la que asistiría si no tuviera una discapacidad.

*If not, describe why IEP requires some other arrangement:*

*Si no, describir por qué el Programa de Educación Individualizado (IEP por sus siglas en inglés) requiere algún otro arreglo:*

Dhayan's Home Campus is Wagner Middle School

 Yes  No

Si No

 Yes  No

Si No

### Extracurricular and Nonacademic Opportunities Oportunidades Extracurriculares y No Académicas

In what ways will the child have the opportunity to participate in extracurricular and nonacademic activities with their nondisabled peers?

¿De qué manera tendrá el niño la oportunidad de participar en actividades extracurriculares y no académicas con sus compañeros sin discapacidades?

# Recess, Lunch, Assemblies, Health Services, Counseling

Explanation of the extent, if any, to which the child will not participate with nondisabled children in extracurricular and other nonacademic activities:

Explicar hasta qué punto, si aplica, el niño no participará con niños sin discapacidades en actividades extracurriculares y otras actividades no académicas:

# Dhayan is able to participate with nondisabled children in extracurricular and other nonacademic activities without restrictions or support.

**11. EXTENDED SCHOOL YEAR (ESY) SERVICES**

**11. SERVICIOS DE AÑO ESCOLAR EXTENDIDO (ESY POR SUS SIGLAS EN INGLÉS)**

Extended school year (ESY) services are special education and related services that are provided to a child with a disability beyond the normal school year of the LEA in accordance with the child's IEP at no cost to the parents of the child and which meet the standards of the Texas Education Agency.

Los servicios de año escolar extendido (ESY) son educación especial y servicios relacionados que se brindan a un niño con una discapacidad más allá del año escolar normal de la LEA de acuerdo con el IEP del niño sin costo para los padres del niño y que cumplen con los estándares de la Agencia de Educación de Texas.

Does the child require ESY services?

¿Requiere el niño servicios de ESY?

 Yes  No

Si No

*Consideration/Justification: Consideración/Justificación:*

Has the child exhibited severe or substantial regression1

in critical areas 2

Yes No

Ha exhibido el niño

regresión severa o sustancial 1

en áreas críticas 2 Si No

addressed in the current IEP goals and objectives that cannot be recouped within a reasonable period of time? (not to exceed 8 weeks)

¿abordado en las metas y objetivos actuales del IEP que no se pueden recuperar dentro de un período de tiempo razonable? (que no exceda las 8 semanas)

3

3

*If yes, describe:*

*En caso afirmativo, describir:*

Is the child reasonably expected to exhibit

Se espera razonablemente que el niño exhiba

severe or substantial regression1 regresión severa o sustancial 1

 Yes  No

Si No

in critical areas 2

en áreas críticas 2

addressed in the current IEP goals and objectives that cannot be recouped within a reasonable period of time? (not to exceed 8 weeks)

¿abordado en las metas y objetivos actuales del IEP que no se pueden recuperar dentro de un período de tiempo razonable? (que no exceda las 8 semanas)

3

3

*If yes, describe:*

*En caso afirmativo, describir:*

Child's need for ESY services determined from:

La necesidad del niño de los servicios ESY se determinó de:

 Formal evaluation results (Full and Individual Evaluation, state assessments, etc) provided by the LEA or parent/guardian Resultados de la evaluación formal (Evaluación Individual Completa, evaluaciones estatales, etc.) proporcionados por la LEA o el padre/tutor

 Informal results (progress reports, parent, teacher and therapist observations, etc) provided by the LEA or parent/guardian

Resultados informales (informes de progreso, observaciones del maestro y terapeuta, etc) proporcionados por la LEA o el padre/tutor

 For a student enrolling in the district during the school year, information obtained from the prior LEA or information collected during the current year

Para un estudiante que se inscribe en el distrito durante el año escolar, la información obtenida de la LEA anterior o la información recopilada durante el año en curso

1

1

*"Severe or substantial regression" means that the child has been, or will be, unable to maintain one or more acquired critical skills in the absence of ESY services.*

*‘Regresión severa o sustancial’ significa que el niño ha sido, o será incapaz de mantener una o más habilidades críticas adquiridas en ausencia de los servicios ESY.*

2

2

*A skill is critical when the loss of that skill results, or is reasonably expected to result, in any of the following occurrences during the first eight weeks of the next regular school year: (a) placement in a more restrictive instructional arrangement; (b) significant loss of acquired skills necessary for the child to appropriately progress in the general curriculum; (c) significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services; (d) loss of access to community-based independent living skills instruction or an independent living environment provided by noneducational sources as a result of regression in skills; or (e) loss of access to on-the-job training or productive employment as a result of regression in skills.*

*Una habilidad es crítica cuando la pérdida de esa habilidad resulta, o se espera razonablemente que resulte, en cualquiera de los siguientes eventos durante las primeras ocho semanas del siguiente año escolar regular: (a) colocación en un arreglo educativo más restrictivo; (b) pérdida significativa de las habilidades adquiridas necesarias para que el niño progrese adecuadamente en el currículo general; (c) pérdida significativa de autosuficiencia en áreas de habilidades de autoayuda como lo demuestra un aumento en la cantidad de personal de servicio directo y/o la cantidad de tiempo requerido para brindar educación especial o servicios relacionados; (d) pérdida de acceso a la instrucción de habilidades de vida independiente basada en la comunidad o un entorno de vida independiente proporcionado por fuentes no educativas como resultado de la regresión en las habilidades; o (e) pérdida de acceso a capacitación en el trabajo o empleo productivo como resultado de la regresión en las habilidades.*

3

3

*If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the child or to others, ESY services may be justified without consideration of the period of time for recoupment of such skills.*

*Si la pérdida de las habilidades críticas adquiridas fuera particularmente severa o sustancial, o si dicha pérdida resultara, o se esperara razonablemente que resulte, en un daño físico inmediato al niño o a otras personas, los servicios ESY pueden justificarse sin tener en cuenta el período de tiempo para la recuperación de tales habilidades.*

### Deliberations Deliberaciones

It is not anticipated that Dhayan will exhibit severe or substantial regression and lack of recoupment in critical areas after an extensive break in school. Therefore, the committee determined that Extended School Year Services are not deemed necessary at this time.

**12. BEHAVIOR INTERVENTION PLAN** (as needed)

**12. PLAN DE INTERVENCIÓN DE COMPORTAMIENTO** (según sea necesario)

A behavior intervention plan (BIP) is designed to help the child be successful in the school environment by providing options for positive behavior interventions strategies and supports to address the behaviors which are impeding the child's learning and that of others. A BIP must be provided to each teacher with responsibility for educating the child.

Un plan de intervención comportamiento (BIP) está diseñado para ayudar al niño a tener éxito en el ambiente escolar al proporcionar opciones para estrategias y apoyos de intervenciones de comportamiento positivas para abordar los comportamientos que impiden el aprendizaje del niño y el de los demás. Se debe proporcionar un BIP a cada maestro responsable de educar al niño.

### Deliberations Deliberaciones

Dhayan is able to follow the Georgetown ISD Student Code of Conduct. Dhayan has received zero office referrals during her current Individual Education Plan (IEP) year. A behavior intervention plan is not appropriate.

**13. ASSURANCES**

**13. GARANTÍAS**

The ARD committee assures that: El comité ARD garantiza que:

The child is being educated to the maximum extent appropriate with children who are nondisabled. Any special classes, separate schooling, or other removal of this child from the regular educational environment occurs only when the nature or severity of the child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The child participates with nondisabled children in nonacademic and extracurricular services and activities to the maximum extent appropriate to the needs of the child. The child is not removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum.

El niño está siendo educado en la máxima medida apropiada con niños que no están discapacitados. Cualquier clase especial, enseñanza separada u otro tipo de retiro de este niño del entorno educativo regular ocurre solo cuando la naturaleza o la gravedad de la discapacidad del niño es tal que la educación en clases regulares con el uso de ayudas y servicios suplementarios no se puede lograr satisfactoriamente. El niño participa con niños sin discapacidades en servicios y actividades no académicas y extracurriculares en la medida máxima apropiada para las necesidades del niño. El niño no es retirado de la educación en aulas regulares apropiadas para su edad únicamente debido a las modificaciones necesarias en el currículo de educación general.

All specially-designed instruction and related services specified in the IEP will be provided to the child at no cost. Fees normally charged to children without disabilities or their parents as part of the general education program may be charged (i.e., art or laboratory fees).

Toda la instrucción especialmente diseñada y los servicios relacionados especificados en el IEP se proporcionarán al niño sin costo alguno. Se pueden cobrar las tarifas que normalmente se cobran a los niños sin discapacidades o a sus padres como parte del programa de educación general (es decir, tarifas de arte o laboratorio).

The child's IEP will be accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation. Each teacher and provider will be informed of their specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP. Each teacher or provider who provides instruction to the child has an opportunity to request assistance regarding implementation of the IEP.

El IEP del niño estará accesible para cada maestro de educación regular, maestro de educación especial, proveedor de servicios relacionados y cualquier otro proveedor de servicios que sea responsable de su implementación. Se informará a cada maestro y proveedor de sus responsabilidades específicas relacionadas con la implementación del IEP del niño y las adaptaciones, modificaciones y apoyos específicos que se deben brindar al niño de acuerdo con el IEP. Cada maestro o proveedor que brinda instrucción al niño tiene la oportunidad de solicitar asistencia con respecto a la implementación del IEP.

### SHARS Annual Notification

**Notificación Anual de Salud Escolar y Servicios Relacionados (SHARS por sus siglas en inglés)**

*The School Health and Related Services (SHARS) program allows Texas local educational agencies (LEAs) and shared service arrangements (SSAs) to request reimbursement for Medicaid health-related services. The admission, review, and dismissal (ARD) committee determines SHARS services. Services must be medically necessary and reasonable to ensure that children with disabilities are able to participate in the educational program. LEAs and SSAs must provide written parental notification prior to requesting consent and accessing benefits for the first time and annually thereafter.*

*El programa Salud Escolar y Servicios Relacionados (SHARS) permite que las agencias educativas locales (LEA) y los arreglos de servicios compartidos (SSA) de Texas soliciten el reembolso de los servicios relacionados con la salud de Medicaid. El comité de admisión, revisión y retiro (ARD) determina los servicios de SHARS. Los servicios deben ser médicamente necesarios y razonables para garantizar que los niños con discapacidades puedan participar en el programa educativo. Las LEA y las SSA deben proporcionar una notificación por escrito a los padres antes de solicitar el consentimiento y acceder a los beneficios por primera vez y anualmente a partir de entonces.*

*LEAs and SSAs must obtain parental consent before releasing a child's personally identifiable information for billing purposes to a public benefits or insurance program for the first time. Personally identifiable information that may be disclosed includes records or information about the services provided to your child. The purpose of this disclosure is billing for specific IEP services. The agency to which the disclosure will be made is Medicaid.*

*Las LEA y las SSA deben obtener el consentimiento de los padres antes de divulgar la información de identificación personal de un niño con fines de facturación a un programa de seguro o beneficios públicos por primera vez. La información de identificación personal que se puede divulgar incluye registros o información sobre los servicios prestados a su hijo. El propósito de esta divulgación es la facturación de servicios específicos del IEP. La agencia a la que se hará la divulgación es Medicaid.*

*The LEA may not require parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive a free appropriate public education (FAPE). The LEA may not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for SHARS services, but the state or LEA may be required to pay the cost that the parents otherwise would be required to pay. The LEA may not use a child's benefits under a public benefits or insurance program if that use would (a) decrease available lifetime coverage or any other insured benefit; (b) result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school; (c) increase premiums or lead to the discontinuation of benefits or insurance; or (d) risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.*

*La LEA no puede exigir que los padres se registren o se inscriban en beneficios públicos o programas de seguro para que su hijo reciba una educación pública apropiada y gratuita (FAPE). La LEA no puede exigir a los padres que incurran en un gasto de bolsillo, como el pago de un deducible o copago incurrido al presentar un reclamo por los servicios de SHARS, pero es posible que se requiera que el estado o la LEA paguen el costo que el de lo contrario, los padres estarían obligados a pagar. La LEA no puede usar los beneficios de un niño bajo un programa de seguro o beneficios públicos si ese uso (a) disminuiría la cobertura de por vida disponible o cualquier otro beneficio asegurado; (b) resulte en que la familia pague por servicios que de otro modo estarían cubiertos por los beneficios públicos o el programa de seguro y que se requieren para el niño fuera del tiempo que el niño está en la escuela; (c) aumentar las primas o dar lugar a la interrupción de los beneficios o seguros; o (d) correr el riesgo de perder la elegibilidad para las exenciones basadas en el hogar y la comunidad, según los gastos agregados relacionados con la salud.*

*Parents have the right to withdraw their consent at any time. Withdrawal of consent or refusal to provide consent does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.*

*Los padres tienen derecho a retirar su consentimiento en cualquier momento. La retirada del consentimiento el rehusarse a proporcionar el consentimiento no exime a la agencia pública de su responsabilidad de garantizar que todos los servicios requeridos se brinden sin costo alguno para los padres.*

### Deliberations Deliberaciones

Assurances were read and reviewed.

**14. DELIBERATIONS**

**14. DELIBERACIONES**

Document the decisions of the ARD committee with respect to the issues discussed at the meeting. Decisions regarding issues that are included in another section of the IEP do not have to be restated below.

Documentar las decisiones del comité ARD con respecto a los temas discutidos en la reunión. Las decisiones con respecto a temas que se incluyen en otra sección del IEP no tienen que ser reexpresadas a continuación.

### AMENDED: November 6, 2023

**Date:** October 18, 2023

**Confidentiality statement** was read. Information discussed in this ARD/IEP Meeting will be CONFIDENTIAL and will only be discussed with teachers and staff that work directly with Dhayan.

The meeting **was** recorded. An interpreter **was required** in the parent's native language of Spanish.

**Meeting Format:** Virtual Video Conference via Google Meet

The meeting’s purpose of **conducting a 20-Day Transfer Annual ARD and Review Existing Evaluation Data** was acknowledged. Introductions including name and position confirmed a **legally compliant committee** with the following participants:

Parent: Nheyeska Rivera

Special Education Teacher: Beth Moore

General Education Science Teacher: Monica Gillespie Educational Diagnostician: Ruth Zane

Local Education Agency Representative/Assistant Administrator: Brittany Land

ARD Facilitator: Melissa McGee

Spanish Interpreter: Ruth Zane

Parent(s)/Guardian(s) will receive Individual Education Plan (IEP) documents electronically via Docu Share and email.

**Procedural Safeguards** were offered electronically with the ARD Notice. Parent orally granted permission to generate an electronic signature acknowledging receipt of procedural safeguards.

**Dhayan's** last **Full and Individual Evaluation** was conducted on May 25, 2021, and the next Full and Individual Evaluation is due on or before May 25, 2024. Parent(s)/Guardian(s) may request an additional evaluation at any time.

**Dhayan qualifies** for special education services as a student with a Specific Learning Disability in the areas of basic reading and reading comprehension.

**Attendance** is not an area of concern.

**Dhayan's Special Education Teacher/Case Manager** summarized previous goal performance and provided additional teacher feedback for the committee members. Please refer to **Present Levels of Academic Achievement and Functional Performance (PLAAFP)**.

**Dhayan's General education science teacher** summarized class performance.

**Parent** reported that Dhayan has made a lot of progress since last year. She is more confident in her academics. She is getting better at asking for help when needed. In the past, she wouldn't ask for help at all in her classes. Parent reported that she is aware that Dhayan does not interact very much with same aged peers when she is at school, however, she does have friends when she is at home.

### Health/Medical Updates: None

**The Special Education Teacher reviewed and proposed Goals** for the new Individual Education Plan. The ARD Committee accepted the proposed goals.

**The Special Education Teacher reviewed and proposed Accommodations** for the new Individual Education Plan. The ARD Committee accepted the proposed accommodations.

The Admission-Review-Dismissal (ARD) Committee **proposed accommodations** for the May 2024 STAAR English Language Arts/Reading and Math assessments. The ARD Committee was in agreement with proposed accommodations.

Dhayan is a transfer student from Parmer Park Academy, IDEA Public Schools ISD. Her cumulative folder did not contain her previous STAAR assessment scores. Therefore, an **Accelerated Instruction Plan** cannot be developed.

Dhayan does not present with a need for **Assistive Technology (AT)** while enrolled in core content and elective courses.

**Behavior code of conduct** was discussed. Dhayan is able to follow the Georgetown ISD Student Code of Conduct and no behavioral support is recommended. A Behavior Intervention Plan is not appropriate.

**Extended School Year** services were discussed. The ARD Committee agreed that it is not anticipated that Dhayan will have regression in skills without appropriate recoupment (8 weeks) following regularly scheduled extended school breaks. Extended School Year will be considered annually.

**Special Transportation** services were discussed. Dhayan does not meet eligibility for specialized transportation. She is able to independently access general education transportation and/or private passenger vehicle transportation without the need for specialized seating or assistance.

The **schedule of services** (Course/ curriculum area with minutes of specially designed instruction) was recommended with agreement by the committee with minutes weekly of specially designed instruction outlined in the Individual Education Plan. The agreed upon schedule of services is as follows:

English Language Arts - In-class support for 15 minutes, 3 times per week in a general education setting provided by special education

staff

Math - In-class support for 15 minutes, 5 times per week in a general education setting provided by special education staff.

This schedule of services was agreed to by attending committee members as the **Least Restrictive Environment (LRE)** with any potentially harmful effects listed in the Individual Education Plan.

**Related Services:** Dhayan does not meet eligibility for related services.

**The Educational Diagnostician** conducted a Review Existing Evaluation Data as part of the triennial evaluation to determine if a need for additional evaluation was necessary. Based on information provided during the Annual Admission Review Dismissal (ARD) meeting, the ARD Committee reached consensus that an additional evaluation is necessary.

1. A formal language dominance assessment will be administered to determine current language proficiency.
2. Informal data will be collected in the form of classroom observations, parent information, and teacher input to determine if Dhayan has any physical impairments that would require specially designed instruction.
3. Information from the parent and teachers will be gathered about Dhayan's home life and experiences in order to determine whether

she has experienced any lack of previous educational opportunities and identify reasons Dhayan may be struggling with learning.

1. Informal data to be collected to determine whether Dhayan's behavior interferes with her learning or the learning of others.
2. Formal data to be collected to evaluate Dhayan's general level of intellectual ability.
3. Informal data will be collected in the form of classroom observations, parent informational, and teacher input to evaluate Dhayan's levels of age-appropriate behaviors needed to live independently and function well in daily life.
4. Academic performance will be evaluated to determine what Dhayan knows, and what she needs to learn.
5. The need for Assistive Technology will be assessed.

### The Full Individual Evaluation will be due on or before May 25, 2024.

**Medicaid/SHARS (School Health and Related Services):** Parent stated that Dhayan does not receive Medicaid benefits at this time.

**Parent/guardian(s) and Admission-Review-Dismissal Committee members** granted permission for the ARD Facilitator to generate **electronic signatures,** stating "Agreed by Video Conference", to confirm consensus with acknowledgement that an electronic signature holds the same legal validity as a hand written signature.

**Prior Written Notice** was reviewed, and Parent/guardian(s) agreed to the **waiver of five-day** notice between proposals and implementation of the new Individual Education Plan.

**Assurances** were read orally by the ARD Facilitator and are provided in the finalized Individual Education Plan.

Parent and school agreed if changes become necessary to student's schedule, modifications, IEPs, test recommendation, or further assessment arises, an AMENDMENT ARD may be held. Parent will be notified by phone, email, and/or written documentation and receive a copy of changes made.

The committee **adjourned in agreement** with no additional questions or concerns.

*\*Deliberations are a summary of discussions that happen with attending ARD committee members during the meeting. They are not intended to be a transcript of all conversations or specific comments made during the ARD/IEP meeting.*

**15. SIGNATURES**

**15. FIRMAS**

Meeting Date: 10/18/2023 Fecha de la Reunión:

Document the position, name, signature and participation mode during this ARD committee meeting of each ARD committee member. Parent(s), adult student (if applicable) and LEA representative must indicate whether they agree with the decisions of the ARD committee.

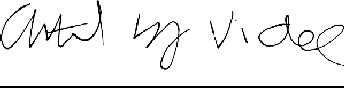
Documentar el puesto, nombre, firma y modo de participación durante esta reunión del comité ARD de cada miembro del comité ARD. El padre(s), el estudiante adulto (si aplica) y el representante de LEA deben indicar si están de acuerdo con las decisiones del comité ARD.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **POSITION**  **PUESTO** | **NAME**  **NOMBRE** | **AGREED/SIGNATURE**  **ESTÁ DE ACUERDO/FIRMA** | | **PARTICIPATION**  **PARTICIPACIÓN** |
| Parent  Padre | Nheyseka Rivero | Yes  Si | No  No | By video / Por video  Agreed by video |
| Parent  Padre | Alejandro Paiva Morillo | Yes  Si | No  No | Did not participate  / No participó |
| Student (if appropriate) Estudiante (si apropiado) | Dhayan Paiva Rivero | Yes  Si | No  No | By video / Por video  Agreed by video |
| LEA Representative Representante de la LEA | Brittany Land | Yes  Si | No  No | By video / Por video  Agreed by video |
| General Education Teacher  Maestro de Educación General | Monica Gillespie |  | | By video / Por video  Agreed by video |
| Special Education Teacher or Provider  Maestro o Proveedor de Educación Especial | Iona Beth Moore |  | | By video / Por video |
| Other:  Otro:  Wagner Middle School ARD Facilitator | Melissa McGee |  | | By video / Por video |

|  |  |  |  |
| --- | --- | --- | --- |
| Other:  Otro:  Wagner Middle School Educational Diagnostician | Ruth Zane |  | By video / Por video  Agreed by video |

### Interpreter: Intérprete:

Was an interpreter used?

¿Se utilizó un intérprete?

 Yes  No

Si No

Ruth Zane Interpreter Name

Nombre del Intérprete

Educational Diagnostician Position

Puesto

Signature Firma

Attended by video

### Mutual Agreement: Acuerdo Mutuo:

Child's parents, adult student, if applicable, and LEA representative agreed with the decisions of the ARD committee.

Los padres del niño, el estudiante adulto, si aplica, y el representante de la LEA estuvieron de acuerdo con las decisiones del comité ARD.

 Yes  No

Si No

**Procedural Safeguards:** [Notice of Procedural Safeguards](https://www.spedtex.org/resources/notice-procedural-safeguards) was provided. Yes No

### Garantías Procesales:

[Aviso de Garantías Procesales](https://www.spedtex.org/resources/notice-procedural-safeguards)

fue proporcionado. Si No

### ARD Guide: Guía de ARD:

For additional information, please see

Para información adicional, porfavor consulte

[Parent’s Guide to the Admission, Review, and Dismissal Process. Guía del Padre para el Proceso de Admisión, Revisión y Retiro](https://www.spedtex.org/resources/parents-guide-ard-process)

### Waiver of Five School Days Notice: Aviso de Exención de los Cinco Días Escolares:

Parent/guardian/adult student agrees to waive the five school day waiting period prior to implementation of the proposed IEP.

Padre/tutor/estudiante adulto está de acuerdo con la exención del periodo de espera de cinco días escolares antes de la implementación del IEP propuesto.

*If declined, the previous IEP will remain in effect until the newly proposed IEP is implemented after the five school day waiting period.*

*Sí rechazado, el IEP anterior continuará vigente hasta que el IEP recién propuesto sea implementado después de un periodo de espera de cinco días escolares.*

Yes  No

Si No

**15. SIGNATURES**

**15. FIRMAS**

Meeting Date: 11/06/2023 Fecha de la Reunión:

Document the position, name, signature and participation mode during this ARD committee meeting of each ARD committee member. Parent(s), adult student (if applicable) and LEA representative must indicate whether they agree with the decisions of the ARD committee.

Documentar el puesto, nombre, firma y modo de participación durante esta reunión del comité ARD de cada miembro del comité ARD. El padre(s), el estudiante adulto (si aplica) y el representante de LEA deben indicar si están de acuerdo con las decisiones del comité ARD.

|  |  |  |  |
| --- | --- | --- | --- |
| **POSITION**  **PUESTO** | **NAME**  **NOMBRE** | **AGREED/SIGNATURE**  **ESTÁ DE ACUERDO/FIRMA** | **PARTICIPATION**  **PARTICIPACIÓN** |
| Parent  Padre | Nheyeska Rivero | Yes  No  Si No | By phone / Por teléfono  Agreed by phone |
| Parent  Padre |  | Yes  No  Si No |  |
| Student (if appropriate) Estudiante (si apropiado) |  | Yes  No  Si No |  |
| LEA Representative Representante de la LEA | Brittany Land | Yes  No  Si No | By phone / Por teléfono  Agreed by phone |
| General Education Teacher  Maestro de Educación General | Not Required - Amendment |  | Did not participate  / No participó |
| Special Education Teacher or Provider  Maestro o Proveedor de Educación Especial | Not Required - Amendment |  | Did not participate  / No participó |
| Other:  Otro:  Wagner Middle School ARD Facilitator | Melissa McGee |  | By phone / Por teléfono |

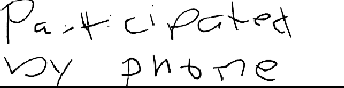
### Interpreter: Intérprete:

Was an interpreter used?

¿Se utilizó un intérprete?

Spanish Interpreter, Translation &

 Yes  No

Si No

Marvin, ID68003166

Interpreter Name Nombre del Intérprete

Interpretation Network Position

Puesto

Signature Firma

participated by phone

### Mutual Agreement: Acuerdo Mutuo:

Child's parents, adult student, if applicable, and LEA representative agreed with the decisions of the ARD committee.

Los padres del niño, el estudiante adulto, si aplica, y el representante de la LEA estuvieron de acuerdo con las decisiones del comité ARD.

 Yes  No

Si No

**Procedural Safeguards:** [Notice of Procedural Safeguards](https://www.spedtex.org/resources/notice-procedural-safeguards) was provided. Yes No

### Garantías Procesales:

[Aviso de Garantías Procesales](https://www.spedtex.org/resources/notice-procedural-safeguards)

fue proporcionado. Si No

### ARD Guide: Guía de ARD:

For additional information, please see

Para información adicional, porfavor consulte

[Parent’s Guide to the Admission, Review, and Dismissal Process. Guía del Padre para el Proceso de Admisión, Revisión y Retiro](https://www.spedtex.org/resources/parents-guide-ard-process)

### Waiver of Five School Days Notice: Aviso de Exención de los Cinco Días Escolares:

Parent/guardian/adult student agrees to waive the five school day waiting period prior to implementation of the proposed IEP.

Padre/tutor/estudiante adulto está de acuerdo con la exención del periodo de espera de cinco días escolares antes de la implementación del IEP propuesto.

*If declined, the previous IEP will remain in effect until the newly proposed IEP is implemented after the five school day waiting period.*

*Sí rechazado, el IEP anterior continuará vigente hasta que el IEP recién propuesto sea implementado después de un periodo de espera de cinco días escolares.*

Yes  No

Si No