Fecha de la junta:

11/13/2023 Razón por la junta: ARD: Review

## JUNTA DEL COMITÉ DE ADMISIÓN, REVISIÓN Y DESPIDO DEL PROGRAMA (ARD)/IEP PROGRAMA DE EDUCACIÓN INDIVIDUALIZADO (PEI)

### Lake Travis Independent School District

3322 Ranch Road 620 South

Austin, TX 78738 - (512)533-6460

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| George Vidal Sanchez |  | 128567 |  |  | Hudson Bend Middle School | 03/28/2012 |
| NOMBRE DEL ALUMNO |  | ID# |  | # DE MEDICAID | Escuela de inscripción | FECHA DE NAC |

Edad: 11 Grado: 06 Año: 2023-2024 Sexo: M

* Sí ☒ No Se empleó un intérprete para ayudar a conducir la junta.

## REVISIÓN DE LOS DATOS DE EVALUACIÓN Y OTRA INFORMACIÓN

Evaluación completa e individual:

11/03/2023 11/02/2026

FECHA DEL REPORTE

FECHA DE LA PRÓXIMA EVALUACIÓN COMPLETA E INDIVIDUAL (FIE)

## REVISIÓN DE OTRAS EVALUACIONES

☒ Información del comité evaluador del lenguaje del hogar LPAC

☒ Información del personal escolar

☒ Información/ expedientes de otras agencias o profesionistas

☒ Necesidades de comunicación del alumno

☒ Preocupaciones de los padres para mejorar la educación del niño see deliberations

* Sí ☒ No Evaluación adicional si es necesaria:

**Basado en los datos de la evaluación revisados,** el comité ARD determina que el alumno:

☒ Llena los criterios para las siguientes discapacidades a partir de los siguientes datos de evaluación:

☒ discapacidad intelectual

☒ Impedimento de del habla y lenguaje

#### Y

☒ Sí ☐ No Debido a estas discapacidades, el alumno tiene necesidad de educación especial y servicios relacionados

Si el comité ARD determina que el alumno tiene una discapacidad y necesita educación especial, dicho comité debe conducir un análisis de factores determinantes antes de decidir si el alumno es elegible para servicios de educación especial.

**Análisis de factores determinantes:** El comité ARD ha revisado los factores determinantes que se mencionan enseguida con respecto a la discapacidad del alumno. ¿Son estos factores la razón o causa de la discapacidad?

|  |  |  |
| --- | --- | --- |
| * Sí | ☒ No | Falta de instrucción explícita y sistemática en conciencia fonológica, fonética, desarrollo del vocabulario, fluidez en lectura, incluyendo destrezas de lectura oral y estrategias de |
| * Sí | ☒ No | comprensión de la lectura  Falta de instrucción apropiada en matemáticas |
| * Sí | ☒ No | bilingüe emergente. |

Si respondió **SÍ** a cualquiera de los factores determinantes, el alumno no tiene una discapacidad.

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☒ Llena los requisitos de elegibilidad para:

☒ Discapacidad primaria: 06-Intellectual Disability

☒ Discapacidad secundaria:

09-Speech Impairment

|  |  |  |  |
| --- | --- | --- | --- |
| * Sí | ☒ | No | El estudiante tiene discapacidades múltiples |
| * Sí | ☒ | No | El estudiante es médicamente frágil. |

Notas:

## DESARROLLO DEL PROGRAMA EDUCATIVO INDIVIDUALIZADO (PEI)

### Niveles actuales de desempeño académico y funcional

☒ Sí ☐ No ☐ N/A El comité ARD revisó el aprovechamiento de los objetivos del IEP del año anterior.

(Aplicable a todos excepto las reuniones iniciales de ARD -Admisión, revisión y

desestimación-.)

### Otro:

**Review ARD 11/13/23**

George is a 6th grade student currently supported in resource and inclusion classes. Based on his reevaluation (11/3/23), he continues to meet the eligibility for Intellectual Disability and Speech Impairment.

**Impact of Disability**

The results of the evaluation indicate that George meets eligibility criteria for an Intellectual Disability and a Speech Impairment. His Intellectual Disability impacts his abilities to understand and gather information from instruction that is at the appropriate grade level. His 6th grade teachers reported that George is performing below the grade level he is currently in. George is unable to read or spell words correctly. George’s disability impacts his education as he is receiving his education through modified instruction for all four core classes. His disability also appears to affect his abilities on the state standardized testing. Historically, on the STAAR tests, George is not performing on grade level. On the MAP testing, taken at the school, George is performing in the 1st percentile on both math and reading assessments. George’s Intellectual Disability may also impact his abilities to appropriately engage in communication, academics, daily living skills, and socialization across multiple areas.

**Speech Impact:**

George’s deficits in the areas of receptive, expressive language and pragmatic negatively impact affect his ability to participate in academic activities and discussions. George has strong receptive skills but has difficulties remembering information which make it hard for him to follow along with classroom instruction. His expressive language deficit makes it difficult for him to communicate his ideas with peers and staff in the school setting. These language deficits make it hard for George to navigate his school day both socially and academically.

George’s assessment data indicates he presents with articulation errors with the /th/, /rr/ and /r/ sound which impacts his intelligibility with unfamiliar listeners.

**Science:**

He is supported in inclusion science with modified content and he is showing growth in his LTC assessments and is using drawings to demonstrate his skills and vocabulary knowledge. He is asking for help as needed and keeping up with the content through modifications of the lessons and modified materials and assessments. He still has weaknesses in reading comprehension of the content curriculum and requiring total support during class from the teacher and or the inclusion specialist. It is been recommended that he be served in the resource classroom.

**Social Studies:**

In Social studies, he is sometimes able to follow the lessons with modified content materials and inclusion supports. He struggles with grade level reading comprehension, vocabulary, and map reading. Its been recommended that he be served in the resource classroom .

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**Math:**

In Math he is working on problem solving using addition, subtraction, multiplication and division. When given word problems using a variety of skills his baseline is 30%. He can use a calculator to solve math problems at 50%. Its been recommended that he be served in the resource classroom.

**Language Arts:**

In ELA he is able to follow a reading assignment with support using pictures and graphic organizers. He is not able to independently read a selection or read grade level sight words without visual cues. He is not able to define vocabulary in the his core classes without visual cues and assistance. Its been recommended that he be served in the resource classroom

All his teachers agree that he is a nice young man and a pleasure to have in class. He tries hard to keep up with the lessons and is able to ask for help when he needs it.

PLAAFP from previous district 4/19/2023

**English Language Arts/Reading**

Met performance standard for statewide assessment:

Reading: No Writing: No

Describe Current English Language Arts/Reading Performance and Source:

George is a 5th grade student who has demonstrated strengths in Reading and Writing .

READING

AREA(S) OF STRENGTH: Letter/Sound Identification.

George has mastered Letter/Sound Identification and can correctly say the names and sounds of all uppercase/lowercase letters with automaticity as measured by a Letter Identification Assessment given on 03/2023.

Progress Updates:

According to his last MAP assessment dated 02/23, George met his projected growth with an observed growth of 13 points for Reading in English. He is currently in the high growth/ low achievement quadrant.

In previous years, the Special Education teachers at Oak Hill Elementary tried different reading interventions like Esperanza, Reading by Design, Wells with George with no significant improvement.

George has dramatically improve his phonological awareness since he was started on the Friends on the Block Program on February 2023. Friends on the Block according to it's website is a " comprehensive and intensive early literacy program (initial instruction or intervention) designed to be customizable and provide needed supports and practice so all students can attain early literacy skills, particularly those with intensive needs such as students with disabilities (e.g., dyslexia, learning disabilities, intellectual and developmental disabilities)."

The program follows principles of effective instruction:4,5

* Explicit instruction with step-by-step modeling and many examples
* Systematic sequence organized from simple to complex skills and integrated across multiple skill strands (listening comprehension, phonemic awareness, decoding, etc.)
* Scaffolding, temporary support, that is faded over time
* Intensive repetition and cumulative review which is organized flexibly to easily accommodate different learner needs
* Immediate corrective feedback that is clear and positive to ensure students practice skills correctly
* Aligns with common evidence-based assessments and informal progress monitoring measures are included.

George started the Friends on the Block program on February 2023 at level 1. He is currently level 3 and it is anticipated he will complete level 5 by May 2023 before transitioning to Middle School.

The Special Education Teacher recommends a dyslexia evaluation for George.

Concerns/Needs (include data demonstrating need for specialized instruction used to develop goals and objectives): AREA(S) OF NEED: Sight Word Recognition, Phonics & Decoding, Phonological Awareness and Comprehension.

George is below grade level in Sight Word Recognition. George can recognize sight words below a Kindergarten level. George can correctly read 17 of the 40 Dolch Pre-Primer words and 11 of the 52 Dolch Primer words as measured by Sight Word Recognition Assessment given on 4/2023.

Words that George already knows: a, do, I, like, not, want, dad, here, is, look, Mom, see, the, where, are, at, happy, in, no, she, yes, you, play.

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Sight words that George is working on acquiring now: good, help, there, to, was, big, have, little, my, please, very, what. What have been effective strategies to support George's acquisition of new sight words? The Friends on the Block Program.

George is below grade level in Phonics & Decoding. See Letter/Sound Identification and Phonemic Awareness for more specific Kindergarten expectations related to Phonics & Decoding.

George is below grade level in Phonological Awareness. George has developed Phonological/Phonemic Awareness at a 1st grade level. George has demonstrated skills such as (blending 2-3 phonemes, segmenting 1-syllable words of 3 phonemes, and beginning-sound deletion) as measured by a Phonemic Awareness Assessment given on 4/2023.

Words that George can blend: cat, sit, pig, egg, wig, lip, pin, bed, red, map, ten, map, set, not, pen, sat.

What strategies are effective in supporting George with Phonemic. Awareness tasks? Stretching phonemes and onset-rime

George is below grade level in Comprehension. George can comprehend text at a 1st grade level (Lexile 220-500, F&P C-H, DRA 4-14). After (a read-aloud of, reading) a (short passage, picture book), George can (orally) answer explicit text-based questions with (75% accuracy, 3/4 questions) as measured by an oral teacher-made Comprehension Assessment given on 4/2023.

What strategies or supports help George read and comprehend the text? Dialogic Reading

What are examples of some "wh" questions that George can answer correctly? Who are the characters? Where is the story happening? What is the problem?

George enjoys reading books from the Friends on the Block reading program.

IMPACT OF DISABILITY IN READING: Sight Word Recognition, Phonics & Decoding, Phonological Awareness and Comprehension.

George's intellectual disability affects general cognitive functioning, resulting in difficulty with problem solving, abstract thinking, comprehending complex ideas, learning quickly, and generalizing skills to new tasks. This impacts access to reading-related instruction, and tasks such as (phonemic awareness and phonics, understanding concepts of print and text features, applying reading strategies to new and unfamiliar texts, recalling details, timed reading tasks).

George's disability impacts reasonable and meaningful progress in the general education curriculum and learning environment in the subject of Reading within the following area(s): Sight Word Recognition, Phonics & Decoding, Phonological Awareness and Comprehension.

WRITING

AREA(S) OF NEED: Spelling and Sentence Paragraph Composition.

George is below grade level in Spelling. George understands spelling concepts at a Kindergarten level. George has demonstrated skills such as writing conventional letters to represent speech, spelling initial/final consonants in spoken words, and spelling frequent CVC words (e.g. cat, fun), as measured by the Primary Spelling Inventory or a teacher-created spelling test, given on 4/18/2023.

Which letter sounds can George consistently spell?

George is below grade level in Sentence Paragraph Composition. George has developed sentence composition at a 1st grade level. George demonstrates an understanding of sentence composition by (writing simple sentences on a topic, expanding sentences with details, with 80% accuracy, as observed by student writing samples on 4/2023. He was supported by a word bank. George uses capitalization and punctuation.

IMPACT OF DISABILITY IN WRITING: Spelling and Sentence Paragraph Composition.

George's intellectual disability affects general cognitive functioning, resulting in difficulty with problem solving, abstract thinking, comprehending complex ideas, learning quickly, and generalizing skills to new tasks. This impacts access to writing-related instruction, and tasks such as (recalling and writing letters or words, spelling, applying grammar and punctuation, prompts involving abstract or conceptual ideas, pre-writing tasks including brainstorming, composing complex sentences). George's disability impacts reasonable and meaningful progress in the general education curriculum and learning environment in the subject of Writing within the following area(s): Spelling and Sentence Paragraph Composition.

**Functional Skills**

Describe Current Functional Skills Performance and Source: Skills are within age/grade expectations at this time.

**Health and Development**

Describe Current Health and Development Performance and Source: Skills are within age/grade expectations at this time.

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**Language/Communication**

Describe Current Language/Communication Performance and Source:

At this time, he can identify communication breakdowns using the words and facial expressions of his conversation partner(s) as cues in 60% of opportunities, and self-correct in 20% of opportunities to resolve the communication breakdown. George is currently able to produce most age- appropriate sounds, including consonant clusters, in words in sentences with 70% accuracy given structured activities and sound practice beforehand. He continues to struggle with production of /r/ blends and was not stimulable for production of /rr/ at this time.

Progress Updates:

Priorities:

Speech & Language - Pragmatics

Speech & Language - Expressive Language Speech & Language - Articulation

Concerns/Needs (include data demonstrating need for specialized instruction used to develop goals and objectives):

George's speech and language impairment in the areas of expressive language, pragmatic language, and articulation affects how oral language is expressed, resulting in difficulty forming, organizing, and sharing ideas about academic, language-heavy material, and difficulty participating academically in the classroom with peers and adults. George's language performance improves with small-group support, which results in improved communication about and reinforcement of academic concepts, extra practice for newly acquired vocabulary, and clarification of how much he understands. George also benefits from use of visuals to improve understanding of new academic concepts and to support his organization and expression of ideas.

**Math**

Met performance standard for statewide assessment: No

Describe Current Math Performance and Source:

MATH

AREA(S) OF STRENGTH: Arithmetic Fluency, Number Sense and Concepts and Calculation and Computation.

George is at grade level in Arithmetic Fluency. George has developed Arithmetic Fluency at a 5th grade level. George can accurately complete 30 multiplication problems within 100 -- recalling nearly all facts with automaticity in 5 minutes as measured by a single-skill timed Arithmetic Fluency Assessment given on 4/2023.

George is at grade level in Number Sense and Concepts. George has developed Number Sense at a 5th grade level. George has demonstrated an understanding of place value (i.e. tenths, hundredths, thousandths) by comparing decimals, placing decimals on a number line, representing quantities using decimals with 80% accuracy as measured by a Curriculum-based

Number Sense Assessment given on 4/2023.

George is at grade level in Calculation and Computation. George can solve Calculation and Computation problems at a 5th grade level. George can solve a series of problems that involve (add/sub fractions with unlike denominators,mult/div fractions, add/sub decimals to the hundredths place, mult/div decimals to the tenths place) with 90% accuracy as measured by a Curriculum-based Computation Assessment given on 4/2023.

Progress Updates:

George showed improved academic achievement during last MAP Assessment (April 2023) for Math. His projected growth was 9 points and his observed growth was 31 points. Conditional growth index was 3.43 and Conditional growth percentile was 99. This is unusual for students in higher grades and the special education teacher recommends an overall reevaluation.

George is in the high growth/ low achievement quadrant in the MAP Growth Report dated 04/2023. Concerns/Needs (include data demonstrating need for specialized instruction used to develop goals and objectives):

AREA(S) OF NEED: Applied Problem Solving.

George is below grade level in Applied Problem Solving. George can complete Applied Problem Solving tasks at a 3rd grade level. George can solve real-world problems involving (2-step add/sub within 20, measurements in whole units, counting money time to 1 minute) with (80%) accuracy as measured by a Curriculum-based Applied Problem Solving Assessment given on 4/2023.

George struggled on comparing fractions with unlike denominators with 50% accuracy on an assessment given on 4/2023. IMPACT OF DISABILITY IN MATH: Applied Problem Solving.

George's disability impacts reasonable and meaningful progress in the general education curriculum and learning environment in the subject of Math within the following area(s): Applied Problem Solving.

**Other Academic/Non Academic**

Describe Current Other Academic/Non Academic Performance and Source:

So long as George attends school on a regular basis, he continues to make progress on his academic goals. George benefits from specialized instruction in the areas of reading/language arts, math, and written expression. George will benefit from the use of accommodations/support.

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Progress Updates:

So long as George attends school on a regular basis, he continues to make progress on his academic goals. George benefits from specialized instruction in the areas of reading/language arts, math, and written expression. George will benefit from the use of accommodations/support.

Concerns/Needs (include data demonstrating need for specialized instruction used to develop goals and objectives):

So long as George attends school on a regular basis, he continues to make progress on his academic goals. George benefits from specialized instruction in the areas of reading/language arts, math, and written expression. George will benefit from the use of accommodations/support.

**Science**

Met performance standard for statewide assessment: No

Describe Current Science Performance and Source:

Skills are within age/grade expectations at this time.

**Social Studies/History**

Describe Current Social Studies/History Performance and Source:

Skills are within age/grade expectations at this time

### Transición

☒ El comité ARD ha determinado que en esta ocasión los servicios de transición no son apropiados a la edad del estudiante.

### Comportamiento:

* SÍ ☒ NO ¿El comportamiento del niño impide su propio aprendizaje o el de los demás?

plan de intervención para el comportamiento: ☐ Sí ☒ No

### Lenguaje

☒ El alumno es estudiante de segundo idioma.

Las necesidades de lenguaje del alumno necesitan ser llenadas por medio del programa: ESL

☒ SÍ ☐ NO ☐ N/A La recomendación en el formulario LPAC Student Report ha sido aceptada por

el comité ARD/IEP.

### Información del Comité de Evaluación de Competencia del Lenguaje.

☒ SÍ ☐ NO La instrucción puede ser impartida en inglés

☒ SÍ ☐ NO Es necesario un programa de lenguaje alterno.(especifique.)

☒ ESL ☐ Bilingüe ☐ Señas ☐ Colaborador ☐ Otro:

### Necesidades de comunicación del alumno

☒ El estudiante tiene necesidades o carencias de comunicación que debería abordarse mediante ayudas y servicios suplementarios, IEP, tecnología de apoyo o logopedia.

George receives speech therapy.

### Físico

☒ Este alumno no muestra limitaciones físicas.

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### Necesidades de asistencia tecnológica del estudiante

Al revisar las necesidades de terapia auditiva (TA), el Comité ARD consideró tecnología asistida y determinó que:

☒ El estudiante NO podrá participar en el programa educacional ni logrará un avance razonable hacia el dominio de las metas y objetivos de su IEP SIN tecnología asistiva, dispositivos o servicios de apoyo. Los dispositivos

específicos y los servicios de apoyo son documentados en el IEP del estudiante.

* Es necesario tener más información para decidir si el estudiante requiere o no la tecnología asistiva, los dispositivos o los servicios de apoyo para participar en el programa educacional y lograr un avance adecuado

hacia el dominio de las metas y objetivos de su IEP. Se recomienda una evaluación de AT (Tecnología Asistiva) para saber las necesidades educacionales específicas del estudiante.

Explique:

spell check, speech-to-text

### Resumen:

Después de revisar las antes mencionadas **competencias y niveles actuales de desempeño educacional**, el comité ARD ha determinado que la **discapacidad** de este alumno afecta su participación y progreso en el **currículo de educación regular.**

### Especifique las materias:

☒ Artes del lenguaje

☒ Matemáticas

☒ Estudios sociales

☒ Ciencias

☒ Bellas artes

☒ Educación física

☒ Otro: communication

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### Meta anual evaluable:

Número de meta: 1 Punto central

de la meta

Speech Therapy

* + Borrador ☐ ESY ☒ Aceptado por el Comité ☐ Objetivo de transición

relacionado

* + Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

##### By his annual ARD given no more than one prompt or cue, George will provide responses that are loud enough and slow enough to understand in response to a question or topic with 80% accuracy during three consecutive data collection sessions.

Duración: 08/16/2023 to 05/24/2024

Lenguaje de enseñanza: English 98 Nivel de curso:

Implementado por: Speech Language Pathologist Método de evaluación: Data Collection, Observations

Habrá informes periódicos sobre el progreso del alumno en su meta anual (frecuencia):

Concurrent with the issuance of report cards

### Meta anual evaluable:

Número de meta: 2 Punto central

de la meta

Speech Therapy

* + Borrador ☐ ESY ☒ Aceptado por el Comité ☐ Objetivo de transición

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

##### By his annual ARD given no more than one prompt or cue, George will produce grammatically correct sentences containing regular and irregular verbs in a variety of tenses when given a target word or topic with 70% accuracy during three consecutive data collection sessions.

Duración: 08/16/2023 to 05/24/2024

Lenguaje de enseñanza: English 98 Nivel de curso:

Implementado por: Speech Language Pathologist Método de evaluación: Data Collection, Observations

Habrá informes periódicos sobre el progreso del alumno en su meta anual (frecuencia):

Concurrent with the issuance of report cards

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### Meta anual evaluable:

Número de meta: 3 Punto central

de la meta

Language Arts

* + Borrador ☐ ESY ☒ Aceptado por el Comité ☐ Objetivo de transición

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

#### DISCONTINUED 11/13/23

##### By next ARD, when asked to read an unfamiliar instructional level literary or informational text for (1) minute, George will read the text aloud at a rate of between 23-36 WCPM (words correct per minute) and with 95% accuracy, on (3 out of 4) progress monitoring assessments.

***George's beginning point on 04/20/2023 was 0 percent mastery. George will achieve 80 percent mastery by 04/18/2024 on progress monitoring assessments.***

Duración: 08/16/2023 to 11/13/2023

Lenguaje de enseñanza: English 98 Nivel de curso: 06

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| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 01 | By the next 9 weeks, when asked to read an unfamiliar decodable text containing (10) sight words for (1) minute, George will read the text aloud at a rate of between 23-36 WCPM (words correct per minute) and with 95% accuracy, on (3 out of 4) progress monitoring assessments. George's beginning point on 04/20/2023 was 0 percent mastery. George will achieve 80 percent mastery by 04/18/2024 on progress monitoring assessments |
|  | 02 | By the second nine weeks, when asked to read an unfamiliar decodable text containing (10) multisyllabic words (e.g., mistaken) for (1) minute, George will read the text aloud at a rate of between 23-36 WCPM (words correct per minute) and with 95% accuracy, on (3 out of 4) progress monitoring assessments. George's beginning point on 04/20/2023 was 0 percent mastery. George will achieve 80 percent mastery by 04/18/2024 on progress monitoring assessments. |
|  | 03 | By the third nine weeks, when asked to read an unfamiliar decodable text containing (10) irregularly spelled words (e.g., brought) for (1) minute, George will read the text aloud at a rate of between 23-36 WCPM (words correct per minute) and with 95% accuracy, on (3 out of 4) progress monitoring assessments. George's beginning point on 04/20/2023 was 0 percent mastery. George will achieve 80 percent mastery by 04/18/2024 on progress monitoring assessments. |

Implementado por: Special Education Método de evaluación: Data Collection

Habrá informes periódicos sobre el progreso del alumno en su meta anual (frecuencia):

Concurrent with the issuance of report cards

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### Meta anual evaluable:

Número de meta: 4 Punto central

de la meta

Language Arts

* + Borrador ☐ ESY ☒ Aceptado por el Comité ☐ Objetivo de transición

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

#### DISCONTINUED 11/13/23

##### Written by previous district:

***By next ARD, given a word list of (20) regularly spelled, one-syllable words with closed, open, vowel digraph, vowel consonant-e, and r-controlled syllable types (e.g., cat, hi, team, cake, and work), , George will decode and then blend to read (16 out of 20) words aloud, using a decoding strategy (e.g., sound mapping, kinesthetic finger tapping), on (3 out of 4) progress monitoring assessments. George's beginning point on 04/20/2023 was 0 percent mastery. George will achieve 80 percent mastery by 04/18/2024 when asked to read an unfamiliar decodable text containing (10) irregularly spelled words (e.g., brought) for (1) minute.***

Duración: 08/16/2023 to 11/13/2023

Lenguaje de enseñanza: English 98 Nivel de curso: 06

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| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 01 | By the next nine weeks, given a list of (20) letters and a verbal prompt to state the sound of the letter, George will verbally state the phoneme for (16 out of 20) letters using a recall strategy (e.g., anchor chart, sound code word), on (3 out of 4) progress monitoring assessments. George's beginning point on 04/20/2023 was 0 percent mastery. George will achieve 80 percent mastery by 04/18/2024 on progress monitoring assessments. |
|  | 02 | By the second nine weeks, given a word list of (20) regularly spelled, one-syllable words CVC and CVCe words (e.g., cat, cape), George will decode and then blend to read (16 out of 20) words aloud, using a decoding strategy (e.g., sound mapping, finger tapping), on (3 out of 4) progress monitoring assessments.  George's beginning point on 04/20/2023 was 0 percent mastery. George will achieve 80 percent mastery by 04/18/2024 on progress monitoring assessments. |
|  | 03 | By next ARD, given a word list of (20) regularly spelled one-syllable words with vowel digraphs and r-controlled sounds (e.g., coat, cart), George will decode and then blend to read (16 out of 20) words aloud, using a decoding strategy (e.g., sound mapping, finger tapping), on (3 out of 4) progress monitoring assessments.  George's beginning point on 04/20/2023 was 0 percent mastery. George  will achieve 80 percent mastery by 04/18/2024 on progress monitoring assessments. |

Implementado por: Special Education Método de evaluación: Data Collection

Habrá informes periódicos sobre el progreso del alumno en su meta anual (frecuencia):

Concurrent with the issuance of report cards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| George Vidal Sanchez | 128567 |  |  | Hudson Bend Middle School |  | 03/28/2012 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

### Meta anual evaluable:

Número de meta: 5 Punto central

de la meta

Mathematics

* + Borrador ☐ ESY ☒ Aceptado por el Comité ☐ Objetivo de transición

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

#### DISCONTINUED 11/13/23

##### Written by previous district:

***By next ARD, given a rectangular prism with a volume within 50 partially packed with unit cubes showing the length, width, and height, George will calculate the volume of the prism by adding the remaining unit cubes to fill the prism and counting the total number of unit cubes, for (4 out of 5) problems, on (3 out of 4) progress monitoring assessments. George's beginning point on 04/20/2023 was 0 percent mastery. George will achieve 80 percent mastery by 04/18/2024 on progress monitoring assessments.***

Duración: 08/16/2023 to 11/13/2023

Lenguaje de enseñanza: English 98 Nivel de curso: 06

|  |  |  |
| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 01 | By the end of the 1st grading period of the 2023-2024 school year, given a rectangular prism with a volume within 50 partially packed with unit cubes showing the length, width, and height, George will calculate the volume of the prism by adding the remaining unit cubes to fill the prism and counting the total number of unit cubes, for (1 out of 5) problems, on (3 out of 4) progress monitoring assessments. |
|  | 02 | By the end of the 2nd grading period of the 2023-2024 school year, given a rectangular prism with a volume within 50 partially packed with unit cubes showing the length, width, and height, George will calculate the volume of the prism by adding the remaining unit cubes to fill the prism and counting the total number of unit cubes, for (2 out of 5) problems, on (3 out of 4) progress monitoring assessments. |
|  | 03 | By the end of the 3rd grading period of the 2023-2024 school year, given a rectangular prism with a volume within 50 partially packed with unit cubes showing the length, width, and height, George will calculate the volume of the prism by adding the remaining unit cubes to fill the prism and counting the total number of unit cubes, for (3 out of 5) problems, on (3 out of 4) progress monitoring assessments. |

Implementado por: Special Education Método de evaluación: Data Collection

Habrá informes periódicos sobre el progreso del alumno en su meta anual (frecuencia):

Concurrent with the issuance of report cards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| George Vidal Sanchez | 128567 |  |  | Hudson Bend Middle School |  | 03/28/2012 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

### Meta anual evaluable:

Número de meta: 6 Punto central

de la meta

Mathematics

* + Borrador ☐ ESY ☒ Aceptado por el Comité ☐ Objetivo de transición

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

#### DISCONTINUED 11/13/23

***Written by previous district:***

***By next ARD, given a 3-digit by a 2-digit multiplication problem, George will determine the product using the standard algorithm, with (80)% accuracy (i.e. 4 out of 5 problems correct) for (2 out of 3) sets of problems.***

***George's beginning point on 04/20/2023 was 0 percent mastery. George will achieve 80 percent mastery by 04/18/2024 on progress monitoring assessments.***

Duración: 08/16/2023 to 11/13/2023

Lenguaje de enseñanza: English 98 Nivel de curso: 06

|  |  |  |
| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 01 | By the end of the 1st grading period of the 2023-2024 school year, given a 3-digit by a 2-digit multiplication problem, George will determine the product using the standard algorithm, with (50)% accuracy (i.e. 4 out of 5 problems correct) for (2 out of 3) sets of problems.  George's beginning point on 04/20/2023 was 0 percent mastery. George will achieve 80 percent mastery by 04/18/2024 on progress monitoring assessments. |
|  | 02 | By the end of the 2nd grading period of the 2023-2024 school year, given a 3-digit by a 2-digit multiplication problem, George will determine the product using the standard algorithm, with (60)% accuracy (i.e. 4 out of 5 problems correct) for (2 out of 3) sets of problems.  George's beginning point on 04/20/2023 was 0 percent mastery. George will achieve 80 percent mastery by 04/18/2024 on progress monitoring assessments. |
|  | 03 | By the end of the 3rd grading period of the 2023-2024 school year, given a 3-digit by a 2-digit multiplication problem, George will determine the product using the standard algorithm, with (70)% accuracy (i.e. 4 out of 5 problems correct) for (2 out of 3) sets of problems.  George's beginning point on 04/20/2023 was 0 percent mastery. George will achieve 80 percent mastery by 04/18/2024 on progress monitoring assessments. |

Implementado por: Special Education Método de evaluación: Data Collection

Habrá informes periódicos sobre el progreso del alumno en su meta anual (frecuencia):

Concurrent with the issuance of report cards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| George Vidal Sanchez | 128567 |  |  | Hudson Bend Middle School |  | 03/28/2012 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

### Meta anual evaluable:

Número de meta: 7 Punto central

de la meta

Mathematics

* + Borrador ☐ ESY ☒ Aceptado por el Comité ☐ Objetivo de transición

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

#### DISCONTINUED 11/13/23

##### By next ARD, given a multi-step word problem involving measurement (e.g., time, mass, money), George will calculate and write the solution by using a problem-solving strategy (e.g., writing an equation, creating a visual representation), for (3 out of 4) problems, on (3 out of 4) progress monitoring assessments. George's beginning point on 04/20/2023 was 25 percent mastery. George will achieve 75 percent mastery by 04/18/2024 on progress monitoring assessments.

Duración: 08/16/2023 to 11/13/2023

Lenguaje de enseñanza: English 98 Nivel de curso: 06

|  |  |  |
| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 01 | By the first 9 weeks, given a visual of an object and a ruler, George will write the length of the object to the nearest half centimeter or eighth of an inch by lining up the object with the correct side of the ruler, for (3 out of 4) objects, on (3 out of 4) progress monitoring assessments. George's beginning point on 04/20/2023 was 25 percent mastery. George will achieve 75 percent mastery by 04/18/2024 on progress monitoring assessments. |
|  | 02 | By the second 9 weeks, given the name of an object and a measurable attribute, George will write an appropriate unit to measure the given attribute by comparing the object to benchmarks, for (3 out of 4) objects, on (3 out of 4) progress monitoring assessments. George's beginning point on 04/20/2023 was 25%. George will achieve 75% by 04/18/2024 on progress monitoring assessments |
|  | 03 | By the third nine weeks, given a single-step word problem involving measurement (e.g., time, mass, money), George will calculate and write the solution by using a problem-solving strategy (e.g., writing an equation, creating a visual representation), for (3 out of 4) problems, on (3 out of 4) progress monitoring assessments. George's beginning point on 04/20/2023 was 25%. George will achieve 75% by 04/18/2024 on progress monitoring assessments. |

Implementado por: Special Education Método de evaluación: Data Collection

Habrá informes periódicos sobre el progreso del alumno en su meta anual (frecuencia):

Concurrent with the issuance of report cards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| George Vidal Sanchez | 128567 |  |  | Hudson Bend Middle School |  | 03/28/2012 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

### Meta anual evaluable:

Número de meta: 8 Punto central

de la meta

Social Studies

* + Borrador ☐ ESY ☒ Aceptado por el Comité ☐ Objetivo de transición

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

#### DISCONTINUED 11/13/23

##### By the end of the IEP year, given modified curriculum and assessments, George will utilize maps or other resources to identify or discuss the significance of geographic landmarks or events. Success will be measured by George showing 75% success on teacher made assessments over 3 grading periods.

Duración: 08/16/2023 to 11/13/2023

Lenguaje de enseñanza: English 98 Nivel de curso: 06

|  |  |  |
| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 01 | By the end of the 1st grading period of the 2023-2024 school year, given modified curriculum and assessments, George will utilize maps or other resources to identify or discuss the significance of geographic landmarks or events. Success will be measured by George showing 75% success on 1 out of 3 teacher-made assessments. |
|  | 02 | By the end of the 2nd grading period of the 2023-2024 school year, given modified curriculum and assessments, George will utilize maps or other resources to identify or discuss the significance of geographic landmarks or events. Success will be measured by George showing 75% success on 2 out of 3 teacher-made assessments. |
|  | 03 | By the end of the 3rd grading period of the 2023-2024 school year, given modified curriculum and assessments, George will utilize maps or other resources to identify or discuss the significance of geographic landmarks or events. Success will be measured by George showing 75% success on 3 out of 3 teacher-made assessments. |

Implementado por: General Education/Special Education Método de evaluación: Data Collection

Habrá informes periódicos sobre el progreso del alumno en su meta anual (frecuencia):

Concurrent with the issuance of report cards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| George Vidal Sanchez | 128567 |  |  | Hudson Bend Middle School |  | 03/28/2012 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

### Meta anual evaluable:

Número de meta: 9 Punto central

de la meta

Science

* + Borrador ☐ ESY ☒ Aceptado por el Comité ☐ Objetivo de transición

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

#### DISCONTINUED 11/13/23

##### By the end of the IEP year, given modified curriculum and assessments, George will formulate reasonable explanations or conclusions of a scientific scenario based on observations and data. Success will be measured by George showing 75% accuracy on teacher made assessments over 3 grading periods.

Duración: 08/16/2023 to 11/13/2023

Lenguaje de enseñanza: English 98 Nivel de curso: 06

|  |  |  |
| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 01 | By the end of the 1st grading period of the 2023-2024 school year, given modified curriculum and assessments, George will formulate reasonable explanations or conclusions of a scientific scenario based on observations and data. Success will be measured by George showing 75% accuracy on 1 out of 3 teacher made assessments. |
|  | 02 | By the end of the 2nd grading period of the 2023-2024 school year, given modified curriculum and assessments, George will formulate reasonable explanations or conclusions of a scientific scenario based on observations and data. Success will be measured by George showing 75% accuracy on 2 out of 3 teacher made assessments. |
|  | 03 | By the end of the 3rd grading period of the 2023-2024 school year, given modified curriculum and assessments, George will formulate reasonable explanations or conclusions of a scientific scenario based on observations and data. Success will be measured by George showing 75% accuracy on 3 out of 3 teacher made assessments. |

Implementado por: General Education/Special Education Método de evaluación: Data Collection

Habrá informes periódicos sobre el progreso del alumno en su meta anual (frecuencia):

Concurrent with the issuance of report cards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| George Vidal Sanchez | 128567 |  |  | Hudson Bend Middle School |  | 03/28/2012 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

### Meta anual evaluable:

Número de meta: 10 Punto central

de la meta

Mathematics

* + Borrador ☐ ESY ☒ Aceptado por el Comité ☐ Objetivo de transición

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

##### By the end of the IEP year, given clarification of wording, directions in small steps, chunking, visual aids, math charts, oral administration and calculator, George will identify the operations needed to solve 5 one-step word problems using addition, subtraction, multiplication and division. Success will be measured by George showing 60% accuracy in 3 out of 5 opportunities over 2 out of 4 grading periods. (Baseline: 30%)

Duración: 11/13/2023 to 04/18/2024

Lenguaje de enseñanza: English 98 Implementado por: Special Education

Nivel de curso: 06

Método de evaluación: Data Collection

Habrá informes periódicos sobre el progreso del alumno en su meta anual (frecuencia): Concurrent with the issuance of report cards

### Meta anual evaluable:

Número de meta: 11 Punto central

de la meta

Mathematics

* + Borrador ☐ ESY ☒ Aceptado por el Comité ☐ Objetivo de transición

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

##### By the end of the IEP year, when given small discrete steps (written, picture, or verbal), a four function calculator, manipulatives, and supplemental aids, to solve math equations. George will independently solve an equation correctly using with 60% accuracy in 3 out of 4 opportunities. (baseline: 50%)

Duración: 11/13/2023 to 04/18/2024

Lenguaje de enseñanza: English 98 Implementado por: Special Education

Nivel de curso: 06

Método de evaluación: Data Collection

Habrá informes periódicos sobre el progreso del alumno en su meta anual (frecuencia): Concurrent with the issuance of report cards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| George Vidal Sanchez | 128567 |  |  | Hudson Bend Middle School |  | 03/28/2012 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

### Meta anual evaluable:

Número de meta: 12 Punto central

de la meta

Language Arts

* + Borrador ☐ ESY ☒ Aceptado por el Comité ☐ Objetivo de transición

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

##### By the end of the IEP year, when given a modified curriculum, small discrete steps, clarification of vocabulary, visual aids, and supplemental aids, George will read 10 single syllable sight words, success will be shown with 50% in 2 out of 4 grading periods.(baseline: 0 ).

Duración: 11/13/2023 to 04/18/2024

Lenguaje de enseñanza: English 98 Implementado por: Special Education

Nivel de curso: 06

Método de evaluación: Data Collection

Habrá informes periódicos sobre el progreso del alumno en su meta anual (frecuencia): Concurrent with the issuance of report cards

### Meta anual evaluable:

Número de meta: 13 Punto central

de la meta

Social Studies

* + Borrador ☐ ESY ☒ Aceptado por el Comité ☐ Objetivo de transición

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

##### By the end of the IEP year, given pictures, drawings, modified curriculum, clarification of rewording of the vocabulary, complex sentences, and concepts, and supplemental aids George will be able to match or draw pictures of social studies vocabulary words to their definitions. Success will be shown with 60% accuracy, 2 out of 4 grading periods. (baseline; 20%)

Duración: 11/13/2023 to 04/18/2024

Lenguaje de enseñanza: English 98 Implementado por: Special Education

Nivel de curso: 06

Método de evaluación: Data Collection

Habrá informes periódicos sobre el progreso del alumno en su meta anual (frecuencia): Concurrent with the issuance of report cards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| George Vidal Sanchez | 128567 |  |  | Hudson Bend Middle School |  | 03/28/2012 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

### Meta anual evaluable:

Número de meta: 14 Punto central

de la meta

Science

* + Borrador ☐ ESY ☒ Aceptado por el Comité ☐ Objetivo de transición

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

##### By the end of the IEP year when given directions in small chunks, a modified curriculum, using pictures or drawings of vocabulary words in Science George will identify scientific terms. Success will be measured by achieving 60% correct 3 out of 4 grading periods, from a baseline of 20%

Duración: 11/13/2023 to 04/18/2024

Lenguaje de enseñanza: English 98 Implementado por: Special Education

Nivel de curso: 06

Método de evaluación: Data Collection

Habrá informes periódicos sobre el progreso del alumno en su meta anual (frecuencia): Concurrent with the issuance of report cards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| George Vidal Sanchez | 128567 |  |  | Hudson Bend Middle School |  | 03/28/2012 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

Las siguientes adaptaciones abordan las necesidades individuales del estudiante y son necesarias para permitir que el estudiante se involucre y progrese en el currículo de educación general:

### ¿Son adaptaciones necesarias para este estudiante? ☒ Sí ☐ No

Para ayuda al implementar este IEP, por favor, contacte con Jacqueline Slaughter. Duración de los Servicios de Educación Especial: De: 08/16/2023 A: 04/18/2024 Lenguaje de instrucción: 98 English

LENGUAJE ESPECIAL ESL

* Sí ☒ No PLAN DE INTERVENCIÓN DEL

COMPORTAMIENTO

☒ Sí ☐ No ASISTENCIA TECNOLÓGICA

### Necesidades:

Access to spell check function. Speech to text- software Calculator; four function

SERVICIOS DE ASISTENCIA PERSONAL☐ Sí☒ No

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| George Vidal Sanchez | 128567 |  |  | Hudson Bend Middle School |  | 03/28/2012 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ADAPTACIÓN** | **TEMA** | | | | |
|  | Eng | Math | Sci | S S | ELEC |

**Adapt Classroom Instruction**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Clarification or rewording of vocabulary, complex sentences, and concepts | X | X | X | X | X |
| Given directions in small discrete steps (written/picture/verbal) | X | X | X | X | X |
| Increase wait time after questions are asked and before responses are given | X | X | X | X | X |

**Adapted or Additional Materials**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Math Manipulatives: Counters (e.g., positive/ negative) |  | X |  |  |  |
| Supplemental Aids: Graphics & Pictorial Models | X | X | X | X | X |
| Supplemental Aids: Math Charts |  | X |  |  |  |

**Alter Assignments or Testing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Allow oral response on assignments and assessments | X | X | X | X | X |
| Break down assignments into smaller chunks | X | X | X | X | X |
| Consider effort/participation as part of grade | X | X | X | X | X |
| Extra time for completing assignments and tests | X | X | X | X | X |
| Modified curriculum, assignments, and assessments | X | X | X | X |  |
| Provide alternate assignment |  |  |  |  | X |
| Reduced length of assignments |  | X |  | X | X |
| Test: Oral/Signed Administration: read/sign/ text-to-speech entire test | X | X | X | X | X |
| Test: small group administrtation | X | X | X | X | X |

**Required Equipment/AT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Access to Calculator; four function |  | X | X |  |  |
| Spelling Assistance: Access to Spell check function on a computer | X | X | X | X | X |
| Spelling Assistance: Speech-to text software | X | X | X | X | X |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| George Vidal Sanchez | 128567 |  |  | Hudson Bend Middle School |  | 03/28/2012 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ADAPTACIÓN** | **TEMA** | | | | |
|  | Eng | Math | Sci | S S | ELEC |

**Service Provider Note**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. If the teacher needs further input and/or assistance in implementing the IEP, the teacher submits a request in writing to the principal. 2. A conference with the principal is held to discuss the concerns of the teacher. 3. If an ARD Committee meeting is needed, the student’s current general and special education teachers have an opportunity for additional input. | X | X | X | X | X |

*Leyenda: Eng = English,Math = Math,Sci = Science,S S = Social Studies,ELEC = Electives*

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| --- | --- | --- | --- | --- | --- | --- |
| George Vidal Sanchez | 128567 |  |  | Hudson Bend Middle School |  | 03/28/2012 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

# Evaluación del Estado (STAAR)

### ¿Este estudiante está/estará al nivel de curso que marca la STAAR?

☒ Sí ☐ No

Duración de los servicios de educación especial: en efecto desde 08/16/2023 a 04/18/2024

|  |  |  |
| --- | --- | --- |
| **STAAR (cursos 3-8.º)** | **Tipos de evaluación** | |
| **Materia** | **Año actual** 2023-2024 | **Próximo año** |
| RLA | STAAR Online |  |
| Matemáticas | STAAR Online |  |
| Ciencias (5 y 8) |  |  |
| Sociales (8 sólo) |  |  |

STAAR Notas:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Adaptaciones STAAR**  Small-Group Administration [AF] | **ADAPTACIONES STAAR**  **RLA**  ☒ | | **Inglés Matem**   * ☒ | **Ciencia** | **Ciencias Sociales** |
| Calculation Aids: Basic Calculator (i.e., four-function) or calculator application (Gr 3-7 Math, & Gr 5 Sc) [DS] | |  | * ☒ |  |  |
| Spelling Assistance: Spellcheck Function on a Word Processor or as an online embedded support on STAAR (Gr 3-8 RLA, Gr 5 & 8 science, Gr 8 social studies, English I & II, Biology, and US History) [DS] | | ☒ | ☐ ☐ |  |  |
| Spelling Assistance: Speech-toText (SST embedded) software, applications, or devices (Gr 3-8 RLA, Gr 5 & 8 science, Gr 8 social studies, English I & II, Biology, and US History) [DS] | | ☒ | ☐ ☐ |  |  |
| Supplemental Aids: Number Charts [DS] | |  | * ☒ |  |  |
| Supplemental Aids: Pictorial Models of Fractions Bars/ Circles with No Labels [DS] | |  | * ☒ |  |  |
| Math Manipulatives: Various Types of Counters (e.g., two-sided chips, blocks, numerals with printed or raised dots) [DS] | |  | * ☒ |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| George Vidal Sanchez | 128567 |  |  | Hudson Bend Middle School |  | 03/28/2012 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

|  |
| --- |
| **ADAPTACIONES STAAR**  **Adaptaciones STAAR RLA Inglés Matem Ciencia Ciencias Sociales**  Oral and Signed Administration: Auto Text-to-Speech ☒ ☐ ☒ ☐ ☐  (Auto TTS) - Online Embedded [DS] |
|  |

### Iniciativa para evaluar la aptitud física del estudiante

Este estudiante está/estará matriculado en un curso para participar en la Iniciativa TEC de Evaluación de Fitness Físico TEC § 38.101. (Cursos 3 - 12)

☒ SÍ ☐ NO

El comité ARD ha determinado la siguiente clasificación médica para educación física:

☒ Sin restricción: El estudiante no muestra limitaciones fisicas que afecten su participación (no se limita en las actividades).

**¿Este estudiante es bilingüe emergente (EB) y está/estará en los grados K-12?** ☒ Sí ☐ No Si la respuesta es No, saltar esta zona.

|  |  |
| --- | --- |
| **Dominios de TELPAS** | **N/A - No - TELPAS - TELPAS Alt** |
| Lectura | TELPAS |
| Hablar | TELPAS |
| Escritura | TELPAS |
| Escuchar | TELPAS |
|  |  |

### Adaptaciones TELPAS

small group or individual administration, extra time, oral/signed administration

### ¿Se ofrece en el distrito una evaluación al nivel de grado de este alumno? ☒ Sí ☐ No

¿Podrá el alumno participar en una evaluación del distrito sin modificaciones? ☒ Sí ☐ No

¿Reúne el alumno los requisitos para una evaluación alternativa? ☐ Sí ☒ No

|  |  |  |
| --- | --- | --- |
| **Evaluación distrital** | **Tipo** | **Acomodos educacionales** |
| TEA Interim STAAR Assessments | Standard | see accommodations noted in this IEP |
| K-8 MAP | Standard | see accommodations noted in this IEP |

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| George Vidal Sanchez | 128567 |  |  | Hudson Bend Middle School |  | 03/28/2012 |
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# Alternativas de servicios en un ambiente de mínima restricción (LRE)

☒ Sí ☐ No ¿Es la jornada escolar del estudiante acorde con la de otros estudiantes sin discapacidades? En caso contrario, explicar:

El comité ARD debe garantizar que los estudiantes discapacitados sean educados con estudiantes no discapacitados al máximo grado posible.

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| **Esfuerzos por modificar y suplementar la participación del estudiante en el ambiente de educación regular** | **Aspectos considerados**  **(se indican en cada una de estas casillas)** | **¿Aspectos de beneficio educacional?** | |
| Académico | No- académicos |
| Intervenciones pedagógicas de materias básicas en ambiente de educación regular (Tier I) | Provided |  |  |
| Intervenciones en un grupo determinado (Tier II) | Provided |  |  |
| Intervenciones individuales intensivas que no son de educación especial (Tier III) | Provided |  |  |
| Inglés como segundo idioma (ESL)/Educación bilingüe | Provided |  |  |
| Apoyos y servicios suplementarios proveídos en el aula de educación regular | Provided |  |  |
| Acomodaciones | Provided |  |  |
| Modificaciones del programa | Provided |  |  |
| Terapia del habla en educación especial | Provided |  |  |
| Aula de recursos de educación especial | Provided |  |  |
| Tecnología asistiva | Provided |  |  |

* Sí ☒ No ¿Fueron suficientes estos esfuerzos por modificar y suplementar la participación del estudiante en el ambiente de educación regular?

George requires more intensive, specialized instruction than can be provided solely in a general education setting.

☒ Sí ☐ No ¿Recibirá el estudiante un beneficio educacional por participar en un ambiente de educación regular (incluyendo beneficio no-académico)?

George is anticipated to receive both academic and non-academic benefit from participation in general education.

☒ Sí ☐ No El comité ARD ha considerado el efecto que causaría la presencia de un niño con discapacidades en el aula de educación regular, y por consiguiente, en la educación de los demás niños.

George's presence in the classroom does not impact his learning or the learning of others.

Describa la experiencia educativa general del estudiante en el ambiente de educación regular, sopesando los beneficios de educación regular y educación especial que recibe:

George requires specialized instruction unavailable in the general education classroom so requires access to small group instruction to accomplish the individual education plan with specialized instruction, methodology, or content.

* Sí ☒ No ¿Determina el comité ARD más entrenamiento docente para implementar el IEP del estudiante?

Si la respuesta es **Sí,** por favor espeicfique.

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* El comité recomienda que este estudiante reciba TODA la instrucción y servicios en el entorno de educación general con servicios y ayudas complementarios.

## O

☒ El comité recomienda que este estudiante reciba parte o toda la instrucción en un entorno de educación especial.

### Remoción de un ambiente de mínima restricción en el aula de educación regular (ventana separada)

* + El estudiante es capaz de lograr todos las metas/objetivos en su IEP en la clase de educación general con ayudas/servicios determinados por el comité ARD.

Después de considerar el educar al estudiante en un ambiente de educación regular con apoyos y servicios suplementarios, esta opción fue rechazada por las siguientes razones:

☒ La colocación del estudiante en el aula de educación regular impide que logre todas las metas y objetivos indicados en su IEP, aunque se utilicen apoyos y servicios suplementarios.

* + - Los objetivos de TEKS del nivel de grado designado para este estudiante sobrepasan su nivel de desempeño educacional actual; por lo tanto, requiere instrucción basada en competencias actuales, las cuales están muy

por debajo del grado en que está actualmente el estudiante.

* + - Las modificaciones que se requieren para que este estudiante logre las metas y objetivos del IEP no pueden ser implementadas en el aula de educación regular sin eliminar los componentes esenciales del currículo o

de la actividad de educación regular.

* + - El comportamiento y las necesidades del estudiante son tales que requiere de un ambiente estructurado y especializado para la implementación de IEP y BIP, ya que él o ella y los demás estudiantes no se

beneficiarían satisfactoriamente de la instrucción en un aula de educación regular.

☒ La terapia del habla y lenguaje y las metas y objetivos de instrucción y servicios relacionados incluidos en el IEP requieren de un ambiente de grupo pequeño o individual, con personal entrenado, certificado y altamente

calificado en un ambiente de menos distracción que el aula de educación regular.

* + - Los servicios o terapias del IEP del estudiante no se pueden proveer en una escuela de educación regular. Explique:
    - Los apoyos y estrategias del comportamiento positivo incluidos en el IEP del estudiante no pueden ser implementados en una escuela de educación regular.
    - El comportamiento del estudiante es tan peligroso que no puede ser controlado sin una intensa supervisión en un ambiente sumamente estructurado fuera de la escuela de educación regular.
    - El estudiante tuvo anteriormente una colocación no exitosa en una escuela de educación regular.
    - El estudiante ha sido confinado a un ambiente de hogar u hospital por orden de la corte o de un médico. Las necesidades médicas sobrepasan las necesidades educacionales en este momento.
    - Otro:

### Consideraciones de efectos potencialmente perjudiciales del ambiente de mínima restricción (LRE) (ventana separada)

* El estudiante no es retirado de educación general.

Si el estudiante es removido de una escuela o de un aula de educación regular, los siguientes son efectos potencialmente perjudiciales que pueden impactar negativamente al estudiante o la calidad de los servicios que él o ella necesita, tales como:

### Efectos en el estudiante: Efectos en la calidad de los servicios:

* Falta de oportunidades para modelos a seguir ☒ Menor acceso a la amplia gama del currículo

☒ Estigmatización ☐ Menor acceso a oportunidades pedagógicas

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* Falta de oportunidades para interacciones sociales ☐ Amplias diferencias en los niveles del desarrollo

causando aislamiento social

☒ Disminución de la autoestima ☐ Otro:

* Otro: ☐ Otro:
* Sí ☐ No ¿Prevé el comité ARD algunos efectos perjudiciales?

If Sí, ☐ Sí, pero los beneficios superan los posibles efectos perjudiciales.

O ☒ Sí, el comité ARD tomará en cuenta los posibles efectos perjudiciales al decidir la colocación.

### Oportunidad en el ambiente de mínima restricción (LRE) para participar en actividades no-académicas (ventana separada)

☒ SÍ ¿Tendrá el estudiante la oportunidad de participar con estudiantes sin discapacidades en todas las actividades extracurriculares no académicas?

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## HORARIO DE SERVICIOS

Duración de los servicios de educación especial: en efecto desde 08/16/2023 a 04/18/2024 Día de instrucción: Minutos o periodos por día: HBMS - 370 minutes

Minutos o periodos por día del año próximo: HBMS - 370 minutes

### Servicios del ESY (ciclo escolar prolongado):

*El programa ESY es requerido en una o más de las áreas críticas si, en una o más de las metas y objetivos del IEP actual, el estudiante ha demostrado o se espera razonablemente que demuestre, un atraso notable o substancial que no puede ser recuperado en un periodo razonable de tiempo.*

Se discutió sobre servicios de ciclo escolar prolongado: ☐ Sí ☐ No ☒ No se consideran esta vez.

**Transporte especial:** ☐ Sí ☒ No

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| **Semestre** | **Año** | **Curso/materia del currículo** | **Ed Reg modificada** | **Tiempo de educación regular** | **Tiempo de educación especial** | **Progreso/ calificación determinada por:** | | | **Fecha inicial** | **Fecha final** |
| **Lugar** |  | **Ed Regula** | **Spe Ed** | **Ambo** |
| Both Fall and Spring | 2023-2024 | Elective  General Education Setting |  | 48 minutes |  | X |  |  | 08/16/2023 | 04/18/2024 |
| Both Fall and Spring | 2023-2024 | Elective  General Education Setting |  | 48 minutes |  | X |  |  | 08/16/2023 | 04/18/2024 |
| Both Fall and Spring | 2023-2024 | Elective  General Education Setting |  | 48 minutes |  | X |  |  | 08/16/2023 | 04/18/2024 |
| Both Fall and Spring | 2023-2024 | Go-Time  General Education Setting |  | 33 minutes |  | X |  |  | 08/16/2023 | 04/18/2024 |
| Both Fall and Spring | 2023-2024 | Language Arts General Education Setting | X | 48 minutes |  |  |  | X | 08/16/2023 | 11/13/2023 |
| Both Fall and Spring | 2023-2024 | Math  Special Education Setting | X | 0 minutes |  |  | X |  | 08/16/2023 | 04/18/2024 |
| Both Fall and Spring | 2023-2024 | Science  General Education Setting | X | 48 minutes |  |  |  | X | 08/16/2023 | 11/13/2023 |
| Both Fall and Spring | 2023-2024 | Social Studies General Education Setting | X | 48 minutes |  |  |  | X | 08/16/2023 | 11/13/2023 |
| Both Fall and Spring | 2023-2024 | Language Arts Special Education Setting | X | 0 minutes |  |  | X |  | 11/13/2023 | 04/18/2024 |
| Both Fall and Spring | 2023-2024 | Science  Special Education Setting | X | 0 minutes |  |  | X |  | 11/13/2023 | 04/18/2024 |
| Both Fall and Spring | 2023-2024 | Social Studies Special Education Setting | X | 0 minutes |  |  | X |  | 11/13/2023 | 04/18/2024 |

### Descriptor del Área de Currículo del Curso:

All special education time is reflected in the schedule below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Servicios de IEP/ apoyos necesarios para implementra el IEP** | **Duración/Frecuencia** | **Lugar de servicios** | **Fecha inicial** | **Fecha final** |
| In Class Support - ELA | 48 Minutes 1 time daily | General Education Setting | 08/16/2023 | 11/13/2023 |

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| **Servicios de IEP/ apoyos necesarios para implementar el IEP** | **Duración/Frecuencia** | **Lugar de servicios** | **Fecha inicial** | **Fecha final** |
| In Class Support - Science | 48 Minutes 1 time daily | General Education Setting | 08/16/2023 | 11/13/2023 |
| In Class Support - Soc Studies | 48 Minutes 1 time daily | General Education Setting | 08/16/2023 | 11/13/2023 |
| Specialized support - Math | 48 Minutes 1 time daily | Special Education Setting | 08/16/2023 | 04/18/2024 |
| Speech and Language Therapy - Direct | 30 Minutes 6 times quarterly | Special Education Setting | 08/16/2023 | 04/18/2024 |
| Specialized support - English/Language Arts | 48 Minutes 1 time daily | Special Education Setting | 11/13/2023 | 04/18/2024 |
| Specialized support - Science | 48 Minutes 1 time daily | Special Education Setting | 11/13/2023 | 04/18/2024 |
| Specialized support - Social Studies | 48 Minutes 1 time daily | Special Education Setting | 11/13/2023 | 04/18/2024 |

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## \*ASIGNACIÓN DE SERVICIOS

\*El comité ARD determinó que los servicios serán proporcionados en:

Nombre de la escuela del año escolar actual: Hudson Bend Middle School

Nombre del salón de clases del año actual: 43-Self-Contained M/M Regular Campus at least 50% and no more than 60%

Servicios de Terapia del Lenguaje además del salón indicado: 2 - Speech and other services

☒ Sí ☐ No \* Esta es la misma escuela a la que el estudiante asistiría si no fuera discapacitado.

Si la respuesta es No, identifique los servicios que no pueden brindarse razonablemente en la escuela de planta del alumno.

* Intervenciones de comportamiento frecuentes e intensas
* Personal docente especialmente entrenado
* Equipo y recursos didácticos especializados que fiscalmente sería irrazonable duplicar
* (Estudiantes RDSPD) la pérdida del oído del alumno impide procesar lingüísticamente la información por el oído, aun con recomendación de un amplificador, y que afecta adversamente su desempeño educativo
* Otro:

☒ Sí ☐ No De acuerdo a las zonas de asistencia del distrito, esta es la escuela más cercanamente posible al hogar del estudiante.

Justifique:

### RATIFICACIONES: Los padres son ratificados por:

Nombre: Tatiana Chavez

Cargo: Assistant Principal - Middle School

El comité ARD ratifica que la remoción de estudiantes discapacitados del salón de clases regular ocurre solamentesi la naturaleza o severidad de la discapacidad es tal que su educación en el salón regular aun con el uso de apoyos y servicios suplementarios no puede lograrse satisfactoriamente.

El comité ARD ratifica que cada estudiante con discapacidades participa en servicios y actividades no-académicas y extracurriculares incluyendo alimentos y periodos de recreo, con estudiantes no-discapacitados, al máximo grado posible, apropiado a las necesidades del alumno.

El comité ARD ratifica que al máximo grado posible, apropiado a las necesidades de los estudiantes con discapacidades, incluyendo estudiantes en instituciones publicas o privadas u otras entidades al cuidado de la salud, sean educados con estudiantes no-discapacitados.

### Acceso a la información y destrucción de expedientes:

El departamento de educación especial obedece los reglamentos federales y estatales, las disposiciones estatales y las políticas locales, con respecto a la confidencialidad de los expedientes estudiantiles. Los padres (o un estudiante elegible de 18 años de edad o más) puede examinar y revisar los expedientes en cualquier momento. Los oficiales escolares con un interés educativo legítimo tienen acceso a los expedientes estudiantiles. Los padres de un alumno con discapacidad deben dar su consentimiento antes de que cualquier persona, que no esté vínculada a la educación del alumno, pueda ver sus expedientes educacionales.

Si el estudiante se transfiere a otro distrito escolar, los expedientes de educación especial serán enviados al distrito receptor sin el consentimiento de los padres.

La elegibilidad para recibir educación especial y los expedientes educativos se mantienen durante siete (7) años después de la fecha de la última acción registrada para cada estudiante atendido por el Departamento de Educación Especial de Lake Travis Independent School District . Al final de siete años, los registros se destruirán.

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Se le ha informado al padre, tutor o estudiante adulto que el distrito deberá conservar los expedientes educacionales de los estudiantes con discapacidad por siete años después de su graduación o salida del programa de educación especial.

Los expedientes que contienen información personal identificable se localizan en la escuela donde asiste el estudiante y en la oficina de servicios de educación especial en 3322 Ranch Road 620 South, Austin, TX 78738

Usted puede llamar si tiene alguna pregunta acerca de los expedientes. (512)533-6460

## REVISIÓN DE DECISIONES DEL COMITÉ

☒ Aceptar evaluación FIE 11/3/23

* Acepta revisión de información de la reevaluación
* Se necesita más evaluación

Horario para la realización de la evaluación

* Accept/review Plan de Transición/Graduación
* Se recomienda el ESY ☐ Sí ☐ No
* Tecnología asistida ☒ Sí ☐ No

☒ Objetivos/ Metas

☒ Acepta ☐ Revisa ☒ Continúa

* Plan de Intervención del Comportamiento (BIP): ☐ Sí ☒ No
* Servicio de transporte: ☐ Sí ☒ No Suplementos incluidos:
  + DHH ☐ Autism ☐ BIP ☐ Informe BIP ☐ Dislexia
  + ESY ☐ FBA ☐ FBP ☐ Graduación ☐ MDR
  + Med. Frágil ☐ Padres/IHT ☐ Necesidades ☐ PCS ☐ RDSPD

parentales/IHT

* + REED ☐ STAAR-Alt 2 ☐ Ex. Med. STAAR ☐ STAAR NAAR ☐ Transición
  + Transportación ☐ VI ☐ Servicios de enfermería especializada
  + Autorización parental única para el programa Medicaid
  + Notificación inicial de Medicaid
  + Notificación anual escrita de Medicaid
  + Otro:
  + Servicios de enfermería especializada (SA)

Deliberacións:

*Please note that these minutes are a summary of the deliberations made during the ARD meeting. They are not intended to be a script of all conversations and/or specific comments made during the ARD/IEP process.*

**Student Name:** George Vidal Sanchez

**Date:** 11-13-23

**Start Time:** 3:25 pm

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**In attendance:**

Tatiana Chavez, Campus Administrator Jacqueline Slaughter, Special Education Teacher Robin Ver Steeg, General Education Teacher Carole Calder, Speech Language Pathologist Jennifer Scoggins, ARD Facilitator

Ashlyn Koenning, School Psychologist/LSSP Erin Bozdog, LPAC

Ms. Jude (Bilingual Parent Liaison) interpreted the ARD invitation to Mr. Vidal Rodiguez via phone on 11/6/2023 and he indicated that he would not be able to attend the meeting, but would like for the committee to meet in his absence. A copy of the translated documents will be sent home.

The ARD meeting was not audio recorded.

**Eligibility/Evaluation:**

Evaluation was requested by AISD to determine if George had a specific learning disability or would continue to qualify as a student with an intellectual disability. Evaluation was completed and reviewed parent prior to the ARD meeting. Evaluation determined that George continues to meet eligibility in the following area(s): Intellectual Disability and Speech Impairment

The evaluation was not completed within the timeline. The evaluation was 11/1/23. It was completed on 11/3/23. The evaluation was late due to not being able to get parent input completed prior to 11/3/23. The ARD committee discussed the need for compensatory services and agreed that they are not needed at this time.

The committee was in agreement with evaluation results.

**Goals/Objectives:**

Current academic goals that were written by AISD were discontinued and new goals were proposed.

**Accommodations:**

The committee discussed proposed accommodations. The committee was in agreement with the accommodations.

**State/District Assessments:**

George took the STAAR Alt 2 tests last school year. The ARD committee reviewed the STAAR Alt 2 participation requirements and determined that George no longer qualifies for STAAR Alt 2.

He will take the regular STAAR with accommodations.

* George will take the following STAAR tests:

2023-2024: RLA and Math

The ARD Committee discussed recommended accommodations for STAAR tests. The committee was in agreement with the recommended accommodations.

* George will take TELPAS in all areas.

**Schedule of Services:**

The ARD committee discussed George’s current schedule of services and agreed that he would benefit from being in the special education setting for Language Arts, Math, Science, and Social Studies.

**Assurances:**

Assurances were read to the ARD committee by Ms. Chavez.

The following members agreed verbally to the IEP.

Tatiana Chavez, Administrator- verbally agreed during virtual meeting

Parent was not in attendance to waive the 5 school day waiting period. The IEP will go into effect on 11/27/23. A copy of the translated IEP and procedural safeguards will be sent home with the student.

**End Time:** 3:45 pm

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**FIRMAS DE LOS MIEMBROS DEL COMITÉ Y OTROS PARTICIPANTES**

Fecha de la reunión: 11/13/2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Nombre:** | **Position:** | **Firma:** | Conform | Inconform |
| Guillermo Vidal Rodriguez | Padre/s o estudiante adulto | agreed to allow committee to meet in his absence |  |  |
| Tatiana Chavez | Representante del Distrito | verbally agreed via virtual meeting | X |  |
| Robin Ver Steeg | Maestro de Educación General | in attendance | | |
| Jacqueline Slaughter | Profesor o cuidador de educación especial | in attendance | | |
| Ashlyn Koenning | Evaluación | in attendance | | |
| Carole Calder | SLP | in attendance | | |
| Erin Bozdog | LPAC | in attendance | | |
| Jennifer Scoggins | ARD Facilitator | in attendance | | |

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| NOMBRE DEL ALUMNO  **Notificación escrita previa** | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

Fecha de envío/ por correo: 11/13/2023

### Descripción de la acción propuesta o rechazada:

1. Proposed: Review updated evaluation; continue eligibilities of ID and SI
2. Proposed: Discuss need for compensatory services; not needed
3. Proposed: Add new goals
4. Proposed: Update accommodations
5. Proposed: Review STAAR ALT2 participation requirements; does not qualify
6. Proposed: Change in schedule of services

### Explicación de por qué la acción propuesta fue aceptada o rechazada:

1. Reevaluation was completed
2. Evaluation was completed 2 days late
3. Current goals are not appropriate
4. Accommodations need to be updated
5. Student no longer qualifies for STAAR ALT2
6. Data indicates a need for special education setting for core classes

### Descripción de otras opciones reconsideradas:

1. Not reviewing evaluation; not continuing eligibilities
2. Not discussing compensatory services
3. Not adding new goals
4. Not updating accommodations
5. Not reviewing new qualifications for STAAR ALT 2
6. Continuing current schedule of services

### Por qué se rechazaron las opciones:

1. Reevaluation was completed
2. Evaluation was completed 2 days late
3. Current goals are not appropriate
4. Accommodations need to be updated
5. Student no longer qualifies for STAAR ALT2
6. Data indicates a need for special education setting for core classes

### Procedimientos de evaluación, pruebas, archivos o reportes utilizados como base para la propuesta o rechazo:

Applicable federal, state, local, or district orders, documents, guidance and information IEP/FIE

Parent information

Teacher/Service Provider Information School Records

### Otros factores relevantes a la propuesta o rechazo:

n/a

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| George Vidal Sanchez | 128567 |  |  | Hudson Bend Middle School |  | 03/28/2012 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

Los progenitores de un estudiante/estudiante adulto con discapacidad gozan de protección bajo las garantías procesales de IDEA.

Los padres o tutores de un estudiante con discapacidad deben recibir solo una vez al año una copia de las garantías procesales, si es posible, en el idioma que ellos entienden. También deben recibir una copia cuando ocurra una evaluación inicial o cuando el padre solicite una evaluación, al recibir el primer proceso debido o una queja estatal durante un año escolar, cuando el distrito decida hacer un cambio en la colocación debido a un asunto disciplinario y a solicitud el padre. [300.504(a)]. Se dio o dará una copia a: Guillermo Vidal Rodriguez El 08/11/2023.

Los reglamentos federales requieren que los padres y estudiantes adultos reciban con anticipación un aviso en su idioma natal o en otro modo de comunicación cada vez que el distrito proponga o rechace iniciar o cambiar la identificación o colocación educacional de su hijo o de usted o la provisión de una educación apropiada, pública y gratuita (FAPE) a su estudiante o a usted, o cuando se toma una determinación de manifestación.

* El aviso fue traducido verbalmente o por otros medios al padre o al estudiante adulto en su idioma natal o en otro modo de comunicación por: de

* El padre o estudiante adulto confirmó al traductor o intérprete que entiende el contenido de este aviso.

Para recibir ayuda para entender esta noticia, puede llamar:

Nombre: Jennifer Scoggins Cargo que desempeña: Educational Diagnostician Teléfono: 512-533-7946

*O* Centro de Servicios Educativos #512-919-5177

*O* Centro de información de educación especial en #1-855-SPEDTEX (1-855-773-3839)

☒ Sí ☐ No El comité afirma, de común acuerdo, implementar los servicios reflejados en estos procedimientos.

## DISPENSACIÓN DEL AVISO PARA PRESTAR SERVICIOS

☒ Sí ☐ No Los padres asistieron a la junta de ARD. Si No, se proporcionará una copia del ARD.

* Sí ☒ No Los padres o el alumno adulto aceptan eliminar los cinco días de espera entre el IEP actual y el inicio del IEP propuesto.

Si los padres o el estudiante adulto rechazan el periodo de cinco días de gracia, el IEP anterior seguirá vigente hasta que se implemente el nuevo IEP que se ha adoptado después de ese periodo.

allowed committee to meet in his absence



Firma de los padres, tutores, padre adoptivo o estudiante adulto

Para obtener asistencia en la comprensión de este aviso de provisiones del comité ARD, puede llamar al Centro de Información de Educación especial al #1-855-SPEDTEX (1-855-773-3839) o al Centro de Servicio de Educación,

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* Sí ☒ No **Esta es una asignación inicial.**

Fecha de envío/ por correo: 11/06/2023 Fecha de envío/ por correo: Fecha de envío/ por correo:

**INVITACIÓN A LA REUNIÓN DE ADMISIÓN, REVISIÓN, Y DESESTIMIENTO (ARD)**

### Lake Travis Independent School District

3322 Ranch Road 620 South

Austin, TX 78738

P: (512)533-6460/ F: (512)533-6469

**INVITACIÓN A LA REUNIÓN:** George Anthony Vidal Sanchez Escuela: Hudson Bend Middle School

F. de Nac.: 03/28/2012

### Para el progenitor/tutor de:

George Anthony Vidal Sanchez 2625 Crazyhorse Pass

Austin, TX 78734

### A usted se le notifica una reunión del comité de admisión, revisión y desestimación (ARD) para debatir su programación educativa o la de su hijo. Le animamos a asistir a esta reunión, ya que su compromiso es una parte importante del proceso de planificación.

**Fecha:** 11/13/2023 **Hora:** 03:25 PM **Habitación:** Virtual Meeting **Lugar:** Google Meet/

HBMS

### Propósito de la reunión

☒ Debatir, a su solicitud, cualquier servicio educativo o relacionado que no se haya propuesto a continuación

☒ Revisar el programa de su hijo (incluyendo resultados de cualquier nueva evaluación)

☒ Desarrollar y/o revisar el Programa Educativo Individual (por sus siglas en inglés IEP) para su hijo

☒ Proponer iniciar o cambiar la ubicación educativa

☒ Proponer iniciar o cambiar otros elementos de la provisión de la FAPE

### A las siguientes personas se les ha solicitado acudir al encuentro:

☒ Progenitor

☒ Profesor de educación especial/Proveedor del estudiante

☒ Profesor de educación general del estudiante

☒ Representante del Distrito

☒ Representante LPAC

☒ Personal de evaluación

Cualquier otro individuo(s) que conocimientos o experiencia especial acerca del estudiante puede ser invitado para asistir a esta reunión por un progenitor/estudiante adulto y/o el distrito, incluyendo el personal de servicios relacionados si es pertinente. La determinación de conocimientos y experiencia en educación especial el individuo(s) la realizará quien invite (el progenitor/estudiante adulto/distrito) al individuo a la reunión.

Los progenitores de un estudiante/estudiante adulto con discapacidad gozan de protección bajo las garantías procesales de IDEA.

Se debe entregar, una vez al año, cuando sea factible, una copia del procedimiento de seguridad, en lenguaje comprensible a los padres/guardianes del niño con discapacidad. También debe entregarse una copia cuando se realice una evaluación inicial o tenga lugar alguna solicitada por los padres, tan pronto como se reciba la confirmación del proceso iniciado o el formulario del estado durante el curso escolar, cuando el distrito decida realizar un traslado debido a un asunto de disciplina, y cuando los padres lo soliciten. [ 300.504(a)]

Se proporcionó o se proporcionará una copia a Guillermo Vidal Rodriguez El 08/11/2023

Si tiene preguntas, contacte con: Jennifer Scoggins Teléfono: 512-533-7946 Email: [scogginsj@ltisdschools.org](mailto:scogginsj@ltisdschools.org)

### Un lenguaje comprensible

Si la lengua materna o cualquier otro medio de comunicación con los padres/el alumno adulto no se emplea por escrito:

☒ La invitación de ARD fue enviada en un idioma comprensible para el progenitor/estudiante adulto Spanish

☒ La invitación al ARD se tradujo ya fuera oralmente o de otra forma al progenitor/estudiante adulto a su idioma nativo o a otro modo de comunicación 11/06/2023 de Irene Guerrero.

☒ El progenitor/el estudiante adulto confirmaron al intérprete que entendían el contenido de la invitación al ARD.

**INVITACIÓN A LA REUNIÓN:** George Anthony Vidal Sanchez Escuela: Hudson Bend Middle School

**POR FAVOR, DEVUELVA ESTA PÁGINA A:** Jennifer Scoggins, Educational Diagnostician

15600 Lariat Trail

AustinTX 78734

Por favor Marque la afirmación correcta entre las que siguen:

* Estoy de acuerdo con la fecha y hora propuestas y asistiré a la reunión el 11/13/2023 a 03:25 PM
* Me gustaría asistir a la reunión, pero no puedo hacerlo a la hora programada; por favor, contáctenme en el número

para reprogramarla en otro horario.

☒ No asistiré a la reunión, por favor, llévenla a cabo sin mi presencia. Deseo ser notificado de los resultados de la reunión.

* No podré asistir a la reunión en persona, pero me gustaría poder participar telefónicamente, Por favor, contáctenme en el número a la hora en que está programada.
* No podré asistir a la reunión en persona, pero me gustaría participar virtualmente. Por favor, envíeme un correo electrónico a con la información de la reunión.

☒ He renunciado al periodo de espera de 5 días lectivos entre la invitación a la reunión del comité de ARD y la reunión del ARD en sí.

* Soy el padre de un niño de tres a cuatro años e invitaré a su cuidadora habitual a las ARD:
* Pretendo traer a (nombre) , (relación/posición) a la reunión de ARD (Admisión, Revisión y Rechazo) conmigo.

agreed via phone

11/06/2023



Firma de los padres, tutores, padre adoptivo o estudiante adulto Fecha

11/06/2023

Firma del intérprete, si se utilizó Fecha