Fecha de la junta:

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

#### 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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| --- | --- | --- | --- | --- | --- | --- |
| Daylin Cordova Mencia |  | 125593 |  |  | Lake Travis Middle School | 05/17/2011 |
| NOMBRE DEL ALUMNO |  | ID# |  | # DE MEDICAID | Escuela de inscripción | FECHA DE NAC |

Edad: 12 Grado: 07 Año: 2023-2024 Sexo: F

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

Si marcó SÍ, especifique el idioma u otro modo de comunicación:

01 Spanish

y a los padres se les brindó: Recording of interpreted meeting & Translated document

#### REVISIÓN DE LOS DATOS DE EVALUACIÓN Y OTRA INFORMACIÓN

Evaluación completa e individual:

11/08/2021 11/07/2024

FECHA DE LA

FECHA DEL REPORTE

PRÓXIMA

EVALUACIÓN COMPLETA E INDIVIDUAL (FIE)

#### REVISIÓN DE OTRAS EVALUACIONES

☒ Información del comité evaluador del lenguaje del hogar LPAC

☒ Información del personal escolar

☒ Necesidades de comunicación del alumno

☒ Asistencia: No Issues

☒ 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

☒ Otro impedimento de salud

###### 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

comprensión de la lectura

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| --- | --- | --- |
| * Sí | ☒ No | 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.

☒ Llena los requisitos de elegibilidad para:

☒ Discapacidad primaria: 06-Intellectual Disability

☒ Discapacidad secundaria:

09-Speech Impairment

☒ Discapacidad terciaria: 02-Other Health Impairment

|  |  |  |  |
| --- | --- | --- | --- |
| **Áreas SI** |  | | |
| * Voz | ☒ | Articulación | * Fluidez |
| ☒ Pragmático | ☒ | Receptivo | ☒ Expresivo |

|  |  |  |  |
| --- | --- | --- | --- |
| * 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:

**Impact of Disability:**

Daylin’s classifications of Intellectual Disability, Speech Impairment and Other Health Impairment impacts her academic and social achievement and growth in all areas. To help support Daylin, she will need to have all core classes and one elective in the life skills setting and lunch and two electives in the general education setting with a special education and general education teacher, goals to monitor and measure growth in all core classes, relative services, and activities of daily living, as well as accommodations to support learning throughout the school day.

Daylin's Speech/Language disorder affects her ability to express her wants, needs, thoughts and feelings in a concise, clear, and efficient manner. Daylin uses an AAC device to convey her messages. Due to her physical limitations, she requires extra time to access the buttons. Daylin continues to benefit from Speech Therapy services to support her development of language with her device.

**Adapted Physical Education**

Daylin attends Physical Education daily and receives 30 minutes of Direct Adapted Physical Education once a week.

She has mastered her goal of when throwing a small ball overhand, Daylin will first step her left foot in opposition with 2 or less verbal prompts in 4 out of 5 tries.

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Daylin shows strength within her intrinsic motivation towards participating in Adapted Physical Education and motivation in meeting her goals. Daylin has shown significant desire to participate in the modified Yoga exercises and stretches that she has been instructed on.

Daylin shows deficiency in her balance (Yoga), full range of motion (walking with proper form), fine motor skills (throwing in fluid movement).

Daylin is able to participate in Modified Yoga & modified stretches. Daylin is able to walk for up to 5 minutes without breaks and although Daylin does have physical barriers, when prompted is able to straighten her feet to walk with close to correct form. Daylin also is able to perform on a stationary bicycle for three minutes without a break.

Daylin would benefit from increased light cardio, with self advocating breaks. Daylin would also benefit from continued modified yoga.

My recommendation would be that Daylin continues with 30 minutes of Direct Adapted Physical Education and 3 indirect sessions per grading period.

**ELA/ Writing/ Speech**

Goal 1 - Daylin has mastered 45 sight words: A, Horse, Car, Yellow, Ball, See, I, Fish, And, Boy, Airplane, The, Girl, Box, In, Green, Little, Put, Chicken, With, Apple, Is, Big, Spoon, My, pencil, red, banana, cow, find, egg, water, blue, go, candy, mother, eat, boat, to, dog, under, tree, flower, he, said

Goal 2 - Daylin can independently write her first name to sign in and out of school each day across 3 consecutive days. We are proposing a goal to continue signing in and out, but adding that she has to also write the date as well as her name at the top of the sheet.

Goal 12 - Given a picture prompt and a model sentence, Daylin can use an app (such as AAC, Clicker Sentences, etc.), to repeat or reconstruct the sentence verbatim in 4 of 5 opportunities.

Goal 13 - Daylin can use her AAC device to generate a clause containing a noun + verb in 3 out of 5 opportunities. She has mastered: Boy run, Boy eat, Girl sing, Boy jump, Girl laugh, girl read book, boy break pencil, boy catch ball, they hug, girl ride bike, girl brush hair, boy color picture, man clean house, boy kick soccer ball, boy walk dog, girl drink juice, boy listen headphones, Boy cut paper, boy push toy, girl blows bubbles, girl carry books, girl change clothes, girl drop candy

Other assessments:

Reading Comprehension 2: Digraph Decodable Texts

This assessment measures a student’s ability to answer comprehension questions after reading a kindergarten level text with digraph word patterns.

Summary

Daylin cannot yet reliably answer comprehension questions about key details after reading "My Dog Chip", a passage with digraph word patterns (Score: 2/5.

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Her accuracy score was 2/5 (40%) which is emerging.

Listening Comprehension 2: Content Understanding

This assessment measures a student’s ability to answer explicit comprehension questions after listening to 1- to 4- sentence spoken passages.

Summary

After listening to a 1-2 sentence spoken passage, Daylin can reliably answer a related question in 3 of 3 opportunities. Daylin can listen to a 3-4 sentence spoken passage and answer a related question in 2 of 3 instances. When presented with a content specific spoken passage, Daylin is able to answer a related question, scoring 2 of 4.

Accuracy score was 7/10 (70%) which is instructional.

Daylin does a great job using her device to communicate and we want to continue developing this skill. We will propose goals to address her reading and listening comprehension as well as ones to encourage development of her skill using her AAC device to communicate.

**Math**

Goal 3 - Daylin is able to identify the numbers 1-5, 80-100% of the time across 5 trials. She is able to identify the numbers 6, 9, 14, and 17, 60% of the time across 5 trials. She can identify the numbers 7-8 and 16, 18, 19 with

100% accuracy across 5 trials. Daylin can identify the numbers 10-12 and 22 with 90-100% accuracy across 5

trials. For the numbers 13, 15, and 20 she can identify them (respectively) 20%, 40%, 40% of the time across 5 trials. For the numbers 21-30, except 22, she identifies them 0% of the time.

Goal 4 - Given manipulatives and visual aids, Daylin can add within 8 with 20% accuracy in 1 out of 5 trials. She has 0% accuracy in 4 out of 5 trials. She can get up to 80% accuracy in 4 out of 5 trials if she is given gesture or verbal prompts.

Goal 5 - Given manipulatives and visual aids, Daylin can subtract with 20% accuracy in 2 out of 5 trials and 0% in 3 out of 5 trials. If given gesture and verbal prompts she can maintain 80% accuracy in 4 out of 5 trials. She often mixes up the addition and subtraction signs. When asked to subtract she will add more manipulatives unless we tell her otherwise.

Other Assessments:

Emerging Number Calculation

This assessment measures a student’s emerging understanding of composing and decomposing sets of objects and addition and subtraction word problems within 10.

Summary

Daylin can routinely add objects to a set to compose a given quantity up to 10 when provided with visual support in 100% of presented opportunities. When given visual support, Daylin is consistently able to choose a model decomposing the number in 3/3 opportunities. Daylin has difficulty solving addition word problems within 10 when provided with a model of the problem as demonstrated by a score of 1/3. When given a model of the problem, Daylin has difficulty consistently solving subtraction word problems within 10, as evidenced by a score of 0/3.

Accuracy score: 7/12 (58%) which is “instructional” level.

Counting and Number identification (0-100)

This assessment measures a student’s ability to identify numerals, count forward and backward from a given

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number, name the number that comes before or after a given number and sequence non-consecutive numbers within 100.

Summary

Daylin struggles to choose the numeral that represents a number from 0-100, scoring 2/5. Daylin does not yet demonstrate counting forward to 100 from a given number, both within and across a decade. When presented with a number within 100, Daylin needs support to name the number that come before or next, scoring 2/6. Daylin cannot yet choose the answer that shows counting backward from a given number within 100. Daylin is not yet able to order sets of 4 non-consecutive numbers within 100.

Her accuracy score was 4/20 (20%) which is pre-emerging.

Daylin had previously been able to consistently identify numbers 1-20 while confusing 6 and 9 at times. She now struggles with 1-20 and has only mastered 1,2,3,4,5,7,8,10,11,12,16,18,19,22. She identifies 20-30 (except number 22) in 0% of trials. Asking her the numbers in Spanish does not show improvement in any trials. Her regression is math appears to be due to frequent absences. Daylin shows improvement across most skills when she is consistently at school.

We will propose goals to continue working on her number identification as well as simple addition and subtraction.

**Activities of Daily Living/ Science**

Goal 6 - Daylin can independently change her socks, shirt, pants, and scarf across 5 out of 5 trials. We are recommending a goal to have her independently identify that her clothes are dirty and need to be changed.

Goal 7 - On 3/2/2023, Daylin mastered and currently maintains being able to sit up straight and wipe her chin. She has a visual on her desk to help remind her as well.

Goal 8 - Due to severe issues with her teeth, she is not asked to brush for the entire 30 seconds if she cannot tolerate it. She is able to brush her front teeth and swish water given 1 verbal prompt per component in 4 out of 5 trials. We are recommending a goal to continue having her work on brushing her teeth.

We are proposing goals to help her identify when she needs to change her clothes (when they are soiled) as well as to put on deodorant.

**Social Studies**

Goal 9 - Daylin previously mastered this goal on 4/27/2023. Goal Mastered 4/27/23

Daylin is able to describe an action for 35 actions across 3 trials per action: Jump, laugh, run, eat, sing, hug, wave, climb, read, ride, play, bully, stretch, break, brush, catch, color, clean, walk, swim, point, sleep, drink, buckle, cry, call, carry, change, drop, dry, cook, blow, clap, push, cut

**Electives**

Goal 10 - In 2 out of 5 trials Daylin is able to participate for at least 14 minutes for preferred activities. In non preferred activities Daylin will participate for 1-3 minutes only before asking for a break. We are recommending a goal for her to participate in non-preferred activities.

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**Speech Therapy** - Daylin receives direct Speech Therapy for 30 minutes, 7 times per grading period and indirect services for 15 minutes, 3 times per grading period. Daylin is a cheerful participant during speech therapy. Given a video or picture representation of an action, Daylin can describe what is happening using a verb for 25 actions. Goal 12- Given a picture prompt and a model sentence, Daylin can use an app (such as AAC, Clicker Sentences, etc.), to repeat or reconstruct the sentence verbatim in 4 of 5 opportunities. Goal 13 - Given a picture prompt, Daylin can use her AAC device to generate a clause containing a Noun + Verb in 4 of 5 opportunities. Daylin seems to enjoy adding more information when creating sentences to describe a picture. For example, she can often combine a noun, verb, and a direct object, such as, "girl brush hair" or "boy throw basketball." She consistently uses her device to request the bathroom or a snack.

**Physical Therapy-November 2023**

Daylin was born with brain hypoxia at birth which is a type of newborn brain damage caused by oxygen deprivation and limited blood flow. Cerebral palsy (CP) is due to abnormal brain development often before, during, or after birth. CP affects her ability to move, maintain balance and posture. CP affects the motor area of the brain, the part of the brain which directs movement. In October of 2021 Daylin weighed 44# and was 4'1" and as of 11/14/23 she weighs 84.9 and is now 4' 6" tall. PT received a medium Rifton Activity chair prior to the beginning of this school year for Daylin to use in her classroom to allow for better positioning and versatility. In the cafeteria, she is able to sit on the regular cafeteria bench and prefers to use the stadium seat provided. She is independent with sitting on the toilet. The pink Leckey chair she used previously is now in bathroom to allow her a place to sit as she is changing her clothes. She has also been provided with an IPAD for educational purposes. Daylin is independent with all sitting however, upright erect posture is important as is the proper chair/desk height to prevent her from drooling and accessing her learning material. She is able to position herself for learning in the Rifton chair when the wheels are locked. She can walk demonstrating and in toeing pattern (pigeon toed). She is a fall risk due to her catching her toe, and may trip at times. Daylin is able to demonstrate improved gait pattern with use of ankle supports provided by PT and verbal cueing to point her feet "straight ahead". Due to her significant growth she has outgrown her shoes and new shoes (Billy high top) are on order to be worn with her ankle supports. She can use handrail to ascend/descend stairs with supervision for safety. PT has supported Daylin PT to support her on the following IEP goals: Daylin will sit up straight and wipe her chin due to drooling which has been challenging due to her dental concerns but has been approved for upcoming dental surgery. The other goal is improving stamina by for at least 10-minute increments without taking a break. Both of these goals have been mastered. PT would like Daylin to work towards walking 100% throughout her educational environment including use of the stairs independently in 4 out of 5 opportunities. PT services are needed and necessary for her to fully access and participate in the educational environment.

**Occupational Therapy**

Daylin has been receiving integrative direct occupational therapy to support her Language Arts and Independent Living goals. She demonstrates improvements with writing her name and changing her clothes with increased independence. She continues to use an adapted pencil, (Twist n’ Write) to help with hand stability. She demonstrates functional eye-hand coordination to independently write her name and copy small words with legible letters with occasional cues. She exhibits adequate hand dexterity to isolate her first finger and thumb to pinch, pick up and place small manipulatives to use for counting. Daylin has met her goal for changing her clothing. She has access to a chair in the bathroom to offer support and stability when she changes. She has been working on sequencing the steps to effectively brush her teeth. At this time, her opportunities for brushing her teeth have been limited secondary to abscessed molars. She currently brushes her front teeth and rinses her mouth as tolerated.

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##### 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.

Daylin receives speech therapy services for Pragmatics, Articulation, Receptive, and Expressive skills

##### Físico

☒ Este alumno tiene limitaciones físicas que pudieran afectar su acceso o participación y progreso en el currículo general.

Comentarios de limitaciones físicas adicionales:

Daylin needs direct supervision at all times for safety/fall prevention. She may need access to a chair to move more easily from one location to the next. She is independent with sitting in a regular classroom chair but may need a smaller chair than grade level peers. She is independent with sitting in the chair, PT added seat cushion and back cushion to encourage a more upright sitting posture. She is able to get up from the floor. Her gait is an in-toeing (pigeon toed) which involves rotational forces at hip/knee causing her to trip on her own feet.

Daylin has an Emergency Care Plan.

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Daylin Cordova had a feeding and swallow evaluation at Dell Children's Hospital. According to their evaluation and subsequent physician's orders from Lone Star Circle of Care (12/14/2022), she is cleared to have the following diet recommendations:

* Thin liquids and Solid foods as tolerated. No thickener needed.
* Encourage neutral chin/head position or chin tuck
* Provide extra time to chew & swallow
* Monitor closely during feedings

##### 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:

Technology device/program to help support communication Access to mobility equipment

Stadium chair for cafeteria Visual supports

Adapted writing utensils Shortened Desk

Classroom chair with a back rest and arm rest for support that doubles as a wheel chair to use as needed through the school on days Daylin is not able to walk.

##### 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:

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☒ Artes del lenguaje

☒ Matemáticas

☒ Estudios sociales

☒ Ciencias

☒ Bellas artes

☒ Educación física

☒ Otro: Communication; adaptive behavior

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##### Meta anual evaluable:

Número de meta: 1 Punto central

de la meta

ELA / Reading

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

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

###### By the end of the IEP year, given a teacher and parent agreed-upon list, Daylin will read at least 65 sight words. Success will be measured across 3 consecutive trials per word.

Duración: 11/13/2023 to 11/12/2024

Lenguaje de enseñanza: English 98 Nivel de curso: 07

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| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 1a | By the end of the 2nd grading period of the 2023/2024 school year, given a teacher and parent agreed-upon list Daylin will read at least 50 sight words. Success will be measured across 3 consecutive trials per word. |
|  | 1b | By the end of the 3rd grading period of the 2023/2024 school year, given a teacher and parent agreed-upon list, Daylin will read at least 55 sight words. Success will be measured across 3 consecutive trials per word. |
|  | 1c | By the end of the 4th grading period of the 2023/2024 school year, given a teacher and parent agreed-upon list, Daylin will read at least 60 sight words. Success will be measured across 3 consecutive trials per word. |
|  | 1d | By the end of the 1st grading period of the 2024/2025 school year, given a teacher and parent agreed-upon list, Daylin will read at least 65 sight words. Success will be measured across 3 consecutive trials per word. |

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: 2 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 1 verbal cue to find a number 1-40, Daylin will use her device to find and communicate a given number. Success will be measured with 80% accuracy in 4 out of 5 trials.

Duración: 11/13/2023 to 11/12/2024

Lenguaje de enseñanza: English 98 Nivel de curso: 07

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| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
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|  | 2a | By the end of the 2nd grading period of the 2023/2024 school year, given 1 verbal cue to find a number 1-25, Daylin will use her device to find and communicate a given number. Success will be measured with 80% accuracy in 4 out of 5 trials. |
|  | 2b | By the end of the 3rd grading period of the 2023/2024 school year, given 1 verbal cue to find a number 1-30, Daylin will use her device to find and communicate a given number. Success will be measured with 80% accuracy in 4 out of 5 trials. |
|  | 2c | By the end of the 4th grading period of the 2023/2024 school year, given 1 verbal cue to find a number 1-35, Daylin will use her device to find and communicate a given number. Success will be measured with 80% accuracy in 4 out of 5 trials. |
|  | 2d | By the end of the 1st grading period of the 2024/2025 school year, given 1 verbal cue to find a number 1-40, Daylin will use her device to find and communicate a given number. Success will be measured with 80% accuracy in 4 out of 5 trials. |

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: 3 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 a calculator app on her device, Daylin will independently add within 20. Success will be measured with 80% accuracy in 4 out of 5 trials.

Duración: 11/13/2023 to 11/12/2024

Lenguaje de enseñanza: English 98 Nivel de curso: 07

|  |  |  |
| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 3a | By the end of the 2nd grading period of the 2023/2024 school year, given a calculator app on her device, Daylin will independently add within 5. Success will be measured with 80% accuracy in 4 out of 5 trials. |
|  | 3b | By the end of the 3rd grading period of the 2023/2024 school year, given a calculator app on her device, Daylin will independently add within 10. Success will be measured with 80% accuracy in 4 out of 5 trials. |
|  | 3c | By the end of the 4th grading period of the 2023/2024 school year, given a calculator app on her device, Daylin will independently add within 15. Success will be measured with 80% accuracy in 4 out of 5 trials. |
|  | 3d | By the end of the 1st grading period of the 2024/2025 school year, given a calculator app on her device, Daylin will independently add within 20. Success will be measured with 80% accuracy in 4 out of 5 trials. |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Daylin Cordova Mencia | 125593 |  |  | Lake Travis Middle School |  | 05/17/2011 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

##### Meta anual evaluable:

Número de meta: 4 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 a calculator app on her device, Daylin will independently subtract within 20. Success will be measured with 80% accuracy in 4 out of 5 trials.

Duración: 11/13/2023 to 11/12/2024

Lenguaje de enseñanza: English 98 Nivel de curso: 07

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| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 4a | By the end of the 2nd grading period of the 2023/2024 school year, given a calculator app on her device, Daylin will independently subtract within 5. Success will be measured with 80% accuracy in 4 out of 5 trials. |
|  | 4b | By the end of the 3rd grading period of the 2023/2024 school year, given a calculator app on her device, Daylin will independently subtract within 10. Success will be measured with 80% accuracy in 4 out of 5 trials. |
|  | 4c | By the end of the 4th grading period of the 2023/2024 school year, given a calculator app on her device, Daylin will independently subtract within 15. Success will be measured with 80% accuracy in 4 out of 5 trials. |
|  | 4d | By the end of the 1st grading period of the 2024/2025 school year, given a calculator app on her device, Daylin will independently subtract within 20. Success will be measured with 80% accuracy in 4 out of 5 trials. |

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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| --- | --- | --- | --- | --- | --- | --- |
| Daylin Cordova Mencia | 125593 |  |  | Lake Travis Middle School |  | 05/17/2011 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

##### Meta anual evaluable:

Número de meta: 5 Punto central

de la meta

Activities of Daily Living I

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

relacionado

* + Académico ☒ Funcional ☐ SERVICIOS RELACIONADOS

###### By the end of the IEP year, given a visual checklist, Daylin will independently apply deodorant. Success will be measured in 4 out of 5 trials.

Duración: 11/13/2023 to 11/12/2024

Lenguaje de enseñanza: English 98 Nivel de curso: 07

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| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 5a | By the end of the 2nd grading period of the 2023/2024 school year, given a visual checklist and 1 modeling prompt per component, Daylin will apply deodorant.  Success will be measured in 4 out of 5 trials. |
|  | 5b | By the end of the 3rd grading period of the 2023/2024 school year, given a visual checklist and 1 verbal prompt per component, Daylin will apply deodorant. Success will be measured in 4 out of 5 trials. |
|  | 5c | By the end of the 4th grading period of the 2023/2024 school year, given a visual checklist and 1 gesture prompt per component, Daylin will apply deodorant. Success will be measured in 4 out of 5 trials. |
|  | 5d | By the end of the 1st grading period of the 2024/2025 school year, given a visual checklist, Daylin will independently apply deodorant. Success will be measured in 4 out of 5 trials. |

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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| --- | --- | --- | --- | --- | --- | --- |
| Daylin Cordova Mencia | 125593 |  |  | Lake Travis Middle School |  | 05/17/2011 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

##### Meta anual evaluable:

Número de meta: 6 Punto central

de la meta

Activities of Daily Living I

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

relacionado

* + Académico ☒ Funcional ☐ SERVICIOS RELACIONADOS

###### By the end of the IEP year, Daylin will independently recognize that her clothes (socks, pants, shirt, scarf, and wrist band) are dirty, change them, and put them in the washing machine at least one time per day. Success will be measured across 5 consecutive days.

Duración: 11/13/2023 to 11/12/2024

Lenguaje de enseñanza: English 98 Nivel de curso: 07

|  |  |  |
| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 6a | By the end of the 2nd grading period of the 2023/2024 school year, Daylin will independently recognize that her clothes (socks, pants, shirt, scarf, and wrist band) are dirty, change them, and put them in the washing machine at least one time per day. Success will be measured across 2 consecutive days. |
|  | 6b | By the end of the 3rd grading period of the 2023/2024 school year, Daylin will independently recognize that her clothes (socks, pants, shirt, scarf, and wrist band) are dirty, change them, and put them in the washing machine at least one time per day. Success will be measured across 3 consecutive days. |
|  | 6c | By the end of the 4th grading period of the 2023/2024 school year, Daylin will independently recognize that her clothes (socks, pants, shirt, scarf, and wrist band) are dirty, change them, and put them in the washing machine at least one time per day. Success will be measured across 4 consecutive days. |
|  | 6d | By the end of the 1st grading period of the 2024/2025 school year, Daylin will independently recognize that her clothes (socks, pants, shirt, scarf, and wrist band) are dirty, change them, and put them in the washing machine at least one time per day. Success will be measured across 5 consecutive days. |

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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| --- | --- | --- | --- | --- | --- | --- |
| Daylin Cordova Mencia | 125593 |  |  | Lake Travis Middle School |  | 05/17/2011 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

##### Meta anual evaluable:

Número de meta: 7 Punto central

de la meta

Activities of Daily Living I

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

relacionado

* + Académico ☒ Funcional ☐ SERVICIOS RELACIONADOS

###### By the end of the IEP year, given a visual checklist and one gesture prompt, Daylin will brush her teeth for 1 minute and swish water for 3 swishes in 4 out of 5 trials.

Duración: 11/13/2023 to 11/12/2024

Lenguaje de enseñanza: English 98 Nivel de curso: 07

|  |  |  |
| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 7a | By the end of the 2nd grading period of the 2023/2024 school year, given a visual checklist and one modeling prompt per component, Daylin will brush her front teeth for 30 seconds and swish water for 3 swishes in 4 out of 5 trials. |
|  | 7b | By the end of the 3rd grading period of the 2023/2024 school year, given a visual checklist and one modeling prompt per component, Daylin will brush all of her teeth for 1 minute and swish water for 3 swishes in 4 out of 5 trials. |
|  | 7c | By the end of the 4th grading period of the 2023/2024 school year, given a visual checklist and one gesture prompt per component, Daylin will brush all of her teeth for 1 minute and swish water for 3 swishes in 4 out of 5 trials. |
|  | 7d | By the end of the 1st grading period of the 2024/2025 school year, given a visual checklist and one gesture prompt, Daylin will brush all of her teeth for 1 minute and swish water for 3 swishes in 4 out of 5 trials. |

Implementado por: Special Education / OT 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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| --- | --- | --- | --- | --- | --- | --- |
| Daylin Cordova Mencia | 125593 |  |  | Lake Travis Middle School |  | 05/17/2011 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

##### Meta anual evaluable:

Número de meta: 8 Punto central

de la meta

ELA / Speech

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

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

###### By the end of the IEP year, given a picture prompt, Daylin will use her AAC device to generate a clause containing at least 3 parts of speech (i.e. She swims pool) in 80% of trials across 4 out of 5 opportunities.

Duración: 11/13/2023 to 11/12/2024

Lenguaje de enseñanza: English 98 Nivel de curso: 07

|  |  |  |
| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 8a | By the end of the 2nd grading period of the 2023/2024 school year, given a picture prompt, Daylin will use her AAC device to generate a clause containing at least 3 parts of speech (i.e. She swims pool) in 80% of trials across 1 out of 5 opportunities. |
|  | 8b | By the end of the 3rd grading period of the 2023/2024 school year, given a picture prompt, Daylin will use her AAC device to generate a clause containing at least 3 parts of speech (i.e. She swims pool) in 80% of trials across 2 out of 5 opportunities. |
|  | 8c | By the end of the 4th grading period of the 2023/2024 school year, given a picture prompt, Daylin will use her AAC device to generate a clause containing at least 3 parts of speech (i.e. She swims pool) in 80% of trials across 3 out of 5 opportunities. |
|  | 8d | By the end of the 1st grading period of the 2024/2025 school year, given a picture prompt, Daylin will use her AAC device to generate a clause containing at least 3 parts of speech (i.e. She swims pool) in 80% of trials across 4 out of 5 opportunities. |

Implementado por: Special Education/ Speech Language Pathologist 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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| --- | --- | --- | --- | --- | --- | --- |
| Daylin Cordova Mencia | 125593 |  |  | Lake Travis Middle School |  | 05/17/2011 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

##### Meta anual evaluable:

Número de meta: 9 Punto central

de la meta

ELA/Speech

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

relacionado

☒ Académico ☐ Funcional ☐ SERVICIOS RELACIONADOS

###### By the end of the IEP year, given a visual aid, Daylin will use her AAC device to generate a clause containing I + verb + noun to describe something she has done that day or week in 4 out of 5 opportunities.

Duración: 11/13/2023 to 11/12/2024

Lenguaje de enseñanza: English 98 Nivel de curso: 07

|  |  |  |
| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 9a | By the end of the 2nd grading period of the 2023/2024 school year, given a visual aid, Daylin will use her AAC device to generate a clause containing I + verb + noun to describe something she has done that day or week in 1 out of 5 opportunities. |
|  | 9b | By the end of the 3rd grading period of the 2023/2024 school year, given a visual aid, Daylin will use her AAC device to generate a clause containing I + verb + noun to describe something she has done that day or week in 2 out of 5 opportunities. |
|  | 9c | By the end of the 4th grading period of the 2023/2024 school year, given a visual aid, Daylin will use her AAC device to generate a clause containing I + verb + noun to describe something she has done that day or week in 3 out of 5 opportunities. |
|  | 9d | By the end of the 1st grading period of the 2023/2024 school year, given a visual aid, Daylin will use her AAC device to generate a clause containing I + verb + noun to describe something she has done that day or week in 4 out of 5 opportunities. |

Implementado por: Special Education/ Speech Language Pathologist 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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| --- | --- | --- | --- | --- | --- | --- |
| Daylin Cordova Mencia | 125593 |  |  | Lake Travis Middle School |  | 05/17/2011 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

##### Meta anual evaluable:

Número de meta: 10 Punto central

de la meta

Electives

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

relacionado

* + Académico ☐ Funcional ☒ SERVICIOS RELACIONADOS

###### By the end of the IEP year, given a digital timer, Daylin will improve stamina by participating in non-preferred activities during electives for at least 10-minute increments without taking a break. Success will be measured in 4 out of 5 opportunities.

Duración: 11/13/2023 to 11/12/2024

Lenguaje de enseñanza: English 98 Nivel de curso:

|  |  |  |
| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 10a | By the end of the 2nd grading period of the 2023/2024 school year, Daylin will improve her stamina by participating in non-preferred activities during electives for at least 3 minute increments without taking a break. Success will be measured across 3 consecutive days. |
|  | 10b | By the end of the 3rd grading period of the 2023/2024 school year, Daylin will improve her stamina by participating in non-preferred activities during electives for at least 5 minute increments without taking a break. Success will be measured across 3 consecutive days. |
|  | 10c | By the end of the 4th grading period of the 2023/2024 school year, Daylin will improve her stamina by participating in non-preferred activities during electives for at least 8 minute increments without taking a break. Success will be measured across 3 consecutive days. |
|  | 10d | By the end of the 1st grading period of the 2024/2025 school year, Daylin will improve her stamina by participating in non-preferred activities during electives for at least 10 minute increments without taking a break. Success will be measured across 3 consecutive days. |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Daylin Cordova Mencia | 125593 |  |  | Lake Travis Middle School |  | 05/17/2011 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

##### Meta anual evaluable:

Número de meta: 11 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, Daylin will answer comprehension questions related to the curriculum by using her AAC device. Success will be measured with 80% accuracy across 4 out of 5 trials.

Duración: 11/13/2023 to 11/12/2024

Lenguaje de enseñanza: English 98 Nivel de curso:

|  |  |  |
| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 11a | By the end of the 2nd grading period of the 2023/2024 school year, Daylin will answer comprehension questions related to the curriculum by using her AAC device. Success will be measured with 80% accuracy across 1 out of 5 trials. |
|  | 11b | By the end of the 3rd grading period of the 2023/2024 school year, Daylin will answer comprehension questions related to the curriculum by using her AAC device. Success will be measured with 80% accuracy across 2 out of 5 trials. |
|  | 11c | By the end of the 4th grading period of the 2023/2024 school year, Daylin will answer comprehension questions related to the curriculum by using her AAC device. Success will be measured with 80% accuracy across 3 out of 5 trials. |
|  | 11d | By the end of the 1st grading period of the 2024/2025 school year, Daylin will answer comprehension questions related to the curriculum by using her AAC device. Success will be measured with 80% accuracy across 4 out of 5 trials. |

Implementado por: Special Education Método de evaluación:

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

Concurrent with the issuance of report cards

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| Daylin Cordova Mencia | 125593 |  |  | Lake Travis Middle School |  | 05/17/2011 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

##### Meta anual evaluable:

Número de meta: 12 Punto central

de la meta

Adapted Physical Education

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

relacionado

* + Académico ☐ Funcional ☒ SERVICIOS RELACIONADOS

###### By the end of the IEP year, Daylin will be able to hold two modified Yoga pose for 32 seconds maintaining overall balance, with room to stabilize herself in two out of three exercises.

Duración: 11/13/2023 to 11/12/2024

Lenguaje de enseñanza: English 98 Nivel de curso:

|  |  |  |
| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 12a | By the end of the 2nd grading period, Daylin will be able to hold two modified Yoga pose for 20 seconds maintaining overall balance, with room to stabilize herself in two out of three exercises by the end of the 2nd grading period of 2023-24 . |
|  | 12b | By the end of the 3rd grading period, Daylin will be able to hold a modified Yoga pose for 24 seconds maintaining overall balance, with room to stabilize herself in two out of three exercises by the end of the 3rd grading period 2023-2024 . |
|  | 12c | By the end of the 4th grading period, Daylin will be able to hold a two modified Yoga pose for 28 seconds maintaining overall balance, with room to stabilize herself in two out of three exercises by the end of the 4th grading period 2023-2024 . |
|  | 12d | By the end of the 1st grading period, Daylin will be able to hold two modified Yoga pose for 32 seconds maintaining overall balance, with room to stabilize herself in two out of three exercises by the end of the 1st grading period of 2024-2025 . |

Implementado por: Adapted PE Teacher 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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| --- | --- | --- | --- | --- | --- | --- |
| Daylin Cordova Mencia | 125593 |  |  | Lake Travis Middle School |  | 05/17/2011 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

##### Meta anual evaluable:

Número de meta: 13 Punto central

de la meta

Adapted Physical Education

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

relacionado

* + Académico ☐ Funcional ☒ SERVICIOS RELACIONADOS

###### By the end of the IEP year, Daylin will receive a soccer ball from the coach, dribble it forward 6-8 times passing the ball between her feet and kicking it four feet forward to a goal no wider than 8-12 feet.

Duración: 11/13/2023 to 11/12/2024

Lenguaje de enseñanza: English 98 Nivel de curso:

|  |  |  |
| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  |  | By the end of the 3rd grading period, of the academic year of 2023-2024, Daylin will receive a soccer ball from the coach, dribble it forward 3-4 times passing the ball between her feet and kicking it four feet forward to a goal no wider than 8-12 feet. . |
|  |  | By the end of the 2nd grading period of the academic year of 2023-2024, Daylin will receive a soccer ball from the coach, dribble it forward 1-2 times passing the ball between her feet and kicking it four feet forward to a goal no wider than 8-12 feet. |
|  |  | By the end of the 1st grading period, of the academic year of 2024-20245, Daylin will receive a soccer ball from the coach, dribble it forward 1-2 times passing the ball between her feet and kicking it four feet forward to a goal no wider than 8-12 feet. |
|  |  | By the end of the 4th grading period, of the academic year of 2023-2024, Daylin will receive a soccer ball from the coach, dribble it forward 4-5 times passing the ball between her feet and kicking it four feet forward to a goal no wider than 8-12 feet. . |

Implementado por: Adapted PE Teacher 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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| --- | --- | --- | --- | --- | --- | --- |
| Daylin Cordova Mencia | 125593 |  |  | Lake Travis Middle School |  | 05/17/2011 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

##### Meta anual evaluable:

Número de meta: 14 Punto central

de la meta

Motor

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

relacionado

* + Académico ☒ Funcional ☐ SERVICIOS RELACIONADOS

###### By the end of the IEP year, Daylin will walk 100% of the time throughout her educational environment including use of the stairs independently at least 1x per day in 4 out of 5 opportunities.

Duración: 11/13/2023 to 11/12/2024

Lenguaje de enseñanza: English 98 Nivel de curso: 07

|  |  |  |
| --- | --- | --- |
| **ESY** | **Código** | **PUNTOS DE REFERENCIA U OBJETIVOS A CORTO PLAZO** |
|  |  |
|  | 14.1 | By the end of the 2nd grading period of the 2023-2024 school year, Daylin will walk 60% of the time throughout her educational environment including use of the stairs independently at least 1x per day in 4 out of 5 opportunities. |
|  | 14.2 | By the end of the 3rd grading period of the 2023-2024 school year, Daylin will walk 70% of the time throughout her educational environment including use of the stairs independently at least 1x per day in 4 out of 5 opportunities. |
|  | 14.3 | By the end of the 4th grading period of the 2023-2024 school year, Daylin will walk 80% of the time throughout her educational environment including use of the stairs independently at least 1x per day in 4 out of 5 opportunities. |
|  | 14.4 | By the end of the 1st grading period of the 2024-2025 school year, Daylin will walk 90% of the time throughout her educational environment including use of the stairs independently at least 1x per day in 4 out of 5 opportunities. |

Implementado por: Special Education, Physical Therapist

Método de evaluación: Data Collection, Observations, Teacher reports/feedback Habrá informes periódicos sobre el progreso del alumno en su meta anual (frecuencia):

Concurrent with the issuance of report cards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Daylin Cordova Mencia | 125593 |  |  | Lake Travis Middle School |  | 05/17/2011 |
| 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 Ashley Murdock.

Duración de los Servicios de Educación Especial: De: 11/13/2023 A: 11/12/2024 Lenguaje de instrucción: 98 English

LENGUAJE ESPECIAL ESL

* Sí ☒ No PLAN DE INTERVENCIÓN DEL

COMPORTAMIENTO

SERVICIOS DE ASISTENCIA PERSONAL☒ Sí☐ No

☒ Sí ☐ No ASISTENCIA TECNOLÓGICA

|  |  |  |  |  |  |  |
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| Daylin Cordova Mencia | 125593 |  |  | Lake Travis Middle School |  | 05/17/2011 |
| NOMBRE DEL ALUMNO | ID# |  | # DE MEDICAID | Escuela de inscripción |  | FECHA DE NAC |

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

**Adapt Classroom Instruction**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Allow for participation in small groups or utilize peer buddy in PE when possible |  |  | X |  |  |  |
| Allow substitutions of activities to allow optimal success |  |  | X |  |  | X |
| Cover or isolate each image until it is addressed | X | X |  | X | X |  |
| Demonstrate concepts or relationships seen in printed images | X | X | X | X | X | X |
| Direct student attention to specific information (e.g., parts of a graphic, parts of an answer choice) | X | X |  | X | X |  |
| Directions given in a variety of ways/ simplified vocabulary | X | X | X | X | X | X |
| Encouragement for classroom participation | X | X | X | X | X | X |
| Extra time for oral response. | X | X | X | X | X | X |
| Feedback provided frequently | X | X | X | X | X | X |
| Feedback provided immediately | X | X | X | X | X | X |
| Lower and widen targets and goals |  |  | X |  |  |  |
| Model motor activities and allow for repeated practice of new skills |  |  | X |  |  | X |
| Provide images or text on a separate paper presented one at a time | X | X |  | X | X |  |
| Reread instructions on tests and assignments as needed | X | X | X | X | X | X |
| Scaffold steps in a process (i.e., bullet each step, number each step, space out each step) | X | X | X | X | X | X |
| Shorten boundaries and distances in games and activities |  |  | X |  |  |  |
| Use picture representations for key words in verbal directions | X | X |  | X | X |  |
| Visual aids (pictures, flash cards, etc.) | X | X | X | X | X | X |

**Adapted or Additional Materials**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Highlighted materials for emphasis |  |  |  |  |  |  |
| Math Manipulatives: Counters (e.g., two- sided chips, blocks, beans) | X | X | X | X | X | X |
| Math Manipulatives: Real or Play Money |  |  |  |  | X |  |

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**Adapted or Additional Materials**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Picture schedule | X | X | X | X | X | X |
| Provide easy to catch equipment in the PE classroom |  |  | X |  |  |  |

**Alter Assignments or Testing**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Break down assignments into smaller chunks | X | X | X | X | X | X |
| Emphasis on major points |  |  |  |  |  |  |
| No penalty for spelling errors except for spelling tests |  |  |  |  |  |  |
| Opportunity to repond orally in lieu of written response | X | X | X | X | X | X |
| Provide breaks as needed | X | X | X | X | X | X |
| Test: Oral/Signed Administration: read/ sign entire test | X | X | X | X | X | X |
| Tests: Individual Administration |  |  |  |  |  |  |
| Transcribing: student writes, circles, or points to responses |  |  |  |  |  |  |

**Manage Behavior**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Frequent breaks | X | X | X | X | X | X |
| Positive reinforcement | X | X | X | X | X | X |
| Provide structure reminders (personal timers, token systems, color-coded or handwritten reminders, or visual schedules) | X | X | X | X | X | X |
| Reminders to stay on task | X | X | X | X | X | X |

**Required Equipment/AT**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Access to mobility equipment | X | X | X | X | X | X |
| Adapted writing utensils | X | X |  | X | X | X |
| Calculator |  | X |  |  | X |  |
| Chair with back rest and arm rest for support | X | X |  | X | X |  |
| Shortened Desk | X | X |  | X | X |  |
| Shortened desk/table | X | X |  | X | X |  |
| Stadium chair for cafeteria |  |  |  |  |  | X |
| Technology device/program to help support communication | X | X | X | X | X | X |

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

**Required Equipment/AT**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Visual supports | X | X | X | X | X | X |

**Service Provider Note**

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| --- | --- | --- | --- | --- | --- | --- |
| 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 | X |

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

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## 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 11/13/2023 a 11/12/2024

☒ Los requisitos de participación de STAAR Alternativo 2 se ha completado toda la documentación requerida por el estado, y el estudiante cumple con los requisitos de participación.

|  |  |  |
| --- | --- | --- |
| **STAAR (cursos 3-8.º)** | **Tipos de evaluación** | |
| **Materia** | **Año actual** 2023-2024 | **Próximo año** 2024-2025 |
| RLA | STAAR Alt 2 | STAAR Alt 2 |
| Matemáticas | STAAR Alt 2 | STAAR Alt 2 |
| Ciencias (5 y 8) |  | STAAR Alt 2 |
| Sociales (8 sólo) |  | STAAR Alt 2 |

|  |  |  |
| --- | --- | --- |
| **STAAR EOC (Notas 9-12)** | **Tipos de evaluación** | |
| **Materia** | **Año actual** | **Próximo año** |
| Álgebra I |  |  |
| Biología |  |  |
| Inglés I |  |  |
| Inglés II |  |  |
| Historia de EE UU |  |  |

STAAR Notas:

|  |
| --- |
| **ADAPTACIONES STAAR**  **Adaptaciones STAAR RLA Inglés Matem Ciencia Ciencias Sociales**  Color or highlight images or text [Alt-2] ☒ ☐ ☒ ☐ ☐ |
| Pair images or text with photographs, picture ☒ ☐ ☒ ☐ ☐  representations, or real objects of the same content  [Alt-2] |
| Demonstrate concepts or relationships in images or text ☒ ☐ ☒ ☐ ☐  [Alt-2] |

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Adaptaciones STAAR** | **ADAPTACIONES STAAR**  **RLA** | | **Inglés Matem** | **Ciencia** | **Ciencias Sociales** |
| Provide images or text on separate paper presented one at a time [Alt-2] | | ☒ | * ☒ |  |  |
| Cover or isolate images or text until addressed [Alt-2] | | ☒ | * ☒ |  |  |
| Individual Administration [AF] | | ☒ | * ☒ |  |  |
| Reminders to Stay on Task [AF] | | ☒ | * ☒ |  |  |
| Use calculator, manipulatives or math tools to arrive at response [Alt-2] | |  | * ☒ |  |  |
|  | | | | | |

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# REQUISITOS DE PARTICIPACIÓN DE STAAR ALTERNATIVA 2

Nombre del estudiante: Daylin Cordova Mencia Grado: 07 Nombre del personal del distrito que rellena el formulario: Susan Arminio

Fecha: 11/13/2023

Cargo que desempeña: Special Education Teacher

|  |
| --- |
| **Antecedentes e instrucciones**  Antes de revisar los requisitos de participación para las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) Alternativa 2, el comité de admisión, revisión y despido (ARD) debe comprender todas las opciones de evaluación, incluidas las características de cada evaluación y las posibles implicaciones de cada opción de evaluación. STAAR Alternativa 2 es una evaluación estatal que solo puede considerarse para estudiantes con las discapacidades cognitivas más importantes. Un estudiante con la discapacidad cognitiva más significativa es un estudiante que exhibe déficits significativos de comportamiento intelectual y adaptativo en su capacidad para planificar, comprender y razonar, y también que indica déficits de comportamiento adaptativo que limitan su capacidad para aplicar habilidades sociales y prácticas (por ejemplo, cuidado personal, habilidades de resolución de problemas sociales, vestirse, comer, usar dinero) en todos los ámbitos de la vida. El estudiante requiere de enseñanza extensa, directa e individualizada y necesita apoyos sustanciales que no sean temporales ni específicos para un área de contenido en particular.  Si se está considerando la STAAR Alternativa 2, el comité ARD debe revisar estos requisitos de participación con la documentación de respaldo dentro del programa de educación individualizada (IEP), como en los niveles actuales de rendimiento académico y rendimiento funcional (PLAAFP), para determinar la elegibilidad. Si se determina que el estudiante cumple con los requisitos de participación para la STAAR Alternativa 2, este formulario y la documentación de respaldo del IEP pueden servir como la declaración requerida del IEP bajo [19 Código](https://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir&p_rloc&p_tloc&p_ploc&pg=1&p_tac&ti=19&pt=2&ch=89&rl=1055)  [Administrativo](https://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir&p_rloc&p_tloc&p_ploc&pg=1&p_tac&ti=19&pt=2&ch=89&rl=1055) [de Texas (TAC) 89.1055(b)](https://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir&p_rloc&p_tloc&p_ploc&pg=1&p_tac&ti=19&pt=2&ch=89&rl=1055) y debe estar disponible para su revisión durante el monitoreo cíclico y específico. |

### PASO I: DETERMINAR SI SE DEBEN REVISAR LOS REQUISITOS DE PARTICIPACIÓN DE STAAR ALTERNATIVA 2

##### El estudiante cumple con los requisitos para recibir educación especial y servicios relacionados debido a una discapacidad específica de aprendizaje (SLD).

☒ Sí

* + No

*Si la respuesta es Sí, deténgase aquí. El estudiante no cumple con los criterios de elegibilidad como estudiante con una discapacidad cognitiva significativa según 34 Código de Regulaciones Federales (CFR)§300.8(c)(10)(ii): Un SLD "no incluye problemas de aprendizaje que sean principalmente el resultado de discapacidades visuales, auditivas o motoras, de discapacidad intelectual, de trastorno emocional o de desventaja ambiental, cultural o económica".*

##### El estudiante cumple con los requisitos para recibir educación especial y servicios relacionados debido a una discapacidad del habla (SI), que es la ÚNICA designación de discapacidad.

☒ Sí

* + No

*Si la respuesta es Sí, deténgase aquí. El estudiante no cumple con los criterios de elegibilidad como estudiante con una discapacidad cognitiva significativa según 34 CFR §300.8(c)(11): Un SI "significa un*

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# REQUISITOS DE PARTICIPACIÓN DE STAAR ALTERNATIVA 2

Nombre del estudiante: Daylin Cordova Mencia Grado: 07 Fecha: 11/13/2023

*trastorno de comunicación, como tartamudeo, problemas de articulación, problemas de lenguaje o problemas de voz que afectan negativamente el rendimiento educativo de un niño".*

### PASO II: DETERMINAR SI EL ESTUDIANTE TIENE LA DISCAPACIDAD COGNITIVA MÁS SIGNIFICATIVA

*Revise los criterios en cada fila a continuación con respecto al acceso del estudiante al plan de estudios de nivel de grado inscrito y las habilidades de comportamiento adaptativo y marque la casilla que sea más aplicable al estudiante. Se debe marcar una casilla en cada una de las ocho filas. Si después de revisar todos los datos disponibles, el comité tiene dificultades para decidir entre la Columna 1 y la Columna 2, presuma competencia y seleccione los criterios en la Columna 1.*

|  |  |
| --- | --- |
| **El IEP del estudiante documenta lo siguiente:** |  |
| **COLUMNA 1** | **COLUMNA 2** |
| * Metas académicas alineadas con el nivel de grado de Conocimientos y habilidades esenciales de Texas (TEKS)   con adaptaciones o modificaciones en algunas o todas las áreas de contenido | ☒ Metas académicas alineadas con las habilidades de prerrequisitos significativamente por debajo de los TEKS  de nivel de grado inscritos en TODAS las áreas de contenido |
| * Participa rutinariamente en métodos tradicionales de evaluación *(por ejemplo, opción múltiple, respuesta corta,*   *ensayo)* con o sin apoyo individualizado *(por ejemplo, modificaciones, adaptaciones, tecnologías de asistencia)* | ☒ Participa rutinariamente en métodos de evaluación alternativos o no tradicionales *(por ejemplo, aislar*  *información; apoyo táctil; señalar, alcanzar o tocar una opción de respuesta; formular una respuesta usando un tablero de opciones)* |
| * Necesidades que afectan el acceso y el progreso en varias o todas las áreas académicas | ☒ Necesidades significativas que afectan el acceso y el progreso en TODAS las áreas académicas, que afectan  la capacidad del estudiante para funcionar de forma independiente |
| * Metas funcionales*(por ejemplo, habilidades de estudio, autoabogacía, comportamiento)*para apoyar el   acceso a los TEKS de nivel de grado inscritos que pueden implementarse en uno o más entornos | ☒ Metas funcionales *(por ejemplo, cuidado personal e higiene, comunicación, habilidades sociales)*  implementado en TODOS LOS entornos para apoyar el acceso a los TEKS de nivel de grado inscritos con la necesidad de asistencia continua de adultos  *(por ejemplo,*  *indicaciones, indicaciones, asistencia física)* para el progreso del estudiante |

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# REQUISITOS DE PARTICIPACIÓN DE STAAR ALTERNATIVA 2

Nombre del estudiante: Daylin Cordova Mencia Grado: 07 Fecha: 11/13/2023

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| **El IEP del estudiante documenta lo siguiente:** |  |
| * La necesidad de algún apoyo adicional *(por ejemplo, andamiaje, recordatorios generales, práctica)* para   funcionar de manera segura en la vida diaria y participar en la instrucción académica en algunos o todos los entornos | ☒ La necesidad de apoyos continuos, individualizados y especializados *(por ejemplo, dispositivos de salida de voz,*  *soporte táctil, soporte de texto de símbolos o imágenes, indicaciones y pautas repetidas, aislamiento de información para presentar uno a la vez, asistencia de un adulto)* para funcionar de manera segura en la vida diaria y participar en la enseñanza académica en TODOS los entornos |
| * Inicia, realiza y completa rutinas de autocuidado *(por ejemplo, alimentarse, vestirse, ir al baño, higiene personal)*   con asistencia mínima o nula de un adulto *(por ejemplo, recordatorios verbales, horario visual)* | ☒ Requiere de asistencia continua de un adulto *(por ejemplo, indicaciones, indicaciones, asistencia física)*  para  iniciar, realizar y completar rutinas de autocuidado *(por ejemplo, alimentarse, vestirse, ir al baño, higiene personal)*  *NOTA: El requisito del estudiante de la asistencia de un adulto NO se debe solo a una discapacidad física, sino más bien a la discapacidad cognitiva significativa del estudiante.* |
| * Sigue instrucciones, rutinas diarias y horarios apropiados para su edad con un poco de apoyo   especializado *(por ejemplo, adaptaciones, tecnologías de asistencia)* | ☒ Requiere de apoyos continuos, individualizados y especializados *(por ejemplo, modificaciones, análisis de*  *tareas, instrucción directa, tecnologías de asistencia, gráficos de primero/después, horarios táctiles, narrativas sociales)* y asistencia continua de adultos *(por ejemplo, indicaciones, indicaciones, asistencia física)* seguir instrucciones, rutinas diarias y horarios |
| * Utiliza de forma independiente modos de respuesta alternativos *(por ejemplo, comunicación aumentativa y*   *alternativa [CAA])* participar en conversaciones académicas y sociales a un nivel apropiado para su edad  **O**   * Utiliza de forma independiente los modos de respuesta tradicionales *(por ejemplo, verbal, lenguaje de*   *señas, escrito)*  participar en conversaciones académicas y  sociales sobre el tema a un nivel apropiado para su edad con una asistencia mínima de un adulto | ☒ En el proceso de desarrollar un modo de comunicación funcional y consistente (por ejemplo,  actualmente no verbal, utiliza una comunicación no simbólica muy limitada)  **O**   * Utiliza modos de respuesta tradicionales *(por ejemplo, verbal, lenguaje de señas, escrito)* pero puede ser   inconsistente al expresar deseos y necesidades Y requiere apoyos individualizados para participar en intercambios académicos y sociales sobre el tema a un nivel apropiado para su edad |

1. **¿Tiene el estudiante la discapacidad cognitiva MÁS significativa?**

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# REQUISITOS DE PARTICIPACIÓN DE STAAR ALTERNATIVA 2

Nombre del estudiante: Daylin Cordova Mencia Grado: 07 Fecha: 11/13/2023

☒ Sí - Todos los criterios marcados están en la columna 2

* + No - Uno o más criterios están marcados en la columna 1

*Si no está marcado, deténgase aquí. El estudiante no cumple con los requisitos de participación para STAAR Alternativa 2 y debe tomar STAAR.*

## PASO III: PROPORCIONAR GARANTÍAS Y CONFIRMAR LA PARTICIPACIÓN EN STAAR ALTERNATIVA 2

*Todas las garantías deben ser revisadas y marcadas para que el estudiante participe en STAAR Alternativa 2.*

☒ El comité de ARD confirma que la decisión de administrar la Alternativa 2 de STAAR NO se basó en la categoría de discapacidad del estudiante, el entorno educativo, el entorno de instrucción, la información demográfica (es decir,

sexo, etnia, raza, en riesgo, falta de vivienda, inmigrante, bilingüe emergente, migrante, económicamente desfavorecido), la necesidad de adaptaciones de STAAR, las habilidades de lectura por debajo del nivel de grado, las ausencias excesivas o prolongadas, el comportamiento disruptivo anticipado o la angustia emocional, o el bajo rendimiento esperado en STAAR y su impacto en los cálculos de responsabilidad.

☒ Bajo 34 CFR §300.320(a)(2)(ii), todos los estudiantes que toman STAAR Alternativa 2 deben tener dos objetivos a corto plazo o puntos de referencia para CADA meta anual en el IEP del estudiante.(Consulte la pregunta 1.16 en

[Documento](https://spedsupport.tea.texas.gov/topics/child-find) [de preguntas y respuestas: Metas anuales medibles del IEP).](https://spedsupport.tea.texas.gov/topics/child-find)

☒

Si el comité ARD determina que el estudiante cumple con los requisitos de participación para STAAR Alternativo 2,

el comité entiende que las decisiones de instrucción y evaluación pueden afectar el plan de graduación de un estudiante en la escuela secundaria como se describe en 19 TAC §89.1070.

☒ Bajo 34 CFR §300.320(a)(6) y 19 TAC §89.1055, si el comité ARD determina que el estudiante tomará la STAAR Alternativa 2, el IEP del estudiante debe proporcionar una declaración de por qué el estudiante no puede participar en la evaluación general, STAAR, y por qué la evaluación alternativa es apropiada para el estudiante. Además, si el comité ARD determina que el estudiante es elegible para tomar la STAAR Alternativa 2 con adaptaciones individualmente apropiadas y permitidas, el IEP del estudiante debe proporcionar una declaración de por qué las adaptaciones son necesarias para medir el rendimiento académico del estudiante en la evaluación alternativa.

*Justificación del documento a continuación según 34 CFR §300.320(a)(6) y 19 TAC §89.1055.*

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# REQUISITOS DE PARTICIPACIÓN DE STAAR ALTERNATIVA 2

Nombre del estudiante: Daylin Cordova Mencia Grado: 07 Fecha: 11/13/2023

*Daylin is significantly delayed in all areas of development and will require an individualized education plan that meets her physical,*

***B****ad****a****a****s****p****e****t****d****ive****on****be****2****h****0****a****2****v****1****io****F****r****I****,****E****social-emotional, cognitive and communication needs in the classroom.*

*Daylin was administered subtests from the WISC-V Spanish measuring her nonverbal cognitive abilities. Daylin's performance indicates severe cognitive deficits in each area of processing. Based on her results, Daylin's Nonverbal IQ is 57.*

*Results from parent rating scales indicate that Daylin demonstrates deficits in all areas of adaptive behaviors across all home and community settings. Within the area of conceptual skills, parent reported Daylin has extremely low abilities in all areas of overall functioning. Within the area of social functioning, the parent rater reports indicate deficits in the extremely Low range. In the area of practical functioning, Daylin was rated extremely low.*

*The General Adaptive Composite is a summary of all the scales used on the ABAS-3. Significantly low scores on this report suggest that a particular student has global daily living delays and struggles with any or all activities desired to maintain independent self- care skills. In Daylin's case, the mother indicated concerns for Daylin's daily living skills with an overall standard score of 46, which is in the extremely low range. Information provided by her mother suggests that Daylin struggles to demonstrate age appropriate skills in communication, functional academics, leisure, social, self-direction, community use, home living, health and safety, and self care.*

***STAAR***

|  |  |
| --- | --- |
| *Accommodation* | *Justification* |
| *Pair images or text with photographs, picture representations, or real objects of the same content [Alt-2] (Alt-2)* | *Due to significant academic and language delays* |
| *Demonstrate concepts or relationships in images or text [Alt-2] (Alt-2)* | *Due to significant academic and language delays* |
| *Provide images or text on separate paper presented one at a time [Alt-2] (Alt-2)* | *Due to significant processing difficulties* |
| *Cover or isolate images or text until addressed [Alt-2] (Alt-2)* | *Due to significant processing difficulties* |
| *Individual Administration [AF] (AF)* | *Due to significant academic and language delays* |
| *Reminders to Stay on Task [AF] (AF)* | *Due to significant processing difficulties* |
| *Use calculator, manipulatives or math tools to arrive at response [Alt-2] (Alt-2)* | *Due to significant academic delays* |

##### ¿La respuesta a la pregunta 3 es "Sí" y se han marcado todas las garantías?

☒ Sí, el estudiante cumple con el requisito de participación para la STAAR Alternativa 2.

* + No, el estudiante no cumple con los requisitos de participación para STAAR Alternativa 2 y debe tomar STAAR.

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# REQUISITOS DE PARTICIPACIÓN DE STAAR ALTERNATIVA 2

Nombre del estudiante: Daylin Cordova Mencia Grado: 07 Fecha: 11/13/2023

## PASO IV: RESUMEN DE LA STAAR ALTERNATIVA 2

*Complete la siguiente información solo para el nivel de grado o cursos en los que el estudiante está matriculado durante el año escolar correspondiente. Un estudiante que cumpla con los requisitos de participación para STAAR Alternativo 2 debe tomar la evaluación alternativa para todos los grados/materias o cursos aplicables. Tenga en cuenta que la STAAR Alternativa 2 se administra una vez cada año escolar y que no hay oportunidades para volver a realizar la prueba.*

Un estudiante **de 3.er a 8.º grado** que cumple con los requisitos de participación para STAAR Alternativo 2 debe ser evaluado solo en el grado y las materias en las que está inscrito y NO debe ser evaluado por encima del nivel de grado. Marque el grado matriculado del estudiante durante el año escolar correspondiente, indicando qué evaluaciones STAAR Alternativa 2 tomará el estudiante.

* 3.er grado: Matemáticas y RLA ☐ 5.° grado: Matemáticas, RLA y

Ciencias

☒ 7.° grado: Matemáticas y RLA

* 4.° grado: Matemáticas y RLA ☐ 6.° grado: Matemáticas y RLA ☐ 8.° grado: Matemáticas, RLA,

Ciencias y Estudios Sociales

Un estudiante **escuela secundaria** que cumple con los requisitos de participación para STAAR Alternate 2 y está inscrito en un curso que tiene un número de curso del Sistema de Gestión de Información de Educación Pública (PEIMS) que indica que se accede al curso a través de las habilidades previas, debe tomar la evaluación de fin de curso (EOC) correspondiente. Marque los cursos alternativos de la escuela secundaria con los números de curso de PEIMS asociados en los que el estudiante está inscrito durante el año escolar aplicable, indicando qué evaluaciones STAAR Alternate 2 EOC tomará el estudiante.

|  |  |  |
| --- | --- | --- |
| * Algebra I Alternativa 03100507 | * Inglés I Alternativa 03220107 | * Inglés II Alternativa 03220207 |
| * Biología Alternativa 03010207 | * Historia de EE. UU. Alternativa   03340107 |  |

**REQUISITOS DE PARTICIPACIÓN DE TELPAS ALTERNATIVO**

**Nombre del** Daylin Cordova Mencia **Curso** 07 **Fecha** 11/17/2023

##### alumno

**Nombre del personal del distrito que rellena este formulario** Susan Arminio **Cargo que desempeña** ARD Facilitator

**Antecedentes e instrucciones**

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**REQUISITOS DE PARTICIPACIÓN DE TELPAS**

**ALTERNATIVO**

##### Nombre del alumno

Daylin Cordova Mencia **Curso** 07 **Fecha** 11/17/2023

Prior to reviewing the participation requirements for the Texas English Language Proficiency Assessment System (TELPAS) Alternate, the admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), must understand all assessment options, including the characteristics of each assessment. TELPAS Alternate is a statewide assessment that may only be considered for emergent bilingual (EB) students with the most significant cognitive disabilities. A student with the most significant cognitive disability is a student who exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason, and wh also indicates adaptive behavior deficits that limit his or her ability to apply social and practical skills (e.g., personal care, social problem-solving skills, dressing, eating, using money) across all life domains.

The student requires extensive, direct, individualized instruction and needs substantial supports that are neither temporar nor specific to a particular content area. An EB student is a student who has been identified in the Public Education Information Management System (PEIMS) as an EB student/English learner (EB/EL), and the term includes EB students whose parents have declined bilingual or English as a second language (ESL) program services (PEIMS code C).

If TELPAS Alternate 2 is being considered, the ARD committee, in conjunction with the LPAC, must review these participation requirements against the supporting documentation within the individualized education program (IEP), such as in the present levels of academic achievement and functional performance (PLAAFP), to determine eligibility. If it is determined that the student meets the participation requirements for TELPAS Alternate, this form and supporting IEP documentation may serve as the required IEP statement under [19 Código Administrativo de Texas (TAC) 89.1055(b)](https://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir&p_rloc&p_tloc&p_ploc&pg=1&p_tac&ti=19&pt=2&ch=89&rl=1055) y debe estar disponible para su revisión durante el monitoreo cíclico y específico.

TELPAS Alternate is only available for students enrolled in grades 2–12.

### STEP I: DETERMINE IF THE STUDENT MEETS THE PARTICIPATION REQUIREMENTS

##### ¿Se identifica al estudiante en PEIMS como LEP?

☒ Sí

* + No

*If No is marked, stop here. The student does not meet the participation requirements for TELPAS Alternate.*

|  |  |
| --- | --- |
|  | **Specific instructions based on student s enrolled grade level** |
| Curso *2* | *For EB students in grade 2, review questions 2–5 and mark Sí O No*  *If Sí is marked, provide a justification containing evidence that the student meets the criterion.*  *If No is marked for any question below, stop. The student does not meet the participation requirements for TELPAS Alternate and must take TELPAS.* |

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**REQUISITOS DE PARTICIPACIÓN DE TELPAS**

**ALTERNATIVO**

##### Nombre del alumno

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|  |  |
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|  | **Specific instructions based on student s enrolled grade level** |
| Grados *3-12* | *For EB students in grades 3–12, if the ARD committee has followed the state guidelines and determined that the student will participate in the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2, the EB student must also take TELPAS Alternate. The STAAR Alternate 2 participation requirements satisfy the remaining participation requirements for these students; herefore, questions 2–5 do not need to be answered.* |

##### Does the student have the most significant cognitive disability?

☒ Sí

* + No

*A determination of the most significant cognitive disability is made by the ARD committee and must be based on the student’s most recent full and individual evaluation (FIE). Results from the FIE must indicate a deficit in the student’s ability to plan, comprehend, and reason. FIE results must also indicate adaptive behavior deficits that limit a student’s ability to apply social and practical skills such as personal care, social problem-solving skills, dressing, eating, using money, and other functional skills across all life domains.*

*A student does not meet the eligibility criteria as a student with the most significant cognitive disability per 34 Code of Federal Regulations (CFR) §300.8(c) if the student meets eligibility criteria for special education and related services due to:*

* + - *a specific learning disability (SLD), or*
    - *a speech impairment (SI) that is the ONLY disability designation.*

*Daylin has an intellectual disability. Her adaptive behavior skills across all areas are well below the average range.*

##### Does the student require ongoing, individualized, specialized supports to access the enrolled grade-level curriculum and environment?

☒ Sí

* + No

|  |  |  |  |  |  |  |
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**REQUISITOS DE PARTICIPACIÓN DE TELPAS**

**ALTERNATIVO**

##### Nombre del alumno

Daylin Cordova Mencia **Curso** 07 **Fecha** 11/17/2023

*Federal regulations mandate that all students have access to grade-level curriculum. A student with the most significant cognitive disability requires extensive, repeated, specialized supports and materials beyond the support typical peers require. The student uses substantially modified materials to access information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills across all settings.*

###### Y

*A student with the most significant cognitive disability demonstrates adaptive behaviors that are significantly impaired. This most likely will impact the student’s ability to live independently and will require the student to have specialized supports to function safely in daily life across all life domains, not just the school environment.*

Daylin's instruction is well below grade level expectations. She is being instructed on foundational and pre-requisite skills, and is not accessing her grade level curriculum.

##### Does the student require extensive, direct, individualized instruction in all instructional settings?

☒ Sí

* + No

*A student with the most significant cognitive disability requires a highly specialized, individualized curriculum linked to functional and academic IEP goals and objectives.*

###### Y

*A student with the most significant cognitive disability requires classroom assessments administered in alternate or non- traditional methods to demonstrate acquisition, maintenance, and generalization of discrete skills across academic settings.*

###### Y

*A student with the most significant cognitive disability requires individualized instruction that is neither temporary nor limited to specific content areas.*

Daylin's instruction is well below grade level expectations across all academic areas. She is being instructed on foundational and pre-requisite skills, and is not accessing her grade level curriculum.

##### Does the student access and participate in the grade-level Texas Essential Knowledge and Skills (TEKS) through

**prerequisite skills?**

☒ Sí

* + No

*A student with the most significant cognitive disability requires a highly specialized educational program with intensive supports and modifications to the curriculum to access the TEKS through prerequisite skills that are significantly below grade-level instruction in all content areas. For example, an elementary student may be 3–4 levels below grade level, while a student in high school may be 7–9 levels below.*

Daylin accesses her instruction through pre-requisite skills. She is not instructed near grade level.

**STEP II: PROVIDE ASSURANCES AND CONFIRM TELPAS ALTERNATE PARTICIPATION**

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**REQUISITOS DE PARTICIPACIÓN DE TELPAS**

**ALTERNATIVO**

##### Nombre del alumno

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*All assurances must be reviewed and marked for the student to participate in TELPAS Alternate.*

* + The ARD committee, in conjunction with the LPAC, confirms that the decision to administer TELPAS Alternate was NOT based on a student’s disability category, educational environment, instructional setting, demographic information (i.e., sex, ethnicity, race, at-risk, homelessness, immigrant, migrant, economically disadvantaged), need for accommodations, below-grade-level reading skills, excessive or extended absences, anticipated disruptive behavior or emotional distress, or expected poor performance on the general assessment and its impact on accountability calculations.
  + Under 34 CFR §300.320(a)(6) and 19 Texas Administrative Code (TAC) §89.1055, if the ARD committee, in conjunction with the LPAC, determines that the EB student will take TELPAS Alternate, the student’s IEP must provide a statement of why the student cannot participate in the general assessment, TELPAS, with or without accommodations, and why the alternate assessment is appropriate for the student.
  + Under 34 CFR §300.320(a)(6) and 19 TAC §89.1055, if the ARD committee, in conjunction with the LPAC, determines that the EB student is eligible to take TELPAS Alternate with individually appropriate and allowable accommodations, the student’s IEP must provide a statement of why the accommodations are necessary to measur the language proficiency of the student on the alternate assessment.

*Justificación del documento a continuación según 34 CFR §300.320(a)(6) y 19 TAC §89.1055.*

##### Are the answers to questions 2–5 “Yes,” and have all assurances been marked?

* + Yes, the student meets the participation requirements for TELPAS Alternate and must be rated in all four domains.
  + No, the student does not meet the participation requirements for TELPAS Alternate and must take TELPAS.

##### 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:

☒ Adaptable y correctivo: El estudiante requerirá ciertas acomodaciones o modificaciones para participar (en actividades específicas prescritas o prohibidas, según indicaciones de un profesional en la salud certificado para ejercer su profesión en Texas).

Describa:

Refer to the APE evaluation dated 2/22/22 for details.

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**¿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 Alt |
| Hablar | TELPAS Alt |
| Escritura | TELPAS Alt |
| Escuchar | TELPAS Alt |
|  |  |

##### ¿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 | Not Applicable |  |
| K-8 MAP | Not Applicable |  |
| Benchmarks | Not Applicable |  |

Información adicional:

Daylin will not take the District wide assessments. Daylin is working on prerequisite skills and qualifies to take the STAAR-ALT2 therefore district wide assessments and K-MAP are not appropriate.

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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 | Yes | Yes |
| Intervenciones en un grupo determinado (Tier II) | Provided | Yes | Yes |
| Intervenciones individuales intensivas que no son de educación especial (Tier III) | Provided | Yes | Yes |
| Inglés como segundo idioma (ESL)/Educación bilingüe | Provided | Yes | Yes |
| Apoyos y servicios suplementarios proveídos en el aula de educación regular | Provided | Yes | Yes |
| Acomodaciones | Provided | Yes | Yes |
| Modificaciones del programa | Provided | Yes | Yes |
| Terapia del habla en educación especial | Provided | Yes | Yes |
| Tecnología asistiva | Provided | Yes | Yes |
| Otro: OT, PT | Provided | Yes | Yes |
| Autoinclusión, escuela regulars | Provided | Yes | Yes |

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

Daylin 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)?

Daylin is anticipated to receive both academic and non-academic benefit from opportunities for 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.

Daylin's presence in the classroom does not impact her 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:

Daylin 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.

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

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

* + 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:

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##### 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
  + 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)

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

* + Alimentos ☒ Transportación regular
  + Periodos de receso ☐ Servicios de salud
  + Sesiones de consejo en educación regular ☐ Actividades recreativas
  + Atletismo/ bellas artes ☐ Grupos de interés especial/ clubes patrocinados por el distrito escolar o la agencia educativa local
  + Excursiones ☐ Asambleas
  + Actividades de rutina de educación regular (ejercicios asignados en el aula, casilleres, salón de estudio, cambios de clase, actividades sociales, recaudación de fondos, etc.)
  + Otro:
  + Otro:

##### Si marcó alguna de las opciones anteriores, explique por qué no puede participar este estudiante:

Daylin uses special transportation to and from school. She can access regular transportation for other school activities

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#### HORARIO DE SERVICIOS

Duración de los servicios de educación especial: en efecto desde 11/13/2023 a 11/12/2024 Día de instrucción: Minutos o periodos por día: LTMS - 370 minutes

Minutos o periodos por día del año próximo: LTMS - 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.

La consideración del ESY es:

* + Recomendado por el padre del estudiante.

☒ Recomendado por personal del distrito directamente involucrado en la educación del estudiante.

* + No es recomendado por el padre ni por la escuela.

Se recomienda el ESY: ☒ Sí ☐ No Si responde Sí, llene la sección ESY.

**Transporte especial:** ☒ Sí ☐ No Si responde Sí, complete la sección *Transportation.*

|  |  |  |  |  |  |
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| **Servicios de IEP/ apoyos necesarios para implementra el IEP** | **Direct/Indirect** | **Duración/ Frecuencia** | **Lugar de servicios** | **Fecha inicial** | **Fecha final** |
| Adapted PE (Direct) | Direct | 30 Minutes 1 time weekly | General Education Setting  - Group | 11/13/2023 | 11/12/2024 |
| Adapted PE (Indirect) | Indirect | 15 Minutes 3 times quarterly | General Education Setting  - Group | 11/13/2023 | 11/12/2024 |
| In Class Support - Electives | Direct | 48 Minutes 2 times daily | General Education Setting | 11/13/2023 | 11/12/2024 |
| In Class Support - Lunch | Direct | 30 Minutes 1 time daily | General Education Setting | 11/13/2023 | 11/12/2024 |
| Life Skills Elective | Direct | 48 Minutes 1 time daily | Special Education Setting | 11/13/2023 | 11/12/2024 |
| Life Skills English | Direct | 48 Minutes 1 time daily | Special Education Setting | 11/13/2023 | 11/12/2024 |
| Life Skills Math | Direct | 48 Minutes 1 time daily | Special Education Setting | 11/13/2023 | 11/12/2024 |
| Life Skills Science | Direct | 48 Minutes 1 time daily | Special Education Setting | 11/13/2023 | 11/12/2024 |
| Life Skills Social Studies | Direct | 48 Minutes 1 time daily | Special Education Setting | 11/13/2023 | 11/12/2024 |

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| **Servicios de IEP/ apoyos necesarios para implementra el IEP** | **Direct/Indirect** | **Duración/ Frecuencia** | **Lugar de servicios** | **Fecha inicial** | **Fecha final** |
| Specialized support - Go Time | Direct | 33 Minutes 1 time daily | Special Education Setting | 11/13/2023 | 11/12/2024 |
| Speech and Language Therapy - Direct | Direct | 30 Minutes 7 times quarterly | Special Education Setting | 11/13/2023 | 11/12/2024 |
| Speech and Language Therapy - Indirect/ Consult | Indirect | 15 Minutes 2 times quarterly | Special Education Setting | 11/13/2023 | 11/12/2024 |

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| **Servicios relacionados/ otros servicios** | **Duración/Frecuencia** | **Direct/Indirect** | **Lugar de servicios** | PEIMS | Fecha inicial | Fecha final |
| Occupational Therapy - Integrative Direct | 20 Minutes, 4 times quarterly | Direct | Special Education Setting  - Individual | X | 11/13/2023 | 11/12/2024 |
| Occupational Therapy - Integrative Indirect | 20 Minutes, 1 time quarterly | Indirect | Special Education Setting  - Individual | X | 11/13/2023 | 11/12/2024 |
| Personal Care Services | 410 Minutes, 1 time daily | Direct |  | X | 11/13/2023 | 11/12/2024 |
| Physical Therapy - Integrative Direct | 30 Minutes, 3 times quarterly | Direct | General Education Setting  - Individual | X | 11/13/2023 | 11/12/2024 |
| Physical Therapy - Integrative Indirect | 30 Minutes, 1 time monthly | Indirect | Special Education Setting  - Group | X | 11/13/2023 | 11/12/2024 |

##### Descriptor de servicios relacionados/ otros servicios:

Physical Therapy Occupational Therapy services may be provided to the child or on behalf of the child, occur in environments appropriate to IEP goal(s) throughout her educational setting, occur in collaboration with instructional staff to support attainment of IEP goal(s), and utilize a variety of methodologies. Example of how IEP time may be implemented include the following: problem solving/developing strategies, modeling strategies/techniques, consulting with teachers, other providers or parents, training instructional personnel, other providers or parents, supporting the use of assistive technology and/or adaptive equipment, provide home/school programs, and collecting data for progress monitoring.

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#### \*ASIGNACIÓN DE SERVICIOS

La selección del sitio es una decisión administrativa y puede ser cambiada en cualquier momento.

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

Nombre de la escuela del año escolar actual: Lake Travis Middle School

Nombre del salón de clases del año actual: 44-Self-Contained M/M Regular Campus 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: Life Skills Classroom

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

Justifique:

Daylin is in the Life Skills Classroom. The Life Skills Classroom for Middle School age students is located at LTMS.

##### RATIFICACIONES: Los padres son ratificados por:

Nombre: Rebecca Hudson

Cargo: Principal

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.

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##### 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.

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
  + 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

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| ☐ | ESY | ☐ | FBA | ☐ |
| ☐ | Med. Frágil | ☐ | Padres/IHT | ☐ |
| ☐ | REED | ☒ | STAAR-Alt 2 | ☐ |
| ☒ | Transportación | ☐ | VI | ☐ |

FBP ☐ Graduación ☐ MDR

Necesidades ☒ PCS ☐ RDSPD parentales/IHT

Ex. Med. STAAR ☐ STAAR NAAR ☐ Transición

Servicios de enfermería especializada

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* + - 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:** Daylin Cordova Mencia

**Date:** 11/13/2023

**Start Time:** 9:44

In attendance:

Lourdes Esperanza Mencia Villafranca,Parent(s) Rebecca Hudson,Campus Administrator

Ashley Murdock,Special Education Teacher Mark Eilers,General Education Teacher

Kathryn McWilliams,Speech Language Pathologist Diane Freitas,Occupational Therapist

Christine Urban,Physical Therapist Luis Figueroa,Adapted PE Teacher Sandy Casares, LPAC representative Ilsa Valdez, Translator

Sue Arminio, ARD Facilitator

The parent agreed to hold the ARD meeting in-person

The parent did not audio record the ARD meeting. The District did not audio record the ARD meeting.

### Eligibility/Evaluation:

Daylin currently receives special education services as a student with an Intellectual Disability, Speech Impairment in Pragmatics, Articulation, Receptive, and Expressive skills and Other Health Impairment (Brain Damage due to hypoxia). The evaluation is current. The next FIE is due 11/7/24.

### Parent Concerns/Comments:

The parent stated there are no concerns at this time. Parent feedback will be provided throughout the deliberations.

### Present Levels of Academic Achievement and Functional Performance:

Present levels of academic achievement and functional performance were reviewed by the committee. Case

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manager reported that Daylin is doing well in ELA and this is a strength of hers. There has been some regression in math due to lack of foundational skills and absences. New goals will continue to build on math knowledge and expand vocabulary.

In speech, Mrs. McWilliams said they are working on making sentences with her device. She uses her device very well and can often add more information than what is required.

In Occupational Therapy, Ms. Freitas reported they have been working on writing her name and writing words. Daylin can write her name independently and is doing great at copying words. She has also been working on brushing her teeth. She is limited due to her abscesses, but will work on it more when that is taken care of.

Ms. Murdock asked when that surgery was scheduled and she said it was this Wednesday.

In Physical Therapy, Ms. Urban reported that since coming to LTISD, Daylin has gained weight and height. Daylin has been using a new chair to help Daylin sit up straighter. With the surgery and this chair, Ms. Urban is hopeful that the drooling will decrease. Daylin is a fall risk but does not often fall.

Ms. Mencia said that Daylin can point her foot straight but at therapy last week, he said she needs injections because her muscles are hardening.

Ms. Urban said sometimes when Daylin is at home for an extended amount of time, she is weaker. Ms. Mencia said at home, Daylin wants to lay down and does not want to exercise.

Ms. Mencia wishes she had someone to take her therapy. Ms.Hudson was dismissed at 10:07, and Ms. St. Clair took her place.

In Adapted PE, Mr. Figueroa stated she is highly motivated and she joins in quickly. Daylin enjoys doing yoga poses in Adapted PE. Daylin is working to improve balance and cardio endurance.

Ms. Mencia is concerned about the amount of walking she has to do to get home, which is why she does not push her to exercise at home. The therapist at the hospital is recommending a special chair so she can move independently because Daylin complains about pain in her feet. Her doctor has prescribed medication for the pain. Mr. Figueroa said Daylin can be encouraged to self-advocate when she needs a break in Adapted PE because she is a good self-advocate.

### Transition Planning:

Transition information is not age-appropriate at this time.

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### Accelerated Instruction Plan/ Intensive Program of Instruction

Daylin does not require an Accelerated Instruction Plan / Intensive Program of Instruction/Accelerated Education Plan due to take STAAR-Alt 2.

### Other Considerations:

Daylin does not have a need for a Behavior Intervention Plan.

Daylin is identified as a second language learner. The committee reviewed LPAC recommendations. Daylin does have communication limitations.

-Daylin receives speech therapy services for Pragmatics, Articulation, Receptive, and Expressive skills

Daylin does have physical limitations that may affect access or involvement and progress in the general curriculum. .

Daylin needs direct supervision at all times for safety/fall prevention. She may need access to a chair to move more easily from one location to the next. She is independent with sitting in a regular classroom chair but may need a smaller chair than grade level peers. She is independent with sitting in the chair, PT added seat cushion and back cushion to encourage a more upright sitting posture. She is able to get up from the floor. Her gait is an in-toeing (pigeon toed) which involves rotational forces at hip/knee causing her to trip on her own feet.

Daylin has an Emergency Care Plan.

Daylin Cordova had a feeding and swallow evaluation at Dell Children's Hospital. According to their evaluation and subsequent physician's orders from Lone Star Circle of Care (12/14/2022), she is cleared to have the following diet recommendations:

* Thin liquids and Solid foods as tolerated. No thickener needed.
* Encourage neutral chin/head position or chin tuck
* Provide extra time to chew & swallow
* Monitor closely during feedings

Ms. Urban said Daylin does not use a wheelchair and the physical notes have been updated from “wheelchair” to “chair.” The at-home wheelchair is not her correct size but Ms. Mencia is working on getting her one that fits her. Ms. Urban said her chair at school has wheels so she can move in her chair if she feels pain or is in need of it.

Daylin does have a need for assistive technology. Technology device/program to help support communication Access to mobility equipment

Stadium chair for cafeteria Visual supports

Adapted writing utensils Shortened Desk

Chair for the classroom with a backrest and armrests for support

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### Goals/Objectives:

Committee reviewed progress on current goals/objectives. Daylin mastered Goals 1, 2, 6, 7, 9, 10, 11, 12, and 13

Daylin did not master Goals 3, 4, 5, 8,

Proposed goals and objectives were also discussed. Daylin will have goals to target ELA/Reading, Math, Activities of Daily Living, ELA/Speech, Electives, Social Studies, Adapted PE, and Motor. The committee was in agreement with the goals.

Ms. Mencia asked how Daylin would learn to do laundry and Ms. Murdock explained that we have a washer and dryer.

Ms. Mencia said she does understand she needs to walk but she is concerned about her falling. Ms. Murdock explained that someone is with her to make sure she is safe.

### Accommodations:

The committee discussed proposed accommodations.

Added:

Calculator

Changed:

Frequent breaks for all classes Chair with backrest and armrest

The committee was in agreement with the accommodations.

### State/District Assessments:

Daylinwill take the STAAR ALT 2 test for ELA and Math.

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

Committee completed the STAAR ALT 2 participation requirements documentation.

Daylin will take Physical Fitness Assessment Initiative with restrictions according to her APE evaluation dated 2/22/22.

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Daylin will take TELPAS ALT in all areas.

Daylin will not take the District wide assessments. Daylin is working on prerequisite skills and qualifies to take the STAAR-ALT2 therefore district wide assessments and K-8 MAP are not appropriate.

Committee discussed and agreed upon needed accommodations for District assessments. The committee was in agreement regarding district and state assessment decisions.

### Consideration of Least Restrictive Environment:

Daylin will have opportunities to participate in all nonacademic and extracurricular activities available to students without disabilities to the maximum extent appropriate.

Daylin is being educated with non-disabled students to the maximum extent appropriate to meet existing needs.

### Schedule of Services:

Committee reviewed student’s current schedule of services. The following is recommended: Life Skills ELA - 48 minutes 1x daily

Life Skills Math - 48 minutes 1x daily Life Skills Science - 48 minutes 1x daily

Life Skills Social Studies - 48 minutes 1x daily Life Skills Elective - 48 minutes 1x daily

2 General Education electives with coteach support - 48 minutes 2x daily Lunch with coteach support - 30 minutes 1x daily

Life Skills Gotime - 33 minutes 1x daily Personal Care Services - 410 minutes daily Adapted PE (Direct) - 30 minutes 1x per week Adapted PE (Indirect) - 15 minutes 3x quarterly

Speech Therapy (Direct) - 30 minutes 7x per grading period Speech Therapy (Indirect) - 15 minutes 2x grading period Occupational Therapy (Direct) - 20 minutes 3x monthly Occupational Therapy (Indirect) - 20 minutes 1x monthly Physical Therapy (Direct) - 30 minutes 3x quarterly Physical Therapy (Indirect) - 30 minutes 1x monthly

Committee reviewed the student’s schedule of services for the 2023--2024 school year. The following is recommended:

Life Skills ELA - 48 minutes 1x daily Life Skills Math - 48 minutes 1x daily Life Skills Science - 48 minutes 1x daily

Life Skills Social Studies - 48 minutes 1x daily Life Skills Elective - 48 minutes 1x daily

2 General Education electives with coteach support - 48 minutes 2x daily Lunch with coteach support - 30 minutes 1x daily

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Life Skills Gotime - 33 minutes 1x daily Personal Care Services - 410 minutes daily Adapted PE (Direct) - 30 minutes 1x per week Adapted PE (Indirect) - 15 minutes 3x quarterly

Speech Therapy (Direct) - 30 minutes 7x per grading period Speech Therapy (Indirect) - 15 minutes 2x grading period Occupational Therapy (Direct) - 20 minutes 3x monthly Occupational Therapy (Indirect) - 20 minutes 1x monthly Physical Therapy (Direct) - 30 minutes 3x quarterly Physical Therapy (Indirect) - 30 minutes 1x monthly

### Extended School Year Services:

Committee discussed the need for ESY services. Data indicates that Daylin does need ESY services. The ARD committee will meet later in the school year to determine ESY needs.

Ms. Mencia explained that is was sad Daylin could not go to ESY due to the schedule being difficult.

### Supplements:

Personal Care Transportation

### Special Transportation:

Daylin has a need for special education transportation.

### Compensatory Services

Compensatory not required per last ARD discussion

### HB 1926 Supplemental Special Education Services (SSES)

ARD committee reviewed the SSES program and parents were provided resources last school year. Parents agreed verbally to waive the 5 school day waiting period to implement the new IEP.

End Time: 11:15

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

Fecha de la reunión: 11/13/2023

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| --- | --- | --- | --- | --- |
| **Nombre:** | **Position:** | **Firma:** | Conform | Inconform |
| Lourdes Esperanza Mencia Villafranca | Padre/s o estudiante adulto |  |  |  |
| Rebecca Hudson | Representante del Distrito |  |  |  |
| Mark Eilers | Maestro de Educación General |  | | |
| Ashley Murdock | Profesor o cuidador de educación especial |  | | |
|  | Evaluación |  | | |
|  | Translator |  | | |
| Christine Urban | Physical Therapist |  | | |
| Diane Fretias | Occupational Therapist |  | | |
| Kathryn McWilliams | Speech Language Pathologist |  | | |
| Luis Figueroa | Adapted PE Teacher |  | | |
| Sandy Casares | LPAC representative |  | | |
| Susan Arminio | ARD Facilitator |  | | |
| Susan Arminio | ARD Facilitator |  | | |

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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 of Present Levels of Academic and Functional Performance (PLAAFP).
2. Proposed - New IEP goals
3. Proposed - Review of classroom accommodations
4. Proposed - Discussion of the STAAR assessment, STAAR accommodations and district assessments.
5. Proposed - Schedule of services through the next annual ARD.
6. Proposed - Discussion of ESY services and transportation.

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

1. According to the date of the last ARD, Annual Review of Progress is due.
2. According to current data, the student continues to have an area of weakness in the area of intellectual disability, speech impairment, and other health impairment.
3. According to PLAAFP documentation, student requires accommodations
4. According to current data, the student is working working on prerequisite skills and qualifies for the STAAR-ALT2
5. According to the student’s current data, the committee feels there is a need for special education services.
6. According to current data, ESY services or transportation services needs to be reviewed

##### Descripción de otras opciones reconsideradas:

1. Not reviewing Present Levels of Academic and Functional Performance (PLAAFP).
2. Not proposing IEP goals
3. Not updating classroom accommodations
4. Not planning for STAAR assessment, STAAR accommodations and district assessments.
5. Not building a schedule of services through the next annual ARD.
6. Not discussing ESY services and transportation.

##### Por qué se rechazaron las opciones:

1. According to the date of the last ARD, Annual Review of Progress is due.
2. According to current data, the student continues to have an area of weakness in the area of intellectual disability, speech impairment, and other health impairment.
3. According to PLAAFP documentation, student requires accommodations
4. According to current data, the student is working working on prerequisite skills and qualifies for the STAAR-ALT2
5. According to the student’s current data, the committee feels there is a need for special education services.
6. According to current data, ESY services or transportation services needs to be reviewed

##### 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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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: Lourdes Mencia El 10/27/2023.

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: Susan Arminio Cargo que desempeña: ARD Facilitator Teléfono: 512-533-7646

*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.

agreed verbally



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,

.

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

##### Lake Travis Independent School District

3322 Ranch Road 620 South

- (512)533-6460

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| Daylin Cordova Mencia | 125593 |  | Lake Travis Middle School | 05/17/2011 |
| NOMBRE DEL ALUMNO | ID# | # DE MEDICAID | Escuela de inscripción | FECHA DE NAC |

## Servicios de cuidado personal

Resuma la necesidad particular para cada servicio de cuidado personal: (Marque todos los que conciernan.)

☒ Limitación física relacionada con la discapacidad del estudiante que afecta las actividades de la vida diaria.

☒ Limitación cognitiva relacionada con la discapacidad del estudiante que afecta las actividades de la vida diaria.

* Limitación del comportamiento relacionada con la discapacidad del estudiante que afecta las actividades de la vida diaria.

☒ El alumno necesita seguimiento a la hora de realizar tareas personales.

☒ El alumnos necesita recordatorios verbales para realizar tareas personales.

☒ El alumno necesita asistencia física para la realización de tareas personales.

☒ El estudiante tiene que ser supervisado y redirigido para facilitar su seguridad y la seguridad de otros.

☒ El estudiante necesita ayuda para efectuar actividades de higiene personal.

☒ El estudiante necesita un programa que provea supervisión constante durante el día.

El estudiante requiere los siguientes servicios de cuidado personal: (Marque todos los que conciernan.)

|  |  |  |  |
| --- | --- | --- | --- |
| ☒ | Comer | ☒ | Usar el sanitario |
| ☒ | Vestirse | ☒ | Redirección / monitoreo |
| ☒ | Animarlo / inducirlo | ☐ | Baño |
| ☐ | Cambiarle el pañal | ☐ | Preparar alimentos / cocinar |
| ☒ | Higiene personal | ☒ | Ayuda con la movilidad |
| ☐ | Trasladarse | ☒ | Escoltarlo ida y vuelta al transporte escolar o en |
|  |  |  | transiciones |
| ☐ | Manejo del dinero | ☒ | Tareas domésticas livianas/ deberes/ lavandería |
| ☒ | Lectura funcional | ☐ | Actividades vocacionales |
| ☒ | Habilidades sociales | ☒ | Ayuda con la comunicación |
| ☐ | Compras de víveres | ☐ | Cuidado de medicación |
| ☐ | Servicios de enfermería |  |  |
| ☐ | Otro: |  |  |

Se ofrecen servicios de cuidado personal durante la jornada escolar en los siguientes entornos:

☒ Área de recreo (esto es, exterior, patio y lugar de recreo) ☒ Vestíbulo

☒ Baños ☐ Entorno en comunidad

☒ Cafetería ☐ Formación vocacional comunitaria

☒ Salón de clases ☐ Formación vocacional en campus

☒ Paradas de bus de subida y bajada

☒ Sí ☐ No El IEP contiene metas y objetivos para conseguir habilidades necesarias para la vida.

☒ Sí ☐ No El alumno necesita asistencia durante la jornada escolar, así como al llegar o salir de la parada del bus y durante el trayecto en el bus.

☒ Sí ☐ No El alumno requiere un transporte especializado.

☒ El estudiante necesita un monitor en el autobús para proporcionar supervisión adicional.

* + Individual ☒ Grupo

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El alumno necesita el Servicio de Cuidado Personal a lo largo del día porque el alumno muestra una o más de las siguientes características para ser elegible:

☒ Discapacidad intelectual ☐ Discapacidad Específica de Aprendizaje

* Lesión cerebral traumática ☒ Otro impedimento de salud
* Impedimento visual ☐ SORDERA-CEGUERA

☒ Discapacidad en el habla ☐ Problema emocional

* Autismo ☐ Discapacidades múltiples
* Impedimento ortopédico ☐ Discapacidad auditiva
* Infandia Temprana No Categórica (NCEC)

La falta de asistencia de cuidado personal puede resultar en dificultades en cualquiera de los siguientes aspectos:

* Fuga (salir corriendo u otras conductas de "escape")

☒ Vestirse

* Comportamiento

☒ Usar el sanitario

* Inmobilidad

☒ Desenvolverse en los entornos escolares y comunitarios

☒ Estar por las tareas

☒ Acceder de forma independiente al entorno escolar o comunitario

* Impulsividad

☒ Comunicación

* Audición
* Otro:

Notas:

**Durante el día escolar, el estudiante debe recibir los siguientes servicios de atención sanitaria:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Fecha de comienzo | Fecha Final | Frecuencia | Duración | Ciclo | UBICACIÓN | Grupo | Ind |
| 11/13/2023 | 11/12/2024 | 1 time daily | 410 | Minutes | Special Education Setting | X |  |

## Servicios de transportación

##### El transporte comienza en la fecha siguiente: 11/13/2023

**Contacto en el Campus:** Ashley Murdock **Cargo que desempeña:** Special Education

Teacher

##### Teléfono:

512-533-7681

Contacto 1: Lourdes Mencia Villafranca

Número de casa 512-981-3575 Número del trabajo

Dirección: 5104 Cree Lane

Austin, TX 78734

##### Persona con la que ponerse en contacto en caso de emergencia (se deberá especificar uno):

Contacto 1: Lourdes Mencia Villafranca

Relación: Mother

Teléfono: 512-981-3575

Contacto 2: Cindy Mencilla Relación: Aunt Teléfono: 512-822-8607

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##### Área de Discapacidad:

Discapacidad primaria: 06-Intellectual Disability

Discapacidad secundaria:

09-Speech Impairment

Discapacidad terciaria: 02-Other Health Impairment

El comité ARD/504 está de acuerdo con que el alumno necesita método de transporte especial por la(s) siguiente(s) razones:

☒ El estudiante requiere asistencia especial.

☒ El estudiante necesita un monitor en el autobús para proporcionar supervisión adicional.

* Individual ☒ Grupo

☒ El alumno no tiene suficientes habilidades de movilidad para viajar de forma segura en un autobús normal.

☒ El alumno tiene la incapacidad de comunicarse de forma efectiva, lo que puede resultar un peligro para su seguridad en un autobús normal de la escuela.

☒ El alumno / la alumna muestra trastornos cognitivos que podrían suponer un peligro para su seguridad en un autobús escolar normal.

☒ Al alumno / a la alumna se le ha asignado un programa especializado que su campus de residencia no ofrece.

**¿Es necesario un asiento especial?** ☒ Sí ☐ No (Si la respuesta es Sí, por favor, especifique)

☒ Sujeción de las rodillas o posicionamiento

##### Para alumnos en silla de ruedas:

**Se debe proporcionar transporte especial:**

☒ Desde el colegio y hasta este

☒ Solo desde y hasta el colegio. El estudiante puede utilizar el transporte habitual para otras actividades del colegio.

##### Por favor, especifique cualquier preocupación de salud o de comportamiento que pueda provocar problemas a la seguridad en el transporte de este alumno:

☒ Discapacidad intelectual.

☒ No verbal

☒ Discapacidad en la comunicación

##### Cuidados médicos:

**Campus en el que se proporcionan los servicios:** Lake Travis Middle School Hora de inicio de la escuela: 8:50 Hora de salida: 4:10

**Dirección de recogida:** 4543 Doss Rd Unit D4 Austin Tx 78734

**Teléfono:** 512-981-3575

**Dirección de entrega:** 5104 Cree Lane, Lakeway, TX 78734

**Teléfono:** 512-981-3575

Si el apartamento tiene puerta de acceso, el código es el siguiente:

##### El transporte, ¿sigue un horario escolar regular?

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|  |  |  |
| --- | --- | --- |
| Lunes | 8:50 AM | 4:10 PM |
| Martes | 8:50 AM | 4:10 PM |
| Miércoles | 8:50 AM | 4:10 PM |
| Jueves | 8:50 AM | 4:10 PM |
| Viernes | 8:50 AM | 4:10 PM |

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##### Si no hay nadie en la dirección de envío, ¿se puede dejar al alumno sin vigilancia? No

**Fecha:** 10/11/2023

##### Campus:

Campus de residencia : Campus de inscripción : **Datos del PEIMS**:

Código de entorno

Hudson Bend Middle School Lake Travis Middle School

educativo: 44

##### Nuevo servicio/Cambio del servicio:

☒ Cambio de dirección

##### Instrucciones/consideraciones especiales

Please note the change to drop off address in the afternoon