

Date of Meeting: 11/08/2022

Reason for Meeting: Annual Review

**ADMISSION, REVIEW, AND-DISMISSAL (ARD) COMMITTEE MEETING
INDIVIDUALIZED EDUCATION PROGRAM (IEP)**



NAME OF STUDENT

ID#

MEDICAID#

CAMPUS

DATE OF BIRTH

Age: 14 Grade: 08 Year: 2022-2023 Gender: M

Yes No An interpreter was used to assist in conducting the meeting.

REVIEW OF EVALUATION DATA AND OTHER INFORMATION

Full and Individual Evaluation : 01/31/2021 01/30/2024
DATE OF REPORT NEXT FIE DUE

Intellectual Disability	<u>01/31/2021</u>
Other Health Impaired	<u>01/31/2021</u>
Speech Impairment (DNQ)	<u>01/31/2021</u>

REVIEW OF ADDITIONAL EVALUATION

- Review age appropriate transition assessments
- Information from school personnel
- Information/records from other agencies or professionals
- Parent's concerns for enhancing the education of the child see deliberations
- Yes No Additional evaluation is needed:
Three-year reevaluation

If yes, specify timeline for the evaluation to be completed: 11/07/2023

Based on the evaluation data reviewed, the ARD committee determines that the student:

- Meets criteria for the following disability/disabilities based on evaluation data:
- intellectual disability
- other health impairment

AND

Yes No by reason of the disability/disabilities has a need for special education and related services.

If the ARD Committee determines that the student has a disability and needs special education, the ARD committee must conduct an analysis of determinant factors before determining a student is eligible for special education services.

Analysis of determinant factors: the ARD committee has reviewed the determinant factors (reasons) listed below in relation to the student's disability. Are the factors listed below the reason/cause of the disability?

- Yes No lack of explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies.
- Yes No lack of appropriate instruction in math.
- Yes No emergent bilingual.

If the answer to any of the above determinant factor questions is **YES**, the student does not have a disability.

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Meets eligibility criteria for:

Primary Disability: 06-Intellectual Disability

Secondary Disability: 02-Other Health Impairment

OHI Areas

ADHD

Diabetes

Cancer

Asthma

Epilepsy

Other: Duchenne Muscular Dystrophy

Yes No Student has multiple disabilities

Yes No Student is medically fragile.

Notes:

DEVELOPMENT OF THE INDIVIDUAL EDUCATIONAL PROGRAM (IEP)

Present Levels of Academic Achievement and Functional Performance

Yes No N/A The ARD committee reviewed achievement of the previous year's goals on the IEP. (Applicable to all but initial ARD meetings.)

Reading:

██████████ is a 8th grade student who has demonstrated areas of need in Reading and Writing.

██████████ is below grade level in Comprehension. ██████████ is a 8th grade Resource student who struggles reading and comprehending text written at a second grade level (Lexile 450-600, F&P I-L, DRA 16-24). After reading a short passage, ██████████ couldn't answer "wh" questions about key details of the text as measured by a Curriculum-based Comprehension Assessment given on 11/2/2022.

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

Speech/Related Services:

██████████ is an 8th grader who doesn't receive services.

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PT Update 11/2022

█ walks short distance on campus of less than 20' with supervision and equipment set up as needed. █ moves in and out of his personal Ki Mobility wheelchair without assistance. He locks his brakes and manages his seatbelt. He can propel his wheelchair but is limited in endurance and strength and so the district provides an adult attendant to push him from class to class. This year resources were given to the family on adaptive sports in the █ area and on power assist devices for a manual wheelchair and full power mobility equipment. His mother reported they prefer National Seating and Mobility as a DME provider. That they have BCBS PPO as an insurance provider. PT can consult with the DME, insurance, physician, and outside clinic therapists on any equipment issues if the parent requests and the school has a current confidential release from the parent. As an accommodation, physical therapy will monitor the student for safe bus transport, field trips, and evacuation procedures as needed. Review of class schedule each semester will be provided to address any safety or access concerns. PT will continue to be a resource to family, student and campus as needs change.



APE Update 11/2022

█ █ is an 8th grade student at █ █ █ in █. He currently attends general physical education with his grade level peers daily. He arrives in his manual wheelchair via a staff member pushing him to the gym. He is able to come out of his wheelchair as he wishes and can self propel his wheelchair for short periods such as through doorways or for a few feet. He has come out of his shell in the PE setting even more this current school year by attempting to join his classmates in various activities within the gym. He still seems timid at times to join in but has made

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progress in this area from the previous school year. [REDACTED] [REDACTED] is provided peer or staff assistance as needed. He does like to attempt skills on his own at first though. He is able to self monitor when he needs to take a break from walking around and knows he can go back to his wheelchair as needed. During the class workout Wednesday he is included in the laps the other students have to walk/run by being pushed by staff around the outdoor track. He is to keep up with the number of laps he has completed. Due to health concerns, he is not allowed to lift weights or over exert himself. [REDACTED] [REDACTED] continues to enjoy baseball and football skills. He is currently able to punt a football 15 to 20 feet hitting within the target area in 4 out of 5 attempts. [REDACTED] [REDACTED] is also able to grip the bat with hands together and display proper weight transfer striking a softball size ball/baseball into fair play that has been tossed to him from about 25 feet in 4 of 5 attempts.

[REDACTED] [REDACTED] continues to play with the local [REDACTED] League team and was able to participate in Nationals this Fall. He also assists with the campus football team as the manager/waterboy. He expressed interest in learning and working on tennis skills. He currently understands the concept of a serve, receiving a pass, forehand stroke, and backstroke. He struggles with serving over a net to at least 20 feet towards a target and also struggles with receiving a pass/serve from at least 30 feet away while making contact and hitting it back over the net.

Based on the data collected from formal and informal sources, he requires accommodations and modifications to access the [REDACTED] [REDACTED] [REDACTED] and [REDACTED] ([REDACTED]) for physical education. It is my recommendation that he continues to receive Adapted Physical Education services and be exempt from FITNESSGRAM assessment.

Written Expression:

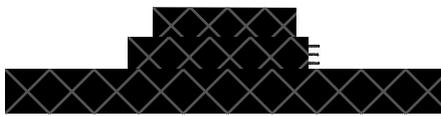
[REDACTED] [REDACTED] [REDACTED] is an 8th grade Resource student who is a diligent below grade level in Sentence Paragraph Composition. [REDACTED] [REDACTED] has developed sentence and paragraph composition below a 2nd grade level. [REDACTED] [REDACTED] struggles to compose simple sentences without the use of text to speech software. with the use of speech to text technology, he can express his thoughts, but often without proper syntax or sentence structure.

[REDACTED] [REDACTED] [REDACTED] intellectual disability impacts access to writing-related instruction, and tasks such as recalling and writing letters or words, spelling, applying grammar and punctuation, prompts involving abstract or conceptual ideas, pre-writing tasks including brainstorming, composing complex sentences.

IMPACT OF DISABILITY IN WRITING: Sentence Paragraph Composition.

[REDACTED] [REDACTED] [REDACTED] intellectual disability affects general cognitive functioning, resulting in difficulty with problem solving, abstract thinking, comprehending complex ideas, learning quickly, and generalizing skills to new tasks. This impacts access to writing-related instruction, and tasks such as (recalling and writing letters or words, spelling, applying grammar and punctuation, prompts involving abstract or conceptual ideas, pre-writing tasks including brainstorming, composing complex sentences).

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disability impacts reasonable and meaningful progress in the general education curriculum and learning environment in the subject of Writing within the following area(s): Sentence and Sentence Paragraph Composition.

Math:

is a 8th grade student in a Resource class who has demonstrated strengths and areas of need in Math.

has shown strength in Arithmetic Fluency. With calculator use, he can perform basic operations on whole numbers and decimals with 80% accuracy. He can also evaluate expressions with exponents with 80% accuracy. He can convert fractions to decimals with 75% accuracy. He can solve one-step equations with 80% accuracy.

is below grade level in Number Sense and Concepts. His overall Math level is at upper 2nd grade as measured by a Standards-Based Diagnostic assessment completed 08/26/2022. He struggles with ordering and comparing rational numbers.

He did not meet standards for his previous Assessments in Math.

In class, uses a graphing calculator, anchor charts, video tutoring and corrected work to do his work independently. He requests oral administration and uses the text to speech app on his browser. He also asks for assistance with spelling and transcription of his answers from time to time. He is very independent and prefers figuring things on his own.

intellectual disability affects general cognitive functioning, resulting in difficulty with problem solving, abstract thinking, comprehending complex ideas, learning quickly, and generalizing skills to new tasks. This impacts access to math-related instruction, and tasks such as applying problem solving strategies to novel situations, understanding abstract mathematical concepts, and understanding word problems.

disability impacts reasonable and meaningful progress in the general education curriculum and learning environment in the subject of Math within the area of Number Sense and Concepts.

Behavior:

is an 8th grader whose behavior does not impede his or the learning of others. Each day he is adapting to the routine and works hard in class.

Functional:

is an 8th grade student at in . He currently attends general physical education with his grade level peers daily. He arrives in his manual wheelchair via a staff member pushing him to the

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gym. He is able to come out of his wheelchair as he wishes and can self propel his wheelchair for short periods such as through doorways or for a few feet. He has come out of his shell in the PE setting even more this current school year by attempting to join his classmates in various activities within the gym. He still seems timid at times to join in but has made progress in this area from the previous school year. [REDACTED] [REDACTED] is provided peer or staff assistance as needed. He does like to attempt skills on his own at first though. He is able to self monitor when he needs to take a break from walking around and knows he can go back to his wheelchair as needed. During the class workout Wednesday he is included in the laps the other students have to walk/run by being pushed by staff around the outdoor track. He is to keep up with the number of laps he has completed. Due to health concerns, he is not allowed to lift weights or over exert himself. [REDACTED] [REDACTED] continues to enjoy baseball and football skills. He is currently able to punt a football 15 to 20 feet hitting within the target area in 4 out of 5 attempts. [REDACTED] [REDACTED] is also able to grip the bat with hands together and display proper weight transfer striking a softball size ball/baseball into fair play that has been tossed to him from about 25 feet in 4 of 5 attempts.

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Based on the data collected from formal and informal sources, he requires accommodations and modifications to access the [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] ([REDACTED]) for physical education. It is my recommendation that he continues to receive Adapted Physical Education services and be exempt from FITNESSGRAM assessment.

Other:

[REDACTED] is an 8th grader who doesn't receive other services.

STATE / DISTRICT REQUIRED ASSESSMENT RESULTS / CONSIDERATIONS

Assessment Results: Grade at Testing: 08 Date: 2022-2023

Test Name(s): Common Formative Assessments, Benchmarks

Assessment Results:

2022-23 Common Unit Assessments		Raw	Percent	Met
Test Name				
Unit 2: Atoms and Periodic Table 2022				
8th Math Unit 1 Test: (Real Numbers / Number Fluency)				
Unit 3 Chemical Formulas and Reactions 2022				

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Results of previous assessments

Year	Grade	Subject	Assessment Type	Results
2017-2018 May 2018	03	Math	[Redacted]	1217 Does Not Meet
2017-2018 May 2018	03	Reading	[Redacted]	1256 Does Not Meet
2018-2019 May 2019	04	Writing	[Redacted]	2517 Does not meet
2020-2021 May 2021	06	Math	[Redacted]	1496 Does Not Meet
2021-2022 May 2022	07	Math	[Redacted]	1550 Does Not Meet
2021-2022 May 2022	07	Reading	[Redacted]	1349 Does Not Meet

Statement of Intensive Program (Accelerated Instruction Plan): If the student did not perform satisfactorily on the state or alternate assessment, he or she will be provided an accelerated instruction plan. [Redacted] scores for the previous school year were discussed. The student was not successful in the Math [Redacted]. [Redacted] was reviewed by the committee. Current Goals/Objectives with progress were also reviewed with the committee. Based on ARD committee discussions, the student will not participate in the accelerated instruction plan due to receiving modified instruction through Special Education.

Transition

Beginning not later than the first IEP to be in effect when the student turns 14, or younger if determined appropriate by the ARD committee, transition services must be addressed. [19 TAC §89.1055 (g)]

Initial transition service discussion occurred on: 11/10/2021

Yes No NA This student's transition services have been updated (at least annually) for this current ARD.

The following issues must be considered in the development of the IEP, and, if appropriate, integrated into the IEP: Yes No The student is younger than 18 years of age with appropriate parental involvement in the student's transition.

Yes No The student is at least 18 years of age, and appropriate parental involvement was requested by the adult student or the [Redacted].

The student has been informed, at least 1 year prior to turning 18, of the rights under IDEA that will transfer to him/her upon reaching the age of [Redacted]

TRANSITION SERVICES

Transition Services means a coordinated set of activities for a student with a disability that is designed to be within a results oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including: Post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. It is based on the individual student's needs, taking into account the student's strengths, preferences and interests and includes: instruction, related services, community experiences, development of employment and other post-school adult living objectives and if appropriate, acquisition of daily living skills and provision of a functional vocational assessment. [300.43(a)(2)]

Yes No The student was invited to the meeting.

Yes No The student attended the meeting. If not, explain:

Check one or more of the following methods that the committee used to obtain the student's preferences and interests.

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- Completed - age-appropriate transition assessments
- Informal assessments
- Student input

Indicate the student's appropriate measurable post-secondary goal, based on age-appropriate transition assessments related to:

Training/Education and Employment (including postsecondary education options):

Training/Education Post-Secondary Goal:

After graduating from high school, [redacted] will go to college.

Activities:

With the assistance of his family and the transition coordinator, [redacted] will research school options that best fit his needs.

Employment Post-Secondary Goal:

After completing all necessary training and education, [redacted] will enter the workforce.

Activities:

With the assistance of his family, [redacted] will make a list of his current skills (soft and hard). He will research jobs that meet his needs based on his skills and interests (<https://www.onetonline.org/>).

Independent Living Skills (where appropriate):

[redacted] stated that he does know how to wash the dishes, take out the trash, and clean his room although he does not do any of these tasks very often. He is interested in mowing the yard, but he stated that his mom is not ready for him to start mowing the yard.

Transition Strengths & Needs

Strengths	Needs
[redacted] stated that he is good at throwing the football, and asking for help when he needs it. [redacted] teaches reported that he interacts appropriately with others, he respects authority, and he is organized.	[redacted] stated that he does not do well when he has to present in front of his peers. He also reported that he has to be reminded to take his medication, and he has trouble staying focused in class, memorizing information, figuring out new words, and sometimes making new friends. [redacted] would like to improve his math skills.

Preferences/Interests

[redacted] enjoys playing video games, riding his 4-wheeler, watching videos, and camping. His favorite class is math because he likes his teacher, and his least favorite class is ELAR because there is too much reading and writing. At school, [redacted] participates on the football team as the team manager, and outside of school, he is a Boy Scout and he plays baseball. [redacted] stated that he is good at socializing and making friends, throwing a baseball, paying attention, and turning his his work. He struggles with reading and writing and would like to get better at hitting the baseball. [redacted] wants to go to college but is not sure about what college, nor does he know what career he wants to pursue.

Transition Services (including courses of study) needed to support the student in reaching the determined post-secondary goals.

[redacted] is working towards meeting the requirements of 8th grade to be promoted to the 9th grade.

[redacted] completed the Who R U Assessment, and his results are as follows:

- 1) Architecture and Construction
- 2) Information Technology

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Instruction (formal or informal) what the student needs to complete needed courses, succeed in general curriculum, and gain needed skills within age-appropriate instructional environments.
See IEP Accommodations and Schedule of Services Pages

Related/Instructional Service Needs: what student needs to benefit from special education
See IEP Related Services Page

Development of Employment and Other Post-School Adult Living (focus on development of work related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment)

- Functional Vocational Evaluation needed at this time
- Functional Vocational Evaluation not needed at this time
- Referral of student or student's parents to a governmental agency for services (under appropriate circumstances). [TAC89.1055(g)(9)]

Work-Related Behaviors Needs:

Other:

Community Experiences: provided in community setting

- Does not need services in community due to access with family/friends or independently
- OR**
- Does need the following services:

If appropriate, acquisition of Daily Living Skills

- None Needed

Yes No Annual IEP goal(s) facilitate movement toward postsecondary goal.

Discussion:

Yes No N/A If the child is at least 18 years of age, the ARD committee considered the availability of age-appropriate instructional environments.

Discussion:

Yes No N/A Does the ARD committee believe that circumstances exist for referring the student or the parents to a governmental agency for services?

Discussion:

Yes No N/A Any agency responsible for providing transition services is invited to the ARD/IEP meeting (with consent of the parent/adult student).

Discussion:

Yes No N/A The ARD committee reconvenes to develop alternative strategies when participating agencies fail to provide transition services.

Discussion:

- Degree to which student participated in this ARD meeting and in the development of the IEP.

met with the transition coordinator and completed a transition assessment and discussed his goals for his future. was invited to attend his ARD meeting.

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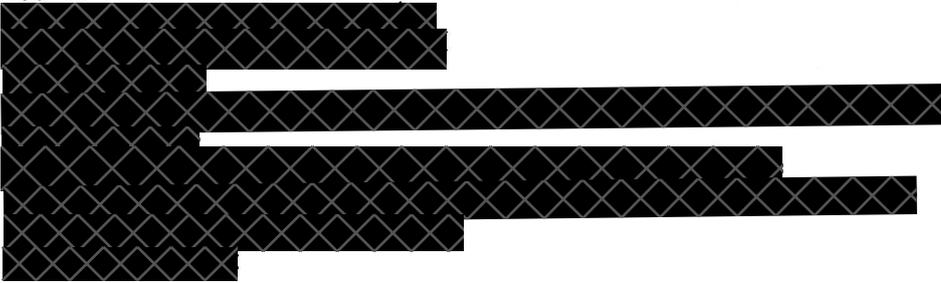
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The following materials and/or information were shared with the student:

Life After High School Transition Resources

An on-line Transition and Employment Guide is located on the Transition to website.

Navigate Life families and parents can find the resources and services they need to support children with disabilities or health-care needs under their care.



Behavior:

YES NO Does child's behavior impede child's own learning or that of others?

Behavior Intervention Plan: Yes No

Statement of assurance with regard to discipline:

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

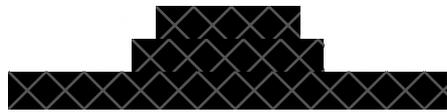
Student Code of Conduct Statement

In the case of a child whose behavior impedes the child's own learning or that of others, the ARD Committee must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. (34 C.F.R. §300.324 (a)(2)(i).

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

Student is subject to following the District's Student Code of Conduct without any modifications.

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Language needs for second language learners as related to the Student's IEP

Student is NOT a second language learner.

Communications Needs of the Student

Student's communication is adequate to enable the student to be involved and progress in the general curriculum.

Physical needs of the student

This student has physical limitations that may affect access or involvement and progress in the general curriculum.

Additional physical limitations comments:

has been diagnosed with ADHD as well as Muscular Dystrophy. DA representative expressed that should continue to keep up with his exercise as long as he is able. Stretching exercises were suggested in substitution of lifting weights, pull ups, abdominal crunches, push ups and lifting as they could be detrimental to his physical strength.

Assistive Technology needs of the student

In reviewing the student's needs, the ARD committee considered assistive technology needs and determined that:

- The student will NOT be able to participate in the educational program or make reasonable progress toward mastery of IEP goals and objectives WITHOUT assistive technology, devices and/or services. The specific devices and/or services are documented in the IEP.
- Additional information is needed to decide whether or not the student requires assistive technology, devices and/or services to participate in the educational program and make adequate progress toward mastery of IEP goals and objectives. An AT evaluation is recommended to assess the specific educational needs of the student.

Explain:

Parent provided: glasses, wheelchair

School provided: desks, for field trips (wheel chair accessible bus), calculator

Summary

After reviewing the above mentioned **competencies and present levels of educational performance**, the ARD committee has determined that this student's **disability** affects his/her involvement and progress in the **general education curriculum**.

Specify areas:

- Language Arts
- Math
- Social Studies
- Science
- Fine Arts
- Physical Education
- Career/Technology
- Other: Reading

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MEASURABLE ANNUAL GOAL:

Goal Number: 1 Goal Focus Mathematics

- Draft
- ESY
- Accepted by Committee
- Transition Related Goal
- Academic
- Functional
- Related Services

Within 36 instructional weeks, when given at least 3 real numbers (whole, integers, decimals or fractions) and a number line with points indicated and after viewing teacher modeling with exemplar sets, [redacted] will compare and order the sets of numbers with 70% accuracy.

Duration: 11/08/2022 to 11/07/2023

Language of Delivery: English Grade Level: 08

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
		Within 27 instructional weeks, given two positive rational numbers and a worked example [redacted] will compare the two quantities (e.g., comparing fractions with fractions and decimals with decimals) and write an inequality statement (e.g., using $<$, $>$, or $=$) by considering their positions on the number line, with 80% accuracy.
		Within 27 instructional weeks, when given 2 decimals to the thousandths place, [redacted] will be able to read and order the decimals, comparing them using the symbols $>$, $<$, or $=$ with 80% accuracy.

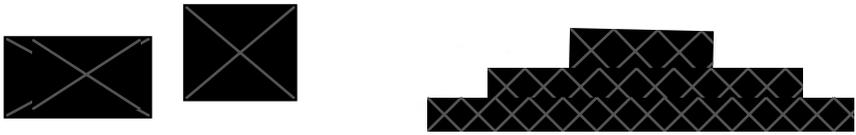
Implementer: Special Education Teacher

Method of Evaluation: Teacher reports/feedback. Work Samples. Observation

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with general education report cards

Duration of Services: 11/08/2022 - 11/07/2023



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MEASURABLE ANNUAL GOAL:

Goal Number: 2 Goal Focus Health Education

- Draft
- ESY
- Accepted by Committee
- Transition Related Goal
- Academic
- Functional
- Related Services

Within 36 instructional weeks, when provided a tennis racket, tennis ball, area designated as a tennis court with a "net", and a visual target, [REDACTED] will be able to complete a tennis serve over a net to a target area that is at least 35 feet away and will be able to receive and return a tennis pass/serve for 5 consecutive rotations over the net from at least 50 feet away in 4 out of 5 attempts.

Duration: 11/08/2022 to 11/07/2023

Language of Delivery: English Grade Level: 08

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
		Within 36 instructional weeks, when provided a tennis racket, tennis ball, area designated as a tennis court with a "net", and a visual target, [REDACTED] will be able to complete a tennis serve over a net to a target area that is at least 35 feet away in 4 out of 5 attempts.
		Within 36 instructional weeks, when provided a tennis racket, tennis ball, area designated as a tennis court with a "net", and a visual target, [REDACTED] will be able to receive and return a tennis pass/serve for 5 consecutive rotations over the net from at least 50 feet away in 4 out of 5 attempts.

Implementer: General and Special Education Teachers

Method of Evaluation: Observations, Teacher Made Tests, Therapy Data

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):
Concurrent with general education report cards

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MEASURABLE ANNUAL GOAL:

Goal Number: 3 Goal Focus Reading

- Draft ESY Accepted by Committee Transition Related Goal
 Academic Functional Related Services

In 36 weeks when given an appropriately leveled reading passage [redacted] will select the detail that supports the topic sentence, improving reading strategies skills from 0/5 to 75% accuracy, 75% of the time.

Duration: 11/08/2022 to 11/07/2023

Language of Delivery: English Grade Level: 08

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
		In 36 weeks when given an appropriate leveled reading passage [redacted] will select a detail to support a claim with 80% accuracy 75% of the time.
		In 36 weeks when given an appropriate leveled reading passage with one unrelated sentence, [redacted] will select the detail that does not support the topic sentence, improving his reading strategies skills 0 out 5 to 3 out 5 with 75% accuracy.

Implementer: General and Special Education Teachers

Method of Evaluation: Teacher Made Tests, Work Samples, Teacher reports/feedback

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):
 Concurrent with general education report cards

MEASURABLE ANNUAL GOAL:

Goal Number: 4 Goal Focus Language Arts

- Draft ESY Accepted by Committee Transition Related Goal
 Academic Functional Related Services

In 36 weeks [redacted] when given a writing task, [redacted] will be able to compose a basic sentence with with proper mechanics and structure, 50% of the time with 75% accuracy.

Duration: 11/08/2022 to 11/07/2023

Language of Delivery: English Grade Level: 08

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
		In 36 weeks when given a writing task [redacted] will be able to use SVO/SVtO sentences 50% of the time with 50% accuracy.
		In 27 weeks, when given a writing task, [redacted] will be able to write a basic sentence structure (SVO/ StVO) with 50% accuracy 70% of the time.

Implementer: General and Special Education Teachers

Method of Evaluation: Work Samples, Data Collection, Teacher Made Tests

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):
 Concurrent with general education report cards

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The following accommodations address individual student needs and are necessary to enable the student to be involved in and to progress in the general education curriculum:

Are Accommodations needed for this student? Yes No

For assistance in implementing this IEP, please contact

Duration of Special Education Services: From: 11/08/2022 To: 11/07/2023

Language of Delivery: English

SPECIAL LANGUAGE PROGRAMS

Yes No BEHAVIOR INTERVENTION PLAN Yes No ASSISTIVE TECHNOLOGY

PERSONAL CARE SERVICES Yes No

Duration of Services: 11/08/2022 - 11/07/2023



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ACCOMMODATION	SUBJECT				
	ELA	Math	SCI	SS	ELEC
Adapt Classroom Instruction					
Assistance with pushing wheelchair	X	X	X	X	X
Opportunity to repeat and explain instructions	X	X	X	X	X
Preferential seating	X	X	X	X	X
Reading assistance on work	X	X	X	X	X
Several opportunities to practice motor movements					X
Shortened distances to targets when needed					X
Shortened instructions (reduce number of steps)	X	X	X	X	X
Spelling Assistance	X	X	X	X	X
Teacher check for understanding and reteach/reread materials as indicated	X	X	X	X	X
Adapted or Additional Materials					
Copy of class notes	X	X	X	X	X
Supplemental Aids: Blank Graphic Organizers	X	X			
Supplemental Aids: Graphics & Pictorial Models (fractions)		X			
Supplemental Aids: Math Charts (multiplication, place value, hundreds)		X			
Supplemental Aids: Mnemonic Devices	X	X			
Use of Erasable pens instead of pencils	X	X	X	X	X
Alter Assignments or Testing					
Allow student to stop activity due to pain/fatigue	X	X	X	X	X
Allow to leave class early and before fire drills and be the last in to avoid crowds	X	X	X	X	X
Break down assignments into smaller chunks	X	X	X	X	X
Extra time for completing assignments: 1 day as needed	X	X	X	X	X
Grading based on participation			X	X	X
No contact Sports					X
No lifting and opportunity to rest in clinic if needed	X	X	X	X	X
Reduced length of any assignments containing writing by 50%	X	X	X	X	X

Duration of Services: 11/08/2022 - 11/07/2023



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ACCOMMODATION	SUBJECT				
	ELA	Math	SCI	SS	ELEC

Alter Assignments or Testing

Test: Oral Administration: read questions/ answer choices	X	X	X	X	X
Test: Small-Group Administration	X	X	X	X	X
Transcribing: student dictates responses	X	X	X	X	X

Manage Behavior

Frequent breaks as needed	X	X	X	X	X
Positive reinforcement	X	X	X	X	X

Required Equipment/AT

Adapted seating/mobility equipment (PT consult)	X	X	X	X	X
-------------------------------------------------	---	---	---	---	---

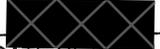
Legend: ELA = English Language Arts, Math = Math, SCI = Science, SS = Social Studies, ELEC = Electives

Notes:

█ has been diagnosed with ADHD as well as Muscular Dystrophy. An IMA representative expressed that █ █ should continue to keep up with his exercise as long as he is able. Stretching exercises were suggested in substitution of lifting weights, pull ups, abdominal crunches, push ups and lifting as they could be detrimental to his physical strength.

- No repetitive lifting of weights or lifting of weights over three - five pounds
- Allow █ █ to stop activity if complains of pain/fatigue
- Allow student to walk/utilize wheelchair as able when others run
- Allow student to rest in school clinic as necessary

Duration of Services: 11/08/2022 - 11/07/2023



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State Assessment

This student is/will be in grade level that takes the Yes No

Duration of Special Education Services: In effect from 11/08/2022 to 11/07/2023

(Grades 3-8)	Assessment Types	
Subject	Current Year 2022-2023	Next Year
RLA	Online	
Math	Online	
Science (5 & 8)	Online	
Social Studies (8 only)	Online	

(Grades 9-12)	Assessment Types	
Subject	Current Year N/A	Next Year 2023-2024
Algebra I	N/A	Online
Biology	N/A	Online
English I	N/A	Online
English II	N/A	
U.S. History	N/A	

Notes:

	RLA	English	Math	Science	Social Studies
accommodations Supplemental Aids: Number Charts [DS]	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental Aids: Place Value Chart with No Labels [DS]	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental Aids: Pictorial Models of Fractions Bars/Circles with No Labels [DS]	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculation Aids: Basic Calculator (i.e., four-function) or calculator application (Gr 3-7 Math, & Gr 5 Sc) [DS]	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supplemental Aids: Mnemonic Devices [DS]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Calculation Aids: Multiplication Grid [DS]	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental Aids: Blank Graphic Organizers [DS]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Duration of Services: 11/08/2022 - 11/07/2023



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NAME OF STUDENT

ID#

ACCOMMODATIONS

Accommodations	RLA	English	Math	Science	Social Studies
Content and Language Supports - Online Embedded [DS]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oral/Signed Administration - Test questions, Answer Choices, and Embedded Supports Text-to-Speech - Online Embedded [DS]	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oral/Signed Administration: Required Reference Materials and designated supports read aloud by test Admin ONLINE ONLY [DS]	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oral/Signed Administration - Test questions, Answer Choices, and Embedded Supports (NO reading selections) Text-to-Speech - Online Embedded [DS]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral/Signed Administration: Required Reference Materials and designated supports read by test Admin (NO reading selections) ONLINE ONLY [DS]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Physical Fitness Assessment Initiative

This student is/will be enrolled in a grade participating in the Physical Fitness Assessment Initiative TEC § 38.101. (Grades 3 - 12)

YES NO

The ARD committee has determined the following Health Classification for Physical Education:

- Restricted Permanent (excludes the more vigorous activities) A member of the healing arts licensed to practice in [redacted] has provided the school written documentation concerning the nature of the impairment and the expectations for physical activity for the student.

Describe:

[redacted] has been diagnosed with ADHD as well as Muscular Dystrophy. An I/DA representative expressed that [redacted] should continue to keep up with his exercise as long as he is able. Stretching exercises were suggested in substitution of lifting weights, pull ups, abdominal crunches, push ups and lifting as they could be detrimental to his physical strength.

Per Doctor's Note: [redacted] is not allowed to participate in contact sports.

No lifting over 2-3 pounds

Allow [redacted] to stop activity if complains of pain/fatigue

Allow student to walk when others run

Allow student to rest in school clinic as necessary

Is this an EB student who is/will be in grades K-12? Yes No

District wide assessment is offered for this student's grade level? Yes No

Will the student be able to participate in district wide assessment without modification? Yes No

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Does the student meet participation requirements for Alternate assessment? Yes No

District Wide Assessment	Type	Accommodations
Formative Assessments	Standard	Same as classroom
Benchmarks	Standard	Same as classroom

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Service Alternatives

Yes No Is the student's instructional day commensurate with that of students without disabilities? If no, explain:

The ARD committee must ensure that to the maximum extent appropriate students with disabilities are educated with students who are not disabled.

Efforts to Modify and Supplement the Student's Participation in the General Education Setting	Provided/Considered	Educational Benefit Provided?	
		Academic	Nonacademic
General education classroom core instructional interventions (Tier I)	Provided	Yes	Yes
Targeted group interventions (Tier II)	Provided	Yes	Yes
Intensive, individual interventions other than special education (Tier III)	Provided	Yes	Yes
Supplementary aids and services provided in the general education classroom	Provided	Yes	Yes
Accommodations	Provided	Yes	Yes
Special education resource room	Provided	Yes	Yes
Assistive technology	Considered	Yes	Yes
Other: ESY	Considered	Yes	Yes

Yes No Were these efforts to modify and supplement the student's participation in the general education setting sufficient?

struggles with grade level curriculum and needs specially designed instruction through Special Education. ARD committee agreed to incorporate resource support for reading, ELA and math. He also receives speech services and occupational therapy.

Yes No Will the student receive an educational benefit from participation in the general education setting (including nonacademic benefit)?

will benefit from instruction to grade level curriculum as well as social benefits from being educated with his same age/grade level peers.

Yes No The ARD Committee has considered the effect the presence of a child with a disability has on the general education classroom, and thus, on the education that the other children are receiving.

has a positive effect on the presence of the general education classroom.

Describe the student's overall educational experience in the general education setting, balancing the benefits of general and special education for the individual student:

will participate in the general education classroom with resource support for reading/ELA and math with pull out for speech services.

Yes No Does the ARD determine additional staff training is required to implement student's IEP? If Yes, please specify.

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The committee recommends that this student receive ALL instruction and services in the general education setting with supplementary aids and services.

OR

The committee recommends that this student receive part or all instruction in a special education setting.

Removal from General Education

The student is capable of achieving all goals/objectives in his/her IEP in the general education classroom with supports/services determined by the ARD committee.

After considering educating the student in a general education setting with supplementary aids and services, this option was rejected for the following reason(s):

- Placement in the general education classroom prohibits the student from achieving all goals/objectives in his/her IEP, even though supplementary aids and services are used.
-  objectives for the student's assigned grade level exceed his/her present level of educational performance; therefore, the student requires instruction based on present competencies which are significantly below current grade placement.
- The modifications required for the student to achieve the goals and objectives in the IEP cannot be implemented in the general education classroom without eliminating essential components of the general curriculum/activity.
- The student's behavior/needs are such that the student requires a structured/specialized environment for implementation of the IEP and BIP and/or that the student and/or other students would not benefit satisfactorily from instruction in the general education classroom.
- Speech therapy/ Instructional/Related Services goals and objectives contained in the IEP require a small group/individual setting with trained, licensed, or certified staff in a less distracting environment than the general education classroom.
- Services and/or therapies in the student's IEP cannot be provided on a general education campus.

Explain:

- Positive behavioral supports and strategies contained in the student's IEP cannot be implemented on a general education campus.
- The student's behavior is so dangerous that it cannot be controlled without intense supervision in a highly structured environment off the general education campus.
- The student had a previously unsuccessful placement on a general education campus.
- The student has been confined to a home or hospital setting by physician or court order. Medical needs supersede educational needs at this time.
- Other:

Consideration of Potential Harmful Effects

Student is not removed from general education.

If the student is removed from the general education classroom/campus, the following are potential harmful effects that may impact the student and/or the quality of services which the student needs such as:

Effects on the student:

- Lack of opportunity for appropriate role models
- Stigmatization
- Lack of opportunity for social interaction

Effects on the quality of services:

- Diminished access to full range of curriculum
- Decreased access to instructional opportunities
- Significant differences in developmental levels causing social isolation

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- Decreased self-esteem
- Other:

- Other:
- Other:

Yes No Does the ARD committee anticipate any harmful effects?

If Yes, Yes, but benefits outweigh anticipated harmful effects.
 or Yes, ARD committee will take anticipated harmful effects into account when determining placement.

Opportunity to Participate in Nonacademic Activities

YES Will the student have the opportunity to participate with students without disabilities in all nonacademic, extracurricular and other activities?

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SCHEDULE OF SERVICES

Duration of Special Education Services: In effect from 11/08/2022 to 11/07/2023

Instructional day:

Minutes or Periods per day: 470 minutes (LMS)
Next Year Minutes or Periods per day: 465 minutes (high school)

Extended School Year (ESY) Services:

ESY is required if, in one or more critical areas addressed in the current IEP goals/objectives, the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time.

Extended School Year Services were discussed: Yes No Not considered at this time

ESY consideration is:

- Recommended by parent.
- Recommended by district personnel directly involved in the student's education.
- Not recommended by either parent or school.

ESY is recommended: Yes No

Special Transportation: Yes No

Semester	Year	Course/Curriculum Area	Gen Ed Modified	General education Time	Special education Time	Progress/Grade determined by:			Start Date	End Date
		Location				Gen Ed	Spe Ed	Joint		
Fall and Spring Semesters	2022-2023	Foundations of ELA/ Reading Resource Classroom			45 mins daily		X		11/08/2022	05/24/2023
Fall and Spring Semesters	2022-2023	Foundations of Mathematics Resource Classroom			45 mins daily		X		11/08/2022	05/24/2023
Fall and Spring Semesters	2022-2023	Principles of Science General Education Classroom	X	45 min daily		X			11/08/2022	05/24/2023
Fall and Spring Semesters	2022-2023	Principles of Social Studies General Education Classroom	X	45 min daily		X			11/08/2022	05/24/2023
Fall and Spring Semesters	2023-2024	Foundations of English Resource Classroom			45 mins daily		X		08/09/2023	11/07/2023
Fall and Spring Semesters	2023-2024	Foundations of Mathematics Resource Classroom			45 mins daily		X		08/09/2023	11/07/2023
Fall and Spring Semesters	2023-2024	Principles of Science General Education Classroom	X	45 min daily		X			08/09/2023	11/07/2023
Fall and Spring Semesters	2023-2024	Principles of Social Studies General Education Classroom	X	45 min daily		X			08/09/2023	11/07/2023

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Descriptor of Course Curriculum Area:

IEP Services /Supports necessary to implement IEP	Duration/Frequency	Location of Services	Start Date	End Date
Adapted PE- Direct *	30 Minutes weekly	General Education Classroom	11/08/2022	11/07/2023
Inclusion support provided by SpEd staff - Science	60 Minutes weekly	General Education Classroom - Group	11/08/2022	11/07/2023
Inclusion support provided by SpEd staff - Soc St	60 Minutes weekly	General Education Classroom - Group	11/08/2022	11/07/2023

Descriptor of Services / Support:

***APE Service Delivery:**

The [redacted] is responsible for implementing the direct service minutes. ARD is responsible for identifying the appropriate [redacted] person on the campus to implement the goals and benchmarks during the week and to also complete progress reports for parents according to the ISD timeline. ARD will determine the best location and time to address the APE goals and benchmarks. The APE minutes can take place during the PE class or during another time of the day, in the gym, in the motor lab, or in a classroom if deemed most appropriate and least restrictive for the student. The [redacted] campus direct service provider can be a special education teacher, PE teacher, or paraprofessional. The Region 10 consultant will train the direct service provider on how to implement the suggested goals and benchmarks. All minutes should be reflected on the schedule of services page.

Related/Other Services	Duration/Frequency	Location of Services	PEIMS	Start Date	End Date
Adaptive PE - Consult	20 Minutes, once every nine weeks	Campus	X	11/08/2022	11/07/2023
Physical Therapy - Consult	30 Minutes, each nine week grading period	Campus	X	11/08/2022	11/07/2023
Physical Therapy - Consult	30 Minutes, weekly	Campus	X	08/09/2023	09/08/2023

Descriptor of Related/Other Services:

Services follow the district calendar including all breaks, holidays, professional development workdays, bad weather days, and early dismissal. The ARDC determined that regularly scheduled services that are missed by the student due to absence from school; participation in extracurricular activities such as field trips, assemblies, pep rallies, etc.; or participation in district or statewide testing will not be rescheduled or made up.

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***PLACEMENT OF SERVICES**

*The ARD committee determined that services will be provided at:

Name of Current Year Enrollment Campus: [Redacted]

Name of Next Year Enrollment Campus: [Redacted]

Name of Current Year Instructional Setting: Resource at least 21% & less than 50%

Speech Therapy Services in addition to the Instructional Setting Indicated: 0 - No speech therapy

Next Year Instructional Setting Code: Resource at least 21% & less than 50%

Next Year Speech Therapy Services in addition to the Instructional Setting Indicated: 0 - No speech therapy

Yes No *This is the same campus the student would attend if not disabled.

If NO, identify the services that cannot reasonably be provided on the student's home campus.

- Frequent and intense behavioral interventions
- Specially Trained Education Personnel
- Specialized equipment and resources that would be fiscally unreasonable to duplicate
- (RDSPD Students) student's hearing loss severely impairs processing linguistic information through hearing, even with recommended amplification, and adversely affects educational performance.
- Other:
- Yes No According to district attendance zones this is the campus which is as close as possible to the student's home.

Justify:

[Redacted] is a school of choice

Sent/Provided: 11/08/2022

Written Annual Notification to Access Public Benefits or Insurance (e.g., Medicaid)

Medicaid services provided by school districts in [Redacted] to Medicaid-eligible students are known as School Health and Related Services (SHARS). SHARS allows local school districts, including public charter schools, to obtain Medicaid reimbursement for certain designated health-related services documented in a student's Individualized Education Program (IEP).

The main objective of the SHARS program is to reduce the cost of delivering health-care services in the school setting. Services received at school do not affect or compromise the type or amount of Medicaid services received outside of school. Further, [Redacted]:

- A. Will not require parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive a free and appropriate education (FAPE);
- B. Will not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided;

I also understand that [Redacted] Medicaid Instituted TPL (Third Party Liability) policy requirement using the "pay and recover" method. Using the pay and recover TPL (Third Party Liability) process for SHARS means that Medicaid pays the school district for services before third party reimbursement is sought. If the third party insurance denies a claim for an acceptable reason, no further action is taken. Lifetime benefits of private insurance could be affected depending on the policy or agreement parents or guardians have with the Insurance Company.

[Redacted] has previously notified and received parental consent to disclose personally identifiable information to the agency responsible for the administration of the State's public benefits or insurance program (e.g., Medicaid) for reimbursement under the SHARS program. This information includes but is not limited to name, date of birth, Social Security number, Medicaid number, date of service, service type and service duration. This form has been provided in

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language understandable to the general public and in the native language or other mode of communication used by the parent, unless it is clearly not feasible to do so. Consent may be withdrawn at any time. A parent's withdrawal of consent or refusal to allow consent does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parent(s).

(Consistent with 34 CFR §300.154(d)(2)(v); 34 CFR §300.503(c); 34 CFR §300.154(d)(2)(I)(iii); §300.154(d)(2)(iv)(A)-(B); §300.154(d)(2)(iv); 34 CFR part 99 & 300)

ASSURANCES: parents assured by: Name: 
 Title: Campus Administrator

The ARD committee assures that removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The ARD committee assures that each student with a disability participates in nonacademic and extracurricular services and activities, including meals, and recess periods, with nondisabled students to the maximum extent appropriate to the needs of the student.

The ARD committee assures that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are nondisabled.

Access to and Destruction of Records

The special education department observes federal and state laws, state regulations and local policies pertaining to the confidentiality of student records. Parents (or an eligible student 18 years or older) may inspect and review records at any time. School officials with a legitimate educational interest have access to student records. The parents of a student with a disability must give written consent before a student's records can be seen by someone not involved in the student's education.

If the student transfers to another school district, special education records will be sent to the receiving district without parental consent.

Special education eligibility and educational records are maintained for seven (7) years following the date of the last recorded action for each student served by the Special Education Department of . At the end of seven years, the records may be destroyed.

Parent/guardian/adult student has been informed that the District shall retain education records of students with disabilities for seven years after the student's graduation or dismissal from special education.

Records with personally identifiable information are located on the campus of the school which the student attends and the Special Education Services office at .

You may call with any questions concerning records .

REVIEW OF COMMITTEE DECISIONS:

- Accept Evaluation _
- Accept reevaluation information review _
- Additional evaluation is needed

Duration of Services: 11/08/2022 - 11/07/2023



NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

Timeline for completion of evaluation 11/07/2023

- Accept/review Transition and/or Graduation Plan
- Extended School Year is recommended Yes No
- Assistive Technology Yes No
- Goals/ Objectives Accept Revise Continue
- Behavior Intervention Plan: Yes No
- Transportation services: Yes No

Supplements Included:

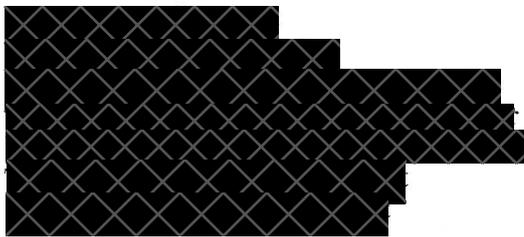
- DHH Autism BIP BIP Brief Dyslexia
- ESY FBA FBP Graduation MDR
- Med Fragile Parent/IHT Parent/IHT Needs PCS RDSPD
- REED STAAR-Alt 2 STAAR Med Ex STAAR NAAR Transition
- Transportation VI Skilled Nursing Services
- Medicaid One Time Parental Consent Skilled Nursing Services (SA)
- Medicaid Initial Notification
- Medicaid Written Annual Notification
- Other: _

Parents can find additional information and resources about Special Education on the [redacted] website at [redacted] under the Academics tab. Parents are encouraged to complete a Post ARD Committee Meeting Survey on our website to offer feedback about today's ARD meeting: [redacted]

Deliberations:

An ARD meeting was held virtually for [redacted] on November 8, 2022.

In attendance were:



Parent was emailed the procedural safeguards and the statement of confidentiality was given.

The purpose for this meeting is an Annual ARD.

The parent was given the opportunity to make suggestions/comments and share concerns. Current math and reading

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levels.

There was not further testing conducted that needed to be reviewed.

reviewed the student's eligibility for special education. qualifies as a student with Intellectual Disability and Other Health Impairment in the area of Duchenne's Muscular Dystrophy and ADHD. The current FIE is dated 01/31/2021; further re-evaluation is needed at this time. The ARD committee recommended pulling forward formal cognitive/adaptive behavior, achievement, OHI, with informal data to continue eligibility. However, the ARD committee recommends a formal Physical Therapy Evaluation to be reviewed at annual ARD meeting.

Present level of academic achievement and functional performance (PLAAFP) was discussed.

General education teacher reports were given.

Special education teacher reports were given.

The transition plan was discussed and agreed upon by the committee.

Physical Therapist report given.

Behavior does not impede the student's learning or learning of others, the student does not need a behavior intervention plan.

Proposed goals and objectives in the areas of Math, Health Education, Reading, and Language Arts were agreed upon by the ARD committee.

The student has not been identified as a student with dyslexia.

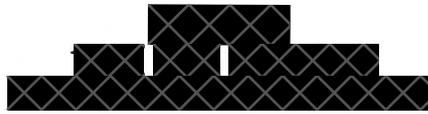
Accommodations and modifications were discussed and agreed upon by the committee.

District wide assessment and state assessment results have been reviewed. The committee has determined that the student is in need of an accelerated instruction plan in the areas of reading and math.

The accelerated instructional plan was reviewed.

testing and accommodations were discussed. will take Online in Reading, Math, Science, and Social Studies for the 2022-2023 school year. Projections for testing for the following school year were discussed.

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The student will not participate in the physical fitness assessment.

The student will participate in District wide assessments.

Extended school year was discussed and data was reviewed to determine the need for ESY. Special transportation services are needed.

Placement, location, and frequency of special education services were discussed and the student's schedule of services was determined; the schedule of services promotes the least restrictive environment for the student.

Student's communication, assistive technology, and physical needs were discussed.

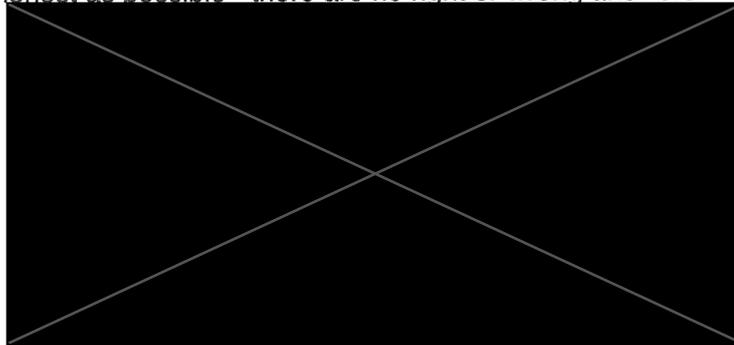
Annual Notification for SHARS was given.

Parent was in agreement with the ARD committee decisions and verbally agreed to waive the 5-day waiting period.

Assurances were given, minutes were read, and signatures will be obtained.

Special Education Survey

This survey is to help us gain valuable feedback from our parents to improve Special Education ARD Meetings. Your answers will be used in aggregate, and we will not be evaluating individual responses. As such, please be as honest as possible - there are no right or wrong answers.



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SIGNATURES OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS

Date of Meeting: 11/08/2022

Name:	Position:	Signature:	Agree	Disagree
X	Parent(s)/Adult Student	X		
	District Representative			
	General Education Teacher			
	Special Education Teacher/ Provider			
	Assessment			
	Adaptive Physical Education Specialist			
	Student			
	Physical Therapist			

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NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

Prior Written Notice

Date Sent/Mailed: 11/08/2022

Description of the action proposed or refused:

An ARD committee was held to review [redacted] progress and current program in special education. A new individual educational plan will be developed based on [redacted] present levels of performance.

Explanation of why action was proposed or refused:

A review of progress for students deemed to have a disability is required on an annual basis.

Description of other options considered:

A review of progress for students deemed to have a disability is required on an annual basis.

Why Options were Rejected:

A review of progress for students deemed to have a disability is required on an annual basis.

Evaluation procedures, tests, records, or reports used as a basis for the proposal or refusal:

Input from parents, general education teachers, special education teachers, campus benchmark information, present levels of academic/behavior performance, state assessment (when age appropriate), and school health, attendance records, home language survey and language screenings such as [redacted] and LPAC information if appropriate.

Other factors relevant to the proposal or refusal:

None

The parent(s) of a student with a disability/adult student has protection under the procedural safeguards of the IDEA. A copy of the procedural safeguards in understandable language, where feasible, must be given to the parents/guardian of a child with a disability only once in a year. A copy must also be given when an initial evaluation or a parent request for an evaluation occurs, upon receipt of the first due process, or State complaint during a school year, when the district decides to make a change in placement due to a discipline issue, and upon parent request. [300.504(a)] A copy will be/was provided to The Parent on 10/26/2022.

Federal regulations require that parents and adult students be provided prior notice in their native language or other mode of communication each time the District proposes or refuses to initiate or change the identification, or educational placement of your child/you or the provision of a free appropriate public school education (FAPE) to your student/you, or upon conducting a manifestation determination.

- The notice was translated orally or by other means to the parent/adult student in his/her native language or other mode of communication on: _ by _
- Parent/adult student verified to the translator that he/she understands the content of this notice.

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To obtain assistance in understanding this notice, you may call:



or Education Service Center [Redacted]

or Special Education Information Center at [Redacted]

Yes No The committee mutually agreed to implement the services reflected in these proceedings.

WAIVER FOR NOTICE TO PROVIDE SERVICES

Yes No Parent(s) or adult student attended the ARD meeting. If No, copy of the ARD will be provided.

Yes No Parent(s) or adult student agrees to waive the five school day waiting period between the current IEP and the implementation of the proposed IEP.

If parent(s) or adult student declines the waiver, the previous IEP will remain in effect until the newly adopted IEP is implemented after a five day waiting period.



Signature of Parent(s), Guardian, Surrogate or Adult Student

To obtain assistance in understanding this notice of ARD committee provisions, you may call Special Education Information Center at [Redacted] or Education Service Center [Redacted].

Yes No **This is an Initial Provision of Services**

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NAME OF STUDENT

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REED/Evaluation

REED Date: 11/08/2022

DETERMINATION OF EXISTING EVALUATION DATA (as required as part of an initial evaluation, if appropriate, and as part of ANY reevaluation):

REQUIRED PARTICIPANTS The Review of Existing Evaluation Data (REED) must be conducted by the ARD committee members and other qualified professionals, as appropriate. The participants may conduct the review without a meeting, as allowed by local district policy.

The ARD/IEP committee members must review existing evaluation data and determine an appropriate evaluation plan. Based on the review of evaluation data in the areas listed below, the ARD/IEP committee members will decide if additional data is needed to determine:

- * whether a disability exists or continues to exist;
- * whether special education and related services are needed or continue to be needed; and
- * whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general curriculum.

Sources of Information:

- Teacher Reports
- Parent Information
- FIE
- Related service provider -OT

Determination of Present levels of Academic Achievement and Functional Performance

Review of Existing Data includes evaluations and information provided by: the parents of the child; performance on curriculum-based, local and/or state assessments, and classroom-based observations; and observations by teachers and related service providers:

Language: Dominant Language: English Other languages spoken: _

Student expresses self: Orally Other method: _

Language level compared to peers: Average

Speech Services:Articulation, Language, Fluency, Other

currently qualifies as a student with a speech impairment in the area of language. As of 12/1/2020 has made the following progress:

Language/Communication: has previously worked on the following goals/objectives: answer questions that require inferencing and predicting and use correct grammatical form in structured conversation and spontaneous conversation.

Source: Prior IEP

Results of Intervention: receives speech therapy services for 30 min/8x per nine weeks in a pullout group setting. He has made great progress his goals and objectives.

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Strengths: XXXX XXXX has made the following progress: answer questions that require inferencing and predicting with 90% acc and use correct grammatical form in structured conversation and spontaneous conversation with 80% acc. XXXX has mastered both objectives. XXXX XXXX has mastered all of his goal/objectives

Concerns: identify elements from a story and self correct grammatical errors in conversational speech

Impact of Student's disability on involvement and progress in general education curriculum or appropriate activities by participating in oral language, listening, and speaking activities.

FIE 1/31/2021

Oral Peripheral Mechanism

Oral Peripheral results and interpretations

Observation of the oral-peripheral mechanism revealed adequate structural and functional integrity to support speech and non-speech tasks. Student was able to imitate the speech evaluator's oral-motor movements without difficulty (tongue elevations, depression, lateralization, and protrusion). Diadochokinetic rate (quickly and accurately repeating a series of rapid, alternating sounds) was produced/not produced with integrity and speed. Dentition and form & function of the hard and soft palate appear to be within normal limits at this time.

Articulation

A formal articulation assessment was not required for this re-evaluation. Articulation was evaluated informally during conversation and the speech and language sample. Articulation skills are judged to be within normal limits.

Language

Formal Language Assessment

Oral and Written Language Scales-2nd Edition (OWLS-2): assesses lexical/semantic (vocabulary), syntactic (sentence structure/grammar), pragmatic (social skills), and supralinguistic (higher-order thinking) structures in both listening comprehension and oral expression. It consists of the Listening Comprehension, which measures an individual's ability to understand spoken language, and the Oral Expression, which measures one's understanding and use of spoken language. Standard scores are based on a scale where XX is the average (mean) score, XX points above and XX points below. XXXXXX is considered to be in the average range in comparison to children of the same chronological age. The following scores were obtained:

	Standard Score	Percentile	Description
Listening Comprehension	XX	XX	XXXXXX
Oral Expression	XX	XX	XXXXXX
Oral Composite	XX	XX	XXXXXX

Listening Comprehension. This scale measures oral language reception, which is the understanding of spoken language. Items are presented verbally and pictorially where responses are given primarily by pointing on multiple-choice items. XXXXXX standard score of XX falls within the XXXXXX range compared with the

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standardization population of individuals at his age level. Using percentile scores for interpretation of performance, the Listening Comprehension scale standard score corresponds to a percentile rank of [REDACTED], meaning that [REDACTED] of the individuals his age in the standardization population scored the same as or below him in the ability to comprehend the meaning of oral language structure.

Categories of Linguistic Structure and Task

Lexical/Semantic. The Lexical/Semantic items included in the OWLS-II measure vocabulary as the understanding of spoken and written words and word combinations (e.g., nouns, verbs, adjectives, adverbs, etc.). [REDACTED] presented with strengths in comprehending to identify adjective, adjective sequence, and noun (left). Weakness observed in comprehension to identify nouns (arrival, width), verb (doze and douse).

Syntactic. The Syntactic items included in the OWLS-II assess knowledge and use of grammar (morphology) and sentence structure. [REDACTED] was able to identify past tense verb (-ed), subjunctive tense (should have brought), preposition (minus), passive voice (is followed by), correlative conjunction (neither/nor), subjunctive tense (could have fallen), perfect participial phrase (having let the cat inside), inference (world knowledge), figurative language, subject-verb agreement, complex sentence, and noun (left). Weakness was also seen in complex sentence, past perfect progressive tense (had been swimming), subordinating conjunction (after), noun (arrival), and correlative conjunction (either/or).

Supralinguistic. The Supralinguistic items included in the OWLS-II measure comprehension of complex language in which the meaning is not directly available (e.g., figurative language, inference, double meaning, etc.). At his age level, [REDACTED] is able to identify inference such as meaning from context, indirect request, lexical ambiguity, world knowledge, and figurative language. Weaknesses were noted in the areas of inference (indirect request), verbal reasoning, figurative language, and inference (meaning from context).

Oral Expression. This scale measures oral language expression, which is the use of spoken language. Items are presented verbally and pictorially where responses are given verbally. On the Oral Expression scale, [REDACTED] standard score of 87 is within the AVERAGE range. The score on the Oral Expression scale corresponds to a percentile rank of 19th; this means that 19% of the individuals his age in the standardization sample scored the same as or below him in the expression of oral language.

Categories of Linguistic Structure and Task

Lexical/Semantic. The Lexical/Semantic items included in the OWLS-II measure vocabulary as the understanding of spoken and written words and word combinations (e.g., nouns, verbs, adjectives, adverbs, etc.). [REDACTED] presented strengths in the following use of verbs, nouns, adverb, idiom, and adjective. He presented difficulty with the use of adjective (right), bound lexical morpheme, and idiom (around the clock).

Syntactic. The Syntactic items included in the OWLS-II assess knowledge and use of grammar (morphology) and sentence structure. [REDACTED] was able to appropriately produce the irregular past tense verb (caught), simple sentence, noun-verb agreement, and complex sentence. [REDACTED] presented weakness in simple structure, complex sentence, and subordinating conjunction in a complex sentence.

Supralinguistic. The Supralinguistic items included in the OWLS-II measure comprehension of complex language in which the meaning is not directly available (e.g., figurative language, inference, double meaning, etc.). [REDACTED] was able to use verbal reasoning. He had difficulty with inference (world knowledge) and lexical

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ambiguity.

Pragmatic. The Pragmatic items included in the OWLS-II measure awareness of the appropriateness of language and ability to modify language in relation to the situation in which it is used (e.g., knowledge of social context and cultural norms). [REDACTED] was able to sequence events, compare and contrast, and provide information. He had difficulty with requesting information.

Informal Language Assessment

Strengths:	[REDACTED] is able to speak in a complete sentence, tell what has happened in the past, uses words to reject or deny information, use words to negotiate	Weakness:	[REDACTED] does not use correct grammar, use vocabulary similar to his peers, reword information when his message is not understood, express his feelings, and tell a story in sequence.
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Receptive Language:

Strengths:	None noted	Weakness:	[REDACTED] has difficulty following 2-3 step directions, understand and remember school vocabulary, figurative speech, knows when his message is not understood, and has trouble thinking of the right word to say.
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Informal Language Sample

A language sample provides informal data that supports standardized testing in order to develop a more complete linguistic profile. A language sample was obtained to further assess articulation, voice, fluency, and language skills in connected speech. During a conversational speech sample, [REDACTED] was able to retell a story by providing name of characters, answering WH-questions from story, used appropriate vocabulary, use appropriate subject-verb agreement. [REDACTED] sentences were as follows: "I like playing video games."; "I like playing with my friends". and, "I'm thankful for 2020 to be over."

[REDACTED] language sample is proportionate to the formal language assessment data.

Interpretation:

Based on formal and Informal assessment data, [REDACTED] language skills fall within normal limits for his age and gender.

Informal Fluency Assessment:

Parent Information: [REDACTED] parent, stated that [REDACTED] has to think of words to say and to describe things.

Interpretation:

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Hesitations, prolongations, and repetitions were not noted during the conversational speech sample. [redacted] speaking fluency appears to fall within normal limits.

VOICE

Informal Voice Assessment:

Parent and teacher did not indicate any concerns at this time.

Results and interpretations

All parameters of voice including quality, intensity, and resonance were informally assessed during connected speech and appear to be within normal limits for student's age and gender. No concerns were reported or observed.

Summary of Speech and Language Assessment Findings:

[redacted] strengths include oral peripheral mechanism, articulation, language, fluency, and voice. Standardized testing indicated strengths in all areas of speech and language development.

Based on formal and informal evaluation data, [redacted] does not present with an expressive and receptive language disorder at this time which DOES NOT have an impact on his learning.

Further Evaluation Needed? Yes No

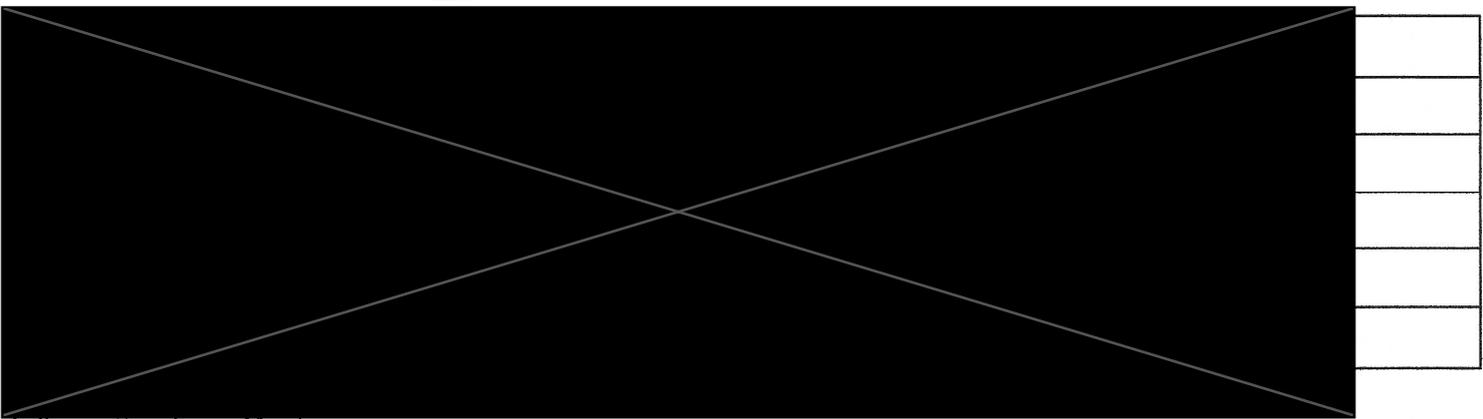
Specify:

Informal data will be compiled by assessment specialist.

Physical/Medical: Vision, Hearing, Health History

FIE 1/31/2021:

Per parent information there were no complications during pregnancy nor during delivery. [redacted] weighed six pounds nineteen ounces. During infancy and early childhood [redacted] was quiet and content, very easy to feed, slept well, usually relaxed and easy to get into a routine. He was underactive, adapted to change readily, alert and easily calmed down. He was upset by change, strong willed, accident prone, uncoordinated, avoided eye contact and disliked contact with people. He reached his developmental milestones such as walking, talking and sitting within a normal overall rate of development. He has been diagnosed with DMD, ADHD, ODD, and OCD. [redacted] takes the following medications:



Information from Doctor

[redacted] r. [redacted] I, MD provided an updated Other Health Impairment (attached). [redacted] has been diagnosed with ADD and Muscular Dystrophy. [redacted] reported [redacted] has been prescribed stimulants for ADD and that the impairment may impact him in the classroom by having limited capacity to focus. Muscular Dystrophy impacts [redacted] muscle strength.

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Yes No This student appears to have one or more conditions which directly affect his/her ability to benefit from the educational process.

Specify:
Muscular Dystrophy and ADHD (limited alertness)

Adapted Physical Education Yes No

Further Evaluation Needed? Yes No

Specify:
Informal data will be compiled by assessment specialist.

Sociological/Cultural and/or lifestyle factors influence this student's learning and behavior pattern? Yes No
Specify:

This student's sociological status indicates a lack of previous educational opportunities? Yes No
Specify:

Further Evaluation Needed? Yes No

Specify:
Informal data will be compiled by assessment specialist.

Emotional/Behavioral

Current School Behaviors: Note concerns/current emotional functioning/effectiveness of interventions:
IEP 2/8/2017:

wants to be helped with most things he does. He does not like to independently start a new assignment. He wants to be shown and needs to be reexplained. he has difficulty restating what the assignment is. He does better on a computer where there are rewards then he does on paper and pencil task.

has no discipline issues, he would like to copy the answers of his friends if possible. He needs a lot of encouragement to complete his work. He generally has a good attitude.

IEP 11/8/2022:

is an 8th grader whose behavior does not impede his or the learning of others. Each day he is adapting to the routine and works hard in class.

Further Evaluation Needed? Yes No

Specify:
Informal data will be compiled by assessment specialist.

Intellectual and Adaptive Behaviors

Current results of (brief, group) assessments administered to student:

FIE 4/7/2015:
Vineland-II:

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Parent Interview

Sub domain/Domain	v-scale Score/Domain Standard Score	Adaptive Level
Communication	X	
Receptive		
Expressive		
Written		
Daily Living Skills		
Personal		
Domestic		
Community		
Socialization		
Interpersonal Relationships		
Play and Leisure Time		

Teacher Interview

Sub domain/Domain	v-Scale Score/ Domain Standard Score	Adaptive Level
Communication	X	
Receptive		
Expressive		
Written		
Daily Living Skills		
Personal		
Academic		
School Community		
Socialization		
Interpersonal Relationships		
Play and Leisure Time		
Coping Skills		

Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV)

	Standard Score	Standard Score
Verbal Comprehension Subtest	X	
Similarities		
Vocabulary		
Comprehension		

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Working Memory Subtest	X	Processing Speed Subtest	X
Digit Span		Coding	
Letter Number Sequencing		Symbol Search	
Fluid Reasoning			
Matrix Reasoning		Perceptual Reasoning	
Picture Concepts		Full Scale IQ (FSIQ)	

The Full Scale IQ (FSIQ): [REDACTED] earned a FSIQ score of [REDACTED], indicating that a "true" score, or the average score obtained, if he were tested many times, would lie somewhere between 60 and 70. [REDACTED] FSIQ is in the Very Low range when compared to same age peers.

FIE 9/8/2015:
Kaufman Assessment Battery for Children (KABC)

Subtest	Standard Score	Subtest	Standard Score
Fluid Crystallized Index (FCI)	X		X
Number Recall		Word Order	
Hand Movements		Rover	
Triangles		Gestalt Closure	
Block Counting		Atlantis	
Rebus		Atlantis Delayed	
Rebus Delayed		Story Completion	
Pattern Reasoning		Verbal Knowledge	
Reasoning		Expressive Vocabulary	

FIE 1/31/2021
WISC-V:

Subtests	Standard Score	Descriptor
Similarities	X	X
Vocabulary		
Block Design		
Matrix Reasoning		
Figure Weights		
Digit Span		
Coding		
Full Scale IQ (FSIQ)		

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Verbal Comprehension	X
Fluid Reasoning	
ABAS -3:	
Scales	
Conceptual	
Communication	
Functional Academics	
Self-Directed	
Social	
Leisure	
Social	
Practical	
Community Use	
Home/School Living	
Health & Safety	
Self-Care	
General Adaptive Composite	

Further Evaluation Needed? Yes No

Specify:

Informal data will be compiled by assessment specialist.

Academic Achievement and Functional Performance

Grades, performance on state, district-wide assessments, standardized tests, curriculum based measures/etc:

IEP 2/8/2017:

is currently reading on a kindergarten level. He can identify around 50 1st grade sight words correctly. He makes an effort but often times wants to guess instead of sounding out the word. He rushes through his work. He has difficulty with repeating instructions. He will often look at the picture associated with the page instead of sounding out the word. The picture can be of a hare and he will say rabbit. He has difficulty following two step instructions.

struggles with math and does better working in small group or one to one. He knows his numbers through 100, he can add one digit numbers, he know base 10 blocks and can solve basic equations with prompts and supports. He has a difficult time from day to day building skills. He will forget skills he has previously learned. If blocks add up to 89 he can say 80 but struggles with the other 9. He still has difficulty with two digit problems. He struggles with remembering basic math rules that are the foundation for higher level work.

can correctly identify short sentences, he can write one to two short sentences with prompts and support. He can identify periods, commas, question marks and exclamation points. He knows basic grammar rules but is easily confused. When presented several words and asked to make a sentence he is confused about what words should go in order. He

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presents his answer without checking for mistakes.

FIE 4/17/2015:

Wechsler Individual achievement Test III (WIAT-III):

Subtests	Scaled Score	Description
Math Problem Solving	X	X
Alphabet Writing Fluency		
Numerical Operations		
Oral Expression		
Spelling		

1/31/2021:

WIAT-III

Composite/Subtest	Standard Score	Classification
Basic Reading	X	X
Word Reading		
Pseudoword Reading		
Reading Comprehension and Fluency		
Reading Comprehension		
Oral Reading Fluency		
Mathematics		
Math Problem Solving		
Numerical Operations		
Math Fluency		
Math Fluency – Addition		
Math Fluency – Subtraction		
Math Fluency – Multiplication		

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2022-23 Common Unit Assessments

Test Name

- Unit 2: Atoms and Periodic Table 2022
- 8th Math Unit 1 Test: (Real Numbers / Number Fluency)
- Unit 3 Chemical Formulas and Reactions 2022
- American History - Constitution Assessment (2022)

Raw	Percent	Met
[Redacted]		

Campus and District Level Rubrics

Test Name

- LIFEela Common Unit 2 Assessment - 7th
- LIFEela Common Unit 4 Assessment - 7th
- LIFEela Common Unit 6 Assessment - 7th
- LIFEela Common Unit 2 Assessment - 8th
- LIFEela Common Unit 4 Assessment - 8th

Raw	Percent	Met
[Redacted]		

Test

Test Name

- May 2018 [Redacted] Reading, Grade 3
- May 2018 [Redacted] Mathematics, Grade 3
- May 2019 [Redacted] Writing, Grade 4
- May 2021 [Redacted] Mathematics, Grade 6
- May 2022 [Redacted] Reading, Grade 7
- May 2022 [Redacted] Mathematics, Grade 7

Ver

Scale	Raw	Percent	Level
[Redacted]			

Report card:

[Redacted]

[Redacted] [Redacted] [Redacted] is a 8th grade student who has demonstrated areas of need in Reading and Writing.

[Redacted] [Redacted] [Redacted] is below grade level in Comprehension. [Redacted] [Redacted] [Redacted] is a 8th grade Resource student who struggles reading and comprehending text written at a second grade level (Lexile 450-600, F&P I-L, DRA 16-24). After reading a short passage, [Redacted] [Redacted] couldn't answer "wh" questions about key details of the text as measured by a Curriculum-based Comprehension Assessment given on 11/2/2022.

[Redacted] [Redacted] [Redacted] intellectual disability affects general cognitive functioning, resulting

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in difficulty with abstract thinking, comprehending complex ideas, learning quickly, and generalizing skills to new tasks. This impacts access to reading-related instruction, and tasks such as phonemic awareness and phonics, understanding concepts of print and text features, applying reading strategies to new and unfamiliar texts, recalling details, timed reading tasks.

is an 8th grade Resource student who is a diligent below grade level in Sentence Paragraph Composition. has developed sentence and paragraph composition below a 2nd grade level. struggles to compose simple sentences without the use of text to speech software. With the use of speech to text technology, he can express his thoughts, but often without proper syntax or sentence structure.

intellectual disability impacts access to writing-related instruction, and tasks such as recalling and writing letters or words, spelling, applying grammar and punctuation, prompts involving abstract or conceptual ideas, pre-writing tasks including brainstorming, composing complex sentences.

IMPACT OF DISABILITY IN WRITING: Sentence Paragraph Composition.

intellectual disability affects general cognitive functioning, resulting in difficulty with problem solving, abstract thinking, comprehending complex ideas, learning quickly, and generalizing skills to new tasks. This impacts access to writing-related instruction, and tasks such as (recalling and writing letters or words, spelling, applying grammar and punctuation, prompts involving abstract or conceptual ideas, pre-writing tasks including brainstorming, composing complex sentences).

disability impacts reasonable and meaningful progress in the general education curriculum and learning environment in the subject of Writing within the following area(s): Sentence and Sentence Paragraph Composition.

has shown strength in Arithmetic Fluency. With calculator use, he can perform basic operations on whole numbers and decimals with 80% accuracy. He can also evaluate expressions with exponents with 80% accuracy. He can convert fractions to decimals with 75% accuracy. He can solve one-step equations with 80% accuracy.

is below grade level in Number Sense and Concepts. His overall Math level is at upper 2nd grade as measured by a Standards-Based Diagnostic assessment completed 08/26/2022. He struggles with ordering and comparing rational numbers.

He did not meet standards for his previous Assessments in Math.

In class, uses a graphing calculator, anchor charts, video tutoring and corrected work to do his work independently. He requests oral administration and uses the text to speech app on his browser. He also asks for assistance with spelling and transcription of his answers from time to time. He is very independent and prefers figuring things on his own.

intellectual disability affects general cognitive functioning, resulting in difficulty with problem solving, abstract thinking, comprehending complex ideas, learning quickly, and generalizing skills to new tasks. This impacts access to math-related instruction, and tasks such as applying problem solving strategies to novel situations, understanding abstract mathematical concepts, and understanding word problems.

disability impacts reasonable and meaningful progress in the general education curriculum and learning environment in the subject of Math within the area of Number Sense and Concepts.

Classroom-based observations:

Further Evaluation Needed? Yes No

Specify:

Informal data will be compiled by assessment specialist.

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Related/Instructional Services

Related/Instructional Services currently receiving/needs:

██████████ modifies in his PE class and sits/walks when possible. He may benefit from a PT evaluation to further assist with PE modification, school mobility, stretching, and safety, as ██████████ needs change..

██████████ is an 8th grade student at ██████████ in ██████████. He currently attends general physical education with his grade level peers daily. He arrives in his manual wheelchair via a staff member pushing him to the gym. He is able to come out of his wheelchair as he wishes and can self propel his wheelchair for short periods such as through doorways or for a few feet. He has come out of his shell in the PE setting even more this current school year by attempting to join his classmates in various activities within the gym. He still seems timid at times to join in but has made progress in this area from the previous school year. ██████████ is provided peer or staff assistance as needed. He does like to attempt skills on his own at first though. He is able to self monitor when he needs to take a break from walking around and knows he can go back to his wheelchair as needed. During the class workout Wednesday he is included in the laps the other students have to walk/run by being pushed by staff around the outdoor track. He is to keep up with the number of laps he has completed. Due to health concerns, he is not allowed to lift weights or over exert himself. ██████████ continues to enjoy baseball and football skills. He is currently able to punt a football 15 to 20 feet hitting within the target area in 4 out of 5 attempts. ██████████ is also able to grip the bat with hands together and display proper weight transfer striking a softball size ball/baseball into fair play that has been tossed to him from about 25 feet in 4 of 5 attempts.

██████████ continues to play with the local ██████████ League team and was able to participate in Nationals this Fall. He also assists with the campus football team as the manager/waterboy. He expressed interest in learning and working on tennis skills. He currently understands the concept of a serve, receiving a pass, forehand stroke, and backstroke. He struggles with serving over a net to at least 20 feet towards a target and also struggles with receiving a pass/serve from at least 30 feet away while making contact and hitting it back over the net.

Based on the data collected from formal and informal sources, he requires accommodations and modifications to access the ██████████ and ██████████) for physical education. It is my recommendation that he continues to receive Adapted Physical Education services and be exempt from FITNESSGRAM assessment.

Further Evaluation Needed? Yes No

Specify:

Formal and Informal data will be compiled by assessment specialist.

 Assistive Technology

Assistive Technology currently receiving/needs:

██████████ does not currently use assistive technology in order to access the general education setting.

Further Evaluation Needed? Yes No

Specify:

Informal data will be compiled by assessment specialist.

Determination

Yes No Additional data are needed to determine whether the student is a student with a disability or continues to have such a disability.

Yes No Additional data are needed to determine whether the student needs or continues to need special education and related services.

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Yes No Additional data are needed to determine the present levels of academic achievement and related developmental needs of the student.

Yes No Additional data are needed to determine whether the student needs additions or modifications to the special education and related services to enable the student to meet measurable annual goals and to be able to participate, as appropriate, in the general education curriculum.

NOTIFICATION TO PARENT(S)/ADULT STUDENT IF NO ADDITIONAL DATA ARE NEEDED:

If the response to all of the DETERMINATION statements above is No, then no additional data are needed.

The reason for this determination is:

Summary of REED Placement/Discussion/Suggestions:

Yes No Review of Existing Evaluation Data becomes new FIE due to no new testing required:
FIE Date: 01/31/2021 Next FIE Due: 01/30/2024

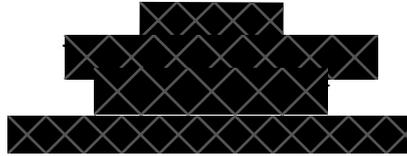
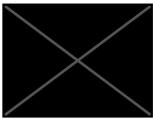
Yes No Review of Existing Evaluation Data requires additional testing that is due by:
Due Date: 11/07/2023

THE PARENT(S) HAVE THE RIGHT TO REQUEST AN ASSESSMENT TO DETERMINE WHETHER THE STUDENT CONTINUES TO BE A STUDENT WITH A DISABILITY AND TO DETERMINE THE EDUCATIONAL NEEDS OF THE STUDENT. THE LEA IS NOT REQUIRED TO CONDUCT AN ASSESSMENT TO DETERMINE WHETHER THE STUDENT CONTINUES TO BE A STUDENT WITH A DISABILITY AND TO DETERMINE THE EDUCATIONAL NEEDS OF THE STUDENT UNLESS REQUESTED BY THE PARENT(S).

Person responsible for notifying appropriate school personnel:

Position: Diagnostician

Duration of Services: 11/08/2022 - 11/07/2023



RECEIPT FOR EXPLANATION OF PROCEDURAL SAFEGUARDS OF A PARENT WITH A CHILD WITH DISABILITIES IN SCHOOL *as Required by Individuals with Disabilities Education Act (IDEA) 34*

Name of Student:  Date of Birth:  Date Issued: 11/08/2022

This is to verify that I have received:

I understand that my rights include the right to receive:

A copy of the Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities which informs me of my rights throughout the child/student-centered educational process. The procedural safeguards have been explained to me by *(name/position/date entered in the first column of each section)*.

This and all other notices in the language I understand (primary language) or, if needed, a translation of such orally, in sign language, or in Braille as appropriate; and answers from school personnel to additional questions I may have. My signature below indicates that I initially received a copy of the Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities on the date specified and that I understand its contents.

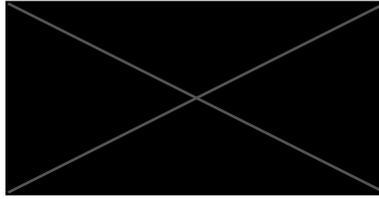
<u>Emailed to Parent</u>	<u>10/26/2022</u>
Name of Parent, Guardian, Surrogate Parent or Adult Student	Signature of Parent(s), Guardian, Surrogate or Adult Student
	Date

<u>Name of Interpreter, if used</u>	<u>Signature of Interpreter, if used</u>	<u>Date</u>
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 Name of School Staff	<u>ARD Facilitator</u> Position
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Current School Campus

ADMISSION, REVIEW, AND DISMISSAL (ARD) MEETING INVITATION



INVITATION TO THE MEETING RE:

[Redacted]

To the Parent/Guardian of:

[Redacted]

Additional Invitations to be sent to:

- To the student (age 13-17)

You are notified of an admission, review, and dismissal (ARD) committee meeting to discuss your educational programming or that of your child. We encourage you to attend this meeting, as your involvement is an important part of the planning process.

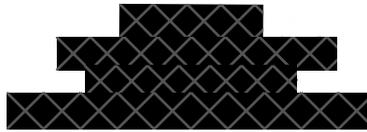
Date: 11/08/2022 **Time:** 12:45 PM **Room:** Virtual **Place:** Google Meets

Purpose of Meeting

- Discuss, at your request, any educational or related service not proposed below
- Review your child's program (including results of any new evaluations)
- Develop and/or review the Individual Education Program (IEP) for your child
- Consider ESY (Must address annually)
- Consideration of Postsecondary Goals and Transition Services
- Propose to initiate or change the educational placement
- Propose to initiate or change other elements of the provision of FAPE
- Other:

The following persons have been asked to attend the meeting:

- Parent
- Student
- Special Ed Teacher/Provider of the student
- General Education Teacher of the student



District representative

Assessment personnel

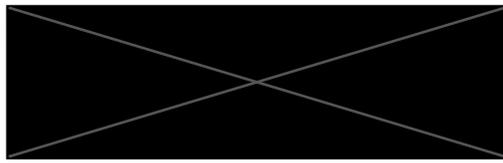
Other: Adapted PE
Physical Therapy

Any other individual(s) with knowledge or special expertise regarding the student may be invited to attend this meeting by parent/adult student and/or the District, including related services personnel as appropriate. The determination of knowledge and special education expertise of the individual(s) shall be made by the one (parent/adult student/district) who invited the individual(s) to the meeting.

The parent(s) of a student with a disability/adult student has protection under the procedural safeguards of the IDEA. A copy of the procedural safeguards in understandable language where feasible must be given to the parents/guardian of a child with a disability only once in a year. A copy must also be given when an initial evaluation or a parent request for an evaluation occurs, upon receipt of the first due process or State complaint during a school year, when the district decides to make a change in placement due to a discipline issue, and upon parent request. [300.504(a)]

A copy will be/was provided to The Parent on 10/26/2022

For questions, contact:  Phone:  Email: 



INVITATION TO THE MEETING RE:



School:



PLEASE RETURN THIS PAGE TO:



Please check the appropriate statement below:

- I agree with the proposed date and time and will attend the meeting on 11/08/2022 at 12:45 PM
- I would like to attend the meeting, but cannot do so at the time suggested; please contact me at _____ to reschedule.
- I will not attend the meeting: Please have it without me. I want to be notified of the results of the meeting.
- I will not be able to attend the meeting in person, but would like to participate via telephone. Please contact me at _____ at the scheduled meeting time.
- I will not be able to attend the meeting in person, but would like to participate virtually. Please email me at _____ with the meeting information.
- I waive the required five school day waiting period between Invitation of ARD Committee Meeting and the ARD committee meeting.
- I am a parent of a three or four year old child and I will be inviting their child care provider to the ARD.
- I plan to bring (name) _____, (relationship/position) _____ to the ARD meeting with me.

Signature of Parent(s), Guardian, Surrogate or Adult Student

Date

Signature of Interpreter, if used

Date

Record of contact attempts:

Staff Person

ARD Facilitator
Position



1.	<u>10/25/2022</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent will attend
	Date	Email	Phone	US Mail	Student	Results/Outcome
2.	<u>10/26/2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Emailed ESPED ARD Notice
	Date	Email	Phone	US Mail	Student	Results/Outcome
3.	<u>10/26/2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ARD Notice sent by Adobe
	Date	Email	Phone	US Mail	Student	Results/Outcome
4.	<u> </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Date	Email	Phone	US Mail	Student	Results/Outcome
5.	<u> </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Date	Email	Phone	US Mail	Student	Results/Outcome
6.	<u> </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Date	Email	Phone	US Mail	Student	Results/Outcome

Documentation/Comments:



First time using Meet? [Learn more](#)