

ARD Type:
Annual ARD IEP

Date of Meeting:
5/15/22

Texas School District
1111 N. Main
Springfield, TX 65804
417-555-5555

Date of Last FIE:
10/29/20

ADMISSION, REVIEW, AND DISMISSAL (ARD) COMMITTEE MEETING

Student: Bruce Banner Sex: Male DOB: 5/20/15 Age: 6.11
 Attending School: Central Elementary School Grade: K
 Student ID: 10051 State/UID #: 574611602 Medicaid #: _____
 Ethnicity: Black or African American
 Category(ies) of Disability: Autism (Primary)
 Parent/Guardian: Jim and Janice Banner (Parent) Phone: 555-222-4569
 Address: 235 2nd Ave , Central TX 44445

- Yes No An interpreter was needed and used to assist in conducting the meeting for parents with deafness or whose native language is other than English.
 If Yes, specify the language or other mode of communication: _____
- Yes No N/A The non-English speaking parent has been provided with a written or oral copy of the student's ARD/IEP translated into the parent's native language.
- Yes No N/A Parent gave permission to have ARD meeting without his/her attendance. (See attached Notice of ARD)
 Permission was given in writing or by phone: _____

DETERMINATION OF ELIGIBILITY & NEED FOR SPECIAL EDUCATION AND RELATED SERVICES

The following evaluation reports were reviewed:

Transfer Student
 • ARD/IEP dated: 10/29/2020

Written Evaluation Reports Related Service/Other Evaluation Reports	Date of Evaluation	
	Initial	Re-Eval
Initial Full and Individual Evaluation	10/29/20	10/29/23
Speech/Language	10/29/20	10/29/23
Psychological - Autism		10/29/23
Occupational Therapy		10/29/23

Eligibility Determination:

A child may not be determined eligible if the determinant factor for that eligibility determination is: lack of appropriate instruction in reading, including essential components of reading instruction, lack of appropriate instruction in math, and/or limited English proficiency.

Based on review of data, the ARD committee has determined that this student:

- Meets or continues to meet eligibility criteria for a category of disability consistent with Part B of IDEA. Indicate primary, secondary and tertiary, and other appropriate disabilities:
Primary: Autism
- Needs or continues to need special education and/or related services.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Sources of Information:

- Charting
- Checklists
- Classroom Based Assessments
- Criterion References Testing
- Current Goals and Objectives
- Parent Information/Report
- Referral Data
- Results of State Assessment
- Teacher Observation of Student Performance
- Other:
- Other:
- Other:

Current Assessment Results:

- Reading:
- Written Language:
- Science:
- Other:
- Math:
- ELA:
- Social Studies:

Strengths	Needs
Academic or Skill Area: Fluency Communication Skills	
Bruce is able to follow the daily routine with a visual schedule with prompting. He will sit for 5 minutes when an activity is to his liking. He is able to count independently to 15 and to 20 with minimal assistance. He will engage in eye contact, smiling, and laughing. He vocalizes 6 of the shapes on the core board and recites his ABC's correctly. Bruce is able to use pictures to exchange for preferred activities/ items in a structured setting.	Bruce squeals or yells to protest when he doesn't want to do something or he is trying to communicate a want or need. Bruce reportedly has difficulty with non-routine transitions which may trigger protesting using high pitch screaming and hitting whoever may be in the area. Bruce would benefit from learning to express his wants and needs using words consistently in the academic setting pictures or signs and participate in social interaction. He would also benefit from increasing functional use of objects.
Academic or Skill Area: Behavior	
Bruce is able to request his wants and needs using gestures and sometimes words. Bruce likes to be around his peers, however does not exhibit true play scheme with peers.	Bruce needs to consistently express his needs and wants appropriately instead of hitting when upset or frustrated.
Academic or Skill Area: Math	
Bruce identifies numbers 1-10 and rote counts to 20 with minimal assistance. He is able to complete an AB pattern. He is able to recognize the days of the week as well as what is today, yesterday and tomorrow with minimal assistance. He is able to receptively identify a circle, heart, triangle, square, hexagon, and star as well as the colors pink, orange, blue, green, yellow, red, black, brown, and purple.	Bruce needs visual aids to assist with counting larger numbers, and patterns. He also needs prompting and redirection to stay focused on a task. He also needs to identify a diamond shape.
Academic or Skill Area: Written Language	
Bruce is able to identify all 26 letters of the alphabet: Bruce does exhibit some fine motor skills which include feeding himself and cleaning up his area after snack. He is able to trace his name and vocalize the letters as he traces. He is very close to being able to write the N, O, and L independently. He needs some assistance with the E.	Bruce needs assistance with writing tasks in general.
Academic or Skill Area: Motor Skills	
11.5.20: Bruce is high energy and exploratory, Bruce can imitate a vertical line, Bruce can put together simple puzzles, Bruce can count #1-10 (+), Bruce is able to match & label 3+ colors, shapes, letters, and numbers	Bruce doesn't always want to listen or read a story that everyone else is reading. For him to transition to another story is difficult and sometimes causes him to become agitated. Bruce needs to learn to transition within the classroom and begin to listen to stories read aloud so that he is able to increase comprehension and vocabulary.
Academic or Skill Area: Science	
Bruce is able follow directions when the class is doing a project. He needs extra assistance, but is able to participate in the process. He enjoys investigating something new.	Bruce needs to learn to increase his attention to a project for more than 5 minutes so that he is able to enjoy the whole experience.

Strengths	Needs
Academic or Skill Area: Social Studies	
Bruce recognizes the students in his class and the teachers that work with him. With assistance, Bruce is able to stand for the pledges in the morning. Bruce is able to recognize important places here at Central such as the cafeteria, the gym, and the office.	Bruce needs to be able to recognize authority figures besides the teachers in his class.

Health Related Information:
Bruce has eczema.

Opportunities the student has had to participate in general education routines and activities and/or community based activities:
Bruce is being removed from the general education classroom and home campus, however, he will have the opportunity to participate in all age appropriate non-academic and extracurricular activities with non-disabled peers.

Other information concerning this student:
Parent information: Parents gave permission to have the ARD without them.

SPECIAL CONSIDERATIONS

Extended School Year Services (ESY) ESY will be considered at a later date.
 Yes No Regression and recoupment difficulty was noted. If yes, refer to *ARD Supp: ESY*
 ARD Supp: ESY was reviewed and remains appropriate.

Language needs for LEP/ELL students:
 Yes No Student is an English language learner. If yes, review the *ARD Supp: ARD/LPAC Collaboration*.
 Dominant Language is: _____
 Recommend the following: Bilingual classes
 ESL supports/strategies
 Other: _____

Communication needs:
 Yes No Student has communication needs which may impact his/her involvement or progress in the general curriculum.
 If yes, specify concerns: Currently meets eligibility as a student with speech impairment and receives direct therapy.

Health/Medical needs:
 Yes No Student has health/medical needs which may impact his/her involvement or progress in the general curriculum.
 If yes, specify concerns: Bruce has eczema. Currently meets eligibility to receive occupational therapy to address fine motor skills.

Physical needs:
 Yes No Student is deaf or hard of hearing. If yes, refer to *ARD Supp: Auditory Impairment*
 ARD Supp: Auditory Impairment was reviewed and remains appropriate.
 Yes No Student has a visual impairment. If yes, refer to *ARD Supp: Visual Impairment*
 ARD Supp: Visual Impairment was reviewed and remains appropriate.
 Yes No Student needs Adapted Physical Education.
 Yes No Student is in or will be in 3rd - 12th grade and his/her physical fitness will be assessed in accordance with 19 TAC Chapter 103-§103.1001.
 If no, explain: Not age appropriate - currently attends kindergarten

Autism needs:
 Yes No Student has Autism. If yes, refer to *ARD Supp: Autism*
 ARD Supp: Autism was reviewed and remains appropriate.

Behavior needs:
 Yes No Behavior appears to impede the learning of the student or others.
 If yes, specify concerns and address areas indicated below: Bruce demonstrates behaviors related to area
 Review of discipline/behavior records indicate: Bruce is capable of following the regular code of conduct
 Yes No Committee has determined that a Functional Behavioral Assessment (FBA) is required. If yes, refer to *ARD*

Supp: FBA

ARD Supp: FBA (FBA date: _____) was reviewed and remains appropriate.

OR

Yes No Committee has determined that positive behavioral interventions, strategies and supports are necessary.

If yes, refer to: ARD Supp: BIP Behavioral Goal(s) and/or Objectives Accommodations

Other: _____

Assistive Technology needs:

Yes No Student has identified needs for assistive technology devices and/or services.

If yes, identified needs include:

• Communication

Communication board/pictures/visual/signs to aid with communication

• Self-care

Personal hygiene and toileting

If no, basis of determination:

The student is able to access technology and is capable of making progress without the use of assistive technology as witnessed by parent and teacher and/or progress in the curriculum.

Other: _____

Transition/Graduation/Transfer of Rights:

Yes No Transition/Graduation/Transfer of Rights are to be addressed for students either age 14 and above (or younger if appropriate). If yes, see *ARD Transition/Graduation/Transfer of Rights* page.

Transportation Services

Yes No Student has needs related to their identified disability that require special transportation. If yes, refer to *ARD Supp: Transportation Services*

ARD Supp: *Transportation Services* was reviewed and remains appropriate.

GOALS & OBJECTIVES

STANDARD

STANDARD NOT ASSIGNED

Annual Goal	Evaluation Procedure	Evaluation Codes		
<p>In 36 instructional weeks, Bruce will improve fine motor skills by using a 3 or 4-point grasp on his writing tool to copy the pre-writing designs of a cross, diagonal line and a square shape on 4 of 5 trials across 3 data collection days in a 1-on-1 setting.</p> <p>Mastery Criteria: 4 / 5 Baseline: 0 / 5 Person Responsible: Occupational Therapist Progress Reporting Frequency: Quarterly</p>	6	DATE:	DATE:	DATE:
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Evaluation Procedure Codes:

- | | |
|------------------------|-------------------------|
| 1 - Teacher-Made Tests | 5 - Student Conferences |
| 2 - Observations | 6 - Work Samples |
| 3 - Weekly Tests | 7 - Portfolios |
| 4 - Unit Tests | 8 - Other |

Evaluation Codes:

- C - Continue
- M - Mastered
- P - Progress

PARTICIPATION IN STATE AND DISTRICT ASSESSMENT PROGRAM

District Wide Assessments

Assessment	Will Participate	School Year(s)	Grade(s)
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State Test for K-2: Early Reading Assessment

Will Participate	School Year(s)	Grade(s)
Y	2021-2022, 2022-2023	K/1

State of Texas Assessments of Academic Readiness (STAAR)

Assessment/Content Area	STAAR	STAAR-Spanish	STAAR-Alternate 2	School Year(s)	Grade(s)	Taken Virtually

Justification for Alternate Assessment:

K-2 early reading assessment to be attempted.

Statement of Intensive Program of Instruction

Assessment Accommodations

Accommodation	Notes	Start Date*	End Date*
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*N/A if will be same as start and end dates of IEP.

SUPPLEMENTARY AIDS AND SERVICES, INSTRUCTIONAL ACCOMMODATIONS AND SUPPORTS, CONTENT MODIFICATIONS AND ASSESSMENT ACCOMMODATIONS

SERVICES/SUPPORTS (provided routinely and/or during testing situations)	LOCATION OF SERVICES/SUPPORTS					Start/End Dates
	Reading	Math	Science	Social Studies	Music/PE/Computers	
Frequency Codes D: Daily W: Weekly M: Monthly						Same as IEP unless noted
Presentation						
Checking for understanding of directions	D	D	D	D	D	
Clarified vocabulary to check for understanding	D	D	D	D	D	
Use visual aids+ [pictures/flash cards etc - Visual schedule]	D	D	D	D	D	
Other [Shortened instructions (1-2 steps)]	D	D	D	D	D	
Responses						
Communication device+ [Core board]	D	D	D	D	D	
Timing/Scheduling/Participation						
Clearly defined/consistent limits	D	D	D	D	D	
Supervision during transitions [Frequent eye contact/proximity control]	D	D	D	D	D	
Cooling Off Period [Time out - teacher initiated]	D	D	D	D	D	
Other [Frequent feedback]	D	D	D	D	D	
Adjustments to Pacing and/or Content						
Alternative curriculum	D	D	D	D		

Least Restrictive Environment Consideration

Educational Alternatives/Strategies/Supports that have been tried to support this student in the general education environment.

Educational Alternative/Strategy/Support	Action	Results	Reasons for Lack of Success
General education classroom	C	NA	Reasons efforts were not successful: (Write numbers in Reasons column) 1 Limited social skills 2 High student frustration 3 Lack of self-discipline/motivation 4 Wide difference in academic/developmental levels from peers 5 Pupil/Teacher ratio too large for student success 6 Differences in processing capabilities 7 Unresponsive to classroom environment 8 Insufficient time for skills mastery 9 Difficulty with transitions 10 Pre-occupation with emotional/coping issues 11 Regular class overstimulating 12 Excessive absences 13 Medical issues 14 Need for more intensive support 15 Non-attendance 16 Work is above their level 17 Lack of student effort 18 Need for behavior modification 19 Severity of disabilities is prohibitive 20 Need for more individualized services 21 22
Accommodations in gen curriculum, instr/testing procedures, and/or physical arrangement	C	NA	
Self-contained classroom	P	S	
Speech Therapy	P	S	
Related Services	P	S	
Assistive technology	P	S	

LEGEND: Action: C - Considered, T - Tried, P - Provided
 Results: S - Successful, LS - Limited Success, U - Unsuccessful, NA - Not Appropriate

Issues involved in educating this student in a general education environment with supplemental aids and services.

All student needs can be met through the general education environment.
OR

The following needs cannot be fully met in the general education environment.

Student Needs	Description
Reading/Math/Science/Social Studies/PSS/Handwriting/Spelling/English	Instruction to be provided in a specialized setting for individualization of IEP goals.
Speech Therapy/Occupational Therapy	Direct therapy provided based on previous district records.
Special Transportation	Specialized transportation to be provided to and from school in order to access a centralized program and all community-based activities. A centralized program is determined to be the most appropriate least restrictive environment to meet the student's functional and academic needs as related to their disability.
Therapeutic tumbling	Therapeutic tumbling to be provided 3 times per month when in session at an off campus site.
In-person/Virtual learning	ARD committee reviewed the schedule of services and noted this IEP reflects services and supports provided when school is in session/face-to-face. If Bruce is absent for an extended period of time due to COVID, parent chooses on-line learning model throughout an entire grade period, or if the school is closed due to a state mandate, the local education agency will provide instruction in a virtual/online format. Bruce will have equal access to appropriate learning opportunities, which support the IEP goals and objectives. Teachers and related service personnel will reach out to parents to begin the intended on-line plan.
Inclusion Support	Level 3 inclusion support is being provided through consultation between a special education teacher and a general education teacher for guidance in the appropriate implementation of the IEP. In addition, the special education teacher will provide direct support to the student for instructional assistance in meeting their academic and functional needs through modified curriculum.

Effects on the student in general education classroom or environment:

The student has a need for frequent personal care throughout the day which cannot be met in the general ed setting. Student needs a more structured setting with fewer distractions and a smaller student-to-teacher ratio in order to benefit from instruction.

Services to be Provided

Based on ARD committee review of assessment data, goals and objectives, needed supplementary aids and services, results of previous efforts to educate this student in the general education classroom and issues involved in educating this student in the general education classroom, the committee recommends that this student:

receive all instruction and services in the general education environment. (If selected, go to LRE Assurances)

OR

receive part or all instruction and services in special education setting. (If selected, complete the following)

Justification for removal from general education

Implementing the related/instructional services and/or needed health services in the general education classroom would be disruptive to the general education teacher's ability to provide instruction and/or maintain classroom routines.

LRE Assurances

The committee assures that:

- Removal of students with disabilities from the regular educational environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- To the maximum extent appropriate, students with disabilities are educated with students who are non-disabled.
- This student has the ability to participate in non-academic and extra curricular activities to the maximum extent appropriate.
- This student requires the services indicated in this document, as well as the documented supplementary aids and services, instructional accommodations and content modifications and supports page to receive a free appropriate public education (FAPE).
- These services are provided at no cost to the parent and are based on peer reviewed research to the extent practicable. (Fees normally charged to students without disabilities or their parents, as part of the general education program, may be charged.)
- Services are not provided during school holidays or summer vacation, unless specified by the ARD committee or student is eligible for ESY.
- General education areas meet campus time requirements unless otherwise specified.
- Yes No Instructional day is commensurate with that of students without disabilities. If no, provide rationale:

- Yes No Classes on this campus meet on a daily basis. If no, describe:

Placement Determination

Student will attend:

- The school he/she would attend if not disabled: _____
OR
- A school other than his/her home campus: Central Elementary School
 Removal is necessary due to:
 Bruce attends a centralized program to meet his academic and functional needs.
OR
- An AEP or a JJAEP: _____
OR
- Other: _____
- Yes No The ARD committee assures that this/these placement(s) is/are as close as possible to the home campus. If no, the campus recommendation is a non-public day school, off home campus or residential placement.
 See: ARD Supp: Out of District Placement OR ARD Supp: RDSPD
- Yes No The student will be removed from the general education classroom/campus. If yes, the committee considered the potential harmful effects on the student or the quality of services which the student needs.
 Benefits to the student outweigh potential harmful effects. The student will be removed according to the schedule of services.

Title	Start Date	End Date	Total Min	Min Out	% In	% Out	PEIMS Codes and Description
IEP Dates	5/15/22	8/21/22	2100	390	81.0	19.0	41 - Resource Room/Services - Less than 21%
IEP Dates	8/22/22	5/14/23	2100	390	81.0	19.0	41 - Resource Room/Services - Less than 21%

SERVICES

INSTRUCTION					
Course/Curriculum	TEKS Curriculum	Location	Gen Ed/Career Tech Time	Duration of Special Ed Time Only	Progress/Grade Determined By
178IEP Dates (5/15/22 - 8/21/22) Instructional Day: _____ minutes per day					
Reading	ALT	Special Ed		70 minutes per day	SpEd
178IEP Dates (8/22/22 - 5/14/23) Instructional Day: _____ minutes per day					
Reading	ALT	Special Ed		70 minutes per day	SpEd

RELATED SERVICES/THERAPY INSTRUCTIONAL SUPPORT SERVICES (provided by SpEd only)						
Service	Location	Direct/ Consult	Duration of Special Ed Time Only	Progress/Grade Determined By	Service Start	Service End
Occupational Therapy	Inclusion/Pullout	D	30 minutes 1 x per week		5/15/22	5/14/23
Speech Therapy	Speech Room	D	30 minutes 1 x per week	SpEd	5/15/22	5/14/23

ARD SUPPLEMENT: AUTISM STRATEGIES

The following strategies were considered based on peer-reviewed and/or research-based educational programming practices:

Extended educational programming including extended day and/or extended school year services, that considers the duration of programs/settings based on assessment of behavior, social skills, communication, academics, and self-help skills.

- None needed. Basis of Determination:

Bruce has not demonstrated regression at this time, monitoring for regression will continue.

Daily schedules reflecting minimal unstructured time and active engagement in learning activities considers the duration of programs/settings based on assessment of behavior, social skills, communication, academics, and selfhelp skills.

- Refer to current Schedule of Services page.

In-home and community-based training or viable alternatives that assist the student with acquisition of social/behavioral skills, including strategies that facilitate maintenance and generalization of such skills from home to school, school to home, home to community, and school to community.

- None needed. Basis of Determination:

No concerns note by parents at this time.

Positive behavior support strategies

- Refer to student's behavior related goals and objectives.

Staff-to-student ratio appropriate to identified activities and as needed to achieve social/behavioral progress based on child's development and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence.

Special Education classroom: 3:6

Related Services: 1:1

Futures planning (beginning at any age) for integrated living, work, community, and educational environments that consider skills necessary to function in current and post-secondary environments.

- None needed. Basis of Determination:

Bruce is currently attending Kindergarten working on behaviors and social interactions.

Parent/family training and support

- Parent workshops
- Teacher conferences

Communication interventions

- Refer to student's goals and objectives.

Social Skills

- Refer to student's goals and objectives.

Professional educator/staff support

Basic information on ASD

Teaching behavior strategies

Training for implementation of the student's IEP

Training for implementation of BIP

Social Skills Training

Consultation with AU Multi-Disciplinary Team

Region 15 Training

Support from SSC

Teaching strategies based on peer reviewed, research-based practices for students with Autism. The following types techniques/strategies are used:

- Refer to student's goals and objectives.
- Behavior management
- Structured learning
- Gross and/or fine motor training
- Visual supports

PERSONAL CARE SERVICES

Summarize the medical necessity for personal care services:

Bruce is a student with severe limitation to his behavior and communication directly impacting his activities of daily living throughout all settings. The severity of his disabilities create Bruce to require monitoring while performing personal tasks, verbal reminders in order to perform personal tasks, physical assistance performing personal tasks, supervision and redirection to facilitate safety/safety of others, assistance performing personal hygiene activities, and requires a program that provides constant direction throughout the length of the student's day.

Personal Care Services are required by the student: Yes

Personal Care Time per day: Not to exceed 390 minutes per day

Services are required to complete the following:

Activities of Daily Living (ADLs):

- Communicating
- Pragmatic/Social Language
- Toileting (including diapering)

Instrumental Activities of Daily Living (IADLs):

- Maneuvering/Community Participation
- Personal Hygiene

Services occur in the form of:

Redirection, prompting, cueing, monitoring all throughout the day in various settings throughout campus.

- Services are provided throughout the school day in a group setting
- Services are provided throughout the school day on an individual basis

Service assistance is required throughout the day because the student exhibits one or more of the following eligibilities:

Condition 1: Autism

Condition 2: Speech Impairment

Failure to provide personal care assistance may result with difficulties in any of the following areas:

- Attending to Tasks
- Behavior
- Communicating
- Elopement
- Impulsivity
- Failure to Access Curriculum/Complete ADLs or IADLs
- Maneuvering Throughout the Schools/Community Environments
- Toileting
- Understanding
- Withdrawal

Bruce Banner- DELIBERATIONS

Committee deliberations: Minutes should summarize deliberations made during the course of the ARD meeting. Minutes are not intended to be a script of all conversations or specific comments made during the ARD/IEP process.

Committee deliberations: Minutes should summarize deliberations made during the course of the ARD meeting. Minutes are not intended to be a script of all conversations or specific comments made during the ARD/IEP process.

Confidentiality statement was read and agreed upon.

ARDC members were asked if they were recording the meeting and all were in agreement that they were not .

ARD Date: 11/5/20

Purpose: Annual ARD, reviewing AU evaluation

Eligibility: SI

IE: 10/29/20

Attendees: Diagnostician- Kerri Carleton, Special Education Teacher- Case Manager, Speech Therapist- Beth Keys, Occupational Therapist- Sally Smith, LSSP (by phone) – Debra Whitmore, Gen Ed teacher excusal, parents were not in meeting- It was agreed that they would be contacted by phone of all the results at a later date.

Parent Concerns: Mom and Dad would like for Bruce to be able to communicate his wants and needs, express his emotions appropriately, and learn appropriate behavior in social situations.

LSSP: Observations, records, parent info, previous eval- pulled all info together. He qualifies as a student with Autism.

He doesn't have eye contact. He points to items out of reach. He is delayed in speech. He loves spinning lights and loves deep pressure. Has difficulty attending to a task. His eligibility should be changed from NCEC to AU. He needs pictures for communication, a picture schedule, planned sensory breaks, verbal and behavioral routine. Verbalizations need to be decreased. Counseling is also recommended at this time. 2X 6 weeks direct and 30 minutes consult per 6 weeks.

Speech: He has a lot of great skills. He is consistent with a PECS exchange. He will imitate a 3-word utterance. He can independently choose what he wants. He can sit from 5- 20 minutes depending on his interest. He loves being on your lap.

He protests when he doesn't want to do something. He does well with choices. Speech will continue toward a Level 1 PECS system. Use pictures to get what he wants, use pictures to ask for help, and respond appropriately for transition cues.

30 minutes 5 out of 6 weeks

OT: observations in classroom, forms from Speech and classroom teacher. Academics and transitions are sometimes difficult. Preference of activity. Seems to be right hand dominant. Can put together a 10-piece number puzzle. Requires hand over hand to use scissors. Needs maximum assistance. Will imitate vertical lines. He utilizes restroom and self feeds. May need help to open a wrapper. He has constant movement in his space. He is over responsive-to tactile input. 30 min 5 out of 6 weeks. Goals will be to actively participate in classroom for 3 or more minutes and pre writing.

Special Education: Bruce has done well in the classroom over the last 6 weeks. He has met his goals that were carried over from his previous school district. He is able to identify shapes, trace the first letter of his name, follow 2 step directions, and matches his colors. He is also able to identify all letters of the alphabet. Bruce has had a difficult time following a routine in the classroom and struggles to attend to a task for more than a few minutes. He has also begun hitting others when they are in his path or if he is asked to do something he does not want to do.

Behavioral: Can follow the gen ed code of conduct with help processing visuals/ social stories.

Attendance: Bruce has good attendance.

Least Restrictive Environment: discussion on LRE was held and ARDC agreed this placement offers Bruce the best opportunity for success in the least restrictive environment.

Schedule: Bruce will attend the FLC class with Mrs. Brooks at Central Elementary. He will attend Gymnastics (3x month).

Level 3 inclusion support is being provided through consultation between a special education teacher and a general teacher for guidance in the appropriated implementation of the IEP. In addition, the special education teacher will provide direct support to the student for instructional assistance in meeting their academic and functional needs through modified curriculum.

Transportation: will be provided by Central Schools.

MEETING PARTICIPANTS

Signatures

Name	Position	Signature	Agree	Disagree	Method of Attendance
Janice Banner	Parent				Did Not Attend
Case Manager	Special Education Teacher		✓		In Person
Sally Smith	Occupational Therapist		✓		In Person
Beth Keys	Speech Therapist		✓		In Person
Kerri Carleton	Educational Diagnostician		✓		In Person
Debra Whitmore	LSSP		✓		By Phone

- A copy of this document will be given to the parent/guardian/adult student.
- NOTICE: Seven years after your child is dismissed from special education services, his/her records will be destroyed.
- The committee assures that each teacher who provides instruction to this student, will receive relevant sections of the student's current IEP and that each teacher will be informed of specific responsibilities related to implementing the IEP.

Procedural Safeguards

Offered to the Parent/Guardian/Adult student and they were:

- Accepted
- Declined
- Sent home in IEP
- Other: _____

Consensus

- The committee mutually agreed to the decisions reflected in these proceedings
 - I (parent/guardian/adult student) waive the required five school day waiting period prior to the district's implementation of the program described in this ARD/IEP documentation
 - I (parent/guardian/adult student) waive the required five school day waiting period prior to the district's implementation of the program described in this ARD/IEP documentation **AND** I understand that this document will serve as my Prior Written Notice.

Signature: _____

OR

- The committee has not reached mutual agreement. The school has offered and the parent has agreed to a recess of not more than 10 school days. During the recess the members shall consider alternatives, gather additional data and/or obtain additional resource persons to enable them to reach mutual agreement. This recess does not apply if the student presents a danger of physical harm to himself/herself or others, or if the student has committed an expellable offense or is being considered for an AEP.
 - The committee will reconvene on: Date: _____ Time: _____ Place: _____

Explain why mutual agreement has not been reached. Members who disagree may write their own statements, if they choose.

Signature: _____ Date: _____