

Decision

1. Bertha meets eligibility criteria as a student with a Specific Learning Disability. The ARD committee agreed that she will benefit from being identified as a student with SLD and SI.
2. New IEP goals were developed and agreed upon by the ARD committee to address Reading and Math.
3. Speech therapy time will be 30 minutes 3 times per 6 weeks.
4. Bertha will receive inclusion services/support as follows:
30 minutes 3 times a week for Math
30 minutes 3 times a week for Reading
5. Bertha will receive resource support for Reading 30 minutes 4 times a week and for Math 30 minutes 4 times a week
*****for next year-- Bertha will continue receiving the same resource and inclusion supports as the previous school year.
**** Bertha will receive inclusion support for Reading and Math 30 minutes 3 times a week for each subject during the 2018-2019 school year. During the 2018-2019 Bertha will receive Reading, Math and Science inclusion support 30 minutes 3 times a week for each.
6. Determine state assessments. Bertha will take the STAAR Reading and Math and TELPAS test with accommodations as listed on page 4b. She will take the STAAR online test. She will now receive oral administration during state assessments.
7. She will continue receiving the same instructional accommodations in addition to oral administration.
8. Bertha will not attend ESY.
9. New transition goals were agreed upon by the ARD committee.

Why decision was made

1. FIE dated 10/27/2017 indicates that Bertha meets eligibility criteria as a student with a Specific Learning Disability. The ARD committee agreed that Bertha will benefit from this eligibility.
2. Bertha mastered all her previous IEP goals.
3. Bertha has made progress during speech therapy. She will benefit from not being pulled out for speech therapy in order to be exposed to a rich language environment such as her classroom.
4. Bertha has been receiving accommodations but continues to struggle in Reading and Math. The ARD committee decided that she would benefit from inclusion support during these classes.
5. Bertha's academic performance is significantly below that of her peers. She would benefit from the accommodations and modifications that can be provided in a resource setting with small group.
6. Bertha has not been successful passing the STAAR and has made little progress on the TELPAS. Accommodations during both assessments would benefit her and help her make progress.
7. The ARD committee agreed that Bertha would benefit from additional accommodations.
8. At this time there is no data that supports the need for ESY services for Bertha.
9. Bertha turned 16 and is now in need of transition goals in order to help with post secondary planning.

Options considered

1. Parent requested in home training.
2. Bertha will not attend ESY.
3. Parent requested for speech therapy services to stay the same.

****There were no other factors, outside of those listed above, that were considered by the IEP team. Neither the parents, nor any LEA personnel participating in the meeting, presented any other factors that needed to be considered.

Why rejected

1. Bertha has not mastered any IEP goals at this time that might need to be generalized into other settings. The ARD committee agreed to reconsider this at a later time once Bertha has mastered some goals.
2. At this time there is no data that support the need for ESY services for Bertha.
3. The ARD committee agreed that Bertha will benefit from not being pulled out for speech therapy in order to be exposed to a rich language environment such as her classroom.

Evaluation procedures, tests, records, or reports used as a basis for the decision

***Initial- The need for special education is based on the results of standardized and informal ability and achievement tests and procedures that included observation, review of school records, teacher and parent reports, identification of an information processing problem and review

of work samples.

***Annual- Bertha's special education needs are based on her FIE dated 10/27/2017, teacher and parent reports, review of school records, grades, benchmarks and state assessment results.

Other factors relevant to the decision

****There were no other factors, outside of those listed above, that were considered by the IEP team. Neither the parents, nor any LEA personnel participating in the meeting, presented any other factors that needed to be considered.

Signature of District Representative:	Signature Date

<input type="checkbox"/> Yes <input type="checkbox"/> No	Parent or Adult Student agrees to waive the 5 school day written notice requirement prior to implementing these decisions.
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Signature of Parent/Guardian/Adult Student:	Signature Date

Procedural Safeguards Statement

Your rights were explained to you when your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards in your native language or other mode of communication at least once a year. Please contact Perla Del Angel, at (956) 340 - 1080 if you have any questions or need names of other individuals to assist you in understanding this document. | Sus derechos fueron explicados a usted cuando su niño(a) fue inicialmente referido a la evaluación de educación especial. Las Regulaciones Federales requieren que los padres y los estudiantes adultos son proveídos con una explicación completa de todos los procedimientos de salvaguardia, en su lenguaje natal o en otro modo de comunicación por los menos una vez por año. Si usted tiene cualquier pregunta o necesita nombres de personas quienes le pueden ayudar entender este documento o sus procedimientos de salvaguardia, por favor de llamar a la Perla Del Angel , en (956) 340 - 1080.

