

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



Katy Independent School District
6301 South Stadium Lane
Katy, TX 77494 - (281) 396-2630

<u>Bo Loomis</u>	<u>K1702212</u>	<u>625722578</u>	<u>Hutsell ES</u>	<u>02/21/2014</u>
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH
Age: <u>7</u> Grade: <u>02</u>	Year: <u>2021-2022</u>	Gender: <u>M</u>		

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

REVIEW OF EVALUATION DATA AND OTHER INFORMATION

Full and Individual Evaluation :	<u>02/15/2019</u>	<u>02/14/2022</u>
	DATE OF REPORT	NEXT FIE DUE

☒ Parents notified of right to request an evaluation to determine whether the child continues to be a child with a disability and to determine the child's educational needs.

REVIEW OF ADDITIONAL EVALUATION

☒ Information from school personnel
☒ Student communication needs
☒ Attendance: No Issues
☒ Parent's concerns for enhancing the education of the child

Mr. Hamilton Loomis, dad participated virtually in the ARD committee decisions, verbally agreed to the IEP, and waived the 5-school day waiting period. Refer to the deliberation page for more details.

☐ Yes ☒ No Additional evaluation is needed:

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
- ☒ speech/language impairment
- ☒ autism

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	limited English proficiency.

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



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

☒ Meets eligibility criteria for:

- ☒ Primary Disability: 10-Autism
- ☒ Secondary Disability: 06-Intellectual Disability
- ☒ Tertiary Disability: 09-Speech Impairment

SI Areas

- | | | |
|-------------------------------------|---|--|
| ☐ Voice | ☐ Articulation | ☐ Fluency |
| ☐ Pragmatics | ☒ Receptive | ☒ Expressive |

☐ Yes ☒ No Student has multiple disabilities

☐ Yes ☒ No Student is medically fragile.

Notes:

Bo meets the eligibility criteria as a student in the Autism Spectrum Disorder, Intellectual Disability, and Speech Impairment in the area of language.

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.)

Speech/Related Services:

Bo is a 7 year old student who attends the Lifeskills Program at Hutsell Elementary. He is eligible for Special Education services as a student with Autism and a Speech Impairment in the area of language. Bo has a medical diagnosis of Congenital Hyperinsulinism.

The initial evaluation dated 2017 indicated the Bo's language skills fell below average range. The Developmental Assessment of Young Children 2nd edition was administered. Bo received a Expressive Score of 50, Receptive Score of 50, and a Communication Domain Score of 50. The evaluation included the Pragmatic Communication Skills Protocol. Bo's strengths included expression of happiness, sadness, anger, and surprise. Bo's weaknesses included attending to the speaker, naming objects, initiating verbal communication, acknowledging others, and requesting basic needs. Articulation, voice, and fluency were not assessed due to limited verbal utterances. The Speech Evaluation results revealed significant deficits in the area of language.

Currently, from data collected in the current school year, within a speech therapy setting, Bo is able to answer "who" questions from a field of choices with 67% accuracy. From data collected from one session, Bo is able to answer "where" questions from a field of three choices with 87% accuracy. From data collected from within a speech therapy setting, Bo can use total communication to express hurt with 83% accuracy over two sessions; however, his mother reported that this causes him anxiety.

Information from the Brigance language development inventory was collected based on observations, data collection and teacher report. Bo can say real words and can use the word no to indicate refusal. His teacher reported that he calls at least one person by name, has an expressive vocabulary of at least ten words, asks for food when hungry and vocalized toileting needs. She reported that Bo's area of growth was using words expressively. She said that while Bo is able to read at least "150 words," he struggles to generate words expressively to communicate. She reported that in the classroom, he uses multiple methods of communication (e.g., gestures, pictures, words) to communicate his wants and needs.

Based on multiple sources of data (parent/teacher information, observation, data collection, progress reports, language

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

inventory) the student exhibits a disorder in the area of language and presents an adverse impact on educational performance. Bo's language disorder has an adverse impact on his educational performance because the disorder limits Bo's participation in classroom routines.

Needs: Bo needs to repeat words from different categories to increase his expressive vocabulary.

Other:

Bo is a second-grade student who receives services in a Life Skills classroom at Hutsell Elementary in Katy ISD. Based on the information in Bo's most current FIE dated 2/15/19, Bo meets the eligibility for Special Education as a student with Autism, an Intellectual Disability, and a Speech Impairment. Bo's Cognitive/Intellectual Functioning was measured using the Wechsler Preschool and Primary Scale of Intelligence Fourth Edition. Bo's overall score of 56 (non-verbal index) is within the extremely low range of development. Multiple sources of data indicate deficits in adaptive functioning in the areas of communication, self-care, social, use of community resources, self-direction, functional academic skills, leisure, health and safety. Bo is mostly non-verbal but tries very hard to approximate articulations and uses some sign language approximations to communicate. Assistive Technology: Bo had an AT evaluation 10/29/2018 with recommendations to continue Total Communication and begin using a Picture Communication System and classroom voice output devices. Bo has used communication templates, a Go Talk 9+ with multiple templates, and an iPad with the communication app Touch Chat. At this time, it is reported that Bo does not consistently use the AAC tools for communication or academics/ classroom participation. He preferred mode of communication is a total communication approach with vocalizations, gestures, etc. His need for AT tools will continue to be monitored and adjusted according to his needs. Bo is very social and enjoys being around both peers and adults. Bo has returned to face-to-face learning for instruction. He always seems to be very happy. He seems to enjoy his lessons but always needs adult supervision to stay seated, stay on task, follow safety protocols (social distance/wear mask/hands to self). Bo has been diagnosed with Congenital Hyperinsulinism (chronic low blood sugar). He has a Health Care Plan that addresses this issue. He is very active and energetic and will run out of his area without a face covering into other students' areas and get right in their faces when the supervising adult(s) are not right beside him even for a few seconds. This behavior is not mean or malicious because he is trying to socialize with his peers.

Reading: With the maximum supports given in his goal, Bo has mastered reading and answering comprehension questions for AZ type readers at an F&P level A. He needs to be able to complete his work at his desk with minimal to no prompting and without an adult right next to him. He has 2 reading goals that will be continued. Given an array of 16-20 words, Bo was able to receptively identify 122/150 basic sight words as the teacher called out random words. Given a choice of 10 letters at a time and the teacher signs a random letter, Bo was able to choose the correct letter for 25/26 letters (he missed the S). From Brigrance: *Response to and Experience with Books: Bo trails words with his finger; Points to words when they are read; Tries to read words by using phonics, context clues, or picture clues. *Matches and identifies both upper- and lower-case letters. *Identifies beginning sounds. *Given an array of 10 Bo was able to receptively identify all the basic vocabulary words receptively. *Bo was able to read number words to 10. Bo was able to receptively identify all 11 color words out of an array of 11. Bo was able to receptively identify 13/16 common signs when given an array of 16.

Math: With the maximum supports given in his goal, Bo has mastered addition and subtraction within 10. He needs to be able to complete his work at his desk with minimal to no prompting and without an adult right next to him. 2. With the maximum supports given in his goal, Bo has mastered identifying and giving the value of penny, nickel, dime, and quarter. He is still at the instructional stage for counting like coins within \$1. He needs to continue to work on counting by 1's, 5's, 10's, and 25 to help him be successful with this goal. 3. With the maximum supports given in his goal, Bo has mastered telling time to the hour and is demonstrating an understanding of time to the half hour. He needs to be able to complete his work at his desk with minimal to no prompting and without an adult right next to him. Bo has 3 math goals that will be continued. **Given an array of 10 numbers, and teacher asked him to touch specific numbers, Bo was able to receptively identify numbers 1-100.

ELA/Writing/Fine Motor: Bo has 3 ELA/writing goals that will be continued.: Given a choice of 10 letters at a time and the teacher signs a random letter, Bo was able to choose the correct letter for 25/26 letters (he missed the S). Given an array of 16-20 words, Bo was able to receptively identify 122/150 basic sight words as the teacher called out random words. He needs to be able to complete his work at his desk with minimal to no prompting and without an adult right next to him. *Bo can legibly write his first and last name on his papers. Given a square as a visual guide and the teacher

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

dictated upper- and lower-case letters without a model, Bo was able to legibly write 19/26 upper case letters and 15/26 lower case letters. When asked how old he is, he wrote the number 6. From Brigance: Bo knows his first/last name, gender, age, and that he lives in Katy. He was able to verbally &/or sign to name 7/26 pictures and was able to receptively identify the rest. He was able to receptively identify 15/29 body parts. He was able to name &/or sign 5/11 colors and receptively identify the other 6. He was able to classify objects into categories for food, pets, dishes, number, vegetables, and musical instruments. He receptively identified the use of objects for 14/15 objects (he missed clock). He can copy with a model, most upper- and lower-case letters. He was able to copy vertical and horizontal lines, circle, plus, and X. He was unable to copy a square, rectangle, triangle, or diamond. Bo is unable to cut independently at this time, however, this skill is emerging using tag paper.

Science and Social Studies: With the maximum supports given in his goal, Bo has mastered his science and social studies goals to date. He needs to continue to demonstrate an understanding of each unit of study as it is presented for each grading period.

Behavior: Bo needs to be able to complete his work at his desk with minimal to no prompting and without an adult right next to him. It is recommended that we request an updated FBA to address behaviors across educational settings. Bo will have a behavior goal and objectives to work on within the LIFE Skills classroom.

Physical Education: At this time parents are requesting that Bo not attend Specials and that he remains in the LIFE Skills area. Bo will have a PE goal and objectives that will be worked on in the Motor Lab or LIFE classroom.

Transition

☒ The ARD committee has determined that transition services are not age appropriate at this time.

Behavior:

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

If yes, the following positive behavioral interventions, supports and other strategies address behavior:

Refer to the behavior intervention plan, behavior goals, and accommodations. A consent for FBA/BIP was agreed upon and will be due 12/17/21.

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.

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

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

- ☒ Student has communication needs/deficits that should be addressed through supplementary aids and services, IEP, Assistive Technology, and/or speech therapy.

Speech therapy for language; assistive technology in the form of visual supports

- ☒ Student is affected by autism spectrum disorder.

Physical needs of the student

- ☒ This student exhibits limitations but does not require modifications.
- ☒ The student takes medication at school.

Additional physical limitations comments:

Bo is diagnosed with Congenital Hyperinsulinism (chronic low blood sugar). Mom reports that he must eat every 3 hours to keep his blood sugar up.

Emergency Glucagon available at school.

Bo has a health care plan to address the severe hypoglycemia.

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:

Bo has access to low tech assistive technology, i.e., class/picture schedule, visuals/icons, manipulatives, Augmentative Communication Device, etc. to make reasonable progress toward mastery of IEP goals and objectives, and to be successful in the classroom environment.

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
- ☒ Physical Education
- ☒ Other: Speech, behavior, reading



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 1 Goal Focus Speech Therapy-Language

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

Within 36 instructional weeks, when provided with 1 verbal/gestural prompt and using total communication (pictures/icons/gestures/vocalizations/and/or communication device), Bo will identify answers to "who," "where," and "what" questions in a field of 2 choices with 70% accuracy over 3 charted sessions.

Duration: 10/29/2021 to 10/28/2022

Language of Delivery: English Grade Level: 02

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	1.1	By March 11, 2022, when provided with 1 verbal/gestural prompt and using total communication (pictures/icons/gestures/vocalizations/and/or communication device), Bo will identify answers to "who" questions in a field of 3 choices with 70% accuracy over 2 charted sessions
	1.2	By May 25, 2022, when provided with 1 verbal/gestural prompt and using total communication (pictures/icons/gestures/vocalizations/and/or communication device), Bo will identify answers to "where" questions in a field of 3 choices with 70% accuracy over 3 charted sessions.
	1.3	By October 28, 2022, when provided with 1 verbal/gestural prompt and using total communication (pictures/icons/gestures/vocalizations/and/or communication device), Bo will identify answers to "what" questions in a field of 3 choices with 70% accuracy over 3 charted sessions.

Implementer: Speech Language Pathologist

Method of Evaluation: Data Collection, Observations

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

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 1.1 Goal Focus Speech Therapy-Language

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

By 36 instructional weeks, within a speech therapy setting, given visual and verbal prompts, Bo will imitate or approximate words from categories in 60% of opportunities across 3 sessions.

Duration: 10/29/2021 to 10/28/2022

Language of Delivery: English Grade Level: 02

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES	General Modifications and Accommodations:
	1.1.1	By March 12, 2022, within a speech therapy setting, given visual and verbal prompts, Bo will imitate or approximate words from categories in 50% of opportunities.	
	1.1.2	By May 25, 2022, within a speech therapy setting, given visual and verbal prompts, Bo will imitate or approximate words from categories in 60%.	
	1.1.3	By October 28, 2022, within a speech therapy setting, given visual and verbal prompts, Bo will imitate or approximate words from categories in 60% of opportunities across 3 sessions.	

Implementer: Speech Language Pathologist

Method of Evaluation: Data Collection, Observations

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

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 2.01 Goal Focus Reading 1

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

Reading 1: Given 36 instructional weeks, teacher/adult instruction to ensure he knows the expectation; Bo will read A-Z type readers at an F&P level A independently at his desk and answer the corresponding comprehension questions with 80% accuracy.

Duration: 10/29/2021 to 10/28/2022

Language of Delivery: English Grade Level: 02

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	2.11	BM1: Given teacher/adult instruction to ensure he knows the expectation; Bo will read A-Z type readers at an F&P level A independently at his desk and answer the corresponding comprehension questions with 60% accuracy by the end of the 2nd 9 week grading period of the 21-22 school year.
	2.12	BM2: Given teacher/adult instruction to ensure he knows the expectation; Bo will read A-Z type readers at an F&P level A independently at his desk and answer the corresponding comprehension questions with 70% accuracy by the end of the 3rd 9 week grading period of the 21-22 school year.

Implementer: Special Education Teacher and Staff

Method of Evaluation: Data Collection

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

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 2.02 Goal Focus Reading 2

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

Reading 2: Given 36 instructional weeks, working independently at his desk using manipulative materials where he can match words/phrases to pictures to demonstrate comprehension of what he is reading, Bo will complete 20 picture phrase cards with a minimum of 80% accuracy on his first try.

Duration: 10/29/2021 to 10/28/2022

Language of Delivery: English Grade Level: 02

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	2.21	BM1: Working independently at his desk using manipulative materials where he can match words/phrases to pictures to demonstrate comprehension of what he is reading, Bo will complete 1-5 picture phrase cards with a minimum of 80% accuracy on his first try by the end of the 2nd 9 week grading period of the 21-22 school year.
	2.22	BM2: Working independently at his desk using manipulative materials where he can match words/phrases to pictures to demonstrate comprehension of what he is reading, Bo will complete 6-10 picture phrase cards with a minimum of 80% accuracy on his first try by the end of the 3rd 9 week grading period of the 21-22 school year.
	2.23	BM3: Working independently at his desk using manipulative materials where he can match words/phrases to pictures to demonstrate comprehension of what he is reading, Bo will complete 11-15 picture phrase cards with a minimum of 80% accuracy on his first try by the end of the 4th 9 week grading period of the 21-22 school year.

Implementer: Special Education Teacher and Staff

Method of Evaluation: Data Collection

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

Concurrent with the issuance of report cards

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 3.01 Goal Focus Math 1

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

Math 1: Given 36 instructional weeks, a calculator, his voice output device, teacher/adult instruction to ensure he knows the expectation, Bo will add and subtract within 10 working independently at his desk with 80% accuracy.

Duration: 10/29/2021 to 10/28/2022

Language of Delivery: English Grade Level: 02

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	3.11	BM1: Given a calculator, his voice output device, teacher/adult instruction to ensure he knows the expectation, Bo will add and subtract within 10 working independently at his desk with 60% accuracy by the end of the 2nd 9 week grading period of the 21-22 school year.
	3.12	BM2: Given a calculator, his voice output device, teacher/adult instruction to ensure he knows the expectation, Bo will add and subtract within 10 working independently at his desk with 70% accuracy by the end of the 3rd 9 week grading period of the 21-22 school year.

Implementer: Special Education Teacher and Staff

Method of Evaluation: Data Collection

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):
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Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 3.02 Goal Focus Math 2

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

Math 2: Given 36 instructional weeks, a hundred chart and explicit instruction on counting by 1's, 5's, 10's, and 25's, his voice output device, teacher/adult instruction to ensure he knows the expectation, Bo will count like coins within \$1 with 80% accuracy.

Duration: 10/29/2021 to 10/28/2022

Language of Delivery: English Grade Level: 02

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	3.21	BM1: Given a hundred chart and explicit instruction on counting by 1's, 5's, 10's, and 25's, his voice output device, teacher/adult instruction to ensure he knows the expectation, Bo will count like coins within \$1 with 60% accuracy by the end of the 2nd 9 week grading period of the 21-22 school year.
	3.22	BM2: Given a hundred chart and explicit instruction on counting by 1's, 5's, 10's, and 25's, his voice output device, teacher/adult instruction to ensure he knows the expectation, Bo will count like coins within \$1 with 70% accuracy by the end of the 3rd 9 week grading period of the 21-22 school year.

Implementer: Special Education Teacher and Staff

Method of Evaluation: Data Collection

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):
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Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 3.03 Goal Focus Math 3

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| ☐ Draft | ☐ ESY | ☒ Accepted by Committee | ☐ Transition Related Goal |
| ☒ Academic | ☒ Functional | ☐ Related Services | |

Math 3: Given 36 instructional weeks, working independently at his desk, using manipulative type materials, matching materials, his voice output device, as well as pencil/paper materials, and teacher/adult instruction to ensure he knows the expectation, Bo will tell time to the hour and half hour with 80% accuracy.

Duration: 10/29/2021 to 10/28/2022

Language of Delivery: English Grade Level: 02

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	3.31	BM1: Working independently at his desk, using manipulative type materials, matching materials, his voice output device, as well as pencil/paper materials, and teacher/adult instruction to ensure he knows the expectation, Bo will tell time to the hour and half hour with 60% accuracy by the end of the 2nd 9 week grading period of the 21-22 school year.
	3.32	BM2: Working independently at his desk, using manipulative type materials, matching materials, his voice output device, as well as pencil/paper materials, and teacher/adult instruction to ensure he knows the expectation, Bo will tell time to the hour and half hour with 70% accuracy by the end of the 3rd 9 week grading period of the 21-22 school year.

Implementer: Special Education Teacher and Staff

Method of Evaluation: Data Collection

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Concurrent with the issuance of report cards

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 4.01 Goal Focus ELA/Fine Motor/Writing 1

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

ELA/Fine Motor/Writing 1: Given 36 instructional weeks, explicit instruction, tag type paper, cut/glue type activities, and physical help to hold the scissors and paper to build sentences where the cut words can be read. Using a visual model, Bo will place the words to duplicate the model sentence with 80% accuracy.

Duration: 10/29/2021 to 10/28/2022

Language of Delivery: English Grade Level: 02

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	4.11	BM1: Given explicit instruction, tag type paper, cut/glue type activities, and physical help to hold the scissors and paper to build sentences where the cut words can be read. Using a visual model, Bo will place the words to duplicate the model sentence with 60% accuracy by the end of the 2nd 9 week grading period of the 21-22 school year.
	4.12	BM2: Given explicit instruction, tag type paper, cut/glue type activities, and physical help to hold the scissors and paper to build sentences where the cut words can be read. Using a visual model, Bo will place the words to duplicate the model sentence with 70% accuracy by the end of the 3rd 9 week grading period of the 21-22 school year.

Implementer: Special Education teacher, staff, OT provider

Method of Evaluation: Data Collection

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Concurrent with the issuance of report cards

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 4.02 Goal Focus ELA/Fine Motor/ Writing 2

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

ELA/Fine Motor/Writing 2: Given 36 instructional weeks, explicit instruction, lined paper, teacher/adult modeling, and/or physical help for motor planning, Bo will copy the sentences he builds where his handwriting is legible and within the designated lines with 80% accuracy.

Duration: 10/29/2021 to 10/28/2022

Language of Delivery: English Grade Level: 02

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	4.21	BM1: Given explicit instruction, lined paper, teacher/ adult modeling, and/or physical help for motor planning, Bo will copy the sentences he builds where his handwriting is legible and within the designated lines with 60% accuracy by the end of the 2nd 9 week grading period of the 21-22 school year.
	4.22	BM2: Given explicit instruction, lined paper, teacher/ adult modeling, and/or physical help for motor planning, Bo will copy the sentences he builds where his handwriting is legible and within the designated lines with 70% accuracy by the end of the 3rd 9 week grading period of the 21-22 school year.

Implementer: Special Education Teacher, staff, OT provider

Method of Evaluation: Data Collection

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

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 4.03 Goal Focus ELA/Fine motor/ Writing 3

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

ELA/Fine Motor/Writing 3: Given 36 instructional weeks, explicit instruction, classroom computer, his voice output device, teacher/adult modeling, visual, verbal, and/or physical prompts, Bo will type the sentences he builds into a paragraph form with 80% accuracy.

Duration: 10/29/2021 to 10/28/2022

Language of Delivery: English Grade Level: 02

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	4.31	BM1: Given explicit instruction, classroom computer, his voice output device, teacher/adult modeling, visual, verbal, and/or physical prompts, Bo will type the sentences he builds into a paragraph form with 60% accuracy by the end of the 2nd 9 week grading period of the 21-22 school year.
	4.32	BM2: Given explicit instruction, classroom computer, his voice output device, teacher/adult modeling, visual, verbal, and/or physical prompts, Bo will type the sentences he builds into a paragraph form with 70% accuracy by the end of the 3rd 9 week grading period of the 21-22 school year.

Implementer: Special Education Teacher and Staff

Method of Evaluation: Data Collection

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

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 5 Goal Focus Science and Social Studies

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

Science/Social Studies: Given 36 instructional weeks, explicit instruction, teacher/adult modeling, visual/sign language supports, verbal, physical prompts, &/or manipulative materials, Bo will demonstrate an understanding of the material presented by completing activities for units of study with a 70% average for each 9-week grading period.

Duration: 10/29/2021 to 10/28/2022

Language of Delivery: English Grade Level: 02

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	5.1	BM1: Given explicit instruction, teacher/adult modeling, visual/sign language supports, verbal, physical prompts, &/or manipulative materials, Bo will demonstrate an understanding of the material presented by completing activities for units of study with a 70% average for the 2nd 9-week grading period of the 21-22 school year.
	5.2	BM2: Given explicit instruction, teacher/adult modeling, visual/sign language supports, verbal, physical prompts, &/or manipulative materials, Bo will demonstrate an understanding of the material presented by completing activities for units of study with a 70% average for the 3rd 9-week grading period of the 21-22 school year.
	5.3	BM3: Given explicit instruction, teacher/adult modeling, visual/sign language supports, verbal, physical prompts, &/or manipulative materials, Bo will demonstrate an understanding of the material presented by completing activities for units of study with a 70% average for the 4th 9-week grading period of the 21-22 school year.
	5.4	BM4: Given explicit instruction, teacher/adult modeling, visual/sign language supports, verbal, physical prompts, &/or manipulative materials, Bo will demonstrate an understanding of the material presented by completing activities for units of study with a 70% average for the 1st 9-week grading period of the 22-23 school year.

Implementer: Special Education Teacher and Staff

Method of Evaluation: Data Collection

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

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 8 Goal Focus Behavior

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

Given 36 instructional weeks, explicit instruction, teacher/adult modeling, visual/sign language supports, verbal, physical prompts, Bo will complete a minimum of 3 work tasks while staying in his designated space/desk area in 4/5 charted opportunities.

Duration: 10/29/2021 to 10/28/2022

Language of Delivery: English Grade Level: 02

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	8.1	BM1: Given explicit instruction, teacher/adult modeling, visual/sign language supports, verbal, physical prompts, Bo will complete a minimum of 1 work task while staying in his designated space/desk area in 4/5 charted opportunities by the end of the 2nd 9 week grading period of the 21-22 school year.
	8.2	BM2: Given explicit instruction, teacher/adult modeling, visual/sign language supports, verbal, physical prompts, Bo will complete a minimum of 2 work tasks while staying in his designated space/desk area in 4/5 charted opportunities by the end of the 3rd 9 week grading period of the 21-22 school year.

Implementer: Special Education Teacher and Staff

Method of Evaluation: Data Collection

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



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 16 Goal Focus Physical Education

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

Physical Education: Given 36 instructional weeks, explicit instruction, teacher/adult modeling, visual/sign language supports, a visual model/exercise card and/or verbal paired with physical prompts as needed Bo will complete 4 exercises that are modified as needed for his success in 3 out of 4 trials in a 2-week period.

Duration: 10/29/2021 to 10/28/2022

Language of Delivery: English Grade Level: 02

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	16.1	BM1: Given explicit instruction, teacher/adult modeling, visual/sign language supports, a visual model/exercise card and/or verbal paired with physical prompts as needed Bo will complete 2 exercises that are modified as needed for his success in 3 out of 4 trials in a 2-week period in the special education setting by the end of the 2nd 9 week grading period of the 21-22 school year.
	16.2	BM2: Given explicit instruction, teacher/adult modeling, visual/sign language supports, a visual model/exercise card and/or verbal paired with physical prompts as needed Bo will complete 3 exercises that are modified as needed for his success in 3 out of 4 trials in a 2-week period in the special education setting by the end of the 3rd 9 week grading period of the 21-22 school year.

Implementer: Special Education Teacher and Staff

Method of Evaluation: Data Collection

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

Concurrent with the issuance of report cards

Duration of Services: 10/29/2021 - 10/28/2022



Katy Independent School District
6301 South Stadium Lane
Katy, TX 77494 - (281) 396-2630

Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

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 R. Klotz.

Duration of Special Education Services: From: 10/29/2021 To: 10/28/2022

Language of Delivery: English

SPECIAL LANGUAGE PROGRAMS None

☒ Yes ☐ No BEHAVIOR INTERVENTION PLAN ☒ Yes ☐ No ASSISTIVE TECHNOLOGY

PERSONAL CARE SERVICES ☒ Yes ☐ No

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

ACCOMMODATION	SUBJECT					
	ELA	MTH	RDG	SCI	SS	SPC

**Adaptations - Deliver during Instruc/
Assign/Assess**

Transcribing: student writes, circles, or points to responses Transcribing: student writes, circles, signs/gestures, uses voice output device and/or points to responses etc. using total communication to "show what he knows".	X	X	X	X	X	
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Alternate Curriculum Supports

Access to food and water (Teachers discretion).	X	X	X	X	X	
Emphasis on major points/key concepts in unit (reducing the expectations to a prerequisite skill/alternate level)				X	X	
Tests are designed to assess major points/key concepts in the unit (reducing the expectations to a pre-requisite skill/alternate level)				X	X	

Assistive Technology Supports

Augmentative communication device	X	X	X	X	X	
Calculation Aid: four-function calculator		X				
Visual supports.	X	X	X	X	X	

**Attention/Organization/Executive
Function Supports**

Follow Behavior Intervention Plan	X	X	X	X	X	X
Positive reinforcement for desired behaviors: Tangible, social, edible (FMNV), activity	X	X	X	X	X	X
Study carrel for independent work	X	X	X	X	X	
Supervision during transition activities	X	X	X	X	X	X

Legend: ELA = English/Language Arts, MTH = Math, RDG = Reading, SCI = Science, SS = Social Studies, SPC = Specials



Katy Independent School District
6301 South Stadium Lane
Katy, TX 77494 - (281) 396-2630

Bo Loomis
NAME OF STUDENT

K1702212
ID#

625722578
MEDICAID#

Hutsell ES
CAMPUS

02/21/2014
DATE OF BIRTH

State Assessment (STAAR)

This student is/will be in grade level that takes the STAAR? ☐ Yes ☒ No

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

Is this a LEP 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

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

District Wide Assessment	Type	Accommodations
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Additional Information:



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

LRE Service Alternatives

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
Title I programs	Provided	Yes	Yes
Supplementary aids and services provided in the general education classroom	Provided	Yes	Yes
Accommodations	Provided	Yes	Yes
Program modifications	Provided	Yes	Yes
Special education speech therapy	Provided	Yes	Yes
Assistive technology	Provided	Yes	Yes
Other: Life Skills Program	Provided	Yes	Yes

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

Bo requires specialized instruction (Speech Therapy, Life Skills program) unavailable in the general education classroom and requires access to small group instruction to accomplish his individual education plan with specialized instruction, methodology, or content.

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

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

☒ 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.

Bo's presence in the general education classroom has no negative effect on the classroom or on the education of the other students.

Bo has challenges in the area of behavior, but at this time those concerns are addressed adequately through a Behavior Intervention Plan and/or behavior goals, and/or counselling services. The teachers are working and monitoring the effect that Bo has on the other students in the general education classroom, but at this time there is minimal or no negative effect on the instructional process in the classroom or on the education that the classmates are receiving.

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

Bo requires specialized instruction (Speech Therapy, Life Skills program) unavailable in the general education classroom so requires access to small group instruction to accomplish his individual education plan with specialized instruction, methodology, or content.

☐ Yes ☒ No Does the ARD determine additional staff training is required to implement student's IEP?

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

If **Yes**, please specify.

☐ 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.

LRE 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.
- ☒ TEKS 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:

LRE 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

Effects on the quality of services:

- ☒ Diminished access to full range of curriculum
- ☒ Decreased access to instructional opportunities

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

- | | |
|--|---|
| ☒ Lack of opportunity for social interaction | ☐ Significant differences in developmental levels causing social isolation |
| ☐ 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.

LRE Opportunity to Participate in Nonacademic Activities

- ☒ NO Will the student have the opportunity to participate with students without disabilities in all nonacademic, extracurricular and other activities?
- | | |
|--|---|
| ☐ meals | ☐ regular transportation |
| ☐ recess periods | ☐ health services |
| ☐ general education counseling services | ☐ recreational activities |
| ☐ athletics/Fine Arts | ☐ special interest groups/clubs sponsored by the LEA |
| ☐ field trips | ☐ assemblies |
| ☐ general education routines (homeroom assignments, lockers, study hall, class changes, social activities, fundraiser etc.) | |
- ☒ Other: At this time, due to Covid, parents are requesting for Bo to participate in PE in the Life Skills Program.
- ☒ Other: At this time, parents are dropping/picking up at school with specified time per their request; no bus service at this time.

If any of the above items are marked, explain why this student is unable to participate:



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

SCHEDULE OF SERVICES

Duration of Special Education Services: In effect from 10/29/2021 to 10/28/2022

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

Discussion:

Extended School Year is not recommended at this time because there is no data to support regression. Teachers/ case manager will continue to monitor progress and collect data throughout the school year. This decision can be updated if a need is identified.

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		
All School Year	2021-2022 2022-2023	Academic Extension Special Education Setting	X		275 minutes per week		X		10/29/2021	10/28/2022
All School Year	2021-2022 2022-2023	Math Special Education Setting	X		400 minutes per week		X		10/29/2021	10/28/2022
All School Year	2021-2022 2022-2023	Physical Education Special Education Setting	X		150 minutes per week		X		10/29/2021	10/28/2022
All School Year	2021-2022 2022-2023	Reading/English Language Arts (K-7th) Special Education Setting	X		625 minutes per week		X		10/29/2021	10/28/2022
All School Year	2021-2022 2022-2023	Science Special Education Setting	X		125 minutes per week		X		10/29/2021	10/28/2022
All School Year	2021-2022 2022-2023	Social Studies Special Education Setting	X		125 minutes per week		X		10/29/2021	10/28/2022

Descriptor of Course Curriculum Area:

Beginning of the year start date and the end of the year date is set by the KISD school board. The start date and end date listed above, is based on the anticipated school start and end date, may be subject to change. If it is changed, parents/adult student will be notified.

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

IEP Services /Supports necessary to implement IEP	Duration/Frequency	Location of Services	Start Date	End Date
Recess	200 Minutes per week	General Education Setting - Group	10/29/2021	10/28/2022
Speech and Language Therapy	30 Minutes 12 times per grading period	Special Education Setting - Group	10/29/2021	10/28/2022

Descriptor of Services / Support:

Related/Other Services	Duration/Frequency	Location of Services	PEIMS	Start Date	End Date
Occupational Therapy	20 minutes , 3 x per 9 wks	Special Education Integrated - Individual	X	10/29/2021	10/28/2022

Descriptor of Related/Other Services:

Integrated OT and PT and MT ARDed time may be used to work directly with the student to determine appropriate strategies, interventions and adapted equipment, and indirectly to train staff on how and when to use these. It may also be provided through collaboration with staff to assess the effectiveness of interventions and to revise/adapt interventions as needed.

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

***PLACEMENT OF SERVICES**

Site selection is an administrative decision and may be changed at any time.

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

Name of Current Year Enrollment Campus: Hutsell ES

Name of Next Year Enrollment Campus: Hutsell ES

Name of Current Year Instructional Setting: 44-Self-Contained M/M Regular Campus more than 60%

Speech Therapy Services in addition to the Instructional Setting Indicated: 2 - Speech and other services

Next Year Instructional Setting Code: 44-Self-Contained M/M Regular Campus more than 60%

Next Year Speech Therapy Services in addition to the Instructional Setting Indicated: 2 - Speech and other services

☒ 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:

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

Medicaid services provided by school districts in Texas 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, Katy Independent School District:

- 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);
- 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 TX 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.

Katy Independent School District 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 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

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

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)(l)(iii); §300.154(d)(2)(iv)(A)-(B); §300.154(d)(2)(iv); 34 CFR part 99 & 300)

ASSURANCES: parents assured by: Name: M. Fales
Title: ARD Facilitator

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.

Comments: Assurances virtually read to the committee.

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 five (5) years following the date of the last recorded action for each student served by the Special Education Department of Katy Independent School District. At the end of five 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 five 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 6301 South Stadium Lane, Katy, TX 77494

You may call with any questions concerning records (281) 396-2630

REVIEW OF COMMITTEE DECISIONS:

- ☒ Accept Evaluation KISD FIE date 02/15/19
☐ Accept reevaluation information review _
☐ Additional evaluation is needed
Timeline for completion of evaluation _

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

- ☐ 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:

- | | | | | |
|--|--|--|---|-------------------------------------|
| ☐ AI | ☒ 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: _ | | | | |

Deliberations:

This is an annual ARD for Bo Loomis. The meeting is not being recorded. All members were introduced. Members present are Myla Fales, ARD facilitator, Shaunta' Smith, assistant principal, Renee Klotz, special education, Paula Cohen, diagnostician, Andrea Mackey, LSSP, speech therapist, Jolie Hicks, general education teacher, Cherry Pete, occupational therapist, Therese Highnote, health services, Margie Blount, principal, and Mr. Loomis, parent. The parent was provided with and signed receipt of the procedural safeguards and guide to the ARD process.

Bo meets eligibility as a student with autism, intellectual disability, and speech impairment. His present levels of academic achievement and functional performance were shared with the committee. Bo is meeting all of his speech goals. His present levels in speech were reviewed during the REED. Bo has mastered reading and answering comprehension questions for AZ type readers at an F&P level A. He needs to be able to complete his work at his desk with minimal to no prompting and without an adult right next to him. Given an array of 16-20 words, Bo was able to receptively identify 122/150 basic sight words as the teacher called out random words. Given a choice of 10 letters at a time and the teacher signs a random letter, Bo was able to choose the correct letter for 25/26 letters. Bo has mastered addition and subtraction within 10. Bo has mastered identifying and giving the value of penny, nickel, dime, and quarter. He is still at the instructional stage for counting like coins within \$1. He needs to continue to work on counting by 1's, 5's, 10's, and 25 to help him be successful with this goal. Bo can legibly write his first and last name on his papers. Given a square as a visual guide and the teacher prompts, he dictated upper- and lower-case letters without a model, Bo was able to legibly write 19/26 upper case letters and 15/26 lower case letters. Bo has mastered his science and social studies goals to date. He needs to continue to demonstrate an understanding of each unit of study as it is presented for each grading period. An updated functional behavior assessment will be completed by 12/17/2021. Bo will have a behavior goal and objectives to work on within the LIFE Skills classroom. At this time, parents are requesting that Bo not attend Specials and that he remains in the LIFE Skills area. Bo will have a PE goal and objectives that will be worked on in the Motor Lab or LIFE classroom.

Bo has behavior needs which are met through goals and objectives. He has a behavior intervention plan. He has physical limitations but does not require modifications. He has health needs which are addressed by an individual health care plan. He has communication needs which are met through speech therapy. He will use assistive technology, and he will receive personal care services. The individual health care plan was reviewed for the committee. The proposed goals, objectives, and accommodations were shared with and approved by the committee. We are not

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

recommending extended school year services at this time, because we do not have the data to support the need. He will not use transportation services.

Bo's schedule of services listed on the IEP were discussed with the committee. The committee approved of the schedule of services. The autism supplement and the personal care supplement were reviewed for the committee. The assurances were read by Mrs. Fales. Parent waived the five-day waiting period.

Virtual Learning – KVA Grades K-6 and Intermittent School to Home

Katy ISD is ready, willing, and able to implement the in-person instruction outlined herein. COVID-19 has presented unprecedented circumstances that have impacted our community during 2020 and 2021. If health and safety concerns require the closure of school facilities, or if your student is absent from school due to the need to self-isolate, certain elements of your student's in-person IEP may need to be adapted to facilitate the differences in virtual (Intermittent School to Home) compared to in-person instruction. The ARD committee discussed these differences and determined that during a school closure or extended student absence as described above, student instruction will be provided through the online learning platform of (Canvas). Accommodations are appropriate for the virtual setting. Therapy can be provided through virtual means with parent consent. If a closure of in-person instruction is required based on the determination of Katy ISD and/or state or local requirements, the ARD committee will assess as appropriate the need for additional services once in-person instruction resumes based upon ongoing student progress and performance. The person to contact with concerns should a closure occur is your student's case manager, Renee Klotz.

Special Education Services (SSES) (SB-1716)

The parent was provided SSES (Supplemental Special Education Services) information based on the eligibility criteria set by the TEA. The student may meet the criteria based on the information provided by the TEA. If the parent is interested, they can contact TEA at <https://sses.tea.texas.gov/index.html> and apply for an online account. Katy ISD is not responsible for determining eligibility criteria. For questions, the parent can contact SPEDTEX at 1-855-773-3839. COVID-19 Special Education Recovery Act (SB-89)- The committee discussed and agreed that Bo does not need additional compensatory services due to Covid-19 at this time.

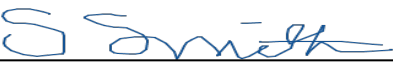
The minutes were read and approved.



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

SIGNATURES OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS

Date of Meeting: 10/29/2021

Name:	Position:	Signature:	Agree	Disagree
Hamilton Loomis	Parent(s)/Adult Student		X	
S. Smith	District Representative		X	
J. Hicks	General Education Teacher			
R. Klotz	Special Education Teacher/ Provider			
P. Cohen	Assessment			
A. Mackey	LSSP			
C. Alcala	SLP			
C. Pete	OT			
M. Fales	ARD Facilitator			
T. Highnote	District Nurse			



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

Prior Written Notice

Date Sent/Mailed: 10/29/2021

Description of the action proposed or refused:

This is a REED (Re-Evaluation of Existing Data) and an Annual ARD (Annual, Review, Dismissal) for Bo who meets the eligibility criteria as a student with Autism, Intellectual Disability, and Speech Impairment. The committee reviewed Bo's PLAAFP (Present Level of Academic, Achievement, Functional, and Performance), IEP (Individual Educational Plan) goals, accommodations, and current program in special education. ESY (Extended School Year) was discussed, considered and is not being recommended at this time. The committee determined needed services and supports for Bo. A consent for the FBA/BIP was accepted and report will be due 12/17/21.

Explanation of why action was proposed or refused:

This is an Annual ARD for Bo who demonstrates a need for specialized instruction. Bo's annual review of program is on or before 10/28/22 and it is recommended by the committee.

Description of other options considered:

The committee considered to continue current IEP goals, accommodations, and services but determined that Bo's progress would not be sufficient. The committee also considered current elements of FAPE (Free and Appropriate Public Education).

Why Options were Rejected:

No options were rejected, the committee determined that Bo's progress would not be sufficient and he continues to need special education, additional supports and services. He appears to be progressing in his current setting/programming.

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

The committee reviewed Bo's progress, information from the parents and teachers, data collection, and the FIE (Full and Individual Evaluation) dated 2/5/19 to determine/develop the IEP for Bo.

Other factors relevant to the proposal or refusal:

Duration of Services: 10/29/2021 - 10/28/2022



Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

Virtual Learning – KVA Grades K-6 and Intermittent School to Home

Katy ISD is ready, willing, and able to implement the in-person instruction outlined herein. COVID-19 has presented unprecedented circumstances that have impacted our community during 2020 and 2021. If health and safety concerns require the closure of school facilities, or if your student is absent from school due to the need to self-isolate, certain elements of your student's in-person IEP may need to be adapted to facilitate the differences in virtual (Intermittent School to Home) compared to in-person instruction. The ARD committee discussed these differences and determined that during a school closure or extended student absence as described above, student instruction will be provided through the online learning platform of (Canvas). Accommodations appropriate for the virtual setting include: (refer to accommodation page). Therapy can be provided through virtual means with parent consent. If a closure of in-person instruction is required based on the determination of Katy ISD and/or state or local requirements, the ARD committee will assess as appropriate the need for additional services once in-person instruction resumes based upon ongoing student progress and performance. The person to contact with concerns should a closure occur is your student's case manager (R. Klotz).

Special Education Services (SSES) (SB-1716)

The parent was provided SSES (Supplemental Special Education Services) information based on the eligibility criteria set by the TEA. The student may meet the criteria based on the information provided by the TEA. If the parent is interested, they can contact TEA at <https://sses.tea.texas.gov/index.html> and apply for an online account. Katy ISD is not responsible for determining eligibility criteria. For questions, the parent can contact SPEDTEX at 1-855-773-3839.

Covid-19 Special Education Recovery Act (SB-89)

The ARD committee reviewed existing data for Bo and determined he does not need covid-19 Special Education Recovery compensatory services at this time.

Mr. Loomis thanked the staff for accommodating their request for Bo. He did not express any specific concerns at this time. All documents will be emailed and IHP will require signatures from parents.

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 Parents/Guardian on 10/29/2021.

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.

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

Name: M. Fales Position: ARD Facilitator Phone: 281-237-6006

or Education Service Center #(713) 744-6365

or Special Education Information Center at #1-855-SPEDTEX (1-855-773-3839)

Duration of Services: 10/29/2021 - 10/28/2022



Katy Independent School District
6301 South Stadium Lane
Katy, TX 77494 - (281) 396-2630

Bo Loomis	K1702212	625722578	Hutsell ES	02/21/2014
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

☒ 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 #1-855-SPEDTEX (1-855-773-3839) or Education Service Center, (713) 744-6365.

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

Duration of Services: 10/29/2021 - 10/28/2022

Katy Independent School District

6301 South Stadium Lane

- (281) 396-2630

Bo Loomis

K1702212

625722578

Hutsell ES

02/21/2014

NAME OF STUDENT

ID#

MEDICAID#

CAMPUS

DATE OF BIRTH

BEHAVIOR INTERVENTION PLAN

BIP Date: 10/29/2021

ARD Date: 10/29/2021

Duration of Services: From: 10/29/2021 To: 10/29/2021

FBA Date: 03/07/2018

☒ Yes ☐ No Student's behavior impedes his/her learning or that of others.

☒ On Accommodation page, positive behavioral supports, interventions, strategies are listed.

Persons responsible for implementing this plan (copies of the BIP will be distributed to all indicated staff):

- ☒ Campus administrator
- ☒ General education teacher
- ☒ Special education teacher
- ☒ Transportation staff
- ☒ Related services provider
- ☒ Paraprofessionals

Additional Information:

FUNCTIONAL BEHAVIOR ASSESSMENT

The Functional Behavior Assessment is designed to help understand a student's behavior and to provide options in interventions when (1) behavior problems interfere with the student's ability to learn, (2) behavior problems interfere with the learning of others, (3) the student is incapable of understanding or following the school rules, or (4) the student's misconduct results in repeated removals from class.

DATA SOURCES:

- ☐ Conduct grades from current and previous report cards
- ☐ Discipline records (frequency and conduct)
- X Written documentation/classroom-based assessments produced by teachers and/or administrators
- X Observations provided by the classroom teacher and/or related services provider
- X Classroom observations by: Penny Harvey - Life Skills Teacher
- ☐ Behavior checklist
- ☐ Evaluations provided by district:
- XBIP developed on: March 7, 2018
- ☐ Information from student
- X Parent information
- ☐ Information from outside agencies
- ☐ Attendance
- ☐ Other:

BEHAVIOR PROBLEM(S) (in order of priority)

Targeted Behavior #1: Physical aggression (touching, pushing and hitting others)

Precipitating Conditions:

Close proximity to others during:

Transitions

Duration of Services: 10/29/2021 - 10/28/2022

Less structured environments recess, center rotations, snack time, waiting for turn in restrooms or at motor lab)
Large group instruction
Less individual attention

Behavior Specifics:

Bo touches, pushes or hits peers when in close proximity to them.

Consequences:

Peer Emotional Response, Teacher Attention, Prompting Hierarchy, Redirection, Removal from area, Limited access to peers

Function of the Behavior:

Obtain Sensory Stimulation; Obtain Attention, Form of communication

When is the student successful and therefore less likely to engage in this problem behavior?

When engaging in a preferred activity by himself
When engaging one-on-one with an adult
When given desired tangible to hold

Specific Assessment Techniques to be used to analyze this behavior: Direct observation, ABC Data

Targeted Behavior #2:

Tantrums- screaming/ grunting, and throws, pushes, pulls or hits activity/task/toys that is causing frustration

Precipitating Conditions:

When playing or attempting to perform a difficult task independently; When working with adult and task is difficult

Behavior Specifics:

When Bo is experiencing difficulty with a task/ activity or in play, he will scream/ grunt, and throw, push, pull or hit activity/task/toy that is causing him frustration.

Function of the Behavior:

Obtain Teacher Attention for Help

When is the student successful and therefore less likely to engage in this problem behavior?

When working on a known, easy task and in close proximity to a teacher for assistance.

Specific Assessment Techniques to be used to analyze this behavior:

Direct observation, ABC Data

Inappropriate Behavior #1: What is the behavior that needs to be changed?	touching and/or taking other students supplies and/ or work materials.
Prevention Techniques: What strategies will be implemented to prevent the inappropriate behavior from occurring?	• Visual, verbal and gestural cues for appropriate behavior • Modeling of appropriate behavior • Consistency of implementation • Proximity control • Assigned seating • Access to alternate seating or area

	• Opportunity for planned movement • Access to sensory materials throughout the day • Sensory Diet
Replacement Behavior: What appropriate behavior will be targeted to replace the inappropriate behavior?	By the end of 36 instructional weeks, given close proximity to peers, explicit instruction, Bo will complete three work tasks by staying in his own space and not touching other student's work and or materials with no more than 2 additional prompts in 3/5 opportunities
Teaching Strategies: <i>What methods will be used to teach the student the appropriate replacement behavior?</i>	• Direct instruction of expected behaviors, initiating play and gaining attention • Modeling and role playing appropriate behavior • Review of expected behavior and classroom rules daily and prior to changes in activities • Visuals of expected behavior visible to student in all activities
Reinforcement Strategies: <i>What techniques will be used to reinforce the occurrence of the replacement behavior?</i>	• Teacher Attention with specific verbal praise ("Nice Hands) or gestures (thumbs up) • Use of tangible reinforcers given at a high rate to begin, fading to intermittent.
Consequence: <i>What will be the consequence for the student engaging in this inappropriate behavior?</i>	• Redirection • Prompting hierarchy (least to most intrusive) • Removal from group • Limit access to peers • Delay of reinforcers

Inappropriate Behavior #2:

What is the behavior that needs to be changed?

frequently getting up from his seat and/or eloping.

Prevention Techniques:

What strategies will be implemented to prevent the inappropriate behavior from occurring?

- Visual, verbal and gestural cues for appropriate behavior
- Modeling of appropriate behavior
- Consistency of implementation
- Proximity control
- Assigned seating
- Access to alternate seating or area
- Opportunity for planned movement
- Access to sensory materials throughout the day
- Sensory Diet

Replacement Behavior:

What appropriate behavior will be targeted to replace the inappropriate behavior?

By the end of 36 instructional weeks, explicit instruction, modeling, repeated practice visual support 3 or fewer visual, verbal and/or physical prompts after getting up from his seat and/or eloping from designated area, Bo will respond to the command "Bo, Teacher" and then return to the teacher's side for directions in 3/5 trials for three consecutive weeks.

Teaching Strategies:

What methods will be used to teach the student the appropriate replacement behavior?

- Direct instruction of expected behaviors, initiating play and gaining attention
- Modeling and role playing appropriate behavior
- Review of expected behavior and classroom rules daily and prior to changes in activities
- Visuals of expected behavior visible to student in all activities

Reinforcement Strategies:

What techniques will be used to reinforce the occurrence of the replacement behavior?

- Teacher Attention with specific verbal praise ("Nice Hands) or gestures (thumbs up)
- Use of tangible reinforcers given at a high rate to begin, fading to intermittent.

Consequence:

What will be the consequence for the student engaging in this inappropriate behavior?

- Redirection
- Prompting hierarchy (least to most intrusive)
- Removal from group
- Limit access to peers
- Delay of reinforcers

1. Targeted Behavior: Touching/taking supplies/work from others in close proximity in the general education classroom
--

Consequences /Response Plan

Date of ARD/IEP: 10/29/2021

AUTISM SPECTRUM DISORDER

The following strategies shall be considered, based on peer-reviewed, research-based educational programming practices to the extent practicable, and when needed, addressed in the IEP:

Extended Educational Programming

The ARD Committee has considered extended educational programming and has determined the following:

Describe:

Data will be taken to determine if ESY is appropriate.

Daily Schedule

The ARD Committee has considered information about the daily schedule reflecting minimal unstructured time and active engagement in learning activities and has determined the following:

Duration of Services: 10/29/2021 - 10/28/2022

Describe:

Time	Activity	Location
8	Arrival in front office	Around Campus
8-8:10	Announcements/Purposeful People	Special Education Classroom
8-8:30	Speech on Monday/Wednesday	General/Special Education Classroom
8:10-9	Calendar Math	Special Education Classroom
9-9:30	AM Snack	Special Education Classroom
9:30-10:30	IEP rotations	Special Education Classroom
10:30-10:50	Recess	Playground
11-11:30	Lunch	Special Education Classroom
11:30-12:10	Group Lesson	Special Education Classroom
12:10-12:40	PE	Special Education Classroom
12:40-1	IEPs	Special Education Classroom
1-1:20	Recess	Playground
1:20-1:40	Story/Social Skills	Special Education Classroom
1:40-2:30	Science/ Social Studies	Special Education Classroom
2:30-3	Snack/ clean up/ restroom	Special Education Classroom
3:05	Walked to alternate p/u area	Around Campus

In-Home and Community-Based Training or Viable Alternatives

The ARD Committee has considered in-home and community-based training or viable alternatives that assist the student with acquisition of social/behavioral skills and has determined the following:

Describe:

Viable alternatives provided by the campus to assist parents will include communication notebooks, and conferences regarding home concerns. Communication is maintained between the school staff and parent through a daily communication folder and/ or phone call/ text messages/ emails.

Positive Behavior Support Strategies

The ARD Committee has considered relevant information about positive behavior support strategies based on relevant information and has determined the following:

Describe:

Positive behavior support strategies are addressed through classroom expectations, classroom incentives, school wide PBIS incentives, and positive reinforcement of appropriate behavior. Appropriate behavior is modeled and practiced daily during face to face instruction.

Futures Planning

The ARD Committee has considered information concerning futures planning for integrated living, work, community, and educational environments that consider skills necessary to function in current and post-secondary environments and has determined the following:

Describe:

Goals to help Bo become more independent are addressed in his goals and objectives.

Parent/Family Training and Support

Duration of Services: 10/29/2021 - 10/28/2022

The ARD Committee has considered information concerning parent/family training and support provided by qualified personnel with experience in Autism Spectrum Disorders and has determined the following:

Describe:

Parents will be invited to group parent trainings offered a minimum of four times per school year; a resource list was provided to parents.

Suitable Staff-To-Student Ratio

The ARD committee has considered information about a suitable staff-to-student ratio appropriate to identified activities and as needed to achieve social/behavioral progress based on the child's developmental and learning level that encourages work towards individual independence and has determined the following:

- ☒ The following ratio is recommended to achieve social/behavioral progress based on the child's developmental and learning level that encourages work towards individual independence:

Learning new skills (acquisition)	1 : 1
Guided practice (fluency)	1 : 2
Maintenance/Generalization of skills	1 : 4
Unstructured times (i.e. lunch, recess)	1 : 14
Transition between activities	1 : 10
Transition between room/environments	1 : 10

This schedule reflects general information and, on occasion, may be adjusted according to the student's ability to perform a particular skill or participate in a particular activity. Parent will be notified if significant changes in the staff-to-student ratio occur resulting in a change of placement.

Communications Interventions

The ARD Committee considered information about communication interventions, including language forms and functions that enhance effective communication across settings and has determined the following:

Describe:

Bo has speech goals that will promote better communication with others through the use of Total Communication. He is also using/learning sign language approximations to help him communicate. Also, assistive technology has provided an augmentative communication device to help Bo communicate.

Social Skills Supports and Strategies

The ARD Committee considered the use of social skills supports and strategies based on social skills assessment/curriculum and provided across settings and has determined the following:

Describe:

Expectations are modeled and role played. Visuals are used to help facilitate appropriate social interactions.

Professional Educator/Staff Supports

The ARD Committee considered professional educator/staff supports and determined the following:

Describe:

All teachers and staff members working with Bo in the classroom will be provided a copy of his IEPs and attend specialized trainings provided by the district that focus on educating students with autism and other disabilities.

The following additional training for staff support will be provided:

- ☒ Consultation/training from support staff
- ☒ Behavior management training
- ☒ Positive Behavior Support training
- ☒ Nonviolent Crisis Intervention

Duration of Services: 10/29/2021 - 10/28/2022

☒ Other: Trainings offered through regional service center.

Teaching Strategies

The ARD Committee considered teaching strategies based on peer reviewed research-based practices for students with ASD and determined the following:

Describe:

Teaching strategies include the use of visuals, academic goals aligned with grade level standards, and principles of behavioral analysis. The following teaching strategies will be used to implement the IEP: Proximity control, visual cues, gestural cues, modeling of appropriate behavior, concrete reinforcers, and positive praise and repeated practice.

Personal Care Services

Summarize the medical necessity for personal care services: (check all that apply)

- ☐ Physical limitation related to the student's disability that affects activities of daily living.
- ☒ Cognitive limitation related to the student's disability that affects activities of daily living.
- ☒ Behavioral limitation related to the student's disability that affects activities of daily living.
- ☒ Student requires monitoring while performing personal tasks.
- ☒ Student needs verbal reminders in order to perform personal tasks.
- ☒ Student needs physical assistance in performing personal tasks.
- ☒ Student needs to be supervised and re-directed to facilitate student's safety and the safety of others.
- ☒ Student needs assistance performing personal hygiene activities.
- ☒ Student needs a program that provides constant supervision throughout the day.

The following Personal Care Services are required by the student: (check all that apply)

- | | |
|--|---|
| ☒ Eating | ☒ Toileting |
| ☒ Dressing | ☒ Redirection/Monitoring |
| ☒ Prompting/Cueing | ☐ Bathing |
| ☐ Diapering | ☐ Meal Prep/Cooking |
| ☒ Personal Hygiene | ☐ Assistance with Mobility |
| ☐ Transferring | ☒ Escort to and from bus or during transition times |
| ☐ Money Management | ☐ Light Housework/Chores/Laundry |
| ☐ Functional Reading | ☐ Vocational Activities |
| ☒ Social Skills | ☒ Communication Assistance |
| ☐ Grocery Shopping | ☐ Nurse for Medication |
| ☒ Nursing Services | |
| ☐ Other: | |

Personal care services are provided during the school day in the following settings:

- | | |
|---|---|
| ☒ Recreation area (i.e. outside, courtyard, playground) | ☒ Hallway |
| ☒ Restroom | ☐ Community-based Environment |
| ☐ Cafeteria | ☐ Community Vocational Training |
| ☒ Classroom | ☐ Campus-based Vocational Training |
| ☒ Bus drop off and loading | |

☒ Yes ☐ No The IEP contains goals and objectives for life skill mastery.

☒ Yes ☐ No The student needs assistance transitioning throughout the school day as well as upon bus arrival, bus departure and bus escort.

Duration of Services: 10/29/2021 - 10/28/2022

☒ Yes ☐ No The student requires specialized transportation.

☒ Student requires a monitor on bus to provide extra supervision.

☐ Individual ☐ Group

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

- | | |
|---|---|
| ☒ Intellectual Disability | ☐ Specific Learning Disability |
| ☐ Traumatic Brain Injury | ☐ Other Health Impairment |
| ☐ Visual Impairment | ☐ Deaf-blindness |
| ☒ Speech Impairment | ☐ Emotional Disturbance |
| ☒ Autism | ☐ Multiple Disabilities |
| ☐ Orthopedic Impairment | ☐ Hearing Impairment |
| ☐ Non-Categorical Early Childhood (NCEC) | |

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

- ☒ Elopement (Running away or other "escape" behaviors)
- ☒ Dressing
- ☒ Behavior
- ☒ Toileting
- ☐ Immobility
- ☒ Maneuvering throughout the school/community environments
- ☒ Attending to tasks
- ☐ Independently accessing school/community environment
- ☒ Impulsivity
- ☒ Communication
- ☐ Hearing
- ☐ Other:

Notes:

The following Personal Care Services are required by the student during the school day:

Start Date	End Date	Frequency	Duration	Cycle	Location	Group	Ind
10/29/2021	10/28/2022	per day	180	Minutes	Special Education Setting	X	

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 Code of Federal Regulations - Part 300*

AND

A Guide to the Admission, Review and Dismissal Process as Required by *Texas Education Code §26.0081*

Name of Student: Bo Loomis **Date of Birth:** 02/21/2014 **Date Issued:** 10/29/2021

Duration of Services: 10/29/2021 - 10/28/2022

Bo Loomis
NAME OF STUDENT

K1702212
ID#

625722578
MEDICAID#

Hutsell ES
CAMPUS

02/21/2014
DATE OF BIRTH

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 Code of Federal Regulations - Part 300*

AND

A Guide to the Admission, Review and Dismissal Process as Required by *Texas Education Code §26.0081*

Name of Student: Bo Loomis **Date of Birth:** 02/21/2014 **Date Issued:** 10/29/2021

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).

A copy of the A Guide to the Admission, Review and Dismissal Process which explains the process by which an individualized education program (IEP) is developed and the rights and responsibilities of a parent concerning the process.

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.

Hamilton Loomis

Name of Parent, Guardian, Surrogate Parent or Adult Student



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

10/29/2021

Date

Name of Interpreter, if used

Signature of Interpreter, if used

Date

M. Fales

Name of School Staff

ARD Facilitator

Position

Hutsell ES

Current School Campus

Duration of Services: 10/29/2021 - 10/28/2022

COVID-19 Special Education Recovery Act (SB 89)

Plan Dates: 10/29/2021 - 10/28/2022

☒ Yes ☐ No

1. Was the student enrolled in a special education program during the 2019-2020 or 2020-2021 school year?

If the answer to question 1 is Yes, complete questions 2-7.

☒ Yes ☐ No ☐ N/A

2. Was the written report of the student's full individual and initial evaluation (FIE) completed during the 2019-2020 or 2020-2021 school year?

☒ Yes ☐ No ☐ N/A

3. Was the written report of the student's FIE completed by the date required?

Initial FIE Due Date:

Extended Initial FIE Due Date: 03/06/2019

Initial FIE Date: 03/01/2017

☒ Yes ☐ No ☐ N/A

4. Was the student's initial IEP developed during the 2019-2020 or 2020-2021 school year?

☒ Yes ☐ No ☐ N/A

5. Was the student's initial IEP developed by the date required?

Initial ARD Due Date: 03/31/2017

Initial ARD Date: 03/23/2017

☒ Yes ☐ No ☐ N/A

6. Was the provision of special services to the student under an IEP during the 2019-2020 or 2020-2021 school year interrupted, reduced, delayed, suspended, or discontinued?

☒ Yes ☐ No ☐ N/A

7. Are compensatory educational services appropriate for the student based on the information in this supplement or any other factors?

COVID-19 Recovery Notes:

Duration of Services: 10/29/2021 - 10/28/2022