



Leander Independent School District  
306 W. South Street  
Leander, TX 78641 - (512) 570-0300

Faubion Elementary

NAME OF STUDENT

ID#

MEDICAID#

CAMPUS

DATE OF BIRTH

**OHI Areas**

ADHD

Diabetes

Cancer

Asthma

Epilepsy

Other: Restrictive Lung Disease

**SI Areas**

Voice

Articulation

Fluency

Pragmatics

Receptive

Expressive

Yes  No Student has multiple disabilities

Yes  No Student is medically fragile.

Notes:

**DEVELOPMENT OF THE INDIVIDUAL EDUCATIONAL PROGRAM (IEP)**

**Present Levels of Academic Achievement and Functional Performance**

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

**Reading:**

12/11/2019

reading skills are at the expected level for 1st grade per teacher observation and assessment.  
(Note her iStation score does not reflect her reading ability, but appears related use of technology.)

**Speech/Related Services:**

Speech- December '19

has been receiving speech services since last fall. She qualifies for speech therapy due to an articulation disorder. Currently, is producing // in all words positions with 90% accuracy. She is averaging 90% for // blends in words and sentences when given verbal prompts or placement cues. We have started working on /ch/ and /j/ sounds more. She requires verbal and visual cues to get approximate sound production for /ch/. She has a difficult time changing the /sh/ sound to a /ch/ sound. She is doing better in final word positions than in isolation or initial word positions. We are averaging 50% in the final position of words and 25% in the initial position of words for /ch/ approximations. Speech will continue with a focus on carryover of gliding in conversation and addressing /j/ and /ch/ in words.

**Written Expression:**

12/11/2019

writing skills are at the expected level for 1st grade.

**Math:**

12/11/2019

Math skills are at the expected level for 1st Grade.

**Behavior:**

12/11/2019

follows classroom and school code of conduct.

**Functional:**

12/11/2019

is still developing her academic skills (functioning in the classroom), specifically managing her assignments

NAME OF STUDENT ID# MEDICAID# Faubion Elementary CAMPUS DATE OF BIRTH

independently, and with an instructional need for support to begin, continue on task, and complete her assignments, using accommodations for reinforcement and feedback.

**Other:**

is a sweet and affectionate 1st grade girl. She gets along well with classmates and has friend in her room. She may request frequent breaks to go to the rest room or visit the nurse that may or may not be related to need. This appears to be due related to frequent absences to address health needs, including hospitalizations and occurs frequently after she has been out ill.

is diagnosed with congenital heart disease, repaired TEF trach with ongoing asthma, chronic pulmonary disease.

**STATE / DISTRICT REQUIRED ASSESSMENT RESULTS / CONSIDERATIONS**

Assessment Results: Grade at Testing: 01 Date: 2019-2020

Test Name(s): LISD benchmarks

Assessment Results:

12/11/2019

iStation - May 2019 195.99

iStation - Sept 2019 189.5

Math 01 Baseline 29%

**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?

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.

Faubion Elementary

NAME OF STUDENT

ID#

MEDICAID#

CAMPUS

DATE OF BIRTH

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

- Student is NOT a second language learner.

**Communications Needs of the Student**

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

speech therapy addressing articulation

**Physical** needs of the student

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

Additional physical limitations comments:

12/2019

has restrictive lung disease and is out very frequently due to health issues. She is historically out during the brunt of flu/respiratory season (December-March) on homebound due to health risks. She is able to self-advocate when she needs a break during physical activity. She may need extended time for meals as she has only been off of her g-tube for six months and is adjusting to eating some solid foods regularly.

**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 be able to participate in the educational program, accomplish expected tasks, and make reasonable progress toward mastery of his/her IEP goals and objectives with typically available supports and services. No assistive technology, devices and/or services are recommended at this time.

Explain:

is able to access her education with the technology available to all students in the general education classroom.

**Summary**

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

**Specify areas:**

- Language Arts
- Math
- Social Studies
- Science
- Fine Arts
- Physical Education

NAME OF STUDENT \_\_\_\_\_ ID# \_\_\_\_\_ MEDICAID# \_\_\_\_\_ Faubion Elementary \_\_\_\_\_  
CAMPUS \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_

**MEASURABLE ANNUAL GOAL:**

Goal Number: 1 Goal Focus Speech Therapy-Artic

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

**By the next annual ARD, when given visual stimuli, [REDACTED] will reduce the phonological process of gliding by producing prevocalic /r/, /l/ and /ll/ consonant blends in words and phrases during structured conversation when given no more than one verbal prompt or reminder with 80% or greater accuracy.**

**12/2019 Currently: [REDACTED] is averaging 90% accuracy for /l/ and /ll/ blends in words and sentences and 70% for prevocalic /r/ and /r/ blends in words and sentences.**

Duration: 12/12/2019 to 12/11/2020

Language of Delivery: English Grade Level: \_\_\_\_\_

Implementer: SLP

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

---

**MEASURABLE ANNUAL GOAL:**

Goal Number: 2 Goal Focus Speech Therapy-Artic

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

**By the next annual ARD, when given visual stimuli, [REDACTED] will produce /j/ and /ch/ sounds in all word positions when given no more than one visual or verbal prompt with an average of 80% accuracy.**

**As of 12/11/2019, [REDACTED] requires maximum verbal and visual prompts to achieve /j/ and /ch/ approximations. She is averaging less than 50% with max prompts.**

Duration: 12/12/2019 to 12/11/2020

Language of Delivery: English Grade Level: \_\_\_\_\_

Implementer: SLP

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

---



**Leander Independent School District**  
 306 W. South Street  
 Leander, TX 78641 - (512) 570-0300

Faubion Elementary

NAME OF STUDENT: [REDACTED] ID#: [REDACTED] MEDICAID#: \_\_\_\_\_ CAMPUS: \_\_\_\_\_ DATE OF BIRTH: [REDACTED]

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

Duration of Special Education Services: From: 12/12/2019 To: 12/11/2020

Language of Delivery: English

SPECIAL LANGUAGE PROGRAMS NA

Yes  No BEHAVIOR INTERVENTION PLAN  Yes  No ASSISTIVE TECHNOLOGY

**Accommodations:**

**[REDACTED] qualifies for special education services as a student with an other health impairment (OHI) for restrictive lung disease and speech impairment (SI) for articulation**

PERSONAL CARE SERVICES  Yes  No

ACCOMMODATION	SUBJECT				
	LA	MA	SC	SS	SPCL
<b>Adapt Classroom Instruction</b>					
Extra time for taking tests, multistep assignments.	X	X	X	X	
Frequent breaks	X	X	X	X	
Preferential seating	X	X	X	X	X
Secure eye contact.	X	X	X	X	X
Use of visual aids to provide feedback and reinforcement	X	X	X	X	
<b>Alter Assignments or Testing</b>					
Opportunity to make up missed work due to absences.	X	X	X	X	
Similar or shorted assignments maybe substituted for work missed.	X	X	X	X	
Work based on amount student is capable of completing.	X	X	X	X	

Legend: LA = Language Arts, MA = Math, SC = Science, SS = Social Studies, SPCL = Specials

\_\_\_\_\_  
NAME OF STUDENT

\_\_\_\_\_  
ID#

\_\_\_\_\_  
MEDICAID#

Faubion Elementary  
\_\_\_\_\_  
CAMPUS

\_\_\_\_\_  
DATE OF BIRTH

**State Assessment (STAAR)**

This student is/will be in grade level that takes the STAAR?  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
LISD Assessments	Standard	See accommodations page



**Leander Independent School District**  
 306 W. South Street  
 Leander, TX 78641 - (512) 570-0300

[REDACTED] [REDACTED] [REDACTED] Faubion Elementary [REDACTED]  
 NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

**SCHEDULE OF SERVICES**

Duration of Special Education Services: In effect from 12/12/2019 to 12/11/2020

Instructional day: 

Minutes or Periods per day: 365 minutes/day
Next Year Minutes or Periods per day: 365 minutes/day

**Extended School Year (ESY) Services:**

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

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

ESY consideration is:

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

ESY is recommended:  Yes  No

**Special Transportation:**  Yes  No

Semester	Year	Course/Curriculum Area	Gen Ed Modified	General education Time	Special education Time	Progress/Grade determined by:			Start Date	End Date
		Location				Gen Ed	Spe Ed	Joint		
Full IEP Year		Academics : In-class support General Education Classroom			60min/day x 5	X			12/12/2019	12/11/2020

**Descriptor of Course Curriculum Area:**

In-Class Support is a service that provides Special Education support in the General Education classroom. In-Class Support is individually determined with a focus on student independence, fading reliance on adults over time. These services may include, but are not limited to, small group and individualized instruction, collaborative teaching, curricular and instructional accommodations, modifications, supplemental aids, materials and/or equipment.

Related/Other Services	Duration/Frequency	Location of Services	PEIMS	Start Date	End Date
Speech Therapy	30 Minutes, 7 times per full 9 week period.	Therapy room/lab	X	12/12/2019	12/11/2020

NAME OF STUDENT
ID#
MEDICAID#
Faubion Elementary
CAMPUS
DATE OF BIRTH

**LRE Service Alternatives**

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

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

Efforts to Modify and Supplement the Student's Participation in the General Education Setting	Provided/Considered	Educational Benefit Provided?	
		Academic	Nonacademic
Supplementary aids and services provided in the general education classroom	Provided	Yes	Yes
Accommodations	Provided	Yes	Yes
Special education speech therapy	Provided	Yes	Yes
Assistive technology	Considered	No	No

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

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

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.

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

Student is making educational progress with general education and special education services/supports and receives both academic and nonacademic benefits from these services/supports.

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

NAME OF STUDENT	ID#	MEDICAID#	Faubion Elementary CAMPUS	DATE OF BIRTH
-----------------	-----	-----------	------------------------------	---------------

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
- Lack of opportunity for social interaction
- Decreased self-esteem
- Other: none anticipated

#### Effects on the quality of services:

- Diminished access to full range of curriculum
- Decreased access to instructional opportunities
- Significant differences in developmental levels causing social isolation
- Other: none anticipated
- 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

**Leander Independent School District**  
306 W. South Street  
Leander, TX 78641 - (512) 570-0300

\_\_\_\_\_  
NAME OF STUDENT      ID#      MEDICAID#      Faubion Elementary      \_\_\_\_\_  
CAMPUS      DATE OF BIRTH

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

Leander Independent School District  
306 W. South Street  
Leander, TX 78641 - (512) 570-0300

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: Faubion Elementary

Name of Next Year Enrollment Campus: Faubion Elementary

Name of Current Year Instructional Setting: 01-Homebound

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

Next Year Instructional Setting Code: 40-Mainstream

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.

Yes  No According to district attendance zones this is the campus which is as close as possible to the student's home.

**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, Leander Independent School District:

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

I also understand that 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.

Leander 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 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)***

**Leander Independent School District**  
306 W. South Street  
Leander, TX 78641 - (512) 570-0300

[REDACTED]	[REDACTED]		Faubion Elementary	[REDACTED]
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

**ASSURANCES: parents assured by:** Name: Jennifer Fleming  
Title: ARD Specialist

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

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

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

**Access to and Destruction of Records**

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

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

Special education eligibility and educational records are maintained for five (5) years following the date of the last recorded action for each student served by the Special Education Department of Leander 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 306 W. South Street, Leander, TX 78641

You may call with any questions concerning records (512) 570-0300

**REVIEW OF COMMITTEE DECISIONS:**

- Accept Evaluation \_
- Accept reevaluation information review \_
- Additional evaluation is needed  
Timeline for completion of evaluation \_
- Accept/review Transition and/or Graduation Plan
- Extended School Year is recommended     Yes     No
- Assistive Technology     Yes     No
- Goals/ Objectives     Accept     Revise     Continue

Leander Independent School District  
306 W. South Street  
Leander, TX 78641 - (512) 570-0300

NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

Behavior Intervention Plan:  Yes  No

Transportation services:  Yes  No

Supplements Included:

- |   |                                      |   |                                     |                                     |
|---|--------------------------------------|---|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> AI             | <input type="checkbox"/> Autism      | <input type="checkbox"/> BIP              | <input type="checkbox"/> BIP Brief  | <input type="checkbox"/> Dyslexia   |
| <input type="checkbox"/> ESY            | <input type="checkbox"/> FBA         | <input type="checkbox"/> FBP              | <input type="checkbox"/> Graduation | <input type="checkbox"/> MDR        |
| <input type="checkbox"/> Med Fragile    | <input type="checkbox"/> Parent/IHT  | <input type="checkbox"/> Parent/IHT Needs | <input type="checkbox"/> PCS        | <input type="checkbox"/> RDSPD      |
| <input type="checkbox"/> REED           | <input type="checkbox"/> STAAR-Ait 2 | <input type="checkbox"/> STAAR Med Ex     | <input type="checkbox"/> STAAR NAAR | <input type="checkbox"/> Transition |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> VI          | <input type="checkbox"/> Other: _         |                                     |                                     |

Deliberations:

12/11/19

Committee convenes to review annual progress.

██████ qualifies for special education services as a student with an other health impairment (OHI) for restrictive lung disease and a speech impairment (SI) for articulation.

Committee reviews present levels (PLAAFP) and progress on current goals and objectives:

Ms. Zuniga reports that ██████ 1st 9 weeks was good; she was on grade level in all areas. She has fallen a little since then due to being sick and out. She does show some work avoidance when she is in class and at times she is found wandering. It is difficult to assess exactly where she is at this time.

Ms. Moorhead reports that she also sees the work avoidance. She would like to propose some additional support when she is at school with her breaks being built in and continuing with support in the classroom.

Speech language pathologist (SLP) reports that ██████ is doing well with her articulation development. She would like to focus on CH and J going forward. She would like to continue her speech time as 7, 30 minute sessions per 9 week grading period.

Proposed goal reviewed and accepted.

Accommodations reviewed and accepted.

District testing decisions reviewed and agreed upon.

Least restrictive environment (LRE) considered: no potential harmful effects foreseen from special education services.

Schedule of services reviewed and accepted.

Extended school year (ESY) considered: data does not support a recommendation at this time.

Special transportation addressed: not eligible.

Assistive technology (AT) addressed: none warranted at this time.

ARDC discusses homebound services: A medical needs assessment has been received by the physician dated 12/12/2019-4/1/2020. ARDC discusses that homebound services will be up to 4 hours per week and speech therapy will be the same as the current IEP. Ms. Lackey reviews HB procedures.

Assurances are provided in the finalized ARD paperwork.

Prior written notice addressed. Parent verbally waives the 5 day grace period prior to agreed upon IEP implementation.

No other questions or concerns at this time.

Committee adjourns in agreement.

*\*Minutes are not intended to be a script of all conversations or specific comments made during the ARD/IEP process, but rather a general overview of points of discussion*

**Leander Independent School District**  
 306 W. South Street  
 Leander, TX 78641 - (512) 570-0300

Faubion Elementary

NAME OF STUDENT

ID#

MEDICAID#

CAMPUS

DATE OF BIRTH

**SIGNATURES OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS**

Date of Meeting: 12/11/2019

Name:	Position:	Signature:	Agree	Disagree
[REDACTED] (via phone)	Parent(s)/Adult Student		X	
Jennifer Fleming	District Representative		X	
Paige Zuniga	General Education Teacher			
Tina Moorhead	Special Education Teacher/ Provider			
Pamela Myatt, SLP	Assessment			
Jessica Lackey	Homebound Teacher			



---

██████████	██████		Faubion Elementary	██████████
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

**Prior Written Notice**

Date Sent/Mailed: 12/11/2019

**Description of the action proposed or refused:**

- District proposed new goals
- District proposed updated accommodations
- District proposed District Assessments with accommodations
- District proposed special education supports and services
- District refused assistive technology (AT), extended school year (ESY), special transportation
- District proposed homebound services according to medical needs assessment

**Explanation of why action was proposed or refused:**

- Annual ARD due; Goals updated to meet current present levels of academic achievement and functional performance.
- Updated accommodations based on current needs
- Student required to take these assessments and accommodations are recommended.
- Schedule of Services based on the student requiring specially designed instruction to make progress in general education
- Does not meet eligibility requirements for AT, ESY, or special transportation
- Meets eligibility requirements for homebound services

**Description of other options considered:**

- Continue current IEP goals/objectives.
- Continue current accommodations
- Continue with current assessment/accommodation decisions
- Continue current special education supports
- Add AT, ESY, special transportation
- No homebound

**Why Options were Rejected:**

- Annual ARD due and updates required at least annually.
- Updated accommodations per current needs
- Updated assessment/accommodation decisions based on current grade level and needs
- Updated schedule/support due to current level of functioning and needs
- Student does not meet eligibility requirements for AT, ESY, or special transportation
- Meets eligibility requirements for homebound services

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

- Attendance
- Current ARD
- Current FIE, State/District tests, gen/spec ed records, grades,
- Current progress on goals and objectives
- Parent and Student input
- Teacher Information
- Updated PLAAFP
- Physician's medical needs assessment

**Other factors relevant to the proposal or refusal:**

None

---

Leander Independent School District  
306 W. South Street  
Leander, TX 78641 - (512) 570-0300

Faubion Elementary

NAME OF STUDENT

ID#

MEDICAID#

CAMPUS

DATE OF BIRTH

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, via email on 11/18/2019.

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: Stacy Laursen, M.Ed Position: Educational Diagnostician Phone: 512-570-7534

or Education Service Center #(512) 919-5313

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

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-SPEDEX (1-855-773-3839) or Education Service Center, (512) 919-5313.

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

Leander Independent School District  
 306 W. South Street  
 Leander, TX 78641 - (512) 570-0300

NAME OF STUDENT: [Redacted] ID#: [Redacted] MEDICAID#: [Redacted] CAMPUS: Fashion DATE OF BIRTH: [Redacted]

**SIGNATURES OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS**

Date of Meeting: 12/11/19

Name:	Position:	Signature:	Agree	Disagree
[Redacted]	Parent(s)/Adult Student	<u>riaphone</u>		
	Parent(s)/Adult Student			
<u>Jennifer Farnie</u>	District Representative	<u>Jennifer Farnie</u>	<input checked="" type="checkbox"/>	
<u>Paige Brinza</u>	General Education Teacher	<u>Paige Brinza</u>		
<u>Tina Moorhead</u>	Special Education Teacher/ Provider	<u>Tina Moorhead</u>		
<u>Ronnie Myatt</u>	Assessment	<u>Ronnie Myatt</u>		
<u>Jessica Lacey</u>	Homebound	<u>Jessica Lacey</u>		

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.

Verbally waived  
 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, (512) 919-5313.

