



Admission, Review, and Dismissal (ARD) Committee Meeting Essentials for Parents

Virtual Workshop
September 29, 2020



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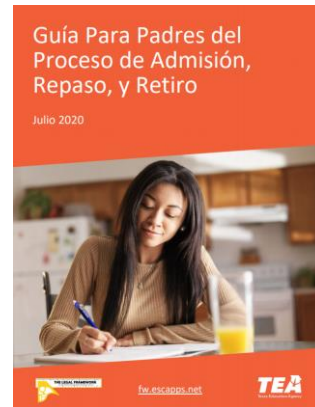
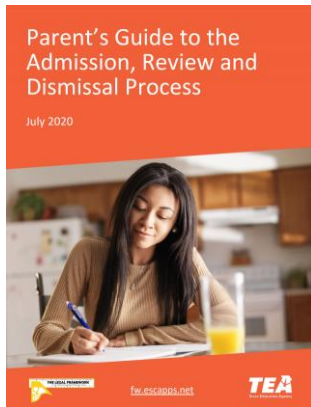
This presentation is provided by the Child Find, Evaluation, and ARD Supports Network

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The handout for this virtual workshop can be accessed at
<https://esc4.box.com/v/Handouts-ARDEssentials4Parents>



- ✓ Duties of the ARD Committee
- ✓ Who Must Attend the ARD Meeting
- ✓ Meeting Notices and Parent or Guardian Requests
- ✓ Participation Options and Tips
- ✓ What's in an Individualized Education Program (IEP)
- ✓ What to Do if You Disagree
- ✓ Tips to Advocate for Your Child
- ✓ Links to Resources



Duties of the ARD Committee



The ARD Committee



Following an initial evaluation, the ARD committee is the team that meets to:





The ARD Committee



The ARD committee meets at least once a year to:

- Review your child's current IEP and discuss your child's progress
- Develop a new IEP for the upcoming year



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Periodic Review and Revision of the IEP



The ARD committee must also meet to review and revise the IEP as needed to address:

- A lack of progress toward your child's annual IEP goals or in the general education curriculum;
- The results of any reevaluation;
- Information about your child provided to, or by, the parent/guardian as part of a review of existing evaluation data (REED);
- Your child's anticipated needs; or
- Other matters, such as transition services

Amendment Without a Meeting



Changes to an IEP may be made by amending the IEP if:

- You and the school **agree** not to hold an ARD committee meeting to make the changes; and
- The school develops a written document to change your child's current IEP.

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Amendment Without a Meeting

- If the IEP is amended without an ARD committee meeting, the ARD committee members, including you, **must be informed** of those changes.
- A copy of the revised IEP must be provided to you if you ask for it.



Amendment Without a Meeting



An amendment cannot be conducted for:

- eligibility determinations,
- changes of placement, and
- manifestation determination reviews (MDRs).

An ARD committee meeting must be conducted for these situations.



Who Must Attend the ARD Committee Meeting?



Required ARD Committee Members



Parent/Guardian

Regular Education Teacher

Special Education Teacher

Representative of the School District

Individual Who Can Interpret the Instructional Implications of Evaluation Results

Other individuals who have knowledge or special expertise regarding the child

Student With a Disability*



Additional ARD Committee Members



Representative of Any Participating Agency Likely to Be Responsible for Providing or Paying for Transition Services

Career and Technical Education (CTE) Representative

Language Proficiency Assessment Committee (LPAC) Member

Other Teachers:

- Teacher of students with visual impairments
- Teacher of students who are deaf or hard of hearing

Other Personnel:

- Juvenile Justice Alternative Education Program (JJAEP) Administrator
- Early Childhood Intervention (ECI) Service Coordinator



Meeting Notice and Parent or Guardian Requests



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Notice of the ARD Committee Meeting

The ARD committee meeting must be at a **time and place** that you and school can agree upon.

Parent(s) or guardians should receive written notice of the meeting **at least 5 school days** before the meeting, unless you agree to a shorter timeframe.

Meeting notice should be in **your native language** and include:

- Meeting purpose
- Place and time of the meeting
- List of the people attending



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Notice of the ARD Committee Meeting



- Be sure to **promptly reply** to the meeting notice
- If you cannot attend, you can **ask the district to reschedule** the meeting to another date/time that will work for both you and the school
 - You may want to give the school some alternate dates and times when you *can* attend.

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Notice of the ARD Committee Meeting



Be sure to:

- Confirm that your child's school has your correct mailing address, phone number(s), and email address.
- Update your contact information if changes are needed.
- Let the school know if you need an interpreter, oral translation, or anything else to help you participate.

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Parent/Guardian Request for an ARD Meeting



Written Request for an ARD Meeting

Schedule and hold the meeting

Provide Prior Written Notice Explaining Why the School Refuses to Schedule a Meeting



Participation Options & Tips



Options for Participation



Face-to-Face

Virtual

Phone

Ask to
Reschedule

Allow School
to Proceed

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Tips for Parent/Guardian Participation



Request a draft of the IEP prior to the meeting so that you may review proposed goals and services.



Write down all questions, concerns, or suggestions that you have prior to the meeting.



Bring ideas to the table during the meeting. Remember you are your child's voice.

Preparing for a Virtual ARD Meeting



- Ask about the technology platform being used and requirements for using it successfully.
- Share any technology concerns or potential barriers you may have about participating in the meeting virtually and confirm participation.
- Create your back-up plan (e.g., print documents or ask for print copies, charge your phone, have call-in number readily available).

"Virtual IEP Meeting Tip Sheets" - U.S. Department of Education, Office of Special Education Programs

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Preparing for a Virtual ARD Meeting



- Ask for an agenda and meeting norms. For example, use video if possible, keep the focus on your child, and mute the microphone when not speaking.
- Remove distractions and minimize background noise as much as possible.
- Request interpreters or other supports if needed.



"Virtual IEP Meeting Tip Sheets" - U.S. Department of Education, Office of Special Education Programs

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Participating in a Virtual ARD Meeting



Be patient – technology may not work as intended. Assume everyone is doing their best.

Listen closely and wait to share your thoughts and ideas until the current speaker finishes.

Introduce yourself before speaking and use video if possible.

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Participating in a Virtual ARD Meeting



Stop frequently and provide participants enough time to ask and respond to questions and feedback.

Discuss and agree on the processes for obtaining forms or signatures, if necessary.

Confirm the method for receiving a copy of the completed IEP document (e.g., mail, email) and the anticipated arrival date.

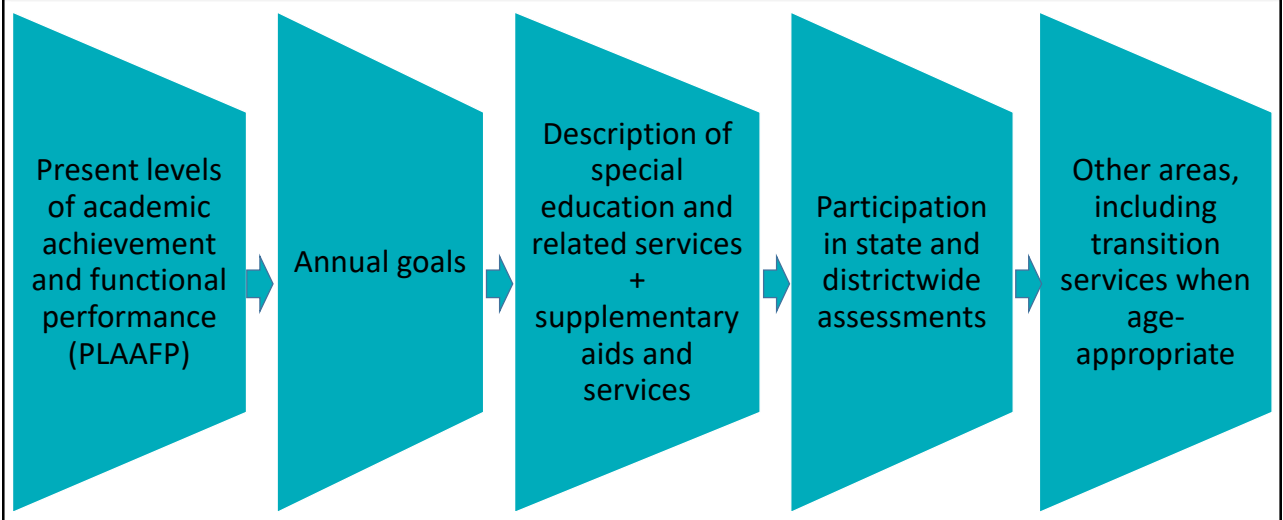
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What is in an Individualized Education Program (IEP)?



What's in an IEP?



PLAAFPs



Present levels of academic achievement and functional performance (PLAAFP)

- ✓ Current functioning and progress
- ✓ Academic & functional
- ✓ Share any information or data

Annual Goals



Annual goals

- ✓ Developed to meet your child's needs
- ✓ Measurable
- ✓ Progress is monitored



Services: Special Education, Related, & Supplementary



Special education and related services + supplementary aids and services

- ✓ Services needed to:
 - ✓ Enable child to advance toward annual goals
 - ✓ Be involved and make progress in general curriculum
 - ✓ Be educated and participate with students without disabilities
- ✓ When/Where/How of services, supports, and modifications



State & District-wide Assessment



Participation in state and districtwide assessments

- ✓ State assessments
 - ✓ STAAR
 - ✓ STAAR Alternate 2
 - ✓ TELPAS
 - ✓ TELPAS Alternate
- ✓ District-wide assessments


Transition



Transition

- ✓ Coordination of actions to assist moving from school to post-school activities
- ✓ Prior to turning 14 or earlier

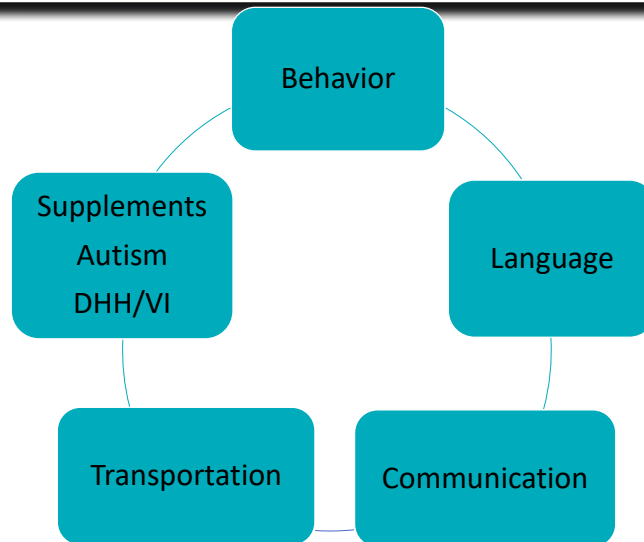
Special Factors: Assistive Technology



Assistive Technology (AT)

- ✓ Must be considered by ARD committee
- ✓ A formal AT evaluation may not be required
- ✓ AT must provide meaningful educational benefit to student

Additional Special Factors



Placement

Least
Restrictive
Environment
(LRE)

- ✓ Maximum extent appropriate with children without disabilities
- ✓ Continuum of placement options



Extended School Year



Extended School Year (ESY) Services

- ✓ Beyond the regular school year
- ✓ Critical areas indicate severe or substantial regression
- ✓ IEP goals identified



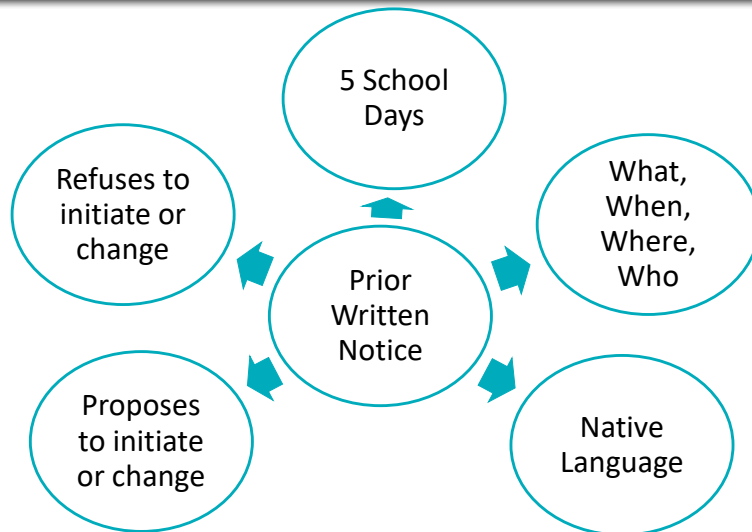
Closure



Closure

- ✓ Minutes
- ✓ Prior Written Notice
- ✓ Mutual agreement

Prior Written Notice



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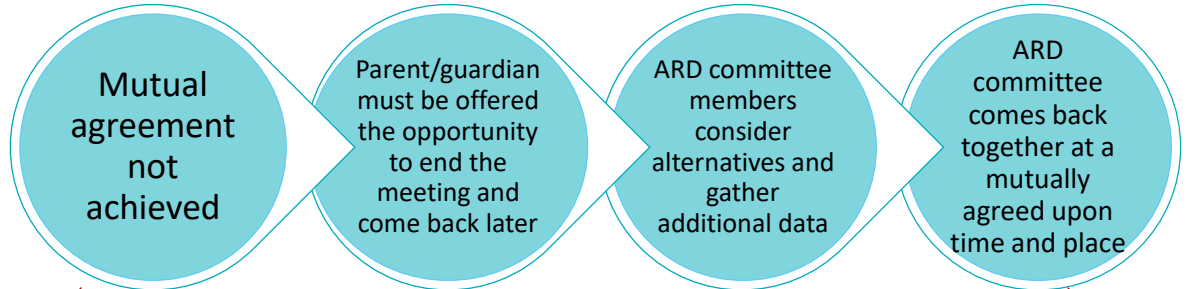
Mutual Agreement

All members of the ARD committee should agree on the decisions made (or come to consensus), if possible.

- The school has the ultimate responsibility to ensure that the IEP includes the services your child needs in order to receive a free and appropriate public education (FAPE).
- The IEP must indicate whether you and the administrator agree or disagree with the decisions of the ARD committee.



What if I disagree?



Must not exceed 10 school days unless parties mutually agree otherwise

If the committee still does not agree at the second meeting, the school must implement your child's IEP it has determined appropriate, and the parent/guardian must be offered the opportunity to write a statement of disagreement.



Copy of IEP



Provided at no cost

Translation provided

Delivered as soon as possible

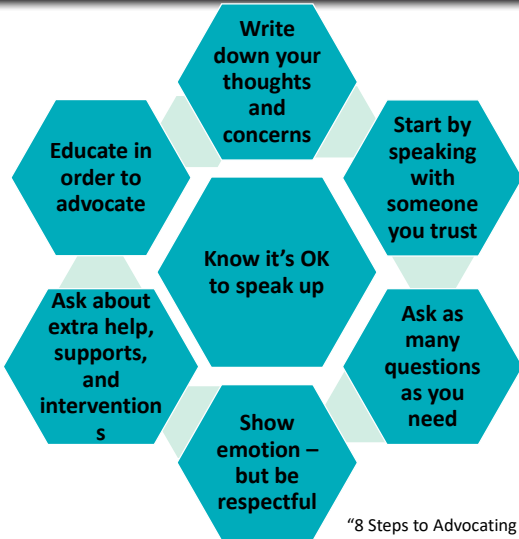
Additional copy upon request



Tips for Advocating for Your Child



Tips for Advocating for Your Child



"8 Steps to Advocating for Your Child at School" A. Morin. Understood.org.



Resources



Special Education Information Center (SPEDTex)
www.spedtex.org

Partners Resource Network-Texas
www.prntexas.org

Child Find, Evaluation, and ARD Supports Network
www.childfindtx.tea.texas.gov

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**Thank you for joining
us!**

Questions? Comments? Please email
childfindtx@esc4.net