

# An Overview of the ARD Process with Emphasis on The Role of the Parent in the ARD Committee

December 7, 2022

# Introduction

- IDEA
- Specially Designed Instruction
- ARD and IEP
- Parent Participation
  - FAPE
  - LRE
  - Parent Consent

# Notice of IEP Meeting

- Written notice
- At least 5 school days prior
- List of attendees
- Mutually convenient time to meet
- Reason for meeting
  - Annual ARD
  - Parent or school request

# Notice of IEP Meeting

Fort Bend ISD

<b>Student ID</b>	<b>Student Name</b>	<b>Age</b>	<b>Date of Birth</b>	<b>Gender</b>
<b>Academic Year</b>	<b>Home Campus</b>	<b>Current Campus</b>	<b>Grade</b>	
2021-22				

## Notice of IEP Meeting

<b>Date of Notice</b>	<b>Method of Delivery</b>
1/12/2022	<input type="checkbox"/> Sent <input type="checkbox"/> Given <input type="checkbox"/> Mailed <input checked="" type="checkbox"/> E-mailed
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Explanation of Procedural Safeguards was included with one or more notices related to this meeting.</b>

<b>Parent 1 Name</b>	<b>Parent 2 Name</b>

We would like to invite you to attend an Individualized Education Program (IEP) Meeting to discuss educational programming for [REDACTED]. We encourage you to attend this meeting as your involvement is an important part of [REDACTED] education. If graduation is being discussed, it is a change of placement and, upon graduation a student is no longer eligible for services under IDEA and graduation with a regular high school diploma terminates entitlement to the foundation schools program benefits.

<b>Meeting Date</b>	<b>Meeting Time</b>	<b>Meeting Location</b>	<b>Room #</b>
	2:00 PM		Conference Room 003

### The purpose of the meeting is to

- Discuss, at your request, any educational or related service not proposed below
- Initiate special education services if your child meets eligibility criteria
- Review your child's program (including results of any new evaluations)
- Develop and/or review the Individual Education Program (IEP) for your child
- Consider Extended School Year Services
- Consider Transition Services/Other Post-Secondary Needs
- Graduation/Dismissal
- Other

### If other, then

The district will invite [REDACTED] to this meeting.

Yes  No

The following persons have been asked to participate in this meeting/discussion (refer to the Notice Response Form for additional attendee information).

Parent/Legal Guardian  
 LEA Representative  
 General Education Representative  
 Special Education Representative  
 Speech Pathologist  
 LSSP  
 School Grade Level Counselor  
 Student

### Additional participants

ARD Facilitator

The following agencies have been invited to send a representative to this meeting

None

<b>Part C service coordinator/representative per parent request</b>	<b>Date Part C was invited</b>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	

# ARD Committee Members

## Every ARD Meeting:

- Parent: Consensus Member
- LEA representative: Consensus Member
- Anyone parent would like to invite
- General education teacher
- Special education teacher

## As Needed:

- Student
- Transition services representative
- Language Interpreter
- Providers for specific needs: OT, PT, Speech
- A person who can interpret the instructional implications of the evaluation results

# Standards- based IEPs

Students with disabilities can make progress on challenging goals aligned to the general education curriculum at the enrolled grade level with specially designed services and supports

Special education: not a separate and special place for learning, but services and supports that are individually designed to help students access the general education program

Students may be accessing the curriculum at different levels of complexity, at different paces, and/or in different ways, but they should all be working toward rigorous, appropriately ambitious goals

When designing a standards-based IEP for a student, the IEP is aligned to a student's enrolled grade level

# Components

- Review eligibility
- PLAAFP
- Measurable annual goals: academic and functional
- Schedule of Services:
  - Special education, related services, and supplementary aids and services
- Accommodations and Modifications
- Participation in state and districtwide assessments
- Transition services, when age-appropriate

# Supplements

- Assistive Technology
- Autism (Autism Supplement Guidance Document)
- Compensatory Services
- Extended School Year
- Failure Review
- Graduation
- LPAC (Language Proficiency Assessment Committee)
- Personal Care Services
- Placement
  - Out of district placement
  - Texas School for the Blind and Visually Impaired (TSBI) or the Texas School for the Deaf
- Transition
- Visual Impairment

# Corresponding Documents

- Transportation
- Behavior Intervention Plan (BIP)
- Consent
  - Evaluation
  - Disclosure
  - Transition Release

# Eligibility



# Disability Conditions

## Eligibility

**Autism (AU)**

**Deaf/Hard of  
Hearing (DHH)**  
*formerly Auditory  
Impairment*

**Deaf-Blindness  
(DB)**

**Emotional  
Disturbance  
(ED)**

**Intellectual  
Disability (ID)**

**Multiple  
Disabilities (MD)**

**Noncategorical  
Early Childhood  
(NCEC)**

**Orthopedic  
Impairment (OI)**

**Other Health  
Impairment (OHI)**

**Specific Learning  
Disability (SLD)**

**Speech  
Impairment (SI)**

**Traumatic Brain  
Injury (TBI)**

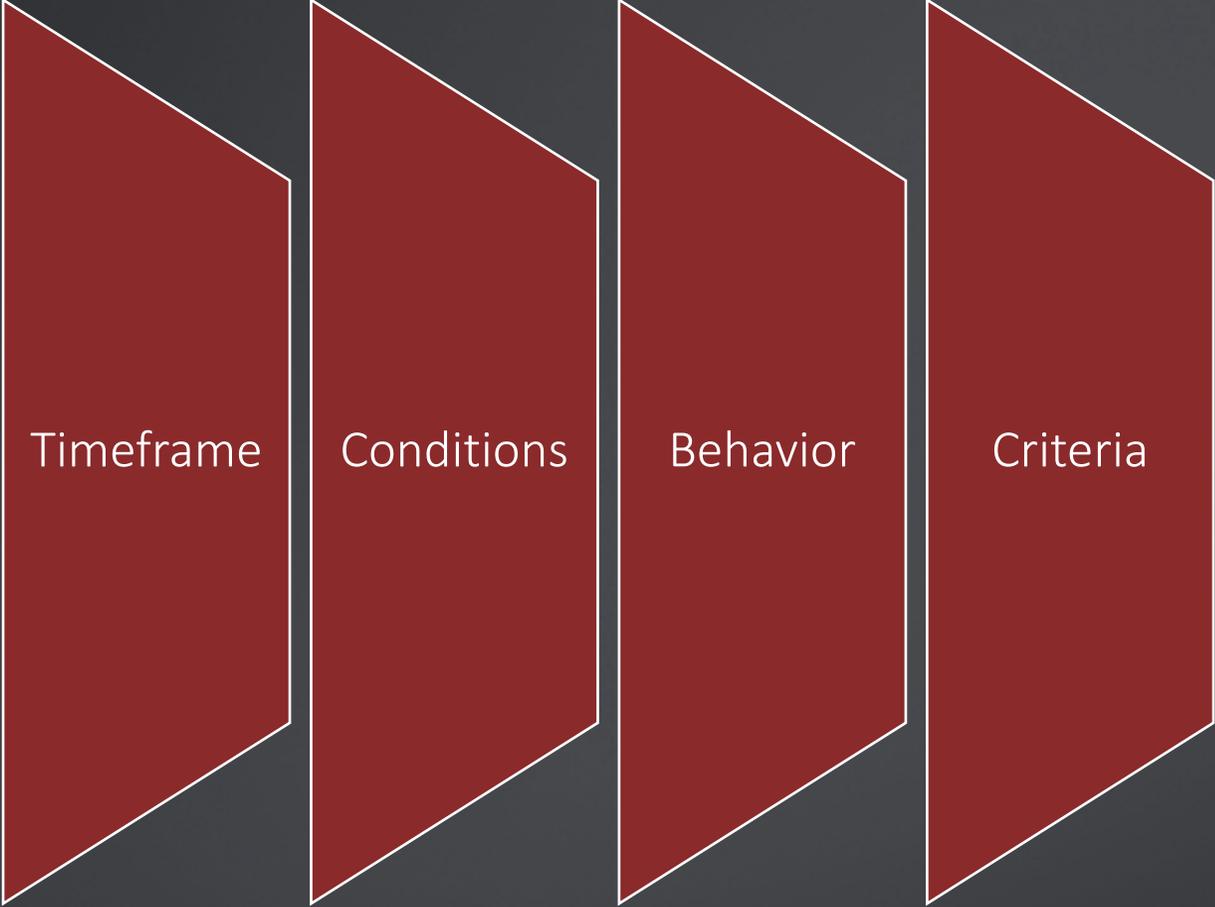
**Visual  
Impairment (VI)**

# PLAAFP

Present Levels of  
Academic Achievement  
and Functional  
Performance

- Present Levels
- Strengths
- Areas of need: academic, developmental, and functional
- Based on input from:
  - FIE
  - Observations, assessments, work samples, data
  - Parents
  - Teachers
  - Related service providers
  - Support staff

# Measurable Annual Goals



Timeframe

Conditions

Behavior

Criteria

# Measurable Annual Goals

## Timeframe

By the next annual IEP,

By the fourth reporting period,

## Conditions

when provided a visual schedule of the daily routine and asked, "What comes next?",

when given an unfamiliar third-grade leveled text,

## Behavior

Becca will verbally state the correct activity

DeJuan will read 75 words correctly per minute

## Criteria

in four out of five trials.

with 95% or greater accuracy

# Measurable Annual Goals

## Goal: Reading Comprehension (2022-2023)

Goal Start Date: 8/10/2022

Type:  Academic  Functional  Related Services  ESY  Transition

By the next annual ARD, given explicit instruction, an independent instructional level literary text, a graphic organizer, and access to text-speech software, [REDACTED] will use supporting details to identify the main idea of the text. Mastery will be determined by scoring a 90% in 4/5 trials one time per week. .

### Objective/Benchmark:

By the next annual ARD, given explicit instruction, using an independent instructional level literary text, a graphic organizer, and access to text-speech software, [REDACTED] will identify, code, and name the key points in a multi-paragraph report. [REDACTED] Mastery will be determined by scoring a 90% in 4/5 trials.

Responsible for Implementing Goal:  
Gen Ed/Spec Ed Staff

Frequency of Progress Reporting:  
Concurrent w/report cards

## Goal: one-step word problems (2021-2022)

Goal Start Date: 5/20/2022

Type:  Academic  Functional  Related Services  ESY  Transition

By the end of the 2021-22 school year, when given simplified directions, a list of the steps to take to solve the equation along with the formula to be used in the solution, reduced number of problems to solve without a reduction in TEKS expectations, and white space on the paper to work out problems, access to a calculation device, and access to assistive technology or an adult reader to provide oral administration of word problems, [REDACTED] will solve one-step math word problems correctly in 4/5 attempts.

### Objective/Benchmark:

By the end of May 2022, when given simplified directions, a list of the steps to take to solve the equation along with the formula to be used in the solution, reduced number of problems to solve without a reduction in TEKS expectations, and white space on the paper to work out problems, access to a calculation device, and access to assistive technology or an adult reader to provide oral administration of word problems, [REDACTED] will solve one step word problems correctly in 3/5 attempts.

Responsible for Implementing Goal:  
Gen/Spec. Ed. Teacher

Frequency of Progress Reporting:  
9 weeks

# Measurable Annual Goals

**Goal:** Task Initiation 2022-2023

Goal Start Date: 8/10/2022

Type:  Academic  Functional  Related Services  ESY  Transition

By end of the 2022-2023 school year, using the prompting hierarchy (a. gestural/non-verbal b. visual c. verbal redirection) an explanation of relevancy and strategies from his BIP, [REDACTED] will initiate classroom tasks within 20 seconds of teacher directive without engaging in off-task behaviors in 95% of opportunities as measured by teacher observation. Data collection will be noted within the data collection method and scaffolding hierarchy as A.) Yes (no interventions needed), B.) 1 non-verbal, C.) 1 non-verbal and 1 verbal, D.) Prompting not successful E.) N/A

Responsible for Implementing Goal:  
General Education with Special Education Support

Frequency of Progress Reporting:  
Every 3 weeks

# Parent Input and Participation

- You are the expert on your child
- Parent input for PLAAFP
- Receiving IEPs prior to the ARD: PLAAFP, Goals, and Procedural Safeguards
- Accommodations: What does a certain accommodation look like for your student?
- Deliberations:
  - Ensure conversations are captured correctly.
  - Request information you shared be added if it is pertinent and of very high importance to you
- Addendum/Parent notes can also be uploaded
- Do not have to waive 5 days
- If you have questions – ASK!

# Parent Input and Participation

- Your voice matters
- Parent Letter: Sent as a letter prior to the ARD meeting with a request to have it included in the IEP and to have it READ ALOUD at the beginning of the meeting
- Include a vision statement  
Ex: Our vision for (Student) is to have a life in a community that values diversity and accentuates HIS/HER strengths. She/he will have reciprocal relationships with friends. She/he will communicate and advocate for his/her self. (Student) needs to have the same opportunities to learn and participate in typical classroom, extracurricular and community activities. (Student) will graduate from high school in \_\_\_\_\_ with HIS/HER class and have opportunities to continue postsecondary education and pursue a career that interests him/her.
- There are several studies showing data that supports the impact general education makes on students with disabilities when it comes reaching these goals
- Letter can also include specific concerns

# Disagreement

If you disagree:

- 10 day recess
- Reconvene after 10 days (may request IEP facilitation)
- Data collection between those two ARDs
- Can have discussions in those 10 days: parent and other ARD committee members
- If parent disagrees at reconvene, district moves forward with its recommendation

# Disagreement

Four formal TEA options:

- State IEP facilitation (at reconvene):
  - Project to provide independent IEP facilitators to assist with an ARD committee meeting
- Mediation Services:
  - TEA assigns a mediator to work with district staff and parent to resolve a dispute
- Special Education Complaint Resolution:
  - TEA investigates the complaint that you identify
- Due process hearing program
  - TEA assigns a Hearing Officer to hear the case and offer a ruling

# Resources

- [All About IEPs](#), by Peter W.D. Wright, Esq, Pamela Darr Wright, MA, MSW, and Sandra Webb; Connor, M.Ed
- [From Emotions to Advocacy](#), 2nd Edition, The Special Education Survival Guide by Peter W. D. Wright, Esq. and Pamela Darr Wright
- [More Than “Just Being In”: Creating Authentic Inclusion for Students with Complex Support Needs](#), 1st Edition by Cheryl M. Jorgensen Ph.D. (Author), Paula Kluth Ph.D. (Foreword), Dan Habib B.A. (Foreword)
- [TASH: Frequently Asked Questions About Inclusive Education](#) and [Dispelling the Myths of Inclusive Education](#) , Sailor, W. (July 9, 2009). *Congressional briefing on inclusive education*. Washington, DC: United States House of Representatives.
- [FBISD Special Education Administrative Procedures](#)
- [FBISD Special Education Parent Handbook](#)
- [Legal Framework](#)
- [Parent's Guide to the ARD Process](#)
- [Procedural Safeguards](#)
- [TEA Parent and Family Resources](#)
- [TEA Parent Training and Information Projects](#)
- [TEA Special Education Family Resources](#)
- [Wrights Law](#)

THANK YOU!

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