



The ARD Meeting Process

A Parent's Guide

Disclaimer: The information contained in this packet is intended to help parents understand the Admission, Review, and Dismissal (ARD) meeting process. It is also intended to help parents prepare for their child's ARD meetings. While this information applies to most situations, it may not always be appropriate for every individual circumstance. Please use this information as a guide only.

The ARD Meeting Process – A Parent's Guide – May 2009

ARLINGTON INDEPENDENT SCHOOL DISTRICT
Special Education Department

I. SCHEDULING AN ARD MEETING

When can an ARD meeting be scheduled?

- ARD meetings must occur at least once a year for a student. These meetings are called annual ARD meetings.
- An ARD meeting is needed for initial placement.
- An ARD meeting may be held any time during the school year if the school staff and/or parents feel a change is needed in a student's IEP.

Who should parents contact regarding questions about their student's upcoming ARD meeting?

Listed at the bottom of page 2 of the *Invitation to ARD Meeting*, there is a contact name and number (usually the student's special education contact teacher or diagnostician).

Where and when are ARD meetings held?

ARD meetings generally take place at the school campus where the student attends. The time and location will vary among campuses. Review the *Invitation to ARD Meeting* for specific meeting times and locations.

II. PARTICIPANTS AT THE ARD MEETING

At a minimum, the ARD committee will include the following:

- A representative from the local school district administration, someone designated and authorized to commit the district's resources to implement the IEP. Many times, an assistant principal serves in this role.
- A teacher from general instruction
- A teacher from special education
- The student's parent(s) or guardian(s)
- The student - age 13 and older
- A representative of the special education assessment team (diagnostician)

III.
ARLINGTON ISD ARD AGENDA
WHAT HAPPENS DURING THE MEETING

Arlington Independent School District
Special Education Department
ARD Agenda *(effective 08/06/07)*

*Required for all ARD meetings

- I. *Introductions
- II. *Purpose of the ARD
- III. *Reading of Confidentiality Statement
“All information in this meeting is confidential and is only released to those with a legitimate educational interest in _____.”
- IV. *Review of Assessment Data/Need for additional assessment data
Since the IEP and revisions to the IEP are built upon assessment, all ARD meetings are required to review the most recent evaluation information. The purpose of the ARD will determine the depth and breadth of the information to be discussed.
- V. *Review of Progress on Previously Developed IEPs
- VI. *Determination of Eligibility
Review if there is no new evaluation information.
- VII. A. *Review of Present Levels of Performance
 B. Review of Transition Information
Since all subsequent decisions are based upon the Present Levels of Academic Achievement and Functional Performance, all ARD meetings are required to review the most current information. The purpose of the ARD will determine the depth and breadth of the discussion.
- VIII. *Development of Goals and Objectives
Since all subsequent decisions are based upon the goals and objectives for the student, all ARD meetings are required to review the most current information. The purpose of the ARD will determine the depth and breadth of the discussion.

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III.
ARLINGTON ISD ARD AGENDA
continued

- IX. *Development of Accommodations
Since all subsequent decisions are based upon the student's accommodation needs and how the school will meet those needs, all ARD meetings are required to review the current accommodations to insure that they are appropriate. The purpose of the ARD will determine the depth and breadth of the discussion.
- X. *Determination of Services to be Provided
- XI. *State/District Wide Assessment
- XII. *Determination of Least Restrictive Environment
- XIII. *Determination of the Need for ESY
- XIV. Development of Graduation Plan
- XV. *Reading of Assurances
- XVI. *Reading of Deliberations
- XVII. *Obtain Signatures
- XVIII. *Dismissal of ARD Committee Members

ARD Agenda Updated 7/25/07

VI.
TIPS FOR PARENTS
BEFORE, DURING AND AFTER THE ARD MEETING

What can parents do prior to an ARD meeting?

Parents may find it helpful to prepare by writing out notes to take to the meeting. It may be useful to include a list of:

- Topics to discuss
- Student needs
- Realistic goals for the student (for the school year and for the future)
- Educational concerns

Parents should make sure they are introduced to everyone present at the ARD meeting and that they know what each member can contribute to their student's education. The following are some guidelines to assist.

- Know the purpose of the meeting and what the ARD committee expects as a result of the meeting.
- Be aware of the meeting's time constraints.
- The campus diagnostician usually records the minutes of the meeting.
- A copy of the entire ARD meeting record will be sent home to the parent.

What should parents do during the ARD meeting?

- Share concerns directly and openly. Share information that might help in planning for the student.
- Ask for clarification if the parent does not understand something presented.

What are the key issues to understand as the ARD meeting ends?

As the meeting concludes, parents will find it helpful to ensure that:

- The name of the person or persons responsible for the implementation of the IEP is clear.
- The goals in the IEP are practical, realistic and clearly stated, including service/support options.
- The IEP for the student is fully understood and supported by those involved, including the student. (This can be particularly critical in junior high and high school where a number of teachers are involved and students may have significant independence.)
- The method for evaluating the student's progress and the person or persons responsible for the evaluation has been clearly decided. In Arlington ISD, IEP goals are reviewed every 6 weeks.

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V.
**ARD MEETING RESOURCES AND NOTES
FOR PARENTS AND STUDENTS**

Two resources have been developed by the Texas Education Agency (TEA) to assist families in better understanding the Admission, Review and Dismissal (ARD) process and their rights under the Individuals with Disabilities Education Improvement Act (IDEIA).

1. A Guide to the Admission, Review and Dismissal Process

A Guide to the Admission, Review and Dismissal Process is a resource to help parents and families of students who are, or may be, eligible for special education supports and services take a more active part in planning their student's education. This guide, written in English and Spanish,

- explains how an IEP is developed,
- explains parents' rights and responsibilities in the process and
- provides information that will help parents and families participate more fully in their student's ARD meeting.

Parents should receive a copy, from their student's school, of *A Guide to the Admission, Review and Dismissal Process* at least once a year.

Source: <http://ritter.tea.state.tx.us/special.ed/>

2. Notice of Procedural Safeguards

The *Notice of Procedural Safeguards* document addresses the specific rights and responsibilities of the parent in the special education process under the IDEIA. The document, written in English and Spanish, defines common terms and explains specific rights related to activities and areas that impact a student's educational supports and services. Parents should receive a copy, from their student's school, of the *Notice of Procedural Safeguards* prior to an ARD meeting.

Source: <http://ritter.tea.state.tx.us/special.ed/>

VI. TERMS AND ABBREVIATIONS (ACRONYMS)

ARD committee: This stands for Admission, Review and Dismissal committee. This is the name of the committee responsible for making the educational decisions for a student. The parents, or adult students, are members of the ARD committee.

IEP: The initials stand for Individual Education Program. The IEP is decided upon by the ARD Committee and describes the services and supports that a student will receive.

ABLE – Academic and Behavior Learning Environment

ADD / ADHD – Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder

AEP – Alternative Education Placement (ex. Turning Point)

AI – Auditory Impairment

AISD – Arlington Independent School District

APE – Adapted Physical Education

ARD Meeting – Admission, Review and Dismissal Meeting

AT – Assistive Technology

AU – Autism

AYP – Adequate Yearly Progress

BIP – Behavior Intervention Plan

CMC – Child Management Class

DARS – Department of Assistive and Rehabilitative Services

DB – Deaf-Blind

ECI – Early Childhood Intervention

ED – Emotional Disturbance

ESY – Extended School Year

FAPE – Free Appropriate Public Education

FBA – Functional Behavioral Assessment

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VI.
TERMS AND ABBREVIATIONS (ACRONYMS)
continued

FIE – Full Individual Evaluation

IDEIA – Individuals with Disabilities Education Improvement Act of 2004

IEP – Individual Education Program

IHMP – Individual Health Management Plan

JJAEP – Juvenile Justice Alternative Education Program

LD – Learning Disability

LEA – Local Education Agency (ex. Arlington ISD)

LEP – Limited English Proficient

LPAC – Language Proficiency Assessment Committee

LRE – Least Restrictive Environment

LSSP – Licensed Specialist in School Psychology

MAC – Mastery Assistance Center

MDR – Manifestation Determination Review

MR – Mental Retardation

NCLB – The No Child Left Behind Act of 2001

OHI – Other Health Impairment

OI – Orthopedic Impairment

OT – Occupational Therapy / Therapist

PALS – Preschool Articulation and Language Services

PASS – Preparing for Academic and Social Success

PC – Practical (ex. PC English & PC Math)

PLAAFP – Present Levels of Academic Achievement and Functional Performance

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VI.
TERMS AND ABBREVIATIONS (ACRONYMS)
continued

PPCD – Preschool Program for Children with Disabilities

PSF – Post Secondary Facilitator (Transition)

PT – Physical Therapy / Therapist

REED – Review of Existing Evaluation Data

RTI – Response to Intervention

SI – Speech Impairment

SLP – Speech Language Pathologist

SYEP – Summer Youth Employment Program

TAKS – Texas Assessment of Knowledge and Skills

TAKS-Accommodated – Texas Assessment of Knowledge and Skills-Accommodated

TAKS-Alt – Texas Assessment of Knowledge and Skills-Alternate

TAKS-M – Texas Assessment of Knowledge and Skills-Modified

TBI – Traumatic Brain Injury

TEA – Texas Education Agency

TEKS – Texas Essential Knowledge and Skills

TELPAS – Texas English Language Proficiency Assessment System

TYC – Texas Youth Commission

VAC – Vocational Adjustment Class

VI – Visual Impairment