ADMISSION, REVIEW, and DISMISSAL (ARD) 101
## ARD 101 REVISION HISTORY

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<td>v1.0</td>
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<td>All</td>
<td>Original document</td>
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<td>ANNUAL ARD PREPARATION CHECKLIST</td>
<td>Wording added to sixth check point</td>
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<td>ARD SCRIPTS</td>
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<td>ARD SCRIPTS SECTION 1</td>
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GETTING READY
ANNUAL ARD PREPARATION CHECKLIST

As part of the weekly campus-based SpEd team meetings:

✓ Special Education team schedules ARD meeting with appropriate staff, including Administrator, General Education rep, Special Education rep, Evaluation rep, and any other required members.*

✓ Effective ARD meetings have been planned in advance and all stakeholders are aware of, and in agreement with, recommendations to be made to the committee.

From about 2-4 weeks prior to the ARD date:

☐ For initial referrals, complete the Full and Individual Evaluation (FIE) report within timelines and notify campus and itinerant staff that an ARD is needed.

☐ In collaboration with the diagnostician, schedule ARD meeting/reserve room location.

☐ The diagnostician or the SLP will complete the Notice of ARD meeting form and deliver it to the special education teacher within 1 day of notice date (date notice is completed). The delivery may be accomplished via an e-mail notification that the ARD notice is ready to print from the electronic ARD data management system.

☐ Send the ARD notice to parent and adult student and follow up with the parent and adult student to document responses (If no response, use varied methods; i.e. phone, mail, email to obtain response, at least 2 must be written notice). Prior to proceeding to ARD without parent participation, AISD must provide three ARD notices, delivering them through varied methods AND also provide 5 day notice prior to each proposed ARD date and time. Maintain copies of all notices and documentation of communication with parent and/or adult student.
  • If not already obtained or denied, send the SHARS information packet and Consent for SHARS to the parent with the ARD notice.
  • If applicable, contact post-secondary facilitator to obtain Release of Confidential Information with outside agencies.

☐ Notify required school staff in advance of the ARD meeting to ensure their attendance. Notify related service providers/ post-secondary facilitators (if applicable) of ARD meeting. Obtain progress reports and data from all teachers/providers in order to develop the student profile, PLAAFP statements and draft goals/objectives for presentation at the meeting.

☐ Per district initiative, invite the student to the meeting. In AISD, students with disabilities in grades 5 – 12 are invited to their ARD meetings. The students are also encouraged to prepare for and participate in their ARD meetings to the maximum extent possible with support from their family and school.

☐ Notify the diagnostician/SLP to reschedule the ARD meeting and to complete a new notice of ARD meeting if parent and/or adult student requests another date and/or time.

☐ Phone parent to remind him/her of ARD meeting (if appropriate).

☐ Prior to the ARD meeting, provide diagnostician/SLP ARD notices with parent and adult student responses and documentation of parent and adult student contacts.
☐ Arrange for an interpreter if the parent’s native language is other than English (campus resources, language line, Catholic Charities).

☐ For Limited English Proficient (LEP) students, the LPAC/ARD members collaborate on special exit/entry requirements to propose to the ARD committee.

☐ Administrator gathers relevant information such as grades, transcript, attendance, and discipline history.

☐ If the student has a health plan, get an updated version from the school nurse.

☐ Obtain student’s general education teacher ARD input from all core and elective teachers, including recommended accommodations.*

☐ Obtain results of previous statewide and local assessments (DRA/DMA, STAAR, benchmarks, Istation, etc...); review results as well as any progress on accelerated intervention plans and prefer a draft recommendation for statewide assessment and allowable accommodations.*

☐ Gather information for the student profile and identify and describe the prioritized critical need.

☐ Input the student profile into the electronic ARD data management system.

☐ Complete documentation of progress/ mastery of goals/objectives (i.e., update old IEPs- not applicable to initial ARD meetings). *

☐ Prepare for transition needs and/or services discussion by interviewing student ages (14-21). *

☐ Draft new Standards-Based-IEP goals/objectives and Behavior Intervention Plan (BIP) if appropriate.*

☐ Project graduation and/or endorsement options (secondary).*

☐ Engage parent in development of goals/objectives/ BIP and provide draft of goals/objectives/ BIP for parent review 5 days prior to the ARD.

☐ Evaluation staff reviews any new evaluation results with the parent by phone or in person prior to the ARD. Evaluation staff prep Evaluation/Assessment page if evaluation is needed; if additional information is to be requested, print Notice and Consent for Evaluation forms.

☐ Complete Forms 1 and 2 (see Appendix E) to assist in making placement recommendations.

*ALL items due to diagnostician at least 5 days prior to ARD meeting.

**Use of People First Language:**

People first language respectfully puts the person before the disability. For example: Say “She has autism (or an autism diagnosis)”, not “She’s autistic” or “He receives special education services, not “He’s in special ed.”
GUIDANCE for WEEKLY CAMPUS-BASED SPED TEAM MEETINGS

General:

✓ Have an agenda
✓ Review upcoming ARD schedule and timelines
✓ Discuss specific student issues
✓ Include status discussion of ongoing evaluations and timelines
✓ Include a campus administrator, SpEd support staff (Diagnostician, SpEd Counselor, LSSP), and SpEd teachers
✓ Seek guidance from Network Coordinator if there are:
  o Failures/lack of progress/attendance
  o Statewide assessment changes
  o Multiple short-term removals for persistent misbehavior

Network Coordinators will:

✓ Attend MDR staffings
✓ Attend “change of placement” (moving to 50% or more of the day in Special Ed settings - 43-44) staffings
✓ Attend potentially litigious staffings/ARDs
✓ Provide technical assistance regarding compliance, policies, or procedures
REQUIRED MEMBERS

**Parent/Adult Student:** The parents of the child with a disability or adult student. When the parent/adult student declines to attend the meeting, efforts to obtain input should be well documented.

**Student:** The child with a disability, in grades 5-12, shall be invited to the annual ARD meeting and participate to the greatest extent possible with support from their family and school. Expectations for participation are individualized based on the student’s unique strengths and needs.

**General Ed Teacher:** At least one general education teacher of the student if the child is, or may be, participating in the general education environment, and who is a general education teacher responsible for implementing a portion of the child's Individualized Education Program (IEP).

**Special Ed Teacher:** At least one special education teacher of the child, or where appropriate at least one special education provider (e.g. Speech) of the student who is appropriately certified or licensed.

**Administrator:** A representative of the school district who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of the school district.

**Evaluation Personnel:** An individual who can interpret the instructional implications of evaluation results and who may be one of the other members.

**AI Teacher:** A teacher who is certified in the education of children with auditory impairments and for the child with a suspected or documented auditory impairment including suspected or documented deaf-blindness.

**VI Teacher:** A teacher who is certified in the education of children with visual impairments and for the child with a suspected or documented visual impairment including suspected or documented deaf-blindness.

**LPAC Rep:** A member of the language proficiency assessment committee when determining participation in State and Districtwide assessments for an English language learner or to address the child's language needs.

**CTE Rep:** A representative from Career and Technical Education (CTE), preferably the teacher, when considering initial or continued placement of the child in CTE, and who may NOT be one of the other members.

**Other:** Other individuals who have knowledge or special expertise regarding the child, at the discretion of the parent or the LEA, including related services personnel as appropriate, including Early Childhood Intervention (ECI) program representatives at the request of the parent, nurses, school counselors/social workers; and if appropriate, with Consent for Disclosure of Confidential Information, a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
ROLES OF COMMITTEE MEMBERS

The General Education Teacher: The general education teacher knows the curriculum for the student’s grade level and what students in general education classes are typically expected to do. The general education teacher will report on what the student will be taught and be expected to learn. He or she should talk about any supports and accommodations that are effective for the student and those that are not. The general education teacher should also tell the rest of the team what the student needs to be successful and to achieve the goals listed in the IEP.

CTE Rep: If required, the CTE teacher will speak to the course content, prerequisite skills, equipment and safety rules, certification and licensure requirements, related fees and participation in related organizations related to the course or series of courses.

The Special Education Teacher: The special education teacher is a specialist about disabilities and individualized instruction. He or she understands how and when to use different teaching styles and instructional methods to meet the student’s needs. The special educator should talk about how the curriculum should be adapted or modified to help the student learn. He or she should also talk about the supports and supplementary aids the student needs to fully participate in learning and other school activities. The special educator should take the lead in collaborating with all of the student’s teachers in drafting the student’s goals, focusing on those areas where the student has special instructional needs. The special educator should present and discuss goal attainment and progress and the new drafted IEP goals/objectives and recommended supplementary aids and supports. The special educator ensures the student’s IEP is implemented.

AI Teacher: If required, the AI teacher should present and discuss goal attainment and progress and the new drafted IEP goals/objectives and recommended supplementary aids and supports specific to the auditory impairment and provide any additional information needed to complete the supplement required due to the AI disability.

VI Teacher: If required, the VI teacher should present and discuss goal attainment and progress and the new drafted IEP goals/objectives and recommended supplementary aids and supports specific to the visual impairment and provide any additional information needed to complete the supplement required due to the VI disability.

LPAC Rep: The LPAC rep brings the documented recommendations of the LPAC committee including language of instruction, the communication needs of the child and district and statewide testing recommendations.

Related Services Providers: Related services providers collaborate with the special education teacher in documenting goal attainment and progress and drafting IEP goals/objectives and recommending supplementary aids and supports, but typically do not attend ARD meetings. Related service providers will communicate with the parent prior to the ARD meeting regarding any major changes to frequency and duration of services being recommended.

The Parent(s): The parent brings very important information to the IEP meeting. The parent knows the student’s strengths and weaknesses and all the little differences that make the student unique. Their knowledge can help the team develop an IEP that will work best for the student. Meaningful participation includes input about the goals and accommodations that are most important to them and to the student. Their concerns can give insights about the student’s interests, likes and dislikes, and learning styles.
**The Student:** Depending on the student’s age and ability, the role he or she plays as an IEP team member can be broad or limited. Beginning at age 14, transition plans are developed and the student’s input is required. When the student participates in the IEP meeting, it can have a powerful effect. Taking part in IEP meetings also helps the student learn to speak up for himself or herself and develop valuable self-advocacy skills.

**The Diagnostician/Evaluation Personnel:** A special education evaluation representative participates in the IEP meeting when evaluation is being reviewed and usually documents the committee’s discussions and decisions in the ARD document. Usually, they have been involved in the student’s evaluation; understand the results; and can explain and interpret the results and classroom implications.

**The Administrator:** The administrator at the IEP must know what resources the school has available. This person must also have the power to commit the resources needed so that services can be provided as outlined in the student’s IEP.
FULL AND INDIVIDUAL EVALUATION TIMELINE
Full and Individual Evaluation Timeline

Parent Requests Evaluation

LEA Issues Response Within 15 Days
No
PWN of Refusal

Yes

Parental Consent signed & Received Timeline Begins

< 35 days

≥ 35 days & < 45 days

≥ 45 days

# of school days remaining in school year

Student absent < 3 days

Student absent = 3 days

Student absent ≥ 3 days

Complete, sign, & date FIE within 45 school days of received consent

Complete, sign, & date FIE within 45 school days plus the # of days absent

Complete, sign, & date FIE within 45 school days of received consent

Complete, sign, & date FIE within 45 school days plus the # of days absent

Complete, sign, & date FIE by June 30th

The ARD Committee meeting to consider the evaluation must be held with 30 CALENDAR days of the date of the FIE. If the 30th day falls during summer, school not in session, ARD has until 1st day of fall classes to finalize eligibility decision unless ESY is needed.

ARD committee meeting held prior to the 15th school day of the following year.
AGENDA
ARD Meeting Agenda

Introductions

Statement of Confidentiality & Norms for the Meeting

Purpose of the ARD

I. Review of Evaluation 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.

II. Determination of Eligibility (or review of continued eligibility)

III. Present Levels of Academic Achievement and Functional Performance (and associated Goals and Objectives)
   A. Review of Student Profile (including a review of progress on previously developed IEPs)
      Since all subsequent decisions are based upon the student’s identified prioritized critical needs, 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.
   B. Consideration of physical, behavioral, discipline and academic/functional needs
   C. Review of Transition Information
   D. Review of any special factors (language/communication - this includes LEP entry/exit recommendations, vision or auditory impairment, autism, assistive technology, etc.)
   E. Proposed goals and objectives - Academic and Functional (such as social-emotional, self-help, adaptive behavior, communication or other related services)
      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.

IV. Determination of Services to be Provided
   A. Development of Accommodations (consider: placement, instructional setting, 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.
   B. Instructional services, supplementary aids and services, related services (frequency, duration and location)

V. Determination of/ participation in Statewide/Districtwide Assessments

VI. Consideration of Least Restrictive Environment

VII. Determination of the Need for Extended Year Services (ESY)

VIII. Development of Graduation Plan

IX. Reading of Assurances

X. Reading of Deliberations

XI. Signatures of Committee Members/Consensus
ARD SCRIPTS
ARD MEETING AGENDA WITH SCRIPT FOR ADMINISTRATOR CHAIRING THE MEETING

Introductions
• "We will begin the meeting today with introductions of committee members. My name is _______ and I will be chairing the meeting."

• "Is anyone audio recording the meeting today?"

Purpose of ARD
• "Today we will be conducting an Annual (or other type) Admission, Review, and Dismissal (ARD) meeting for __________.” (say student’s name)

• "We will follow this ARD Agenda to conduct the meeting today and you will receive a printed copy of the entire ARD document and deliberations."

• "_______ (say parent’s name), if you have any questions as we go through the agenda, please be sure to let us know. Have you received a copy of the Procedural Safeguards this school year?"

Statement of Confidentiality & Norms for the Meeting
• "According to state and federal law, all information concerning a student with disabilities is confidential and may not be discussed with anyone except those who have a legitimate educational interest in the student. All information discussed during this ARD meeting will be kept confidential."

• "In order to facilitate a collaborative environment, participants will conduct themselves in a courteous manner. This expectation must be followed in order to work together to develop an appropriate educational plan for __________.” (say student’s name)

1. Review of Evaluation Data
• “___________ (diagnostician/SLP), please review any new or current evaluation data.”

• "___________ (parent) do you have any questions for the evaluator?"

• "Does the ARD committee accept the evaluation?"

2. Determination of Eligibility
• "_______ (diagnostician/SLP) please specify and clarify the current eligibilities and educational implications.”

3. Present Levels of Academic Achievement and Functional Performance (and associated Goals and Objectives)
• "______ (Sped teacher) Please review for the committee all the information we’ve gathered regarding ________ (student’s name) strengths, needs, interests, and overall functioning.”

• "______ (parent), do you have any additional information to contribute?"

• "We’ve talked about ______ (student’s name) strengths and needs, now __________ (contact teacher), will you please review the critical needs areas and the goals/objectives you’ve proposed to address those.”
• "Is everyone in agreement with the proposed goals and objectives?"

4. **Determination of Services to be Provided**
   • "Now we will review previous accommodations and their effectiveness and determine if changes/additions to the accommodations need to be made. Accommodations are not intended to be a list of items that might help, but instead be unique to the student and determined effective based on data."

5. **Determination of/ participation in Statewide/ Districtwide Assessments**
   • "We will now review the state and district wide assessments for _______’s grade level and his/her participation level and needed accommodations."

6. **Consideration of Least Restrictive Environment**
   • "The determination of LRE is a process of achieving a balance. The ultimate goal is to provide just the amount of support necessary so the child can achieve the goals/objectives identified in his/her IEP."

7. **Determination of the Need for Extended Year Services (ESY)**
   • "Does data indicate the need for ESY?"

8. **Development of Graduation Plan**
   • "Now we will review graduation considerations, options, and a plan for _______ (student’s name)’s graduation."

9. **Reading of Assurances**
   • "The IEP committee assures that the student is being educated with students his/her age who do not have disabilities to the maximum extent appropriate to his/her overall educational needs, including academic and developmental areas such as language and socialization."

   • "The committee assures that all instruction and related services specified in the IEP will be provided to the student at no cost. Fees normally charged to students without disabilities or their parents as part of the general education program may be charged (e.g. art or laboratory fees)."

   • "The district assures that each teacher who provides instruction to a student with disabilities will receive relevant sections of the student’s current IEP and that each teacher will be informed of specific responsibilities related to implementing the IEP, such as goals and benchmarks, and of needed accommodations, modifications, and/or supports for the student."

10. **Reading of Deliberations**
    • "______ (diagnostician) please read the deliberations of the meeting for the committee."

11. **Signatures of Committee Members/ Consensus**
    • "Signatures indicate participation of the individual members of the IEP committee. The parent and the administrator are the parties whose agreement is necessary for consensus."

    • "Agreed upon services will be implemented in five school days unless the parent agrees to sign a waiver to implement decisions immediately. This provision for Prior Written Notice provides parents a five day waiting period to review information."

    • "This concludes the ARD committee meeting, thank you all for your participation."
SECTION 1. INTRODUCTIONS/GUESTS/RECORDING/SAFEGUARDS

**Introductions:** The administrator begins the meeting by introducing himself/herself, explaining his/her role, and inviting the other members to do the same (General Ed Teacher, Special Ed Teacher, Parent, Student, Diagnostician/SLP, etc.). The Administrator says:

“We will begin the meeting today with introductions of committee members....”

**Guest(s):** If a parent brings a guest, relative, or advocate, the administrator asks them to introduce themselves and their role. The administrator asks the parent to sign a Consent to Release Confidential Information form at this time. If advocate, the Administrator asks:

“Are you affiliated with an attorney’s office?”

If the answer is yes, explain that we will need to reschedule the ARD meeting for a time when the district can have legal representation at the meeting.

**Student:** If the student is participating, the contact teacher will make the committee aware of the extent of the student’s participation and what supports they are using to communicate (PowerPoint, poster, audio recording, etc...). Administrator and other members should ensure the student is an active participant and elicit their input as appropriate. If the student is prepared to lead the ARD meeting, they may use their own script for the ARD meeting (an example is included in the Appendixes of this document).

**Recording:** The Administrator asks:

“Is anyone audio recording the meeting today?”

Make sure you get a verbal yes/no response from the parent. If the parent records, then the district must record.

**Safeguards:** The Administrator asks the parent/guardian:

“Have you received a copy of the Procedural Safeguards this school year?”

The law requires that a student’s parents/guardians are offered information on their rights at least annually. For parents who are familiar with the IEP process, they may choose to not take the Notice of Procedural Safeguards booklet since they may have a copy at home. The most current Notice of Procedural Safeguards booklet is dated March 2015. The parent should also receive a copy of the Parent’s Guide to the ARD Process upon consent for initial evaluation, or a new copy when updated. The most current Parent’s Guide to the ARD Process booklet is dated March 2015.
SECTION 2. PURPOSE OF ARD

Administrator: States the purpose of the ARD:

“Today we will be conducting an Annual (or other type) Admission, Review, and Dismissal (ARD) meeting for ______________.” (say student’s name)

Administrator: Refer to the printed ARD agenda on the table and state:

“We will follow this ARD Agenda to conduct the meeting today and you will receive a printed copy of the entire ARD document and deliberations."

Administrator: To parent:

“If you have any questions as we go through the agenda, please be sure to let us know."

The purpose of any ARD meeting is to provide an opportunity for parents and educators to discuss and develop an Individual Educational Program (IEP) for the student.

Types of ARD Meetings: (these descriptors may be used in describing the purpose of the meeting)

Initial: The ARD committee must make its decisions regarding a child’s initial eligibility determination and if appropriate, IEP and placement decisions.

Annual: The ARD committee must convene at least annually to review the student’s progress on the IEP and need for specialized services and supports.

Amendment: The ARD committee may convene to consider minor revisions to the IEP that was developed at the Annual ARD.

Transfer: When a student transfers from another district or state, the ARD committee must determine how best to implement the student’s previous services and supports and if necessary, develop a temporary IEP to be reviewed within 30 school days.

Dismissal: The ARD committee must meet to dismiss a student from special education services.

Manifestation Determination Review (MDR): The ARD committee is required to convene within 10 school days of any decision to make a change of placement because of a violation of the student code of conduct.
SECTION 3. CONFIDENTIALITY

Administrator: Reviews Confidentiality Statement:

"According to state and federal law, all information concerning a student with disabilities is confidential and may not be discussed with anyone except those who have a legitimate educational interest in the student. All information discussed during this ARD meeting will be kept confidential."

Administrator: Reviews Norms for the meeting:

"In order to facilitate a collaborative environment, participants will conduct themselves in a courteous manner. This expectation must be followed in order to work together to develop an appropriate educational plan for ___________." (say student’s name)
SECTION 4. REVIEW OF/NEED FOR ASSESSMENT/EVALUATION AND DETERMINATION OF ELIGIBILITY

Administrator: Asks the evaluation personnel rep (Diagnostician/SLP)

"Please review any new or current evaluation 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.)

If a new evaluation has been completed, the expectation is that a complete and signed copy of the FIE is available to the ARD committee members and a copy given to the parent.

If a new evaluation is needed for a 3 year re-evaluation or additional data has been brought to the meeting, a Review of Existing Evaluation Data (REED) will be conducted. A Notice and Consent for the new evaluation will be printed and given to the parent if an evaluation is determined to be needed.

Administrator: Once reviewed, asks the parent:

"Do you have any questions for the evaluator?"

Then:

"Does the ARD committee accept the evaluation?"

Determination of Eligibility: This is a time when evaluation personnel specify and clarify the current eligibilities and educational implications.
SECTION 5. PLAAFPs/REVIEW OF PREVIOUS IEPs/STUDENT PROFILE/
TRANSITION INFORMATION/SPECIAL CIRCUMSTANCES/
PROPOSED GOALS AND OBJECTIVES

Administrator: Asks the special education representative

"Please review for the committee ________________’s (student’s name) progress on the previous goals and objectives.”

This is a time when the IEP team reads through the student’s goals and reports on the student’s progress in meeting the goals and objectives that were designed for him/her. Typically, the contact teacher or the staff (if in attendance) who created the goals and worked with the student to meet them will report about the progress. For example, the Vision teacher reports on the Braille goals while the Inclusion teacher reports on the academic and functional goals.

Progress on IEP goals/objectives MUST be reported to parents in writing concurrent with the issuance of report cards (every 6 weeks) or more frequently if determined by the ARD committee.

Generally, the contact teacher will lead the discussion and share reports submitted by specialists and related service providers not in attendance. Participation from the team is encouraged during this time to add in any additional comments, observations, or information about the student’s progress in his/her attempts to meet his/her goals.

Contact Teacher: Brings ALL previous IEP goals and objectives/BIP with updated progress from the last grading period and a copy is submitted to the evaluation personnel to be included in the ARD document.

Administrator: Asks the special education representative

"Please review for the committee all the information we’ve gathered regarding __________ (student’s name) strengths, needs, interests, and overall functioning.”

The IEP team begins by reviewing a summary of the student’s “Present Levels of Academic Achievement and Functional Performance (PLAAFPs)”. It should also include language about How the student’s disability affects his/her ability to participate in the general curriculum. Examples of areas often included here include academic skills, speech and language, pre-vocational skills, and self-care.

The Student Profile is used to analyze the student’s strengths and deficits to determine if there are any areas of critical need that require specially designed instruction. If applicable, information on the student’s past performance on statewide testing is documented here as well as which accommodations work well and which do not and recommendations for assistive technology supports.

The contact teacher generally leads this part of the meeting, since he/she is typically the author of most of the information on this page and elicits information from the general education representative about how the student is performing and progressing in the general curriculum. Related specialists, general education teachers, and sometimes parents often will contribute statements to be included in this area and may choose to read them.
Administrator: Asks the parent:

“Do you have any additional information to contribute?”

Each member may observe the student in different situations and therefore may see the student perform in different ways. Therefore, in addition to prepared information, further information that team members would like to share in order to best capture the abilities and challenges of the student are appropriate at this time.

Additional in-depth discussion and planning is required for students with “special circumstances” including:

- Autism
- Auditory Impairments
- Visual Impairments
- English Language Learners
- Students requiring Personal Care/ Nursing/ Health plans
- Dyslexia
- Assistive Technology considerations

Educational Diagnostian: Alerts the team of required supplements for “special circumstances” and elicits the information required from relevant members to complete required documentation.

Administrator: Asks the contact teacher/service providers to review draft of proposed goals/objectives.

“We’ve talked about ______ (student’s name) strengths and needs, now __________ (contact teacher), will you please review the critical needs areas and the goals/objectives you’ve proposed to address those.”

During this time, the case manager and other related service providers will bring forth proposed goals and objectives to the IEP team. It is not uncommon for the team to revise and/or add to the goals at the meeting itself as other areas of need get discussed in the course of reviewing the student’s current levels of performance. Goals typically fit into two categories: academic and functional. They are written in a way to include a description of the skill to be taught, information about how it will be measured, and what the criteria is to meet that goal. Objectives are the steps the student will meet along the way to achieving the identified goal.

Contact Teacher: Usually leads this part of the meeting and brings copies of the draft of proposed goals/objectives that were sent home to the parent at least five school days before the ARD date.

Related Services Providers: If in attendance, will read the proposed goals they drafted.

All members of the IEP team, including parents, are encouraged to participate in a discussion about the development of the goals and objectives and their appropriateness for the student.

Administrator: Asks the committee

“Is everyone in agreement with the proposed goals and objectives?”
SECTION 6. ACCOMMODATIONS/DETERMINATION OF SERVICES TO BE PROVIDED/PARTICIPATION IN STATE & DISTRICT WIDE ASSESSMENTS/LRE

Accommodations:

Administrator: Asks the committee to review the accommodations and states

"Now we will review previous accommodations and their effectiveness and determine if changes/additions to the accommodations need to be made. Accommodations are not intended to be a list of items that might help, but instead be unique to the student and determined effective based on data."

The purpose of accommodations is to provide students effective and equitable access to grade level course curriculum and assessments. Previous accommodations and their effectiveness should be considered. Accommodations should be linked to the disability and be necessary in order for the student to make progress in the general curriculum.

Information offered from a general education teacher can be especially important here as he or she can indicate what types of accommodations and support the student will need to be successful in the general education setting. Further, if the teacher feels that he or she may need some consultation and support to learn more about how to teach the student, this is the time to state this.

Determination of Services

Administrator: Asks the committee to discuss proposed services and placement and states

"Now that we’ve identified goals/ objectives and accommodations for _________ (student’s name), we want to discuss what services and supports will be necessary for him/her to access the general education curriculum."

This portion of the meeting is where the team discusses and determines where the student will be placed. This will include discussion about how much exposure to a general education setting the student will have in comparison to being in a special education setting. Use of Forms 1 and 2 should guide the development of recommendations in this section. This may include related services such as: speech therapy, occupational therapy, assistive technology, or transportation.

Diagnostician: Generally leads this section as they are responsible for recording the frequency, duration, and location of every service in the ARD documentation.

Discussion is welcome by all members of the IEP team who may have information to provide to influence the determination of appropriate placement(s) for the student and what type of accommodations and modifications will be necessary for the student to be successful.

It is especially important for the general education teacher to participate in this portion of the meeting and provide information and observations that will help the team make an appropriate placement and determine what types of accommodations and support would be suitable for the student.
Participation in State & District Wide Assessments

Administrator: Reviews state and district wide assessments for the student’s current and next enrolled grade levels, and SSI requirements if applicable (grades 5 and 8). He/she states

"We will now review the state and district wide assessments for ______’s grade level and his/her participation level and needed accommodations."

Accommodations must be used on a regular basis (routinely), often enough that the student can use them independently of the teacher (independently), and are selected based on collected data that shows effectiveness (effectively). Not all accommodations a student requires are allowable on the state wide assessment.

Some students are able to test at grade level without any accommodations, some will need to have accommodations, and yet others may perform best on an alternate assessment. The team will discuss and document the agreed upon decisions in accordance with TEA established participation requirements using the State Required Documentation form to determine eligibility and make recommendations for accommodated or alternate assessments. This form must be included as part of the ARD document.

The general education teacher is often the most knowledgeable person on the IEP team in regards to what is the state testing content and format. His or her expertise here is important as the team is expected to determine the most appropriate method for the student to demonstrate his/her knowledge.

Communicate the statewide assessment decisions and accommodations to the campus testing coordinator.

Statewide Assessments Decision Making Protocol

STAAR, with or without allowable or approved accommodations, should be the first consideration for ALL students.

State Assessment decisions should be made by subject. Depending on eligibility, a student may take STAAR in some subjects and STAAR A in other subjects.

Step 1: Consideration of the STAAR without Allowable Accommodations - Does the student access grade level curriculum without individualized accommodations? See allowable procedures and materials that are available to any student who regularly benefits from their use during instruction (based on 2014 list in Testing Coordinator Manual).
If YES, student takes STAAR with allowable procedures and materials and document in the appropriate student paperwork. If NO, proceed to Step 2.

Step 2: Consideration of the STAAR with Allowable Accommodations - The triangle organizes accommodations for students with disabilities by type, depending on the decision-making authority. Accommodation decisions made by the appropriate team of people at the campus level are Type 1 accommodations. TEA approval of Accommodation Request Forms are Type 2 accommodations. PDF links to specific information about each accommodation are provided in the triangle. Note that not all accommodations are applicable to all assessments. (Refer to STAAR Accommodations Triangle 2015)
With the use of accommodations, is the student able to access the grade level curriculum?
Are the accommodations routinely and effectively used during classroom instruction and assessments?
Are the accommodations documented in the student’s IEP, IAP or appropriate student paperwork?
**If YES,** student takes STAAR with allowable accommodations and document in the appropriate student paperwork.
**If NO AND** the student receives either special education or 504 services, proceed to Step 3.

**Step 3:** Consideration of the STAAR Accommodated (STAAR A) - To be eligible to participate in STAAR A in a particular subject, TWO OR MORE accommodations must be checked in that subject. If fewer than two accommodations are checked, the student is not eligible to participate STAAR A in that subject. (Refer to **STAAR A State Required Documentation Form**)
Does the student’s disability require that they receive *individualized accommodations* that simplify, clarify or provide step-by-step instruction without which the student would be unable to access the grade level curriculum?
**If YES,** student takes STAAR Accommodated and document in the appropriate student paperwork (IEP or IAP).
**If NO AND** the student receives special education services (ARD committees ONLY), proceed to Step 4.

**Step 4:** Consideration of the STAAR Alternate 2 - If STAAR Alternate 2 is being considered, the ARD committee must review the four criteria and answer yes to all four of the questions and provide justification requires a justification that contains evidence that the student meets the criterion. (Refer to **STAAR ALT 2 State Required Documentation Form**)

**Least Restrictive Environment (LRE)**

**Administrator:** Begins the review of least restrictive environment considerations and states

"**The determination of LRE is a process of achieving a balance. The ultimate goal is to provide just the amount of support necessary so the child can achieve the goals/objectives identified in his/her IEP.**"

**Diagnostician:** Generally leads this discussion because he/she is documenting the discussion of the committee.

LRE discussion includes considerations of tried, provided, and considered supports and services, anticipated benefits and harmful effects, opportunities to participate in non-academic and extracurricular activities, and that the student is being educated with non-disabled peers to the maximum extent appropriate to meet his/her needs and is unable to benefit from education with non-disabled students to any greater extent.

The following questions are answered by the ARD committee while determining the LRE:
1. Has the district taken steps to accommodate the child in regular education?
2. Were the efforts sufficient or token?
3. Will the child receive an educational benefit from regular education?
4. What will be the child’s overall educational experience in the mainstreamed environment, balancing the benefits of regular and special education?
5. What effect does the disabled child’s presence have on the regular classroom environment?
SECTION 7. ESY CONSIDERATION

Administrator: Asks

"Does data indicate the need for ESY?"

The ARD committee considers informal and formal data and determines eligibility for Extended School Year (ESY) services based on an analysis of regression/recoupment of critical skills. When skills are lost over the summer, if the student recoups those skills within the first 6-8 weeks of the school year, there is no regression.

A skill is critical when the loss of that skill results, or is reasonably expected to result, in any of the following occurrences during the first eight weeks of the next regular school year: placement in a more restrictive instructional arrangement; significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services; loss of access to community-based independent living skills instruction or an independent living environment provided by noneducational sources as a result of regression in skills; or loss of access to on-the-job training or productive employment as a result of regression in skills.

If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the child or to others, ESY services may be justified without consideration of the period of time for recoupment of such skills. In any case, the period of time for recoupment must not exceed eight weeks.

ESY is not typically considered at an initial ARD meeting.

If ESY is determined necessary, frequency and duration of services must be designated along with existing goals/objectives to be addressed.
SECTION 8. GRADUATION

Administrator: Begins the graduation discussion, if applicable (typically beginning when Transition requirements are in place at age 14). He/she states

"Now we will review graduation considerations, options, and a plan for _________ (student’s name)“.

The campus administrator and/or counselor should have the documentation about graduation requirements and options and a copy of the student’s Personal Graduation Plan (PGP). An updated transcript should be available for the committee to review.

The ARD committee reviews graduation program options and the student’s graduation plan.

Reminder: When an alternate assessment is determined by the ARD C, the committee MUST review the graduation implications of that decision.
SECTION 9. ASSURANCES

Administrator: Reads the Assurances of the ARD committee:

“The IEP committee assures that the student is being educated with students his/her age who do not have disabilities to the maximum extent appropriate to his/her overall educational needs, including academic and developmental areas such as language and socialization.”

“The committee assures that all instruction and related services specified in the IEP will be provided to the student at no cost. Fees normally charged to students without disabilities or their parents as part of the general education program may be charged (e.g. art or laboratory fees).”

“The district assures that each teacher who provides instruction to a student with disabilities will receive relevant sections of the student’s current IEP and that each teacher will be informed of specific responsibilities related to implementing the IEP, such as goals and benchmarks, and of needed accommodations, modifications, and/or supports for the student.”
SECTION 10. READING OF DELIBERATIONS

Administrator: Instructs the evaluation personnel (or note taker):

“Please read the deliberations of the meeting for the committee.”

Deliberations are not intended to be a script of all conversations or specific comments made during the ARD C meeting.

Deliberations should reflect efforts made to solicit meaningful parent participation and document parent concerns and the district’s response to those concerns.

Deliberations MUST be read and accepted prior to consensus.
SECTION 11. SIGNATURES/CONSENSUS/WAIVER OF 5 DAYS

Administrator: Invites the ARD C members to sign the signature page, and states

“Signatures indicate participation of the individual members of the IEP committee. The parent and the administrator are the parties whose agreement is necessary for consensus.

“Agreed upon services will be implemented in five school days unless the parent agrees to sign a waiver to implement decisions immediately. This provision for Prior Written Notice provides parents a five day waiting period to review information.”

Consensus

If consensus is not reached, the members of this IEP committee have not reached mutual agreement. The period of time for reconvening the ARD committee must not exceed 10 school days unless the parties mutually agree otherwise. During the recess the members shall consider alternatives, gather additional data, and/or obtain additional resource personnel to enable them to reach mutual agreement. This recess does not apply if the student presents a danger of physical harm to himself/herself or others, or if the student has committed an expellable offense, or an offense which may lead to a placement in an alternative education program (AEP). The parent can also waive their right to a 10 day recess, in which case, Prior Written Notice should be given to inform the parent that the IEP will be implemented after 5 school days.

Provide procedural safeguards to the parents and notify your network or specialized support coordinator immediately if you have a non-consensus ARD.
FINISHING UP
☐ If the student is in 5th grade or above, as a part of the annual ARD meeting, complete at least one student participation survey.

☐ Complete the prior written notice.

☐ Notify appropriate staff, including related service staff (if applicable), of change in student schedule and effective date per prior written notice.

☐ Initiate request / arrange related services, if appropriate.

☐ Diagnostician/ SLP reviews accuracy and submits 163 Report to clerk at Annex III.

☐ Disseminate accommodations, ARD recommendations and appropriate pages of IEP/BIP to appropriate staff (general education teachers, administrators, etc.). Document staff receipt of information.

☐ If applicable, complete Transportation Information form, obtain signatures and fax to the Transportation Department within 24 hours.

☐ Affix green dot to cumulative folder if ARD committee determines that the student is eligible for special education and the parent/guardian provides initial consent for placement.

☐ Give/send ARD/IEP paperwork to parents/guardians (expectation is that parent/ guardian will be given copy of the ARD at the conclusion of the meeting); but, if not possible, within 2 school days of the ARD, the teacher will receive a final copy of the ARD, make copies and send home within 24 hours.

☐ For initial ARD Meetings, if parent/ guardian is not in attendance, notify teachers that they are not to initiate services until the Consent for Initial Placement is obtained.
APPENDIX A

ARD Responsibilities
ARLINGTON INDEPENDENT SCHOOL DISTRICT
Special Education Department

Responsibilities for the ARD Process

<table>
<thead>
<tr>
<th>Diagnostician completes the Notice of ARD meeting form and delivers to the special education teacher within one (1) day of the notice date.</th>
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<tr>
<th>The special education teacher will send the ARD notice to parent/guardian/adult student, follow up to document responses, send ARD reminders to staff, etc.</th>
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<tr>
<th>Special education teachers and related services staff will complete preparation tasks and provide information/forms to the contact teacher. <strong>At least five (5) school days prior to the ARD, the contact teacher will send a draft of proposed goals/objectives to the parent and submit gathered information/forms to the diagnostician:</strong></th>
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<tr>
<th><strong>ARD notice(s) and documentation</strong></th>
<th><strong>Collect copy of FBA and proposed BIP, if applicable</strong></th>
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<tr>
<th><strong>Assessment of progress and determination of current status:</strong></th>
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<tr>
<th>o Obtain copies of assessment results</th>
<th><strong>Review information in working folder, including previous ARDs and assessment</strong></th>
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<tr>
<th>o Administer DRA, other curriculum-based measures</th>
<th><strong>Collaborate with other instructional/related services providers to document progress, draft new PLAAFP statements, and target new goals/objectives.</strong></th>
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<tr>
<th>o Document progress on goals/objectives</th>
<th><strong>Transition pages (ages 14 and up)</strong></th>
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<tr>
<th>o Obtain input from all teachers related to physical, communication, behavior, academics, etc.</th>
<th><strong>PLAAFP statement(s) and proposed goals/objectives page(s)</strong></th>
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<tr>
<th>o Develop and input Student Profile</th>
<th><strong>Draft accommodations to be recommended to ARD</strong></th>
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<tr>
<th>Evaluation staff: FIE/other reports are complete and are provided to parent and ARD committee for review</th>
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<tr>
<th><strong>After ARD:</strong></th>
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<tr>
<th>Copy ARD/Evaluation Reports and disseminate to parent, diagnostician, working folder. Original is provided to the diagnostician.</th>
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<tr>
<th>Distribute goals/objectives, accommodations, BIP if applicable, and other pages to appropriate personnel</th>
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<tr>
<th>File competency testing/teacher assessments in working folder</th>
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<th>Shred teacher input forms</th>
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<tr>
<th>Return working folder to a secure location</th>
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APPENDIX B

MDR/Spanish/Transfer Agendas
ARLINGTON INDEPENDENT SCHOOL DISTRICT
Special Education Department
Manifestation Determination Review (MDR) IEP Meeting Agenda

I. Introductions

II. Statement of Confidentiality & Norms for the Meeting

III. Purpose of the ARD:
Manifestation Determination - The focus of the discussion will be regarding the two questions on the AEP Supplement, not to determine consequence for behavior. Consequences are determined by administration in accordance with the Student Code of Conduct.

IV. Review of Assessment Data/Need of additional assessment data.
   a. Review of most current evaluation and eligibility
   b. Determination if additional assessment is needed

V. Determination of Services from last annual ARD

VI. Administration review Behavioral Incident

VII. Review of AEP Supplement
   a. The conduct in question was caused by, or had a direct and substantial relationship to the student’s disability. *(Input from the committee.)*
   b. The conduct was the direct result of the local education agency’s failure to implement the student’s IEP. *(Input from the committee.)*

*(If student is to be assigned to a DAEP – Can the IEP be implemented at the DAEP? Consider supports and strategies.)*

VIII. Reading of Assurances

IX. Reading of Deliberations

X. Obtain Signatures/ Consensus
Distrito Escolar Independiente de Arlington  
Departamento de Educación Especial  
Agenda de reunión de ARD

Presentaciones

Lectura de la declaración de confidencialidad y normas para la reunión

Proposition de la admisión, revisión y rechazo (admission, review and dismissal, ARD)

I. Revisión de datos de evaluación  
Dado que el programa de educación individualizado (individualized education program, IEP) y las revisiones del IEP se producen en el momento de la evaluación, todas las reuniones de ARD son necesarias para revisar la información de evaluación más reciente. El propósito de ARD determinará la profundidad de la información que se analizará.

II. Determinación de elegibilidad (o revisión de elegibilidad continuada)

III. Desarrollo en los niveles actuales de logro académico y desempeño funcional y objetivos asociados
A. Revisión de Perfil Estudiantil (incluso una revisión de progreso en IEPs antes desarrollado)  
Dado que todas las decisiones posteriores se basan sobre las necesidades identificadas críticas priorizadas del estudiante, todas las reuniones de ARD son necesarias para revisar la información más actual. El propósito de ARD determinará la profundidad del análisis.
B. Consideración de físico, behaviorístico, disciplina y necesidades académicas funcionales
C. Revisión de la información de transición
D. Revisión de los factores especiales (lenguaje comunicación - esto incluye recomendaciones de entrada y salida LEP, visión o deficiencia auditiva, autismo, tecnología asistiva, etc.).
E. Objetivos y metas propuestas - Académico y Funcional (como social-emocional, la autoayuda y comportamiento adaptativo, comunicación y otros servicios relacionados)  
Dado que todas las decisiones posteriores se basan en las metas y objetivos para el estudiante, todas las reuniones de ARD son necesarias para revisar la información más actual. El propósito de ARD determinará la profundidad del análisis.

IV. Determinación de los servicios que se prestarán
A. Desarrollo de facilidades (considerar: colocación, ambiente instruccional, facilidades)  
Dado que todas las decisiones posteriores se basan en las necesidades de facilidades para el estudiante y en como la escuela satisfacera dichas necesidades, todas las reuniones de ARD son necesarias para revisar las facilidades actuales, a fin de asegurar que sean adecuadas. El propósito de ARD determinará la profundidad del análisis.
B. Servicios instruccionales, ayudas suplementarias y servicios, servicios relacionados (frecuencia, duración y localización)

V. Determinación de / participación en evaluaciones en todo el estado/distrito

VI. Consideración del ambiente menos restrictivo

VII. Determinación de la necesidad de extensión del año escolar (extended school year, ESY)

VIII. Desarrollo del plan de graduación

IX. Lectura de garantías

X. Lectura de deliberaciones

XI. Obtención de firmas
ARLINGTON INDEPENDENT SCHOOL DISTRICT
Special Education Department
Transfer (T-1) ARD Meeting Agenda

I. Introductions

II. Statement of Confidentiality & Norms for the Meeting

III. Purpose of ARD

Since this student is new to our school district, we are meeting today to develop a temporary plan to deliver the required services during the next 30 school days while we get records from the previous district and gather further information before meeting again to develop his IEP for the remainder of the year.

IV. Review of Evaluation Information Received from Previous District

V. Determination of Eligibility

VI. Description of Services Provided in Previous District

VII. Development of Interim Goals and Objectives

VIII. Determination of Services to be Provided

IX. Campus Assignment and Anticipated Duration of Services

X. Assurances

XI. Reading of Deliberations

XII. Obtain Signatures/ Consensus
APPENDIX C

Out of District Transfers
ARLINGTON INDEPENDENT SCHOOL DISTRICT
Special Education Department

PROCEDURES FOR OUT OF DISTRICT TRANSFERS

1. Parent enrolls child at home campus and reports enrollment in special education in previous school. This should be verified by review of the online enrollment records and conversation with parent/student.

2. School staff access Transfer Packet from AISD Intranet and calls previous school to complete the verification of placement in special education. Verification may be made by phone, fax, or written documentation. The former school address must be documented so that records may be obtained without delay (especially for out of state transfers). For in-state transfers, districts in the state of Texas use the TREx system to transfer records electronically (the campus prints a copy of the confirmation page when records are requested and faxes to Annex III). Information that should be sought includes information contained in the IEP, ARD report, report card, transcript, evaluations, etc.

   Note: School staff member may be the principal, assistant principal, counselor, diagnostician, teacher, and clerk. Use the Calling for Verification of Placement in Special Education form to be sure information received is accurate and inclusive.

For any student who was previously in a setting that was specialized and/or considered self-contained support, immediately contact the curriculum coordinator for that program and/or support. Delay any decisions about placement until this contact has been successfully made. If it is unclear from information obtained as to what steps should occur next, call the network curriculum coordinator before taking action. It is important to communicate with support staff so that student needs can be met and the transfer will be as seamless as possible.

3. If student does not live with parents, then refer current guardian(s) to Student Services office for guardianship verification.

   Note: Notify educational diagnostician if the student is in foster care and is a ward of the state so that a surrogate parent may be appointed.

4. School staff member reviews with the parent and completes Transfer Packet information.
   a. Provide parent with a copy of the most current Notice of Procedural Safeguards and if the child is from out of slate, also provide the parent with the most current A Guide to the ARD Process.
   b. Be sure to secure the parent's signature for receipt of the Procedural Safeguards and ARD Guide (if applicable) on the Receipt for Notice...

5. School staff member schedules the student into the appropriate special education instruction/service, duplicating as close to possible the program provided by the previous school. If the student was receiving resource classes in the previous school, then the student must receive resource classes here.

6. Student begins special education classes immediately. If special education bus transportation is required as verified by the previous district, then staff inform the parent that it will take 5 to 7 days for transportation services to begin and that the parent will need to transport the child in the interim.
7. Staff member forwards the transfer packet to the educational diagnostician or speech language pathologist (for students who are speech impaired and receiving speech therapy services only).

8. The educational diagnostician/SLP will follow up on the records request to insure records are received promptly.
   
   Note: The diagnostician/SLP may contact their clerk at Annex III to ask for assistance in obtaining record from other school districts by sending the clerk an email request and by faxing a copy of the release to the clerk.

9. After the records are received, the diagnostician/SLP will review the information and will provide copies to the teacher(s), and as applicable, to other special education support staff for their review. Utilize the following decision-making guidelines:
   a. For In-State Transfers: Other support staff, teacher, and diagnostician/SLP determine whether the previous school's IEP can be implemented without revision (and determine whether the FIE is current and meets requirements).
      1) If the previous School district's IEP can be implemented as written and the FIE is current and meets requirements and the parent is in agreement, no T-1 is needed. Since no ARD will be held the diagnostician/SLP will create an electronic record in SEM and will send a copy of the student history sheet to the clerk at Annex III so the student data can be entered into PEIMS. The campus will utilize the previous district's FIE, IEP, and goals/objectives until an annual ARD is held (within 30 days of the date the student was verified as being eligible for special education services).
      2) If the IEP needs to be revised or the IEP record cannot be obtained, then the diagnostician/SLP will notify the appropriate teacher to schedule a T-1 ARD meeting to be held as soon as possible to document temporary services to be provided, then the staff will plan for an annual ARD (T-2) to be held within 30 school days of the date the student was verified as being eligible for special education services.
      3) Although it should be rare, if it is determined a new evaluation is needed, the REED must be developed, Consent obtained, and the FIE completed within 30 school days of the date the student was verified as being eligible for special education services.

      Note: If the student was previously in an AISD school and the IEP is still current, an ARD will not need to be held until the annual ARD date unless the need arises for an ARD to be held sooner.

   b. For Out-of-state Transfers: Other support staff, teacher, and diagnostician/SLP determine whether the previous school's FIE is current and meets local requirements.
      1) If the previous School district’s IEP can be implemented as written and the FIE is current and meets requirements and the parent is in agreement, no T-1 is needed. Since no ARD will be held the diagnostician/SLP will create an electronic record in SEM and will send a copy of the student history sheet to the clerk at Annex III so the student data can be entered into PEIMS. The campus will utilize the previous district’s FIE, IEP, and goals/objectives until an annual ARD is held (within 30 days of the date the student was verified as being eligible for special education services).
      2) If the IEP needs to be revised or the IEP record cannot be obtained, then the diagnostician/SLP will notify the appropriate teacher to schedule a T-1 ARD meeting to be held as soon as possible to document temporary services to be provided, then the staff will plan for an annual ARD (T-2) to be held within 30 school days of the date the student was verified as being eligible for special education services.
      3) If a new evaluation is needed, then the diagnostician/SLP will conduct a transfer ARD, including a REED. The evaluation will be considered a Full and Individual Initial Evaluation and initial evaluation timelines will apply – the FIE must be completed within 45 school days of the transfer ARD and an ARD will be held within 30 calendar days of the date of the FIE.
a) The diagnostician/SLP will obtain Consent from the parent, or if not in attendance, will send the Evaluation Letter to the parent along with the completed Notice of Evaluation and the partially completed (header section only) of the Consent for Evaluation.

b) The diagnostician/SLP will complete the applicable Request for Services and Evaluation if other staff is completing an assessment.

4) If no new evaluation is needed, then the FIE will be reviewed at an ARD to be held within 30 school days of the date the student is verified as being eligible for special education services.

NOTE: If records are not received within 10 school days of the date of enrollment, a T-1 ARD shall be held.
APPENDIX D

Grading Guidance:
Decision Making Guide
**Decision-Making Guide for Grading Options**

Students with disabilities will be graded in accordance with Arlington ISD grading policies unless otherwise determined by an Admission, Review and Dismissal (ARD) committee that it is necessary to adopt an alternate system in response to the student’s individual disability-related needs.

This guidance document is designed to assist the Admission, Review and Dismissal (ARD) committee in determining the appropriate grading options for a student with disabilities and how to document that decision in the student’s Individualized Education Program (IEP). This decision-making analysis should be used for each content area graded. District grading policy or grading accommodations should always be considered prior to an alternate grading system.

*Refer to the AISD "Grading Guidance Manual for Students with Disabilities (2014)" for all Guidance and Forms related to this topic.*
Decision-Making Guide for Determining Grading Options
Special Education Department

Students with disabilities will be graded in accordance with Arlington ISD grading policies unless otherwise determined by an Admission, Review and Dismissal (ARD) Committee that it is necessary to adopt an alternate system in response to the student's individual disability-related needs. This decision-making analysis should be used for each content area graded.

District grading policy or grading accommodations should always be considered prior to an alternate grading system.

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<tr>
<td><strong>Curriculum Expectations</strong></td>
<td><strong>Grading Options</strong></td>
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<td>TEKS</td>
<td>With or Without Accommodations</td>
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<td><strong>Modified TEKS</strong></td>
<td>Accommodations and Content Modifications of Curriculum</td>
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<td><strong>Alternate Standards</strong></td>
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*Grading accommodations DO NOT substantially change performance criteria of course content. (Examples: Grades determined from work completed in class, provide opportunity to correct tests to 70%, etc.)*

**Alternate grading systems DO substantially change performance criteria and grade student on individual levels of performance. (Examples: rubrics, data collection sheets, etc.)*

**NOTE:** IEP progress reports shall be completed on students with disabilities concurrent with the issuance of report cards. The Arlington ISD Special Education Guidance Document provides further assistance in selection of grading options and ARD Committee documentation.
APPENDIX E

Guidance for Using Forms 1, 2, & 3
GUIDANCE FOR USING FORMS 1, 2, & 3
FOR PLANNING INCLUSIVE SERVICES

Using Form 1: Format to Guide Instructional Planning

- Prior to each child’s annual ARD meeting and/or any ARD in which the Schedule of Services will be addressed.
- Following completion of the Student profile and Drafting of Goals and Objectives, complete Form 1 –
  o Enter draft IEP goals on the left hand side.
  o Enter same grade level general education classroom schedule.
- Place a check mark where your team believes an opportunity to address each IEP goal exists in the general education schedule.
- Save this data and move to Form 2.

Using Form 2: Classroom Activity Analysis Worksheet

- Prior to annual ARD and/or any ARD in which the Schedule of Services will be addressed.
- Using data from the completed Form 1, Student Needs Rubric, test results, student interviews, behavioral data, grades, informal assessment, teacher observations, current Full and Individual Evaluation (FIE), etc., complete Form 2
- Use Access to Grade Level Instruction: Service and Support Continuum form as a guide for discussion.
- As a team, consider each content area listed on the left hand side of the document and answer the questions from the top headers in each column.
- Answer: What level and type of instructional support if any will the student need to participate?
  o As designed?
  o With accommodations?
  o With curricular modifications? (Requires a campus staffing with Network Coordinator)
  o With behavior interventions?
  o With external supports?
  o With in-class support? (If considering peer support, this requires a campus staffing with Network Coordinator)
  o With specialized support?
- Based on data and discussion, formulate frequency, duration, and location recommendations for the ARD committee.
- Maintain all completed Forms in a group binder located in the ARD room for staff and district personnel to review when needed.

Using Form 3: Planning Grid to Determine Staffing Needs

- Complete prior to developing Master Schedules
- At end of school year, in preparation for the following year’s master/staff schedule, complete Form 3 based on each student’s individual Schedule of Services page from the student’s last annual ARD. **Note: Be sure to look at the next year’s Schedule of Services page.**
- Complete one Form 3 for each grade level and subject content area (e.g. 1st grade LA, 6th grade Math, 8th grade Science, 10th grade Economics).
- Total by column: External Support, In-Class Support, and Specialized Support.
- For the column of In-Class Support total each of the individual columns:
  o Peer (Requires a staffing with Network Coordinator)
  o Support Facilitation (SF)
  o Co-Teach (CT)
• Provide this data to campus staff that will be developing Master Schedule.
• Once Master Schedule is complete, review numbers of students to ensure appropriate ratios
  o Co-Teach – one third of class
  o Support Facilitation – natural proportion – 8% to 12%
• Using this data, assign existing staff to levels of needed support under the Support Provider column on Form 3.

Note concerning Support Facilitation: A certified teacher must maintain contact through the provision of direct, indirect, and/or support service to the student receiving support facilitation as their only service (recommend a minimum 30 minutes per week).

Important things to remember:

• “Resource”/specialized support classes should not combine multiple subjects in one setting.
• Related Services personnel (OT, PT, MT, O&M), AI and VI teachers, behavior interventionists, Speech-Language Pathologists, and itinerant teaching staff should NOT be included in the Master Schedule.
• APE: Elementary and Junior High APE teaching staff should not be included in the Master Schedule; High School APE teachers should be included in the Master Schedule for Foundations class ONLY.
• Teachers who have students who require intensive social/emotional supports will require more flexible schedules so they can be available for crisis support.

Helpful hints for scheduling:

• JH/HS – using TEAMS, cap enrollment at a level that will allow for placement of students with IEPs
• Schedule time for PLCs.
• Ensure that students with disabilities have an opportunity to register for classes of their choice with their non-disabled peers.
• Recommend Co-Teaching for subjects/grade levels involved in statewide assessment.
• Ensure Classroom Teaching Assistants (CTAs) have designated collaboration time with their lead teacher for special education.
APPENDIX F

Effective Planning for ARD Meetings & Responding to Parent/Advocate/Attorneys

ARD “What Ifs”
Steps for Planning for Potentially Contentious ARD Meetings:

1. Analyze the IEP with a self-critical eye and draft recommendations for improvement where necessary.
2. Develop a strategic plan for next steps, issue by issue, when parents/advocates have concerns.
3. Anticipate demands and have responses ready for each possible issue.
4. Bring all staff into the strategic plan.
5. Develop long-term plan as well.
6. Use the strategic plan to stay on course.
7. Work through the challenges and develop an appropriate IEP and program.
8. Be patient—understand that these cases must be viewed on a long-term basis.
9. When feeling worn down, resist making concessions.
10. Be consistent in your responses and positions.
ARD “What Ifs”

1. **What if the parent/advocate remains silent and rejects the district’s IEP?**

   Document in the deliberations:
   - The ARD committee is inviting and seeking parent/advocate input.
   - His/her refusal to provide input.
   - His/her presence and that he/she does not wish to sign (if applicable).
   - That the new IEP will be implemented within 5 school days of the parent’s receipt of notice of the proposed changes and completed ARD report.

2. **What if the parent/advocate wants to dictate ARD committee documentation, including deliberations, and choice of members?**

   Parent may not:
   - Control documents but has the right to submit a separate statement after the ARD (include behind signature page WITHOUT numbering the comments into the ARD).
   - Designate or prohibit specific staff for ARD committee representatives.

3. **What if the parent asks for an IEE?**

   - Give the parent the *information for requesting an IEE and document that the parent has been given the information.
   - Ask the parent/advocate to share the specific concerns about the district’s FIE.
   - Document and discuss ARD committee responses to the concerns about the FIE and that the ARD has considered the parent’s concerns about the evaluation.
   - Discuss and document that the district stands by its evaluation and that the ARD committee needs to develop an IEP based upon the current evaluation and complete and finish the remainder of the ARD.
   - Discuss that if the IEE is approved, then the ARD committee will meet, review and consider the information from the IEE report.

   *Offer the parent the Notice of Procedural Safeguards and document the offer. Inform the parent to contact the SpEd Director at 682-867-0800.

4. **What if the parent/advocate points out a perceived mistake?**

   Discuss the parent/advocate’s concern. If the ARD committee agrees that an error has been made, discuss whether a specific plan is necessary to remedy the issue.

5. **What if an attorney shows up?**

   Do not have the ARD. Tell the parent that you will need to re-schedule for another time when the district’s attorney can attend.

6. **What if an advocate shows up?**

   You are trained to deal with this situation; however, if they become too contentious you can recess the ARD and re-schedule for a time when a coordinator or other administrator can attend.
7. **What if you do not have the required ARD members in attendance?**

Do not have the ARD. Tell the parent that you will need to re-schedule for another time when everyone can attend. (Be careful to stay in timelines).

8. **What if the ARD cannot reach consensus?**

Complete discussion on all agenda items. Close the ARD as disagreed being sure to clearly identify the specific areas of disagreement. Offer the parent an opportunity to write out a statement of disagreement and submit to the ARD, and offer a re-convened ARD to discuss the areas of disagreement within 10 school days (unless the parties mutually agree to a date beyond 10 school days). The parent may decline to reconvene. Either way, document the offers and parent’s responses in the deliberations.

9. **What if the parent asks for something that is not recommended by the ARD committee (e.g., a self-contained placement or a 1-to-1 aide)?**

All parent requests must be given consideration. Tell the parent the district would like to gather more information before making a decision on the request. Give the parent a timeline in which the district will gather information and set a time that you will come back to ARD to consider the request. You may want to consider requesting a behavior consult through the campus’ LSSP or additional evaluation if behavior is a significant concern. After the ARD, call the network or specialized coordinator to let him/her know of the parent’s concern/request.

10. **What if the ARD looks like it is going to be long and cannot be completed in one session?**

Come to a good stopping point and recess. Make sure to get a re-convene date set before everyone leaves. It is a good idea to set time parameters up front. Most ARD’s can be completed in one hour or less.

11. **What if the parent, attorney, or advocate brings a digital recorder?**

If they record, we record. The campus evaluation personnel have a digital recorder for this purpose.

12. **What if the parent demands that you record the ARD meeting for them?**

The only time the district is required to record for the parent is in the case of language translation. Otherwise, the parent needs to bring his/her own recording equipment.

13. **What if the parent, attorney, or advocate keeps wandering off topic?**

Stick to the agenda. Non-ARD related discussions can be held during a conference. If necessary, offer to schedule a parent-teacher or administrator conference for them before they leave. Again, it is a good idea to set time parameters up front. Also, identifying the purpose of the meeting up front and making sure the ARD agenda is visible to all participants helps a lot.
14. **What if the parent, attorney, or advocate asks a very unusual question?**

Respond by saying that the ARD committee would like to gather more information before addressing the issue. Offer to explore the issue and respond to them in a timely manner. Complete discussion on all other agenda items. When in doubt, call the SpEd office at 682-867-0800.

15. **What if the parent/advocate wants to take home the ARD paperwork and review it before signing agree or disagree?**

- Document in the deliberations that the parent wants to have an opportunity to review all of the ARD paperwork before agreeing or disagreeing.
- Explain to the parent that this is treated as a disagreement ARD because we have not come to consensus about the plan in this meeting. We are not pressuring the parent to make a decision; but we need to take steps to come to a clear decision.
- Offer a reconvene meeting date (within 10 school days unless otherwise agreed to by parent and school). Provide written Notice of the reconvene IEP meeting at this meeting and provide Procedural Safeguards.
- It may not be necessary to hold the reconvene meeting if the parent returns a signed / agree ARD document or if the parent declines the reconvene meeting. Otherwise, the reconvene meeting is held.

16. **What if there is there is unexpected discussion about eligibility or frequency/duration of specialized services and a representative from that discipline is not in attendance at the meeting?**

It is recommended that the ARD committee delay final decisions about the amount of support until the individual with specialized certification/licensure can participate in the discussion. It may be feasible to contact the specialized support representative for input while the committee is still convened; however, it may be necessary to adjourn and reconvene for further discussion.

17. **What if the FIE was not complete within required timelines/ the IEP is out of date or the student has been placed in home-based or Choices without services for more than 10 days in a school year?**

The ARD committee must discuss the need for compensatory services. Compensatory services are not necessarily provided hour for hour. The committee must determine the frequency and duration of sessions based on how the child is progressing in their IEP and how egregious the error. Consider whether the student's time out of the classroom has hindered his/her progress.

Document the services in the deliberations and document that the services were provided.

18. **What if the parent is a foster parent or the parent cannot be located?**

A surrogate parent must be appointed. Often, in the case of a foster parent, they will meet criteria to be appointed the surrogate. The evaluation personnel on the campus have the Surrogate Parent guidelines and forms for this procedure.
19. **What if the parent demands a copy of the ARD document right after the meeting concludes?**

The person who is documenting the decisions of the committee and taking deliberations (usually the diagnostician) needs time to finish the ARD report and any related documentation. Arrange a time with the parent to have them come pick up the document or send home the document the next day.

20. **What if the parent requests a private duty nurse accompany the student to school to provide on-going nursing services?**

AISD has a policy to allow private duty nurses. Provide the parent the “Private Duty Nurse” packet. Explain that until the paperwork is complete, background checks are complete, etc… the private duty nurse cannot accompany the child to school. The district has the responsibility of providing the nursing services that the student requires during the time that the private duty nurse is not there.

21. **What if the parent of a Medicaid eligible child refuses to provide consent for SHARS billing?**

Document the parent’s refusal and notify the network or specialized coordinator so that they can follow up with the parent, explain the process and try to obtain consent.

22. **What if the parent requests specialized equipment?**

The ARD committee may need to gather more information or evaluate before making a decision on such requests. Review the most recent FIE to determine what equipment has been recommended. An evaluation for Assistive Technology or other type of evaluation may need to be requested to determine the need for the equipment.

23. **What if a teacher or other professional disagrees with the ARD recommendations, must the ARD be reconvened in 10 school days?**

The privilege of a 10-day recess is offered ONLY if the parent disagrees with the ARD recommendations. Any other party who disagrees may document their dissent in writing.
APPENDIX G

Student ARD Script
STUDENT SCRIPT FOR HIGH SCHOOL ARD MEETING

Hello everyone. Thank you for coming to my ARD meeting.

My name is __________________. I am _____ years old, and I am in the _____ grade.

This is _____________________, my assistant principal (AP).

This is _____________________, my diagnostician / speech language pathologist (SLP).

This is _____________________, my ____________________________.

This is _____________________, my ____________________________.

This is _____________________, my ____________________________.

This is _____________________, my ____________________________.

This is _____________________, my ____________________________.

Today’s meeting is an annual ARD. The purpose is to review my IEP progress and develop new goals for the coming year.

___________________________ (AP), please read the confidentiality statement.

(pause for your AP to read the confidentiality statement)

I qualify for special education services in the following area(s): _____________________.

Now, __________________________ (diagnostician / SLP), please review my most recent evaluation information and eligibility.

(pause for the diagnostician / SLP to review your assessment and eligibility)

Now I am going to review how I’ve done in school this past year.

(mention how you did in your classes last year and on your IEP goals)

Next, I’d like to tell you my interests, strengths, and things that are difficult for me.

Now, I would like my parent(s)/guardian(s) __________________ to tell the committee about my strengths and progress in school.

(pause for input from your parents/guardians)

Next, I would like my teachers to tell the committee what they think my strengths are and how they feel I have done in school.

(pause for input from your general ed. and special ed. teachers)

Now I am going to share with you my transition goals.

After I graduate from high school, I will work as a _______________________________.

In order to do this job I will need to receive additional training or education at __________________________________________________________________________.

In the future, I will live ____________________________________________________.
I participate in _______________________________________. 
(if you are involved in activities such as clubs or sports, mention them here)

I (do / do not) receive related services. 
(if you receive related services, mention them here)

Some courses I would like to take in high school are ________________________________.

Now I will review some of my new classroom IEP goals. 
(pause for student/teacher to review new classroom IEP goals)

Now I will review my __________________________________________________________. 
(if applicable, you will review your Social/Emotional Goals, Counseling Goals, BIP)

Some accommodations that have helped me in school so far are _________________________________.

________________________ are some accommodations that I do not need anymore.

Sometimes I receive help from __________________________________________________. 
(examples: teacher’s name, MAC, tutoring) 
(pause for input from diagnostician / SLP regarding determination of services / placement)

My last years’ state assessment scores were _________________________________.

Now let’s talk about what state test I will take this school year.

I will graduate in _____. I am on the ___________ plan. I have ____ credits right now. 
________________________ (AP), please read the assurances. 
________________________ (diagnostician / SLP), please read the deliberations of the meeting.

Finally, on the signature page, please check agree or disagree to the decisions made today about my IEP. Then sign your name.

Thank you everyone for attending my ARD meeting! Don’t forget to turn in your feedback form to the diagnostician / SLP.