



Horizon Montessori Public Schools

Special Education Policy
Procedures Handbook

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Scheduling the ARD

All efforts should be made to schedule ARD meetings at times, which are convenient and reasonable for parents and school staff.

Invitation to the ARD

Parents must receive the Notice of ARD meeting no less than five (5) school days prior to the meeting unless they are willing to waive that right. Reasonable attempts must be made before an ARD meeting can be held without the parent(s)/guardian(s) attendance. Documentation via contact logs should be maintained.

- (1) First Attempt: Invitation to the ARD sent home, mailed, or given to the parent minimum of 5 school days prior to the meeting.
- (2) Second Attempt: Written reminder of the meeting sent home, mailed, or given to the parent at least one day prior to the meeting date.
- (3) Third Attempt: Phone call or written reminder to the parent at least on the day of or before the scheduled ARD.

Preparing for the ARD

1. The ARD teacher collects data to determine the student's strengths and weaknesses to write an appropriate PLAAFP (Present levels of academic achievement and functional performance). Data that may be used includes, but is not limited to:
 - A. Progress reports from previous IEP
 - B. Report card
 - C. State testing reports
 - D. Work samples
 - E. Portfolio assessment
 - F. Test samples (such as common assessments, DCAs, benchmarks, STAR Renaissance, etc...)
 - G. Information provided by the general education teacher
 - H. Discipline referrals
 - I. Absence reports
 - J. Informal screenings
 - K. Parent Information.
 - L. Full and Individual Evaluation
2. Contact related services/instructional staff who provide services a minimum of two weeks prior to the scheduled ARD
3. Draft goals and objectives prior to the ARD meeting
4. Complete **all** pages to the ARD document

Present Levels of Academic And Functional Performance

PLAAFP

Authorities: 20 U.S.C. § 1414; 34 C.F.R. Part 300

20 USC §1414(d)(1)(A)(i)(I), 34 CFR Part 300.320(a)(1), 300.320(a)(1)(ii); Curriculum Guidelines

- The ARD committee must provide a statement of the child's present levels of *academic* achievement.
- The ARD committee must provide a statement of the child's present levels of *functional* performance.
- The ARD committee's present levels statement must include:
 - How the child's disability affects the child's involvement and progress in the general education curriculum; or how the disability affects the child's participation in appropriate activities.

COURT RULING REGARDING BASELINE DATA AND MEASURABLE GOALS

Bend-Lapine School District v. K.H. 48 IDELR 33 (9th Cir. 2007)

“That ruling, at 43 IDELR 191, held that the IEP denied FAPE due to lack of baseline data, measurable goals, and a description of services to be provided.”

The PLAAFP is the “heart” of the IEP

- We must know where a student is before we can determine where we can reasonably expect him/her to be within 12 months.
- We must also know where they are, that is what their Present Level of Academic Achievement and Functional Performance is before we can determine where their needs are.
- This is critical in order to develop an effective IEP for a student.
- Without the PLAAFP the IEP does not have any data showing the student’s present performance, and thus, cannot appropriately determine where the student’s needs currently exists.

- This is where the student gets an IEP that is focused on his/her individualized needs.
- The committee chooses weaknesses and issues to work on
- The PLAAFP is also the place where discussion and documentation happens to make sure that the major components of the IEP (goals, accommodations, programming and services), are all linked to the student's unique impairment/s.
- Consider what accommodations/modifications have been successful.

WRITING A PLAAFP

Provide a short and easily understood PLAAFP statement for each subject/course in which the student receives special education support.

*A co-curricular PLAAFP could be written if, for example, Reading is what is affecting other subjects such as Science and Social Studies, and the student **does not** receive modified content in those subjects. However, wording such as **narrative and expository text** has to be included within the PLAAFP.

1. Provide a description of academic and functional performance for each area of need including but not limited to the following:

- Basic Reading Skills
- Reading Comprehension
- Math Calculation
- Math Problem-Solving
- Written Expression
- Functional Skills (OT, PT, APE, VI, AI)
- Behavior
- Social Skills
- Communication/Speech
- Speech

***Refer to the following list of possible sources of information:

INSTRUCTIONAL (must use a minimum of two primary sources. If the student has a BIP, behavioral must be addressed in addition to the two primary sources.)

- Bilingual/TELPAS (required for bilingual students)

Primary Sources	Optional Sources
<ul style="list-style-type: none">• Teacher made tests/reports/observations• FIE (within a year)• Star Renaissance• TPRI or CLI Engage• State Assessments (DMAC)• Benchmarks	<ul style="list-style-type: none">• IEP/BIP progress reports• Report card• Parent information• Work samples• Student reports/information

FUNCTIONAL- (Includes Social/Behavior, Communication, Daily Living Skills, Occupational Therapy, Adaptive PE, Counseling, Visual and Auditory)

- Observations
- Teacher Information
- IEP goals and progress reports,
- Checklist
- Discipline Referrals
- FIE (within a year)

2. **Address strengths and weaknesses** based on different sources of information.

3. Address the need for accommodations and modifications.

PLAAFP Examples

TELPAS-Student scored the following on his/her TELPAS test for the 2018/2019 academic year: listening- advanced, speaking-advanced, reading-intermediate, and writing-intermediate. Composite score was intermediate-599.

Behavioral/Social – Jose is able to walk around the room, pick up toys, and follow simple directions. He does **not** interact with his peers /adults during instructional time, recess, and lunch.

Reading –

TEACHER REPORT

Reading Comprehension- Jack is able to understand and participate in class discussions. However, when he has to read independently he has difficulty.

Juliana is able to identify all her letters of the alphabet. She knows the sounds of /s/, /r/, /a/, and /p/. She does not know the other sounds of the alphabet.

TEACHER REPORT

Student's classroom teacher reports that without accommodations, Student is able to read basic sight words, sounds out words, and can read short words frequently. With accommodations, he responds to questions about stories when it is read to him, scores higher on multiple choice questions with shortened assignments, and responds to questions when teacher is checking for understanding. Student does well when he is able to re-read out loud to himself.

TEACHER REPORT

The teacher noted that Student is successful in the use of the following accommodations: graphic organizers, preferential seating, check for understanding, repeated review and visual supports.

TEACHER REPORT

Student is able to read approximately 40 words per minute with 87% accuracy on a 3rd grade level. When asked to read a list of 20 multi-syllabic words, Student was able to accurately read 1 word. Instead of attempting to break up the word, he would say, "I don't know".

STATE ASSESSMENT

Based on STAAR State Assessment (April-2020), Student scored an overall 50%. Using accommodations such as small group administration, extra time, and oral administration, reminders to stay on task and blank graphic organizers, student is able to demonstrate ability to: understand and analyze a variety of written texts across reading genres with mastery at-50%, understand and analyze literary texts with mastery at-50%, and understand and analyze informational texts with mastery at 50%.

STAR RENAISSANCE

Based on the STAR Renaissance Reading Test (December-2019), student's instructional reading level is 1.6. Mastery on the following skills at a fourth grade level: word knowledge and skills-30%, comprehension and constructing meaning-26%, analyzing literary text-27%, understanding author's craft-25%, and analyzing argument and evaluating text-11%.

IEP PROGRESS REPORTS

Based on progress and grade reports, Student earned a 75% overall in Reading in third grade. In fourth grade he earned an 80% in his first quarter and an 87% the second quarter.

District Curriculum Assessments (Benchmarks)

On a District Reading Curriculum Assessment, Student scored a 55% (November-2019) and a 30% (January- 2020).

Math-

TEACHER REPORT

Student's classroom teacher reports that without accommodations, Student is able to complete addition with carrying, subtraction with borrowing, and identifies the four operation signs. With accommodations such as a multiplication chart and oral administration, Student is able to solve long division, 2-digit by 2-digit multiplication, and solve word problems. Overall, Student is able to solve computation problems, but struggles when reading is involved.

TEACHER REPORT

Student's classroom teacher reports that without accommodations, Student is able to complete addition with carrying, subtraction with borrowing, and identifies the four operation signs. With accommodations such as a multiplication chart and oral administration, Student is able to solve long division, 2-digit by 2-digit multiplication, and solve word problems. Overall, Student is able to solve computation problems, but struggles when reading is involved.

STATE ASSESSMENT

Based on STAAR State Assessment (April-2018), Student scored an overall score of 41%. Using accommodations such as small group administration, oral administration, supplemental aids, and reminders to stay on task, student is able to demonstrate an understanding of: numbers, operations, and quantitative reasoning with mastery at 27%, patterns, relationships, and algebraic reasoning with mastery at 50%, geometry and spatial reasoning with mastery at 56%, concepts and uses of measurement with accuracy at 50%, and probability and statistics with accuracy at 33%.

IEP PROGRESS REPORTS

Based on progress and grade reports, Student earned an overall 75% in Math in third grade. In fourth grade he earned an 83% in his first quarter and an 86% the second quarter.

DCA's (Benchmarks)

On a District Math Curriculum Assessment, Student scored a 58% (October 2019).

WRITING-

TEACHER REPORT

The classroom teacher reports that without accommodations, Student can successfully pass spelling tests on his own, punctuate sentences correctly, and spell sight words correctly. With accommodations such as, repeated review, check for understanding and extended time, Student is able to write clear sentences, explain his thoughts in writing, and write clear thoughts.

IEP PROGRESS REPORTS

Based on progress and grade reports, Student earned an overall 81% in Language Arts in third grade. He earned an 83% in his first quarter and an 83% second quarter in fourth grade.

On a District Writing Curriculum Assessment, Student scored an 8% (November-2019).

SCIENCE AND SOCIAL STUDIES-

TEACHER REPORT

Based on grade reports, Student earned a 79% in third grade science. In fourth grade he earned an 86% first quarter and a 91% in second quarter. He earned an 83% in third grade social studies. In fourth grade social studies he earned a 78% first quarter and a 79% for second quarter.

DCA'S (Benchmarks)

On a District Science Curriculum Assessment, Student scored a 61% (October-2019).

PLAAFP PROCEDURES

- PLAAFPs must be written for every student for every area in which they receive special education services including instructional and functional areas.

INSTRUCTIONAL

Reading
Math
Writing
Electives
Other classes (World Geography, Algebra, etc)
Speech

FUNCTIONAL

Occupational therapy
Physical therapy
Adaptive Physical
Education Counseling
Social/Behavioral
Visual and Auditory

***For each area the **service provider** must be the person writing the PLAAFP.

Service providers include:

Special education teacher
Occupational therapist
Physical therapist
Speech therapist
Counselor
Visual Impairment teacher

- PLAAFPs **must** be in the system at least 72 hrs before the ARD.
- The student's case manager will ensure that all the PLAAFPs are in the system before the ARD.

WRITING IEP'S

Your IEP needs to address all the areas of CRITICAL NEED (weak areas) as identified in your PLAAFP statement

- Basic Reading Skills
- Reading Comprehension
- Math Calculation
- Math Problem-Solving
- Written Expression
- Functional Skills (OT, PT, APE, VI, AI)
- Behavior
- Social Skills
- Communication/Speech
- Speech

***If the student needs modifications and/or accommodations in any of the areas mentioned above then a goal for that area is needed. A 5th grade student would need a goal in all the tested subject areas that includes Science. An 8th grade student would need a goal in Science and Social Studies.

STAAR

- Minimum one goal in every area of critical need (areas where they receive accommodations)
- That goal should address all accommodations needed

***If the area of concern for Science and Social Studies is mainly reading and progress can be maintained through oral administration of assignments and tests, then a goal may not be needed and can be covered with the Reading goal **as long as it includes narrative and expository text.** However, if the curriculum is being modified in either of these areas, then a goal is needed.

STAAR-Alt and Early Childhood

- Must have **academic** and **functional goals**
- **Minimum** of 1 goal with 3 objectives each for each of the following areas:
 - All core subject areas: Reading, Math, Writing
 - Self-help/functional skills
 - Communication and Language
 - Social/behavioral

The four criteria should be included in every goal and objective:

*Time Frame

*Conditions

*Behavior

*Criteria

IEP Goal/Objective Template														
<p>Time Frame (Choose one)</p> <ul style="list-style-type: none"> By the next Annual ARD (for objectives use the month in which the report cards are due: October, January, March, May) In 36 (for objective use 1st reporting period, 2nd reporting period, 3rd reporting period) instructional weeks 														
<p>Conditions</p> <ul style="list-style-type: none"> When provided with....NAME ALL ACCOMMODATIONS AND/OR MODIFICATIONS BEING PROVIDED <ul style="list-style-type: none"> Examples include but are not limited to: <table border="0"> <tr> <td>- Oral administration</td> <td>- Repeated review</td> </tr> <tr> <td>- Small group instruction</td> <td>-Shortened Assignments</td> </tr> <tr> <td>- Extended time</td> <td>-Supplemental aids</td> </tr> <tr> <td>- Check for understanding</td> <td>-Chunked reading passages</td> </tr> <tr> <td>- Pre-reading assistance</td> <td>-Reduced answer choices</td> </tr> <tr> <td>- Frequent breaks</td> <td>-Spelling Assistance</td> </tr> <tr> <td>- Simplified vocabulary</td> <td>-Calculator</td> </tr> </table> 	- Oral administration	- Repeated review	- Small group instruction	-Shortened Assignments	- Extended time	-Supplemental aids	- Check for understanding	-Chunked reading passages	- Pre-reading assistance	-Reduced answer choices	- Frequent breaks	-Spelling Assistance	- Simplified vocabulary	-Calculator
- Oral administration	- Repeated review													
- Small group instruction	-Shortened Assignments													
- Extended time	-Supplemental aids													
- Check for understanding	-Chunked reading passages													
- Pre-reading assistance	-Reduced answer choices													
- Frequent breaks	-Spelling Assistance													
- Simplified vocabulary	-Calculator													
<p>Behavior</p> <ul style="list-style-type: none"> The student will....WRITE WHAT THE STUDENT IS EXPECTED TO DO <ul style="list-style-type: none"> For example: <ul style="list-style-type: none"> Answer comprehension questions about narrative and expository text Identify the main idea, characters of the story, the setting and the problem Solve story problems that involve addition and subtraction of 2 digit numbers with and without regrouping Will identify the major periods in World History Group pictures into living and non-living categories Identify tools used in Science experiments and show how they are used Follow simple one step commands with fewer than 2 verbal/physical prompts Make eye contact during play activities 														
<p>Criteria</p> <ul style="list-style-type: none"> Expected mastery level <ul style="list-style-type: none"> Examples: <ul style="list-style-type: none"> with 70% mastery In 3 out of 4 trials <p>Include how success is going to be measured</p> <ul style="list-style-type: none"> Success will be measured using <ul style="list-style-type: none"> Examples include but are not limited to <ul style="list-style-type: none"> Teacher tests and observations Work samples Portfolio reviews Daily work 														

IEP WRITING PROCEDURES

Write
PLAAFPs

- PLAAFPs should be written before the IEP.

Identify areas of
critical need

- Based on the PLAAFP information identify which of the following areas need to be included within the IEP. This is not an exhaustive list.
 - Basic Reading Skills
 - Reading Comprehension
 - Math Calculation
 - Math Problem-Solving
 - Written Expression
 - Functional Skills (OT, PT, APE, VI, AI)
 - Behavior
 - Social Skills
 - Communication/Speech
 - Science
 - Social Studies
 - Speech
- **Include the parent in the discussion about the student's needs.**

Develop IEP
goals and
objective if
necessary

- Based on the identified areas of critical need write goals for the areas identified.
- For STAAR Alt and Early Childhood student their IEP should include a goal for each area of need and 3 objectives (see page *** for a list of areas that must be addressed).
- IEP goals for each area of need should be written by the service provider (see list of service providers in page***).
- The student's case manager will ensure that all draft IEP goals and objectives, when necessary, are in the system ready for the ARD.
- IEP goals and objectives must include all four components: timeframe, condition, behavior and criteria. (see page *** for a full description and examples).
- Draft IEPs **must** be in the system at least 72hrs before the ARD.

Transfer Students

When a student transfers to a campus within HMPS from a district within the state of Texas that is not serviced by HMPS, a transfer ARD must take place.

1. Student enrolls at the campus.
2. The campus verifies whether the student was receiving special education services and requests records via TREX.
3. The appropriate staff (Special Education Teacher and /or Speech Therapist) is notified about the student's entry into the district.
4. If the student was receiving special education services, the special education teacher, or for speech only students, the speech therapist must be notified of the student's entry on the campus.
5. The special education teacher or speech therapist contacts the sending district and fills out the **"Transfer Student Information"** sheet.
6. If the student has a disability other than speech only, the campus special education teacher notifies the educational diagnostician of the student's enrollment.
7. The special education teacher fills out the **"Request for Records"** form and submits it to the peims clerk. The clerk is responsible for e-mailing or faxing the form to the student's previous district and ensuring prompt receipt of requested records. The clerk must log all contact attempts.
8. An ARD needs to be scheduled within 10 school days upon the student's enrollment.
9. For temporary ARDs, the Transfer Individualized Education Program (IEP) found within Success Ed must be used.
10. Once the temporary ARD has taken place, an annual ARD must take place within 30 school days. During the 30 school days, HMPS must either conduct an evaluation pursuant to evaluation procedures, if determined to be necessary by the LEA; or develop a new IEP, if appropriate, that is consistent with the ARD committee frameworks.

Transition ARDs

Who needs a transition ARD?

- On or before the 14th birthday of any student

What is needed?

- **By 8th Grade, the following must occur for the scheduled ARD:**
 - The Student Interview---- **Conducted by assigned campus staff member**
 - Student, parent, and teacher interview----- **Forms are located within the SuccessEd system**
 - The Transition supplement ----- **Form is located within the SuccessEd system**
 - Coordinated Set of Activities----- **Form is located within the SuccessEd System**
 - ARD invitation and student participation

Transition ARDs

For Post Graduation ARDs, the following must occur for the scheduled ARD:

- Student, parent, and teacher interview--- **Forms are located within the SuccessEd system**
 - The Transition supplement ---- **Form is located within the SuccessEd system**
 - Coordinated Set of Activities----**Form is located within the SuccessEd System**
 - The Graduation Plan Course of Study -- **Form is located within the SuccessEd System**
 - ARD invitation to include transition Agency coordination including invitation to ARD
- Requesting an IEE is solely an option for parents and not school personnel. Disagreement between school personnel must be resolved prior to the ARD meeting.

ARD Committee Membership

The following participants are required ARD committee members and shall be present at all review and annual ARDs:

- Parent/Guardian
- Regular Education Teacher
- Special Education Teacher
- Campus Administrator
- LPAC Representative for all Bilingual/ELL students
- Assessment personnel when reviewing assessment information
- AI and VI are required members for all visual impaired and auditory impaired students
- CATE Representative is required if considering initial or continued placement in vocational education

The following are not required members, but their attendance may be necessary:

- Speech therapist/pathologist
- Counselor
- Occupational therapist
- Physical therapist
- Adaptive P.E.
- Other

During the Annual ARD

1. Print out all pages of the completed "draft" ARD
2. During the ARD, **each and every section** of the ARD should be reviewed by the case manager. This means that an annual ARD will not be completed in 30 minutes.
3. The ARD document should be finalized within 5 days of the ARD.

ARD Locking

The ARD is a legal binding document outlining the decisions determined through the ARD committee process. Therefore, the document should be clear, concise, and free of grammatical and spelling errors reflecting the quality standards set forth by HMPS. Speech Pathologists are responsible for reviewing their own paperwork for accuracy and locking all ARDs within 10 school days. Case Managers (Special education teachers) must notify the special education coordinator that the ARDs are complete for reviewing. Once the ARD has been reviewed by the special education coordinator and approved for locking the special education teacher will lock all ARDs within 10 school days. In the event of errors found after locking, a review or amendment ARD should take place to make corrections.

Holding an ARD meeting with parents whose primary language is not English

- The entire ARD meeting must be recorded and a copy provided at no cost to the parent if the parent's primary language is not English or is unable to attend the ARD meeting.
- When holding the ARD meeting, always begin with introductions so that the parent.
- When holding an ARD meeting, please attend to the following details:
 - Only one person should speak at a time
 - Side conversations should not occur
 - Be courteous toward English/Spanish speakers. Pause periodically and provide updates in English/Spanish when translating.
 - When information is presented in English, the translator should share the information with the parent in Spanish.
 - ARD documents should indicate the name of the translator and the deliberations should note that the meeting was translated and a copy of the meeting was given to the parent in the native language.

Video Taping During an ARD Meeting

Under no circumstances will an ARD meeting be videotaped by either the parent or the school. This is district policy and no exceptions will be made.

Types of ARDs

- **Admission/Initial Placement into Special Education**

The purpose of this ARD/IEP meeting is to determine the eligibility of a student referred for special education services. At this meeting, the results of a Full Individual Evaluation (FIE) will be discussed. If the student is eligible for special education services and supports, program and placement will be determined.

An ARD meeting must be held within 30 calendar days of the completion of an initial evaluation for consideration of special education services. The purpose of the meeting will be to review the results of the evaluation and to consider recommendations from the report.

- **Annual Review**

The purpose of this ARD/IEP meeting is to address and review **annually (on or before the annual date)** the student's special education eligibility, program and placement. This ARD/IEP meeting will review the student's academic and/or behavioral progress; develop appropriate goals and objectives, modifications/accommodations, and other necessary support services during this meeting.

- **Annual/REED/3 Year Re-Evaluation**

The purpose of this ARD/IEP meeting is to address and review the student's continued special education eligibility, program and placement. In addition, the determination of the need for a re-evaluation is discussed. This ARD/IEP meeting will review the student's academic and/or behavioral progress; develop appropriate goals and objectives, modifications/accommodations, and other necessary support services during this meeting.

- **Temporary Placement of Transfer Student**

The purpose of this ARD/IEP meeting is to make decisions concerning the educational program of a student transferring into the district from another school district. The student must have been in special education in another school district as verified by written documentation or telephone contact.

Temporary placement is for 30 school days only. Within 30 days after the Temporary Placement meeting, the ARD/IEP committee must meet to determine continued special education eligibility, program and placement for this student.

- **Dismissal**

The purpose of this ARD/IEP meeting is to make decisions concerning the dismissal of students from special education. This occurs when a student no longer meets eligibility for services based on formal evaluation(s).

- **Failure**

The purpose of this ARD/IEP meeting is to address and explore the reasons for a student's **lack of adequate progress and/or possible failure** in any scheduled class. While the law does not require an ARD/IEP meeting when a student fails courses, the Special Education Department recommends as a best practice that an ARD/IEP meeting be convened prior to any failures to develop an action plan to ensure student progress.

- **Manifestation Determination Review**

The purpose of this ARD/IEP committee meeting is to determine whether the student's behavior is a manifestation of his/her disability. That is, did the student's disability impair the student's ability to understand the impact and consequences of the behavior subject to disciplinary action? In addition, the committee also determines whether the student's IEP was appropriate at the time of the incident.

- **Transition ARD**

Transition services are a coordinated set of activities for a student with a disability that is designed with a results oriented focus. The goal is to improve the academic and functional achievement of the student with a disability to facilitate their movement from school to post-school activities. The services are based on the individual student's needs, taking into account the student's strengths, preferences, and interests.

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A Texas law passed in 2011 requires that transition must be addressed in the IEP for the school year during which the student turns 14 or younger if determined appropriate by the ARD committee. Parents may request that transition services be addressed in the IEP prior to age 14. (See supplement on SuccessEd). A student with a disability must be invited to attend the ARD meeting whenever postsecondary goals and transition services are considered.

- **Special Circumstances**

An ARD meeting may be called at any time at the request of either parent or district staff. At no time should a request for an ARD meeting be denied to either the parent or staff member who works with the student and who has concerns about the student's progress. Upon parental request for an ARD meeting, such a meeting must be scheduled within five (5) school days. Emergency ARDs may be convened with less than five (5) school days, but only with parental consent.

The parent/guardian may give verbal or written permission to hold the ARD in his/her absence.

Parent(s)/guardian(s) may participate in the meeting via telephone conference.

Addressing Related and Support Services during an ARD Meeting

- In order to receive a related service, the student must be diagnosed with a disability. A related service cannot stand alone.
- Receipt of related services is always based upon a formal evaluation. Related services cannot be added by the IEP team without first conducting an evaluation.
- The amount of service recommended by the related services provider is based upon professional judgment. If the ARD committee disagrees with the amount of service recommended or with the recommendation to provide or not provide services, the appropriate action is to request a second evaluation by a different service provider.
- Related services must relate to the educational program and **are not** for students who require rehabilitative services. **Related services are designed to enhance the child's ability to make educational progress.** As a support to the educational program, an important part of the service is that it must also be carried out by the classroom teacher. For this reason, the goals will be worked on daily by the classroom teacher.

Manifestation ARDs

- Special education students are held to the same code of conduct as other students. Modifications for addressing the student's behavior may be necessary to help the student comply with the code of conduct.
- Behavior should be addressed at an ARD when:
 - A student is being considered for a more restrictive placement based on discipline.
 - A student has been removed to a disciplinary in class suspension/school suspension (ICS/ISS).
 - A student has been expelled.
 - A student has been removed from class for disciplinary reasons for a cumulative of 10 school days
 - A student's behavior is dangerous to him/herself or to others (this does not require a cumulative removal of 10 days)
 - A student's behavior seriously impedes the learning of self or others on more than one occasion.
- Procedures to follow when considering removal of a student in special education to an Alternative Education Program:
 1. Principal assigns consequences for the violation
 2. ARD is held when the violation constitutes a change of placement for a cumulative total of 10 days or more
 3. An MDR must occur within 10 school days of any decision to change the student's placement because of a violation of the student code of conduct.

4. The ARD committee will conduct a manifestation determination review ARD.
 - Determination at the MDR meeting: The group shall determine (1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability, or (2) if the conduct in question was the direct result of the district's failure to implement the IEP. §615(k)(1)(e)(i)
5. If no manifestation is found the expulsion hearing is held. A placement ARD is held after the expulsion hearing. HMPS currently does not provide an Alternative Education Program placement. The parents will be informed that they must enroll at a public school district with an Alternative Education Program. The student must enroll within three days. Failure to do so will result in truancy charges.
6. When the behavior is a manifestation: If a manifestation is found, the IEP team shall (1) conduct an FBA and implement a BIP if the district had not conducted such assessment before the behavior, (2) if a BIP has been developed) review the BIP and modify it, as necessary, to address the behavior, and (3) return the student to the placement from which he/she was removed, unless the parent and district agree to change the placement as part of the modification of the BIP (unless 45-day removal applies).
7. **Mandatory 45-day removals:** A district may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior was a manifestation if the student:
 - (a) Carries or possesses a weapon on school premises or to or at a school function;
 - (b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
 - (c) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.**However, HMPS does not provide an Alternative Education Program Placement. The parents will be informed that they must enroll at a public school district with an Alternative Education Program. The student must enroll within three days. Failure to do so will result in truancy charges.**

Note: "Serious bodily injury" means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ and/or mental faculty.

- **What is the function of a manifestation determination?**

- A manifestation determination looks at the relationship of a specific behavioral incident or pattern of behaviors to the student's disability. The ARD committee determines if there is a causal relationship between the behavior for which the student was suspended and the student's disability. If there is a relationship between the behavior and the disability, then the ARD committee should not send the student to the ICS/ISS. The appropriate action would be to address the problems through the BIP and the instructional program.
- A manifestation determination must be held if a student has been removed due to behavior from his ARD assigned placement for a cumulative total of 10 days or more. This includes emergency removals, ICS, ISS, etc.
- Once a student accumulates 10 days out of placement within a school year (consecutive or cumulative) due to behavioral reasons, the ARD committee must convene to do a manifestation determination. The 10 day out of placement calendar occurs only once in a school year. At each infraction that rises to the level of a "change in placement", a "manifestation determination" must reoccur.
- It is crucial that the regular education system work with special education in tracking the number of days out of placement. This is a discipline issue and is generally handled by campus administration rather than special education. Sometimes, special education may not be aware of how many days a student has been out of placement.

Procedures/Guidelines for Secondary In Class Suspension/School (ICS/ISS) Placement

Schedule a Staffing:

1. When to Staff
 - a. ALL Discretionary placements
 - b. Mandatory placements with extenuating circumstances
 - c. When Least Restrictive Environment is approaching seven (7) school days throughout the school year (A student has been removed from class for disciplinary reasons approaching 7 days)
2. Where to Staff
 - a. Parent Choice Campus
3. Who to Invite
 - a. Assessment Personnel with expertise in area(s) of disability (Educational Diagnostician assigned to campus, LSSP assigned to campus for ED, AU, ADHD, SLP assigned to campus)
 - b. General and Special Education teachers familiar with the student
 - c. Administrator who is referring student for discipline placement
 - i. Ensure all disciplinary referrals are documented on school+
 - ii. Consider mitigating factors (self-defense, intent, and student's disciplinary history)
 - iii. Admin will give a copy of Procedural Safeguards and parent will sign receipt
 - iv. BIP needs to be reviewed at this time

Prepare for Manifestation Determination/Change of Placement ARD:

1. When to have ARD
 - a. Within 10 school days of any decision to change of placement for a cumulative total of 10 days or more
2. Who has the ARD
 - a. Parent Choice Campus
3. Where to have ARD
 - a. Parent Choice Campus
4. Who to Invite
 - a. Assessment Personnel with expertise in area(s) of disability (Educational Diagnostician assigned to campus, LSSP assigned to home campus for ED, AU, ADHD, SLP assigned to campus)
 - b. General Education teacher familiar with student
 - c. Special Education teacher familiar with student (case manager)
 - d. Interpreter (if needed)

- e. Referring Principal/Administrator
 - i. Ensure all disciplinary referrals are documented on school+
 - ii. Consider mitigating factors (self-defense, intent, and student's disciplinary history)
 - f. Parent
 - g. Student
 - h. Vocational Representative (CATE) if applicable
 - i. Counselor if applicable
 - j. OT/PT representative if applicable
 - k. VI/AI teacher if applicable
 - l. LPAC representative if applicable
5. Prepping for Manifestation Determination/Placement ARD:
- a. All documentation of disciplinary incidents (referrals, observations, etc.)
 - i. If FBA was requested then documentation would have already been gathered
 - b. If the student's Annual ARD date falls within the ICS/ISS placement timeframe then the Annual ARD **must** be held at the same time as the Manifestation Determination
 - c. Schedule of Services
 - i. Content courses (Math, ELA, Science, Social Studies, etc.)
 - ii. PE class
 - iii. CATE class available
 - iv. Any computer based credit recovery
 - v. Study Skills (non-credit course)
 - d. 45 minute courses
 - e. Individual Education Plan (IEP) – current dates of implementation needed
 - f. STAAR worksheet (include testing accommodations)
 - g. Revised FBA that will be presented at Manifestation Determination/Placement ARD (if applicable)
 - h. Revised BIP that follows the outline presented by Sp. Ed. Coordinator

- i. **IPIs need to be addressed** if information about state testing/re-testing is available at the time
 - Note: A student who has committed a discretionary infraction cannot be suspended if there are pending assessments or if the Behavior Intervention Plan has not been revised. Assessment must be presented by the Campus ARD prior to the student receiving in school suspension.
- 6. Locking Manifestation Determination
 - a. ARD paperwork must be locked **within 5 days** in order to ensure proper accommodations/modifications/services

What is needed at Manifestation Determination/Change of Placement ARD:

- 1. STAAR Testing Accommodations and/or Instructional Accommodations
- 2. Behavior Intervention Plan along with rewards/incentives stated in the plan
- 3. Summary of ARD Assessment decision form for state testing
- 4. Current Confidential Student Report (STAAR/EOC Score Report)

Behavior Process

- **Who needs an FBA and a BIP?**

- Any student whose behavior interferes with his learning or the learning of other students regardless of his/her disability.
- Students who are ED, OHI for ADHD/ADD or AU and have behaviors mentioned above need to have FBA data to see if a behavior intervention plan (BIP) is needed.
- A student who is removed from his or her current placement for a drug or weapon offense, or for inflicting serious bodily injury, or for violating a student code of conduct (presumably a violation that would lead to a removal of more than 10 school days) shall receive, as appropriate, a functional behavioral assessment (FBA), behavior improvement plan (BIP) and modifications that are designed to address the behavior so that it does not recur. These services must be provided regardless of the outcome of a manifestation determination review.

- **Who conducts a functional behavioral assessment?**

- This is not a formal assessment but rather a review of existing data on the student from a variety of sources.
- The FBA should be initiated by the teacher of record, drafted at a staffing, and finalized at the ARD meeting. Consent must be obtained prior to the collection of FBA data.

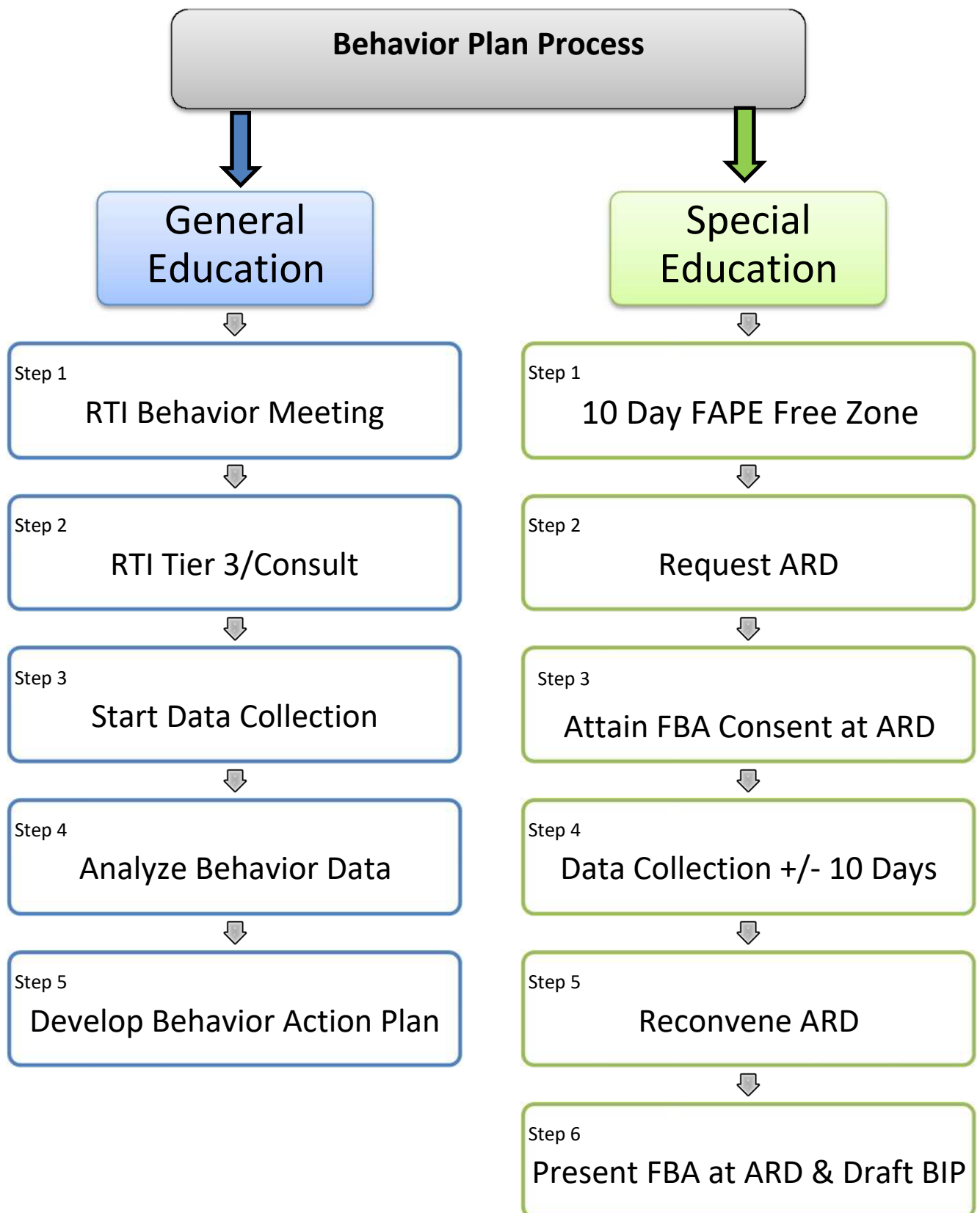
- **What is a BIP?**

- A BIP is a plan that provides support for students to improve behavior and is based upon information gathered during the FBA.
- The BIP will include a description of positive behavioral interventions, management strategies, and supports to address the behaviors of concern.
- Behavior goals to be increased and decreased will also be carried into the student's IEP as measurable long-term goals and objectives.
(*The BIP does not replace the student code of conduct. It is a plan designed to address teaching the student how to behave within acceptable limits.)

- **Who monitors implementation of the BIP?**

- All teachers of the student are responsible for implementing the BIP. The case manager monitors and ensures that all staff that work with the student implement the plan with fidelity for improving the student's behavior.

- **What procedures should be followed to remove special education students from campus when their behavior is temporarily out of control and they are a danger to themselves, to others, or the school environment?**
 - When it is necessary to remove a student from campus on an emergency basis, a parent should be notified to come and pick up the student.
 - In the event parents cannot be located, the student may be placed in a secure area on campus. Designated personnel will remain with the student until the parents can be located. (At no time should a special education student be left in a closed and locked area. Adult supervision should be present in the area at all times.)



*Please refer to the behavioral plan process section below with detailed information.

Behavior Plan Process for a General Education Student

1. RTI/Campus Behavior team meets to analyze behavioral data.
 - Develop interventions to be implemented in the classroom.
2. Continue to collect frequency, duration, or latency data on target behavior with interventions in place.
 - If behavior improves continue following plan.
 - If behavior does not improve continue to step 3.
3. RTI/Campus Behavior teams reconvene to review data and determine need for LSSP.
4. Campus administrator will fill out Behavior Observation form and e-mail form to the coordinator.
5. Coordinator will approve or disprove request.
6. Special Ed. Coordinator will meet with RTI/Campus Behavior Team and review data.
 - RTI/Campus Behavior Team will develop a behavior action plan for student with the LSSP guidance.

Behavior Plan Process for a Special Education Student

A. Functional Behavioral Assessment (FBA)

1. When a special education student has been removed from their least restrictive environment 10 times or there is a pattern of behavior, then the ARD committee must convene to request a Functional Behavioral Assessment (FBA). Written parent consent must be obtained.
2. After the ARD has concluded, campus staff will collect data on the target behavior for approximately 10 days. Acceptable forms of data are frequency, duration, latency, or ABC Analysis.
3. Once data is collected, the data must be analyzed to determine the function of behavior (the purpose of the behavior).
4. Input the data into the Success Ed. Program under Functional Behavioral Assessments.
5. The case manager will schedule another ARD and present the Functional Behavioral Assessment.
 - If the data shows that the student is able to access the general curriculum with universal positive behavioral supports, then you are done. If NOT, make sure to have a proposed draft Behavioral Intervention Plan developed to present at same ARD. Proceed to the next steps.

B. Behavioral Intervention Plan (BIP)

1. Determine the Present Level of Functioning Performance. This comes from your baseline data which is no in your FBA under problem behavior.
2. Determine the annual goal for the student. This will be based on your present level of functioning performance. Determine who much they should increase/decrease a behavior.
3. Create your objectives off your goal. These are mini benchmarks that will get you to your annual goal.
4. Determine reinforcement and consequences for the student. **DO NOT LIST STUDENT CODE OF CONDUCT.** ALL students are required to follow the code of conduct. This is where you will decide how, where, and when reinforcement will be given. Make sure to fade the reinforcement as the student progresses.
5. List out the strategies. This is the actual interventions and replacement behaviors. Be specific about the intervention and how it is to be used and implemented. Specify the replacement behaviors and specify who is responsible for teaching and reinforcing the replacement behavior.
6. Input information into the Success Ed. Program under the Behavior Intervention Plan.
7. Present the proposed written BIP at ARD.
8. Once all are in agreement and meeting was adjourned, BIP must be disseminated to all those who have an educational interest in the student. The BIP is a legally binding document and must be implemented to ensure compliance.

ABC Data Collection

Observer:

Student

Name:

Date:	Location: Circle One	Activities:	Antecedent Events (What happened immediately before?)	Behavior (s) (observed actions)	Consequences: (what happened directly after)
Observation Time:	Gen. Ed. Class Resource Hallway Cafeteria Restroom PE Hall way Other: _____	Whole group Instr. Small Group Instr. Cooperative Group Independent Work 1:1 Adult/Student 1:1 Peer/ Student Test Circle Other: _____ _____	Given direction Given task Asked to wait Told NO Interrupt Preferred activity Desired activity/item denied Loud/noisy environment Given assistance Given correction Transition between activities Transition between location Other: _____	Cursing Leaving Class Destroying materials Flipping furniture Hitting others Hitting self Kicking Spitting Biting Crying Other: _____	Referral Conference with Student Verbal redirection Verbal reprimand Ignored problem Behavior Sent to BAC Left for BAC Other: _____

Notes:

ABC Data Collection

Observer:

Student Name:

Date:	Location: Circle One	Activities:	Antecedent Events (What happened immediately before?)	Behavior (s) (observed actions)	Consequences: (what happened directly after)
Observation Time:	Gen. Ed. Class Resource Hallway Cafeteria Restroom PE Hall way Other: _____	Whole group Instr. Small Group Instr. Cooperative Group Independent Work 1:1 Adult/Student 1:1 Peer/ Student Test Circle Other: _____ _____	Given direction Given task Asked to wait Told NO Interrupt Preferred activity Desired activity/item denied Loud/noisy environment Given assistance Given correction Transition between activities Transition between location Other: _____	Cursing Leaving Class Destroying materials Flipping furniture Hitting others Hitting self Kicking Spitting Biting Crying Other: _____	Referral Conference with Student Verbal redirection Verbal reprimand Ignored problem Behavior Sent to BAC Left for BAC Other: _____ _____

Things to remember:

- Graduation Supplement is will be developed for students attending HMPS online high school. For any special education student that plans to remain at HMPS after 8th grade, a staffing must be conducted.
- An ARD meeting is a collaborative process designed to allow all persons interested in the student to provide input. Every effort should be made to ensure that parents are comfortable in expressing input regarding their child's program.
- Parents may invite anyone they wish to an ARD meeting (excluding members of the press). This may include a friend, neighbor, relatives, outside assessment professional, and advocate or attorney. If a parent brings someone who serves in the role of an advocate, please contact the Special Education Department to determine whether we need to reschedule the meeting for a time when a special education coordinator/director can be present. The special education coordinator or director will make every effort to accommodate the ARD schedule so that such meetings are not seriously delayed. If the parent brings legal representation, the meeting will be rescheduled at a time when the district can be similarly represented.
- ARD decisions are made by consensus. The parent and the school (defined by the administrator present), are responsible for the final decision. An outside person is allowed to sign indicating that they were present. Whether they sign that they agree or disagree with the decision(s) is unimportant.
- Inappropriate behavior during an ARD **will not be tolerated**. This includes behavior from staff, parents, and any person brought to an ARD by the parent. Polite reminders of appropriate behavior are acceptable. As a last resort, tabling the ARD and rescheduling to complete the meeting on another day is also very acceptable. The advocate or attorney does not need to agree to table the ARD. That decision is made at the discretion of the ARD administrator.
- In cases where the parent disagrees with the recommendations proposed by the district, a 10 day recess should be offered to the parent. A date and time for the follow-up meeting should be set prior to leaving the meeting. A notice of ARD is not required. However, it is appropriate for the school to call the parent to remind them of the second meeting. When the ARD reconvenes, any necessary information can be reviewed along with any new information that may be presented. ARD minutes should reflect areas of discussion and decisions made. If consensus still cannot be reached, the parent should be given a copy of the Procedural Safeguards and the relevant sections should be explained to them.
- If a parent disagrees with the results of an evaluation, they should be informed that they may request an Independent Educational Evaluation (IEE) at District expense. They should be given a list of suggested evaluators. However, they should be told that they are not limited to the list. (Note: Requesting an IEE is solely an option for parents and not school personnel. Disagreement between school personnel must be resolved prior to the ARD meeting.)

Surrogate Parents

A surrogate parent will be appointed for any student for whom one or more of the following conditions apply.

- Parent cannot be found after reasonable efforts to locate the student's parent(s).
- Parent cannot be identified.
- Student is a ward of the state and this has been verified through contact with the courts.

Identifying and Training Surrogate Parents

A surrogate parent cannot be an employee of TEA, of Horizon Montessori Public Schools, or any other agency who is involved in the care and education of the student.

- Surrogate parents cannot have any interest which conflicts with the interests of the child he/she represents.
- Surrogate parents must complete a training program, which addresses the provisions of federal and state laws, rules and regulations and the ARD process.
- Persons interested in being appointed as surrogate parents should contact the Special Education Office to arrange for training at (956)969-3092.
- The district will identify and maintain a list of individuals that qualify as surrogate parents

Admission, Review, and Dismissal (ARD) Committee Meeting Agenda

ARD Committee Membership

The following participants are required ARD committee members and shall be present at all review and annual ARDs:

- Parent/Guardian
- Regular Education Teacher
- Special Education Teacher
- Campus Administrator
- LPAC Representative for all Bilingual/ELL students
- Assessment personnel when reviewing assessment information
- AI and VI are required members for all visual impaired and auditory impaired students
- CATE Representative is required if considering initial or continued placement in vocational education

The following are not required members, but their attendance may be necessary:

- Speech therapist/pathologist
- Counselor
- Occupational therapist
- Physical therapist
- Adaptive P.E.
- Other

Introductions

Participants in the ARD meeting introduce themselves and describe their role at the meeting for the record.

NOTE: It is important for parents to know that minutes are taken at each ARD meeting. The purpose of the minutes, or deliberations, is to record what happened at the meeting. It is like a diary. Ask who will be taking the minutes and request that they capture as much information as possible. This will serve as the only record of the discussion and decisions, so slow down and ask that important discussion or decisions are included.

Statement of Confidentiality and Conduct

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 with disabilities. Consistent with the school board policy, persons participating in the ARD meeting will refrain from making any personal attacks on school staff, students or parents. All participants are expected to speak in a courteous manner and in a conversational tone. The expectation must be followed in order to facilitate a safe, collaborative environment focused on the development of appropriate educational plans for the student.

Purpose of ARD/IEP Meeting

The purpose of the ARD meeting is reported for the record. The purpose may be for a variety of reasons, including an Annual ARD, a Review ARD, an ARD to discuss a new evaluation, etc. The purpose is disclosed at this point in the meeting and becomes a part of the record.

Interpreter (if needed)

For parents who are not English speakers, an interpreter is provided by the school district so that the parents are fully informed of all discussions taking place at the ARD meeting and are able to participate fully. Parents should notify the school when they need interpretation.

Waivers

The law states that parents should be provided with 5 days written notice before an ARD meeting. If the parent agrees to a meeting in less than the 5 day timeframe, they will sign a waiver.

In addition, at this time, if a parent agrees to excuse a member of the ARD committee whose attendance at the meeting is not necessary because the person's curriculum or related service area will not be discussed or modified; another waiver might be signed noting that the parent and school agree to this.

Not all districts require a waiver to be signed to excuse a member of the ARD committee from attending the meeting; some districts document parent agreement for member excusal in meeting minutes.

1. Review Evaluation Data and Other Information

Any new evaluation information or data that has been gathered and will impact IEP decisions is reviewed with the ARD/IEP Committee at this point in the meeting.

- Full and Individual Evaluation
- Other Evaluations (Consider need for additional evaluation)
- Vocational Assessment
- Parent Information, including your concerns
- School Personnel Information
- Other Professional Information (including other agencies)

2. Determination of Eligibility

A student must meet the federal definition of disability and have an educational need for special education or related services. At every ARD meeting, the student's eligibility label is reviewed and/or determined for the record. In this part of the meeting, often the Committee Chair will state that the student's eligibility remains the same. At some meetings, new evaluation information may have determined a new eligibility label for a student or it may have removed a label altogether. For parents who have children with developmental disabilities such as Cerebral Palsy,

Autism or Down syndrome, it seems pointless to be reminded that your child still has the same disability, but remember that it is a requirement. Also, despite having a "federally defined disability", a student may not require special education or related services and therefore, eligibility may not be met (see Diagnosis vs. Disability – Defining Eligibility).

3. Transition Planning

For children age 14 or older, transition services are a coordinated set of activities designed to help a child move from school to post-school activities. A Transition Plan can be developed at an earlier age if the ARD committee determines it is needed.

Most typical students begin planning for their future high school and post secondary life in 7th grade. For more information on Transition Planning, see the Texas Transition Network.

4. Review Present Levels of Academic and Functional Performance

What is the student able to do now and how is that measured? Present Levels, or Competencies, as they are called in some school districts, are linked to the child's IEP goals and/or the curriculum. Present Levels must include how the disability affects involvement and progress in the general curriculum.

Areas that may be addressed in the present level discussion include:

- Physical
- Behavioral or Discipline
- Health or Medical
- Vocational
- Academic
- Language (including Limited English Proficiency)
- Instruction in Braille

- Communication Needs
- Assistive Technology Needs

5. Individual Education Programs or Annual Goals

In this portion of the meeting, the ARD/IEP Committee reviews the previous goals and progress. New measurable IEP goals are developed based on what the committee agrees the child should learn in the next year. Annual goals should be designed to meet the child's needs and enable them to make progress in the general curriculum.

- Review previous IEPs and progress (Link to the Present Levels)
- Discuss proposed IEPs
- Discuss how progress will be measured and reported to the parents.

6. ARD/IEP Additional Considerations

- BIP (Behavior Intervention Plan)

Some students require the development of a Behavior Intervention Plan to address the prevention of undesirable behaviors that are due to their disability and to replace those behaviors with desired behaviors. The BIP must focus on Positive Behavior Supports and may include parent or in home training to assist the student in generalizing behaviors in settings, including home. The BIP is a part of the student's IEP.

If a student is unable to follow the Student Code of Conduct due to the nature of their disability, a BIP should be developed.

- **Graduation**

In Texas, there is one diploma. Parents should ask their school district for their graduation policy and work with their ARD/IEP teams to determine the requirements necessary for graduation.

- **Considerations for Autism (AU) and Visual Impairment (VI)**

Review appropriate supplements

- ☐ **Communication Needs and Deaf/Hard of Hearing needs**
- ☐ **Language (Limited English proficiency)**
- ☐ **Assistive Technology**

Assistive Technology should be *considered* for all students receiving special education services.

7. Modifications / Accommodations

A modification indicates that **WHAT** is being taught, the TEKS content, is being modified by either a change in what the student is expected to learn or reducing the concepts to be learned. A modification to the curriculum is usually indicated by IEP goals. An accommodation is a tool that provides equal access to students. An accommodation indicates **HOW** the TEKS content will be taught, made accessible, or assessed. Accommodations can be used school wide to address the needs of all students.

8. State and District Assessments

At this time, the ARD committee will review which state or district tests are offered at the student's grade level and then determine which assessment the student will participate in. The committee will also decide which accommodations or modifications, if any, will be used.

9. Consider Extended School Year (ESY) Services

For every student with a disability, the ARD committee should discuss whether there is a need for ESY services. The need for Extended School Year services is not limited to categories or disabilities, and should be individualized.

10. Related Services

(Including Frequency (how often), Duration (amount of time) and Location of where services will be anticipated to be provided (Place). The purpose of related services is to support the students so that they benefit from their education.

Related services include occupational and physical therapy, music therapy, orientation and mobility, and more. Parents should note that the related services provided by schools are for educational benefit and do not address the medical needs of a child based on their disability. Parents should also ask if the service proposed is consultative or direct. If the provider observes the student and gives a plan to the teacher to implement, that is consultative. If the student receives services from the related service provider, that is a direct service.

12. Determine services to be provided

NOTE: The determination by the ARD/IEP Committee of what services to provide are based on a number of factors, including assessment data, Present Levels, current IEPs and more. The Committee has the responsibility of reviewing all data, both quantitative and qualitative, to develop an appropriate array of supports and services for each student.

- **Classes /Where provided.** The ARD/IEP Committee must always begin this discussion with the general education classroom, using the Least Restrictive Environment provision of The Individuals with Disabilities Education Act.
- **Coordination between Regular and Special Education.** Students with disabilities often receive their education in the general education classroom. While the general education teacher is responsible for instruction, special education personnel also provide support. Parents should ask the school to describe the collaborative efforts of general and special education, including who is responsible for instruction, who is responsible for modifications, how grades are determined and any other questions pertinent to your child.
- **Grading.** The committee will determine how progress grades will be determined and document that here.

13. Determine Placement

- Placement is determined using the Least Restrictive Environment provisions in IDEA. The ARD committee must specify the appropriate instructional arrangements/setting based on the child's individual needs and IEP from the following: Mainstream, homebound, hospital class, speech therapy, resource room/services, self contained, off campus, non public day school, vocational adjustment classroom/program, state school, residential care and treatment facility. Students who are deaf can be considered for education at the Regional Day School Program for the Deaf.
- Removal from Home Campus. Students should be educated on the same campus that they would attend if they did not have a disability. If they are being removed from the home campus, the reason why will be documented here.
- Date of Services.

14. Consider Least Restrictive Environment (LRE)

In this section, the committee will discuss the services that have been tried, considered, and provided previously and whether they were successful or unsuccessful. If any instructional arrangement was unsuccessful, the committee must decide why it didn't work and note it in the minutes. Also, the committee will discuss the reasons why a student needs to be educated outside of the regular ed. classroom.

16. ARD Committee members sign in agreement or disagreement

NOTE: ARD meetings can be overwhelming experiences for parents trying to make the right decision for their children. Ask questions so that you are fully informed before making decisions. Do not sign "agree" if you do not agree to the terms of the IEP. A recess can always be called to give families (and/or schools) the opportunity to gather more information before making a final decision. This may also be a good time to request a Facilitated IEP meeting.

If you and the school still cannot agree, the school must implement the IEP that it determines appropriate for your child. The school must give you prior written notice that this is what will happen. The reasons for your disagreement must be stated in the IEP. You may write your own statement about the disagreement, if you choose. If you cannot reach agreement, you may request mediation, file a special education complaint with TEA, or ask for a due process hearing (Procedural Safeguards).

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?"*
- *"Now we will review transition services and graduation considerations, options, and a plan for _____ (student's name)".*

4. Development of Accommodations

- *"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/ District wide 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 Services to be Provided

- *"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."*

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

- *"Does data indicate the need for ESY?"*

9. Reading of Assurances

- *The ARD committee assures that removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.*
- *The ARD committee assures that each student with a disability participates in nonacademic and extracurricular services and activities, including meals, and recess periods, with nondisabled students to the maximum extent appropriate to the needs of the student.*
- *The ARD committee assures that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities are educated with students who are nondisabled.*

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 TEP 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 .,*

[This handbook has been can be updated at anytime during the school year by the district Administration if needed.]