

EXCELLENCE IN LEADERSHIP ACADEMY



SPECIAL EDUCATION HANDBOOK

2023-2024

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ARD IEP MEETINGS

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 meetings 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.

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

Preparing for the ARD

- 1) The special education teacher/case manager 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 are not limited to:
 - a) Progress reports from previous IEP
 - b) Report Card
 - c) State testing reports
 - d) Work samples
 - e) Portfolio assessments
 - 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 Individual Evaluation

- 2) Contact related services/instructional staff who provide services a minimum of two weeks prior to the scheduled ARD meeting.
- 3) Draft goals and objectives prior to the ARD meeting.
- 4) Complete all pages of the ARD document.

During the Annual ARD

- 1) Print out all pages of the completed “draft” ARD document.
- 2) During the ARD meeting, each section of the ARD should be reviewed by the special education teacher/case manager/speech pathologist. This means the Annual ARD meeting will not be completed in 30 minutes.
- 3) The ARD document should be finalized within 5 days after the ARD meeting was held.

ARD Locking

The ARD document is a legal binding document outlining the decision 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 ELA. Special education teachers and speech pathologists must notify the special education coordinator/diagnostician that the ARDs are complete for reviewing. Once the ARD has been reviewed by the special education coordinator/diagnostician 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

- 1) The ARD meeting must be held in the parents’ language and a copy of the ARD document must be provided in the parents’ language if the language is not English.
- 2) When holding an ARD meeting, always use the ARD Agenda.
- 3) When holding an ARD meeting, follow the guidelines below:
 - a) Only one person should speak at a time.
 - b) Side conversations should not occur.
 - c) Be courteous toward English/Spanish speakers.
 - d) When information is presented in English, the translator should share the information with the parent in Spanish.

- e) ARD documents should indicate the name of the translator and the deliberations should note that the meeting was translated, and a copy of the ARD meeting was provided to the parent in their native language.

Audio Recording During an ARD Meeting

ARD/IEP meetings will not be recorded. If the parents decide to record the meeting, then the campus must do the same.

Videotaping During an ARD Meeting

Under no circumstances will an ARD meeting be videotaped by either the parents or the school. This is a district guideline, and no exceptions will be made.

Present Levels of Academic Achievement 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 Levels of Academic Achievement and Functional Performance are before we can determine where their needs are.
- This is critical 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 exist.
- This is where the student gets an IEP that is focused on his/her individualized needs.
- The PLAAFP is also where discussion and documentation happen to ensure the major components of the IEP (goals, accommodations, programming, and services), are linked to the student’s unique impairment/s.
- Consider which 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 statement 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 must be included within the PLAAFP.

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
- TELPAS (required for bilingual students)

Functional:

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

- Functional Skills (OT, PT, APE, VI, AI)
- Behavior
- Social Skills
- Communication/Speech
- Speech

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

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

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. The 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 the 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 the 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 multisyllabic 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), a student's instructional reading level is 1.6. Mastery of 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 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/she earned 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 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/she earned an 86% first quarter and 91% in the second quarter. He/She earned 83% in third grade social studies. In fourth grade social studies he/She earned 78% in the first quarter and a 79% for second quarter.

DCA'S (Benchmarks)

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

PLAAFP Examples

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

INSTRUCTIONAL

Reading Language Arts

Math

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 Statement.

Service providers include:

- Special Education Teacher
- Occupational Therapist
- Physical Therapist
- Speech Therapist
- Counselor
- Visual Impairment Teacher

PLAAFPs must be in SuccessEd at least 72 hours before the ARD. The student's case manager will ensure that all the PLAAFPs are in SuccessEd before the ARD.

<p>What are the sources of current data?</p>	<p>Based on _____ [data source(s)] _____.</p>
<p>What are the student's strengths including conditions (accommodation(s), modification(s), support(s)), student uses in order to be successful in these areas?</p>	<p>_____ is able to _____ [student] [behavior(s)/skill(s)] with _____ success rate, using _____ [percentage, count, etc.] [condition(s)] _____.</p>
<p>What are the priority critical educational needs to be addressed in the annual goals written for the student?</p>	<p>It is noted that he/she is experiencing difficulty with _____ [behavior(s)/skill(s)] _____ as evidenced by _____ [data source(s)] _____. In this area, he/she is able to _____ with _____ success rate, [behavior(s)/skill(s)] [percentage, count, etc.] using _____ [condition(s)]</p>
<p>What are the effects of the disability on the student?</p>	<p>_____ 's disability in _____ [student] hinders his/her ability to _____ in the following way(s): _____ _____.</p>

*** Adapted with permission from ESC-1 ***

PLAAFP Working Document

***All areas are required unless otherwise specified

Introduction
<ul style="list-style-type: none">• Student grade• Qualifying areas• Do they have memory deficits? (look at FIE---Gsm or Glr below 85)• Services they are currently receiving (resource, inclusion, therapies, consult, etc) <p><u>Name</u> is a <u>fourth</u> grade student who receives special education support for <u>reading</u> and <u>math</u> (<u>inclusion and resource</u>).</p> <p>COGNITIVE ABILITY- Review of the student’s most recent Full and Individual Evaluation (5-5-10) indicates that <u>Name</u> is <u>limited</u> in comprehension knowledge, limited to average in long-term retrieval, <u>average</u> in visual-spatial reasoning, <u>average</u> in auditory processing, <u>average</u> in fluid reasoning, <u>limited to average</u> in processing speed, and <u>very limited</u> in short term memory.</p>
Language (bilingual students only)
TELPAS results
<ul style="list-style-type: none">• Listening• Speaking• Reading• Writing
<p><u>Name</u> scored the following on his TELPAS test for the <u>2011/2012</u> academic year: listening-<u>advanced</u>, speaking-<u>advanced</u>, reading-<u>intermediate</u>, and writing-<u>intermediate</u>. Composite score was <u>intermediate-599</u>.</p>
Social/Behavioral (recommended to use checklist for Self-Management being provided)
<p><u>Name</u> responds to interaction attempts by others, initiates interaction with others, responds appropriately to praise/correction, works/plays cooperatively with peers and adapts to new situations. He asks for help when needed, demonstrates respect for authority, accepts responsibility for actions, and expresses feelings appropriately. He struggles with completing tasks within a given time frame, attending to tasks for long periods of time, and showing organization in completing a task. <u>Name</u> attends school regularly, follows oral directions, contributes to class/participates, and is able to work independently. He is frequently off-task and needs redirection, has difficulty following written directions, and requires prompts to begin a new task. He is frequently unorganized and does not have materials, supplies. In</p>

order for Name to complete his homework on a regular basis, he requires parental involvement/assistance.

READING

- Include information in all of the following areas
 - Basic Reading Skills
 - Reading Comprehension
 - Reading Fluency

Student's classroom teacher reports that without accommodations, Name is able to:

1. _____
2. _____
3. _____

With accommodations, he is able to:

1. _____
2. _____
3. _____

Name is able to read approximately 40 words per minute with 87% accuracy on a 3rd grade level.

Based on STAAR State Assessment (Month-Year), Name scored an overall 50%. Using accommodations such as LIST ACCOMMODATIONS USED DURING TESTING student is able to demonstrate ability to: LIST THE REPORTING CATEGORIES WITH THE PERCENTAGE OF MASTERY (DMAC INFORMATION).

INCLUDE EVERYTHING MENTIONED ABOVE AND AT LEAST ADD ONE OF THE FOLLOWING

Based on progress monitoring

Based on IEP progress reports and grades

Based on Benchmarks

Based on formative assessments (secondary level)

Based on FIE Achievement information (only if it is less than a year old)

MATH

- Include information in all of the following areas
 - Calculation
 - Problem Solving

Student's classroom teacher reports that without accommodations, Name is able to:

1. _____
2. _____
3. _____

With accommodations, he is able to:

1. _____
2. _____
3. _____

Based on STAAR State Assessment (Month-Year), Name scored an overall 50%. Using accommodations such as LIST ACCOMMODATIONS USED DURING TESTING student is able to demonstrate ability to: LIST THE REPORTING CATEGORIES WITH THE PERCENTAGE OF MASTERY (DMAC INFORMATION).

INCLUDE EVERYTHING MENTIONED ABOVE AND AT LEAST ADD ONE OF THE FOLLOWING

Based on progress monitoring (STAR Renaissance)

Based on IEP progress reports and grades

Based on District Cumulative Assessment

Based on formative assessments (secondary level)

Based on FIE Achievement information (only if it is less than a year old)

WRITING

- Include information in all of the following areas
 - Sentence and paragraph writing
 - Spelling and grammar

Student's classroom teacher reports that without accommodations, Name is able to:

1. _____
2. _____
3. _____

With accommodations, he is able to:

1. _____
2. _____
3. _____

Based on STAAR State Assessment (Month-Year), Name scored an overall 50%. Using accommodations such as LIST ACCOMMODATIONS USED DURING TESTING student is able to demonstrate ability to: LIST THE REPORTING CATEGORIES WITH THE PERCENTAGE OF MASTERY (DMAC INFORMATION).

INCLUDE EVERYTHING MENTIONED ABOVE AND AT LEAST ADD ONE OF THE FOLLOWING

Based on progress monitoring (STAR Renaissance)

Based on IEP progress reports and grades

Based on DCA

Based on formative assessments (secondary level)

Based on FIE Achievement information (only if it is less than a year old)

SCIENCE

Student's classroom teacher reports that without accommodations, Name is able to:

1. _____
2. _____
3. _____

With accommodations, he is able to:

1. _____
2. _____
3. _____

Based on grade reports, Name earned a grade of 79 in third grade science.

INCLUDE EVERYTHING MENTIONED ABOVE AND AT LEAST ADD ONE OF THE FOLLOWING

Based on DCA

Based on formative assessments (secondary level)

Based on chapter tests

Based on class/lab participation

SOCIAL STUDIES

Student's classroom teacher reports that without accommodations, Name is able to:

1. _____
2. _____
3. _____

With accommodations, he is able to:

1. _____
2. _____
3. _____

Based on grade reports, Name earned a grade of 89 in third grade social studies.

INCLUDE EVERYTHING MENTIONED ABOVE AND AT LEAST ADD ONE OF THE FOLLOWING

Based on DCA
 Based on formative assessments (secondary level)
 Based on chapter tests
 Based on class participation

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

*Time Frame *Conditions *Behavior *Criteria

IEP Goal/Objective Template

Time Frame (Choose one)

- 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

Conditions

- When provided with....NAME ALL ACCOMMODATIONS AND/OR MODIFICATIONS BEING PROVIDED
- Examples include but are not limited to:

-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
-Simplified vocabulary	-Calculator

Behavior

- The student will....WRITE WHAT THE STUDENT IS EXPECTED TO DO
 - For example:
 - 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

Criteria

- Expected mastery level
 - Examples:
 - with 70% mastery
 - In 3 out of 4 trials

Include how success is going to be measured

- Success will be measured using
 - Examples include but are not limited to
 - 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.

WRITING IEPS

Your IEP must address all areas of CRITICAL NEED (weaknesses) 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
- Communications/Speech
- Speech

If the student needs modifications in any of the areas mentioned above, then a goal for that area is required. For students in the mainstream instructional setting goals will be provided based on the findings of the FIE.

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 2 objectives each for each of the following areas:
 - All core subject areas: Reading Language Arts and Math
 - Self-help/functional skills
 - Communication and Language
 - Social/Behavioral

Transfer Students

When a student transfers to ELA a transfer ARD must take place.

- 1) Students enroll at the campus.
- 2) The campus verifies whether the student was receiving special education services and requests records via TREX.
- 3) If the student was receiving special education services and/or speech services, the special education teacher must notify the speech therapist of the student's entry to the campus.
- 4) The campus special education teacher notifies the special education coordinator or educational diagnostician of the student's enrollment.
- 5) The special education teacher completes the **"Request for Records"** form and submits it to the PEIMS clerk. The special education coordinator/diagnostician or special education teacher are responsible for e-mailing or faxing the form to the student's previous district and ensuring prompt receipt of requested records. All contact attempts must be logged.
- 6) A consultation meeting must be scheduled within 10 school days upon the student's enrollment. For an Out-of-State transfer student, a consultation meeting will be held but an IEP will not be provided.
- 7) For temporary ARDs, the Transfer Individualized Education Program (IEP) found within SuccessEd must be used. 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.
- 8) Once the temporary ARD has taken place, an annual ARD must take place within 30 school days of enrollment. During the 30 school days, ELA 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. A comparable IEP may be developed and implemented for the 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.

TEA Transfer ARD Updates

Two primary issues were addressed in this rule change, which was effective July 18, 2023:

1. the ARD committee's responsibility to take all reasonable actions to ensure that a parent understands the proceedings of an ARD committee meeting, including arranging for an interpreter for a parent who is deaf or hard of hearing or whose native language is a language other than English; and
2. the procedures for an ARD committee to follow when a student enrolls in a school district and the student received special education and related services in their previous school district.

The addition of language to ensure a parent understands the proceedings of an ARD committee meeting clarifies and aligns with wording in federal regulations and reiterates a school district's duty to ensure the parent has the opportunity to be an active member of the ARD committee.

In relation to the student enrollment change, the rule addresses a school district's obligations when a student transfers to a new school district during the school year from a school district within Texas and outside of Texas. The rule also addresses requirements in situations where a student who was previously receiving special education and related services enrolls in a new school district over the summer months. Federal requirements in the Individuals with Disabilities Education Act (IDEA) specifically address student transfers during the school year; they do not address procedures for enrollment over the summer months. However, IDEA regulations specifically require LEAs to have an individualized education program (IEP) in effect at the beginning of a school year for each student with a disability within the LEA's jurisdiction. The rule clarifies how each LEA must comply with that requirement.

The rule addresses student transfers during the year and enrollment during the summer months in the following ways:

- If a student transfers to a Texas school district from another Texas school district during the school year, the provisions in 34 CFR, §300.323(e), would apply. Those provisions state that the new district must provide a free appropriate public education (FAPE) to the transfer student, including services comparable to those described in the child's IEP from the previous district, until the new district either (a) adopts the child's IEP from the previous district, or (b) develops, adopts, and implements a new IEP. There is no set timeline defined in this provision of §300.323(e). The timeline set in this TAC rule has been changed from 30 school days to 20 school days based on a more specific definition of "verify" provided in the rule, as that term is used to determine the special education and related services that the student was previously receiving at the transferring district.

- If a student transfers to a Texas district from a district outside of Texas during the school year, the provisions in 34 CFR, §300.323(f), would apply. The difference between a transfer from out of state versus within Texas is that the provision of FAPE and comparable services are effective until the new district (a) conducts an evaluation, and (b) develops, adopts, and implements a new IEP, if appropriate. While there is no set timeline defined in this provision of §300.323(f), if an evaluation is determined to be necessary, the evaluation timeline would align with the Texas requirement of having **initial evaluations completed within 45 school days**, with limited exceptions. The requirement to comply with the development, adoption, and implementation of the new IEP would then align with §300.323(c)(1) to have an ARD meeting within 30 calendar days from the completion date of the evaluation report. If the new district determines that an evaluation is not necessary, the timeline listed in this **TAC rule has been adjusted from 30 school days to 20 school days** to align with the more specific definition of "verify" provided in the rule.
- Procedures for ensuring the provision of FAPE to students with disabilities who enroll in a new district over the summer months are not contemplated in 34 CFR, §300.323. Therefore, the rule must address those instances to ensure that a student has an IEP in place at the beginning of the school year. When a student enrolls over the summer months – whether coming from an in-state or out-of-state district – the new school district must implement the IEP from the previous district in full on the first day of the new school year or must convene an ARD committee meeting during the summer to revise the student’s IEP for implementation on the first day. This requirement is conditional on the new district having received verification of the student’s special education and related services that were in place at the previous district. If a student’s services cannot be verified prior to the start of the school year, the timelines described above would apply, depending on whether the student previously attended a district within Texas or outside of Texas.

As mentioned, a new definition of “**verify**” has been added to clarify that this term means actual receipt of a copy of the student’s IEP that was in effect in the previous district. Because of this specific definition, the timelines as noted above were changed on adoption from **30 school days to 20 school days** to balance the district’s need to become familiar with the student and the need for expeditious decisions in relation to a student's necessary services. In other words, the timeline of **20 school days** will not begin until the new district is in receipt of the student’s IEP that was in effect at the previous district.

As this rule does have a change that affects the timeline of certain ARD committee decisions, it is important to share this information with all appropriate staff. Should you have any questions, please email sped@tea.texas.gov.

Transition ARDs

Who needs a transition ARD?

All students in the 7th grade and 8th grade need a transition ARD. These transition ARDs must be held prior to the students' 14th birthday. According to TEA guidelines LEA must conduct transition ARDs by the 14th birthday of the student. This means that we must hold these transition ARDs before the student turns 14 years of age.

What is needed?

By 7th or 8th grade the following forms must occur for the scheduled Transition ARD:

- 1) **Transition: Student Interview** - A special education teacher or aide conducts student interview.
- 2) **Transition: Parent Survey** - To be completed by the student's parents/guardians.
- 3) **Transition: Teacher Survey** - To be completed by all the student's teachers.
- 4) **Transition: Coordinated Set of Activities** – To be completed by the special education teacher.
- 5) Students must be invited to the Transition 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 Emergent Bilingual students
- Assessment personnel when reviewing assessment information.
- AI and VI are required members for all visual impaired and auditory impaired students.
- CTE Representative are required members for Transition ARDs

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

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

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 **initial** 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.

- **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.

- **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.

- **Brief ARD**

The purpose of this ARD meeting is to present full individual evaluation results in which a student did **not meet** the eligibility criteria for special education services (DNQ). (Needed ARD Sections: **I. Review of Evaluation Data; II. Determination of Eligibility; IX. Committee Membership; and X. Deliberations**). A Brief ARD may also be used when a parent of a student receiving special education services decides to **Decline Special Education Services**.

- **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) unless the parents decide to revoke special education services.
- **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 result-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.
 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 Transition ARD meeting.
- **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 school suspension (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 is the direct result of the district's failure was to implement the IEP. §615(k)(1)(e)(i)

(Legal Frameworks: *A manifestation determination must be made within 10 school days of any decision to make a **DISCIPLINARY CHANGE OF PLACEMENT** of the child with a disability because of a violation of a code of student conduct. [300.530\(e\)\(1\)](#) [TEC 37.004\(b\)\(4\)](#) [TEC 37.0022](#) Website link: <https://fw.escapps.net/node/3849>)*

- 5) If no manifestation is found the expulsion hearing is held. A placement ARD is held after the expulsion hearing. ELA currently does not provide an Alternative Education Program placement. The parents will be informed that they must enroll at their home campus or 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.

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.

However, ELA does not provide an Alternative Education Program Placement. The parents will be informed that they must enroll at their home campus or at a public school district with a Disciplinary Alternative Education Program or JJAEP (Juvenile Justice Alternative Education Program). The student must enroll within three days. Failure to do so will result in truancy charges.

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 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 10th 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 works 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 School (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) 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
 - Ensure all disciplinary referrals are documented on Ascender.
 - Consider mitigating factors (self-defense, intent, and student's disciplinary history)
 - Admin. will give a copy of Procedural Safeguards to parents and parents will sign receipt.
 - BIP must be reviewed at this time.

Prepare for Manifestation Determination/Change of Placement ARD:

1) When to have MD-ARD?

- a) Within 10 school days of any decision to change of placement for a cumulative total of 10 days or more.
- b) After a high-level infraction.

2) 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
 - Ensure all disciplinary referrals are documented on Ascender.
 - Consider mitigating factors (self-defense, intent, and student's disciplinary history)
 - Parent
 - Student
 - CTE Teacher, if applicable
 - Counselor, if applicable
 - OT/PT representative, if applicable
 - VI/AI teacher, if applicable
 - LPAC representative if applicable

3) Prepping for Manifestation Determination/Placement ARD:

- a) All documentation of disciplinary incidents (referrals, observations, etc.)
 - b) If FBA was requested, then documentation would have already been gathered.
 - c) If the student's Annual ARD date falls within the ISS placement timeframe, then the Annual ARD **must** be held at the same time as the Manifestation Determination
 - d) Schedule of Services
 - Content courses (Math, ELA, Science, Social Studies, etc.)
 - PE
 - CTE class
 - Any computer-based credit recovery
 - Study Skills (non-credit course)
 - 45-minute courses
 - Individual Education Plan (IEP) – current dates of implementation needed.
 - Revised FBA that will be presented at Manifestation Determination/Placement ARD (if applicable)
- c) Revised BIP that follows the outline presented by Sp. Ed. Coordinator
- **IPIs must be addressed** if information about state testing is available at the time.

Note: A student who has committed a discretionary infraction may not be suspended if there are pending assessments or if the Behavior Intervention Plan has not been revised. Assessment must be presented by the ARD committee prior to the student receiving in school suspension (ISS).

- 4) Locking Manifestation Determination
 - ARD paperwork must be locked **within 10 days** in order to ensure proper accommodations/modifications/services.

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

- a) STAAR Testing Accommodations and/or Instructional Accommodations
- b) Behavior Intervention Plan along with rewards/incentives stated in the plan.
- c) Summary of ARD Assessment decision form for state testing
- d) Current Confidential Student Report (STAAR 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 must have FBA data to determine 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 intervention 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.

Behavior Plan Process



Behavior Plan Process for a Special Education Student

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.
 - 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 the same ARD. Proceed to the next steps.

ABC Data Collection Form

ABC Data Collection

Observer:

Student Name:

Date:	Location: Circle One	Activities:	Antecedent Events (What happened immediately before?)	Behavior (s) (<u>observed</u> actions)	Consequences: (<u>what</u> happened directly after)
Observation Time:	Gen. Ed. Class Resource Hallway Cafeteria Restroom PE <u>Hall way</u> 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 <u>Told</u> 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) (<u>observed</u> actions)	Consequences: (<u>what</u> happened directly after)
Observation Time:	Gen. Ed. Class Resource Hallway Cafeteria Restroom PE <u>Hall way</u> 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 <u>Told</u> 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:

- 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.
- 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 parents 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 from the local education service center (Region One). 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).

- Parents cannot be identified.
- A 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 ELA, 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)424-9504.
- 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.
- CTE Representative is required for Transition ARDs

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. However, on the ARD meeting notice the ARC committee member is noted and a reason is provided to the parent on the ARD Notice.

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

19disability 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.

3. Transition Planning

For children aged 13 and 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**

Not applicable, the current highest grade served is 8th grade.

- **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 is 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.

15. Assurances or Effects of Removal from the General Ed. Classroom

If a student is being removed from the general education classroom for any time during the day, the committee must state what effect, if any, it will have on the student. Also, the committee must document if the student will not be able to participate in other extracurricular or non-academic activities.

- **Consider Opportunity to Participate.** The IDEA assures students with disabilities that they will be able to participate in the same activities as their non-disabled peers and they may not be discriminated against based on their disability.
- **Consider Potential Harmful Effects.** Potential harmful effects must be discussed at the ARD/IEP meeting and typically include: a lack of opportunity for appropriate role models, stigmatization, isolation from peers, decreased self-esteem, decreased access to the instructional opportunities available in integrated settings, diminished access to full range of curriculum, lack of opportunity for social interaction and others.

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.

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).

HOMEBOUND/HOSPITALIZED

PERSON(S): Director of Special Education (or designee), Evaluation Personnel, (including speech-language pathologists and

RESPONSIBLE: Related service providers, Campus Case Managers, and Homebound Teachers

TIMELINE: See below

MATERIALS:

“Physician’s Report”

“Prior Written Notice”

“Physician’s Release from Homebound” (This may be addressed through an Amendment to IEP if release date was documented in ARD where homebound services were determined necessary.)

PROCESS:

For students served on a *homebound or hospital bedside* basis, there shall be written verification that a licensed physician has determined the need for special education and related services for a minimum of four consecutive weeks of confinement or, for chronically ill students, any period of time totaling at least four weeks throughout the school year. However, the physician’s note/information shall not be the sole determining factor in the ARD committee’s decision-making process.

The following procedures shall be used when homebound or hospital services may be necessary:

- 1) Campus personnel shall notify appropriate special education staff (i.e., educational diagnostician, social worker, speech pathologist) that the student may need homebound services.
- 2) In order to expedite the provision of needed services, the parent shall be provided with a *Physician’s Report* to be taken to the physician providing medical treatment to the student.
- 3) Immediately after campus/special education personnel receive a completed *Physician’s Report* indicating that the student has a medical condition which will result in confinement to his/her home for a minimum of **four consecutive weeks OR a period totaling 4 weeks throughout the school year**, an ARD committee meeting shall be scheduled to:
 - a) Conduct a review of existing evaluation data (including the physician’s note/information),
 - b) Verify that the student is eligible for homebound instruction, and

- c) Develop an IEP for the student.
- 4) The special education teacher shall notify all appropriate personnel, including a homebound teacher, about the scheduled meeting.
- 5) The special education teacher shall gather relevant information (grades, written teacher reports, state assessment results, etc.) in order to assist the ARD committee in making appropriate decisions.
- 6) If homebound services are deemed necessary, the campus case manager shall schedule an ARD committee meeting to include the homebound teacher. The campus case manager and/or teacher of record will be responsible for the development of the IEP and any/all activities to be completed. A detailed explanation of the services to be provided and the schedule for providing services will be provided and documented.
 - a) The IEP shall develop a schedule of services with frequency, duration, location identified for Homebound services **and** another for in school services for when the student returns upon *Physician's Release from Homebound*. *(This schedule will be implemented once the ARDC accepts the medical release at a Brief Review ARD or an amendment if the parent/adult student agrees.)*
 - b) The homebound teacher shall be responsible for coordinating the gathering of assignments for the duration of homebound services.
 - c) The student's classroom teacher shall be responsible for providing, evaluating, and documenting progress to generate 6-week report cards/IEP progress reports.
 - d) Special education support staff (e.g., homebound teacher, student support specialist) shall be responsible for obtaining extensions for eligibility reports when the need for homebound services exceeds the time limit indicated on the original disability report, or the physician's medical release when the student should return to school.

Attendance

The homebound teacher takes attendance daily and submits attendance records to the campus at the end. The home campus will make attendance corrections on PEIMS and grade book accordingly.

Grades

The homebound teacher will provide grades to the teacher of record. Based upon IEP and objectives, grades will be assigned to reflect specific content areas as noted in the student's grade book. (i.e., the homebound teacher will indicate that a grade that has been assigned is applicable for a specific subject area).

Timeline Procedures

A written request will trigger specific timelines that the school must follow. One way to remember these timelines is 15 – 45 – 30. (See pages 47 and 48 of this document for a flow chart that illustrates this timeline.)

The school has **15 school days** to provide parents with an opportunity to provide written consent for the evaluation. After receiving the written request or if the school refuses to conduct the evaluation, the school must provide parents with a notice of their procedural safeguards that explains their rights under the law.

The school district has **45 school days** to conduct the evaluation after receiving a signed consent from a parent or guardian.

The school has **30 calendar days** after completing the evaluation to hold an ARD meeting to review the results of the evaluation, determine eligibility and develop an IEP if a child is found eligible for services.

Note: School days do not include any day that a student is not in school, such as:

- Weekends
- Student Holidays
- Staff Development Days
- Spring Break
- Winter Break
- Summer Break

Also Note: If a student is absent more than three (3) days after the consent for evaluation is signed, the school district may extend the 45-school day timeline by the number of absences.

Special Note about Evaluation Requests at the End of a School Year:

It is important to document when parents request an evaluation when they suspect that their child may have a disability and require special education services, because if an evaluation is requested late in a school year, you may have to wait until the beginning of the next school year for the evaluation to be completed. However, if the evaluation is almost completed before the school year ends, the school district may be required to complete the evaluation and provide the parents with the report during the summer break.

If a parent provides the school a written request for consent for evaluation less than **45 school days**, but at least **35 school days** before the last instructional day of the school year, the evaluation must be completed, and the report must be provided to the parent by **June 30th** of that school year. Then, not later than the **15th school day** of the following school year, the ARD meeting to review the results of the evaluation and determine eligibility must be conducted.

Response to Intervention (RtI) or Multi-tier Support Systems (MTSS)

Response to Intervention (RtI) or Multi-tier Support Systems (MTSS) is an intervention approach designed to help children who are having difficulty learning and achieving at grade level. RTI/MTSS is designed to give students additional academic support and improve student achievement. RtI/MTSS is not a specialized instruction as defined under the IDEA and the IDEA does not require the use of RtI/MTSS. However, IDEA says that a local school district may use RtI/MTSS as “part” of the process.

On January 21, 2011, a memorandum from the Office of Special Education Programs, US Department of Education, to State Directors of Special Education stated that a Response to Intervention (RtI) process cannot be used to delay or deny an evaluation under the IDEA. So, a school district cannot require that a student complete RtI before it conducts an evaluation for special education eligibility. Additionally, regardless of where the child is in an RTI/MTSS process, the IDEA regulations give parents the right to request an evaluation for special education services at any time.

After the Evaluation is Completed

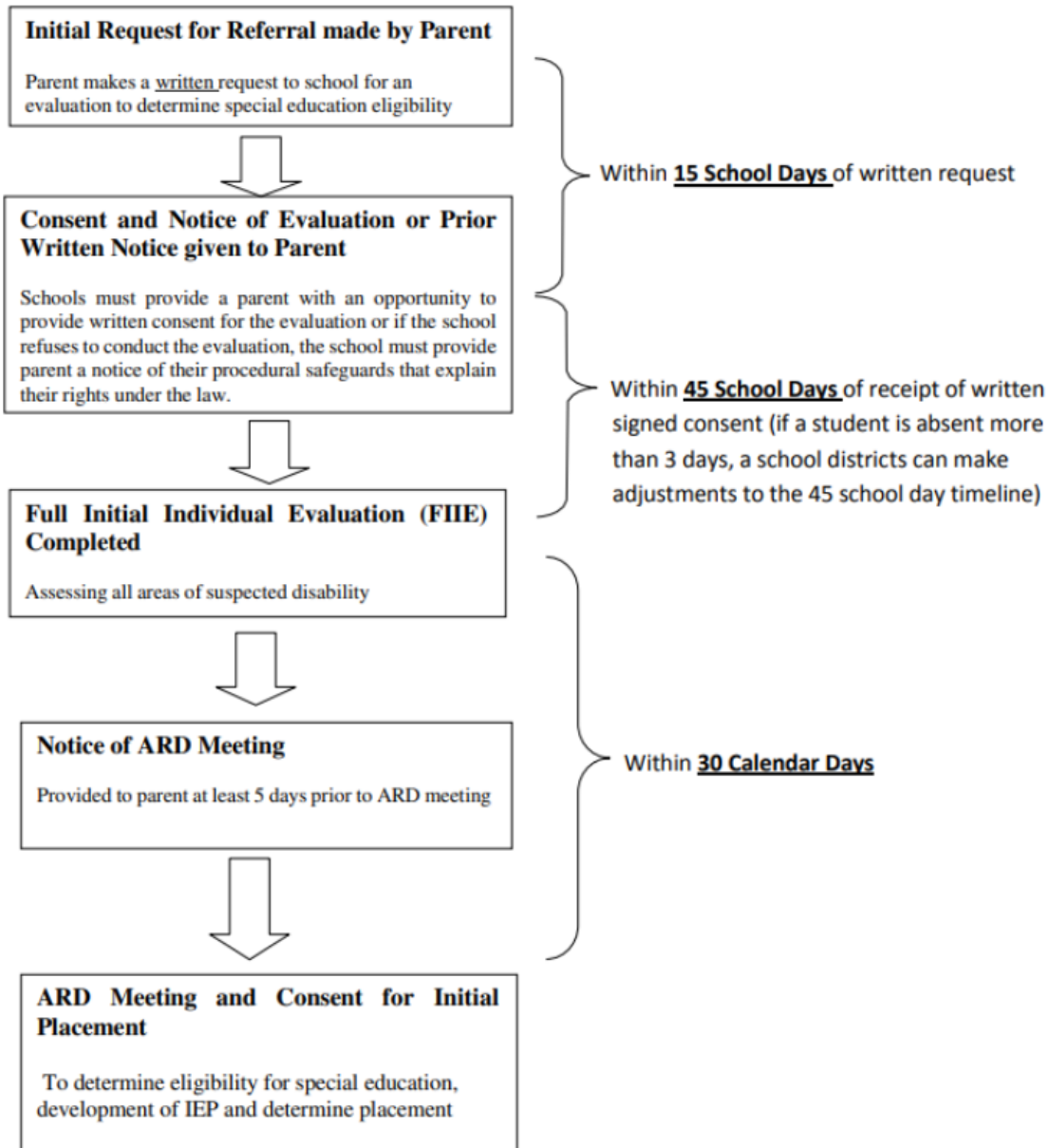
When the evaluation is completed, the school will contact the parents to schedule an ARD meeting. The Admission, Review and Dismissal (ARD) committee meets at least once a year to develop the student’s IEP. The parent is a member of their child’s ARD committee. The first ARD meeting must be held no more than 30 calendar days after completion of the initial evaluation. The committee will determine whether, based on the evaluation, a student is eligible to receive special education services.

If the ARD committee determines that the student has a disability and needs special education services, the parents will be asked to give written consent for the school to provide special education. The consent that the parent gave to have the student evaluated is not the consent for services. The ARD committee will then develop the student’s individual education program (IEP).

Procedural Safeguards Notice

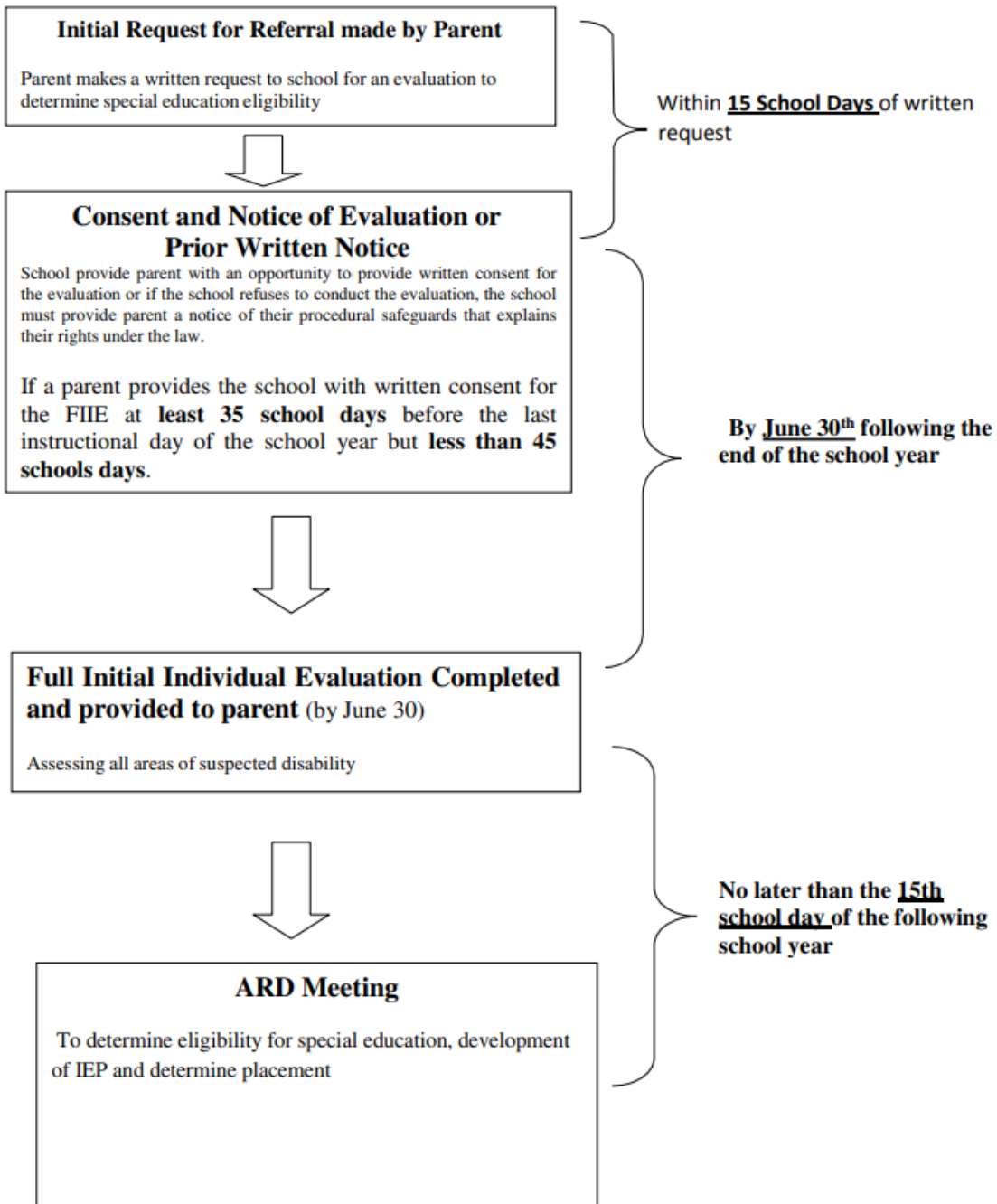
After a parent makes a request for an evaluation for special education, the school district must give the parent the procedural safeguards also known as parental rights. Texas schools use a document developed by the Texas Education Agency (TEA) called “Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities.” The school district must give the parent this notice in the language you usually speak at home. If you cannot read or write, the school must give the parent the information orally, as a recording, in Braille or in any other way that the parent can understand. The school officials must keep written records to show they provided this notice to the parents. If the parent does not understand the meaning of the document, they must explain it to the parent.

Timeline Special Education Process 15-45-30)



NOTE: **School day** does not include any day a student is not in school including: student holidays (thanksgiving, winter, spring and summer breaks), weekends, and staff development days.

Special Evaluation Timeline Provisions for End of School Year



Appendix A:

ARD MEETING AGENDA WITH SCRIPT FOR ADMININSTRATOR 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 eligibility 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 Services to be Provided

- *“Now that we have 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.*

6. 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.”*

7. 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.”*

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/sped teacher) 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, thank you all for your participation.”

AGENDA PARA JUNTA DE ARD CON GUIÓN PARA EL ADMINISTRADOR A CARGO DE LA JUNTA

Presentaciones

- *“Comenzaremos la junta de hoy con las presentaciones de los miembros del comité. Mi nombre es _____, soy _____(título) y estaré a cargo de esta junta.”*
- *“¿Alguien está grabando el audio de esta junta?”*

Propósito del ARD

- *“Hoy estaremos realizando una junta Anual (o cualquier otro tipo) de Admisión, Repaso, y Retiro (ARD en inglés) para _____.” (Nombre del estudiante)*
- *“Seguiremos esta Agenda de ARD para llevar a cabo la junta de hoy y usted recibirá una copia del documento completo del ARD y de las deliberaciones.”*
- *“_____ (diga el nombre del padre), si tiene alguna pregunta a medida que seguimos la agenda, por favor háganoslo saber. ¿Ha recibido una copia del Aviso Sobre Procedimientos de Protección este año escolar?”*

Declaración de Confidencialidad y Reglas de la Junta

- *“De acuerdo con la ley federal y estatal, toda información concerniente a un estudiante con discapacidades es confidencial y no debe ser discutida con nadie a excepción de aquellos que presenten un verdadero interés educativo en el estudiante. Toda información discutida durante esta junta de ARD será mantenida de forma confidencial.”*
- *“Para facilitar un ambiente cooperativo, los participantes se comprometen a comportarse de forma cortés y educada. Esta expectativa debe ser seguida con el propósito de trabajar juntos para desarrollar un plan educativo adecuado para _____.” (diga el nombre del estudiante).*

Análisis de la Información de Evaluación

- *“_____ (Especialista en Diagnóstico/SLP), por favor presente cualquier información evaluativa nueva o actual.”*
- *“_____ (Nombre del Padre) tiene alguna pregunta para el evaluador?”*
- *“¿Está el Comité de acuerdo con la Evaluación?”*

Determinación de Elegibilidad

- *“_____ (Especialista en Diagnóstico/SLP), por favor especifique y aclare las razones de elegibilidad actuales y sus implicaciones educativas.”*

Presentación de los Niveles de Logros Académicos y Desempeño Funcional (y Objetivos y Metas Relacionadas)

- “ _____(Maestro de Educación Especial) por favor presente para el comité toda información juntada concierne a las fortalezas, necesidades, intereses, y desempeño conjunto de _____.”
(Nombre del Estudiante)
- “ _____(Nombre del Padre), tiene alguna información adicional que gustaría contribuir?”
- “Hemos hablado de las fortalezas y necesidades de _____(Nombre del Estudiante). _____(Maestro de Contacto), podría por favor presentar las áreas críticas de necesidad y las metas y objetivos que ha propuesto en respuesta.”
- “Están todos de acuerdo con las metas y objetivos propuestos?”
- “Ahora revisaremos los servicios de transición y las consideraciones, opciones y plan de graduación para _____(Nombre del estudiante).”

Desarrollo de Ajustes

- “Pasaremos a revisar los ajustes educativos previos y su efectividad y determinaremos si se necesitan hacer cambios o agregar ajustes adicionales. Los ajustes no tienen la intención de ser una lista de cosas que puedan ayudar, sino ser específicos al estudiante y determinados como efectivos basados en los datos.”

Determinación de/participación en Evaluaciones Estatales/del Distrito

- “Ahora revisaremos las evaluaciones estatales y del distrito pertinentes al grado de _____(nombre del estudiante) y su nivel de participación al igual que los ajustes necesarios.”

Consideración del Ambiente Menos Restringido

- “La determinación del LRE es un proceso en busca del balance. La meta final es proveer exactamente el apoyo necesario para que el estudiante pueda cumplir con sus metas/objetivos identificados en su IEP.”

Determinación de Servicios a ser Proveídos

- “Una vez identificados los objetivos, metas, y ajustes para _____(nombre del Estudiante), pasaremos a discutir sobre qué servicios y apoyo serán necesarios para que el estudiante pueda tener acceso al currículum de Educación General.”

Determinación sobre la necesidad de Servicios más allá del año escolar (ESY)

- “Los datos muestran la necesidad de ESY?”

Lectura de las Aseguranzas

- *El Comité de ARD asegura que el remover estudiantes con discapacidades del ambiente educacional regular ocurre solamente si la naturaleza de la severidad de la discapacidad es tal que la educación en clases generales con el uso de apoyos y servicios suplementales no puede ser alcanzada de una forma satisfactoria.*
- *El Comité de ARD asegura que cada estudiante con una discapacidad participa en servicios y actividades extracurriculares y no académicas, incluyendo periodos de comida y recreo, junto con estudiantes no discapacitados en la mayor medida apropiada para las necesidades del estudiante.*
- *El Comité de ARD asegura que a la mayor medida posible apropiada, los estudiantes con discapacidades, incluyendo estudiantes en instituciones públicas y privadas u otras facilidades de cuidado, son educados junto con estudiantes no discapacitados.*

Lectura de las Deliberaciones

- *“ _____(Especialista en Diagnóstico), por favor lea las deliberaciones de la junta al comité.”*

Firmas de los Miembros del Comité/Consenso

- *“Las firmas indican la participación individual de cada miembro del Comité de IEP. El Padre del Estudiante y el Administrador son partidos de los cuales es necesario esten en acuerdo para llegar a un consenso.”*
- *“Los servicios que fueron acordados serán implementados en cinco días escolares a menos que el padre esté de acuerdo en firmar una exención para implementar los servicios de forma inmediata. La provisión de la Previa Notificación por Escrito provee a los padres del estudiante un periodo de espera de cinco días para evaluar la información.”*
- *“Esto concluye la junta del Comité de ARD, gracias a todos por su participación.”*