

ARD Committee Data Driven Decision Making


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Presented by
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Special Education Coordinator
Region One ESC

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Session Outcomes

- Review the definition and legal mandates of Special Education and Section 504
- Special Education eligibility requirements
- ARD committee membership requirements
- Understand the steps of the Special Education process
 - The evaluation process
 - The ARD committee meeting and decision-making process
 - Make informed decisions for each individual student at the ARD
 - On-going assessment and data collection
 - Examine data and make recommendations



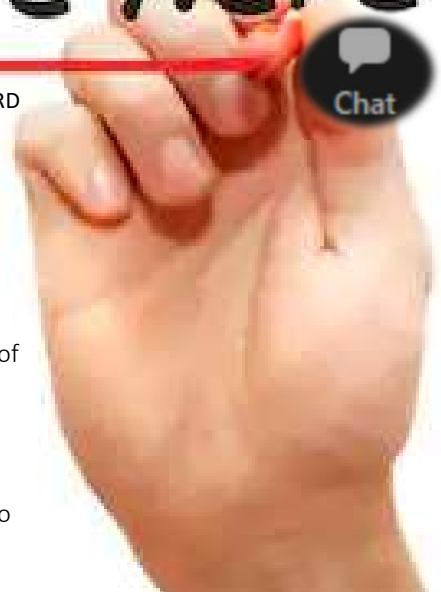
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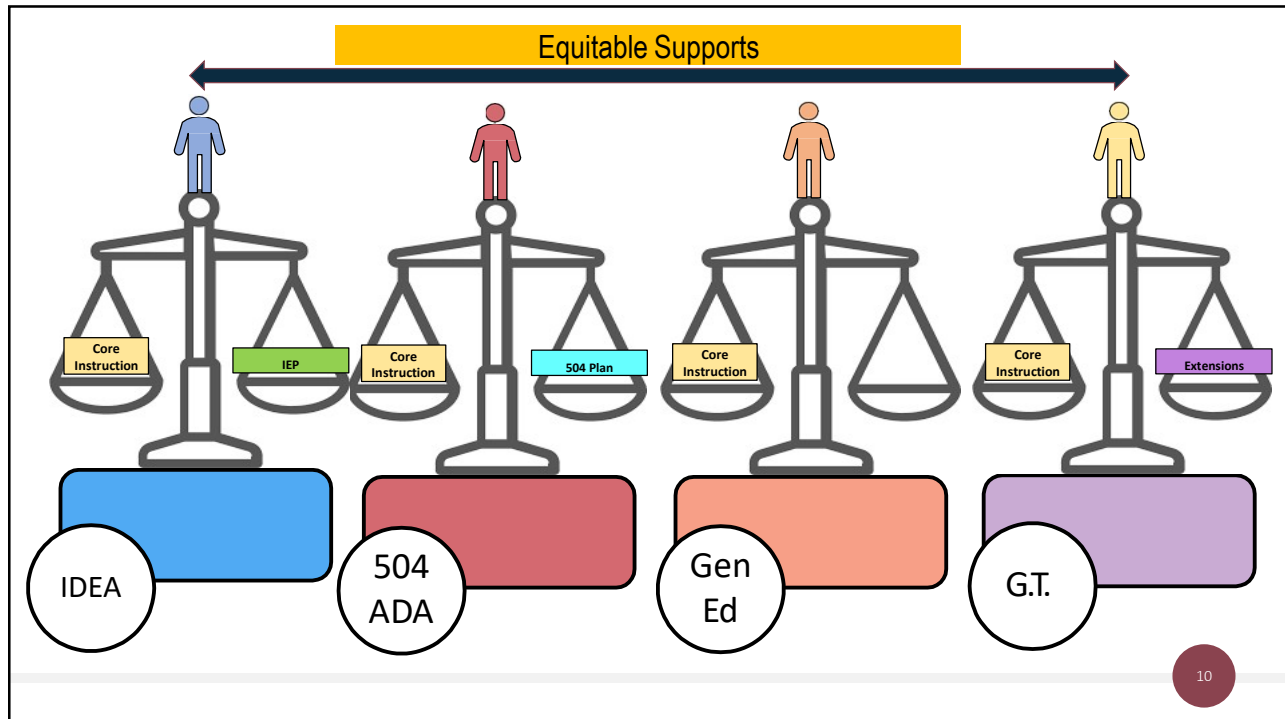
Why Are We Here

Purpose: Review special education services and supports to ensure ARD recommendations are individualized and appropriate to meet student specific area(s) of need which are supported by evidence and multiple sources of relevant data (FIE, interviews, observations, benchmark, daily progress, etc.) to access and progress in the General Curriculum

- Address and clarify the intent of the ARD
- Determine and make appropriate recommendations of services for students with disabilities to meet their individual needs based on Full and Individual Evaluation (FIE) with a focus on cognitive skills
- To become equipped to lead ARD meetings tailored to meet each student’s individual needs to ensure their success



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Special Education...Why are we here?



- EHA 1975 Access to Schools
- IDEA 1990 Access to Classrooms
- IDEA 1997 Access to General Education Curriculum
- IDEA 2004 Access to Instructional Materials
- ESSA 2015 Access to Universal Design for Learning

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What is IDEA?

The Individuals with Disabilities Education Act (IDEA) is a federal law that has been in effect since 1975. IDEA requires public schools to provide a free and appropriate public education (FAPE) to eligible students ages 3-21 with disabilities. IDEA also provides legal protections for these students and their parents.

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What is Special Education?

Special education means instruction that is *specially designed* to meet the *unique needs* of a student with a disability. It includes any related services needed for the student to benefit from his or her special education services.

Special education is not a place, but a set of services and supports that can be provided in many ways and in many different settings.

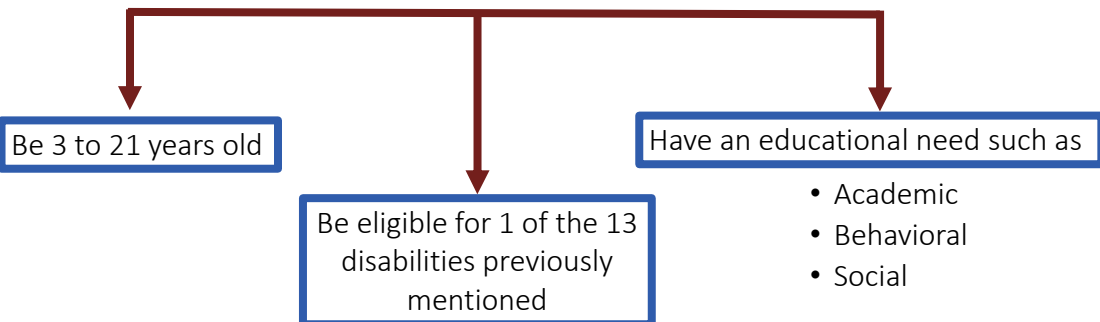
What special education looks like for an individual student is outlined in his or her IEP. The IEP is developed by a team referred to in Texas as the admission, review, and dismissal (ARD) committee. The parent is a member of the ARD committee.

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In Texas...

To receive Special Education services the student must:



The ARD committee determines whether the student meets eligibility for a disability and if due to the disability the student needs Special Education.

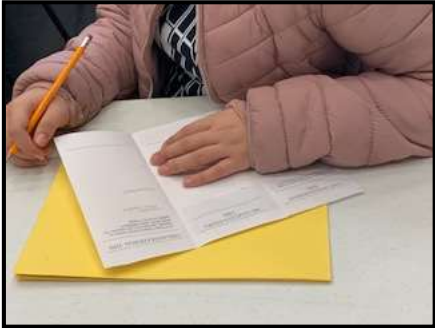
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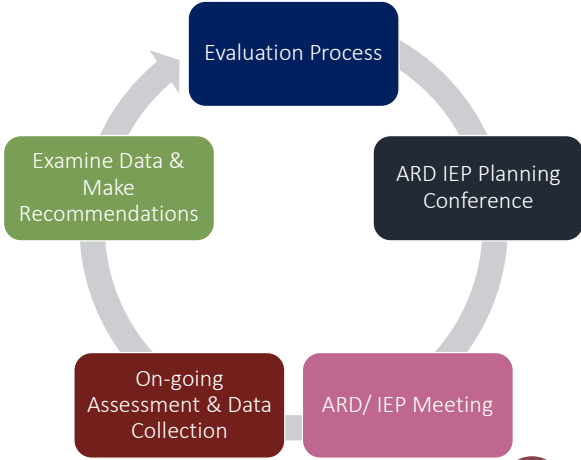
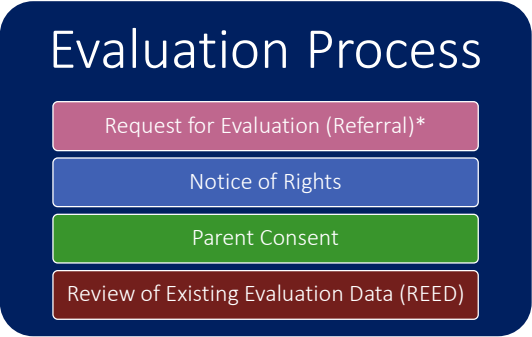
In Texas...

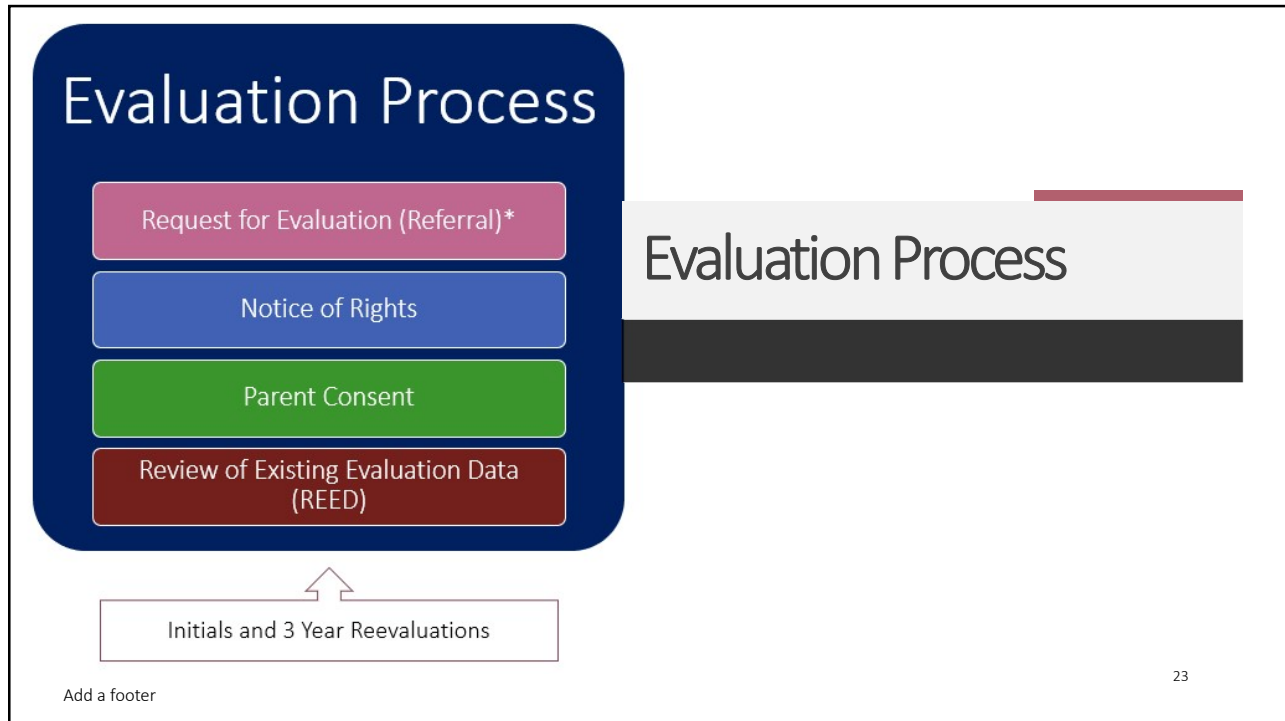
A student may be eligible for one or more of 13 different disabilities

- AUTISM
- DEAF-BLINDNESS
- DEAF OR HARD OF HEARING
- EMOTIONAL DISTURBANCE
- INTELLECTUAL DISABILITY
- MULTIPLE DISABILITIES
- NONCATEGORICAL EARLY CHILDHOOD
- ORTHOPEDIC IMPAIRMENT
- OTHER HEALTH IMPAIRMENT
- SPECIFIC LEARNING DISABILITY
- SPEECH OR LANGUAGE IMPAIRMENT
- TRAUMATIC BRAIN INJURY
- VISUAL IMPAIRMENT

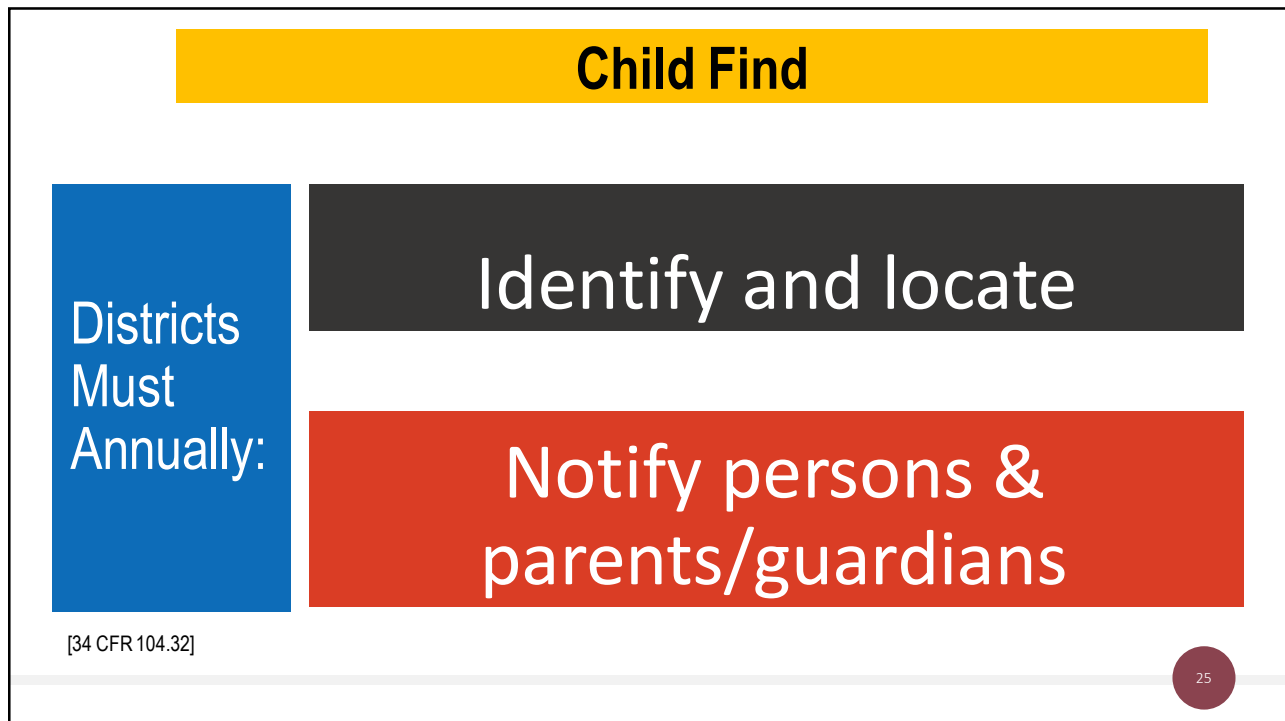


SPECIAL EDUCATION PROCESS





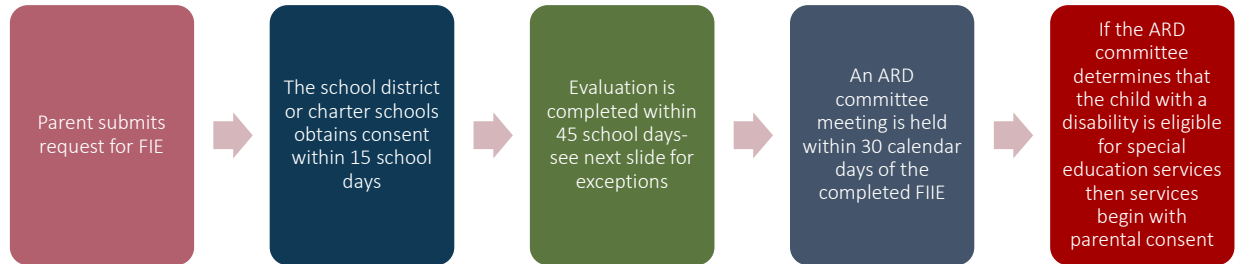
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Evaluation Timeline

When the local school district or charter school agrees to conduct a special education evaluation:



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Timelines exceptions

- 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.
- If a parent provides the school with written consent for the evaluation less than 45 schools days, but at least 35 school days before the last instructional day of the school year, the evaluation must be completed and the report 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 must be held.
- The school district must schedule and hold the ARD meeting “as expeditiously as possible” during the summer if the initial evaluation report says the student is in need of ESY services.

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REED/Evaluation Process

- Gather and review data
- Assess student using normed referenced assessments (need consent to conduct formal evaluation)
- Use data to make determination recommendations

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How is eligibility determined?

- Student must be have disability need special education and related services due to his disability

Does the child have a diagnosed disability?

Does the diagnosed disability adversely affect the child's educational performance?

Does the child require "specially designed instruction" to receive FAPE?

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When the student is referred for a Special Education evaluation: Upon completion of the Full Individual Initial Evaluation (FIE) the admission, review, and dismissal (ARD) committee must determine whether:

The child has a disability; and

- AUTISM
- DEAF-BLINDNESS
- DEAF OR HARD OF HEARING
- EMOTIONAL DISTURBANCE
- INTELLECTUAL DISABILITY
- MULTIPLE DISABILITIES
- NONCATEGORICAL EARLY CHILDHOOD
- ORTHOPEDIC IMPAIRMENT
- OTHER HEALTH IMPAIRMENT
- SPECIFIC LEARNING DISABILITY
- SPEECH OR LANGUAGE IMPAIRMENT
- TRAUMATIC BRAIN INJURY
- VISUAL IMPAIRMENT

by reason of the disability, the child needs special education **and** related services.

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Eligibility

If it is determined, through an appropriate evaluation that the child has one of the disabilities but only needs a related service and not special education, the child is not a child with a disability under the Individuals with Disabilities Education Act.

CFR [300.8\(a\)\(2\)](#)



In this case the student may be eligible under Section 504 pending a 504 evaluation

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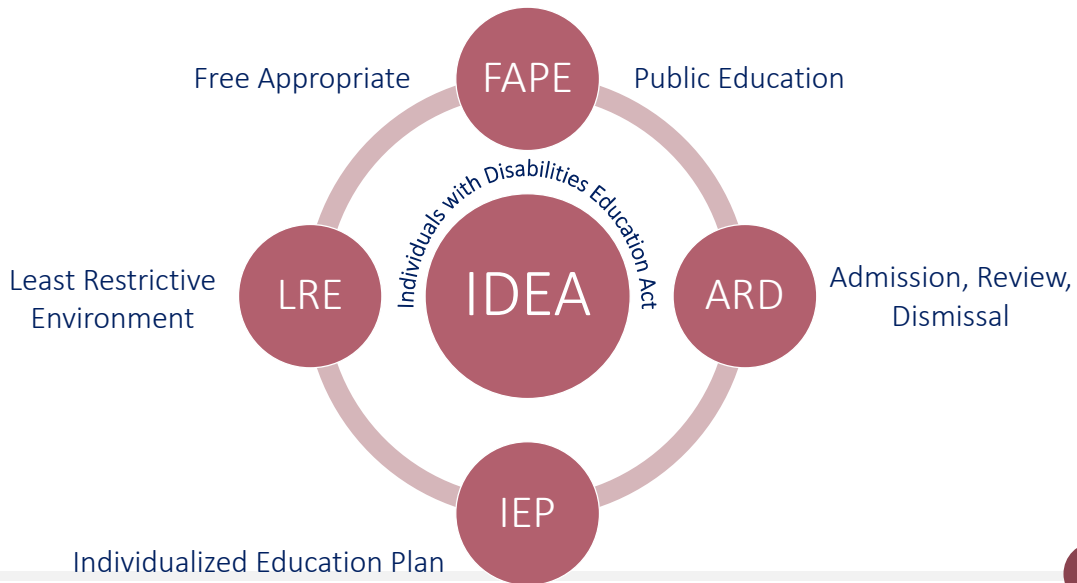


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What is the purpose of the ARD?

Allows for the development of an educational plan to better serve and meet the individual needs of your students to ensure their success

Top 5 words to know



Top 5 words defined

Each state is required to make available to all eligible students with a disability

Special Education Law

Children with disabilities are to be educated with children who do not have a disability to the maximum extent possible

FAPE

ARD

Responsible for making the educational decisions for a student

IDEA

IEP

Individualized, child's educational plan, written by parents and school staff, list services and more

LRE

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3 Important Points to Remember

A strong leader sets the tone for the meeting, establishes and enforces "ground rules" for a productive discussion, makes sure all voices are heard, all issues addressed, and decisions are made in an orderly fashion.

- Ensure all mandatory content is included in the IEP
- All required participants are included in decision making
- All notices and timelines are conducted according to procedure

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The ARD committee is the:

- Group that determines whether the child is a child with a disability and the educational needs of the child;
- Team defined in federal law that develops the IEP; and
- Group that determines the educational placement of the child.

Texas Administrative Code § 89.1050.

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The Advocate

Welcome to the
Party!



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An ARD Committee is a verb not a noun.

Process:

- Have an agenda.
 - Follow it.
- Establish ground rules.
 - Enforce them.
- Guide the team.

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VIRTUAL STRETCH BREAK



00:05:00

Start

Clear

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ARD Committee Membership



Add a footer

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ARD committees must include the following:

- (A) the parents of the student or adult student;
- (B) not less than one regular education teacher of the student (if the student is, or may be, participating in the regular education environment);
 - ***If an ARD committee is required to include a regular education teacher, the regular education teacher included must, to the extent practicable, be a teacher who is responsible for implementing a portion of the child's IEP
- (C) not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student;

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What Should a General Ed. Teacher Bring to an ARD Meeting?

- ☑ Relevant information from other general ed. teachers
- ☑ Progress reports in the gen. ed. Program
- ☑ Behavior, grades, and attendance
- ☑ Samples of accommodations or modifications
- ☑ Student work samples
- ☑ Student's educational levels in the gen. ed. setting

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What Should a Special Ed. Teacher Bring to an ARD Meeting?

- ☑ Relevant information from other Sp. Ed. teachers
- ☑ Up-dated progress on objectives
- ☑ Competencies (strengths/weaknesses)
- ☑ Draft of a BIP if appropriate
- ☑ Last progress report
- ☑ Student's educational levels
- ☑ Work samples, STAAR or alternative assessment scores, current grades, attendance, informal assessment results, and other information necessary.

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ARDC Membership



- (D) a representative of the school district who:
 - (i) is qualified to **provide, or supervise** the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - (ii) is knowledgeable about the **general education curriculum**; and
 - (iii) is knowledgeable about the **availability of resources** of the school district;

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Types of ARD/IEP Committee Meetings

Types of ARDs	Administrative Options for Chairing ARDS		
	Principal	Assistant Principal	Other Qualified Personnel **
Initial Placement*	X	X	
DNQ	X	X	X
Dismissal	X	X	X
Annual Review	X	X	X
Reevaluation	X	X	X
Manifestation*	X	X	
Graduation	X	X	X
Temporary	X	X	X
Transfer	X	X	X
Failure*	X	X	X

*These critical ARDs may be difficult or involve sensitive issues

** The following IDEA requirements must be met when assigning a staff person to chair ARD/IEP meetings
 The person must be: (1) Qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities (2) Knowledgeable about the general curriculum (3) Knowledgeable about the availability of resources (financial).

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Leader's Quick Tip:
Preparation for ARD/IEP Meeting

Source: Klor, G. (2017). Leading successful IEP teams: A guide to managing the people and the process, LRP Publications.

- Step 1: Conduct a file review
- Step 2: Observe Student
- Step 3: Consult with Staff
- Step 4: Review IDEA Requirements
- Step 5: Identify Potential Issues
- Step 6: Create an Agenda

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ARDC Membership

- An individual who can **interpret** the instructional implications of **evaluation results**, who may be the **regular education teacher, special education teacher or provider**, LEA representative, or a discretionary member on the ARD committee
- At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate (*discretionary members*);
- The **child with a disability, whenever appropriate**, including:
 - When a purpose of the meeting will be the consideration of the postsecondary goals for the child and the **TRANSITION SERVICES** needed to assist the child in reaching those goals; and/or
 - When the child is an **ADULT STUDENT** to whom parental rights have transferred;

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*ARDC Membership - Additional Required Members when Appropriate

- A representative from career and technical education (CTE), preferably the teacher, when considering initial or continued placement of the child in CTE
- A professional staff member who is on the language proficiency assessment committee who may be the regular education teacher or the special education teacher on the ARD committee, if the child is identified as an English language learner
- In the case of the child with a suspected or documented visual impairment, a teacher who is certified in the education of children with visual impairments
- In the case of the child with suspected or documented deaf-blindness, a teacher who is certified in the education of children with visual impairments and a teacher who is certified in the education of children with auditory impairments

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*ARDC Membership - Additional Required Members when Appropriate

- In the case of an ARD committee meeting convened to discuss the expulsion and discretionary placement in the Juvenile Justice Alternative Education Program (JJAEP) of a child with a disability in a county with a JJAEP, for an offense for which a school district may expel a child and discretionarily place the child in JJAEP, a local school district must invite the administrator of the JJAEP or the administrator's designee, including:
 - The school district must provide written notice of the meeting at least five school days before the meeting or a shorter timeframe agreed to by the child's parents;
 - A copy of the child's current IEP must be provided to the JJAEP representative with the notice;
 - If the JJAEP representative is unable to attend the ARD committee meeting, the representative must be given the opportunity to participate in the meeting through alternative means, including conference telephone calls; and
 - The JJAEP representative may participate in the meeting to the extent that the meeting relates to the child's placement in the JJAEP and implementation of the child's current IEP in the JJAEP.

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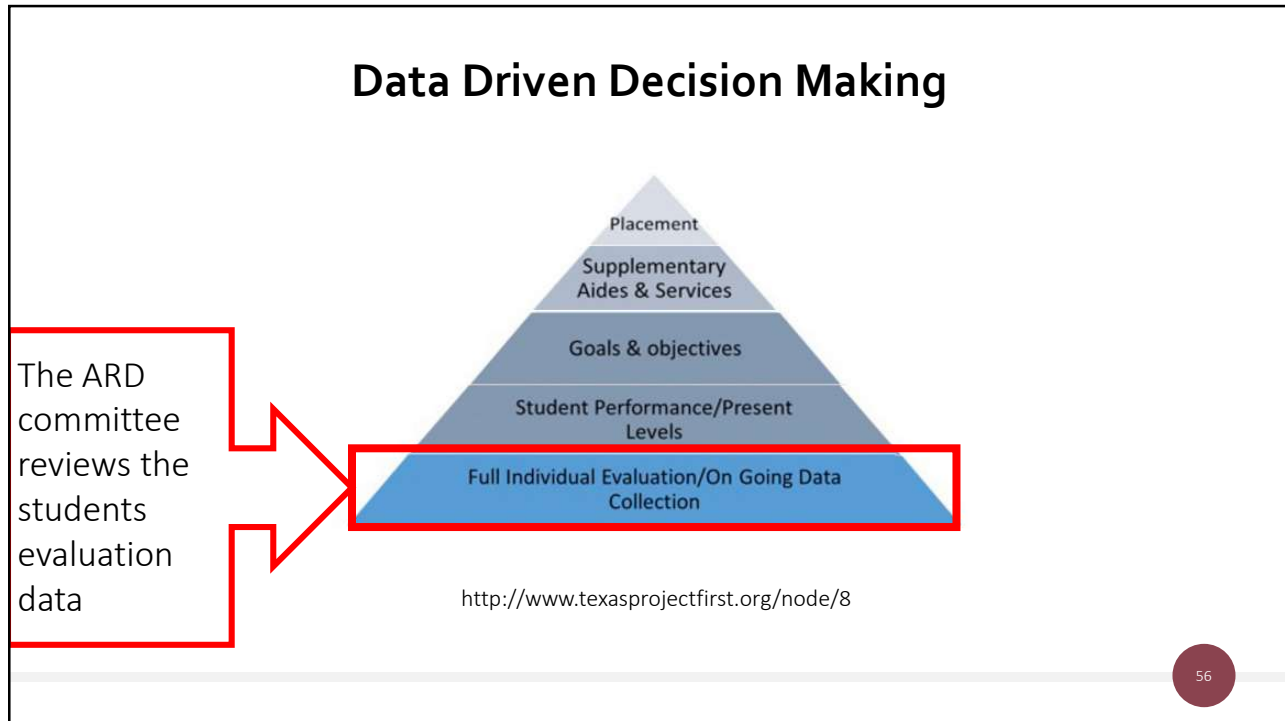
Data Driven Decisions

At Every ARD Ask

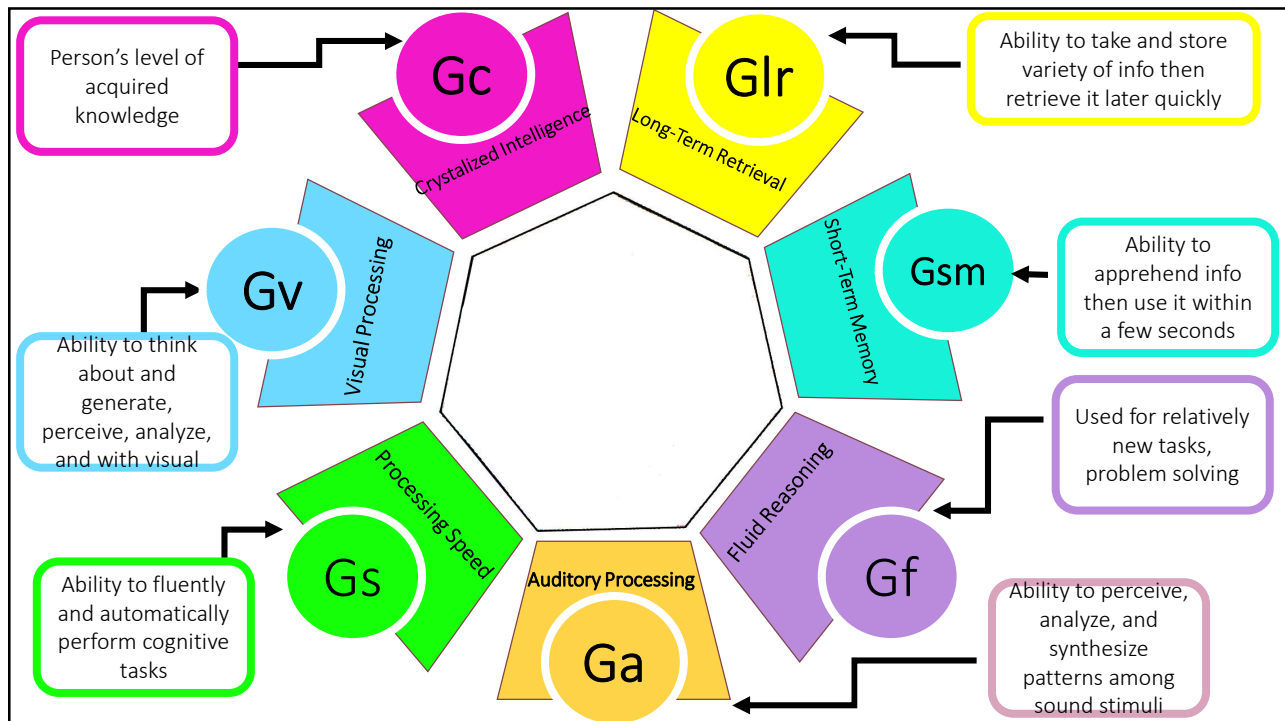
- What are the student's needs (PLAAFP)?
- How will we address those needs (Services & Supports, Accommodations)?
- How will we know our services were appropriate? (Goal)

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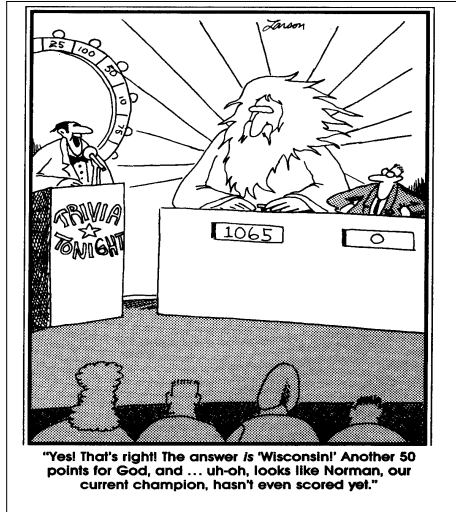


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Crystallized Intelligence (Gc)



- The breadth and depth of knowledge of a culture
- The ability to communicate one's knowledge (especially verbally)
- The ability to reason using previously learned knowledge or procedures

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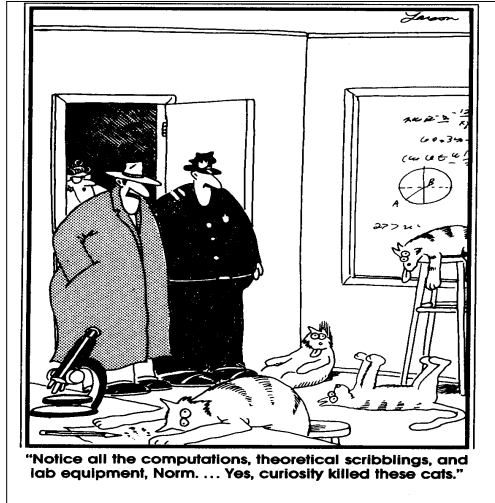
Short-term Memory (Gsm)



- Ability to apprehend and hold information in immediate awareness and then use it within a few seconds
- 7 chunks of information (+ or - 2)
- Working Memory

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Fluid Intelligence (G_f)



- Novel reasoning and problem solving that depend minimally on learning and acculturation
- Ability to reason, form concepts, and solve problems that often include novel information or procedures

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Long-term Retrieval (G_{lr})



- Ability to store information and fluently retrieve it later
- Associative storage & retrieval
- Not to be confused with acquired stores of knowledge (G_c and G_a)

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Auditory Processing (Ga)

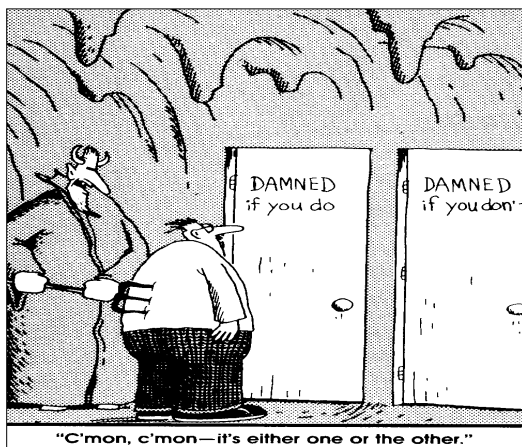


"No. I said release the *hounds* ... the *hounds*!"

- Ability to analyze, synthesize, & discriminate auditory stimuli
- Ability to perceive and discriminate speech sounds that may be presented under distorted conditions

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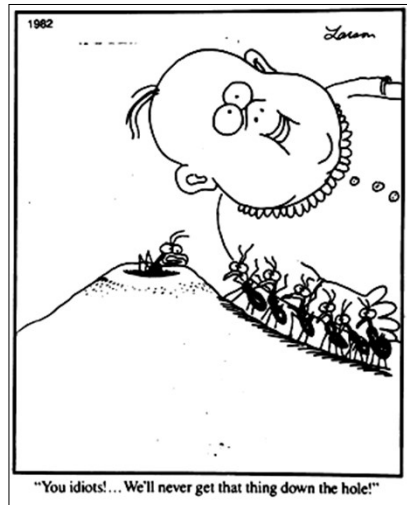
Processing Speed (Gs)



- Ability to perform automatic cognitive tasks, particularly when measured under pressure to maintain focused attention
- Attentive speediness
- Usually measured by tasks that require rapid cognitive processing but little thinking

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Visual Processing (Gv)



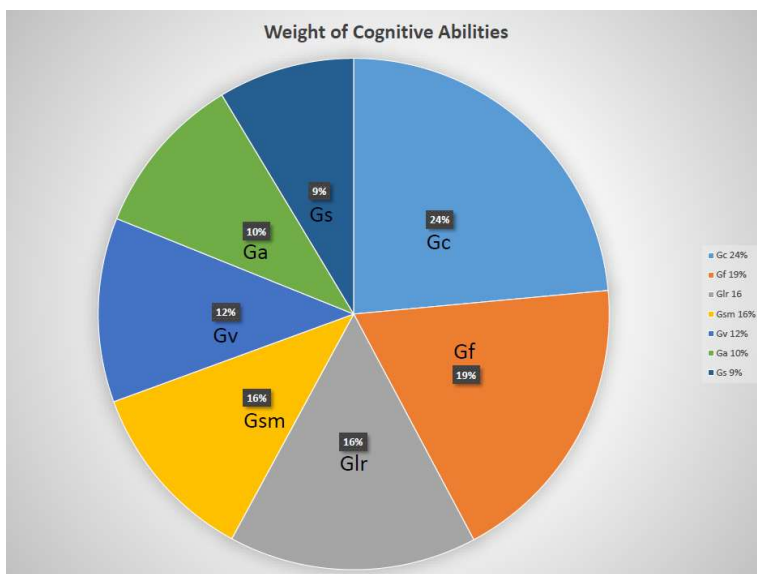
- Ability to perceive, analyze, synthesize and think with visual patterns
- Ability to store and recall visual representations
- Fluent thinking with stimuli that are visual in the "mind's eye"

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Cognitive Abilities

Pie Chart

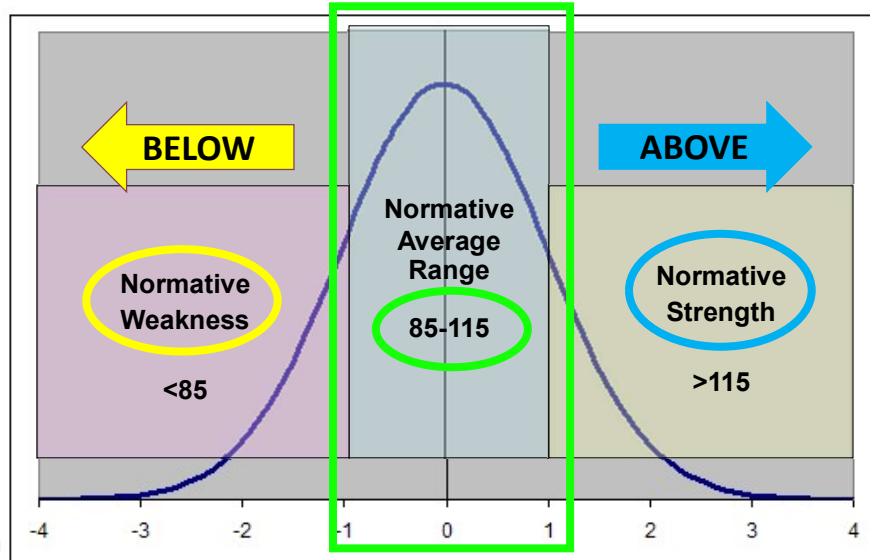
- The pie chart presented here is a visual representation of the cognitive abilities as you can see by this chart Gf and Gc take up most of the pie chart. The chart helps us understand learning capabilities when we see standard scores that fall within the average range in the various cognitive abilities. Do we have $\frac{3}{4}$'s of the abilities in tact or do we have 50% of the abilities intact?



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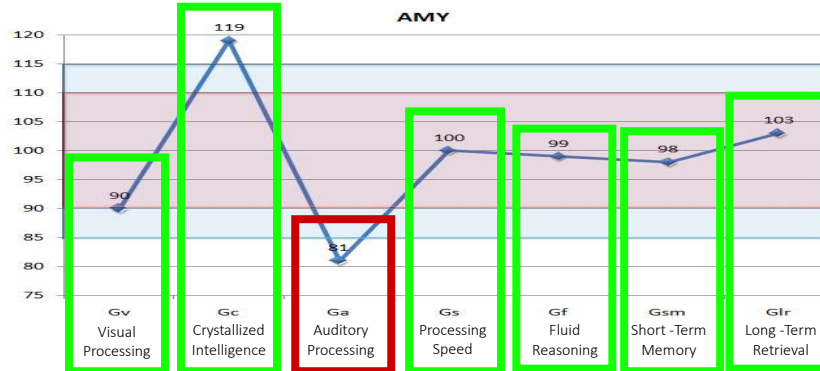
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The Bell Curve



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Different Cognitive Profiles Suggest Different Interventions



<p>Area of Strength</p> <p><i>Crystallized Intelligence</i> – Learns new vocabulary, answers factual questions, comprehends oral/written language</p>	<p>Area of Concern</p> <p><i>Auditory Processing</i> – Difficulty with early literacy such as acquiring phonics, sequencing sounds, and listening</p> <p><i>Further Investigation</i> – What syllable patterns does the student know?</p>
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Mascolo and Flanagan (2008)

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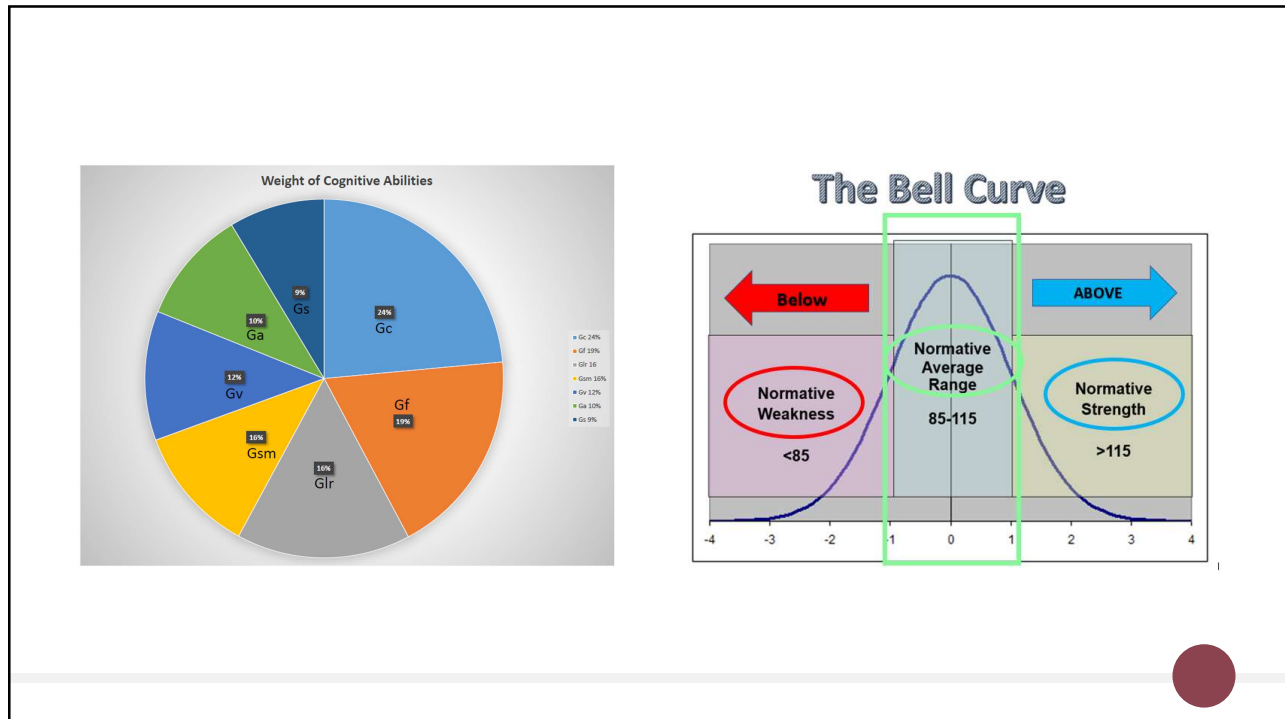
FIE Information to IEP Development

Cognitive Ability Factor	Relationship to Academic Learning	Area(s) of Concerns	TEKS Strand(s)	Possible Accommodations
<p>Crystallized Intelligence is the knowledge and skills that are learned over a lifetime. It is knowledge that come from prior learning and past experiences</p> <p><input type="checkbox"/> Area of Strength <input type="checkbox"/> Area of Concern</p>	<p>A strong and consistent relationship to reading, writing, and math, such as learning vocabulary, answering factual questions, and comprehending oral/written language all of which are highly predictive of academic success</p>	<p><input type="checkbox"/> Basic Reading <input type="checkbox"/> Reading Comp <input type="checkbox"/> Written Expression <input type="checkbox"/> Oral Expression <input type="checkbox"/> Listening Comp <input type="checkbox"/> Math Calculations <input type="checkbox"/> Math Problem Solving</p>	<p><input type="checkbox"/> Reading /vocabulary <input type="checkbox"/> Reading /Comprehension <input type="checkbox"/> Writing <input type="checkbox"/> Oral and Written Conventions <input type="checkbox"/> Listening and Speaking <input type="checkbox"/> Number, Operations, and Quantitative Reasoning <input type="checkbox"/> Patterns, Relationships, and Algebraic Thinking <input type="checkbox"/> Geometry and Spatial Reasoning <input type="checkbox"/> Measurement <input type="checkbox"/> Probability and Statistics <input type="checkbox"/> Underlying Process and Mathematical Tools <input type="checkbox"/> Scientific Investigation and Reasoning <input type="checkbox"/> Social Studies Skills</p>	<ul style="list-style-type: none"> • Mnemonics • Pre-teach key vocabulary • Graphic Organizer (ie. Frayer Model) • Addition Chart • Multiplication Chart • Calculator • Cloze • Preferential Seating during whole group instruction to monitor comprehension • Spelling Assistance <ul style="list-style-type: none"> ◦ Frequently Misspelled Wordlist ◦ Electronic Dictionary • • •
<p>Fluid Intelligence is the type of thinking an individual may use when faced with a relatively new task that cannot be performed automatically; a problem solving type of intelligence.</p> <p><input type="checkbox"/> Area of Strength <input type="checkbox"/> Area of Concern</p>	<p>A significant relationship to higher level skills in reading, writing, and math, such as problem solving, drawing inferences, mental flexibility, transferring and generalizing, and thinking conceptually.</p>	<p><input type="checkbox"/> Reading Comp <input type="checkbox"/> Written Expression <input type="checkbox"/> Math Calculations <input type="checkbox"/> Math Problem Solving</p>	<p><input type="checkbox"/> Reading/Comprehension <input type="checkbox"/> Writing <input type="checkbox"/> Research <input type="checkbox"/> Number, Operations, and Quantitative Reasoning <input type="checkbox"/> Patterns, Relationships, and Algebraic Thinking <input type="checkbox"/> Geometry and Spatial Reasoning <input type="checkbox"/> Measurement <input type="checkbox"/> Probability and Statistics <input type="checkbox"/> Underlying Process and Mathematical Tools <input type="checkbox"/> Scientific Investigation and Reasoning <input type="checkbox"/> Social Studies Skills</p>	<ul style="list-style-type: none"> • Graphic Organizer • Word Processor • Manipulatives • Addition Chart • Multiplication Chart • Calculator • Cloze • Think Alouds • Preferential Seating during whole group instruction to monitor comprehension • Spelling Assistance <ul style="list-style-type: none"> ◦ Frequently Misspelled Wordlist ◦ Electronic Dictionary • Peer Assistance • •

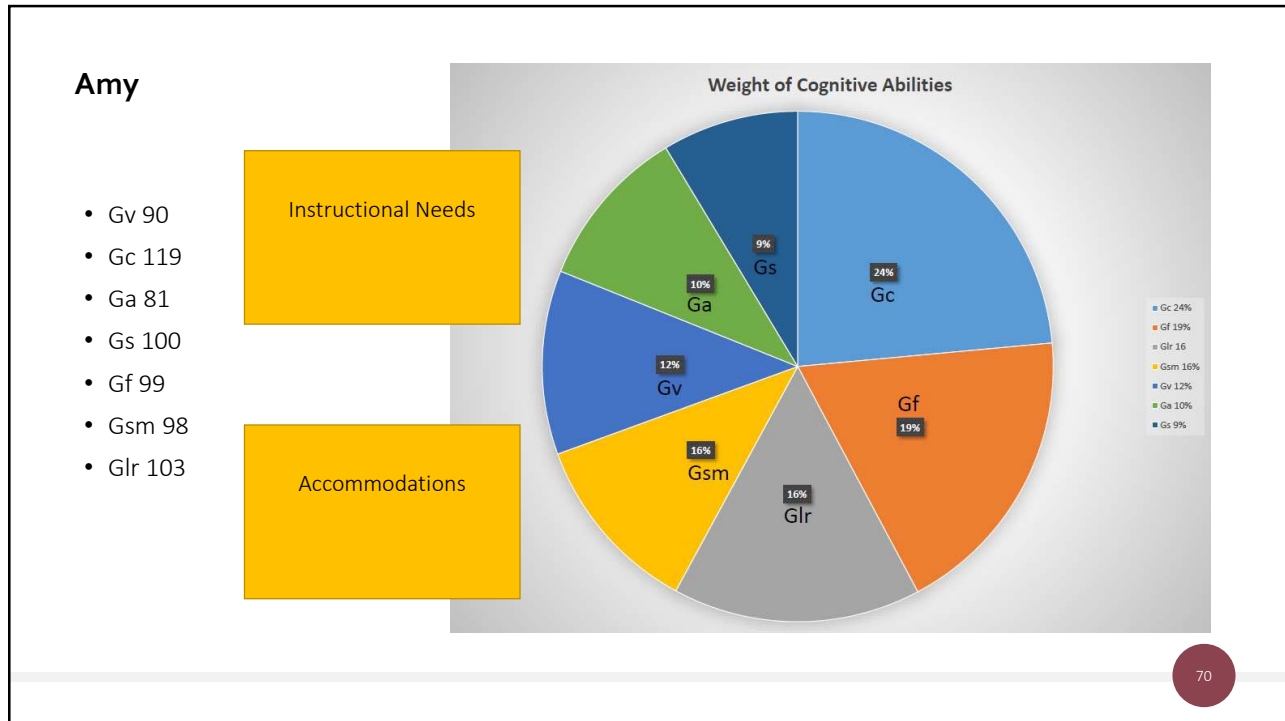
© 2012, Region One Education Service Center, Division of Instructional Support, adapted from Cattell-Horn-Carroll (CHC) theory of cognitive abilities model

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Breakout Room Roles

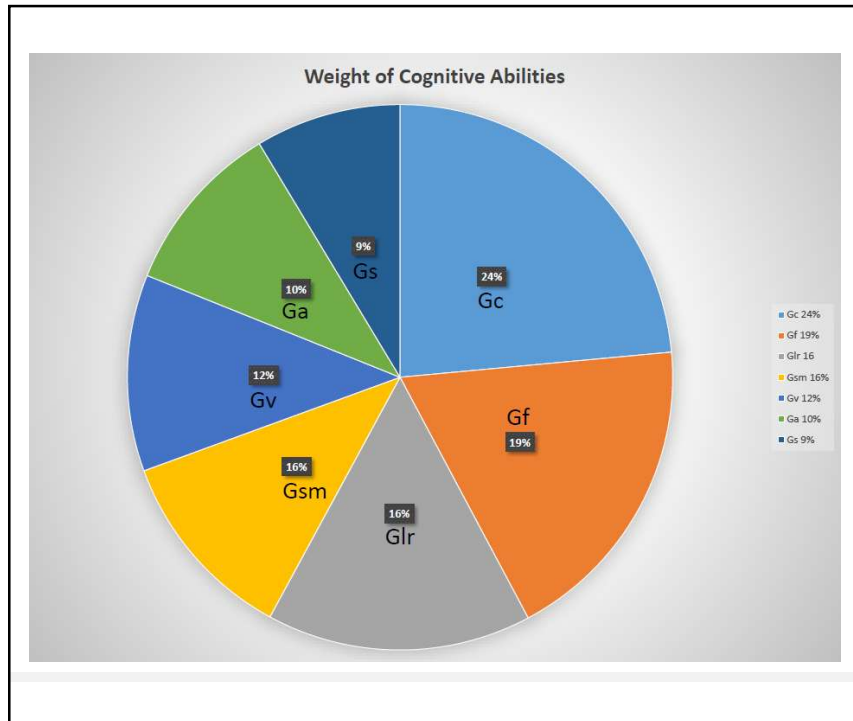
SPEAKER

NOTE TAKER

TIME KEEPER

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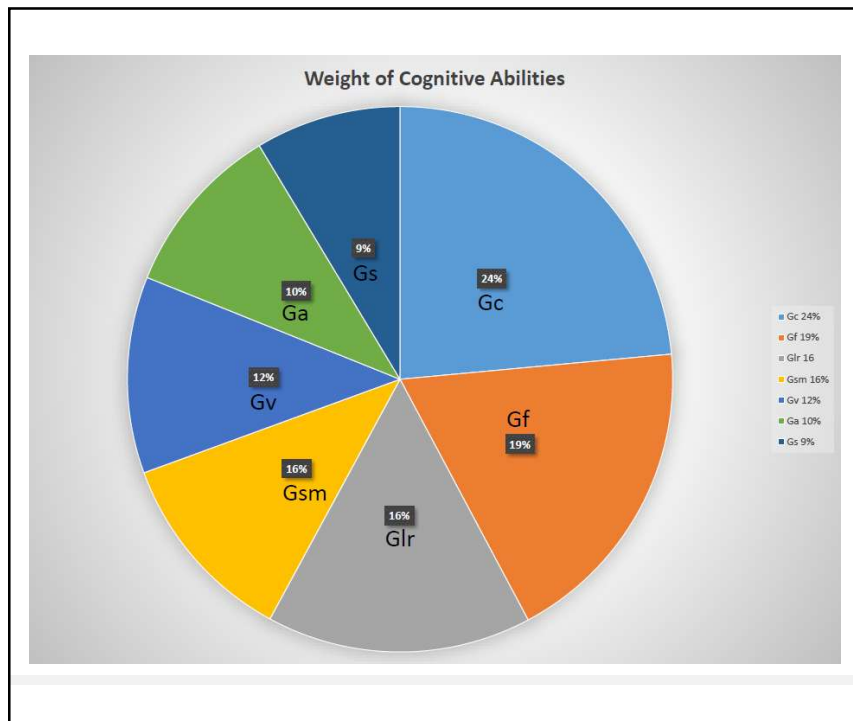
Let's Practice

Scenario 1

- Joe is student in 9th grade
- He struggles with Reading. According to the data collected he is reading at about the 6th grade level.
- Joe has ADHD
- Based on the FIIIE Joe's Gs scores are as follows:
 - Gs- 75
 - Ga- 78
 - Gsm- 82
 - Glr- 95
 - Gc- 97
 - Gf- 105
 - Gv- 98

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Let's Practice

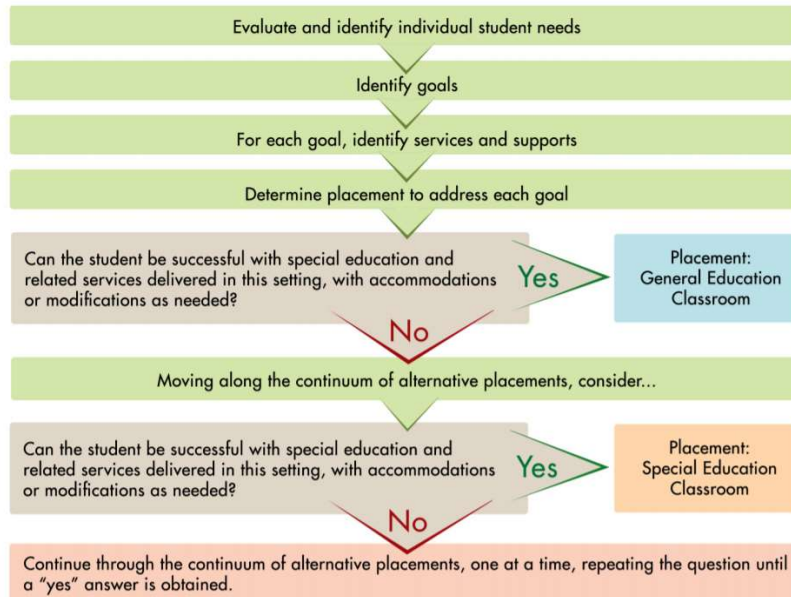
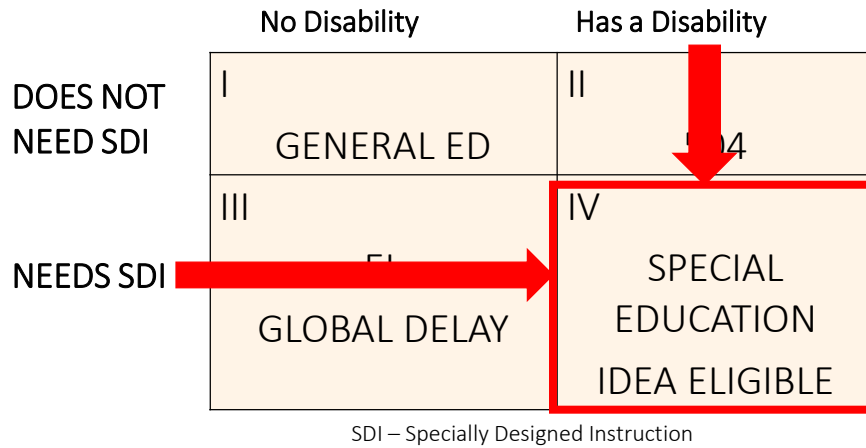
Scenario 2

- Anna is student in 4th grade
- She struggles with reading and math. According to the data collected she is reading at about the 1st grade level. She reads CVC word and some sight words. If passages or stories are read to her she is able to answer questions about the story.
- Based on the FIIIE Anna's Gs scores are as follows:
 - Gs- 75
 - Ga- 78
 - Gsm- 82
 - Glr- 82
 - Gc- 83
 - Gf- 92
 - Gv- 98

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Four Quadrant Analysis



Adapted from Kansas Special Education Process Handbook (p. 124), Kansas State Department of Education, 2018.

https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/IRIS_Least_Restrictive_Environment_InfoBrief_092519.pdf

What happens when the students is eligible for special education services?

For students eligible for special education services

- The ARD committee
 - develops an IEP
 - determines the type, frequency, location and duration of service(s) that the student will receive

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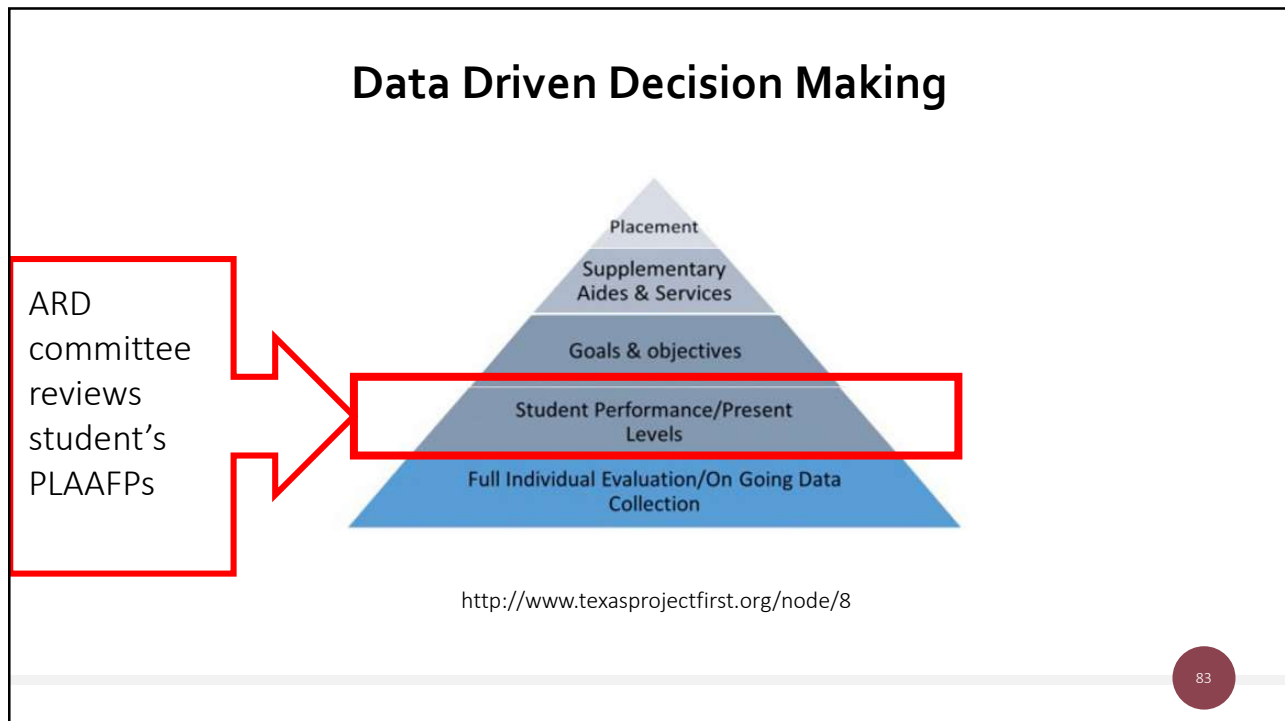
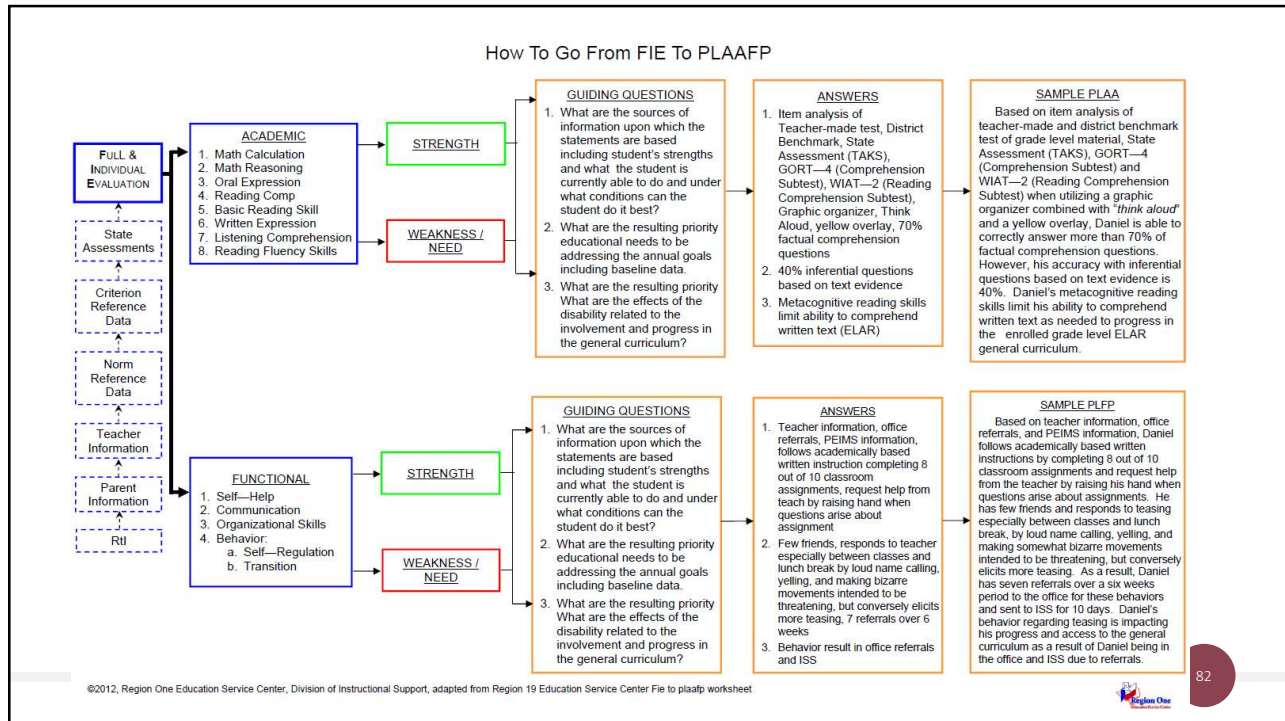
What comes to mind when you hear...



Individualized Education Plan

What does this stand for?

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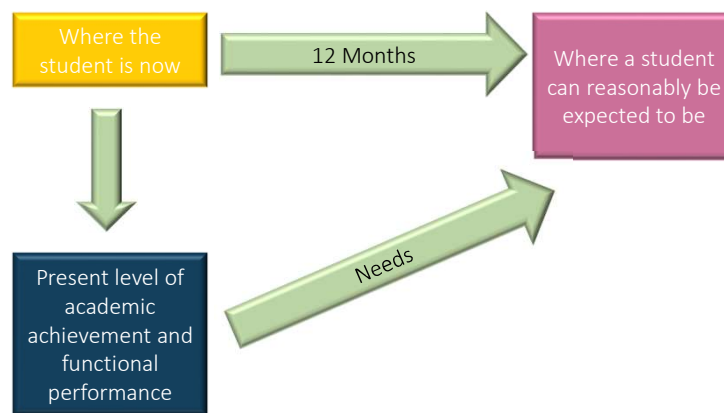
Developing a great IEP is contingent on...

Knowing your students

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PLAAFP Basis



Without the PLAAFP, the IEP does not have any data showing a student's present performance, and thus, cannot appropriate determine where the student's needs currently exist.

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Present Levels Statements

- A summary statement which describes the student's current achievement in the areas of need as determined by an evaluation.
- The PLAA & PLFP should contain current, relevant information.
- Provide the basis for:
 - IEP goals/objectives
 - Measuring progress
 - Constructing exemplary programs

"It is important that the statement of a child's present levels of educational performance be based on current, relevant information about the child, that is obtained from a variety of sources, including..." §300.320 (a)(1)(i)

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Data Driven Decision Making

ARD committee develops student's goals and objectives

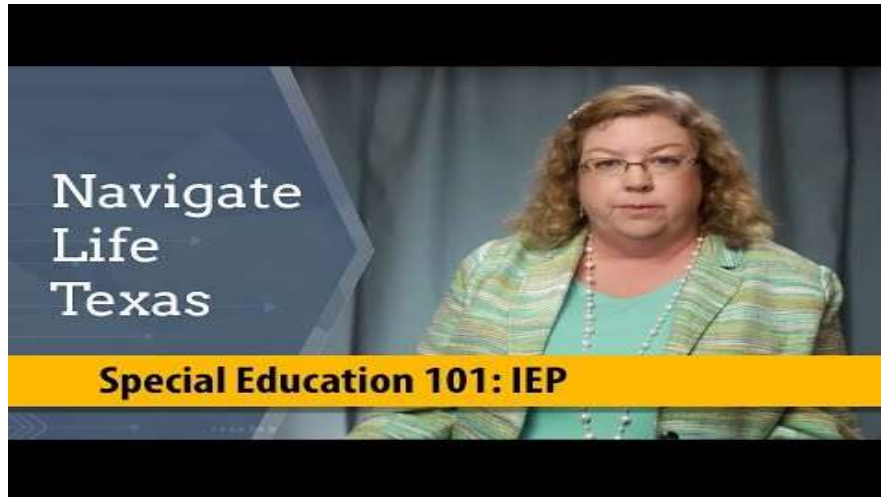


<http://www.texasprojectfirst.org/node/8>

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What is an IEP?



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Specially Designed Instruction

1. Determine the disability's impact.
2. Determine what adaptations are needed for the student to access and make progress in the enrolled grade-level curriculum.
 1. Content
 2. Methodology
 3. Delivery of instruction

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What are curriculum adaptations?

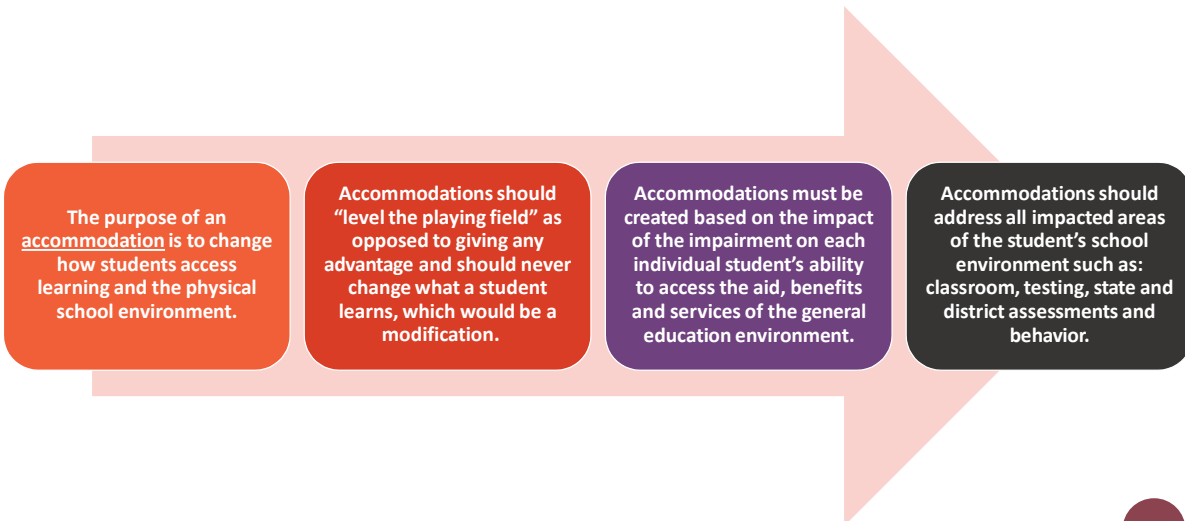
For students receiving Special Education or Section 504 services

Accommodations	Modifications
<p>You accommodate the “<u>how</u>” of learning. Accommodations are practices and procedures that provide equitable access to grade-level curriculum during instruction and assessment for all students. Accommodations are intended to reduce or even eliminate the effects of a student’s disability or limitation. Accommodations do not reduce learning expectations.</p> <p>You can accommodate only two things:</p> <ol style="list-style-type: none"> 1. Learning Environments 2. Input Strategies (how you present information to a student) and Output Strategies (how you get information from a student). 	<p>You modify the “<u>what</u>” of learning. Modification are changing, lowering or reducing learning or assessment expectations. Modifications may result in implications that could adversely affect a students throughout that individual’s educational career.</p> <p>You can modify only two things:</p> <ol style="list-style-type: none"> 1. Curriculum Content and Learning Expectations. 2. Student Behavior.

Only for students receiving Special Education services

Adapted from the work of the Bueno Center, University of Colorado, Boulder, Colorado, Texas Assessment Program, and from IDEA 2004.

Accommodations





What happens if the accommodations and/or modifications are not followed?

May have to go to ARD and explain to parents why they have not been followed

Could result in a "HARD ARD"

Could result in a Due Process Hearing due to denial of FAPE.

Trouble with the LAW



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IEP Goals

- The decision to include a goal in a student's IEP should be made **only after examining the student's PLAAFP**. A goal should be based on a critical area of need that is keeping the student from accessing and/or progressing in the general curriculum. The goal should also be something the student can reasonably be expected to attain within one year. The PLAAFP should provide information on where the student is currently performing in both academic and functional skills. This information allows the ARD committee to determine both a critical area of need and **what the student can reasonably be expected to achieve within one year**.

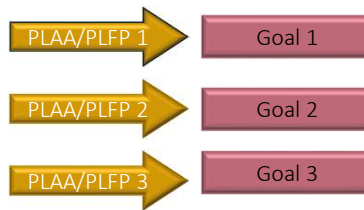


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Relationship Between the PLAA/PLFP and the Annual Goals

The PLAA/PLFP and annual goals must have a direct relationship. Each area of need identified in the PLAA/PLFP must be addressed somewhere in the IEP. Most will be addressed by annual goals, but they may be addressed in other ways.



Agenda

The ARD committee create goals and objective based on the students present levels of performance

<http://www.texasprojectfirst.org/node/8>

Specially Designed Instruction- SDI

FIE Know your students background

PLAAFP Describe the student

Goals Challenging and realistic

Our role in
each area.....

What does this
mean?

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Standards Driven Education and the IEP

- Special education is an array of services and supports that provide student *access to the general education curriculum*
- The IEP is a *tool* that specifies *how to implement the general education curriculum* with an individual student
- The IEP is determined by the assessment information that indicates where the student is *functioning within the general education curriculum*

Moll (2003); Nolet and McLaughlin (2005); Tileston, 2004

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Standards Driven Education and the IEP

- ❑ The IEP contains goals for instruction, accommodations, services, and support required to help the student *access and progress in the general education curriculum*

- ❑ The IEP addresses how special education will *supplement the general education curriculum* by providing instruction in specific curricular areas or skill areas not addressed in the general education curriculum

- ❑ The IEP is not the intended curriculum for a student with disabilities; rather, the *IEP is a plan for making the intended curriculum immediate and specific for a student.*

Moll (2003); Nolet and McLaughlin (2005); Tileston, 2004

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Specially Designed Instruction- SDI

1. Determine the disability's impact.
2. Determine what adaptations are needed for the student to access and make progress in the enrolled grade-level curriculum.
 1. Content
 2. Methodology
 3. Delivery of instruction

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Agenda

Once the ARD committee has developed goals and objectives, if applicable, they will discuss the supplementary aids and services as well as the placement of the student

<http://www.texasprojectfirst.org/node/8>

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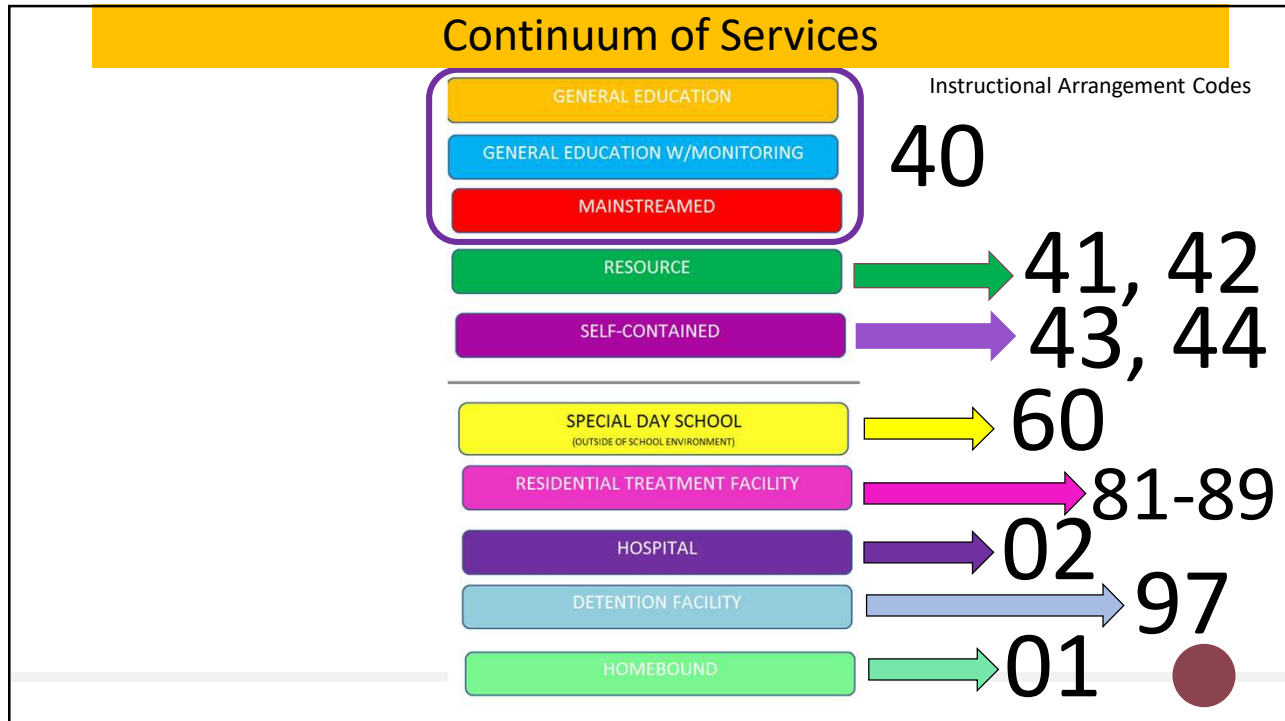
Least Restrictive Environment Continuum

Least Restrictive ←————→ Most Restrictive

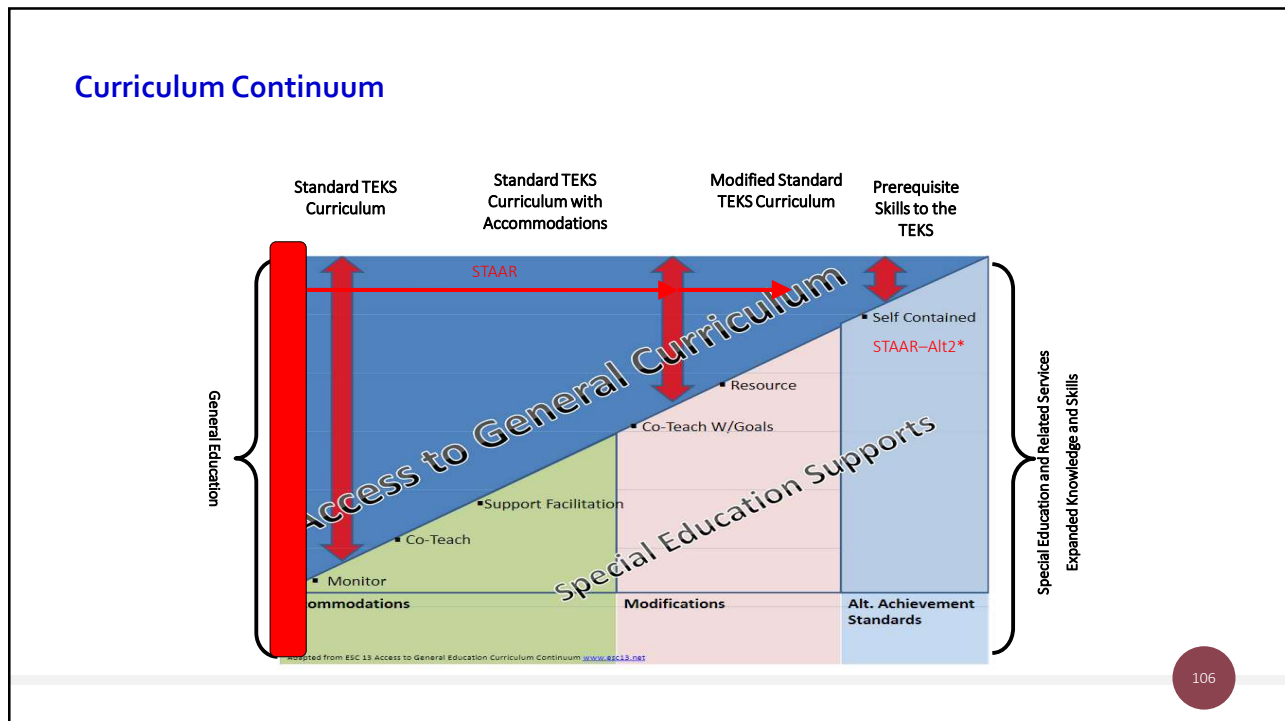
https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/IRIS_Least_Restrictive_Environment_InfoBrief_092519.pdf

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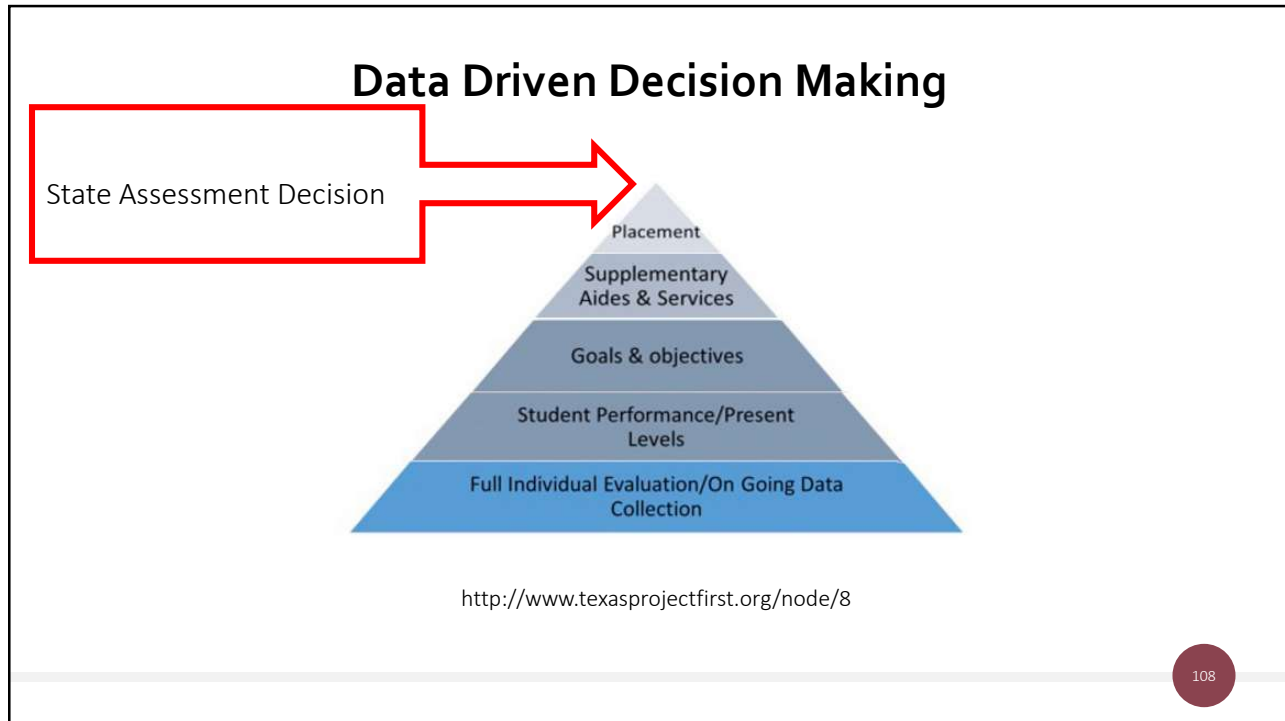
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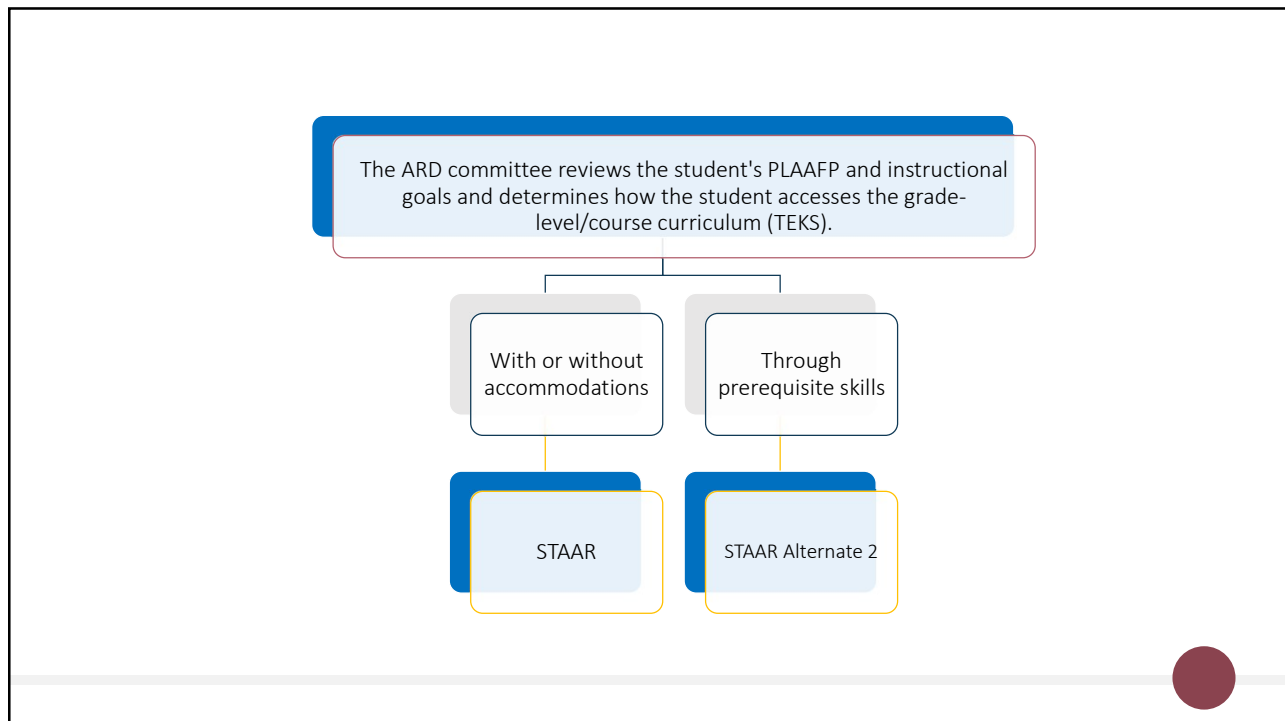
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The First Consideration = the General Assessment

- ▶ To determine whether the general assessment is the most appropriate,
 - ▶ ARD committees must review the student's present level of academic achievement and functional performance (PLAAPF).
 - ▶ Provides a clear understanding of student's performance in the grade-level/course TEKS, including strengths, current areas of need, and accommodations, modifications, or supports used.

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The First Consideration = the General Assessment

- ▶ ARD committees must review the student's instructional plan.
 - ▶ This is the basis for making appropriate assessment decisions.
 - ▶ Provides a clear understanding of how student will access the grade-level/course curriculum, including accommodations, modifications, or supports needed.

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The First Consideration = the General Assessment

- ▶ ARD committees must understand
 - ▶ What statewide assessments are required and available (STAAR, STAAR Spanish, STAAR Alternate 2)
 - ▶ Assessed TEKS
 - ▶ Design and format of each statewide assessment
 - ▶ Accommodation policies
 - ▶ Implications of taking a particular statewide assessment

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- ▶ If STAAR, with or without accommodations, is appropriate for a student, the ARD committee must document this decision and the testing accommodations the student will receive.
 - ▶ Documented testing accommodations must be consistent with state accommodation policies posted on Accommodations Resources web page.
 - ▶ For accommodations that require TEA approval through submission of an Accommodation Request Form, document *“pending TEA approval.”*

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State Assessment Accommodations

If the student has one or more of the following committees, he/she may qualify for:	RTI, Student Assistance Team, or other related support	Language Proficiency Assessment Committee (LPAC)	Section 504 Committee	Admission, Review, and Dismissal (ARD) Committee
Basic Transcribing	X		X	X
Braille	X		X	X
Calculation Aids			X	X
Content and Language Supports		X	X	X
Extra Time	X	X	X	X
Individualized Structured Reminders	X		X	X
Large Print	X		X	X
Manipulating Test Materials	X		X	X
Mathematics Manipulatives	X		X	X
Oral/Signed Administration	X	X	X	X
Spelling Assistance			X	X
Supplemental Aids	X		X	X

* Routinely does not mean the student uses the support every day, it means the student has used the support often enough during class and testing that he or she is able to use it independently. In addition, the support has been proven to be effective in meeting the student's needs.

<https://tea.texas.gov/sites/default/files/2020-2021%20Parent%20Resource%20Chart.pdf>

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In Conclusion

- Special Education Service Providers must align their goals to standards as dictated by IDEA and ESSA
- Our primary goal, as service providers, is to support the student's progress in the general education curriculum, whether the student has access to it as designed, accommodated, modified or access to alternate achievement standards.

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*Thank
you*

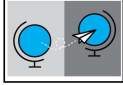


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