Collaborative ARD Meetings

Region One ESC
Jennifer Pesina
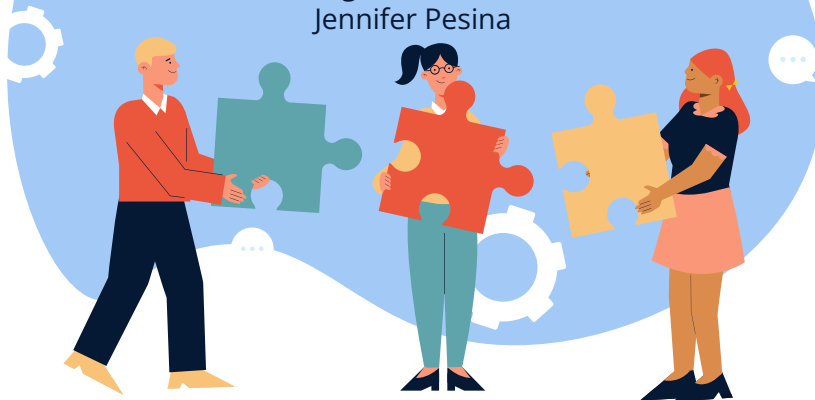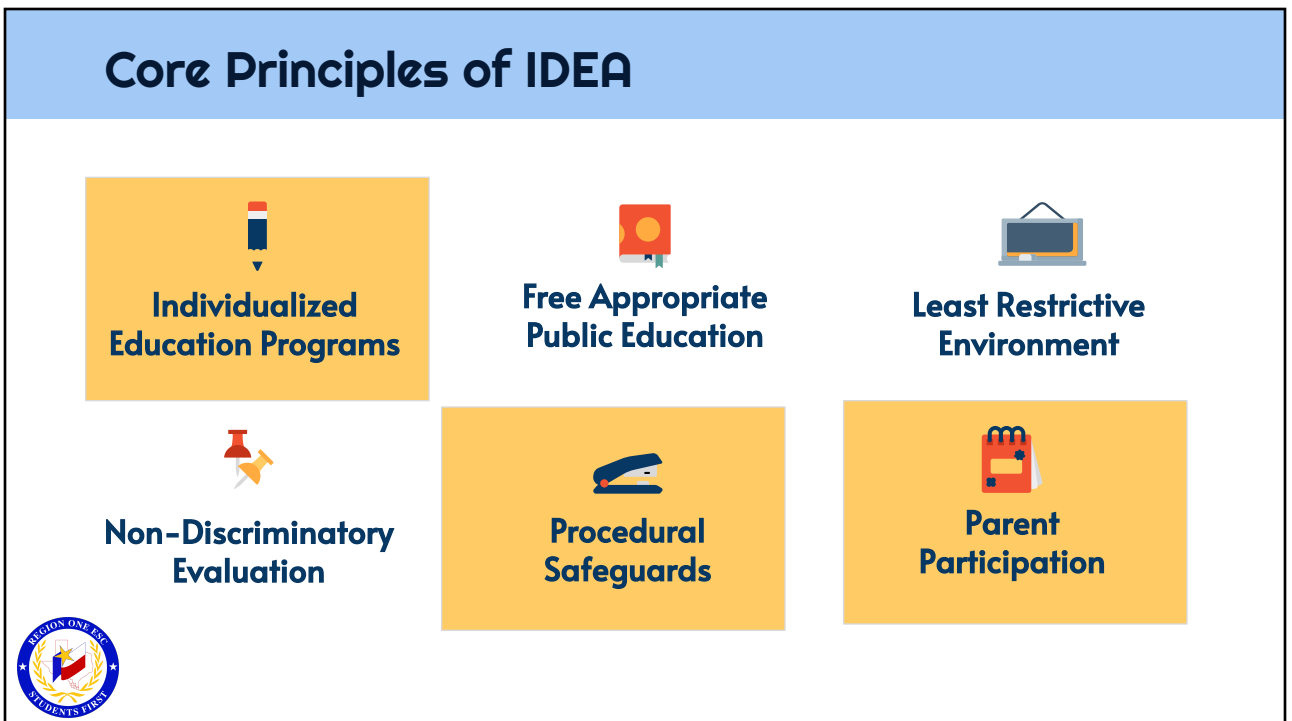

Intellectual Property Statement

Active Prior Knowledge: Let's Talk About ARD Meetings...

I. Have you ever received training on HOW to conduct an ARD meeting?

II. What are the benefits of collaborating with others to develop an IEP?

III. What are some challenges of collaborating with others to an IEP?

VI. Throughout this training you will be asked to think about how you can improve your current practices of conducting ARD meetings.

Core Principles of IDEA

Individualized Education Programs

Free Appropriate Public Education

Least Restrictive Environment

Non-Discriminatory Evaluation

Procedural Safeguards

Parent Participation

Federal Laws & Family Engagement

Every Child Succeeds Act (ESSA)

Requires schools to <u>meaningfully engage</u> the parents of all students and ensure that hey are <u>given input and influence in decision making</u>.

Individuals with Disabilities Education Act (IDEA)

Requires that the parents of student with disabilities are <u>full and equal participants</u> with school personnel on their child's individualized education program team.


IDEA & Parent Participation

The law requires parents/guardians to have an opportunity to participate in the IEP Process.

This means that , from referral to exit, parents are entitled to be actively involved in discussion, solutions, and decisions including:

1. Seeking information and ideas from parents when setting up the meeting date/time and meeting agenda.
2. Considering parent information and ideas when developing the IEP.
3. Sharing drafts of the IEP and new evaluation reports prior to discussion at a meeting.
4. Making someone available to explain the parent's rights of a child with a disability within the Child-Centered Special Education Process.
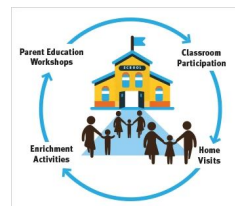
Complexity of Special Education

Law Driven	The special education process is governed by laws that require interpretation.
Jargon & Acronyms	The special education process is a world filled with its own language.
Timelines	The special education process has required timelines that district's report for the purpose of accountability.
Emotionally Charged	Educating children is a high stakes process.
Requires Trust & Communication	The special education process required the ability to communicate the student's needs to develop an IEP, and trust that once developed the IEP will be implemented.
Required Consensus	ARDC members have unique roles and perspectives, yet are required to reach consensus regarding the development of an individualized education plan that best serves the student.

ADMISSION, REVIEW, & DISMISSAL COMMITTEE (ARD)
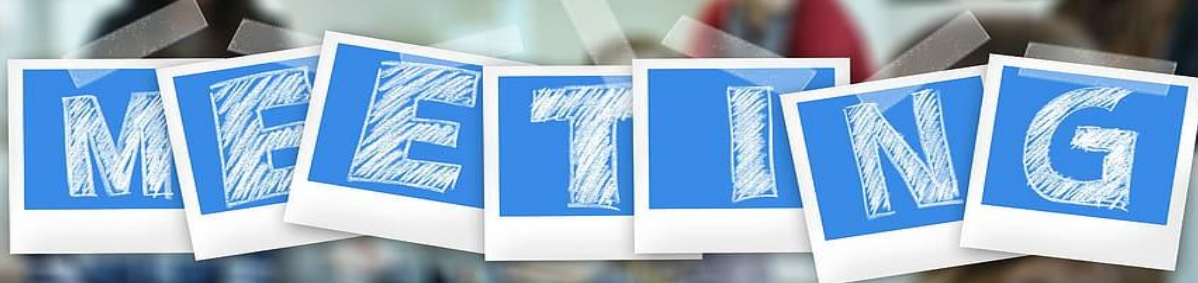
Setting Rigorous Expectations

Before digging into the details of Individualized Education Program (IEP) development, take a minute to set your mind toward high expectations and rigorous goals for students with disabilities. Without this mindset, the IEP will fall short, and our students will not achieve all that they are capable of. TEA believes that there is shared responsibility across the state to ensure that all students, including students with disabilities, are held to rigorous academic standards and high expectations. The IEP must be individualized, based on the unique needs of that child, and designed to enable him or her to work towards grade-level content standards and achieve challenging goals. Proper provision of a free appropriate public education (FAPE) means that all students have access to the supports and services that will prepare them for success in college, careers, and independence. We encourage you to ensure that the IEP provides all students with the opportunity to meet challenging goals and achieve their full potential. To support quality IEP development, each Education Service Center (ESC) offers the state-level Standards-Based IEP Process Training that was developed by TEA's Child Find, Evaluation, and ARD Supports Network. An online version of the Standard-Based IEP Process Training will launch on TEALearn in fall 2022. In addition, TEA's Complex Access Needs Network (TX CAN) offers an excellent online course, A Step Toward IEP Quality and Rigor, designed to support educators in developing high-quality standards-based IEPs for students with significant cognitive disabilities.

Required members at the ARD Meeting:	Additional participants who may be required or invited to attend based on student needs or eligibility:	
Parent or Adult Student	Student with a disability	TVI
Regular Education Teacher	Agency Representatives	TODHH
Special Education Teacher	LPAC Member	JJAEP Administrator
LEA Representative	CTE Representative	ECI Representative
Individual who can interpret instructional implications of evaluation results	Others with knowledge or special expertise (e.g. related service providers, dyslexia specialist)	

Who are the ARD Committee Members?

EXCUSAL from ARD committee meetings

ARD Committee Members

Area of the curriculum or related service is **NOT** being modified or discussed → Parent AND the LEA must agree in writing that attendance is not necessary → Member is **NOT** required to attend

Area of the curriculum or related service **IS** being modified or discussed →

LEA obtains informed consent in writing from parent

AND

Members submits in writing, to the parent and ARD committee input into the development of the IEP prior to the meeting

→ Member may be excused

TEA IEP DEVELOPMENT, 2023

Review of IEP's & Eligibilities

Annual ARD	IEP's must be reviewed at least annually.
Review ARD	A review ARD can be conducted at any time to make changes to the student's eligibility determination, changes to placement, and to conduct a manifestation determination.
Amendment	A student's IEP can be adjusted without a committee meeting in instances that do not involve as student's eligibility determination, changes to placement, or to conduct a manifestation determination.
Review of Existing Evaluation Data (REED)	Before any evaluation can take place, a REED must be conducted to identify what additional data, if any are needed to determine: a student's continued eligibility, present levels of academic achievement and functional performance, or whether there any changes need to be made in order for the student to make progress.
Re-evaluation	A reevaluation must occur at least once every three years, unless the parent and the public agency agree that a reevaluation is unnecessary. 34 C.F.R. § 300.303(b)(2)

Sections of an IEP	
Present Levels of Academic Achievement and Functional Performance	Present Levels of Academic Achievement and Functional Performance (PLAAFP) describes your child's current abilities, skills, challenges, and strengths in both academic and functional areas (social skills, daily living skills, behavior). It also describes how your child's disability affects his or her involvement and progress in the general education curriculum.
Annual Goals	Measurable **annual academic and functional goals** are based on your child's unique needs as identified in the PLAAFP. The IEP must describe how your child's progress toward annual goals will be measured and when the progress reports will be provided to you.
Special Education and Related Services	**Special education** is instruction that is specially designed to meet the unique needs of your eligible child with a disability. **Related services** are the services that your child needs to benefit from his or her special education services. These services may include, but are not limited to, counseling, physical therapy, occupational therapy, and transportation. Special education and related services are provided at no cost to parents/guardians.
Supplementary Aids and Services	**Supplementary aids and services** are supports that may help your child learn with other students without disabilities in general education classrooms, other educational settings, and in extracurricular and nonacademic settings. These supports may be equipment or assistive technology such as audiobooks or highlighted notes. Supports may also include training school staff to support your child's needs.
Least Restrictive Environment	**Least Restrictive Environment (LRE)** describes the extent to which your child will participate in general education classes and extracurricular activities with other students without disabilities as much as appropriate.
State/Districtwide Assessments	**State and districtwide assessments** section address your child's participation in these tests including any needed testing accommodations or a need for an alternate assessment.
Transition	**Transition** services address what skills your child needs to learn to be successful in life after graduating from high school. In Texas, transition planning must begin for your child no later than the age of 14.

TEA IEP DEVELOPMENT, 2023

What areas of development are included in a PLAAFP?

The ARD committee MUST CONSIDER multiple factors, including the student's strengths and academic and nonacademic needs in the development of the IEP. Therefore, the PLAAFP must establish an overall baseline of the student's strengths and needs across academic and functional areas so that the ARD committee can effectively develop the annual and if necessary, short-term goals in the IEP.

Academic Achievement:
- Reading, spelling, and writing
- Math calculation and math problem solving
- Listening comprehension
- Vocabulary development
- Science
- Social Studies

Functional Performance:
- Daily living or self-help skills - dressing, eating, using the restroom
- Social skills - turn-taking, participation, play
- Behavior - attention, focus, inhibition, self-control, executive function
- Sensory skills - hearing, seeing
- Communication skills - talking, listening, participating in conversation
- Mobility - getting around school and the community

PLAAFP ELEMENTS

PLAAFP ELEMENTS

PLAAFP

- Clear, objective baseline data
- Description of student's strengths, need(s), and skill gaps
- Explanation of how gaps affect student learning and participation
- Explanation of how the student's disability impacts his or her progress in the general curriculum
- Information the ARD committee uses to determine what student can achieve in one year

- WORK SAMPLES
- BEHAVIORAL DATA
- PARENT/TEACHER INPUT
- CURRICULUM-BASED ASSESSMENTS
- IEP PROGRESS REPORTS
- CLASSROOM OBSERVATIONS
- INTERVENTION DATA
- STATEWIDE ASSESSMENT DATA
- FIE/RE-EVALUATION DATA
- MEDICAL RECORDS
- OUTSIDE EVALUATIONS

Annual Goals

Annual Measurable Goal

- The goal connects back to the critical needs identified in the present level of academic or funtional performance (PLAAFP).
- The goal projects expected progress over the next 12 months, or less if short-term objectives or benchmarks are included.

Components of a Standards-Based IEP

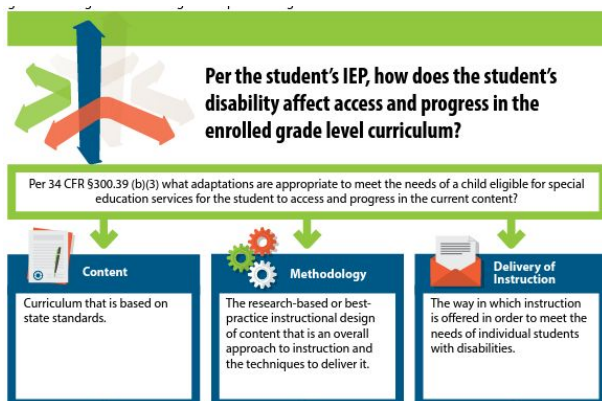| TIMEFRAME	CONDITIONS	BEHAVIOR (Performance or Skill)	CRITERION
Amount of Time:	**Resources or Supports:**	**Action that Can Be Measured:**	**Amount of Growth Expected:**
Number of weeks or completion date	With graphic organizer, physical prompts	Point to, comprehends, writes, completes a task	How much, how often, or what standard to demonstrate progress: *Speed, Latency, Accuracy, Frequency, Duration*

Supports & Services

Evaluation	Impact of Disability*	Annual Goals	Specially Designed Instruction	Progress Monitoring Plan
Does the student qualify under one of the eligibility categories and need special education services?	How does the identified disability affect the student's learning?	How much can the student progress in one year?	What does the student need to ensure progress?	How will we know the student is successful?

*Impact of disability is only one part of the present levels of academic and functional performance statement (PLAAFP).

What is Specially Designed Instruction?

Per the student's IEP, how does the student's disability affect access and progress in the enrolled grade level curriculum?

Per 34 CFR §300.39 (b)(3) what adaptations are appropriate to meet the needs of a child eligible for special education services for the student to access and progress in the current content?

Content
Curriculum that is based on state standards.

Methodology
The research-based or best-practice instructional design of content that is an overall approach to instruction and the techniques to deliver it.

Delivery of Instruction
The way in which instruction is offered in order to meet the needs of individual students with disabilities.

SDI is...	SDI is not...
• developed to address the unique needs of one student that result from an identified disability • developed by the ARD committee • ensures access to the general curriculum delivered by the most appropriate provider as determined by the ARD committee • implemented per the IEP • includes accommodations, modifications, and related services • aligned with the grade level TEKS • adapting content, methodology, and delivery of instruction • in addition to general education instruction	• determined by a specific disability category • developed for groups of students • high-yield instructional strategies used in general education instruction that ALL students receive (it can be in addition to high-yield instructional strategies) • provided without collaboration between general and special education teachers • part of a multi-tiered system of support (MTSS) (it can be in addition to MTSS) • permanent and unchanging • differentiated instruction • only accommodations • only monitoring progress

Accommodations and Modifications

Accommodations

Accommodations change how the content is taught, made accessible, and/or assessed.

Accommodations DO NOT change what the student is expected to master. The objectives of the course/activity remain intact. (Texas Project First) http://www.texasprojectfirst.org/node/173

Accommodations are part of the specially designed instruction that allow the student access to the general curriculum.

Accommodations for instruction should be based on the needs of the student and as captured on the IEP. These accommodations may or may not be allowed on state assessment, but should still be used for classwork. Allowable accommodations for the state assessment should be reviewed each school year on the TEA website.

Examples of accommodations include but are not limited to

Presentation
- Shortened Assignments
- Oral/Signed Administration
- Audio text
- Reminders to stay on task (visual, verbal, or tactile)
- Large-print or Braille materials

Response Format
- Calculator
- Use of word processing software
- Use of word prediction software
- Use of a scribe

Setting
- Preferential Seating
- Small-group instruction
- Special education setting
- Setting with distractions removed (e.g., desk carrel)

Timing/Scheduling
- Extended Time
- Frequent breaks
- Cooling-off period
- Assignments due in segments

Modifications

Modifications change what the student is expected to master. Course, activity, and/or TEKS objectives are altered to meet student needs.

The TEA STAAR Alternate 2 Vertical Alignment documents align all the TEKS by content in order from kindergarten through high school. Educators can use these documents to identify prerequisite skills needed by any student to progress toward grade level standards. This document is not just for students taking STAAR Alternate 2.

Examples of modifications include but are not limited to

- Use of the same materials but for a different purpose (e.g., circling all the numerals that are 5s as other students add the numbers in columns.

- Introduction of only vocabulary that will be encountered more commonly, instead of all vocabulary required for the unit of instruction (e.g., battery, electricity, magnet versus ampere, volt, semiconductor, and others)

- Writing standard of a 5-paragraph essay with claims, evidence, and analysis changed to a 1-paragraph essay with a main idea and details.

- Grading based on a different criteria than what is used for other students

---

LEAST RESTRICTIVE ENVIRONMENT
Determining Continuum of Placements - Best Practices and Considerations

STAFF

What staff are needed to implement an IEP that meets the student's needs in order for the student to make progress toward his/her annual goal(s) and in the general curriculum?

Examples: General educator in collaboration with special educator, Part time support from special educator, Full time support from special educator, Supplemental aids and services

SUPPLEMENTAL AIDS AND SERVICES

Are supplemental aids and services needed for the student to make progress toward his/her annual goal(s) and in the general curriculum?

Examples: Scheduled time for special education and general education co-planning, Modified curricular goals, Pre-teaching, Alternate ways for student to demonstrate learning, Test modifications, Changing method of presentation, Adaptive equipment, Audio text, Adjustments to sensory inputs (i.e. lights, sound), Social skills instruction, Facilitating friendships, Counseling supports

PROGRAM ADJUSTMENTS

Are program adjustments needed for the student to be involved in and to make progress toward his/her annual goal(s) and in the general curriculum?

Examples: Accommodations (changing **HOW** the student demonstrates learning and/or **HOW** the teacher presents content), Modifications (changing **WHAT** the student is expected to learn), Access via pre-requisite skills (instruction based on below grade level skills that support student progress toward grade level standards)

TRAINING AND SUPPORTS

Is training of personnel or parents needed for the student to be involved in and to make progress toward his/her annual goal(s) and in the general curriculum?

Examples: Training for staff; In-home training for student and/or parents

INSTRUCTIONAL ARRANGEMENT/ SETTING

Taking into consideration the special education services needed above, what is the most appropriate instructional arrangement/setting in which to implement the student's IEP?

Examples: General education classroom, Inclusion support, Resource, Self contained, Alternative campus, Non-district placement

| STAAR |
| STAAR Alternate 2 |
| TELPAS |
| TELPAS Alternate |

STAAR
Alternate 2
State of Texas
Assessments of
Academic Readiness
—Alternate 2—

Statewide and District Assessments

Under federal and/or state law, state assessments must be given to all children to determine whether schools have been successful in teaching children the state academic content standards. In Texas, the academic content standards are known as the Texas Essential Knowledge and Skills (TEKS). Children who receive special education services will take the appropriate state assessments which are based on grade-level content per FEDERAL REGULATIONS.

The ARD committee's decisions regarding a student's participation in STAAR must be based on the student's present levels of academic achievement and functional performance (PLAAFP), annual goals, accommodations, and modifications.

The state's student testing program requires that all students be tested in grades 3-8. Students in grades 9-11 are required to take end-of-course (EOC) assessments. Students in grades K-12 that are English learners are also required to take the Texas English Language Proficiency Assessment System (TELPAS) or TELPAS Alternate to assess their progress in learning the English language.

Districtwide assessments are those tests that school districts administer as part of their assessment programs to measure grade-level and/or content-specific knowledge.

ARDC Member Participation

PLAAFP	Services	Transition Services	Annual Goals	Accommodations/ Modifications
34 CFR 300.47(a)(1)	34 CFR 300.347 (a)(3); 34 CFR 300.347(a)(6)	34 CFR 300.347 (b)(1)	34 CFR 300.347 (a)(2)	34 CFR 300.347 (a)(5)(i)
"The IEP for each child with a disability must include . . . a statement of the child's present levels of educational performance, including— "(i) How the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children); or "(ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;"

Input From: General Education Teacher, Special Education Teacher, Related Service, Parent, Student, Assessment Personnel | "The IEP for each child with a disability must include... a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child…

Input From: General Education Teacher, Special Education Teacher, Related Service, Parent, Student, LEA Representative | "The IEP must include...[f]or each student with a disability beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program);"

Input From: Special Education Teacher, Parent, Student, Transition Service Agency Representative, Assessment Personnel, CTE Representative | "The IEP for each child with a disability must include . . . a statement of measurable annual goals, including benchmarks or short-term objectives, related to— "(i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled children), as appropriate, to participate in appropriate activities; and "(ii) Meeting each of the child's other educational needs that result from the child's disability;"

Input From: General Education Teacher, Special Education Teacher, Related Service, Parent, Student, | "The IEP for each child with a disability must include . . . a statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment;"

Input From: General Education Teacher, Special Education Teacher, Parent, Student, |

LRE	Progress Monitoring
34 CFR 300.47(a)(4)	34 CFR 300.47(a)(7)(i); 34 CFR 300.47(a)(7)(ii)
"The IEP for each child with a disability must include . . . an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in 34 CFR §300.347(a)(3);"

Input From: General Education Teacher, Special Education Teacher, Related Service, Parent, Student, Assessment Personnel | "The IEP for each child with a disability must include . . . a statement of how the child's progress toward the annual goals described in 34 CFR §300.347(a)(2) will be measured;"

"The IEP for each child with a disability must include . . . a statement of how the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress, of—

Input From: General Education Teacher, Special Education Teacher, Related Service |

ARD Committee Meeting Documentation

1 **Meeting Participants**
The IEP must include the name, position/title, and signature of each member PARTICIPATING in the meeting.

2 **Indication of Agreement or Disagreement**
The IEP must indicate whether the student's parents/guardians, the adult student, if applicable, and the district representative/administrator AGREED or DISAGREED with the decisions of the ARD committee.

3 **Statement of Disagreement**
If the IEP was not developed by agreement of all ARD committee members, the IEP MUST INCLUDE a written statement of the basis of the disagreement. Each ARD committee member who disagrees with the IEP is entitled to include his or her statement of disagreement.

Name: **1**	Position: **1**	Signature: **1**	Agree	Disagree **2**
First Last	Parent(s)/Adult Student	*Signature*	X	
First Last	District Representative	*Signature*	X	
First Last	General Education Teacher	*Signature*		
First Last	Special Education Teacher/Provider	*Signature*		
First Last	Assessment	*signature*		
First Last	Speech Language Pathologist	*Signature*		
First Last	Student	*Signature*		

Statement of Disagreement: **3**
All participants agreed.

IEP Implementation

The purpose of the implementation stage of the IEP process is to deliver the services and supports outlined in a student's IEP. To ensure that these services and supports are implemented correctly, the school administrator should make sure that:

- Parents are meaningfully involved in the IEP's implementation.

- School personnel understand their responsibilities and have the skills and training necessary to deliver the supports and services as outlined in the IEP with fidelity.

https://iris.peabody.vanderbilt.edu/module/iep02/cresource/q2/p05/#content

Parent Participation

For parents to be meaningfully involved schools should:

- Establish and maintain open lines of communication—Because parents are valuable resources, any information they share should be considered. For example, when a student is having difficulty at school, the parent can often offer insight and can be instrumental in identifying possible reasons and solutions.

- Frequently inform the parents of their child's progress toward meeting her IEP goals and objectives.

- Involve parents in any changes to their child's IEP.

https://iris.peabody.vanderbilt.edu/module/iep02/cresource/q2/p05/#content

PARTICIPATION
PARTNERSHIPS
FAMILY ENGAGEMENT
COMMUNICATION

School Personnel

IDEA requires that school personnel begin to deliver the services outlined in the IEP as soon as possible. To guarantee there is no delay,ensure that all individuals involved in implementation:

- Have access to the IEP

- Know their responsibilities for IEP implementation

- Are informed of the accommodations, modifications, and supports that must be provided to the student

https://iris.peabody.vanderbilt.edu/module/iep02/cresource/q2/p05/#content

Progress Monitoring

By continuing to review a student's progress throughout the year, school personnel and parents can reasonably predict whether the student will achieve the goals specified in the IEP by the end of the year. Progress reports must be provided to the student's parents at least as often as those shared with the parents of children without disabilities (e.g., every nine weeks to coincide with report cards).

- Check that data on a student's progress toward meeting her IEP goals are being collected.
- Examine the student's data to determine whether she is making appropriate progress.
  - If yes, continue to implement the IEP and monitor the student's progress.
  - If no, determine:
    - Possible reasons for the student's lack of progress
    - Whether adjustments or changes to the student's instruction or behavior plan can be made by school personnel
    - Whether the type or extent of the change(s) that need to be made warrant an IEP meeting
    - How these concerns will be communicated to parents so that they remain informed of their child's progress

---

ESTABLISHING TRUST & Partnerships

Establishing Meaningful Partnerships

Meaningful partnerships begin with **TRUST.**

Developing trust depends on deliberate actions and behaviors.

Behaviors that help establish trust:

Benevolence	Competency
Reliability	Honesty

Meaningful Partnerships: Best Practices

Beginning of the year procedures

- Special Education Teacher Introduction
- Establishing Expectations
- Discussing the student's IEP

Open Communication

- Keeping the parent informed of the child's progress
- Notifying the parent of upcoming events
- Responsiveness to parents/students needs

Sharing Information

- Providing information regarding the student's IEP
- Involving the parent and student in decision making
- Sharing resources

Beginning of the Year Introductions

BOY Letter to Parent

- Teacher Contact Information
- Annual ARD Due Date
- FIE Due Date
- Important Reminders

Greetings,
I will be your child's special education teacher for the 2023-2024 school year. My responsibilities as your child's assigned teacher include collecting data to provide to the ARD Committee to review and develop your child's IEP.

Annual ARD Due: _____

Full and Individual Evaluation Due Date:_____

Before the any annual ARD or Full and Individual Evaluation due date, I will be contacting you to get input and information that will be included in your child's IEP. Your input is very valuable!

Teacher Contact Information
Jennifer Pesina
E: jpesina@esc1.net
P:956-984-6215
Conference Period: 10:00-10:45

Please provide your contact information and preferred method of communication.

Scheduling ARD Meetings

19 TAC §89.1050

(d) The school district must take steps to **ENSURE** that one or both parents are **PRESENT** at each ARD committee meetings or are afforded the opportunity to participate, including notifying the parents of the meeting early enough to **ENSURE** that they will have an opportunity to attend and scheduling the meeting at a **MUTUALLY AGREED** upon time and place.

Additionally, a school district must allow parents who cannot attend an ARD committee meeting to participate in the meeting through other methods such as through telephone calls or video conferencing.

The school district must provide parents with written notice of the ARD committee meeting that meets the requirement in 34 CFR§300.322, at least five school days before the meeting unless the parents agree to a shorter time frame.

Notice of ARD Meeting

At Least 5 School Day's Notice is required,(not including the day the notice is sent)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Notice Sent Home	Day 1	Day 2	Day 3	Day 4	✖	✖
Day 5	ARD Meeting Can Be Held				✖	✖

Notice of ARD Meeting

✓	Parent can agree to a shorter time frame, BUT the agreement must be documented
✓	Parent can opt not to attend the ARD meeting, BUT it must be documented
✓	Notice of ARD Meeting must be sent in the parent's native language or mode of communication
✓	Notice of ARD Meeting must state the time, location, and purpose of the meeting
✓	Multiple modes of attendance must be offered to the parent

Have you experienced any of these behaviors in an ARD meeting?

- ☑ Late arriving members
- ☑ Lack of preparedness
- ☑ Distracted ARD members
- ☑ Lack of participation

Pre-Conferencing with School Staff

- ❏ ARD Members understand the purpose of the ARD Meeting
- ❏ ARD Committee Members understand their roles and responsibilities.

TRAINING

General Education Teacher	Knowledgeable about: General Education Curriculum and Specific Knowledge of the Student
Special Education Teacher	Knowledgeable about: Specially Designed Instruction, IEP development, and Specific Knowledge of the Student
LEA Representative	Knowledgeable about: Specially Designed Instruction, General Education Curriculum, and Availability of resources of the Public Agency

Pre-Conferencing with School Staff

Pre-Conference with staff to coordinate and ensure:
- Necessary Participants are in attendance
- Participants will remain for the duration of the meeting
- Participants will come prepared with input for the meeting

ARD not properly constituted

Parent may feel disrespected

Pre-Conferencing with Parent

❏ Parent understands the purpose of the ARD Meeting
❏ Parent understands their role as an active participant

✓ Review IEP with Parent and Discuss Proposed Changes

✓ Provide Resources to increase knowledge of Special Education

✓ Provide Open lines of Communication

Evaluation Results

✓	Review Evaluation Results with parent in a private meeting
✓	Be Cognizant of Parent's Emotional Response to Evaluation Results
✓	Provide a Supportive Environment during the ARD Meeting

Ideal IEP Meetings

- ❏ Meeting time and place is mutually convenient for all participants.
- ❏ Pre-conferencing occurs with staff and parents.
- ❏ Evaluation results are reviewed in advance.
- ❏ Parents are greeted upon arrival.
- ❏ Participants are introduced.
- ❏ A written agenda is available and the meeting has a clear purpose.

Ideal IEP Meetings

- ❏   Ground rules are set
- ❏   Participants are conscious of time constraints.
- ❏   All participants contribute to the meeting.
- ❏   The outcomes of the meeting are restated at the end of the meeting.
- ❏   An open door policy exists between meetings for follow ups and questions.
- ❏   The meeting ends on a positive note.

Participant Introduction Checklist

Welcome and Introduction
- ❏   Name
- ❏   Role in ARD Committee Meeting

Purpose of the Meeting
- ❏   Initial ARD
- ❏   Annual Review
- ❏   Transition
- ❏   Three-year Review
- ❏   Special Request by Committee:_____
- ❏   Other:_____

Written Agenda
- ❏   Objectives for the meeting
- ❏   Additions to agenda from participants
- ❏   Agreement to Agenda

Written Agenda

"He who fails to plan is planning to fail.
~ Sir Winston Churchill

PURPOSE
- Define the purpose of the meeting
- Ensures that ARDC member participation
- Assists the ARDC stay on task
- Makes good use of time

INCLUDES
- Major topics to be addressed
- The person responsible for leading the topic discussion
- ARDC member agreement of agenda
- ARDC members have opportunity to add to the agenda

CHECKLIST
- ❑ Agenda is visible to ALL ARDC members
- ❑ ARDC members are asked to agree to agenda items
- ❑ ARDC members are asked to add to topics of concern the agenda

Adapted from: A Guide to Collaboration for IEP Teams (p.17-18), Nick Martin.

Sample Written Agenda

Evaluation and Initial ARD

❑ Welcome and Introductions	**LEA Representative**
❑ Agenda	**LEA Representative**
❑ Ground Norms	**LEA Representative**
❑ Parent Input	**Parent**
❑ Review evaluation results and school records	**Educational Diagnostician & LSSP**
❑ Determine eligibility for Specially Designed Instruction	**Educational Diagnostician**
❑ Develop IEP	**Special Education Teacher**

- ❑ Present levels of Academic Achievement and Functional Performance (PLAAFP)
- ❑ Annual Goals
- ❑ Schedule of Special Education Services and Related Services
- ❑ Accommodations and Modifications
- ❑ Start Date of Services
- ❑ Least Restrictive Environment (time in general education)
- ❑ Progress Monitoring and Reporting

Adapted from: A Guide to Collaboration for IEP Teams (p.17-18), Nick Martin.

ARD Ground Rules

Ground Rules

· Start on time; end on time

· Turn cell phone to silent

· Come prepared

· Participate fully

Discussion Guidelines

· Listen and then be heard

· Ask questions to clarify

· Work to resolve differences
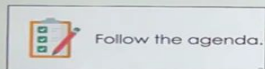
· Value others' ideas

Future Talks or Parking Lot

· Non-ARD concerns

· Teacher conference topics (e.g., homework routines)

· Administrator conference topic (e.g., teacher request)

Region 13 Special Education Parent handbook p. 32

ARD Ground Rules

Mrs. D's Corner

Time Constraints

Common challenges to effective use of time in ARD Meetings:
- Members arrive late.
- Members leave the room during the meeting.
- Presenters are excessively detailed, giving more information than necessary.
- Items are shared that are not relevant
- Members are not prepared

Best Practices
- ❑ Remind each other of ground rules
- ❑ Use a parking lot for items that are not on the agenda
- ❑ Summarize important points of evaluation results

Adapted from: A Guide to Collaboration for IEP Teams (p. 35), Nick Martin.

Time Constraints

The following issues regarding time constraints should be addressed at the beginning of the meeting:
- Duration of time for the meeting
  - Contingency if items on the agenda are not discussed
  - Topics that arise that are not on the agenda
- ARDC Member Excusals/ Leaving Early

Best Practices
- ❑ Schedule sufficient time for the meeting
- ❑ Be Prepared with required materials and documentation
- ❑ Adhere to the Agenda

Adapted from: A Guide to Collaboration for IEP Teams (p.17-18), Nick Martin.

Ground Rules and Time Constraints Checklist

Ground Rules and Guidelines
- ❑ Confidentiality
- ❑ Parent Participation
- ❑ Agreement to Ground Rules

Time Constraints
- ❑ Time Frame
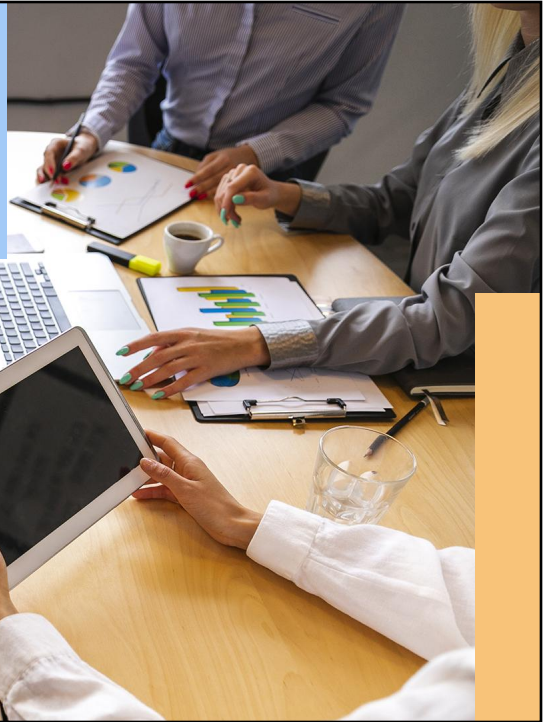- ❑ ARDC Member excusal/leaving early

© CanStockPhoto.com - csp48774150

Adapted from: A Guide to Collaboration for IEP Teams (p.32), Nick Martin.

Meeting Outcomes

Review decisions made within meeting

Review items that will need follow up and who is responsible

Review timeline for implementation

ARD MEETINGS:
Positions & Interests

Position v. Interest

POSITION:
What I say I want

INTEREST:
What I really need

Interests in ARD Meetings

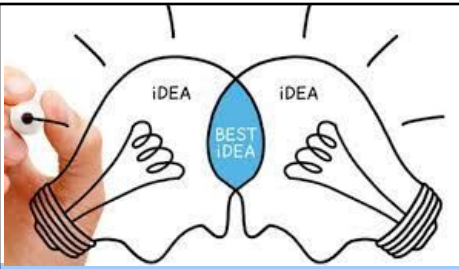| POSITION	INTEREST
PARENT: I demand that my child stay in the general classroom, despite his disruptive behavior.	The parent may fear that making the child "different" will be very damaging to his self-esteem. The parent's interest is in preserving a positive sense of self.
TEACHER: I demand that this child be evaluated for special education.	The teacher may fear that her teaching strategies are not sufficient for the child. Her interest is in obtaining data on how she can provide adequate instruction for the child to learn.
PARENT: I demand that the teacher be reprimanded for not implementing my child's IEP with fidelity.	The parent fears her child will not make adequate progress without the services and accommodations outlined in the IEP. Her interest is in seeing her child succeed.

Focus On Interest Not Positions

❏ Define a problem by revealing the underlying interest
❏ Recognize that team members are not adversaries.
❏ Assume that whatever a member wants must be based in some good reasons.
❏ Choose to respect the rights, dignity, and feelings of everyone on the team.

Questions that Probe for Underlying Interests
● You must have a good reason for that request ; can expand on it?
● Can you help me understand the reasons behind your request?
● How will that suggestion improve education outcomes/progress for Jennifer?
● Can you tell us more about that?
● How do you think that will address the issue?
● What benefits could we expect if we did that?
● Why would implementing that request improve Jennifer's educational progress?
● What harm would come if we did it this way?

Collaboration & Communication within the ARD

Active Listening

Open Communication

Common Goals

Successful ARD Meetings depend on…

Member Participation

Student Centered

Reaching Consensus

All Members Are Valued

Collaboration

Working together toward common objectives.

Consensus

An opinion held by all or most; general agreement

Fundamentals of Collaboration

1. **Shared Information:** Each member of the ARDC has a unique contribution to make toward a comprehensive understanding of the child's needs.
2. **Shared Decision Making:** "Two heads are better than one", and the probability of wise decision making becomes so much greater when many are involved in the process.
3. **Shared Implementation:** Each ARDC member will act on the decisions made by the group. ARDC members must "buy-in" to the development of the IEP to increase fidelity of implementation.
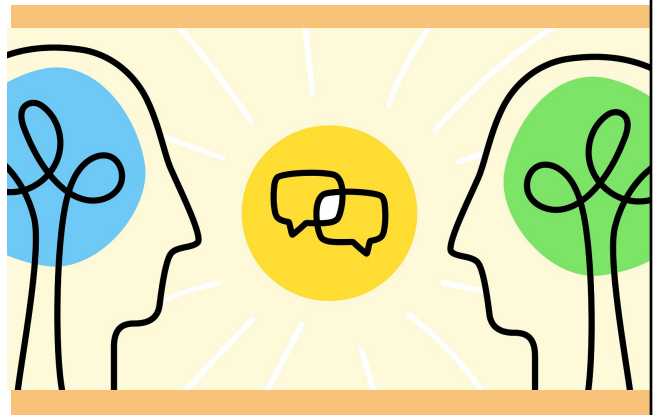
Components of Expressive Communication

Verbal Communication

What Is Your Hidden Language Saying?

1 Pitch
2 Tone
3 Speed

01
Verbal
The content of our message- the choice and arrangement of words.

02
Non-verbal
The message we send through our body language.

03
Paraverbal
How we day what we say (tone, pacing, and volume of our voice)

Communication

Watch the video titled " A Tale of Two Conversations: Take One

- What was the parent's underlying interest?
- How often do we "shoot down" parents requests without examining why they are making the request?
- How often do we dismiss a lack of progress outside of academic progress?
- How could this situation have been handled differently?

A Tale of Two Conversations: Take One

Watch on ▶ YouTube

Communication

Watch the video titled " A Tale of Two Conversations: Take Two"

- What was different about this conversation?

Welcoming Environment

Active Listening **Collaborative**

Responsive **Listen to Understand**

A Tale of Two Conversations: Take T...

Watch later Share

Watch on ▶ YouTube

Be Aware of the Speaker's Nonverbal messages

When we pay attendant to a speaker's body language we gain insight into how that person is feeling as well as the intensity of the feeling.

Toby has mentally checked out since June.

Reaching Consensus in the ARD

Decisions among the Admission, Review, and Dismissal Meeting Committee Members are made through Consensus.

Building agreement by the whole group on a course of action. Although individual members may feel that other choices may be better for one reason or another, a consensus is built when all members come together on the final choice.

Can you live with this decision and will you support it?

Consensus Gradient

1	2	3	4	5
Disagree, Veto, Totally Disagree	Grave Concerns, Not comfortable with the decision, Many reservations	Decision is ok; Some concerns & reservations but can live with decision	Support decision; basically like it	Wholeheartedly support decision

CONSENSUS

What happens when parents do not agree with the IEP

✔ Parents must be offered an opportunity to recess and reconvene the ARDC meeting within 10 school days (unless mutually agreed otherwise).

✔ During the recess ARDC members must:
- Consider alternatives,
- Gather additional data,
- Prepare further documentation, and/or
- Obtain additional resource persons who may assist the ARDC in reaching mutual agreement

✔ If a recess is implemented, and if ARDC members still cannot reach mutual agreement, the LEA must implement the IEP that it has determined to be appropriate for the child.

Dispute Resolution Options

01

State IEP Facilitation

IEP facilitation is used when there is a dispute related to an ARD committee meeting in which mutual agreement was not reached.

02

Complaint Investigation

A complaint may be filed when there is a concern that a school district has violated federal or state special education requirements.

03

Mediation

Mediation is the use of a neutral third party to help resolve disagreements with matters arising under Part B of IDEA.

04

Due Process Hearing

A Due Process Hearing is presided over by an impartial hearing officer, with evidence presented by both parties. A legally binding decision is issued.

ANY QUESTIONS?

Jennifer Pesina
jpesina@esc1.net