

ARD Meeting Responsibilities of the Teacher

I. Prior to an ARD Meeting

- A. The ARD teacher is responsible for collecting data to determine the student's strengths and weaknesses to write an appropriate PLAAFP (Present levels of academic achievement and functional performance). Data that may be used includes, but is not limited to: progress reports from previous IEP, report card, state testing reports, information from Samegoal, work samples, test samples, information provided by the General education teacher, discipline referrals, attendance reports and information provided by the parents. If appropriate, administer or update a criterion-referenced test (Brigance) one month prior to the annual ARD. All the data is used to write an appropriate PLAAFP and draft IEP goals and objectives.
- B. Contact related services/instructional staff who provide services two (2) weeks prior to scheduled ARD.
- C. Draft goals and objectives prior to the ARD meeting.
- D. Collect information that is needed to assist the ARD Committee.
- Attendance information
 - Discipline referrals
 - Copies of report cards
 - Most recent progress reports from all general and special education teachers.
 - Information results for last state assessment
 - Transcript (H.S. Only)
- E. Determine if staffing is needed prior to the ARD.
- F. Complete **all** pages of the ARD document.
1. Review and change: - PLAAFP. The PLAAFP must include all areas in which the student receives services i.e. speech, OT, PT, counseling, Bilingual, etc.
 2. The special education teacher must contact the related services personnel at least two weeks before the ARD so they can enter the PLAAFP, goals and objectives (if appropriate), and schedule of services.
 3. "Draft" appropriate goals and objectives for all areas of need.
 4. "Draft" Schedule of Services of the ARD document. It is important to receive input from all teachers working directly with the student (General education, speech, VI, AI teachers, etc.)

5. Related Services personnel are responsible for entering the frequency and duration of services on the schedule of services. Teachers must not change or delete these services.
 6. Determine appropriate State and Local Assessments for all grade levels.
 7. Review the results of the previous state assessments.
- G. Best practice is to send home a **“Draft”** copy of the suggested IEP before the ARD meeting.
1. Parents should receive a copy of the proposed IEP which is clearly marked as **“Draft”**
 2. Inform parent that goals and objectives may be added or deleted upon their recommendation at the ARD meeting. Parent input is highly encouraged.
 3. Meet with the parent(s) if necessary.

II. ARD Meeting Responsibilities

- A. Follow the ARD agenda provided in this manual or other agenda as needed.
- B. Present all information collected: competencies, attendance, review IEP, current progress, discipline, referrals, and recommendations for appropriate services.
- C. Teacher should be prepared for an active role during the meeting.
- D. Strive to involve the parent in all decisions.
- E. Decisions should be made in the best interest of the student.
- F. ARDs should be finalized and a copy of the ARD document emailed or provided to the parent at the end of the ARD.
- G. Inform pertinent staff that a new IEP is found on TAC. If required by campus administration, provide hard copies of the IEP goals, objectives and accommodations to all staff working with the student.
- H. The special education teacher is responsible for submitting the original ARD forms to the diagnostician or clerk for filing in the eligibility folder. ARD documents must be filed in the eligibility folder within 5 days of the meeting.

III. Amendment to the ARD

- A. Teachers, Speech Pathologists, and Diagnosticians need to review ARD documents for accuracy before the meeting is finalized.

B. If corrections are needed, the ARD teacher will need to prepare an ARD amendment, with parent consent, or hold another ARD meeting.

IV. Graduating Students (High School Only)

A. Summary of Performance (SOP) needs to be drafted prior to and fully developed at the graduation ARD. This document needs to include recommendations on how to assist the student with a disability in meeting their academic achievement and functional performance. This document will include recommendations on how to assist the student with a disability in meeting their postsecondary goals and must consider the views of the student/parent and recommendations from adult service agencies as appropriate.