

PARENT'S GUIDE TO THE ARD PROCESS

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PURPOSE

This guide is designed to give you, as a parent of a child who is or may be eligible for special education services, a **better understanding** of the special education process and of your **procedural rights** and **responsibilities** so that you will be able to **fully participate** in the decision-making process regarding your child's education.



Texas Legal Framework

Centered Special Education

CONTENTS OF THE GUIDE

Explanation fo the ARD Process

The Parent's Guide to the ARD Process is a comprehensive, easily understood document which explains the **individualized education program (IEP) process** for a student in a special education program.



FRAMEWORK

Under IDEA, parents are given a large level of participation at every stage of the special education process. **This guide describes various activities that may take place during that process.**





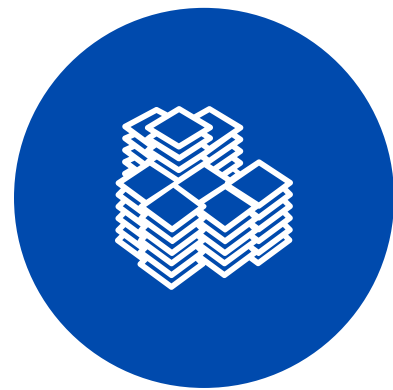
TEAMWORK

WHY IS A GUIDE IMPORTANT?

In Texas, a child's eligibility for special education and related services and **most of the major decisions** about a child's **special education program** are made by an **admission, review, and dismissal (ARD) committee**. You may also hear this group referred to as an individualized education program (IEP) team, which is the term used in federal law. If an ARD committee is formed for your child, **you will be a member** of that committee.

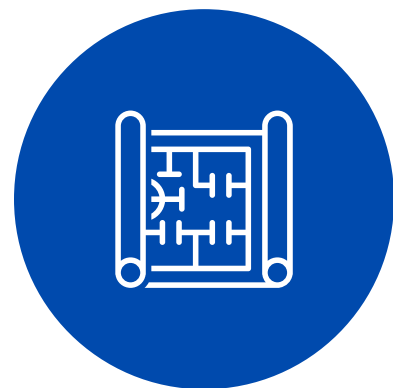


VARIOUS FEDERAL AND STATE REQUIREMENTS FRAMEWORKS



Definitions & Requierments for

- Parent
- Foster Parent
- Guardian
- Surrogate Parent/Court-Appointed



Assessments & Eligibiilty Criteria

- Full and Individual Evaluations (FIE)
- Review of Existing Evaluation Data (REED)
- Independent Education Evaluation (IEE)
- Eligibility Criteria for each for the 13 different catergories



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START TO FINISH **PARENT PARTICIPATION**



ARD TIMELINE



Notice of the ARD meeting

5 days prior to the ARD unless parent agrees to a shorter time



ARD Meeting

A parent is to be provided a meeting during the agreed-upon time unless the school/parent agrees to change the meeting or hold the meeting via another means. An interpreter is to be provided if the parent's native language is not English.



Documentation

The parent is to be provided a written copy of the ARD meeting including a translated copy of the meeting if the meeting was interpreted in another language.



Follow-up

The parent will receive a 9-week progress update on goals agreed upon during the ARD meeting.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)



Present Levels (PLAAFP)

Your child's present levels of academic achievement and functional performance (PLAAFP)



Goals

Measurable annual goals, including academic and functional goals



Related Services

A description of the special education, related services, and supplementary aids and services that will be provided



Assessments & Other Areas

- Information regarding how your child will participate in **state and districtwide assessments**, including a statement of any individual **appropriate accommodations** that are necessary for your child to take an assessment, and whether your child needs to take an alternate assessment, instead of the regular Statewide assessment, and why the alternate assessment is appropriate for your child
- Transition services, when age-appropriate
- Other areas that must be considered, and if determined necessary, addressed for children with certain disabilities, needs, or circumstances

PLACEMENT

IDEA requires that a child with a disability be educated in the **least restrictive environment**. This means that your child must be educated with children who do not have disabilities to the maximum extent appropriate.

A core part of the special education process involves determining the **appropriate educational placement for implementing a child's IEP**. Placement refers to the points along the continuum of placement options (i.e., regular classes, special classes, special schools, homebound instruction, instruction in hospitals and institutions) available for a child with a disability. Placement does not refer to the specific physical location or site where the services will be delivered. **The ARD committee determines the educational placement based on the child's IEP.**



ARD DECISION

A decision of the ARD committee concerning the required elements of the IEP must be made by **mutual agreement of the committee members if possible**. This mutual agreement is called **consensus**. The ARD committee should work toward consensus, but the school has the ultimate responsibility to ensure that the IEP includes the services that your child needs in order to receive FAPE.

IEP

Individual Education Information

QUESTIONS AND ANSWERS

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RESOURCES



TEA

[Texas Education Agency](#)



SPED Tex

[Special Education Information Center -
TEA](#)



Glossary

[Glossary of Special Education Terms](#)



National and State Resources

[TEA National and State Resources](#)

MEET CCISD ELEMENTARY AA CONTENT EXPERTS



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**THANK
YOU**