



Thursday, February 20, 2025

Navigating FIEs, IEPs and ARDs





Believe the BEST
See the POTENTIAL
Focus on the FUTURE

Rockwall ISD Special Programs



Welcome

I'm so happy you are here!



Today's Agenda

FOUR TO FOCUS ON:

1. SPECIAL EDUCATION EVALUATION
2. THE ARD MEETING
3. LEAST RESTRICTIVE ENVIRONMENT
4. WHAT IS MY ROLE AS A PARENT?

Do you know?

What year was the The Individuals with Disabilities Education Act (IDEA) signed into law?

*BONUS - What president signed it into law?

IDEA & Child Find

- The Individuals with Disabilities Education Act (IDEA) is a Federal Law (ca 1975, President Gerald Ford)
- Free and Appropriate Public Education
- Students with Disabilities, ages 3-21
- Legal protections for students and parents
- Requires Child Find - find and evaluate students suspected of having a disability (including students in private school or homeschool)

Handout & Link:

<https://tea.texas.gov/sites/default/files/IDEA.pdf>

IDEA & Child Find

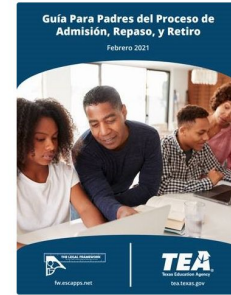
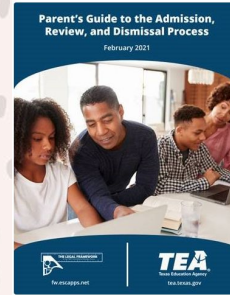
Procedural
Safeguards

Guide to the ARD



Notice of Procedural Safeguards:
September 2022 (English)

Notice of Procedural Safeguards:
September 2022 (Spanish)



Parent's Guide to the Admission,
Review, and Dismissal Process
(English)

Parent's Guide to the Admission,
Review, and Dismissal Process
(Spanish)

10 Basic Steps in the Special Education Process

Step 1. Child is identified as possibly needing special education and related services

Step 2. Child is evaluated

Step 3. ARD meeting is scheduled

Step 4. ARD meeting is held and eligibility is decided

Step 5. Child is found eligible for services and the child's IEP is written

Step 6. After the IEP is written, services are provided

Step 7. Progress is measured and reported to parents

Step 8. IEP is reviewed

Step 9. Child is reevaluated

Step 10. Child or youth exits special education services

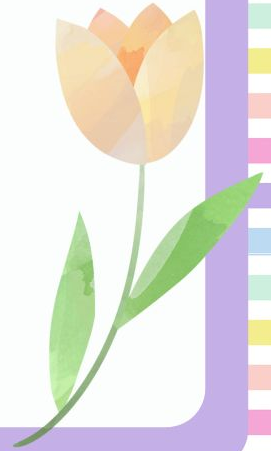




FOCUS one

Special Education Evaluation

From Referral to IEP



Step 1: Request/Referral is submitted

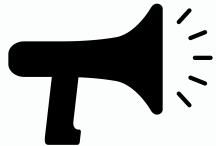
- Encourage to provide in writing
- 15 school days to respond:
 - Provide written proposal of evaluation and obtain consent from the parent
 - OR
 - Provide the parent with written notice of refusal to evaluate and copy of procedural safeguards



Consent must be obtained from the parent or legal guardian prior to the conducting any form of evaluation

Step 2: Child is Evaluated

- Full and Individual
- Intended to answer the following questions
 - Does the child have a disability that requires the provision of special education and related services?
 - What are “all of the child’s specific education and related service needs, whether or not commonly linked to the disability category”?
 - What special education services and related services, then, are appropriate for addressing those needs?



Law requires that evaluation results be used to decide eligibility and design an appropriate IEP by an ARD Committee.

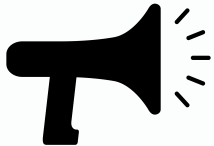
Do you know?

How many school days is the timeline for an initial special education evaluation?

*Bonus - How many calendar days is the window to have the Initial ARD meeting from the evaluation report date?

Step 2: Child is Evaluated, *cont.*

- Timeline
 - FIE is due no later than the 45th school day from which the district receives signed consent
 - Within 30 calendar days the written report, the ARD Committee must meet to determine eligibility (Initial ARD Meeting)



FIIE means Full and Individual Initial Evaluation

Step 2: Child is Evaluated, *cont.*

- Based on referral data and provided information, the district will determine the scope of the evaluation, but must address these areas:
 - health,
 - vision and hearing,
 - social and emotional status,
 - general intelligence,
 - academic performance,
 - communicative status, and
 - motor abilities



The evaluation is multidisciplinary and uses a variety of assessment tools

13 Areas of Disability Categories under IDEA:

- Deaf/Hard of Hearing (DHH)
- Emotional Disability (ED)
- Intellectual Disability (ID)
- Noncategorical Early Childhood (NCEC)
- Specific Learning Disability (SLD)
- Other Health Impairment (OHI)
- Orthopedic Impairment (OI)
- Traumatic Brain Injury (TBI)
- Speech Impairment (SI)
- Visual Impairment (VI)
- Autism (AU)
- Deaf Blindness (DB)
- Multiple Disabilities (MD)

*Dyslexia and Dysgraphia:
recognized as a disability under
the Specific Learning Disability
category.*

#6 Do you know? TRUE or FALSE

Dyslexia is estimated to affect 1 in 5 people worldwide. It's equally common in males and females.

TEA Parent Resource: [Dyslexia for Parents](#)

FOCUS TWO



The ARD Committee Meeting: *What to Expect*



The ARD Committee Meeting



Admission, Review and Dismissal Committee

What is the purpose of the ARD Committee?

- To review, develop, plan and implement an appropriate educational program for students with disabilities
- To determine eligibility for special education

WHO are the ARD Committee Members?

Must include: The parent, regular education teacher of the child, special education teacher, representative of the school (admin), evaluation personnel, when appropriate, the child.

*Other individuals may be included.



The ARD Committee Meeting



When do ARD meetings occur?

- Required at least annually and whenever a change in placement is recommended.
- An ARD meeting may occur whenever a parent or ARDC member requests one.

What are all of these acronyms and aggravations, I mean abbreviations??

- ARD, IEP, FIE, FIIE, BIP, PLAAFP, ECSE, FAPE, LRE, FBA, REED, ESY, oh my!
- [Glossary of Terms](#)



Visual Perception – Dyslexia Simulation

Write your name on the other side of the 3x5 card using your **NON-DOMINANT** hand while looking in the mirror (make sure that the writing appears the right way in the mirror).

Reflection Questions:

- Was this easy or hard for you?
- How did being timed make you feel?
- Are you happy with the way your writing looks?
- How would you change the way you support a family member with Dyslexia based on this experience?

FOCUS Three



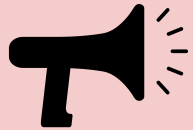
Least Restrictive
Environment
(LRE): What does it mean?

Least Restrictive Environment (LRE)



Least Restrictive Environment

In basic terms, LRE refers to the setting where a child with a disability can receive an appropriate education designed to meet his or her educational needs, alongside peers without disabilities to the maximum extent appropriate.



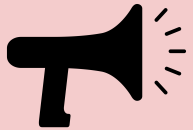
Removal of a child with disabilities from the regular education class may occur only if the child cannot be satisfactorily educated in the regular educational environment with the use of supplementary aids and services

Least Restrictive Environment (LRE)



Required Continuum of Services

- Instruction in regular classes,
- special classes,
- special schools,
- home instruction, and
- instruction in hospitals and institutions.



RISD Continuum of Services



FOCUS FOUR

What is my role as a parent in my child's IEP Process?

- You are a VERY important member of the committee. You know your child the best.
- Your school wants you to be an active member!
- Collaborate! Your input and recommendations are vital to the success of the IEP.
- Ask questions.
- Review paperwork in advance and make a list of questions or concerns. You may send input prior to the meeting.



FOCUS FOUR



What is my role as a parent in my child's IEP Process?

- Be sure to review all evaluations, past and present, in order to knowledgeable of recommendations.
- Come with knowledge so that you understand recommendations.
 - Accommodations and Modifications Facts
 - Procedural Safeguards



<https://www.spedtex.org/families>

Parent resource for IDEA:

<https://tea.texas.gov/sites/default/files/IDEA.pdf>

Parents' Rights: An Overview of
Special Education Evaluations:

https://tea.texas.gov/sites/default/files/advantage_of_special_evaluations_and_services.pdf

Special Education FIE Timeline:

<https://childfindtx.tea.texas.gov/documents/Initial%20Evaluation%20Network%20FIE%20Timeline%20FINAL.pdf>

Essentials of ARD Meetings for Parents:

<https://www.spedtex.org/sites/spedtex.tea.texas.gov/files/2022-07/ACC-Essentials-of-ARD-Meetings-for-Parents-English1.pdf>

Accommodations and Modifications Fact Sheet:

<https://prntexas.org/wp-content/uploads/2017/11/Accommodations-and-Modifications.pdf>

Least Restrictive Environment:

<https://prntexas.org/lre-in-placement-decisions/>

Sprinkle
kindness

