

Sec. 1. ADMISSION, REVIEW AND DISMISSAL COMMITTEES

International Leadership of Texas shall establish an admission, review and dismissal (“ARD”) committee for each eligible student with a disability and for each student for whom a full and individual initial evaluation is conducted. The ARD committee is the individualized education program (“IEP”) team defined in federal law and regulations, including 34 CFR 300.321.

International Leadership of Texas is responsible for all of the functions for with the IEP team is responsible under federal law and regulations and for which the ARD committee is responsible under state law, including the responsibilities listed at 19 TAC 89.1050.

19 TAC 89.1050(a); 34 CFR 300.116(a), 300.321(a).

Sec. 2. COMMITTEE MEMBERS

International Leadership of Texas shall ensure that each ARD committee meeting includes:

1. The parents of a student with a disability;
2. At least one general education teacher of the student (if the student is, or may be, participating in the general education environment) who must, to the extent practicable, be a teacher who is responsible for implementing a portion of the student’s IEP;
3. At least one special education teacher, or where appropriate, at least one special education provider of the student;
4. A representative of International Leadership of Texas who:
 - a. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - b. Is knowledgeable about the general education curriculum; and
 - c. Is knowledgeable about the availability of International Leadership of Texas’s resources;
5. At the discretion of the parent or International Leadership of Texas, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate;
6. An individual who can interpret the instructional implications of evaluation results, who may be a member of team described in Section 2 (2)-(5);
7. The student, whenever appropriate;
8. To the extent appropriate, with the consent of the parent(s) or a student who has reached the age of majority, a representative of any participating agency that is likely to be responsible for providing or paying for transition services;
9. A representative from career and technical education (“CTE”), preferably the teacher, when considering initial or continued placement of a student in CTE;
10. For a child who is an emergent bilingual student, a member of the student’s language-proficiency assessment committee (“LPAC”);

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11. For a student who is suspected or documented to be deaf or hard of hearing, a teacher who is certified in the education of students who are deaf or hard of hearing;
12. For a student with a suspected or documented visual impairment, a teacher who is certified in the education of students with visual impairments;
13. For a student with suspected or documented deaf-blindness, a teacher who is certified in the education of students with visual impairments and a teacher who is certified in the education of students who are deaf or hard of hearing; and
14. For a student who is suspected or identified with dyslexia, when determining initial or continued eligibility, the ARD committee must include a professional who meets the requirements of TEC 29.0031(b) and 19 TAC 74.28 (relating to Students with Dyslexia and Related Disorder), including any requirements in the Dyslexia Handbook. *See also* International Board Policy PG-6.13.

The special education teacher or special education provider that participates in the ARD committee meeting must be appropriately certified or licensed as required by 34 CFR 300.156. *19 TAC 89.1050.*

An International Leadership of Texas member of the ARD committee shall not be required to attend an IEP meeting, in whole or in part, if the parent and International Leadership of Texas agree in writing that the attendance is not necessary because the member's area of the curriculum or related services is not being modified or discussed during the meeting. A International Leadership of Texas member of the ARD committee may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services if the parent, in writing, and International Leadership of Texas consent to the excusal and the member submits, in writing, to the parent and the ARD committee, input into the development of the IEP before the meeting. *20 U.S.C. 1414(d)(1)(C); 34 CFR 300.321(e).*

If the ARD committee is meeting to consider postsecondary goals and the transition services needed to assist the student in reaching those goals, International Leadership of Texas shall invite:

1. The student. If the student does not attend, International Leadership of Texas shall take other steps to ensure that the student's preferences and interests are considered.
2. To the extent appropriate, and with the consent of the parent or student who has reached the age of majority, a representative of any other agency that is likely to be responsible for providing or paying for transition services. *34 CFR 300.321(b).*

Sec. 3. PARENTAL PARTICIPATION AND INVOLVEMENT IN ARD MEETING

International Leadership of Texas shall take steps to ensure that one or both of the parents of a student with a disability are present at each ARD committee meeting or are afforded the opportunity to participate, including:

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1. notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend (the notice shall include all information required by applicable regulation); and
2. scheduling the meeting at a mutually agreed time and place.

Additionally, International Leadership of Texas 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.

Written notice of an ARD committee meeting, as required by 19 TAC 89.1050(d), must be provided in the parent's native language, unless it is clearly not feasible to do so. If the parent's native language is not a written language, International Leadership of Texas must take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication so that the parent understands the content of the notice.

International Leadership of Texas shall take all reasonable actions necessary to ensure that the parent understands the proceedings of the ARD committee meeting, including arranging for an interpreter for parents who are deaf or hard of hearing or whose native language is a language other than English. *34 CFR 300.322(a)–(b); 19 TAC 89.1050(f).*

Upon request of a written request for an ARD committee meeting from a parent, International Leadership of Texas must:

1. Schedule and convene a meeting or;
2. Within 5 school days, provide the parent with written notice explaining why the district refuses to convene a meeting in the parent's native language, unless it is clearly not feasible to do so. If the parent's native language is not a written language, International Leadership of Texas must take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication so that the parent understands the content of the notice.

19 TAC 89.1050(e), (f).

An ARD committee meeting may be conducted without a parent in attendance if International Leadership of Texas is unable to convince the parents that they should attend. In such event, International Leadership of Texas must keep a record of its attempts to arrange a mutually agreed time and place, such as detailed records of telephone calls made or attempted and the results of those calls; copies of correspondence sent to the parents and any responses received; and detailed records of visits made to the parent's home or place of employment and the results of those visits. *34 CFR 300.322(d).*

Sec. 4. ARD COMMITTEE MEETINGS

International Leadership of Texas shall initiate and conduct ARD committee meetings for the purpose of developing, reviewing, and revising the IEP of a student with a disability. The

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committee shall review each student's IEP periodically, and, if appropriate, revise the IEP. A meeting must be held for this purpose at least once a year. The ARD committee must also determine the child's placement once per year.

If the student has a behavioral intervention plan ("BIP") as part of the child's IEP, the ARD committee must review the BIP at least annually and more frequently if appropriate to address the safety of the student, the safety of others, or changes in the child's circumstances that may impact the child's behavior in accordance with TEC 29.005(h).

A meeting does not include informal or unscheduled conversations involving International Leadership of Texas personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that International Leadership of Texas personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

20 U.S.C. 1414(d)(4); 34 CFR 300.116(b)(1), 300.324(b), (c)(1); 300.501(b)(3).

Sec. 5. ELIGIBILITY DETERMINATIONS

The group of qualified professionals that determines whether a child is a child with a disability and the child's educational needs is the ARD committee.

Evaluations and eligibility determinations, including timelines, shall adhere to the requirements set forth in the IDEA, the Texas Education Code, and their implementing regulations. For additional information, *see* PG-6.14 through 6.16. *19 TAC 89.1040(b), 89.1050(a)(5); 34 CFR 300.306(a)(1).*

International Leadership of Texas shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. *20 U.S.C. 1414(b)(4)(B); 34 CFR 300.306(a).* A copy of the written full individual and initial evaluation (FIIE) report must be provided to the student's parents as soon as possible after completion of the report but no later than five school days prior to the initial ARD committee meeting. However if International Leadership of Texas received written consent for the evaluation from the student's parent at least 35 but less than 45 school days before the last instructional day of the school year, the written report of an FIIE of a student must be provided to the student's parent not later than June 30 of that year.

The ARD committee must make its decisions regarding a student's initial eligibility determination and, when appropriate, the student's IEP and placement within the timeframes prescribed by state and federal law. Specifically, the ARD Committee must makes its decisions regarding a student's initial eligibility determination and, if appropriate IEP and placement within 30 calendar days from the date of the completion of the written FIIE report. If the 30th day falls during the summer and

school is not in session, the ARD Committee must meet not later than the 15th school day of the following school year to finalize decisions concerning the student's initial eligibility determination, and, if appropriate, IEP and placement. If the 30th day falls during the summer and school is not in session but an FIIE report indicates that the student would need extended school year services during the summer, the ARD committee must meet as expeditiously as possible after completion of the report. *19 TAC 89.1011(g)*.

Sec. 6. INDIVIDUALIZED EDUCATION PROGRAM

International Leadership of Texas shall develop, review, and revise an IEP for each child with a disability, and International Leadership of Texas shall have an IEP in effect for each child with a disability at the beginning of each school year. *20 U.S.C. 1412(a)(4),(d)(2)(A); 34 CFR 300.320(a)*.

The IEP must comply with the requirements of 34 CFR 300.320 and 300.324, and include all applicable information under Texas Education Code 29.0051. Under 34 CFR 300.320, the term "individualized education program" or "IEP" means a written statement for each child that is developed, reviewed, and revised in an ARD meeting, and must include:

1. A statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general education curriculum;
2. A statement of measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child's other educational needs that result for the child's disability; and for children with disability who take alternate assessments aligned to alternate academic achievement standards, a description of benchmarks or short-term objectives;
3. A description of how the child's progress toward the annual goals will be measured and when periodic reports on the progress of the child will be provided;
4. A statement of the specific special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, 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 to enable the child -- to advance appropriate toward attaining the annual goals, to be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities, and to be educated and participate with other children with disability and nondisabled children in such activities;

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5. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the general education class and in extracurricular and nonacademic activities;
6. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state or system-wide assessments, and if an alternative assessment is selected by the ARD Committee, a statement of why the child cannot participate in the general education assessment; and why the particular alternate assessment selected is appropriate for the child;
7. The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications;
8. Beginning not later than the first IEP to be in effect when the child is 14, or younger if determined appropriate by the ARD committee, and updated annually thereafter, a statement of appropriate, measurable postsecondary goals and transition services needed to assist the child in reaching those goals;
9. Beginning not later than one year before the child reaches the age of 17 and at 18, a statement that the child has been informed of the rights that will transfer to the child upon reaching the age of majority.
10. The date of the meeting;
11. The name, position, and signature of each member participating in the meeting; and
12. An indication of whether the child's parents, the adult student, if applicable, and the administrator agreed or disagreed with the decisions of the ARD committee.

20 U.S.C. 1414(d); 34 CFR 300.320; 19 TAC 89.1055.

In developing each student's IEP, the ARD committee must consider the strengths of the child, the concerns of the parents for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and the academic, development, and functional needs of the child. *34 CFR 300.324(a)(1)*. In addition, the ARD Committee must consider stated special factors in accordance with *34 CFR 300.324(a)(2)* for students with behavior that impede the student's learning or that of others, for emergent bilingual students, for students who are visually impaired, communication needs for students, and assistive technology devices and services for students. *34 CFR 300.324(a)(2)*.

To be considered a measurable annual goal, a goal must include the components of a timeframe, condition, behavior, and criterion. While at least one measurable goal is required, the number of annual goals will be determined by the ARD committee after examination of the student's present

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levels of academic achievement and functional performance and areas of need. Annual goals are also required in the following circumstances:

1. when the content of a subject/course is modified, whether the content is taught in a general or special education setting, in order to address how the content is modified; and
2. when a student is removed from the general education setting for a scheduled period of time but the content of the subject/course is not modified (e.g., a student is progressing on enrolled grade level curriculum but requires a more restrictive environment for a period of time due to behavioral concerns).

Short term objectives/benchmarks, used as intermediary steps or milestones toward accomplishing an annual goal, may be included in a measurable annual goal. Short-term objectives/benchmarks must be included in an annual goal if the ARD committee has determined that a student will not participate in the general state assessment; and regardless of whether the objectives/benchmarks are related to a student not participating in the general state assessment, cannot be used as the criterion to indicate mastery of the annual goal. *19 TAC 89.1055(b)*.

Sec. 7. IEPs FOR STUDENTS WITH AUTISM

For students with autism eligible under 19 TAC 89.1040(c)(1), the following strategies shall be considered by the ARD committee, at least annually based on peer-reviewed, research-based educational programming practices to the extent practicable and, when needed, addressed in the IEP:

1. Extended educational programming;
2. Daily schedules reflecting minimal unstructured time and active engagement in learning activities;
3. In-home training and community-based training or viable alternatives that assist the student with the acquisition of social, behavioral, communication, and self-help skills;
4. Positive behavior support strategies based on relevant information;
5. Beginning at any age, futures planning for integrated learning and training, living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments, including self-determination and self-advocacy skills;
6. Parent/family training and support, provided by qualified personnel with experience in autism;
7. Suitable staff-to-student ratio appropriate to identified activities and as needed to achieve social/behavioral progress based on the student's developmental and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence;

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8. Communication interventions, including language forms and functions that enhance effective communication across settings;
9. Social skills supports and strategies based on social skills assessment/curriculum and provided across settings;
10. Professional educator/staff support; and
11. Teaching strategies based on peer-reviewed, research-based practices for students with autism.

If the ARD committee determines that services are not needed in one or more of the areas in 1–11 above, the IEP shall include a statement reflecting that decision and the basis upon which the determination was made.

19 TAC 89.1055(e)–(f).

Sec. 8. IEPs FOR STUDENTS WITH DYSLEXIA

For students identified with the specific learning disability of dyslexia or a related service, the IEP must also be developed and implemented in accordance with the requirements under 19 TAC 74.28 (related to Students with Dyslexia and Related Disorders), including the Dyslexia Handbook. *See International Leadership of Texas Board Policy 6.13 for additional information.*

Sec. 9. IEPs FOR STUDENTS WITH VISUAL IMPAIRMENT

International Leadership of Texas shall adopt written procedures as required in Education Code 30.002(c)(10) for providing special education services to students with visual impairments, if such services are necessary. *19 TAC 89.1075(b).*

An IEP for a student with a visual impairment must include instruction in Braille and the use of Braille unless the student’s ARD committee determines, after an evaluation of the child’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child’s future needs for instruction in Braille or use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student. *34 CFR 300.324(2)(iii); Education Code 30.002.*

Sec. 10. IEPs FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

International Leadership of Texas must develop an IEP for students who are deaf or hard of hearing in which the students have an education in which their unique communication mode is respected, used, and developed to an appropriate level of proficiency. *Education Code 29.303.*

Sec. 11. LEAST RESTRICTIVE ENVIRONMENT

International Leadership of Texas shall ensure that, to the maximum extent possible, children with

disabilities shall be educated with children who are not disabled. Special classes, special schooling, or other removal of children with disabilities from the general educational environment shall occur only when the nature or severity of the child's disability is such that education in general education classes with the use of supplementary aids and services cannot be satisfactorily achieved. *20 U.S.C. 1412(a)(5); 34 CFR 300.114(a)(2).*

Sec. 12. EXTENDED SCHOOL YEAR SERVICES

Extended school year (ESY) services are defined as individualized instructional programs beyond the regular school year for eligible students with disabilities. International Leadership of Texas shall ensure that ESY services are available as necessary to provide a student with a disability with FAPE.

International Leadership of Texas shall ensure that ESY services are available as necessary to provide a student with a disability with a FAPE. ESY services must be provided only if the ARD committee determines, on an annual basis, that the services are necessary for a FAPE. International Leadership of Texas may not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of ESY services. *34 CFR 300.106; 19 TAC 89.1065.*

The need for ESY services must be documented using data collected by the campus and the student's parents using formal or informal assessments. The documentation must demonstrate that in one or more critical areas addressed in the current IEP where the student has previously demonstrated acquired progress, the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time. Severe or substantial regression means that the student has been, or will be, unable to maintain previously acquired progress in one or more critical IEP areas in the absence of ESY services. The reasonable period of time for recoupment of acquired critical skills must be determined on the basis of needs identified in each student's IEP. If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the student or to others, ESY services may be justified without consideration of the period of time for recoupment of such skills. In any case, the period of time for recoupment must not exceed eight weeks. *19 TAC 89.1065*

If the ARD Committee determines that the student is in need of ESY services, then the IEP must identify which goals and objectives in the IEP will be addressed during ESY services. *19 TAC 89.1055(e).*

If a student whose IEP notes that ESY services are required withdraws from one LEA and registers in International Leadership of Texas during the summer months, International Leadership of Texas will be responsible for ensuring that the ESY services are provided. This may include the direct provision of those services or contracting with the previous district or another entity to provide the services or payment for the services. *19 TAC 89.1065.*

Sec. 13. STATE ASSESSMENTS

The TEA shall develop or adopt appropriate criterion-referenced alternative assessment instruments to be administered to each student in a special education program for whom a state assessment instrument adopted under Education Code 39.023(a), even with allowable accommodations, would not provide an appropriate measure of student achievement, as determined by the student's ARD committee, including assessment instruments approved by the Commissioner that measures growth. The assessment instruments developed or adopted, including the assessment instruments approved by the Commissioner, must, to the extent allowed under federal law, provide a district with options for the assessment of students.

The TEA may not adopt a performance standard that indicates that a student's performance on the alternate assessment does not meet standards if the lowest level of the assessment accurately represents the student's developmental level as determined by the student's ARD committee.

The student's ARD committee shall determine whether any allowable modification is necessary in administering to the student a required end-of-course ("EOC") assessment instrument under Education Code 39.023(c), and whether the student is required to achieve satisfactory performance on an EOC assessment instrument to receive a high school diploma.

Sec. 14. TRANSPORTATION

International Leadership of Texas shall provide special transportation with federal funds only when the ARD committee determines that the condition of the student warrants the service in order for the student to receive the special education and related services (if any) set forth in the IEP. *19 TAC 89.1096(e)*.

Sec. 15. BEHAVIOR IMPROVEMENT PLANS/BEHAVIOR INTERVENTION PLANS

The ARD committee may determine that a behavior improvement plan or a behavioral intervention plan ("BIP") is appropriate for a student with an IEP. If deemed appropriate, the BIP shall be included as part of the student's IEP and provided to each teacher with responsibility for educating the student.

If a BIP is included as part of a student's IEP, the ARD committee shall review the plan at least annually and more frequently if appropriate, to address:

1. changes in a student's circumstances that may impact the student's behavior, such as:
 - a. the placement of the student in a different educational setting;
 - b. an increase or persistence in disciplinary actions taken regarding the student for similar types of behavioral incidents;
 - c. a pattern of unexcused absences; or

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- d. an unauthorized unsupervised departure from an educational setting; or
2. the safety of the student or others.

Tex. Educ. Code § 29.005(g),(h); 19 TAC 89.1055.

Sec. 16. PARENT-DIRECTED SPECIAL EDUCATION SERVICES (PDSES)

The Texas Education Agency (“TEA”) will administer a supplemental special education services program described under Chapter 29, Education Code, Subchapter A-1, under the name Parent-Directed Special Education Services (PDSES). PDSES provides a grant of not more than \$1,500 to the parent of an eligible student for use in the purchasing of materials and services through the curated marketplace of educational goods and services.

a) *ARD Committee Duties*

International Leadership of Texas shall notify families of the program and, unless International Leadership of Texas has verified that a parent has already received or applied for a program grant, shall provide the following at the student’s ARD Committee meeting:

1. Instructions and resources on accessing the online accounts, including the application window established by TEA; and
2. Information about the types of goods and services that are available through the grant program.

Tex. Educ. Code § 29.048(b); 19 TAC 102.1601.

b) *ARD Committee Prohibited Considerations*

The ARD committee may not consider a student’s current or anticipated eligibility for any materials or services that may be provided under the PDSES program when developing or revising a student’s IEP, when determining a student’s educational setting, or in the provision of a free appropriate public education. *Tex. Educ. Code § 29.048(a); 19 TAC 102.1601(k).*

Sec. 17. TRANSLATING IEPs

If the child’s parent is unable to speak English, International Leadership of Texas shall:

1. Provide the parent with a written or audio-taped copy of the child’s IEP translated into Spanish if Spanish is the parent’s native language; or
2. If the parent’s native language is a language other than Spanish, make a good faith effort to provide the parent with a written or audiotaped copy of the child’s IEP translated into the parent’s native language.

Tex. Educ. Code § 29.005(d).

A written copy of the student's IEP translated into Spanish or the parent's native language means that all of the text in the student's IEP in English is accurately translated into the target language in written form. The IEP translated into the target language must be a comparable rendition of the IEP in English and not a partial translation or summary of the IEP in English. An audio recording of the student's IEP translated into Spanish or the parent's native language means that all of the content in the student's IEP in English is orally translated into the target language and recorded with an audio device. International Leadership of Texas is not prohibited from providing the parent with an audio recording of an ARD committee meeting at which the parent was assisted by an interpreter as long as the audio recording provided to the parent contains an oral translation into the target language of all of the content in the student's IEP in English. If a parent's native language is not a written language, International Leadership of Texas must take steps to ensure that the student's IEP is translated orally or by other means to the parent in his or her native language or other mode of communication. *19 TAC 89.1050(i)*

Sec. 18. COLLABORATIVE PROCESS

All members of the ARD committee shall have the opportunity to participate in a collaborative manner in developing the IEP. Decisions concerning the required elements of the IEP shall be made by mutual agreement of the required members, if possible. The ARD committee may agree to an annual IEP or an IEP of shorter duration. *19 TAC 89.1055(p).*

a) *Recess*

When mutual agreement about all required elements of the IEP is not achieved, the parent or adult student who disagrees must be offered a single opportunity to recess and reconvene the ARD committee meeting. The period of time for reconvening the ARD committee meeting must not exceed ten (10) school days, unless the parties mutually agree otherwise. The ARD committee must schedule the reconvened meeting at a mutually agreed upon time and place. This recess is not required when:

1. the student's presence on campus represents a danger of physical harm to the student or others;
2. when the student has committed an expellable offense; or
3. when the student has committed an offense that may lead to placement in a disciplinary alternative education program.

These requirements do not prohibit the members of the ARD committee from recessing an ARD committee meeting for reasons other than failure of the parents and International Leadership of Texas to reach agreement about all required elements of an IEP.

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During the recess, the ARD committee members shall consider alternatives, gather additional data, prepare further documentation, and/or obtain additional resource persons who may assist in enabling the ARD committee to reach agreement.

When an ARD committee agrees to recess and reconvene due to a lack of mutual agreement about one or more required IEP elements, the parent or International Leadership of Texas may request an independent facilitator from the Texas Education Agency in accordance with 19 TAC 89.1197 and TEC 29.020.

b) *No Agreement Reached*

If, after the ten-day recess, the ARD committee still cannot reach agreement, International Leadership of Texas shall implement the IEP that it has determined to be appropriate for the student. Each ARD committee member who disagrees with the IEP is entitled to include a statement of disagreement in the IEP. *TEC 29.005(c); 19 TAC 89.1050(g).*

When International Leadership of Texas implements an IEP with which the parents or an adult student disagree, it shall provide prior written notice in compliance with applicable regulations and International Leadership of Texas policy. *19 TAC 89.1050.*

Sec. 19. IEP MODIFICATION

After a student's annual ARD committee meeting, changes to an IEP may be made either by the entire ARD committee in a revision ARD or by amending the IEP by agreement, rather than redrafting the entire IEP.

To amend the IEP by agreement without holding an ARD meeting, the parent and International Leadership of Texas must agree to not convene an ARD committee meeting to amend the IEP and International Leadership of Texas must develop a written document to amend or modify the IEP for the parent's signature. Upon request, a parent shall be provided with a revised copy of the IEP with amendments incorporated. Decisions regarding eligibility, changes of placement, and manifestation determination reviews may not be conducted through the amendment process. *34 CFR 300.324(a)(4), (6).*

To the extent possible, International Leadership of Texas shall encourage the consolidation of reevaluation meetings for the child and other ARD committee meetings for the child. *20 U.S.C. 1414(d)(3)(D)–(F); 34 CFR 300.324(a)(4)–(a)(6).*