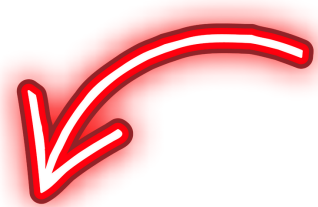




# HELPFUL INFORMATION FOR YOUR ARD MEETING



Admission, Review and Dismissal (ARD): Refers to both the team and meetings focused on your student and their educational needs.

## TYPES OF ARD MEETINGS

- **Initial** - The first meeting after the first evaluation is completed
- **Annual** - Yearly meeting to update Information and services
- **Revision** - Evaluation review or Change of Instructional services that requires meeting
- **Amendment** -
- **Manifestation Determination (MD)**
- **REED** - Review of Existing Evaluation Data

## SERVICES

- **Inclusion** - TA support for half of a class period.
- **Co-Teach** - Special Education teacher support for a full class period.
- **Modified** - Academic content taught at an altered pace for grade level.
- **Intervention** - Services for students who need to remediate foundational academic skills.
- **Speech Language Pathology (SLP)** - Assesses and treats speech, language, voice and fluency disorders.
- **Physical Therapy (PT)** - Assesses and treats gross motor skills deficits.
- **Occupational Therapy (OT)** - Develops, recovers, improves, and maintains skills needed for daily living and working.
- **CARS** - Counseling As a Related Service

## WHAT IS IN AN IEP?

- **PLAAFP** - Present Level of Academic Achievement & Functional Performance
- **Accommodations**
- **Annual Goals**
- **Transition**
- **Instructional Services**
- **Related Services**

## MEETING AGENDA

- Introductions
- Confidentiality and Conduct Statement
- Purpose of Meeting
- Texas Driving with Disability Statement
- Parent Concerns
- Graduation & Transition
- Eligibility
- Current Progress
- Development of IEP: Goals & Accommodations
- Least Restrictive Environment / Schedule of Services
- Closing Statements: ESY, Transportation, & Age of Majority
- Assurances

## COMMON TERMS

- **Individualized Education Program (IEP)**
- **Functional Behavior Assessment (FBA)**
- **Behavior Intervention Plan (BIP)**
- **Least Restrictive Environment (LRE)**
- **Review of Existing Evaluation Data (REED)**
- **Modification** - Changes what the student is taught or expected to learn
- **Accommodations** - Changes how the content is taught or how the student learns the information



# MEETING NOTES

## BEFORE THE ARD MEETING

Your student's Case Manager reviewed their IEP, collected data on attendance, grades / exams / behavioral reports, met with the student's teachers and created an updated draft of the student's IEP to best fit their current needs.

You should have received:

- A Notice of the ARD Meeting
- Procedural Safeguards
- Any relevant documents/drafts
- This overview



## CONTACT INFORMATION

**Victor Vickers**

Special Education Dept Chair

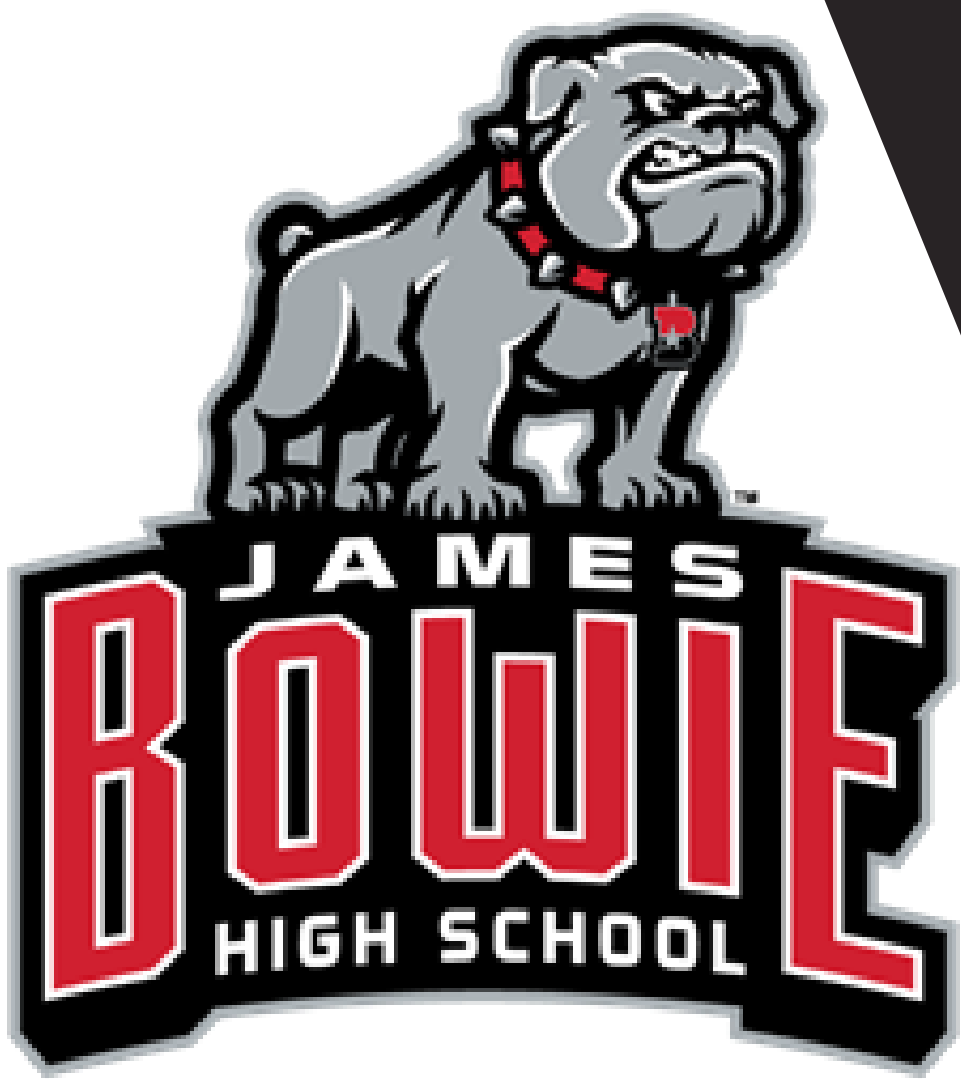
Email: [victor.vickers@austinisd.org](mailto:victor.vickers@austinisd.org)

Phone: 512-414-5247 Ext 71795

## NEXT STEPS FOR YOU:

- Review & sign ALL relevant documents
- This will always include an IEP, but could also include consent forms, evaluations results, etc.
- You will receive these either in person at the meeting or as a DocuSign email.

**Please reach out if you have any concerns or questions!**



# **ADMISSIONS REVIEW DISMISSAL**

## **MEETING NORMS**

### **THE ARD COMMITTEE WILL . . .**

- **WORK TOWARDS CONSENSUS FOR THE STUDENT'S APPROPRIATE EDUCATIONAL NEEDS.**



- **RESPECTFULLY SHARE AND BE OPEN TO OTHERS, UNDERSTANDING THAT EACH MEMBER HAS A UNIQUE PERSPECTIVE IN DEVELOPING AN EDUCATIONAL PLAN FOR THE STUDENT.**



- **RESPECT THE TIME OF ALL COMMITTEE MEMBERS BY ADHERING TO SCHEDULED MEETING TIMES, FOLLOWING THE POSTED AGENDA, AND RECONVENING IF NECESSARY.**



- **WILL CONDUCT THEMSELVES IN A COURTEOUS MANNER. THIS EXPECTATION MUST BE FOLLOWED IN ORDER TO WORK TOGETHER TO DEVELOP AN APPROPRIATE EDUCATIONAL PLAN FOR THIS STUDENT.**

