



Welcome

Understanding the ARD Process

Presented by Donna Heim,
Special Education Parent Liaison, Crowley ISD

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Intellectual and
Developmental
Disabilities Council
of Tarrant County

PURPOSE

To transform the region into an inclusive community where individuals with intellectual and developmental disabilities (IDD) thrive.

MISSION

To bring stakeholders together to create an environment for the development of an efficient and accessible system of support for people with intellectual and developmental disabilities.



Intellectual and
Developmental
Disabilities Council
of Tarrant County

Membership Driven

Premier Partners:



Organizational Partners:



and many individual and family memberships. Join us!



Intellectual and
Developmental
Disabilities Council
of Tarrant County

Welcome September Members!

- Tarrant County
- Your Name Belongs Here!
[Membership Form](#)

UNDERSTANDING THE ARD PROCESS

Presented by

Donna Heim,

Crowley ISD Special Education Parent Liaison

<https://www.crowleyisdtx.org/>

WHAT IS AN ARD?

- **A**dmission, **R**evue and **D**ismissal
- ARD Meeting = IEP meeting
- An IEP is an **I**ndividualized **E**ducation **P**rogram
- Meeting where decisions are made about your child's eligibility for special education services and what those services will include



BEFORE THE ARD PROCESS BEGINS

How do we decide when to start the ARD Process?

OR Who needs Special Education?

TWO MAIN WAYS

1. The Child Find System
2. The RtI Process

1. CHILD FIND

- Requirement – schools must identify, locate, and evaluate any child with a disability to determine if they need special education services.
- When a child is identified by Child Find as possibly having a disability, parents may be asked for permission to evaluate their child to determine if they are **eligible** for special education.

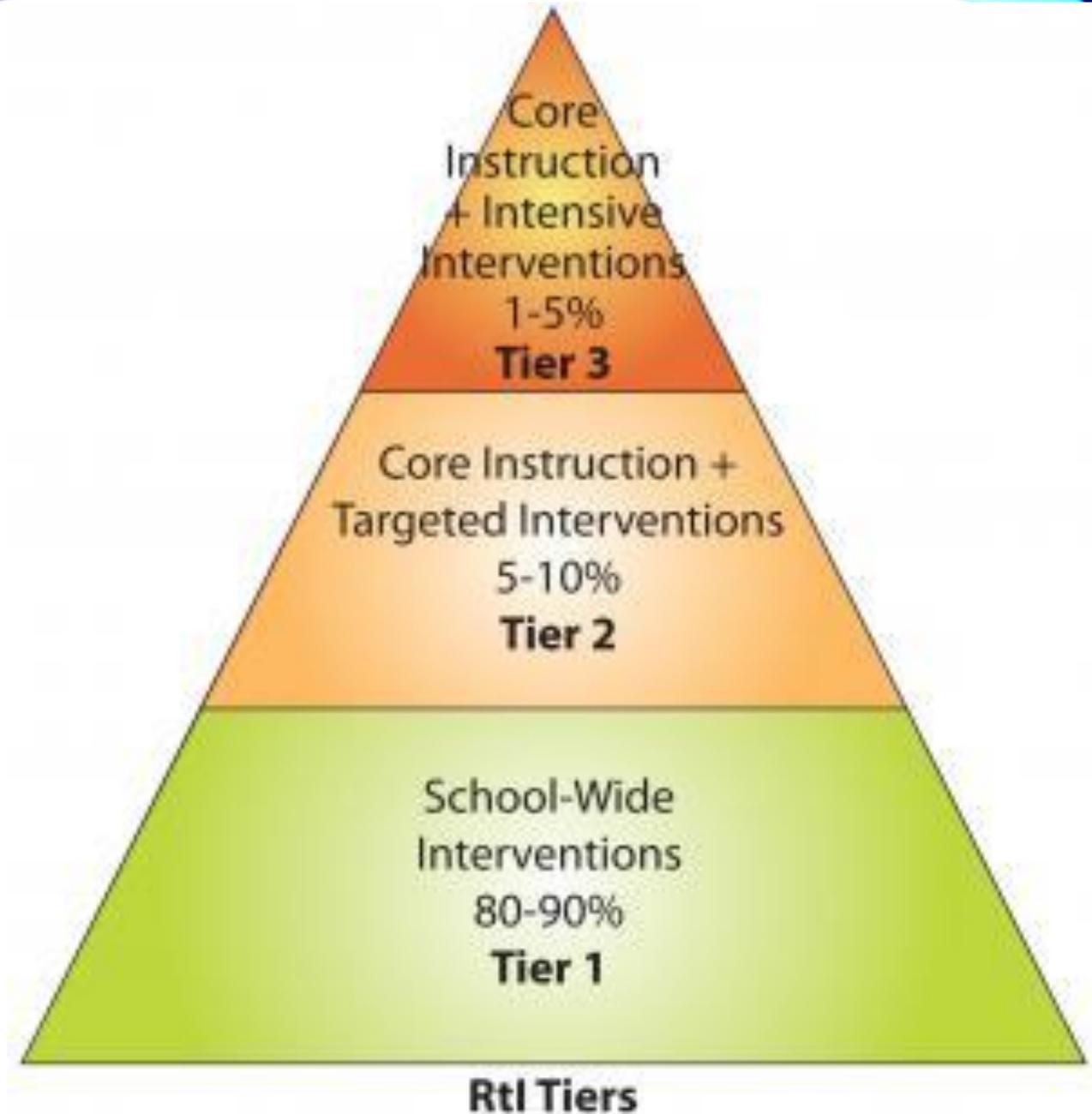


2. RESPONSE TO INTERVENTION (RTI)

When a student is not progressing adequately or is encountering failure in the general education classroom, a referral to the RTI process may be initiated.

RESPONSE TO INTERVENTION

- Tiered Interventions provided
- Data collected to assess the student's response to the interventions and drive decision-making



ELIGIBILITIES

1. Auditory Impairment
2. Visual Impairment
3. Deaf/Blind
4. Intellectual Disability
5. Emotional Disturbance
6. Specific Learning Disability
7. Other Health Impaired
8. Traumatic Brain Injury
9. Orthopedically Impaired
10. Autism Spectrum Disorders
11. Multiple Disabilities
12. Speech Impaired
13. Non-categorical Early Childhood

THE ARD PROCESS BEGINS

- The ARD Committee makes decisions about your child's eligibility for special education services and what those services will include
- Who is on the ARD committee?
- **YOU !!**

ARD COMMITTEE MEMBERS

At Least 5 “Experts” required

- You, the parent or guardian
- A regular education teacher
- A special education teacher
- A school representative – usually an administrator
- A diagnostician

PLUS...



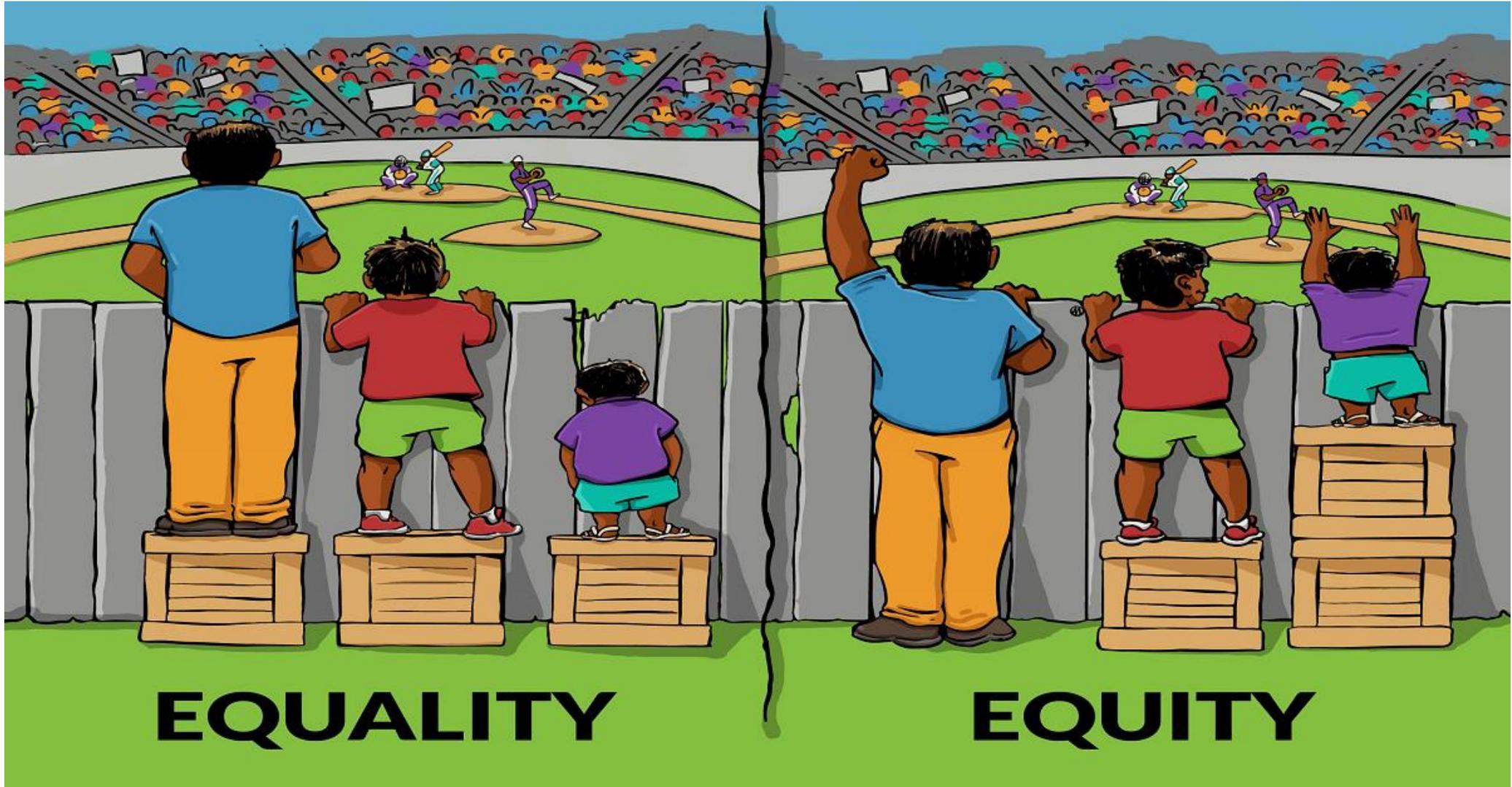
ADDITIONAL ARD COMMITTEE MEMBERS

- Your child (if appropriate)
- Individuals with knowledge or special expertise regarding your child who are invited by either you or the school
- A representative from career and technical education (CTE)



IDEA & LRE

- IDEA - Individuals with Disabilities Education Act
- LRE – Least Restrictive Environment



EQUALITY

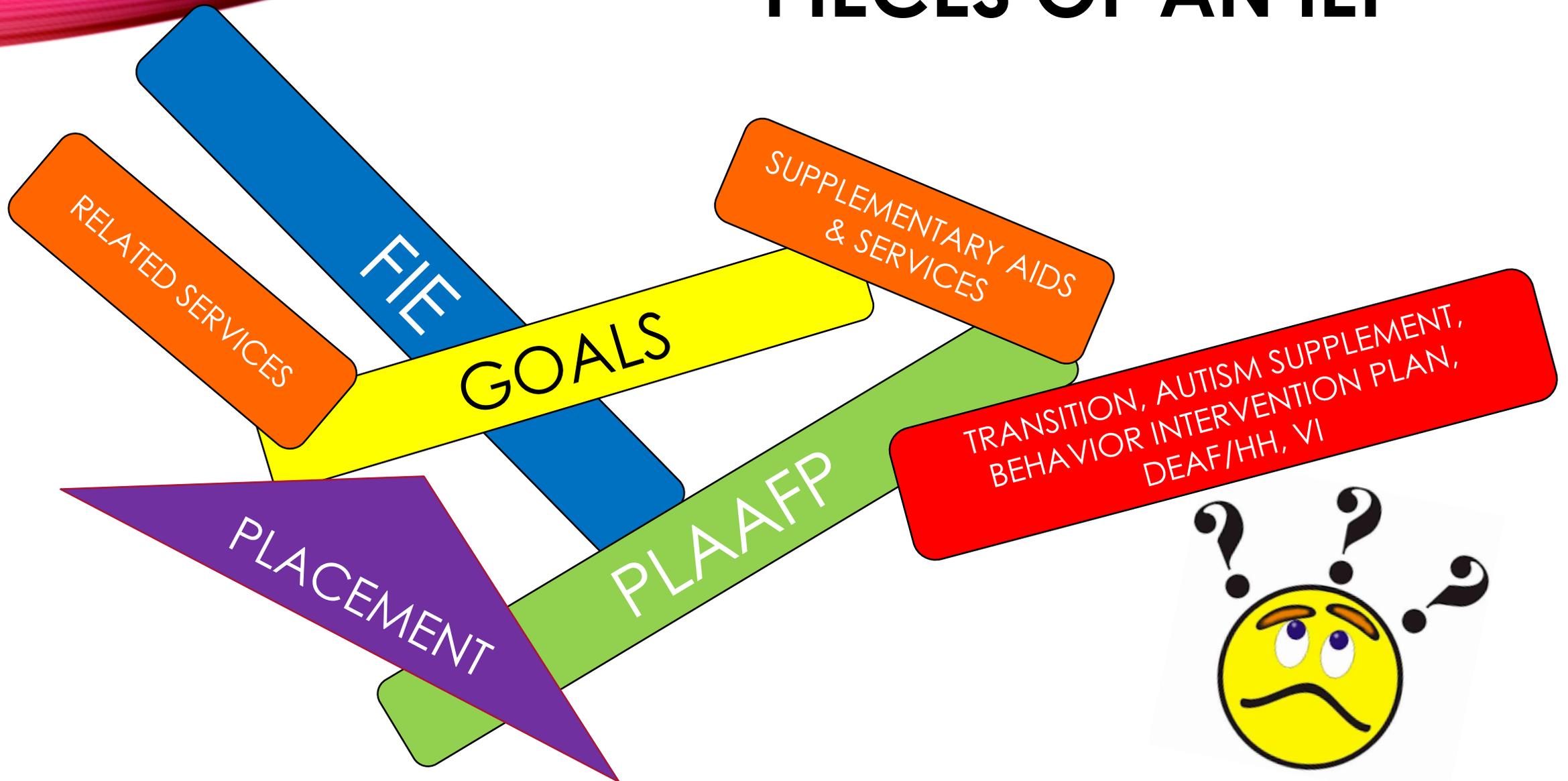
EQUITY



FAPE & THE IEP

- FAPE – Free Appropriate Public Education
- IEP – Individualized Education Program

PIECES OF AN IEP



PUTTING THE PIECES IN PLACE

PLACEMENT

TRANSITION, AUTISM SUPPLEMENT, BEHAVIOR INTERVENTION PLAN, DEAF/HH, VI

RELATED SERVICES

SUPPLEMENTARY AIDS & SERVICES

STATE ASSESSMENTS

ANNUAL GOALS

PLAAFP – Present Levels of Academic Achievement & Functional Performance

FIE – Full & Individual Evaluation

CREATING AN I.E.P. BINDER



WHY CREATE AN IEP BINDER?

- Keep important information organized
- Help you prepare for ARD meetings
- Reduce your stress level

Many ways to create a binder

- Paperless or paper?
- File by categories or chronological?

FIND THE SYSTEM THAT WORKS BEST FOR YOU.

CHRONOLOGICAL WITHOUT DIVIDERS

- Make a Master Provider List* - this can be paper or electronic

Provider/Title	Address	Phone/fax	Email	Services/Treatment
Medical				
Educational				
Psychological Evaluations				
Others....				

*from Wright's Law

CHRONOLOGICAL WITHOUT DIVIDERS

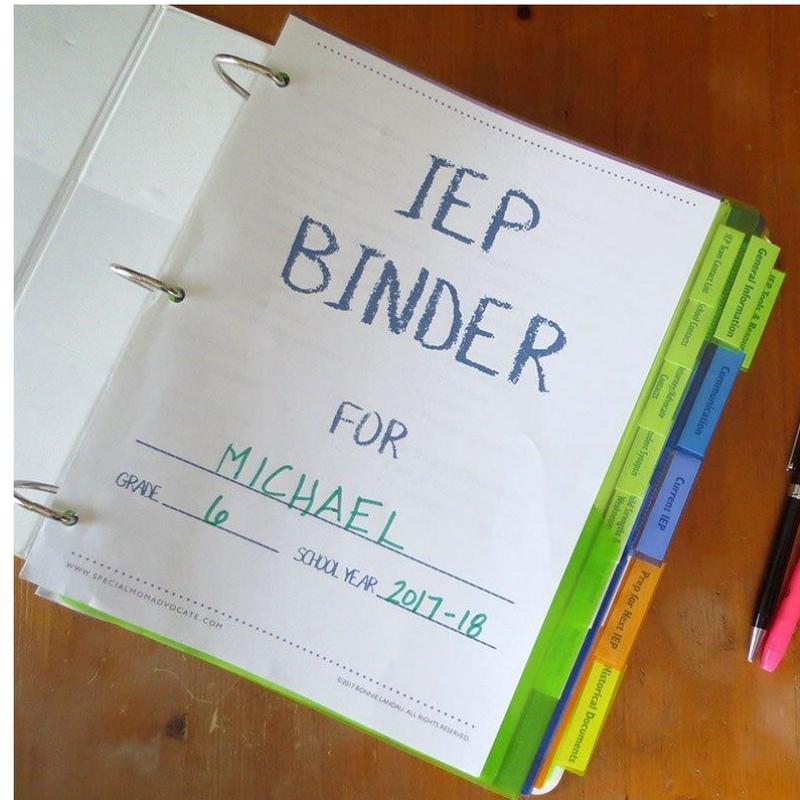
- Step 1: **Date All Documents** – gather up all the papers that relate to your child. Sort by year, then write the date in the upper right corner of each document (in pencil) *Don't stop to read documents – this will sidetrack you and you might never finish organizing your binder!*
- Step 2: **File All Documents in a large 3-ring binder** – file all dated documents in chronological order (evaluations, IEPs, progress reports, student work samples, etc.) *Don't sort them by category!*
- Step 3: **Read through your Binder** for the “Big Picture”.
- Step 4: **Create a Master Document List** –*If you use a word processing program such as EXCEL, you can sort your list by date, author, or type of document.*

SAMPLE MASTER DOCUMENT LIST

Table 9-3. Sample Master Document List

<i>Date</i>	<i>Author</i>	<i>Type</i>	<i>Significance</i>
7/16/01	Cannon	Psychological Evaluation	School evaluation. WISC-III IQ above avg. WJ-R : Reading, writing skills 3 years delayed.
8/23/01	Center Elementary School	IEP	Placed in resource program. Progress will be 80% on teacher made tests and observations.
5/14/02	Collins	Educational Evaluation	School evaluation with WJ-R, TOWL, K-ABC . No gain in reading and writing skills. Percentile ranks dropped.
6/6/02	Center Elementary School	Report Card	B's in Reading and Writing. Promoted to next grade.
9/10/02	Stein	Psychiatric Evaluation	Severely depressed . Anti-depressant meds increased. MD recommends psychiatric hospital
10/14/02	Barton	Educational Evaluation	Private sector evaluation. WRAT & WIAT . Child illiterate; requires 1:1 direct instruction.
11/5/02	Stein	Discharge Summary	Severe depression from school failure, poor academic skills; needs remediation.

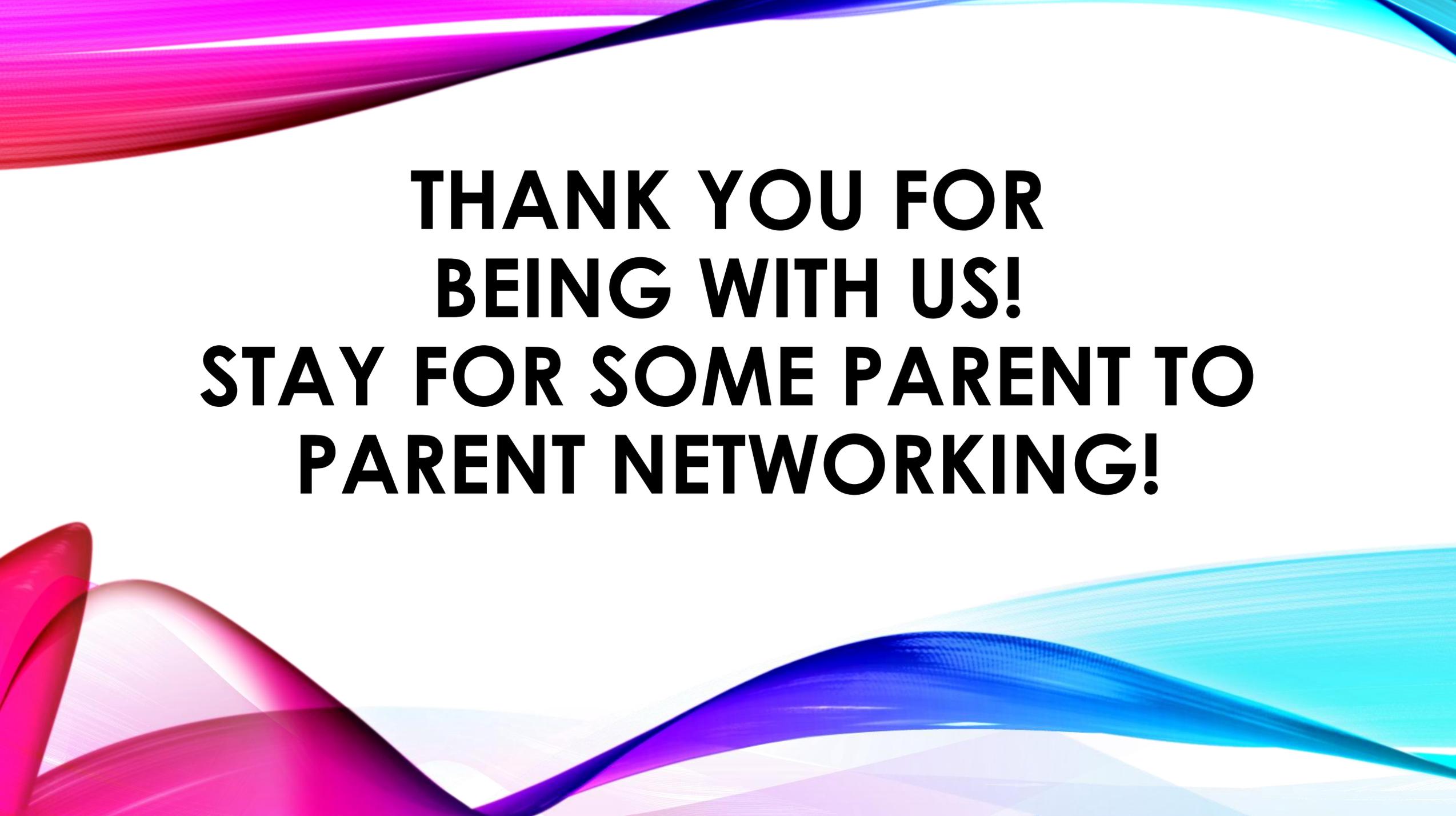
IEP BINDER WITH CATEGORIES



- <https://www.youtube.com/watch?v=DNEdNQaqJAM#action=share>

ADDITIONAL PARENT RESOURCES

- IDD Council of Tarrant County: <https://www.iddcouncil.org/>
 - [The Power of Getting Organized](#), by Wrights Law
 - [Common Acronyms and Abbreviations](#), by PATH Project
 - [IEP Binder Organizer Pages](#), by Understood.org
 - [ARD Committee Contact Sheet](#)
 - IEP Divider Tabs and Sheets ([version 1](#)) ([version 2](#), by Livingston Parish)
- Texas Project First: www.texasprojectfirst.org/
- Special Education Information Center: www.spedtex.org/
- The Legal Framework for Child Centered Special Education:
<http://framework.esc.18.net/display/Webforms/LandingPage.aspx>
- Crowley ISD Special Education Facebook: www.facebook.com/CISDspecialeducation/



**THANK YOU FOR
BEING WITH US!
STAY FOR SOME PARENT TO
PARENT NETWORKING!**



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Thank you!

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