



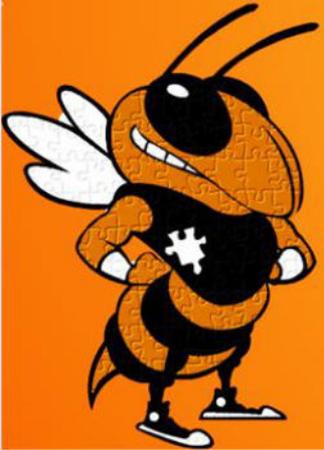
# Special Educations Dept

## ARD 101



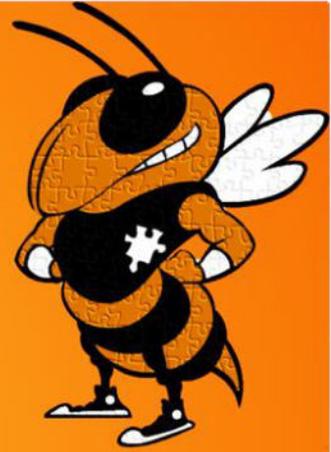
Who am I?

What is my role?



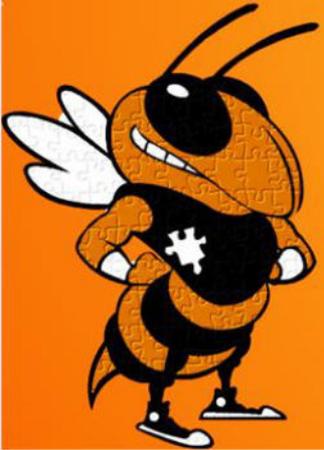
# ARD Facilitator

- Schedule ALL district ARD's
  - Send Notices
  - Invite all required members
  - Follow up and ensure attendance
    - Annuals
    - Brief's/Revision's
    - Amendments
  - Complete Transition ARD's within 15 days of student entering district
- Complete all pages of the IEP document, except
  - PLAAFP
  - Transition\*
  - Graduation\*
  - Behavior\*
  - ECSE\*
  - Goals/Objectives
  - Accommodations
  - STAAR Accommodations

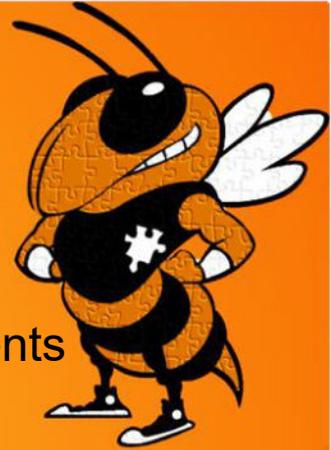


**Supplements Support:**  
VI  
Deaf/Heard of Hearing

**Supplement:**  
Transportation

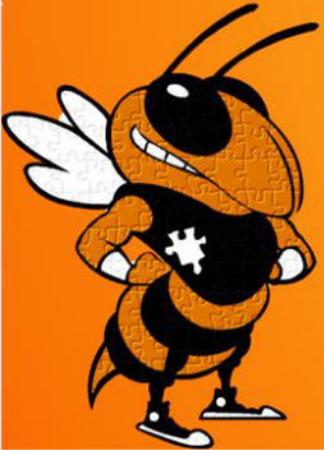


- Review all ARD's to ensure legal compliance
- Print/Archive all ARD's and send home to parents
  - Upload Accommodations into Eduphoria
  - Send PIEMS to campus Attendance Clerk
  - Email the counselor with any changes made to a students schedule made in the ARD
  - Email transportation with any relevant changes
- Ensure all ARD's and FIE are completed within the legal time frame.
- Coordinate with campuses to ensure all paperwork is going home in compliance with Legal Timelines.





What is your role?  
And what are your responsibilities?



# Department Head



- Create and update Inclusion Schedule
- Assign Campus Caseload
- Update student files as needed
- Ensure ALL Student Accommodations are uploaded into Eduphoria at the beginning of the year.
- Send student files to the next campus at the end of the year.
- **Ensure Progress reports are completed and sent home WITH Report cards each 9 weeks.**

Implementer: General Education / Special Education Teacher

Method of Evaluation: Work Samples, Unit Tests, Teacher reports/feedback

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards

- Complete all Case Manager tasks
- Attend monthly Department Head Meetings with Director



# Case manager



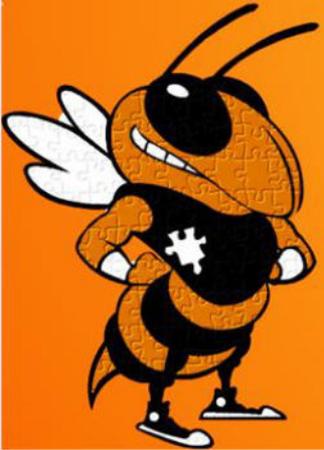
- Teach your class if you have one
- Coordinate with Dept. Head and Gen Ed teachers for Inclusion support
  - Update Inclusion Schedule after each ARD
- Progress Monitor your caseload at least every 3 weeks
  - Enter Progress into Frontline 1 week prior to deadline to ensure time for printing.
- Attend ARD's for your caseload and complete the following parts of the IEP
  - PLAAFP
  - Transition\*
  - Graduation\*
  - Behavior\*
  - ECSE\*
  - Goals/Objectives
  - Accommodations
  - STAAR Accommodations
    - STAAR Alt Justifications\*
- Give copies of accommodations to teachers after the ARD
- Ensure all members of the ARD committee are aware of the meeting and on time.
- Update Progress Monitoring Sheets

## Supplements:

Transition  
Graduation  
ESCE  
PCS  
ESY



# Director of Special Programs



# Diagnostician



## Referrals-

- Review referrals
- Evaluate student information
- Test students that have been referred

## Supplements:

- Autism
- Medically Fragile
- Parent Training
- In-Home Training

## Reevaluations-

- Gather teacher input
- Gather parent input
- Test students

## REEDs

Review FIE with parents prior to ARD's

Brief review of FIE to ARD committee for eligibility determination





# Prepping for an ARD meeting



# What should campus' have ready prior to the ARD meeting?



ARD Facilitator

Agenda

Case Manager

- Draft of IEP (PLAAFP, Goals/Objectives, Accommodations)

Evaluator

Evaluations

Classroom Teacher/Case manager

Work samples

- Tests/Grades

Classroom Teacher/Case manager

Case Manager

Progress Reports

- Consent forms

ARD Facilitator

who is responsible

for bringing these items?

Make sure that you have copies for ALL in attendance (we all know our internet issues)



# Committee Members



- Parents
- Students\*
- Assessment Staff
- Administrator
- Special Ed teacher
- Gen Ed teacher
- Behavior Specialist\*
- Nurse\*
- CTE, Counselor\*
- Transition Specialist/Outside agency\*

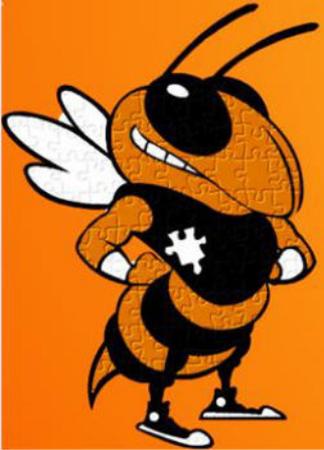


**Make sure the person in attendance has the LEGAL right to make educational decisions!!!**

# Important information for Delibs and PLAAFP's



- Words Matter
  - Everything is open to interpretation
  - The documents may well outlast you.
  - Difficult to walk something back once in print
  - Live testimony vs written records
  - People believe what they read



# Parts of the IEP



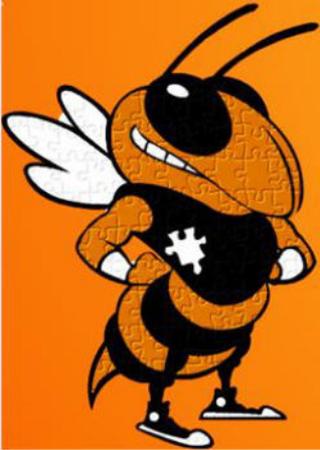
- PLAAFP
  - Will discuss after lunch
- Transition\*
  - Beginning not later than the first IEP to be in effect when the student turns 14
  - Complete ALL jump Screens 
- Graduation\*
  - Complete the students senior year
    - Campus Counselor should be in attendance to help with this.
- Behavior\*
  - Completed by the Behavior Specialist
- ECSE\*
  - Only students under 5
  - Completed with the ARD facilitator any Student Specific information is entered by the case manager
  - Complete ALL jump Screens 



# Parts of the IEP

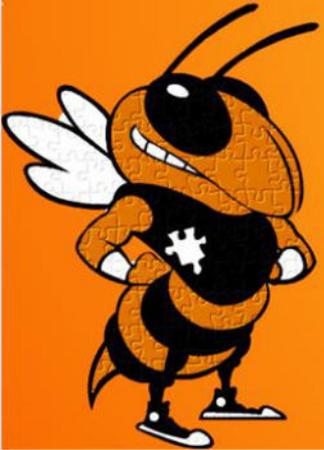


- Goals/Objectives
  - At least 1 goal for each qualifying area (Reading, Math, WE)
    - 2 Objectives for each goal
  - These should come from the [Teacher Input Sheets](#) (weaknesses)
  - Academic goals should be based on Grade Level TEKS
    - Objectives should come from the [Vertical Alignment](#) to the students academic level
- Accomodations
  - No blanket Accommodations
  - Use the [G's](#) and [Teacher input sheets](#) to determine needed accommodations
    - Should be based on data not opinions
    - **Good Teaching Practices should not be in accommodations.**



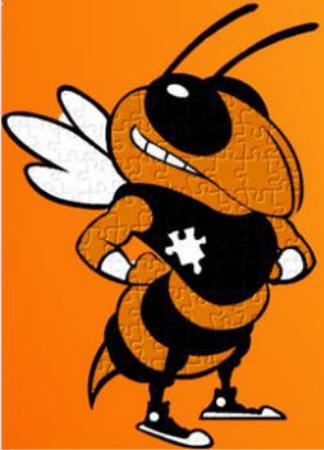


Lets write a goal



# Teacher Input Sheet

# PLAAFP



**Edit** GOAL: 1 - Reading Accepted by Committee , Academic , Transition Related Goal

By the end of 36 instructional weeks, when given a reading passage [ ] will use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words with 70% accuracy on all graded trials.

Objectives

- By the end of 36 instructional weeks, when given a reading passage [ ] will infer the meaning of a word by using context clues with 70% accuracy on all graded trials.
- By the end of 36 instructional weeks, when given a reading passage [ ] will use context clues to select the appropriate definition from a dictionary entry with 70% accuracy on all graded trials.

**Edit** GOAL: 2 - Reading Accepted by Committee , Academic , Transition Related Goal

By the end of 36 instructional weeks, when given a reading passage [ ] will make inferences and use evidence to support understanding with 70% accuracy on all graded trials.

Objectives

- By the end of 36 instructional weeks, when given a reading passage [ ] will answer questions about specific key details in a story with 70% accuracy on all graded trials.
- By the end of 36 instructional weeks, when given a reading passage [ ] will use inferences to answer questions about a story with 70% accuracy on all graded trials.

**Edit** GOAL: 3 - Reading Accepted by Committee , Academic , Transition Related Goal

By the end of 36 instructional weeks, when given a reading passage [ ] will demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes with 70% accuracy on all graded trials.

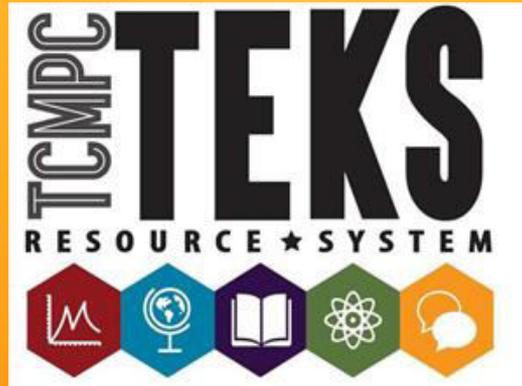
Objectives

- By the end of 36 instructional weeks, when given a reading passage [ ] will determine the meaning of words with prefixes with 70% accuracy on all graded trials.
- By the end of 36 instructional weeks, when given a reading passage [ ] will divide words into syllables with 70% accuracy on all graded trials.





# Programs and VAD



# STAAR Accessibility

- STAAR Accommodations
  - Should match Classroom Accommodations

[Designated Support Documents](#)

[Speech to Text Practice](#)

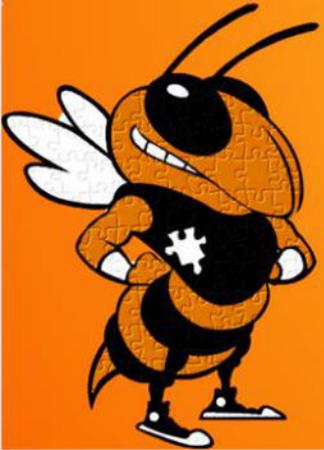
[STAAR Online Test Platform Practice](#)

[STAAR Alternate 2](#)





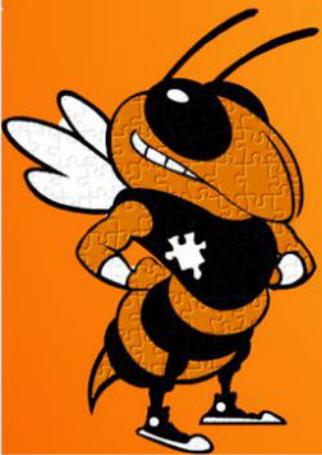
Questions so far?





Break for lunch





# PLAAFP: What it is not...

- Only grade- or grade levels
- Only standard scores
- Subjective observations
- A repeat of information from previous ARDs, PLAAFPs, FIEs
- Non-Examples:



Damien has difficulty attending to tasks.

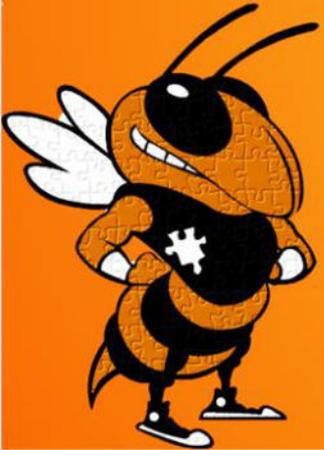
Per Carmen's FIE, the EOWPVT-R shows her expressive language is at 19 months. The ROWPVT-R administered as part of her FIE measures her receptive language is at 26 months.

Sammy word problems. His learning disability in reading comprehension results in a need to have text read to him.



# PLAAFP: What it is...

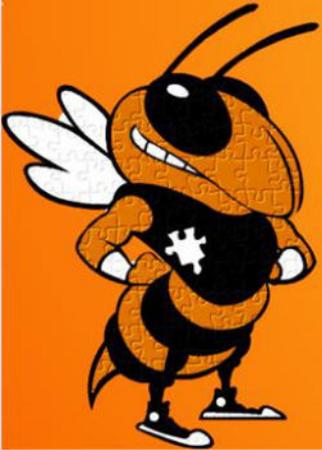
- Describes student's current performance in relation to grade-level content standards, using measurable, objective term
- Describes how the student's disability impacts him/her in the general curriculum
- Identifies current areas of critical need
- Is based on current, relevant data from a variety of sources.



# Sample PLAAFP Excerpts

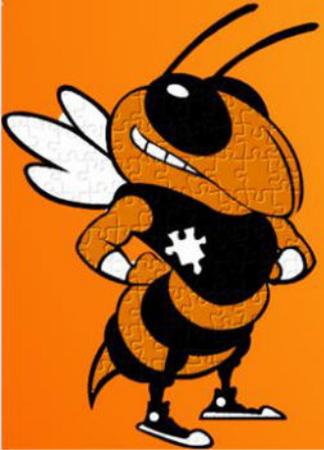


- “Based on classroom behavior charts, Damien’s attention difficulties result in him staying on task an average of 7 minutes per assignment during independent work and 12 minutes per assignment of group work. Discipline referrals show Damien has been referred to the office 3 times from August-December for disrupting class during independent work. Damien has had no office referrals during group work this year.”



# What areas need a PLAAFP?

- *All subject areas affected by the disability*
  - If the disability does not impact a certain academic area, you may enter “Not affected by disabling condition”.
  - “Other” might be Science, Social Studies, electives, O&M, APE, Vision, or any other area not covered in the PLAAFP
  - “Functional” includes self-help skills, gross/fine motor skills the student might be working on



# Teacher Input Form



What is the average support time that someone comes in your room (aide, teachers, etc)? \*

Long answer text

Are there precipitating factors (attendance, behavior, organization, proximity to teacher or students) that affect this students performance in your classroom? If yes, what are they? \*

Long answer text

What is this student's current average in your class, and what is the student's current reading level? \*

Short answer text

Do you have any suggestions as to accommodations that you feel would help this student in your class everyday? During testing? \*

Long answer text

List 2 of the student's academic strengths in your class. Your answers need to be based on TEKS taught in your class. \*

Long answer text

When working independently, is the student able to stay on task and focused? If not, what is the student demonstrating or doing instead? Please describe in detail. \*

Long answer text

List 2 of the the student's academic weaknesses in your class. Your answers need to be based on TEKS taught in your class. \*

Long answer text

When working in a collaborative group, what behaviors does student demonstrate? Please describe in detail. \*

Long answer text

What supports have you given in class if the student is struggling? Please be as specific as possible. \*

Long answer text

When given notes to copy from the board, is the student able to write the required information? Do they struggle or refuses to take the notes? How does this impact his/her grades? \*

Long answer text

# PLAAFP Template



\_\_\_\_\_ is a \_\_\_ grade student who qualifies as a student with \_\_\_\_\_. **Her/His** current reading level is \_\_\_\_\_, and **he/she** currently performs in reading at a \_\_\_\_\_ grade level. Based on data from **classroom observations, data collection, progress reports, teacher input** and \_\_\_\_\_'s current FIE;

\_\_\_\_\_ strengths are;

\_\_\_\_\_ struggles with;

\_\_\_\_\_ teachers routinely uses the following strategies in class to help **him/her** succeed in class;

When asked if there were any precipitating factors that hinder \_\_\_\_\_ success in class, his/her teachers reported that

When working independently, \_\_\_\_\_

When working in a collaborative group \_\_\_\_\_

When writing notes \_\_\_\_\_

When writing sentences or paragraphs \_\_\_\_\_

When given a graphic organizer to complete \_\_\_\_\_

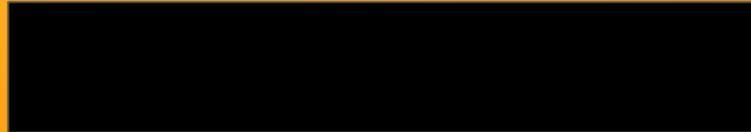


# Is there anything missing?



[Teacher Input Form template](#)

[PLAAFP Draft](#)



# Initial PLAAFP's based on FIIE



When writing a PLAAFP based on a FIIE

Review strengths and weaknesses within the evaluation

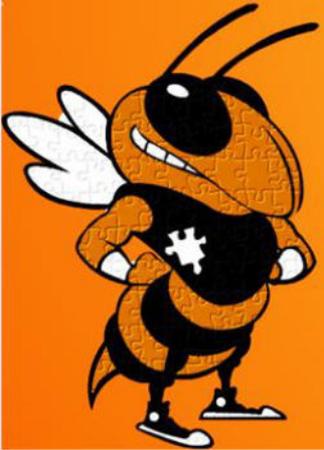
Ex: Under Academics—

Strengths:

Weaknesses:

According to teacher information.....(this is all written out for you)

Review the areas in the testing that the student demonstrates difficulties to help write your goals. Review recommendations on the considerations page to complete goals that relate to the FIIE.



# Drafting New Goals...

- Every student must have at least ONE annual goal.
  - Every student who will be taking an Alternate Assessment MUST have 2 objectives.
- Goals must be based on the students areas of need detailed in the PLAAFP.
- Annual goals detail what the ARDC believes can be reasonably achieved in one year.
- When annual goals are academic in nature, they must be standard-based. This means *aligned with* grade level content standards.



# Goals MUST be Measurable



Time Frame	Is the timeframe for the goal clearly identified? Are benchmark reporting dated consistent with the student's Annual ARD cycle or the school district calendar?
Condition	The condition is <b>not the task</b> the student is being given or the participation in the grade level curriculum. Does the condition identify the accommodation, modifications, or instructional strategies that must be present for the student to reach the goal?
Behavior	Has the performance that will be monitored been clearly identified For academic goals, is it clearly linked to grade level TEKS? Does the verb accurately reflect the students level of cognition-eg.bloom's taxonomy-analyze vs. name
Criterion	How much, how often or what standard the behavior is expected to be achieved should be clearly identified. 80% mastery in 4 or 5 trials is deptailed, but still might not be specific or clear enough. The metric used in the PLAAFP should continue as the metric in the Goal. Think how the data sheet will look If the data sheet is not provided, would 2 different people understand the goal and measure it the same way?

# Goals Examples



**By the end of 36 instructional weeks, when given a reading passage [REDACTED] will use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words with 70% accuracy on all graded trials.**

## Objectives

- **By the end of 36 instructional weeks, when given a reading passage [REDACTED] will infer the meaning of a word by using context clues with 70% accuracy on all graded trials.**
- **By the end of 36 instructional weeks, when given a reading passage [REDACTED] will use context clues to select the appropriate definition from a dictionary entry with 70% accuracy on all graded trials.**



# Goals Examples



By the end of 36 instructional weeks, when given a verbal prompt, [REDACTED] will demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns with 70% accuracy on all graded trials.

## Objectives

- By the end of 36 instructional weeks, when given a verbal prompt [REDACTED] will identify the number of syllables in words with 70% accuracy on all graded trials.
- By the end of 36 instructional weeks, when given a verbal prompt [REDACTED] will spell multisyllabic words with /ng/ with 70% accuracy on all graded trials.



# Goals Examples



By the end of 36 instructional weeks, when given charts and/or formulas [REDACTED] will compare and order whole numbers up to 100,000 and represent comparisons using the symbols  $>$ ,  $<$ , or  $=$  with 70% accuracy on all graded trials.

## Objectives

- By the end of 36 instructional weeks, when given charts and/or formulas [REDACTED] will compare numbers in expanded form up to 100,000 with 70% accuracy on all graded trials.
- By the end of 36 instructional weeks, when given charts and/or formulas [REDACTED] will compare numbers in standard form up to 100,000 with 70% accuracy on all graded trials.



# Goals Examples



**By the end of 36 instructional weeks, given career and technology education (CTE) instruction, access, and assistance, ■ will identify and discuss personal interests, abilities, and attitudes as they relate to development of goals for future employment opportunities with 75% accuracy.**

## Objectives

- **By the end of 36 instructional weeks, when given access and assistance, ■ will identify three personal interests related to potential job opportunities, in 3 of 4 observed trials with 75% accuracy.**
- **By the end of 36 instructional weeks, when given access and assistance, ■ will identify and define three personal abilities as they relate to potential job opportunities in 3 of 4 opportunities provided with 75% accuracy.**



# Goals Examples



Activities of Daily Living I Accepted by Committee , Functional

By the end of 36 instructional weeks, when given a visual or nonverbal prompt, [REDACTED] will demonstrate being independent and improving her self-care 3 out of 5 times.

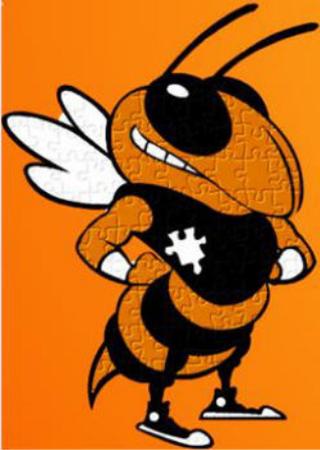
## Objectives

- By the end of 36 instructional weeks, when given a visual or nonverbal prompt [REDACTED] will follow the display bathroom routine (pull clothing down, sit on toilet urinate/bowel movement, pull clothing up, flush, wash hands) 3 out of 5 times.
- By the end of 36 instructional weeks, when given a visual or nonverbal prompt [REDACTED] will transition from activity to activity without refusal 3 out of 5 times.



# Busting some Myths...

- At least ONE annual goal is required; TEA does not expect *every* student to have one academic and one functional goal.
- Neither Academic nor Functional is more important than the other; goals must meet student needs as a result of the disability.
- Annual goals are not taught in place of the enrolled grade level standard. Hence mastery of/progress toward annual goals does not equate to a course grade. [ESC 20 and Texas Education Agency, 2015]



# Benchmarks/Short-Term Objectives:



- Are intermediate steps a student will take to progress from PLAAFP to mastery of goal;
- Are required in all annual goals for students who will take STAAR Alternate;
- Are optional for students who do not take STAAR Alternate; and
- Must be written in measurable terms.



# Progress Reporting on Goals

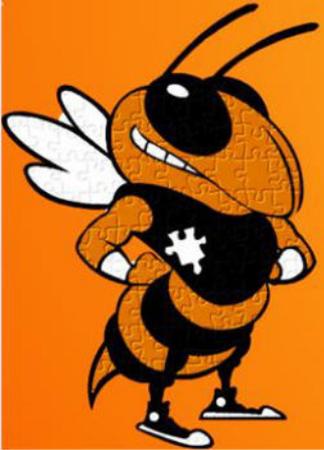
- Progress on goals **MUST** be updated every grading period and reported to parents.
- Parent communication procedures may vary by campus.
  - Parent communication form in Frontline is a district expectation.
- All goals must reflect current progress and be archived prior to Annual ARD.

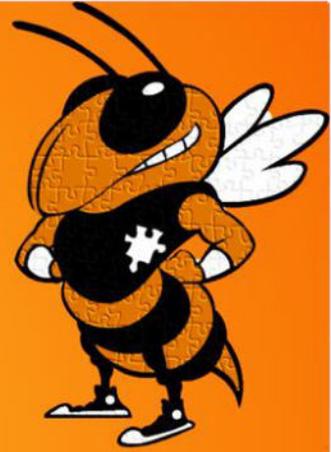
Your questions...



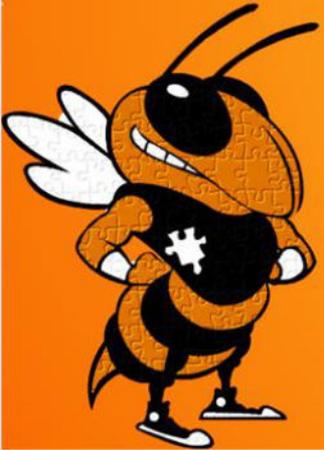
# Important

For students who require a translator at the ARD, all information that you have to manually type in, needs to be translated. Frontline only translates the information in the drop down menus. Use the notes sections on those pages to add the translated information.





# Helpful Links



# G's and Accommodations



[Linking classroom adaptations to the G's](#)

[Accommodation Central](#)

[Vertical Alignment](#)

[Child Find-Good Training Videos](#)

[Legal Questions](#)

