

## Best Practices for Conducting a Virtual Admission, Review, and Dismissal (ARD) Committee Meeting



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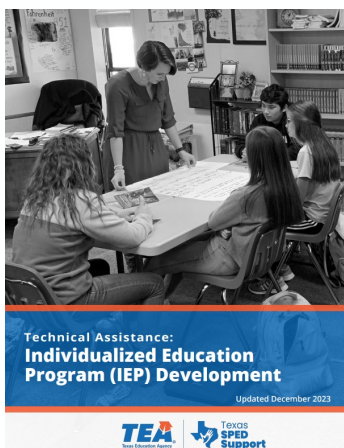
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## Resources



[Technical Assistance: Individualized Education Program Development | Texas SPED Support](#)

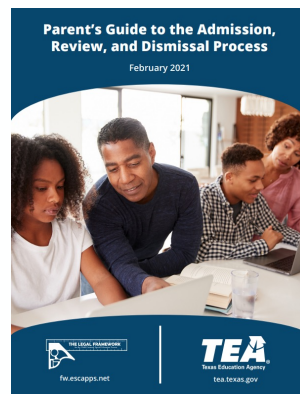
## Resources



### **THE TEXAS LEGAL FRAMEWORK**

for the Child-Centered Special Education Process

[Frameworks | Legal Framework \(escapps.net\)](#) –  
Admission, Review, and Dismissal Committee



[Publications | Legal Framework \(escapps.net\)](#)  
[Parent's Guide to the ARD Process | SPEDTex](#)

## Accompanying Resources

### ARD 101

This brief webinar provides a review of the requirements of the ARD committee meeting and best practices of a compliant ARD committee meeting and process.

[ARD 101 | Texas SPED Support](#)

### ARD Committee Manager Training

This asynchronous course is intended to provide information, guidance, and best practices for successfully achieving the expectations of facilitating or leading an ARD committee meeting.

[ARD Committee Manager Training | Texas SPED Support](#)

## Learning Objectives

Participants will build knowledge and gain an understanding of the following:

- The legal requirements for conducting virtual ARD committee meetings.
- Best practices to implement before, during, and after the meeting.

## Did You Know?

### Alternative means of participation



## Legal Requirements of an ARD Committee Meeting

## Prior Written Notice (PWN)

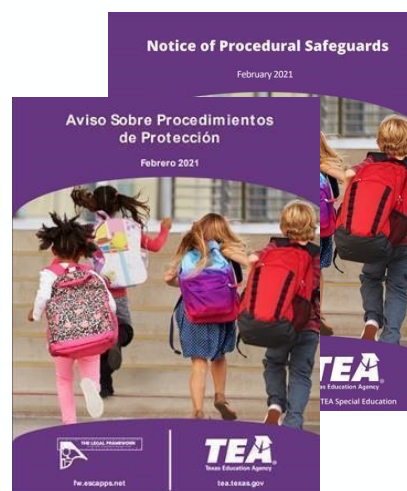
Provided at least five school days before the meeting.

Includes the purpose, time, and location of the meeting, as well as who will be in attendance.

Provided to the parents in their native language, unless it is clearly not feasible to do so.


## Notice of Procedural Safeguards

- Must be provided to the parent at least once a year.
- Typically provided at the annual review ARD committee meeting or with the meeting notice for students already eligible for special education services.



## Required Members


Parent or adult student with a disability	Regular education teacher	Special education teacher
Representative of the LEA	When dyslexia is suspected, a person with specific knowledge of the reading process, dyslexia and related disorders, and dyslexia instruction	Individual who can interpret the instructional implications of evaluation results


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## Required Members Based on Student Need or Eligibility



At the discretion of the LEA or parent, other individuals who have knowledge or special expertise regarding the child (e.g., specialists, school counselors)	Student with a disability	Representative of any participating agency likely to be responsible for providing or paying for transition services (with consent of the parent or adult student)	Language Proficiency Assessment Committee (LPAC) Member
Career and Technical Education (CTE) Representative	<b>Other Teachers:</b> <ul style="list-style-type: none"> <li>• Teacher of the Visually Impaired (TVI)</li> <li>• Teacher of the Deaf or Hard of Hearing (TODHH)</li> </ul>	<b>Other Personnel:</b> <ul style="list-style-type: none"> <li>• Juvenile Justice Alternative Education Program (JJAEP) administrator or designee</li> <li>• Early Childhood Intervention (ECI) coordinator or representative</li> </ul>	


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## Parent Participation



- Ensure one or both parents of the child with a disability are present.
- Provide early notice of the ARD committee meeting to improve the parents' opportunity to attend.
- Schedule the meeting at a mutually agreed upon time and place.

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## Parent Participation Options

-  Participate by phone or virtually.
-  Participate face to face.
-  LEA proceeds without the parent when unable to convince the parent to attend.

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## ARD Committee Participation

Parents must be afforded the opportunity to participate, including through alternative methods.

LEA must ensure that the parent understands the proceedings of the meeting.

All members must have the opportunity to participate collaboratively.

A decision must be made by mutual agreement.

## ARD Committee Meeting Agenda

**ARD COMMITTEE MEETING AGENDA**

- Introductions of ARD committee members
- Purpose of the ARD committee meeting – admission, review, or dismissal
- Review proposed norms
- Review of evaluation data and other information
- Determination of eligibility
- Present levels of academic achievement and functional performance
- Annual goals and objectives, and how progress will be measured and reported
- Special factors
  - Behavior
    - English learners
    - Communication
    - Assistive technology
  - Supplements, if appropriate
    - Students with a behavior intervention plan
    - Students who are blind or visually impaired
    - Students who are deaf or hard of hearing
    - Students with autism
- Transition
  - Supplements, if appropriate
    - Transition services
    - Graduation
    - Transfer of rights (if age of majority)
- Special education and related services
  - Accommodations
  - Supplementary aids and services
  - Related services
- Schedule of services, including frequency, duration, and location of services
  - Additional supplements, if appropriate:
    - Transportation
    - Personal care services
- Participation in state and district assessment, including PI and AIP
- Participation in extracurricular and nonacademic activities, including justification for nonparticipation
- Instructional setting and length of student's school day
  - Supplement for a student placed in the 19191 or 1910, if appropriate
  - Supplement for a student placed in a residential education placement, if appropriate
- Extended school year services
- Assurances
- Closure and consensus
- Prior written notice

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## ARD Committee Agenda Topics

Introductions and purpose	Review of data and determination of eligibility	Present levels of academic achievement and functional performance (PLAAFP)	Measurable annual goals	Special education and related services
Schedule of services	Participation in state and district assessment	Participation in extracurricular and nonacademic activities	Instructional setting and length of the student's school day	Requirements for behavior, transition, autism, deaf or hard of hearing, and /or visual impairment
	Additional requirements for transportation, personal care, or alternative placements	Extended school year services	Assurances, closure, and consensus	



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## Documentation

Written documentation of decisions

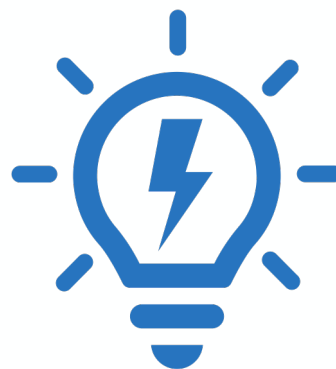
Documentation of member attendance


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## Barriers and Solutions

- Experience with technology and video
- Different virtual platforms
- Physical environment
- Confidentiality concerns
- Different sensory experience
- Inhibited rich discussion or involvement in the process
- Providing accommodations virtually



## Proactive Practices Prior to the ARD Committee Meeting

## Collaborate and Communicate

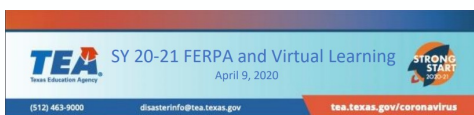
- Provide draft copies of the proposed IEP document.
- Provide meeting agenda and norms.
- Seek information from the parent or adult student.



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## Student Privacy and FERPA

How can I ensure the meeting maintains student privacy?



[SY 20-21 FERPA and Virtual Learning \(tea.gov\)](https://www.tea.texas.gov/strong-start-2021)



STUDENT PRIVACY POLICY OFFICE  
FERPA and Virtual Learning Related Resources  
March 2020

[FERPA and Virtual Learning Related Resources March 2020](#)

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## Back-up Plan

- What if the virtual platform does not work?
- Is an alternate meeting date/time needed in case problems arise?
- What if team members can't connect?
- What if technical difficulties occur?
- How will you get documents to members?



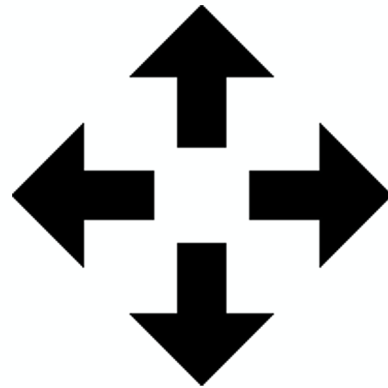
## Accommodations for ARD Committee Members



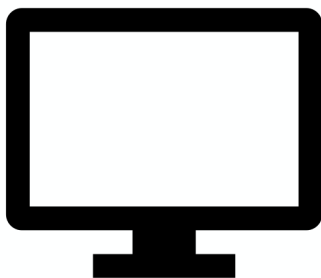
- Interpreter
- Translation of documents
- Captioning
- Other supports

## Tasks and Responsibilities

- Roles
- Waiting rooms
- Breaks



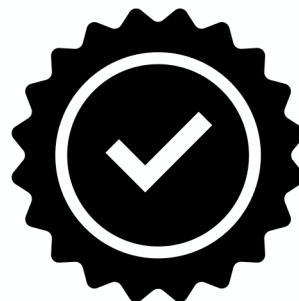
## Screen Sharing



- Identify who will share the screen.
- Agree on what will be shared.
- Practice changing documents before the meeting.

## Conduct Practice Sessions . . .

- With staff and parents.
- To gain familiarity with technology (video and/or phone).
- To check sound and video.












## Tips for Using the Platform

- Provide a checklist to help ARD committee members prepare.
- Consider developing short videos with screenshots.



## Tips for Using the Platform

### Virtual IEP Meetings: Technology Tips for All Participants

	Be patient—technology may not work as intended. Assume that everyone is doing their best.
	Test out technology in advance, and make sure all devices are charged.
	Have a back-up plan ready in the event technology issues arise.
	Join the meeting about 10–15 minutes in advance to troubleshoot any technology issues.
	Actively listen and participate in the meeting.
	Set up a meeting space that reduces potential distractions to minimize background noise as much as possible.
	Ensure the security of confidential information before, during, and after the meeting.
	Turn off any notifications on your computer—they may show up on others' screens.
	Use headphones or a headset with built-in microphone, when possible.



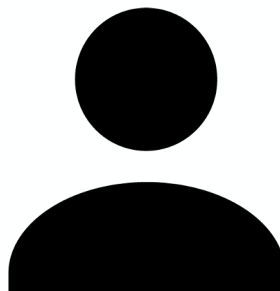
[Virtual IEP Meeting Tip Sheet \(parentcenterhub.org\)](https://parentcenterhub.org)

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## Unexpected Participants


- Ask them to identify themselves verbally.
- Request that they change their username, if it is a number or initials.



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# Collaborative Practices During the ARD Committee Meeting

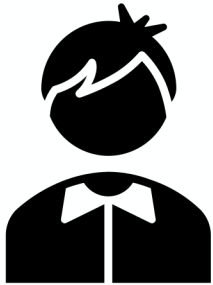


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## Meeting Focus

- Stay focused on student needs.
- Use plain language.



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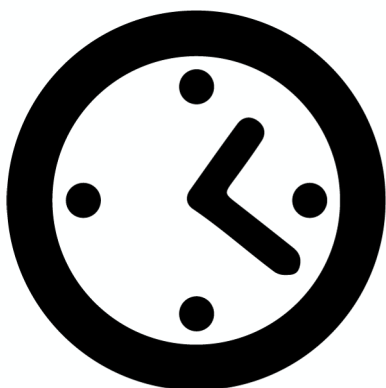


## Review Agenda and Norms

Sample Norms might include:

- Use the most accessible technology for every participant.
- Resist multitasking and doing other work while the meeting is in session.
- Use video whenever available.
- Encourage team members' participation and active listening.
- Stay focused on the student's needs.

## Ensure Connectivity



- Allow wait time.
- Check-in regularly to ensure connections.

## Virtual Platform Features

- Display the draft of the student's IEP.
- Use video/cameras.
- Consider utilizing the “chat” feature.



## Stay Attentive



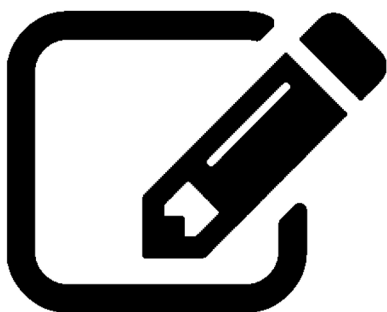
- Remove distractions.
- Listen carefully.

## Check for Understanding

- Review the discussion and outcome before moving on to the next item.



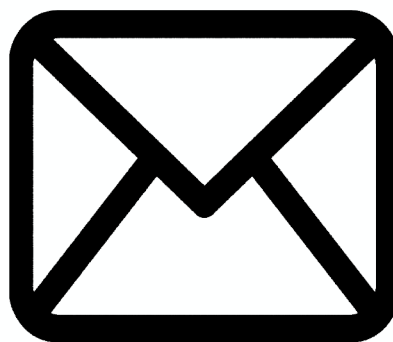
## Tasks



- Assign tasks to specific members.
- Discuss and agree upon the process for obtaining forms or signatures.

## Document Delivery

- Confirm the method for delivering documents, including the completed IEP.

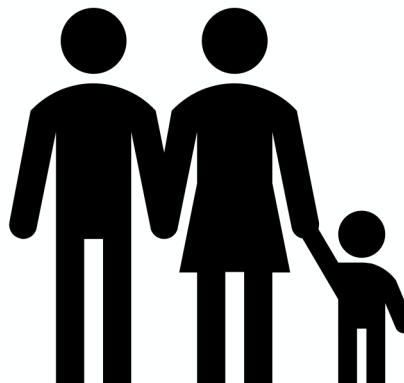


## Effective Practices After the ARD Committee Meeting

## Follow-up

With parents –

- Answer questions.
- Address concerns.
- Debrief how the meeting went.



## Follow-up



With staff –

- Identify what went well.
- Pinpoint what barriers may have come up.
- Determine ways to improve the meeting experience.

## Follow-up

- Ensure all teachers and personnel responsible for portions of the student's IEP are informed of and understand their responsibilities and receive a copy of the IEP.
- Follow up with any tasks assigned to staff during the meeting.



# Thank you!

If you need more information, please connect with your Regional Child Find/Evaluation Statewide Contact.

