**Brief ARD Training 101**

**Example: Brief ARD to recommend ESY**
- Brief ARD (2 screens)
- Committee members section (3 screens)
- ESY supplement (2 screens)
- Goals & objectives (ESY boxes checked)
- Signature page (can bring a blank one to ARD)
- ARD notice (archive in notices folder)

*(Report: Brief ARD, Goals, ESY Supplement, Committee Members)*

**Reminders:**
1. Always complete & archive the ARD notice.
2. Send in ARD paperwork, original signature page & ARD notice to Marina Rima at SPROG.
3. Provide parent a copy of Brief ARD.
5. Upload original signature page to ARD documents folder.

*Brief ARD for a schedule change:* Always complete the schedule page section *(start date of services- date after ARD)* and LRE screens. If the Instructional Arrangement (IA code) needs to be changed, please ask assessment staff or ARF to make change.

*(Report: Brief ARD, Schedule Page, LRE, Committee Members)*

*Brief ARD for changing goals:* Always update & archive progress on the goal/obj you are changing. Progress is turned in with ARD. Change start date (to the day after ARD) on the goals you edited. End date does not change. Update PLAAFP.

*(Report: Brief ARD, Development of IEP, Goals, Committee members)*
Name: Fanny 1Pack
DOB: 10/10/2006
Age: 8
Gender: 
Medicaid#: 
Local ID#: DO NOT USE

Brief ARD Date of Meeting: 01/26/2015

Leander Independent School District
306 W. South Street
Leander TX, 78641 - (512) 570-0300

ADMISSION, REVIEW, AND DISMISSAL (ARD)/IEP
COMMITTEE MEETING BRIEF FORM

Grade: 03 Year: 2014-2015 Reason for Meeting: Address ESY

☐ Yes ☒ No An interpreter was used to assist in conducting the meeting.

The ARD committee met to modify the ARD committee report dated 04/05/2014, and assures that the deliberations of that meeting have been reviewed.

DEVELOPMENT OF THE INDIVIDUAL EDUCATIONAL PROGRAM (IEP)
Are present levels of performance different from those detailed in previous ARD?
☒ No, Discussion determined no changes in present levels of performance.
☐ Other: adding ESY

Is the ARD committee considering changes to the student's accommodations/modifications?
☐ Yes ☒ No

Is the ARD committee considering changes to the student's Behavior Intervention Plan (BIP)?
☐ Yes ☒ No

Is the ARD committee considering changes to the student's schedule of services?
☐ Yes ☒ No

Is the ARD committee considering changes to the student's transportation supplement?
☐ Yes ☒ No

Is the ARD committee considering changes to the student's participation in the State/District Assessment system?
☐ Yes ☒ No

PLACEMENT DETERMINATION
Site selection is an administrative decision and may be changed at any time.
The ARD committee determined that the student's placement will be:
School Campus: Naumann Elementary
Instructional arrangement: 41-Resource Room/Services Less than 21%

Brief ARD deliberations:

DATE: 1-26-2015 Brief ARD to review extended school year.

Why and how does she qualify for ESY.
Review goals and objectives that are recommended for ESY.
ESY time addressed.
Special transportation will be provided.

ESY supplement attached to IEP along with goals and obj marked ESY.

Parents and district in agreement to ESY recommendation.
The ARD committee assures that removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The ARD committee assures that each student with a disability participates in nonacademic and extracurricular services and activities, including meals, and recess periods, with nondisabled students to the maximum extent appropriate to the needs of the student.

The ARD committee assures that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are nondisabled.

Access to and Destruction of Records
The special education department observes federal and state laws, state regulations and local policies pertaining to the confidentiality of student records. Parents (or an eligible student 18 years or older) may inspect and review records at any time. School officials with a legitimate educational interest have access to student records. The parents of a student with a disability must give written consent before a student's records can be seen by someone not involved in the student's education.

If the student transfers to another school district, special education records will be sent to the receiving district without parental consent.

Special education eligibility and educational records are maintained for five (5) years following the date of the last recorded action for each student served by the Special Education Department of Leander Independent School District. At the end of five years, the records will be destroyed.

Parent/guardian/adult student has been informed that the District shall retain education records of students with disabilities for five years after the student's graduation or dismissal from special education.

Records with personally identifiable information are located on the campus of the school which the student attends and the Special Education Services office at 306 W. South Street, Leander, TX 78641

You may call with any questions concerning records (512) 570-0300
Leander Independent School District  
306 W. South Street  
Leander, TX 78641 - (512) 570-0300

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<th>CAMPUS</th>
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<tr>
<td>Fanny 1Pack</td>
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**MEASURABLE ANNUAL GOAL:**

Goal Number: 1  Goal Focus: Mathematics

- Draft
- Academic
- ESY

- Accepted by Committee
- Transition Related Goal
- Related Services

By the next annual ARD, when given a prompt with 80 percent accuracy.

Duration: 04/06/2014 to 04/05/2015

Language of Delivery: English  Grade Level: ___

<table>
<thead>
<tr>
<th>ESY</th>
<th>Code</th>
<th>BENCHMARKS OR SHORT-TERM OBJECTIVES</th>
<th>General Modifications and Accommodations:</th>
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</thead>
<tbody>
<tr>
<td>X</td>
<td>1.1</td>
<td>By the next annual ARD, when given 30 basic addition, subtraction or multiplication problems, Fanny will solve with 70% accuracy in less than 3 minutes. Currently: taking 7 minutes to complete 30 problems</td>
<td>With use of addition chart</td>
</tr>
</tbody>
</table>

Implementer: Gen Ed and Special Ed

Method of Evaluation: Data Collection

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

**MEASURABLE ANNUAL GOAL:**

Goal Number: 2  Goal Focus: Language Arts

- Draft
- Academic
- ESY

- Accepted by Committee
- Transition Related Goal
- Functional

By the next annual ARD, when given a reading prompt Fanny will read with fluency with 90 percent accuracy.

Duration: 04/06/2014 to 04/05/2015

Language of Delivery: English  Grade Level: ___

Implementer: Gen Ed and Special Ed

Method of Evaluation: Data Collection

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
EXTENDED SCHOOL YEAR SERVICES (ESY) PROGRAM

Review of Evaluation Data

Date of ARD: 01/26/2015

The need for extended year services is demonstrated by evidence of one of the following:

☑ Formal evaluation results provided by the district or parent(s). Describe:
  Type in information here to explain why child needs ESY...according to what type of FORMAL evaluations.

☐ Informal evaluation provided by the district or parent(s). Describe:
  Type in information here to explain why child needs ESY......according to what type of INFORMAL evaluations.

☐ For students enrolling in a District during the school year, information obtained from the prior district:

Severe or Substantial Regression in Critical Areas Addressed in the Current IEP

Severe or substantial regression means that the student has been, or will be, unable to maintain one or more acquired critical skills in the absence of ESY services.

In the following critical areas addressed in the current IEP objectives, the student has exhibited or may be expected to exhibit severe or substantial regression:

☑ Placement in a more restrictive instructional arrangement.
  If YES, list critical skills in current IEP objective(s)
  list goal and obj skills that address this area

☑ Significant loss of acquired skills necessary for the student to appropriately progress in the general curriculum. If YES, list critical skills in current IEP objective(s):
  list goal and obj skills that address this area

☐ Significant loss of self-sufficiency in self-help skills areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related service.
  If YES, list critical skills in current IEP objective(s):

☐ Loss of access to community-based independent living skills instruction or an independent living environment provided by noneducational sources as a result of regression in skills.
  If YES, list critical skills in current IEP objective(s):

☐ Loss of access to on-the-job training or productive employment as a result of regression in skills.
  If YES, list critical skills in current IEP objective(s):

 Reasonable Period of Time for Recoupment

The reasonable period of time for recoupment of acquired critical skills must be determined 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.

☑ ESY is justified because the critical skills that the student is expected to lose cannot be recouped within a
reasonable period of time for this student: **8 week** (days or weeks). (The reasonable period of time for recoupment of acquired critical skills shall be determined on the basis of needs identified in the student's IEP and shall not exceed eight weeks.)

☐ ESY is justified, without consideration of the period of time for recoupment of acquired critical skills, because the loss of such skills:
  ☐ would be particularly severe or substantial.
  ☐ results, or reasonably may be expected to result, in immediate physical harm to the student.
  ☐ results, or reasonably may be expected to result, in immediate physical harm to others.

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**Goals and Objectives for ESY Services From Current IEP**

**OR**

☒ The IEP goals/objectives to be maintained are attached

**Extended School Year Services to maintain skills (for student who qualifies for ESY)**

☒ Parents/guardians were informed that extended school year services are free of cost to the parent and are not automatic year after year.

<table>
<thead>
<tr>
<th>ESY Services and Supports</th>
<th>Duration/Frequency</th>
<th>Service Location</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School based setting</td>
<td>3 hours per day, 2 days a week for 6 weeks</td>
<td>School</td>
<td>06/13/2015</td>
<td>08/04/2015</td>
</tr>
</tbody>
</table>
Date of Meeting: 01/26/2015
My signature indicates that I was present at the ARD meeting, participated in the discussion, and understand what was discussed.

<table>
<thead>
<tr>
<th>REQUIRED MEMBERS</th>
<th>POSITION</th>
<th>SIGNATURE</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Pack</td>
<td>Parent(s)/Adult Student</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ADMIN</td>
<td>District Representative</td>
<td></td>
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<td>X</td>
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<tr>
<td>GEN ED</td>
<td>General Education Teacher</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>SPED</td>
<td>Special Education Teacher/Provider</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>SPED</td>
<td>Assessment</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

NAME/POSITION (In Attendance Only)  
SIGNATURE

Obtain signatures after ARD. Upload original signature page.
Prior Written Notice

Date Sent/Mailed: 01/26/2015

Action proposed or refused:
District is recommending ESY, extended school year

Why action was proposed or refused: (Description of Action Proposed or Refused)
Data shows that Fanny has not been able to recoup math and reading skills outlined in the IEP after summer and winter break.

Prior Options Implemented or Considered
Continue current IEP

Why Options were Unsuccessful or Rejected
Not rejected: No changes are being made to the IEP. Fanny qualifies for ESY.

Evaluation procedures, tests, records, or reports used as a basis for the proposal or refusal:
Current ARD
FIE
teacher input
parent input
goal and obj progress

A copy of the procedural safeguards in understandable language, where feasible, must be given to the parents/guardian of a child with a disability only once in a year. A copy must also be given when an initial evaluation or a parent request for an evaluation occurs, upon receipt of the first due process, or State complaint during a school year, when the district decides to make a change in placement due to a discipline issue, and upon parent request. [300.504(a)] A copy will be/was provided to Parents on 04/05/2014.

Federal regulations require that parents and adult students be provided prior notice in their native language or other mode of communication each time the District proposes or refuses to initiate or change the identification, or educational placement of your child/you or the provision of a free appropriate public school education (FAPE) to your student/you, or upon conducting a manifestation determination.

☐ The notice was translated orally or by other means to the parent/adult student in his/her native language or other mode of communication on: by -

☐ Parent/adult student verified to the translator that he/she understands the content of this notice.

☐ Yes ☐ No The committee mutually agreed to implement the services reflected in these proceedings.

WAIVER FOR NOTICE TO PROVIDE SERVICES

☐ Yes ☐ No Parent(s) or adult student agrees to waive the five day school notice regarding the implementation of the proposed changes(s)

If parent(s) or adult student declines the waiver, the previous IEP will remain in effect until the newly adopted IEP is implemented after a five day waiting period.

Signature of Parent(s), Guardian, Surrogate or Adult Student

To obtain assistance in understanding this notice of ARD committee provisions, You may call Texas Education Agency Hotline # 1-800-252-9668 or Education Service Center, (512) 919-5313
<table>
<thead>
<tr>
<th>NAME OF STUDENT</th>
<th>ID#</th>
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<td>Fanny 1Pack</td>
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<td>10/10/2006</td>
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- Parent(s) or adult student attended the ARD meeting. If No, copy of the ARD will be provided.
- This is an Initial Provision of Services

This should be checked "No".
NOTICE OF THE ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEETING (ARD)/IEP

Leander Independent School District
306 W. South Street
Leander, TX 78641 - (512) 570-0300

INVITATION TO THE MEETING RE: Fanny 1Pack

School: Naumann Elementary
Date of Birth: 10/10/2006

To the Parent/Guardian of:
Fanny 1Pack

You are notified of an admission, review, and dismissal (ARD) committee meeting to discuss your educational programming or that of your child. We encourage you to attend this meeting, as your involvement is an important part of your child's education.

Date: 01/26/2015  Time: 9:30 AM  Room: Conference  Place: Naumann Elementary

Purpose of Meeting/Action(s) Proposed

☐ Discuss, at your request, any educational or related service not proposed below

☐ Consider ESY (Must address annually)

Reason(s) Action(s) Proposed

☐ Determine appropriate programming

☐ Other: determine ESY

Options to Having an ARD Meeting That were Considered and Why Those Options were Rejected

Options Considered

☐ Continue current placement/IEP

☒ Continue current elements of FAPE

Why Rejected

☐ Other: brief ard to determine ESY

The following persons have been asked to attend the meeting:

☐ Parent

☐ Special education teacher(s)

☐ General education teacher(s)

☐ District representative

☐ Assessment personnel

Any other individual(s) with knowledge or special expertise regarding the student may be invited to attend this meeting by parent/adult student and/or the District, including related services personnel as appropriate. The determination of knowledge and special education expertise of the individual(s) shall be made by the one (parent/adult student/district) who invited the individual(s) to the meeting.

The following evaluation procedures, tests, records, or reports will be reviewed and discussed:
Full and Individual Evaluation (e.g., language, physical, emotional/behavioral, sociological, intellectual, educational performance)

School records (e.g., grades, attendance reports, teachers' observations, achievement test scores, discipline reports)

Parent information

A copy of the procedural safeguards in understandable language where feasible must be given to the parents/guardian of a child with a disability only once in a year. A copy must also be given when an initial evaluation or a parent request for an evaluation occurs, upon receipt of the first due process or State complaint during a school year, when the district decides to make a change in placement due to a discipline issue, and upon parent request. [300.504(a)]

A copy will be/was provided to Parents of Fanny Pack on 04/08/2014.

To obtain assistance in understanding this notice, you may call:
Name: Kim Bland Position: Special Education Teacher Phone: 867-5309
or Education Service Center #(512) 919-5313
or Texas Education Agency Hotline #1-800-252-9668
Notice of Understandable Language

Federal regulations require that parents and adult students be provided prior notice in their native language where feasible or other mode of communication each time the District proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child/you or the provision of a free appropriate education (FAPE) to your child/you, or upon conducting a manifestation determination.

If the native language or other mode of communication of the parent/adult student is not a written language:

☐ The Notice of ARD was sent in the parent's understandable language: English

Student: Fanny Pack
School: Naumann Elementary

PLEASE RETURN THIS PAGE TO:
Kim Bland, Special Education Teacher
2420 Zeppellin Dr.
Cedar Park, TX 78613

Please check the appropriate statement below:

☐ I will attend the meeting on 01/26/2015 at 9:30 AM

☐ I would like to attend the meeting, but cannot do so at the time suggested; please contact me at _______________ to reschedule.

☐ I will not attend the meeting: Please have it without me. I want to be notified of the results of the meeting.

☐ I will not be able to attend the meeting in person, but would like to participate via telephone. Please contact me at _______________ at the scheduled meeting time.

☐ I waive the required five school day waiting period between being notified with the Notice of ARD Committee Meeting and when the ARD committee meeting is scheduled.

☐ I am a parent of a three or four year old child and I will be inviting their child care provider to the ARD.

☐ I plan to bring (name) , (relationship/position) to the ARD meeting with me.

Comments/concerns you would like to discuss at the ARD meeting regarding the education of your child:

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

Date given: __________ To: Parents of Fanny Pack

Name of Parent, Guardian, Surrogate Parent or Adult Student

Date

Signature of Parent Guardian, Surrogate Parent or Adult Student

Name of Interpreter, if used

Date

Signature of Interpreter, if used
### SIGNATURES OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS

Date of Meeting:

My signature indicates that I was present at the ARD meeting, participated in the discussion, and understand what was discussed.

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