

## **ARD NOTICE, PARTICIPATION AND COMMITTEE MEMBERS:**

- ARD Notice is formal, written notice of an ARD. It should be given to the parents at least 5 days before the proposed ARD Committee meeting date. A parent can waive the 5-day waiting period between the ARD Notice and ARD Meeting if a meeting must be scheduled sooner.
- A good-faith effort to notify parents of an ARD meeting will be made. We give at least three notices of the proposed ARD Meeting. At least one of these will be a formal, written ARD Notice. The other two notices may be a phone call, email, or conversation in person.
- Parents can participate in various ways. They may attend in person, via phone, or waive their attendance. If the ARD Committee has attempted to give parents three notices of a proposed ARD Committee meeting and has not received a response from the parent, the ARD Committee meeting can be held without the parent.
- An ARD meeting can be requested when a parent, teacher or other ARD Committee member feels it necessary.
- ARD Committee members vary but must include the Parent, General Education Teacher, Special Education and School Administrator (Campus Coordinator). Other participants can include related services providers, principal, or other persons knowledgeable about children with special needs.

### **ARD Meetings**

### **Parent Meetings**

Pre-Assessment  
ARD "PAR"

- Parent initiated conference with evaluation staff to review evaluation report.

Initial ARD

- Parent initiated conference with monitoring teacher before Initial ARD.

Annual ARD

- Parent initiated conference with monitoring teacher before Annual.

Annual ARD

- Parent initiated conference with monitoring teacher before Annual.

PAARD

- Parent initiated conference with evaluation staff to review evaluation report.

3-Year ARD

- Parent initiated conference with monitoring teacher before 3-Year ARD.

## **BRADFIELD ELEMENTARY**

### **Special Education**

### **Admission, Review and Dismissal (ARD) Process**



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## ARD PROCESS

### TYPES OF ARD MEETINGS:

#### **“PAARD” Pre-Assessment ARD**

Before a child receives a special education evaluation, parental consent must be obtained. The ARD Committee meets to discuss the type of evaluation needed and possible tests to be used. Once the evaluation is complete, the special education evaluation report (Full and Individual Evaluation) is given to the parents before the ARD meeting so that they have time to read it carefully. It is highly recommend that the parents contact evaluation staff to review the (often complicated) results of an evaluation before the ARD meeting.

#### **“Initial” Admission ARD**

After a child has had an evaluation that shows the child meets Texas Education Agency’s eligibility criteria for special education, the ARD Committee will convene for an Initial ARD. At this meeting, the child’s programming will be planned and IEP goals adopted. Only after the parent signs consent for the initial placement of their child in special education can services begin. The Initial ARD date becomes the “Annual” ARD date. The ARD Committee cannot go more than a year (to the date) without meeting for an Annual ARD.

#### **“Annual” ARD**

The Annual ARD addresses **all** aspects of the child’s programming on a yearly basis. This will include the review of the current or “updated” goals and objectives as well as adoption of the newly proposed IEP goals and objectives. Proposed IEP goals and objectives are sent home for the parents’ review before the ARD. The schedule of services will also be discussed. The ARD Committee will denote “accommodations” that will help the child be more successful in the general education environments. STAAR testing and other district or state evaluations are also discussed. These are just some of the highlights; of course more is covered in finer detail in an Annual ARD meeting.

#### **“Review” ARD and “Brief” ARD**

There are times when the ARD Committee needs to revise something set forth in the Annual ARD. Some changes can be made with a Review or Brief ARD. At these ARD’s, not every aspect of programming set forth in the Annual ARD has to be addressed.

#### **Minor Revision**

Some revisions do not require an ARD at all. This can be done with a “Proposed Change to ARD” form. The changes to be made are noted on the form and sent home for the parent to review and complete the parent section.

#### **“3-Year” Reevaluation ARD**

Any child served in special education must have an evaluation at least every three years. Before evaluating, a “PAARD” will be held to give formal notice of evaluation. Once the evaluation is complete and the report written, it will be sent to the parent for review. It is strongly recommended that the parent contact the evaluation staff to review the FIE before the ARD. An ARD will be held to review the new evaluation.

#### **“Dismissal” ARD**

If the child no longer meets Texas Education Agency’s eligibility criteria for special education, a Dismissal ARD will be convened. In this ARD, the evaluation is reviewed and the child is dismissed from special education services.

### MEETINGS OTHER THAN ARDS:

#### **Collaboration Meeting**

A collaboration meeting is some or all of your child’s special education team meeting to problem-solve with multiple perspectives.

#### **Preparation Meeting**

A preparation meeting can involve some special education team members and/or parents discussing ideas and concerns that will be covered in the upcoming ARD meeting.

### WAYS TO HELP YOUR CHILD:

#### **\*\*Contact your child’s Monitoring Teacher**

If you have a concern, please contact your child’s Special Education (“Monitoring”) Teacher. This is your first stop. They can help you understand what the day looks like for your child, problem solve special education or general education classroom concerns, or help with academic and behavior difficulties. Monitoring Teachers are a wealth of knowledge. They have worked with all kinds of students with varying needs in all types of settings. They will know your child, the curriculum and want nothing more than to see your student succeed! The Monitoring Teacher can also put you in contact with your child’s other service providers.

#### **\*\*Contact your child’s Service Provider**

You and the Monitoring Teacher may want to communicate with other service such as the Occupational Therapist, the Speech Language Pathologist, etc. They are an incredible resource to help problem solve. Some concerns may be more specific to their field, so be sure to seek their expertise.

#### **\*\*Contact the Evaluation Staff**

If your child has had an evaluation, whether it is an initial evaluation, a 3-year reevaluation, or an extra evaluation in between those, it is highly recommended that you review the evaluation report in detail with the evaluator. They are happy to explain what scores mean, how the scores can be interpreted and what the child experienced during the evaluation.

#### **\*\*Contact the Campus Coordinator**

You and the Monitoring Teacher may need more information about Special Education or more help problem solving. That is a good time to contact your Campus Coordinator.

#### **\*\*Updated IEP Goal Progress**

You will receive updated IEP goals and objectives. This is an opportune time to send a quick email to your teacher or service provider if you’d like more specific information.