Form Name: ADMISSION, REVIEW, AND DISMISSAL (ARD) COMMITTEE MEETING

Purpose: The purpose of this ARD/IEP meeting is to address and review **annually** the student’s special education eligibility, program and placement. This ARD/IEP meeting will review the student’s academic and/or behavioral progress, develop appropriate goals and objectives, modifications/accommodations, and other necessary support services during this meeting.

The following screen by screen explanation of the ARD/IEP is to provide schools with guidelines for completing this form. Please use it as a reference guide as you complete the ARD/IEP report.

Description: It is important to understand that as the ARD/IEP is developed you are creating a legally binding document, which is a contract between the family and the school. Although a check mark may seem insignificant, it will take on great importance if the document ever becomes part of a due process hearing or court case. Since it is impossible to tell which one may end up as part of a hearing, every ARD/IEP report should be carefully planned, written and implemented as if it would be evidence in such a case. An ARD/IEP committee’s decisions will usually not be questioned if all procedures have been followed and implemented accordingly.

Be thorough in filling out the report. It is best practice to have another teacher/supervisor/teacher specialist, who works with the student look over the forms to ensure compliance with state and federal requirements.

It is **required** to come to an ARD/IEP meeting with a draft of the ARD/IEP report. You may add to or change any part of the report during the meeting to ensure the ARD/IEP team’s participation. Be sure to explain that you are working from a draft and that there have been no decisions made prior to the meeting. The draft includes recommendations from which the full ARD/IEP Committee can work.

**Foremost, you need to remember that this document is the student’s educational plan for an entire IEP year.**
**Screens Needed:**

**Screen 1. Student Information**
- Check for accuracy.
- Check Student Information Status eARD.
- Check Student Information Status eFIE if it is an initial placement or REED.
- The above two are only done the first time the student is entered into eSped.
- Input any missing information.
- Be sure to input Case Manager. This is needed to pull up only your students when doing reports in the Administration Reports application.

**Screen 2. Consolidation of Important Student Dates**
- **Duration of Special Ed. Services Start:** The day services start; usually the date of the ARD.
- **Duration of Special Ed. Services End:** The date the services end; the day before the next annual ARD is due.
- **Current Annual Review Date:** The date of the ARD/IEP meeting; fill out the day of the ARD.
- **Annual Review Due Date:** This will automatically populate when you input the annual date.
- **Current Year Service Implementation Date:** The day services will start.
- **Initial ARD Due Date:** Calculated from the Notices Consent form (30 calendar days from the date of the FIE); this date will not change once inputted.
- **Actual Initial ARD Date:** Date of the initial ARD when the student first entered Special Education; this date will not change once inputted. If the timeline was not met, a window will open to input the reason the timeline was not met.
- **504 Plan Date:** DO NOT USE.
- **504 Meeting Date:** DO NOT USE.
- **Referred by:** Who referred the student for testing? This is filled out for initials.
- **ARD/IEP Meeting Date:** Input the annual ARD date here for it to populate the meeting date on the first screen of the ARD. The date in this box will change if another type of meeting is held such as a Review, a MDR, etc.
- **FIE Date:** The date of the most current FIE/REED.
- **FIE Re-Eval Date:** This will automatically populate when you input the FIE date.
- **FIE Addendum Date:** Input date of addendum to FIE that is within the same year as the original FIE.
- **Initial FIE Consent Received Date:** The date consent was received for initial evaluation. Once this date is inputted it will not change.
• **Initial FIE Due Date**: This date automatically populates when you input the “Initial FIE Consent Received Date”. It will calculate 60 calendar days.

• **Actual Initial FIE Date**: The date of the FIE report. **If the timeline was not met, a window will open to input the reason the timeline was not met.**

• **Brief ARD Date**: **DO NOT USE.**

• **Temporary Placement Meeting Date**: The date the Temporary ARD is held.

• **FBA Date**: the date the Functional Behavioral Assessment was done.

• **BIP Date**: the date the Behavior Intervention Plan was done.

• **ECI Referral Date**: Required if the “Referred by” field is ECI

**Screen 3. R11 PEIMS Data**

• **Most of the information will be pre-populated.**

• **Primary Disability**: automatically populated by PEIMS.

• **Secondary and Tertiary Disabilities: need to be inputted**
  - Code is automatically populated when the disability is inputted.
  - Input start date: date of the disability report.

• Click on all applicable History buttons to input information as you answer each area.

• **Instructional Setting Code**: click on the down arrow. Code number will automatically populate.

• **Speech Indicator Code**: click on the down arrow. Code number will automatically populate.

• **Multiple Disability**: Indicate **Yes** or **No**.

• **Child Count Funding Type**: Indicate “Code 3” for (eligible special education students ages 3-21). Indicate “Code 0” if not applicable.
  - Eligible students ages 3-21, who:
    - meet the requirements of 19 TAC §89.1040 (meet criteria of child with a disability) and 19 TAC §89.1050 (The Admission, Review, and Dismissal (ARD) Committee);
    - are enrolled and receiving special education and related services through an IEP as of the PEIMS snapshot date;
    - have on file a current IEP; and
    - have on file a current FIE.

• **Regional Day School for the Deaf**: Indicate “Code 0” if not enrolled in RDSP; indicate “Code 3” if enrolled in RDSP.

• **Early Childhood Intervention**: Indicate **Yes** or **No**. **This should always be No. SAISD does not have an ECI program.**

• **Pre School for Disabilities**: Indicate **Yes** or **No**.

• **PPCD Service Location**: Indicate 0, 1, 2, or 3.
Screen 4. Student Status

- **SPED status**: Click on drop arrow and click on appropriate status.
  - Indicate *Referral* on those students being tested so that they will not be deleted.
  - Do not click on "Dismissed or Did Not Qualify" until after the ARD is held. If it is clicked while drafting the ARD, the student will be deleted at the nightly rollover and you will have to call one of the administrators to reenter the student.

- **Educational Programs**: Click on drop arrow, scroll and highlight the program.

- **Residential Facility Tracker**: Click on drop arrow and click Yes or No.

- **Surrogate Needed**: Click on Yes or No.

- **Surrogate Parent**: If student has a surrogate, input information in all the applicable areas.
  - *Surrogate Determined Date*
  - *Surrogate Assigned Date*
  - *Surrogate Termination Date*
  - *Date Trained*
  - *Comments*
  - Information on surrogates can be obtained from Rose Pastrano (732-2301).

- Information below the surrogate section should be pre-populated.

Screen 5. Contact Information (1-3)

- Check contact information with parent at the ARD meeting.
- Click on *Copy from student* and information from Student Information screen will populate; input what is missing.
• If there is a change in address or phone number, give the information to the school Data Clerk to input the information on ITCCS.

SCREENS 6 to 46 COMPRISE A FULL ARD/IEP MEETING

Screen 6. Review of Evaluation and Additional Evaluations
• Date of Meeting: input if not populated.
• Current Annual Review Date: input date of ARD.
• Annual Review Due Date: automatically populates.
• Reason for Meeting: click on drop menu.
  o If reason is not there, click on New and a screen will appear; input reason and click OK.
• Click on Yes or No for the interpreter.
  o If Yes, use drop menu to specify language.
  o Use drop menu to indicate what parents were provided with.
• Click on box to the left of Full and Individual Evaluation.
  o Input date of evaluation if not populated.
  o Next FIE Due: will automatically populate when FIE date is inputted.
• Click on box to the left of Disability/Eligibility Reports.
  o Use drop menu for disability(ies).
  o Input date of eligibility(ies)
• Click on box to the left of Review of existing evaluation data…, if a REED was held and input the date of the REED.
• At all ARDs click on box for Parents notified of right to request an evaluation….
• REED arrows have been disabled.
• Click on appropriate box(es) to the left of each evaluation reviewed.
• Click on Deliberations notepad at the beginning of the ARD/IEP meeting. Campus procedures should be in place that determine who will be responsible for scribing the ARD/IEP deliberations page at each meeting.
• Click on Next to go to the next screen. This will automatically save the information inputted on the screen just completed.

Screen 7. Review of Additional Evaluation/Information
• Click on appropriate box(es)
• If this is a student needing Transition, click on the first box and click on the arrow which takes you directly to Student Vision.

For detailed instructions refer to the latest revision of How to Document Transition Planning and Services on the eSped district website in the Transition folder.

  o Click on appropriate box (es), under each applicable area.
- **PLAAFP**: Parent and student share information regarding student’s present level of academic and functional performance as it relates to each area.
- **Needs**: What are the needs of the student in order for him/her to meet the goals in each area?
- When completed, click on Return button. This saves and returns you to Screen 7.

- **Reminder**: Click on box addressing LEP for all LEP students, including students not receiving services due to parent denial.
- Click on box regarding parent concerns and input information in the box provided.
- Click Yes or No regarding additional evaluation needed.
  - If Yes, input type(s) of assessment requested by the ARD/IEP Committee in the box provided.
    - **This is for related services. If testing is requested for an additional eligibility, RtI must be started.**
  - Specify timeline for the evaluation to be completed (60 calendar days)
  - Complete the Evaluation Consent (Screens 23 and 24) and Notice of Proposal to Evaluate (Screens 34-36). This is found in the Notices application.

- **If the student does not meet eligibility criteria to receive special education services, click on the radio button Does NOT meet disability criteria** The ARD/IEP meeting stops here.
  - The printout for a DNQ will have the first page, deliberations, and signature page, Prior Written Notice, the Waiver and the Notice of Proposal or Refusal to Provide Services.
  - Complete the Notice of Proposal or Refusal to Provide Services (Screen 37) found in the “Notices” application.
  - To Print the DNQ ARD, go to Reports.
    - **Screen**: click on down arrow; scroll and highlight Print Individual Reports.
    - **Choose a Report**: Scroll down and highlight Does Not Qualify.
    - Click the Create button.
    - Click the Refresh button.
    - Click the View button.
    - Print the report.

- **If the student does meet eligibility criteria or continues to meet eligibility criteria for special education, click on the radio button and continue the ARD.**
- Click on Yes or No by the statement “by reason of the disability/disabilities has a need....”
  - If the answer is Yes, an Analysis of determinant factors must be done.
    - Click Yes or No on the three statements.
    - If the answer is Yes on any of the three statements, then the student does not meet
eligibility criteria to receive special education services.

- If the answer is *No* to all three statements, click on the *Meets eligibility criteria for* radio button.

- Click on the History button and a window will appear. This provides a history of the student’s disability(ies). If filled out on the PEIMS screen, the History window should not open up.
  - Click on *New* to activate boxes.
  - Input *Entry Date*.
  - Click on drop menu for Disability Code.
  - Primary Disability automatically populates.
  - Click on *Save*
  - If an error is made, click on *Edit* to make corrections and *Save*.
  - Close window by clicking on the *Close* button
  - Follow the same procedure for Secondary and Tertiary

- Click on box to the left of Primary and if applicable Secondary and Tertiary.
  - Click on drop menu for the disability; it will automatically populate the small box to the right; if *not*, use the drop menu.

- Click on *Yes* or *No* for multiply disabled (*Must meet eligibility criteria as determined by an assessment person.*)

- Click on *Yes* or *No* for medically fragile
  - If *Yes*, click on arrow to take you to the *Medically Fragile Supplement*. The ARD/IEP Committee determines if the student meets the criteria.
    - Input Date of ARD and Date of Meeting.
    - After answering the four criteria statements, click on *Save*.
    - Click on *Return* which takes you back to Screen 7.

- Click on *Notes* to input any discussion/information regarding Medically Fragile.

- Click on *Next* to go to the next screen; it will automatically save.

**Screen 8. Development of IEP/Transition**

- **Development of the Individual Education Program (IEP)**
  - Click *Yes*, *No*, or *NA* to note the ARD committee reviewed the previous year’s goals.
    - *NA* would only be used for initial ARD/IEP meetings.

- Click on the box *Beginning at age 14... If the student is 13 and will turn 14 prior to his next annual, the ARD/IEP Committee must address Transition at his present annual. If the student has Autism, you must address full Transition by age 14 (or younger if deemed appropriate by the ARDC). Transition is addressed in the Futures Planning*
component of the Autism supplement at the point of identification.

- Present Levels of Academic Achievement and Functional Performance
  - Click on the notepad and input information under each area applicable. (Everyone must input Reading, Math and Written Expression)
  - The PLAF must reflect not only grade, but academic, functional and/or behavioral strengths, skills and needs that may impact the recommendations of services and supports needed.
  - Consider all sources of data (FIE, Benchmarks, District Assessments, State Assessments, Portfolios, etc.)
  - Discussion Points: Accommodations, Modifications, Instructional Strategies, Specialized Instruction
  - Where is this student performing in the general education curriculum?
  - What does the student need in order to progress in the general education curriculum?
  - The PLAAFP and annual goals must have a direct relationship.
  - Each area of need identified in the PLAAFP must be addressed somewhere in the IEP.
  - Most will be addressed by annual goals, but they may be addressed or embedded in other ways.

- Transition

  For detailed instructions refer to the latest revision of How to Document Transition Planning and Services on the eSped district website in the Transition folder.

  - Click on the first box if transition services are not appropriate at this time.
    - NOTE: If transition services are not appropriate at this time, skip the remainder of the transition section.
  - If transitions services are appropriate, continue with the remainder of the transition section. The Department is saying that Transition will be addressed starting in the eighth grade.
  - Click on the box addressing “Initial transition services discussion occurs…” and input the date of the first transition meeting. Once this date is inputted, it will not change.
  - Click on Yes, No or NA regarding update of transition services. NA would apply only for the first transition ARD. After the first transition ARD, it should be a “Yes” from then on.
Click on Yes or No if the student is younger than 18 and has appropriate parental involvement in the student’s transition.

Click on Yes or No if the student is at least 18 with appropriate parental involvement requested by the adult student or the LEA (Local Education Agency).

Click on the box if the student is 17 and has been informed of his/her rights under IDEA that will transfer to him/her on reaching age 18.

- Click on the arrow to access Screen 85. Transfer of Parental Rights at Age of Majority (at age 17).
- Click on the first box for the supplement to print with the Full ARD.
- Input date given.
- Input student’s date of birth if not pre-populated.
- Input student’s name if not pre-populated.
- Input date student will turn 18 years of age.
- If the parent has legally acquired continuing guardianship, click on the box “The student has been declared incompetent…”
- Check all statements after they have been explained to the student.
- Use the drop menu for Name Staff Person for person who provided the information.
- Click on drop menu for Position of person who provided the information.
- Input date the information was provided.
- Click on drop menu for Name Staff Person as to who the parent can contact for assistance if needed in understanding the document.
- Input Telephone Number of said person.
- Click on drop menu for Name Interpreter, if used.
- Input date.
- Click on box if notice was translated orally or by other means.
- Input date and use drop menu for name of translator.
- Click on box verifying to the translator that the parent/adult student understands the content of this notice.
- Click on Save.
- Click on Return.
- Receipt of Procedural Safeguards needs to be on file in the eligibility folder.

At Age 18, print Transfer of Parental Rights at Age of Majority – Parent and Transfer of Parental Rights at Age of Majority – Student. These are found in the Reports under Print Individual Reports.
• **Transition Services**
  o Click on the box for Transition Services (need to click for printing purposes).

  For detailed instructions refer to the latest revision of *How to Document Transition Planning and Services* on the eSped district website in the Transition folder.

  o Click on the arrow to take you directly to Screen 94. Transition Services 2010 (1).
  o Click on “Next” to take you to Screen 93. Transition Services 2010 (2).
  o When finished click on *Save*.
  o Click on arrow *Development of IEP/Transition* to take you back to Screen 8 or click on *Return*.

• **Graduation**
  o Click on box to the left of Graduation Options. **This must be addressed in 8th grade and reviewed every year.**
  o Click on Add/Select button and a window appears
    - Click on Add Text to choose the appropriate graduation option. The option chosen will appear in the box at the top of the window.

<table>
<thead>
<tr>
<th>Graduation Options/Codes</th>
<th>Year Entering 9th Grade</th>
</tr>
</thead>
</table>

  - Click on *Close Window* button.
  o Click on box to the left of Graduation Supplement. **Must be addressed in Junior year or 4th year of high school.**

  For detailed instructions refer to the latest revision of *How to Complete the Graduation Supplement* on the eSped district website in the Supplements folder.

**Reminders:**

- **Screen 105. R11 Summary of Performance** is filled out senior year for all students graduating with a regular high school diploma.
- An **evaluation is required** and shall be included as part of the summary for a student graduating under subsection (b) (3) [formerly known as “C” graduates]. (Graduation Code 04, 05, 06)
- **Participation in Graduation Ceremony** needs to be completed in the 4th year of high school (for Certificate of Attendance only).
If the adult student/parent chooses not to participate in the graduation ceremony, be sure to notate it in the deliberations.

- After completing the graduation supplement, click on Save and then click on Return.
- Click on Next to go to the next screen; it will automatically save.

**Screen 9. Behavior/Language**

- Click Yes or No if the behavior impedes his/her or learning of others.
  - If Yes, click on the drop arrow to add positive behavioral interventions, supports and other strategies or click on New.
- Click on box to the left of Student Code of Conduct Statement.
- Click on box to the left of Statement of assurance with regard to discipline.
- Click on the statement that best describes how the student’s discipline will be addressed.
  - 1st statement: student is able to follow the Student Code of Conduct.
  - 2nd statement: student needs a BIP.
  - 3rd statement: only use for Life Stride students and TLC students who have behaviors that need to be addressed through a BIP and are not capable of understanding the Student Code of Conduct. All TLC students must have a BIP.
  - 4th statement: only use for Life Stride students who are not capable of understanding the Student Code of Conduct and do not have behaviors that need to be addressed through a BIP.
- If needed, click on the notepad to input any discussion.
- If needed, click on the arrow to take you to the BIP (long version).

**For detailed instructions refer to the latest revision of How to Complete the 2-Part Behavior Intervention Plan Using eSped on the eSped district website in the Behavior folder.**

- BIP Brief – DO NOT USE
- Language: select the statement which best describes the student’s status as a second language learner.
  - If the student is not a second language learner:
    - Skip the remainder of the statements and go to the next screen.
  - If student is a second language learner:
    - Click on how the student’s language needs will be met.
    - If Other is checked, input the information in the box. Do not leave blank.
• Click Yes, No or N/A if the recommendation on form is being accepted by the ARD Committee.
• Click Yes or No if instruction can be provided in English.
• Click Yes or No if an alternative language program is needed.
  • If Yes, specify the alternative language program needed.
  • If Other is checked, input the information in the box. Do not leave blank.

  o NOTE: Deaf students have never been considered Second Language Learners by the State.
  o NOTE: This section must be filled out for LEP students who are parent denials.
  o Click on Next to go to the next screen; it will automatically save.

Screen 10. Communications/Physical/AT Needs of the Student

• Select one of the first two statements that best addresses the student’s communication needs.
• If the second statement is checked, specify in the rectangular box what supplementary aids and services, IEP, Assistive Technology, and/or speech therapy the student needs.
• If the student has communication deficits, specify in the notepad what those deficits are. There is a glitch in the program that does not allow you to click on the radio button, if the second radio button was clicked.
• If student is Auditorally Impaired, click on the box and then click on the arrow to take you to ARD Auditory Impairment Supplement -1 and ARD Auditory Impairment Supplement -2 (Screens 73 and 74). This is completed by the AI Specialist. Click on the first box next to the statement in red for the supplement to print with the ARD. Once completed click on Save and Return.

  For detailed instructions refer to the latest revision of How to Complete the Auditory Impairment Supplement on the eSped district website in the Supplements folder.

• If student is Visually Impaired, click on the box and then click on the arrow to take you to the Visual Impairment Supplement (1) and Visual Impairment Supplement (2) (Screens 71 and 72). This is completed by the VI Specialist. Click on the first box next to the statement in red for the supplement to print with the ARD. Once completed click on Save and Return.

  For detailed instructions refer to the latest revision of How to Complete the Visual Impairment Supplement on the eSped district website in the Supplements folder.
• If the student is affected by Autism Spectrum Disorder, click on the box and then click on the arrow to take you to the Autism Spectrum Disorder (1), Autism Spectrum Disorder (2) and Autism Spectrum Disorder (3) (Screens 97, 98 and 99). This is completed by the Special Education Teacher. Click on the first box next to the statement in red for the supplement to print with the ARD.

• **Reminder: Screen 100. Parent Training Needs Assessment (1), Screen 101. In-Home Training Needs Assessment (2), Screen 102. Parent Training Supplement (1) and Screen 103. In-Home Training Supplement (2) need to be filled out for students affected by Autism.**

For detailed instructions refer to the latest revision of *How to Complete the Autism Spectrum Disorders 1-2-3, How to Complete the Parent Training Needs Assessment, How to Complete the In-Home Training Needs Assessment, How to Complete the Parent Training Supplement and How to Complete the. In-Home Training Supplement* on the eSped district website in the Autism folder.

• **Physical**: select one of the three statements that best describes the physical needs of the student.

• If needed, input information on the notepad for any additional comments regarding physical limitations.

• If the student meets criteria for AI, VI, or Deaf/Blindness, click on the Yes or No radio button regarding whether the parents have been provided with information about programs offered by the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf.

• If the student is not AI, VI, or Deaf/Blind, leave blank. It will not print.

• Choose one of the three statements that best describes the AT needs of the student.
  
  o **Statement 1**: the student does not need any assistive technology
  
  o **Statement 2**: the student needs student specific assistive technology to make progress. Click on the notepad to explain.
  
  o **Statement 3**: the student needs further evaluation to determine the need for assistive technology. Click on the note pad to explain.
    
    ▪ Complete the *Evaluation Consent* form(s) in the Notices application (Screens 23 and 24).
    ▪ Complete the *Notice of Proposal to Evaluate* form(s) in the Notices application (Screens 34, 35, and 36).

• Click on Next to go to the next screen; it will automatically save.
Screen 11. Summary
- Specify the areas of instruction that the student’s disability affects his/her involvement and progress in the general education curriculum.
- If needed, click on the notepad to input information.

Screen 12. PPCD Present Development Levels
- This screen is used for students 3-5 years of age.
- Select what best describes how the student’s disability affects his/her participation in age appropriate activities.
  - Statement 1: if chosen, indicate in the rectangular box the supports needed for the student to participate in age appropriate activities.
  - Statement 2: student needs access to specialized instruction.
  - Other: indicate in the rectangular box what other supports/specialized instruction the student needs.

Screen 13. Measurable Annual Goals (Standards): used for
- Grade level TEKS
- Related Services
- Speech Therapy
- High Scope

REMINDER: Two sets of goals and objectives are written. The first set of goals and objectives starts on the date of the ARD and ends on the last day of school for the current school year. The second set of goals and objectives starts on the first day of school for the next school year and ends the day before the Annual is due.

EXCEPTION TO THE RULE: For all related services, AI, VI and Speech, the duration from and duration to would be the IEP year.

NOTE: If the student is taking a TAKS, STAAR or TAKS Acc, goals are required. Objectives/Benchmarks are optional. If the student is taking a TAKS-M, STAAR-M, or STAAR-Alt goals and objectives are required with a minimum of two objectives per goal.

- Click on Add New Goal.
- Insert a Goal Number.
- Add Modifications and Accommodations: Click on the drop arrow to insert modifications and accommodations specific to the goal or insert in the box under General Modifications and Accommodations; optional.
- Duration from and Duration to: Add dates
• **Language of Delivery**: Use drop menu; can add a different language by clicking on *New*.

• **ESL**: Click *Yes* or *No*.

• **Goal Focus**: Use drop menu to scroll and click.

• **Time Frame**: Use drop menu to scroll and click or click on *New* to add. Selection appears in the *Measurable Annual Goal* box.

• **Condition**: Use drop menu to scroll and click or click on *New* to add. Selection appears in the *Measurable Annual Goal* box.

• **Grade Level**: Use drop menu to scroll and click on current grade level.

• **Find TEKS**: Click. A window opens.
  - **Topic**: Use the drop menu to choose; scroll and highlight.
  - **Subtopic**: Use the drop menu to choose; scroll and highlight.
  - **Code**: Leave blank unless you know the entire TEKS code.
  - Click on the *Search* button.
    - A window opens with the *TEKS Behavior*.
    - Click on the *Select* button to the left of the desired TEKS.
    - Returns to previous screen and the selected TEKS appear in the *Behavior/Objective (student will...)* box and in the *Measurable Annual Goal* box.
  - **Criteria**: Use the drop menu to scroll and click. Selection appears in the *Measurable Annual Goal* box.

• In the *Measurable Annual Goal* box, edit the goal as needed.
  - The goal must be modified for students taking a TAKS-M, STAAR-M or a STAAR-Alt.

• Click on *Draft*.

• **At the ARD remove Draft and click on Accepted by the committee.**

• Click on the type of goal: *ESY*, a *Transition Related Goal*, an *Academic*, a *Functional* and/or a *Related Service* goal. More than one type can be selected.

• **Implementer**: Use the drop menu to scroll and click; if implementer is not listed, click on *New* and add.

• **Methods of Evaluation**: Use the drop menu to scroll and click; if method is not listed, click on *New* and add. Allows up to four methods of evaluation.

• **Periodic Reports…**: Use the drop menu to scroll and click.

• Click on *Save*.

• **For Non-TEKS based goals follow the above procedure, except, instead of clicking on Find TEKS, click on Find Other.**
  - **Topic**: Use the drop menu to choose; scroll and highlight.
- **Subtopic**: Use the drop menu to choose; scroll and highlight.
- **Code**: Leave blank unless you know the entire assigned SA code.
- Click on the **Search** button.
  - A window opens with the *Behavior List*.
  - Click on the *Add Behavior* button to the left of the desired behavior.
  - Returns to previous screen and the selected behavior appear in the *Behavior/Objective (student will...)* box and in the *Measurable Annual Goal* box.
  - **Criteria**: Use the drop menu to scroll and click. Selection appears in the *Measurable Annual Goal* box.
    - In the *Measurable Annual Goal* box, edit the goal as needed.
    - Repeat the process for each new goal.
- **There are two ways to add Objectives/Benchmarks for both TEKS and Non-TEKS based goals.**
  - **#1:**
    - Highlight your goal in the *Measurable Annual Goal* box.
    - Do a right click and *Copy*.
    - Click on *Create* at the bottom of the screen.
    - A window opens.
    - Can make up a code or leave blank
    - In the large rectangular box, do a right click and *Paste*
    - Edit the pasted goal to become an objective/benchmark. **Reword it into a smaller step towards reaching the goal.**
    - **Add Modifications and Accommodations:**
      - Click on the drop arrow to insert modifications and accommodations specific to the objective/benchmark or input in the box under *General Modifications and Accommodations*; optional.
      - Click on *Save*. Returns to previous screen.
  - **#2:**
    - Click on *Create* at the bottom of the screen.
    - A window opens.
    - Can make up a code or leave blank
    - **Time Frame**: Use drop menu to scroll and click or click on *New* to add. Selection appears in the first large rectangular box.
    - **Condition**: Use drop menu to scroll and click or click on *New* to add. Selection appears in the first large rectangular box.
    - Click on *Find TEKS or Find Other*.
      - A window opens.
• **Topic**: Use the drop menu to choose; scroll and highlight.
• **Subtopic**: Use the drop menu to choose; scroll and highlight.
• **Code**: Leave blank unless you know the entire TEKS code or the assigned SA code.
• Click on the **Search** button.
• A window opens with the **TEKS Behavior or the Behavior List**.
  ▪ Click on the **Select** button to the left of the desired TEKS or click on the **Add Behavior** button to the left of the desired behavior.
  ▪ Returns to previous screen and the selected TEKS appear in the first large rectangular box.
• **Criteria**: Use the drop menu to scroll and click. Selection appears in the first large rectangular box. If the criteria is not listed in the drop menu, input it in the first large rectangular box.
  ▪ Edit the objective/benchmark as needed.
• **Add Modifications and Accommodations**: Click on the drop arrow to insert modifications and accommodations specific to the objective/benchmark or input in the box under **General Modifications and Accommodations**; optional.
  ▪ Click on **Save**. Returns to previous screen.
  ▪ Repeat the process for each new objective/benchmark.
• Click on **Save**. Returns you to Screen 13. Click on **Next** to go to Screen 14. Modifications/Accommodations.

**Screen 14. Modifications/Accommodations**
• Click **Yes** or **No** if modifications/accommodations are needed. **Must click Yes if the student is going to have testing accommodations.**
• If **No**, still address the remainder of the screen. **Do not use the arrow** to skip the modifications/accommodations screen because you need to go to the next screen (Dyslexia).
• **Duration of Services** (IEP year): This should be pre-populated if inputted in Screen 2; if not, input the dates and it will populate Screen 2.
• **Language of Delivery**: Use drop menu; scroll and highlight. If language is not listed, click on **New** and input.

• **Special Language Programs**: Use drop menu; scroll and highlight. If language program is not listed, click on **New** and input.

• **Behavior Intervention Plan**: Click on **Yes** or **No**.

• **Assistive Technology**: Click on **Yes** or **No**.

• **Modifications/Accommodations**: Click on notepad and input modifications/accommodations. The accommodations need to match the TAKS/STAAR accommodations. Click on **Save**. Returns to previous screen.

• **Add Modifications/Accommodations** button: This has choices in the drop menu. Click the drop arrow for **Topic** to see the choices under each area. Click Add Text button to select. Click the **Close Window** button when done.

• **Personal Care Services**: **DO NOT USE**. Input information in the Personal Care Services (SA) Supplement.

• **Add Personal Care Services button**: **DO NOT USE**. Input information in the Personal Care Services (SA) Supplement.

• **Notepad**: **DO NOT USE**. Input information in the Personal Care Services (SA) Supplement.

• **ARD Supplement for Personal Care Services arrow**: **DO NOT USE**. Input information in the Personal Care Services (SA) Supplement.

  For detailed instructions refer to the latest revision of *How to Complete the Personal Care Services (SA) Supplement* on the eSped district website in the Supplements folder.

• Click on **Next** to go to Screen 15. Dyslexia.

**Screen 15. Dyslexia**

• Indicate **Yes** or **No** on whether the student has been identified with dyslexia.
  
  o If **Yes**, input the **Date of identification**. This information can be obtained from the campus dyslexia coordinator.
  
  o In **No**, continue to the next screen.
  
  o The Dyslexia screen does not print out as part of the ARD. This screen is strictly for district reporting purposes.

**Screens 16-21**

• Click to the left of the modification/accommodation needed.

• Click under each subject area the modification/accommodation is needed.
• The blank box to the right of Reading is to add a subject such as an elective. Name the elective(s).
• Each area has three blank boxes at the end to add a modification/accommodation that is used and not listed.
• The modifications/accommodations screens are as follows:
  o Screen 16. Alter Assignments
  o Screen 17. Adapt Instruction - (1)
  o Screen 18. Adapt Instruction – (2)
  o Screen 19. Adapt Materials
  o Screen 20. Manage Behavior
  o Screen 21. Required Equipment: This screen has a notepad to input specific information about the assistive technology used by the student.
• If there is a blank box after the modification/accommodation, it needs to be filled out. For example,

![Use multiple choice tests, limiting answer choices to 3](image)

• Click on Next to go to Screen 22. State/District Required Assessment Considerations.

**Screen 22. State/District Required Assessment Considerations**
• Click on the box to the left of District Wide Assessment Results.
  o Grade at Testing: Click on drop menu; scroll and highlight.
  o Date: Input date of assessment.
  o Test Name: input names of tests
  o District Wide Assessment Results: click on the notepad to input the results.
• Preview Previous Assessment Considerations: Clicking on this button will open a window. This screen is view only. Any information added will not be saved. This screen will be unavailable next year.
• Click on New. A window opens (TAKS/STAAR Assessment History).
  o Year Start: click on drop menu, scroll and highlight.
  o End: automatically populates.
  o Date Taken: input date
  o Grade: click on drop menu, scroll and highlight.
  o Subject: click on drop menu, scroll and highlight.
  o Assessment Type: click on drop menu, scroll and highlight.
  o Results: input results of state assessment
  o Comments: input any comments (60 characters total)
  o Click on Save. Window closes. If corrections need to be made, click on Edit.
• Click on “Next” to go to Screen 23. eStar State Assessment (TAKS).
Screen 23. eStar State Assessment (TAKS)

- Indicate Yes or No on whether the student is or will be in grade level that takes TAKS.
- If student is in a TAKS grade level (10th, 11th, and non-passers for 12th), complete the table provided.
  - **Subject - Column 1**: content areas provided
  - **Year - Column 2**: click on drop menu, scroll and highlight the current school year (enter next year for those who will be in a TAKS grade the following year).
  - **Test - Column 3**: use the drop menu to note which assessments will be administered in each content area for that grade level (NOTE: The legend is above the testing table.)
  - **Rationale - Column 4**: Use the drop menu to determine the rationale for selecting a specific state assessment (NOTE: The legend is to the right of the testing table.).
- Click on **Save**.
- **Click on Projected Next Year TAKS;** a window opens.
  - Click on box to the left of **Print on TAKS report** (above table).
  - Indicate testing for next year; if the same, click on **Copy from Test/Rationale** for it to populate. Any data not copied must be inputted. If you did not save on the previous screen, it will not copy.
  - When finished, click on **Save**.
  - Click on X (far upper right corner); returns you to eStar State Assessment (TAKS) screen.
- **TAKS-M Participation criteria met:**
  - Click to the left of each criterion that applies for it to print in the report.
  - To take TAKS-M, the student **must meet all four** criteria.
  - **THE TAKS-M SUPPLEMENT IS REQUIRED.**
    The TAKS-M Supplement is on the special education website.
- Click on the **Discussion** notepad to document any additional discussion regarding state assessment.
- Click on **Next** to go to Screen 24. eStar State Assessment Accommodations (TAKS).

Screen 24 eStar State Assessment Accommodations (TAKS)

- **Language of delivery for TAKS**: Click on the appropriate language.
- If no accommodations are needed, click on the box to the left of **None needed**.
- If accommodations are needed:
  - Click on the box to the left of the appropriate accommodation(s) needed.
  - Click on the subject area(s) it is needed.
• If the student is not routinely given oral administration of all tests in the classroom (i.e. pop quizzes, chapter tests, unit tests, FMAs, etc.), do not check the statement “The ARD committee deems that the student may request a change in the level of oral administration support at any time during the test.”.

• Click on the Additional Accommodations notepad and input any additional accommodations not listed on the table.

• Click on Next to go to Screen 25. eStar State Assessment (STAAR)

Screen 25. eStar State Assessment (STAAR)

• For 10th, 11th, and non-passing 12th graders, this screen is filled out only if the student is taking a STARR-Alt.

• Indicate Yes or No on whether the student is or will be in grade level that takes STAAR.

• If the student is taking a STAAR-Alt,
  o Click on the box to the left of the first statement.
  o Click on the arrow to go to Screen 56. STAAR Alternate Participation Requirements – Step 1.
  o Click on Next to go to Screen 57. STAAR Alternate Participation Requirements – Step II and III.
  o After completing the Supplement, click on Return.

• If the student is taking a STAAR-M,
  o Click on the box to the left of the second statement.
  o Click on the arrow to go to Screen 54. STAAR Modified Participation Requirements – Step 1.
  o Click on Next to go to Screen 55. STAAR Modified Participation Requirements – Step II and III.
  o After completing the Supplement, click on Return.

• Complete the table provided for STAAR (Grades 3-8)
  o Column 1 - Subject: content area provided.
  o Column 2:
    ▪ Current Year: click on drop menu, scroll and highlight year.
    ▪ Use the drop menu to note which assessments will be administered in each content area for that grade level.
  o Column 3:
    ▪ Next Year: click on drop menu, scroll and highlight year.
    ▪ Use the drop menu to note which assessments will be administered in each content area for that grade level.
o Click on the subjects the LPAC recommends the student takes in Spanish.

• Complete the table provided for **STAAR EOC (Grades 9-12)**.
  o **Column 1 - Subject:** content area provided.
  o **Column 2:**
    ▪ **Current Year:** click on drop menu, scroll and highlight year.
    ▪ Use the drop menu to note which assessments will be administered in each content area for that grade level.
  o **Column 3:**
    ▪ **Next Year:** click on drop menu, scroll and highlight year.
    ▪ Use the drop menu to note which assessments will be administered in each content area for that grade level.

• **STAAR Notes:** Click on the notepad to input any discussion.

• Click on **Next** to go to Screen 26. **STAAR Accommodations**.

**Screen 26. STAAR Accommodations**

* A link is provided to the TEA website to refer to state allowable state assessment accommodations.*

• **Language of delivery for STAAR:** Click on the student’s language.

• **Update STAAR Accommodation:** Click on the button.
  o Window opens
  o **None Needed:** Use only if no accommodations are needed. Click on each subject being assessed, an *Add* button appears to the left. Click on the Add button for it to appear in the top chart.

  o Click each subject area for each needed accommodation. The *Add* button appears on the left. Click *Add All* for them to appear in the top chart.
  o Scroll on the left side bar of the accommodations chart to view all the accommodations.
  o If an error is made, the accommodation can be deleted from the top of the chart.
  o When finished, click the *Close Window* button to return to the previous screen.

  o **If the student is not routinely given oral administration of all tests in the classroom** (i.e. pop quizzes, chapter tests, unit tests, FMAs, etc.), **do not check the statement** “The ARD committee deems that the student may request a change in the level of oral administration support at any time during the test.”.

• Click on **Next** to Screen 27. **Physical Fitness Assessment Initiative**.
Screen 27. Physical Fitness Assessment Initiative
- Must be completed for all students in Grades 3-12.
- Click on Yes or No regarding whether the student is enrolled in a grade requiring participation.
- If Yes, click on one of the four statements that best describes the student’s Health Classification for Physical Education.
- Describe Notepad: click to explain if you clicked on the 2nd, 3rd, or 4th statement. Click Next to go to the next screen.
- If No, skip the next screen and continue to Screen 29. TELPAS.

Screen 28. Physical Fitness Initiative
- This screen is used only if the student has a permanent or temporary impairment. (Yes was clicked on Screen 27.)
- Information is obtained from a doctor’s report that the doctor sends to the school or the parent brings in.
- The committee fills out the form based on the doctor’s recommendations.
- If related service personnel have information from a doctor, but it does not cover all the areas, then address those areas it covers. In the Comments notepad, at the bottom of the screen, indicate areas not addressed are due to not receiving sufficient information from the doctor.
- The district does not pay for the report to be filled out.
- Click on Next to go to Screen 29. TELPAS.

Screen 29. TELPAS
- Determine whether the student is LEP. Click Yes or No.
- If the answer is “No”, skip the remainder of the screen.
- If the answer is “Yes” complete the table provided.
  - TELPAS Domains-Column 1: content areas provided. Do not use the blank box under Listening.
  - Y/N/NA-Column 2: use the drop menu to note which assessments will be administered in each content area.
  - Accommodations-Columns 3 – 5: check appropriate accommodations needed for TELPAS.
  - Other-Column 6: add accommodations not listed (room for 100 characters).
- Indicate the rationale used for exemption from the TELPAS.
  - An explanation must be provided for exemptions due to unique circumstances.
- NOTE: An LPAC representative must be invited to any ARD/IEP meeting for a student with disabilities who is also considered a LEP student. This includes parent denials.
- Click on Next to go to Screen 30. District Wide Assessment.

Screen 30. District Wide Assessment
- Click box to the left of TPRI and indicate if the student Will take, Will not take, or if Not age appropriate.
- Indicate the rationale for the decision.
• Do not need rationale if it is not age appropriate.
• If Other is selected, specify in the rectangular box.
• Click on Yes or No on whether district wide assessments are offered for the student’s grade level.
  o If No, skip the remainder of the screen.
  o If Yes, complete the table provided.
  o District Wide Assessment-Column 1: use the drop menu to select the assessment(s).
  o Y/N/NA-Column 2: use the drop menu to indicate if the assessment(s) will be taken.
  o Rationale for Assessment-Column 3: the numbers correspond to the rationale used for the state assessments. A legend for the rationale is provided.
  o Accommodations-Column 4: input appropriate accommodations needed for district wide assessments (only 25 characters; need to abbreviate or indicate “Same as state assessment.”).
• Click on Next to go to Screen 31. LRE Service Alternatives (1).

SCREENS 31 TO 35 ADDRESS LRE

Screen 31. LRE Service Alternatives (1)
• Select general education and special education alternatives and supplementary aids and services provided and considered.
  o Provided/Considered: Use drop menu to indicate. If provided, address the educational benefit provided.
  o Educational Benefit Provided:
    ▪ Academic: Click on down arrow to indicate Yes or No.
    ▪ Nonacademic: Click on down arrow to indicate Yes or No.
  o If considered, do not address the educational benefit provided.
  o Answer Yes or No for the three statements below the table. Explain in the notepad for each statement. The statements have to be answered for all students.
• Click on Next to go to Screen 32. LRE Service Alternatives (2).

Screen 32 LRE Service Alternatives (2)
• Continue with the general education and special education alternatives and supplementary aids and services provided and considered.
• Click on the notepad to describe the student’s overall educational experience in the general education setting.
• Click on Yes or No if additional staff training is required to implement student’s IEP. If Yes, specify in the rectangular box.
• If student’s instructional code is a 40 or a Speech student (00) receiving no pull out services, click on the first radio button.
  o Click on the arrow R11 SCHEDULE OF SERVICES (skips LRE screens 33 to 35). Arrow goes to Screen 36. R11 Schedule of Services (1). See explanation of screen further below.

• If student has a pull out service, click on the second radio button stating that the student receives part or all instruction in a special education setting.
  o Click on the arrow Removal from General Education.

Screen 33. LRE Removal from General Education (3)
• The first five statements address removal from the general education classroom.
  • Click on appropriate box(es) as to why the option was rejected to educate the student in a general education setting with supplementary aids and services.
    o Any removal from general education classroom
      ▪ Self-contained classroom
      ▪ Resource
      ▪ Speech Therapy pull-out
      ▪ Related Services pull-out
      ▪ Counseling (even if the student is a 40 and is pulled out for counseling, LRE must be addressed)

• The last six statements address removal from the general education campus.
  • Click on box six and explain in the long rectangular box as to why the services and/or therapies cannot be provided on a general education campus.
  • Click on appropriate box(es) as to why the student needs to be removed from the general education campus.
    o Pickett AEP
    o Estrada DAEP
    o Home or Hospital setting
  • Click on Next to go to Screen 34. LRE Consideration of Potential Harmful Effects (4).

Screen 34. LRE Consideration of Potential Harmful Effects (4)
• Click on appropriate box(es) under each area.
  o Effects on the student.
  o Effects on the quality of services.
• Click on Yes or No on whether the committee anticipates any harmful effects.
  o If Yes, click on one of the two statements below the question.
• Click on Next to go to Screen 35. LRE Opportunity to Participate in Nonacademic Activities (5).
Screen 35. LRE Opportunity to Participate in Nonacademic Activities (5)
- Click on Yes or No on whether the student has the opportunity to participate with nondisabled students.
- If Yes, skip remainder of screen.
- If No, click on appropriate box(es) to identify area(s) student will not have an opportunity to participate.
  - Input on notepad, an explanation of why the student is unable to participate.
    - NOTE: If using special transportation, justify and give reason.
- Click on Next to go to Screen 36. R11 Schedule of Services (1).

Screen 36. R11 Schedule of Services (1)
- The duration of special education and related services is the IEP year. This should pre-populate from Screen 2. If not populated on Screen 2, input dates on this screen and it will populate the dates on Screen 2.
- Complete the instructional day using the drop menus.
  - Minutes or Periods per day: for current school year, Elementary only use minutes for the total instructional day.
    - Kinder and Head Start: 360 minutes
    - PPCD:
      - 360 minutes (full day)
      - 180 minutes (half day)
    - Elementary: 390 minutes
    - Secondary: use periods.
  - Minutes per Period: Secondary only; input minutes (for example, if there are eight 45 minute periods per day, input 45.) Elementary does not use this.
  - Next Year Minutes or Periods per day:
    - Elementary uses minutes; refer to the number of minutes above. Secondary uses periods.
  - Next Year Minutes per period: Secondary only; input minutes per period for next school year.
- Click on Yes or No on whether ESY services were discussed.
  - If appropriate, click on one of the three statements under ESY consideration is:
  - Click on Yes or No on whether ESY is being recommended.
  - If ESY is recommended, click on the arrow to go directly to the ESY Supplement.

For detailed instructions refer to the latest revision of How to Complete the ESY Supplement on the eSped district website in the Supplements folder.
o Click on the notepad for any discussion regarding ESY. In the discussion notepad, indicate if the student does or does not meet the criteria for ESY.

o Special Transportation – click on Yes or No.
  ▪ If Yes click on the arrow to go directly to eStar Transportation Eligibility Supplement.

For detailed instructions refer to the latest revision of How to Complete the Transportation) Supplement on the eSped district website in the Supplements folder.

• Click on Next to go to Screen 37. R11 Schedule of Services (2).

Screen 37. R11 Course/Curriculum Area

• Reminder: Two course/curriculum schedules need to be developed. One for the current school year and one for the next school year to cover the IEP year. For all related services, AI, VI and Speech, only one schedule is needed for the IEP year.

• Note: The Homebound schedule is developed on this screen.

• Click on New to activate boxes.

• Course Curriculum: Click on drop menu; scroll, highlight, and click on course.

• General education Modified: Click on box, if applicable.

• Semester: Click on drop menu; scroll, highlight, and click.

• Year: Click on drop menu; scroll, highlight, and click.

• General Education Time: Click on drop menu; scroll, highlight, and click. Click on New if time is not listed and input.

• Special Education Time: This is only for Resource, BAC, LS, and TLC. Click on drop menu; scroll, highlight, and click. Click on New if time is not listed and input.

• Service Location: Click on drop menu; scroll, highlight, and click. Click on New if location is not listed and input.

• Input Start Date and End Date.
  • The first schedule starts on the day of the ARD and ends on the last day of school.
  • The second schedule starts on the first day of school for the next school year and ends the day before the annual is due.
  • Schedules for all related services, AI, VI, and Speech start on the day of the ARD and end the day before the annual is due.

• Progress/Grade determined by: Click on appropriate box.

• Click on Save.

• Course appears at bottom of screen; click on Select to edit if necessary. If edited, click on Save when finished.

• Click on New to continue the process until all courses are inputted for the current year.
Click on *New* and input only the year for next year’s courses.
Click on *Save* (This will insert a break between the current year and next year.).
Click on *New* to continue the process until all courses are inputted for the next school year.
Click on *Next* to go to Screen 38. eStar Related Services.

**Screen 38. eStar Related Services/Other Services**
- All related services input their time on this screen.

**REMINDERS:**
- Nursing Services: It is a related service if the nurse provides a service such as administering medication or a procedure. The school nurse fills out the Nursing Supplement and inputs the time on this screen.
- Personal Care: It is not a related service.
- Assistive Technology: It is not a related service.

- Click on the notepad and name the related service(s).
- Click on *New* to activate boxes.
- **Related/Other Service:** Click on drop menu, scroll, highlight and click.
- **PEIMS Service:** It will automatically populate a check mark if it is a PEIMS service.
- **ESY:** Click in box if it is a related service provided during ESY.
- **Medicaid Billable:** LEAVE BLANK. DO NOT USE.
- **Duration:** Click on drop menu, scroll, highlight and click. If time is not listed, click on *New* and input.
- **Ind/Group:** Click on drop menu, scroll, highlight and click.
- **Frequency:** Click on drop menu, scroll, highlight and click. If frequency is not listed, click on *New* and input.
- **Duration Type (minutes):** Click on drop menu, scroll, highlight and click.
- **Service Location:** Click on drop menu, scroll, highlight and click. If location is not listed, click on *New* and input.
- **Total minutes/week:** Currently this is not being used.
- **Start Date and End Date:** Input dates (related services can be for the IEP year). Clicking on *Set Default Dates* button will populate the start date. Input the end date.
- Click on *Save*.
- Related Service information appears at the bottom of the screen; click on *Edit* if needed.
- All drop menus have *New* to enable you to add something that is not there. A window will open to allow input of new item after which you click on *OK* to close the window.
- Click on *New* to continue the process until all related services are inputted.
- Click on *Next* to go to Screen 39. R11 IEP Services/Supports.
Screen 39. R11 IEP Services/Supports

- All IEP Services/Supports input their time on this screen.
  - Speech Therapy
  - Adapted PE
  - VI
  - AI
  - Classroom Support
  - Co-Teaching
  - Do Not Put Resource on this screen. It is inputted on the Course/Curriculum screen.

- Click on the notepad and name the Services/Supports.
- Click on New to activate boxes.
- **IEP Services and Supports**: Click on drop menu, scroll, highlight and click. If service/support is not listed, click on New and input.
- **ESY**: Click if it is a service provided during ESY.
- **PEIMS Service**: Click if it is a PEIMS service.
- **Duration**: Click on drop menu, scroll, highlight and click. If time is not listed, click on New and input.
- **Duration Type (minutes)**: Click on drop menu, scroll, highlight and click.
- **Frequency**: Click on drop menu, scroll, highlight and click. If frequency is not listed, click on New and input.
- **Service Location**: Click on drop menu, scroll, highlight and click. If location is not listed, click on New and input.
- **Start Date and End Date**: Input dates (services/supports can be for the IEP year). Clicking on Set Default Dates button will populate the start date. Input the end date.
- Click on Save.
- Services and Supports appear at the bottom of the screen; click on Edit if needed.
- All drop menus, except Duration Type, have New to enable you to add something that is not there. A window will open to allow input of new item after which you click on OK to close the window.
- Click on New to continue the process until all IEP Services/Supports are inputted.
- Click on Next to take you to Screen 40. Placement of Services (1).

Screen 40. Placement of Services (1)

***Very important: rolls over the student for next year.

- Click on box to the right of the statement in red indicating that the site selection is an administrative decision and may be changed at any time.
- **Name of Current Year Campus**: Click on drop menu, scroll, highlight and click.
• **Name of Interim Campus:** Click on drop menu, scroll, highlight and click if the student is going to Estrada DAEP, Pickett AEP, or Home or Hospital setting.

• **Name of Next Year Campus:** Click on drop menu, scroll, highlight and click.

• **Instructional Setting:**
  - Click on **History** button to enter current instructional setting or to view history. This is a history of the student is SAISD. Window opens.
    - Click on **New** to activate the boxes.
    - **Entry Date:** input date student entered the instructional setting
    - **Exit Date:** this date will only be entered when the student is dismissed.
    - **Setting Code:** enter the code; this will populate if you enter the instructional setting and vice-versa.
    - **Instructional Setting:** enter the instructional setting; this will populate if you enter the setting code and vice-versa.
    - Click on **Save**.
    - Information entered appears in chart below. If needed, it can be edited or deleted. Click on **Save** if changes are made.
    - Click on **Close**. Returns you to previous screen.
  - **Current Year Instructional Setting Code:** This will already be populated if information was entered in History. If not entered in **History**, when you click on the down arrow and input a code, the **History** window will open for you to input the information.
  - **Next Instructional Setting Code:** Click on drop menu, scroll, highlight and click, if needed. This is usually left blank.
  - **Next Year Instructional Setting Code:** Click on drop menu, scroll, highlight and click.

• **Speech Therapy Services**
  - Click on **History** button to enter current Speech Therapy Services or to view history. This is a history of the student is SAISD. Window opens.
    - Click on **New** to activate the boxes.
    - **Entry Date:** input date student entered speech therapy.
    - **Exit Date:** this date will only be entered when the student is dismissed or withdraws from the district.
    - **Speech Indicator:** Click on drop menu, scroll, highlight and click.
    - Click on **Save**.
- Information entered appears in chart below. If needed, it can be edited or deleted. Click on **Save** if changes are made.
  - Click on **Close**. Returns you to previous screen.
  - **Current Year Speech Therapy Services and Instructional Setting Indicated**: This will already be populated if information was entered in History. If not entered in *History*, when you click on the down arrow and input a code, the *History* window will open for you to input the information.
  - **Next Year Speech Therapy Services and Instructional Setting Indicated**: Click on drop menu, scroll, highlight and click.

- **Preschool Program**
  - Click on *History* button to enter current **Preschool Program** or to view History. This is a history of the student is SAISD. Window opens.
    - Click on **New** to activate the boxes.
    - **Start Date**: input date student entered Preschool for Disabilities.
    - **End Date**: this date will only be entered when the student is dismissed or withdraws from the district.
    - **Preschool for Disabilities**: click on the drop menu and enter *Yes* or *No*.
    - Click on **Save**.
    - Information entered appears in chart below. If needed, it can be edited or deleted. Click on **Save** if changes are made.
    - Click on **Close**. Returns you to previous screen.
  - **Preschool for Disabilities Ind**: This will already be populated if information was entered in *History*. If not entered in *History*, when you click on the down arrow and input a code, the *History* window will open for you to input the information.
  - **Enter current PPCD Service Location or to view History**: Click on *History* button to enter **PPCD Service Location**: Window opens.
    - Click on **New** to activate the boxes.
    - **Start Date**: input date student entered PPCD Service Location
    - **End Date**: this date will only be entered when the student is dismissed or withdraws from the district.
    - **PPCD Location**: Click on drop menu, scroll, highlight and click. See Legend for the meaning of the codes.
    - Click on **Save**.
Information entered appears in chart below. If needed, it can be edited or deleted. Click on **Save** if changes are made.

- Click on **Close**. Returns you to previous screen.
  - **PPCD Service Location**: This will already be populated if information was entered in **History**. If not entered in **History**, when you click on the down arrow and input a code, the **History** window will open for you to input the information.
  - **Instructional Program Code**: Click on the second drop menu for **Instructional Program Code**; this will automatically populate the first box and vice versa.

- Click on **Yes** or **No** if this is the campus the student would attend if not disabled.
  - If **No**, click on the box (es) that identify the services that cannot be provided on the home campus.
    - If **Other** is clicked, input the services in the rectangular box.
- Click on **Yes** or **No** if this is the campus closest to the student’s home according to district attendance zones.
  - If **No**, click on the **Justify** notepad and provide justification for this move.
- Click on **Next** to go to Screen 41. Placement of Services (2)

**Screen 41. Placement of Services (2)**

- Click on drop menu for **Name** of the person providing information on assurances. (Use **New** if the individual’s name is not listed.).
- Click on drop menu for **Position** of the person providing the information on assurances (Use **New** if the position is not listed.).
- Space provided for **Comments** if needed.
- Click on **Next** to go to Screen 42. Access to and destruction of records.

**Screen 42. Access to and Destruction of Records**

- All information is pre-populated. Explain the information to the parents. Do not skip the screen.
- Click on **Next** to go to Screen 43. Review of Committee Decisions.

**Screen 43. Review of Committee Decisions**

- Click to the left of each item discussed.
  - **Accepts Assessments**: input any new assessments (type and date). This refers to formal assessments such as FIE, Speech Assessment, Related Service assessment, etc. **Do not put in state assessments, district assessments, PIAT.**
- *Accept reevaluation information review:* input date of REED
- *Additional assessment is needed:* input type of assessment (Reminder: if looking at another disability, the student has to go through RTI before testing will be done (i.e. currently LD and considering Speech or currently Speech and considering LD).
  - *Timeline for completion of assessment:* allow 60 calendar days from the date of consent for the assessment and report to be done.
  - *Note:* Remember to keep in mind compliance timelines.
- *Accept/review Graduation Plan:* this starts in 8th grade and is reviewed at every annual for any needed revisions.
- *Extended School Year:* click on Yes if ESY was recommended or No if not recommended.
- *Assistive Technology:* click on Yes if Assistive Technology was recommended or No if not recommended.
- *IEP:* click on Accept, Revise or Continue (Reminder: new goals and objectives must be done at every annual)
- *Behavior Intervention Plan:* click on Accept, Revise or Continue.
- *Transportation services:* click if being provided. Can input any comments in the rectangular box regarding Transportation.
- *Services Included:* click on item(s) needed for it to print.

- At this point have the scribe read the deliberations to the committee.
- Click on Next to go to Screen 44. Committee Members and other Participants (1)

### Screen 44. Committee Members and Other Participants (1)

- **Date of Meeting:** This is pre-populated from Screen 1 or Screen 6.
- **Required Members:** Click on drop menu (1st column) to input the names of the Required Members and In Attendance Only members. Click on New to input the names of the committee member(s) not listed in the drop menu.
- **Position:** Click on drop menu for Position (2nd column). Click on New to input position not listed in the drop menu.
- Click on Agree or Disagree after asking each committee member at the ARD.
- **Once the ARD is printed, each member signs next to their typed name and initials next to agree or disagree.**
- Click on Next to go to Screen 45. Prior Written Notice.

### Screen 45. Prior Written Notice
IDEA requires that an LEA provide a parent/guardian/adult student with prior written notice within a reasonable time before it implements the proposal or refusal described in the notice, unless the parent or adult student agrees otherwise. **TEA guidance states that a reasonable amount of time is at least five school days before it implements the proposal or refusal.** This means that a student’s new or revised IEP cannot be implemented until at least five school days after the LEA provides the prior written notice.

In recent TEA guidance, “propose” means “decided”. The purpose of the PWN is to document decisions made by ARD committee and to give parents adequate notice before the decision is implemented. The PWN is not given to the parent until after the ARD committee has made its decisions.

The LEA must provide prior written notice to the parent/guardian/adult student whenever it:

- Proposes or refuses to initiate or change the identification of the child;
- Proposes or refuses to initiate or change the evaluation of the child;
- Proposes or refuses to initiate or change the educational placement of the child;
- Proposes or refuses to initiate or change the provision of a free appropriate education (FAPE) to the child;
- Proposes to convene an ARD Committee Meeting as part of the invitation to the admission, review and dismissal (ARD) meeting; or
- Implements an individualized education program (IEP) with which the parent/guardian/adult student disagrees, pursuant to REACHING CLOSURE AND CONSENSUS framework.

- **Date Sent/Mailed:** input date of ARD.
- **Action proposed or refused:**
  - Click on the down arrow, scroll, highlight, and click to select or click on **New** to input.
  - Selection appears in top rectangular box. Click on Add/Select button.
  - Selection appears in larger rectangular box. If you cannot see it, scroll down. Delete the extra spaces for it to print correctly. (This is currently being worked on by eSped.)
- **Why action was proposed or refused:**
  - Click on the down arrow, scroll, highlight, and click to select or click on **New** to input.
  - Selection appears in top rectangular box. Click on Add/Select button.
• Selection appears in larger rectangular box. If you cannot see it, scroll down. Delete the extra spaces for it to print correctly. (This is currently being worked on by eSped.)

• **Prior Options Implemented or Considered**
  - Click on the down arrow, scroll, highlight, and click to select or click on *New* to input.
  - Selection appears in top rectangular box. Click on Add/Select button.
  - Selection appears in larger rectangular box. If you cannot see it, scroll down. Delete the extra spaces for it to print correctly. (This is currently being worked on by eSped.)

• **Why Options Were Unsuccessful or Rejected**
  - Click on the down arrow, scroll, highlight, and click to select or click on *New* to input.
  - Selection appears in top rectangular box. Click on Add/Select button.
  - Selection appears in larger rectangular box. If you cannot see it, scroll down. Delete the extra spaces for it to print correctly. (This is currently being worked on by eSped.)

• **Evaluation procedures, tests, records, or reports used as a basis for the proposal or refusal:**
  - Click on the down arrow, scroll, highlight, and click to select or click on *New* to input.
  - Selection appears in top rectangular box. Click on Add/Select button.
  - Selection appears in larger rectangular box. If you cannot see it, scroll down. Delete the extra spaces for it to print correctly. (This is currently being worked on by eSped.)

• In the **notepad** input a description of other factors that are relevant to the proposal or refusal.

• Input the name of the parent/guardian/adult student and the date the procedural safeguards were provided.

• If the notice was orally translated, **click on the box** to the right of the statement and **input the date and name of the translator.**

• If the notice was orally translated, **click on the box** to the right of the statement verifying that the parent/guardian/adult student understood the content of the notice.

• If the parent is in attendance at the ARD, the parent is required to sign on the last page of the ARD in the section **Waiver for Notice to Provide Services** even if “Yes” was checked.

• If the parent was not in attendance at the ARD, a parent signature is not required. The implementation
date for services will default to the sixth day (five school
days waiting period).

- IF THE PARENT DISAGREES, PWN IS NOT
  COMPLETED UNTIL THE COMMITTEE
  RECONVENES.

- Click on Next to go to Screen 46. Committee Members and
  other Participants (2).

Screen 46. Committee Members and Other Participants (2)

- Click on Yes or No for mutual agreement.
- If mutual agreement is not reached, click on the box to the
  left; input the Date, Place and Time to reconvene (not to
  exceed 10 school days).
  - REMINDER: YOU RECONVENE ONLY WHEN
    THE PARENT DISAGREES.
  - Click on the notepad to explain why mutual agreement
    was not reached.
  - Complete Screen 87. Non-consensus ARD1 and Screen
    88. Non-consensus ARD2 at the meeting. Screen 89.
    Non-consensus ARD3 and Screen 90. Non-consensus
    ARD4 is completed when the committee reconvenes.

  For detailed instructions refer to the latest revision
  of How to Complete the Non-consensus ARD
  Supplement on the eSped district website in the ARD
  folder.

- Input parent/guardian/adult student name and date
  Procedural Safeguards were provided and explained.
  - Given once a year.
  - Given when an initial evaluation or parent
    request for an evaluation.
  - Given upon receipt of the first due process or
    state complaint.
  - Given when the district decides to make a
    change of placement due to a discipline issue.
  - Given upon parent request or when the parent
    disagrees at the ARD/IEP meeting.

- Under Waiver for Notice to Provide Services, click Yes or No
  regarding the five day waiver of implementation of the
  proposed IEP.
  - When printed a signature line appears. If parent
    is present, they need to sign the waiver whether
    the parent says Yes or No. If not present, select
    No and default to the five school day waiting
    period.

- Click on Yes or No for parent/guardian/adult student
  attendance.
- Click on Yes or No for initial placement (Note: Initial
  Placement is the first time a student is placed in Special
  Education. It is not an initial placement when another
disability is added or when the student transfers from another district.)
  - If No, the ARD/IEP meeting stops here.
  - If Yes,
    - input the date of the initial ARD,
    - input the date services will start,
    - the parent answers Yes or No to the next three statements, and
    - input the date of the ARD on the first statement.
    - If the parent says NO on any of the three statements, click on the notepad to explain.

After completing the ARD, create the report and have all committee members who attended the full ARD sign. Do not forget to sign the WAIVER. Give the parent/guardian/adult student a copy and ARCHIVE.