

**Question:** *Who can chair an ARD/IEP meeting?*

**Answer:** The following chart offers suggestions for selecting the ARD/IEP committee chairperson: □□□□□□□□□□□□□□□□□□□□

Types of ARDs

Administrative Options for Chairing ARDs

Principal

Assistant Principal

Other Qualifying Personnel \*\*

Initial Placement\*

X

X

DNQ

X

X

X

Dismissal

X

X

X

Annual Review

X

X

X

Reevaluation/Triennial

X

X

X

Manifestation\*

X

X

Graduation

X

X

X

Temporary

X

X

X

Transfer

X

X

X

Brief

X

X

X

Failure\*

X

X

X

**Note:** \*These critical ARDs may be difficult or involve sensitive issues.   
\*\*The following IDEA requirements must be met when assigning a staff person to chair ARD/IEP meetings.

The person must be:

1.   
qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

2.   
knowledgeable about the general curriculum;

3.

□□□□□

**knowledgeable about the availability of resources.**

**Question:** *Do all the decision-makers of the ARD/IEP have to remain for the entire ARD/IEP meeting?*

**Answer: YES.** The law requires the decision-makers to sign agreement or disagreement on the basis of informed decisions made from the information presented at the ARD/IEP after the minutes are read.

**Question:** *Are non-decision-makers required to remain for the entire ARD?*

**Answer: NO.** Non-decision-makers can give their information and leave. This must be noted in the minutes. Best practice would be to stay until the end of the ARD/IEP meeting.

**Question:** *Can a substitute teacher attend the ARD/IEP meeting?*

**Answer: NO.**

**Question:** *Can a permanent substitute teacher attend and sign the ARD/IEP as a decision maker?*

**Answer:** A permanent substitute teacher is one who substitutes at one campus in the same

assignment consecutively for 10 days or more. If the permanent substitute teacher meets this criteria, he/she can attend and give information as a non-decision-maker, but cannot sign as a decision-maker. **Question:** *Can a permanent substitute teacher develop goals and objectives for an annual review?*

**Answer:** The permanent substitute special education teacher may develop goals and objectives under the supervision of and/or in consultation with campus and district personnel. If there is no special education teacher on the campus the permanent substitute teacher must consult with the student's current general education teacher and the supervisor assigned to the campus.

**Question:** *Can a permanent substitute teacher provide the progress reports for the goals and objectives at the end of the grading period?*

**Answer:** The permanent substitute teacher may provide progress reports as long as he/she consults with another campus special education teacher. If there is no special education teacher on the campus, the permanent substitute teacher must consult with the supervisor assigned to the campus.

**Question:** *Can a permanent substitute teacher develop the classroom lesson plans?*

**Answer:** The permanent substitute teacher must review the IEPs for students in the classroom when developing the classroom lesson plans. The permanent substitute teacher must consult with appropriate campus staff or assigned special education supervisor.

**Question:** *Who can request an ARD/IEP meeting?*

**Answer:** A parent/guardian/surrogate parent/adult student, administrator, teacher, and any district staff serving the student may request an ARD/IEP.

**Question:** *Who is supposed to be invited to the ARD/IEP meeting?*

**Answer:** Decision makers include the parent/guardian/surrogate parent/adult student, administrator, a current general education teacher, a current special education teacher, evaluation personnel, and, if appropriate, AI/VI certified personnel, LPAC representative, career and technology representative, student.

**Question:** *Can an ARD/IEP be held without the parent/guardian?*

**Answer:** Every effort should be made to notify the parent with a minimum of five school days notice before the meeting. If reasonable attempts are made with no response, the meeting shall proceed. Attempts must be documented and noted on the Notice of ARD form. If the parent stated he/she would not be able to attend, the parent may request the meeting be held without him/her. It must be stated in the ARD/IEP who will be responsible for reviewing the information with the parent to ensure his/her understanding.

**Question:** *When a parent does not attend an ARD/IEP meeting can the form be mailed to the parent's home?*

**Answer: YES.** Every effort should be made by the person designated to communicate the results of the meeting to the parent verbally before mailing the ARD/IEP form home.



**Question:** *Do parents need to be present at initial placement ARDs?*

**Answer:** While every effort is made for parents to attend, if there is a case where the parent cannot attend, the circumstances must be noted in the ARD/IEP. A home visit must be made to obtain the signature to indicate consent for an initial placement.

**Question:** *When can a student receive special education services?*

**Answer:** A student can only be served in special education when the student meets eligibility criteria and there has been an ARD/IEP meeting that specifies which services and goals/objectives he/she needs . There are no emergency placements.

**Question:** *What information should be brought from all of the student's teachers to the ARD/IEP?*

**Answer:** The student's current general education teacher should bring: · relevant information from other general education teachers;

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progress reports in the general education program;

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behavior, grades and attendance;

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samples of modifications;

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student's work samples;

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student's educational levels in the general education program.

**The special education teacher should bring:**

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relevant information from other special education teachers;

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up-dated progress on objectives;

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competencies (strengths/weaknesses);

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draft of the BIP, if appropriate;

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last progress report;

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student's educational levels;

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work samples, state assessment scores, current grades, attendance, informal assessment results, and other information about the student.

**Question:**

*What are acronyms for the eligibility categories?*

**Answer:** As per Region 20 (SEMS): AI = Auditorially Impaired MH = Multiply  
Handicapped AU =  
Autistic NC = Non-categorical

DB = Deaf-Blind

OH = Other Health Impaired

ED = Emotionally Disturbed

OI = Orthopedically Impaired

LD = Learning Disabled

SI = Speech & Language Impaired

ID = Intellectually Disabled

TBI = Traumatic Brain Injury

VI = Visually Impaired

**Question:** *What are supplementary aids and services?*

**Answer:** Supplementary aids and services are aids, services, and other supports that are considered during the ARD/IEP meeting. If determined to be necessary, support aids and services are integrated into the appropriate components of the ARD/IEP. They are provided in general education classes or other education-related settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate.

**Question:** *Who is responsible for bringing information about a student to the REED (Review of Existing Evaluation Data)?*

Answer: Specific duties of school staff are listed on the chart below:

**KEY PERSONNEL**

**TRIENNIAL ROLES AND RESPONSIBILITIES**

**Administrator**

**Information regarding the general curriculum and the availability of resources of the district; the**

**General Education Teacher(s)**

**Completed "Information from Classroom Teacher." Current classroom-based assessments and c**

**Special Education Teacher(s)**

**Completed "Information from Classroom Teacher" and "Information from Parents." Current clas**

**Speech Pathologist**

**Records of services provided to the student; information regarding the student's progress; any o**

**AI Representative**

**Records of services provided to the student; information regarding the student's progress; any o**

**VI Representative**

**Records of services provided to the student; information regarding the student's progress; any o**

**VAC**

**Records of services provided to the student; information regarding the student's progress; any o**

**APE Representative**

**Records of services provided to the student; information regarding the student's progress; any o**

OT/PT/Other(s)

Records of services provided to the student; information regarding the student's progress; any o

School Nurse

Complete "Triennial/Reevaluation Health Update," including current information on vision/hearin

**Question:** *If a student is failing in coursework, must an ARD/IEP meeting be held?*

**Answer:** It Depends A review ARD/IEP meeting is necessary to address changes in the IEP and/or schedule of services in order to address a student's failure in any scheduled class. While the law does not require an ARD/IEP meeting when a student fails courses, the Department of Special Education Services recommends that students with disabilities whom are at risk of failing any subject should be reviewed for possible needed changes to the IEP. Changes can be done through Amendments if the change does not effect the instructional setting code. For secondary students, the ARD/IEP should be convened upon the first indication that the student may fail a course, notably after a 9 week grading period.

**Question:** *What is the procedure to be followed if the parent does not attend a manifestation determination review?*

**Answer:** The school must document with an ARD/IEP notice and in minutes of the meeting that notification of the manifestation determination review was given to the parent. A parent

may ask to reschedule a manifestation review, but the rescheduled date must be within the 10 days allowed. If the parent does not attend, the meeting will proceed as scheduled. It must be stated in the ARD/IEP who will be responsible for reviewing the information with the parent to ensure his/her understanding of the process. All manifestation review paperwork is sent to the hearing officer after the completion of the meeting.

**Question:** *Can a manifestation ARD also serve as the annual ARD/IEP?*

**Answer:** NO. Manifestation ARDs are only to determine if the behavior/incident is connected to the student's disability. They do not establish services/program.

**Question:** *What condition invokes a 10-day recess for the ARD/IEP?*

**Answer:** Parent disagreement with any of the recommendations made at the ARD/IEP meeting invokes a one time 10-day recess. If parent denies the 10-day recess, the denial is noted in the ARD/IEP that a recess was offered, but parent refused it. If the parent leaves prior to scheduling the 10-day recess, the ARD/IEP should be scheduled and a Notice of ARD sent to the parent.

**Question:** *How many 10-day recesses are allowed?*

**Answer:** One (1). If there is still disagreement at the second ARD/IEP meeting, the campus' recommendation is implemented. Parents have the option to proceed with a due process



request.

**Question:** *If a teacher or other professional disagrees with the ARD/IEP recommendations, must the ARD/IEP be reconvened in 10 school days?*

**Answer:** NO. The privilege of 10-day recess is offered only if the parent disagrees with the ARD/IEP recommendations. Any other party who disagrees may document their dissent in writing.

**Question:** *How many ARD/IEP meetings must be held on a specific student per year?*

**Answer:** A minimum of one annual review ARD/IEP meeting, which may coincide with the triennial/reevaluation meeting, must be held.

**Question:** *If an ARD/IEP is held for a student in special education at which additional testing is reviewed, indicating the student meets another eligibility, is the meeting considered an initial ARD/IEP meeting?*

**Answer: NO.** A student has only one initial ARD/IEP and it is the first time a student enters special education. An ARD/IEP meeting to review the additional eligibility and the existing eligibility must be held, but it is a review ARD.

**Question:** *At an initial ARD/IEP meeting at which an initial evaluation is reviewed, if the student did not qualify for special education placement, what type of ARD/IEP meeting is it?*

**Answer:** It is an initial ARD/IEP meeting. If the student does not qualify (DNQ), that will be stated in the section that addresses eligibility.