

CHILD FIND FEDERAL LAW:

34 CODE OF FEDERAL REGULATIONS § 300.111. CHILD FIND.

(A) GENERAL

(1) THE STATE MUST HAVE IN EFFECT POLICIES AND PROCEDURES TO ENSURE THAT —

(I) ALL CHILDREN WITH DISABILITIES RESIDING IN THE STATE, INCLUDING CHILDREN WITH DISABILITIES WHO ARE HOMELESS CHILDREN OR ARE WARDS OF THE STATE, AND CHILDREN WITH DISABILITIES ATTENDING PRIVATE SCHOOLS, REGARDLESS OF THE SEVERITY OF THEIR DISABILITY, AND WHO ARE IN NEED OF SPECIAL EDUCATION AND RELATED SERVICES, ARE IDENTIFIED, LOCATED, AND EVALUATED; AND

(II) A PRACTICAL METHOD IS DEVELOPED AND IMPLEMENTED TO DETERMINE WHICH CHILDREN ARE CURRENTLY RECEIVING NEEDED SPECIAL EDUCATION AND RELATED SERVICES.

YOUR ROLE IN THE ARD/IEP

General Educator	Special Educator	Administrator
<ul style="list-style-type: none"> • Provide information regarding the student's abilities (strengths & weaknesses) and content standards for his/her assigned course/class for the ARD to use in development of PLAAFP & IEP goals/objectives. • Attend ARD meeting, when invited. • Give input into development of IEP. 	<ul style="list-style-type: none"> • Provide current information regarding the student's abilities (strengths & weaknesses) and information regarding specially designed instruction for ARD to use in the development of PLAAFP & IEP goals/objectives. • Attend ARD meetings, when invited. • Give input into development of IEP. 	<ul style="list-style-type: none"> • Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities. • Is knowledgeable about the general education curriculum & about the availability of resources of the LEA. • Allocates resources necessary for and assures the implementation of the IEP.
<p>Paraprofessional</p> <p>Provide any information requested by teacher(s)/administrator(s) for development of the IEP.</p>		

BEFORE THE ARD

- NOTIFY ALL MEMBERS
- INFORM PARENTS OF DRAFT GOALS/OBJECTIVES (EVALUATION INFORMATION IF APPROPRIATE)
- DISCUSS PERTINENT ISSUES WITH TEAM
- GATHER DOCUMENTATION
- AGENDA AND GROUND RULES
- ASSIGN ROLES
- TAPE PLAYER AND BLANK TAPES (IF NEEDED)
- DETERMINE THE NEED FOR AN INTERPRETER AND/OR FACILITATOR

DURING THE ARD

- CONSIDER SEATING ARRANGEMENTS
- ROOM LOGISTICS
- STAY CHILD CENTERED.
- COMMUNICATE CLEARLY AND LISTEN CAREFULLY.
- RESPECT THE VIEWS OF OTHERS.
- ASK AND WELCOME QUESTIONS FOR CLARIFICATION.
- STAY ON TASK AND BE RESPECTFUL OF TIME
- INTRODUCE AGENDA AND GROUND RULES
 - CONFIDENTIALITY
 - ASK FOR ADDITIONAL SUGGESTIONS

DURING THE ARD



SAMPLE AGENDA

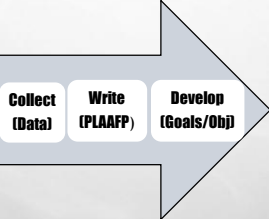
- INTRODUCTIONS
- PURPOSE OF MEETING
- ASSESSMENT & ELIGIBILITY
- REVIEW PROGRESS
- PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE
- GOALS AND OBJECTIVES
- ACCOMMODATIONS/STATE ASSESSMENT
- CONSIDERATIONS (LRE, HARMFUL EFFECTS)
- PLACEMENT
- ADDITIONAL FORMS
- ASSURANCES/CONFIRM AGREEMENT
- REVIEW MINUTES SIGNATURES OF ALL PRESENT

AFTER THE ARD



- ARD DECISIONS DISTRIBUTED TO ALL PERTINENT INDIVIDUALS
- SURVEY PARTICIPANTS
- MONITOR IMPLEMENTATION
- MONITOR ANY TIMELINES/FOLLOW UP ACTIVITIES DETERMINED IN THE ARD MEETING
ASSIGN STAFF RESPONSIBILITIES IF NECESSARY


IEP DEVELOPMENT: PROCESS



DATA RICH, INFORMATION POOR



A cartoon illustration of a person in a blue shirt standing in the center, surrounded by a chaotic flood of data. There are many computer monitors, papers, and icons flying around. The person has a speech bubble that says "???", indicating confusion or being overwhelmed by the sheer volume of data.




RELIABILITY

THE CONSISTENCY OF THE MEASUREMENT

- CONSISTENT WITHIN SELF
- CONSISTENT OVER TIME
- CONSISTENT WITH AN ALTERNATE FORM OF MEASUREMENT
- CONSISTENT WHEN USED BY ANOTHER PERSON

(SATTLER)

INTEGRITY



VALIDITY

THE EXTENT TO WHICH A TEST MEASURES WHAT IT IS SUPPOSE TO MEASURE.

- CONTENT – THE ITEMS ON THE TEST REPRESENT THE DOMAIN THAT THE TEST IS SUPPOSED TO MEASURE.

(SATTLER)

INTEGRITY

FIDELITY

FIDELITY OF IMPLEMENTATION REFERS TO HOW CLOSELY THE PRESCRIBED PROCEDURES OF A PROCESS ARE FOLLOWED.

INTEGRITY

"THE DEGREE TO WHICH TEACHER AND OTHER PROGRAM PROVIDERS IMPLEMENT PROGRAM AS INTENDED BY THE PROGRAM DEVELOPERS." (NCII)

CAUTION

Current Research

The most common cause of failed intervention is a lack of fidelity of implementation.

Response to Intervention Guidelines
711.00-00

USEFUL DATA				
Description of Behavior	Is the statement objective?	Is the statement subjective?	If subjective, change to objective	Make the statement useful
George is failing reading	✓			George has a 64 in reading because....
Sarah talks too much		✓	Collect Data...	Talked without permission 6x / 15 minutes

Anderson & Scahlnick, 08

DATA ANALYSIS CONTINUUM

- CURRICULUM – APPROPRIATE / CONSISTENT
- INSTRUCTIONAL PRACTICES - FIDELITY
- ENVIRONMENT – SUPPORT LEARNING / STUDENT NEEDS
- STUDENT – NEEDS

ADAPTED FROM U.S. DEPARTMENT OF EDUCATION, 2010

WHAT IS A PLAAFP?

IDEA 2004 REQUIRES A STATEMENT OF THE CHILD'S **PRESENT LEVELS OF** ^{baseline data} **ACADEMIC ACHIEVEMENT AND** ^{Strengths/challenges} **FUNCTIONAL PERFORMANCE** ^{Facilitators and inhibitors}

INCLUDING:

- HOW THE CHILD'S DISABILITY AFFECTS THE CHILD'S INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM: OR ^{Where does the disability show up?}
- FOR PRESCHOOL, AS APPROPRIATE, HOW THE DISABILITY AFFECTS THE CHILD'S PARTICIPATION IN APPROPRIATE ACTIVITIES

ADAPTED FROM U.S. DEPARTMENT OF EDUCATION, 2010

IEP GOALS

- GOALS ARE DEVELOPED FROM DATA BASED PLAAFPS, AND ARE ALIGNED WITH STATE CONTENT STANDARDS.



ADAPTED FROM U.S. DEPARTMENT OF EDUCATION, 2010

IEP GOALS

- IDEA 2004: THE IEP MUST INCLUDE MEASURABLE ANNUAL GOALS, INCLUDING ACADEMIC AND FUNCTIONAL GOALS THAT:
 - MEET THE CHILD'S DISABILITY RELATED NEEDS TO ENABLE THE CHILD TO ACCESS AND MAKE PROGRESS IN GENERAL EDUCATION CURRICULUM
 - MEET *ALL OTHER* DISABILITY RELATED EDUCATIONAL NEEDS

WHEN DO WE NEED GOAL STATEMENTS?

- WHEN CONTENT IS MODIFIED, OR
- WHEN A STUDENT IS REMOVED FROM A GENERAL EDUCATION ENVIRONMENT, OR
- WHEN A CRITICAL NEED HAS BEEN DETERMINED FROM PLAAFP DATA, AND
- WHEN SPECIALIZED INSTRUCTION IS NEEDED

ADAPTED FROM C. SAUTER-HARRINGTON, Ed

STANDARDS-BASED GOALS CRITICAL COMPONENTS

- TIMEFRAME- AMOUNT OF TIME IN THE GOAL PERIOD
- CONDITION-SPECIFIC RESOURCES THAT MUST BE PRESENT TO REACH THE GOAL (FACILITATORS)
- BEHAVIOR- ACADEMIC OR FUNCTIONAL SKILL TO BE PERFORMED; OBSERVABLE AND MEASURABLE (CRITICAL SKILL)
- CRITERION- AMOUNT OF EXPECTED GROWTH (MEASURABLE)

ADAPTED FROM C. SAUTER-HARRINGTON, Ed

Example: Jill's PLAAF

JILL SCORED AT GRADE LEVEL ON THE HIGH FREQUENCY WORD SUBTEST. SHE IS EASILY DISTRACTED AND NEEDS FREQUENT REMINDERS TO GET BACK ON TASK (3-5 TIMES/30 MIN). SHE SCORED AT THE 2ND GRADE ON GRADE LEVEL WORD RECOGNITION AND PHONICS ASSESSMENTS, BUT WHEN GIVEN CONTEXT CLUES AND VISUAL IMAGES, SHE SCORED AT THE (BEGINNING 4TH GRADE LEVEL). READING COMPREHENSION IMPROVED FROM (MID 1ST GRADE TO 50% AT ENDING 2ND GRADE LEVEL) WHEN PROVIDED VOCABULARY LIST AND HIGHLIGHTING OF KEY WORDS/CONCEPTS.

Example: Jill's Goal

IN 36 INSTRUCTIONAL WEEKS, GIVEN SIMPLE VOCABULARY LISTS AND HIGHLIGHTING OF KEY WORDS AND CONCEPTS, JILL WILL SUMMARIZE INFORMATION IN TEXT, MAINTAINING MEANING AND LOGICAL ORDER, AT 60% ACCURACY AS MEASURED BY TEACHER ASSESSMENTS AND STUDENT WORK SAMPLES.



OBJECTIVES

• OBJECTIVES ARE REQUIRED ONLY FOR CHILDREN WITH DISABILITIES WHO TAKE ALTERNATE ASSESSMENTS ALIGNED TO ALTERNATE ACHIEVEMENT STANDARDS.

STATE ASSESSMENT

ASSESSMENT OPTIONS FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES:

- STAAR - (WITH OR WITHOUT ACCOMMODATIONS FROM THE ACCOMMODATION TRIANGLE)
- STAAR SPANISH - (GRADES 3-5)
- STAAR L - (ONLINE)
- STAAR A - (ONLINE)
- STAAR ALTERNATE

SSI

- **FOR THE 2014-2015 SCHOOL YEAR, SSI RETEST AND PROMOTION REQUIREMENTS APPLY ONLY TO STUDENTS IN GRADES 5 AND 8 TAKING STAAR, STAAR SPANISH, AND STAAR A READING**
 - **DO NOT APPLY TO MATHEMATICS AT GRADES 5 OR 8 IN THE 2014-2015 SCHOOL YEAR**
- **INFORMATION ABOUT RETEST REQUIREMENTS FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES WHO DO NOT MEET THE STANDARD ON THE FIRST ADMINISTRATION... TO BE DETERMINED**

WHO "COUNTS" IN STATE ASSESSMENT?



Everyone!

LEAST RESTRICTIVE ENVIRONMENT

"TO THE MAXIMUM EXTENT APPROPRIATE, CHILDREN WITH DISABILITIES, INCLUDING CHILDREN IN PUBLIC OR PRIVATE INSTITUTIONS OR OTHER CARE FACILITIES, ARE EDUCATED WITH CHILDREN WHO ARE NONDISABLED; AND ... SPECIAL CLASSES, SEPARATE SCHOOLING, OR OTHER REMOVAL OF CHILDREN WITH DISABILITIES FROM THE REGULAR EDUCATIONAL ENVIRONMENT OCCURS ONLY IF THE NATURE OR SEVERITY OF THE DISABILITY IS SUCH THAT EDUCATION IN REGULAR CLASSES WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES CANNOT BE ACHIEVED SATISFACTORILY."

WFO 004.00000000

LEAST RESTRICTIVE ENVIRONMENT

"IN PROVIDING OR ARRANGING FOR THE PROVISION OF NONACADEMIC AND EXTRACURRICULAR SERVICES AND ACTIVITIES, INCLUDING MEALS, RECESS PERIODS, AND THE SERVICES AND ACTIVITIES SET FORTH... EACH PUBLIC AGENCY MUST ENSURE THAT EACH CHILD WITH A DISABILITY PARTICIPATES WITH NONDISABLED CHILDREN IN THE EXTRACURRICULAR SERVICES AND ACTIVITIES TO THE MAXIMUM EXTENT APPROPRIATE TO THE NEEDS OF THAT CHILD. THE PUBLIC AGENCY MUST ENSURE THAT EACH CHILD WITH A DISABILITY HAS THE SUPPLEMENTARY AIDS AND SERVICES DETERMINED BY THE CHILD'S IEP TEAM TO BE APPROPRIATE AND NECESSARY FOR THE CHILD TO PARTICIPATE IN NONACADEMIC SETTINGS." CFR 300.117

SCHEDULE OF SERVICES

The ARD committee must provide the:

- ...projected date for the beginning of the services and modifications;
- ...anticipated frequency of those services and modifications;
- ...anticipated duration of those services and modifications.

And

- ...anticipated location of those services and modifications: CFR 300.220(a)(7)

ARD/IEP COMPONENTS ASSURANCES

THE ARD ADMINISTRATOR PROVIDES THREE ASSURANCES AND ONE NOTICE ON BEHALF OF THE ARD COMMITTEE, READING THESE ASSURANCES FROM THE ARD DOCUMENT:

- THE ARD COMMITTEE ASSURES THAT TO THE MAXIMUM EXTENT APPROPRIATE, STUDENTS WITH DISABILITIES, INCLUDING STUDENTS IN PUBLIC OR PRIVATE INSTITUTIONS OR OTHER CARE FACILITIES, ARE EDUCATED WITH STUDENTS WHO ARE NONDISABLED.
- THE ARD COMMITTEE ASSURES THAT EACH STUDENT WITH A DISABILITY PARTICIPATES IN NONACADEMIC AND EXTRACURRICULAR SERVICES AND ACTIVITIES, INCLUDING MEALS AND RECESS PERIODS, WITH NONDISABLED STUDENTS TO THE MAXIMUM EXTENT APPROPRIATE TO THE NEEDS OF THE STUDENT.
- THE ARD COMMITTEE ASSURES THAT THE REMOVAL OF STUDENTS WITH DISABILITIES FROM THE REGULAR EDUCATION ENVIRONMENT ONLY OCCURS IF THE NATURE OR THE SEVERITY OF THE DISABILITY IS SUCH THAT EDUCATION IN REGULAR CLASSES WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES CANNOT BE ACHIEVED SATISFACTORILY.
- SPECIAL EDUCATION RECORDS WILL BE DESTROYED FIVE YEARS AFTER THE STUDENT HAS BEEN DISMISSED FROM SPECIAL EDUCATION SERVICES.

REVIEW OF THE MINUTES / DELIBERATIONS

- AFTER THE MINUTES ARE READ ALOUD, THE PARENT MAY ASK TO AMEND OR CHANGE THE MINUTES TO REFLECT SOMETHING DIFFERENT THEN WHAT WAS STATED DURING THE MEETING.
- IF THERE IS UNRESOLVED DISAGREEMENTS, PROVIDE THE PARENT WITH PAPER AND PEN AND ASK THE PARENT TO MAKE NOTES ABOUT DESIRED CHANGES.
- ATTACH PARENT NOTES TO THE END OF THE MINUTES, NOTING THEY ARE THE PARENTS RESPONSE TO THE MINUTES AS READ.





REACHING CLOSURE

REACHING CLOSURE	REGULATORY CODE
12 The admission, review and dismissal (ARD) committee documentation must include:	REG. CODE
13 • The date of the meeting;	REG. CODE
14 • The names, positions, and signatures of the members participating in each meeting; and	REG. CODE
15 • Each member's agreement or disagreement with the committee's decisions.	REG. CODE
16 If the student's parent is unable to speak English, either:	REG. CODE
17 • Provide the parent with a written or audio-taped copy of the student's individualized education program (IEP) as record of the ARD meeting (translated into Spanish) if Spanish is the parent's native language; or	REG. CODE
18 • If the parent's native language is a language other than Spanish, make a good faith effort to provide the parent with a written or audio-taped copy of the student's IEP as record of the ARD meeting (translated into the parent's native language).	REG. CODE

Consensus or Non-consensus: by initialing agree or disagree

SIGNATURES

- ALL CONSENSUS MEMBERS OF THE ARD COMMITTEE MUST SIGN AND INITIAL AGREEMENT OR DISAGREEMENT WITH THE DECISIONS MADE BY THE ARD COMMITTEE.
- IF ANY MEMBER OF THE ARD COMMITTEE DISAGREES WITH THE DECISIONS MADE, THAT MEMBER WRITES UP THE REASON FOR THE DISAGREEMENT. THIS IS ATTACHED TO THE ARD COMMITTEE MEETING MINUTES.
- IF THE PARENT INDICATES DISAGREEMENT, FOLLOW PROCEDURES DESCRIBED FOR WHEN CONSENSUS IS NOT REACHED.

FINAL WORDS OF WISDOM

- WRITE YOUR IEPs CLEARLY AND CONCISELY
- NOTE CONSIDERATIONS VS DECISIONS
- REVIEW UPDATED GOALS AND OBJECTIVES WITH HARD DATA



WALSH'S WORD: IEPs ARE JUDGED BY WHAT IS WRITTEN,
NOT WHAT IS SAID 3.06.08

ARD/IEP COMPONENTS CLOSURE AND CONSENSUS OR NON-CONSENSUS

NON-CONSENSUS: IF A LEA ARDC MEMBER DISAGREES WITH THE DECISIONS MADE:
 HAVE THEM WRITE THE REASON FOR THEIR DISAGREEMENT AND ATTACHED TO MINUTES.

IF THE PARENT OR ADULT STUDENT DISAGREES WITH THE DECISIONS MADE:
 FOLLOW LEGAL FRAMEWORK AND DISTRICT PROCEDURES.

TRAINING TO IMPLEMENT THE IEP

A SCHOOL DISTRICT IS REQUIRED TO PROVIDE THE TRAINING DESCRIBED IN SUBSECTION (D)(2) TO AN EDUCATOR WHO WORKS PRIMARILY OUTSIDE THE AREA OF SPECIAL EDUCATION ONLY IF THE EDUCATOR DOES NOT POSSESS THE KNOWLEDGE AND SKILLS NECESSARY TO IMPLEMENT THE INDIVIDUALIZED EDUCATION PROGRAM FOR A CHILD WITH DISABILITIES FROM THE EDUCATOR. A DISTRICT MAY DELIVER SUCH TRAINING IN ANY MANNER DETERMINED BY SECTION 9101. NO FEE IS TO BE CHARGED FOR SUCH TRAINING.

STAFF DEVELOPMENT: MUST INCLUDE TRAINING FOR ALL STAFF WHO WORK WITH CHILDREN LEFT BEHIND AND CHILDREN WITH DISABILITIES; AND MUST BE DESIGNED FOR ALL STAFF WHO WORK PRIMARILY OUTSIDE THE AREA OF SPECIAL EDUCATION.

- Sign-in sheets
- Agendas
- Training Materials
- Implementation after training
- Certificates of attendance for individual employees

IMPLEMENTATION, DOCUMENTATION & MONITORING

- DESIGNATE PERSONS RESPONSIBLE FOR IMPLEMENTATION & DOCUMENTATION
- DESIGNATE ADMINISTRATOR(S) RESPONSIBLE FOR MONITORING IMPLEMENTATION & DOCUMENTATION

IMPLEMENTATION, DOCUMENTATION & MONITORING

- SIGN-IN SHEETS
 - LOGS
 - LESSON PLANS
 - CONSULTATION
 - BEHAVIOR PLANS & GOALS
 - DISCIPLINE
 - GRADES
 - ATTENDANCE
 - IEP PROGRESS REPORTS (ON-GOING DATA COLLECTION & MONITORING)
- CONSIDER IN THE ANNUAL IAD MEETING AND/OR REED.*

REVIEW OF EXISTING EVALUATION DATA (REED) WHY BOTHER?

- IT'S THE LAW
- UPDATED STUDENT DATA IS NEEDED TO ADJUST INTERVENTIONS.
- ASK YOURSELF – IS THERE ENOUGH INFORMATION AVAILABLE TO MAKE EDUCATIONAL DECISION CONCERNING THE STUDENT.

REED

Review of Existing Evaluation Data (REED) be a part of an initial evaluation, if appropriate, and as part of any reevaluation. 300.305(a) - *Previous services or evaluations from ANYWHERE?*

The REED must be conducted by the admission, review, and dismissal (ARD) committee members and other qualified professionals, as appropriate. 300.305(a)

Include:

1. Evaluations and information provided by the parents of the child. 300.305(a)(1)(i)
2. Current classroom-based, local, or State assessments, and classroom-based observations; 300.305(a)(1)(ii)
3. Observations by teachers and related services providers. 300.305(a)(1)(iii)
4. Review existing evaluation data on the child. 300.305(a)(1)(iv)

PARTS OF THE REED:

- LANGUAGE
- PHYSICAL
- COGNITIVE
- ACHIEVEMENT
- EMOTIONAL/BEHAVIORAL
- SOCIOLOGICAL
- ASSISTIVE TECHNOLOGY

~ SPECIAL CONSIDERATION ~

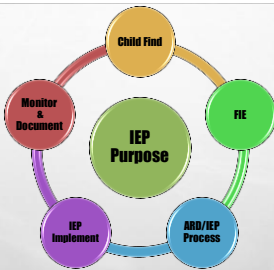
EXCLUSIONARY FACTORS-MUST BE DONE HERE IF NO RE-EVALUATION IS NEEDED

WHAT CAN ADMINISTRATION DO TO HELP?

- ENSURE THE REFERRAL/REED COMMITTEE HAS ADEQUATE TRAINING
- WHEN A REFERRAL IS MADE, ENSURE THAT ALL NEEDED DOCUMENTS HAVE BEEN GATHERED
- ENSURE THAT REFERRALS ARE DELIVERED TO EVALUATION STAFF IMMEDIATELY AFTER NOTICE/CONSENT ARE SIGNED.

WHAT CAN ADMINISTRATION DO TO HELP?

- ENSURE THE RECOMMENDATIONS YOU HEAR AT THE ARD ARE REFLECTED IN THE GOALS/OBJS. PRESENTED
- ENSURE THE INSTRUCTIONAL ARRANGEMENT REFLECTS THE NEEDS OF THE STUDENT AND IS LRE
- BE OPEN TO SERVICING SP. ED. IDENTIFIED STUDENTS IN REG. ED. "AT RISK" PROGRAMS. (I.E. DYSLLEXIA)



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Helping the profile of Region 10 Education Service Center with its commitment to the highest quality, cost-effective, and innovative programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title III of the Education Amendments of 1972 and Section 504 and 508 of the Rehabilitation Act of 1973, as amended; Region 10 Education Service Center will take steps to ensure that all of its programs, services and activities are accessible and available to all individuals with disabilities.
