

BRUSH COUNTRY CO-OP

ARD/IEP Meeting AGENDA

- **Administrator: Purpose of Meeting**
- **Introduction of Committee members/attendees**
 - **Confidentiality Statements:** “All information concerning a student with disability is confidential and may not be discussed with anyone except those who have a legitimate educational interest in the student with disabilities. Consistent with school board policy, persons participating in the ARD/IEP meeting will refrain from making any personal attacks on school staff, students, or parents. All participants are expected to speak in a courteous manner and in a conversational tone. This expectation must be followed in order to facilitate a safe, collaborative environment focused on the development of appropriate educational plans for this student.”
- **Diagnostician/Speech Pathologist:**
 - I. **Review of Evaluation Data**
 - a. Full and Individual Evaluation & Other Evaluations (related services, transportation, REED)
 - b. Vocational Assessment (Date(s) or Report(s))
 - c. Evaluation Records from other school districts
 - d. Evaluation provided by Parents/Students
 - e. Assessment Information from school personnel, state assessment data, district-wide assessments, etc.
 - f. Evaluation Information/Records from other agencies/professionals
 - g. Evaluation Information from Language Proficiency Assessment Committee
 - h. Is additional assessment needed?

Check for Parent agreement for Section I (Evaluation) & complete deliberations
 - II. **Determination of Eligibility**
 - a. Disability Condition Report
 - b. Need for specially designed instruction (adapting content, methodology, or delivery of services)
 - c. Review Supplements, if appropriate (AU, AI, Med Fragile, VI, TSBVI, TSD...)

Check for Parent agreement for Section II (Eligibility) & complete deliberations
- **Special Education Teacher- Counselor- Principal- Diagnostician:**
 - III. **Present Levels of Academic Achievement and Functional Performance: Teachers**
 - a. **Physical** (include personal care, nursing, assistive technology, adapted PE supplement, if appropriate)
 - b. **Behavioral** performance, as it impacts educational programming
 - c. **Discipline** and related characteristics, MDR, discipline plan
 - d. **Functional** Performance (include AT needs)
 - e. **Academic** Achievement & Functional Performance(including LEP student language competencies & **Supplement for VI, AI** (if appropriate)
Indicate content areas in which the student’s disability significantly interferes with his/her ability to meet general academic *mastery* levels.
How the student’s disability impacts involvement in general curriculum
 - f. **Transition** Planning Statement (by Age 14 – preferences/interests, measurable post-secondary goals)
IEP/ Annual Goals - Teachers
 - g. Review previous IEPs & progress
 - h. Discuss/ accept proposed IEPs (link to PLAAFP)
 - i. Discuss/ accept proposed modifications and accommodations
 - j. Discuss how progress will be measured and reported to parents (Progress reports)
 - k. BIP, FBA (if applicable)
 - l. Transition Supplement (if applicable)
 - m. Graduation Supplement (if applicable)

Check for Parent agreement for Section III (PLAAFP) & complete deliberations
 - IV. **Determination of Services to be Provided:**
 - a. **Instructional Schedule --- CURRENT YEAR**
 - b. **Instructional Schedule ---NEXT YEAR**
 - c. **Instructional Accommodations & or Modifications**

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ARD/IEP Meeting AGENDA

- d. Related Services
- e. Accelerated Plan of Instruction, Physician Release from Homebound, etc.

IV-B STATE ASSESSMENTS

- a. State/District Assessments (Current Year)
- b. State/District Assessments (Next Year)
- c. State Alternate-2 Participation Requirements 2020-21

Check for Parent agreement for Section IV (Services) & complete deliberations

➤ Diagnostician/Speech Pathologist:

V. Considerations of Least Restrictive Environment

Check for Parent agreement for Section V (LRE) & complete deliberations

➤ Special Education Teacher/Diagnostician/Speech Pathologist:

VI. Extended School Year Services (when applicable)

- a. Instructional Schedule (ESY)
- b. Related Services Schedule (ESY)
- c. Supplements as required

Check for Parent agreement for Section VI (ESY) & complete deliberations

VII. Graduation

- a. Supplements as required

Check for Parent agreement for Section VII (Graduation) & complete deliberations

➤ Diagnostician/Speech Pathologist:

VIII. Review of ARD deliberations

- a. Summary of Consensus *decisions*
- b. **Notice of Parents to Release Information for SHARS**
- c. **Notice of Transfer of Rights/Rights Transferred** (as appropriate)

➤ Administrator:

IX. Assurances

- a. "The IEP committee assures that (STUDENT) is being educated with students her age who do not have disabilities to the maximum extent appropriate to his/her overall educational needs including academic and developmental areas such as language and socialization."
- b. "The committee assures that all instruction and related services specified in the IEP will be provided to (STUDENT) at no cost. Fees normally charged to students without disabilities or their parents as part of the general education program may be charged (i.e., art or laboratory fees)."
- c. "The district assures that each teacher who provides instruction to a student with disabilities will receive relevant sections of (STUDENT)'s current IEP and that each teacher will be informed of specific responsibilities related to implementing the IEP, such as goals and benchmarks, and of needed accommodations, modifications, and/or supports for (STUDENT)."

X. Signatures of Committee Members

Mutual Agreement Statement

- a. Notice of Decision (Prior Written Notice)

XI. FERPA Notice (must be provided annually)

XII. Initial Placement Parent Consent (when appropriate)

XIII. Copy of ARD/IEP to Parent

XIV. Adjourn