



SNYDER INDEPENDENT SCHOOL DISTRICT

208-902

LEGAL FRAMEWORK: **PARENT PARTICIPATION**

RELATED RESOURCES: [PARENT PARTICIPATION](#) (REGION 18 EDUCATION SERVICE CENTER)
[TEXAS PROJECT FIRST](#) (TEXAS EDUCATION AGENCY)

BROAD CATEGORY: FREE APPROPRIATE PUBLIC EDUCATION

The Individuals with Disabilities Education Act of 2004 (IDEA) is the federal law that governs the special education process. One of the main purposes of IDEA is to ensure that children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. *Special education* means specially designed instruction to meet the unique needs of a child with a disability. *Related services* are special services needed to support students' special education services so they can make progress to meet their academic and functional goals. Related services can include services such as occupational therapy (OT), physical therapy (PT), speech language therapy (SLP), counseling services, orientation and mobility (O&M) services, and/or transportation services. Under IDEA, the parent(s)/guardian(s) are given a large level of participation at every stage of the special education process.

In Texas, a child's eligibility for special education services and most of the major decisions about a child's special education program are made by an Admission, Review, and Dismissal committee (ARDc). The ARDc may also be referred to as an *individualized education program team* (IEPt), which is the term used in federal law. When an ARDc is formed for a child, the parent(s)/guardian(s) will be a member of that committee.

PROCEDURES:

Students benefit when we collaborate

The words *parent(s)* and *parentally* appear over 350 times in the IDEA 2004 law. The Snyder ISD (SISD) Special Services Department recognizes that parent(s)/guardian(s) involvement is a key to developing a thriving collaborative process where genuine relationships can help nurture a child's potential for greater success. SISD makes every attempt to offer parent(s)/guardian(s) a legitimate, authentic opportunity to participate in the decision-making process for their children. Further, we strongly advocate for/and encourage our parent(s)/guardian(s) and students to be active participants. We are strongly committed to cultivating a collaborative partnership with our special education stakeholders. ARDc membership is a very important facet facilitating and strengthening the collaborative partnership.

Assuring parent(s)/guardian(s) involvement

At least 5 school days prior to the ARDc meeting, the inviting Snyder ISD (SISD) campus or assigned evaluator contacts the parent(s)/guardian(s) and/or adult student, to schedule the Admission, Review, and Dismissal (ARD). The ARD invite includes a brief explanation for the purpose of the meeting and identifies the persons who will participate and be in attendance. Typically, ARD invites are sent well in advance to ensure that parent(s)/guardian(s) and/or an adult student will have the opportunity to attend and to schedule the meeting at a mutually agreed upon time and place. A minimum of three separate ARD notices must be sent. The notices must be sent on three separate attempts and will be archived

together with signatures. All records of contact attempts are documented. If the parent(s)/guardian(s) and/or adult student responds to the first notice with confirmation of attendance, an additional contact and a final reminder will be made to confirm participation. If parent(s)/guardian(s) and/or adult student requests a different date than the initial agreed-upon date, the date of meeting will be revised to the new agreed-upon date/time with an explanation to the reason for the date/time change documented.

Preparing a draft admission, review, and dismissal document

At least 10 school days prior to the scheduled ARD meeting, the responsible district and campus personnel will begin writing the draft Individual Education Plan (IEP) which includes Present Levels of Academic Achievement and Performance (PLAAFP) statements, goals/short-term objectives, and if applicable, an Intensive Program of Instruction (IPI) plan. To safeguard and protect against predetermination, continuous monitoring and documentation of student progress is noted throughout the school year to help facilitate the ARDc in making appropriate decisions regarding each individual student's special education schedule of services (SOS). The accumulated documentation and progress monitoring data is crucial to the draft and development of the required components of an IEP for the ARDc to review at the ARD meeting.

Parent review of the draft prior to an admission, review, and dismissal committee meeting

The ARD agenda, along with a copy of the draft IEP (PLAAFP, goals/short-term objectives) will be sent to parent(s)/guardian(s) and/or adult students through mail, email and/or other electronic means, at least 6 school days prior to the ARD meeting. In addition, the campus case manager will contact the parent(s)/guardian(s) at least 2 school days prior to the ARD meeting to discuss and explain the draft IEP (PLAAFP, goals/short-term objectives) to further facilitate the parent(s)/guardian(s) and/or adult student's ability to come fully prepared. If the parent(s)/guardian(s) and/or adult student has questions or concerns about the draft IEP (PLAAFP, goals/short-term objectives, and/or if applicable, IPI plan), the campus administrator will ensure that the applicable staff member addresses the parent(s)/guardian(s) and/or adult student's questions or concerns prior to the ARD meeting.

An interpreter for an emerging English language learner and/or the parent(s)/guardian(s)

Prior to preparing for an ARD, the campus will verify if the student is an emerging English language learner with limited English proficiency (LEP). If English is not the first language, or if an alternate mode of communication is utilized, such as sign language, the SISD campus will invite and provide for an interpreter to assist with the ARD meeting.

Notice of advocate participation in the admission, review, and dismissal meeting

If the parent(s)/guardian(s) and/or adult student requests that an advocate participate in the ARDc meeting, notice must be given to SISD personnel, such as a campus administrator, assigned evaluator, and/or district special education department, prior to the ARD meeting. This prior notice allows for the documentation of attendance of additional participant(s) on each Prior Written Notice (PWN) to the ARD. *Additional participants* will include both any individual(s) the parent(s)/guardian(s) and/or adult student wishes to bring as well as other appropriate district personnel who will be notified and scheduled for attendance in the ARD meeting.

Notice of attorney participation in the admission, review, and dismissal meeting

If the parent(s)/guardian(s) and/or adult student requests that an attorney participate in the ARDc meeting, notice must be given to SISD personnel, such as a campus administrator, assigned evaluator, and/or district special education department, prior to the ARD meeting. This prior notice allows for the documentation of attendance of additional participant(s) on each Prior Written Notice (PWN) to the

ARD. *Additional participants* will include both any individual(s) the parent(s)/guardian(s) and/or adult student wishes to bring, as well as other appropriate district personnel and the SISD attorney(s) who will be notified and scheduled for attendance in the ARD meeting.

Parent participation in development or review of the student individual education plan

The IEP document has a designated place in the deliberations where the parent(s)/guardian(s) and/or adult student is afforded the opportunity to document input and/or concerns related to education. SISD encourages the parent(s)/guardian(s) and/or adult student to prepare a list of questions, concerns, or topics for discussion among the ARDc during the ARD meeting. SISD values parental/guardian(s) feedback and ideas about a student's strengths, interests, and preferences to be shared with the ARDc. SISD takes steps to ensure that one or both parent(s)/guardian(s) of a child with a disability are present at each ARDc meeting and/or are afforded the opportunity to participate. These steps include providing a notice of the ARDc meeting early enough to ensure the parent(s)/guardian(s) will have the opportunity to attend. SISD also schedules ARD meetings at mutually agreed upon time(s) and place. A meeting does not include informal or unscheduled conversations involving SISD personnel and/or conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting does not include preparatory activities that SISD personnel engage in to help develop a proposal or a response to the parent proposal that will be discussed at a later meeting.

If a parent(s)/guardian(s) cannot attend the admission, review, and dismissal

When the parent(s)/guardian(s) notify the school that they are unable to attend an ARD, SISD makes every effort to brainstorm all options to gain the parent(s)/guardian(s) participation. This includes rescheduling any in-person ARD meeting. If the parent simply cannot physically attend the ARD in-person, SISD offers to hold the meeting including the parent(s)/guardian(s) by individual or conference telephone calls, and/or video conference call. If all attempts fail to convince the parent(s)/guardian(s) to attend, the district may conduct the ARDc meeting without the parent(s)/guardian(s) in attendance. SISD will keep a record of all attempts to arrange a mutually agreed upon time(s) and place which may include detailed records of telephone calls made or attempted along with the results of those calls, copies of correspondence sent to the parent(s)/guardian(s) along with any responses received, and detailed records of any visits made to the parent(s)/guardian(s) home and/or place of employment along with the results of those visits.

RESPONSIBLE PERSONNEL:

LEVEL	TITLE	PHONE
STATE	TEXAS EDUCATION AGENCY SPECIAL EDUCATION SUPPORT	855-773-3839
REGION	ESC 14 SPECIAL EDUCATION SUPPORT SPECIALIST	325-675-8600
DISTRICT	DIRECTOR SPECIAL SERVICES	325-574-8900
	EDUCATIONAL DIAGNOSTICIAN	325-574-8686
	SPEECH LANGUAGE PATHOLOGIST	325-574-8686
	INSTRUCTIONAL AND/OR RELATED SPECIALIST	325-574-8686
CAMPUS	ADMINISTRATOR, OR PRINCIPAL; OR, INSTRUCTIONAL STAFF	

SNYDER PRIMARY SCHOOL	325-574-8600
SNYDER INTERMEDIATE SCHOOL	325-574-8650
SNYDER JUNIOR HIGH SCHOOL	325-574-8700
SNYDER HIGH SCHOOL	325-574-8800

TIMELINES FOR PARENT PARTICIPATION ACTIVITIES:

An ARDc meeting must review the student IEP periodically, but not less frequently than annually, to determine whether the annual goals are being achieved. The ARDc must determine the child's placement at least annually (34 CFR 300.116.b.1) but may meet more often than annually to revise the student's IEP, as appropriate, to address matters such as any lack of expected progress toward the annual goals, review results of any reevaluation, to consider information about the student provided to, or by the parent(s)/guardian(s), anticipate student needs, and/or to address any other concerns. ARDc meeting invitations will be sent by various methods to the parent(s)/guardian(s) and/or the adult student no less than 5 days prior to all scheduled ARD meetings. Draft IEP (PLAAFP, goals/short-term objectives, and/or if applicable, an IPI plan) will be sent by various methods to the parent(s)/guardian(s) and/or the adult student no less than 4 days prior to the all scheduled ARD meetings. The student's campus special education case manager(s) will contact by various methods, such as telephone, email, other electronic means, and/or video conference call, the parent(s)/guardian(s) and/or the adult student to discuss and explain the draft IEP (PLAAFP, goals/short-term objectives, and/or if applicable, IPI plan). Annual training related to ARD preparation and ARDc meeting responsibilities is a requirement for all special education personnel who have special education case manager responsibilities. Additional training is provided for any staff who may be called upon to serve as a member of an ARDc meeting.

EVIDENCE OF PRACTICE:

- Admission, Review, and Dismissal invitation, Prior Written Notice, meeting signature page
- Communication logs, forms, and checklists
- *Parent's Guide to the Admission, Review, and Dismissal Process and Procedural Safeguards*
- Special education referral flowchart and checklist(s)