

Parent Tips for Virtual ARD Meetings

Did you know that the Individuals with Disabilities Education Act (IDEA) allows individualized education program (IEP) teams (in Texas, this team is called the ARD committee) to use “alternative means of meeting participation, such as video conferences and conference calls” ([34 CFR §300.328](#))? No matter the format of the meeting, all [required participants](#) - including [parents](#) - should be present and/or appropriately excused from the meeting [if mutually agreed upon in writing; [34 CFR §300.321\(e\)\(2\)](#)].

Communication

Schools are using many forms of technology such as phone, email, Zoom, FaceTime, and Google Chat to communicate with you and your child. Reach out to the school to let them know what type of communication you prefer for your student’s ARD meeting. Share any technology concerns or potential barriers you may have about participating in the meeting virtually. Request an [interpreter](#) or other supports, if needed. If you have recently changed your phone number or email address, be sure to let the school know ASAP.

Important Documents

Prepare like you would for any other ARD meeting. Have your child’s current IEP, any current evaluations, and Behavior Intervention Plan (BIP), if applicable, available. Request a draft copy of your child’s IEP. Ask for an agenda for the virtual meeting. If you do not have these documents, contact the school’s diagnostician or principal by email.





Resources for Families

Need more information on IDEA, IEPs, or special education? Scan the QR code to access our online resources.



Partners Resource Network

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The Virtual ARD Meeting

Make sure you are prepared by having your device fully charged. Confirm that you have a good cell or Wi-Fi connection. Prepare your list of parent concerns prior to the meeting. Find a quiet place, dress like you would for an in-person meeting, and be open to this new adventure! At the end of the meeting, ask when you can expect your copy of the new IEP and if you will be receiving it by mail or email.

After the ARD Meeting

Once you have received a copy of your child's IEP, carefully review the document. Reach out to the school's diagnostician with any concerns or questions you may have.

Documentation

Keep records and track events. Emails can be a good source of documentation or you may simply use a notebook. Write down important information such as dates, times, names, and what was discussed.

Instructional Support

Do not hesitate to communicate with your child's teacher about ideas, suggestions, and concerns for supporting your child with at-home learning. Your child's teacher can assist you in tracking progress toward mastering IEP goals.

Compliance Considerations

Special education timelines will continue to apply for compliance reporting purposes. The school should be flexible and consider a variety of delivery options as they make reasonable efforts to provide services for your child. Additionally, your school should make reasonable efforts to fully implement your child's IEP once school resumes.



Have Questions about ARD Meetings?

Contact Partners Resource Network for assistance at 1-800-866-4726. Our Regional Coordinators are ready to help you with all your IEP concerns and can provide one-on-one individual assistance to fit your needs. All of our services are free of charge to parents and youth with disabilities.



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An illustration at the top of the page shows a stack of books on the left and three pens (two yellow, one white) on the right, all rendered in a simple, outlined style. The background is a solid yellow color.

HOW TO ADVOCATE FOR INCLUSION IN SCHOOLS

*PRESENTED BY SYLVIA FARBER
ADVOCATE AND OWNER OF 101
ADVOCACY*

**OCTOBER 22, 2020 12:00
PM**

**[HTTPS://US02WEB.ZOOM.US/WEBINAR
/REGISTER/WN_WVG3V-
XBSMQASU6HYD8LIQ](https://us02web.zoom.us/webinar/register/wN_WVG3V-XBSMQASU6HYD8LIQ)**

A stylized outline of the state of Texas, colored in blue, white, and red, with a white star in the upper left corner.

Partners Resource Network
Empowerment Through Education