



Insight into the ARD process and the important role you play as a parent or guardian.

March 3, 2026



What is an ARD Meeting?

Annual, Review, and Dismissal Meeting

Who is required to attend?



Parent/Guardian



General Education Teacher



Special Education Teacher



Administrator



Other as Needed Based
on Student's Eligibility

IEP



What is an Individual Education Plan?

An Individualized Education Plan outlines the unique services and supports for your student that are individually designed to help your child access the general education curriculum.

The components of your child's Individualized Education

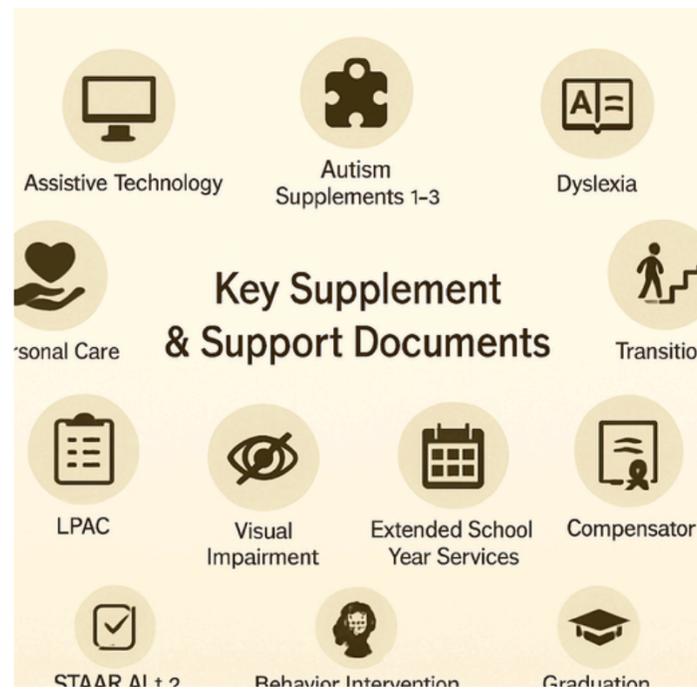
Program (IEP) include:

- **Review of your child's eligibility**
- **Current Full and Individual Evaluation Date**
- **Present Levels of Performance:** A comprehensive overview of your child's current academic and functional performance, detailing strengths and areas for improvement.
- **Annual Goals:** Specific, measurable objectives set for your child to achieve within the school year, addressing both academic and functional needs.
- **Schedule of Services:** A description of the special education services and supports your child will receive, including frequency, duration, and location.

Transition Planning: For students aged 13 years of age and older, a plan outlining steps and services to prepare for life after high school, including post-secondary education, employment, and independent living.

Accommodations and Modifications: Listing of any specific accommodations or modifications that will be provided to support your child's learning and access to the curriculum.

District and State Assessments: Details related to which District and State Assessment your child will take, and a review of accommodations that may support them with the assessment. These components ensure that your child's educational needs are met in a personalized and structured manner.



Key Supplement & Support Documents:
Assistive Technology, Autism Supplements
1-3, Dyslexia, Personal Care, Transportation,
Transition, LPAC, Visual Impairment,
Extended School Year Services, STAAR
ALT 2, Behavior Intervention Plan,
Compensatory, and Graduation

What is my child's PLAAFP?

PLAAFP stands for **Present Levels of Academic Achievement and Functional Performance**



This is a summary that reviews your child's current learning and daily skills, highlights strengths, and lists academic developmental, functional, and behavioral needs.



It is created using information from evaluations, school staff, assessments, work samples, family input, related service data, and discipline records.

How often will my child have an ARD Meeting?

- The ARD Committee will meet at least once per year to develop, review, and revise your child's IEP.
- If needs or circumstances change, any member of the team, including the Parent/Guardian, may request an ARD meeting at any time.

What is your role as a Parent/Guardian in the ARD Process?

- You are a Consensus Member
- Ask the Committee what the IEP implementation looks like for your child
- If Instructional Accommodations are in place, discuss with the team if they are working, and determine if adjustments need to be made to what is currently in place to support your student
- Talk with the team about how the IEP goals developed address skill deficits, and who will be implementing the goals

What if my child is not making progress? What should I do?



If your child's progress is not proceeding as expected, the ARD Committee should discuss whether additional strategies and supports might be appropriate.

Remember:

- You are the expert regarding your child
- Your input is a required component of the PLAAFP
- Request the information you have shared during the meeting is captured in the Deliberations
- The Deliberations document the information discussed during your child's ARD Meeting

- Ask the Committee if anything about your child's plan is still unclear.
- If you are unsure of the proposed plan for your student, you have 5 days to review what was presented within the ARD Meeting.
 - Within that 5-day window, you can contact the campus to say if you agree or disagree with the proposed plan.



Concluding the ARD Meeting: Reaching Consensus



- This is the last step of the ARD meeting where the team members indicate agreement with the decisions, and IEP presented for the student.
- This is documented by the ARD Committee signing the IEP paperwork indicating their agreement to the proposed plan discussed in the ARD meeting for the student

Partnering with you as Parents of the children we serve within our campus settings is a privileged collaboration Fort Bend ISD values. The critical role you hold within your child's ARD Meeting is one of expertise, with your input being immeasurable to the development of your child's IEP.





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