BEST PRACTICES:
CTE Teachers’ Role in ARD Meetings

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Foreword

The Career and Technical Special Populations Training and Resource Education Center (CTSP Center) is a collaborative effort between the Family Development and Resource Management (FDRM) unit of Texas AgriLife Extension Service and the Texas Education Agency (TEA). The CTSP Center received a one-year grant from TEA to provide CTE teachers and other educators with access to resources for improving their knowledge regarding the education of students with special needs enrolled in CTE programs.

CTSP Center’s Role

The primary role of the CTSP Center is to help CTE, general education, and special education teachers, educators, paraprofessionals, administrators, and parents who are concerned with serving students with special needs in Texas. The CTSP Center disseminates resources such as books, videos, curriculum guides, multimedia learning modules, and educational opportunities to the target groups. The CTSP Center staff answers questions or solicits the responses of external experts regarding several critical issues related to serving students with special needs.

The current funding from TEA envisioned the center as a special populations clearing house. One of the main requirements of the grant for the year 2007-2008 was to create multimedia training modules and support materials addressing principles and strategies of accommodating a broad range of special population student learning needs in CTE.

This website, training manual, toolbox and this website are the resulting products. This is third in a series of learning modules showcasing best practices for career and technical education teachers, counselors, educators and parents concerned with serving students with special needs. The modules is developed by the Career and Technical Special Populations Training and Education Resource Center (CTSP Center) in cooperation with Texas AgriLife Extension Service and an expert consultant from Texas A&M University. We hope that our audiences find that the information enhances the services that they provide to their students with special needs.

Module Description: The "Best Practices: CTE Teacher's Role In Transition ARD Meetings" module details the roles and responsibilities of participants in ARD meetings. Using an example of a mock ARD meeting, best practices that contribute to the success of transition ARD meetings are highlighted. Particular emphasis is placed on the role of CTE teachers in the ARD process. The content is supplemented by a feature on career clusters. Additional resources, references and parent resources are provided.
Tips for Trainers and Users

1. As users peruse the material they might find certain topics are more relevant to new teachers versus more experienced teachers, for e.g. the Complete Transition ARD or just the “Best Practices” instead of the other chapters.
2. To aid in this regard the modules are organized into chapters and users can choose to view only relevant topics.
3. We recommend the following guidelines for each module to be used at workshops.
   a. The entire site does not have to be viewed in one day.
   b. Again, consider your target audience and choose to show relevant topics.
   c. Conduct various activities to accompany module content (refer to activities included with the module).
   d. Include a pre and post test to examine level of learning (refer to pre-post tests included with the module).
   e. Use evaluation surveys to provide feedback to the CTSP Center (refer to evaluation surveys provided with the module).
   f. Refer to the FAQs provided to answer participant questions. In the case of further clarification forward questions or concerns to the CTSP Center alongwith participant contact information so that we may address them in a timely manner.
   g. The CTSP Center will not provide professional development credits from in-service workshops. This will be the responsibility of the organizing entity.
   h. The organizing entity is responsible for all print costs associated with material distribution.
4. The online materials are available for distribution free of charge. TEA Copyright restrictions apply.
5. Direct learners to the toolbox for additional references, handouts and resources: http://ctsp.tamu.edu/videos08/toolbox
BEST PRACTICES: CTE TEACHERS’ ROLE IN ARD MEETINGS

Dr. Peterson: Hello. I’m Rick Peterson. Director of the Career Technical Special Populations Training Resource Center: a joint program of Texas AgriLife Extension and the Texas Education Agency. We are proud to present this module as a part of our continuing effort to provide professional development training for CTE teachers. Our overall goal is to better prepare CTE teachers to more effectively work with special populations. The CTSP modules are designed by subject matter experts, highlight best practices, and include examples from current teachers and interviews with professionals in the field. The CTSP Center is an approved provider of continuing professional credit by TEA. As such, our online courses and independent self study time can be used not only to improve your knowledge of special populations but also contribute to your overall needs for continuing professional development. We hope you find this module as well as others in our series to be informative and useful not only for new teachers but our experienced teachers alike.

BEST PRACTICES: CTE Teacher’s Role in Transition ARD Meetings

Dr. Mahadevan: This is the 8th in a series of modules developed by the CTSP Center to address special populations issues. This module expands on the role of CTE teachers in the ARD process. In addition to detailing the roles and responsibilities of the ARD committee members, the video will demonstrate a Best Practice mock ARD scenario. We hope that the information is useful in guiding CTE teachers through the ARD process and in providing transition services to their services with special needs. Now we will hear from Cheryl Grenwelge who has been a special educator and is licensed as a diagnostician in the state of Texas. She will introduce best practice concepts in relation to CTE teachers’ participation in the ARD process.

Who should attend the ARD meeting?

Diagnostician:

In our district, the required participants would be the diagnostician or other assessment persons (speech path or LSSP), the district representative (principal or their representative (assistant principal, counselor, or district supervisor), the parent would be required, a special education teacher, and regular education teacher. If a CTE course is recommended, then a CTE teacher would be required.

BEST PRACTICE: Professionals directly involved with the student participate in the ARD meeting

Best practice implies that those professionals who are directly involved with the student participate in the ARD meetings. We advise any educator who will work with the student attend the ARD meeting if at all possible. However, letter of the law can be accomplished as long as the professionals in attendance carry the appropriate title. Most ARD meetings are facilitated or chaired by a diagnostician or an administrator. Transition plans for students are likely to include CTE courses that will set the students up for post secondary success. Therefore, we reiterate that the special education teacher, general education teacher, parents and student collaborate with the CTE teacher prior to the transition ARD meeting to look for a match between the student’s profile and the program offering.

When should the student attend the meeting?
In regards to a student attending the meetings, at different times I have asked the child to attend when they are in elementary school. Sometimes in elementary, I want the child to see that everyone is working in their best interest and I want the child to buy in and be a part of the group as a student who is choosing classes I want them to attend and to help with that selection so that they buy in that they are a part of the decision making process. I believe a student in middle school should be involved to discuss progress, any behaviors and tutorials and to determine what courses they will be taking. I also believe that a high school student should always be there and should be helped to develop self advocation skills, an ability to discuss what they want and how they feel regarding decisions being made, and being made aware that as they age or mature, the responsibility will become theirs.

Lakshmi Mahadevan: Depending on the school district, an ARD meeting’s agenda is facilitated by the diagnostician and/or the principal. While it is necessary for the diagnostician or administrator to facilitate or lead the team through the ARD agenda, Best Practice would be to ensure that when appropriate, the student leads the meeting. In our mock ARD example, we have the student leading the meeting, the diagnostician facilitating the ARD agenda, and the principal presiding over the procedures.

**PART TWO**

Stage 1: ARD Member Introductions

Diagnostician: Hi. I’d like to welcome everybody here today. Could you start off this meeting by introducing yourself?

Student: I’m a student graduating eighth grade and will be in the ninth grade next year.

Parent: Hi, I’m the mom and I really do appreciate everyone being here on my daughter’s behalf and I’m happy to be here.

Parent: I am informed about the ARD meeting usually with communication with the teachers, we agree on a date by phone or email, then I would get a notification and sign it and send it back to school.

D: Hi, I am the diagnostician at this school district and I’ll be facilitating the ARD agenda today.

D: As a diagnostician, my responsibility is to be able to explain the eligibility for a student and to assist the committee in developing an appropriate educational plan for the child.

Principal: I am the principal here at this school and representing administration, I have two main functions today. One is that we follow our laws, regulations and procedures as well as making sure that we are meeting the best interest of our student.

REAL Principal: During the ARD meetings here at Lamar, I am always there. The reason why is because I want to be informed of what the students’ needs are, to be here for the students, to show the parents as well that we do care about their child’s needs. If I am not present, I usually have another administrator for the district cover for me, so it’s a hundred percent administrator led. My main responsibilities in the ARD are to number one to preside over the ARD. I want to make sure that the ARD is being conducted in a due process form, make sure everything is done appropriately, easy the parents of any questions- answer any concerns that they may have. My other responsibility is to effectively match the student’s needs with the services available here on the campus. If we don’t have those services we can definitely see how we can
accommodate or modify what we do here to make sure that the student is in the least restrictive environment and make sure that they are successful on our campus.

SPECIAL EDUCATION Teacher: And I am the special education representative, and I have been this student’s tracking teacher over the past year.

SPECIAL EDUCATION Teacher: As a special education teacher, my role in the ARD process is to bring the documentation that shows the progress that the student has made over the last year on their annual goals and objectives and to bring the draft annual goals and objectives. Also, I’m available to provide information to the other teachers about the student’s functional and academic skills.

GENERAL EDUCATION Teacher: And I’m the general education representative, and I’ve had the pleasure of working with this student this past year.

GENERAL EDUCATION Teacher: As a general Ed teacher, my main responsibilities at an ARD are to report on the current level of functioning of my student. In order to adhere to Best Practice it’s important for me to be there for students who are currently in my class as well as those who may be with me the subsequent year. I’m there to support the general ed teacher as well as the CTE teacher whichever may be the case and develop any accommodations that might help our student. I’m also there to answer any questions related to behavior or discipline issues.

CAREER AND TECHNICAL EDUCATION Rep: Hi, I’m the CTE Representative and I’ve been invited to the ARD today because it has come to my attention that this student has some post secondary goals that can be reached by my course.

CAREER AND TECHNICAL EDUCATION Rep: My responsibilities in the ARD process are two-fold. First, for students interest in my culinary arts course, I attend the ARD meetings and share information about my course and its requirements. Secondly, I attend the ARD committee meeting for students who are currently enrolled. I take this opportunity to report on how they are doing in my class, whether the suggested accommodations are working, and I share any concerns that I might have.

CAREER AND TECHNICAL EDUCATION Teacher: My main responsibility as a CTE teacher at the ARD meeting is to represent my department or my program and find the best placement for the student whether it be Auto technology or construction trades. So you try to match the student with his interests and abilities to the proper CTE program.

PART THREE

Diagnostician: the purpose of our ARD meeting today is an annual ARD review. We will review the student’s assessments, her progress throughout the year, we’ll develop IEP goals, discuss transitional issues, and placement as well as appropriate courses of study. At this point in the meeting, our student will take over and will tell us more about herself and outline what her future goals for herself are. It is my understanding that our student and her parent have put together a PowerPoint presentation.

Hema: It is very important for a parent or guardian and the student to prepare for an ARD meeting that is going to assess the student’s transition goals. Here is an example of how such an interaction occurs.
Parent: Another thing we need to talk about is what really interests you and what you would like to do when you graduate from high school. So, when you don’t go to school anymore, what would you like to do?

Student: I like animals.

Parent: So you want to work with animals?

Student: [nods to indicate yes]

Parent: I thought so, you always liked doing that. So, maybe we should talk to the teacher that teaches animal science because that’s important that you learn about animals. Also, next year you’ll be doing job training, so what do you think the job training should be then?

Student: The animal shelter.

Parent: Working at the animal shelter? I think that’s a really good idea. This way you’re ready to work in a place like that when you graduate from high school.

Diagnostician: It is my understanding that you have a slide to show us today about what your future career goals are.

Student. Yes. In my career, I am very interested in studying ancient myths. I would also like to work in a pet store or the animal shelter, and I want to try to be an actress.

Diagnostician: What would you tell us as far as a ‘dream job’ in a pet shop or an animal shelter. What type of animals might you like to work with?

Student: I may work with the dogs.

Diagnostician: You like the dogs. Any other kind of animals you would like to work with? There are lots of different kinds of animals that come into an animal shelter or a pet shop. Any specifics?

Student: Rabbits

Parent: You can see her various goals and her interests and especially with working with animals and of course my concern is when she goes to the post-secondary environment what will be available as far as course works are concerned so she can transition out into the community with some skills.

Diagnostician: We will definitely be discussing her transition and her goals that she has for her future. Within the next section we will be discussing the evaluation of her records and move into her transition goals after that.

Parent: Let’s see, what can I advise parents? Keep it healthy. Remember that you are collaborating with the other members of the committee. Remember you know as much about your child as the rest of the committee and don’t be afraid to ask questions. Don’t be afraid to disagree, in the end it’s about what is best for your child.

PART FOUR
Diagnostician: We’ll now review any evaluation records and I am here to review with you the testing that I have conducted and the assessments that I have conducted, the results of those. I have conducted a new IQ test and achievement test and I will share that data with you.

The documents that I bring to the ARD meeting are the student’s legal folder which includes past ARDS, testing information, medical information, and all the student’s special education information.

Student: My teachers and I worked on a series of tests to show what my strengths are. Can you tell the committee more about that?

SPECIAL EDUCATION teacher: Yes, I have information about the student’s academic and transition needs, interests, and preferences that I would be glad to share with the committee.

BEST PRACTICE: Special Education teacher meets with the student and parents; uses results of formal and informal assessments to prepare annual goals and objectives; talks to other teachers to monitor student’s progress

When I prepare for an ARD meeting, I like to meet with the student and the parents first of all to make sure that we’re on the same page regarding what the student’s post secondary goals are. I also throughout the year have been formally and informally assessing the students so that I know what their strengths and weaknesses are which helps me prepare based on their post-secondary goals, it helps me prepare their annual goals and objectives. I also talk to the other teachers that the student has to get feedback from them and to see how they have been progressing throughout the year.

DOCUMENTS: Updated Individualized Education Plan (IEP) goals and objectives from the previous year; draft annual goals and objectives for the current year; student’s graduation plan; transcript; attendance records; discipline referral records; student/teacher/parent interview and work samples.

The documents and information that I bring to the ARD meeting include the student’s updated annual goals and objectives from the last year, the draft annual goals and objectives for the current year not just the ones for my course but from the other courses. I bring the student’s graduation plan, the transcript, attendance records, discipline referral records, I bring a student, teacher, and parent interview about post-secondary plans, and I also bring work samples.

General Education Teacher: I worked with the student last year and I’m here to share with the committee information on her skills and progress while she was in my class.

In order to prepare for the ARD meeting, I update the IEP objectives for my student, I collect all relevant grade sheets, and I prepare any reports that I may need concerning behavioral issues. Before this process even begins of course I’ve been working with the Special Ed teacher to address behavioral and academic issues as well.

BEST PRACTICE: General Education Teacher works with the Special Education teacher to address behavioral and academic issues prior to the ARD meeting.

DOCUMENTS: Grade sheets, updated IEP objectives and goals; reports addressing current levels of functioning; reports on behavioral concerns if relevant.
To the ARD meeting I bring my student’s grade sheets, I bring the updated IEP objectives and goals, I also bring reports that address the current level of functioning and competencies for my student and if it’s relevant I’ll also bring any reports on behavioral concerns.

SPECIAL EDUCATION Teacher: I have information about the student’s academic and transition needs, interests and preferences. One of the ways that I have gathered this information is by interviewing both the student and the parent. Would you like to talk about that interview?

Parent: Based on knowing what her interests are, we did focus on courses that would be appropriate for this transition.

Lakshmi Mahadevan: You just heard a reference to a parent interview. A parent interview is conducted prior to the ARD meeting and helps a special education teacher determine several important factors about the student that may be pertinent knowledge for the ARD committee. In case a parent is unable to attend a meeting, then their input has been sought and documented. Their ideas as to post-secondary goals are then available to be addressed at the meeting. Typical parent interview questions would include

1) What would you like your child to do after high school? (for example, work, attend college, etc.)
2) Has your child held a job in the past? Do they have a job now?
3) Is your child involved in activities in the community or around campus (i.e. volunteer work, sports, clubs, etc.)?
4) What do you think are your child’s strengths and or interests?

To download an example of a blank interview form, please refer to the toolbox that accompanies our module.

General Education Teacher: In addition, since I’ve worked with this student this past year, I have information to provide the committee in regards to her skills and progress while she was in my class.

Principal: And I’d also like to report that according to our school records she has maintained a very good attendance record, and has enthusiastically participated in both campus and classroom activities, and also since I haven’t seen her in my office for any discipline referrals, she seems to be following our student code of conduct very well so I appreciate that, thank you. At this point, do you have any concerns?

Principal: Usually to prepare for an ARD meeting, I like to review student documentation, look over the progress reports, look at the attendance reports and see if anything comes out at me that’s glaring, to make sure that the student is being successful here in the program, and if they’re not then we have to address in the ARD and I like to make sure that I know what we’re dealing with before we get into the ARD.

BEST PRACTICE: Principal reviews student documents; looks over progress reports; examines attendance reports.

DOCUMENTS: Student schedule; attendance reports; progress reports; discipline reports; TAKS test scores; computerized IEPs.
There is a list of documentation that we actually need to have for ARD meetings. We always have a schedule present to ensure that the student is enrolled in the classes that the student needs in order to graduate. We always have an attendance report that the committee reviews to ensure that absenteeism is not a problem with the student. We like to have progress reports. Our parents get those every three weeks and we also present those at the ARD committee meetings to ensure that the child is progressing in the classes. My office always runs a discipline report to see if we have to address a behavioral intervention plan in the ARD. We always have state standardized achievement scores; the TAKS test scores at the ARD because we want to make sure that the child is on pace to graduate and be successful in their exit-level TAKS testing. We always have to have the student’s current IEP and with that, the district implements the CLASS/CLASP??? System computerized software and that system maintains the student’s IEPs and allows us to test them that way so we always run a report there as well.

**PART FIVE**

Stage 4: Determination of Eligibility

Dr. Lakshmi Mahadevan: After everyone has shared the evaluation data, the diagnostician in our example will discuss determination of eligibility. At this stage of the meeting, the diagnostician reveals the diagnosis and qualifying factors that allow the student to receive special education services. These qualifying factors typically include any of the thirteen IDEA qualifying categories

Diagnostician: As a diagnostician, I would review the student’s folder so that I’d be more prepared and would prep the ARD by putting the student’s basic information into the computer prior to the ARD meeting which would make more efficient use of time. Also I would update any assessments that would need to be done such as the IQ assessment and the academic assessments that are required to be updated every three years.

Diagnostician: On review of the evaluation data, this student continues to meet eligibly and the assessment results support the continuing need for special education services.

**PART SIX**

Present Levels of Performance (PLOPs)

Diagnostician: This is the part of the meeting where we will discuss present levels of performance. Do you understand what that means?

Student: This is the part of the meeting where my teachers will fill you in on what we have achieved this past year.

Dr. Lakshmi Mahadevan: At this stage of the meeting, both the special education teacher and the general education teacher review the student’s present levels of performance or PLOPs. These could include several areas such as physical, behavioral or discipline, health or medical, vocational, academic, communication and language abilities, as well as assistive technology needs.

**PART SEVEN**

Stage 7: Review and Development of IEP goals and objectives
Dr. Lakshmi Mahadevan: In this portion of the meeting, the ARD or IEP committee reviews the previous goals and progress, new IEP goals are developed based on the student’s needs, interests and preferences. The special education teacher, the general education teacher and the CTE teacher review previous IEPs and progress, discuss proposed IEPs, discuss proposed modifications and accommodations, and discuss progress reporting. The principal oversees this process by monitoring the progress reports and keeping track of the extent to which the student’s needs are being met.

SPECIAL EDUCATION Teacher: My role in the implementation of the IEP program that is established at the ARD as a special education teacher is to ensure that I am keeping track of how the student is progressing on the annual goals and objectives for my course and also to collaborate with the general education teachers and provide them support to ensure that the student is also progressing in their classes too.

General Education Teacher: As a general education teacher, my role in implementing the IEP is to provide curriculum instruction, to monitor the extent to which the IEP objectives are being met by my student. I also update goals on a regular basis. If I do have a student that does not have an IEP because he or she may be a low-level needs student, then I do track the extent to which any accommodations that we have derived for the student are working. Also, I ensure that I maintain paperwork for the student and I maintain the parents informed of the student’s progress.

CAREER AND TECHNICAL EDUCATION Teacher: I help in the implementation of the IEP goals by monitoring the student’s progress and implement accommodations and modifications as required. Also, I maintain progress report sheets per IEP goal and objective that I am responsible for. I make notes about what is working and what’s not and keep records of things that I am going to suggest to the committee during the review process.

CAREER AND TECHNICAL EDUCATION Teacher 2: In an ARD meeting, when you have a student who has an IEP for your program, you just have to review it and, as an example, in building maintenance, if one of the objectives on the IEP that I’ve developed is he will strip and wax a floor, through the school year, through the training, he is going to have to strip and wax a floor. Sometimes you have to accommodate the student in some way; however by the time he leaves my program, he should achieve that goal or that objective.

Principal: In regards to the implementation of the IEP, first and foremost I am the instructional leader on my campus. Having all that knowledge of what my campus does on a daily basis, and how the classes are run, I come into the ARD knowing that we can or cannot help a student and if we can’t we need to modify what we do to help a student and make sure that they are the Least Restrictive Environment. When the IEP is developed in the ARD, I come with knowledge of being able to assist the child and if we can’t we need to make the changes available and during the student’s enrollment here in the school I monitor the students and the teachers to ensure that those IEP goals are being met for the student by the school and if they’re not, we can accommodate for all children, we modify for our kids as well, just to make them successful.

Dr. Lakshmi Mahadevan: In our example, the special education teacher will report on the student’s progress.
Diagnostician: We now need to review the current IEP goals for the student, what her progress toward meeting those goals are, and what goals we are suggesting as a committee for her for next year.

SPECIAL EDUCATION Teacher: The student has worked hard this year to meet her IEP goals and objectives. I’m going to pass out a copy of her goals and objectives from last year for everyone to look at and I’ve already met with the student and the parent to talk about these. But this is for everyone in the committee to know how she’s been doing. As you can see, she has mastered the understanding the concepts of resumes, interviews, and general employability skills. I’ve also met with the student and her mother and we have worked on the goals and objectives for next year and I will pass those out. Some of the things that we would like to work on include being able to participate in mock interviews, and also, given what I know about the student’s interests and preferences, I have invited the CTE teacher here today.

Dr. Lakshmi Mahadevan: At the end of that presentation, you heard the special education teacher mention her invitation to the CTE teacher. There are specific circumstances when a CTE teacher will be invited to the ARD meeting and has to be present. Our experts give us some examples.

SPECIAL EDUCATION Teacher: When CTE is considered as an option for a student, Best Practice would be for the student and the special education teacher to meet with the CTE teacher to jointly develop draft IEP goals and objectives. Also, the CTE teacher should attend the student’s ARD meeting so that they can be a part of that committee decision.

CAREER AND TECHNICAL EDUCATION Teacher: I do sometimes attend an ARD meeting as a CTE representative. This happens when a concerned classroom CTE teacher’s schedule does not permit him or her to attend. In such cases, I will meet with the CTE teacher and get as much information as I can about their course whether be it be clothing construction or child growth and development.

CTE Representatives should:

1) Meet with the concerned CTE teacher
2) Organize collaboration meeting with the concerned parties

Also, I would try to see if we can get the CTE teacher, special education teacher, and general education teacher along with the parent to meet before the ARD meeting that way there are no surprises for any of us.

Diagnostician: When a CTE course is recommended for a student, CTE teachers or a representative have to be involved and be at the ARD meeting. Best practice would be that the CTE teacher of the course recommended would be attending the ARD. The CTE teacher needs the opportunity to interview the student to review attendance records and referrals. The CTE program teacher should have the opportunity to collaborate with the student, the parent or parents and the special education teacher prior to the ARD meeting to draft appropriate IEP goals and to make sure that a suggested course is directly related to the student’s post secondary goals.

Best Practice: CTE teacher of the recommended course attends the ARD meeting.

Best Practice: CTE teacher has access to attendance records and referrals.
Best Practice: CTE teacher collaborates with the student, parent, and Special education teacher to ensure match between students’ post-secondary goals and course offerings.

Principal: One of the best practices that we do follow here on this campus is to have the career and technology teacher present at all ARDs. That helps us and it facilitates the student going into the classroom and knowing what’s expected of them as well, the career and technology teacher here allows the student to be exposed to different opportunities outside of school and beyond. The counseling services do go into post-secondary education. The career and technology teacher not only does that but goes beyond to include the technical fields, the job market out there, and prepare students for that environment as well. Our teacher, I know maintains a student’s transition plan and a training plan for them that includes resume skills, job skills, absenteeism, a lot of the things a student needs after school—after graduation to be successful as well.

BEST PRACTICE: CTE teacher attends all ARD meetings.

BEST PRACTICE: CTE teacher helps educate students on workplace skills and job market.

BEST PRACTICE: CTE teacher maintains transition plan and training plan that includes employability skills.

PART EIGHT

Stage 8: Transition Planning

Dr. Lakshmi Mahadevan: This session is now the main focus of our mock ARD example. In this section, the student’s transition and her postsecondary goals are addressed and matched to her proposed CTE coursework for the next academic year.

Diagnostician: As we discussed earlier, as a committee we now need to determine what career pathway and coursework would best support her postsecondary goals for the future.

Since you’ve already presented your goals for the future would you ask the committee or would you like to ask the committee what they would recommend as far as a career pathway or coursework that would help support that for you for next year.

Student: During the past few days I have worked with my teacher to come up with a plan. Will you please tell the committee what we talked about?

CAREER AND TECHNICAL EDUCATION Teacher: Yes, I’m here today because I talked with the special education teacher and the student about her post-secondary goals and how they may be compatible with the CTE program and their goals. Given what I know about this student, I feel that the courses that I teach as part of the Career Clusters will enable the student to be able to reach her goals.

Principal: Could you explain how these courses within the Career Cluster will meet our student’s needs?

CAREER AND TECHNICAL EDUCATION Teacher: Sure, I brought with me a list of skills that are required for the course and we can take a look at these.
Dr. Lakshmi Mahadevan: In our example, you heard our CTE teacher mention a skills list. This is a simple tool that CTE teachers and their representatives can utilize to talk about their program at ARD meetings. We advise teachers to create two such checklists; a Basic Skills Inventory and a Comprehensive Skills Inventory.

What documents should a CTE teacher bring to an ARD meeting?

CAREER AND TECHNICAL EDUCATION Teacher: It depends on what my contribution to the ARD meeting is going to be. If I’m going there because a student is going to be placed in my class then I carry information about my course such as a syllabus and I talk about examples of assessments. I may also show a PowerPoint to explain the course better. Occasionally I have used video clips to demonstrate what goes on in my classroom. I typically would have collaborated with the student’s teachers and parents prior to the meeting and I would also invite them to visit my classroom and observe the procedures.

PRIOR TO PLACEMENT: Syllabus; Examples of Assessments, PowerPoint presentations, Videos.

If I go to the ARD meeting for the purpose of reviewing a student’s progress, then I bring a progress report, grade sheets, results from any pertinent formal and informal assessments especially interest and skills related information. I also make sure that I discuss suggestions for updated IEP objectives and accommodations or modifications that will help the student to succeed in my class.

Review Students’ Progress: Progress reports; grade sheets; results from formal and informal assessments, update IEP goals and objectives, and suggest accommodations and modifications.

General Education Teacher: Given the list that you have provided us and based on the previous meeting, that we’ve had with the special ed teacher, I certainly feel that the student’s academic skills are well-suited for your course and I really believe that she is going to benefit from this Career Cluster.

Principal: It’s my understanding that all the parties had met prior to this and established a career pathway for your daughter. Are you in agreement with this proposal?

Parent: Yes. In knowing what my daughter wants, and after meeting with her teacher I believe they do have an understanding of her specific needs. In addition, I did meet with the CTE teacher and visit her classroom and I do feel that the environment that she teaches in is an appropriate one.

Dr. Lakshmi Mahadevan: Other issues typically discussed when assessing transition may include related services for example, occupational therapy, physical therapy, transportation issues, independent living skills, as well as community living skills.

The Commissioner’s Rules in Texas mandate that CTE teachers or their representatives participate in the ARD meetings not just for initial placement but also for continued placement in their classes. In our example, the CTE teacher attended the ARD meeting because that student was going to be placed in her class the following academic year. In the case of continued placement, following are the responsibilities of CTE teachers.

1) Monitor achievement of IEP goals

2) Maintain progress reports on achievement of IEP objectives
3) Maintain reports on present levels of performance or PLOPs

4) Record the coordinated set of activities implemented such that students may progress toward their post-secondary plans (e.g. job shadowing, mock interviews, co-op experiences, college visits etc.).

5) Collaborate with the special education representative (or tracking teacher/case manager), general education teacher, parents and other pertinent agencies to ensure continued success of your students.

6) When ARD meetings are scheduled, make available to the committee all documents relevant to your student including the evaluation data, progress reports, PLOPs, your suggestions for alternative or additional accommodations/modifications, coursework, IEP goals and objectives.

7) Also, you need to be aware of your responsibility to call an ARD meeting when the student’s placement seems to be not appropriate or the suggested accommodations and modifications are not contributing to that student’s success.

**PART NINE**

Stage 9: Graduation

Diagnostician: Several other categories need to be discussed based on information gathered on the student’s prior assessments, present levels of performance, specific needs, parent concerns, transition goals and any other pertinent information specific to the child in question. They are addressed as follows.

1) Students can continue their high school education through the age of 21

2) ARD Committee discusses an expected date for graduation

3) Review student’s requirements for graduation

**PART TEN**

Stage 10: Supplements for Autism or Visual Impairments

Diagnostician: ARD Agenda Section 10 would discuss supplements for autism or visual impairments.

Texas requires that additional supplements for students with autism or visual impairments be discussed in the ARD meeting.

**PART ELEVEN**

Stage 11: Accommodations and Modifications

Diagnostician: ARD Agenda section 11 talks about modifications and accommodations for the student. Any modifications and/or accommodations to address student needs will be discussed and recorded. To get a better idea of what these accommodations and modifications would look like in a CTE classroom, please refer to our module entitled, “Accommodations”.

**PART TWELVE**
Stage 12: State and District Assessments

Diagnostician: ARD Agenda Section 12 discusses state and district assessments. The student’s state and district results from the current school year will be discussed. The ARD committee will then decide what state and district assessments are appropriate for the following school year and will decide how the student will be evaluated.

PART THIRTEEN

Stage 13: Consideration of Extended School Year Services

Diagnostician: ARD Agenda Section 13 discusses consideration of extended school year services. The ARD committee will determine if the student needs ESY Services.

Extended School Year Services- an individualized instruction program for eligible students with disabilities that are provided beyond the regular school year.

PART FOURTEEN

Stage 14: Consideration of Least Restrictive Environment (LRE)

Diagnostician: The committee is also responsible for determining placement based on Least Restrictive Environment stipulations in IDEA. The ARD Committee must specify the appropriate instructional arrangement and settings based on the student’s individual needs and IEP.

In Texas, there is a provision for CTED.

Any CTE course may be taught as a Career and Technical Education for the Disabled course. Students with disabilities in grade seven though twelve may be served in these courses. CTED classes must be self-contained classrooms for special education students only. Students are placed in CTED classes when the ARD committee decides that the regular CTE classes are not suitable for the student.

CTED classes may only be considered an option when the ARD committee determines that regular CTE classes (LRE) are not appropriate for the student.

PART FIFTEEN

Stage 15: Determination of Student Services

In section fifteen, the committee will determine what services to provide the student. The committee reviews student need based on information gathered thus far. The committee has a responsibility to consider assessment data, transitional goals, present levels of performance, and any other information pertinent to the students particular needs. The members are responsible for using that data to determine a suitable education plan and to determine services and supports to sustain that plan.

ARD committee determines student services based on: Assessment data; transitional goals, present levels of performance and other information
Determinations include classes and where the instruction will be provided. When deciding instructional settings, the committee must always consider the general education setting first including CTE and determination of instructional setting must be made using the least restrictive environment stipulation of the Individuals with Disabilities Education Act (IDEA). Also in this section, discussion of coordination protocol between the instructional personnel, the regular education teacher, CTE teacher, and special education teacher will be discussed and the committee will determine responsible parties related to the delivery of the instructions, implementation of modifications and how grades will be assigned. Also, in relation to grading, the committee will establish a procedure for how progress grades will be determined and documented.

The needs for related services will be discussed. Based on student need, the committee will assign the amount of time and place allocated for any related services proposed. Relational services are any additional services that the committee deems necessary to support the student so they can benefit from their education. Related services include occupational and physical therapy, orientation and mobility services, assistive technology, and more. These services are provided by the schools are provided for educational benefit and do not need to address the student’s medical needs. In discussion of transportation needs, if the student’s needs due to their disability prohibit their use of the school’s general education bussing system, the committee will discuss and determine appropriate alternative transportation services. The dates for implementation and completion of services are proposed, recorded, and documented.

PART SIXTEEN

Stage 16: Assurances or Effects of Removal from General Education Classroom

If the student is going to receive any services outside the regular educational setting, the committee will discuss and state what effects, if any, it will have on the student. Reflection of areas related to opportunities for participation in the same activities as their non-disabled peers and any potential harmful effects related to stigmatization, isolation from peers, decreased self esteem, lack of opportunity for social interaction, etc. must be discussed and noted. The student’s educational need must outweigh effects of removal from the general education or CTE classroom.

PART SEVENTEEN: Video was not accessible

PART EIGHTEEN

Key to Successful ARD Meetings: Collaboration

The key to the success of a transition ARD meeting is prior collaboration between the special education teacher, the CTE teacher, and the parent. At a Best Practice collaboration meeting, the following should occur.

Post-secondary goals are discussed based on the parent’s input as well as the student’s and incorporates information on the student’s interests and skills. The CTE teacher who offers the course pertinent to the student’s post-secondary goals familiarizes herself or himself with the student’s background and skills, describes the requirements of his course, allows the parent to visit her classroom, and confirms that the student would benefit from the course and that it will contribute to the student meeting her postsecondary goals. A draft plan outlining programs of study is formulated, updated IEP goals and objectives are
discussed, and new IEP goals and objectives are drafted if the participants, for example the special education teacher, the CTE teacher, the parent, and the student consider it appropriate to incorporate the suggested CTE course. The drafted IEP goals and objectives help align course goals and objectives with the student’s abilities and their post-secondary goals. The draft would be presented to the ARD committee members at the ARD meeting for review and approval. Finally, the collaboration meeting will end with the formal invitation being extended to the CTE teacher to attend the upcoming ARD meeting.

PART NINETEEN

Best Practices

CAREER AND TECHNICAL EDUCATION Teacher: A best practice would be for the CTE teacher be involved in the ARD meetings for all of their students with special needs both in placement ARDs and for students currently enrolled in their course. As a teacher, it is important that I am aware of the student’s IEP goals and objectives as they relate to my course. It is also important to know about the student’s post-secondary goals and their transition plan. Best Practice also includes every CTE teacher having the opportunity to collaborate with the teachers and parents prior to the meeting so that everyone is on the same page and the ARD meetings themselves can run more smoothly. CTE teachers should also gather as much information as possible about their program and bring it to the ARD meeting. This is helpful in educating the ARD committee about the CTE courses. This information will also help in those cases where a student may not be a good fit for the course. CTE teachers need to be aware that they can call an ARD meeting when things are not working out for the student in their class.

CAREER AND TECHNICAL EDUCATION Teacher 2: The Best Practice for a CTE teacher in an ARD meeting, what it should look like, is basically you want to match that student with his interests and his abilities. If you have someone who is very interested in automotive, he might not be able to pull the engine out of the car. However, he might be able to work at a quick lube and be able to take out the oil plug and drain the oil. Sometimes we have to change our program to match the student but we have to be willing to do that. So our Best Practice is always trying to match the student to what his ability could be in the program if that is a possibility.

SPECIAL EDUCATION Teacher: Ideally, the student should be highly involved with the development of the IEP. The entire IEP should be based on the student’s post-secondary goals. So in other words, the post-secondary goals drive the rest of the IEP. In order for that to happen, the student has to be very much involved with this process.

A Best Practice ARD meeting would have participants that are there because they are directly concerned with the student and are familiar with the student’s background. Also, all documents that are necessary should be readily available and in an ideal situation, the student would lead the meeting and an administrator would serve more as a facilitator for the meeting.

Diagnostician: As a diagnostician, in my opinion, a Best Practice ARD would have someone, usually the diagnostician but sometimes the administrator chairing the meeting. We would make sure that they went through every step and with discussion of every step, make sure everyone is in understanding. Always ask if we have answered every question and if there are any additional concerns and make sure that everyone is satisfied with the outcome. It is good to have a good minute taker and have minutes read at the end of
the meeting and to make sure that everyone agrees what the outcome is and if they are correct. Prior to the ARD meeting, collaboration between the parents, the student, and the teachers of the suggested coursework would have taken place so that the selective courses so that courses are directly related to students’ post-secondary goals and interests.

Principal: With more and more students being a part of the Career and Technology programs, one of the Best Practices I recommend is to know the kid, know what the student is about and know what their plans are for the future. Our Career and Technology teacher maintains a relationship with all of the students, knowing what their expectations are and what they want to do in the future. Having the CTE teacher be part of the ARD meeting, and not just the ARD meeting, but in the entire student populations’ lives really, because on our campus we do have 80% of our kids going through the Career Technology program that ensures that the career and technology teacher is a vital part of the student’s success. He knows where to help them out, how to help them out, being a liaison with them and their employers as well outside of school when they participate in the co-op program allows for him to know how we can best match the student and their needs and skills with a job out there for them for success after school.

Parent: The dream ARD would be of course my daughter in the leading role and I’m there to support her and it would be so neat if we could only have one or two other people there instead of six or seven other people and that we are all in agreement and we all know what we want to say and don’t forget or doubt what we’re saying and feel good at the meeting.

Dr. Lakshmi Mahadevan: What you viewed in this module was aimed at demonstrating Best Practices across the board with regard to the ARD process and the CTE teacher’s involvement in that process. Now most of our audience is probably already well experienced in this process however, we wish to enhance your knowledge by demonstrating those Best Practices. It is important to meet the letter of the law, but the ARD meeting and the resulting documents are the most important references for CTE teachers who have an educational need to know about the student’s placement in their individual classrooms. By becoming familiar with the process, determining where to go for information, identifying the proper personnel to collaborate with, and knowing what to do when intervention is required, CTE teachers can ensure the success of their program for their students.
Questions and Answers

Who can I ask to find out who the diagnostician is for my campus?

Ask the school counselor or the campus principal and/or student’s special education representative.

What can I do if I believe that a student with special needs has been inappropriately placed in my class? Who can I talk to about the student’s progress or lack of progress in my class?

First, look for the ARD packet and the signature page within that packet. This page will inform you about who attended the ARD, represented CTE and who the student’s representatives are. Next, speak to the student’s special education representative to determine why your class was recommended as an appropriate course of study. In addition, seek assistance from the special education representative (sometimes referred to as the tracking teacher or case manager). This teacher can assist you with the development of accommodations/modifications that were recommended by the ARD. If despite continued collaboration and documentation of efforts, at the end of six weeks the student is not making satisfactory progress call an ARD based on your district’s policies.

How can I help make sure that students placed in my class have the appropriate basic skills?

Prepare a basic skills inventory listing those that are necessary for success in your classroom. Ensure that the ARD committee receives this list in addition to your program inventory so that they may be educated about what you offer and expect from your students. Stay abreast of upcoming ARD committees and ensure that you attend as many as possible or if a representative goes on your behalf that they are well-informed about what your expectation are. Contact the CTE representative to obtain a copy of all pertinent documents.

Where can I find information on the student’s present levels of performance (PLOPS)?

If upon contacting the CTE representative you do not receive all pertinent documents, you can locate this document in the student’s ARD packet. These packets are contained within the district’s original special education folder but often a copy is retained by the student’s special education teacher.

Where can I find information about what modifications or accommodations I am supposed to implement for a student?

If a student is going to be placed in your classroom you should receive a copy of their accommodations/modifications sheet and an IEP if it is appropriate. Also contact the special education teacher for additional information as well as continue collaboration over the semesters to help ensure the student’s progress.

Where can I find out about Indicators 13 and 14? How does indicator 13 or 14 affect me?

Refer to our webcast and the CTSP resources at http://ctsp.tamu.edu.
Potential Workshop Activities

1. Break participants into smaller groups and have them discuss ARD participation strategies that work for them. A notes-taker or volunteer can then present the “best practices” to the rest of the group.

2. Break participants into smaller groups and have them discuss strategies for collaborating with special education personnel and parents. A notes-taker or volunteer can then present the “best practices” to the rest of the group.

3. Break participants into smaller groups and have them discuss strategies for “educating” special education personnel, parents and other agencies about the CTE classes available at their particular school. A notes-taker or volunteer can then present the “best practices” to the rest of the group.

4. Administer a mock ARD packet to the group and ask them to identify relevant documents.

5. Ask for suggestions on keeping track of ARD packets and identifying key personnel who maintain the packets.
PRE AND POST-TEST

1. Who are required to attend the ARD Meeting?
   a. Parent, student and Special Education and CTE teacher only.
   b. Assessment personnel, administrator (principal), special education teacher, parent, general education teacher, student when appropriate, CTE teacher when appropriate and other outside agencies when appropriate.*
   c. Administrator, parent, general education teacher only.
   d. None of the above

2. Best practice would imply the following group would have met prior to a transition ARD meeting.
   a. Administrator, parent, general education teacher only.
   b. Parent, student and Special Education teacher and CTE teacher only.*
   c. Special Education teacher, CTE teacher, General Education teacher.
   d. Parent and general education teacher only.

3. When should the student attend the ARD meeting?
   a. The student should attend when they enter high school.
   b. The student should never attend before the age of 16 since it is not required by law.
   c. The student can attend if the parents and teacher feel that it is appropriate.
   d. A and C *

4. By law, at what age must transition be addressed for students with special needs?
   a. 18
   b. 16*
   c. 13
   d. None of the above

5. What three transition areas must be addressed in a transition ARD meeting?
   a. Education, Employment and Recreation
   b. Employment, Community Living and Independent Living
   c. Education, Recreation and Leadership Skills
   d. Education, Employment and Independent Living (if appropriate) *

6. In this module you saw a mock ARD. How many stages were addressed on the agenda?
   a. 17
   b. 15
   c. 18*
   d. None of the above
7. In this mock ARD at what stage was transition planning addressed?
   a. 4
   b. 7
   c. 8*
   d. 2

8. What transition topics were addressed in Stage 8 at the mock ARD meeting?
   a. Student’s preferences, post-secondary goals and recommended coursework.*
   b. Related services, independent living and post-secondary goals.
   c. Transcripts, Eligibility requirement and parent concerns.
   d. Both a and b

9. Why did the Special Education teacher invite the CTE teacher to attend the ARD meeting?
   a. To discuss the student’s progress in her CTE class.
   b. Because her course was recommended as an appropriate program of study.
   c. To represent CTE at the ARD meeting.
   d. Both b and c*

10. What documents can the CTE teacher bring to an ARD meeting when his or her course is recommended as a program of study?
    a. Basic Skills Inventory, Program Inventory, Comprehensive Skills Inventory*
    b. Progress reports, updated annual objectives
    c. PLOPs, Basic Skills Inventory, Graduation Plan
    d. None of the above
**EXAMPLE OF WORKSHOP EVALUATION**

**Part I**

Please indicate your level of agreement/disagreement with the following statements. (sd=strongly disagree, d=disagree, u=undecided, a=agree, sa=strongly agree)

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<thead>
<tr>
<th>Statement</th>
<th>sd</th>
<th>d</th>
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<tr>
<td>1. The information was accurate.</td>
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<td>2. The information was presented in a professional manner.</td>
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<td>3. The module was informative and easy to follow.</td>
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<td>4. There were no inconsistencies in the information presented.</td>
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<td>5. The information was comprehensive.</td>
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<td>6. The presentation flowed well.</td>
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<td>7. The presenters were credible.</td>
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<td>8. The information was highly relevant to CTE teachers.</td>
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<td>9. The visuals were of high quality.</td>
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<td>10. The video was of high quality.</td>
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<td>11. My time watching the instructional module and attending this workshop was well spent.</td>
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<td>12. The video module provided enough reviews/recaps of the materials presented.</td>
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<td>13. The video adequately takes the place of a live presenter.</td>
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<td>14. I would enroll in online courses based on this module when offered.</td>
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Note: Please turn page over for Part II
Part II
What additional resources should be available with the instructional module?

If there were inconsistencies in the video, what were they?

What was the strongest aspect of the video module?

What was the weakest aspect of the video modules?

What other instructional module topics do you believe would be useful to CTE teachers?