

Admission, Review, and Dismissal (ARD) 101

ARD Committee Membership and Participation



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Parent or Parents

Throughout this video when the term “parent or parents” is used, the term includes the definition aligned to 34 CFR § 300.30. That definition includes biological or adoptive parent, foster parent, guardian, an individual acting in the place of a biological parent with whom the child lives or is legally responsible for the child’s welfare, or a surrogate parent as defined in 34 CFR § 300.519.

When "parent" is used throughout this video, this may include an adult student where appropriate.



Resources



Technical Assistance:
**Individualized Education
Program (IEP) Development**

Updated December 2023

TEA
Texas Education Agency

Texas SPED Support



[Technical Assistance: Individualized Education Program Development | Texas SPED Support](#)

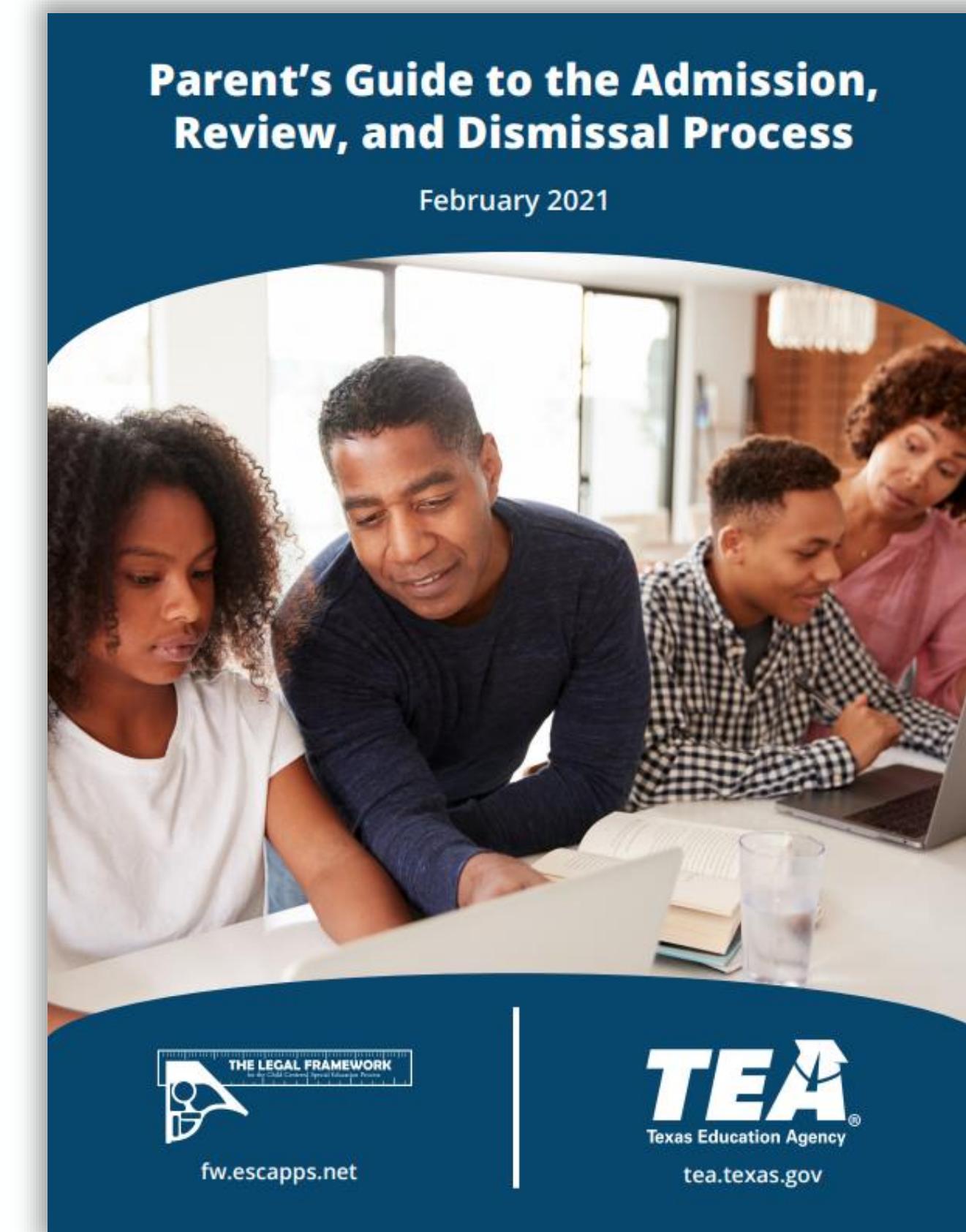
Resources



THE TEXAS LEGAL FRAMEWORK

for the Child-Centered Special Education Process

[Frameworks | Legal Framework \(escapps.net\)](https://fw.escapps.net/) –
Admission, Review, and Dismissal Committee



[Publications | Legal Framework \(escapps.net\)](https://fw.escapps.net/)

Learning Objectives

Participants will build knowledge and gain an understanding of the following:

- ARD committee membership and participation

ARD Committee Membership Requirements

Required Members

Parent or adult student with a disability

Not less than one general education teacher

Not less than one special education teacher

Representative of the LEA

Individual who can interpret the instructional implications of evaluation results

Parent

- A biological or adoptive parent
- A foster parent
- A guardian
- An individual acting in the place of biological or adoptive parent
- An individual who is legally responsible for the student's welfare
- An appropriately appointed surrogate parent



Parent or
Legal
Guardian

[Sec. 300.30 Parent - Individuals with Disabilities Education Act](#)

General Education Teacher

(if the student is, or may be, participating in the general education environment)



General
Education
Teacher

The general education teacher included must, to the extent practicable, be a teacher who is responsible for implementing a portion of the student's IEP.

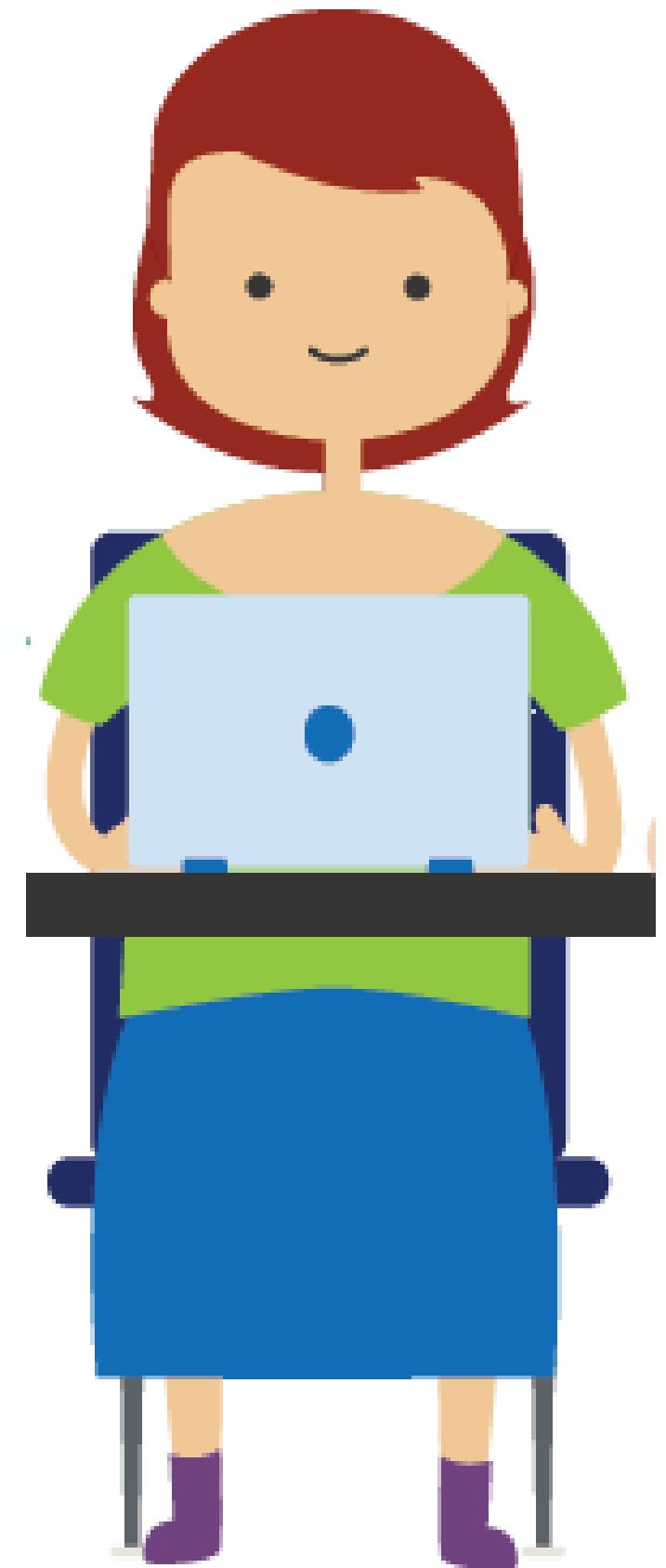
If the student has more than one general education teacher responsible for carrying out a portion of the IEP, the LEA may designate which teacher or teachers will serve as ARD committee members, considering the interests of the student. The committee is strongly encouraged to seek input from the teachers who will not be attending.

Special Education Teacher

The ARD committee must include at least one special education teacher or, where appropriate, not less than one special education provider for the student.

The special education teacher or special education provider who participates in the ARD committee meeting must be appropriately certified or licensed.

If the student's disability is a speech impairment, the special education provider could also be the speech-language pathologist.



Special
Education
Teacher

Local Education Agency (LEA) Representative



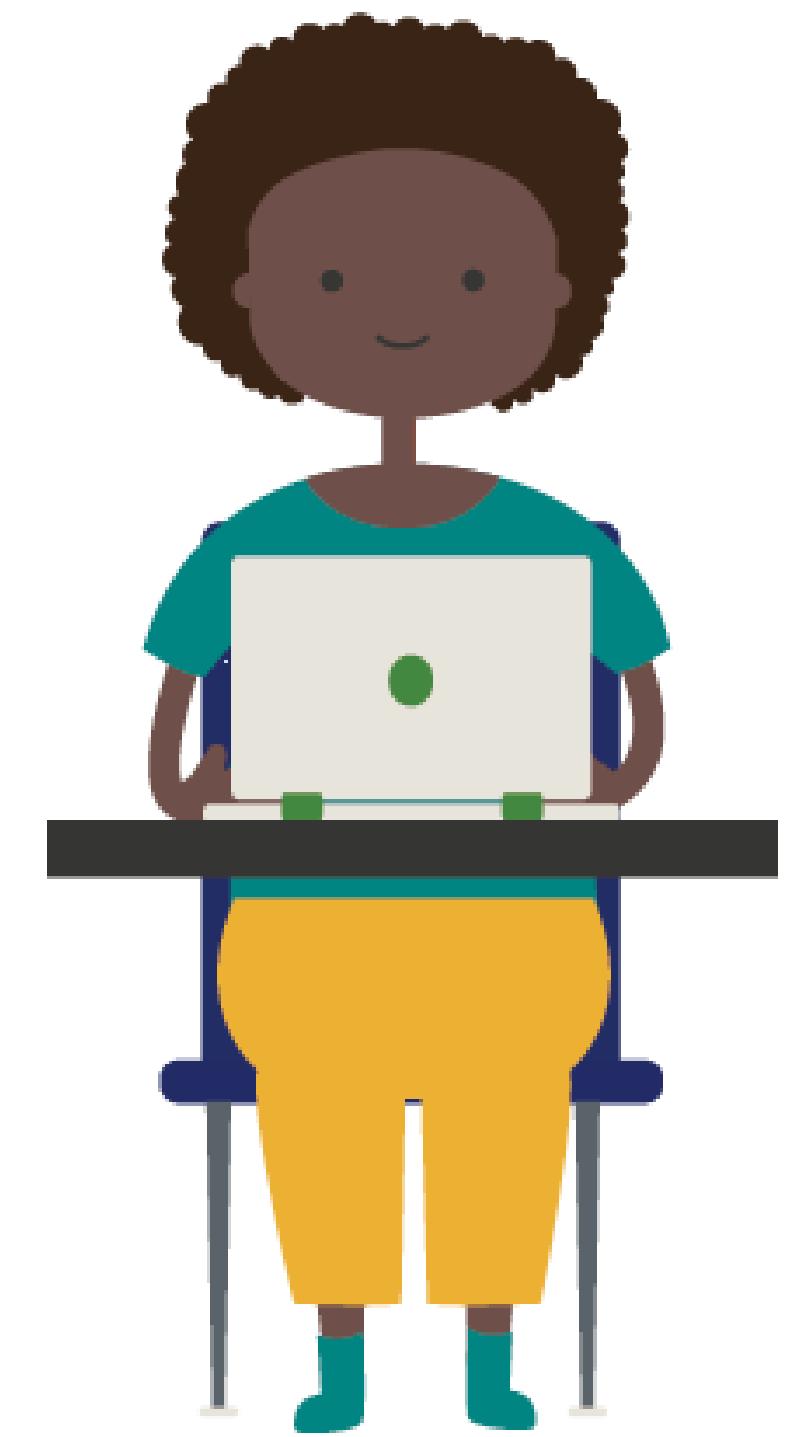
LEA
Representative

- Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
- Is knowledgeable about the general education curriculum; and
- Is knowledgeable about the availability of resources of the LEA

Individual Who Can Interpret Instructional Implications of Evaluation Results

May also be the general education teacher, special education teacher or provider, LEA representative, or a discretionary member.

Although members of the MDT are not required members of the ARD committee, LEAs will find it helpful to have member(s) of the MDT as ARD committee members for initial meetings and any ARD committee meetings that consider reevaluations.



Interpreter of
the instructional
implications of
the evaluation

Required Members Based on Student Need or Eligibility

At the discretion of the parent or LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate

When dyslexia is suspected, a person with specific knowledge of the reading process, dyslexia and related disorders, and dyslexia instruction

Student with a disability, whenever appropriate

Career and Technical Education (CTE) Representative

Representative of any participating agency likely to be responsible for providing or paying for transition services (with consent of the parent or adult student)

Other Teachers:

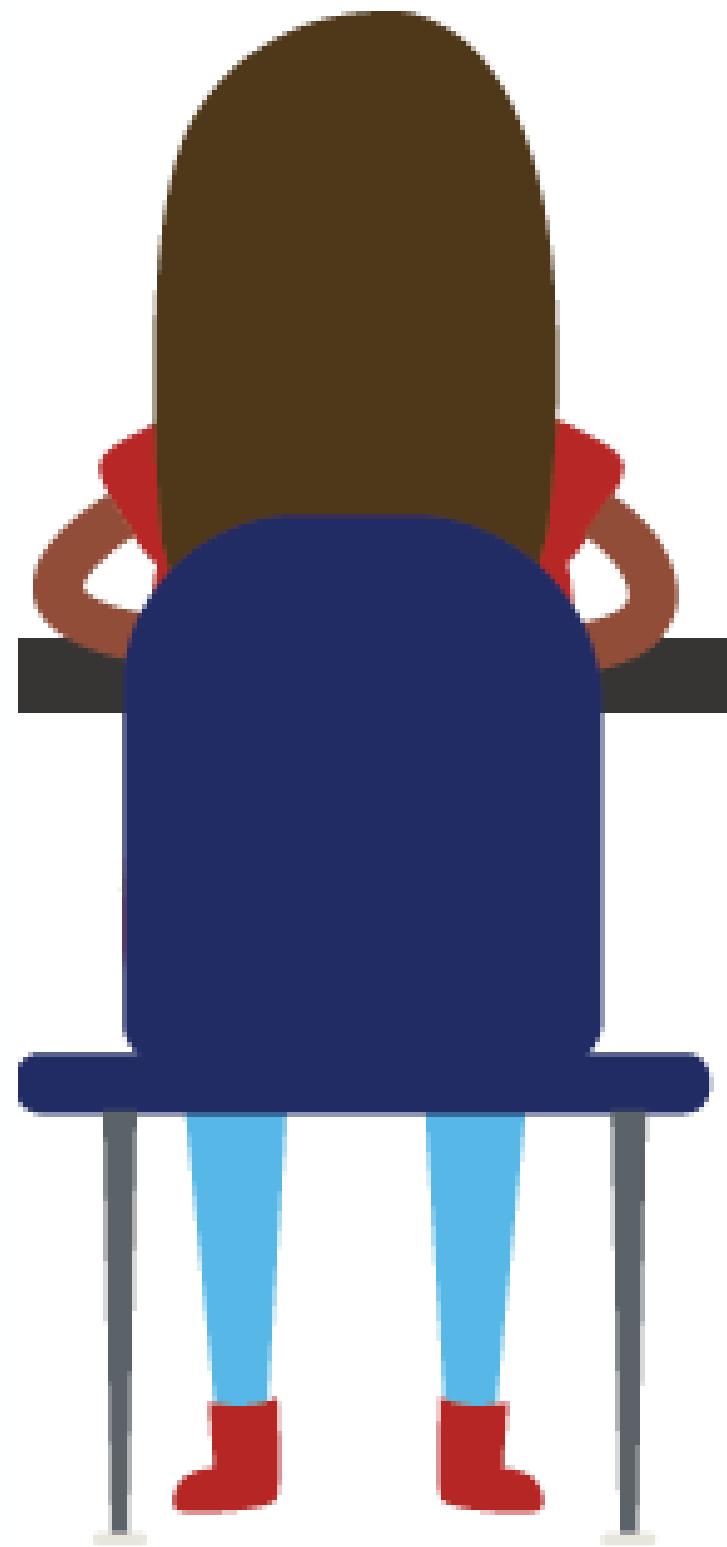
- Teacher of the Visually Impaired (TVI)
- Teacher of the Deaf or Hard of Hearing (TODHH)

Language Proficiency Assessment Committee (LPAC)

Other Personnel:

- Juvenile Justice Alternative Education Program (JJAEP) administrator or designee
- Early Childhood Intervention (ECI) coordinator or representative

Student With a Disability



Student

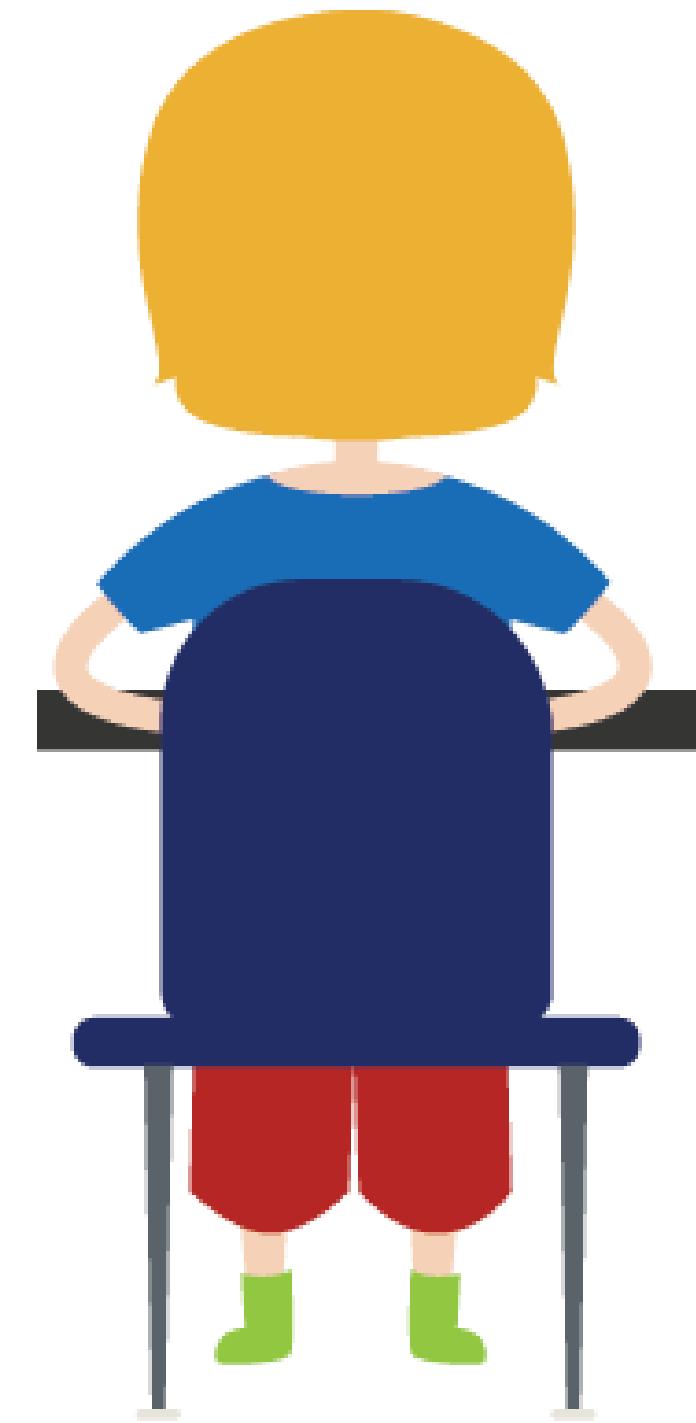
A student can be a member of the ARD committee meeting at any time.

The ARD committee must include whenever appropriate, the student with a disability:

- When the purpose of the meeting will be to consider postsecondary goals for the student and the transition services needed to assist the student in reaching those goals; and/or
- When the student is an adult student to whom parental rights have transferred;
- If the student does not attend the ARD committee meeting, the LEA must take other steps to ensure that the student's preferences and interests are considered.

Other Individuals Who Have Knowledge or Special Expertise Regarding the Student

- At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the student
- Including related services personnel as appropriate. Related services personnel should be included on the committee when a related service will be discussed at the request of the student's parents or the school. If a student is currently receiving related services and the related service personnel cannot attend the meeting, then he/she should provide a written recommendation concerning the location, frequency, and duration of service to be provided to the student, as well as progress monitoring data from annual goals.



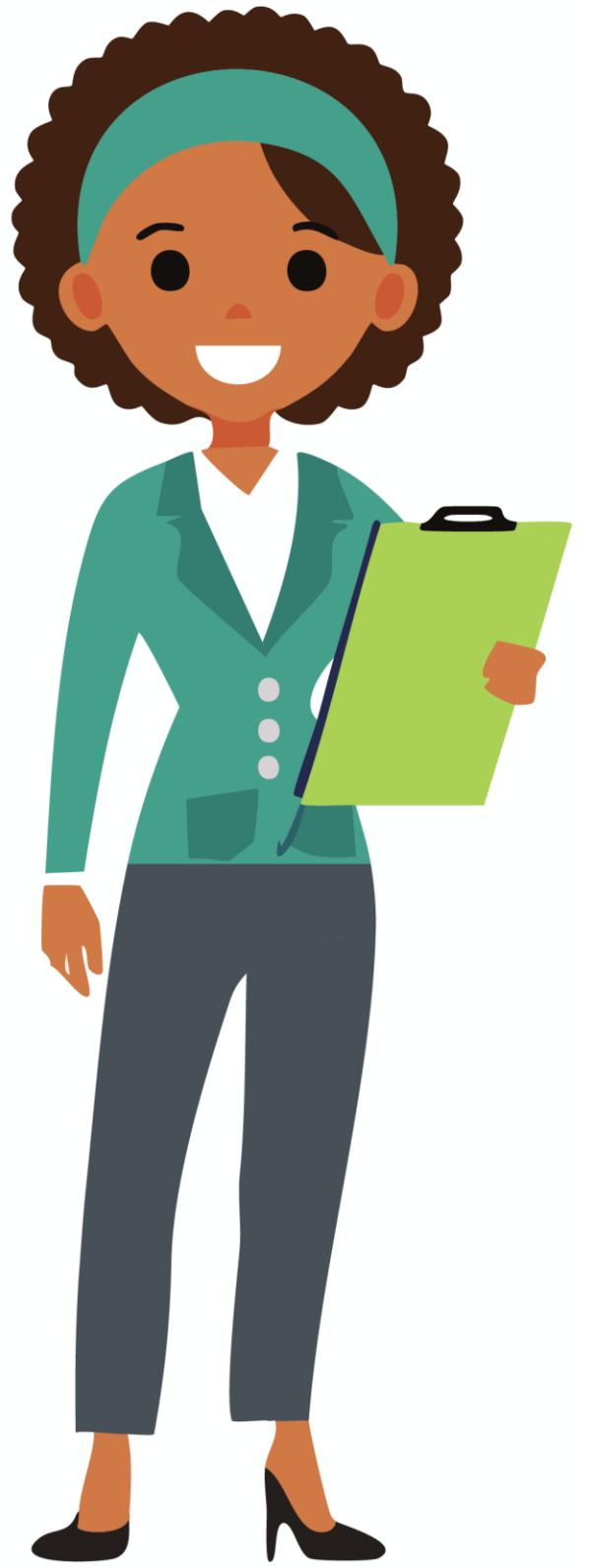
Other People

Agency Services Representative

To the extent appropriate, with the consent of the parent or adult student, a representative of any participating agency that is likely to be responsible for providing or paying for transition services must be invited. Examples of agencies that administer such programs include:

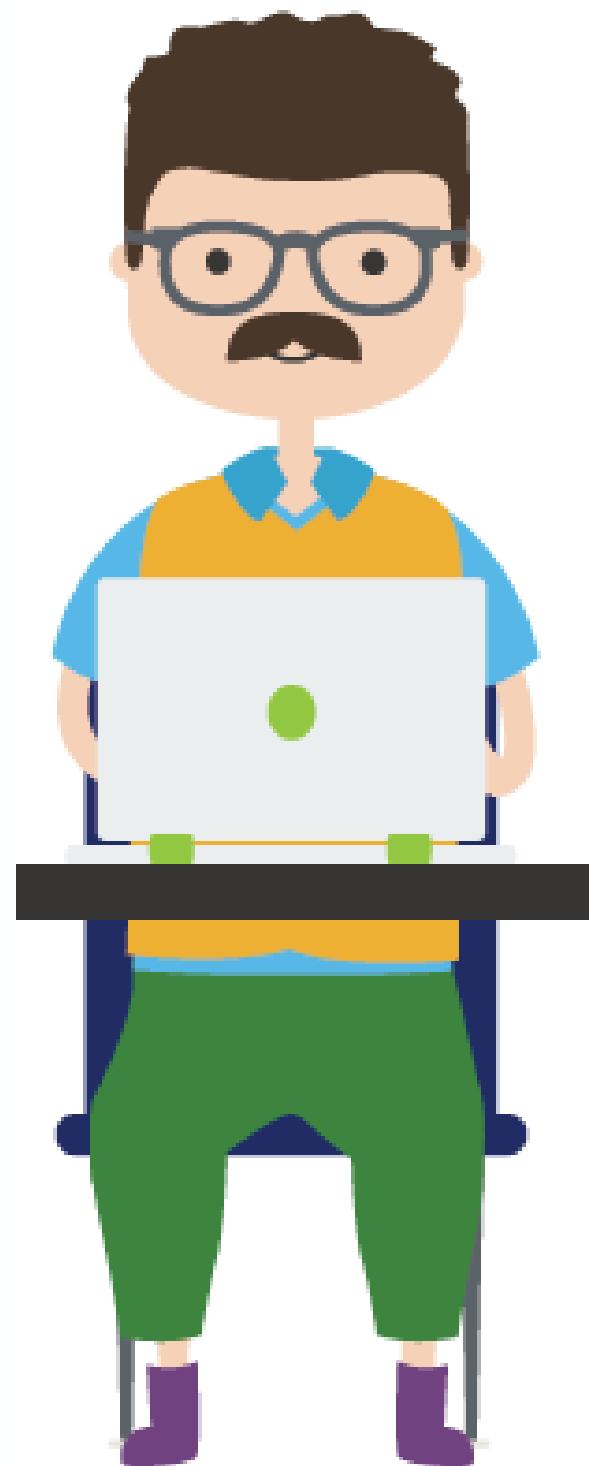
- Health and Human Services Commission;
- Texas Workforce Commission;
- Department of State Health Services; and
- Department of Family and Protective Services.

These agencies provide a variety of services, including vocational training, job coaching, assistance in finding employment, funding for job-related equipment, counseling, and assistance in independent living that could support the student's transition to adult life.



Agency Services Representative

When dyslexia is suspected or identified, a professional with specific knowledge of the reading process, dyslexia and related disorders, and dyslexia instruction

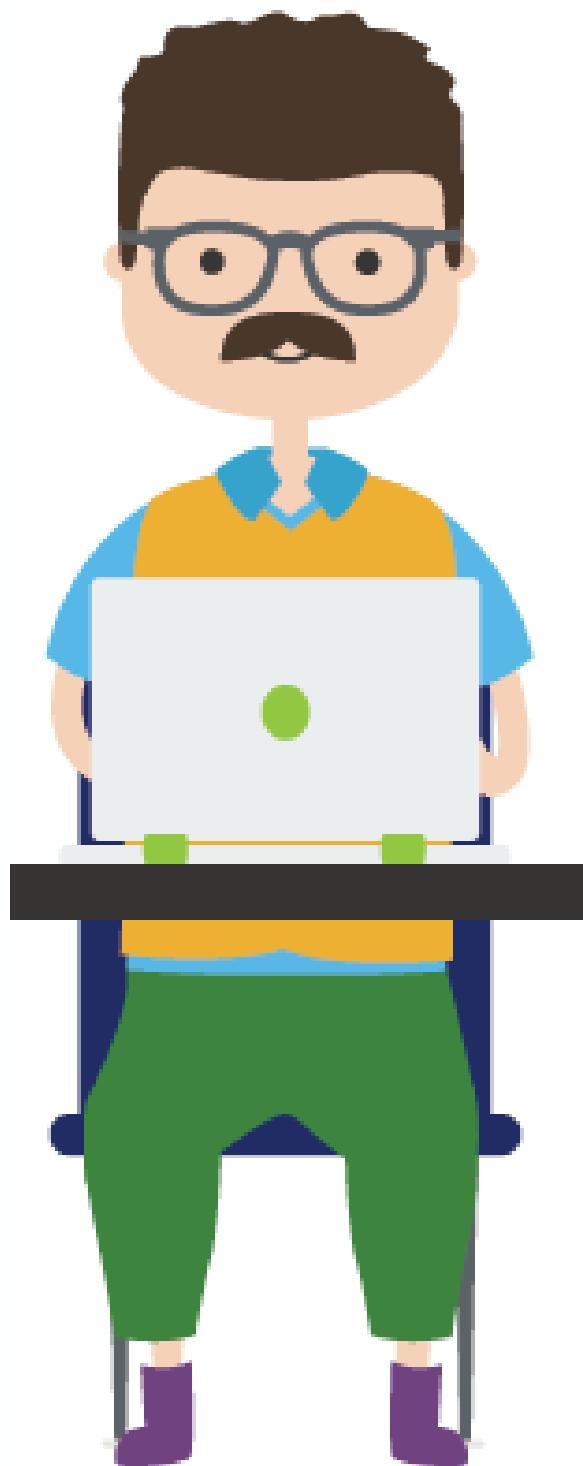


Dyslexia
Member

When considering initial or continued eligibility for special education for dyslexia, the ARD committee must include:

- Be a licensed dyslexia therapist (LDT);
- Be someone who has received training or certification from:
 - The Academic Language Therapy Association (ALTA);
 - International Dyslexia Association (IDA);
 - Orton Gillingham Academy;
 - Wilson Language Training; or
- Be someone who has received training through an International Multisensory Structured Language Education Council (IMSLEC) - accredited training center at the teaching or therapy level;

When dyslexia is suspected or identified, a professional with specific knowledge of the reading process, dyslexia and related disorders, and dyslexia instruction



Dyslexia
Member

Only if the individuals who possess the credentials (previous slide) are not available may another individual serve in this role. To serve in this role when those above are not available, the individual, within one calendar year of being designated, must:

- Register and complete the Texas Dyslexia Academies (TDAs);
- Register and complete the TEA's Guidance for the Comprehensive Evaluation of an SLD; and
- Document that the individual has training in current research and evidence-based assessments that are used to identify the most common characteristics of dyslexia.

Career and Technical Education (CTE) Representative

- Include preferably the CTE teacher, when considering initial or continued placement of the student in CTE.
- The CTE representative may NOT serve in a dual role as one of the other required members of the ARD committee meeting. For example, the CTE representative cannot simultaneously serve as the general education teacher AND the CTE representative. Similarly, the CTE representative can not serve as both the CTE representative and the school district representative.



**Career and Technical
Education (CTE)
Representative**

Language Proficiency Assessment Committee (LPAC) Member



- If the student is identified as emergent bilingual (EB);
- May also be the general education teacher or the special education teacher on the ARD committee. The LEA representative may not also perform the role of the LPAC representative simultaneously.

**Language Proficiency
Assessment Committee
(LPAC) Member**

Other Required Teachers

- In the case of the student with a suspected or documented **visual impairment**, a teacher who is certified in the education of students with visual impairments.
- In the case of the student who is suspected or documented as **deaf or hard of hearing**, a teacher who is certified in the education of students who are deaf or hard of hearing.
- In the case of the student with suspected or documented deaf-blindness, a teacher who is certified in the education of students with visual impairments **and** a teacher who is certified in the education of students who are deaf or hard of hearing.



Other Personnel

- Early Childhood Intervention (ECI) coordinator or representative, at the request of the parent, at the initial ARD committee meeting for a child who was previously served under ECI
- Administrator or designee of the Juvenile Justice Alternative Education Program (JJAEP) MUST be invited to an ARD committee meeting convened to discuss the expulsion and discretionary placement of a student with a disability in the JJAEP.

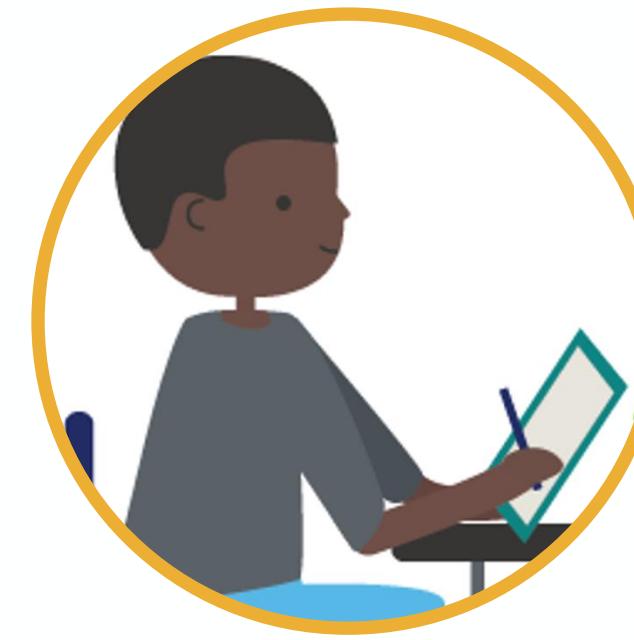


Dual Role—ARD Committee Members



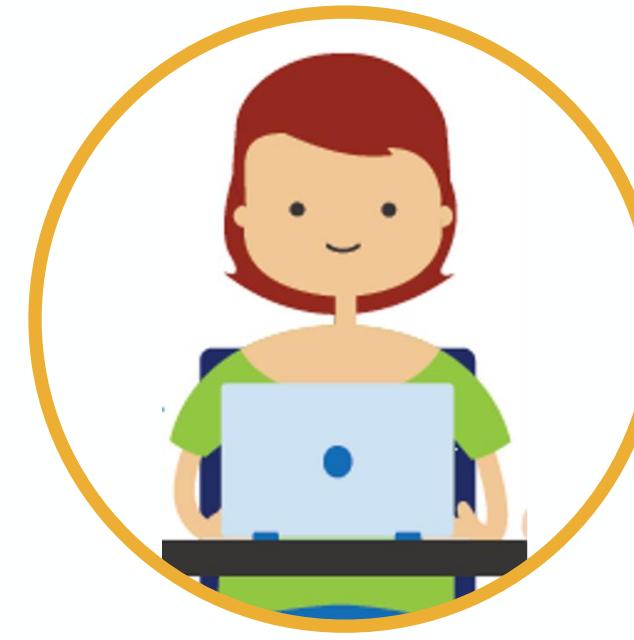
LEA Representative

- Individual who can interpret instructional implications of evaluation results
- The LEA representative cannot be the LPAC member.



General Education Teacher

- Individual who can interpret instructional implications of evaluation results
- LPAC, if directly familiar with student's language needs and abilities in the classroom setting



Special Education Teacher

- Individual who can interpret instructional implications of evaluation results
- LPAC, if directly familiar with student's language needs and abilities in the classroom setting
- Speech-language pathologist (SLP) when speech therapy is an instructional service

Dual Role—ARD Committee Members



LPAC Representative

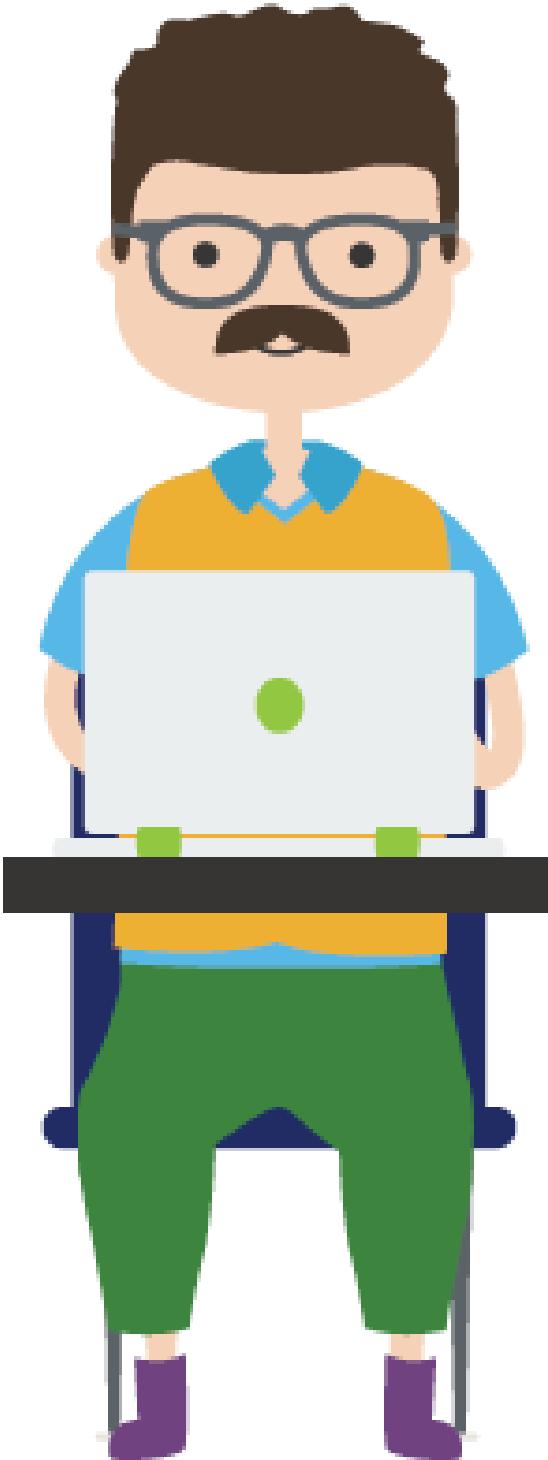
- General education teacher who is on the LPAC
- Special education teacher who is on the LPAC



CTE Representative

- May NOT serve a dual role
- Preferably the student's CTE teacher

Dual Role—ARD Committee Members Required Dyslexia Member



Can the required multidisciplinary team (MDT) and ARD committee member with specific knowledge regarding the reading process, dyslexia and related disorders, and dyslexia instruction (required dyslexia member) be someone who is already serving a required role on the team or committee?

Potentially. TEC §29.0031(b) and The Dyslexia Handbook (The Handbook) are clear that unless a licensed dyslexia therapist (LDT) or a person with the most advanced dyslexia-related certification is not available, individuals in those positions must serve as the required dyslexia member. If individuals in these positions are not available, the Handbook allows others who meet specific training requirements (pp 29 and 32) to serve as the required dyslexia member.

The SBOE rule at 19 TAC §74.28, including The Handbook, which is incorporated by reference into that rule, does not list any prohibition in serving as this member if the individual is already serving another role on the MDT or ARD committee. Therefore, a person who meets the criteria to serve as the required dyslexia member should be able to serve another role on an MDT or ARD committee, as long as the person is eligible by law or rule to serve in that original MDT or ARD committee role. When designating the required dyslexia member for an MDT and ARD committee, LEAs need to focus on the required expertise of this member. This member must have specific knowledge of dyslexia and related disorders, the reading process, and dyslexia instruction.

[Texas Dyslexia Handbook: Frequently Asked Questions \(FAQs\) August 2024](#)

ARD Committee Membership Participation

Parent Participation in ARD Committee Meetings

LEA must take steps to ensure that one or both parents are present at each ARD committee meeting and are afforded the opportunity to participate.

LEA must notify the parents of the ARD committee meeting early enough to ensure that they will have an opportunity to attend and schedule the meeting at a mutually agreed upon time and place.

LEA must allow parents who cannot attend an ARD committee meeting to participate in the meeting through other methods such as through telephone calls or video conferencing.

The LEA must take whatever action is necessary to ensure that the parent understands the IEP and the ARD committee meeting proceedings, including arranging for an interpreter for parents who are deaf or hard of hearing or whose native language is other than English.

ARD Committee Member's Excusal

Campus Member

The parent agrees in writing that attendance is not necessary for a member whose area of the curriculum or related service will not be discussed or modified in the meeting, and the member is asking to be excused.

The parent must consent in writing to excuse a member of the ARD committee whose area will be discussed/modified but who is asking to be excused. The member must submit, in writing to the parent and the ARD committee, input into the development of the IEP prior to the meeting.

Parent's Absence from ARD Committee Meeting

Parent

LEA should keep detailed records of attempts to arrange a mutually agreed upon time and place with parents.

LEA must provide a copy of the IEP and decisions to the parent as soon as possible.

Thank you!

If you need more information, please connect with your Regional ARD/IEP Supports Statewide Contact.



[Statewide Contacts | Texas SPED Support](#)

