

Admission, Review, and Dismissal (ARD) 101

ARD Committee
Meeting Agenda and
IEP Contents



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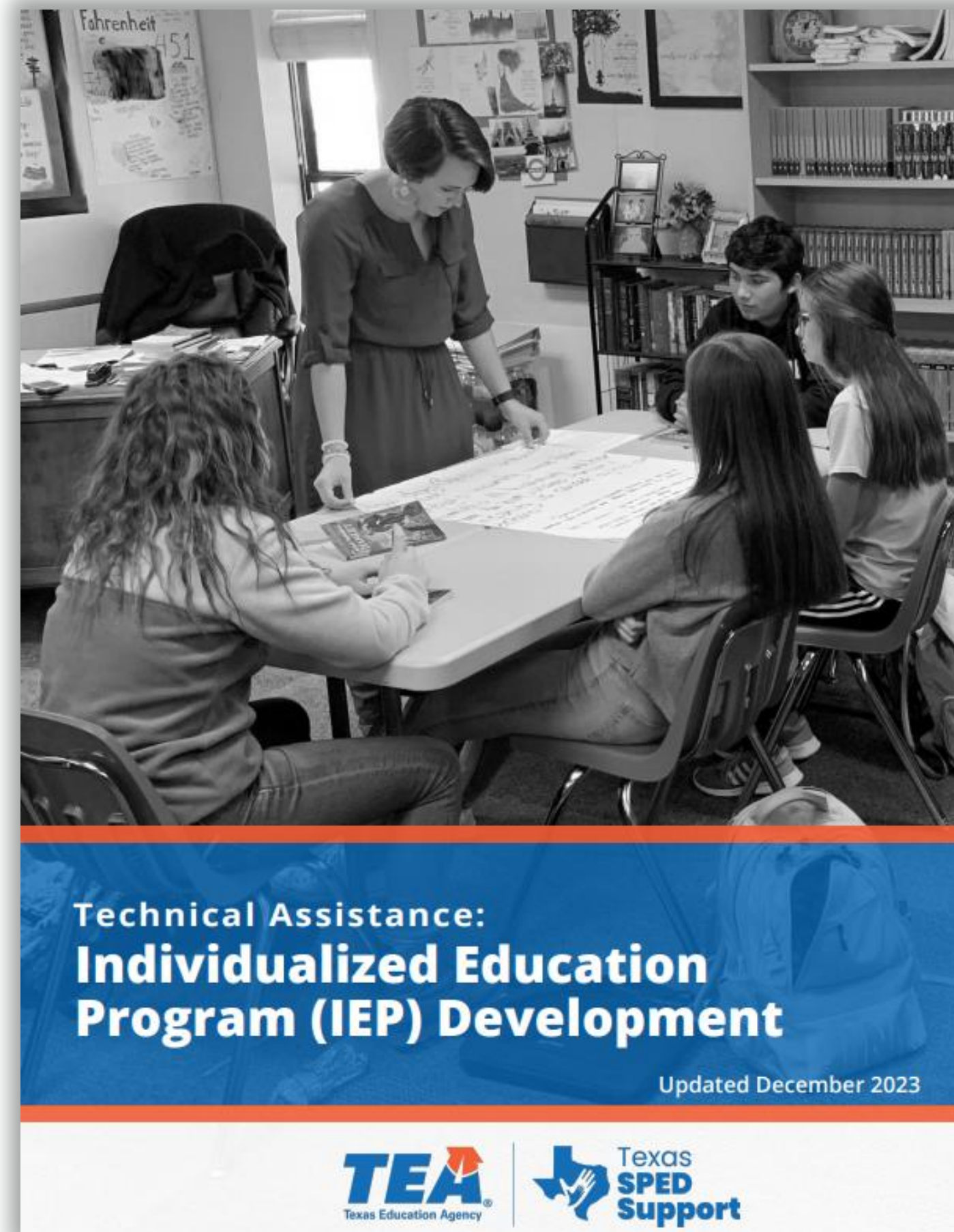
Parent or Parents

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 Development | Texas SPED Support](#)

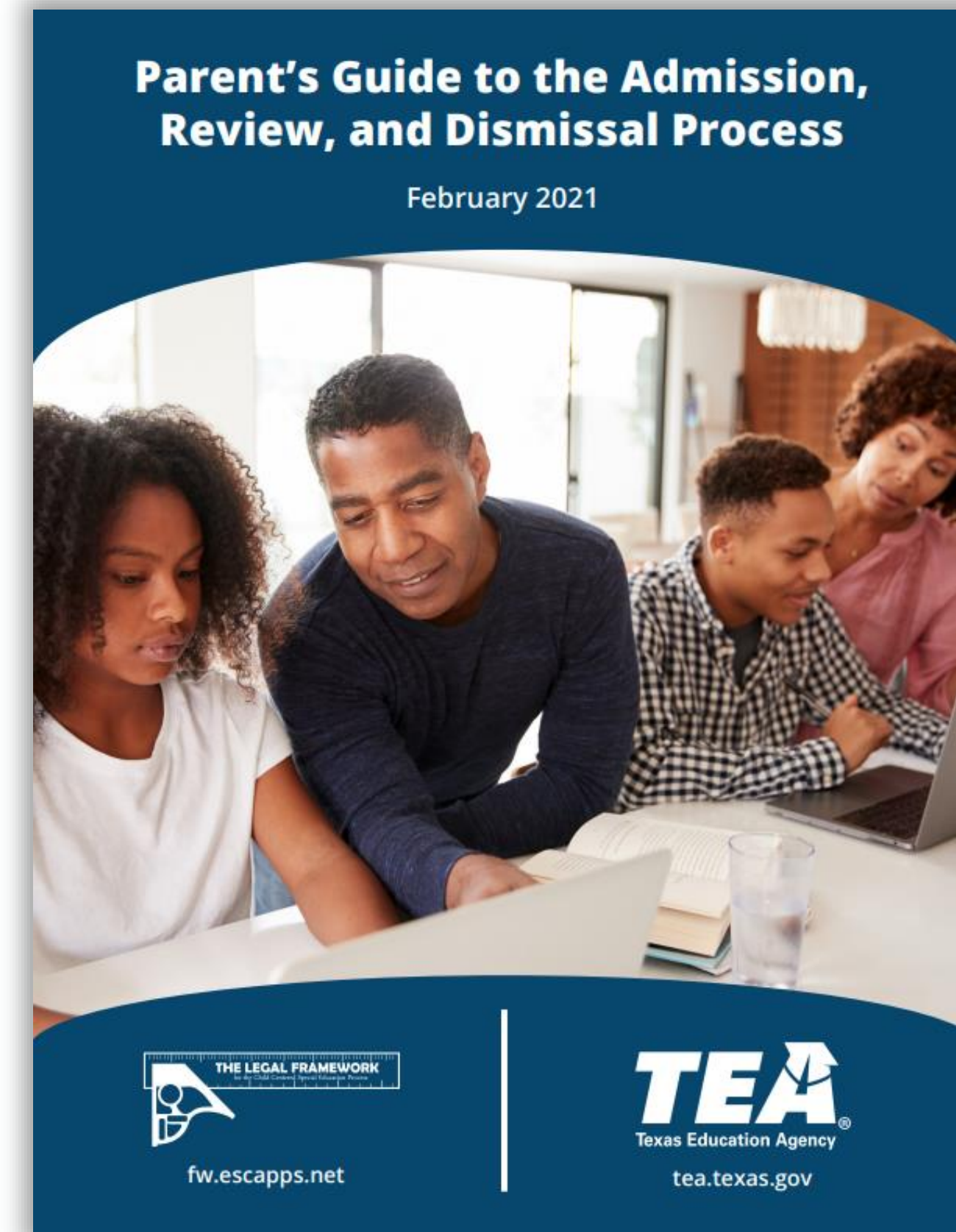
Resources



THE TEXAS LEGAL FRAMEWORK

for the Child-Centered Special Education Process

[Frameworks | Legal Framework \(escapps.net\)](#) –
Admission, Review, and Dismissal Committee



[Publications | Legal Framework \(escapps.net\)](#)

Learning Objectives

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

- IEP content that the ARD committee determines
- Processes for mutual agreement
- Best practices of a compliant ARD committee meeting

ARD Committee Meeting Agenda and IEP Contents

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ARD COMMITTEE MEETING AGENDA

- Introductions of ARD committee members
- Purpose of the ARD committee meeting – admission, review, or dismissal
- Review proposed norms
- Review of evaluation data and other information
- Determination of eligibility
- Present levels of academic achievement and functional performance
- Measurable annual goals and objectives, and how progress will be measured and reported
- Special education and related services
 - o Frequency, duration, location, and beginning/ending date of services
 - o Accommodations
 - o Supplementary aids and services
 - o Related services, including assistive technology
- Additional requirements, as appropriate
 - o Behavior improvement plan or behavior intervention plan
 - o Transition services
 - o Transfer of rights at age of majority
 - o Transportation
 - o For a student with autism
 - o For a student who is blind or visually impaired
 - o For a student who is deaf or hard of hearing
- State and district assessment, including justification, testing accommodations, and if appropriate, accelerated instruction (AI) and intensive program of instruction (IPI)
- Opportunity to participate in extracurricular and nonacademic activities, including justification for nonparticipation
- Instructional setting, including removal from home campus, length of school day, and consideration of harmful effects
 - o Requirements a student attending the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD), if appropriate
 - o Requirements for a student in non-public/off-campus program placements, if appropriate
- Extended school year services
- Assurances
- Closure and consensus

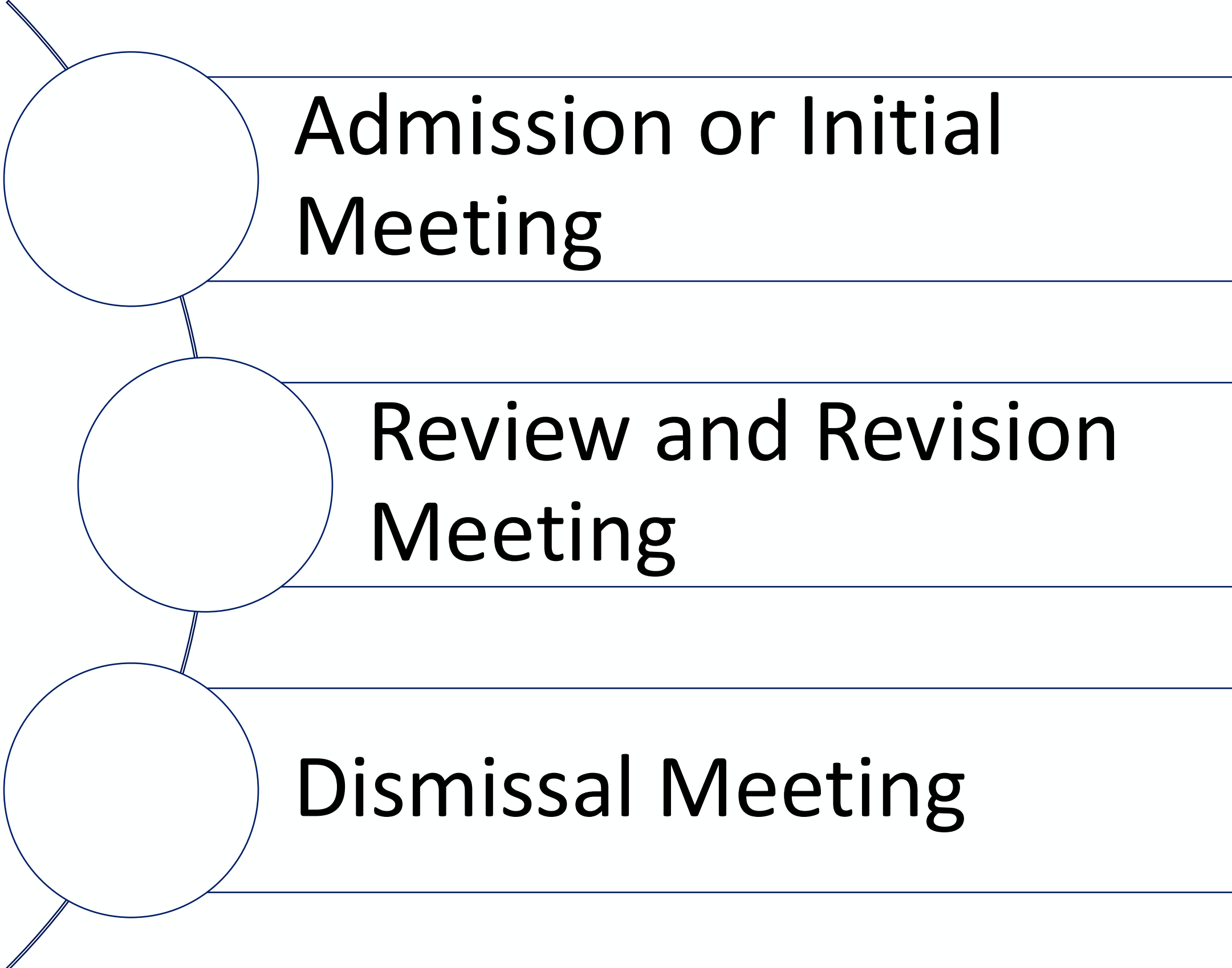
ARD Committee Meeting Agenda and IEP Contents

Introductions of ARD committee members



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Purpose of ARD Committee Meeting



ARD Committee Meeting Agenda and IEP Contents



Review of Data &
Information and
Determination of
Eligibility

13 Disability Conditions under IDEA

Autism
(AU)

Deaf-blindness
(DB)

Deaf or hard of
hearing
(DHH)

Emotional
disability
(ED)

Intellectual
disability
(ID)

Multiple
disabilities
(MD)

Orthopedic
impairment
(OI)

Other health
impairment
(OHI)

Specific learning
disability
(SLD)

Speech
impairment
(SI)

Traumatic brain
injury
(TBI)

Visual
impairment
(VI)

Developmental
delay
(DD)



[Disability Condition
Eligibility Definitions](#)

[Noncategorical early childhood](#) may be used until the 2025-2026 school year.

ARD Committee Meeting Agenda and IEP Contents

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

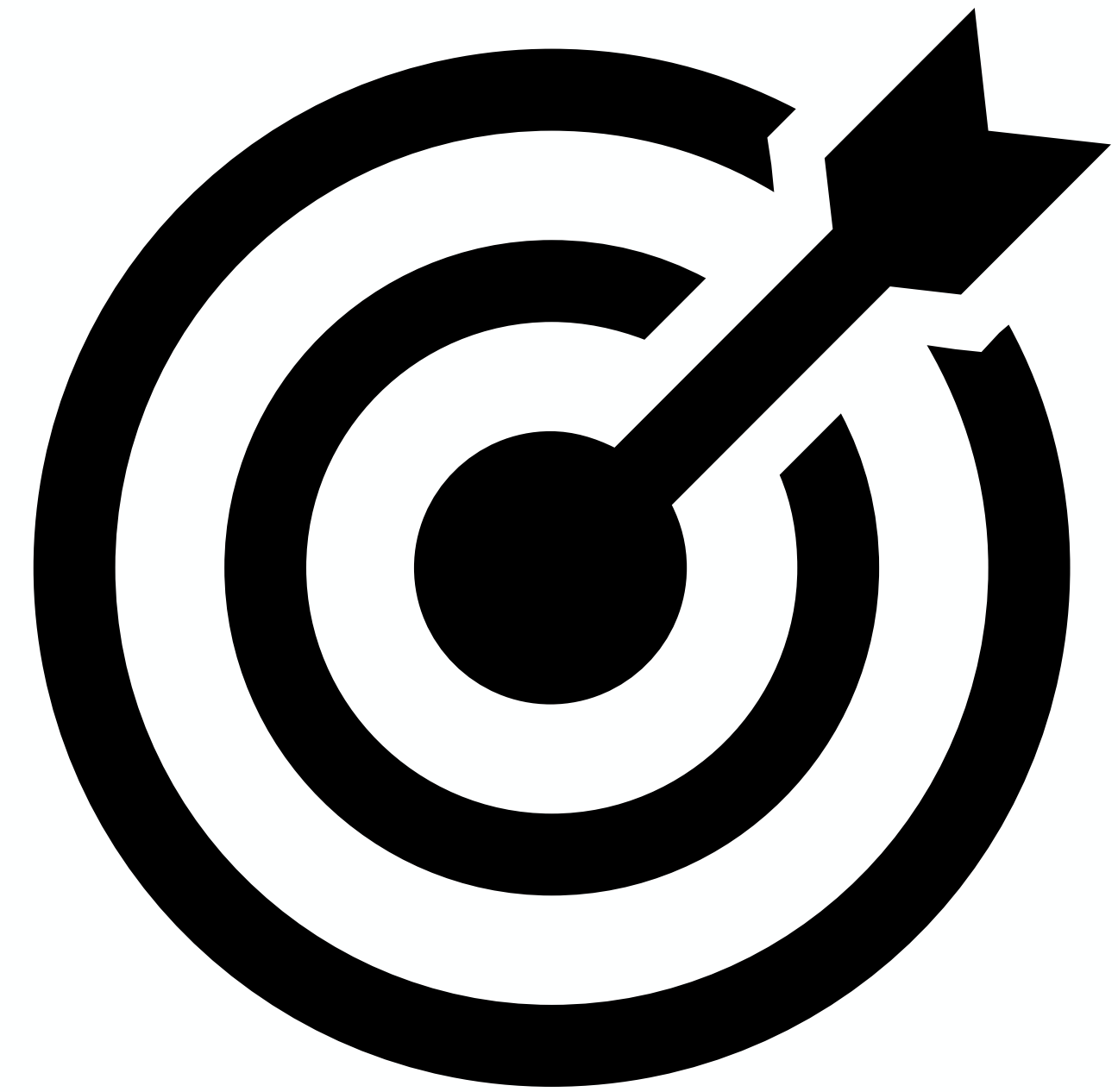


[Standards-Based Individualized Education Program \(IEP\) Process Training | Texas SPED Support](#)

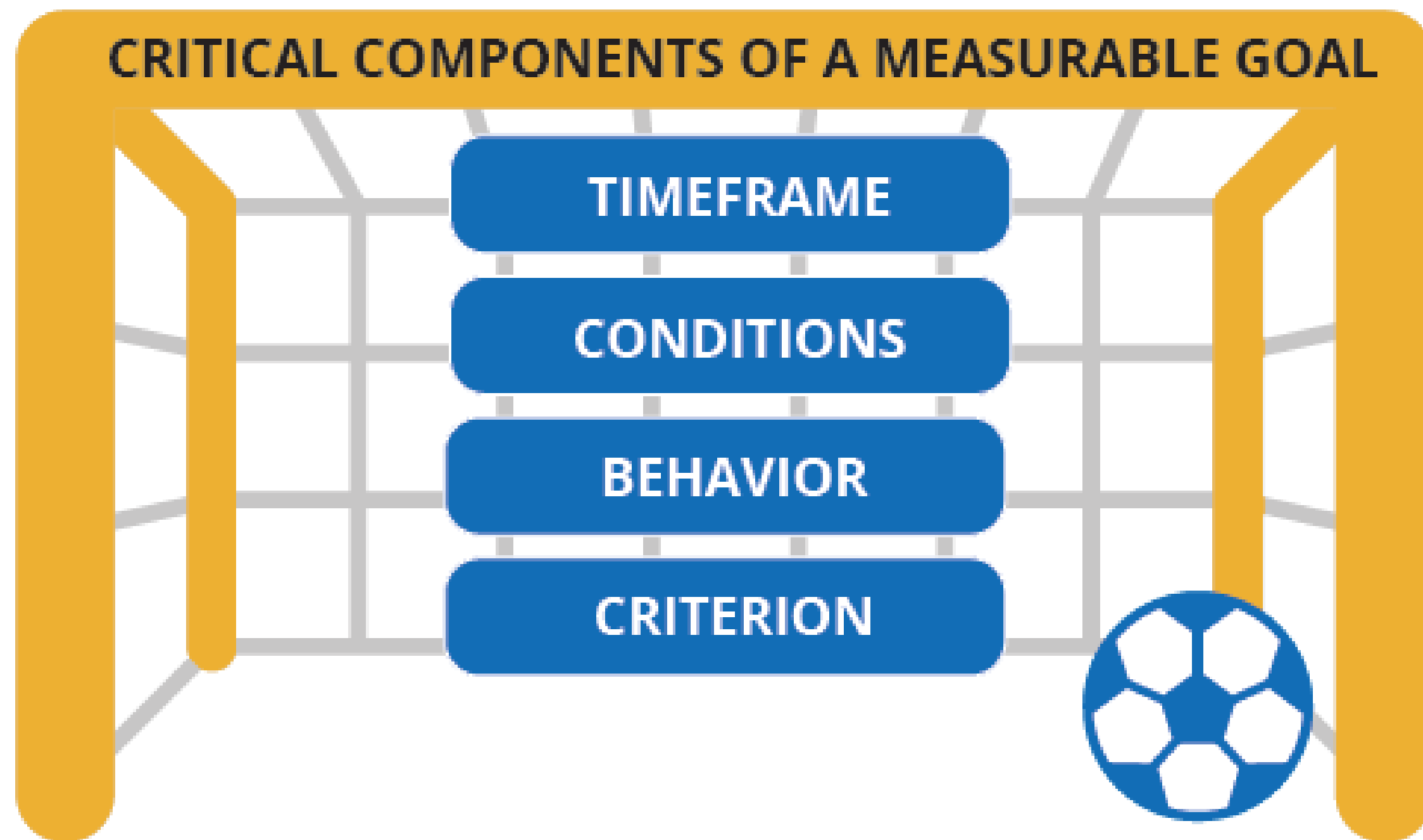
[A Step Toward IEP Quality and Rigor for Students with Complex Access Needs | Texas SPED Support](#)

ARD Committee Meeting Agenda and IEP Contents

Measurable Annual Goals and
Benchmarks/Short-Term
Objectives, if appropriate



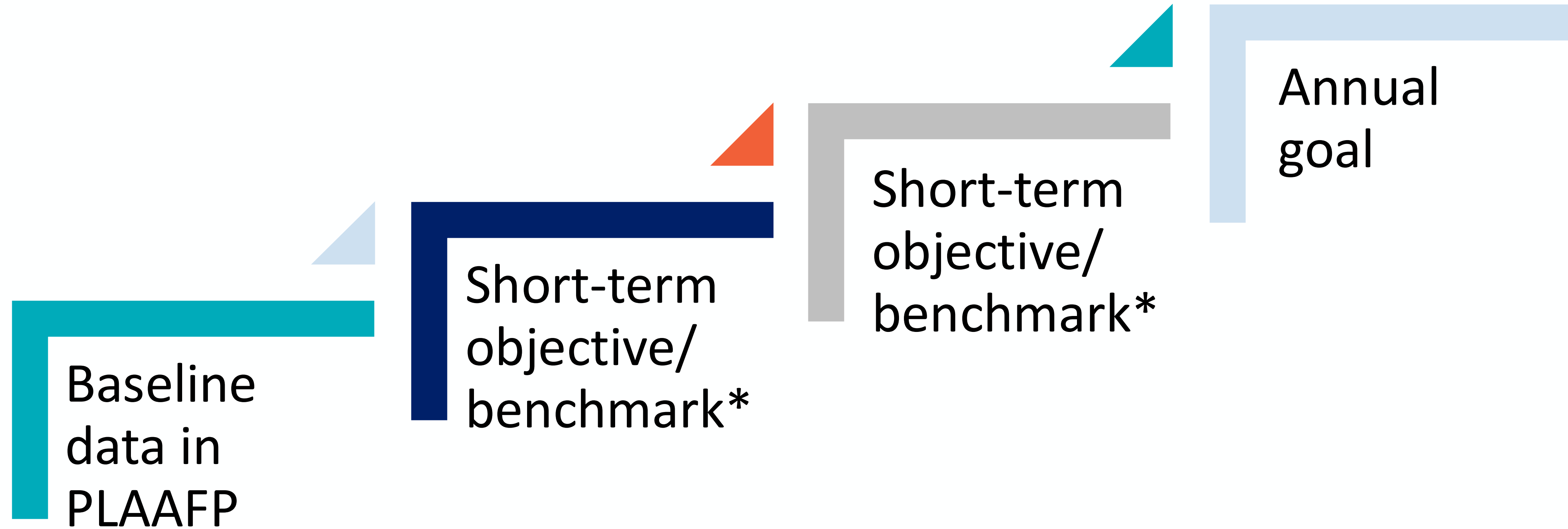
Measurable Annual Goals



Annual goals are also required

- When the content of a subject/course is modified, and
- When a student is removed from the general education setting for a scheduled period of time, but the content of the subject/course is not modified.

Short-term Objectives/Benchmarks



- * Must be included for each annual goal if the student is taking an alternate state assessment (i.e., STAAR Alternate 2)
- * Cannot be used as the criterion to indicate mastery of the annual goal.

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Special Education and Related Services

Including assistive technology (AT), supplementary aids and services, accommodations and modifications, and supports for school personnel



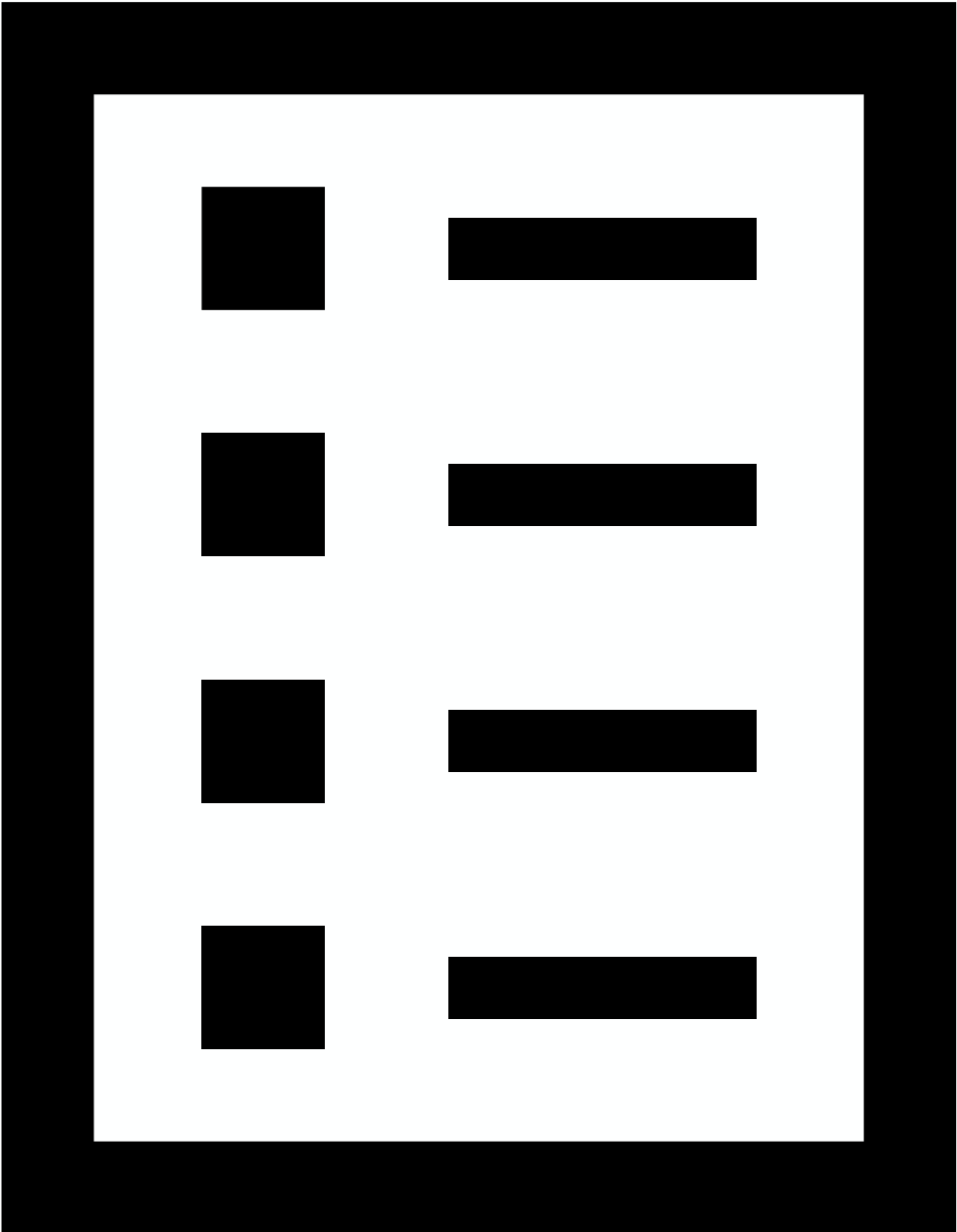
[Considering Assistive Technology in the Individualized Education Program Process](#)
| Texas SPED Support



[Assistive Technology Industry Association \(ATIA\) | Texas SPED Support](#)

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Schedule of Services
Including frequency,
duration, and location of
services

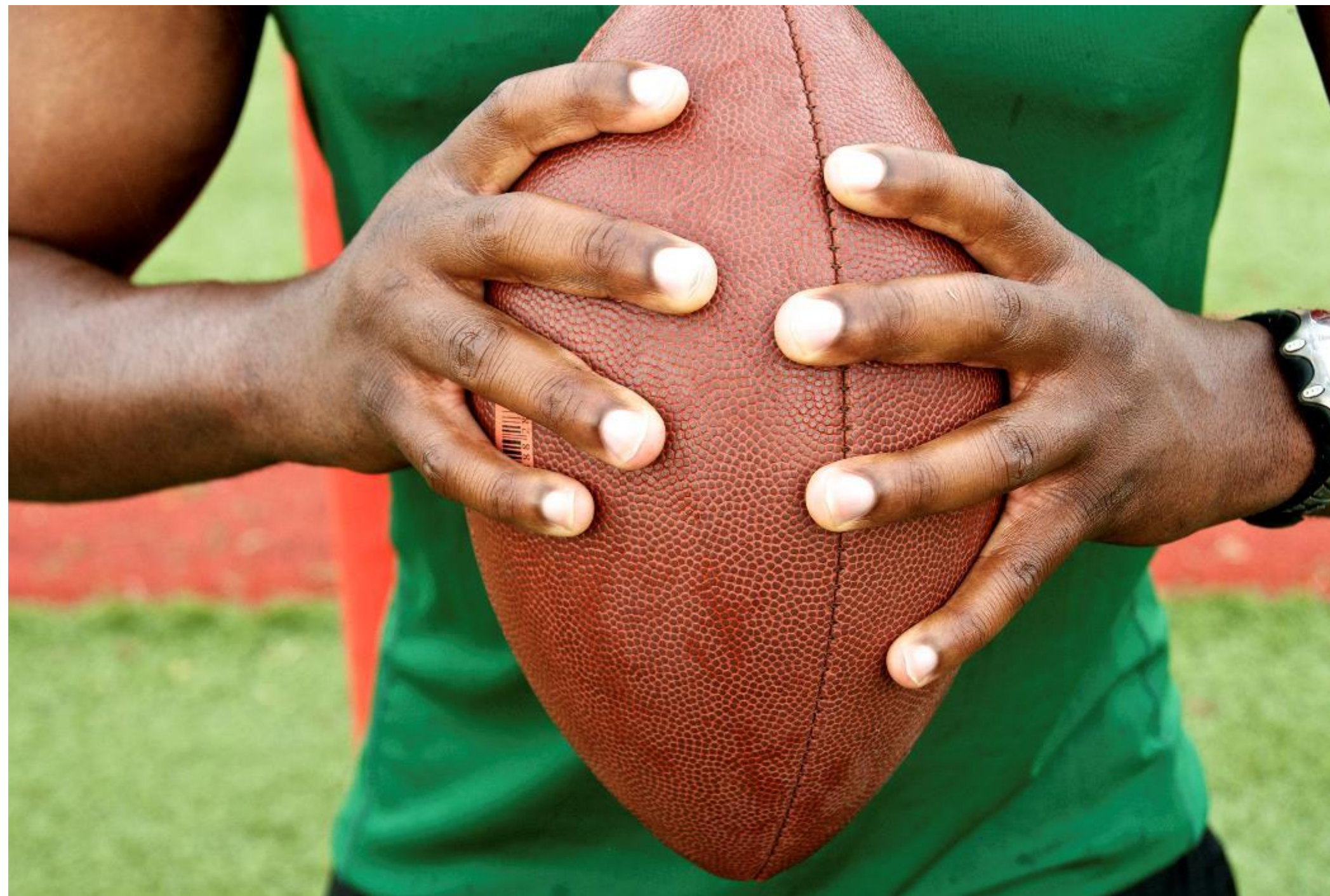


ARD Committee Meeting Agenda and IEP Contents



Instructional setting
and length of the
student's school day

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Extracurricular and
Nonacademic Activities

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State and District Assessments



[STAR Resources | Texas Education Agency](#)



[STAR Alternate 2 Resources | Texas Education Agency](#)



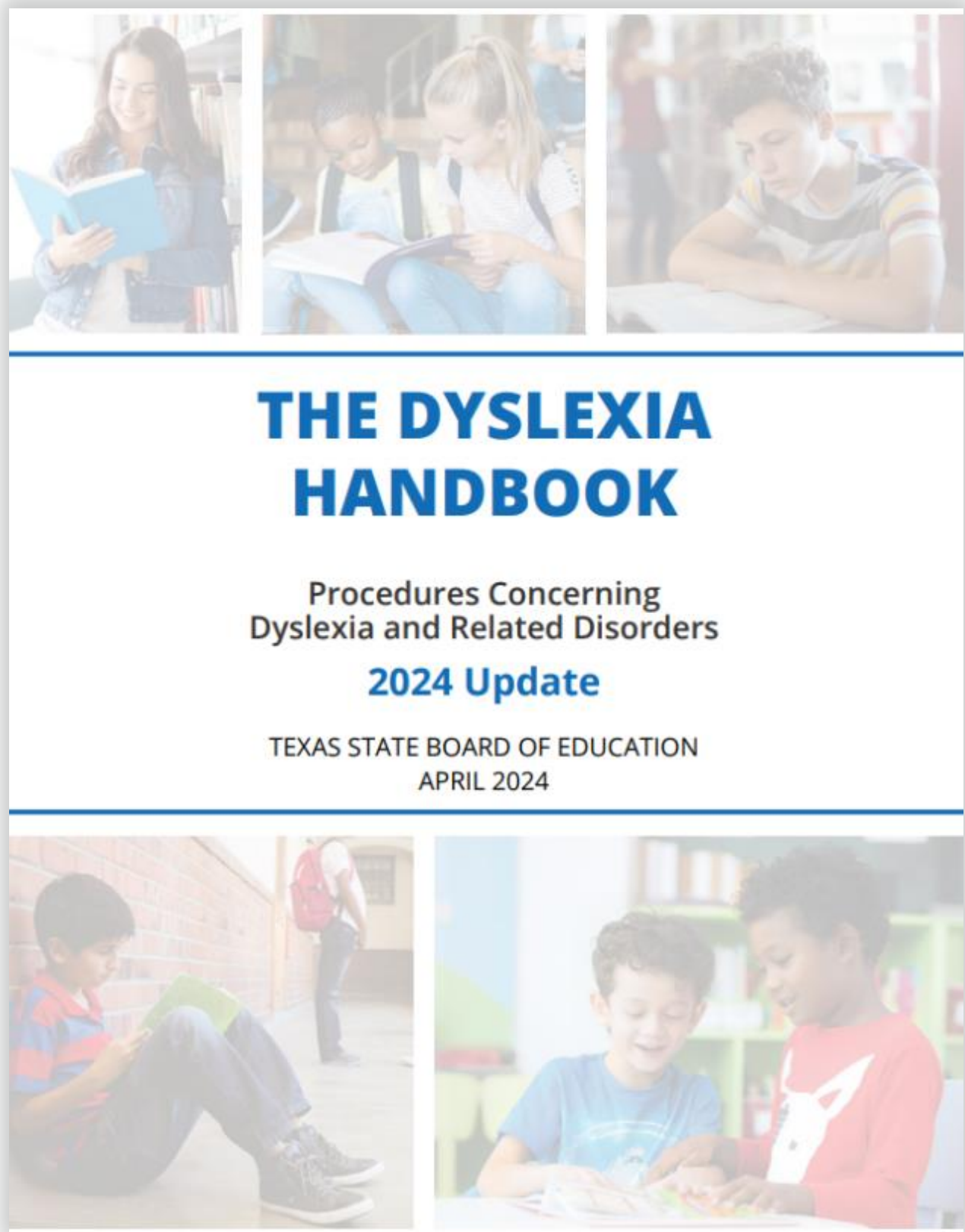
[TELPAS Resources | Texas Education Agency](#)



[TELPAS Alternate Resources | Texas Education Agency](#)

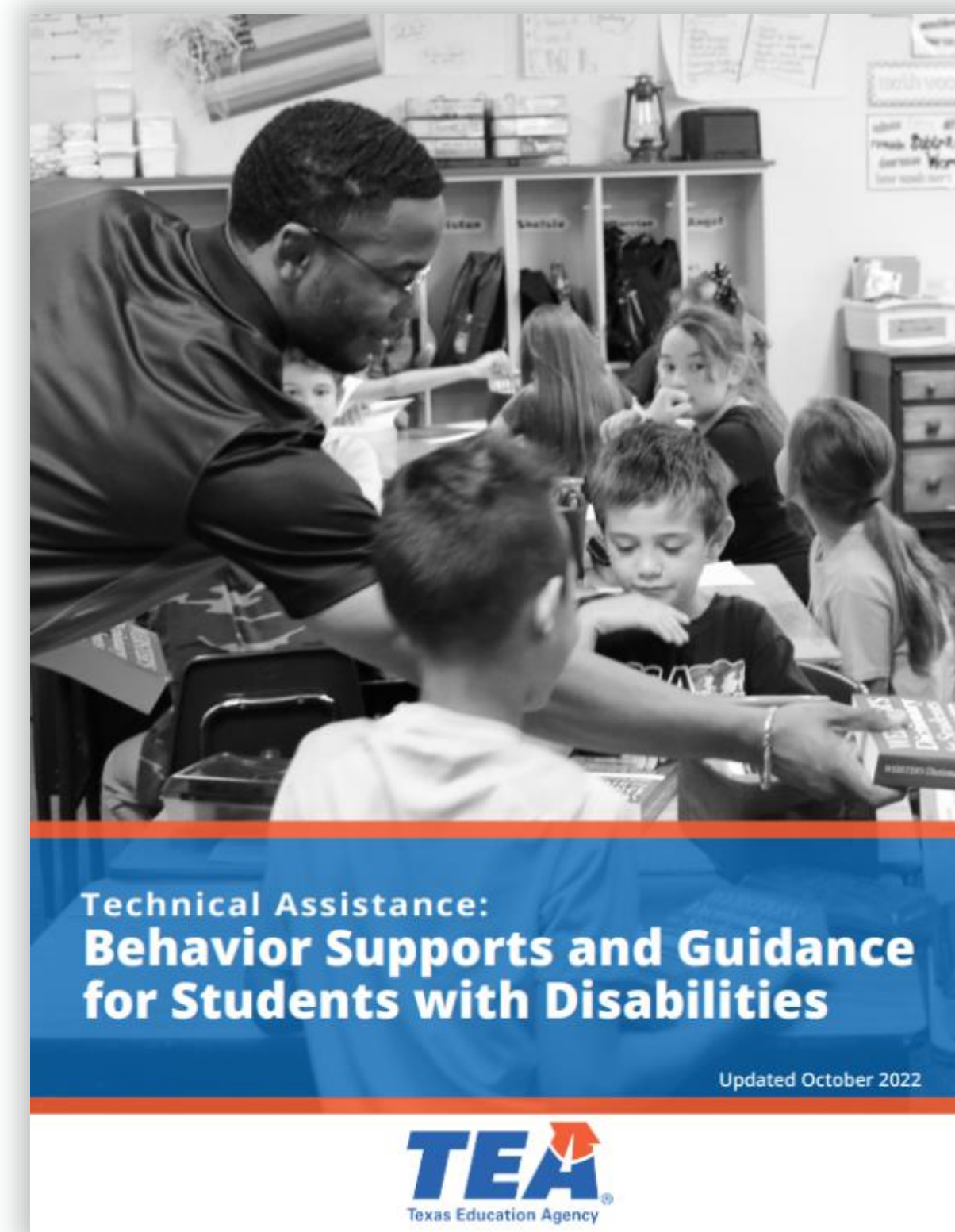
ARD Committee Meeting Agenda and IEP Contents

The IEP for students identified with dyslexia and dysgraphia must be developed and implemented in accordance with the requirements in The Dyslexia Handbook.



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Requirements for behavior, including behavior intervention plan or behavior improvement plan



[Technical Assistance: Behavior Supports and Guidance for Students with Disabilities | Texas SPED Support](#)

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Requirements for a student
who is deaf or hard of
hearing



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Requirements for a student with a visual impairment

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Requirements for a student
with autism



Requirements for Students with Autism

Extended educational programming

Daily schedules reflecting minimal unstructured time and active engagement in learning activities

In-home and community-based training or viable alternatives that assist the student with acquisition of social, behavioral, communication, and self-help skills

Positive behavior support strategies based on relevant information,

Beginning at any age, futures planning for integrated learning and training, living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments, including self-determination and self-advocacy skills;

Parent/family training and support, provided by qualified personnel with experience in autism

Suitable staff-to-student ratio appropriate to identified activities and as needed to achieve social/behavioral progress based on the student's developmental and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence

Communication interventions, including language forms and functions that enhance effective communication across settings

Social skills supports and strategies based on social skills assessment/curriculum and provided across settings

Professional educator/staff support

Teaching strategies based on peer reviewed, research-based practices for students with autism

ARD Committee Meeting Agenda and IEP Contents



Requirements for
transition services

Requirements for Transition Services

Not later than the first IEP to be in effect when the student turns 14 years of age must consider and, if appropriate, address the following issues in the IEP:

- 1) appropriate student involvement in the student's transition to life outside the public school system;
- 2) appropriate involvement in the student's transition by the student's parents and other persons invited to participate
- 3) appropriate postsecondary education options, including preparation for postsecondary-level coursework;
- 4) an appropriate functional vocational evaluation;
- 5) appropriate circumstances for facilitating a referral of a student or the student's parents to a governmental agency for services or public benefits
- 6) the use and availability of appropriate
 - a. supplementary aids, services, curricula, and other opportunities to assist the student in developing decision-making skills; and
 - b. supports and services to foster the student's independence and self-determination, including a supported decision-making agreement under Texas Estates Code, Chapter 1357.



Requirements for Transition Services



Additionally, beginning not later than the first IEP to be in effect when the student turns 14 years of age (or younger if determined appropriate by the ARD committee) the IEP must include the following:

1. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
2. The transition services, including courses of study, needed to assist the student in reaching the postsecondary goals



Requirements for Graduation

Except as specifically provided, graduation under [19 TAC §89.1070\(b\)\(1\)](#) terminates a student's eligibility for special education services.

This circumstance

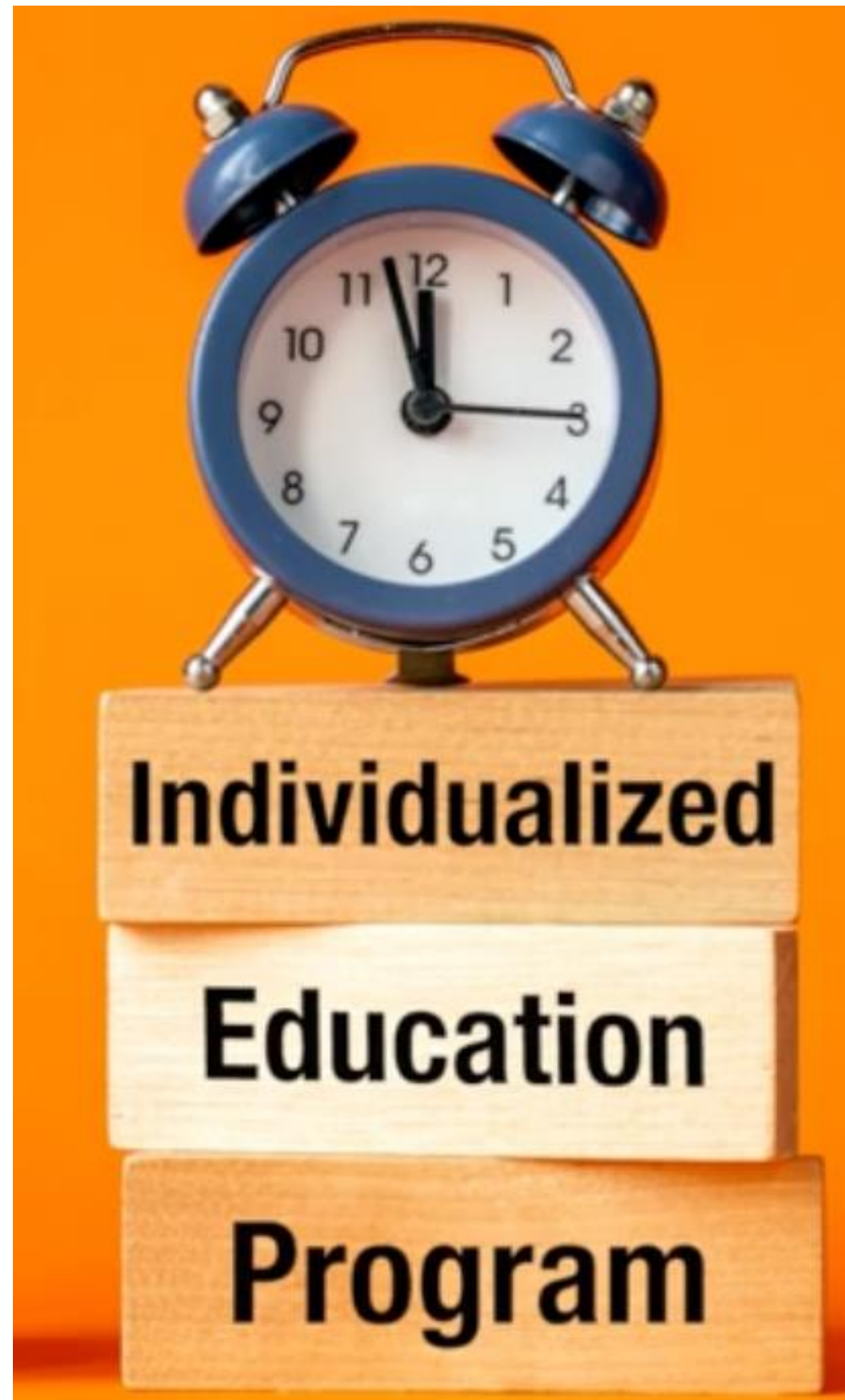
- Requires a summary of performance, and
- Requires prior written notice to the family because it constitutes a change in placement.



[Fact Sheet: Summary of Performance | Texas SPED Support](#)

[Prior Written Notice Quick Guide | Texas SPED Support](#)

Requirements for Transfer of Rights



Beginning at least one year before a student reaches 18 years of age, the student's individualized education program (IEP) must include a statement that the student has been informed that, unless the student's parent or other individual has been granted guardianship of the student under the Probate Code, Chapter XIII, Guardianship, all rights granted to the parent under the Individuals with Disabilities Education Act (IDEA), Part B, other than the right to receive any notice required under IDEA, Part B, will transfer to the student upon reaching age 18.

The IEP must also state that the student has been provided information and resources regarding guardianship, alternatives to guardianship, including a supported decision-making agreement under Texas Estates Code, Chapter 1357, and other supports and services that may enable the student to live independently.

[Notice of Transfer of Rights Model Form | Texas SPED Support](#)

ARD Committee Meeting Agenda and IEP Contents



Additional Requirements, if appropriate:

- Transportation
- Texas School for the Blind and Visually Impaired (TSBVI)
[[19 TAC §89.1085](#) and [19 TAC §89.1090](#)]
- Texas School for the Deaf (TSD)
[[19 TAC §89.1085](#) and [19 TAC §89.1090](#)]
- Nonpublic or nondistrict operated day program
[[19 TAC §89.1094](#)]
- Nonpublic residential program
[[19 TAC §89.1092](#)]

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Extended School Year (ESY)
Services



Extended School Year Services

- ❑ The need for ESY services must be documented using data collected by the district and the student's parents using formal or informal assessments.
- ❑ The **reasonable period of time for recoupment** of acquired critical skills must be determined based on needs identified in each student's IEP.
- ❑ A **skill is critical** when the loss of that skill results, or is reasonably expected to result, in certain occurrences during the first eight weeks of the next regular school year.
- ❑ No student will be denied ESY services because the student receives care and treatment services under the auspices of other agencies.
- ❑ If a student whose IEP notes that ESY services are required withdraws from one district and registers in another district during the summer months, the new district will be responsible for ensuring those services are provided.

Connecting to Community Supports

Per [Texas Education Code §29.030](#), effective beginning with the 2025-2026 school year, at the first ARD committee meeting during which a student's IEP is developed, a school district shall provide the parent of a student who has an intellectual disability or a developmental delay with information about services and public benefits provided by the local intellectual and developmental disability authority (LIDDA) that serves the county in which the student resides, including services under waiver programs.



CONNECTING TO COMMUNITY SUPPORTS
Information for Parents About the Local Intellectual and Developmental Disability Authority (LIDDA)
Access this resource online

If your child has been identified with an intellectual disability or a developmental delay, one of the most important first steps is connecting with your LIDDA. The following pages provide the information you need to find and connect with the LIDDA in your county.

What is a LIDDA?
LIDDAs are the point of entry to certain publicly funded Intellectual and Developmental Disability (IDD) services in Texas. Each LIDDA serves a specific region and is responsible for helping families access long-term supports that allow children and adults with IDD to live and thrive in their communities.

School Contact:
Talk to the contact for your child's school if you have questions about finding your LIDDA or if you need help to access the websites linked in this document.

Name: _____
Role: _____
Email: _____
Phone: _____

Definitions of disability conditions for special education eligibility

LIDDAs offer a wide range of services and supports, including:

- **Access and intake:** Providing information about services and supports, assessing whether your child qualifies for IDD services, and helping families apply for supplemental security income (SSI), social security disability insurance (SSDI), and Medicaid
- **Service coordination:** Helping families access medical, educational, and social services and supports
- **Respite care:** Providing short-term relief when the primary caregiver is unavailable
- **Individualized services based on need and availability:** Providing services such as employment assistance, nursing, therapies, and specialized support. Please note these services may vary by region.
- **Medicaid programs:** Adding individuals to interest lists for Medicaid waiver programs and helping an eligible person enroll in certain Medicaid programs

SPEDTEX TEA Texas SPED Support
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Additional Days School Year (ADSY) House Bill 2

The Additional Days School Year (ADSY) initiative provides formula funding to support school systems with adding up to 30 additional instructional days (beyond a minimum of 175 days) at eligible campuses for grades PK - 8.

ADSY promotes expanded learning time and reduces summer learning loss. Early implementation of ADSY statewide indicates that extending the school year by adopting additional days and implementing a comprehensive academic strategy leads to clear academic gains for students.

ADSY addresses summer learning loss, which can have a profound effect on students from low-income backgrounds. The cumulative impact of summer learning loss has been shown to create a gap of up to three grade levels for low-income students by the fifth grade.



What does a school system need to consider regarding special education services during ADSY instructional days?

To ensure that all students receive a free and appropriate public education (FAPE), LEAs providing ADSY instructional days will need to ensure that ARD committees determine whether special education services must be provided to students during ADSY instructional days on an individual basis.

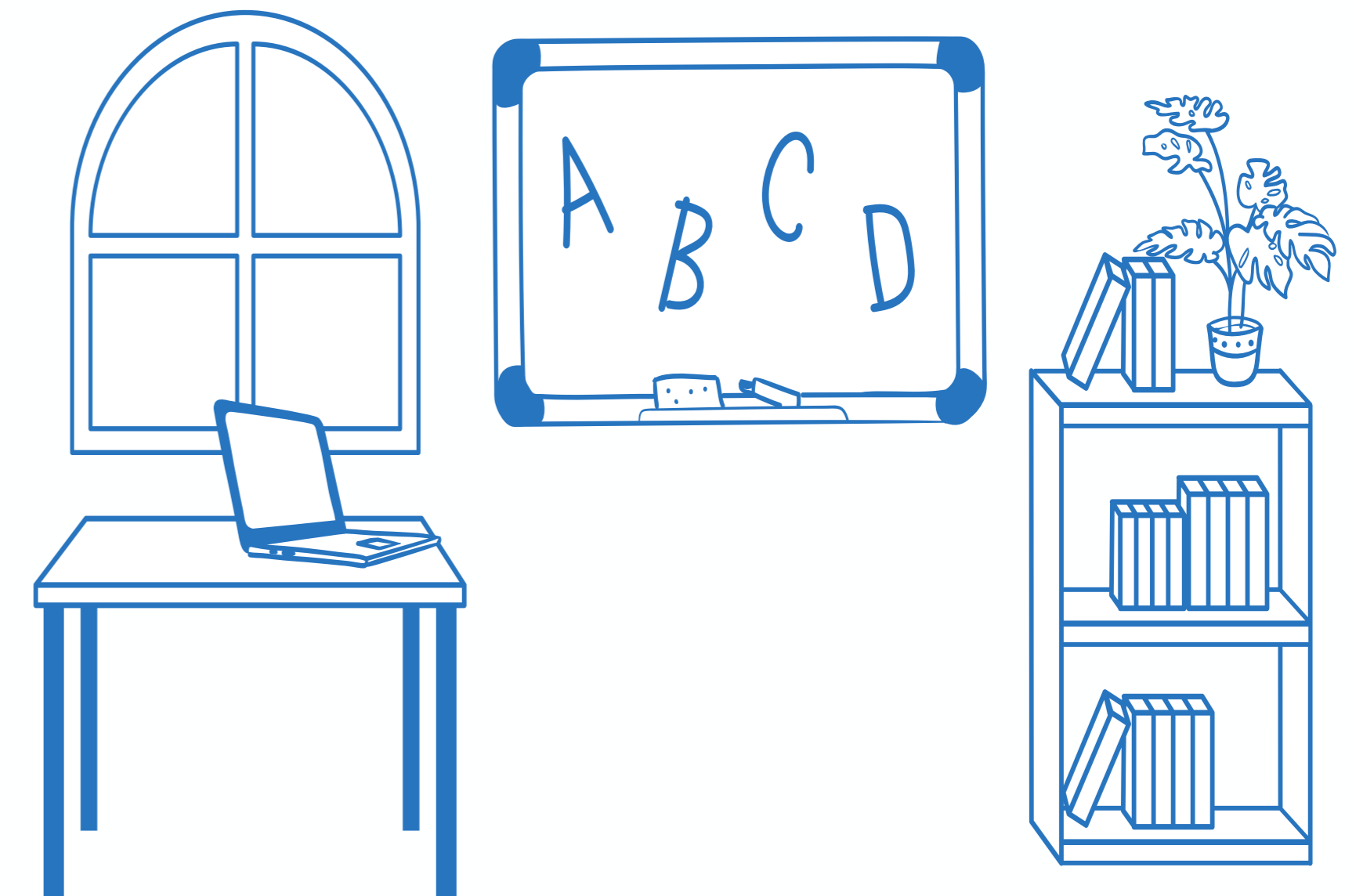
The ARD committee should determine whether the provision of supplementary aids and services are appropriate and necessary to afford the student an equal opportunity to participate in ADSY.

If an IEP does not address extracurricular items such as ADSY days, the student's ARD committee will need to determine if the student needs services on those days.

If the ARD committee determines that the student will not receive special education services on ADSY days, then the LEA will only report basic attendance for that student.

The ARD committee should also consider whether the student's schedule of services must be amended.

If making changes to an IEP after the annual ARD committee meeting, the parent and the LEA may agree not to convene an ARD committee meeting for the purposes of making those changes and instead may amend by written agreement and provide changes to the student's ARD committee members.



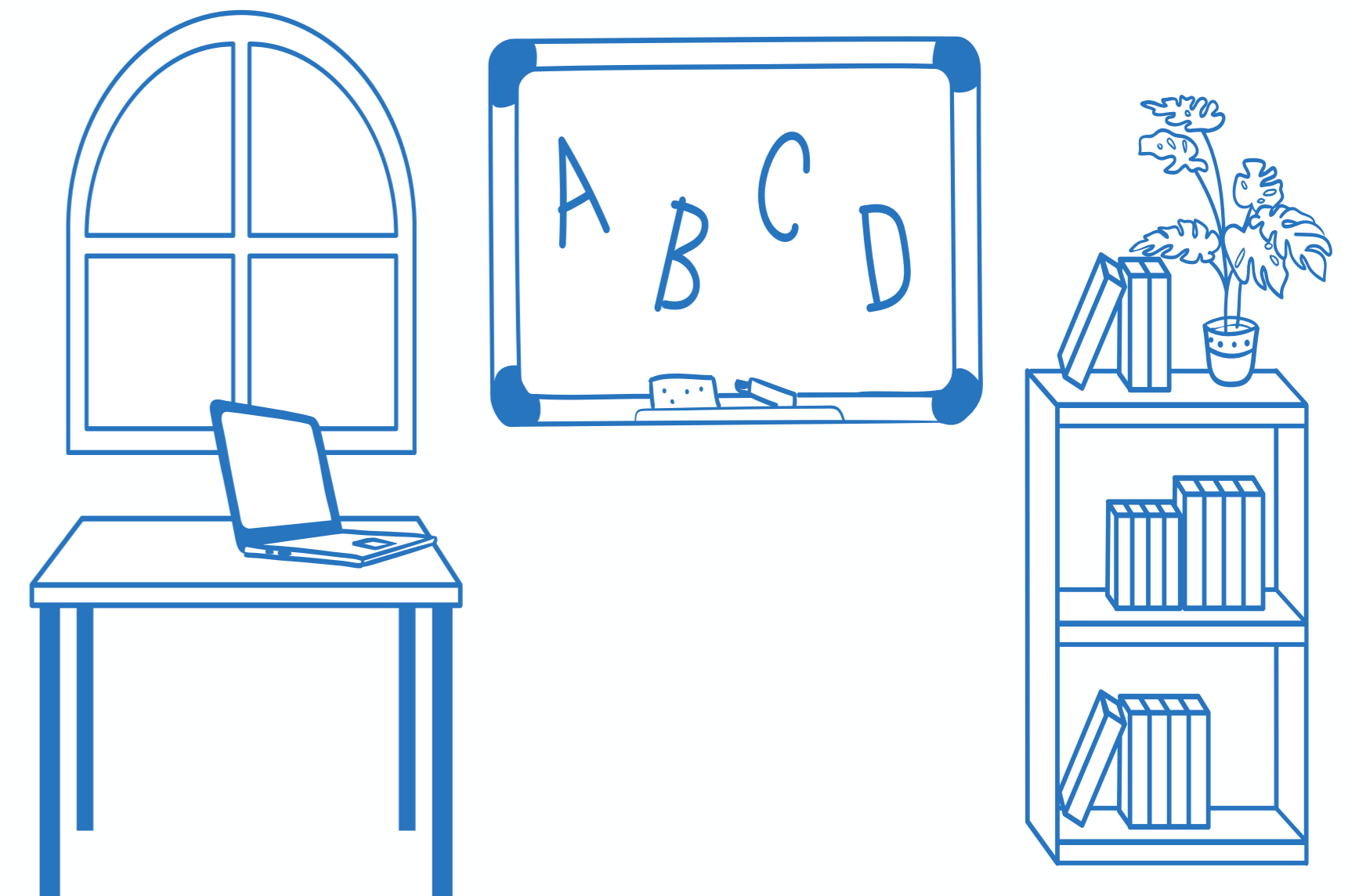
Does the Extended School Year (ESY) program qualify for ADSY funding?

The ESY program is a separate program from ADSY.

A student can qualify for both ADSY and ESY funding on the same instructional day if they attend both programs on the same day; however, the programs must be run separately.

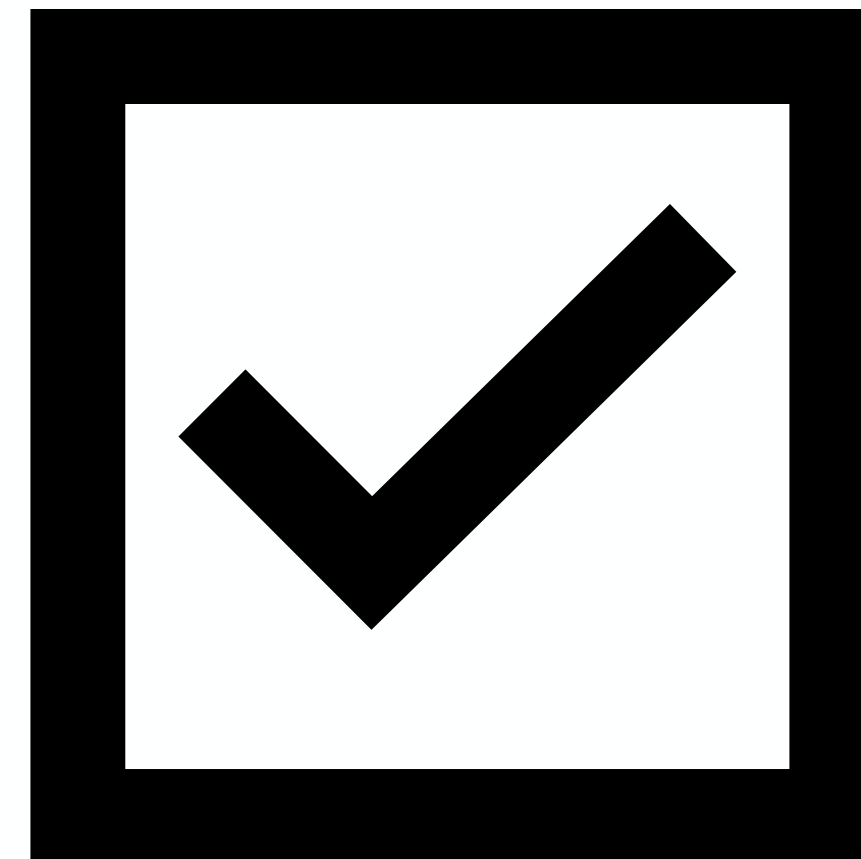
Students attending an ESY program do not qualify for ADSY attendance if the ADSY instructional hours occur during the ESY program hours.

For example, if a student's IEP calls for four hours of ESY services per day, the campus must also provide at least an additional two hours of instruction (required for ADSY funding) outside of the ESY services for the student to receive funding for both ADSY and ESY attendance on the same day.



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Assurances



ARD Committee Meeting Consensus

Closure and
Consensus

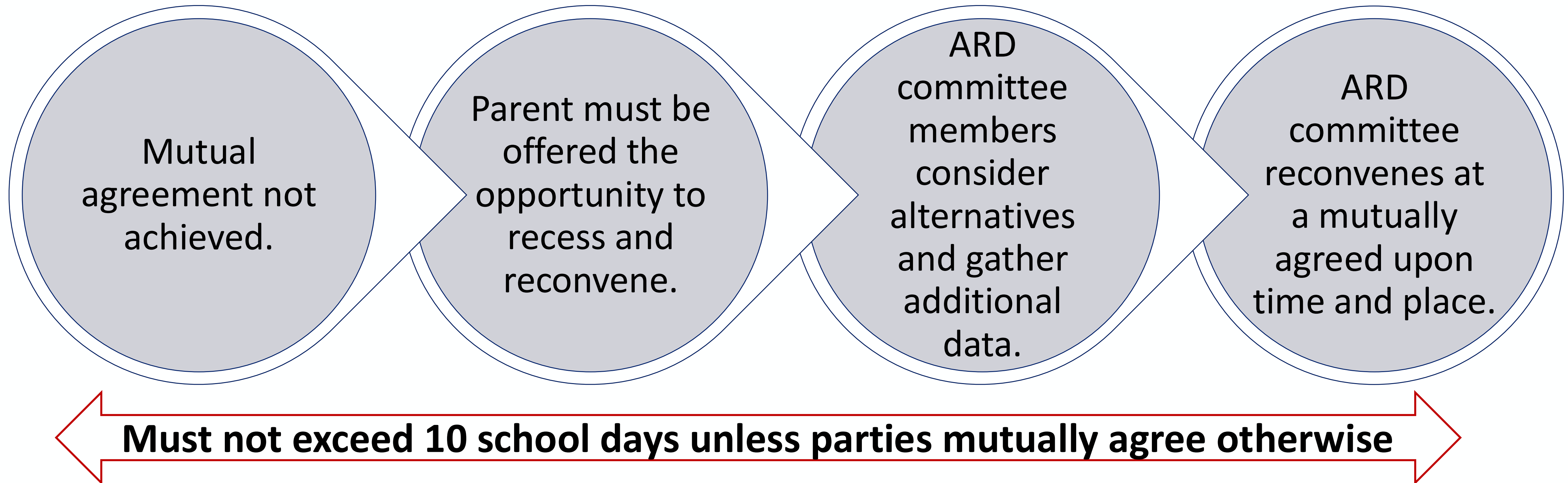


ARD Committee Meeting Agenda and IEP Contents

Closure and Consensus

Name: 1	Position: 1	Signature: 1	Agree	Disagree 2
First Last	Parent(s)/Adult Student	<i>Signature</i>	X	
First Last	District Representative	<i>Signature</i>	X	
First Last	General Education Teacher	<i>Signature</i>		
First Last	Special Education Teacher/Provider	<i>Signature</i>		
First Last	Assessment	<i>signature</i>		
First Last	Speech Language Pathologist	<i>Signature</i>		
First Last	Student	<i>Signature</i>		
Statement of Disagreement: 3				
All participants agreed.				

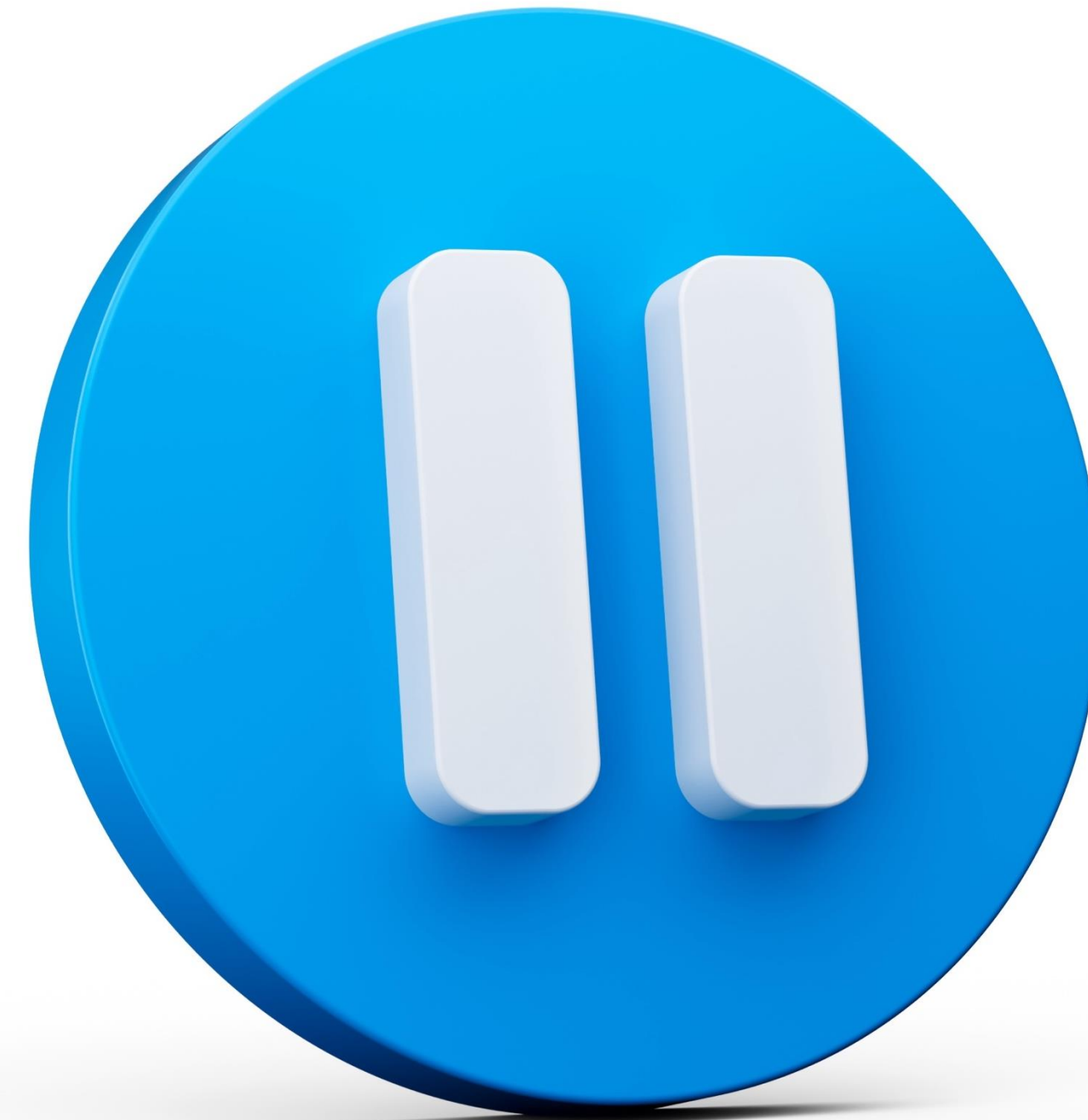
Mutual Agreement



If mutual agreement is not achieved after the recess, the LEA must implement the student's IEP it has determined appropriate, and the parent must be offered the opportunity to write a statement of disagreement.

Recessing and Reconvening

The ARD committee is not prohibited from recessing an ARD committee meeting for reasons other than the failure to reach mutual agreement about all required elements of an IEP.



Amendment without a Meeting

An IEP may be amended without an ARD committee meeting when there are proposed changes to:

- PLAAFP statement
- Goals and objectives/benchmarks
- State assessments
- Progress measurement
- Accommodations
- Transportation



Amendment without a Meeting



An IEP amendment process may NOT be used for:

- Eligibility determinations
- Changes of placement
- Manifestation determination review (MDR)
- Annual ARD committee meeting

Best Practices

Start the meeting on time.

Use an agenda.

Assign someone to document the minutes of the meeting.

Establish ground rules/norms, if needed.

Communicate periodically with parents.

At the End of the ARD Committee Meeting Provide Parent with Information about Parent-Directed Special Education Services (PDSES) Grant

The Parent-Directed Special Education Services (PDSES) program, previously the Supplemental Special Education Services (SSES) program, is a one-time \$1,500 online grant for parents/guardians of eligible students served by special education and who are enrolled in a Texas public school. Parents/guardians of eligible students can use the online accounts to shop the marketplace to obtain educational materials and resources such as textbooks, curriculum, or technology devices and/or services such as additional speech therapy, tutoring, or other specific services.

Unless a school district or open-enrollment charter school has verified that a parent has already received or applied for a PDSES grant, instructions and resources on accessing the online accounts – including the application window, and information about the types of goods and services that are available through the program must be shared in an ARD committee meeting.



Thank you!

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



[Statewide Contacts | Texas SPED Support](#)

