



# Admission, Review, and Dismissal (ARD) Committee Members

## School, Family, and Community Engagement Initiative

Federal regulations refer to an individualized education program (IEP) team. In Texas, this team is called the Admission, Review, Dismissal (ARD) Committee. The ARD committee is a team of individuals, including parents and school personnel, who work together to develop an IEP for a child who qualifies for special education services. **As a parent/guardian, you are an important member of your child's ARD committee.**

This document describes the roles of ARD committee members and their responsibilities.

Who is on my child's ARD committee?	Role/Responsibilities
<p><b>You, the parent/guardian</b> - can be a biological or adoptive parent, foster parent, legal guardian, surrogate parent, or an individual who acts in place of the parent (e.g., grandparent, stepparent, other relatives)</p>	<p>Parents/guardians are encouraged to:</p> <ul style="list-style-type: none"> <li>▶ Actively participate in all ARD discussions,</li> <li>▶ Provide input into decisions about their child's IEP, and</li> <li>▶ Provide important information about priorities, and their child's strengths and needs for ARD committee consideration.</li> </ul>
<p><b>As appropriate, the student with a disability</b> (e.g., when the purpose of the ARD meeting will be the consideration of postsecondary goals and needed <a href="#">transition services</a> which, in Texas, must begin no later than age 14; when the student reaches the age of majority at 18 and <a href="#">parental rights transfer</a> to him/her, unless placed in <a href="#">guardianship</a>).</p>	<p>The student can provide information about:</p> <ul style="list-style-type: none"> <li>▶ His/Her priorities, strengths, needs, and preferred accommodations, and</li> <li>▶ Postsecondary goals, preferences, and interests.</li> </ul>
<p>At least <b>one general education teacher of the child</b> who, when possible, is a teacher who is responsible for implementing a portion of the child's IEP (if the child is, or may be, participating in the general education environment)</p>	<p>For students participating in general education, the general education teacher:</p> <ul style="list-style-type: none"> <li>▶ Provides instruction as indicated in the IEP, and</li> <li>▶ Implements required accommodations and/or modifications.</li> </ul>
<p>At least <b>one special education teacher or, where appropriate, a special education provider of the child</b></p>	<p>The special education teacher:</p> <ul style="list-style-type: none"> <li>▶ Provides services outlined in the IEP,</li> <li>▶ Ensures that any needed modified instruction or intervention is implemented, and</li> <li>▶ Reports on student progress.</li> </ul>
<p><b>Representative of the school district or charter school</b> - is often the school principal, assistant principal, or another administrator such as a special education director or coordinator</p>	<p>The school district or charter school representative must be:</p> <ul style="list-style-type: none"> <li>▶ Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities,</li> <li>▶ Knowledgeable about the general education curriculum, and</li> <li>▶ Knowledgeable about the availability of school district or charter school resources.</li> </ul>
<p><b>An educational professional</b> (e.g., educational diagnostician, licensed specialist in school psychology [LSSP], speech language pathologist, general or special education teacher, related service provider, provider of dyslexia instruction, or other chosen member of the ARD committee)</p>	<p>This educational professional:</p> <ul style="list-style-type: none"> <li>▶ Interprets and explains the instructional implications of the evaluation results to the committee.</li> </ul>
<p><b>Others who have relevant knowledge or expertise regarding the child</b> may be included, as appropriate</p>	<ul style="list-style-type: none"> <li>▶ The parent/guardian may invite other individuals to attend the ARD meeting who have knowledge or special expertise about their child and his/her disability (e.g., a friend, relative, and/or a professional).</li> <li>▶ The school may invite one or more individuals who can offer special expertise or knowledge about the child.</li> </ul>



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Circumstances when one or more additional committee members will be required	Who is required and what is their responsibility?
When a <b>related service</b> is provided to your child and is scheduled to be discussed at the meeting or when a service is being considered for your child	<b>Related services personnel</b> (e.g., physical therapist [PT], occupational therapist [OT], certified orientation and mobility specialist [COMS], counselor, audiologist, etc.).
When <b>dyslexia</b> is suspected, or when an ARD committee is convened to determine initial eligibility based on dyslexia, or to discuss a change in and/or continued eligibility based on dyslexia	<b>A person with specific knowledge in of the reading process, dyslexia and related disorders, and dyslexia instruction</b> must serve on any ARD committee that is convened to determine eligibility for special education and related services. For more information about what is required when dyslexia is the disability that is suspected or identified, please view the <a href="#">HB 3928 FAQ document</a> .
When your <b>child reaches age 18</b> (with parent or child consent)	<b>A representative of any participating agency that is responsible for providing or paying for transition services</b> , such as Texas Workforce Commission.
When considering initial or continued placement of your child in <b>Career and Technical Education (CTE)</b>	<b>A representative from career and technical education (CTE)</b> , preferably the teacher.
If your child is identified as an <b>emergent bilingual</b> student	<b>A professional staff member who is on the language proficiency assessment committee (LPAC)</b> .
If your child is suspected or identified with a <b>visual impairment or with deaf-blindness</b>	<b>A teacher of students with visual impairments (TVI)</b> .
If your child is suspected or identified as being <b>deaf or hard of hearing (DHH) or deaf-blind</b>	<b>A teacher of students who are deaf or hard of hearing (TDHH)</b> .
With your consent, when a child is transitioning from <b>Early Childhood Intervention (ECI)</b> services	An <b>Early Childhood Intervention (ECI) Service Coordinator or ECI representative</b> .
In the case of an ARD committee meeting held to discuss the expulsion and discretionary placement in the <b>Juvenile Justice Alternative Education Program (JJAEP)</b> of a child with a disability in a county with a JJAEP	<b>A Juvenile Justice Alternative Education Program (JJAEP) administrator or designee</b> .

For more information about special education, please visit: