## ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEMBERSHIP

## **Goose Creek CISD**

101911

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Legal Framework: ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEMBERSHIP <u>Related Resources</u> Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

#### **PROCEDURES:**

#### MEMBERSHIP OF THE ARD COMMITTEE

# 34 CFR §§ 300.18, 300.156, 300.321; 19 TAC § 89.1050 (c); 19 TAC §§ 75.1023(d)(1), 89.1050, 89.1255(f)(4), 89.12259(k), 89.1230(b), 89.1131(b) (30, 101.1003(b), 101.005(a)

The following members should be included in each ARD meeting:

- 1. The parents of the child with a disability;
- 2. Not less than one general education teacher of the child (if the child is, or may be, participating in the regular education environment):
  - a. Who is a regular education teacher responsible for implementing a portion of the child's IEP; and
  - b. Who, as a member of the ARDC, to the extent appropriate, participates in the development, review, and revision of the IEP, including the determination of appropriate positive behavioral interventions and supports and other strategies for the child and supplementary aids and services, program modifications and supports for school personnel;
- 3. Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child who is appropriately certified or licensed;
- 4. Local Education Agency (LEA) Representation Campus Administrator:
  - a. Who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - b. Who is knowledgeable about the general education curriculum; and
  - c. Who is knowledgeable about the availability of resources of the LEA;
- 5. Evaluation Specialist (not required at all ARD meetings but must be there if evaluation/eligibility is being reviewed or is in question, MDR is held, student dismissal or graduation is to be discussed);

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- 6. At the discretion of the parent or Goose Creek CISD, other individuals who have knowledge or special expertise regarding the child, including:
  - a. Related services personnel as appropriate;
  - b. With the consent of the parents or a child who has reached the age of majority, a representative of any participating agency that is likely to be responsible for providing for or paying for transition services; and
  - c. In the case of a child who has previously served under the Early Childhood Intervention (ECI) program, at the request of the parent, by invitation to the initial ARD meeting, the ECI service coordinator or other representatives of the ECY system to assist with the smooth transition of services;
- 7. The child with a disability, whenever appropriate, when the purpose of the meeting will be consideration of transition services (and if the child does not attend, the District must take other steps to ensure that the child's interests and preferences are considered);
- 8. A teacher who is certified in the education of children with deaf or hard of hearing for the child with a suspected or documented deaf or hard of hearing including suspected or documented deaf- blindness;
- 9. A teacher who is certified in the education of children with visual impairments for the child with a suspected or documented visual impairment including suspected or documented deaf- blindness;
- 10. When determining participation in state and district-wide assessments for an English language learner, a member of the language proficiency assessment committee (LPAC) to address the child's needs; and
- 11. When transition is discussed, a representative from CTE, preferably the teacher of record.

# Consent to Excuse Member from Attending ARD Committee Meeting 19 TAC § 89.1050(c)(5); 34 CFR § 300.321; 20 USC § 1414(d)(1)(C)

A required member is not required to attend an ARD committee meeting (in whole or in part) if the member's area of the curriculum or related services is not being modified or discussed in the meeting and the following conditions are satisfied:

1. The parent and the District agree in writing that:

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- a. The member's attendance is not necessary; and
- b. The member's area of the curriculum or related services is not being modified or discussed in the meeting.
- 2. The Excusal is documented on the ARD Member Not Required to Attend ARD Meeting screen located in eSped within the Notices application.

When a required member's area of the curriculum or related services is being modified or discussed in the meeting, the required member may be excused from attending an ARD committee meeting (in whole or in part) if the following conditions are satisfied:

- 1. The parent and the LEA consent to excuse the member from the ARD meeting;
- 2. The parent's consent is documented in committee deliberations; AND
- 3. The member submits in writing to the parent and the ARD committee input into the development of the IEP prior to the meeting.

The Excusal process may be utilized in certain situations. The Attendance and Excusal procedures do not have to be followed for the following ARDC members:

- 1. The parent;
- 2. The child with a disability; and
- 3. Other individuals who have knowledge or special expertise regarding the child who attend at the discretion of the parent or the LEA.

The District prefers that the Excusal process not occur at the annual ARD, or for any other ARD meeting unless prior approval is obtained by the appropriate Special Ed Coordinator or Director of Special Education. It is important that all required members attend the student's ARD meeting.

## **ARD MEETINGS**

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#### **Initial ARD**

TEC § 29.004 and 29.005

An Initial ARD meeting must be held within 30 calendar days of the completed Initial evaluation unless the district receives written consent for the Full Individual Evaluation at least 35 but less than 45 school days before the last instructional day of the school year, the evaluation must be completed and the written report provided to the parent or legal guardian not later than June 30 of that year. The student's ARD shall meet not later than the 15<sup>th</sup> school day of the following school year to review the evaluation.

In the event that the parent is non-responsive to communication, regarding the Initial ARD, notice of the ARD should be sent and the Initial ARD held without the parent within the required timeframe. A letter must be sent after 3 attempts to schedule the ARD meeting. This letter summarizes the attempts made and when the ARD is scheduled. The parent is encouraged to attend, but if unable to, then the ARD will be held and the information will be mailed to the parent via certified U.S. Mail. The school district should develop the IEP (which includes goals objectives, programming, placement and services) and then send a copy of the Initial ARD to the parent.

Consent for Initial Placement form <u>must</u> be signed by the parent prior to Special Education services being implemented. It is important to remember the parent must give consent prior to services beginning. If the parent does not sign consent for services, the Campus Diagnostician/ARD Facilitator is to contact the Coordinator Evaluation or Coordinator of Compliance and Accountability for guidance.

#### STAFF RESPONSIBLE:

**District Level:** Coordinator for Compliance and Accountability, Coordinator for Evaluation, and Director of Special Education

Campus Level: Campus Clerks, Campus Diagnosticians, and ARD Facilitators

## TIMELINES FOR ARD COMMITTEE MEMBERSHIP ACTIVITIES:

- Notice of meetings
- Training of ARD Campus Clerks, Campus Diagnosticians, and ARD Facilitators

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## **EVIDENCE OF PRACTICE:**

- Forms or checklists used to provide notice to required participants
- Forms used to document parent and LEA agreement when an ARD committee member is excused
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Calendar used to ensure availability of participants