

Admission, Review, and Dismissal Committee

RULE OF CONSTRUCTION

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Model operating procedures created by



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RULE OF CONSTRUCTION

What is Required

The District will establish an ARD Committee for each eligible student with a disability and for each student for whom an evaluation is conducted. See [EVALUATION]. The ARD Committee is the group of qualified professionals and the parent of the student that determines whether the student is a student with a disability and the educational needs of the student. The ARD Committee is the team that develops the IEP for the eligible student with a disability and determines the educational placement of the student.

The IEP is the written statement for each student with a disability that is developed, reviewed, and revised by the ARD Committee. The IEP must include:

- A statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities;
- A statement of measurable annual goals, including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum; and meet each of the student's other educational needs that result from the student's disability, and, for students with disabilities who take alternate assessments aligned to alternate academic achievement standards, a description of benchmarks or short-term objectives;
- A description of how the student's progress toward meeting the annual goals described above will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
- A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other students with disabilities and nondisabled students;



- An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class;
- A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State and districtwide assessments;
- If the ARD Committee determines that the student must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why the student cannot participate in the regular assessment; and why the particular alternate assessment selected is appropriate for the student; and
- The projected date for the beginning of the services and modifications described above, and the anticipated frequency, location, and duration of those services and modifications.

The ARD Committee may use the TEA's model IEP form. Other than the elements listed above and what is included in TEA's model IEP form, additional information need not be included in the student's IEP. In addition, the ARD Committee need not include information under one component of the student's IEP that is already contained elsewhere in the IEP.

Additional Procedures

Campus Special Education Personnel will be responsible for compiling and processing the student's ARD paperwork in accordance with the ARD forms utilized by the District. District Special Education Personnel may periodically review a random sampling of ARD documents within the District to ensure that all required components of the IEP are addressed by the ARD Committee for each student with a disability.

District Special Education Personnel will provide training regarding the role and duties of the ARD Committee and the components of the ARD document for all Campus Personnel.

The District will maintain documentation requirements of compliance associated with Texas Student Data System (TSDS), Public Education Information Management System (PEIMS), and State Performance Plan (SPP). District staff will provide training, with follow up, to ensure the documentation required is in place and compliant.



RULE OF CONSTRUCTION

19 TAC §§ 89.1050(A), 89.1040(B); 34 CFR §§ 300.306(A)(1), 300.320-300.321; 20 USC § 1414; TEC §§29.005, 29.0051

The District must establish an Admission, Review, and Dismissal Committee (ARDC) for each child with a disability and for each child whom an evaluation is conducted.

The term “*individualized education program*” (IEP) means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with the Admission, Review, and Dismissal (ARD) framework.

The ARDC is the:

1. Group that determines whether the child is a child with a disability and the educational needs of the child;
2. Team defined in federal law that develops the IEP; and
3. Group that determines the educational placement of the child.

Additional information need not be included in the child’s IEP beyond what is explicitly required in the ARD framework and in the Texas Education Agency’s (TEA’s) model IEP form.

The ARDC need not include information under one component of the child’s IEP that is already contained under another component.

“Prior to IEP meetings, staff may engage in activities, such as researching placement and services options, preparing draft IEP documents, writing reports, creating charts, and comparing student makeup of various program settings, in preparation for IEP team meetings. Actual IEP and placement decisions, however, are not made until parental concerns and input are considered in the actual IEP meeting. Although



staff may have formed opinions about various IEP and placement options, no final decision is made before full consideration of data and parental input at the IEP team meeting. The District has no policies, formal or informal, conclusively against any particular service, program, or placement option.”

REQUIRED ARD

19 TAC § 89.1011; TEC § 29.005; 34 CFR § 300.112

Goose Creek CISD may not legally provide special education and related services to a child with a disability, regardless of the nature of the disability or the level of need, at any time before the child has been evaluated and determined by an Admission, Review, and Dismissal (ARD) Committee to be eligible for such services. Prior to the evaluation and ARD Committee determination, it would only be legally appropriate to provide the child with regular education support services available to all students which could include academic and/or behavioral support services. A temporary placement made in the absence of an ARD Committee decision and without evaluation data runs the risk of violating LRE provisions and gives the mistaken impression that such decisions are made on the basis of the specific disability instead of the individualized educational plan (IEP). When ARD Committees are unable to meet in person due to a public health crisis or other reasons, the ARD committee members may meet virtually using WebEx on-line platform.

WRITTEN REPORT OF THE ARD MEETING

19 TAC § 89.1050

Committee Deliberations are the way the school district tells the story of the ARD meeting. The required pieces of the meeting are documented in the ARD paperwork via Frontline, and the Committee Deliberations assist with an understanding of the



process and document how the ARD committee made the decisions and also include information that may not be addressed on the ARD paperwork. The documentation should be factual. If the parent has concerns, those concerns, along with the campus' response should be addressed and noted in the deliberations. If the parent disagrees with the Committee Deliberations, it should be noted in the Committee Deliberations.

The parent can provide additional information (e.g. notes, writings, etc.). However, the ARD Committee should document where the official Committee Deliberations end and the parent's additions begin.

An ARD Agenda should be utilized for all Annual ARD meetings. The agenda will assist the ARD committee with the sequence of the meeting. The following information provides additional guidance regarding the ARD Agenda:

INTRODUCTION AND PURPOSE

- **Explain purpose of the ARD**, verify 5-day notice was received and/or parent waived
- Introduce participants and their roles-use first and last names (clarify spelling if necessary)
- Statement of Confidentiality
- Review agenda and outcomes
- Review decision-making process, ground rules, -define consensus for the committee and clarify it is not a voting process with majority rules
- Ask parent if there is anything they would like to add (i.e. questions about process, other information)

REVIEW EVALUATION AND ESTABLISH ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES

- Review any new evaluation data (includes information from school district and from parent such as private testing, etc.)
- Is a re-evaluation needed?
- Is student eligible to continue services?
- Determine eligibility-it is important to confirm the correct eligibility is on the Review of Additional Evaluation/Information screen of eSped and that it



matches the last FIE accepted by the ARDC.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

34 CFR § 300.320(a)(1)

The ARDC must provide a statement of the child's Present Levels of Academic Achievement and Functional Performance (PLAAFP). The PLAAFP is a statement of a student's present level of academic (social, behavioral, communication, health, and transition) achievement and functional performance.

A PLAAFP describes how the student's disability affects his/her involvement and progress in the general education curriculum (or how the disability affects a preschool child's participation in appropriate activities). A PLAAFP states the following information about the student:

1. Impact of Disability Statement – clear statement of how the disability affects involvement and progress in the same curriculum as non-disabled students with a clear consistency between the FIE and the PLAAFP
 2. Progress Statement – evidence of change in performance over last year, along with a review or summary of the previous year's IEP
 3. Accommodations and Modifications – student performance with accommodations and/or modifications is reported as well as performance without.
 4. Variety of information from a variety of sources – includes parent and student information to give a complete and accurate picture
 5. Measurable and observable baseline data – used to track progress, along with consistent tools to measure progress
- Discuss Transition Planning
 - Review achievement on previous years' short-term goals and objectives (academic and behavior)-a copy of the updated goals and objectives must be presented at the ARD meeting and attached to the ARD paperwork.
 - Discuss specific needs in the area of:
 - Language (second language learners as their needs relate to their IEP)
 - Communication
 - Physical
 - Behavioral (includes behavioral data, attendance, discussion of need for supplements – FBA, BIP)
 - Academic/Developmental – discuss areas in which student's disability



significantly interferes

- Review current grades and current credits (if applicable)
- Review District and/or State Assessment results
- Prevocational/Vocational (include CTE information here)
- Review the need for assistive technology devices and services
- Discuss the recommendation for ESY due to regression/recoupment/maintenance of critical skills Make sure the parent has provided input in enhancing the education of their student at some point during this discussion (documented in deliberations)

ESTABLISH GOALS AND OBJECTIVES

34 CFR § 320.(a)(2)

What is it that we want the child to know, understand, and be able to do a year from now?

- Present proposed goals and objectives
- Discuss supplementary aids and services
- Accommodations
- Supplementary Aids and Services
- Discuss Intensive Program of Instruction needs, if applicable (under the SSI requirements)
- Determine State Assessment and need for accommodations
- Determination of types of District-Wide Assessments and need for accommodations
- Complete LPAC Supplement (if applicable) and discuss justifications

DETERMINE APPROPRIATE SERVICES & PLACEMENT

In what placement in the least restrictive environment can the goals and objectives be implemented appropriately? During this process all consensus members of the ARD should give input.

- Discuss services to be provided (don't forget to follow up on the ESY needs if appropriate)
- Consider the least restrictive environment
- Discuss justification for removal from general education environment
- Finalize schedule of services and determine placement



CLOSING ARD

- Provide assurances
- Read Committee Deliberations
- Confirm agreements, including signatures
- Develop action plan for follow up if necessary
- Distribute paperwork
- Thank all parties for attending

Evidence of Implementation

- ARD/IEP
- ARD Attendees Sheet
- ARD Signature Page
- ARD Committee Training
- ARD/IEP Training
- Documentation for the state in TSDS, PEIMS, and SPP
- Frontline forms

Resources

[The Legal Framework for the Child-Centered Special Education Process: Rule of Construction Framework – Region 18](#)

[IEP Model Form – Texas Education Agency](#)

[Model Form: Individualized Education Program – U.S. Department of Education](#)

[Admissions Review Dismissal \(ARD\) Committee - SPEDTEX](#)

CITATIONS

34 CFR 300.306(a)(1), 300.116(a), 300.320(a), 300.320(d), 300.321(a); Texas Education Code 29.005(f), 29.0051(c); 19 TAC 89.1040(b), 89.1050(a), 89.1055(a)