



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 Committee (ARD). 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
You, the parent/guardian - 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)	Parents/guardians are encouraged to: ▶ Actively participate in all ARD discussions ▶ Provide input into decisions about their child's IEP ▶ Provide important information about priorities, and their child's strengths and needs for ARD committee consideration
As appropriate, the student with a disability (e.g., when the purpose of the ARD meeting will be the consideration of postsecondary goals and needed transition services which, in Texas, must begin no later than age 14; when the student reaches the age of majority at 18 and parental rights transfer to him/her, unless placed in guardianship)	Your child can provide information about: ▶ His/her priorities, strengths, needs, and preferred accommodations ▶ Postsecondary goals, preferences, and interests
At least one general education teacher of the child 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 regular education environment)	For students participating in general education, the general education teacher: ▶ Provides instruction as indicated in your child's IEP ▶ Implements required accommodations and/or modifications
At least one special education teacher or, where appropriate, a special education provider of the child	The special education teacher: ▶ Provides services outlined in the IEP ▶ Ensures that any needed modified instruction or intervention is implemented ▶ Reports on student progress
Representative of the school district or charter school - is often the school principal, assistant principal, or another administrator such as a special education director or coordinator	The school district or charter school representative must be: ▶ Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities ▶ Knowledgeable about the general education curriculum ▶ Knowledgeable about the availability of school district or charter school resources



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An educational professional (e.g., educational diagnostician, licensed specialist in school psychology [LSSP], speech language pathologist, general or special education teacher, related service provider or other chosen member of the ARD committee)	This educational professional: - Explains the instructional implications of the evaluation results to the committee - Interprets the instructional implications of the evaluation results
Others who have relevant knowledge or expertise regarding your child may be included, as appropriate. Depending on certain circumstances related to your child's disability and/or needs, one or more of the other relevant ARD committee members listed may be required.	Other relevant ARD committee members can include: Related services personnel (e.g., physical therapist [PT], occupational therapist [OT], certified orientation and mobility specialist [COMS], counselor, audiologist, etc.) - With your consent, or your child's consent once he/she reaches age 18, a representative of any participating agency that is responsible for providing or paying for transition services, such as Texas Workforce Commission A representative from career and technical education (CTE), preferably the teacher, when considering initial or continued placement of your child in CTE A professional staff member who is on the language proficiency assessment committee (LPAC), if your child is identified as an emergent bilingual student Teacher of Students with Visual Impairments (TVI) Teacher of Students who are Deaf or Hard of Hearing (TDHH) - With your consent, an Early Childhood Intervention (ECI) Service Coordinator or ECI representative when a child is transitioning from ECI services Juvenile Justice Alternative Education Program (JJAEP) administrator or designee in the case of an ARD committee meeting held to discuss the expulsion and discretionary placement in the JJAEP of a child with a disability in a county with a JJAEP Other individuals: - 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). - The school may invite one or more individuals who can offer special expertise or knowledge about your child.

For more information about special education, please visit: