

Properly Constituted Admission, Review, and Dismissal (ARD) Committees			
<b>Student Name:</b>			
Whenever appropriate, is there evidence that the student attended the ARD committee meeting? 34 CFR §300.321(a)(7)			
Is there evidence that the parents/guardians of the child attended the ARD committee meeting? 34 CFR §300.321(a)(1)			
Is there evidence that the special education teacher of the child, or if appropriate, not less than one special education provider of the child, attended the ARD committee meeting? 34 CFR §300.321(a)(3)			
Is there evidence that a representative of the LEA qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, knowledgeable about the general curriculum, and knowledgeable about the availability of resources of the LEA, attended the ARD committee meeting? 34 CFR §300.321(a)(4)			
General education teacher who is responsible for implementing a portion of the child's individualized education program (IEP) if the child is, or may be, participating in the regular education environment			
VI teacher			
AI Teacher			
LPAC			
CTE (considered in 6 <sup>th</sup> grade or 7 <sup>th</sup> grade)			
If any members were excused is there a written excuse?			
<b>Current Evaluation</b>			
If the evaluation was a full individual and initial evaluation (FIIE), was it completed not later than the 45th school day (1268 considering allowable exceptions) following the day the LEA received signed, written consent from the student's parent? 19 TAC §89.1011(c) ***Including consent for assessment			



Does the student have a current full individual evaluation (FIE) that is not more than 3 years old? Or REED?			
If a REED was done, is the FIE referenced? 34 CFR §300.305(a)(1)			
Is the evaluation based on information from a variety of sources, including aptitude/ achievement tests, parent input, teacher recommendations, as well as information about the student's physical, social/cultural and adaptive behavior for the purpose of determining eligibility and educational need? 34 CFR §300.304(b)(1)			
Is there an evaluation for each related service? 34 CFR §300.304(c)(3),(6)			
Is there an eligibility report for each disability?			
<b>IEP Development/Implementation</b>			
If the student is transitioning from ECI, is there evidence that an IFSP was adopted or an IEP developed and implemented by the child's third birthday? 34 CFR §300.124(b), and consistent with 300.323(b)			
Was the student promoted to the next grade level at the end of the previous school year?			
If there was a change in services from the previous to the current IEP, is there evidence of justification for the change (evidence documented in the student's PLAAFPs, goals, evaluation, etc.)?			
If the student is a transfer student from within the state in the same school year, were comparable services provided until the new LEA adopted the student's IEP from the previous LEA?			
If the student is a transfer student from within the state in the same school year, was the 30-day permanent ARD committee meeting held within timeline? 34 CFR §300.323(e); 19 TAC §89.1050(j)(1)			
Consent for initial placement? (for initial ARDs)			
Is there evidence that the IEP contains PLAAFPs that include how the child's disability affects their			



involvement and progress in the general education curriculum (describes the student's strengths and weaknesses); or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities? 34 CFR §300.320(a)(1)			
Have the goals (and objectives, when applicable) been revised to reflect reasonable progress according to data from the previous to the current IEP? 34 CFR §300.320(a)(2), §300.324(b)(1) (PROGRESS REPORTS)			
For students with autism, did the ARD committee consider whether peer-reviewed research-based educational programming practices are needed? AU Supplement			
For students with visual impairments, from birth through 21 years of age, does the IEP or individualized FSP meet the requirements of TEC §30.002(c)(4),(e)(3), (e)(5) and (f)?			
In the case of the child who is deaf or hard of hearing, did the ARD committee consider the communication needs of the child?			
Does the student's class schedule match the IEP schedule of services? 34 CFR §300.17(d), §300.101			
List all special education and related services and the frequency/ location /duration of each. 34 CFR §300.320(a)(7) Is there evidence that the services have been provided as listed?			
Is student making progress and meeting grade passing standards? If no, is there evidence that an ARD committee met, within a reasonable timeframe, to address the lack of expected progress, including significant changes that may have contributed to the lack of progress? 34 CFR §300.324(b)(1)(ii)(A)			
Did the student receive ESY services in the previous year? 34 CFR §300.106(a); 19 TAC §89.1065(1),(7)			



If no, is there evidence the ARD committee considered ESY services?			
Did the ARD committee identify which goals and objectives in the current IEP would be addressed in ESY services? 34 CFR §300.106(b)(1)(ii); -(IEP) 19 TAC §89.1055(c)-(goals & obj.) Is there evidence that the services were provided?			
<b>LRE</b>			
Does the student have access to extracurricular/nonacademic activities? 34 CFR §300.117			
<b>This section is only for students who are removed from the general education setting for part or all of the school day to receive instruction and/or support services in a special education setting on a traditional campus.</b>			
Is there evidence that supplemental aids and services were provided for the student before removal from the general education classroom? 34 CFR §300.42			
What is the individualized justification that the student had to be removed from general education classroom? 34 CFR §300.114, §300.320(a)(5)			
Does the student have access to extracurricular/nonacademic activities? 34 CFR §300.117			
<b>This section is only for students who receive instruction and/or support services on a separate district campus.</b>			
Does the student have access to the same continuum of services he/she would have on a traditional, age appropriate campus? 34 CFR §300.114			
What is the individualized justification for not providing instruction on a traditional, age-appropriate district campus? 34 CFR §300.114, §300.320(a)(5)			
Does the student have access to extracurricular / nonacademic activities? 34 CFR §300.117			
<b>Participation in State Assessments</b>			
Did the student meet standard on all state assessments for the previous school year?			



If NO, is there evidence an ARD committee designed an intensive program of instruction to enable the student to attain a standard of annual growth on the basis of the student's IEP for each assessment where the student did not meet standard? TEC §28.0213(e) (IPI/API)			
STAAR Assessments to be taken during the current school year: 19 TAC §101.5 listed?			
Accommodations needed for the assessments: 34 CFR §300.320(a)(6)(i); 19 TAC §89.1055(b) listed?			
Is there evidence that testing accommodations are in alignment with classroom accommodations? 34 CFR §300.320(a)(6)(i); 19 TAC §89.1055(b), §101.5			
If the ARD committee determines that the student must take an alternate assessment (STAAR Alternate 2) instead of a regular State (STAAR) or districtwide assessment of student achievement, is it clearly evidenced in the IEP (1) why the student cannot participate in the regular assessment; and (2) that the particular assessment selected is appropriate for the student? 34 CFR §300.320(a)(6)(ii)			
Does the evidence support the state assessment decision? 34 CFR §300.320(a)(6)(i); 19 TAC §101.5.			
<b>Transition</b>			
Was the student's first transition ARD committee meeting held prior to their 14th birthday? TEC §29.0111			
Is there evidence that the student attended the ARD committee meeting, as appropriate? 34 CFR §300.321(a)(7) (attended) 34CFR §300.321(b)(1) (invited) If no, is there evidence that the ARD committee considered and documented the student's preferences and interests? 34 CFR §300.321(b)(2)			



Is there evidence that the parent attended the ARD committee meeting that addressed transition? If no, is there evidence that the ARD committee documented the parent's involvement? 19 TAC §89.1055(h)(2)			
If the student's transition goals require the involvement of other agencies, is there evidence they were invited to the ARD committee meeting? 19 TAC §89.1055(h)(9) Is there evidence that the agency representative attended?			
Is there evidence that the student was considered for a functional vocational evaluation and, as appropriate, addressed in the IEP? 19 TAC §89.1055(h)(5)			
Is there evidence that the ARD committee considered postsecondary education goals and, as appropriate, addressed in the IEP? 19 TAC §89.1055(h)(4)			
Is there evidence that the ARD committee considered independent living goals and, as appropriate, addressed in the IEP? 19 TAC §89.1055(h)(8)			
Is there evidence that the ARD committee considered employment goals and, as appropriate, addressed in the IEP? 19 TAC §89.1055(h)(6)			
Was the first or annual transition ARD committee meeting held prior to their 16th birthday? 34 CFR §300.320(b)			
Evidence of transition services (including courses of study) needed to assist the student in reaching postsecondary goals. 34 CFR §300.320(b)(2)			
If student is at least 18 years of age, is there evidence in the IEP that the availability of an age-appropriate instructional environment was considered? 19 TAC §89.1055(h)(7)			



Beginning not later than 1 year before the student reaches 18 years of age, is there evidence in the IEP that the student has been informed of the student's rights under the IDEA, if any, that will transfer to the student on reaching the age of 18? 34 CFR §300.320(c); 19 TAC §89.1049(a); TEC §29.017			
<b>Behavior/Discipline</b>			
Is there evidence that the student's behavior impedes his/her learning or that of others?			
If so, is there evidence that the ARD committee considered positive behavioral intervention strategies and supports to address behavior? 34 CFR §300.324(a)(2)(i)			
During the prior school/current year, was the student removed to: ISS, OSS, SAEP, Alt. Placement? Total # of days			
If student was removed for more than 10 days is there evidence that the student continued to receive educational services so as to enable the student to continue to participate in the general education curriculum although in another setting, and to progress toward meeting the goals in the IEP? AND Receive, as appropriate, a FBA, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur?			
Has this student had a manifestation determination when a decision was made to change the placement of the student who had engaged in behavior that violated the code of conduct of the district? 34 CFR §300.536			
In conducting the manifestation determination, is there evidence that the ARD committee reviewed all relevant information in the student's file, including: the IEP, teacher observations, and parent information? 34 CFR §300.530(e)(1)			
Did the ARD committee determine that the student's behavior was a manifestation of the disability?			



<p>If yes, Was a current functional behavioral assessment (FBA) and behavioral intervention plan (BIP) in place?</p> <p>If yes, did the IEP team review the BIP, and modify it, as necessary, to address the behavior?</p> <p>OR did the IEP team conduct an FBA</p>			
--	--	--	--

