

## ARC MEETING AGENDA – Annual Review Meeting, Review of Reevaluation Report and/or Plan Reevaluation

**Confidentiality:** Do not allow a parent, teacher, etc. to discuss another student or issues that would identify another student. For further information concerning Confidentiality, review 707 KAR 1:360.

**Membership for this meeting must include:**

- |   |   |
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| <input type="checkbox"/> District Representative<br><input type="checkbox"/> Parent<br><input type="checkbox"/> Special Education Teacher | <input type="checkbox"/> Regular Education Teacher<br><input type="checkbox"/> Student (if appropriate)<br><input type="checkbox"/> Others as Requested |
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**STEPS:**

<input type="checkbox"/>	1.	<b>Introductions</b> - (give Chairperson a copy of the ARC Notice; Chairperson ensures all on ARC notice are present. If actual membership is different, document who and why)
<input type="checkbox"/>	2.	<b>Determine Appropriate Membership</b> - (as noted by those invited on ARC Notice)
<input type="checkbox"/>	3.	<b>Determine Educational Representative</b> - (review Educational Representative Form and make revisions if any information has changed)
<input type="checkbox"/>	4.	<b>Procedural Safeguards</b> - (EC-001 parent cannot waive verbal/auditory explanation at least once. The written Procedural Safeguards Notice must be provided once per school year. Offer to answer questions at each meeting.)
<input type="checkbox"/>	5.	<b>GROUND RULES AND PARKING LOT</b>
<input type="checkbox"/>	6.	<b>ARC Members Signatures</b> - (type attendees names before printing for signatures)
<input type="checkbox"/>	7.	<b>Purpose of Meeting</b> - (per ARC invitation; parent must have received notice of topics to be discussed)
<input type="checkbox"/>	8.	<b>Parental Concerns &amp; Input</b> - (document in Conference Summary pg. 1)
<input type="checkbox"/>	9.	<b>Review of current IEP Data Monitoring Results</b> - (provide data sheets, work samples, etc. to parent for review; explain the data to the parent and committee and document the data results in ARC summary minutes)
<input type="checkbox"/>	10.	<b>Determination of ESY</b> - (if student did not meet <u>all</u> goals & objectives/benchmarks, determine <u>if the student is eligible</u> for ESY services and name each goal to be addressed.)
<input type="checkbox"/>	11.	<b>REVIEW RE-EVALUATION RESULTS &amp; DETERMINE ELIGIBILITY</b> - (Complete Eligibility Form for each category the student is eligible and for any suspected disability. For each category the student is eligible, Conference Summary MUST explain the adverse impact of the disability on student's education.) ___ <b>IF ELIGIBLE</b> , complete Steps #13-16. <input type="checkbox"/> Create a new KY ESR & enter dates on Tab 1 and results on Tab 2. ___ <input type="checkbox"/> Lock and Save KY ESR ___ <b>IF NOT ELIGIBLE</b> , under any disability category, skip to Step 14, complete #14, #15, #17 and document Conference Summary*. <input type="checkbox"/> ___ Create a new KY ESR & enter dates on Tab 1 and results on Tab 2. <input type="checkbox"/> Lock and Save KY ESR <input type="checkbox"/> Change SPED status in student enrollment to I=Inactive, <input type="checkbox"/> Exit Date <input type="checkbox"/> Exit Status to Reg. Ed. <input type="checkbox"/> End date all services on IEP
<input type="checkbox"/>	12.	<b>Reevaluation Planning</b> – When was last eligibility determined? If 2 years ago, or if any ARC member determines a need for reevaluation, plan necessary evaluation components and obtain consent to evaluate from parent. <b>(Student with a Developmental Delay turning 9?)</b> --If assessments are needed or if parent requests a formal evaluation: Complete <input type="checkbox"/> Consent to Evaluate Form, which now also includes Evaluation Plan
<input type="checkbox"/>	13.	<b>Develop IEP</b>
<input type="checkbox"/>	<input type="checkbox"/>	<b>Transition</b> - *Also see ARC Responsibilities Transition Checklists for students ages 14-exiting year (beginning at age 14 or younger, if appropriate) to include student & parent information, IGP, ILP, Four-Year Plan, agency linkages if applicable; – *For compliance, must choose appropriate IEP option in Infinite Campus to address the age the student will be on the IEP end date.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Present Levels of Academic Achievement and Functional Performance</b> - (consider strengths, parental issues, educational results, district & state assessment results, intervention data; document how the disability affects the student's involvement and progress in the general curriculum)
<input type="checkbox"/>	<input type="checkbox"/>	<b>Consideration of Special Factors</b> - (ARC must address behavior, LEP, visual impairments, communication, deaf or hard of hearing, and Assistive Technology needs, including services needed to address)
<input type="checkbox"/>	<input type="checkbox"/>	<b>Annual Goal(s) &amp; Objectives/Benchmarks</b> - (must be: observable and measurable, based on and support information in the PLEP)
<input type="checkbox"/>	<input type="checkbox"/>	<b>Reporting Progress</b> - (describe how/when progress will be reported to parents)
<input type="checkbox"/>	<input type="checkbox"/>	<b>Specially Designed Instruction</b> - (special education instruction/service/s)
<input type="checkbox"/>	<input type="checkbox"/>	<b>Supplementary Aids and Services (SAS)</b> - (accommodations needed in regular environment)
<input type="checkbox"/>	<input type="checkbox"/>	<b>Accommodations for State and Classroom Assessments</b> - (must be in SAS to be considered for state assm.)
<input type="checkbox"/>	<input type="checkbox"/>	<b>Program Modifications/Supports for School Personnel</b> - (list training needs, explain co-teaching model, how sped teacher will become knowledgeable of general curriculum, etc)
<input type="checkbox"/>	<input type="checkbox"/>	<b>Least Restrictive Environment</b> - (document special education and related services to be provided: frequency, duration, service period, minutes, start/end dates, service provider by position, location; must follow continuum starting with full time regular class)
<input type="checkbox"/>	14.	<b>Enrollment Status Editor</b> - (must reflect accurate information after all ARC decisions have been made)
<input type="checkbox"/>	15.	<b>Description of Evaluation Procedures, etc. used as a Basis to Make Decisions</b> - (ARC Summary pg. 1)
<input type="checkbox"/>	16.	<b>Document Reasons for Placement</b> - (must follow continuum starting with full time regular class and accept/reject each option until one is accepted; ARC Summary, page 3 must explain <u>why</u> each option was accepted or rejected)
<input type="checkbox"/>	17.	<b>Read Conference Summary Minutes Aloud</b>
<input type="checkbox"/>	18.	<b>Make 2 copies-Give copies of all documents from today's meeting to parent/guardian and send one copy to CO. Originals go in red folder.</b>

► **All decisions made during an ARC meeting are made by the ARC committee and no single individual.**

**\*Document Issues Discussed on Conference Minutes Page**