This document is intended to be a guide and provide assistance. It is not all inclusive. Meetings should be individualized to best address the needs of the student. Be sure to reference your district's policies and procedures.

#### For additional support and resources, click here.

#### All ARC Meetings

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'	nents Needed:					
	Procedural Safegu					
	Student performar	nce data ( <u>Sar</u>	<u>nple General E</u>	<u>ducation Teache</u>	<u>r Input Form</u> )	
	Meeting Notice					
_	_	•	•	mbership of the	meeting	
	Consent for Outsid					
			• .	ation must be ob		to sending
		<i>(</i>	. , ,	dian(s) for each	•	,
	Determination of E			orm, when appr	opriate ( <u>Resoi</u>	<u>irce</u> )
<b>_</b>	Meeting Excusal, v		•	NDIOD to atout of	ADO 0 1	A /: 44
			_	RIOR to start of		vritten
	input MUS i	be attached	when area is to	o be discussed o	or changed.	
<u>Sugge</u>	sted Preparation:					
	Communicate with	parents the	following:			
	☐ Establishing	g a mutually a	agreed upon da	te and time		
	☐ Send meeti	ng detail rem	inders (date, tir	ne, location) prid	or to the meeting	ng date
	☐ Questions/c	concerns rega	arding their chil	d (Downloadable	Resource)	_
	□ Verify any in	nterpreters/a	ccommodations	needed for part	icipation	
	☐ Parking inst	tructions, che	ck-in procedure	es, draft material	s, etc.	
	Communicate with	*	•	•	•	
_	☐ Meeting log					
			ect/analyze data	regarding.		
		ent strengths	•			
		ds or concern				
			_	to similar aged	neers includin	a nroaress
				to instruction/inf		• •
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			n to proposed	measurable ann	ual goals	
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			sitive note about	t or encouragem	ent to the stud	ent
Resou		onaro a poc		e or onloodragom		
		e Record Rev	view Document	Monitoring (2020	0-21)	
				ve (GLEC) Virtua		נ
			•	,		2
<u>Directi</u>	ons: <i>Click</i> on the t	ype of meetir	ng to continue t	ne agenda deve	opment.	
				Reevaluation	Out of State	
Initial Refer	ral <u>Initial</u>	<u>Annual</u>	Consent for	<u>and</u>	Transfer	<b>Manifestation</b>
miliai Reiel	Placement	Review	Reevaluation	Redetermining	Student	Determination

(Current IEP)

**Eligibility** 

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## **Initial Referral Meeting**

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Document Needed:
☐ Intervention Data
☐ Referral Form
Evaluation Plan/Consent to Evaluate
□ Conference Summary
Agenda Items (All bulleted items should be documented in the Conference Summary Notes):
☐ Introduce/confirm meeting attendees, roles, and method of participation
Review any previously signed Excusal Form(s) & written input, when applicable
Provide an explanation and copy of Procedural Safeguards
Review purpose of the meeting
Document parental input, including student strengths and interests, concerns,
resolutions, and their response to progress
Review and analyze Referral & Intervention Data
If the data does not indicate a suspected disability and there is not a need for an individual evaluation, provide supporting documentation.
☐ If the data indicates a suspected disability and there is a need for an individual
evaluation, complete the following:
☐ Evaluation Plan
Parent signs Consent to Evaluate
If the parent is unable to attend, develop a plan for how to explain
the results of the data and obtain signed Consent to Evaluate.
☐ Schedule the next ARC meeting to occur within 60 school days.
☐ If the referral needs additional information, the ARC will determine the required
information to be collected and will reconvene.
☐ Review and summarize Conference Summary
☐ Sign due process documentation
☐ Provide copies of all ARC due process documentation to parent/guardian
Note: Lock all documents in Infinite Campus at the end of ARC

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# Initial Placement & Eligibility Determination(s) Meeting

<u>Docume</u>	nts Needed:
□ R	equired:
	☐ Integrated Assessment/Evaluation Report
	☐ Kentucky Evaluation/Eligibility Determination Form for suspected
	disability(ies)
	☐ Consent for Services
	☐ Draft IEP (and Alternate Assessment Participation form, if appropriate)
	☐ Suggested Resource: Guidance Document for IEP Development
	□ Conference Summary
□ W	/hen applicable:
	☐ Medicaid Annual Notification
Agenda	Items (All bulleted items should be documented in the Conference Summary):
	troduce/confirm meeting attendees, roles, and method of participation
	eview any previously signed Excusal Form(s) & written input, when applicable
	rovide an explanation and copy of Procedural Safeguards
	eview purpose of the meeting
	ocument parental input, including student strengths and interests, concerns,
	esolutions, and response to progress
	eview Integrated Assessment/Evaluation Report(s) and additional data
	omplete Eligibility Determination Form(s) for all suspected areas
	□ Note: Ensure that the evaluation plan is complete and matches ALL
	suspected areas of eligibility (Refer to district guidance)
	☐ If the data is sufficient and does not indicate a suspected disability.
	provide supporting documentation.
	☐ If the student meets eligibility criteria for a disability that adversely
	impacts his/her education, begin the IEP development process.
	☐ If the evaluation needs additional information, the ARC will
	determine the required information to be collected and will
	reconvene.
□R	eview draft IEP
	□ Suggested Resource: Guidance Document for IEP Development
□ W	/hen applicable, address the following:
	☐ Review transition components for students by age 14 or 8th grade
	(additional agenda items)
	☐ Consider eligibility for Alternate Assessment (additional agenda items)
	☐ Plan for next steps (e.g. consents, next meeting, etc.)
□ D	ocument parental involvement including student strengths and interests,
	oncerns, resolutions, response to progress, and input into IEP.
	eview and summarize Conference Summary
	arent signs Consent for Services
	ign due process documentation
	rovide copies of all ARC due process documentation to parent/guardian
	ck all documents in Infinite Campus at the end of ARC

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## **Annual Review Meeting**

**Documents Needed:** 

	Required:
	<ul> <li>Current Individual Education Program (IEP) &amp; supporting data</li> <li>Draft IEP (and Alternate Assessment Participation form, when applicable)</li> <li>Suggested Resource: <u>Guidance Document for IEP Development</u></li> </ul>
	Consent for Evaluation, when applicable
	☐ Conference Summary
	When applicable:
	☐ Medicaid Annual Notification
	Individual Learning Plan (ILP) for students 14 years of age or 8th grade and older
<u>Agend</u>	a Items (All bulleted items should be documented in the Conference Summary):
	Introduce/confirm meeting attendees, roles, and method of participation
	Review any previously signed Excusal Forms() & written input, when applicable
	Provide an explanation and copy of Procedural Safeguards
	Review purpose of the meeting
	Document parental input, including student strengths and interests, concerns,
	resolutions, and their response to progress
	Review existing progress data
	Provide an analysis of the progress data for each measurable annual goal
	Review draft IEP
	□ Suggested Resource: <u>Guidance Document for IEP Development</u>
	When applicable, address the following:
	Review transition components for students by age 14 or 8th grade
	(additional agenda items)
	☐ Consider eligibility for Alternate Assessment (additional agenda items)
	Plan for next steps (e.g. consents, re-evaluation plan, next meeting, etc.)
	Note: Review timelines. If re-evaluation will be due within the next
	year, follow your district's procedures for planning for evaluation
_	and obtaining parental consent.
	Review and summarize Conference Summary
	Sign due process documentation
	Provide copies of all ARC due process documentation to parent/guardian
<u>ινοίθ</u> : Ι	Lock all documents in Infinite Campus at the end of ARC.

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### Reevaluation Planning & Consent Meeting

<u>Docun</u>	nents N	eeded:
	Requir	ed:
		Current Individual Education Program (IEP) & supporting data
		Consent for Evaluation (when applicable)
		Kentucky Evaluation/Eligibility Determination (when applicable)
		Conference Summary
<u> </u>	Introdu Review	(All bulleted items should be documented in the Conference Summary): ice/confirm meeting attendees, roles, and method of participation wany previously signed Excusal Form(s) & written input, when applicable
		e an explanation and copy of Procedural Safeguards
		v purpose of the meeting
		nent parental input, including student strengths and interests, concerns,
_		ions, and their response to progress
u		v existing progress data, academic history, previous evaluations, and RtI looking at an additional/new area of eligibility
	If the A	ARC determines additional data is not needed for a reevaluation:
		Document the review of existing data (evaluations and information
		provided by parents, minimum of two classroom-based observations,
		assessment data)
		Follow your district policies for a review of records.
		Notify parent(s) of the reasons the ARC is not conducting a reevaluation, AND informs parent(s) of their right to request an assessment.
	If the A	ARC determines a full evaluation will be completed:
		Document a full review and analysis of the existing data.
		A variety of assessment tools are used to determine if the student has a disability.
		Document that the assessments were provided in the native language appropriate for the student.
		Document the discussion of current assessments and observations.
		Consider information provided by the parents.
	Comple	ete Evaluation Plan
	•	Note: Ensure that the evaluation plan is complete and matches ALL
		suspected areas of eligibility (Refer to district guidance)
		or next steps (e.g. next meeting, etc.)
	Review	v and summarize Conference Summary
		ue process documentation
	_	e copies of all ARC due process documentation to parent/guardian
		ree-year reevaluation ARC must be held prior to eligibility due date.
		documents in Infinite Campus at the end of ARC

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## Reevaluation and Redetermining Eligibility Meeting

Documents Needed:
☐ Required:
☐ Integrated Assessment/Evaluation Report
<ul> <li>Kentucky Evaluation/Eligibility Determination Form for suspected</li> </ul>
disability(ies)
☐ Draft IEP (and Alternate Assessment Participation form, if appropriate)
☐ Suggested Resource: <u>Guidance Document for IEP Development</u>
☐ Conference Summary
☐ When applicable:
☐ Medicaid Annual Notification
Agenda Items (All bulleted items should be documented in the Conference Summary):
Introduce/confirm meeting attendees, roles, and method of participation
☐ Review any previously signed Excusal Form(s) & written input, when applicable
Provide an explanation and copy of Procedural Safeguards
□ Review purpose of the meeting
Document parental input, including student strengths and interests, concerns,
resolutions, and their response to progress
☐ Review Integrated Assessment/Evaluation Report(s) and additional data
Complete Eligibility Determination Form(s) for all suspected areas
□ Note: Ensure that the evaluation plan is complete and matches ALL
suspected areas of eligibility (Refer to district guidance)
If the data is sufficient and does not indicate a suspected disability,
provide supporting documentation.
☐ If the student continues to meet eligibility criteria for a disability that
adversely impacts his/her education, begin the IEP development
process.
If the evaluation needs additional information, the ARC will
determine the required information to be collected and will
reconvene.
☐ Review draft IEP
□ Suggested Resource: Guidance Document for IEP Development
☐ When applicable, address the following:
Review transition components for students by age 14 or 8th grade
(additional agenda items)
·

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### Out-of-State Transfer Student with Current IEP Meeting

For additional clarification, please see <u>707 KAR 1:320, Section 6</u>. Documents Needed:

<ul> <li>□ Required:</li> <li>□ Current Individual Education Program (IEP), evaluation, &amp; supporting data</li> <li>□ Draft IEP, when applicable</li> <li>□ Suggested Resource: Guidance Document for IEP Development</li> <li>□ Consent for Evaluation and Evaluation Plan, when applicable</li> <li>□ Conference Summary</li> </ul>
Agenda Items (All bulleted items should be documented in the Conference Summary):
<ul> <li>Introduce/confirm meeting attendees, roles, and method of participation</li> <li>Review any previously signed Excusal Form(s) &amp; written input, when applicable</li> <li>Provide an explanation and copy of Procedural Safeguards</li> <li>Review purpose of the meeting</li> <li>Document parental input, including student strengths and interests, concerns, resolutions, and their response to progress</li> <li>Review out-of-state IEP, existing progress data, most current evaluation</li> <li>ARC determines necessary revisions to out-of-state IEP, as appropriate</li> <li>Review and analyze existing progress data and current evaluation</li> <li>Complete the following:</li> </ul>
☐ Evaluation Plan
□ Parent signs Consent to Evaluate
☐ If the parent is unable to attend, develop a plan for how to explain the results of the data and obtain signed Consent to Evaluate.
☐ Plan for next steps
<ul><li>Review and summarize Conference Summary</li><li>Sign due process documentation</li></ul>
☐ Provide copies of all ARC due process documentation to parent/guardian
Note: Lock all documents in Infinite Campus at the end of ARC.REMINDER: If a student
transfers from out-of-state, the evaluation type must be 'initial evaluation.' These students'
eligibility will be subject to district procedures and should take no more than 60 days.

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### **Manifestation Determination Meeting**

Docur	nents N	<u>leeded:</u>
	Requi	red:
		Current Individual Education Program (IEP) & progress monitoring data
		Conference Summary
		Functional Behavior Assessments (FBA), if applicable
		Behavior Intervention Plan (BIP), if applicable
		Additional supporting behavior data (e.g., eligibility determinations,
		psychological assessment, office referrals, previous manifestation
_	A 1 1	determinations, etc.)
u		onal Resource (optional):
	<b>_</b>	Key Questions to Consider and Document during Manifestation
<b>A</b> a. a. a. a	مصاحفا ما	<u>Determination Reviews</u>
		s (All bulleted items should be documented in the Conference Summary):
		ct discipline, manifestation determination, and IAES policies and procedures.  uce/confirm meeting attendees, roles, and method of participation
		w any previously signed Excusal Form(s) & written input, when applicable
		e an explanation and copy of Procedural Safeguards
		w purpose of the meeting
		nent parental input, including student strengths and interests, concerns,
_		tions, and their response to progress
		w current and historical student data and IEP and discuss the following:
_		Was the conduct in question caused by or have a direct and substantial
		relationship to the student's disability?
		Does the review of data indicate a pattern of similar behaviors over time?
		Were any new diagnoses or evaluations presented that may warrant
		additional consideration?
		Was the conduct in question the direct result of the failure to implement
		the IEP?
	Make	a determination if the conduct was a manifestation of the child's disability.
		If yes, discuss the following:
		Has a functional behavior assessment (FBA) been conducted?
		☐ Has a Behavior Intervention Plan (BIP) been developed, including
		strategies for instruction and management of target behaviors?
		Develop a plan to return the child to the placement from which they
		were removed
		☐ Review/revise the IEP to determine appropriate educational
	_	services
	<b>_</b>	If no, discuss the following:
		☐ The ARC determines the appropriate educational services that the
	Dlan f	student will receive in the disciplinary setting
		or next steps
		w and summarize Conference Summary ue process documentation
		e copies of all ARC due process documentation to parent/guardian
_	1 10010	Back to Top
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#### Support and Resources

Kentucky DoSE Website
Kentucky Special Education Cooperatives

