Admissions and Release Committee (ARC) Meeting Process

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For additional support and resources, click here.

All ARC Meetings

Documents Needed:

- ❏ Procedural Safeguards (English), Additional Languages
- ❏ Student performance data (Sample General Education Teacher Input Form)
- ❏ Meeting Notice
  - ❏ Ensure alignment with purpose and membership of the meeting
- ❏ Consent for Outside Agency, when appropriate
  - ❏ Note: Consent for Outside Agency invitation must be obtained PRIOR to sending the meeting notice to the parent(s)/guardian(s) for each meeting.
- ❏ Determination of Educational Representative Form, when appropriate (Resource)
- ❏ Meeting Excusal, when necessary
  - ❏ Note: Excusal forms MUST be signed PRIOR to start of each ARC & Written input MUST be attached when area is to be discussed or changed.

Suggested Preparation:

- ☐ Communicate with parents the following:
  - ☐ Establishing a mutually agreed upon date and time
  - ☐ Send meeting detail reminders (date, time, location) prior to the meeting date
  - ☐ Questions/concerns regarding their child (Downloadable Resource)
  - ☐ Verify any interpreters/accommodations needed for participation
  - ☐ Parking instructions, check-in procedures, draft materials, etc.
- ☐ Communicate with ARC members regarding:
  - ☐ Meeting logistics in a timely manner
  - ☐ The need to survey/collect/analyze data regarding:
    - ☐ Student strengths
    - ☐ Needs or concerns
    - ☐ Performance data in relationship to similar aged peers, including progress monitoring data, responsiveness to instruction/intervention, relevant standards
    - ☐ Baseline in relation to proposed measurable annual goals
    - ☐ Adverse effect
  - ☐ The need to share a positive note about or encouragement to the student

Resource:

- ☐ Compliance Record Review Document Monitoring (2020-21)
- ☐ Greater Louisville Education Cooperative (GLEC) Virtual ARC Training

Directions: ***Click*** on the type of meeting to continue the agenda development.

Initial Referral	Initial Placement	Annual Review	Consent for Reevaluation	Reevaluation and Redetermining Eligibility	Out of State Transfer Student (Current IEP)	Manifestation Determination

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Initial Referral Meeting

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

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Initial Placement & Eligibility Determination(s) Meeting

Documents Needed:

- ❏ Required:
  - ❏ 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
- ❏ 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 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 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.
- ❏ 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)
  - ❏ Consider eligibility for Alternate Assessment (additional agenda items)
  - ❏ Plan for next steps (e.g. consents, next meeting, etc.)
- ❏ Document parental involvement including student strengths and interests, concerns, resolutions, response to progress, and input into IEP.
- ❏ Review and summarize Conference Summary
- ❏ Parent signs Consent for Services
- ❏ Sign due process documentation
- ❏ Provide copies of all ARC due process documentation to parent/guardian

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Annual Review Meeting

Documents Needed:

- ❏ Required:
  - ❏ Current Individual Education Program (IEP) & supporting data
  - ❏ Draft IEP (and Alternate Assessment Participation form, when applicable)
    - ❏ Suggested Resource: Guidance Document for IEP Development
  - ❏ 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

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 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: Guidance Document for IEP Development
- ❏ 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

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Reevaluation Planning & Consent Meeting

Documents Needed:

- ❏ Required:
  - ❏ Current Individual Education Program (IEP) & supporting data
  - ❏ Consent for Evaluation (when applicable)
  - ❏ Kentucky Evaluation/Eligibility Determination (when applicable)
  - ❏ Conference Summary

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 existing progress data, academic history, previous evaluations, and RtI data if looking at an additional/new area of eligibility
- ❏ If the 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 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.
- ❏ Complete Evaluation Plan
  - ❏ Note: Ensure that the evaluation plan is complete and matches ALL suspected areas of eligibility (Refer to district guidance)
- ❏ Plan for next steps (e.g. next meeting, etc.)
- ❏ Review and summarize Conference Summary
- ❏ Sign due process documentation
- ❏ Provide copies of all ARC due process documentation to parent/guardian

Reminder: Three-year reevaluation ARC must be held prior to eligibility due date.

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Reevaluation and Redetermining Eligibility Meeting

Documents Needed:

- ☐ Required:
  - ☐ Integrated Assessment/Evaluation Report
  - ☐ Kentucky Evaluation/Eligibility Determination Form for suspected disability(ies)
  - ☐ Draft IEP (and Alternate Assessment Participation form, if appropriate)
    - ☐ Suggested Resource: Guidance Document for IEP Development
  - ☐ 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 707 KAR 1:320, Section 6.

Documents Needed:

- ❏ Required:
  - ❏ Current Individual Education Program (IEP), evaluation, & supporting data
  - ❏ Draft IEP, when applicable
    - ❏ Suggested Resource: Guidance Document for IEP Development
  - ❏ Consent for Evaluation and Evaluation Plan, when applicable
  - ❏ Conference Summary

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 out-of-state IEP, existing progress data, most current evaluation
- ❏ ARC determines necessary revisions to out-of-state IEP, as appropriate
- ❏ Review and analyze existing progress data and current 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.
- ❏ Plan for next steps
- ❏ 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.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

Documents Needed:

- ❏ Required:
  - ❏ 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 determinations, etc.)
- ❏ Additional Resource (optional):
  - ❏ Key Questions to Consider and Document during Manifestation Determination Reviews

Agenda Items (All bulleted items should be documented in the Conference Summary):
*Refer to district discipline, manifestation determination, and IAES policies and procedures.

- ❏ 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 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
  - ❏ If no, discuss the following:
    - ❏ The ARC determines the appropriate educational services that the student will receive in the disciplinary setting
- ❏ Plan for next steps
- ❏ Review and summarize Conference Summary
- ❏ Sign due process documentation
- ❏ Provide copies of all ARC due process documentation to parent/guardian

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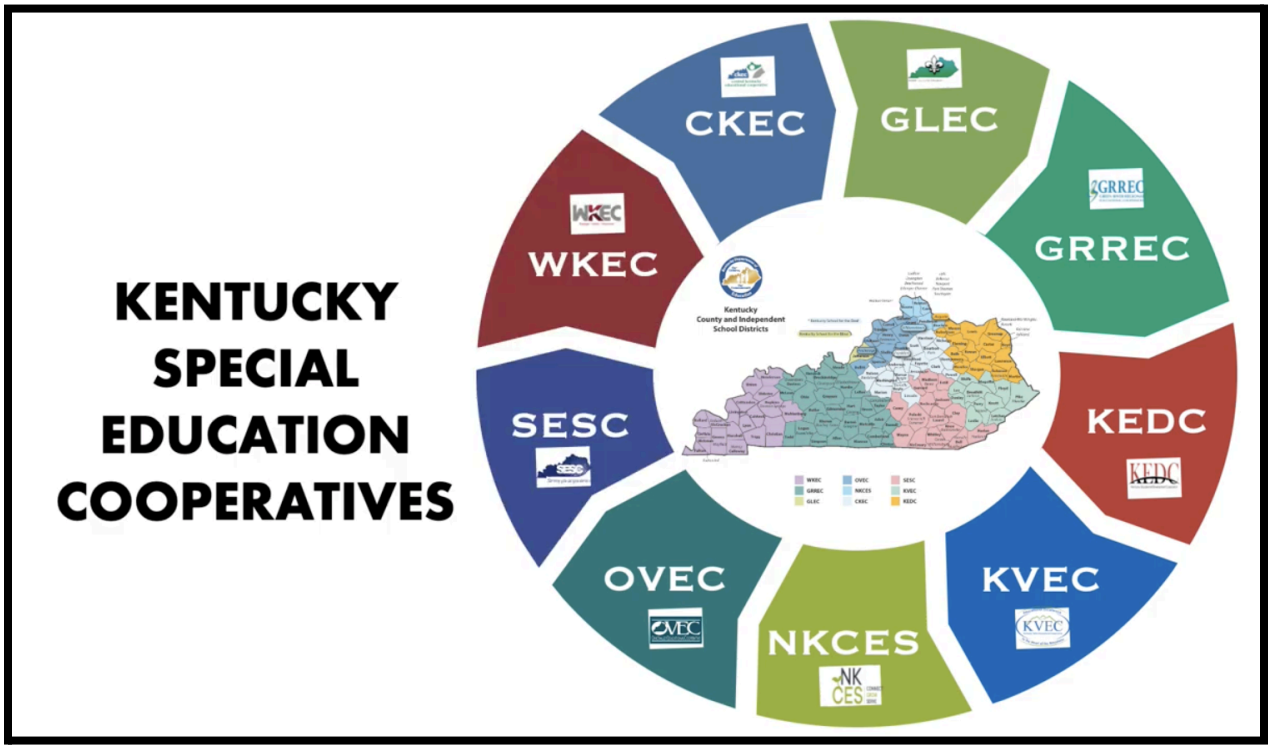
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Support and Resources

[Kentucky DoSE Website]
[Kentucky Special Education Cooperatives]



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January 2022