

ARC MEETING AGENDA – Initial Eligibility

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:

- District Representative
- Parent
- Special Education Teacher
- Regular Education Teacher
- Student (if appropriate)
- Evaluation Specialist(s)
- Others as Requested

STEPS:

<input type="checkbox"/>	1.	Introductions - (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. May use ARC Member Excusal form)
<input type="checkbox"/>	2.	Determine Appropriate Membership - (as noted by those invited on ARC Notice)
<input type="checkbox"/>	3.	Determine Educational Representative - (Should be completed before scheduling meeting, but review Educational Representative Form and make revisions if any information has changed)
<input type="checkbox"/>	4.	Procedural Safeguards - (Parent cannot waive. Give 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.	GROUND RULES AND PARKING LOT
<input type="checkbox"/>	6.	ARC Members Signatures - (type attendees names before printing for signatures)
<input type="checkbox"/>	7.	Purpose of Meeting - (per ARC invitation; parent must have received notice of topics to be discussed)
<input type="checkbox"/>	8.	Parental Concerns & Input - (document in Conference Summary pg. 1)
<input type="checkbox"/>	9.	<p>REVIEW EVALUATION RESULTS & DETERMINE ELIGIBILITY - (Complete Eligibility Form for each suspected eligibility category. For each category the student is eligible, Eligibility Form/Conference Summary MUST explain the adverse impact of the disability on student's education.)</p> <p>___ IF ELIGIBLE, complete Steps #10-13. <input type="checkbox"/> Enter dates and results in a KYESR in Infinite Campus. <input type="checkbox"/> Lock and Save KY ESR</p> <p>___ IF NOT ELIGIBLE, skip to Step 12, complete #12 - #13 and document Conference Summary*.</p> <p><input type="checkbox"/> Enter dates and results in a KYESR in Infinite Campus.</p>
<input type="checkbox"/>	10.	<p>Develop IEP, with parent input</p> <p><input type="checkbox"/> Transition - AGE 13 and Up *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.</p> <p><input type="checkbox"/> Present Levels of Academic Achievement and Functional Performance - (consider strengths, parental input, educational results, district & state assessment results, baseline performance/intervention data; document how the disability affects the student's involvement and progress in the general curriculum)</p> <p><input type="checkbox"/> Consideration of Special Factors - (ARC must address behavior, LEP, visual impairments, communication, deaf or hard of hearing, and Assistive Technology needs, including services needed to address)</p> <p><input type="checkbox"/> Annual Goal(s) & Objectives/Benchmarks - must be: measurable (include audience, behavior, circumstances, degree, criteria, and evaluation/method of measurement) and based on and support information in the PLEP</p> <p><input type="checkbox"/> Reporting Progress - (describe how/when progress will be reported to parents – concurrent with issuance of report cards)</p> <p><input type="checkbox"/> Specially Designed Instruction - (special education instruction/service/s)</p> <p><input type="checkbox"/> Supplementary Aids and Services (SAS) - (accommodations needed in regular environment)</p> <p><input type="checkbox"/> Accommodations for State and Classroom Assessments - (must be in SAS to be considered for state assessment.)</p> <p><input type="checkbox"/> Program Modifications/Supports for School Personnel - (list training needs, explain co-teaching model, how sped teacher will become knowledgeable of general curriculum, etc)</p> <p><input type="checkbox"/> Extended School Year (ESY) - (must document decision and reason; ESY is not applicable due to this being an initial IEP.</p> <p><input type="checkbox"/> Least Restrictive Environment - (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 and reject/accept each option until one is accepted; ARC Summary must explain why each option was accepted or rejected. – MUST TELL WHAT THEY WILL MISS IF REMOVED FROM GENERAL EDUCATION)</p> <p><input type="checkbox"/> Enrollment Status Editor - (must reflect accurate information after all ARC decisions have been made)</p>
<input type="checkbox"/>	11.	Consent for Special Education and Related Services - (complete Consent for Special Education Form)
<input type="checkbox"/>	12.	Description of Evaluation Procedures, etc. used as a Basis to Make Decisions -(ARC Summary pg. 1)
<input type="checkbox"/>	13.	Read Conference Summary Minutes Aloud
<input type="checkbox"/>	14.	Make 2 copies of all documents from today's meeting – 1 copy to parent, 1 copy to C.O., Originals in red folder