

ARC Referral Meeting Process

Bring to the ARC Meeting

Due Process Folder

Cumulative File

Completed Referral (Including the referral checklist) <C:\Users\Francisb\Desktop\Referral checklist 13.docx>

Documentation of Instruction

Assessment data/information

Forms to Have on Hand:

Determination of Student Representative

Parent Rights

Conference Summary

Consent for Evaluation Services

RTI Progress Data (Must have documentation)

Introductions and Roles (ARC CHAIR)

- ◆ If someone not listed on the Notice of Meeting attends, ask for parent approval and document this on the Conference Summary.
- ◆ If an ARC Member cannot attend the meeting, the ARC Chairperson requests consent from the parent prior to the ARC Meeting and shares, as appropriate, the written report from the absent member.

Parent Rights (ARC CHAIR) <C:\Users\Francisb\Desktop\Procedural Safeguards Summary.doc>

Give a copy of the *Parent Rights* and summarize the major sections. Ask if they have questions or need further explanation in any area. For areas of further explanation, refer to your Policies and Procedures.

<C:\Users\Francisb\Desktop\Procedural Safeguards Notice.doc>

Description of the ARC Process (ARC CHAIR)

1. The ARC uses consensus to reach decisions.
2. Each member has an opportunity to share information.
3. Members discuss and consider information prior to making a decision.
4. If data is insufficient to make a decision, the meeting is rescheduled for a time when all data are collected.
5. Each member has an equal and active role in the ARC process.

A. Review the Referral (ARC CHAIR)

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|--------|---|
| Step 1 | The ARC reviews the referral; student performance information, including the student's response to instruction; and any additional information. |
| Step 2 | Compare the student's abilities to their peer group in each area and determine if the student's performance is significantly different from peers in any area. |
| Step 3 | Ensure the implemented instructional interventions included: <ol style="list-style-type: none">a. Designed research-based instruction for each area of concern;b. Implementation in regular education classrooms by qualified personnel;c. Data-based documentation of repeated assessments or measures of behavior at regular intervals. |
| Step 4 | Sufficient information is available to determine if there is a need for evaluation. |

If the referral and student performance information does not indicate the possibility of a disability, the ARC ends the process at this point.

Suspect a Disability

Step 5 If the referral and student performance information indicates the possibility of a disability, the ARC specifies the suspected disability and the need to initiate a full and individual evaluation. The ARC eliminates the disability areas where there is no match or alignment with the concerns identified in the referral process. The ARC may consider more than one disability area.

If the student is experiencing problems in:	You may want to consider assessment for:
Communicating with others	Communication Disorder; Autism
Speech and Language	Communication Disorder
Academics	Specific Learning Disability
Behaviors and Emotions	Emotional Behavioral Disability
Child development areas (up to age 9)	Developmental Delay
Cognition (thinking and problem solving)	Autism; Mental Disability
Health	Other Health Impaired
Physical areas	Physical Disability
Vision	Visual Impairment; Deaf Blind
Hearing	Hearing Impairment; Deaf Blind
Issues due to an old or recent accident	Traumatic Brain Injury

B. Identification of Evaluation Areas

Step 6 The ARC identifies the general areas needed for assessment of the suspected disability to ensure a comprehensive evaluation is completed. The ARC members document the decisions on the Consent for Evaluation form.

C. Request Consent for Evaluation

Step 7 If the ARC requests an evaluation, the ARC Chairperson gives the parent the Request for Consent for Evaluation form.

D. End of Meeting

1. Review the minutes and summarize the decisions documented on the forms.
2. Ensure all forms have been completed, signed and distributed to appropriate parties.
3. Give the parent a copy of the Conference Summary, and if appropriate, Consent for Evaluation.

**ARC Meeting Process to
Review the Evaluation, Determine Eligibility,
Develop the IEP, and Make the Placement Decision**

Bring to the ARC Meeting

Due Process Folder
Individual Learning Plan (ages 14 & older)
Assessment data/information
Written Assessment Report

Forms to Have on Hand:

Parent Rights
Conference Summary
IEP forms with extra pages
Eligibility Report
Consent for Services

Introductions and Roles (ARC Chair)

- ◆ If someone not listed on the Notice of Meeting attends, ask for parent approval and document this on the Conference Summary.
- ◆ If an ARC Member cannot attend the meeting, the ARC Chairperson requests consent from the parent prior to the ARC Meeting and shares, as appropriate, the written report from the absent member.

Parent Rights (ARC Chair) <C:\Users\Francisb\Desktop\Procedural Safeguards Summary.doc> (summary)

Ask the parent if they have questions or need further explanation in any area of the Parent Rights. For areas of further explanation, refer to the district Policies and Procedures.

<C:\Users\Francisb\Desktop\Procedural Safeguards Notice.doc> (complete document)

Description of the ARC Process (ARC Chair)

- a. The ARC uses consensus to reach decisions.
- b. Each member has an opportunity to share information.
- c. Members discuss and consider information prior to making a decision.
- d. If data is insufficient to make a decision, the meeting is rescheduled for a time when all data are collected.
- e. Each member has an equal and active role in the ARC process.

Review the Evaluation to Determine Eligibility

The ARC reviews evaluation and student performance information to determine eligibility for a disability and completes the Eligibility Report Form.

- Step 1 The ARC reviews and analyzes the evaluation and student performance information.
- Step 2 Sufficient information is available to determine if there is a disability.
- Step 3 The ARC compares evaluation information to eligibility criteria and determines if the child meets eligibility for a disability.
- Step 4 The student's lack of progress in the general curriculum is not caused or explained by the student's limited English proficiency; lack of appropriate instruction in the essential components of reading; or lack of appropriate instruction in math.
- Step 5 The student's disability adversely effects progress, interferes with acquiring skills needed to be included in and progress in the general curriculum, and affects the student to such a degree that special education and related services are needed in order to benefit from education.

If the ARC determines the student does not have a disability, the ARC follows the process for ending the meeting.

30 school days before the annual review date:

- ✓ Complete the Notice of ARC Meeting
- ✓ Document second method of contact

ARC Annual Review Meeting Process

Bring to the ARC Meeting

Due Process Folder
Individual Learning Plan (ages 14 & older)
Current IEP and progress data
Assessment data/information

Forms to Have on Hand:

Parent Rights
Conference Summary
IEP forms with extra pages
Consent for Evaluation Services

Introductions and Roles (ARC CHAIR)

- ◆ If someone not listed on the Notice of Meeting attends, ask for parent approval and document this on the Conference Summary.
- ◆ If an ARC Member cannot attend the meeting, the ARC Chairperson requests consent from the parent prior to the ARC Meeting and shares, as appropriate, the written report from the absent member.

Parent Rights (ARC CHAIR) <C:\Users\Francisb\Desktop\Procedural Safeguards Summary.doc> (summary)

Ask parents if they have questions or need further explanation in any area of *Parent Rights*. For areas of further explanation, refer to the district Policies and Procedures.

C:\Users\Francisb\Desktop\Procedural_Safeguards_Notice.doc (complete document)

Description of the ARC Process (ARC Chair)

- a. The ARC uses consensus to reach decisions.
- b. Each member has an opportunity to share information.
- c. Members discuss and consider information prior to making a decision.
- d. If data is insufficient to make a decision, the meeting is rescheduled for a time when all data are collected.
- e. Each member has an equal and active role in the ARC process.

E. Review of Student Progress

The ARC reviews student performance data, evaluation information, and progress data and considers the following:

1. the degree to which the student has made expected progress toward academic achievement and functional performance in the general curriculum;
2. the results of any reevaluations;
3. information about the child provided by or to the parents;
4. the child's anticipated needs; and
5. other matters as determined by the ARC.

The ARC members develop a new IEP (see **F. Develop the IEP**) or release the student from special education (see **G. Release the Student from Special Education**).

Consent for Evaluation (For additional evaluations or reevaluation)

If the ARC determines a need for additional evaluation **OR** the student is due for a three-year reevaluation, the ARC reviews the information and determines the areas in which the student will be tested, and documents the decisions on the Consent for Evaluation form.

