













**ARC Chairperson Agenda and Checklist**  
**Meeting to Discuss Evaluation/Eligibility, Develop IEP, and Determine Placement in**  
**Least Restrictive Environment**

**Prior to the ARC Meeting:**

- ◆ Assign a Recorder to take the minutes of the meeting.

**Have on Hand:** Student Due Process Record Folder  
 Eligibility Determination Forms  
 Draft IEP Recommendations  
 Notice of Proposed/Refused Action  
 Other Child Performance Information  
 Student's Individual Graduation or  
 Learning Plan for students 14 years  
 and older)

Written Evaluation Report  
 IEP Form  
 State & Local Curricular Documents  
 State & District Assessments  
 Permission for Specially Designed Instruction &  
 Related Services

	Notes
<p><b>A. Introductions and Roles</b></p> <ul style="list-style-type: none"> <li>◆ If a staff person is substituting for another staff person, document the attendance on the Conference Summary.</li> <li>◆ If someone not listed on the Notice of Meeting attends, ask for parent approval.</li> </ul>	
<p><b>B. Parent Rights</b></p> <p>Give a copy of the <i>Parent Rights</i> 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.</p>	
<p><b>C. Description of ARC Process</b></p> <ol style="list-style-type: none"> <li>1. The ARC uses consensus to reach decisions</li> <li>2. Each member has an opportunity to share information</li> <li>3. Members discuss and consider information prior to making decision</li> <li>4. If data is insufficient to make decision, meeting is rescheduled for a time when data is collected</li> <li>5. Each member has an equal and active role in the ARC process</li> </ol>	
<p><b>D. Description of Steps in Combination meeting process</b></p> <p>The committee will:</p> <ol style="list-style-type: none"> <li>1. Review information collected;</li> <li>2. Determine if sufficient information is available;</li> <li>3. Compare evaluation to eligibility criteria;</li> <li>4. Determine whether or not the child or youth has a disability;</li> <li>5. Complete personally identifiable information;</li> <li>6. Review Individual Graduation Plan (if student is 14 or older). Determine transition needs or services;</li> <li>7. Develop all the components of the IEP;</li> </ol>	





Placement Option	Description of Placement	
Full time Regular Education	Participation <i>only</i> in the regular education classroom/environment. This includes Collaboration.	
Part time Regular Part time Special Education	Participation in <i>both</i> regular and special education classroom/environments. This is for <i>any</i> time the student is pulled out of regular education, regardless of the amount of time.	
Full time Special Education	Participation <i>only</i> in the special education classroom.* This includes a school environment where the student does not participate with people who don't have disabilities.	
<p>Document the placement decision and the reasons for the decision in the Conference Summary. Include any harmful effects of the placement on the child and services.</p>		
<p><b>I. Determine Need for Extended School Year Services</b></p>		
<p><b>J. Give Notice of Graduation or Aging Out (if appropriate)</b></p>		
<p><b>K. Obtain consent for Specially Designed Instruction (for initial placement only)</b></p>		
<p><b>L. End of Meeting</b></p>		
<ol style="list-style-type: none"> <li>1. Recorder reviews the minutes and summarizes the decisions (which are documented on the forms).</li> <li>2. Ensure that all forms have been completed, signed and distributed to appropriate parties.</li> <li>3. Give the parent a copy of the Conference Summary, Evaluation Plan, and Consent for Evaluation Services.</li> </ol>		