

Conference Summary (Kentucky)

Last Modified on 11/07/2024 10:40 am CST

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Tool Search: Special Ed Documents

The Conference Summary is used to document the meeting(s) of the ARC for Kentucky.

The current format of this document is the **KY Conference Summary 2023** print format. Formats are selected in [Eval Types](#).

Editor Home - KY Conference Summary ?			
NAME	STATUS	MODIFIED BY	COMPLETED BY
ARC Header	IN PROGRESS	System Administrator 4/17/23 10:59 AM	>
Student Information	IN PROGRESS	System Administrator 4/17/23 11:01 AM	>
Enrollment Information	IN PROGRESS	System Administrator 4/17/23 11:01 AM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 4/17/23 11:02 AM	>
Basis for ARC Decisions	NOT STARTED		>
Disciplinary Review	IN PROGRESS	System Administrator 4/17/23 11:08 AM	>
IEP Developed/Reviewed/Revised	IN PROGRESS	System Administrator 4/17/23 11:08 AM	>

Editor Home

Editor Home

The Editor Home lists the editors available, their status, and Modification and Completion information.

Header	Description
Name	The name of the editor.

Header	Description
Status	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> • In Progress indicates a user has entered and saved data in that editor. • Not Started is the default status for all editors. • Complete indicates a user has clicked the Complete button on the editor, and the editor is read-only. This does not lock the editor from further editing but indicates the user considers the editor finished. • Not Needed indicates a user has clicked the Not Needed button on the editor. This is usually done for editors that do not apply to the student. <p>The following statuses are only available for certain state-specific documents:</p> <ul style="list-style-type: none"> • ESign indicates that the editor has functionality related to the eSignature process. See the Nevada Individual Education Plan eSignature Process or Delaware Special Ed Plan eSignature Process articles for additional information. • Complete Pending eSignature indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.
Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the Complete button for that editor.

General Information

The following table lists the actions available for the editors. When resizing the window, certain buttons are condensed into a single **Action** button.


Button	Description
Save	<p>Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> • Save captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information. • Save & Stay captures progress and keeps the user on the current editor. This save button is the default save option and is usually found within the detail screen or list editors, such as Goals and Objectives. • Save & Next captures progress and navigates the user to the next editor. • Save & New captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the Editor Type section for additional information.

Button	Description
Refresh	<p>Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted records. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes.</p> <p>A side panel displays a listing of all the student's applicable enrollment records. See the Enrollments tool documentation for additional information.</p>
Cancel	Navigates the user to the Editor Home screen or the List Screen for List editors.
Status	<p>Changes the status of the editor.</p> <ul style="list-style-type: none"> • Complete indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. The user must click In Progress to further edit after an editor is marked Complete. • Not Needed indicates the editor does not apply to the student's plan or evaluation. This makes the editor read-only. However, this does not lock the editor from further editing. Click the In Progress button to further edit after an editor is marked Not Needed. • In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made. <p>The following status is only available for the Nevada IEP:</p> <ul style="list-style-type: none"> • Complete Pending eSignature only displays for the Procedural Safeguards, IEP Implementation, and Medicaid Consent editors. This button marks the editor as complete until the parent/guardian electronically signs those sections of the plan via the Campus Parent Portal. See the Nevada Individual Education Plan eSignature Process or Delaware Special Ed Plan eSignature Process articles for additional information.
Print	Prints the entire document.
Editors	Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click Close to collapse the side panel.
Previous	Navigates the user to the previous editor.
Next	Navigates the user to the next editor.

Editor Types

There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor is displayed. List editors display a list of all records within that editor. Clicking an existing record or the **New** button opens the detail view for an individual record.

Editor Lock Out and Release Logic

Only one user at a time can actively work on an editor. A person with a padlock icon () displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read-only for all other users. The name of the person working on the editor displays in the header.

To release an editor, the user must:

- navigate to the next editor by clicking **Save and Next** or the **Editors** button and selecting the next editor from the side panel.
- click the **Cancel** button to return to the Editor Home screen.
- log out of the Campus application.
- navigate to a different tool in the Campus application.

Editors are automatically released when the in-application timeout limit has been exceeded. This is a back-end process and is usually around 30-60 minutes.

Template Banks

Certain fields within several editors have an **Add Template** icon that displays next to their name. Clicking this button displays a side panel with the available library of predetermined text for that field. [Template Banks](#) are managed in System Administration.

Categories	Sequence	Selected Template Bank Values
+ Course of Study English (4 Templates)		No records selected.
+ Course of Study Math (4 Templates)		

Template Bank Side Panel

Click the plus (+) icons next to the category to view the available template values.

Template Banks

Categories	Sequence	Selected Template Bank Values										
- Course of Study English (4 Templates) <table border="1"> <thead> <tr> <th>Add</th> <th>Templates</th> </tr> </thead> <tbody> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 10 Grade 10: English 200</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 11 Grade 11: English 300</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 12 Grade 12: English 400</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 9 Grade 9: English 100</td> </tr> </tbody> </table>	Add	Templates	<input type="button" value="Add"/>	Course of Study 10 Grade 10: English 200	<input type="button" value="Add"/>	Course of Study 11 Grade 11: English 300	<input type="button" value="Add"/>	Course of Study 12 Grade 12: English 400	<input type="button" value="Add"/>	Course of Study 9 Grade 9: English 100	1 <input type="button" value="▲"/> <input type="button" value="▼"/>	Course of Study 9 <input type="button" value="X"/> Grade 9: English 100
Add	Templates											
<input type="button" value="Add"/>	Course of Study 10 Grade 10: English 200											
<input type="button" value="Add"/>	Course of Study 11 Grade 11: English 300											
<input type="button" value="Add"/>	Course of Study 12 Grade 12: English 400											
<input type="button" value="Add"/>	Course of Study 9 Grade 9: English 100											
	2 <input type="button" value="▲"/> <input type="button" value="▼"/>	Course of Study 10 <input type="button" value="X"/> Grade 10: English 200										
	3 <input type="button" value="▲"/> <input type="button" value="▼"/>	Course of Study 11 <input type="button" value="X"/> Grade 11: English 300										
	4 <input type="button" value="▲"/> <input type="button" value="▼"/>	Course of Study 12 <input type="button" value="X"/> Grade 12: English 400										
+ Course of Study Math (4 Templates)												

Expanded Category and Values Selected

Template Bank Categories display on the left and the selected text displays on the right. Click the **Add** button to add the template value. This adds the template to the queue of values on the right. The red **X** removes selected templates while the sequence field can be used to reorder the templates. Another option is to use the up and down arrows next to the sequence field to reorder values.

Click **Cancel** to go back to the document. The **Clear Selected Template(s)** button removes all selected template values from the right selection screen.

Once selections are finalized, click the **Insert Selected Template(s)** button to add the values to the field within the document in the selected order. Template values are separated by carriage returns.

Courses of Study:

Grade 9: English 100

Grade 10: English 200

Grade 11: English 300

Grade 12: English 400

Example Template Bank Selections in the Document

Text Editors

Images should not be inserted into text fields.

Editors

[ARC Header](#) | [Student Information](#) | [Enrollment Information](#) | [Parent/Guardian Information](#) | [Basis for ARC Decisions](#) | [Disciplinary Review](#) | [IEP Developed/Reviewed/Revised](#) | [Placement Options and Decisions](#) | [Notice of Graduation or Aging Out](#) | [Medicaid](#) | [Other Factors Relevant to the Action](#) | [Initial Eval/Reevaluation Plan](#) | [Admissions and Release Committee Members](#) | [Summary Notes and Parent Input](#)

The following section lists each editor and describes each field on the editor.

ARC Header

The ARC Header editor includes the dates associated with evaluation of the student, including the date the student was notified, the date of consent for initial evaluation and the date of consent for services.

ARC Header IN PROGRESS Editor 1 of 14

ARC Date *
03/06/2023

Purpose of the Meeting *

- To discuss a referral for an individual evaluation
- To discuss results of an individual evaluation and develop an IEP if eligible
- To develop, review, and/or revise the student's IEP and make placement decisions
- To discuss post-secondary transition needs and/or services
- To determine reevaluation needs
- To discuss disciplinary action
- At your request to discuss:

Specify Request to Discuss

Other:

Specify Other

ARC Header Editor

▶ [Click here to expand...](#)

Field	Description	Validation
ARC Date <i>Required</i>	The date the Admissions and Release Committee met.	This field auto-populates with the current date or the date the document is created.

Field	Description	Validation
Purpose of the Meeting <i>Required</i>	The reason the ARC met. Options include: <ul style="list-style-type: none"> • To discuss a referral for an individual evaluation • To discuss results of an individual evaluation and develop an IEP if eligible • To develop, review, and/or revise the student's IEP and make placement decisions • To discuss post-secondary transition needs and/or services • To determine reevaluation needs • To discuss disciplinary action • At your request to discuss • Other 	Multiple options can be selected.
Specify Request to Discuss <i>*Required</i>	A description of the specific discussion the committee had during the meeting.	*This field is available and required when At your request to discuss is selected as the Purpose of the Meeting.
Specify Other <i>*Required</i>	A description of the other reason the committee met.	*This field is available and required when Other is selected as the Purpose of the Meeting. This field is limited to 100 characters.

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Student Information

The Student Information editor displays basic information about the student such as demographic information. This is a read-only editor.

The **Refresh** button retrieves a fresh copy of data from the student's record. See the [General Information](#) section for additional information.

Student Information IN PROGRESS
Editor 2 of 14

When an Evaluation is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

Last Name	First Name	Middle Name	Suffix
[Redacted]	Nam	Le	
Gender	Birthdate		
M	[Redacted]		
Race, Ethnicity (state)			
3: Asian			
Address		Student Number	State ID
[Redacted] LOUISVILLE, KY 40206		[Redacted]	[Redacted]

Case Manager Information

Name	Title

Student Information Editor

▶ [Click here to expand...](#)

Field	Description	Database/UI Location (when Refresh is clicked)
Last Name	The student's last name.	Census > People > Demographics > Last Name identity.lastName
First Name	The student's first name.	Census > People > Demographics > First Name identity.firstName
Middle Name	The student's middle name.	Census > People > Demographics > Middle Name identity.middleName
Suffix	The student's suffix.	Census > People > Demographics > Suffix Name identity.suffix
Gender	The student's gender.	Census > People > Demographics > Gender identity.gender
Birthdate	The student's birthdate.	Census > People > Demographics > Birth Date identity.birthDate

Field	Description	Database/UI Location (when Refresh is clicked)
Race, Ethnicity	The student's race/ethnicity.	Census > People > Demographics > Race/Ethnicity identity.raceEthnicity
Address	The student's address. This field becomes a dropdown if more than one address exists for the student. The primary household displays by default.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.appt; address.city; address.state; address.zip
Student Number	The student's identification number.	Census > People > Demographics > Student Number
State ID	The student's state identification number.	Census > People > Demographics > State ID
Case Manager Information <i>These fields are read-only.</i>		
Name	The first and last name of the team member.	Student Information > Special Ed > General > Team Members > Case Manager Name
Title	The role of the team member.	Student Information > Special Ed > General > Team Members > Case Manager Title
Phone	The phone number of the team member.	Student Information > Special Ed > General > Team Members > Case Manager Work Phone

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Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment record. This editor is read only.

The **Refresh** button retrieves a fresh copy of data from the student's record. The **Refresh** button must be clicked before the editor can be placed in a Complete status.

See the [General Information](#) section for additional information.



Enrollment Information Editor 3 of 14

Click Refresh to retrieve a new copy of data from a selected Enrollment record.

Grade 10	School Name [REDACTED]	School Phone [REDACTED]
--------------------	----------------------------------	-----------------------------------

District Information

District Number [REDACTED]	District Name PUBLIC SCHOOLS	District Phone [REDACTED]
District Address [REDACTED] Louisville, KY 40218		District SPED Phone [REDACTED]
District SPED Address [REDACTED]		

Enrollment Information Editor

▶ [Click here to expand...](#)

Field	Description	Database/UI Location (when Refresh is clicked)	Validation
Grade	The student's current grade.	Student Information > General > Enrollment > Grade enrollment.grade	This field is read-only and is pulled from the student's Enrollment record upon Refresh.
School Name	The student's school of attendance.	Student Information > General > Enrollment > Resident School enrollment.residentSchool	This field is read-only and is pulled from the student's Enrollment record upon Refresh.
School Phone	The student's school of attendance phone number.	System Administration > Resources > School School.phone	This field is read-only and is pulled from the student's Enrollment record upon Refresh.
District Information			
District Number	The district number associated with the Enrolled school.	System Administration > Resources > District Information > State District Number	This field is read-only and is pulled from the student's Enrollment record upon Refresh.
District Name	The district name associated with the Enrolled school.	System Administration > Resources > District Information > Name	This field is read-only and is pulled from the student's Enrollment record upon Refresh.

Field	Description	Database/UI Location (when Refresh is clicked)	Validation
District Address	The district address associated with the Enrolled school.	System Administration > Resources > District Information > Address	This field is read-only and is pulled from the student's Enrollment record upon Refresh.
District Phone	The district phone number associated with the Enrolled school.	System Administration > Resources > District Information > Phone	This field is read-only and is pulled from the student's Enrollment record upon Refresh.
District SPED Address	The district special education address associated with the Enrolled school.	System Administration > Resources > District Information > SPED Address	This field is read-only and is pulled from the student's Enrollment record upon Refresh.
District SPED Phone	The district special ed phone number associated with the Enrolled school.	System Administration > Resources > District Information > SPED Phone	This field is read-only and is pulled from the student's Enrollment record upon Refresh.

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Parent/Guardian Information

The Parent/Guardian Information editor populates based on the guardian checkbox on the student's Relationships tool. The editor includes Demographics information for the student's guardian.

The **Delete** button next to each parent/guardian can be used to remove a parent/guardian from the Evaluation.

The **Refresh** button retrieves a new copy of parent/guardians' data. This also returns any accidentally deleted people. Manually entered fields do not change when the refresh button is clicked. The user must **Save** after clicking Refresh to capture changes.

Parent/Guardian Information Editor 4 of 14

When an Evaluation is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian checkbox marked on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

Cam Le - Mother

Print Sequence: Delete

Address: [Redacted] LOUISVILLE, KY 40206

Home Phone: [Redacted] Work Phone: [Redacted] Cell Phone: [Redacted]

E-mail: [Redacted]

Thomas - Father, step

Print Sequence: Delete

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

Field	Description	Database/UI Location (when Refresh is clicked)	Validation
Last Name	The last name of the parent/guardian.	Census > People > Demographics > Last Name identity.lastName	This field populates from Census. This is part of the header for the parent/guardian.
First Name	The first name of the parent/guardian.	Census > People > Demographics > First Name identity.firstName	This field populates from Census. This is part of the header for the parent/guardian.
Middle Name	The suffix of the parent/guardian.	Census > People > Demographics > Suffix Name identity.suffix	This field populates from Census. This is part of the header for the parent/guardian.
Suffix	The suffix of the parent/guardian.	Census > People > Demographics > Suffix Name identity.suffix	This field populates from Census. This is part of the header for the parent/guardian.
Relationship	The relation of the parent/guardian to the student.	Census > People > Relationships	This field populates from Census. This is part of the header for the parent/guardian.

Field	Description	Database/UI Location (when Refresh is clicked)	Validation
Print Sequence	The print order of the parent/guardian(s) on the IEP.	N/A	When no Sequence is selected, parent/guardian(s) print in the order displayed in the UI. When any Sequences are selected, parent/guardian(s) with a sequence number print in the order defined. Un-sequenced parent/guardians display at the bottom.
Address	The parent/guardians' address.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apartment; address.city; address.state; address.zip	This field populates from Census. When there are multiple addresses for a person, a drop down with an option to select which address displays. When there is only one address, the drop down has one option. The populated address is the one marked Primary.
Home Phone	The home phone number of the parent/guardian.	Census > People > Demographics > Household Phone	This field populates from Census.
Work Phone	The work phone of the parent/guardian.	Census > People > Demographics > Work Phone	This field populates from Census.
Cell Phone	The cell phone of the parent/guardian.	Census > People > Demographics > Cell Phone	This field populates from Census.

Field	Description	Database/UI Location (when Refresh is clicked)	Validation
E-mail	The primary email address for the parent/guardian.	Census > People > Demographics > Email	This field populates from Census.

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Basis for ARC Decisions

The Basis for ARC Decisions editor is used to document all the evidence the ARC used to make its decision.

Basis for ARC Decisions Editor 5 of 14

Description of each evaluation procedure, test, record, or report used as basis for the ARC decisions.
The following items were considered.

Written Assessment Report

Student Progress in Achieving IEP Goals

Functional Vision/Learning Media Assessment

Orientation and Mobility Assessment

Vision Evaluation

Braille Skills Inventory

Intervention Data

Developmental History

Vision Screening

Health Screening

Academic Performance Screening

Social/Emotional Competence Screening

Voice Evaluation

Date of Written Report
month/day/year

Referral

Educational History

Hearing Screening

Communication Screening

Cognitive Screening

Motor Screening

Augmentative Communication Assessment

Basis for ARC Decisions Editor

[▶ Click here to expand...](#)

Field	Description	Validation
Description of each evaluation procedure, test, record, or report used as a basis for the ARC decisions	The procedures used to make the determination.	Multiple options may be selected.
Date of Written Report <i>*Required</i>	The date of the written assessment report.	*This field is available and required when Written Assessment Report is selected as an evaluation procedure.

Field	Description	Validation
Specify Other Data <i>*Required</i>	Any specific other evaluation procedures used as a basis for the ARC decisions.	*This field is available and required when Other Data is selected as an evaluation procedure.

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Disciplinary Review

The Disciplinary Review editor is used to document the use of a Manifestation Determination Form.

Disciplinary Review Editor 6 of 14

Is a Manifestation Determination Form applicable?

Manifestation Determination Review

Step 1:
 The ARC reviews all relevant information including the IEP, current data, teacher observations, teacher-collected data, any relevant information provided by the parents to answer the following questions:

1. Was the conduct in question caused by or have a direct and substantial relationship to the student's disability?

2. Was the conduct in question the direct result of the failure to implement the IEP?

Disciplinary Action: Behavior is NOT a Manifestation of the Disability
 If the ARC determines the student's behavior is not a manifestation of the disability, the ARC determines appropriate educational services the student will receive in the disciplinary setting.

Step 2: Behavior is a Manifestation of the Disability

1. Has a functional behavior assessment (FBA) been conducted?

Date of FBA

Disciplinary Review Editor

[▶ Click here to expand...](#)

Field	Description	Validation
Is a Manifestation Determination Form Applicable?	Indicates a Manifestation Determination Form is applicable. Options include: <ul style="list-style-type: none"> • Yes. Use state Manifestation Determination Form • Yes. Use district Manifestation Determination Form • No 	The selection determines which fields display.

The following fields display when Yes, use state Manifestation Determination Form is selected.

Manifestation Determination Review

Step 1: *The ARC reviews all relevant information including the IEP, current data, teacher observations, teacher-collected data, any relevant information provided by the parents to answer the following questions.*

Field	Description	Validation
1. Was the conduct in question caused by or have a direct and substantial relationship to the student's disability?	Indicates the conduct was related to the student's disability. Options include: <ul style="list-style-type: none"> No. Proceed with Step 1, Question 2. Yes. Follow Step 2 to conduct a manifestation review. 	N/A
2. Was the conduct in question the direct result of the failure to implement the IEP?	Indicates the conduct was the direct result of a failure to implement the IEP. Options include: <ul style="list-style-type: none"> No. Proceed with Disciplinary Action. Yes. Follow Step 2 to conduct a manifestation review. 	N/A
<p>Disciplinary Action: Behavior is NOT a Manifestation of the Disability <i>If the ARC determines the student's behavior is not a manifestation of the disability, the ARC determines appropriate educational services the student will receive in the disciplinary setting.</i></p>		
<p>Step 2: Behavior is a Manifestation of the Disability</p>		
1. Has a functional behavior assessment (FBA) been conducted?	Indicates a functional behavior assessment was conducted. Options include: <ul style="list-style-type: none"> No. The ARC completes an FBA. Yes. Proceed to Step 2, Question 2. 	N/A
Date of FBA <i>*Required</i>	The date of the functional behavior assessment.	*This field is required when Yes is selected above.
2. Has a Behavior Intervention Plan (BIP) been developed, including strategies for instruction and management of behaviors?	Indicates a behavior intervention plan has been created. Options include: <ul style="list-style-type: none"> No. The ARC develops a BIP. Yes. Proceed to Step 3. 	N/A
Date of BIP <i>*Required</i>	The date of the behavior intervention plan.	*This field is required when Yes is selected above.
<p>Step 3: Determining Services and Placement</p>		
The ARC reviewed/revised the IEP to determine appropriate educational services	Indicates the ARC reviewed and/or revised the IEP.	N/A

Field	Description	Validation
The ARC determined an appropriate placement for implementation of the IEP	Indicates the ARC determined an appropriate placement for implementing the IEP.	N/A
<p>This verbiage displays when Yes. Use district Manifestation Determination form is selected for the Is a Manifestation Determination Form applicable? question. <i>See district Manifestation Determination Form.</i></p>		
<p>The following field displays when No is selected for the Is a Manifestation Determination Form applicable? question.</p>		
Notes	Any additional notes as to why a Manifestation Determination Form is not applicable.	This field displays when No is selected for the Manifestation Determination Form Applicable question.

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IEP Developed/Reviewed/Revised

The IEP Developed/Reviewed/Revised editor is used to indicate options and actions considered and the reason for the ARC decision.

IEP Developed/Reviewed/Revised Editor 7 of 14

Options/Actions Considered and Reasons for the Decisions:

Individual Education Program developed/reviewed/revised
A new IEP must be developed at least annually for continued eligibility

- An Individual Education Program has been developed, reviewed, or revised.
- An Individual Education Program has been reviewed and remains appropriate until Annual Review.
- An Individual Education Program has NOT been developed, reviewed, or revised.

IEP Developed/Reviewed/Revised Editor

Field	Description	Validation
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Field	Description	Validation
Individual Education Program developed/reviewed/revised <i>Required</i>	<p>Indicates the IEP has been developed, reviewed, or revised. Options include:</p> <ul style="list-style-type: none"> • An Individual Education Program has been developed, reviewed, or revised. • An Individual Education Program has been reviewed and remains appropriate until Annual Review. • An Individual Education Program has NOT been developed, reviewed, or revised. 	N/A

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Placement Options and Decisions

The Placement Options and Decisions editor is used to document the placement options discussed by the ARC.

Placement Options and Decisions Editor 8 of 14

Placement Options and Decisions: Based on the review of assessment data and the completed IEP, the ARC discussed the following placement option(s):

Placement Option Considered

Full time general education environment
Participation only in the regular education environment, including classes with co-teaching

Accepted

Reason Accepted/Rejected *
Example

Part-time general education and Part-time special education environment
Participation in regular education, which may include co-teaching, and special education environments; any time the student is removed from regular education, regardless of the amount of time

Reason Accepted/Rejected

Full-time special education environment
Participation only in a special education environment, no participation with non-disabled peers for any part of school day

Placement Options and Decisions Editor

[▶ Click here to expand...](#)

Field	Description	Validation
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Field	Description	Validation
Full time general education environment	Indicates the student should be placed full time in a general education environment. Options include: <ul style="list-style-type: none"> • Accepted • Rejected 	Only one placement can be marked as Accepted, either Full time general education environment, Part-time general education and Part-time special education environment, OR Full-time special education environment.
Reason Accepted/Rejected <i>*Required</i>	A description of the reason a full time general education environment is acceptable or not for the student.	*This field is required when Accepted is selected for the Full time general education placement field.
Part-time general education and Part-time special education environment	Indicates the student should be placed part-time in a general education environment and part-time in a special education environment. Options include: <ul style="list-style-type: none"> • Accepted • Rejected 	Only one placement can be marked as Accepted, either Full time general education environment, Part-time general education and Part-time special education environment, OR Full-time special education environment.
Reason Accepted/Rejected <i>*Required</i>	A description of the reason a part-time general education environment and part-time special education environment is acceptable or not for the student.	*This field is required when Accepted is selected for the Part-time placement field.
Full-time special education environment	Indicates the student should be placed full time in a special education environment. Options include: <ul style="list-style-type: none"> • Accepted • Rejected 	Only one placement can be marked as Accepted, either Full time general education environment, Part-time general education and Part-time special education environment, OR Full-time special education environment.
Reason Accepted/Rejected <i>*Required</i>	A description of the reason a full time special education environment is acceptable or not for the student.	*This field is required when Accepted is selected for the Full time special education placement field.

Field	Description	Validation
Consideration of Potential Harmful Effects	<p>The potential harmful impacts of the placement on the student. Options include:</p> <ul style="list-style-type: none"> • There are no potential harmful effects of the placement on the child or on the quality of services needed by the child. • Potential harmful effects identified and modifications to compensate are outlined below: 	Only one option can be selected.
Describe <i>*Required</i>	A description of the potential harmful effects on the student.	*This field is available and required when "Potential harmful effects identified..." is selected above.
Notes	Any additional notes regarding the student's placement options.	N/A

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Notice of Graduation or Aging Out

The Notice of Graduation or Aging Out editor is used to document the student graduation date or date the student will age out.


Notice of Graduation or Aging Out NOT STARTED Editor 9 of 14

Notice of Graduation or Aging Out
for students beginning at age 16 or younger if appropriate

The ARC anticipates the student will NOT require longer than 4 years of high school to graduate.
 The ARC anticipates the student will require longer than 4 years of high school to graduate.

Check all that apply:

The ARC anticipates that the student will graduate within the next twelve (12) months.
 The student has been provided with a summary of academic and functional performance including recommendations on how to assist the student in meeting his or her post secondary goal(s).
 Based on the student's birth date, the student will age-out and no longer be eligible for services on:

Date of Age-Out
 

Notes

Notice of Graduation or Aging Out Editor

▶ [Click here to expand...](#)

Field	Description	Validation
Notice of Graduation or Aging Out	<p>The determination of the ARC concerning the time the student requires in order to graduate.</p> <p>Options include:</p> <ul style="list-style-type: none"> The ARC anticipates the student will NOT require longer than 4 years of high school to graduate. The ARC anticipates the student will require longer than 4 years of high school to graduate. 	Only one option can be selected.
Check all that apply	<p>Options include:</p> <ul style="list-style-type: none"> The ARC anticipates that the student will graduate within the next twelve (12) months. The student has been provided with a summary of academic and functional performance including recommendations on how to assist the student in meeting his or her post secondary goal(s). Based on the student's birth date, the student will age-out and no longer be eligible for services on: 	Multiple options can be selected.
Date of Age-Out <i>*Required</i>	The date the student is going to age-out.	*This is required when Age-out is selected above.
Notes	Any additional notes about the student graduating or aging out.	N/A

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Medicaid

The Medicaid editor is used to document the student's eligibility to receive Medicaid reimbursement.

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Medicaid

Annual written notice was provided to the parent in order to submit claims for Medicaid Reimbursement.

In addition to covered services on the student's IEP and/or covered evaluations outlined through evaluation planning, collateral services will be provided by qualified providers as needed.

Student is not eligible for Medicaid.

Notes

Medicaid Editor

Field	Description	Validation
Medicaid	Several checkboxes concerning the student's eligibility for Medicaid. Options include: <ul style="list-style-type: none"> • Annual written notice was provided to the parent in order to submit claims for Medicaid Reimbursement. • In addition to covered services on the student's IEP and/or covered evaluations outlined through evaluation planning, collateral services will be provided by qualified providers as needed. • Student is not eligible for Medicaid. 	Multiple options can be selected.
Notes	Any additional notes concerning the student's eligibility for Medicaid.	N/A

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Other Factors Relevant to the Action

The Other Factors Relevant to the Action is used to document any factors related to the proposed action.

Other Factors Relevant to the Action Editor 11 of 14

Identified factors relevant to the action as follows (if any) specified below.

None identified

Identified factors relevant to the action as follows:

Specify identified factors:

Other Factors Relevant to the Action Editor

Field	Document	Validation
Identified factors relevant to the action as follows (if any specified below)	Options include: <ul style="list-style-type: none"> • None identified • Identified factors relevant to the action as follows: 	Only one option can be selected.
Specify identified factors <i>*Required</i>	A description of the identified factors relevant to the action.	*This field is available and required when Identified factors is selected above.

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Initial Eval/Reevaluation Plan

The Initial Eval/Reevaluation Plan editor is used to document the type of Evaluation and the student's suspected disability/disabilities.

Initial Eval/Reevaluation Plan IN PROGRESS Editor 12 of 14

Indicate type of Evaluation plan *

Initial Evaluation

Suspected Disability: Select all suspected disabilities.
For Multiple Disabilities, you may choose additional specific disabilities by clicking again in the white area.

Autism

Select disability area(s) for 'Developmental Delay':
Not Applicable

Select disability area(s) for 'Specific Learning Disability':
Not Applicable

Select disability area(s) for 'Speech or Language Impairment':
Not Applicable

Description of Action(s):

An evaluation will be conducted (See Consent to Evaluate/Reevaluate).

An evaluation will not be conducted.

Additional interventions will be implemented in the area(s) of:

Initial Eval/Reevaluation Plan Editor

▶ [Click here to expand...](#)

Field	Description	Validation
Initial Eval/Reevaluation Plan		
Indicate type of Evaluation plan <i>Required</i>	The Evaluation type. Options include: <ul style="list-style-type: none"> • Initial Evaluation • Reevaluation Plan 	N/A

Field	Description	Validation
Suspected Disability	<p>The student's suspected disability/disabilities. Options include:</p> <ul style="list-style-type: none"> • Autism • Deaf-Blindness • Developmental Delay • Emotional-Behavioral Disability • Functional Mental Disability • Hearing Impairment • Mild Mental Disability • Multiple Disabilities • Orthopedic Impairment • Other Health Impairment • Specific Learning Disability • Speech or Language Impairment • Traumatic Brain Injury • Visual Impairment • No Disability Suspected 	<p>Multiple options can be selected.</p>
Select disability area(s) for 'Developmental Delay'	<p>The disability area related to the student's developmental delay. Options include:</p> <ul style="list-style-type: none"> • Cognition • Motor development • Self-help/adaptive behavior • Communication • Social-emotional development 	<p>This field is available when Developmental Delay is selected from Area of Suspected Disability.</p>
Select disability area(s) for 'Specific Learning Disability'	<p>The disability area related to the student's specific learning disability. Options include:</p> <ul style="list-style-type: none"> • Oral Expression • Written Expression • Reading Fluency Skills • Mathematics Calculation • Listening Comprehension • Basic Reading Skills • Reading Comprehension • Mathematics Reasoning 	<p>This field is available when Specific Learning Disability is selected from Area of Suspected Disability.</p>

Field	Description	Validation
Select disability area(s) for 'Speech or Language Impairment'	The disability area related to the student's speech or language impairment. Options include: <ul style="list-style-type: none"> • Speech Sound Production and Use • Language • Fluency • Voice 	This field is available when Speech or Language Impairment is selected from Area of Suspected Disability.
<i>The following fields display when Initial Evaluation or Reevaluation is selected.</i>		
<i>Description of Action(s)</i>		
Description of Action(s)	A description of the action to be taken. Options include: <ul style="list-style-type: none"> • An evaluation will be conducted (See Consent to Evaluate/Reevaluate). • An evaluation will not be conducted. • Additional interventions will be implemented in the area(s) of: • Other: 	Multiple options can be selected.
Specify additional interventions <i>*Required</i>	A description of any additional interventions needed.	*This field is available and required when "Additional interventions..." is selected above. This field is limited to 8000 characters.
Specify Other <i>*Required</i>	A description of any other interventions needed.	*This field is available and required when "Other" is selected above. This field is limited to 8000 characters.

Field	Description	Validation
Reason(s) for Decision	The reason's for the ARC decision. Options include: <ul style="list-style-type: none"> • This referral, as reviewed by the ARC, indicates a suspected disability and there is a need for an individual evaluation. • This referral, as reviewed by the ARC, does not indicate a suspected disability and there is not a need for an individual evaluation. • This referral, as reviewed by the ARC, does not include sufficient information to determine a suspected disability and the need to initiate a full and individual evaluation. 	Only one option can be selected.
The ARC has determined the information needed to be collected and will reconvene on <i>*Required</i>	The date on which the new data needs to be collected.	*This field is available and required when "This referral, as reviewed by the ARC, does not include sufficient information..." is selected above.
<i>The following fields display when Reevaluation Plan is selected.</i>		
<p><i>The ARC reviewed existing data as outlined in Section 1, including but not limited to:</i></p> <ol style="list-style-type: none"> <i>1. Evaluations and information provided by parents;</i> <i>2. Current classroom-based assessments and observations; and</i> <i>3. Observations by teachers and related service providers.</i> 		

Field	Description	Validation
The ARC has decided that additional information (See Consent to Evaluate/Reevaluate) is needed to determine	<p>An indication additional information is needed. Options include:</p> <ul style="list-style-type: none"> • If the student continues to have a disability • If the student continues to need special education • The present level of academic and functional performance and educational needs of the student • Any additions or modifications to the special education and related services needed to enable the student to meet the goals set out in the IEP and to participate, as appropriate, in the general curriculum. 	Users can make multiple selections from these four checkboxes, but can only make a selection from this set of checkboxes OR the two below.
OR The ARC decided that	<p>Options include:</p> <ul style="list-style-type: none"> • Current data is sufficient, OR • A formal evaluation as requested by the parent will be conducted. (See Consent to Evaluate/Reevaluate). 	Users can only mark one of these two checkboxes, but can only make a selection from this set of checkboxes OR the four above.
AND The parents have been informed of these decisions <i>Required</i>	An indication the student's parents have been informed of the ARC decision.	NA

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Admissions and Release Committee Members

The Admissions and Release Committee Members editor is used to document the team meeting and discussions for the student.

[▶ Click here to expand...](#)

Admissions and Release Committee Members List Screen

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Names of Student Representatives	Date ↓	Parent Participation
Example representative	03/13/23	Alternate Means

1 - 1 of 1 items

Admissions and Release Committee Members List Screen

Column Name	Description
Padlock Icon	The user currently editing the record.
Names of Student Representatives	The names of the people representing the student.
Date	The date of the ARC meeting.
Parent Participation	Indicates the parent's involvement at the meeting.

Admissions and Release Committee Members Detail Screen

Click on an existing record or **New** to view the detail screen.

Admissions and Release Committee Members

I have been advised, in my native language, and I understand the contents of this notice. I have a copy and have received an explanation of my procedural safeguards as parents of a student with a disability or as a student with a disability. I understand that I can receive an additional copy of my procedural safeguards, a further explanation of my rights, or assistance in understanding the content of this notice by contacting the student's school or the Director of Special Education.

Names of Student Representative(s) *

Example representative

Parent Participation

Parent participated via alternate means

Parents did not attend meeting (if age 18 or older or younger if appropriate)

A copy of Parent Rights, if necessary, and appropriate Due Process forms were:

Date

Admissions and Release Committee Members Attendance Editor

Admissions and Release Committee Members Detail Screen

Field	Description	Validation
<p>Admissions and Release Committee Members</p> <p><i>I have been advised, in my native language, and I understand the contents of this notice. I have a copy and have received an explanation of my procedural safeguards as parents of a student with a disability or as a student with a disability. I understand that I can receive an additional copy of my procedural safeguards, a further explanation of my rights, or assistance in understanding the content of this notice by contacting the student's school or the Director of Special Education.</i></p>		
<p>Names of Student Representative(s) <i>Required</i></p>	<p>The people representing the student.</p>	<p>This field is limited to 400 characters.</p>
<p>Parent Participation</p>	<p>Indicates the parent's involvement at the meeting. Options include:</p> <ul style="list-style-type: none"> • Parent participated via alternate means • Parents did not attend meeting (if age 18 or older or younger if appropriate) 	<p>Only one option can be selected.</p>
<p>A copy of Parent Rights, if necessary, and appropriate Due Process forms were</p>	<p>An indication on how a copy of the Parent Rights/Due Process forms were sent to the the parent/guardians. Options include:</p> <ul style="list-style-type: none"> • Mailed • Sent home with student • Sent by fax • Delivered by school personnel • Emailed 	<p>N/A</p>
<p>Date</p>	<p>The date of the ARC meeting.</p>	<p>N/A</p>
<p>Admissions and Release Committee Members Attendance Editor</p>		
<p>Committee Member Name</p>	<p>The name of the committee member.</p>	<p>This field populates with all active team members on the student's Team Members tool.</p> <p>Users can use the Link button to add another row/team member.</p>

Field	Description	Validation
Role	The role of the committee member.	N/A
Name	The name of any additional team members included in the meeting.	This is available when users click the Add button.
Role	The role of the additional team member.	This is available when users click the Add button.

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Summary Notes and Parent Input

The Summary of Note and Parent Input editor is used to document and concerns brought up by the student's parent/guardian.

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IN PROGRESS

Document Parent Concerns and Input *

Example

Notes

Summary Notes and Parent Input Editor

Field	Description	Validation
Document Parent Concerns and Input Required	A descriptions of any concerns brought up by the parent/guardian.	N/A
Notes	Any additional notes.	N/A

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