



AGENDA

THE ARKANSAS COUNCIL FOR MILITARY CHILDREN

Thursday, November 2, 2023, 10:00 A.M.

Beebe School District Central Offices
1201 W. Center Street, Beebe, Arkansas

Join Zoom Meeting

<https://us06web.zoom.us/j/82658879558?pwd=dVdzVU9OWWt2VzFzNGpRWmpYdy9ZQT09>

Meeting ID: 826 5887 9558

Passcode: 967781

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- I. Call to Order and Roll Call (J. Kaminar, A. Cress)
 - II. Pledge of Allegiance (J. Kaminar)
 - III. Recognition of Host District (J. Kaminar)
 - IV. Approval of Agenda*** (J. Kaminar)
 - V. Approval of Minutes (September 7, 2023)*** (J. Kaminar)
 - VI. Public Comments (J. Kaminar)
 - VII. Chair's Report (J. Kaminar)
 - A. DMEC/SML Training Sessions
 - B. Purple Star School Update
 - C. Military Kid of the Month
 - D. DSLO Report – State of the States
 - VIII. Vice Chair's Report (A. Wright)
 - IX. Reports by Committees, Task Forces, or Liaisons
 - A. Awards Committee (Dr. J. Walker)
 - 1. Outstanding Military Scholar Award
 - B. Military Family Forum Committee (A. Wright)
 - C. Outreach Committee (J. Kaminar)



MEETING MINUTES
ARKANSAS COUNCIL FOR MILITARY CHILDREN
Thursday, November 02, 2023
10:00 A.M.

I. Call to Order and Roll Call

The Arkansas Council for Military Children (Council) met Thursday, November 02, 2023. Chair John Kaminar called the meeting to order at 10:02 A.M.

PRESENT:

Mr. John Kaminar, Chair
Ms. Andelyn Wright, Vice Chair
Ms. Jody Bergstrom
Kevin Hesslen (proxy for Mr. John Ciesla)
Sen. Jane English
Rep. Karilyn Brown (proxy for Rep. Brian Evans)
Ms. Loreena Hegenbart
Mr. James Hopkins (proxy for Mr. Brian Melton)
Dr. Karla Neathery
Ms. Lashawnda Noel
Ms. Bobbie Olles (MFEL)
Dr. Jeremy Owoh
Dr. Janice Walker (proxy for Dr. Jeremy Owoh)
Ms. Christyal Parker
Dr. Kerry Schneider
Ms. Emily Taylor (Proxy for Dr. Tony Thurman)
Col. N'Keiba Estelle (DOD Liaison, non-voting)
Mr. Rick Porter (Special Education Liaison, non-voting)

ABSENT:

Ms. Brittany Edwards (excused)
Ms. Jennifer Reynolds
Ms. Terri Williams (excused)
Ms. Jessica Saum (Special Advisor, non-voting)

GUESTS:

Ms. Jessica Prothro, (District Military Education Liaison, Beebe School District)

Ms. Sonya Guerrero (District Military Education Liaison, Van Buren School District)
Ms. Beth Jaime (District Military Education Liaison, Bryant School District)

A quorum was established.

II. Pledge of Allegiance (J. Kaminar)

Chair Kaminar asked Ms. Jessica Prothro to lead the Council members in the Pledge of Allegiance.

III. Recognition of Host School District (J. Kaminar)

Chair Kaminar thanked the Beebe School District for hosting this month's meeting and introduced Ms. Jessica Prothro, the DMEC for the district. He also introduced Ms. Holly Glover, the curriculum coordinator and Dr. Chris Nail, the superintendent. He stated that the Beebe School District has a significant population of children of military families, 146 at last count, which makes them one of the largest school districts in the state for enrollment of military-connected students. He also stated that Beebe has been a Purple Star School for just over a year.

IV. Approval of Agenda (J. Kaminar)

Chair Kaminar asked for a motion to approve the agenda. Dr. Schneider made the motion, seconded by Ms. Parker. Without objection, the agenda was adopted.

V. Approval of Minutes (September 7, 2023) (J. Kaminar)

Chair Kaminar asked for a motion to approve the September 7, 2023 minutes. Ms. Parker made the motion, seconded by Dr. Schneider. Without objection, the minutes were adopted.

VI. Introduction of Guests (J. Kaminar)

Chair Kaminar introduced Ms. Mary Perry, Coordinator of Special Programs for DESE and Col. Don Berry. Chair Kaminar also introduced guests Ms. Sonia Guerrero from the Van Buren School District and Ms. Beth Jaime from the Bryant School District, both District Military Education Coordinators.

VII. Public Comments (J. Kaminar)

No public comments.

VIII. Chair's Report (J. Kaminar)

A. DMEC/SML Training Sessions

Chair Kaminar reported that several training sessions for district military education coordinators and school military liaison and schools that are pursuing Purple Star School status have been held. September 14th and 26th were general sessions for anyone who wanted to attend. On October 19th a session was held just for the Jacksonville North Pulaski School District and November 1st an in-person session in the Bryant School District for all of their school military liaisons. Approximately 60 people attended those sessions. No more sessions are scheduled at this time, but the Council is available to hold sessions upon request.

B. Purple Star School Update

Chair Kaminar reported 24 schools had achieved Purple Star School status over the last two months, largely because the Bentonville School District had put on a great effort to get all of their schools to Purple Star School status. Their next step will be to apply for the Purple Star School District. Two independent schools, the Immaculate Conception School located in Fort Smith and the Immaculate Conception School in North Little Rock, have qualified. Both the Van Buren School District and Bryant School District are actively pursuing Purple Star School status. Chair Kaminar pointed out that the application deadline for purple star schools was the first of October, but that the Awards Committee was prepared to recommend that the application deadline be extended until the end of December.

C. Military Kid of the Month

Chair Kaminar reported that five new Military Kids of the Month were recognized in the newsletter released November 1st, all from different schools. Chair Kaminar said it is great to have an opportunity to recognize some of those students for their parents' service and all those kids do to support their parents serving in the military.

D. DSLO Report - State of the States

Chair Kaminar asked Col. Berry to present on the Defense State Liaison Office report. Col. Berry reported the following points:

- The DSLO office is the field operating activity of the Assistant Secretary of Defense for Military, Community and Family Policy. Arkansas is in the South Central Region and the representative to the group is Mr. Jeremy Hilton, who has visited Arkansas several times.
- The defense state liaison publishes a list of 10 issues which are important to military family readiness. Two of the items on the list Arkansas has met, a child abuse reporting which was completed in 2017 and the Open Enrollment flexibility requirement.
- Another item on the list is military representatives on state boards and councils. MC3 is an example of one of the councils.
- Open Enrollment Flexibility was made available in the 2023 legislative session due to the LEARNS Act. The open enrollment initiative would not have been available to military families if they arrived after May 1st.
- Another legislative initiative that is new for 2024 is the state support for military families with special education needs. One of the elements that DOD is seeking is for states to enact legislation that would require local evaluation within 30 days for a transitioning student with an IEP or Section 504 plan. The DLSO is seeking a standardized process for which IEP's can be evaluated sooner. Past surveys have indicated that as many as 30% of the families with a child with an IEP may go 60 days or longer during a transfer and 42% are seeing a delay of greater than 60 days. With advanced enrollment, they will be able to align those applications sooner.

There were no questions for Col. Berry.

IX. Vice Chair's Report (A. Wright)

No report.

IX. Reports by the Committees, Task Forces, or Liaisons

A. Awards Committee (Dr. J. Walker)

1. Purple Star School Application Deadline

Dr. Walker reported the committee met on October 10th. She thanked Mr. Kaminar for vetting the Purple Star School applications that had been received. She reported that the Committee had discussed the possibility of extending the Purple Star School application deadline until December 31 in order for more schools to have an opportunity to apply. Ms. Bergstrom made a motion to extend the Purple Star School application deadline until December 31, 2023. Seconded by Ms. Noel. No discussion. Motion passed.

2. Outstanding Military Scholar Award

Dr. Walker reported that the Committee has nearly finished with developing the Outstanding Military Scholar Award. The Committee is vetting it for the last time before bringing it to the Council for a vote.

B. Military Family Forum Committee (A. Wright)

Chair Kaminar reported on behalf of Ms. Wright that the Committee held an online forum for military families on October 18th from 10:00 AM to 2:PM. Two families called in, one with a question pertaining to how families are vetted into becoming foster families. That families was then connected with the Department of Human Services. The other family had a question pertaining to enrollment in Arkansas Virtual Academy.

C. Outreach Committee (J. Kaminar)

1. Newsletter Update

Chair Kaminar reported subscriptions to the newsletter are continuing to increase. He also mentioned the Little Rock Air Force Base would host a Military Family Readiness activity for the Month of the Military Family on November 4th. Chair Kaminar said there would be a Deployed Family Dinner on the Air Force Base on December 13th from 4:30 PM to 6:30 PM.

D. Strategic Planning Committee (J. Bergstrom)

1. Purple Star Community

Ms. Bergstrom reported that the Committee hoped to recommence work on the Purple Star Community program in the near future. She asked if there could be iPads with the Military Family surveys at the Deployment Dinner on December 13th. Ms. Bergstrom thanked Col. Berry for his commentary on the DSLO report.

E. Military Family Education Liaison (B. Olles)

Ms. Olles shared information on a one hour course on Fostering Positive Educational Transitions for Children of Military Families, provided through Arkansas Ideas. She also reported the Project Lead the Way Grant application is open. She stated that APSRC and the educational cooperatives are giving away glasses for the Solar Eclipse April 2024.

F. Department of Defense Liaison (Col. N. Estelle)

Col. Estelle reported on the STEMfest, it was a tremendous success. There was a lot of participation with 64 vendors, 131 education institutions including homeschools, and foster environments. Col. Estelle stated it is important for schools to be equipped with the understanding and resources to be pillars of support. She also thanked the committee for their continued support and how grateful for the dedication of Arkansas to the mission of educating its military children.

G. Special Education Liaison (R. Porter)

Mr. Porter shared a link for a Parent Family Guide for Special Education, which is available on the DESE website. This is a 70 page parent friendly guide that covers the entire continuum of Special Education. It is a great resource for families to be able to access Special Education programs and how to advocate for their children. Mr. Porter also provided a link for the Family Guide for Dispute Resolution. It provides information on formal processes to resolve those disputes in a parent-friendly way.

H. Special Advisor (J. Saum)

No report.

X. Old Business

A. Meeting Schedule for AY 2023-2024

Chair Kaminar reported the May 2024 meeting will be held at the VanBuren School District.

B. LRAFB Focus Group (DESE)

Chair Kaminar has discussed the issue with Dr. Daryl Smith, the Assistant Commissioner for School Choice and Parental Empowerment with DESE. Dr. Smith will be contacting Secretary Oliva and Deputy Commissioner Smith for further review in order to move forward with this project.

XI. New Business (J. Kaminar)

A. Survey of Military Families - Preliminary Results

Chair Kaminar reported there have been 197 respondents to the survey so far. The reports span different rank groupings: junior enlisted, non-commissioned officers, junior and mid-grade officers and general officers. Some trends are starting to emerge from the survey: a significant amount of service members who have been unable to access Special Education Services, predominantly in the NCO ranks; several reported they are unable to afford groceries on a regular basis; they are unable to access medical and mental health care. Geographic clusters in the state will be shared at a later date, Chair Kaminar will be reaching out to DMEC, counselors and superintendents in those geographic areas to discuss the type of specific needs that are in those districts. Chair Kaminar would like to have this ready for the final annual report that goes to the Governor, the House and Senate Education Committees, and the State Board of Education.

B. Resolution for Military Family Appreciation Month

Chair Kaminar shared a resolution in support of Military Family Appreciation Month. Chair Kaminar asked for a motion to adopt the resolution. Motion made by Representative Brown, seconded by Dr. Schneider. No discussion. Motion passed.

C. Extension of Purple Star School Application Deadline

As reported earlier, the application deadline was moved from October 1, 2023 to December 31, 2023.

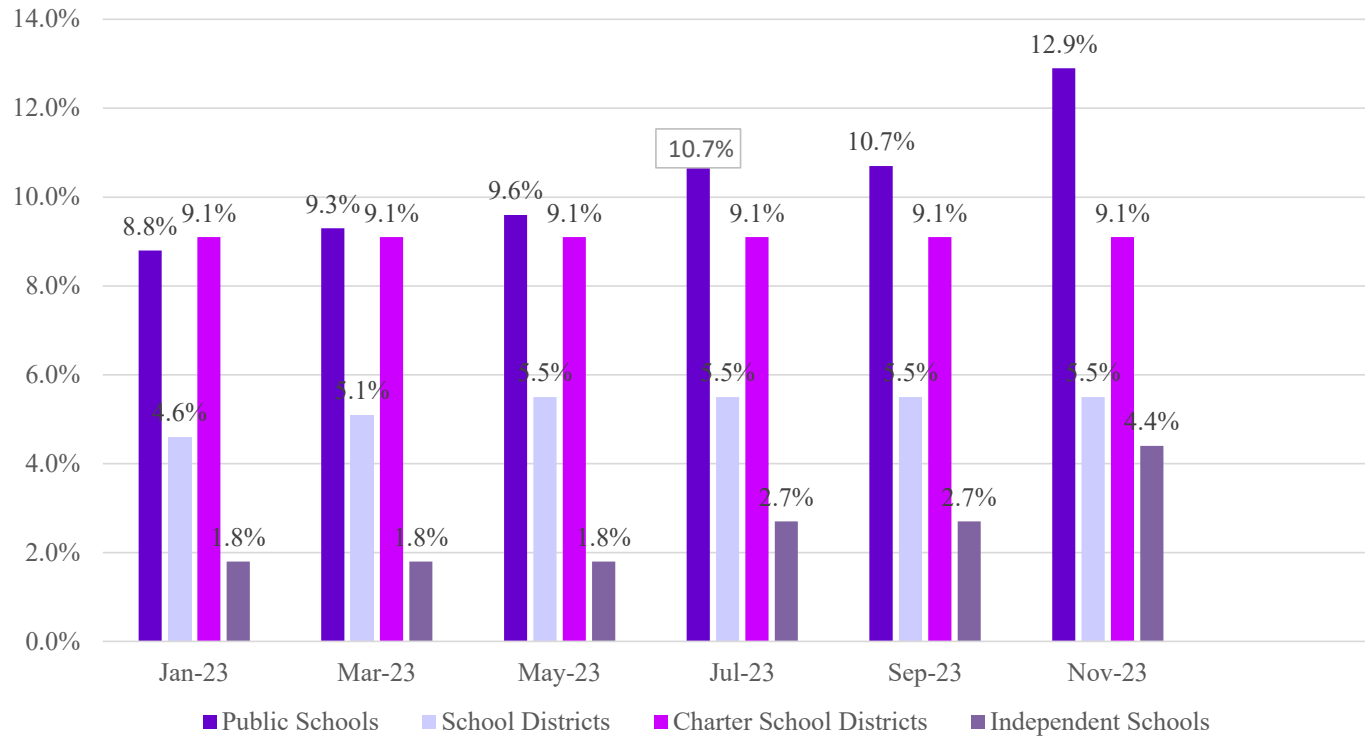
XII. Date/Time/Place for Next Meeting - January 4, 2024, 10:00 AM, Little Rock Air Force Base University Center, 1490 Vandenberg Boulevard, Jacksonville, Arkansas

XII. Adjournment (J. Kaminar)

Chair Kaminar asked for a motion to adjourn the meeting. Motion made by Ms. Parker, seconded by Dr. Schneider. No discussion. Meeting adjourned at 10:51 AM.

Purple Star School Status

As of November 1, 2023



Schools: 1056 (Including Charter Schools)
 Traditional School Districts: 237
 Charter School Districts: 22
 Independent Schools: 113



Defense-State Liaison Office State of the States



U.S. Department of Defense



**MILITARY
STATE POLICY
SOURCE**

Patricia Montes Barron

DASD, Military Community and Family Policy



Taking Care of Our Military Families

September 2022 DOD Memo: Taking Care of Our Service Members and Their Families

“The Department of Defense has a sacred obligation to take care of our service members and families. Doing so is a national security imperative. Our military families provide the strong foundation for our force, and we owe them our full support.”

– Lloyd J. Austin, secretary of defense

September 2021 Joining Forces Report: Strengthening America’s Military Families

“The families of our service members and veterans, caregivers, and survivors ... may not wear a uniform ... but they sacrifice for us all. They give their best to the United States, and we owe them nothing but our best in return.”

– Dr. Jill Biden, First Lady of the U.S.



Who We Are and What We Do

The Defense-State Liaison Office provides state policymakers with expert insight on issues affecting military families and their quality of life.

This is part of the Defense Department's efforts to identify and address the most pressing needs of service members and military families.



Regional Liaisons

The liaisons work with state policymakers by:

- Helping to establish state-specific priorities
- Offering insights into military life and issues that impact military families
- Providing assistance and testimony with legislation for state policy priorities
- Contributing to force readiness and quality of life by educating on policies that advance the well-being of service members and their families



Meet the Regional Liaisons



Tammie Perreault
Northwest Regional Liaison
AK, ID, MT, OR, WA, WY



Kelli May Douglas
Pacific Southwest
Regional Liaison
AZ, CA, HI, NM, NV, UT



Michelle Richart
Midwest Regional Liaison
CO, IA, KS, NE, ND, SD



Jeremy Hilton
South Central Regional Liaison
AR, LA, MO, MS, OK, TX



Shane Preston
Great Lakes Regional Liaison
IL, IN, MI, MN, OH, WI



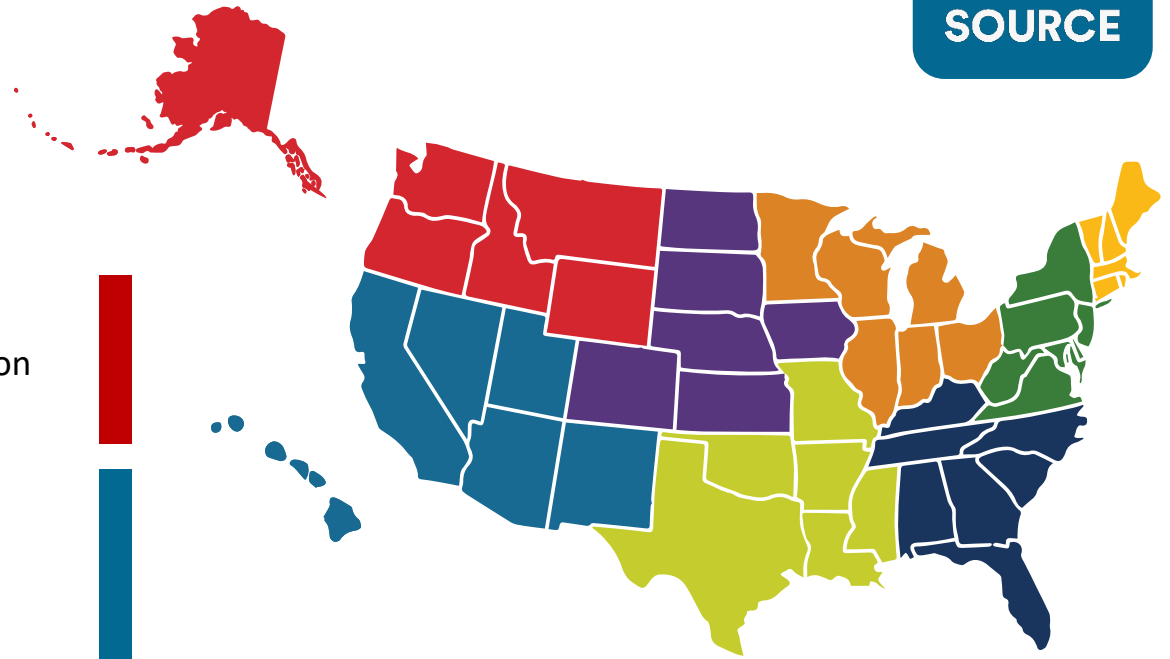
Eric Sherman
Southeast Regional Liaison
AL, FL, GA, KY, NC, SC, TN



Melissa Willette
New England Regional Liaison
CT, MA, ME, NH, RI, VT



Christopher Arnold
Mid-Atlantic Regional Liaison
DE, MD, NJ, NY, PA, VA, WV



Initiative Progress Report for 2023 Priorities

| Priority | States w/Policy | Active Sponsors: Total | Active Sponsors: States | Active Bills: Total | Active Bills: States | Passed | Completed |
|--|-----------------|------------------------|-------------------------|---------------------|----------------------|----------|------------|
| Emeritus Priorities | - | 12 | 3 | 12 | 3 | 0 | 13 |
| Enhanced Military Spouse Licensure Portability | 37 | 4 | 2 | 7 | 5 | 1 | 8 |
| Military Family Anti-Discrimination Status | 4 | 2 | 2 | 3 | 2 | 0 | 3 |
| Military Spouse Occupational Licensure Access | 36 | 2 | 1 | 2 | 1 | 0 | 4 |
| Licensing Compacts | 47 | 41 | 14 | 56 | 18 | 2 | 53 |
| Purple Star Schools Program | 38 | 1 | 1 | 2 | 2 | 0 | 4 |
| Open Enrollment Flexibility | 12 | 5 | 2 | 8 | 3 | 0 | 4 |
| Child Abuse Identification and Reporting | 33 | 2 | 1 | 2 | 1 | 0 | 0 |
| Concurrent Juvenile Jurisdiction | 5 | 4 | 2 | 3 | 2 | 0 | 1 |
| Licensure Exemptions for Military Family Child Care Providers | 11 | 0 | 0 | 0 | 0 | 0 | 6 |
| Defining Armed Forces | 19 | 4 | 2 | 4 | 4 | 1 | 12 |
| Military and Family Life Counselor Licensure Waiver | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Aggregate Bill Totals (Multiple Priorities in some Bills) | | 75 | | 95 | | 4 | 106 |



Occupational Licensing Interstate Compacts

Nurse Licensure Compact — 41

Interstate Medical Licensure Compact — 41

Psychology Interjurisdictional Compact — 39

Physical Therapist Compact — 36

Audiology and Speech-Language-Pathology Compact — 29

Counseling Compact — 29

Occupational Therapy Compact — 28

EMS Compact — 24

Advanced Practice Registered Nurse Compact — 3

Physician Associates Compact — 1

Interstate Teaching Mobility Compact — 10

Cosmetology Compact — 3

Dentist and Dental Hygiene Compact — 3

Interstate Massage Compact — 1

Social Work Compact — 1

School Psychologists

Dietitians

Respiratory Therapists



State Policy Priorities

- Military Community Representation on State Boards and Councils
- Defining Armed Forces in State Policy

Defend the homeland by supporting the warfighter

Deter aggression by protecting personnel and installations

- Concurrent Juvenile Jurisdiction
- State Response to Military Interpersonal Violence

- Military Access to Quality Family Child Care
- Military Spouse Employment and Economic Opportunities
- Open Enrollment Flexibility

Expand America's prosperity

Build a resilient force and defense ecosystem

- Child Abuse Identification and Reporting
- Military Family Anti-Discrimination Status
- State Support for Military Families With Special Education Need



State Policy Priorities for 2024



Military Family Anti-Discrimination Status



Military Spouse Employment and Economic Opportunities



Open Enrollment Flexibility



Child Abuse Identification and Reporting



Concurrent Juvenile Jurisdiction



Military Access to Quality Family Child Care



Defining Armed Forces in State Policy



Military Community Representation on State Boards and Councils



State Response to Military Interpersonal Violence



State Support for Military Families With Special Education Needs

<https://statepolicy.militaryonesource.mil>



State Response to Military Interpersonal Violence

While the Defense Department has led the implementation of enterprise-wide guidance on prevention, states can address harmful behaviors, such as sexual assault and domestic violence, by expanding protections for victims. Enacting state policy best practices can supplement federal program efforts and changes.



State Response to Military Interpersonal Violence

States can support military service members through the implementation of the following policies that specifically address the issue of interpersonal violence:

- Extend the legal authority of military commanders and military protective orders beyond military locations and duty times.
- Allow state courts to recognize a special victims' counsel to assist victims of abuse and harassment.
- Mandate that states allow victims access to post-discharge travel funds to fully cover the expense of traveling to and from and participating in court proceedings.
- Amend domestic violence definitions to include coercive control, emotional distress and psychological abuse.
- Allow victims of military sexual trauma or interpersonal violence to appear virtually in court proceedings.
- Service members convicted of criminal harassment will be subject to military discipline.



New: State Support for Military Families With Special Education Needs

Highly mobile children, including military children, are more likely to experience recurring educational disruptions and challenges, particularly those who need access to special education and related services.



New: State Support for Military Families With Special Education Needs

States can assist by:

- Streamlining processes to ensure timely establishment of comparable special education services upon relocation.
- Reducing burdens associated with due process proceedings.



New: Military Community Representation on State Boards and Councils

By including members of the military community, states can ensure that unique operational requirements and military family priorities are considered across pertinent policy areas



New: Military Family Anti-Discrimination Status

To supplement employment protections under the Uniformed Services Employment and Reemployment Rights Act, states can add military family status as a class protected in state education, housing, public utilities and civil rights laws.



Continuing: Military Spouse Employment and Economic Opportunities

Many military spouse professionals must relicense each time they transfer with their active-duty spouse. As states implement the provision of the Military Spouse Licensing Relief Act, they can help military spouses maintain professional and financial stability by enacting licensing compacts and ensuring that licensing agencies make their application processes accessible to military spouses.



Continuing: Defining Armed Forces in State Policy

Recent force structure changes require updates to ensure that states' definitions of military service align with federal law. States can minimize disruptions in benefits and services for eligible service members and dependents by clearly defining "armed forces."



Continuing: Open Enrollment Flexibility

Military families are at a disadvantage when it comes to school enrollment options due to military-directed assignments. States can provide military families with improved schooling options by modifying open enrollment policies.



Continuing: Military Access to Quality Family Child Care

In many cases, Defense Department-certified military family child care providers must also be licensed or registered by the state when simply caring for DOD children. By recognizing military family child care certification, in lieu of requiring state licensing, states can enhance access to military child care and reduce the time on waitlists. States can also support Military Child Care in Your Neighborhood-PLUS, which increases access for active-duty, National Guard and reserve families.



Continuing: Child Abuse Identification and Reporting

Federal law requires the Defense Department to request state reports regarding instances of child abuse and neglect involving military family members. States can assist military Family Advocacy Programs in providing needed support by requiring child protective services to report cases to the military at the onset of their investigations.



Continuing: Concurrent Juvenile Jurisdiction

On military installations subject to exclusive federal jurisdiction, investigation and adjudication of juvenile offenses is limited because cases may only be adjudicated in the federal system. States can adopt concurrent jurisdiction policies to ensure access to state resources and juvenile courts for appropriate adjudication options to better respond to juvenile needs.



Final Remarks

Thank you for continuing to be a partner with the DSLO.

- Support our service members by understanding the DOD state policy priorities that impact the military community — so we can all work together to help advance initiatives.
- Assist in identifying future policy priorities by sharing with us what you learn from our families.
- Strengthen our team by working together to educate states on how they can help our mission to support our most valuable resource — our service members and their families.



Working with State Policymakers and Military Community Advocates

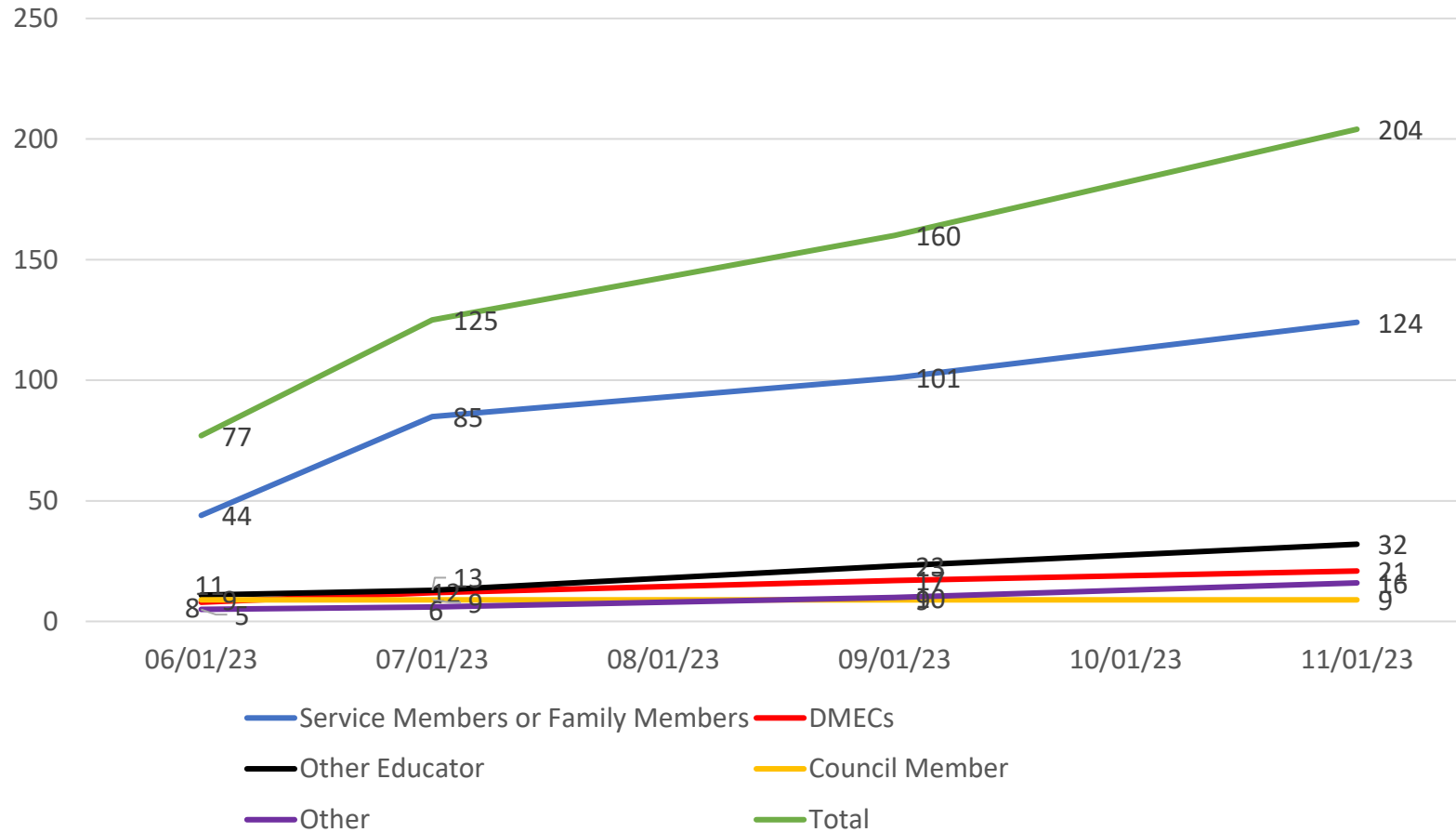


For additional information, visit
statepolicy.militaryonesource.mil.



Newsletter Subscribers

As of November 1, 2023



A Family's Guide to Special Education in Arkansas



2019 Edition



ARKANSAS DEPARTMENT OF EDUCATION

ARKANSAS DEPARTMENT OF EDUCATION
Special Education Unit
1401 W. Capitol
Little Rock, AR 72201
(501) 682-4221
Arkansased.gov

A Family's Guide to Special Education in Arkansas is adapted with permission from the PACER Center, Minneapolis, MN, (952) 838-9000. www.pacer.org.

THIS GUIDEBOOK IS BASED ON STATE AND FEDERAL SPECIAL EDUCATION LAWS, WHICH WERE CURRENT AT THE TIME OF PUBLICATION AND INCLUDES STANDARD ARKANSAS SPECIAL EDUCATION FORMS. HOWEVER, LAWS AND FORMS CAN CHANGE. FIND THE LATEST UPDATES ON THE [ADE Special Education website](#) AND IN THE [ADE Special Education and Related Services Procedural Requirements and Program Standards](#)

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A MESSAGE FOR ARKANSAS FAMILIES OF CHILDREN WITH DISABILITIES

Dear Parents, Guardians, and Other Family Members,

This guide has been written for those of you with children ages 3-21, who have disabilities and have not yet graduated from high school. Children with disabilities may receive special education services in Arkansas public schools. This guide will help you understand the special education process, the importance of your participation in your child's education, and if your child is eligible for special education services, your role in developing your child's Individualized Education Program (IEP).

This guidebook will help you understand how the special education process is carried out in Arkansas public schools, including charter schools. If your child qualifies for special education and attends a private school or is home schooled, call your local school district for more information on special education services.

When used in the guide, the term parent means a child's parent or a person acting in that role. The parent may be the biological or adoptive parent, a foster parent, a legal guardian, a person acting in the place of the parent such as a grandparent, a surrogate parent, or the child who is 18 or older. A legal guardian is a person appointed through court procedures. A surrogate parent is a person appointed by the school through special education procedures to represent the child in decisions involving special education services.

Important terms are listed and defined at the beginning of each section of the guide. Terms are listed in the order they first appear the section. So that you can use each section as you need it, important terms are repeated at the beginning of multiple sections. An alphabetical list of terms and definitions is found in the glossary at the end of the guide. Links to additional resources are located after the glossary.

Parents and families are essential partners in shaping the services and outcomes in their children's education and lives, and we hope this guide is helpful to you.

Sincerely,

The Arkansas Department of Education (ADE) Special Education Staff



ARKANSAS
DEPARTMENT
OF EDUCATION

Does My Child Need Special Education?

Terms used in this section, in order of first use

Parent means a child's parent or a person acting in that role. The parent may be the biological or adoptive parent, a foster parent, a legal guardian, a person acting in the place of the parent such as a grandparent, a surrogate parent, or the child who is 18 or older.

Evaluation refers to the data gathering process in which procedures are used selectively with an individual child to determine special education eligibility or programming. It does not include basic tests administered or procedures used with all children in a school, grade, or class.

Appropriate is suitable or fitting. IDEA specifies the procedures for determining the appropriate education for an individual child. Evaluations are done to identify your child's needs. From those needs, the IEP team will determine the appropriate educational services so your child can make meaningful educational progress.

Related services are any specially designed services that enable a child to benefit from special education instruction. Some examples include psychological services, assistive technology, interpretive services, occupational therapy, physical therapy, audiology, and mobility training.

IDEA is the acronym for the Individuals with Disabilities Education Act. This is the federal law that guarantees the rights of children with disabilities to a free appropriate public education.

ACRONYM

A **parent**, other family member, teacher, or other individual who is worried about a child's development, academic progress, or behavioral needs, and concerned a child may have a need for special education services, can make a referral for a special education **evaluation**. Parents in Arkansas can begin the referral process by talking with school staff such as: a principal, counselor, or teacher, who will complete a "Special Education Referral." When making a referral, you may choose to talk about your concerns while a staff member writes what you say on the form. Following is the first page of the referral:

| Special Education Referral | | AUGUST 2017 | | | |
|---|----------------------|---|--|----------------|----------------------|
| Name: | <input type="text"/> | ID#: | <input type="text"/> | Date of Birth: | <input type="text"/> |
| Age: | <input type="text"/> | Grade: | <input type="text"/> | School/Site: | <input type="text"/> |
| Name of Person(s) Referring Child: | | | Date of Referral: | | |
| <input type="text"/> | | | <input type="text"/> | | |
| Name and Address of Parent/Guardian: | | | Interpreter Needed? | | |
| <input type="text"/> | | | <input type="radio"/> Yes <input type="radio"/> No | | |
| Parent's Phone Number: | <input type="text"/> | Native Language/Mode of Communication of Child: | | | |
| Native Language/Mode of Communication of Parent: | | <input type="checkbox"/> English <input type="checkbox"/> Other (specify): <input type="text"/> | | | |
| <input type="checkbox"/> English <input type="checkbox"/> Other (specify): <input type="text"/> | | | | | |

| | |
|---|--|
| Describe academic/developmental and/or behavioral performance that prompted referral: | |
| <input type="text"/> | |
| Describe the child's strengths: | |
| <input type="text"/> | |
| Summarize and/or attach any additional information that would assist in determining the nature of the child's developmental/learning problems (pre-referral data/early intervening services including, but not limited to, response to intervention data; screening inventories; intervention services; home or classroom behavior checklists; existing medical, social, developmental/educational data; and/or samples of the child's work): | |
| <input type="text"/> | |
| Has the student repeated a grade? <input type="radio"/> Yes <input type="radio"/> No | Days absent this school year: <input type="text"/> |
| If yes, which grade? <input type="text"/> | Has the student been suspended or expelled this school year? <input type="radio"/> Yes <input type="radio"/> No |
| | If yes, how many days? <input type="text"/> |
| Has the student previously been referred for a Special Education evaluation? <input type="radio"/> Yes <input type="radio"/> No | |
| If yes, provide information, if available: <input type="text"/> | |
| For District Staff Only: | |
| Date of vision screening | <input type="text"/> |
| Date of hearing screening | <input type="text"/> |
| Public Agency Official/Designee Receiving Referral: | Date Received: |
| <input type="text"/> | <input type="text"/> |

The written referral starts timelines for a meeting that must happen within 21 days after the referral is received by district staff. The school must schedule a referral conference with you, the parent, within seven days of the school's receipt of the "Special Education Referral."

The referral conference is a team meeting which includes the parent, the principal or a district representative, and one teacher directly involved in the education of the child. Others may attend as necessary. Team members review the data and concerns about your child then use the data to decide if an **evaluation** is **appropriate** to determine if your child is eligible for special education and related services under the **IDEA**. Conference decisions are noted on the "Referral Conference Decision" page of the referral.

If the team decides that your child needs an evaluation, you will be asked to give written consent for the evaluation. Your written consent begins the process and timeline for the evaluation. If you choose not to provide written consent, your child will not be evaluated. You will receive a copy of [Your Rights Under the IDEA](#) and a "Notice of Action." *Your Rights Under the IDEA* describes special education procedures and regulations to ensure students receive services in a timely manner. The "Notice of Action" outlines what decision

Name: ID#:

Referral Conference Decision

Referral Conference Decision Date:

Comprehensive Evaluation

Specialized Evaluation

Other (specify):

No Evaluation Needed

| Referral Committee Member List | |
|--------------------------------|-----------------------------|
| <input type="text"/> | Parent(s) |
| <input type="text"/> | Teacher |
| <input type="text"/> | Principal or Designee |
| <input type="text"/> | Other: <input type="text"/> |

Signature of Public Agency Representative: _____

Parent Rights Under IDEA

- https://arksped.k12.ar.us/rules_regs_08/RevisionstoRulesandRegulationJuly2010/YOUR%20RIGHTS%20UNDER%20THE%20IDEA.pdf
- https://arksped.k12.ar.us/rules_regs_08/RevisionstoRulesandRegulationJuly2010/Spanish/Your%20Rights%20Under%20the%20IDEA%20-%20Spanish.pdf (Spanish version)

Rights were presented

Method of provision:

- In person
- By Mail
- E-mail

was proposed, why it was proposed, the data used to make the evaluation decision, other options considered, and other factors that may be related to the decision. If it is determined your child needs an evaluation and you agree, you will sign consent for evaluation on the "Notice of Action." If the team decides not to evaluate your child for special education and related services, you do not sign consent, and your child will not be evaluated. More information and a picture of the "Notice of Action" is included in a later section of the guide.



Evaluation

Terms used in this section, in order of first use

Evaluation refers to the data gathering process in which procedures are used selectively with an individual child to determine special education eligibility or programming. It does not include basic tests administered or procedures used with all children in a school, grade, or class.

ACRONYM

IDEA is the acronym for the Individuals with Disabilities Education Act. This is the federal law that guarantees the rights of children with disabilities to a free appropriate public education.

General education curriculum or grade-level curriculum refers to the curriculum that the school uses to teach all children in the school district, including children who have disabilities. The curriculum includes lessons, materials, and activities routinely used by the general population of children in the school and is aligned with state grade-level academic standards. The U.S. Department of Education defines general education curriculum as curriculum that is based on a State's academic content standards for the grade in which a child is enrolled and includes instruction and supports that will prepare the child for success in college and careers.

Parent means a child's parent or a person acting in that role. The parent may be the biological or adoptive parent, a foster parent, a legal guardian, a person acting in the place of the parent such as a grandparent, a surrogate parent, or the child who is 18 or older.

ACRONYM

IEP is the acronym for Individualized Education Program. It is the written plan that guides your child's special education services.

After you sign consent for **evaluation**, the district has 60 calendar days to complete the evaluation, which is done at no cost to you. Within 30 calendar days after the evaluation is complete, the district will meet with you to review the results in an evaluation programming conference. The team will determine if your child has a disability, as defined in **IDEA**, and if there is a need for specialized instruction. There are times when a child may have a disability, but does not need specialized instruction to have access to and make progress in the **general education curriculum**. Regardless of the decision made in the meeting, as the **parent**, you will be a member of the team and receive a written copy of your child's evaluation report.

| Evaluation/Programming Conference Decision Form/Notice of Decision | | | |
|--|----------------------|----------------|----------------------|
| Name: | <input type="text"/> | ID#: | <input type="text"/> |
| | | Date of Birth: | <input type="text"/> |
| Age: | <input type="text"/> | Grade: | <input type="text"/> |
| | | School/Site: | <input type="text"/> |
| Date of Last Evaluation Component (for current evaluation): | <input type="text"/> | | |
| Date of Decision: | <input type="text"/> | | |

I. Determination of Disability (check one):

Evaluation data does not substantiate the existence of a disability consistent with state and federal regulations implementing IDEA.

Evaluation data substantiate the existence of a disability consistent with state and federal regulations implementing IDEA.

Eligibility Category:

There is an adverse affect on the child's educational performance, and the child is in need of special education and related services.

The determinant factor is not due to:

- lack of appropriate instruction in reading (including the essential components of reading);
- lack of appropriate instruction in math; or
- Limited English Proficiency.

II. Describe the Child's Educational Needs:

Excusal(s): Yes No

If yes, Team Member(s) Excused:

Parental Agreement to Excusal:

Yes No Initials _____

Is excused member's area of curriculum being discussed?

Yes, written input was provided

No

Team Participation Signatures

| | |
|--|--|
| | Parent(s) |
| | Special Education Teacher |
| | General Education Teacher |
| | Local Education Agency Representative |
| | Individual to Interpret Instructional Implications of Evaluation Results |
| | Other: <input type="text"/> |

Evaluation Report and Evaluation Programming Conference:

Date provided to parent:

In person

By Mail

E-mail

In Arkansas, a child may be found eligible to receive special education services under the following **13 areas of disability**:

- autism,
- deaf-blindness,
- hearing impairment including deafness,
- emotional disturbance (ages 5-21 only),

- intellectual disability (ages 5-21 only),
- multiple disabilities,
- non-categorical (ages 3-5 only),
- orthopedic impairment,
- other health impairment,
- specific learning disability (ages 5-21 only),
- speech or language impairment,
- traumatic brain injury, and
- visual impairment.

When your child has a disability under *IDEA* and needs specialized instruction, the team develops an Individualized Education Program (**IEP**). The IEP cannot be implemented without your written consent for initial placement given on a "Notice of Action."



What is an *IEP*?

Terms used in this section, in order of first use

ACRONYM

IEP is the acronym for Individualized Education Program. It is the written plan that guides your child's special education services.

Related services are any specially designed services that enable a child to benefit from special education instruction. Some examples include psychological services, assistive technology, interpretive services, occupational therapy, physical therapy, audiology, and mobility training.

General education curriculum or grade-level curriculum refers to the curriculum that the school uses to teach all children in the school district, including children who have disabilities. The curriculum includes lessons, materials, and activities routinely used by the general population of children in the school and is aligned with state grade-level academic standards. The U.S. Department of Education defines general education curriculum as curriculum that is based on a State's academic content standards for the grade in which a child is enrolled and includes instruction and supports that will prepare the child for success in college and careers.

The **IEP** is a legal document outlining the special education and **related services** that your child will get from the school at no cost to you. Services are based on information gathered through state and district assessments and other data, such as information about your child's social, emotional, and communication needs. The IEP is designed to address your child's strengths and needs and ensure your child has the services and supports needed in order to access and progress in the **general education curriculum**.

The initial IEP must be developed within 30 days of your child’s eligibility determination for special education. An annual meeting must be conducted within one year of the last IEP development date. The IEP must also be written so that the plan is in effect by the beginning of each school year, if not before. An IEP meeting can be held anytime to address concerns that arise.

Families Need to Know

According to **IDEA**, “the term individualized education program or IEP means a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in accordance with” federal and state laws, regulations, and rules.

34 CFR 300.320

How Can **FAMILIES** Participate in Developing IEPs?

Terms used in this section, in order of first use

ACRONYM

IEP is the acronym for Individualized Education Program. It is the written plan that guides your child’s special education services.

Parent means a child’s parent or a person acting in that role. The parent may be the biological or adoptive parent, a foster parent, a legal guardian, a person acting in the place of the parent such as a grandparent, a surrogate parent, or the child who is 18 or older.

Appropriate is suitable or fitting. IDEA specifies the procedures for determining the appropriate education for an individual child. Evaluations are done to identify your child’s needs. From those needs, the IEP team will determine the appropriate educational services so your child can make meaningful educational progress.

The **IEP** is the cornerstone of the special education process and the key to services your child receives. Unless it is clearly not feasible to do so, as the **parent**, you have the right to receive written information as follows:

- in language that can be understood by the general public, and
- in your native language or another mode of communication you use.

You know your child's strengths and needs and should discuss them with the rest of the IEP team. Each IEP is developed based on the child's individual needs; therefore, one child's IEP should look different from a brother's or sister's IEP or even from the same child's IEP developed the previous year.

To develop goals that enable your child to become as independent and productive as possible, you may want to ask yourself:

- What long term goals do I have for my child?
- What can my child do now?
- What do we need to do so my child will gain new skills?
- Is this skill an **appropriate** step toward a productive and independent life for my child?

There is no blueprint or prescription for an IEP. The IEP team, which includes a parent, will develop a program that meets individual, specific needs. By understanding your child's IEP and taking an active role in developing it, you can help make sure that your child receives needed services.

Families Need to Know

The purpose of special education is "to ensure that all children with disabilities have available to them a **free appropriate public education** that emphasizes special education and **related services** designed to meet their unique needs and prepare them for further education, employment, and independent living."

IDEA, 20 U.S.C. § 1400(d)(1)(A)

IEP Purpose

Terms used in this section, in order of first use

ACRONYM

IEP is the acronym for Individualized Education Program. It is the written plan that guides your child's special education services.

Parent means a child's parent or a person acting in that role. The parent may be the biological or adoptive parent, a foster parent, a legal guardian, a person acting in the place of the parent such as a grandparent, a surrogate parent, or the child who is 18 or older.

Evaluation refers to the data gathering process in which procedures are used selectively with an individual child to determine special education eligibility or programming. It does not include basic tests administered or procedures used with all children in a school, grade, or class.

Initial IEP

When your child has been evaluated and found to be eligible for special education and related services, an initial **IEP** must be developed before services can begin. The school must make sure that this first IEP meeting is held within 30 calendar days after your child has been found eligible for special education services.

Annual IEP

Every child's IEP must be reviewed on an annual basis. Within a calendar year of the previously developed IEP, the IEP team must meet, review and update information, and develop new goals. The annual IEP is commonly known as the annual review. Some districts hold annual review meetings in the spring semester while others hold "anniversary IEP" meetings based on the date the IEP was originally put into place. Annual reviews can be held earlier than the anniversary date, but not later. You must receive a copy of your child's annual IEP.

Amended IEP

Anytime a **parent**, another IEP team member, school staff, or the child has a concern about progress, the child's needs, or other issues that may affect the child's progress on the IEP, an IEP meeting may be held. A child may have more than one IEP meeting per year if needed. The parent may consent to make minor IEP changes without a meeting. Changes to the IEP are called amendments.

Amendments are made to an initial or annual IEP and do not change the anniversary date of the annual IEP. All IEP team members and district personnel responsible for implementing the IEP must be notified of any amendment made to the IEP. Amendments can happen with or without a meeting, but the parent must consent if an amendment is made without a meeting. Each time an amendment is made, you must receive a copy of your child's IEP if you request it. It is a good idea to keep a copy of your child's current IEP.



Temporary IEP

This is an IEP developed as a result of a referral conference when the committee decides a child requires immediate intervention or diagnostic data. The decision to develop a temporary IEP is carefully considered because if your child's **evaluation** shows that your child does not have a disability and/or does not need special education services, the services that were in place under the temporary IEP cease. Your consent is required for a temporary IEP. A temporary IEP is in place for 60 days while the evaluation is being completed.

IEP Meeting Topics

Terms used in this section, in order of first use

ACRONYM

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General education curriculum or grade-level curriculum refers to the curriculum that the school uses to teach all children in the school district, including children who have disabilities. The curriculum includes lessons, materials, and activities routinely used by the general population of children in the school and is aligned with state grade-level academic standards. The U.S. Department of Education defines general education curriculum as curriculum that is based on a State's academic content standards for the grade in which a child is enrolled and includes instruction and supports that will prepare the child for success in college and careers.

Evaluation refers to the data gathering process in which procedures are used selectively with an individual child to determine special education eligibility or programming. It does not include basic tests administered or procedures used with all children in a school, grade, or class.

Parent means a child's parent or a person acting in that role. The parent may be the biological or adoptive parent, a foster parent, a legal guardian, a person acting in the place of the parent such as a grandparent, a surrogate parent, or the child who is 18 or older.

IEP discussion topics include the following:

- progress or lack of expected progress toward the special education goals and/or objectives,
- progress or lack of expected progress in the **general education curriculum**,
- new information from **evaluations**,
- information given by the **parents**, family, or the school staff,
- the child's anticipated needs, and
- other matters.

Progress toward the goals is the overall expectation for children with IEPs. When a child is not progressing toward meeting goals, the **IEP** team needs to meet, discuss this lack of expected progress, and determine what changes to the IEP, if any, are needed.

After the IEP meeting, you may receive a "Notice of Action" which outlines specific decisions proposed or refused during the meeting. Another section of this guide discusses and includes a copy of a "Notice of Action."

The IEP Team

Terms used in this section, in order of first use

ACRONYM

IEP is the acronym for Individualized Education Program. It is the written plan that guides your child's special education services.

Parent means a child's parent or a person acting in that role. The parent may be the biological or adoptive parent, a foster parent, a legal guardian, a person acting in the place of the parent such as a grandparent, a surrogate parent, or the child who is 18 or older.

Specially designed instruction is instruction that meets the needs of a child with a disability who is eligible for special education services. The content, methodology, and/or the delivery of instruction is adapted, as appropriate, to address the child's unique needs, resulting from the disability. Specially designed instruction ensures students with disabilities can access the general curriculum and meet educational standards that apply to all children.

General education curriculum or grade-level curriculum refers to the curriculum that the school uses to teach all children in the school district, including children who have disabilities. The curriculum includes lessons, materials, and activities routinely used by the general population of children in the school and is aligned with state grade-level academic standards. The U.S. Department of Education defines general education curriculum as curriculum that is based on a State's academic content standards for the grade in which a child is enrolled and includes instruction and supports that will prepare the child for success in college and careers.

Evaluation refers to the data gathering process in which procedures are used selectively with an individual child to determine special education eligibility or programming. It does not include basic tests administered or procedures used with all children in a school, grade, or class.

Related services are any specially designed services that enable a child to benefit from special education instruction. Some examples include psychological services, assistive technology, interpretive services, occupational therapy, physical therapy, audiology, and mobility training.

Transition is the change from high school to your child's future. The IEP team begins transition planning when your child is 16 or earlier.

The **IEP** team members are different from the referral conference team members. Your child's IEP team must include the following:

- a **parent**,
- at least one of your child's special education teachers who will be responsible for implementing the IEP,
- at least one of your child's regular education teachers, if your child participates or may participate in the regular education environment,
- a local education agency (school) representative who is licensed to teach or supervise **specially designed instruction**, knows about the **general education curriculum**, and knows about the resources of the school district, and
- a person who can interpret **evaluations** and their educational implications.

The educational professionals must attend IEP meetings with the following two exceptions:

- Their areas of curriculum or **related services** are not being changed or discussed, and the parent agrees, in writing, that the member need not attend all or part of the meeting.
- Their areas of curriculum or related services are being changed or discussed; the team member provides written input into the development **of the IEP prior to the meeting; and the parent consents, in writing, that the member may be excused** from all or part of the meeting. When a team member is excused from an IEP meeting, the excusal is documented on the front page of the IEP.

| | |
|--|--|
| Excusal(s): <input type="radio"/> Yes <input type="radio"/> No If yes, Name(s) of Team Member(s) Excused: <input type="text"/> Parent Agreement to Excusal: <input type="radio"/> Yes <input type="radio"/> No Initials _____ Is excused member's area of curriculum being discussed? <input type="radio"/> Yes, written input was provided. <input type="radio"/> No | Translation/Interpretation Needed: <input type="radio"/> Yes <input type="radio"/> No If yes, Specify: <input type="text"/> |
|--|--|



Families Need to Know

Every IEP team member has important information and expertise that affects the team's ability to make informed, **appropriate** decisions regarding your child's special education program. You should consider carefully whether you want to excuse a required member of the team from the meeting.



In some situations, IEP team members also may include the following:

- people you invited or school staff invited due to expertise or knowledge regarding your child,
- the child, whenever it is appropriate,
- the child by age 16 and thereafter, or younger if appropriate, whenever **transition*** is discussed, and
- a representative of another agency, if that agency is likely to provide or pay for some services, such as transition services or mental health services.

* If a transition-age child does not attend the meeting, the school must find other ways to make sure that the child's desires and interests are considered. Arkansas transition planning is discussed in another section of the guide.

Families Need to Know

- The school must ensure that the IEP team includes all required members.
- If a required team member is unable to attend and is not excused by you in writing, the meeting must be rescheduled.
- Regular education teachers are key team members, since they are familiar with grade-level and age-level expectations for all children. They can help decide if your child needs positive behavior interventions, **supplementary aids and services**, or program **modifications** in the regular education classroom.
- A team member also may fill the role of school district representative if the requirements of both roles are met.
- Including children in IEP meetings helps them understand their disabilities and speak up for their educational needs. Children experience teams working together to help them be successful.
- You can invite someone with special expertise about your child, such as a relative, friend, advocate, child care provider, medical professional, attorney, or someone knowledgeable about your child's race, culture, or disability, to the IEP meeting. It is a good idea to inform the school if others will attend.

Parent Participation

Terms used in this section, in order of first use

Parent means a child's parent or a person acting in that role. The parent may be the biological or adoptive parent, a foster parent, a legal guardian, a person acting in the place of the parent such as a grandparent, a surrogate parent, or the child who is 18 or older.

ACRONYM

IEP is the acronym for Individualized Education Program. It is the written plan that guides your child's special education services.

The school is responsible for making sure that one or both **parents** are present at each **IEP** meeting or are given the opportunity to participate. The school must do the following:

- notify you of the meeting early enough to give you the opportunity to attend (at least 14 days before the meeting unless you agree to meet sooner),
- schedule the meeting at a time and place mutually agreeable to you and the school, and
- if you cannot attend an **IEP** meeting, use other methods to help you participate, such as individual or conference phone calls, video conferencing, etc.

Each **IEP** meeting notice must inform you of the following:

- the meeting date, time, and location,
- the names and roles of people invited,
- your right to invite others, and
- the purpose of the meeting.

If you cannot attend or participate in the meeting, the school must document how it tried to involve you, whether through telephone calls, written invitations, or other agreed upon methods. If you receive notification of a meeting and cannot attend, contact the schools as soon as possible and propose a different time and/or date so that you and the district can schedule the meeting at a mutually agreeable time.

The school district must take whatever action is necessary to make sure that you understand what happens at the **IEP** meeting. This responsibility includes providing an interpreter or translator if you use sign language or your primary language is not English.

IEP Accountability

Terms used in this section, in order of first use

ACRONYM

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Related services are any specially designed services that enable a child to benefit from special education instruction. Some examples include psychological services, assistive technology, interpretive services, occupational therapy, physical therapy, audiology, and mobility training.

Service providers are individuals the district hires to provide specific services for students.

Accommodation refers to a change to teaching or testing that removes barriers and provides equal access to learning. The learning expectation is to stay the same. Accommodations do not change what the child is learning. They change how a child is learning. The end result of the work is equal to that of children without accommodations. Examples include extended time for project completion, various types of assistive technology, and seating away from distractions.

Modifications change the learning expectations for the child. Children who receive modifications are not expected to learn the same material as their classmates. Examples include an alternate vocabulary test or focusing only on pre-selected main points.

The **IEP** is a written plan stating the specific supports and services for your child. It includes **related services** that will be provided and must be designed to enable your child to progress. The school district must follow the IEP and give your child the services outlined in it.

Your child will be assigned to a special educator who will work with you to schedule IEP meetings when needed. This special educator is often known as the case manager. Also, this special educator will likely be responsible for making sure information in the child's folder is given to each of your child's teachers and **service providers** (e.g., speech therapist or occupational therapist). All service providers must be informed of their specific responsibilities for providing a service, **accommodation, modification,** or support for the child or staff.

Development of the IEP

Terms used in this section, in order of first use

ACRONYM

IEP is the acronym for Individualized Education Program. It is the written plan that guides your child's special education services.

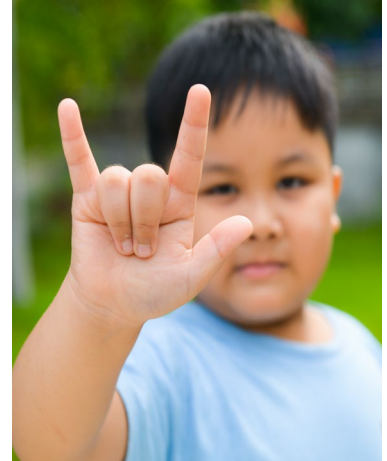
Evaluation refers to the data gathering process in which procedures are used selectively with an individual child to determine special education eligibility or programming. It does not include basic tests administered or procedures used with all children in a school, grade, or class.

Re-evaluation refers to the review of a child's special education needs. Every three years after a child is determined to be eligible for special education services, the IEP team must consider evaluation needs. At that time the team must decide what, if any, testing is needed for the committee to determine if the child continues to be eligible for special education services. The team also decides if information is needed to address the child's present levels of performance and or any changes to the child's special education and related services are needed for the child to meet their goals. Although required every three years, a re-evaluation can be requested by the parent or a teacher.

Accommodation refers to a change to teaching or testing that removes barriers and provides equal access to learning. The learning expectation is to stay the same. Accommodations do not change what the child is learning. They change how a child is learning. The end result of the work is equal to that of children without accommodations. Examples include extended time for project completion, various types of assistive technology, and seating away from distractions.

Modifications change the learning expectations for the child. Children who receive modifications are not expected to learn the same material as their classmates. Examples include an alternate vocabulary test or focusing only on pre-selected main points.

Assistive technology refers to any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The devices include those purchased commercially or those that are modified or customized but exclude surgically implanted devices.



When developing your child's **IEP**, the team must consider five areas:

1. your child's strengths,
2. your concerns about your child's education,
3. the results of the most recent **evaluation**,
4. academic, developmental, and functional needs, and
5. special factors.

1. Your Child's Strengths

Strengths and interests can form the framework on which to build new skills and behaviors. Your child's strengths and interests must be discussed by the IEP team and used as the basis for planning the educational program. Following are two ways teachers could build on strengths or interests for children with disabilities:

- A child who enjoys helping others can be encouraged to hand in all assignments and then be rewarded by helping a younger child with an art project.
- Teachers can ask a child who is a good speller to spell words that others find difficult.

2. Educational Concerns of Families

The *IEP* team must consider your concerns about your child's education. Your concerns may involve goals you want your child to achieve and specific skills that you hope will be gained. This discussion by the IEP team is an opportunity to reflect on growth over the last year and areas that you believe should be addressed. Examples include the following:

- school staff training that you think may be helpful,
- resources and successes that work at home
- skills seen at home,
- your child's concerns about being bullied,
- your child having few friends,
- your child failing general education math,
- your child saying there is not enough time to move from one class to the next,

- your child’s risks for dropping out of school,
- social skills, such as how your child gets along with others, and
- behavior concerns that may be limiting your child’s progress.

The IEP team will address concerns if they affect education. An IEP team must consider parent concerns; however, the team might not include exactly what you request in the IEP. If a concern is not addressed in the IEP, the “Notice of Action” will explain why the team did not include it.

3. Results of the Most Recent Evaluation

When developing an IEP, the IEP team will consider the results of your child’s most recent evaluation, either the initial evaluation or the three-year comprehensive **re-evaluation**. More discussion of re-evaluation is included in a later subsection of this guide.

4. Academic, Developmental, and Functional Needs

Additional information for IEP team planning will include the following:

- recent report cards,
- results of state and district-wide assessments,
- progress on current IEP goals, and
- discussion of the effectiveness of current IEP **accommodations** and **modifications**.

The team will consider any new developmental or functional needs, activities of everyday life, that may have become a concern for your child during the year.

5. Special Factors

The IEP team must consider additional special factors when children have the following:

- behavior that negatively affects their own learning or that of others,
- limited English skills,
- blindness or visual impairment,
- communication needs,
- deafness or difficulty hearing, and/or
- needs for **assistive technology** and services.



There is more information on special factors in a later subsection of this guide.

CONTENT OF IEP

Terms used in this section, in order of first use

ACRONYM

IEP is the acronym for Individualized Education Program. It is the written plan that guides your child's special education services.

ACRONYM

Early childhood special education (ECSE) refers to special education services for children ages 3-5 who are not, and have never been, enrolled in kindergarten.

Evaluation refers to the data gathering process in which procedures are used selectively with an individual child to determine special education eligibility or programming. It does not include basic tests administered or procedures used with all children in a school, grade, or class.

Transition is planning the change from high school to your child's future. The IEP team begins transition planning before your child is 16 and can begin at a younger age.

Parent means a child's parent or a person acting in that role. The parent may be the biological or adoptive parent, a foster parent, a legal guardian, a person acting in the place of the parent such as a grandparent, a surrogate parent, or the child who is 18 or older.

ACRONYM

IDEA is the acronym for the Individuals with Disabilities Education Act. This is the federal law that guarantees the rights of children with disabilities to a free appropriate public education.

ACRONYM

Present Level of Academic Achievement and Functional Performance (PLAAFP) describes what your child can do at the time the IEP is developed and the effect of your child's disability on progress in the general education curriculum.

General education curriculum or grade-level curriculum refers to the curriculum that the school uses to teach all children in the school district, including children who have disabilities. The curriculum includes lessons, materials, and activities routinely used by the general population of children in the school and is aligned with state grade-level academic standards. The U.S. Department of Education defines general education curriculum as curriculum that is based on a State's academic content standards for the grade in which a child is enrolled and includes instruction and supports that will prepare the child for success in college and careers.

Accommodation refers to a change to teaching or testing that removes barriers and provides equal access to learning. The learning expectation is to stay the same. Accommodations do not change what the child is learning. They change how a child is learning. The end result of the work is equal to that of children without

accommodations. Examples include extended time for project completion, various types of assistive technology, and seating away from distractions.

ACRONYM

Extended school year (ESY) services provide for an extension of the IEP from the regular school year in order to allow the child to maintain the progress achieved during the regular school year. It is not summer school.

ACRONYM

Free Appropriate Public Education (FAPE) is the right, guaranteed under IDEA, for each child with a disability who needs special education and related services to have an individualized education program (IEP) at public expense.

Related services are any specially designed services that enable a child to benefit from special education instruction. Some examples include psychological services, assistive technology, interpretive services, occupational therapy, physical therapy, audiology, and mobility training.

Supplementary aids and services are any aids, services, and other supports that are provided in regular education classes or other education-related settings, including extracurricular and non-academic settings, to enable children with disabilities to be educated with children who do not have disabilities as much as possible. Examples include paraprofessional services, large print textbooks, sign language interpreters, and extra time to complete a project.

Age of majority is the age when a young person is considered to be an adult. In Arkansas, the age of majority is 18.

ACRONYM

Least Restrictive Environment (LRE) is the requirement that children with disabilities be educated with peers who do not have disabilities to the maximum extent appropriate for the child.

Assistive technology refers to any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The devices include those purchased commercially or those that are modified or customized but exclude surgically implanted devices.

Modifications change the learning expectations for the child. Children who receive modifications are not expected to learn the same material as their classmates. Examples include an alternate vocabulary test or focusing only on pre-selected main points.

Paraprofessionals are staff members other than teachers who work directly with students with disabilities under the direct supervision of a teacher or other licensed professional and who have received appropriate training pertaining to the tasks and activities they are asked to perform. Paraprofessionals must meet state-established qualification standards. IEP teams must weigh the benefit, such as a child's personal care and/or safety needs, of a paraprofessional for a single student with the potential that a paraprofessional may inadvertently

create dependence rather than independence, limit social interactions with peers, and create a more restrictive setting for the child.

Educational interpreters facilitate communication by interpreting spoken language into a visual format, and vice versa, for persons who are deaf or have a hearing impairment.

Alternate assessments are assessments for children with the most significant cognitive disabilities. If the child's IEP team determines it is appropriate, the child may take an alternate assessment.

Academic standards describe what children must know and be able to do in each academic content area. Arkansas academic standards are defined in the Arkansas Curriculum Frameworks. The rigorous academic content standards and the student learning expectations in the Arkansas Curriculum Frameworks provide the focus for instruction for each local school district without rigidly prescribing every element of the local curriculum.



Content of the IEP includes 14 subsections that describe information included in the IEP.

1. General Information

The **IEP** often includes general information.

| Individualized Education Program (IEP) | | | AR. 201.001 REQUIRED FORM AUGUST 2017 |
|--|------------------------------------|---|---|
| Name: | <input type="text"/> | ID#: | <input type="text"/> |
| | | Date of Birth: | <input type="text"/> |
| Age: | <input type="text"/> | Grade: | <input type="text"/> |
| | | School/Site: | <input type="text"/> |
| Duration of Services: | From: <input type="text"/> | To: | <input type="text"/> |
| (Excluding summer months and school holidays unless otherwise indicated) | | | |
| IEP Type: SCHOOL AGE - No Postsecondary Transition | | | |
| Purpose of IEP: | | | |
| <input type="checkbox"/> Annual | <input type="checkbox"/> Temporary | <input type="checkbox"/> Initial | <input type="checkbox"/> Amended |
| Date: <input type="text"/> | Date: <input type="text"/> | Date: <input type="text"/> | Date: <input type="text"/> |
| Most Recent Evaluation Date (Date of most recent EPC or EDR with no testing): <input type="text"/> | | | |
| Parent Rights Under IDEA: https://arksped.k12.ar.us/rules_regs_08/RevisionstoRulesandRegulationJuly2010/YOUR%20RIGHTS%20UNDER%20THE%20IDEA.pdf https://arksped.k12.ar.us/rules_regs_08/RevisionstoRulesandRegulationJuly2010/Spanish/Your%20Rights%20Under%20the%20IDEA%20-%20Spanish.pdf (Spanish version) | | Parent Rights Provided: <input type="checkbox"/> Personally Presented <input type="checkbox"/> Mail <input type="checkbox"/> E-Mail | Parent Method of Participation: <input type="checkbox"/> In Person <input type="checkbox"/> Through alternate means <input type="checkbox"/> Parent did not participate |

If the IEP does not include the following, you may ask other IEP team members where the information can be found in your child’s records:

Grade is your child’s grade in school when the IEP is written. For children under age 5, either pre-kindergarten (pre-K) or **early childhood special education (ECSE)** typically is listed. Even if your child changes grades, the IEP is in effect for one year from the date it is written, unless it is changed or amended earlier by the IEP team.

Duration of Services refers to the length of time the child should receive the services described in the IEP. Depending on when the IEP is written, services are typically “**From**” the date of the IEP meeting or the date school begins the following year. Services are “**To**” the date the IEP will end, usually a year from the date it is written.

Most Recent Evaluation Date is the date your child’s last comprehensive **evaluation** was completed. Evaluation needs must be considered in a formal

way at least every three years. If the team determines no evaluation is needed, the most recent evaluation date is the date of the Existing Data Review/Notice of Decision.

IEP Type refers to one of the following three IEP forms used in Arkansas:

- Early Childhood for children ages 3-5,
- School Age - No Postsecondary Transition for children who are not yet planning for post-secondary transition,
- Post-secondary Transition for children who are planning for **transition** – must be placed by age 16.

Purpose and Date of the IEP Meeting shows the type and date of the meeting as follows:

- **Annual** is marked and the **Date** is included under the mark for an annual review meeting;
- **Temporary** is marked and the **Date** is included under the mark for a temporary IEP. A temporary IEP is used during the initial evaluation process when a child has significant needs and is only effective for 60 days. A temporary IEP helps to facilitate the evaluation process.
- **Initial** is marked and the **Date** is included under the mark for the child's first IEP. The initial IEP sets the annual review timeline.
- **Amended** is marked and the **Date** is included under the mark for an amended IEP when a team meets between annual review meetings to make changes to the IEP. Your child can have more than one amendment to the IEP. You may request a meeting to review your child's needs and discuss amending the IEP anytime you are concerned about your child's progress. Amendments do not change the annual review date.

2. **Parent Rights**

As the **parent**, you must be provided a copy of [*Your Rights Under the IDEA*](#):

- at least annually,
- when your child has an initial evaluation,
- if you file a state complaint or due process hearing,
- when specific disciplinary procedures happen, and
- upon request.

The way you were given a copy of *Your Rights Under the IDEA* (e.g., in person, mailed) is written on the IEP.

Parent Method of Participation:

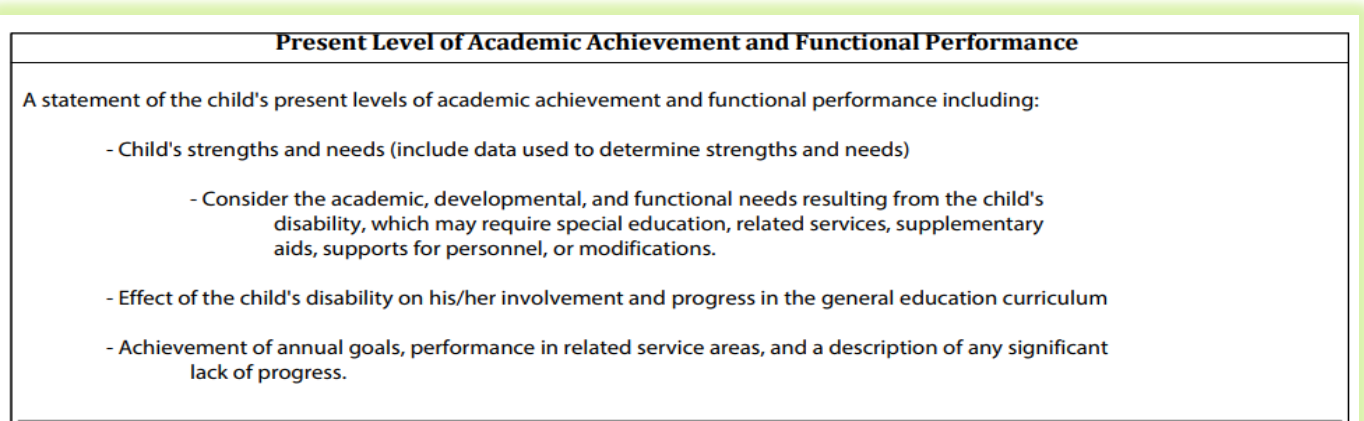
The way you participate in the meeting must be documented on the IEP. You must be invited to participate in all educational placement decisions for your child. If you are not able to attend when a placement decision is made, the school must use and

document other methods, such as individual or conference telephone calls or video conferencing, to accommodate your schedule.

3. Present Level of Academic Achievement and Functional Performance (PLAAFP)

The purpose of the **Present Level of Academic Achievement and Functional Performance (PLAAFP)** section of the IEP is to describe what your child can do at the time the IEP is developed and the effect of your child’s disability on progress in the **general education curriculum**. The information should be presented with enough detail to describe your child’s present skill levels and give an overall picture of abilities and needs.

Following is an image showing the PLAAFP for school-age children who are not yet 16:



The PLAAFP summarizes your child’s:

- strengths,
- academic needs,
- functional needs,
- achievement of annual goals, and
- performance in related service areas, when applicable.

The PLAAFP also states the effect of your child’s disability:

- on involvement and progress in the general education curriculum, and
- reaching post-secondary goals, when applicable.

One of the key questions for the IEP team to consider is how your child’s disability affects involvement and progress in the **general education curriculum**. This section of the PLAAFP should state your child’s specific needs that directly impact learning and participation in the general education environment. This helps the team decide what services and **accommodations** your child needs.

Clear, specific language is important in the PLAAFP. See the following chart:

| USING SPECIFIC LANGUAGE | |
|--|--|
| VAGUE | SPECIFIC |
| Is friendly and loves attention | Greets peers appropriately for age |
| Received a math score of 50 | Can count to 25 |
| Can add | Writes answers to double digit math problems |
| Does not communicate verbally | Speaks in one or two word sentences |
| Knows different careers | Lists five careers of interest and jobs associated with each career |
| Difficulty reading third grade materials | Correctly reads third grade materials at 70 words correctly per minute |
| Difficulty following classroom rules | Follows classroom rules using visual cues |
| Often suspended due to behavior | When redirected, becomes angry and displays verbal and physical outbursts |
| Does not complete assignments | Completes 10% of homework and turns in 25% of class assignments |
| Writes paragraphs | Writes up to 5 sentence paragraphs with main idea statements in each paragraph |

For children who have transition needs addressed, no later than age 16, the child's present level of performance relates to how the child will reach post-secondary transition goals and transition to adult living. It should indicate how the child's disability could affect reaching post-secondary goals. Transition is a topic in another subsection of this guide.

The following image shows the PLAAFP for children planning for post-secondary transition (by age 16 – graduation):

Present Level of Academic Achievement and Functional Performance

A statement of the child's present levels of academic achievement and functional performance including:

- Child's strengths and needs (include data used to determine strengths and needs)
 - Consider the academic, developmental, and functional needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.
 - Consider how the child's strengths relate to the child's postsecondary goals.
- Effect of the child's disability on his/her involvement in the general education curriculum
 - Consider how the child's disability will affect the child's ability to reach his/her postsecondary goals (what the child will do after high school).
- Achievement of annual goals, performance in related service areas, and a description of any significant lack of progress.

For a preschool-age child, the team must consider how the disability affects the child's participation in developmentally **appropriate** activities.



The early childhood IEP addresses specific needs for children ages 3-5 and addresses how the child functions in each of three outcome areas: positive social and emotional skills, acquisition and use of new knowledge, and action taken to meet needs. Following is PLAAFP for a child with preschool special education services:

Present Level of Academic Achievement and Functional Performance

A statement of the child's present levels of academic achievement and functional performance including:

- Child's strengths and needs (include data used to determine strengths and needs and most recent IFSP, if appropriate)
- How the disability affects the child's participation in age-appropriate activities
 - Consider and describe supports the child needs to access and participate in age-appropriate activities within a regular early childhood setting with his or her same age peers and/or within the home environment, across the three early childhood outcome (ECO) areas
- Achievement of annual goals and objectives in all areas (including Related Services), to include a description of any lack of expected progress toward the annual goals

The team uses the information in the PLAAFP to determine your child's educational needs and to develop the rest of the IEP, including accommodations, goals, and services.

Families Need to Know

- You have important information to share about your child.
- The present level section of the IEP provides a snapshot of your child at a particular time and place.
- You and school professionals may see your child in different ways.
- It is important that you and your school team have a conversation about your child's needs as seen from the school and parent perspectives. Even when the perspectives are different, instruction will be based on data supporting the identified needs.
- All of your child's educational needs described in the present level section must be addressed in the IEP.
- IEP services are determined by the child's needs, not by disability category.
- If an initial or three-year re-evaluation has been completed, the school's staff must give you a copy of the evaluation report. It contains detailed information that will be used to develop the present level statement.
- The present level section will include summary statements of your child's performance in assessed areas and will be updated each year.

4. Consideration of Special Factors

The IEP team must review specific circumstances that may or may not apply to your child. These are referred to as special factors. Factors relevant to your child, if any, will be indicated and explained on the form titled "Consideration of Special Factors."

| | | |
|---|---|---|
| Name: <input type="text"/> | | ID#: <input type="text"/> |
| Consideration of Special Factors Check yes or no whether the IEP team considers each special factor to be relevant to this child. For factors checked yes, explain any services and supports that are needed in the IEP. | | |
| Language needs as related to the IEP for a child who is an English Learner | <input type="radio"/> Yes <input type="radio"/> No | If yes, explain <input type="text"/> |
| Instruction in Braille if the child is blind or visually impaired, unless determined inappropriate based on evaluation | <input type="radio"/> Yes <input type="radio"/> No | If yes, explain <input type="text"/> |
| Communication needs, and for the child who is deaf or hard of hearing, the language and communication needs and opportunities for communication and instruction in the child's native language and communication mode | <input type="radio"/> Yes <input type="radio"/> No | If yes, explain <input type="text"/> |
| Assistive technology devices and services | <input type="radio"/> Yes <input type="radio"/> No | If yes, explain <input type="text"/> |
| Positive behavioral interventions and supports and other strategies to address behavior | <input type="radio"/> Yes <input type="radio"/> No | If yes, explain <input type="text"/> |
| Supplementary aids and services, program modifications and accommodations and/or supports for personnel in general education or other education-related settings | <input type="radio"/> Yes <input type="radio"/> No | If yes, explain <input type="text"/> |
| Are there other factors that need consideration? | <input type="radio"/> Yes <input type="radio"/> No | If yes, explain <input type="text"/> |

5. Extended School Year (ESY)

Some children with an IEP need services that extend beyond the normal school year. Such services are referred to as **extended school year (ESY) services**. The IEP team must discuss the need for ESY services every year. If services are needed, that information must be indicated in the IEP.

When making ESY decisions, the IEP team must consider data from the following areas:

- the nature and severity of the child's impairment,
- loss of progress, regression, experienced by the child relative to IEP annual goals and/or short term instructional objectives,
- recovery/recoupment time from regression (reasonably, five or more instructional days for each two-week period of interruption in educational programming),
- your ability to provide the educational structure at home,
- child's rate of progress,
- child's behavioral concerns,
- child's physical concerns,
- availability of alternative resources,
- ability of the child to interact with nondisabled children/youth,
- areas in the child's curriculum which need continuous attention,
- child's vocational training needs,
- whether the requested service is "extraordinary" for the child's condition, as opposed to an integral part of a program for those with the child's condition and
- other relevant factors as determined by the IEP team.

| Extended School Year (ESY): | | | | | | |
|---|-------------------------|-------------|-----------|----------|------------|----------|
| <input type="checkbox"/> ESY will be considered at a later date | | | | | | |
| <input type="checkbox"/> ESY is not necessary | | | | | | |
| <input type="checkbox"/> ESY is necessary. (Document services below). | | | | | | |
| Goal | Description of Services | Time/Amount | Frequency | Location | Begin Date | End Date |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

The school may not limit ESY services to particular disabilities or limit the type, amount, or duration of those services. An ESY program must be tied to your child's need for services, including, but not limited to, the need to maintain self-sufficiency skills, sometimes called functional skills, the likelihood of significant regression, or the need of ESY for the provision of a **free appropriate public education (FAPE)**.

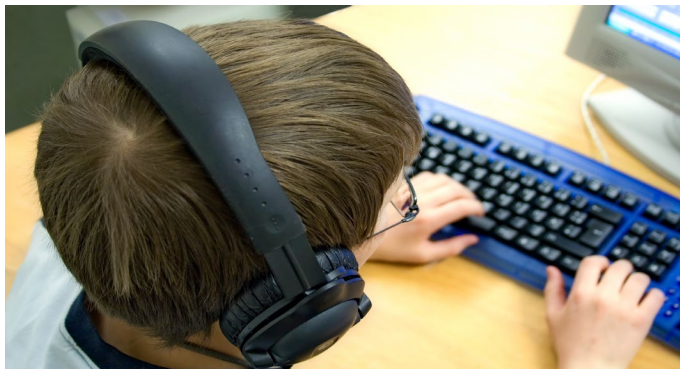
ESY services for eligible children with disabilities should not be confused with traditional summer school or with summer services made available to all children. ESY services provide a different focus from general summer school programs. ESY services provide for an extension of the IEP from the regular school year in order to allow the child to maintain the progress achieved during the regular school year. **Related services** such as occupational therapy and physical therapy cannot be the only service a child receives during ESY. All ESY services documented in your child's IEP must be provided at no cost to you.

Families Need to Know

- The determination of whether your child needs extended school year services must be documented annually in the IEP.
- [Arkansas Department of Education Special Education and Related Services Regulations, Section 19.00](#) provides additional guidance on ESY services.
- ESY must be provided to your child when the IEP team determines the need for this service. ESY is not the same as summer school. School districts have the choice of offering summer school to children. ESY is always an *IEP* team decision.

6. Statement of Measurable Annual Goals

The IEP will have annual goals that describe what your child is expected to complete by the anniversary date of the IEP. Short-term objectives or benchmarks may also be included, but are required only when a child is assessed with an alternative assessment.



IEP Goals

- IEP Goals without Objectives
 IEP Goals with Objectives

Annual Goals provide measurable annual goals, including academic and functional goals to enable the child to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability.

Goal #: Goal Area:

- Progress towards the Goal will be measured by : Curriculum-Based Assessment Teacher/Text Test
 Student Conferences Portfolios Scoring Rubrics Observation Charts Work Samples
 Grades Checklists Other (specify):

Progress Reports Completed Each Grading/Progress Period, as Scheduled by the District

| Date | Progress | St. | Date | Progress | St. | Date | Progress | St. | Date | Progress | St. | Date | Progress | St. |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Key for Status of Goals C = Continued D = Discontinued M = Mastered N = Not Initiated

Annual Goals provide measurable annual goals, including academic and functional goals to enable the child to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability.

Goal #: Goal Area:

- Progress towards the Goal will be measured by : Curriculum-Based Assessment Teacher/Text Test
 Student Conferences Portfolios Scoring Rubrics Observation Charts Work Samples
 Grades Checklists Other (specify):

Progress Reports Completed Each Grading/Progress Period, as Scheduled by the District

| Date | Progress | St. | Date | Progress | St. | Date | Progress | St. | Date | Progress | St. | Date | Progress | St. |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

The goals are based on the needs identified in the PLAAFP. The IEP team will decide

- what skill areas can be addressed through accommodations or other **supplementary aids and services** without including an IEP goal,
- which goals are needed to bridge the gap between the child’s current level of performance and the grade level standards or expected behaviors for children of the same age, and
- what level of performance should be achieved and how that performance will be measured.

Goals may address any area which affects your child’s learning: academic, behavioral, functional, social, or other educational skills that are important for your child to master. Goals must be measurable so that the IEP team can monitor your child’s progress on each one. The IEP must address all educational needs that result from your child’s disability, regardless of the disability category. Your child’s IEP must include at least one goal that addresses areas of need identified in the PLAAFP.



Goals must be measurable, which means they have the following components:

- **Behavior** or skill to be performed (e.g., an 8-sentence paragraph which includes a topic sentence and at least three supporting details),
- **Conditions** or supports present to accomplish a goal (e.g., when given a writing component checklist),
- **Criteria** for evaluating (e.g., 90% accuracy as measured on the quarterly assignment chart), and
- **Timeframe** for completing goal (e.g., by the end of the current school year).

Following is an example of a measurable annual goal with each component:

By the end of the school year, when given a writing rubric, Lily will write an 8-sentence paragraph, which includes a topic sentence and at least three supporting details with a score of 3 or higher in each area outlined in a grading rubric.

An annual goal may have objectives or benchmarks, or a combination of the two.

| IEP Goals with Objectives | |
|---|----------------------|
| Annual Goals: <i>provide measurable annual goals, including academic and functional goals to enable the child to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability.</i> | |
| Goal #: | <input type="text"/> |
| Goal Area: | <input type="text"/> |
| Date Annual Goal Mastered: | <input type="text"/> |
| Objectives: Required for students who take alternate assessments; optional for all other students | |
| 1. | <input type="text"/> |
| 2. | <input type="text"/> |
| 3. | <input type="text"/> |
| 4. | <input type="text"/> |
| 5. | <input type="text"/> |

The IEP team will determine the methods that will be used to determine progress on the goal and progress will be reported to you at least as often as the district's grading period (when report cards are sent home).

Families Need to Know

- Your child's current level of performance must be described in the PLAAFP.
- Each annual goal must be measurable. Your child's expected mastery level must be written in the goal statement.
- Terms such as "age appropriate," "increase," and "grade level" are not measurable unless the IEP clearly describes what is meant by the terms. This can be described with a beginning and end point such as "increase from 10 words to 20 words."
- You can suggest goals and ask questions about proposed goals during the IEP meeting.
- Making adequate progress is the key to an appropriate education.
- IEP progress reports are not the same as classroom report cards. The IEP reports progress on the IEP goals while report card grades reflect progress in the curriculum.
- If your child is progressing as planned, the goals and objectives will be continued until the annual IEP review.
- If your child is not making sufficient progress toward meeting IEP goals, and/or in general education classes, a team meeting must be held to revise the IEP. You may request this meeting.

7. Early Childhood Outcomes

If your child is ages 3-5 and receiving early childhood special education (ECSE) services, the development of the initial IEP will include the determination of outcome ratings. Outcomes are rated again when your child exits ECSE. Outcomes are rated through a process that provides a common way for describing how your child compares to other children of the same age in each of the following three areas:

- **Positive social emotional skills** measure how children interact and play with their family, other adults, and other children. These skills include following rules and expressing emotions.

- **Acquisition and use of new knowledge and skills** measure how children learn and use basic language and communication skills. Some activities included in this area are thinking, reasoning, remembering, counting, understanding vocabulary, and using imagination.
- **Taking action to meet needs** measures how children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs.

The three outcomes focus on what your child can do in everyday activities and routines. You know your child better than anyone, and information you share during the IEP process and childhood outcome summary process helps the team develop goals for your child. Tell the IEP team how your child plays and gets along with others, how your child gets what is needed, and what your child does when discovering new things.

The childhood outcome summary process provides a rubric, a method of rating, which is part of the IEP. The IEP team rates your child's level of functioning compared to peers of the same age. The team uses information from many sources including assessment tools, parent information, and provider reports. Teams think about how a child functions in each outcome area, setting, and activity.

| <p align="center">Early Childhood Outcomes Entry, Exit, and Progress Ratings</p> <p>Consider the following items for each Outcome Area for rating determination:</p> <ul style="list-style-type: none"> • To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? • Has the child shown <i>any</i> new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? | | | | | | |
|--|--|----------------------------|----------------------------|----------------------------|---|---|
| Entry Date: | Outcome Area | Entry Rating (required) | Annual Review (optional) | Annual Review (optional) | Exit Rating (required) | Progress at Exit? (Required) |
| Exit Date: | A. Positive social emotional skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| | | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 | |
| | | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 | |
| | | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 | |
| | | <input type="checkbox"/> 5 | <input type="checkbox"/> 5 | <input type="checkbox"/> 5 | <input type="checkbox"/> 5 | |
| | | <input type="checkbox"/> 6 | <input type="checkbox"/> 6 | <input type="checkbox"/> 6 | <input type="checkbox"/> 6 | |
| | | <input type="checkbox"/> 7 | <input type="checkbox"/> 7 | <input type="checkbox"/> 7 | <input type="checkbox"/> 7 | |
| | B. Acquisition and use of new knowledge / skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| | | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 3 | | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 | | |
| <input type="checkbox"/> 4 | | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 | | |
| <input type="checkbox"/> 5 | | <input type="checkbox"/> 5 | <input type="checkbox"/> 5 | <input type="checkbox"/> 5 | | |
| <input type="checkbox"/> 6 | | <input type="checkbox"/> 6 | <input type="checkbox"/> 6 | <input type="checkbox"/> 6 | | |
| <input type="checkbox"/> 7 | | <input type="checkbox"/> 7 | <input type="checkbox"/> 7 | <input type="checkbox"/> 7 | | |
| C. Taking action to meet needs | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | <input type="checkbox"/> YES <input type="checkbox"/> NO | |
| | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 | | |
| | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 | | |
| | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 | | |
| | <input type="checkbox"/> 5 | <input type="checkbox"/> 5 | <input type="checkbox"/> 5 | <input type="checkbox"/> 5 | | |
| | <input type="checkbox"/> 6 | <input type="checkbox"/> 6 | <input type="checkbox"/> 6 | <input type="checkbox"/> 6 | | |
| | <input type="checkbox"/> 7 | <input type="checkbox"/> 7 | <input type="checkbox"/> 7 | <input type="checkbox"/> 7 | | |

8. Arkansas Transition Planning

By the time your child turns age 16, the IEP team will begin planning for your child’s future after high school. The IEP continues to address previously identified needs. Goals and plans for the future are linked to the following transition areas and included in the IEP:

- Career/employment,
- post-secondary education and training, and
- when appropriate, independent living, which may include recreation and leisure, community participation, and home living.

The post-secondary transition process begins with assessment. Transition assessments will be given every year to collect data on your child’s strengths, needs, and preferences. Assessment results are the foundation for life goals after high school. Your input is critical in this assessment stage. The team documents the assessment tools used to help your child plan.

Post-Secondary Transition Goals and Services

These goals and services are to be in place beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and are to be reviewed at least annually and revised as needed.

| List age appropriate transition assessments used annually in determining postsecondary goals and include year administered. For each year, multiple assessments may be listed. | |
|--|------------------|
| ASSESSMENT | Year(s) Provided |
| | |
| | |
| | |
| | |

The IEP team, including your child, will develop measurable post-secondary goals in the areas of education, employment, and, when appropriate, independent living. The team will use observations, assessments, and interviews to set appropriate goals. The post-secondary transition goals will guide the rest of the IEP because the purpose of special education is to prepare your child for life after high school. The post-secondary goals are reviewed and revised annually. Whenever transition will be discussed, your child must be invited to the IEP meeting.

1. Postsecondary Career/Employment Goal(s)

1) **REQUIRED** - Postsecondary Career/Employment Goal(s) (After high school, what kind of work will you do?):

After high school (student's name/I) will:

| Transition Activities/Services that will help student move toward Career/Employment Goal Indicated Above: | Responsible Party's Title | Semester/Year to be Implemented (e.g., Fall/15) |
|---|---------------------------|---|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

2. Postsecondary Education/Training Goal(s)

2) **REQUIRED** - Postsecondary Education/Training Goal(s) (After high school, what additional education and training will you receive? This education/training will be correlated to career/employment goals or independent living skill goals.):

After high school (student's name/I) will:

| Transition Activities/Services that will help student move toward Education/Training Goal Indicated Above: | Responsible Party's Title | Semester/Year to be Implemented (e.g., Fall/15) |
|--|---------------------------|---|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

3. Postsecondary Independent Living Skills/Community Participation Goal(s)

3) **Postsecondary Independent Living Skills (ILS)/Community Participation Goal(s):** Before establishing a goal, make sure a variety of ILS are considered. Remember, the activities you include under the goal should be specific to supporting the student's moving toward living independently.

After high school (student's name/I) will:

| Transition Activities/Services that will help student move toward Independent Living Skills/Community Participation Goal Indicated Above: | Responsible Party's Title | Semester/Year to be Implemented (e.g., Fall/15) |
|---|---------------------------|---|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

If there are no areas of deficit, include a statement indicating the student will maintain his or her current skills (as indicated in assessment results) to live independently.

The IEP also includes a statement of transition services needed for the child to reach measurable post-secondary goals. These services may be in the form of activities provided in different classrooms, within the community, or through a program or service of another agency. They may also be done at home in partnership with the school. If an agency other than the school does not provide the transition service as recorded in the IEP, the IEP team must meet to identify other ways to provide the service.

The IEP team will decide what steps are necessary to help your child work toward post-secondary goals. The courses of study section of the IEP helps the team plan future course work so the child can move toward long-term post-secondary goals. The IEP will document the courses to be taken each year through your child's exit year, enabling you, your child, and the IEP team to monitor your child's progress toward graduation requirements. If your child's goals change, the course of study may also change.

Courses of Study

Based on the current goals, provide specific and individualized course of study. Courses must reasonably enable the child to meet his/her postsecondary goals and be projected through their anticipated exit year. The description may be an individualized list of courses and/or a narrative focusing on specific skills/knowledge to be acquired in a class.

Choose one option below:

Narrative Description

List of Courses Description

List of Courses (Complete table below):

| Subject | School Year: <input type="text"/> | School Year: <input type="text"/> | School Year: <input type="text"/> | School Year: <input type="text"/> |
|---------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| English | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Social Studies | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Oral Communications | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Mathematics | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Science | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Physical Education | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Health and Safety | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Economics | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Fine Arts | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Career Focus | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Elective | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Elective | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Elective | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Elective | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Narrative of Course Description:

Summary of Performance is an additional piece mandated by IDEA but not part of the IEP. It must be completed during the final year of the child's high school education and a copy given to the child.

Projected Graduation Year:

The IEP team will decide if your child needs specialized instruction to work on particular skills or behaviors to achieve post-secondary goals. If so, measurable annual goals, which may include objectives, will be developed. (See prior subsection on annual goals.) An example might be learning to keep a homework schedule for school in order to successfully earn credits toward graduation so the child can attend post-secondary training. Another goal could relate to improving a specific skill needed for the child to live independently.

Families Need to Know

- Your child is invited to every IEP meeting in which transition is discussed.
- When the IEP team looks at the courses of study, ask how the child is doing in achieving the required number of credits for graduation.
- It is important to consider all areas of transition to ensure your child leaves high school with the necessary skills for independent living and functioning in the community. Transition is critical because many children with disabilities leave high school lacking the academic, technical, and social skills necessary to continue in post-secondary training or the ability to find and maintain employment.
- Transition services may be provided to children younger than age 16 if the services will enhance employment or other educational outcomes.
- IEP team decisions should include input from the student, parents, and others from the child's school and community.
- The team must make sure that the child's desires and interests are considered. This is why assessments are so important.
- A child who graduates and receives a regular diploma no longer qualifies for special education services.
- Parent input is very important to the transition process.
- More information is available on the [Arkansas Transition Services](#) website.

9. Transfer of Rights at Age of Majority

Under *IDEA*, educational rights transfer to children when they reach the **age of majority**, age 18 in Arkansas. At least one year before your child turns 18, the child and the parent must be informed of the rights that will transfer to the child at the age of majority. When rights are transferred from you to your child, you will continue to receive all legally required information such as IEP meeting notices. Your child will assume all other rights. If legal guardianship of the child is obtained after the child reaches the age of majority, there is no transfer of rights.

Transfer of Rights: *In Arkansas, beginning not later than one year before a child reaches the age of majority under State law, age eighteen (18), except for a child with a disability who has been determined to be incompetent under state law, the child's IEP must include a statement that the child has been informed of his or her rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority, consistent with 34 CFR 300.520 and §9.00 of these regulations.*

N/A for this student/IEP

Date notification was given:

| | | | | | |
|---|----------------------|-----------------------|----------------------|----------------------|----------------------|
| Initial Date of Transition Plan Development: | <input type="text"/> | Student's Disability: | <input type="text"/> | | |
| Dates Plan was Reviewed (must be reviewed at least annually): | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Families Need to Know

- As a parent, you will be notified of IEP meetings after your child turns 18; however, the "Notice of Conference" will be given to you for informational purposes.
- Children reaching the age of majority may choose to invite their parents to participate in the IEP process. The children have the right to invite parents to meetings.
- Children may submit written requests to the school asking that their parents continue to be invited to meetings.
- Parents continue to have the right to access to their children's educational records if the children are claimed as dependents for tax reporting purposes.
- More information on the age of majority and the transfer of rights on the [Center for Parent Information & Resources](#) website.

10. Schedule of Services

The IEP outlines the special education, related services, and other supports your child will have. Specific services and supports are given so that your child can:

- advance toward accomplishing annual goals,
- learn and participate with other children with and without disabilities,
- participate and make progress in the general education curriculum, and
- participate in extracurricular or nonacademic activities.

Each service should be based on teaching practices that have positive effects on the educational growth of the child to the extent practical and give clear direction to staff on how to serve your child. Terms such as “when available” and “if necessary” should be avoided.

The “Schedule of Services” specifically outlines the special education and related services to be provided for your child. It specifies subject areas, amount of time, frequency, and location of the services given.

Schedule of Services

| Services (Schedule of Services) | | | |
|--|--|--|---|
| Special Education Services | Time/Amount | Frequency | Setting |
| <input type="checkbox"/> Co-taught services in <input type="checkbox"/> Indirect Services in <input type="checkbox"/> Direct instruction in <input type="checkbox"/> Speech/Language services in <input type="checkbox"/> Other: <input type="text"/> | Number of Minutes: <input type="text"/> Hours: <input type="text"/> Periods: <input type="text"/> Sessions: <input type="text"/> | <input type="checkbox"/> 1X <input type="checkbox"/> Day <input type="checkbox"/> 2X <input type="checkbox"/> Week <input type="checkbox"/> 3X <input type="checkbox"/> Month <input type="checkbox"/> 4X <input type="checkbox"/> Quarter <input type="checkbox"/> 5X <input type="checkbox"/> 6X <input type="checkbox"/> 7X <input type="checkbox"/> 8X <input type="checkbox"/> 9X | <input type="checkbox"/> Regular Classroom <input type="checkbox"/> Special Ed Classroom <input type="checkbox"/> Therapy Room <input type="checkbox"/> Other (specify): <input type="text"/> |

Services Summary

| Services Summary | | | |
|---|--|--|---|
| Related Services | Time/Amount | Frequency | Setting |
| <input type="checkbox"/> None Needed Related Service(s): <input type="text"/> (Please type if a service is not listed) | Number of Minutes: <input type="text"/> Hours: <input type="text"/> Periods: <input type="text"/> Sessions: <input type="text"/> | <input type="checkbox"/> 1X <input type="checkbox"/> Day <input type="checkbox"/> 2X <input type="checkbox"/> Week <input type="checkbox"/> 3X <input type="checkbox"/> Month <input type="checkbox"/> 4X <input type="checkbox"/> Quarter <input type="checkbox"/> 5X <input type="checkbox"/> 6X <input type="checkbox"/> 7X <input type="checkbox"/> 8X <input type="checkbox"/> 9X | <input type="checkbox"/> Regular Classroom <input type="checkbox"/> Special Ed Classroom <input type="checkbox"/> Therapy Room <input type="checkbox"/> Other (specify): <input type="text"/> |

11. Least Restrictive Environment (LRE)

Your child should be educated in the regular classroom with appropriate aids and supports, referred to as "supplementary aids and services, to the maximum extent appropriate. The **Least Restrictive Environment (LRE)** for a child with a disability is an appropriate program, including any necessary special supports, so that the child is educated and involved with non-disabled peers as much as possible. When determining the LRE for a child, a consideration is, if the school the child is attending would be the school that they would attend if they did not have disabilities. Children should have the opportunity to participate in extracurricular and nonacademic activities with children who do not have disabilities.

LRE decisions are made by the IEP team based on your child's specific needs. The IEP team must consider the regular education classroom with supplemental aids and supports before considering removal from that classroom. The IEP must explain the following:

- the reasons your child will be educated outside the classroom, and
- how much time your child will be educated or participate in activities outside of the regular education setting.

The explanation will include the nature and severity of the disability and the reasons your child must be removed from regular education to receive services.

You must be informed about placement alternatives available for your child. The IEP team will discuss the alternatives and together you will decide which is most appropriate educational placement to meet your child's needs in the LRE. The services must be developed so your child can progress in the general education curriculum.

Families Need to Know

"To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and . . . special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

34 CFR 300.114(a)(2)

| Least Restrictive Environment Considerations | |
|--|--|
| Extent of Participation in General Education | |
| <p>For K-12: The general education environment includes all academic instruction as well as meals, recess, assemblies, field trips, etc. Will this child participate 100% of the time with non-disabled peers in the general education environment?</p> <p> <input type="radio"/> Yes <input type="radio"/> No </p> | |
| <p>Indicate the reasons why the IEP team determined that provision of services in the general education setting was not appropriate for the child.</p> <p> <input type="checkbox"/> The child's acquisition of academic/developmental skills cannot be addressed through modification/adaptation of the general curriculum. <input type="checkbox"/> Small group instruction is necessary for the child to acquire skills specified in the IEP. <input type="checkbox"/> Behavior intervention strategies established in the child's IEP require a degree of structure that cannot be implemented in a large group setting. <input type="checkbox"/> The child's needs cannot be achieved in the general education environment even when supplemental aides and supports are provided. <input type="checkbox"/> The child's behavior significantly impedes his or her learning and that of others. <input type="checkbox"/> Additional individualized instruction is needed to facilitate learning. <input type="checkbox"/> A more structured environment is needed than can be provided in the general education setting. </p> | |
| <p>Is this placement in the school the child would normally attend if nondisabled? <input type="radio"/> Yes <input type="radio"/> No</p> | |
| <p>If no, is the placement as close as possible to the child's home? <input type="radio"/> Yes <input type="radio"/> No</p> | |
| <p>If no, explain why the IEP requires other arrangements: <input style="width: 100%;" type="text"/></p> | |

IDEA requires school districts to have a variety of placement settings, called a continuum of placements, available to meet the individual needs of children.

| | | | |
|---|--|---|--|
| <p>The continuum of placements for the least restrictive environment (LRE) includes regular classes with indirect service (RG), regular class 80% or more (RG), regular class 40% to 79% (RR), regular class less than 40% (SC), School-based Day Treatment, Special Day School, Residential School, Hospital Program, and Homebound Instruction.</p> | | | |
| <p>Continuum of Placement:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Regular Class with Indirect Service (RG) <input type="checkbox"/> Regular Class 40% to 79% (RR) <input type="checkbox"/> School-based Day Treatment <input type="checkbox"/> Residential School <input type="checkbox"/> Homebound Instruction </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Regular Class 80% or more (RG) <input type="checkbox"/> Regular Class Less Than 40% (SC) <input type="checkbox"/> Special Day School <input type="checkbox"/> Hospital Program </td> </tr> </table> | | <input type="checkbox"/> Regular Class with Indirect Service (RG) <input type="checkbox"/> Regular Class 40% to 79% (RR) <input type="checkbox"/> School-based Day Treatment <input type="checkbox"/> Residential School <input type="checkbox"/> Homebound Instruction | <input type="checkbox"/> Regular Class 80% or more (RG) <input type="checkbox"/> Regular Class Less Than 40% (SC) <input type="checkbox"/> Special Day School <input type="checkbox"/> Hospital Program |
| <input type="checkbox"/> Regular Class with Indirect Service (RG) <input type="checkbox"/> Regular Class 40% to 79% (RR) <input type="checkbox"/> School-based Day Treatment <input type="checkbox"/> Residential School <input type="checkbox"/> Homebound Instruction | <input type="checkbox"/> Regular Class 80% or more (RG) <input type="checkbox"/> Regular Class Less Than 40% (SC) <input type="checkbox"/> Special Day School <input type="checkbox"/> Hospital Program | | |
| <p>Amount of time IN general education setting: <input style="width: 100px;" type="text"/> % of time per week</p> | | | |

The LRE decisions for children ages 3-5 are determined using the information in the following IEP form:

| Least Restrictive Environment Considerations | |
|---|--|
| Extent of Participation in General Education | |
| Indicate the reasons why the IEP team determined that provision of services in the general education setting was not appropriate for the child. | |
| <input type="checkbox"/> | The child's acquisition of academic/developmental skills cannot be addressed through modification/adaptation of the general curriculum. |
| <input type="checkbox"/> | Small group instruction is necessary for the child to acquire skills specified in the IEP. |
| <input type="checkbox"/> | Behavior intervention strategies established in the child's IEP require a degree of structure that cannot be implemented in a large group setting. |
| <input type="checkbox"/> | The child's needs cannot be achieved in the general education/preschool environment even when supplemental aides and supports are provided. |
| <input type="checkbox"/> | The child's behavior significantly impedes his learning and that of others. |
| <input type="checkbox"/> | Additional individualized instruction is needed to facilitate learning. |
| <input type="checkbox"/> | A more structure environment is needed than can be provided in the general education setting. |
| Is this placement in the school the child would normally attend if nondisabled? <input type="radio"/> Yes <input type="radio"/> No | |
| If no, is the placement as close as possible to the child's home? <input type="radio"/> Yes <input type="radio"/> No | |
| If no, explain why the IEP requires other arrangements: <input type="text"/> | |

The IEP team should think about supports and strategies to help your child succeed in the general education classroom.

- **Assistive technology** supports a child's learning (e.g., a communication board enables a child who is non-verbal to communicate more effectively; or a laptop or iPad can help a child take notes in class).
- **Accommodations** change how the child accesses the curriculum (e.g., seating away from distractions or allowing a child to give an oral response rather than a written one).



- **Modifications** change what the child is required to do to demonstrate mastery in a course (e.g., an alternate vocabulary test or focusing only on pre-selected main points).
- **Paraprofessionals** provide specialized or concentrated assistance for children. A paraprofessional can be assigned to a classroom or to a specific child.
- **Educational interpreters** facilitate communication through sign language for a child who is deaf or hearing impaired.

Families Need to Know

Ask yourself, "With this level of support, is it reasonable to expect my child to achieve the IEP goals and also make meaningful progress in the general education curriculum?" If the answer is no, discuss your concerns with the IEP team.

12. Arkansas Educational Assessments

All children enrolled in public school must take statewide and district-wide student achievement tests at specified times as outlined in the federal *Every Student Succeeds Act (ESSA)*. Schools are required to include children with disabilities in educational assessments. The IEP team must discuss your child's participation in and needed accommodations on the tests.

The Arkansas Department of Education requires children to take the ACT Aspire or the Dynamic Learning Maps (DLM) Alternate Assessment based on alternate achievement standards in English language arts, mathematics, and science. These tests, which meet the assessment requirements of ESSA, begin in grade 3 and continue through grade 10. For the 2018-2019 school year, students who participate in the **alternate assessment** will also take the DLM Alternate Assessment in English language arts and mathematics. Also, any grade 11 student may take the ACT free of charge.



Assessment Decision

1. Can the child participate in regular statewide and districtwide required assessments?

Yes No

A. List accommodations needed (if any) consistent with IEP and general test administration guidelines.

None needed

Accommodations needed:

2. If the child will participate in the Arkansas Alternate Assessment Program, has the IEP team considered the guidelines for participation in alternate assessment?

Yes No

A. If the child will participate in the Arkansas Alternate Assessment Program, provide a statement of why the child cannot participate in regular assessment.

B. If the child will participate in the online Arkansas Alternate Assessment, list accommodations needed (if any) consistent with IEP and alternate test administration guidelines.

None needed

Accommodations needed: Assistive Technology Paper Version Scribe Sign Language

I understand that my child will be assessed with the statewide alternate assessment based on alternate achievement standards.

Parent Signature: _____



Families Need to Know

- Talk with your child's IEP team about which state assessments are required each year for your child.
- The IEP team should consider the guidelines for an alternate assessment to determine if it is appropriate for your child. If the alternate assessment is appropriate, you will be asked to sign a statement on the IEP, indicating your understanding that the alternate assessment is not the same test as the regular assessment.
- Arkansas's accountability assessment program is designed to measure:
 - how well students, as a group, are achieving according to the Arkansas academic standards,
 - the proficiency of Arkansas public school graduates, and
 - children's progress, as a group, over time.



Most children take the ACT Aspire. For children with the most significant cognitive disabilities, the IEP team may decide that the alternate assessment is appropriate. Children must meet very specific eligibility criteria to take the alternate assessment. If the IEP team decides that your child will take the alternate assessment, you will be asked to sign the IEP acknowledging that your child is taking an assessment different from the assessment taken by children without disabilities.

Most children take the ACT Aspire. For children with the most significant cognitive disabilities, the IEP team may decide that the alternate assessment is appropriate. Children must meet very specific eligibility criteria to take the alternate assessment. If the IEP team decides that your child will take the alternate assessment, you will be asked to sign the IEP acknowledging that your child is taking an assessment different from the assessment taken by children without disabilities.

Arkansas Alternate Assessment Program Participation Decision Documentation

To meet the criteria for the Arkansas Alternate Assessment Program, the student must meet **ALL** participation criteria descriptors.

| Participation Criteria | Participation Criteria Descriptors | Sources of Evidence [check if used] |
|--|--|--|
| <p>1. The student has a significant cognitive disability</p> <p><input type="radio"/> YES</p> <p><input type="radio"/> NO</p> | <p>Review (of student records) indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Results of individual and group administered achievement tests <input type="checkbox"/> Results of informal assessments <input type="checkbox"/> Results of individual reading assessments <input type="checkbox"/> Results of district-wide alternate assessments <input type="checkbox"/> Results of language assessments including English learner (EL) language assessments if applicable |
| <p>2. The student is learning content linked to (derived from) the Arkansas State Content Standards.</p> <p><input type="radio"/> YES</p> <p><input type="radio"/> NO</p> | <p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level Arkansas State Content Standards and address knowledge and skills that are appropriate and challenging for this student.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Examples of curriculum, instructional objectives and materials including work samples <input type="checkbox"/> Present levels of academic and functional performance, goals and objectives from the IEP <input type="checkbox"/> Data from scientific research-based interventions <input type="checkbox"/> Progress monitoring data |
| <p>3. The student requires extensive, direct, individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.</p> <p><input type="radio"/> YES</p> <p><input type="radio"/> NO</p> | <p>The student</p> <p>(a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and</p> <p>(b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction <input type="checkbox"/> Teacher collected data and checklists <input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 12 and older |

If all responses above are marked YES, the student may participate in the Arkansas Alternate Assessment Program.

Accommodations for Assessments

The purpose of statewide testing is to understand how well children are meeting Arkansas **academic standards**. Some children with disabilities need accommodations to take these tests in order to reduce or eliminate the effect of the disability on test performance. The goal of accommodations is to level the playing field so the child can demonstrate mastery to the same level as all children.

The following types of accommodations may be made based on a child's needs:

- Presentation accommodations allow children to obtain information in ways other than reading standard print. This accommodation includes auditory, multisensory, tactile (touch), and visual methods. For example, a child who is visually impaired might have the math script read aloud.
- Response accommodations allow children to show what they know in different ways. For example, a child who is nonverbal may respond to test questions using an augmentative communication device.
- Setting accommodations allow children to take the tests in different settings or under different conditions. (Although testing in a small group and individual test administration are allowed for all children, writing it in the IEP is helpful for school staff.)
- Timing and scheduling accommodations give children additional time to complete the test or change the way the testing time is organized.

Accommodations are determined by the IEP team and written in the IEP. Team members should:

- be knowledgeable about state and district academic standards and assessments,
- look at what accommodations increase your child's access to the general education curriculum (the subject content that all children are taught),
- understand that only accommodations allowed by the testing company may be allowed on statewide testing, and
- consider the accommodations routinely used by your child in daily classroom instruction and testing.

Testing accommodations should not be introduced for the first time on the day your child takes the state assessment. Testing accommodations must mirror as closely as possible the accommodations used daily, unless the accommodation will invalidate the test.

The *ACT Aspire Accessibility Manual* lists what accommodations are allowed on the ACT. Districts may submit a "Special Accommodations Request" asking for accommodations not listed in the test's accessibility manual. Special requests are reviewed by Arkansas Department of Education staff to make sure the accommodations will not invalidate test scores and are **not always** approved.

Families Need to Know

- Accommodation needs on the statewide assessment are determined by the student's IEP team.
- Accommodations needed for the statewide assessment should be used regularly by the child prior to testing.
- Accommodations the child receives on a regular basis as listed in the IEP should be considered for accommodations on statewide assessment.

13. Parent Survey

Every year you are presented with an opportunity to participate in a satisfaction survey regarding your child’s special education services. The results from this survey are collected and reported to the district and state. The IEP will note that you received this survey.

| | |
|--|---|
| Parent(s) received Parent Survey: | Parent was provided a copy of the IEP: |
| <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | <input type="checkbox"/> In Person <input type="checkbox"/> By Mail <input type="checkbox"/> E-mail |

14. IEP Signatures

All meeting participants are asked to sign the IEP signatures section. Signatures document participation in the development of the IEP. Signatures do not indicate that participants agree with all IEP decisions.

| <i>Team Participant Signatures</i> | |
|------------------------------------|---|
| | <i>Parent(s)</i> |
| | <i>Special Education Teacher</i> |
| | <i>General Education Teacher</i> |
| | <i>Local Education Agency Representative</i> |
| | <i>Individual to Interpret Instructional Implications of Evaluation Results</i> |
| | <i>Student</i> |
| | |
| | <i>Other</i> |

Notice of Action

Terms used in this section, in order of first use

ACRONYM

IEP is the acronym for Individualized Education Program. It is the written plan that guides your child's special education services.

Evaluation refers to the data gathering process in which procedures are used selectively with an individual child to determine special education eligibility or programming. It does not include basic tests administered or procedures used with all children in a school, grade, or class.

ACRONYM

IDEA is the acronym for the Individuals with Disabilities Education Act. This is the federal law that guarantees the rights of children with disabilities to a free appropriate public education.

School districts are required to implement the **IEP** as soon as possible following the meeting. The "Notice of Action" should be written and given to you within seven calendar days before the proposed start of the IEP services or prior to any change in IEP services.

After most IEP meetings, you will get a copy of the IEP and the "Notice of Action," which describes what the school proposes or refuses to do. The "Notice of Action" is given to you before the proposed services are to begin or when the district refuses to implement a request you make. The "Notice of Action" includes the following:

- a description of the action the school proposes or refuses,
- the reasons for the proposal or refusal,
- a description of the **evaluations**, assessments, records, or reports used to make the decision,
- a description of other options considered,
- a description of other factors affecting the proposal or refusal, and
- resources to help families understand **IDEA**.

The "Notice of Action" will give you more detailed information about what is and is not included in the IEP.

After an initial IEP is developed, services cannot begin until you provide written consent. Your consent for special education services is noted by your signature on the "Notice of Action." Also, if you wish for services to begin immediately for your child, you must mark the statement, "Parent agreed to immediate implementation of the action being proposed." If this is not marked, the proposed IEP will not be implemented for seven days.

| Notice of Action | | | | AUGUST 2017 | |
|---|----------------------|----------------|----------------------|----------------------|------------------------------------|
| Notice of Action must be given before our district takes certain actions. | | | | | |
| Name: | <input type="text"/> | ID#: | <input type="text"/> | Age: | <input type="text"/> |
| Grade: | <input type="text"/> | School/Site: | <input type="text"/> | | |
| Parent/Guardian: | <input type="text"/> | Date Provided: | <input type="text"/> | Method of Provision: | <input type="checkbox"/> In person |
| | | | | | <input type="checkbox"/> By mail |
| | | | | | <input type="checkbox"/> E-mail |

The following is to describe the action(s) Proposed or Refused by our district

| | |
|--|--|
| <p>Box A: Consent is REQUIRED for these actions to be carried out:</p> <p><input type="checkbox"/> Initial evaluation</p> <p><input type="checkbox"/> Initial placement</p> <p><input type="checkbox"/> Reevaluation (with assessment):</p> <p style="padding-left: 20px;"><input type="checkbox"/> Comprehensive Evaluation</p> <p style="padding-left: 20px;"><input type="checkbox"/> Specialized Evaluation</p> <p style="padding-left: 20px;"><input type="checkbox"/> Other (specify): <input style="width: 150px;" type="text"/></p> <p><input type="checkbox"/> Temporary placement</p> <p><input type="checkbox"/> Other (specify): <input style="width: 150px;" type="text"/></p> | <p>Box B: Consent is NOT REQUIRED for these actions to be carried out:</p> <p><input type="checkbox"/> Ineligibility for services</p> <p><input type="checkbox"/> Change in eligibility</p> <p><input type="checkbox"/> Change of placement</p> <p><input type="checkbox"/> Provision of FAPE</p> <p><input type="checkbox"/> Graduation with regular diploma</p> <p><input type="checkbox"/> Dismissal from Special Education Services</p> <p><input type="checkbox"/> Disciplinary Removal</p> <p><input type="checkbox"/> Other (specify): <input style="width: 150px;" type="text"/></p> <p>Consent Granted for Action to Take Effect Immediately</p> <p><input type="checkbox"/> Parent agreed to immediate implementation of the action being proposed</p> |
|--|--|

Explanation of Action: (The reason(s) for the proposal or refusal):

Basis for the Action: (A listing or attached description of each evaluation procedure, assessment, record or report used as a basis for the action):

Options Considered and Reasons Rejected: (option(s) considered by the IEP team and reason(s) for rejection)

Other Factors Relevant to the Action:

Procedural Safeguards

Parents of a child with a disability, or the child with a disability, have protections under the procedural safeguards of Part B of the Individuals with Disabilities Education Act (IDEA). A copy of "Your Rights under the IDEA" may be accessed at:

https://arksped.k12.ar.us/rules_reqs_08/RevisionstoRulesandRegulationJuly2010/YOUR%20RIGHTS%20UNDER%20THE%20IDEA.pdf
https://arksped.k12.ar.us/rules_reqs_08/RevisionstoRulesandRegulationJuly2010/Spanish/Your%20Rights%20Under%20the%20IDEA%20-%20Spanish.pdf (Spanish version)

If you need assistance in understanding the provisions of the procedural safeguards, you may contact

| | |
|--|--|
| Name: <input style="width: 90%;" type="text"/> | Phone Number/Email: <input style="width: 90%;" type="text"/> |
| Name: <input style="width: 90%;" type="text"/> | Phone Number/Email: <input style="width: 90%;" type="text"/> |

For additional assistance, you may contact the ADE Special Education Unit at (501) 682-4221.

When parents revoke consent for services for their child, the child and his/her parents no longer have the protections provided under the procedural safeguards of Part B of the IDEA.

If you have any questions or concerns regarding this action, please contact:

| | |
|--|--|
| Name/Title: <input style="width: 90%;" type="text"/> | Phone Number/Email: <input style="width: 90%;" type="text"/> |
|--|--|



Accessing Insurance

Term used in this section

ACRONYM

IEP is the acronym for Individualized Education Program. It is the written plan that guides your child's special education services.

School districts are permitted to access private insurance and Medicaid if you provide written consent for this access. Granting or denying your consent does not affect the **IEP** services your child receives. If you grant this consent, the district will then seek reimbursement from Medicaid or your private insurance for specific IEP services given at school. You may revoke consent to access insurance at any time. Regardless of insurance reimbursement, your child will get all IEP services at no cost to you.

ADE SPED
REQUIRED FORMS
AUGUST 2017

Parental Consent to Access Public Insurance and to Release Personally Identifiable Information

Name: ID#: Date of Birth:
Age: Grade: Local Education Agency:
Primary Care Physician's Name (Optional):
Medicaid Number:

With parental consent, the school district can seek federal Medicaid reimbursement for the cost of the health services the school district provides to children who are eligible for Medicaid, and who receive those services that are identified in their individualized education program (IEP). In order to seek the federal Medicaid funds for reimbursement, the school district must disclose information from your child's education records to Medicaid and Medicaid billing agencies.

Under the Family Educational Rights and Privacy Act (FERPA), parental consent is required in order to release student personally identifiable information to agencies not identified in the Act. This consent grants the school district the ability to release student information for the purpose of billing Medicaid.

By signing below, you are indicating the following:

- I understand and agree that I am giving the school district permission to access my or my child's public benefits or insurance.
- I understand that my child's education records and information about the services my child receives through an IEP may be released to the Department of Human Services, Division of Medical Services, Arkansas Medicaid, and the school district's Medicaid billing agent for the purpose of billing Medicaid.
- I understand that this may include sharing information with DHS, contracted billing agents, and/or a physician to obtain necessary documentation to receive reimbursement for services provided through an IEP.
- I understand that information to be released may include: student's name, date of birth, social security number, Medicaid ID, disability, IEP and evaluations, type of service(s), times and dates services were delivered, and progress notes.
- I understand that this consent will remain in effect at all times the district is responsible for providing IEP services to my child, unless revoked by me.
- I understand that I may revoke consent at any time by notifying the school district in writing.
- I understand that revoking my consent does not change the school district's responsibility to provide all required IEP services to my child at no cost to me.
- Before giving my consent below, I was provided with a written notice further explaining my rights and protections under Part B of the Individuals with Disabilities Education Act (IDEA) regarding consent and the purpose of this form.

Parent or Guardian Signature: _____ Date:

Is your child covered by private insurance? Yes No
(If yes, please complete Third Party Liability Section)

IEP REVIEW AND REVISIONS

Terms used in this section, in order of first use

Service providers are individuals the district hires to provide specific services for students.

ACRONYM

IEP is the acronym for Individualized Education Program. It is the written plan that guides your child's special education services.

Appropriate is suitable or fitting. IDEA specifies the procedures for determining the appropriate education for an individual child. Evaluations are done to identify your child's needs. From those needs, the IEP team will determine the appropriate educational services so your child can make meaningful educational progress.

Parent means a child's parent or a person acting in that role. The parent may be the biological or adoptive parent, a foster parent, a legal guardian, a person acting in the place of the parent such as a grandparent, a surrogate parent, or the child who is 18 or older.

General education curriculum or grade-level curriculum refers to the curriculum that the school uses to teach all children in the school district, including children who have disabilities. The curriculum includes lessons, materials, and activities routinely used by the general population of children in the school and is aligned with state grade-level academic standards. The U.S. Department of Education defines general education curriculum as curriculum that is based on a State's academic content standards for the grade in which a child is enrolled and includes instruction and supports that will prepare the child for success in college and careers.

Evaluation refers to the data gathering process in which procedures are used selectively with an individual child to determine special education eligibility or programming. It does not include basic tests administered or procedures used with all children in a school, grade, or class.

Although all teachers and **service providers** must be aware of their role in providing the services outlined in your child's IEP and must provide the specific services they are responsible for to your child, there is no promise that your child will make progress at a planned rate. If you think your child is not making **appropriate** progress, you may request a meeting to discuss revisions to your child's IEP. Furthermore, you can ask for an IEP meeting anytime you have a concern related to your child, even if this means multiple IEP meetings during a school year. Also, whenever there is a need to resolve non-IEP concerns, a **parent** can request a parent-teacher conference.

A new IEP must be written at least every year. Also, an IEP must be revised or amended whenever significant changes in a child's program or placement are needed. Reasons may include, but are not limited to the following:

- accomplishment of one or more IEP goals,
- not enough progress on one or more goals or in the **general education curriculum**,
- availability of new **evaluation** information,
- new information from families to share with the IEP team,
- the need for a change in the child’s placement for special education services,
- a change in the amount of time special education services are needed, and
- a team determination of a need for certain intervention procedures.

Anytime an IEP is revised or amended, parents can ask for a copy of the new IEP.

Re-evaluation

Terms used in this section, in order of first use

Re-evaluation refers to the review of a child’s special education and eligibility needs. Every three years after a child is determined to be eligible for special education services, the IEP team must consider evaluation needs. At that time the team must decide what, if any, testing is needed for the committee to determine if the child continues to be eligible for special education services. The team also decides if information is needed to address the child’s present levels of performance and/or any changes to the child’s special education and related services are needed for the child to meet their goals. Although required every three years, a re-evaluation can be requested by the parent or a teacher.

Evaluation refers to the data gathering process in which procedures are used selectively with an individual child to determine special education eligibility or programming. It does not include basic tests administered or procedures used with all children in a school, grade, or class.

Related services are any specially designed services that enable a child to benefit from special education instruction. Some examples include psychological services, assistive technology, interpretive services, occupational therapy, physical therapy, audiology, and mobility training.

Modifications change the learning expectations for the child. Children who receive modifications are not expected to learn the same material as their classmates. Examples include an alternate vocabulary test or focusing only on pre-selected main points.

IEP is the acronym for Individualized Education Program. It is the written plan that guides your child’s special education services.

ACRONYM

Once your child is eligible for special education services, the need for **re-evaluation** must be reviewed every three years, or more often if needed. During the re-evaluation process, which can be done in a meeting, the team will review your child’s progress and your concerns, and determine if further **evaluation** is needed. The purpose of this review is to decide what, if any, additional data are needed to determine:

- if your child continues to have a disability,
- if your child continues to need special education and **related services**,
- the present levels of academic achievement and related developmental needs, and
- if additions or **modifications** to the special education and related services are needed.

Decisions made during this process are written on the form titled "Existing Data Review." If the team determines additional testing is needed, you will be asked to sign consent for the evaluation on the "Notice of Action." If the team decides not to evaluate your child you do not sign consent for evaluation, and your child will not be evaluated.



| Existing Data Review/Notice of Decision | | JULY 2010 | | |
|---|--|---|--|--|
| Name: | <input style="width: 95%;" type="text"/> | ID#: <input style="width: 95%;" type="text"/> | | |
| | Date of Birth: | <input style="width: 95%;" type="text"/> | | |
| Current Eligibility Category: | <input type="checkbox"/> Autism <input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Deaf-Blindness <input type="checkbox"/> Hearing Impairment <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Non categorical (Ages 3-5 only) <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Other Health Impairment <input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Speech or Language Impairment <input type="checkbox"/> Traumatic Brain Injury <input type="checkbox"/> Visual Impairment | | | |
| <p>The IEP Committee has reviewed the student data as outlined below and determined whether or not additional or updated data may be needed for initial or continuing eligibility.</p> <p>I. Data Reviewed (Check all that apply and attach documentation):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <input type="checkbox"/> Achievement Data <input type="checkbox"/> Adaptive Behavior <input type="checkbox"/> Anecdotal Records <input type="checkbox"/> Assistive Technology Data <input type="checkbox"/> Attendance Records <input type="checkbox"/> Behavior Scales <input type="checkbox"/> Behavioral Intervention Plan <input type="checkbox"/> Classroom Based Assessments <input type="checkbox"/> Classroom Observation <input type="checkbox"/> Current Eligibility Information <input type="checkbox"/> Curriculum Based Assessments <input type="checkbox"/> Discipline Records <input type="checkbox"/> Hearing/Vision Screening/Data <input type="checkbox"/> IEP Accommodations <input type="checkbox"/> IEP Goals and Objectives <input type="checkbox"/> Information Provided by Parents <input type="checkbox"/> Local or State Assessments </td> <td style="width: 50%; border: none; vertical-align: top;"> <input type="checkbox"/> Medical Records <input type="checkbox"/> Occupational Therapy Data <input type="checkbox"/> Orientation and Mobility Data <input type="checkbox"/> Physical Therapy Data <input type="checkbox"/> Portfolio/Current Work Samples <input type="checkbox"/> Previous Psychological Evaluation <input type="checkbox"/> Previous Services Received (Special Education, 504, ESOL, etc.) <input type="checkbox"/> Progress and Grade Reports <input type="checkbox"/> Self-Help Skills <input type="checkbox"/> Social History Update <input type="checkbox"/> Speech-Language Data <input type="checkbox"/> Teacher/Staff Observations <input type="checkbox"/> Transition Plan <input type="checkbox"/> Other Data (Specify): <input style="width: 100%; height: 20px;" type="text"/> </td> </tr> </table> | | | <input type="checkbox"/> Achievement Data <input type="checkbox"/> Adaptive Behavior <input type="checkbox"/> Anecdotal Records <input type="checkbox"/> Assistive Technology Data <input type="checkbox"/> Attendance Records <input type="checkbox"/> Behavior Scales <input type="checkbox"/> Behavioral Intervention Plan <input type="checkbox"/> Classroom Based Assessments <input type="checkbox"/> Classroom Observation <input type="checkbox"/> Current Eligibility Information <input type="checkbox"/> Curriculum Based Assessments <input type="checkbox"/> Discipline Records <input type="checkbox"/> Hearing/Vision Screening/Data <input type="checkbox"/> IEP Accommodations <input type="checkbox"/> IEP Goals and Objectives <input type="checkbox"/> Information Provided by Parents <input type="checkbox"/> Local or State Assessments | <input type="checkbox"/> Medical Records <input type="checkbox"/> Occupational Therapy Data <input type="checkbox"/> Orientation and Mobility Data <input type="checkbox"/> Physical Therapy Data <input type="checkbox"/> Portfolio/Current Work Samples <input type="checkbox"/> Previous Psychological Evaluation <input type="checkbox"/> Previous Services Received (Special Education, 504, ESOL, etc.) <input type="checkbox"/> Progress and Grade Reports <input type="checkbox"/> Self-Help Skills <input type="checkbox"/> Social History Update <input type="checkbox"/> Speech-Language Data <input type="checkbox"/> Teacher/Staff Observations <input type="checkbox"/> Transition Plan <input type="checkbox"/> Other Data (Specify): <input style="width: 100%; height: 20px;" type="text"/> |
| <input type="checkbox"/> Achievement Data <input type="checkbox"/> Adaptive Behavior <input type="checkbox"/> Anecdotal Records <input type="checkbox"/> Assistive Technology Data <input type="checkbox"/> Attendance Records <input type="checkbox"/> Behavior Scales <input type="checkbox"/> Behavioral Intervention Plan <input type="checkbox"/> Classroom Based Assessments <input type="checkbox"/> Classroom Observation <input type="checkbox"/> Current Eligibility Information <input type="checkbox"/> Curriculum Based Assessments <input type="checkbox"/> Discipline Records <input type="checkbox"/> Hearing/Vision Screening/Data <input type="checkbox"/> IEP Accommodations <input type="checkbox"/> IEP Goals and Objectives <input type="checkbox"/> Information Provided by Parents <input type="checkbox"/> Local or State Assessments | <input type="checkbox"/> Medical Records <input type="checkbox"/> Occupational Therapy Data <input type="checkbox"/> Orientation and Mobility Data <input type="checkbox"/> Physical Therapy Data <input type="checkbox"/> Portfolio/Current Work Samples <input type="checkbox"/> Previous Psychological Evaluation <input type="checkbox"/> Previous Services Received (Special Education, 504, ESOL, etc.) <input type="checkbox"/> Progress and Grade Reports <input type="checkbox"/> Self-Help Skills <input type="checkbox"/> Social History Update <input type="checkbox"/> Speech-Language Data <input type="checkbox"/> Teacher/Staff Observations <input type="checkbox"/> Transition Plan <input type="checkbox"/> Other Data (Specify): <input style="width: 100%; height: 20px;" type="text"/> | | | |

II. Decisions: Is additional data needed to determine:

| | |
|---|---|
| Present levels of performance and educational needs of the student (e.g., transition and postsecondary planning)? | <input type="radio"/> Yes <input type="radio"/> No |
| Whether the child is a child with a disability or, in case of a reevaluation, whether the child continues to have such a disability? | <input type="radio"/> Yes <input type="radio"/> No |
| Whether the child needs special education and related services or, in case of a reevaluation, continues to need special education and related services? | <input type="radio"/> Yes <input type="radio"/> No |
| Whether any additions or changes to the special education and related services are needed to meet IEP goals and participate, as appropriate, in the general curriculum? | <input type="radio"/> Yes <input type="radio"/> No |

A. If additional data is needed, the IEP team recommends the following:

- Evaluation/reevaluation in order to determine eligibility or continued eligibility.
- Reevaluation to consider new/additional eligibility.
- Reevaluation to gather information to aid instructional planning.

B. If additional data is not needed, the team has determined the following (check one):

- Child meets IDEA eligibility or, in the case of a reevaluation, continues to meet IDEA eligibility.
- Child does not meet IDEA eligibility or, in the case of a reevaluation, does not continue to meet IDEA eligibility.

Parent was notified of the decision and their right to request additional assessment. Yes No

Excusal(s): Yes No

If yes, Name(s) of Team Member(s) Excused:

Parent Agreement to Excusal: Yes No Initials _____

Is excused member's area of curriculum being discussed?
 Yes, written input was provided
 No

| EDR Committee List | |
|----------------------|--|
| <input type="text"/> | Parent(s) |
| <input type="text"/> | Special Education Teacher |
| <input type="text"/> | General Education Teacher |
| <input type="text"/> | Local Education Agency Representative |
| <input type="text"/> | Individual to Interpret Instructional Implications of Evaluation Results |
| <input type="text"/> | Other: <input type="text"/> |

The above listed individuals **meeting the requirements of an IEP team** made the above determination on:

In a conference Through consultation with required committee members

If the team decides no additional testing is needed, but you believe testing **is needed**, you may request the testing and the district must conduct the assessment.

Independent Educational Evaluation

If you disagree with initial or re-evaluation results, you have the right to request an independent educational evaluation. This evaluation is done by a private provider agreed upon by you and the district. The district will pay for this evaluation. After the evaluation is complete, the IEP team will meet and review the results and the effect of the results on your child's educational needs. The results must be considered by the IEP team. The team decides if the results are an accurate reflection of your child's needs.



Parental Due Process Rights (Procedural Safeguards)

Terms used in this section, in order of first use

ACRONYM

IEP is the acronym for Individualized Education Program. It is the written plan that guides your child's special education services.

ACRONYM

IDEA is the acronym for the Individuals with Disabilities Education Act. This is the federal law that guarantees the rights of children with disabilities to free appropriate public education programs.

Parent means a child's parent or a person acting in that role. The parent may be the biological or adoptive parent, a foster parent, a legal guardian, a person acting in the place of the parent such as a grandparent, a surrogate parent, or the child who is 18 or older.

Appropriate is suitable or fitting. IDEA specifies the procedures for determining the appropriate education for an individual child. Evaluations are done to identify your child's needs. From those needs, the IEP team will determine the appropriate educational services so your child can make meaningful educational progress.

Occasionally, you may not agree with the **IEP** that was developed or have concerns that the IEP is not being implemented correctly. The procedural safeguards document entitled [Your Rights Under the IDEA](#) outlines **parent** rights and steps that can be taken to make sure an **appropriate** education is in place for your child.

When you have concerns regarding your child's IEP, first talk to your child's teacher or principal. While this is not a requirement before other steps, talking with campus staff may resolve your concerns. If you would like another step after talking to the campus, you can contact the special education supervisor in your district (See [district special education directors](#) and [early childhood coordinators](#) for names and contact information.) The supervisor may be able to resolve the concern.



Regardless of the level of communication you have had with the district you can always:

1. request a [facilitated IEP meeting](#),
2. request a [mediation](#),
3. file a [state complaint](#), or
4. file a [due process hearing](#).

See the following comparison of the four options:

HOW DO THEY COMPARE?

| | Facilitated IEP | Mediation | State Complaint | Due Process Hearing |
|--|--|--|--|---|
| What is it? | An IEP meeting, facilitated by an impartial facilitator from the Arkansas Special Education Mediation Project, so a non-biased individual can help all parties reach agreement | A meeting to resolve a specific issue, led by a mediator from the Arkansas Special Education Mediation Project | A written complaint submitted to the Arkansas Department of Education which says that a specific part of <i>IDEA</i> is potentially not being followed | A formalized process when the requestor says <i>IDEA</i> has been violated |
| Who can request the process? | Parent or public agency | Parent or public agency | Any organization or individual | Parent |
| Who makes the final decision? | Mutually between parties | Mutually between parties | Arkansas Department of Education officials | Impartial hearing officer |
| What is the federal timeline? | 14 days or fewer | 14 days or fewer | 60 calendar days | 75 calendar days or more |
| What is the cost to the family? | None | None | None | Possible legal fees |
| What are the limitations? | Focus on current IEP concerns | Focus on current IEP concerns | Can only address concerns within the last <u>one year</u> prior to the date the complaint was filed | Can only address allegations within the last <u>two years</u> prior to the date the hearing was requested |

What Does Special Education Look Like?

Terms used in this section, in order of first use

Inclusion is the philosophy of a school supporting the individual needs of all students. Under IDEA, districts are mandated to educate each child, to the maximum extent appropriate, in the school and classroom the child would attend if not disabled.

ACRONYM

IEP is the acronym for Individualized Education Program. It is the written plan that guides your child's special education services.

Indirect services refer to services provided by the general education classroom teacher in consultation with qualified special education personnel. Indirect services are not provided directly to children by the special educator.

Accommodation refers to a change to teaching or testing that removes barriers and provides equal access to learning. The learning expectation is to stay the same. Accommodations do not change what the child is learning. They change how a child is learning. The end result of the work is equal to that of children without accommodations. Examples include extended time for project completion, various types of assistive technology, and seating away from distractions.

Modifications change the learning expectations for the child. Children who receive modifications are not expected to learn the same material as their classmates. Examples include an alternate vocabulary test or focusing only on pre-selected main points.

Resource services refer to direct instruction provided by a special education teacher to children with disabilities. This instruction may occur outside of the general education classroom.

Self-contained classroom refers to a class where direct instruction is provided by a special education teacher to children with disabilities the majority of the school day. This instruction occurs in a different location from non-disabled peers and provides focused, individualized instruction. Self-contained services may address functional life skills and/or behavior in addition to academic skills.

Direct instruction refers to special education services provided to a child by a licensed special education teacher or a related services professional.

Related services are any specially designed services that enable a child to benefit from special education instruction. Some examples include psychological services, assistive technology, interpretive services, occupational therapy, physical therapy, audiology, and mobility training.

The basis of all special education is **inclusion** in general education to the maximum extent appropriate. The amount of time a child spends in the general education classroom

is decided by the **IEP** team and changes depending on the support needed for each child to benefit from instruction in the general education classroom. Therefore, special education services differ greatly from one child to another and may change for your child over time.

Children who receive special education services in Arkansas could be seen:

- fully participating in the general education classroom with non-disabled peers and receiving **indirect services** (e.g., minimum supports such as **accommodations** and/or **modifications**),
- attending classes in the general education setting with the support of two co-teachers, one general education teacher and one special education teacher,
- attending a classroom with non-disabled peers lead by a teacher who is trained and certified to teach both general education and special education,
- attending some classes in the general education setting and attending smaller classes outside the general education setting where they receive **resource services** and a greater level of support to achieve IEP goals,
- attending all core academic classes, English, math, science, social studies, in a special education resource room, but attending other classes such as music, art, physical education or electives in general education classrooms with non-disabled peers,
- receiving services in a **self-contained special education classroom**, usually a different location from non-disabled peers, where **direct instruction** is given by a special education teacher and often addresses life skills or behavior needs, or
- receiving **related services** during the school day such as speech-language therapy, occupational therapy, physical therapy, or mental health services.

The descriptions of special education settings provided are not intended to include all methods for the delivery of special education services. The IEP team will develop a program to meet the specific educational needs of your child.



GLOSSARY

An alphabetical Listing of Terms Used in the Guide

Academic standards describe what children must know and be able to do in each academic content area. Arkansas academic standards are defined in the Arkansas Curriculum Frameworks. The rigorous academic content standards and the student learning expectations in the Arkansas Curriculum Frameworks provide the focus for instruction for each local school district without rigidly prescribing every element of the local curriculum.

Accommodation refers to a change to teaching or testing that removes barriers and provides equal access to learning. The learning expectation is to stay the same. Accommodations do not change what the child is learning. They change how a child is learning. The end result of the work is equal to that of children without accommodations. Examples include extended time for project completion, various types of assistive technology, and seating away from distractions.

Age of majority is the age when a young person is considered to be an adult. In Arkansas, the age of majority is 18.

Alternate assessments are assessments for children with the most significant cognitive disabilities. If the child's IEP team determines it is appropriate, the child may take an alternate assessment.

Appropriate is suitable or fitting. *IDEA* specifies the procedures for determining the appropriate education for an individual child. Evaluations are done to identify your child's needs. From those needs, the IEP team will determine the appropriate educational services so your child can make meaningful educational progress.

Assistive technology refers to any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The devices include those purchased commercially or those that are modified or customized but exclude surgically implanted devices.

Direct instruction refers to special education services provided to a child by a licensed special education teacher or a related services professional.

Early childhood special education (ECSE) refers to special education services for children ages 3-5 who are not, and have never been, enrolled in kindergarten.

Educational interpreters facilitate communication by interpreting spoken language into a visual format, and vice versa, for persons who are deaf or have a hearing impairment.

Evaluation refers to the data gathering process in which procedures are used selectively with an individual child to determine special education eligibility or programming. It does not include basic tests administered or procedures used with all children in a school, grade, or class.

Extended school year services (ESY) provide for an extension of the IEP from the regular school year in order to allow the child to maintain the progress achieved during the regular school year. It is not summer school.

Free Appropriate Public Education (FAPE) is the right, guaranteed under IDEA, for each child with a disability who needs special education and related services to have an individualized education program (IEP) at public expense.

General education curriculum or grade-level curriculum refers to the curriculum that the school uses to teach all children in the school district, including children who have disabilities. The curriculum includes lessons, materials, and activities routinely used by the general population of children in the school and is aligned with state grade-level academic standards. The U.S. Department of Education defines general education curriculum as curriculum that is based on a State's academic content standards for the grade in which a child is enrolled and includes instruction and supports that will prepare the child for success in college and careers.

Inclusion is the philosophy of a school supporting the individual needs of all students. Under *IDEA*, districts are mandated to educate each child, to the maximum extent appropriate, in the school and classroom the child would attend if not disabled.

Indirect services refer to services provided by the general education classroom teacher in consultation with qualified special education personnel. Indirect services are not provided directly to children by the special educator.

IEP is the acronym for Individualized Education Program. It is the written plan that guides your child's special education services.

IDEA is the acronym for the Individuals with Disabilities Education Act. This is the federal law that guarantees the rights of children with disabilities to free appropriate public education programs.

Least Restrictive Environment (LRE) is the requirement that children with disabilities be educated with peers who do not have disabilities to the maximum extent appropriate for the child.

Modifications change the learning expectations for the child. Children who receive modifications are not expected to learn the same material as their classmates. Examples include an alternate vocabulary test or focusing only on pre-selected main points.

Paraprofessionals are staff members other than teachers who work directly with students with disabilities under the direct supervision of a teacher or other

licensed professional and who have received appropriate training pertaining to the tasks and activities they are asked to perform. Paraprofessionals must meet state-established qualification standards. IEP teams must weigh the benefit, such as a child's personal care and/or safety needs, of a paraprofessional for a single student with the potential that a paraprofessional may inadvertently create dependence rather than independence, limit social interactions with peers, and create a more restrictive setting for the child.

Parent means a child's parent or a person acting in that role. The parent may be the biological or adoptive parent, a foster parent, a legal guardian, a person acting in the place of the parent such as a grandparent, a surrogate parent, or the child who is 18 or older.

Present Level of Academic Achievement and Functional Performance (PLAAFP) describes what your child can do at the time the IEP is developed and the effect of the disability on progress in the general education curriculum.

Re-evaluation refers to the review of a child's special education needs. Every three years after a child is determined to be eligible for special education services, the IEP team must consider evaluation needs. At that time the team must decide what, if any, testing is needed for the committee to determine if the child continues to be eligible for special education services. The team also decides if information is needed to address the child's present levels of performance and/or any changes to the child's special education and related services are needed for the child to meet their goals. Although required every three years, a re-evaluation can be requested by the parent or a teacher.

Related services are any specially designed services that enable a child to benefit from special education instruction. Some examples include psychological services, assistive technology, interpretive services, occupational therapy, physical therapy, audiology, and mobility training.

Resource services refer to direct instruction provided by a special education teacher to children with disabilities. This instruction usually occurs in different locations from non-disabled peers.

Self-contained classroom refers to a class where direct instruction is provided by a special education teacher to children with disabilities. This instruction usually occurs in a different location from non-disabled peers and provides focused, individualized instruction. Self-contained services may address functional life skills and/or behavior in addition to academic skills.

Service providers are individuals the district hires to provide specific services for students.

Specially designed instruction is instruction that meets the needs of a child with a disability who is eligible for special education services. The content, methodology, and/or the delivery of instruction is adapted, as appropriate, to

address the child's unique needs which result from the disability. Specially designed instruction ensures students with disabilities can access the general curriculum and meet educational standards that apply to all children.

Supplementary aids and services are any aids, services, and other supports that are provided in regular education classes or other education-related settings, including extracurricular and non-academic settings, to enable children with disabilities to be educated with children who do not have disabilities as much as possible. Examples include paraprofessional services, large print textbooks, sign language interpreters, and extra time to complete a project.

Transition is planning the change from high school to your child's future. The IEP team begins transition planning before your child is 16 and can begin at a younger age.

WEB RESOURCES

Arkansas Department of Education

[Home page](#)
[Family and community engagement](#)
[Special education](#)
[Special education parent page](#)

Arkansas Parent Training Centers

[The Center for Exceptional Families](#)
[Family Support Program & Northwest Arkansas Community Parent Resource Center](#)

[Arkansas Transition Services](#)

[The Center for Appropriate Dispute Resolution in Special Education](#)

Center for Parent Information & Resources

[Home page](#)
[Getting Ready for When Your Teen Reaches the Age of Majority: A Parent's Guide](#)
[Office of Civil Rights Guidance to Schools on the Bullying of Students with Disabilities](#)

Early Childhood Technical Assistance Center

[Home page](#)
[For Families](#)

[Easterseals Outreach Program & Technology Services](#)

[Increasing Capabilities Access Network \(iCAN\) and Tools for Life](#)

[Understood.org](#)

[University of Arkansas Project Connect Autism Resource Guide](#)

[U.S. Department of Education Office of Special Education and Rehabilitative Services](#)



DISPUTE RESOLUTION PARENT GUIDE



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION

March 2022



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Introduction

Parent Guide to Special Education Dispute Resolution

The *Individual's with Disabilities Education Improvement Act* of 2004 (IDEA 2004), and it implementing federal regulations of 2006, require each state to have regulations designed to protect the rights of children and their families. These provisions define actions that parents may take when they disagree with the local school district regarding the identification, evaluations, educational placement/services of their child, or the provision of a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). These actions include parents and the district entering into mediation to resolve the dispute, the parent filing a state complaint that the district has erred procedurally in meeting its special education obligations, and/or the parent or district filing a request for a due process hearing in order to have a hearing officer determine the appropriate outcome for the child.

This guide is designed to be an aide parents in understanding the Arkansas dispute resolution system. It offers guidance in selecting an appropriate course of action and gives information on how to prepare for each stage in the process.

Dispute Resolution staff are available to assist parents in further understanding these processes.

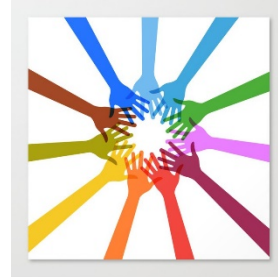
Arkansas Department of Education (ADE) – Division of Elementary and Secondary Education (DESE) - Office of Special Education (OSE) – Dispute Resolution

Phone: (501) 682-4221

Fax: (501) 683-4496

Purpose

The goal of dispute resolution is the development of positive relationships between families and school districts in order to make the best possible choices for children within our state. While differences in opinion do arise, the end result should be a decision that brings all concerned parties together to provide services and support for a child with special needs. The following information will provide both informal and formal options when seeking resolution to a disagreement.



Informal Options for Resolving Disputes: What If You Can't Agree?

There are many options that can be considered before calling Dispute Resolution. These are things that can happen at your child's school to keep the decisions in the hands of those who know your child best. In problem-solving with those closest to your child first, the hope is that everyone involved will come to an agreement about what is in the best interest of your child. We want to make sure the people working with your child every day have input in providing the best learning opportunities and support services possible.

According to the Individuals with Disabilities Act (special education law), an educational decision for a special needs child is made by a group of people with knowledge of the child. This team should have (at a minimum): the parent(s), a general education teacher (if the child is, or may be, participating in the regular education environment), a special education teacher, a public agency representative who is familiar with the needs of your child, an individual who can interpret the evaluation results, and, if requested by the parent or school, any other people who have specialized knowledge of the child such as therapists, advocates, mediators, counselors, the child, etc. Observations, recommendations, and documentation can, and should, be provided by all members, in order to make the most well-informed decisions possible to allow your child to be successful in school. The team should document the decisions in the Individualized Education Program (IEP) and any conference forms.

The hope is that all IEP team members come to an agreement; however, there will be times when this is not the case. If this happens, there are a few options.

End the Meeting and Reschedule

If the team cannot come to consensus, end the meeting and come back when more documentation or information can be provided. Sometimes, there is medical, psychological, or other information of which, not everyone on the team is aware. Often, parents have information from outside sources that the school does not have. It is important that the team has all possible documentation or other information to make an informed decision. If a member of the team feels like this is the case, another meeting can be scheduled when all information can be reviewed.

Contact the School District Special Education Supervisor

The district Special Education Supervisor is a district level administrator who can answer questions about district rules and policies for parents. If the district coordinator/supervisor is not in attendance at your IEP meeting, give him/her a call. This person should be made aware of concerns regarding decisions made within the school district and any conflicts that arise. The contact number for your district special education supervisor can be found under Special Education on your district website, or on the Division of Elementary and Secondary Education, [Office of Special Education website](#), or by calling the district superintendent's office.

Contact the Arkansas Special Education Mediation Project

At any time, you may request a free Mediation or a Facilitated IEP (FIEP) meeting through the Arkansas Special Education Mediation Project. This program is through the University of Arkansas at Little Rock Bowen School of Law. This program assigns an impartial person with background in special education law to lead and encourage all parties to come to a written agreement that is in the best interest of the child. This can be for working out problems with school policy issues or can be for making changes to your child's actual IEP document. If this is something you would like to know more about, we have a there is a video that explains these more clearly, that explains these services more clearly. Facilitation and mediation services can be requested by calling 501-916-5404. <https://ualr.edu/law/clinical-programs/mediation/arkansas-special-education-mediation-project/>

Contact the State Special Education Advisor for Your District

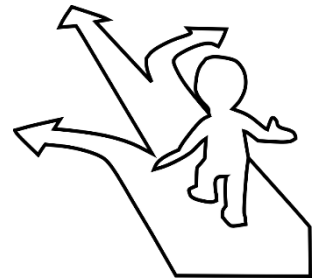
There are also State Education Advisor (SEA) representatives assigned to each school district in the state. These specialists can explain laws and policies and inform you of services that can be provided in your local area. They can also serve to contact the district on your behalf. The person assigned to your school district can be reached by calling the ADE Office of Special Education at 501-682-4221. Tell the receptionist you would like to speak with the SEA for your school district.

Contact an Advocacy Group

Then there are those times when you need someone who can support and understand you as a parent. Our parent resource pages list independent advocacy groups who are there for this purpose. These advocates are available to meet with you to answer questions, attend meetings with you, and to offer support/advice with regards to your child's rights as a student. A partial list of groups available to Arkansas families is available on the Department of Education website or by going to the following link:

<https://dese.ade.arkansas.gov/Offices/special-education/dispute-resolution/parent-resources>

What are my Issues? Where do I go?



Mediation:

- Any Special Education Issues 501-916-5404

Complaints (issues within 1 calendar year): 501-682-4221

- Procedural Safeguards Violations
- Implementation of IEP
- Child Find Obligations
- Violation of IDEA and state rules and regulation regarding special education

Due Process (issues within last 2 years): 501-682-4221

- Procedural Safeguards Violations
- Identification
- Evaluation
- Educational Placement
- Implementation of IEP
- Violation of IDEA and state rules and regulation regarding special education
- Substantive Issues regarding placement and determination of services by the IEP team
- Provision of a Free and Appropriate Public Education

Other:

- Employment of teachers – local school board
- Assignment of staff – local school board
- Methodology – local school board
- Management of school property – local school board
- Abuse or neglect – Child Abuse Hotline 1-800-482-5964
- Civil Rights Violations – Equity and Assistance 501-672-4213 or Office of Civil Rights 1-800-368-1019
- 504 Implementation– Equity and Assistance 501-682-4213
- Teacher Ethics- PLSB 501-682-0166

Formal Options for Resolving Disputes: What's Next?

At your child's special education conferences, you should be directed to a copy of the parental safeguards document. These safeguards are there to inform you of rights given to all special education students and families under the special education law known as the Individuals with Disabilities Education Act, or IDEA. Every public school is expected to provide certain services to children who qualify for Special Education and Related Services. If these services are not provided correctly and in a timely manner, parents have the right to question if their child is being provided a Free and Appropriate Public Education (FAPE) as expected under law. FAPE means that schools must provide eligible children who have a disability with specially designed instruction, supports and services to meet their unique needs at no cost to the children's family.



There are many things that can be done at your school or within your district when there is a disagreement about a student's services, but there are times when the family and the district just can't agree. When family and the district cannot come to an agreement on a topic, the issue can be turned over to Dispute Resolution Department of the Office of Special Education for assistance. Through Dispute Resolution, you have several things you can try.

Some of the most common options are briefly explained below (in no certain order).

Contact the Arkansas Special Education Mediation Project

One thing you can do is have your next conference led by the Arkansas Special Education Mediation Project. This program is run through the Bowen School of Law. The program assigns an impartial person with background in special education law to lead and encourage all parties to come to a written agreement that is in the best interest of the child. This can be for working out problems with school policy issues or can be for making changes to your child's actual IEP document. If this is something you would like to know more about, we have a separate video that explains this service more clearly. Facilitation and mediation services can be requested by calling 501-916-5404. <https://ualr.edu/law/clinical-programs/mediation/arkansas-special-education-mediation-project/>

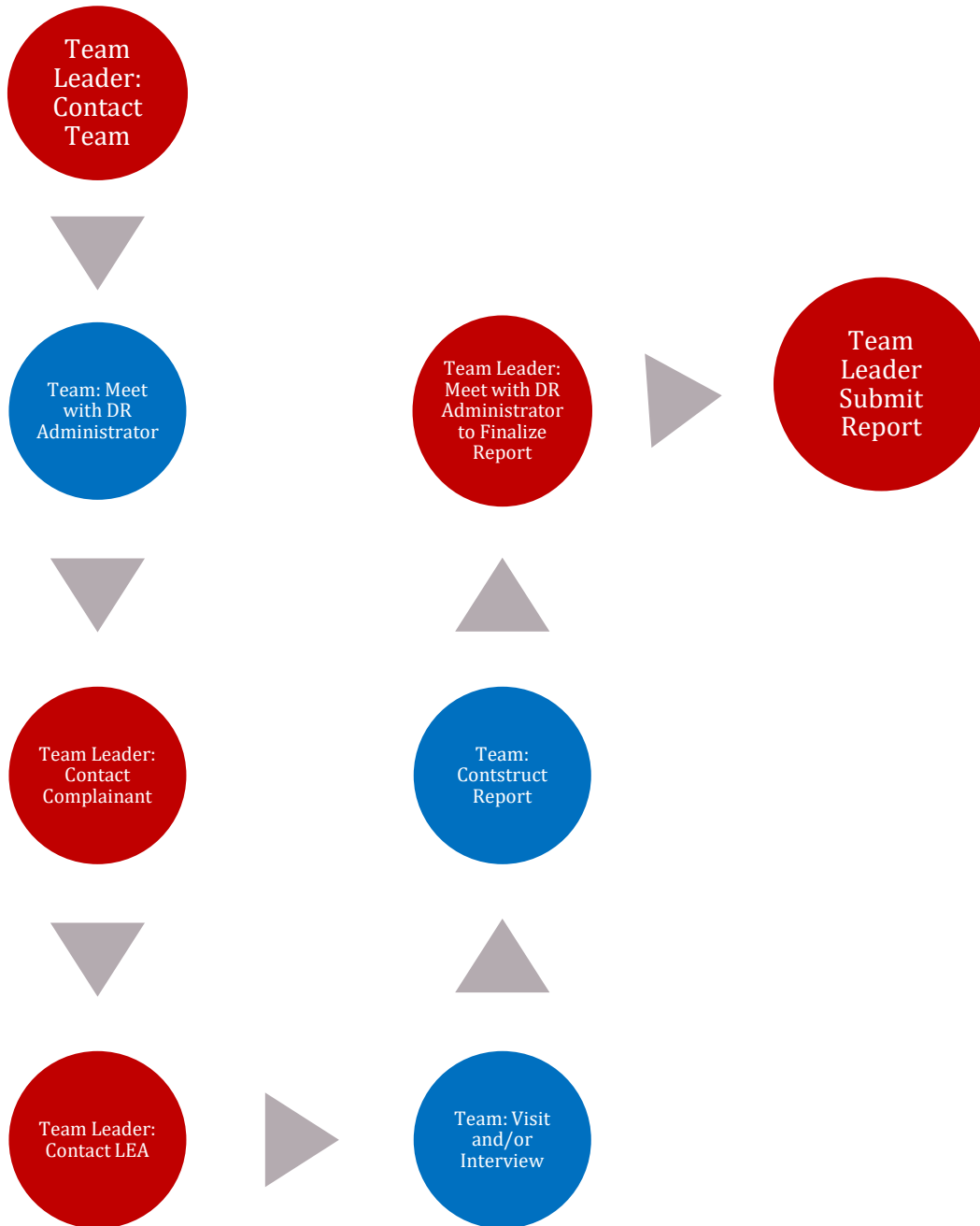
State Complaint

Another choice is a written State Complaint to request the Arkansas Department of Education (ADE) to investigate things such as following timelines, correct paperwork, etc. A complaint can be filed by writing a letter, by completing the State Complaint form provided on the ADE Dispute Resolution website (<https://dese.ade.arkansas.gov/Offices/special-education/dispute-resolution>) or by phone through the Dispute Resolution Office if you need assistance in completing the form. The complaint is submitted to the school district and the Division of Elementary and Secondary Education - Office of Special Education (DESE-OSE). This complaint must include the violation(s) of the IDEA special education laws that have happened within the previous year, facts and explanation to explain how that these violation happened, a proposed resolution (result that is acceptable to the parent), and a signature (for example, if a parent feels that evaluation timelines were not followed, a possible resolution would be for all of the special education staff to receive training in this area from a qualified trainer).

When this written complaint is received by DESE-OSE, a team of experienced special education professionals will be assigned to investigate the complaint by reviewing any documentation (paperwork, emails, notes, etc.) and conducting interviews. The team will determine if there is enough evidence to prove that a district has or has not followed special education law. They will issue a report to the parent explaining their findings. If the school has not followed special education law, they will give the district a list of corrective actions that must be followed to prove they are now aware of correct procedures and will follow the correct procedures from that point forward. The DESE-OSE will collect evidence from the district to make sure they have completed all required corrective actions.

A complaint can be withdrawn by submitting signed withdrawal request to the Dispute Resolution Administrator.

Team Investigation Process



Due Process Hearing

Another choice is a request for a Due Process Hearing. Due Process Hearings look into things such as a child's identification for services, academic placement, disciplinary removals, etc. This process can look at issues within the past two years. You can request a hearing by written letter/report or if you need assistance completing the form, you may call the Dispute Resolution Office.

The Request for Due Process Hearing form on the ADE website <https://dese.ade.arkansas.gov/Offices/special-education/dispute-resolution/due-process-hearings>. This form is not required but is an option to use. Once the request for hearing is submitted to the DESE–OSE and the school district, an impartial hearing officer is assigned to hear the case, give a ruling and, if needed, orders that must be carried out to ensure the child receives a Free and Appropriate Public Education (FAPE) under law. Even though it is not a requirement, many parents and districts hire an attorney to guide them through the process and help interpret the law when involved in a Due Process Hearing. Evidence and witnesses are presented at a hearing. The Hearing Officer will mail and/or electronically mail a written report explaining the decision and finding. The Hearing Officer may also issue corrective actions that the district must follow. For example, a Hearing Officer may require training, evaluations, a different placement, or compensatory hours in a service such as physical therapy, speech therapy, etc.

This is a quick explanation of what happens in a Due Process Hearing. If this is something you want to know more about, there is a [separate video](#) that gives much more detail on how to go about this process.

A due process hearing can be dismissed by submitting a Motion to Dismiss to the assigned hearing officer. The hearing officer will decide if dismissal is appropriate and will issue an Order of Dismissal.



In the case where a change of placement, discipline or Manifestation Determination decision is being appealed, an Expedited Due Process Hearing (EH) can be requested. This shortens the timelines, thus addressing the placement of the child sooner. If a hearing is filed, the student is in “stay put”, keeping the child in the last placement until a decision is issued by the hearing officer.

Hearing Officers

Danna Young

1501 N. University, Suite 970

Little Rock, AR 72207

Office: 501-414-0264

Fax: 501-404-2460

Cell: 501-346-5220

Email:

Danna@DannaYoungLaw.com

Dana McClain

6 Biscayne Ct.

Little Rock, AR 72227

Phone: 501-425-1741

Dana.mcclain@att.net

Cheryl Reinhart

ReinhartLaw23@gmail.com

707 Stagecoach Vlg.

Little Rock, AR 72210

Phone: 501-804-0964

Fax: 1-888-467-4693 (fax)

Debby Linton Ferguson

debbylinton@yahoo.com

425 W. Capitol Ave., Suite 3800

Little Rock, AR 72201

Phone: 501-944-7119

Special Education Advocacy Groups

Center for Exceptional Families, Inc. (CFEF)

The Center for Exceptional Families, Inc. works in collaboration with families and their local school districts to promote an innovative approach to providing special education services for individuals with disabilities. Their goal is to provide statewide support to families, schools, educators, students transitioning to adulthood and individuals seeking secondary scholastic achievement. The CFEF will advocate for all persons in Arkansas to receive a Free Appropriate Public Education (FAPE) as outlined in the Individuals with Disabilities Education Act (IDEA).

For more information, please contact:

<http://thecenterforexceptionalfamilies.org/>

PO Box 16125

Jonesboro, AR 72403

Phone: 870-336-3012

Toll Free: 888-360-9654

Northwest Arkansas Community Parent Resource Center

Arkansas Support Network's (ASN) Family Support Program received a federal grant to fund the Northwest Arkansas Community Parent Resource Center (CPRC), the first in the state and serve families of children with disabilities ages birth through 26. It serves four counties: Benton, Carroll, Madison, and Washington. The CPRC, while advocating for children in special education, specifically emphasizes training and information for all families, including: foster families, parents who are working to reunite with their children, and the parents of young people in the juvenile justice system. In addition, the CPRC targets professionals working with these three groups.

For more information, please contact:

<https://supports.org/>

614 E. Emma, Suite 219

Springdale, AR 72764

Phone: (479) 927-1194

Toll Free: 1-800-748-9768

Email: familysupport@supports.org

The National Center on Dispute Resolution in Special Education (CADRE)

The Center for Appropriate Dispute Resolution in Special Education (CADRE) works to increase the nation's capacity to effectively resolve special education disputes, reducing the use of expensive adversarial processes. CADRE works with state and local education and early intervention systems, parent centers, families and educators to improve programs and results for children with disabilities. Additional information on resolving disputes at the local level can be found by visiting the CADRE website.

CADRE has developed four parent guides on Mediation, Written State Complaints, Due Process Complaints/Hearing Requests, and Resolution Meetings, which can be viewed and downloaded at: <http://www.directionservice.org/cadre/DRparentguides2014.cfm>

For more information, please contact:

<https://www.directionservice.org/cadre/>

Administrative Office

1144 Gateway Loop, Suite 200

Springfield, Oregon 97477

Phone: 541-359-4210

Fax: 450-245-4957 EST

Disability Rights of Arkansas

The Disability Rights Center of Arkansas (DRA) is the federally funded and authorized Protection and Advocacy (P&A) system and Client Assistance Program (CAP) for people with disabilities in Arkansas. DRA is authorized to advocate for and protect human, civil and legal rights of all Arkansans with disabilities consistent with federal law. DRA services are provided free of charge. DRA, a nonprofit agency, is independent from state or local government.

For more information, please contact:

<https://disabilityrightsar.org/>

400 W. Capitol Avenue, Suite 1200

Little Rock, AR 72201

Phone: 501-296-1775

Toll Free: 800-482-1174

Fax: 501-296-1779

Special Contacts

Behavior Support Specialists:

- <https://arbss.org/>

Arkansas Transition Services:

- <https://arkansastransition.com/>
- Bonnie Boaz (Transition Coordinator) at 501-375-6487

Brain Injury Consultants:

- <https://arbraininjury.org/>
- Amy Goddard at 501-319-7333 ext. 108

Children and Youth with Dual Sensory Impairments (CAYSI):

- <https://dese.ade.arkansas.gov/Offices/special-education/children-and-youth-with-sensory-impairments>
- Jana Villemez (Family Consultant) at 501-680-1294
- Jennifer Walkup (Education Consultant) at 501-352-9197

EARS Program @ Arkansas Children's Hospital:

- <https://www.archildrens.org/programs-and-services/audiology/Services/educational-audiology-speech-pathology-resources-for-schools>
- ears@archildrens.org
- Rachael Sievers, Au. D., CCC-A at 501-680-2718

Educational Services for the Visually Impaired (ESVI):

- <http://www.esvi.org>
- Christi Dixon, ESVI State Coordinator at 501-374-5517

Special Education – Dispute Resolution
Acronyms and Abbreviations Guide



| | |
|------|--|
| ABA | Applied Behavior Analysis |
| ADA | Americans with Disabilities Act |
| ADD | Attention Deficit Disorder |
| ADE | Arkansas Department of Education |
| ADHD | Attention Deficit Hyperactivity Disorder |
| ASL | American Sign Language |
| BD | Behavior Disorder |

| | |
|-------|-----------------------------------|
| BIP | Behavioral Intervention Plan |
| CP | Cerebral Palsy |
| DB | Deaf/Blind |
| DD | Developmental Disability |
| ED | Emotionally Disturbed |
| ESY | Extended School Year |
| FAPE | Free Appropriate Public Education |
| FERPA | Family Educational |

| | |
|------|---|
| | Rights and Privacy Act |
| FBA | Functional Behavioral Assessment |
| HI | Hearing Impaired |
| HO | Hearing Officer |
| ID | Intellectual Disability (replaced MR) |
| IDEA | Individuals with Disabilities Education Act of 2004 |
| IEE | Independent Educational Evaluation |

| | |
|------|------------------------------------|
| IEP | Individualized Education Program |
| IFSP | Individualized Family Service Plan |
| ISS | In School Suspension |
| ITP | Individual Transition Plan |
| LD | Learning Disability |
| LEA | Local Education Agency |
| LEP | Limited English Proficient |
| LRE | Least Restrictive Environment |

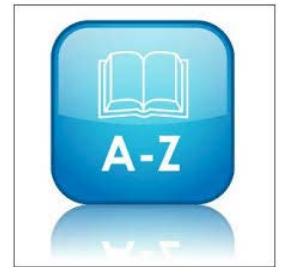
| | |
|-------|---|
| MD | Multiple Disabilities |
| MS | Multiple Sclerosis |
| OCR | Office of Civil Rights |
| OHI | Other Health Impaired |
| OI | Orthopedically Impaired |
| OSERS | Office of Special Education and Rehabilitative Services |
| OSEP | Office of Special Education Programs |
| OT | Occupational Therapy |

| | |
|-------|-----------------------------------|
| PDD | Pervasive Developmental Disorder |
| PT | Physical Therapy |
| PWN | Prior Written Notice |
| RTI | Response to Intervention |
| SEA | State Education Agency |
| SCC | Self-contained Classroom |
| SELPA | Special Education Local Plan Area |
| SH | Severely Handicapped |
| SLD | Specific Learning Disability |

| | |
|-----|--------------------------------|
| SLI | Speech/Language Impaired |
| SLP | Speech Language Pathologist |
| SST | Student Study Team |

| | |
|------|---|
| STAR | California's Standard Testing and Reporting |
| TBI | Traumatic Brain Injury |
| VI | Visually Impaired |

Special Education – Dispute Resolution Glossary of Terms



A

Accommodations. Changes in how a test is administered that do not substantially alter what the test measures; includes changes in presentation format, response format, test setting or test timing. Appropriate accommodations are made to level the playing field, i.e., to provide equal opportunity to demonstrate knowledge.

Achievement test. Test that measures competency in a particular area of knowledge or skill; measures mastery or acquisition of skills.

Americans with Disabilities Act of 1990 (ADA). Legislation enacted to prohibit discrimination based on disability.

Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD). Child with ADD or ADHD may be eligible for special education under other health impairment, specific learning disability, and/or emotional disturbance categories if ADD/ADHD condition adversely affects educational performance.

Appeal. Procedure in which a party seeks to reverse or modify a judgment or final order of a lower court or administrative agency, usually on grounds that lower court misinterpreted or misapplied the law, rather than on the grounds that it made an incorrect finding of fact.

Assessment. Systematic method of obtaining information from tests or other sources; procedures used to determine child's eligibility, identify the child's strengths and needs, and services child needs to meet these needs. See also evaluations.

Assistive technology device. Equipment used to maintain or improve the capabilities of a child with a disability.

Audiology. Related service; includes identification, determination of hearing loss, and referral for habilitation of hearing.

Autism. Developmental disability that affects communication and social interaction, adversely affects educational performance, is generally evident before age 3. Children with autism often engage in repetitive activities and stereotyped movements, resist environmental change or change in daily routines, and have unusual responses to sensory experiences.

B

Basic skills. Skills in subjects like reading, writing, spelling, and mathematics.

Behavior disorder (BD). See emotional disturbance.

BIP. A plan of positive behavioral interventions in the IEP of a child whose behaviors interfere with his/her learning or that of others.

Brief. Written argument that supports a case; usually contains a statement of facts and a discussion of law.

Burden of proof. Duty of a party to substantiate its claim against the other party; in civil actions, the weight of this proof is usually described as a preponderance of the evidence.

Business day. Means Monday through Friday, except for federal and state holidays.

C

Calendar day. (See “day”).

Case law. Decisions issued by a court.

Child find. Requirement that states ensure that all children with disabilities are identified, located and evaluated, and determine which children are receiving special education and related services.

C.F.R. Code of Federal Regulations

Class action. A civil action filed in a court on behalf of a named plaintiff and on behalf of other individuals similarly situated.

Complaint. Legal document that outlines plaintiff’s claim against a defendant.

Confidential file. File maintained by the school that contains evaluations conducted to determine whether child is handicapped, other information related to special education placement; parents have a right to inspect the file and have copies of any information contained in it.

Consent. Requirement that the parent be fully informed of all information that relates to any action that school wants to take about the child, that parent understands that consent is voluntary and may be revoked at any time. See also Procedural safeguards notice and prior written notice.

Controlled substance. Means a drug or other substance identified under schedules I, II, III, IV, or V of the Controlled Substances Act; does not include a substance that is legally possessed or used under the supervision of a licensed health care provider.

Counseling services. Related service: includes services provided by social workers, psychologists, guidance counselors, or other qualified personnel.

Cumulative file. General file maintained by the school; parent has right to inspect the file and have copies of any information contained in it.

Curriculum-Based Measurement (CBM). A method to measure student progress in academic areas including math, reading, writing, and spelling. The child is tested briefly (1 to 5 minutes) each week. Scores are recorded on a graph and compared to the expected performance on the content for that year. The graph allows the teacher and parents to see quickly how the child's performance compares to expectations.

D

Damages. Monetary compensation that may be recovered by a person who has suffered loss, detriment or injury to his person, property or rights, through the unlawful act or negligence of another; damages are not generally available under the IDEA.

Day. Means calendar day unless otherwise indicated as school day or business day.

Deaf-blindness. IDEA disability category; includes hearing and visual impairments that cause severe communication, developmental and educational problems that adversely affects educational performance.

Deafness. IDEA disability category; impairment in processing information through hearing that adversely affects educational performance

Disability. In Section 504 and ADA, defined as impairment that substantially affects one or more major life activities; an individual who has a record of having such impairment, or is regarded as having such an impairment.

Due process hearing (impartial due process hearing). Procedure to resolve disputes between parents and schools; administrative hearing before an impartial hearing officer or administrative law judge. Called a "fair hearing" in some states.

E

Early intervention (EI). Special education and related services provided to children under the age of 5.

Education records. All records about the student that are maintained by an educational agency or institution; includes instructional materials, teacher's manuals, films, tapes, test materials and protocols.

Educational consultant/diagnostician. An individual who may be familiar with school curriculum and requirements at various grade levels; may or may not have a background in learning disabilities; may conduct educational evaluations.

Emotional disturbance (ED). Disability category under IDEA; includes depression, fears, schizophrenia; adversely affects educational performance.

ESY. Extended school year services.

Exhibit. Anything tangible that is produced and admitted in evidence during a trial.

F

FAPE. Free appropriate public education; special education and related services provided in conformity with an IEP; are without charge; and meets standards of the SEA.

FBA. Functional behavior assessment.

FERPA. Family Educational Rights and Privacy Act; statute about confidentiality and access to education records.

G

General curriculum. Curriculum adopted by LEA or SEA for all children from preschool through high school.

H

Hearing impairment. Disability category under IDEA; permanent or fluctuating impairment in hearing that adversely affects educational performance.

I

IDEA. The Individuals with Disabilities Education Act.

IEE. Independent educational evaluation.

IEP. Individualized Educational Plan.

IFSP. Individualized Family Service Plan.

Illegal drug. A controlled substance; does not include substances that are legally possessed or used under the supervision of a licensed health-care professional.

Impartial due process hearing. See due process hearing.

Inclusion. Practice of educating children with special needs in regular education classrooms in neighborhood schools. See also mainstreaming and least restrictive environment.

Intellectual disability (ID). Disability category under IDEA; refers to significantly sub-average general intellectual functioning with deficits in adaptive behavior that adversely affects educational performance.

ITP. Individual Transition Plan

L

Learning disability. See specific learning disability (SLD).

LRE. Least restrictive environment; requirement to educate special needs children with children who are not disabled to the maximum extent possible.

LEA. Local education agency or school district and/or representative.

M

Manifestation determination review. If child with disability engages in behavior or breaks a rule or code of conduct that applies to nondisabled children and the school proposes to remove the child, the school must hold a hearing to determine if the child's behavior was caused by the disability.

Mediation. Procedural safeguard to resolve disputes between parents and schools; must be voluntary, cannot be used to deny or delay right to a due process hearing; must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

Medical services. Related service; includes services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.

Modifications. Substantial changes in what the student is expected to demonstrate; includes changes in instructional level, content, and performance criteria, may include changes in test form or format; includes alternate assessments.

Multiple disabilities. Disability category under IDEA; concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.) that cause such severe educational problems that problems cannot be accommodated in special education programs solely for one of the impairments; does not include deaf-blindness.

N

Native language. Language normally used by the child's parents.

Norm-referenced test. (See standardized test)

Notice of Action. (see Prior Written Notice)

O

OCR. Office of Civil Rights

Occupational therapy. Related service; includes therapy to remediate fine motor skills.

OHI. Other health impairment.

Opinion. Formal written decision by judge or court; contains the legal principles and reasons upon which the decision was based.

Orientation and mobility services. Related service; includes services to visually impaired students that enable students to move safely at home, school, and community

Orthopedic impairment. Disability category under IDEA; orthopedic impairment that adversely affects child's educational performance

OSERS. Office of Special Education and Rehabilitative Services

OSEP. Office of Special Education Programs

Other health impairment (OHI). Disability category under IDEA; refers to limited strength, vitality or alertness due to chronic or acute health problems that adversely affects educational performance.

P

Parent. Parent, guardian, or surrogate parent; may include grandparent or stepparent with whom a child lives, and foster parent.

Physical therapy. Related service; includes therapy to remediate gross motor skills.

Prior written notice. Required written notice to parents when school proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child. (also called Notice of Action)

Pro se. Representing oneself without assistance of legal counsel

Procedural safeguards notice. Requirement that schools provide full easily understood explanation of procedural safeguards that describe parent's right to an independent educational evaluation, to examine records, to request mediation and due process.

Progress monitoring. A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction; can be implemented with individual students or an entire class.

Psychological services. Related service; includes administering psychological and educational tests, interpreting test results, interpreting child behavior related to learning.

R

Reasonable accommodation. Adoption of a facility or program that can be accomplished without undue administrative or financial burden.

Recreation. Related service; includes therapeutic recreation services, recreation programs, and leisure education.

Rehabilitation Act of 1973. Civil rights statute designed to protect individuals with disabilities from discrimination; purposes are to maximize employment, economic self-sufficiency, independence, inclusion and integration into society.

Rehabilitation counseling services. Related service; includes career development, preparation for employment, vocational rehabilitation services funded under the Rehabilitation Act of 1973.

Related services. Services that are necessary for child to benefit from special education; includes speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, early

identification and assessment, counseling, rehabilitation counseling, orientation and mobility services, school health services, social work services, parent counseling and training.

Remediation. Process by which an individual receives instruction and practice in skills that are weak or nonexistent in an effort to develop/strengthen these skills.

Response to Intervention (RTI). Use of research-based instruction and interventions with students who are at risk and students who are suspected of having specific learning disabilities.

S

School day. A day when children attend school for instructional purposes.

School health services. Related service; services provided by a qualified school nurse or other qualified person.

SEA. State educational agency (state department of education) or representative.

Section 504. Section 504 of the Rehabilitation Act protects individuals with disabilities from discrimination due to disability by recipients of federal financial assistance.

Settlement. Conclusion of a legal matter by agreement of opposing parties in a civil suit before judgment is made.

SLD. See "Specific learning disability" below.

Special education. Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

Specific learning disability (SLD). Disability category under IDEA; includes disorders that affect the ability to understand or use spoken or written language; may manifest in difficulties with listening, thinking, speaking, reading, writing, spelling, and doing mathematical calculations; includes minimal brain dysfunction, dyslexia, and developmental aphasia.

Speech-language pathology services. Related service; includes identification and diagnosis of speech or language impairments, speech or language therapy, counseling and guidance.

Speech or language impairment. Disability category under IDEA; includes communication disorders, language impairments, voice impairments that adversely educational performance.

Standardized test. Norm-referenced test that compares child's performance with the performance of a large group of similar children (usually children who are the same age).

State education agency (SEA). State departments of education or representative.

Supplementary aids and services. Means aids, services, and supports that are provided in regular education classes that enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

T

Technology (see assistive technology)

Testimony. Evidence given by a person as distinguished from evidence from writings and other sources.

Transcript. Official record taken during a trial or hearing by an authorized stenographer.

Transition services. IEP requirement; designed to facilitate movement from school to the workplace or to higher education.

Transportation. Related service about travel; includes specialized equipment (i.e., special or adapted buses, lifts, and ramps) if required to provide special transportation for a child with a disability.

Traumatic brain injury. Disability category under IDEA; includes acquired injury caused by external physical force and open or closed head injuries that result in impairments; does not include congenital or degenerative brain injuries or brain injuries caused by birth trauma.

Travel training. See orientation and mobility services

U

U.S.C. United States Code

V

Visual impairment including blindness. Disability category under IDEA; impaired vision that adversely affects educational performance.

W

Weapon. Means a “dangerous weapon” as defined in the United States Code.

MILITARY FAMILY NEEDS SURVEY

Preliminary Results as of October 25, 2023

Table 1: All Respondents by Component and Rank Grouping

| | Regular | Reserve Components | Active Guard/Reserve | MILTECH | Former Military | No Military Connection | Total |
|-------------------------|---------|--------------------|----------------------|---------|-----------------|------------------------|-------|
| Junior Enlisted | 2 | 1 | 2 | 0 | 0 | 0 | 5 |
| Noncommissioned Officer | 28 | 25 | 30 | 6 | 9 | 0 | 98 |
| Warrant Officer | 0 | 1 | 1 | 1 | 0 | 0 | 3 |
| Junior Officer | 3 | 4 | 1 | 1 | 0 | 0 | 9 |
| Mid Grade Officer | 3 | 7 | 10 | 1 | 1 | 0 | 22 |
| General/Flag Officer | 0 | 0 | 1 | 0 | 1 | 0 | 2 |
| No Response | 0 | 2 | 0 | 0 | 48 | 8 | 58 |

Total: 197

Table 2: Respondents Unable to Access Basic Services by Rank Grouping

| | Unable to Access SPED Services | Unable to Access Mental Healthcare | Unable to Access Medical care | Unable to Afford Groceries | Unable to Afford Adequate Housing | Unable to Afford Adequate Childcare |
|-------------------------|--------------------------------|------------------------------------|-------------------------------|----------------------------|-----------------------------------|-------------------------------------|
| Junior Enlisted | 2 | 1 | 0 | 2 | 1 | 1 |
| Noncommissioned Officer | 31 | 13 | 15 | 19 | 5 | 12 |
| Warrant Officer | 1 | 0 | 0 | 0 | 0 | 0 |
| Junior Officer | 1 | 0 | 3 | 0 | 0 | 0 |
| Mid Grade Officer | 6 | 2 | 2 | 1 | 1 | 0 |
| General/Flag Officer | 1 | 1 | 0 | 1 | 1 | 0 |

Table 3: Respondents Unable to Access Basic Services by Component

| | Unable to Access SPED Services | Unable to Access Mental Healthcare | Unable to Access Medical care | Unable to Afford Groceries | Unable to Afford Adequate Housing | Unable to Afford Adequate Childcare |
|----------------------|--------------------------------|------------------------------------|-------------------------------|----------------------------|-----------------------------------|-------------------------------------|
| Regular | 12 | 3 | 7 | 8 | 3 | 6 |
| Reserve Components | 10 | 6 | 7 | 3 | 0 | 2 |
| Active Guard/Reserve | 13 | 6 | 6 | 9 | 3 | 2 |
| MILTECH | 0 | 0 | 0 | 2 | 0 | 1 |
| Former Military | 16 | 9 | 10 | 14 | 5 | 5 |



WHEREAS, for generations, Arkansans have proudly served our nation during times of conflict and peace; and

WHEREAS, our brave service men and women, their families, and their loved ones have made great sacrifices to protect the freedoms we enjoy; and

WHEREAS, Arkansas boasts more than 4,400 active military personnel, nearly 2,00 active duty military spouses, and nearly 4,000 children of active duty families; and

WHEREAS, more than 13,000 Arkansans are currently serving in the Reserve Components of the Armed Forces; and

WHEREAS, our state's military servicemembers and more than 222,000 veterans impart courage, honor, and valor to their fellow North Carolinians; and

WHEREAS, these service members and veterans are true leaders in our communities and are integral to the success, advancement, and prosperity of our state; and

WHEREAS, during Military Family Appreciation Month, we are reminded of the important role the United States Armed Forces have played in the history and development of our country and state, and of our responsibility as Americans to support and honor the selfless service of our military families; and

WHEREAS, this month and throughout the year, we recognize our Arkansas service members and veterans, and remember with deep gratitude the men and women who have given their lives in defense of our freedom;

BE IT NOW, THEREFORE, RESOLVED THAT the Arkansas Council for Military Children recognizes the month of November, 2023 as Military Family Appreciation Month and recognizes, honors, and celebrates our military service members and their families.

November 2, 2023

John I. Kaminar
Chair

Abby Cress
Secretary