



DUE PROCESS

Survival Skills

Tales from the Trenches...

Welcome!

Learning Agenda

- Legal Bedrock – IDEA
- AR Special Education Process
- Anatomy of an IEP
- Classroom Implementation and Collaboration
- Reduce Vulnerability

Department of Education

Office of Special Education



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION



Department of Education

Office of Special Education

Special Education Process Guide



Arkansas Division of
Elementary and
Secondary Education,
Special Education Unit

March 14, 2023
[Revision History](#)



Six Core Principles of IDEA

- FAPE
- Evaluation
- The IEP
- LRE
- Participation
- Safeguards

FAPE

Define appropriate...

Legally, "appropriate" under the Individuals with Disabilities Education Act (IDEA) means that schools must provide an education that is tailored to a student's unique needs. It does not guarantee the best possible education, but rather requires a program that is "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances."

LRE

LRE is not a place...

Least Restrictive Environment Considerations

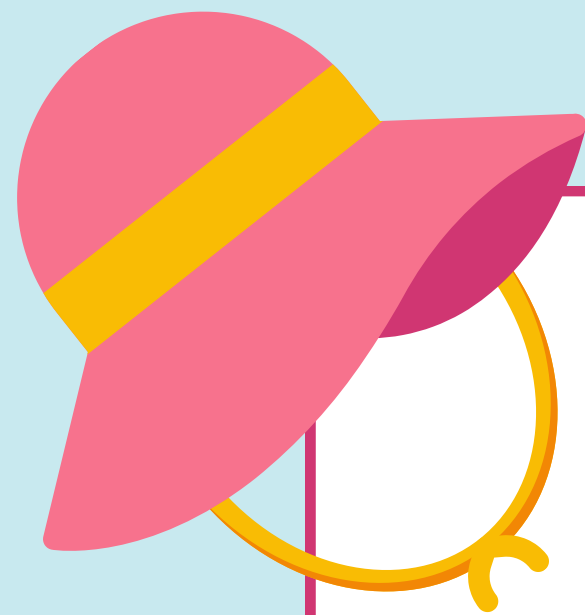
Extent of Participation in General Education

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?

- ☐ Yes
☐ No

Indicate the reasons why the IEP team determined that provision of services in the general education setting was not appropriate for the child.

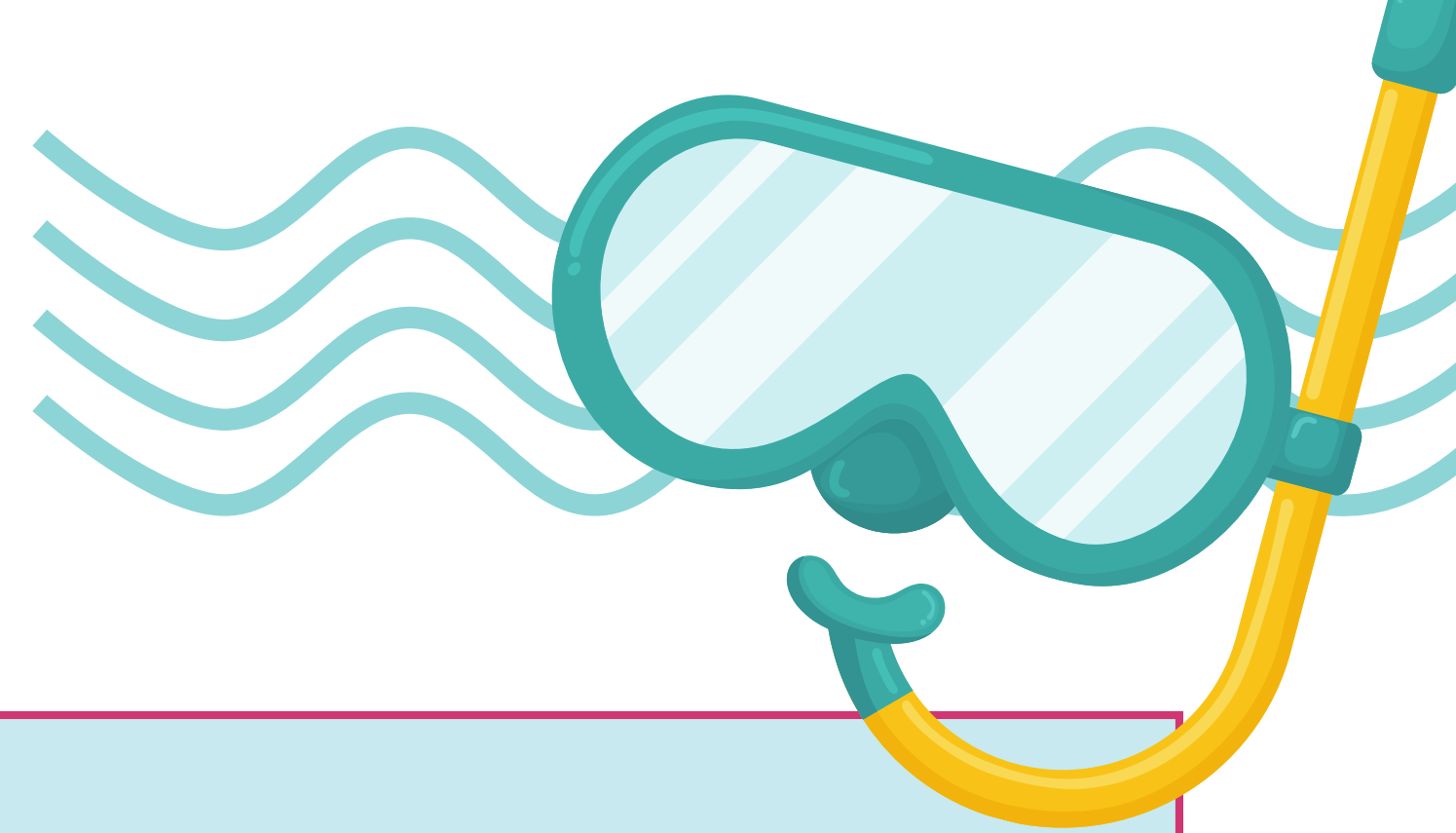
- ☐ The child's acquisition of academic/developmental skills cannot be addressed through modification/adaptation of the general curriculum.
- ☐ Small group instruction is necessary for the child to acquire skills specified in the IEP.
- ☐ Behavior intervention strategies established in the child's IEP require a degree of structure that cannot be implemented in a large group setting.
- ☐ The child's needs cannot be achieved in the general education environment even when supplemental aids and supports are provided.
- ☐ The child's behavior significantly impedes his or her learning and that of others.
- ☐ Additional individualized instruction is needed to facilitate learning.



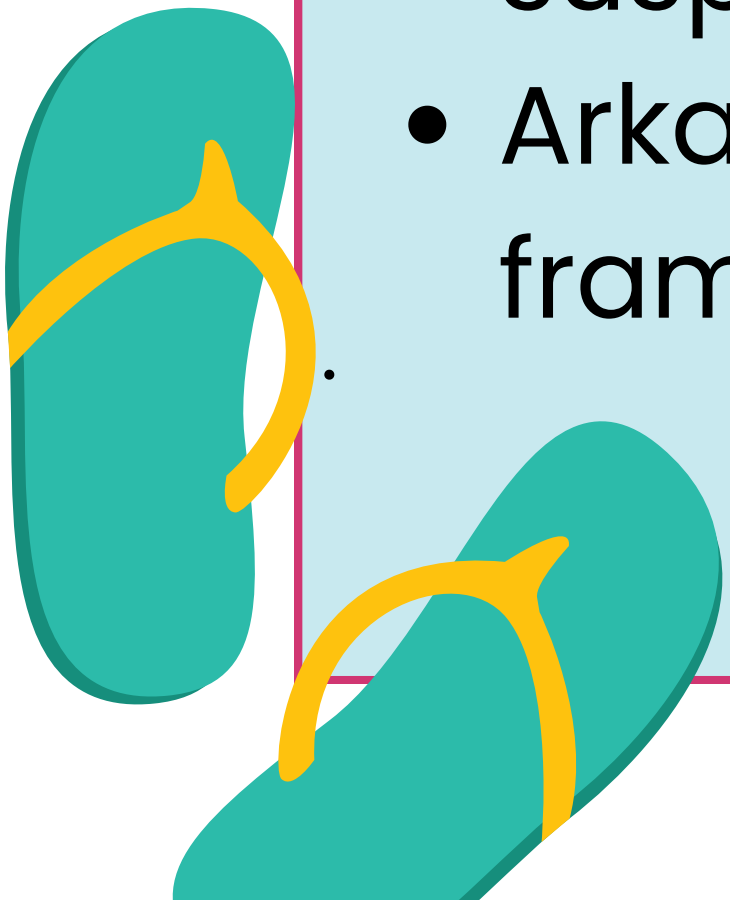
The Arkansas Special Education Process: 90 days



Child Find and RTI

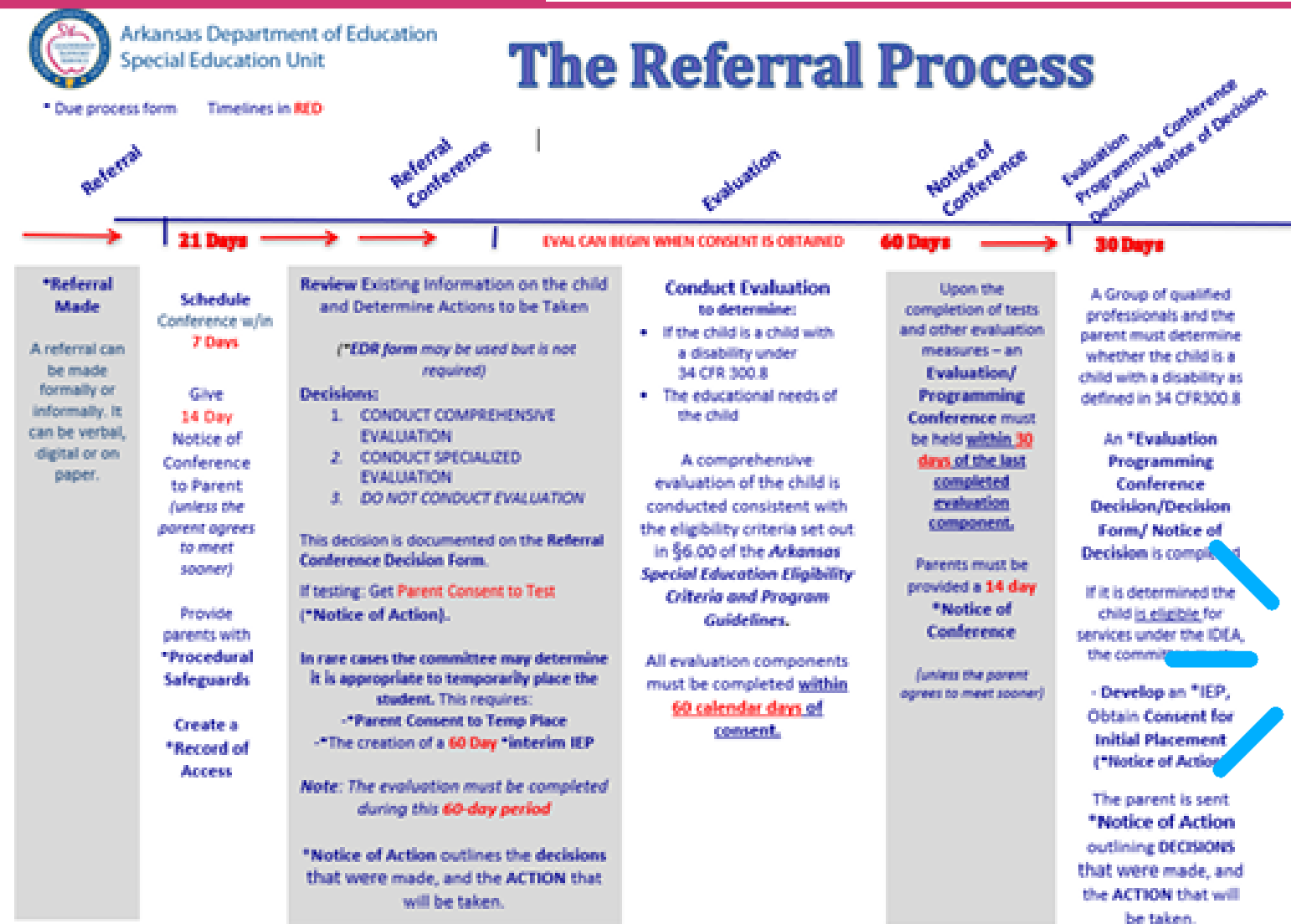


- The district's legal obligation to identify students with suspected disabilities.
- Arkansas Multi-Tiered System of Supports (MTSS) framework.



Referral and Consent

Timelines are paramount



Comprehensive Evaluation

Appropriate

A non-biased, multi-disciplinary assessment must evaluate the child in all areas of suspected disability. This prevents inaccurate labeling and guides service planning.

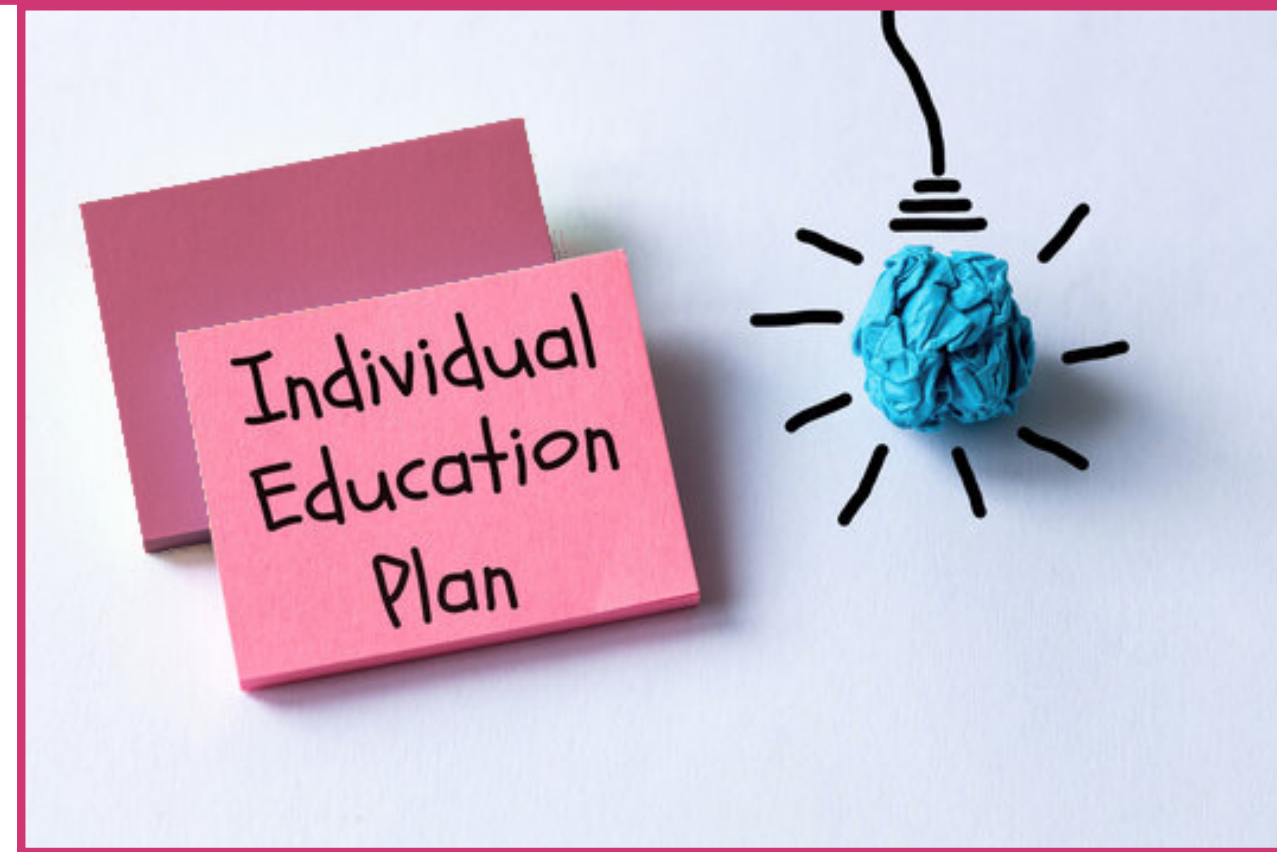
****Required components for AR categories****



Eligibility Determination

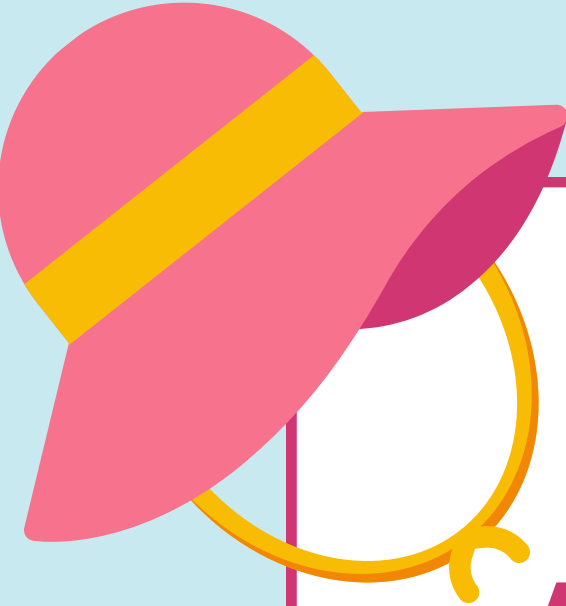
Consider the impact...

The two-prong test: Does the child have a qualifying disability, and does it adversely affect their educational performance requiring specialized instruction?



Anatomy of an IEP:

A Decision-Making System



AR DESE: Office of Special Education Trainings



PLAAFP

The 411 on the student

This is the baseline of the entire document. It describes exactly how the student is doing academically, socially, and behaviorally right now. It highlights both their strengths and the specific challenges that impact their ability to learn the general curriculum. The impact statement is a critical area to develop why the student requires special education services.

PLAAFP

The 411 on the student

- Why they need:
 - Para support
 - Specialized transportation
 - Related services
 - Nursing services
 - Etc.

Goals and Progress

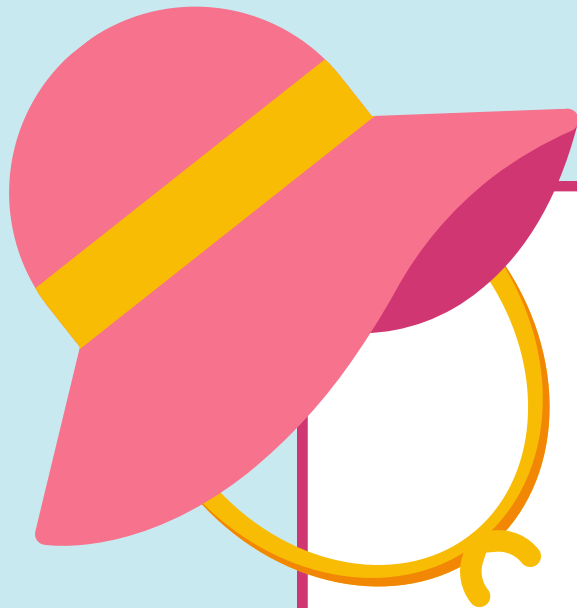
Teach and measure...

Measurable annual goals (MAG).

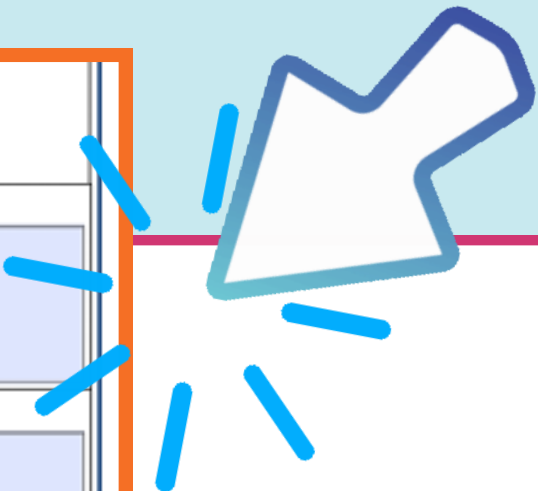
- Four components are required for a compliance:
 - Timeframe
 - Behavior
 - Criterion
 - Condition

How will progress be measured?

Consideration of Special Factors



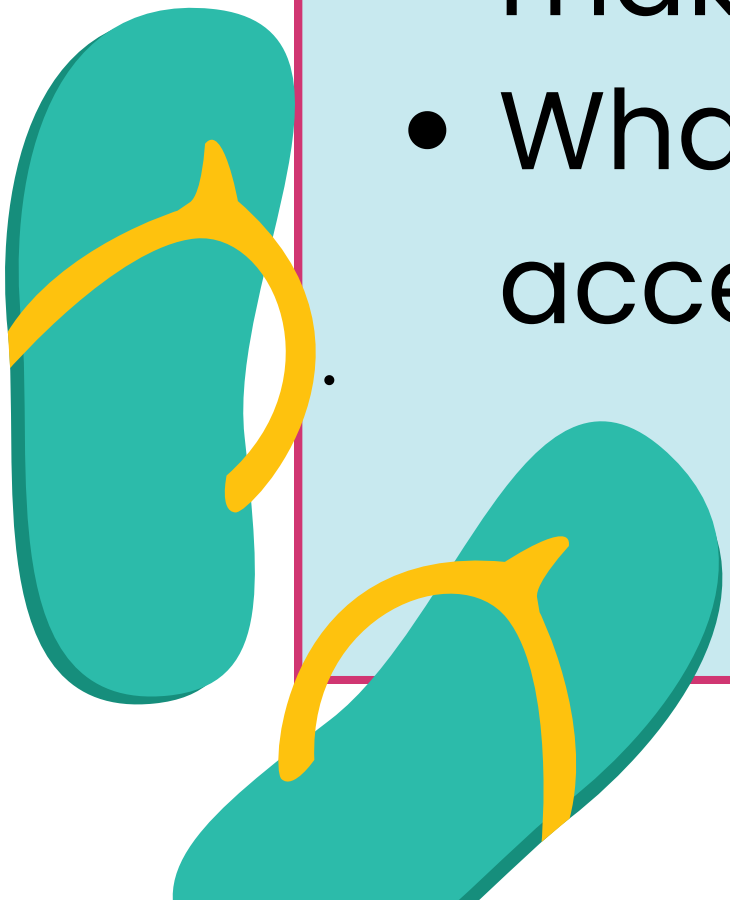
Consideration of Special Factors		
Check yes or no whether the IEP team considers each special factor to be relevant to this child. For factors checked yes, explain any services and supports that are needed in the IEP.		
Language needs as related to the IEP for a child who is an English Learner	☐ Yes ☐ No	If yes, explain
Instruction in Braille if the child is blind or visually impaired, unless determined inappropriate based on evaluation	☐ Yes ☐ No	If yes, explain
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	☐ Yes ☐ No	If yes, explain
Assistive technology devices and services	☐ Yes ☐ No	If yes, explain
Positive behavioral interventions and supports and other strategies to address behavior	☐ Yes ☐ No	If yes, explain
Supplementary aids and services, program modifications and accommodations and/or supports for personnel in general education or other education-related settings	☐ Yes ☐ No	If yes, explain
Are there other factors that need consideration?	☐ Yes ☐ No	If yes, explain



Schedule of Services



- How much and what type of academic and/or behavior-related services are they going to require to make progress?
- What related services are required for the student to access FAPE?



Accommodations & Modifications

They are not SDI

- **Accommodations – *the how*:** Changes to the environment or format that remove barriers without lowering expectations. Examples include extra time on tests, noise-canceling headphones, or sitting at the front of the room.
- **Modifications – *the what*:** Changes to the actual curriculum or what the student is expected to master. Examples include reading a simplified version of a textbook or completing fewer, easier math problems.

LRE and Testing

Placement and testing...

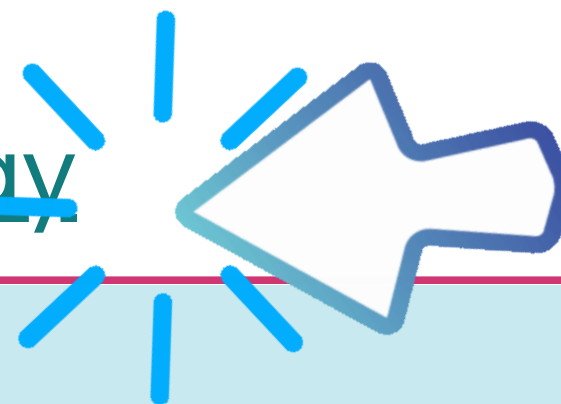
What is the student's individual LRE?

- Meaningful benefit

Will the student take the standard state and district-wide assessments?

- If so, does the student require any accommodations?

Alternate Assessment Pathway



Transition Plans

Ready for adulthood

By the time a student turns 16 (or younger in some states), the IEP must include a section focused on life after high school. It outlines measurable goals and services designed to help them transition into college, vocational training, employment, and independent living.

[AR Transition Services Website](#)



Reduce Vulnerability.

Training topics for your team:



Dyslexia

Meaningful Participation

Notice of Action

Be Responsive!

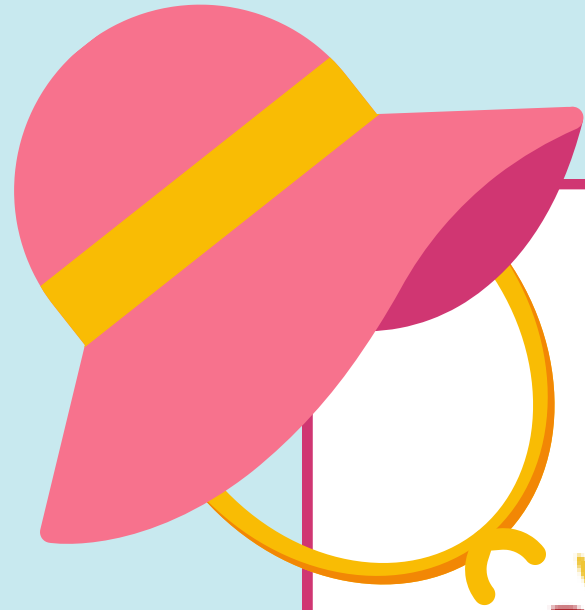
Goals and Objectives

Behavior Support Plans

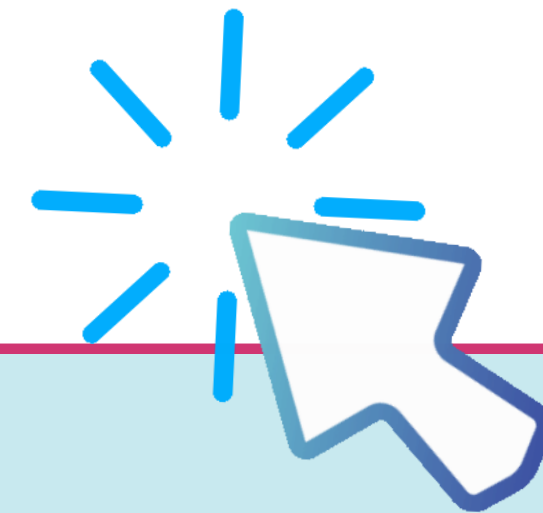
Specially Designed Instruction

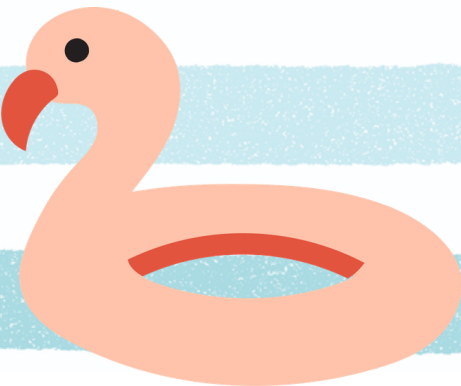
Transition Plan

SpEd Process Manual



Springdale School District
Teach Them All, All Means All.





THANK YOU

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Presentation Mode



Press the following keys while on Present Mode for some fun with your presentation.

B for Blur

D for Drumroll

C for Confetti

O for Bubbles

Q for Quiet

U to Unveil

M for Mic Drop

0-9 for a Timer

Resources

Heading Font: Poppins and Bellaboo – Body Copy Font: Poppins

