

**Division of Elementary and Secondary Education - Office of Special Education
Advisory Council for the Education of Children with Disabilities
Curriculum and Assessment, April 2022**

Information Provided to Multiple Stakeholder Groups

Robin Stripling has recently shared information at three Arkansas Association of Special Education Administrators (AASEA) area meetings, with seventeen district administration teams, with staff from two universities, and with all of the state's literacy and math content specialists regarding IDEA requirements for the Continuum of Alternative Placements:

Section 300.115

300.115 Continuum of alternative placements.

(a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

(b) The continuum required in paragraph (a) of this section must—

(1) Include the alternative placements listed in the definition of special education under §300.39 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and

(2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

Additionally, information was shared pertaining to the Every Student Succeeds Act's graduation requirements and that changes will be made in the future regarding the awarding of credit for special education courses.

Learning for All Professional Development

During the summer of 2022, members of the OSE will provide training at all of the state's educational service cooperatives. Attendees will explore evidence-based approaches to enhance outcomes for all students. The approaches to be examined include cognitive and metacognitive strategies and the Universal Design for Learning (UDL) Guidelines. Teams will collaborate to develop a UDL lesson plan and explore how the Council for Exceptional Children's High Leverage Practices can support all students, including those with disabilities. The knowledge gained will be instrumental in providing teachers the skills they need to support all students in general education classrooms as the state promotes core instruction being provided in inclusive, general education settings.

Alternate English Language Proficiency Exam Development

Arkansas continues to work with a collaborative of states to develop an alternate English language proficiency assessment for students who are English learners with the most significant cognitive disabilities. Robin Stripling from the DESE-OSE and Dr. Alan Lytle from the DESE Office of Assessment are the state members on this team that meets weekly. A Community of Practice (CoP) has also been formed to move Arkansas ahead as this new assessment is implemented. The CoP includes Arkansas educators and members of the Division of Elementary and Secondary Education. Robin Stripling recently reviewed items that will be on the new assessment to determine whether items were aligned with standards, were appropriate for this population of students, and were free of bias. The assessment will be operational for the 2022-23 school year, and all IEP paperwork vendors have been asked to add a field pertaining to this IEP decision.