

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

**Inclusive Education Timeline**

Proposed Timeline: 2021-2030 (Alternative View)								
Special Education services should be determined on an individual student basis to include frequency, duration, and location of such services.								
2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
<b>Building Awareness</b>	<b>Transition Year</b>	6 <sup>th</sup> and lower	7 <sup>th</sup> and lower	8 <sup>th</sup> and lower	In order to earn credits on the regular pathway	In order to earn credits on the regular pathway	In order to earn credits on the regular pathway	In order to earn credits on the regular pathway
Statewide trainings	Schools are asked to make plans for moving forward. Any needed training should be provided.	It is recommended that students receive core instruction in general education courses with the appropriate supplementary aids, services, and supports to prepare them for fulfilling the regular diploma requirements for graduation. Programming decisions are determined by the IEP team.			9 <sup>th</sup> graders must have licensed content teachers	9 <sup>th</sup> and 10 <sup>th</sup> graders must have licensed content teachers	9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> graders must have licensed content teachers	All high school students must have licensed content teachers
*Students with significant cognitive disabilities may have core instruction in general education classes or in special classes taught by teachers licensed in special education. In high school, these students would be working toward graduating via the Alternate Pathway to Graduation.								
Green indicates students working towards fulfilling the regular diploma requirements for graduation.								

The above proposed inclusive education timeline was shared with districts on May 12, 2022. This timeline outlines the proposed changes that are coming our way. Individuals have been asked to share questions or concerns pertaining to the timeline.

**Learning for All Professional Development**

During the summer of 2022, members of the Office of Special Education (OSE) are providing training at all of the state’s educational service cooperatives. Attendees are exploring 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.