



ALL IN

April 16, 2024
Advisory Council



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION

Arkansas Transition Services

We are preparing for Film Camp next week with a full roster of 50 kids registered!

College Bound Arkansas is filling up as well, with 21 students and 7 professionals/parents currently registered!

Partners of Seamless Transition in Arkansas (STAR) have been busy planning and recruiting schools to participate in activities next school year including work-based learning and career councils. We have eighteen schools who have either committed or are seriously considering after meeting with us.

CTE Summer Camp will happen in Benton again this year at the Saline County Career Technical Campus with Benton and Bryant students, and also in Bentonville at the Northwest Arkansas Community College with Rogers and Bentonville students.

CAYSI

- CAYSI has concluded the information gathering phase of the federally mandated DeafBlind Child Count (DBCC) Census. Further work is being conducted to complete the data for submission.
- The annual Annual Performance Report for the grant was released along with three new Common Project Measures that focus on DBCC procedures, systemic work to engage families, and team readiness for student-focused technical assistance and their capacity for sustainability.
- CAYSI is working to connect families through regional events as well as personalized connections to deepen and strengthen family to family engagement and increase support.
- CAYSI continues to collaborate with family organizations such as Hands & Voices and TCFEF as well as other state DeafBlind projects to provide opportunities for support, resources, and information.

Curriculum and Assessment

Summer Training: Foundations of Literacy Instruction for Students with Extensive Support Needs

This session is a collaboration between DESE and Easterseals Outreach to support educators as they implement phonics instruction aligned with R.I.S.E. and the new Arkansas state standards with students with extensive support needs.

Five sessions will be offered in cooperatives around the state this summer.

Inclusive Education Projects

Inclusive Education for Students with Disabilities Support Specialist Training of Trainers

This project prepares educators to support other educators within your district in implementing inclusive practices.

- The application is now closed.
- Two days in central Arkansas in late summer
- Two days at regional cooperatives in the fall of 2024
- Two days at regional cooperatives in the spring of 2025
- Districts may send a team of educators

MTSS/UDL with Novak Education

This project is in partnership with Novak Education to build inclusive education for students with disabilities by implementing Universal Design for Learning, multi-tiered systems of support, evidence-based tiered interventions, and effective leadership practices.

- Application opened on April 8
- One in-person day in September 2024
- Monthly District Leadership Team webinars
- Monthly Professional Development Provider webinars
- One in-person day in May 2025

Dispute Resolution

The following allegations were addressed in due process hearing decisions and complaint investigation reports completed in the previous quarter.

An issue that has been substantiated by facts as determined by a due process hearing officer or complaint investigation team is followed by (S).

An issue in which one or more allegations were substantiated while other allegations were not will be marked as partially substantiated (PS).

An issue that was not substantiated is followed by (NS).

Rendered decisions found to have no corrective action are followed by (No C/A).

Dispute Resolution

DUE PROCESS HEARING ISSUES

H-24-02

1. failure to comply with provisions set forth in Part B of the Individuals with Disabilities Education Act (IDEA). Specifically, by failing to provide a free appropriate public education (FAPE). (S)

EH-24-17

1. failure to comply with provisions set forth in Part B of the Individuals with Disabilities Education Act (IDEA). Specifically, by failing to provide a free appropriate public education (FAPE). (S)

EH-24-33

1. failure to comply with provisions set forth in Part B of the Individuals with Disabilities Education Act (IDEA). Specifically, by failing to provide a free appropriate public education (FAPE). (S)

Dispute Resolution

OPEN HEARINGS

(36)

<u>Case#</u>	<u>School District</u>	<u>Status</u>
<u>2021</u>		
H-21-32	Palestine-Wheatley SD	Pending Compliance
<u>2023</u>		
H-23-08	Vilonia SD	Pending Compliance
H-23-17	Palestine-Wheatley SD	Pending Compliance
H-23-18	PCSSD	Pending Compliance
H-23-22/30	Vilonia SD	Pending Compliance
H-23-23/29	Vilonia SD	Pending Compliance
H-24-04	LRSD	Pending Hearing
H-23-35/	combined	
H-24-09	Vilonia SD	Pending Hearing
H-23-37	PCSSD	Pending Compliance

Dispute Resolution

2024

<u>Case#</u>	<u>School District</u>	<u>Status</u>
H-24-01	Vilonia SD	Pending Compliance
H-24-02	PCSSD SD	Pending Compliance
H-24-03	Greenwood SD	Pending Compliance
H-24-05	Pine Bluff SD	Pending Hearing
H-24-10	Magnet Cove SD	Pending Hearing
H-24-11	Conway SD	Pending Hearing
H-24-13	Conway SD	Pending Hearing
H-24-15	Cabot SD	Pending Hearing
EH-24-17	Malvern SD	Pending Compliance
H-24-19/22	Quitman SD	Pending Hearing
H-24-21	Springdale SD	Pending Hearing
H-24-23	Malvern SD	Pending Hearing
H-24-25	Cave City SD	Pending Hearing
H-24-27	PCSSD	Pending Hearing
H-24-28	Bentonville SD	Pending Hearing
H-24-29	Quitman SD	Pending Hearing
H-24-30	PCSSD	Pending Hearing
H-24-31	Osceola SD	Pending Hearing
H-24-32	Springdale SD	Pending Hearing
EH-24-33	Fort Smith SD	Pending Compliance
H-24-34	Scholarmade Achievement SD	Pending Hearing
H-24-35	Fort Smith SD	Pending Hearing
H-24-37	Vilonia SD	Pending Hearing
H-24-38	Magnet Cove SD	Pending Hearing
H-24-39	Benton SD	Pending Hearing
H-24-40	Vilonia SD	Pending Hearing
H-24-41	KIPP Delta SD	Pending Hearing

Dispute Resolution

CLOSED HEARINGS

(13)

<u>Case#</u>	<u>School District</u>	<u>Status</u>
<u>2021</u>		
H-21-39	Palestine-Wheatley SD	Met Compliance/Closed
<u>2022</u>		
H-22-01	Palestine-Wheatley SD	Met Compliance/Closed
H-22-25	El Dorado SD	Met Compliance/Closed
H-22-34	LRSD	Met Compliance/Closed
<u>2023</u>		
H-23-13	Quitman SD	Met Compliance/Closed
H-23-31/ H-24-13	Conway SD combined	Dismissed
H-23-25	Greenwood SD	Met Compliance/Closed
<u>2024</u>		
H-24-13	Conway SD	Dismissed
H-24-16	Manila SD	Dismissed
H-24-18	Jonesboro SD	Dismissed
H-24-24	Academics Plus SD	Dismissed
H-24-26	Cabot SD	Dismissed
EH-24-36	Blytheville SD	Dismissed

Dispute Resolution

COMPLAINT INVESTIGATION ISSUES

C-24-25

1. that the District failed to develop and implement an Individual Education Program (IEP) for the Student that is reasonably calculated to allow for meaningful progress [8.01.1], specifically by:
 - a. failing to provide comparable services listed in the IEP when the student enrolled, (S)
 - b. failing to implement the plan that was developed, (S)
 - c. failing to follow the Behavior Intervention Plan (BIP), (S)
2. that the District failed to get informed written consent prior to conducting an evaluation [9.06],(NS)
3. that the District failed to allow for meaningful parent participation, specifically,
 - a. limiting the Parent's ability to inspect and review educational records [16.01.1], (S)
 - b. by not having the required members at the IEP meeting [8.05], (NS)
4. that the District did not have staff that were appropriately and adequately trained 34 CFR 300.156. (S)

Dispute Resolution

C-24-27

1. that the District failed to develop and implement an Individual Education Program (IEP) for the Student that is reasonably calculated to allow for meaningful progress [8.01.1], specifically by failing to conduct a Functional Behavior Assessment (FBA) and developing a Behavior Intervention Plan (BIP) that resulted in the Student being disciplined for disability related behavior (S)
2. that the evaluation was not sufficiently comprehensive to address all areas of suspected disability (S)

C-24-28

1. that the District failed to develop and implement an Individual Education Program (IEP) for the Student that is reasonably calculated to allow for meaningful progress (S)
2. that the District failed to develop and implement an Individual Education Program (IEP) for the Student that is reasonably calculated to allow for meaningful progress (NS)
3. that the evaluation was not sufficiently comprehensive to address all areas of suspected disability (S)
4. that the District failed to allow for meaningful Parent participation, specifically by limiting the Parent's ability to inspect and review educational records (S)

Dispute Resolution

OPEN COMPLAINTS

(26)

<u>Case#</u>	<u>School District</u>	<u>Status</u>
<u>2022</u>		
C-22-25	LISA Academy	Pending Compliance
<u>2023</u>		
C-23-22	AR School for the Deaf	Pending Compliance
C-23-29	Springdale SD	Pending Compliance
C-23-39	KIPP Delta SD	Pending Compliance

Dispute Resolution

OPEN COMPLAINTS

(26)

<u>Case#</u>	<u>School District</u>	<u>Status</u>
<u>2024</u>		
C-24-02	Hope Academy of NWA	Pending Compliance
C-24-11	Jackson County SD	Pending Compliance
C-24-17	LISA Academy	Pending Compliance
C-24-18	Pea Ridge SD	Pending Compliance
C-24-19	PCSSD	Abeyance
C-24-25	Scholarmade Achievement Charter	Pending Compliance
C-24-26	Cabot SD	Pending Investigation
C-24-27	Lawrence Co. SD	Pending Compliance
C-24-28	Emerson Taylor Bradford SD	Pending Compliance
C-24-29	Springdale SD	Pending Investigation
C-24-30	Springdale SD	Pending Investigation
C-24-31	NLRSD	Pending Investigation
C-24-32	NLRSD	Pending Investigation
C-24-33	AR Military and First Responders SD	Pending Investigation
C-24-34	West Memphis SD	Pending Investigation
C-24-35	Berryville SD	Pending Investigation
C-24-36	Springdale SD	Abeyance
C-24-37	Fort smith SD	Pending Investigation
C-24-39	PCSSD	Pending Investigation
C-24-40	Fort smith SD	Pending Investigation
C-24-41	Searcy SD	Pending Investigation
C-24-42	PCSSD	Pending Investigation

Dispute Resolution

CLOSED COMPLAINTS

(6)

<u>Case#</u>	<u>School District</u>	<u>Status</u>
<u>2022</u>		
C-22-28	West Memphis SD	Met Compliance
<u>2023</u>		
C-23-21	LRSD	Met Compliance
<u>2024</u>		
C-24-04	West Memphis SD	Met Compliance
C-24-14	ESTEM Charter SD	Met Compliance
C-24-15	Lisa Academy Charter SD	Met Compliance
C-24-24	Bentonville SD	Closed No C/A

Early Childhood Special Education

BASIC Inclusion Project

Description: To assist programs in the intentional planning needed to ensure that young children with disabilities are served in high-quality settings alongside typically developing peers.

News: Applications are being reviewed for Cohort 2 of the Project.



EC Pyramid Model Project

Description: To assist early childhood programs in creating a multi-tiered system of support around classroom and peer interaction skills and behavior.

News: Applications are being reviewed for Cohort 3 of the project.



Grants & Data Management

- a. High-Cost Occurrence registry is closed and the claims are being reviewed and approved.
- b. LEA Supervisor reimbursement was sent to 164 school districts.
- c. ADE released the new AR App:
 - a. Consolidates 16 state and federal applications into one.

IDEA Data & Research Office @ UALR

December 1, 2023 Child Count with year to year changes

Child Count 2023-24	Child Count 2022-23	Year to Year Difference
Total Child Count (3-21): 81,776	Total Child Count (3-21): 80,226	↑ 1,550
School Age (K-12 (5-21)): 71,532	School Age (K-12 (5-21)): 70,301	↑ 1,231
Early Childhood (3-5): 10,244	Early Childhood (3-5): 9,925	↑ 319

Early Childhood numbers have rebounded from the COVID years to exceeding the 2019/20 count by 100 children.

School Age numbers have continued to grow; however, the year-to-year difference is lower than previous year by almost 800 students.

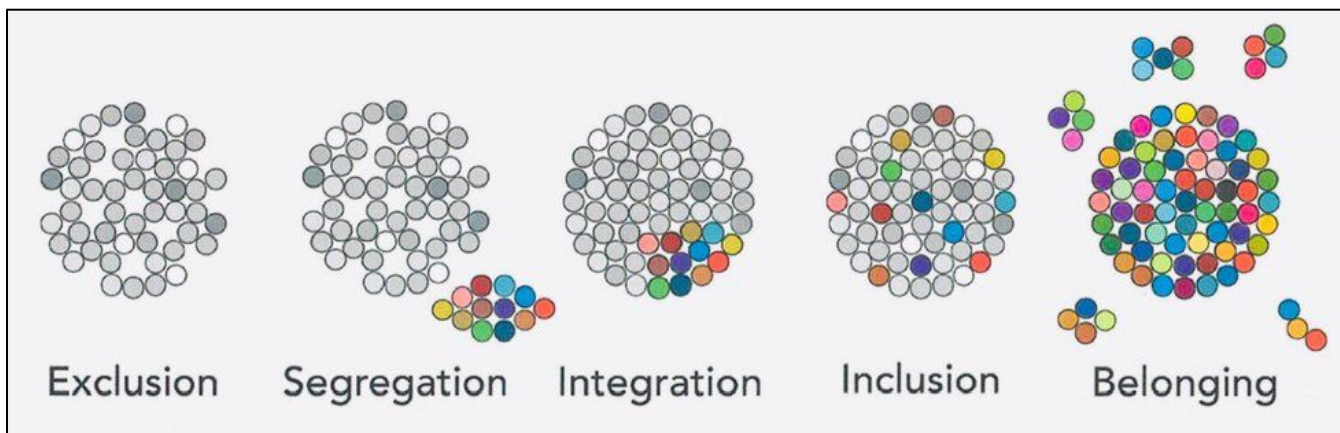
While this is the highest child count ever in Arkansas, the year-to-year changes are lower than the previous year. We may be seeing a slowdown from our post-COVID splurge.

Monitoring & Program Effectiveness


- a. OSEP approved our revised procedures submitted as part of the corrective actions from our monitoring in November 2022.
- b. Timeframe 2 verifications are in process.
- c. Summer PD in each cooperative “[I Love IEP Basics](#)”

SSIP: Arkansas Meaningful Access Project

- Formerly known as the Inclusive Practices Project
- Utilizing training and job-embedded coaching to support educators and school leaders to develop and implement sustainable systems, structures, and practices that support all students with meaningful access and engagement in all learning environments



Arkansas Collaborative Consultants (ACC)



The Arkansas Project
CHILDREN AND YOUTH WITH SENSORY IMPAIRMENTS
and additional disabilities
1401 West Capitol Ave. Suite 450 Little Rock, AR 72201
(501)682-4221

The logo for CAYSI (Children and Youth with Sensory Impairments and additional Disabilities) shows two hands, one larger and one smaller, reaching towards each other. The text "CAYSI" is written in a bold, white, sans-serif font at the bottom right of the hand image.

Arkansas Deaf Educational Services



Arkansas Co-Teaching Project



HOSPITALS • RESEARCH • FOUNDATION

Educational Audiology and Speech Pathology Resources for Schools



Arkansas AEM



Family Focus Groups

- Tell us about a time in which your child's school included you in participating in making decisions related to your child's success and well-being.
- What are your best hopes for your child - now and beyond high school? What opportunities have you had to share this information with your child's school and educators?
- What is most helpful to you when it comes to understanding how well your child is performing academically and behaviorally?
- What actions and resources have your child's school provided that assisted you in helping your child at home with their education? What other supports would be beneficial for supporting your child at home?

State Personnel Development Grant (SPDG)

AR SPDG was highlighted in OSEP's March 2024 Newsletter

Micro-credentials and Professional Learning Have a Big Impact on Arkansas Teachers and Students

The [Arkansas State Personnel Development Grant](#) has resulted in the development of micro-credentials that provide Arkansas educators with an equitable approach to professional learning on Universal Design for Learning, high-leverage practices, and other evidence-based instructional practices. The overall goal is to ensure that every student has access to a high-quality, effective teacher regardless of context resulting in improved outcomes for all, especially students with disabilities.

