

Special Education Process Guide



**Arkansas Division of
Elementary and
Secondary Education,
Special Education Unit**

August 29, 2023

[Revision History](#)



Division of Elementary and Secondary Education

Transforming Arkansas to lead the nation in student-focused education

Introduction

The purpose of this document is to supplement the Arkansas Division of Elementary and Secondary Education (DESE) Special Education and Related Services Procedural Requirements and Program Standards and DESE Special Education Eligibility Criteria and Program Guidelines for Children with Disabilities Ages 3-21. Individuals using this document will be guided through particular contexts in the special education process. Each context provides a list of forms, an overview of the process, and a walk-through of the forms used. Resources are provided where appropriate. For more information, please contact the [Arkansas Division of Elementary and Secondary Education, Special Education Unit](#).

Throughout the document, terms from the required special education forms will be noted in **bold**. Specific directions will be noted in *italics*. When possible, the Procedural Requirements and Program Standards and the Eligibility Criteria and Program Guidelines are referenced with a notation of the regulation number in parentheses.

The DESE Special Education Unit would like to express sincere gratitude to the Paperwork Reduction Task Force for all of their hard work and dedication to streamlining required special education forms and developing this process guide to support IEP teams in effectively using the new paperwork.

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The Paperwork Reduction Task Force used the Oklahoma State Department of Education (OSDE) Special Education Process Guide as a model for the creation of this guidance document. The OSDE’s exemplary work is greatly appreciated.

Initial Evaluation and Eligibility Process

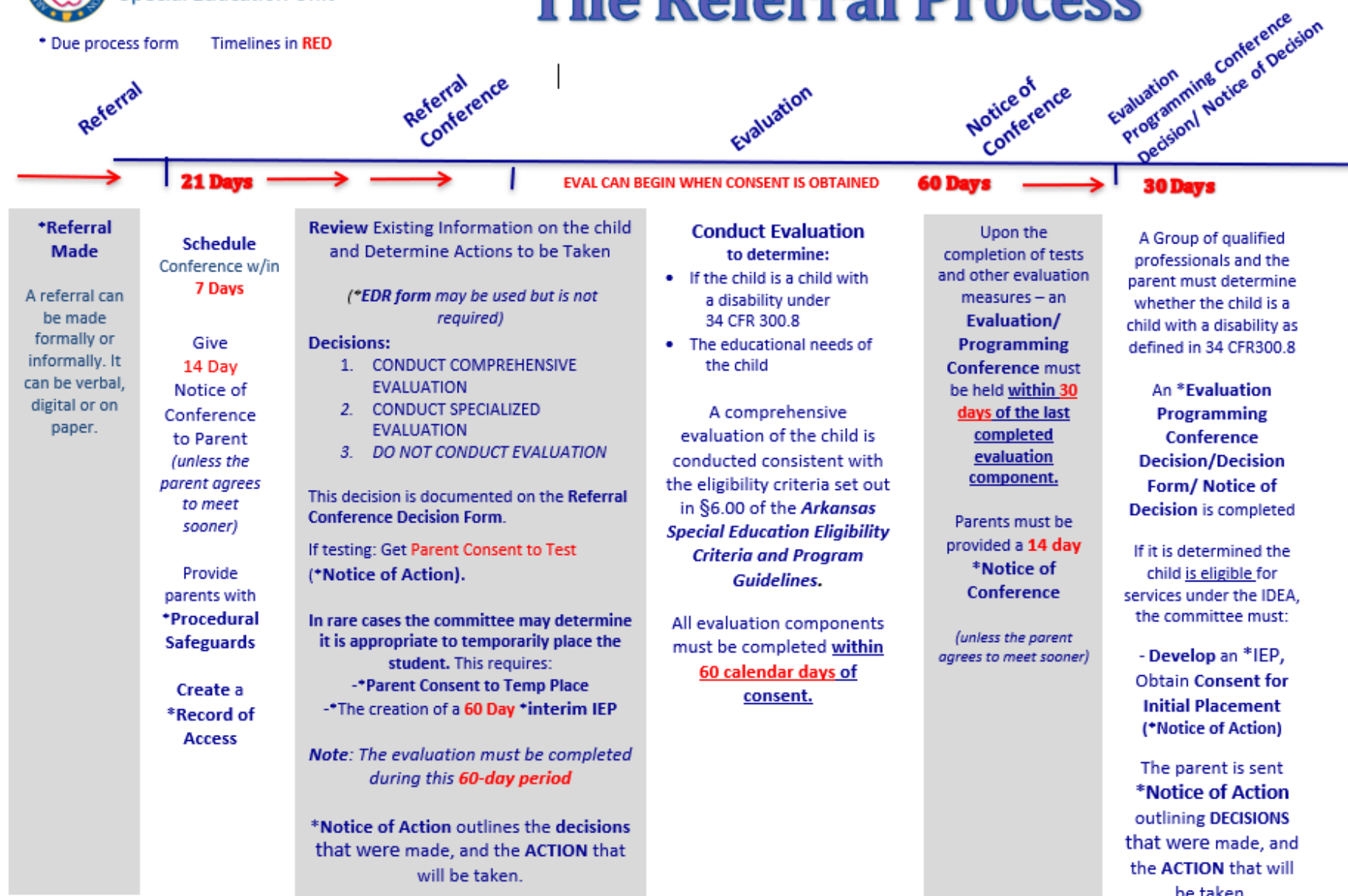
Prior to the initial determination that a child is a child with a disability, a full comprehensive and individual evaluation must be conducted in all areas related to the suspected disability of the child. This section describes the procedures and processes involved in conducting an initial evaluation and determining eligibility under IDEA for special education and related services. Throughout this process, it is the responsibility of the Local Education Agency (LEA) to ensure that the parent(s) of a child are given the opportunity to fully participate.

When conducting an initial evaluation, the following should be considered:

- ❖ If the child is a child with a disability;
- ❖ Whether the child needs special education and related services;
- ❖ The educational needs of the child;
- ❖ If the child is an English learner, the level of English proficiency, and
- ❖ The present levels of academic achievement and functional performance (related developmental needs) of the child.



The Referral Process



Conduct Child Find Activities

Each Local Educational Agency is responsible for ensuring that all children with disabilities from birth to twenty-one (21) years within its jurisdiction and in need of special education and related services are identified, located and evaluated, regardless of the severity of their disability. Each local educational agency must develop and maintain a written child find plan outlining the systematic and continuous efforts the local educational agency will undertake to meet its responsibilities as described.

- ❖ Screening:

Screening is a process to identify or predict children who may be at risk for poor learning outcomes. Screening assessments are typically brief, conducted with all children at a grade level, and may be followed by additional diagnostic testing or short-term progress monitoring. A variety of methods may be used to screen children, including performance on assessments, curriculum-based measures, daily classroom work, observations, hearing and vision screeners, developmental milestones, and/or kindergarten readiness measures. Screening to determine appropriate instructional strategies for curriculum implementation is not considered an evaluation for eligibility for special education services (and thus does not require parental consent). The initial screening described in the [Dyslexia Resource Guide](#) would be consistent with this description.

- ❖ General Education Interventions, Accommodations, and Strategies:

When a school's screening process reveals that a child or groups of children are at risk of not meeting the Arkansas Academic Standards, the Arkansas Child Development and Early Learning Standards and/or established behavioral expectations, the child's need for evidence-based interventions should be considered.

The overarching goal is to improve achievement using evidence-based interventions matched to the instructional need and level of the child. Monitoring a child's response to a series of increasingly intense interventions assists in identifying and addressing academic, second language, and behavioral difficulties prior to the child experiencing failure.

Local Education Agencies (LEAs) should implement comprehensive, coordinated services and activities that include academic, second language, and behavioral evaluations, services, and supports. Professional development for teachers and other staff should be targeted to enable them to deliver evidence-based academic, second language, and behavioral instruction and intervention. Where appropriate, training would include the use of adaptive and instructional software. Interventions should be based on whole-school approaches as part of a multi-tiered intervention system (e.g., [RTI Arkansas](#)).

Initial Evaluation Overview

Initiate Referral

If a child is suspected of a) having a disability that adversely affects educational performance and, b) needing special education and related services, a referral may be made at any time to the LEA. An evaluation, in the child's preferred language or other mode of communication, must occur before the provision of special education and related services. Special education referrals may be made for a variety of reasons, including, but not limited to, academic and/or behavioral concerns.

The parent(s) of a child, LEA staff, or any individual with relevant knowledge of the child may initiate the referral process by requesting an evaluation to determine if the child is a child with a disability.

A referral is to be made in writing through the completion of the required Special Education Referral form and provided to the principal or designee of the school in which the child is enrolled. When the referral originates from a parent, an individual not associated with the school, or other agency personnel; an employee of the local educational agency where the child is enrolled must complete the Special Education Referral Form in cooperation with the person making the referral and forward it to the principal or designee of the school.

Schedule a Meeting

The Notice of Conference is used by the LEA to take steps to ensure that parent(s) are afforded the opportunity to participate in the special education process. It is the district's responsibility to provide parents with appropriate notice of a meeting, and use other methods to ensure parent participation in IEP meetings and other special education conferences. Communication with the parent should be in the parent's preferred language or mode of communication.

Based on the information reviewed at the referral conference, a decision is made as to whether the child will be evaluated for eligibility for special education and related services under IDEA, and then documented on the Referral Conference Decision form. This determination would conclude the process if the LEA and the parent agreed that the child is not suspected of having a disability and in need of special education services. However, the LEA should consider all of the child's educational needs.

Forms: Notice of Conference, Special Education Referral, and Referral Conference Decision form ([Link to Special Education forms](#))

Ensure Confidentiality

Educational records are the type of records covered under the definition of "education records" in the Family Educational Rights and Privacy Act (FERPA) (16.02.2), and there are provisions for confidentiality of these records under FERPA and IDEA.

The district must keep a record of persons who have obtained access to a child's special education records. The Record of Access form must be used to document individuals who

obtain access to the child's records; however, parents and authorized district employees are not required to sign the Record of Access.

Forms: Record of Access ([Link to Special Education forms](#))

Provide Parental Rights

Upon receipt of a request for an initial evaluation, regardless of the source, the first action the LEA must take is to provide the Parent with a copy of Your Rights Under IDEA in the parent's preferred language or mode of communication. If the parents are divorced or reside in separate residences, both parents have the legal right to receive copies of all Due Process paperwork, unless a court order or State law specifies otherwise.

Forms: Your Rights Under IDEA ([Link to Special Education forms](#))

Conduct Existing Data Review (optional for initial referral)

When a request has been made for an initial evaluation of a child, the LEA staff may complete the Existing Review Data Review (EDR)/Notice of Decision in addition to the Referral Conference Decision Form. The Existing Data Review/Notice of Decision form should be used to document existing information. On the basis of the EDR, there must be a determination of whether or not additional data will be needed in order to determine:

- ❖ If the child is a child with a disability;
- ❖ Whether the child needs special education and related services;
- ❖ The educational needs of the child; and
- ❖ The present levels of academic achievement and functional performance (related developmental needs) of the child.

Any assessments should be provided and administered in the child's preferred language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so.

Forms: Existing Data Review/Notice of Decision ([Link to Special Education forms](#))

When Additional Data are Not Necessary as Part of Initial Referral

After the review of existing data, the group may determine that no additional data are needed to determine whether the child is a child with a disability, and to determine the child's educational needs. If the group determines the child to be a child with a disability, move to Section B of the Existing Data Review/Notice of Decision.

Provide Written Notice of Action

Written notice must be provided to the parent, detailing:

- ❖ The determination and the reasons for the action proposed; and
- ❖ The right of the parents to request additional assessments to determine whether the child is a child with a disability, and the educational needs of the child.

The notice must be --

- Written in language understandable to the general public; and
- Provided in the native language, as defined in §303.25, of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

If the native language or other mode of communication of the parent is not a written language, the public agency or designated EIS provider must take steps to ensure that --

- The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication;
- The parent understands the notice; and
- There is written evidence that the requirements of this paragraph have been met (34 CFR 303.421)

If the parent(s) requests an assessment of their child, the LEA may refuse to do so, but the LEA must then provide the parent(s) with Written Notice of the refusal to conduct the assessment and the reasons for the refusal. The parent(s) may request mediation or a due process hearing if they dispute the LEA's refusal to conduct an evaluation.

Forms: Notice of Action ([Link to Special Education forms](#))

When Additional Data are Necessary

For initial evaluations, the group would likely decide that additional assessment is needed to determine whether the child is a child with a disability.

Provide Written Notice of Action - Parental Consent

Parental consent must be obtained prior to conducting an initial evaluation. Parental consent must be obtained prior to conducting an initial evaluation. This parental consent must ensure that "the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or through another mode of communication" (34 CFR 300.9)

If the parent does not provide consent or fails to respond to a request to provide consent for an initial evaluation, the LEA may, but is not required to, pursue the initial evaluation by utilizing mediation or by requesting a due process hearing. If the district does not pursue due process, and parent consent is not obtained, the evaluation will not be done.

Forms: Notice of Action ([Link to Special Education forms](#))

Conduct the Evaluation

Initial evaluations must be conducted within sixty (60) calendar days of written consent obtained from the parent. This consent must be in the mode of communication or language the parent can understand. This timeframe begins on the date of receipt of parental consent to conduct the evaluation, and ends with the completion of the last evaluation component.

Every initial evaluation must be approached and designed individually based on the specific concerns related to the child, and the selection of assessment tools based on the information needed to determine eligibility. The evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needs (34 CFR 300.304-306).

All evaluation materials "are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically" (CFR 300.304).

Determine Eligibility

Upon completion of the evaluation, a group of qualified professionals and the parent(s) of the child must determine whether the child is a child with a disability and whether the child is in need of special education and related services. The group should have enough information to support the decision, and regardless of eligibility, this information should assist the LEA in determining appropriate instruction and supports for the child.

The Evaluation/Programming Conference Decision Form/Notice of Decision documents the conclusions and determination of the group. The results of any evaluation activities must be contained in the body of a written report. ([Guidelines for Evaluation/Reevaluation](#))

Forms: Evaluation/Programming Conference Decision Form/Notice of Decision ([Link to Special Education forms](#))

When a Child is Eligible

- ❖ If a child is determined eligible for special education and related services, an IEP must be developed. Evaluation results inform the child's present levels of academic achievement and functional performance. See the [IEP section](#) in this guide for more information on IEP development.

When a Child is Not Eligible

- ❖ If a child is identified as having a disability but there is no adverse affect on educational performance resulting in the need for special education and related services, she/he will not be determined eligible.
- ❖ If a child is identified as having a disability, but is not found to be eligible for services under IDEA, the child may be referred for an evaluation under Section 504 of the Rehabilitation act of 1973 to determine if any instructional supports are needed.

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Initial Evaluation Forms Step-by-Step Guidance

Record of Access

The local education agency (LEA) must have documentation of individuals that have accessed the child's educational records including the date and purpose for access (not required for parents and authorized LEA personnel).

RECORD OF ACCESS			
CHILD'S NAME: _____			
PUBLIC AGENCY: _____			
The following persons have reviewed information contained in the above-named child's special education due process file:			
NAME	POSITION	DATE	PURPOSE OF REVIEW

Guidance: Individuals accessing educational records should receive training on confidentiality. A current listing of the names and positions of those employees who may have access to personally identifiable information should be maintained by the LEA. *Any individual reviewing the special education due process file (other than parents and LEA authorized personnel) would sign in under name, list their position, date of review and purpose of review (e.g., DESE Special Education Program Advisor for the purpose of monitoring) (16.02.2).*

Special Education Referral

A referral is to be made in writing through the completion of the required Special Education Referral form and provided to the principal or designee of the school in which the child is enrolled. When the referral originates from a parent or individual not directly associated with the school, a school employee where the child is enrolled must complete the Special Education Referral form and forward it to the principal or designee of the school. Informal data should be collected prior to the referral conference, which must be held within 21 calendar days from the date of receipt of referral. Based on the information reviewed at the referral conference, a decision is made as to whether the child will be evaluated for eligibility for special education and related services under IDEA.

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"/>

Guidance: While most computer-based IEP programs will have this information stored for data management purposes, verifying the demographic information with the parent will help ensure accuracy of the data.

Name of Person(s) Referring Child: <input type="text"/>		Date of Referral: <input type="text"/>
Name and Address of Parent/Guardian: <input type="text"/>		Interpreter Needed? <input type="radio"/> Yes <input type="radio"/> No
Parent's Phone Number: <input type="text"/>	Native Language/Mode of Communication of Child: <input type="checkbox"/> English <input type="checkbox"/> Other (specify): <input type="text"/>	
Native Language/Mode of Communication of Parent: <input type="checkbox"/> English <input type="checkbox"/> Other (specify): <input type="text"/>		

Guidance: Enter the ***name of person referring*** the child for consideration of an evaluation for special education or related services. This could be a parent, someone not associated with the school, or school personnel. Indicate the ***date*** the ***referral*** was made, whether an ***interpreter*** is needed for the referral conference, and ***preferred language*** or ***mode of communication*** of parent and ***child***.

If the referral is parent generated or generated from someone outside of the school, the date of referral is the date the parent contacted the school with the request. The date of the referral initiates the timeline for required completion dates. Referrals received from parents or outside sources must be given to the Public Agency Official as soon as possible.

Describe academic/developmental and/or behavioral performance that prompted referral:	
Describe the child's strengths:	
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):	
Has the student repeated a grade? <input type="radio"/> Yes <input type="radio"/> No If yes, which grade? 	Days absent this school year: Has the student been suspended or expelled this school year? <input type="radio"/> Yes <input type="radio"/> No If yes, how many days?
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: 	

For District Staff Only:	
Date of vision screening	
Date of hearing screening	
Public Agency Official/Designee Receiving Referral:	

Guidance: Examples of concerns that prompted a referral could include failing grades, difficulty completing assignments, excessive disciplinary incidents, poor attendance, difficulty communicating with peers or adults, concerns with social interactions, developmental delays, and failed developmental screening. The **strengths** of the child should include academic, functional, and/or developmental areas.

*The **Public Agency Official receiving the referral** should be noted.* The Public Agency Official could be the principal or designee for the school and should not be confused with the person “referring the child,” although it could be the same individual. All districts should have written procedures to ensure staff are aware of the referral process and the individual(s) designated to receive referrals.

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Notice of Conference

The Notice of Conference is used by the LEA to take steps to ensure that parent(s) are afforded the opportunity to participate in the special education process. It is the district's responsibility to provide parents with appropriate notice of a meeting, and allow alternate methods of participation to ensure accessibility for parent participation in IEP meetings and other special education conferences.

Appropriate Notice of Meetings to Parents:

- ❖ Must be early enough to ensure parents have opportunity to attend;
- ❖ Must include the purpose, time, and location of the meeting;
- ❖ Must include the names of individuals who will attend the meeting;
- ❖ Must tell parents that they may invite individuals with knowledge or special expertise about their child;
- ❖ Must be in the parent's preferred language or mode of communication, and
- ❖ Must include certain early childhood transition information, if appropriate.

The Notice of Conference is used by the LEA to take steps to ensure that parent(s) are afforded the opportunity to participate in the special education process. In order to meaningfully participate, the parent must be provided reasonable notice (fourteen days is considered reasonable). The parent(s) and the district may agree to meet sooner at a mutually agreeable date, time, and location. The parent(s) should be informed of his or her role as a team member. When secondary transition will be discussed, the child must also be invited to the meeting. The Contact Log portion of the Notice of Conference provides documentation of the manner in which notice is provided to the parent/guardian and/or child.

Notice of Conference

AGES 3-21

Date: _____

Person(s) Receiving Notice (check one): ☐ Parent/Guardian ☐ Student

Name: _____

This notice is to inform you that a meeting regarding _____
Student's Name
will be held on _____ at _____ in _____.
(Date) (Time) (Location)

The purpose of the meeting is to (check all that apply):

- ☐ Consider a referral for special education and related services
- ☐ Conduct an Existing Data Review (EDR) as part of an initial evaluation or re-evaluation
- ☐ Determine initial or continued eligibility for special education and related services
- ☐ Develop an initial Individualized Education Program (IEP)
- ☐ Review/Revise the IEP
- ☐ Consider Extended School Year Services (ESY)
- ☐ Consider Post-secondary Transition
- ☐ Conduct a Manifestation Determination
- ☐ Consider/conduct a Functional Behavior Assessment
- ☐ Other

Guidance: Include the **date** that the notice is created. If both the parent and the child will receive the notice, each should receive a copy of the Notice of Conference. When secondary Transition will be discussed, both the parent and the student must receive separate Notice of Conference forms. Additionally, if the parents are divorced or reside in separate residences, both parents should receive the Notice of Conference, unless a court order specifies otherwise.

The child's **name** should be listed as well as the **date, time, and location**, of the meeting.

The **purpose(s)** of the meeting should be indicated. There may be more than one purpose for a meeting. *Select all that apply.*

The following persons will attend the meeting [Name and role]:

- ☐ Parent/Guardian _____ ☐ Regular Ed /EC Teacher* _____
☐ Student (when appropriate) _____ ☐ Special Ed. Teacher* _____
☐ Individual to interpret instructional implications of evaluation results* _____
☐ Local Education Agency Representative* _____
☐ Agency Representative (s) for post-secondary transition
 Agency Name _____
 Agency Name _____
☐ Part C Representative (if applicable)** _____
☐ Other _____

**Required IEP Team Members*

***At the request of the parents, the public agency must send an invitation to the Part C Service Coordinators or their representative at the initial IEP meeting.*

The agency AND the parents have the right to invite any other participants they feel have knowledge or special expertise of the student. The determination of knowledge or special expertise shall be made by the party (parent or public agency) who invites the individual to be a participant at the meeting.

Please contact me at (insert LEA phone/email) as soon as possible to confirm your attendance, arrange alternate methods of participation (e.g., phone conference or other electronic medium) OR if unable to participate, reschedule for another time and date.

Sincerely,

Name

Title

Date

Guidance: Indicate the **name** of each person who will attend the meeting. If one person will be filling more than one role, put that person's name beside each of those roles. Each required team member is indicated with an asterisk.

The agency and the parents have the right to invite any other participants they feel have knowledge or special expertise of the child. The person who invites other participants will make the determination that the individual being invited has that knowledge or special expertise of the child (8.05.3.1).

The English Learners with Disabilities Guide (2017) from the Council of Chief State School Officers (CCSSO) recommends "IEP teams should include individuals with expertise in second language acquisition, bilingual or English language development certified staff, or other staff who can address the impact of language and culture on students' goals and services.

The district must offer alternate means of participation or reschedule the meeting if the parent is unable to participate in person. *Alternate means* includes, but is not limited to, phone conference or video calls.

Once a student with a disability reaches age 18, the public agency must provide notice to both the child and the parent. The parent retains the right to notice unless severed by a court order. All other rights transfer to the student unless he or she has been determined incompetent or incapacitated by a court order (8.05.2.1; 9.07.1.1).

See Notice of Conference [Flowchart A](#) and [Flowchart B](#).

Student's Name: _____

Contact Log**First Contact:** _____
mm/dd/yyyy☐ **Verbal** (must include all components of written notice):☐ Phone☐ Personally Presented

Parent/Guardian Response:

☐ Will attend meeting in person (follow up with written notice and proceed with meeting)☐ Agree to less than 14 days' notice☐ Request more than 14 days' notice☐ Request alternate means of participation (follow up with written notice and proceed with meeting)☐ Agree to less than 14 days' notice☐ Request more than 14 days' notice☐ Cannot attend, please reschedule (follow up with written notice for different date/time and proceed with meeting)☐ Do not wish to attend (follow up with written notice and proceed with meeting)☐ *Written☐ Regular mail☐ Certified Mail☐ Personally Presented☐ Fax☐ E-mail☐ Other _____

Parent Guardian Response:

☐ Will attend meeting in person (follow up with second notice and proceed with meeting)☐ Request alternate means of participation (follow up with second notice and proceed with meeting)☐ Cannot attend, please reschedule (follow up with second notice for different date/time and proceed with meeting)

mm/dd/yyyy

time

☐ No response after seven days (follow up with second notice)☐ Do not wish to attend (follow up with second notice and proceed with meeting)**Second Contact:** _____
mm/dd/yyyy☐ **Verbal** (must include all components of written notice):☐ Phone☐ Personally Presented☐ Voice Mail

Parent/Guardian Response:

☐ Will attend meeting in person (proceed with meeting)☐ Request alternate means of participation

(proceed with meeting through alternate means)

☐ Cannot attend, please reschedule (proceed with third notice for different date/time)

mm/dd/yyyy

time

☐ No response, and parent is not present for meeting (proceed with meeting)☐ Do not wish to attend (proceed with meeting)☐ *Written☐ Regular mail☐ Certified Mail☐ Personally Presented☐ Fax☐ E-mail☐ Other _____

Parent Guardian Response:

☐ Will attend meeting in person (proceed with meeting)☐ Request alternate means of participation (proceed with meeting through alternate means)☐ Cannot attend, please reschedule (proceed with third notice for different date/time)

mm/dd/yyyy

time

☐ No response, and parent is not present for meeting (proceed with meeting)☐ Do not wish to attend (proceed with meeting)**One written notice is required for all conferences. The referral conference requires the first notice to be provided through registered mail, certified mail, or first class mail.***Guidance:** Fourteen days' notice is required unless the parent agrees to meet earlier.There are two columns on the Contact Log, one for the **first contact** and one for the **second contact**. If verbal notice is given, everything that will be included on the written notice must be

discussed. A minimum of two contacts are required for the referral conference, the first contact must be written notice provided to the parent by mail. See Notice of Conference Flowchart B when first contact is written.

See Notice of Conference [Flowchart A](#) and [Flowchart B](#).

Referral Conference Decision (second page of Special Education Referral Form)

Referral Conference Decision	
Referral Conference Decision Date:	<input type="text"/>
<input type="checkbox"/> Comprehensive Evaluation	
<input type="checkbox"/> Specialized Evaluation	
<input type="checkbox"/> Other (specify):	<input type="text"/>
<input type="checkbox"/> No Evaluation Needed	

Guidance: *Indicate the referral outcome decision made by the committee.* A comprehensive evaluation would address all assessment areas for the suspected disability. A specialized evaluation could include areas such as occupational therapy, physical therapy, and/or communication, neuropsychological, and psychological.

Evaluation components should be provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer (CFR 303.421).

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)	
<input type="checkbox"/> Rights were presented	
Method of provision:	
<input type="checkbox"/> In person	
<input type="checkbox"/> By Mail	
<input type="checkbox"/> E-mail	

Guidance: *Document the parents' receipt of the Procedural Safeguards Notice: Your Rights Under IDEA* should be in the parent's preferred language or mode of communication. Districts may choose to provide a shortened URL.

If during the meeting, the parent is given access to the rights document via a URL, indicate that the rights were personally presented.

Referral Committee Member List	
	Parent(s)
	Teacher
	Principal or Designee
	Other:

Signature of Public Agency Representative: _____

Guidance: The referral conference must be attended by at least three (3) persons, including the principal or a designee and one teacher directly involved in the education of the child. The conference may also be attended by the child, if appropriate, and by other individuals at the discretion of the parents or agency. (4.04.2)

List referral committee participants.

If parent(s) attended the meeting, attended through alternative means such as via telephone, or were unable to attend the meeting, document the methods used to ensure parent participation on the Notice of Conference Contact Log.

Existing Data Review (optional for initial evaluations)

As part of an initial evaluation, the child's regular education teacher, parents, a special education teacher, a representative of the LEA, and other qualified professionals (as appropriate) review all relevant existing information about a child. When reviewing existing data, the team must consider the validity and reliability of the information and the resulting interpretations. This includes evaluations and information provided by the parent(s), current classroom-based, local, or State assessments, and observations by teachers and other qualified related services personnel.

Teams choosing to use the Existing Data Review/Notice of Decision form as part of the referral process will complete the existing data during the Referral Conference Decision meeting. If the team determines that additional information is needed, parent consent to collect the additional information must be obtained. The additional information may be in the form of assessment(s), observations, medical reports, or other types of information.

Forms: Existing Data Review/Notice of Decision ([Link to Special Education forms](#))

Existing Data Review (optional for initial evaluations)

The Existing Data Review Form may be used during a referral conference, if the team feels it is needed to document information reviewed. It is not a required form. If the team chooses to use the EDR during the referral conference, then follow the guidance below. Some of the guidance is different than the guidance for using the EDR during the reevaluation process.

Existing Data Review/Notice of Decision				JULY 2016	
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"/>

Guidance: While most computer-based programs will have the child's demographic information stored for data management purposes, reviewing it as a team to verify this information with the parent will help ensure accuracy of the data.

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

Guidance: *For initial referrals, the current eligibility category would be left blank.*

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.

I. Data Reviewed (Check all that apply and attach documentation):

<input type="checkbox"/> Achievement Data	<input type="checkbox"/> Medical Records
<input type="checkbox"/> Adaptive Behavior	<input type="checkbox"/> Occupational Therapy Data
<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Orientation and Mobility Data
<input type="checkbox"/> Assistive Technology Data	<input type="checkbox"/> Physical Therapy Data
<input type="checkbox"/> Attendance Records	<input type="checkbox"/> Portfolio/Current Work Samples
<input type="checkbox"/> Behavior Scales	<input type="checkbox"/> Previous Psychological Evaluation
<input type="checkbox"/> Behavioral Intervention Plan	<input type="checkbox"/> Previous Services Received (Special Education, 504, ESOL, etc.)
<input type="checkbox"/> Classroom Based Assessments	<input type="checkbox"/> Progress and Grade Reports
<input type="checkbox"/> Classroom Observation	<input type="checkbox"/> Self-Help Skills
<input type="checkbox"/> Current Eligibility Information	<input type="checkbox"/> Social History Update
<input type="checkbox"/> Curriculum Based Assessments	<input type="checkbox"/> Speech-Language Data
<input type="checkbox"/> Discipline Records	<input type="checkbox"/> Teacher/Staff Observations
<input type="checkbox"/> Hearing/Vision Screening/Data	<input type="checkbox"/> Transition Plan
<input type="checkbox"/> IEP Accommodations	<input type="checkbox"/> Other Data (Specify):
<input type="checkbox"/> IEP Goals and Objectives	
<input type="checkbox"/> Information Provided by Parents	
<input type="checkbox"/> Local or State Assessments	

Guidance: Check all items that were reviewed. Attach the documents that were used to determine whether additional evaluation data are needed. For English learners, the student's LPAC should be included in the data review.

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

*

Guidance: Indicate "yes" or "no" for each item.

**For initial evaluations, the answer to the fourth question would always be "no."*

A. If additional data is needed, the IEP team recommends the following:
<input type="checkbox"/> Evaluation/reevaluation in order to determine eligibility or continued eligibility. <input type="checkbox"/> Reevaluation to consider new/additional eligibility. <input type="checkbox"/> Reevaluation to gather information to aid instructional planning.
B. If additional data is not needed, the team has determined the following (check one):
<input type="checkbox"/> Child meets IDEA eligibility or, in the case of a reevaluation, continues to meet IDEA eligibility. <input type="checkbox"/> 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. <input type="radio"/> Yes <input type="radio"/> No

Guidance: *Box A or B would be selected based on the existing data reviewed. In most cases, additional data would be needed for initial evaluations and Box A would be selected. Check the first box in Box A for initial evaluations.*

If there are enough existing evaluation data available to establish eligibility and inform programming, the team may determine no additional testing is needed (for example, a child transferring from Part C to Part B could have sufficient evaluation data to establish eligibility for Part B and inform programming). *In this case, Box B would be selected and the team decision would be indicated by checking the first or second box.* If the team determines that no additional data are needed, the parent must be notified of the decision and their right to request additional assessment. *Check yes to indicate parent was notified.*

Excusal(s): <input type="radio"/> Yes <input type="radio"/> No
If yes, Name(s) of Team Member(s) Excused: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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

Guidance: For initial evaluations, if the team chooses to use the Existing Data Review/Notice of Decision, it would be part of the Referral Conference Decision process.

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"/>

Guidance: *Committee member names would be listed.* For initial evaluations, the required members would include at least three (3) persons, including the principal or a designee and one teacher directly involved in the education of the child. The names listed on this section would be the same names/ roles as are listed on the referral form.

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

Guidance:
For initial referrals, the decision would be made in a conference, as this would be part of the referral conference decision process. ***Check in a conference and indicate date of decision (for Box A or B).***

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Notice of Action - Parent Consent

The LEA must obtain informed consent from the parent of the child referred for an initial evaluation. Based on Referral Conference Decision, the committee would identify and determine necessary evaluations for the referred child. The Notice of Action would be completed by the committee and provided to the parent(s) to obtain informed consent for the proposed evaluations or to notify the parent(s) of the decision not to conduct an evaluation. The purpose of providing written notice to the parents is to ensure they understand what action the LEA is proposing or refusing (in this case, to conduct an initial evaluation) and what that decision was based on. The Notice of Action should be in the parent's preferred language or mode of communication. The parents will sign the Notice of Action to provide written consent for evaluation. Additional information on Notice of Action may be found on the DESE Special Education website under [Technical Assistance Resources](#).

REQUIRED FORMS
AUGUST 2017

Notice of Action

Notice of Action must be given before our district takes certain actions.

Name: ID#: Age:

Grade: School/Site:

Parent/Guardian: Date Provided: Method of Provision: ☐ In person
☐ By mail
☐ E-mail

Guidance: While most computer-based programs will have this information stored for data management purposes, reviewing demographic information as a team will help ensure accuracy of the data.

*Indicate the **date** notice was **provided** to the parent and the method used to provide parent notice.* There is no specific timeline for which Notice of Action must be provided to the parent. The notice should be provided within a reasonable time of the decision for which the notice is based on, and it is up to the LEA to determine what is reasonable. In general, seven days would be considered reasonable notice before implementing the action proposed. The date the notice is provided (which should be entered in the **Date Provided** section) will affect timelines. The sooner the notice is provided, the sooner the action proposed on the Notice of Action can be implemented.

Special Circumstances:

- A Child who has reached the Age of Majority (age 18) will receive a Notice of Action. If the child is 18, provide a copy to the parent and the child. (It is up to the district as to how this is documented)
- If the parent of an eighteen-year-old does not obtain legal guardianship, all rights granted to the parent under Part B transfer to the child, which means the child would become the educational decision maker.
- In situations where the parents of a child are divorced, the parental rights established by the Individuals with Disabilities Education Act (IDEA) apply to both parents, unless a court order specifies otherwise.
- Any person acting as the parent for IDEA purposes and any person with education rights receives a copy of the Notice of Action.

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

Guidance: Select actions being proposed, refused, or both. Select the description of the action by checking the appropriate box so it is understandable what action the LEA is proposing or refusing.

Box A represents actions that require consent from the Parent/Guardian. Parents must sign to indicate their consent before any of these actions or timelines begin. Parent consent indicates immediate implementation of the action being proposed. The parent has been fully informed, in the parent's preferred language or mode of communication, of all relevant information.

Box B represents actions that DO NOT require consent from the Parent/Guardian. Parents have a right to agree that the proposals or refusals in Box B can take place immediately, or they can decide they want time to consider the proposals or refusals that were discussed at the meeting. When a parent agrees to immediate implementation, the box next to this statement must be indicated in Box B. If the box is not checked, the district should wait 7 days before implementing the change.

1	Explanation of Action: (The reason(s) for the proposal or refusal): <input style="width: 100%;" type="text"/>
2	Basis for the Action: (A listing or attached description of each evaluation procedure, assessment, record or report used as a basis for the action): <input style="width: 100%;" type="text"/>
3	Options Considered and Reasons Rejected: (option(s) considered by the IEP team and reason(s) for rejection) <input style="width: 100%;" type="text"/>
4	Other Factors Relevant to the Action: <input style="width: 100%;" type="text"/>

Guidance: Information documented in this section should describe decisions. The statements should be detailed enough for a parent or other team member who may not be present at the meeting to completely understand the decisions that were made, why the team made the decisions,

and the basis for the decisions. The language used on the Notice of Action must be easily understood by the parent or guardian.

1. **Explanation of Action:** (What was decided?) Explain in clear, concise language the specific action proposed or actions that were implemented, changed, or refused. State the reasons why the actions were taken or refused. In this case, the action should reference initial evaluation.
2. **Basis for the Action:** (How was it decided?) Provide supporting evidence used in determining actions or refusal of actions. A question to consider is, "What data were used to make the decision?" See examples on DESE Special Education website under [Notice of Action Examples](#).
3. **Options Considered and Reasons Rejected:** (Why was it decided?) State clearly each option or item the team considered as they reached decisions. Then state why these options were chosen. This should not be left blank; N/A is not an appropriate response.
4. **Other Factors Relevant to the Action:** Indicate any additional factors that are relevant to the actions proposed and refused. See examples on the DESE Special Education website under [Notice of Action Examples](#).

Informed Consent

Pertains to Box A Only

I understand the purpose(s) for which my consent is being requested. I understand that giving consent for the above stated purpose(s) is voluntary on my part and may be revoked at any time. A copy of "Information Regarding Consent" which explains protections that are specific to informed consent under the procedural safeguards of Part B of the Individuals with Disabilities Education Act (IDEA) may be accessed at:

https://arksped.k12.ar.us/rules_regs_08/RevisionstoRulesandRegulationJuly2010/INFORMATION%20FOR%20PARENTS%20REGARDING%20CONSENT.pdf

Parent/Guardian/Student Signature: _____

Date:

Guidance: If an item in Box A of the first page of the Notice of Action is proposed, parents must grant consent before the action can occur. Consent means that the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or through another mode of communication (CFR 300.9). The consent also begins the timelines for evaluation (if that is the proposed 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_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)

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

Name:	<input type="text"/>	Phone Number/Email:	<input type="text"/>
Name:	<input type="text"/>	Phone Number/Email:	<input 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 type="text"/>	Phone Number/Email:	<input type="text"/>
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Guidance: A copy of Procedural Safeguards (Your Rights Under IDEA), must be provided to the parent/adult child in the parent's preferred language or mode of communication at the following times:

- One time per school year
- Initial referral
- Receipt of first state complaint and receipt of due process complaint
- The date the decision is made to make a removal that constitutes a change of placement because of a violation of a code of child conduct
- Upon request by a parent

Listed names:

1. The purpose of listing this name is to provide the parent with a contact in case they do not understand their due process rights. List a district-level special education contact with his or her contact information.
2. List a second person the parent could call if they have questions about their rights. The DESE-SEU staff should not be listed as the DESE number is already provided.
3. List a campus-level special education contact. This may be a case manager or a campus designee. The purpose of listing this name is so parents can have specific questions answered regarding their child's services noted on the Notice of Action.

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Evaluation Programming Conference Step-by-Step Guidance

All evaluations must be documented in a written report that is reviewed in a conference.

Notice of Conference

The Notice of Conference is used by the LEA to take steps to ensure that parent(s) are afforded the opportunity to participate in the special education process. It is the district's responsibility to provide parents with appropriate notice of a meeting, and use other methods to ensure parent participation in IEP meetings and other special education conferences.

Appropriate Notice of Meetings to Parents:

- ❖ Must be early enough to ensure parents have opportunity to attend;
- ❖ Must include the purpose, time, and location of the meeting;
- ❖ Must include the names of individuals who will attend the meeting;
- ❖ Must tell parents that they may invite individuals with knowledge or special expertise about their child; and
- ❖ Must include certain early childhood transition information, if appropriate.

The Notice of Conference is used by the LEA to take steps to ensure that parent(s) are afforded the opportunity to participate in the special education process. In order to meaningfully participate, the parent must be provided reasonable notice (fourteen days is considered reasonable). The parent and the district may agree to meet sooner at a mutually agreeable date, time, and location. The parent should be informed of his or her role as a team member. When secondary transition will be discussed, the child must also be invited to the meeting. The Contact Log portion of the Notice of Conference provides documentation of the manner in which notice is provided to the parent/guardian and/or child.

Notice of Conference

AGES 3-21

Date: _____

Person(s) Receiving Notice (check one): ☐ Parent/Guardian ☐ Student

Name: _____

This notice is to inform you that a meeting regarding _____
Student's Name
will be held on _____ at _____ in _____.
(Date) (Time) (Location)

The purpose of the meeting is to (check all that apply):

- ☐ Consider a referral for special education and related services
- ☐ Conduct an Existing Data Review (EDR) as part of an initial evaluation or re-evaluation
- ☐ Determine initial or continued eligibility for special education and related services
- ☐ Develop an initial Individualized Education Program (IEP)
- ☐ Review/Revise the IEP
- ☐ Consider Extended School Year Services (ESY)
- ☐ Consider Post-secondary Transition
- ☐ Conduct a Manifestation Determination
- ☐ Consider/conduct a Functional Behavior Assessment
- ☐ Other

Guidance: Include the **date** that the notice is created. If both the parent and the child will receive the notice, each should receive a copy of the Notice of Conference. When secondary transition will be discussed, both the parent and the student must receive separate Notice of Conference forms. Additionally, if the parents are divorced or reside in separate residences, both parents should receive the Notice of Conference, unless a court order or State law specifies otherwise.

The child's **name** should be listed as well as the **date, time, and location**, of the meeting.

The **purpose(s)** of the meeting should be indicated. There may be more than one purpose for a meeting. *Select all that apply.*

The following persons will attend the meeting [Name and role]:

- ☐ Parent/Guardian _____ ☐ Regular Ed /EC Teacher* _____
☐ Student (when appropriate) _____ ☐ Special Ed. Teacher* _____
☐ Individual to interpret instructional implications of evaluation results* _____
☐ Local Education Agency Representative* _____
☐ Agency Representative (s) for post-secondary transition
 Agency Name _____
 Agency Name _____
☐ Part C Representative (if applicable)** _____
☐ Other _____

**Required IEP Team Members*

***At the request of the parents, the public agency must send an invitation to the Part C Service Coordinators or their representative at the initial IEP meeting.*

The agency AND the parents have the right to invite any other participants they feel have knowledge or special expertise of the student. The determination of knowledge or special expertise shall be made by the party (parent or public agency) who invites the individual to be a participant at the meeting.

Please contact me at (insert LEA phone/email) as soon as possible to confirm your attendance, arrange alternate methods of participation (e.g., phone conference or other electronic medium) OR if unable to participate, reschedule for another time and date.

Sincerely,

Name

Title

Date

Guidance: Indicate the **name** of each person who will attend the meeting. If one person will be filling more than one role, put that person's name beside each of those roles. The required team member is indicated with an asterisk (8.05.1.1).

The agency and the parents have the right to invite any other participants they feel have knowledge or special expertise of the child. The person who invites other participants will make the determination that the individual being invited has that knowledge or special expertise of the child (8.05.3.1).

The district must offer alternate means of participation or reschedule the meeting if the parent is unable to participate in person (8.06.3.1). *Alternate means* includes, but is not limited to phone conference or video calls.

Once a child with a disability reaches age 18, the public agency must provide notice to both the child and the parent. The parent retains the right to notice unless severed by a court order. All other rights transfer to the child unless he or she has been determined incompetent or incapacitated by a court order (8.05.2.1; 9.07.1.1).

See Notice of Conference [Flowchart A](#) and [Flowchart B](#).

Student's Name: _____

Contact Log

<p>First Contact: _____ mm/dd/yyyy</p> <p><input type="checkbox"/> Verbal (must include all components of written notice):</p> <p><input type="checkbox"/> Phone</p> <p><input type="checkbox"/> Personally Presented</p> <p>Parent/Guardian Response:</p> <p><input type="checkbox"/> Will attend meeting in person (follow up with written notice and proceed with meeting)</p> <p><input type="checkbox"/> Agree to less than 14 days' notice</p> <p><input type="checkbox"/> Request more than 14 days' notice</p> <p><input type="checkbox"/> Request alternate means of participation (follow up with written notice and proceed with meeting)</p> <p><input type="checkbox"/> Agree to less than 14 days' notice</p> <p><input type="checkbox"/> Request more than 14 days' notice</p> <p><input type="checkbox"/> Cannot attend, please reschedule (follow up with written notice for different date/time and proceed with meeting)</p> <p><input type="checkbox"/> Do not wish to attend (follow up with written notice and proceed with meeting)</p> <p><input type="checkbox"/> *Written</p> <p><input type="checkbox"/> Regular mail</p> <p><input type="checkbox"/> Certified Mail</p> <p><input type="checkbox"/> Personally Presented</p> <p><input type="checkbox"/> Fax</p> <p><input type="checkbox"/> E-mail</p> <p><input type="checkbox"/> Other _____</p> <p>Parent Guardian Response:</p> <p><input type="checkbox"/> Will attend meeting in person (follow up with second notice and proceed with meeting)</p> <p><input type="checkbox"/> Request alternate means of participation (follow up with second notice and proceed with meeting)</p> <p><input type="checkbox"/> Cannot attend, please reschedule (follow up with second notice for different date/time and proceed with meeting)</p> <p>_____ mm/dd/yyyy _____ time</p> <p><input type="checkbox"/> No response after seven days (follow up with second notice)</p> <p><input type="checkbox"/> Do not wish to attend (follow up with second notice and proceed with meeting)</p>	<p>Second Contact: _____ mm/dd/yyyy</p> <p><input type="checkbox"/> Verbal (must include all components of written notice):</p> <p><input type="checkbox"/> Phone</p> <p><input type="checkbox"/> Personally Presented</p> <p><input type="checkbox"/> Voice Mail</p> <p>Parent/Guardian Response:</p> <p><input type="checkbox"/> Will attend meeting in person (proceed with meeting)</p> <p><input type="checkbox"/> Request alternate means of participation (proceed with meeting through alternate means)</p> <p><input type="checkbox"/> Cannot attend, please reschedule (proceed with third notice for different date/time)</p> <p>_____ mm/dd/yyyy _____ time</p> <p><input type="checkbox"/> No response, and parent is not present for meeting (proceed with meeting)</p> <p><input type="checkbox"/> Do not wish to attend (proceed with meeting)</p> <p><input type="checkbox"/> *Written</p> <p><input type="checkbox"/> Regular mail</p> <p><input type="checkbox"/> Certified Mail</p> <p><input type="checkbox"/> Personally Presented</p> <p><input type="checkbox"/> Fax</p> <p><input type="checkbox"/> E-mail</p> <p><input type="checkbox"/> Other _____</p> <p>Parent Guardian Response:</p> <p><input type="checkbox"/> Will attend meeting in person (proceed with meeting)</p> <p><input type="checkbox"/> Request alternate means of participation (proceed with meeting through alternate means)</p> <p><input type="checkbox"/> Cannot attend, please reschedule (proceed with third notice for different date/time)</p> <p>_____ mm/dd/yyyy _____ time</p> <p><input type="checkbox"/> No response, and parent is not present for meeting (proceed with meeting)</p> <p><input type="checkbox"/> Do not wish to attend (proceed with meeting)</p>
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*One written notice is required for all conferences. The referral conference requires the first notice to be provided through registered mail, certified mail, or first class mail.

Guidance: Fourteen days' notice is required unless the parent agrees to meet earlier.

There are two columns on the Contact Log, one for the **first contact** and one for the **second contact**. If verbal notice is given, everything included on the written notice must be discussed. A

minimum of two contacts are required. One must be written notice provided to the parent by mail. See Notice of Conference [Flowchart A](#) and [Flowchart B](#).

Evaluation Programming Conference Decision Form/Notice of Decision

All evaluations must be documented in a written report which is reviewed in a conference. The Evaluation Programming Conference Decision Form/Notice of Decision along with the results of any evaluation activities contained in the body of a written report ([Guidelines for Evaluation/Reevaluation](#)) are required for documenting eligibility. If a child is eligible under the disability category of Specific Learning Disability, the Specific Learning Disability Eligibility Determination form will also be completed. For initial evaluations, completion of this form would be the last stage in the evaluation process.

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"/>		

Guidance: While most computer-based programs will have the child's demographic information stored for data management purposes, reviewing it as a team to verify this information with the parent will help ensure accuracy of the data.

*Enter the **date of the last evaluation component** for the current evaluation.* For example, if the achievement test was the last component of the current evaluation, it would be the date that test was administered.

*Enter the **date of the committee's evaluation program conference decision**.*

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.

Guidance: Indicate whether or not the team has determined a disability is present. If a disability is present, select **eligibility category** for primary disability. When the committee determines “the existence of a disability” the committee is also stating that the primary reason for the disability is not lack of appropriate instruction in reading or math, or that the student is an English learner.

II. Describe the Child's Educational Needs:

Guidance: Document the **child's educational needs** in this section (e.g., math - word problems involving more than two steps must be broken down into smaller chunks; requires multiple examples using manipulatives; needs extended time to work through the problems and multiple practice opportunities with frequent feedback; attends to academic tasks for longer periods in a small group setting). This section is not intended to reflect the types of services that the child will receive. That determination would be part of the IEP process.

If the child does not qualify for special education services, this box may be left blank.

Excusal(s): <input type="radio"/> Yes <input type="radio"/> No If yes, Team Member(s) Excused: <div style="border: 1px solid black; height: 20px; width: 400px; margin: 5px 0;"></div> Parental 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
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Guidance: When an IEP team member's area of curriculum or related service is not being modified or discussed at the meeting, the parent and the LEA could agree to excuse the member from all or part of the meeting; parent consent would be indicated by the parent initialing the form.

When the IEP team member's area of curriculum or related services is being modified or discussed at the meeting, the parent and the LEA could excuse the member from all or part of a meeting; parent consent would be indicated by the parent initialing the form. The member must submit, prior to the meeting, written input for the development of the IEP. The IEP team must be able to explain the written input to the parent, and the team must be able to use the information to guide committee decisions (8.05.5). While there is no specific format required for the written input, the input provided should be such that the IEP team could use it to inform the team's decisions.

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"/>

Guidance: The multidisciplinary team that determines eligibility would include the same required team members as the IEP team. *Each team member must sign by his or her appropriate title. If a team member is filling more than one role, that person would sign by all roles he or she is representing.*

Evaluation Report and Evaluation Programming Conference:	
Date provided to parent:	<input type="text"/>
<input type="checkbox"/> In person	
<input type="checkbox"/> By Mail	
<input type="checkbox"/> E-mail	

Guidance: The **Date Provided** is the actual date the Evaluation Report and Evaluation Programming Conference Decision Form/Notice of Decision were provided to the parent. *Select the method of provision.* If using email, it is the district's responsibility to ensure confidentiality of the information.

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Specific Learning Disability Eligibility Determination

The Individuals with Disabilities Education Act 2004 added procedures for identifying children with specific learning disabilities. According to the Arkansas Special Education Rules and Regulations, there are three allowable methods for identifying a child as having a Specific Learning Disability:

- 1) Establishing a severe discrepancy between intellectual ability and achievement
- 2) Using a process based on a child's response to scientific, evidence-based intervention
- 3) Using other alternative research-based procedures (such as Patterns of Strengths and Weaknesses). Each Local Education Agency is responsible for selecting one of the methods above to determine the existence of a Specific Learning Disability, and the method selected should be used district wide. However, the district might choose, for example, to use Response to Intervention (RTI) at the elementary level and Patterns of Strengths and Weaknesses at the secondary level. Professionals are ethically

responsible for establishing and maintaining competence in the method selected for identifying Specific Learning Disabilities. The [Arkansas Technical Assistance Manual: Identification of Children with Specific Learning Disabilities](#) is a guide for determining which method of SLD identification is most appropriate for individual districts.

Specific Learning Disability Eligibility Determination				JULY 2016
Name:	<input style="width: 95%;" type="text"/>	ID#:	<input style="width: 95%;" type="text"/>	Date of Birth:
Age:	<input style="width: 40%;" type="text"/>	Grade:	<input style="width: 40%;" type="text"/>	School/Site:
<input style="width: 95%;" type="text"/>				

Guidance: While most computer-based programs will have the child's demographic information stored for data management purposes, reviewing it as a team to verify this information with the parent will help ensure accuracy of the data.

Date of Determination:	<input style="width: 80%;" type="text"/>
------------------------	--

Guidance: This form is only used for children being considered for eligibility under specific learning disability. *Enter the **date** the committee made the decision regarding SLD eligibility.*

Method of Eligibility Determination:	
<input type="checkbox"/> Response to Intervention <input type="checkbox"/> Severe Discrepancy <input type="checkbox"/> Other Alternative Research-based Procedures (specify):	<input style="width: 95%;" type="text"/>

Guidance: The **method** selected should be used district wide. However, the district might choose, for example, to use Response to Intervention (RTI) at the elementary level and Patterns of Strengths and Weaknesses at the secondary level. *Select the methods used to determine whether the child has a Specific Learning Disability.*

<input type="radio"/> Yes <input type="radio"/> No	1. The child was provided appropriate instruction in regular education settings; and data-based documentation of achievement reflecting formal assessment of student progress during instruction was provided to the child's parents.
---	---

Guidance: By selecting "yes" the team is affirming that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math. Data must demonstrate that the child received appropriate instruction and repeated assessments at appropriate intervals, reflecting ongoing assessment of child progress.

<input type="radio"/> Yes <input type="radio"/> No	<p>2. The child does not achieve adequately for the child's age or to meet State approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State approved grade-level standards:</p> <div style="margin-left: 40px;"> <input type="checkbox"/> Written Expression <input type="checkbox"/> Oral Expression <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Basic Reading Skills <input type="checkbox"/> Reading Fluency Skills <input type="checkbox"/> Math Problem Solving <input type="checkbox"/> Math Calculation </div>
---	---

Guidance: Question 2 will be answered “yes” for children who will be determined eligible under SLD. *Select the areas in which the child is not **achieving adequately**.* The determination of lack of adequate achievement is based on evaluation data reviewed.

<input type="radio"/> Yes <input type="radio"/> No	<p>3. The child does not make sufficient progress to meet age or State approved grade-level standards in one or more of the areas identified above when using a process based on the child's response to scientific, research-based intervention;</p> <p style="margin-left: 20px;">a. For a child that participated in a process that assesses the child's response to scientific, research-based intervention, the instructional strategies used and student-centered data are documented and the child's parents were notified about:</p> <ul style="list-style-type: none"> · The state's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; · Strategies for increasing the child's rate of learning; · The parents' right to request and evaluation. <p style="text-align: center;">OR</p> <p>4. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability using appropriate assessments, consistent with 34 CFR 300.304 and 300.305.</p>
---	--

Guidance: Question 3 is answered “Yes” if the child will be determined eligible for SLD. By answering “yes” the team is indicating that the child did not make sufficient progress when using RTI, and the parents were notified about this process, **OR** the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to state or grade level standards.

<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	5. The child meets criteria for a severe discrepancy between achievement and ability in one of the following areas: <div style="display: flex; flex-direction: column; align-items: flex-start;"> <input type="checkbox"/> Written Expression <input type="checkbox"/> Oral Expression <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Basic Reading Skills <input type="checkbox"/> Reading Fluency Skills <input type="checkbox"/> Math Problem Solving <input type="checkbox"/> Math Calculation </div>
---	---

Guidance: If the district elects to use a **severe discrepancy** between intellectual ability and achievement as a factor in the process of determining whether a child has a Specific Learning Disability, the severe discrepancy must be in one or more of the areas above. *Select “yes” for areas for which a severe discrepancy is present or NA if severe discrepancy was not used.*

<input type="radio"/> Yes <input type="radio"/> No	6. The observation(s) has been completed in each area of deficit and complies with state and federal regulations.
<input type="radio"/> Yes <input type="radio"/> No	7. Was there any relevant behavior noted during the observation? If yes, what is the relationship of the behavior to the child's academic functioning? <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
<input type="radio"/> Yes <input type="radio"/> No	8. Are there any medical findings that are educationally relevant? If yes, describe: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
<input type="radio"/> Yes <input type="radio"/> No	9. The deficits identified are not primarily the result of a visual, hearing, or motor disability; intellectual disability; emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency.
<input type="radio"/> Yes <input type="radio"/> No	10. It is the determination of the group participants that this child has a specific learning disability as defined in state and federal regulations implementing IDEA as amended. The determination has been made in accordance with 34 CFR 300.306(c)(1).

Guidance: Observations must be completed for deficit areas. If **relevant behavior** is observed, mark “yes” and describe relationship between behavior and child’s academic functioning (e.g., difficulty completing written assignment within allotted time; reluctant to respond to teacher questions; putting head on desk). If **educationally relevant medical findings** are present, describe (e.g., ADHD). For a child to be eligible under specific learning disability, the team must indicate “yes” that the deficits are not the **primary result** of other factors. Answering “yes” to number 10 would indicate the team’s decision of the existence of a specific learning disability as outlined in IDEA.

Each Team Member must certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the group member must submit a separate statement presenting his or her conclusions.

Name	Signature		
		Parent(s)	<input type="radio"/> Agree <input type="radio"/> Disagree
		Special Education Teacher	<input type="radio"/> Agree <input type="radio"/> Disagree
		General Education Teacher	<input type="radio"/> Agree <input type="radio"/> Disagree
		Local Education Agency Representative	<input type="radio"/> Agree <input type="radio"/> Disagree
		Individual qualified to conduct individual diagnostic examinations (School Psych, speech-language pathologist, or remedial reading teacher)	<input type="radio"/> Agree <input type="radio"/> Disagree
		Student	<input type="radio"/> Agree <input type="radio"/> Disagree
		Other (specify):	<input type="radio"/> Agree <input type="radio"/> Disagree

Guidance: List names by appropriate titles; each member must sign next to his or her name and indicate his or her agreement. If the decision does not reflect a group member's opinion, the group member must submit a written statement that presents his or her conclusions.

The initial evaluation and eligibility process requires the following forms ([Link to Special Education forms](#)):

- ❖ Special Education Evaluation/Referral Conference Decision
- ❖ Notice of Conference
- ❖ Evaluation Programming Conference Decision/Notice of Decision
- ❖ Notice of Action

Other forms that may be used ([Link to Special Education forms](#)):

- ❖ Record of Access
- ❖ Existing Data Review
- ❖ Specific Learning Disability Eligibility Determination
- ❖ Surrogate Parents Verification of Training form
- ❖ Consent for Release of Confidential Information (District Form)

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Individualized Education Program Process

The Individualized Education Program (IEP) is an important written record of the decisions reached by the team members at the IEP team meeting. The purpose of this guide is to provide administrators, teachers, children, parents, and other IEP team members with practical information about the development and implementation of an IEP that is effective and meets the requirements of the Individuals with Disabilities Education Act (IDEA) and the Arkansas Special Education and Related Services Procedural Requirements and Program Guidelines for Children with Disabilities Ages 3-21.

Sections that are age-specific are indicated with boxes such as the one below. Age-specific information may be reached by clicking on the name of that section.

Age Specific Section:	<u>Early Childhood</u>	<u>Secondary Transition</u>
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Some things to consider when developing IEPs include:

- ❖ Each public school child who receives special education and related services under the IDEA must have an IEP.
- ❖ An IEP must be in effect for each child with a disability at the beginning of each school year.
- ❖ Special education and related services must be made available to the child as soon as possible following the development of the IEP, but no later than thirty days after development.

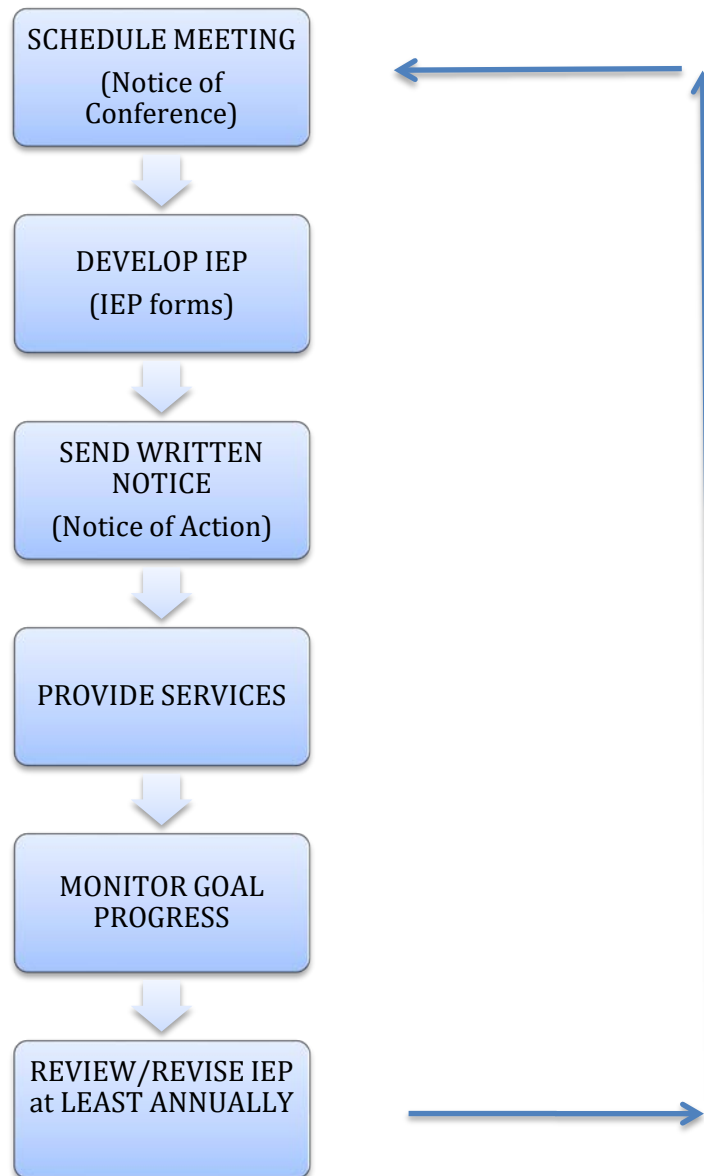
For English learners with IEPs, the CCSSO [English Learners with Disabilities](#) guide recommends the following:

- ❖ IEP teams should include individuals with expertise in second language acquisition, bilingual or English language development certified staff, or other staff who can address the impact of language and culture on students' goals and services.
- ❖ When IEP teams write academic learning goals for English learners with disabilities, they should consider the student's progress in their English language development as related to the state's standards for English language proficiency.

Timeline Overview

This section provides an overview regarding the process of developing an IEP. The flow chart is supplemented with brief descriptions.

IEP Flow Chart



Throughout this process Parent Contact Log, Notice of Conference, and Notice of Action should be used.

IEP Meeting Overview

Schedule Meeting

The primary purpose of an IEP team meeting is to design an education plan that meets the unique needs of a child with a disability. The parent must be invited to the meeting in order to meaningfully participate. The parent has a right to a fourteen-day notice, but the parent and the district may agree to meet sooner at a mutually agreeable date and time. The parent should be informed of his or her role as a team member. When secondary transition will be discussed, the child must also be invited to the meeting.

The parent, child (as appropriate), LEA personnel, and other IEP team members should come prepared to discuss specific information about the child's individual strengths and needs, and the type of services to be provided. The meeting format should invite open discussion that allows participants to identify and consider all the relevant needs of the child related to his or her disability.

Forms: Notice of Conference

Ensure Confidentiality

Educational records are the type of records covered under the definition of "education records" in the Family Educational Rights and Privacy Act (FERPA) (16.02.2), and there are provisions for confidentiality of these records under FERPA and IDEA.

The district must keep a record of persons who have obtained access to a child's special education records. The Record of Access form must be used to document individuals who obtain access to the child's records; however, parents and authorized district employees are not required to sign the Record of Access.

Forms: Record of Access

Develop IEP

The IEP team is responsible for planning special education services that enable the child to receive educational benefit in the least restrictive environment (LRE) based on the child's disability related needs. Services and placement decisions should be based on the individual evaluation data collected, not on the category of disability. All members of the IEP team are expected to work toward consensus regarding the services and educational placement that will be included in the child's IEP to ensure that he or she receives a free appropriate public education (FAPE). Consensus means that all members are in general agreement regarding what is written and can support the decisions made.

There are four types of IEPs with specific requirements:

- ❖ Initial - developed within thirty calendar days of the completion of the initial evaluation.
- ❖ Temporary – developed as a result of a referral for evaluation conference when the committee determines the child requires immediate intervention or diagnostic data

gathering. A temporary IEP may not exceed 60 calendar days, during which time the evaluation must be completed. Parental consent is required.

- ❖ Annual – must be developed/reviewed annually by the date of the last annual review IEP conference (365 days).
- ❖ Amended – minor revisions to the IEP may be necessary after the Annual IEP meeting for a school year. If minor changes to an IEP need to be considered, a revision or amendment to the current IEP may be made. Each district determines whether making minor changes to an IEP without a meeting is permissible district practice. The parent and the LEA may agree that minor changes can be made without an IEP meeting. A copy of the amended IEP will be provided to the parent if requested, and other team members will be notified of the changes. The annual review date does not change with an amendment. (8.07.1.40).

In the case of a transfer child, the existing IEP will be implemented with comparable services until the new LEA either adopts the existing IEP as written or develops, adopts, and implements a new IEP.

Components of the IEP

- ❖ A statement of the child's present levels of academic achievement and functional performance
- ❖ Consideration of special factors
- ❖ Input from the parent(s)
- ❖ A statement of measurable annual goals, (objectives are required for children who will take the alternate assessment)
- ❖ A description of progress toward goals
- ❖ A statement of special education, related services, and supplementary aids and services to be provided to the child (duration, frequency, location of services)
- ❖ A statement of how the child will participate in state and district-wide assessments
- ❖ Extended School Year Services
- ❖ An explanation of the extent, if any, to which the child will not participate in general education classes and activities (LRE)
- ❖ Transition services for children must be in place by the child's 16th birthday, or younger if determined appropriate by the IEP team.

Forms: Individualized Education Program

Send Notice of Action

The Notice of Action is intended to provide the parent and/or adult child with enough information so that he or she is able to fully understand the LEA's proposed action or refused action, and to make informed decisions. The Notice of Action must be written so that the parent can understand what decisions were made by the IEP Team and why. The Notice of Action should be in the parent's preferred language or mode of communication.

Form: Notice of Action ([Link to Special Education forms](#))

Provide Services

Each general education teacher, English Speakers of Other Languages (ESOL) teacher (if applicable), special education teacher, and related service provider who is responsible for implementing any portion of the IEP must have access to the IEP and be informed of his or her specific responsibilities. This includes being informed of any specific accommodations, modifications, or supports that will be provided to the child to ensure that the IEP is implemented appropriately. If training is needed for the individuals responsible for implementing the IEP, it should be conducted. Progress toward goals should be documented according to the IEP.

Annual IEP

Each child's IEP is reviewed at least annually and must be in effect at the beginning of the school year. The annual review conference date should be on or before the date that the previous IEP was developed (8.04.3.1). Notice of Action (form) must be provided after the IEP team makes a decision but prior to the implementation of changes to special education services, related services, or educational placement. In addition to the annual meeting, meetings may be held any time throughout the school year, such as when a committee member has a concern or the IEP needs to be reviewed based on the child's progress. An Annual IEP may be conducted prior to the anniversary date of the current IEP if there is new evaluation data that indicate the child's needs have changed or if the team determines the IEP needs to be reviewed/revised sooner than the annual date. If a child transfers to a district and the IEP team at the receiving district determines that substantial changes need to be made to the IEP, the Annual Review may need to be conducted prior to the anniversary date.

Annually, the LEA must provide the parents a copy of the Procedural Safeguards Notice: Your Rights Under IDEA in the parent's preferred language or mode of communication. Many districts find the annual review a convenient time to provide parent rights.

Forms: Notice of Conference, Individualized Education Program, Notice of Action ([Link to Special Education forms](#))

Note: A copy of Your Rights Under IDEA must be provided to the parent at least once each year.

RESOURCES:

- [IEP Overview](#)
- [Contents of the IEP](#)
- [When the IEP Team Meets](#)
- [Special Education for Preschoolers with Disabilities](#)

IEP Forms Step-by-Step Guidance

Notice of Conference

Parents have the right to participate in meetings related to the:

- ❖ Identification, evaluation, and educational placement of their child; and
- ❖ The provision of FAPE to their child, including IEP meetings.

It is the district's responsibility to provide parents with appropriate notice of a meeting, and use other methods to ensure parent participation in IEP meetings and other special education conferences.

Appropriate Notice of Meetings to Parents:

- ❖ Must be early enough to ensure parents have opportunity to attend;
- ❖ Must include the purpose, time, and location of the meeting;
- ❖ Must include the names of individuals who will attend the meeting;
- ❖ Must tell parents that they may invite individuals with knowledge or special expertise about their child; and
- ❖ Must include certain early childhood transition information, if appropriate.

The Notice of Conference is used by the LEA to take steps to ensure that parent(s) are afforded the opportunity to participate in the special education process. In order to meaningfully participate, the parent must be provided fourteen-day notice. The parent and the district may agree to meet sooner at a mutually agreeable date, time, and location. The parent should be informed of his or her role as a team member. When secondary transition will be discussed, the child must also be invited to the meeting. The Contact Log portion of the Notice of Conference provides documentation of the manner in which notice is provided to the parent/guardian and/or child.

Notice of Conference

Date: _____

Person(s) Receiving Notice (check one): ☐ Parent/Guardian ☐ Student

Name: _____

This notice is to inform you that a meeting regarding _____
Student's Name
will be held on _____ at _____ in _____.
(Date) (Time) (Location)

The purpose of the meeting is to (check all that apply):

- ☐ Consider a referral for special education and related services
- ☐ Conduct an Existing Data Review (EDR) as part of an initial evaluation or re-evaluation
- ☐ Determine initial or continued eligibility for special education and related services
- ☐ Develop an initial Individualized Education Program (IEP)
- ☐ Review/Revise the IEP
- ☐ Consider Extended School Year Services (ESY)
- ☐ Consider Post-secondary Transition
- ☐ Conduct a Manifestation Determination
- ☐ Consider/conduct a Functional Behavior Assessment
- ☐ Other

Guidance: Include the **date** that the notice is created. If both the parent and the child will receive the notice, each should receive a copy of the Notice of Conference. When secondary transition will be discussed, both the parent and the child must receive *separate* Notice of Conference forms. Additionally, if the parents are divorced or reside in separate residences, both parents should receive the Notice of Conference, unless a court order or State law specifies otherwise.

The child's **name** should be listed as well as the **date, time, and location** of the meeting.

The **purpose(s)** of the meeting should be indicated. When holding an Annual Review Meeting, select Review/Revise IEP in addition to any other options that may apply. *Select all that apply.* If **Other** is selected, indicate that purpose.

The following persons will attend the meeting [Name and role]:

- ☐ Parent/Guardian _____ ☐ Regular Ed /EC Teacher* _____
- ☐ Student (when appropriate) _____ ☐ Special Ed. Teacher* _____
- ☐ Individual to interpret instructional implications of evaluation results* _____
- ☐ Local Education Agency Representative* _____
- ☐ Agency Representative (s) for post-secondary transition
Agency Name _____
Agency Name _____
- ☐ Part C Representative (if applicable)** _____
- ☐ Other _____

*Required IEP Team Members

**At the request of the parents, the public agency must send an invitation to the Part C Service Coordinators or their representative at the initial IEP meeting.

The agency AND the parents have the right to invite any other participants they feel have knowledge or special expertise of the student. The determination of knowledge or special expertise shall be made by the party (parent or public agency) who invites the individual to be a participant at the meeting.

Please contact me at (insert LEA phone/email) as soon as possible to confirm your attendance, arrange alternate methods of participation (e.g., phone conference or other electronic medium) OR if unable to participate, reschedule for another time and date.

Sincerely,

Name Title Date

Notice of Conference

1

Guidance: Indicate the name of each person who will attend the meeting. If a person will be filling more than one role, include that person's name beside each of the applicable roles. The required team members are indicated with an asterisk (8.05.1.1).

The agency and the parents have the right to invite any other participants they feel have knowledge or special expertise of the child. The person who invites other participants will make the determination that the individual being invited has that knowledge or special expertise of the child (8.05.3.1).

The district must offer alternate means of participation or to reschedule the meeting if the parent is unable to participate in person (8.06.3.1). *Alternate means* includes, but is not limited to phone conference or video calls.

Once a child with a disability reaches age 18, the public agency must provide notice to both the child and the parent. The parent retains the right to notice unless severed by a court order. All other rights transfer to the child unless he or she has been determined incompetent or incapacitated by a court order (8.05.2.1; 9.07.1.1).

Student's Name: _____

October 2013
AGES 3-21

Contact Log

First Contact:	Second Contact:
mm/dd/yyyy	mm/dd/yyyy
<input type="checkbox"/> Verbal (must include all components of written notice): <input type="checkbox"/> Phone <input type="checkbox"/> Personally Presented	<input type="checkbox"/> Verbal (must include all components of written notice): <input type="checkbox"/> Phone <input type="checkbox"/> Personally Presented <input type="checkbox"/> Voice Mail
Parent/Guardian Response: <input type="checkbox"/> Will attend meeting in person (follow up with written notice and proceed with meeting) <input type="checkbox"/> Agree to less than 14 days' notice <input type="checkbox"/> Request more than 14 days' notice <input type="checkbox"/> Request alternate means of participation (follow up with written notice and proceed with meeting) <input type="checkbox"/> Agree to less than 14 days' notice <input type="checkbox"/> Request more than 14 days' notice <input type="checkbox"/> Cannot attend, please reschedule (follow up with written notice for different date/time and proceed with meeting) <input type="checkbox"/> Do not wish to attend (follow up with written notice and proceed with meeting)	Parent/Guardian Response: <input type="checkbox"/> Will attend meeting in person (proceed with meeting) <input type="checkbox"/> Request alternate means of participation (proceed with meeting through alternate means) <input type="checkbox"/> Cannot attend, please reschedule (proceed with third notice for different date/time) mm/dd/yyyy time <input type="checkbox"/> No response, and parent is not present for meeting (proceed with meeting) <input type="checkbox"/> Do not wish to attend (proceed with meeting)
<input type="checkbox"/> *Written <input type="checkbox"/> Regular mail <input type="checkbox"/> Certified Mail <input type="checkbox"/> Personally Presented <input type="checkbox"/> Fax <input type="checkbox"/> E-mail <input type="checkbox"/> Other _____	<input type="checkbox"/> *Written <input type="checkbox"/> Regular mail <input type="checkbox"/> Certified Mail <input type="checkbox"/> Personally Presented <input type="checkbox"/> Fax <input type="checkbox"/> E-mail <input type="checkbox"/> Other _____
Parent Guardian Response: <input type="checkbox"/> Will attend meeting in person (follow up with second notice and proceed with meeting) <input type="checkbox"/> Request alternate means of participation (follow up with second notice and proceed with meeting) <input type="checkbox"/> Cannot attend, please reschedule (follow up with second notice for different date/time and proceed with meeting) mm/dd/yyyy time <input type="checkbox"/> No response after seven days (follow up with second notice) <input type="checkbox"/> Do not wish to attend (follow up with second notice and proceed with meeting)	Parent Guardian Response: <input type="checkbox"/> Will attend meeting in person (proceed with meeting) <input type="checkbox"/> Request alternate means of participation (proceed with meeting through alternate means) <input type="checkbox"/> Cannot attend, please reschedule (proceed with third notice for different date/time) mm/dd/yyyy time <input type="checkbox"/> No response, and parent is not present for meeting (proceed with meeting) <input type="checkbox"/> Do not wish to attend (proceed with meeting)

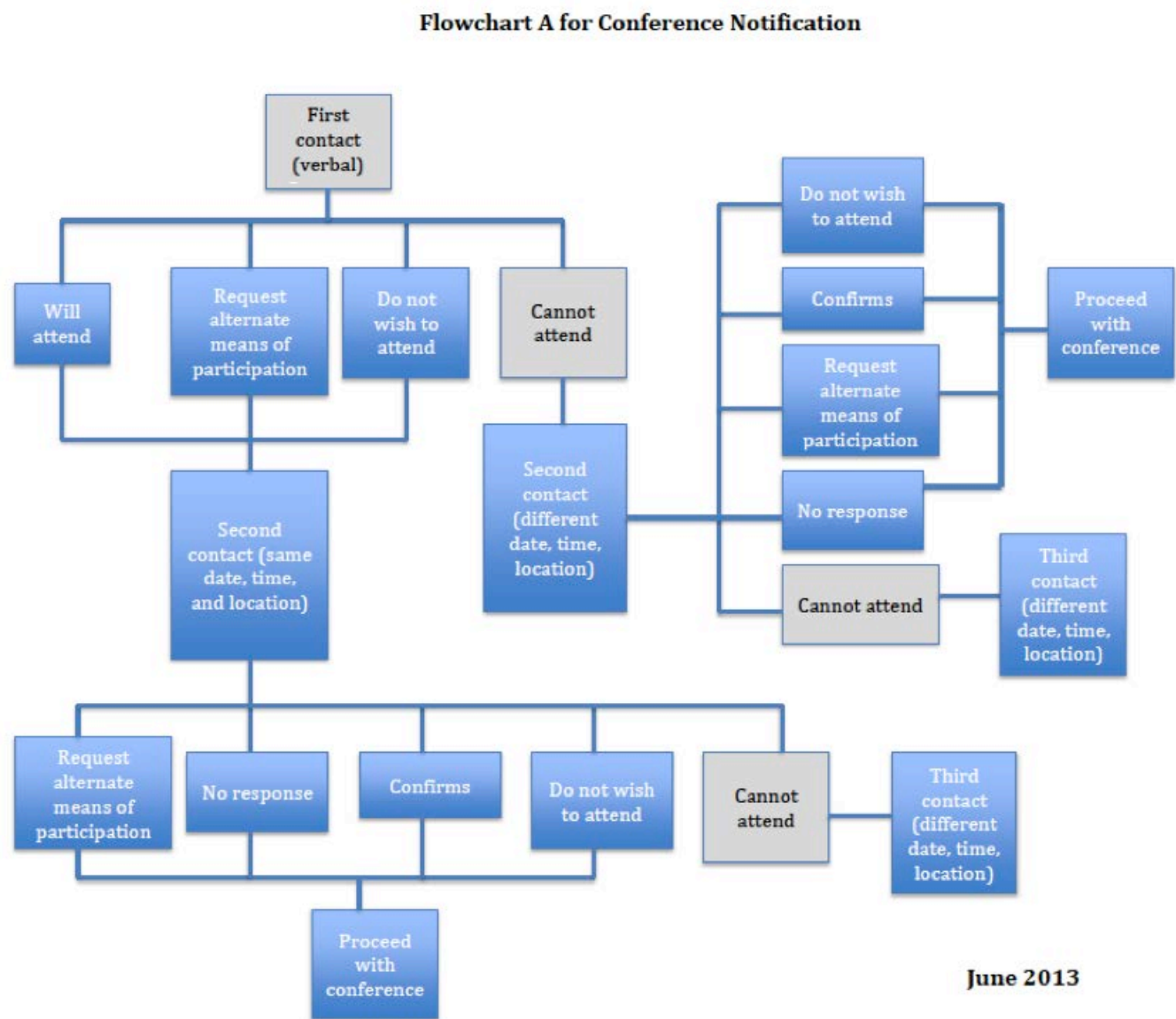
**One written notice is required for all conferences. The referral conference requires the first notice to be provided through registered mail, certified mail, or first class mail.*

Guidance: Fourteen days' notice is required unless the parent agrees to meet earlier.

There are two columns on the Contact Log, one for the **first contact** and one for the **second contact**. If verbal contact is given, everything that will be included on the written notice must be discussed. A minimum of two contacts are required and at least one written notice must be provided to the parent.

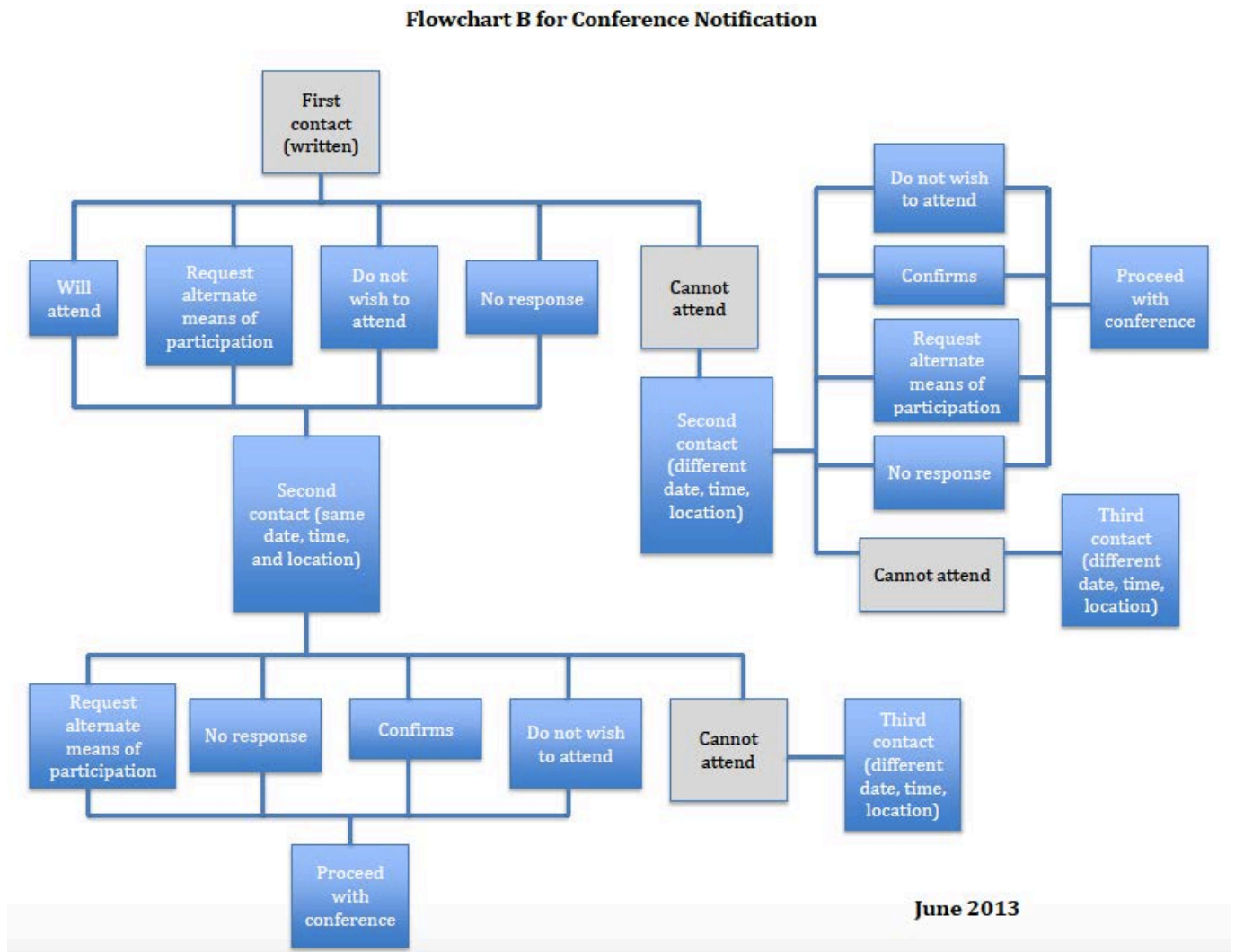
See Notice of Conference Flowchart A when the first contact is verbal. See Notice of Conference Flowchart B when the first contact is written. [Flowchart A](#) and [Flowchart B](#).

Flowchart A for Conference Notification should be used when the first contact is *verbal*.



Link to [Notification Flow Chart A](#)

Flowchart B for Conference Notification should be used when the first contact is *written*.



Link to [Notification Flow Chart B](#)

For more information regarding Notice of Conference and Contact Log, please view the Notice of Conference portion of the Prior Written Notice of Action & Notice of Conference Webinar linked on the DESE-SEU website under [Compliance Resources](#).

Record of Access

The local education agency (LEA) must have documentation of individuals that have accessed the child's educational records including the date and purpose for access (not required for parents and authorized LEA personnel).

RECORD OF ACCESS			
CHILD'S NAME: _____			
PUBLIC AGENCY: _____			
The following persons have reviewed information contained in the above-named child's special education due process file:			
NAME	POSITION	DATE	PURPOSE OF REVIEW
_____	_____	_____	_____
_____	_____	_____	_____

Guidance: The district must keep a record of persons who have obtained access to a child's special education records (16.02.2). The Record of Access form must be used to document individuals who obtain access to the child's records; however, parents and authorized district employees are not required to sign the Record of Access. If an interpreter is utilized at the meeting, the interpreter should sign the Record of Access.

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Individualized Education Program

The purpose of this document is to help provide the IEP team, consisting of school administrators, teachers, and parents with the basic framework to write an effective IEP. This document contains the major components of the IEP.

The guidance provided in this document contains information specific to these IEPs:

- School Age – No Secondary Transition
- School Age with Secondary Transition
- Early Childhood

Within this guidance document, you may click to move to age-specific sections. The links may be found in blue boxes such as the ones below.

Age Specific Section:	Early Childhood	Secondary Transition
-----------------------	---------------------------------	--------------------------------------

IEP Demographics

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)					

Guidance: While most computer-based IEP programs will have this information stored for data management purposes, reviewing it on a yearly basis will enable the IEP team to verify the demographic information with the parent and help ensure accuracy of the data.

Type of IEP

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"/>			

Guidance: Initial, Temporary, Annual, or Amended IEP.

An **initial IEP** is the first IEP developed after an initial evaluation and determination that the child is eligible for special education services (8.04.2.1).

A **temporary IEP** must include specific conditions and timelines that shall not exceed 60 calendar days. The referral team, after careful review of all child information, educational records, outside evaluation information, and child observations, determines that there is a need for immediate intervention or diagnostic data gathering, with parent consent, may initiate a temporary placement to provide special education and related services (4.05.1).

An **annual IEP** is developed at least annually and should be on or before the date that the previous IEP was developed (not to exceed 365 days).

Each child's IEP is reviewed at least annually and must be in effect at the beginning of the school year. The annual review conference date should be on or before the date that the previous IEP was developed. (8.04.3.1).

An **amended IEP** may be developed if minor changes to an IEP need to be made after the annual IEP meeting. Each district determines whether making minor changes to an IEP without a meeting is permissible district practice. The parent and the LEA may agree that minor changes can be made without an IEP meeting. A copy of the amended IEP will be provided to the parent if requested, and other team members will be notified of the changes. The annual review date does not change with

an amendment. (8.07.1.40). *When the IEP team amends the IEP, indicate the date on which the team made the amendment, but leave the Annual IEP date unchanged.*

A meeting to review/revise an IEP must be conducted when:

1. There are no procedures in place for IEP amendments
2. The parent prefers to make revisions during a meeting

Most Recent Evaluation Date: *Indicate the date of the last Evaluation/Programming Conference Decision Form/Notice of Decision or, in the case of a reevaluation when no additional testing was completed, the date of determination on the last Existing Data Review/Notice of Decision.*

Parent Rights Under IDEA and Parent's Method of Participation

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
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Guidance: *Document the parents' receipt of the Procedural Safeguards Notice: Your Rights Under IDEA in the parent's preferred language or mode of communication. Districts may choose to create a shortened URL.*

If, during the meeting, the parent is given access to the rights document via a URL, indicate that the rights were personally presented. Parent Rights should be provided/offered on a yearly basis (9.05.1.1).

NOTE: The form Documentation of Receipt of Rights Under the IDEA is no longer required.

Indicate whether the parent attended the meeting, attended through alternate means such as via telephone, or if the parent did not attend the meeting (8.05.1.1, 8.06.3.1, 8.06.4.1).

Excusal and Translation

Excusal(s): <input type="radio"/> Yes <input type="radio"/> No If yes, Name(s) of Team Member(s) Excused: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> Parent Agreement to Excusal: <input type="radio"/> Yes <input type="radio"/> No Parent 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: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
--	---

Guidance: When an IEP team member's area of curriculum or related service is not being modified or discussed at the meeting, the parent and the LEA could agree to excuse the member from all or part of the meeting; parent consent would be indicated by the parent initialing the form.

When the IEP team member's area of curriculum or related services is being modified or discussed at the meeting, the parent and the LEA could excuse the member from all or part of a meeting; parent consent would be indicated by the parent initialing the form. The member must submit, prior to the meeting, written input for the development of the IEP. The IEP team must be able to explain the written input to the parent, and the team must be able to use the information to guide committee decisions (8.05.5). While there is no specific format required for the written input, the input provided should be such that the IEP team could use it to inform the team's decisions.

Guidance: *Indicate whether the parents need written translation, and/or any spoken or sign language interpretation at the conference and, if so, the type (8.06.5.1).*

Parent/Guardian Input

☐ Parent/guardian input regarding enhancing the education of the child was considered.

Parent/guardian input:

Guidance: *Document any parent input for enhancing the education of the child.* The team should consider any concerns when addressing relevant components of the IEP. This area should not be left blank. If the child participates in the conference, include child's input as well (8.07.1.1.A).

If the parent does not attend the IEP meeting, document on the Notice of Conference Contact Log.

Parents should be encouraged to provide input regarding their child's success as well as concerns they have about their child's progress. Further, if the parent is not in attendance, but the committee is aware of the parents' concerns based on information provided through conversations, that information may be included in this section.

Parents should be allowed to provide input using their preferred language or mode of communication.

Present Level of Academic Achievement and Functional Performance (PLAAFP)

Age Specific Section:	Early Childhood <u>EC1. PLAAFP</u>	Secondary Transition <u>T1. PLAAFP</u>
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Present Level of Academic Achievement and Functional Performance	
<div style="border: 1px solid black; padding: 2px; text-align: center; width: 30px; margin: 5px auto;">A</div> <div style="border: 1px solid black; padding: 2px; text-align: center; width: 30px; margin: 5px auto;">B</div> <div style="border: 1px solid black; padding: 2px; text-align: center; width: 30px; margin: 5px auto;">C</div>	<p>A statement of the child's present levels of academic achievement and functional performance including:</p> <ul style="list-style-type: none"> - 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. - Effect of the child's disability on his/her involvement and progress in the general education curriculum - Achievement of annual goals, performance in related service areas, and a description of any significant lack of progress.

Guidance: This is a very important part of the IEP process because it lays the foundation for all of the other components. There should be a clear and direct correlation between the most recent evaluation and current assessment data, the educational needs identified, and the goals, services, and accommodations determined to be necessary for the child's progress. In developing the Present Level of Achievement and Functional Performance, the IEP team should consider the child's strengths and all aspects of the child's disability related needs:

- ❖ How the most recent evaluations relate to current functioning
- ❖ The progress the child made on previous IEP goals
- ❖ How the child is currently performing in his or her classes in areas of need, including objective statements based on current data
- ❖ How the child performed on recent statewide and district-wide assessments
- ❖ The child's skill level in nonacademic areas such as communication, fine and gross motor, behavior and socialization, including performance baseline data
- ❖ Results of transition assessment results, if appropriate

PLAAFP Components (8.07.1.1; 8.08.1):

- A) Child's strengths and needs:** *Indicate strengths of the child and describe how these strengths will support the child's participation in the general curriculum. (The statements of strengths for initial placement would be identified through the child's multidisciplinary evaluation.) Include needs in each applicable area that may impact progress, including academic, developmental, behavioral, functional needs, and English language development (for English learners). Use data sources to support the statements of strength and need.*
- B) Effect of the child's disability on involvement and progress in the general curriculum:** *Describe how the child's disability impacts his or her involvement and progress in the general education curriculum. What is the child able to do in general education settings and what supports does the child need to access general education? All*

disability related needs would be included. Goals and services would be tied to those needs.

- C) Achievement of annual goals, performance in related service areas, and a description of any significant lack of progress:** Describe what skills the child mastered during the IEP period and what, if any lack of progress was made. Include statements of skills and performance.

These PLAAFP components can be addressed in paragraph form or in bulleted format. The critical component of the PLAAFP is inclusion of skills the child has that can be built upon as well as what areas need to be accommodated or modified for the child. These statements are based on data and progress.

Age Specific Section:	Early Childhood <u>EC2. Outcomes</u>	Secondary Transition <u>T2. Transition Plan Information</u>
		Secondary Transition <u>T3. Transition Assessment Information</u>
		Secondary Transition <u>T4. Goals & Services</u>
		Secondary Transition <u>T5. Outside Agency Information</u>
		Secondary Transition <u>T6. Courses of Study</u>

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	<input type="radio"/> Yes <input type="radio"/> No	If yes, explain <div></div>
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 <div></div>
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 <div></div>
Assistive technology devices and services	<input type="radio"/> Yes <input type="radio"/> No	If yes, explain <div></div>
Positive behavioral interventions and supports and other strategies to address behavior	<input type="radio"/> Yes <input type="radio"/> No	If yes, explain <div></div>
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 <div></div>
Are there other factors that need consideration?	<input type="radio"/> Yes <input type="radio"/> No	If yes, explain <div></div>

Guidance (8.07.1.2):

- ❖ **English Learners:** Consider what supports and strategies the child will need to address English language development. English learner supports can be addressed within the general education classroom or by direct instruction within the special education program. If the child has English language development needs, those needs would be addressed in the IEP.
- ❖ **Blind/Visually Impaired:** Provide instruction in Braille and in the use of Braille unless the IEP team determines that instruction in, or the use of, Braille is not appropriate for the child. In addition to Braille, children with visual impairments may also benefit from instructional materials in Large Print, Digital, and/or Audio formats. Contact your Special Education Supervisor for additional support that can be accessed from [Educational Services for the Visually Impaired \(ESVI\)](#).
- ❖ **Communication Needs:** Consider the language and communication needs of the child. Include opportunities for direct communication with peers and professional personnel and how instruction can be designed to meet the child's needs.
- ❖ **Assistive Technology Devices and Services (AT):** Consider whether the child needs assistive technology devices (pencil grips, computers, text to speech, speech to text, magnifier, communication device, etc.) or services (AT evaluation, trials of devices, training on an AT device, etc.) to access the curriculum and/or participate to receive a free and appropriate public education. It is an IEP team decision whether or not the AT is allowed home with the child, and results of this decision may also be included here. Contact your Special Education Supervisor for additional supports available through [Easter Seals Outreach](#).
- ❖ **Positive Behavioral Interventions and Supports:** Consider how the child's behavior affects his or her learning or disrupts the learning environment of others. If Yes is checked, the team should consider writing behavior goals or developing and implementing a Behavior Intervention Plan that will address the behavior and identify how progress will be monitored. Contact your Special Education Director for additional supports available through [ArkansasIDEAS](#) (Log in, *Find Learning, Section 504 & Special Education*. Look for Functional Behavior Assessment, Behavior Intervention Plans, and more.)
- ❖ **Supplementary Aids and Services, Program Accommodations and Modifications and/or Supports for personnel in general education or other education-related settings:** Include services and supports that the child needs to be educated with nondisabled children to the maximum extent appropriate in accordance with IDEA. These supports and services should be individualized based on child needs and related to the child's disability. Supplementary aids, services, accommodations, and program modifications must be listed in the child's IEP if these services are necessary to assist the child in advancing toward attaining annual goals, to be involved and progress in the general curriculum, and to participate in extracurricular and other nonacademic activities or education-related settings with nondisabled children.
 - Accommodations may include, but are not limited to, changes in location, timing, schedule, methods of response, and presentation of

material/curriculum. Accommodations should be selected to enable a child to access the general education curriculum, but not to decrease learning expectations.

- For English learners with disabilities, the team should coordinate IEP and LPAC accommodations.
- Supplementary aids and services may include, but are not limited to, support provided by paraprofessionals, interpreters for children who are deaf or hard of hearing, and specialized equipment to help a child remain in the regular classroom.
- Program modifications may include, but are not limited to, modifications to the content and performance expectations, including the administration of assignments and/or tests (e.g., provide text in audio format when the learning expectation is for the child to decode text, reduce the number of answer choices on tests). Program modifications must be specific to the area of need for the child. Modifications reduce learning expectations.
- Supports for personnel may include, but are not limited to, specific training to ensure effective provision of appropriate services in the least restrictive environment, consultation between special education and general education personnel, and adequate planning and preparation time.

❖ **Other Factors that need consideration:** Include additional needs based on the child's disability.

Each district will determine its own process for verifying that general education teachers receive this information. If a district emails accommodation pages to general education teachers, the district is responsible for ensuring the email is secure.

Extended School Year

Extended School Year (ESY):

- ☐ ESY will be considered at a later date
- ☐ ESY is not necessary
- ☐ ESY is necessary. (Document services below).

Goal	Description of Services	Time/Amount	Frequency	Location	Begin Date	End Date

Guidance: Extended School Year (ESY) services must be considered annually and on an individual basis. An IEP team may meet to develop an IEP for a child but decide to make the ESY decision later in the school year (19.07.1).

ESY eligibility is based on an analysis of regression/recoupment data as well as consideration of additional factors (19.08.1):

- Degree (nature and severity) of the child's impairment
- Degree of regression experienced by the child (relative to IEP annual goals and short-term instructional objectives)
- Recovery/recoupment time from this regression
- Ability of the child's parents to provide the educational structure at home
- Child's rate of progress
- Child's behavioral problems
- Child's physical problems
- Availability of alternative resources
- Ability of the child to interact with nondisabled children/youth
- Area(s) in the child's curriculum, which need continuous attention
- Child's vocational (training) needs
- Whether the requested service(s) is/are *extraordinary* for the child's condition, as opposed to an integral part of a program for those with the child's condition
- Other relevant factors as determined by an IEP Team.

If a child is determined to be in need of ESY services and is found eligible, the committee will determine the goal(s) that will be addressed, direct and/or related services, amount of time (time/amount), how often it will be delivered (frequency), location, and beginning and ending date. *Each field should be completed for each goal.*

If additional data are needed, the team may reconvene at a later date to determine the need for ESY services.

Participation in Program Options, Nonacademic, and Extracurricular Activities

Participation in Program Options, Nonacademic, and Extracurricular Activities

The district assures that this child will have an equal opportunity to participate in program options, nonacademic and/or extracurricular activities and services offered by the district.

Guidance: Children with disabilities have equal access to nonacademic and extracurricular activities (8.07.1.3.B).

Annual IEP Goals

<input type="checkbox"/> IEP Goals without Objectives <input type="checkbox"/> 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 : <input type="checkbox"/> Curriculum-Based Assessment <input type="checkbox"/> Teacher/Text Test <input type="checkbox"/> Student Conferences <input type="checkbox"/> Portfolios <input type="checkbox"/> Scoring Rubrics <input type="checkbox"/> Observation Charts <input type="checkbox"/> Work Samples <input type="checkbox"/> Grades <input type="checkbox"/> Checklists <input type="checkbox"/> Other (specify):	

Guidance: IEP team members must be knowledgeable in the Arkansas Academic Standards for the grade level in which the child is enrolled as well as the established behavioral and functional expectations for the child's grade and age. If the student is an English learner, someone on the team should be knowledgeable in the Arkansas English Language Proficiency standards. Goals should be written to help narrow any gaps between the grade level expectations and the child's current level of performance. Measurable annual goals provide the basis for instruction, describing what a child needs related to his or her disability. There must be a direct relationship between the needs identified in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) and the annual goals. Goals must be meaningful and measurable in order to be used for decision-making (8.08.1.2).

- ❖ An annual goal is meaningful when the expectation is reasonable, the skill or knowledge the goal represents is necessary for success in school, and the IEP team believes the accomplishment of the goal is important.
- ❖ A goal is measurable when it reflects a skill or behavior that can be observed and recorded in some manner. A goal should describe what a child can be reasonably expected to accomplish within a year.
- ❖ Each academic goal should align with the Arkansas Academic Standards for the grade in which the child is enrolled. IEP teams should ensure that each goal is individualized based on the child's needs and not be a restatement of an academic standard.
- ❖ Measurable goals contain the following components: behavior, condition, criteria, and timeframe. (Information related to the writing of standards-based IEPs and IEP goals may be found on the DESE Special Education website under [Standards-Based IEPs](#).)

The IEP, through its goals, sets the general direction to be taken for implementing the IEP and determining progress. The IEP goals focus on addressing the academic achievement needs and functional performance needs resulting from the child's disability that interfere with learning and educational performance.

Children may have multiple academic, behavioral, and/or functional goals. *Indicate the*

number of the goal and the goal area such as literacy, mathematics, behavior, etc. Each goal should be written to enable the child to be involved in and make progress in the general education curriculum or to meet other educational needs that result from the child's disability.

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

Guidance: Progress Reports must be provided to the parents at each grading/progress period, as scheduled by the district. *Indicate how the child's progress on each of the annual IEP goals will be measured* (8.08.1.9).

When completing the progress report section, it is important to explain to the parents the method used for progress monitoring. This allows them to make their own determination as to whether the amount of progress will allow the child to achieve the goal within the period of the IEP.

Indicate the date for which you are reporting, the progress of each annual IEP goal, and the status of each goal. Progress should be documented numerically using a percentage, numerical value, or other calculation method such as words per minute for oral reading fluency. Status should be documented using the following key:

- C = Continued
- D = Discontinued
- M = Mastered
- N = Not initiated

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:
Date Annual Goal Mastered:	
Objectives: Required for students who take alternate assessments; optional for all other students	
1.	
2.	
3.	
4.	
5.	

Guidance: IEP team members must be knowledgeable in the Arkansas Academic Standards for the grade level in which the child is enrolled as well as the established behavioral and functional expectations for the child's grade and age. Goals should be written to help narrow any gaps between the grade level expectations and the child's current level of performance. Measurable annual goals provide the basis for instruction, describing what a child needs related to his or her disability. There must be a direct relationship between the needs identified in the present levels of academic achievement and functional performance (PLAAFP) and the annual goals. Goals must be meaningful and measurable in order to be used for decision-making.

- ❖ An annual goal is meaningful when the expectation is reasonable, the skill or knowledge the goal represents is necessary for success in school, and the IEP team believes the accomplishment of the goal is important.
- ❖ A goal is measurable when it reflects a skill or behavior that can be observed and recorded in some manner. A goal should describe what a child can be reasonably expected to accomplish within a year.
- ❖ Each academic goal should align with the Arkansas Academic Standards for the grade in which the child is enrolled. IEP teams should insure that each goal is individualized based on the child's needs and not be a restatement of an academic standard.

The IEP, through its goals, sets the general direction to be taken for implementing the IEP and determining progress. The IEP goals focus on addressing the academic achievement and functional performance needs resulting from the child's disability that interfere with learning and educational performance.

Children may have multiple academic, behavioral, and/or functional goals. *Indicate the number of the goal and the goal area such as literacy, mathematics, behavior, etc.* Each goal

should be written to enable the child to be involved in and make progress in the general education curriculum or to meet other educational needs that result from the disability.

When the goal has been mastered, indicate the date of mastery.

Short-term objectives or benchmarks are steps designed to assist the child in reaching the annual goal. Objectives or benchmarks are required for children who will take alternate assessments, but may be used with other children (8.08.1.3). One goal may have multiple objectives.

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

Goal Progress											
Date	Progress	St.	Date	Progress	St.	Date	Progress	St.	Date	Progress	St.
		▼			▼			▼			▼

Guidance: Progress Reports must be provided to the parents at each grading/progress period, as scheduled by the district. *Indicate how the child's progress on each of the annual IEP goals will be measured* (8.08.1.9).

When completing the progress report section, it is important to explain to the parents the method used for progress monitoring. This allows them to make their own determination as to whether the amount of progress will allow the child to achieve the goal within the period of the IEP.

Indicate the date for which you are reporting, the progress of each annual IEP goal, and the status of each goal. Progress should be documented numerically using a percentage, numerical value, or other calculation method such as words per minute for oral reading fluency. Status should be documented using the following key:

- C = Continued
- D = Discontinued
- M = Mastered
- N = Not initiated

Objective Progress (optional)															
Number	Date	Progress	St.	Date	Progress	St.	Date	Progress	St.	Date	Progress	St.	Date	Progress	St.
			▼			▼			▼			▼			▼
			▼			▼			▼			▼			▼
			▼			▼			▼			▼			▼
			▼			▼			▼			▼			▼
			▼			▼			▼			▼			▼

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

Guidance: Progress Reports must be provided to the parents at each grading/progress period, as scheduled by the district.

For children whose IEPs have objectives, the number of the objective should be indicated in the first column. When completing the progress report section, it is important to explain to the parents the method used for progress monitoring. This allows parents to make their own determination as to whether the amount of progress will allow the child to achieve the goal within the period of the IEP.

Indicate the date for which you are reporting, the progress of each annual IEP goal, and the status of each goal and associated objectives. Progress should be documented numerically using a percentage, numerical value, or other calculation method such as words per minute for oral reading fluency. Status should be documented using the following key:

- C = Continued
- D = Discontinued
- M = Mastered
- N = Not initiated

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"/>

Guidance: Children must be educated in the least restrictive environment (LRE) with non-disabled peers to the maximum extent possible (8.08.1.4).

The Schedule of Services is used to document the Special Education Services the child receives. It is not used to specify the child's daily schedule.

Type of Service(s):

- **Co-taught services:** The child receives primary instruction from both a general education teacher and a special education teacher within the general education classroom. The two teachers co-plan, co-instruct, and co-assess; they have an equal partnership (17.06).
 - Specify the area (e.g. literacy, math). Indicate the time/amount, frequency, and setting for each co-taught area.
- **Indirect:** The child receives instruction in the general education classroom by the general education classroom teacher in consultation with the special education teacher (17.05). A child can receive indirect services in one subject area and direct services in another. (e.g. indirect math 30 min per week and co-taught or resource reading 200 min week)
 - Specify the area (e.g. literacy, math).
- **Direct Instruction:** The child receives instruction from a special education teacher inside or outside of the general education classroom.
 - Specify the area (e.g. literacy, math). Indicate the time/amount, frequency, and setting for each area.
- **Speech/Language** services can either be a stand-alone Special Education Service (meaning a child who is identified only as having a Speech/Language Impairment) or a Related Service (meaning a child whose primary disability is other than Speech/Language Impairment). This section of the IEP pertains to a stand-alone service, but the district may choose to document the services in both the special education services section and related services section of the IEP. In that case, care should be taken in not adding both sets of minutes together when calculating LRE.

- Indicate the time/amount, frequency, and setting for speech/language services.

- **Other:** This could include the integrated classroom (17.08), transition classroom, vocational instruction, work experience, etc.

Early Childhood Guidance:

- If the IEP team determines that a child receiving Early Childhood services will receive services in a setting other than the general education setting or the special education setting, *Other* should be marked as the Setting, and the team should indicate where the services will be provided.

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"/>

Guidance: IEP teams should indicate if related services are required for a child with a disability to benefit from his or her special education services. If the child does not require Related Services, indicate None Needed. If the child does require Related Services, indicate the services that the child will receive and the time/amount, frequency, and setting of each Related Service. The time and frequency options are listed in a variety of ways so the IEP team can select the best way to document what the child needs for that particular special education service. For example, the team could document 1 Session/2X/ Month for Counseling services, which would indicate that the child would have two counseling sessions per month. Or, the team could document Co-taught math: one Period/ 4X/ Week, in the Regular Classroom if the special education teacher will be in the co-taught classroom four days each week. The team could document Speech: 20 Minutes/ 3X/ Week in the Regular Classroom if the SLP will be providing services in the general education classroom three times during the week.

NOTE: The services documented and provided must be based on child need (8.08.1.4).

- **Speech/Language** services can either be a stand-alone service (meaning a child who is identified only as having a Speech/Language Impairment) or a related service (meaning a child whose primary disability is other than Speech/Language Impairment); this section of the IEP pertains to related services, but the district may choose to document the services in both the special education services section and the related services section of the IEP. In

that case, care should be taken in not adding both sets of minutes together when calculating LRE.

- ❖ **Related Services** may include a variety of services. The options provided in the drop-down menu were taken largely from language in IDEA, but also include service types that are common in Arkansas Schools.

Least Restrictive Environment Considerations

Age Specific Section:	Early Childhood	
	<u>EC3. Placement Continuum</u>	
	Early Childhood	
	<u>EC4. Least Restrictive Environment</u>	

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.
- ☐ A more structured 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? ☐ Yes ☐ No

If no, is the placement as close as possible to the child's home? ☐ Yes ☐ No

If no, explain why the IEP requires other arrangements:

Guidance:

- A)** Consider whether the child is removed from the general education environment at any time during the school day. A child receiving only indirect or only co-taught services will be participating in the general education environment 100% of the day (8.08.1.5).
- B)** Specify the reasons that would prevent the child from receiving services in the general

education setting. More than one box could be checked (8.08.1.5).

- c)** *If the child is attending his or her home school, mark the box yes. If the child is not attending his or her home school, mark the box no, indicate whether the placement is as close as possible to the child's home, and explain why such an arrangement is required (13.03.2.3).*

Continuum of Placements

D

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.

Continuum of Placement:

<input type="checkbox"/> Regular Class with Indirect Service (RG)	<input type="checkbox"/> Regular Class 80% or more (RG)
<input type="checkbox"/> Regular Class 40% to 79% (RR)	<input type="checkbox"/> Regular Class Less Than 40% (SC)
<input type="checkbox"/> School-based Day Treatment	<input type="checkbox"/> Special Day School
<input type="checkbox"/> Residential School	<input type="checkbox"/> Hospital Program
<input type="checkbox"/> Homebound Instruction	

E

Amount of time IN general education setting: % of time per week

Guidance (13.02.2):

- D)** The least restrictive environment determination is calculated by dividing the amount of time the child is in the general education setting by the total amount of time in the school day. Districts determine what constitutes a school day; the school day can include the time from the first bell in the morning to the end of the day if the child is with nondisabled peers during lunch, passing times, recess, etc. Special education services provided within the general education environment such as co-taught services count as time in the general education environment. Special education services and related services (including Occupational Therapy, Physical Therapy, and other related services) that are provided in a special education setting count as time outside the regular education classroom in the LRE calculation. If a child is working at a job site off campus during part of the instructional day in an environment with non-disabled peers, that time would not count as time outside the regular education classroom in the LRE calculation. However, if the child is working in a setting with only individuals with disabilities, that time would count as time outside the regular classroom in the LRE calculation. On the Schedule of Services, you could list Work Experience under Other. Under Setting, you could click Other, and put Job Site or the specific setting. Check with your [Transition Consultant](#) for forms you can use to ensure that parents understand these services.

Examples of continuum of placement:

- Regular Class 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
- Homebound Instruction

E) Amount of time IN general education setting

- *Indicate the percentage calculated above.*

The amount of time under Schedule of Services isn't necessarily the same amount of time that is used in the LRE calculation.

Assessment Decision

Age Specific Section:	Early Childhood IEP does not contain Assessment Decision or Alternate Pathway to Graduation	
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Assessment Decision
<p>1. Can the child participate in regular statewide and districtwide required assessments?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>A. List accommodations needed (if any) consistent with IEP and general test administration guidelines.</p> <p><input type="checkbox"/> None needed</p> <p><input type="checkbox"/> Accommodations needed: <input type="text"/></p> <p>2. If the child will participate in the Arkansas Alternate Assessment Program, has the IEP team considered the guidelines for participation in alternate assessment?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>A. If the child will participate in the Arkansas Alternate Assessment Program, provide a statement of why the child cannot participate in regular assessment.</p> <div style="border: 1px solid black; height: 200px; width: 100%;"></div> <p>I understand that my child will be assessed with the statewide alternate assessment based on alternate achievement standards.</p> <p>Parent Signature: _____</p>

Guidance:

1. The team will determine whether the child will participate in the regular administration of the statewide and districtwide required assessments. The standard (general) statewide assessment for grades three through ten is the ACT Aspire. (See the [DESE Assessment Unit's website](#) for information regarding additional statewide assessments.) *Mark Yes if the*

student will take the standard (general) statewide assessment and any required districtwide assessments. Mark No if the student will participate in the Alternate Assessment.

- a. Accommodations that are necessary to measure the academic achievement and functional performance of the child on statewide and districtwide assessments must be included. These accommodation decisions must be made on an individual basis. Only approved accommodations may be listed. An accommodation may not be used solely during assessments, and the child must be provided the selected accommodations during instruction periods that necessitate their use (8.08.1.6).
 - b. Any accommodation used for assessment must also be used on a regular basis in the classroom. These classroom accommodations should be listed in the Special Factors section of the IEP.
2. In determining if a child should participate in alternate assessment, the IEP team should use the Arkansas Alternate Assessment Participation Manual which contains the criteria for participation. The Arkansas participation criteria was updated in April 2020 to include much more specific indicators. For example, the student must have a significant cognitive disability, meaning the student has a disability or multiple disabilities that significantly impact intellectual functioning (IQ scores typically below 55 or 3 or more standard deviations below the mean) and adaptive behavior (scores typically two to three standard deviations below the mean in two or more areas) plus additional indicators. If the IEP team determines that the child meets the criteria, the team will then determine whether or not the child will participate in the alternate assessment. Children in Arkansas will participate in either all standard statewide assessments or all alternate assessments.
 - a. *The team should provide a statement explaining why the child will not participate in the regular assessment (8.08.1.7).*
 - b. *The team should indicate which, if any, accommodations will be required for the online alternate assessment.*

The parent must be made aware that the child will not participate in the regular assessment and any potential effects of this decision. The parent's awareness must be indicated by having the parent sign this section.

Note: According to federal regulations, all children will participate in statewide assessment, either regular assessment or alternate assessment. IEP teams should indicate on a child's IEP which statewide assessment he or she will participate in, never that the child is exempt from statewide assessment. This also applies to the English proficiency test for English learners; IEP teams may not indicate that the student will not participate in the English proficiency test.

Alternate Pathway to Graduation

Alternate Pathway to Graduation

☐ Not Applicable: Student does not meet the criteria as having the most significant cognitive disability and/or the student will not be entering a grade level listed below. **If NA, do not complete the remaining portion pertaining to the Alternative Pathway to Graduation.**

Please complete the following for students with the most significant cognitive disabilities who will be in the grades indicated below:

2019-20 Ninth graders
2020-21 Ninth and tenth graders
2021-22 Ninth, tenth, and eleventh graders
2022-23 All high school students

Beginning with the 2019-20 school year, IEP teams must determine whether a student with the most significant cognitive disability should follow the general pathway to graduation or the alternate pathway to graduation. The alternate pathway is only available to students with the most significant cognitive disabilities who participate in the alternate assessment in high school.

- ☐ My child will participate in the alternate pathway to graduation and the high school transcript will indicate this pathway. (Courses on this alternate pathway will not transfer to the general pathway.)
- ☐ My child will participate in the general pathway to graduation.
- ☐ My child will work toward a certificate (e.g. Certificate of Attendance or Certificate of IEP Goals being met), not a standard diploma.

Projected Graduation Year:

Parent/Guardian Signature: _____

Student Signature: _____
(Student signature required if student has reached the age of majority and parent has not obtained guardianship)

Guidance: The Alternate Pathway to Graduation is intended to positively affect teaching and learning for students with the most significant cognitive disabilities. This pathway will have a rolling implementation beginning with ninth graders in 2019-20 and adding one grade level per year:

- 2019-20: Ninth graders
- 2020-21: Ninth and tenth graders
- 2021-22: Ninth, tenth, and eleventh graders
- 2022-23: All high school students

In order to participate in this pathway to graduation, the student must meet the criteria for and participate in the state's alternate assessment. The student must have a significant cognitive disability, meaning the student has a disability or multiple disabilities that significantly impact intellectual functioning (IQ scores typically below 55 or 3 or more standard deviations below the mean) and adaptive behavior (scores typically two to three standard deviations below the mean in two or more areas). Adaptive behavior is defined as behaviors essential for someone to live independently and to function safely in daily life. In addition to having a significant cognitive

disability, the student must meet the following criteria for participation in the alternate assessment and alternate pathway to graduation:

- Goals listed in the IEP are aligned with grade-level content standards and address knowledge and skills that are appropriate and challenging for this student.
- The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

In order to graduate by participating in this pathway, the student must meet the requirements set forth [here](#). Students participating in this pathway may also obtain required credits in lesser restrictive settings such as general education classes or resource classes.

If a student participates in the alternate pathway to graduation in ninth grade but transfers to the general pathway later, the credits earned on the alternate pathway will not count toward fulfilling graduation requirements for the general pathway. However, if a student participates in the general pathway to graduation in ninth grade but transfers to the the alternate pathway later, those credits earned in the general pathway will count as credits for the alternate pathway.

IEP teams should make the graduation pathway decision beginning during the student's eighth grade year. IEP teams should ensure that the parent understands the implications of the alternate pathway to graduation and that graduating through this pathway may limit post-secondary career and/or educational opportunities.

Note: A student who participates in the alternate assessment is not required to participate in the alternate pathway to graduation. An IEP team may determine that a student who participates in the alternate assessment should graduate by fulfilling graduation requirements for the general pathway.

The Alternate Pathway to Graduation field is included on both the school-age and post-secondary transition IEPs; however, this field does not need to be completed until the student's eighth grade year (and subsequent years).

If the student does not meet the criteria as being a student with the most significant cognitive disabilities, or if the student is a student with the most significant cognitive disabilities but is not in a grade level in which this decision must be addressed, mark *Not Applicable* at the top of the field. If *Not Applicable* is marked, it will not be necessary to complete the rest of the Alternate Pathway to Graduation field.

Parent Survey and Provision of IEP

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

Guidance: Parent Survey: The survey is offered annually in paper format (scan form) or online. The district will mail the paper surveys to the IDEA Data and Research Office. (The district should use the original scan forms and not make photocopies.) If the parent completes the online survey, the IDEA Data and Research Office automatically receives the results. N/A would be selected only if the survey had been presented to the parent at a previous meeting that year. *Indicate whether the Parent was provided the survey.*

Provision of IEP: Parents are required to receive a copy of their child's IEP (8.06.6).

Indicate the method used to provide a copy of the IEP to the parent.

Team Participant Signatures

Team Participant Signatures	
	Parent(s)
	Special Education Teacher
	General Education Teacher
	Local Education Agency Representative
	Individual to Interpret Instructional Implications of Evaluation Results
	Student
	Other :

Guidance (8.05.1.1): Signatures indicate participation in the development of the IEP and attendance at the meeting. If parent(s) were unable to attend the meeting, document the methods used to ensure parent participation on the Notice of Conference Contact Log.

The team must include the following:

- Parent(s)/Guardian
- At least one of the child's special education teachers
- At least one of the child's general education teachers
- A district representative who is knowledgeable about the services and resources available
- Individual to Interpret Instructional Implications of Evaluation Results
- Child, if appropriate
 - If the child is of transition age, the child should be a member of the IEP team.
- *Other* may be any individuals who have knowledge or special expertise regarding the child, including related services personnel or outside agencies, as appropriate.

Note: One individual may fulfill multiple roles. This individual should sign by each role he or she is fulfilling.

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

Name:	<input type="text"/>	ID#:	<input type="text"/>	Date of Birth:	<input type="text"/>
Age:	<input type="text"/>	Grade:	<input type="text"/>	Local Education Agency:	<input type="text"/>
Medicaid Number:	<input type="text"/>				

Guidance: This contains information specific to the individual child. The Medicaid number can be located on the child's Medicaid (ArKids) card.

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)

Guidance: The parent's signature indicates his or her consent to access Medicaid.

Regardless whether the parent gives consent to access Medicaid, mark yes or no whether the child is covered with private insurance.

**Parental Consent to Release Personally Identifiable Information
Third Party Liability Section***

*This section should only be completed if the student is covered by private insurance.

Information Related to Billing Third Party Insurance:

Title 42 Code of Federal Regulations (CFR), Part 433, Subpart D, Third Party Liability, requires that all third party sources must be utilized before reimbursement can be made by Medicaid. Part B of the Individuals with Disabilities Education Act (IDEA) prohibits a public agency from requiring parents, where they would incur a financial cost, to use insurance proceeds to pay for services that must be provided to a child with disabilities under the "free appropriate public education" requirements of these statutes. IDEA does not create exceptions to Title 42 CFR, Part 433, Subpart D. All Medicaid providers, including school districts, should attempt to exhaust third party liability prior to making claims to Medicaid.

Please check one of the following:

- ☐ I do NOT give permission to the school district to bill my private insurance for healthcare services delivered in the school.
☐ I give permission to the school to bill my private insurance for healthcare services delivered in the school.

Private Insurance Information:

Insurance Company:	<input type="text"/>
Address:	<input type="text"/>
Phone:	<input type="text"/>
Name of Policy Holder:	<input type="text"/>
Policy Holder Date of Birth:	<input type="text"/>
Social Security Number:	<input type="text"/>
Policy Number:	<input type="text"/>
Group Number:	<input type="text"/>

Parent or Guardian Signature: _____ Date:

Guidance: Only complete if parent gives consent to bill private insurance.

Notice of Action (if applicable)

A Notice of Action is written notification that is provided to ensure that a parent understands the special education and related services, which a Local Education Agency (LEA) has proposed or refused to provide to a child. Notice of Action is required under specific circumstances when the district proposes to begin or change the identification, evaluation or placement of a child or the provision of a Free Appropriate Public Education (FAPE). The Action proposed or refused by the district is most often the result of decisions made in an IEP Team Meeting. The parent is notified of the actions proposed or refused by the district, and allowed a reasonable time to exercise his or her due process rights under IDEA should he or she disagree with the decision before the action is to be implemented. The Notice of Action should be provided in the parent's preferred language or mode of communication.

Notice of Action helps ensure that the parent is included in and aware of the decisions that impact his or her child. It also helps ensure that there is careful consideration of all factors relevant to the proposed or refused actions before any changes are implemented.

Notice of Action is required under the following circumstances:

Evaluation/reevaluation

- Initial evaluation
- Collection of new data for reevaluation
- Determination of eligibility upon completion of an initial evaluation or reevaluation
- Eligibility issues
- Refusal to conduct an evaluation

Educational Placement

- Initial Educational placement for special education
- Any change in educational placement
- Graduation with a regular diploma
- Disciplinary removal for more than 10 consecutive school days
- Disciplinary removal to an Interim Alternative Educational Setting (IAES) for not more than 45 school days
- A series of disciplinary removals that constitute a pattern of removals
- Termination of special education and related services

Provision of FAPE

- After IEP has been proposed by the LEA
- Change in services
- Change in accommodations/modifications
- Change in how a child will participate in statewide and district-wide assessments
- Change in annual goals or an existing IEP
- Dismissal of services
- Revocation of services

[\(return to table of contents\)](#)

What Circumstances Require Notice of Action?

	YES	NO
Identification		
Screening		x
Teacher Assistance Team		x
Intervention Strategies		x
Evaluation		
Collection of new data for initial and reevaluation	x	
Evaluation of progress on the annual goals		x
Administration of state or school wide assessments		x
Independent Education Evaluation (IEE)		x
Determination of Eligibility upon completion of an initial evaluation or reevaluation	x	
Eligibility issues	x	
Refusal to conduct an evaluation	x	
Educational Placement		
Initial educational placement into special education	x	
Relocation of the special education program		x
Any change in educational placement	x	
Termination of special education and related services	x	
Transfer of student to another school or district		x
Graduation with regular diploma	x	
Disciplinary removal for more than 10 consecutive school days	x	
Disciplinary removal for NOT more than 10 consecutive school days		x
Disciplinary removal to an IAES for not more than 45 school days	x	
Series of disciplinary removals that constitute a pattern of removals	x	
Provision of FAPE		
Deletion or addition of a related service	x	
Change in annual goals on an existing IEP	x	
Significant increase or decrease in special education or related services	x	
Change in how a student will participate in statewide and district wide assessments	x	
Refusal to increase or decrease a related service	x	

Notice of Action				AUGUST 2017
Notice of Action must be given before our district takes certain actions.				
Name:	<input style="width: 95%;" type="text"/>	ID#:	<input style="width: 95%;" type="text"/>	Age:
Grade:	<input style="width: 100%;" type="text"/>	School/Site:	<input style="width: 100%;" type="text"/>	
Parent/Guardian:	<input style="width: 100%;" type="text"/>	Date Provided:	<input style="width: 100%;" type="text"/>	
Method of Provision:			<input type="checkbox"/> In person <input type="checkbox"/> By mail <input type="checkbox"/> E-mail	

Guidance: While most computer-based programs will have this information stored for data management purposes, reviewing demographic information as a team will help ensure accuracy of the data.

Indicate the **date** notice was **provided** to the parent and the method used to provide parent notice. There is no specific timeline for which Notice of Action must be provided to the parent. The notice should be provided within a reasonable time of the decision for which the notice is based on, and it is up to the LEA to determine what is reasonable. In general, seven days would be considered reasonable notice before implementing the action proposed. The date the notice is provided (which should be entered in the **Date Provided** section) will affect timelines. The sooner the notice is provided, the sooner the action proposed on the Notice of Action can be implemented.

Indicate the method used to provide parent notice.

Special Circumstances:

- A child who has reached the Age of Majority (age 18) will receive a Notice of Action. If the child is 18, provide a copy to the parent and the child. (It is up to the district as to how this is documented.)
- If the parent of an eighteen-year-old does not obtain legal guardianship, all rights granted to the parent under Part B transfer to the child, which means the child would become the educational decision maker.
- In situations where the parents of a child are divorced, the parental rights established by the Individuals with Disabilities Education Act (IDEA) apply to both parents, unless a court order specifies otherwise.
- Any person acting as the parent for IDEA purposes and any person with education rights receives a copy of the Notice of Action.

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

Guidance: Select actions being proposed, refused, or both. Select the description of the action by checking the appropriate box so it is understandable what action the LEA is proposing or refusing.

Box A represents actions that require consent from the Parent/Guardian. Parents must sign to indicate their consent before any of these actions or timelines begin. Parent consent indicates immediate implementation of the action being proposed.

Box B represents actions that DO NOT require consent from the Parent/Guardian. Parents have a right to agree that the proposals or refusals in Box B can take place immediately, or they can decide they want time to consider the proposals or refusals that were discussed at the meeting. When a parent agrees to immediate implementation, the box next to this statement must be indicated in Box B. If the box is not checked, the district should wait 7 days before implementing the change.

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Explanation of Action: (The reason(s) for the proposal or refusal): <input style="width: 100%; height: 20px;" type="text"/>
Basis for the Action: (A listing or attached description of each evaluation procedure, assessment, record or report used as a basis for the action): <input style="width: 100%; height: 20px;" type="text"/>
Options Considered and Reasons Rejected: (option(s) considered by the IEP team and reason(s) for rejection) <input style="width: 100%; height: 20px;" type="text"/>
Other Factors Relevant to the Action: <input style="width: 100%; height: 20px;" type="text"/>

Guidance: Information documented in this section should describe decisions. The statements should be detailed enough for a parent or other team member who may not be present at the meeting to completely understand the decisions that were made, why the team made the decisions, and what the basis for the decisions was. The language used on the Notice of Action must be easily understood by the parent or guardian.

1. **Explanation of Action:** (What was decided?) Explain in clear, concise language the specific action proposed or actions that were changed or refused. State the reasons why the actions were taken or refused. In this case, the action should reference initial evaluation.
2. **Basis for the Action:** (How was it decided?) Provide supporting evidence used in determining actions or refusal of actions. A question to consider is, "What data were used to make the decision?" See examples on DESE Special Education website under [Notice of Action Examples](#).
3. **Options Considered and Reasons Rejected:** (Why was it decided?) State clearly each option or item the team considered as they reached decisions. Then state why these options were chosen. This should not be left blank; N/A is not an appropriate response.
4. **Other Factors Relevant to the Action:** Indicate any additional factors that are relevant to the actions proposed and refused. This should not be "N/A." See examples on the DESE Special Education website under [Notice of Action Examples](#).

Informed Consent

Pertains to Box A Only

I understand the purpose(s) for which my consent is being requested. I understand that giving consent for the above stated purpose(s) is voluntary on my part and may be revoked at any time. A copy of "Information Regarding Consent" which explains protections that are specific to informed consent under the procedural safeguards of Part B of the Individuals with Disabilities Education Act (IDEA) may be accessed at:

https://arksped.k12.ar.us/rules_regs_08/RevisionstoRulesandRegulationJuly2010/INFORMATION%20FOR%20PARENTS%20REGARDING%20CONSENT.pdf

Parent/Guardian/Student Signature: _____

Date:

Guidance: If an item in Box A of the first page of the Notice of Action is proposed, parents must grant consent before the action can occur. The consent also begins the timelines for evaluation (if that is the proposed 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_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)

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

Name: <input type="text"/>	Phone Number/Email: <input type="text"/>
Name: <input type="text"/>	Phone Number/Email: <input 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 type="text"/>	Phone Number/Email: <input type="text"/>
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Guidance: A copy of Procedural Safeguards, (Your Rights Under IDEA), must be provided to the parent/adult child at the following times:

- One time per school year
- Initial referral
- Receipt of first state complaint and receipt of due process complaint
- The date the decision is made to make a removal that constitutes a change of placement because of a violation of a code of child conduct
- Upon request by a parent

Procedural Safeguards must be provided in the parent's preferred language or mode of communication.

Listed names:

1. The purpose of listing this name is to provide the parent with a contact in case they do not understand their due process rights. List a district-level special education contact with his or her contact information.
2. List a second person the parent could call if they have questions about their rights. The DESE-SEU staff should not be listed as the DESE number is already provided.
3. List a campus-level special education contact. This may be a case manager or a campus designee. The purpose of listing this name is so parents can have specific questions answered regarding their child's services noted on the Notice of Action.

The IEP team meeting requires the following forms ([Link to Special Education forms](#)):

- ❖ Notice of Action
- ❖ IEP

Other forms that may be used ([Link to Special Education forms](#)):

- ❖ Record of Access
- ❖ Notice of Action
- ❖ Your Rights Under IDEA
- ❖ Additional forms based on student need

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Early Childhood Section

Early Childhood IEP Guidance

(Use this IEP form for children ages 3-5)

The form designated for the Early Childhood IEP integrates the Early Childhood Outcomes Process (COS) into the IEP process. As teams complete the IEP with the COS Process embedded in the IEP form, they must be sure they are addressing all components of both the Outcomes process and the IEP process. This includes:

1. Required team members
2. Basing decisions on evaluation data
3. Identifying the child's strengths and needs
4. Rating the child in each outcome area
5. Developing functional and academic goals to address the child's needs

Any assessments should be provided and administered in the child's preferred language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so.

Outcomes Guidance and Definition

The first step in determining outcomes is to consider the following definitions which explain the differences between Outcome areas and Developmental areas: (This information was retrieved from the Early Childhood Technical Assistance Center <http://ectacenter.org/eco/pages/faqs.asp>)

What is a functional outcome?

Functional outcomes describe children's mastery and appropriate application of behaviors, knowledge, and skills in a meaningful way in their everyday lives. The three child outcomes refer to actions that children need to be able to carry out and knowledge that children need to use in order to function successfully across a variety of settings. To be successful in these settings, it is important for children to be able to, for example, get along with others, follow the rules in a group, continue to learn new things, and take care of their basic needs in an appropriate way. Ultimately, achieving these outcomes will help children thrive at home, in school, and in many settings throughout their communities.

How are the functional outcomes different from domains?

Many assessment tools examine children's development in domains. Domains describe children's skills and abilities within areas of development such as social, fine motor, gross motor, cognitive, and language. The skills and abilities described by domains are a necessary but

not sufficient component of functioning within the routines and activities of early childhood like toileting, feeding, and playing with peers. Functioning within these routines and activities requires the integration of skills across the various domains. For example, playing with peers requires a social desire to play with peers; expressive communication to initiate, maintain, and direct the peers' attention; cognitive skills to sequence actions in play; and fine and gross motor skills to manipulate objects. Functional outcomes look at the integration of behaviors across domains that children need to participate in developmentally appropriate routines and activities. The three child outcomes focus on functioning rather than traditional domains.

Outcome Area Descriptions:

1. *Positive Social Emotional Skills*: This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions/social play.
2. *Acquisition and use of knowledge skills*: This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.
3. *Taking Action to meet needs*: This outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in children 24 months or older, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

The [Arkansas Child Development and Early Learning Standards](#) (AR CDELS), released in April of 2016, show developmental expectations across all key developmental areas and can also be used to identify specific strengths and needs for individual children across settings and situations. These are the standards used by all licensed Head Start and Arkansas Better Chance (ABC) programs.

Present Level of Academic Achievement and Functional Performance (PLAAFP)

The Present Levels of Academic Achievement and Functional Performance are used to describe all of the child's strengths and needs across all areas of development and includes the three outcome areas. The PLAAFP can be written in bullet format or in paragraph form. The information provided needs to include more than one or two skills in each area, so a clear understanding of the child is provided. Documentation provided in the PLAAFP will be used to help determine and support the child's outcome ratings.

The Present Level Section of the IEP is shown below with guidance notes in [blue](#). Effective documentation, according to ECTA and the Center for IDEA Early Childhood Data Systems (DaSy) --

- Mentions specific functional skills the child uses in everyday settings and situations and the consistency with which they are observed. For English learners, English language development should be addressed. (Strengths and needs sections)
- Describes the presence and absence of age-anchored skills (AE, IF, and F) that are consistent with the selected rating. (Strengths and needs sections)
- Focuses on the child's current level of functioning rather than how much progress the child has made. (Strengths and needs sections)

- Identifies the assessment tool(s) that contributed information for the rating. (Data sources)

EC1. Early Childhood PLAAF

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Present Level of Academic Achievement and Functional Performance
<p>A statement of the child's present levels of academic achievement and functional performance including:</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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

Present Level of Academic Achievement and Functional Performance GUIDANCE
<p>Child's strengths:</p> <p>State the child's strength using the three Outcome areas as headings.</p> <ol style="list-style-type: none"> 1. Positive social emotional skills 2. Acquisition and use of new knowledge / skills 3. Taking action to meet needs <p>As teams address the child's strengths, remember that the Outcome areas are broad and cover all of the areas of development. Discuss and consider how the child demonstrates these strengths across settings and situations. Include strengths that show developmental milestones the child has met. Communication is embedded in each of the three outcome areas.</p>
<p>Child's needs: <i>consider and prioritize supports in order for the child to access and participate in age appropriate activities within a regular early childhood setting with his/her same age peers and/or within the home environment, across the three early childhood outcome (ECO) areas.</i> For English learners, English language development should be addressed.</p> <p>State the child's needs using the three Outcome areas as headings:</p> <ol style="list-style-type: none"> 1. Positive social emotional skills 2. Acquisition and use of new knowledge / skills 3. Taking action to meet needs <p>As teams address the child's needs they must state where the child should be developmentally in each of the three outcome areas, including areas of identified developmental delay. Communication is embedded in each of the outcome areas. Be sure to address communication skills that impact a particular outcome area (for example, does the child's articulation prevent him from interacting with peers, thus impacting his social skills?) Include a description of how the child demonstrates the need across settings and situations.</p>

Effect of the child's disability on his/her, participation in age-appropriate activities:
This section refers to how the child can participate with peers and in regular classroom activities. How is the child able to access activities as his or her non-disabled peers do?

A summary of the most recent data (including initial or most recent evaluation and most recent IFSP, if appropriate) used to document strengths and needs:
If the child has an IFSP, the information from that IFSP must be reviewed and considered a data source. The child's exit outcomes completed by part C are also data sources that should be considered.

Data should come from multiple methods and sources, including parent input, observations, formal evaluation data (Battelle, CELF, DIAL, etc.), outside medical reports, and progress on IEP goals.

EC2. Early Childhood Outcomes

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Once the team has reviewed the child's present levels of performance, they are ready to determine the child's outcome ratings in each of the three areas. Teams should use the following tools as well as information they outlined in the Present Levels of Academic Achievement and Functional Performance when determining ratings in each of the outcome areas:

- Decision Tree http://ectacenter.org/eco/assets/pdfs/Decision_Tree.pdf
- Definitions for Outcomes Rating
http://ectacenter.org/eco/assets/pdfs/Definitions_Outcome_Ratings.pdf
- Assessment Crosswalk Tools <http://ectacenter.org/eco/pages/crosswalks.asp#Crosswalks>
- Age Anchors
https://ectacenter.org/~pdfs/eco/COS_Age_Anchoring_Guidance.pdf

The decision tree begins with the question *"Does the child ever function in ways that would be considered age-expected with regard to this outcome?"* Many have asked what does EVER in this question mean? ECTA and DaSy explain this word in the COS training module by stating the following: "Sometimes children show only one or two isolated examples of age-expected behavior, with nearly all their everyday behavior being not age-expected. Does that one isolated example mean the question should be answered yes? One or two isolated examples of age-expected behavior do not mean the child is showing age-expected behavior. So the answer to the first question is no. For a yes answer, the child needs to use one or more age-expected skills in his or her everyday functioning in at least one setting or situation."

If the child is an English learner, teams must address language development in each of the outcome areas.

Entry Rating

Early Childhood Outcomes Entry, Exit, and Progress Ratings						
Consider the following items for each Outcome Area for rating determination:						
<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	

Guidance:

Entry Rating

Teams will rate the child in each of the three Outcome areas when they are developing the initial IEP. (Complete **green sections** above)

1. Enter the IEP date as the Entry Date.
2. Review/Use the exit Outcomes form from Part C EI if the child is transitioning to Part B (3-5).
3. Rate the child based on how he or she compares with his or her same age peers (AR CDELS).
4. Teams work together to come to a consensus on the rating in each outcome area.
5. Continue developing the child's IEP based on the PLAAFP and ratings.

Exit Rating

Early Childhood Outcomes Entry, Exit, and Progress Ratings						
Consider the following items for each Outcome Area for rating determination:						
<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"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> YES <input type="checkbox"/> NO
	B. Acquisition and use of new knowledge / skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> YES <input type="checkbox"/> NO
	C. Taking action to meet needs	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> YES <input type="checkbox"/> NO

Guidance:

Exit Rating

Teams will rate the child in each of the three Outcome areas when a child is exiting early childhood services. The exit process can occur in an IEP meeting or as a stand-alone process. When the child exits early childhood special education, the steps below must be followed. (Complete **red** sections above.)

1. When completing Exit Ratings, teams complete the following sections of the IEP form:
 - a. Present Level related to each outcome area (following same process as described in the present level section of this document).
 - b. Exit Date
Exit Rating
 - i. Rate the child based on how he or she compares with his or her same age peers (AR CDELS).
 - c. Progress at Exit
 - i. Did the child acquire ANY new skill in the outcome area? Any new skill means the child has gained at least one new skill since the entry rating was completed. This does NOT mean did the rating change from entry.

The question is only asking about skill acquisition for the individual child.

d. Signatures

- i. The names of the people who are rating the child are required. These names and roles can be recorded on the signature page of the IEP.

2. If the child is being **transitioned to school age services (kindergarten)**, the team developing the kindergarten IEP will complete the school aged IEP form. Information from the Exit Rating PLAAFP can be incorporated into the kindergarten IEP.

Annual COS Rating

Early Childhood Outcomes Entry, Exit, and Progress Ratings

Consider the following items for each Outcome Area for rating determination:

- To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?
- Has the child shown *any* 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"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> YES <input type="checkbox"/> NO
	B. Acquisition and use of new knowledge / skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> YES <input type="checkbox"/> NO
	C. Taking action to meet needs	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> YES <input type="checkbox"/> NO

Guidance:

Annual COS Rating (Optional)

The IEP team may decide to review the Early Childhood Progress Ratings as part of the annual review process. If a team chooses this optional update, they will follow the steps below. (complete orange sections above.)

1. Do not list an entry or exit date.

2. Rate the child based on how he or she compares with his or her same age peers (AR CDELS).
3. Teams work together to come to a consensus on the rating in each outcome area.
4. Do not answer the "Progress at Exit" question.
5. Continue developing the child's IEP based on the PLAAFP and ratings.

EC3. Early Childhood Placement Continuum

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<input type="checkbox"/> A1	Child attends a regular early childhood program AT LEAST 10 hours per week and receives the majority (at least 50%) of their Special Education and Related Services in the Regular Early Childhood Program.
<input type="checkbox"/> A2	Child attends a regular early childhood program AT LEAST 10 hours per week and receives the majority of their Special Education and Related Services in some OTHER LOCATION.
<input type="checkbox"/> B1	Child attends a regular early childhood program LESS THAN 10 hours per week and receives the majority (at least 50%) of their Special Education and Related Services in the Regular Early Childhood Program.
<input type="checkbox"/> B2	Child attends a regular early childhood program LESS THAN 10 hours per week and receives the majority of their Special Education and Related Services in some OTHER LOCATION.
<input type="checkbox"/> SP	Child attends a special education program in a class with a majority (at least 50%) of children with disabilities.
<input type="checkbox"/> SS	Child receives education programs in a public or private day school designated for children with disabilities.
<input type="checkbox"/> RS	Child receives education program in a publicly or privately operated residential school or medical facility on an inpatient basis.
<input type="checkbox"/> HM	Child receives the majority of the special education and related services in the principal residence of the child's family or caregiver.
<input type="checkbox"/> IO	Child receives the majority of special education and related services in a service provider location or some other location not in any other category.

Guidance:

Definitions:

Regular Early Childhood Program (>50% of children in program do not have an IEP)- Special education and related services delivered to the child in the course of daily activities and routine in which all children in the classroom participate (e.g., circle time, learning centers).

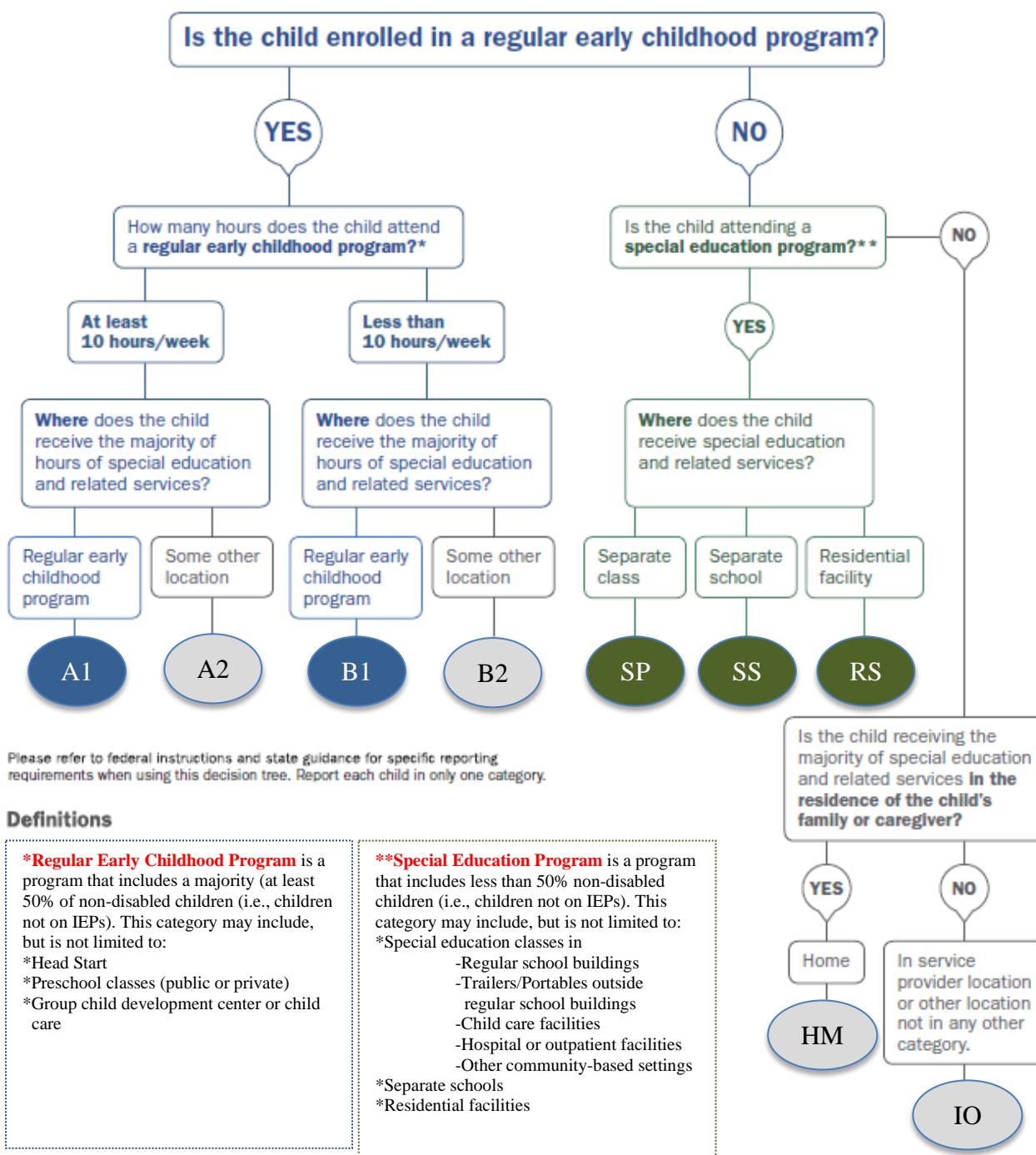
Special Education Early Childhood Program (<49% of children in program do not have an IEP)- Special education and related services delivered in a location that removes the child from the opportunity to interact with nondisabled children (e.g., 1:1 therapeutic setting, small group comprised solely of children with disabilities whether or not they are provided in another location within the building where a regular childhood program is located).

HM (Home)

Use this placement code if a preschooler receives all of their special education and related services in the principal residence of the child's family or caregivers, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location or some other location that is not in any other category listed under Itinerant Service. The term caregiver includes babysitters.

Early Childhood Placement Continuum

(adapted for Arkansas)



To access the entire Decision Tree, go to [Educational Environment Ages 3-5 B6 Reporting Tools](#)

EC4. Early Childhood Least Restrictive Environment

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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"/> NA, Child receives all services in the regular early childhood program.	
<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 aids 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.	
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"/>	

Extent of Participation in Regular Education

The IEP team must include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular education classroom. The checkboxes are used to assist IEP teams in determining the appropriate placement of children with disabilities. As you consider each statement, check only the boxes that apply to each child.

Describe 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/preschool environment even when supplemental aids and supports are provided.
- ☐ The child's behavior significantly impedes his learning and that of others.
- ☐ Additional individualized instruction is needed to facilitate learning.
- ☐ 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? Yes No

If no, is the placement as close as possible to the child's home? Yes No

If no, explain why the IEP requires other arrangements.

EC5. Early Childhood Special Education to Kindergarten Transition Process

The transition process is designed to support collaboration between Early Childhood Special Education (ECSE) programs and Local Education Agencies (LEA) to assure that children and families experience a seamless transition from ECSE programs to Kindergarten, and to provide children and families with a point of contact and support to ensure a successful transition. The transition process shall be conducted for all students articulating to Kindergarten, regardless of age.

The following is a suggested timeline and can be adjusted, if necessary. Conferences can be combined if convenient for the participants and if they adhere to Arkansas Special Education and Related Services Procedural Requirements and Program Standards. However, the transition process must be completed prior to the child entering Kindergarten.

Timeframe	Objective	Activity	Participants
January	To provide families information regarding the transition process and local school district programs.	Special Education (SE) Supervisor informs families of local school programs through a letter and/or meeting.	<ul style="list-style-type: none"> ● EC Coordinator/ EC representative ● SE Supervisor/ Local Education Agency (LEA) representative*
February-March	To encourage parents to become informed about options and begin to build a relationship with local school district programs.	Early Childhood (EC) Coordinator encourage families to visit public schools by providing Kindergarten Round-up dates, setting up group meeting between families and local school district staff, assist with transportation, & classroom visits, etc.	<ul style="list-style-type: none"> ● EC Coordinator/ EC representative ● Families
March-April	Determine if additional testing will be needed to determine school age eligibility.	<ul style="list-style-type: none"> ● Existing Data Review process ● Existing Data Review/Notice (EDR) of Decision form 	<ul style="list-style-type: none"> ● EC Coordinator/ EC representative ● Families ● SE Supervisor/ designee/ LEA representative ● Child's general education teacher ● Child's special education teacher ● Individual to interpret instructional implications of evaluation results
April-May	<ul style="list-style-type: none"> ● Determine if the child meets the Arkansas Special Education Eligibility Criteria School age requirements. ● Review and revise the child's IEP, including the completion of Childhood Outcome Summary (COS). 	<ul style="list-style-type: none"> ● Evaluation/Programming Conference Decision process ● Evaluation/Programing Conference Decision Form and Notice of Decision (EPC) ● Individual Education Program (IEP) conference process ● Early Childhood IEP ● DESE Early Childhood Outcomes Reporting ● ECTA COS guidance 	<ul style="list-style-type: none"> ● EC Coordinator/ EC representative ● Families ● SE Supervisor/ designee/ LEA representative ● Child's general education teacher ● Child's special education teacher ● Individual to interpret instructional implications of evaluation results <p>*If the family applied to a charter school, it is recommended that the resident LEA representative and the charter school representative be invited to the transition process.</p>

Secondary Transition Section

Transition 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 updated annually thereafter. The child must be invited to the IEP meeting if transition is being discussed.

Once a child with a disability reaches age 18, the public agency must provide notice to both the child and the parent. The parent retains the right to notice unless severed by a court order. All other rights transfer to the child unless he or she has been determined incompetent or incapacitated by a court order.

T1. Present Level of Academic Achievement and Functional Performance

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Present Level of Academic Achievement and Functional Performance
<p>A statement of the child's present levels of academic achievement and functional performance including:</p> <ul style="list-style-type: none">- Child's strengths and needs (include data used to determine strengths and needs)<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- 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.

Guidance: Secondary Transition Services should be designed to prepare the child in reaching his/her post-secondary goal(s). The statement about the child's strengths (things he or she can do) and needs (based on age-appropriate transition assessments) as they relate to transition describes the child's performance at the time of the IEP development. Additionally, it reflects how the disability affects the child's ability in reaching post-secondary goals set forth within the transition plan.

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 IEP

☐ Date notification was given to the child and parent:

Guidance: Enter the date notification was given to the parent and the child. The date of notification must be at least one year before the child turns eighteen. This time frame gives parents time to consider if there is a need to maintain guardianship and to work through that process. Resources on guardianship can be found at <http://www.arkansastransition.com/index.php/component/content/article?id=21> under Guardianship and Transfer of Rights Resources.

Check N/A if this does not apply for this IEP.

T2. Transition Plan Information

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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"/>	<input type="text"/>

Guidance: When Transition will be discussed at an IEP meeting, the child must be invited through a separate Notice of Conference. The **initial date** is the date the plan was first developed for the child before the child's 16th birthday. **Dates plan was reviewed** should be any time after the original date developed that the transition plan was reviewed, but no less than annually. Select the student's primary disability.

T3. Transition Assessment Information

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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
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Guidance: An individualized assessment of the skills and interests related to education, employment, training, and independent living skills should be conducted at least annually.

Assessment tools that clearly describe a child's strengths and weaknesses and document a child's interests and perceptions about his or her skills should be utilized. Types of assessments could be formal and/or informal, interviews, and documented observations and should include a variety each year. More than one assessment may be indicated per line, if needed. Results of any assessments used should be reflected in the post-secondary goals included in the transition plan. Assessments can be provided/completed by various individuals including, but not limited to: general and special education teachers, children, counselors, OTs, PTs, SLPs, employers or parents. For more information on transition assessments go to:

<http://www.arkansastransition.com/index.php/component/content/article?id=61>

T4. Transition Goals and Services

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- 1. Postsecondary Career/Employment Goal(s)**
- 2. Postsecondary Education/Training Goal(s)**
- 3. Postsecondary Independent Living Skills/Community Participation Goal(s)**
- 4. Outside Agency Information**
- 5. Course of Study**

Guidance: Post-secondary goals must be based on transition assessments. Goals must be measurable and are required for Career/Employment/Training and Post-Secondary Education/Training. Assessments provided in Independent Living Skills may show that the child does not need a goal in that area. Each goal must reflect the child's interests, and goals will drive the activities in the transition plan.

Guidance:

Goal Related Activities

The activities below each goal should promote movement toward child's achievement of the post-secondary goal.

- Each activity must correlate with the goal and must indicate a person(s) responsible for facilitating the activity.
 - Activities can take place in a class or community.
 - Activities will not be course names.
 - Parent or child can be identified as the responsible party in conjunction with school personnel, but cannot be solely responsible.
 - Activities can also be facilitated by agency personnel in the classroom or community, as agency linkages are a large part of the transition process.
 - Activities must include semester(s) and year(s) the activity will take place.
- Activities are indicated for one year at a time and updated annually.

For a sample of transition activities go the [Arkansas Transition Services](#) website.

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.

Guidance:

Independent Living Skills/Community Participation

Before establishing a goal, make sure the team has considered various Independent Living Skills (ILS) areas (budgeting, cooking, hygiene, self-determination, transportation, communication, etc.). Establish a goal and activities based on child's ILS deficits. If ILS deficits do not exist, include a statement that documents child satisfactory skill level: e.g., "After high school, Polly will maintain her current skills to live independently in the community based on results of transition assessments indicated within the transition plan."

T5. Outside Agency Information

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Consider the need for outside agency participation, as well as the need to invite the agency to the IEP meeting. If agencies are providing services to students to promote movement toward goals, include those appropriate activities in the IEP.

Guidance: Permission for agencies to attend the IEP meeting must be obtained by parents (or children age 18) using the [Consent for Permission to Invite Agencies](#) to the IEP Meeting form. Permission is only required once for the timeline specified on form. If additional agencies are added after initial signature, the form must be signed again to obtain permission for those agencies to attend the IEP meeting. Agencies can be included in transition activities within classrooms or school activities without permission, but should be indicated in the activities section of the transition plan. The Transition Resource guide

includes numerous agencies and their contact information. Click here for the [Transition Resource Guide](#).

The Agency Brief contains brief descriptions of general services some agencies may provide to individuals who are eligible. Click here for the [Agency Brief](#).

Every summer, Agency Connections is held to keep teachers informed of agencies and their services. Check out the [ATS calendar](#) for Agency Connections date.

T6. Secondary Transition Courses of Study

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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.

Guidance: A course of study is a projected, multi-year description of coursework from the child's current school year to the anticipated year of exit (narrative description including coursework **OR** completed table listing coursework are acceptable).

If using the table option, the projected school year should be indicated next to "School year" in that cell of the table. Under each of the indicated school year columns, there should be a list of specific courses the team projects the child will need to take to reach the child's goals (i.e., Consumer Math, Transition Classes I, Art, etc.) Courses are selected to promote movement toward achievement of post-secondary goals. Graduation plans and/or transcripts are not sufficient. Coursework should be specific, should include electives, and should be indicated for each of the upcoming years of school. The narrative description option is not required; however, in some cases, courses may be best described and correlated to post-secondary goals in a narrative description. The narrative option may be a more helpful way to describe functional classes. If the IEP committee determines the child requires special education services past his or her four-year graduation cohort, the course of study can be outlined in the narrative description.

For English learners, the course of study should describe how English language needs will be addressed.

Summary of Performance -

The Summary of Performance (SOP) is an additional piece mandated by IDEA, but it is not part of the IEP. It is a requirement that helps the child explain his/her performance in high school, what accommodations helped him/her succeed, and what the IEP team thinks could help him/her achieve success in a post-secondary environment. The SOP must be completed during the final year of a child's high school education and a copy should be provided to the child. The timing of completion of the SOP may vary depending on the child's postsecondary goals. Please contact your Transition Consultant for more information on the Summary of Performance. Click here for the nationally ratified version of the [Summary of Performance](http://www.arkansastransition.com/images/SOP.pdf):

<http://www.arkansastransition.com/images/SOP.pdf>

Transition Resources:

- [Arkansas Transition Services](#)
- Indicator 13 Checklist - The National Secondary Transition Technical Assistance Center (NSTTAC) developed the Indicator 13 checklist to assist IEP teams in ensuring all required components of the child's transition plan are included. The [NSTTAC Indicator 13 Checklist A](#) is a tool to help meet the requirements for secondary transition services in the child's IEP.
- [Transition Coalition](#) - An online resource for a variety of transition topics available through webinars, self-studies, and online modules

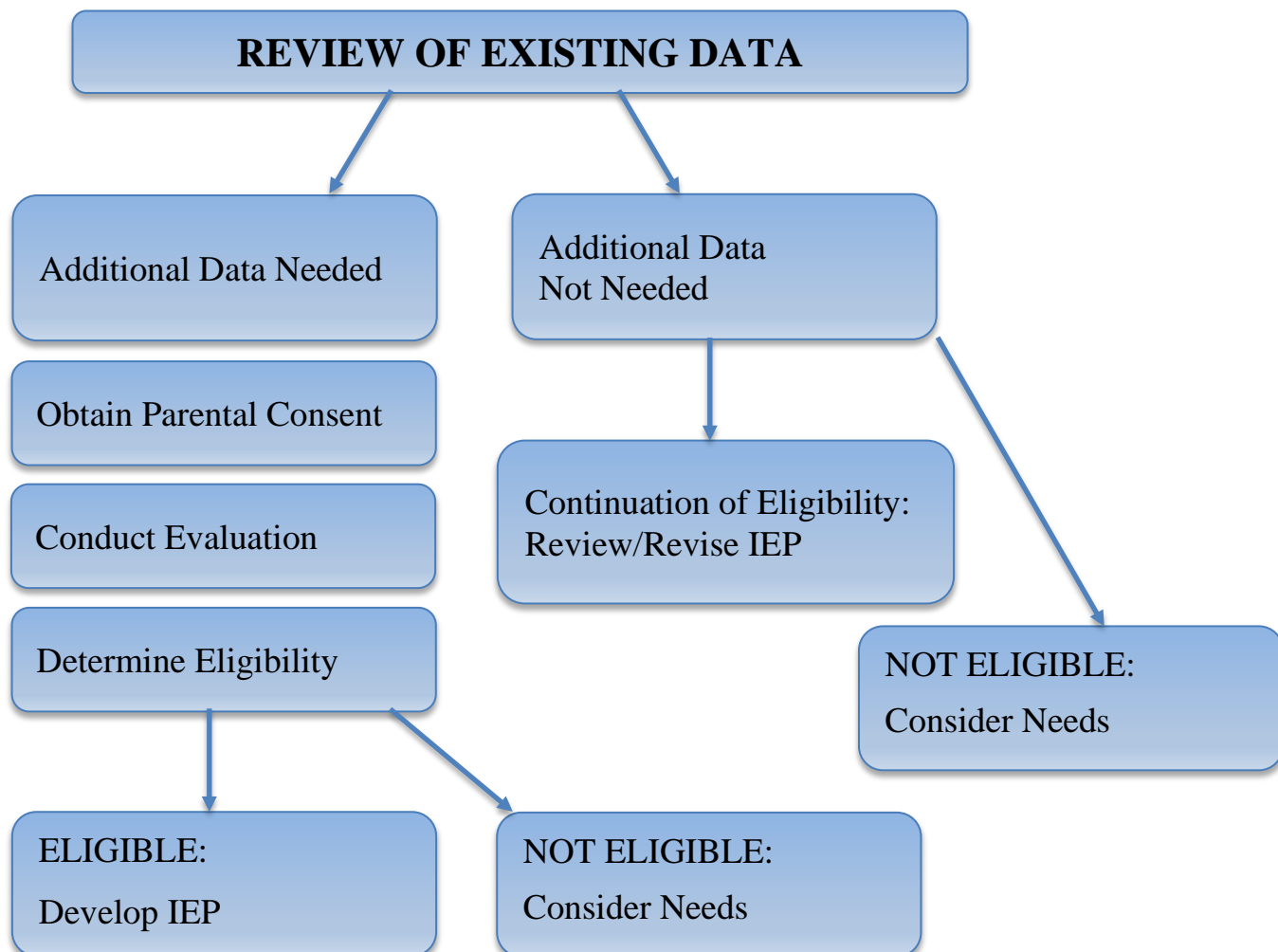
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Reevaluation Process and Eligibility Process

The process of reevaluation and the determination of continued eligibility of a student with a disability requires evaluation data in all areas related to the suspected disability of the child. This section describes the procedures and processes involved in conducting the reevaluation and determining continued eligibility for special education services. It is the responsibility of the LEA to ensure that the parent(s) of a child are given the opportunity to fully participate in the process. The reevaluation process is required every three years but may be conducted more often, if needed, to determine:

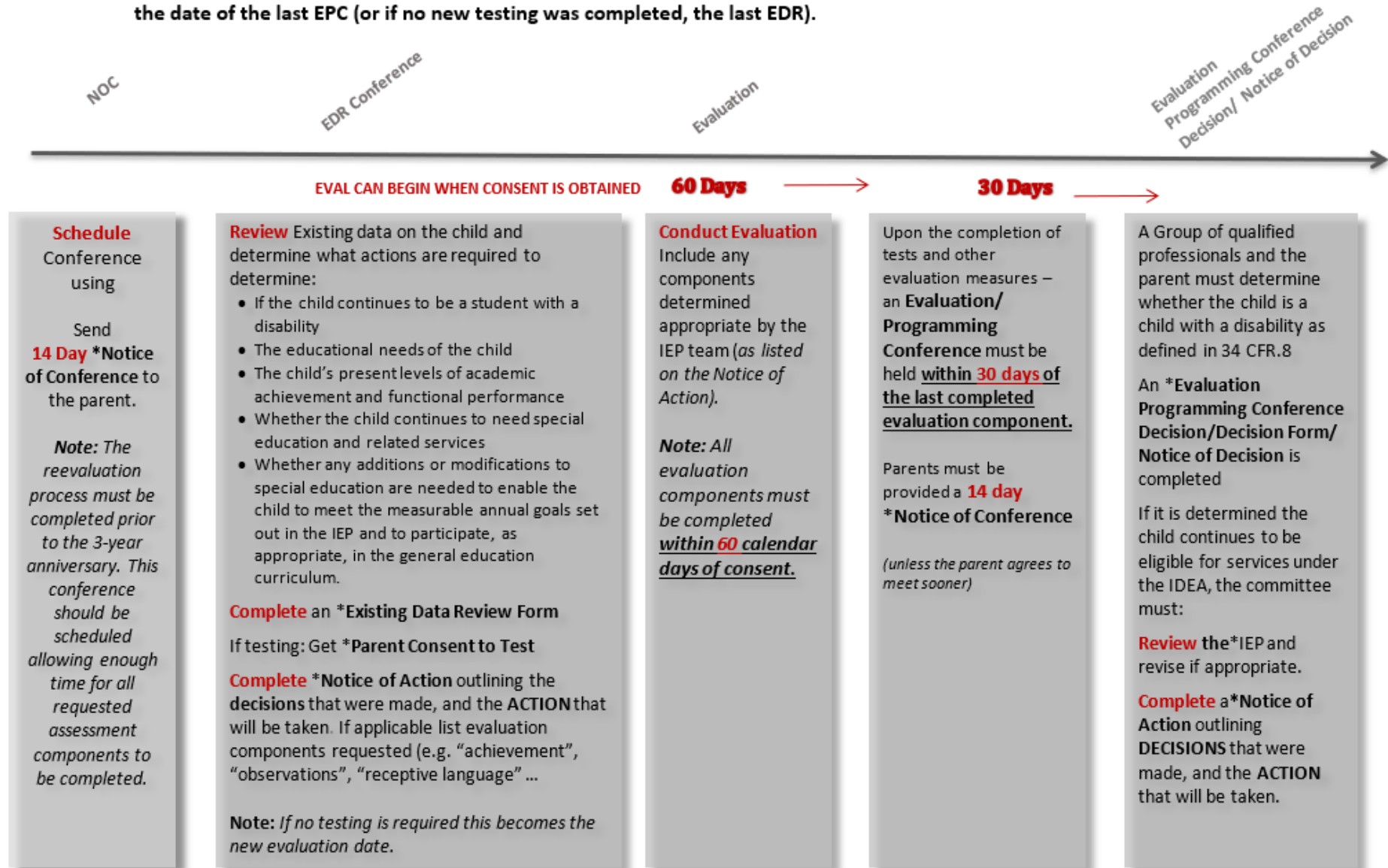
- ❖ If the child continues to be a student with a disability;
- ❖ The educational needs of the child;
- ❖ The child's present levels of academic achievement and functional performance (related developmental needs);
- ❖ Whether the child continues to need special education and related services; and
- ❖ Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.





The Reevaluation Process

Reevaluation must be considered **every 3 years** for all students identified under the IDEA. The **3-year date** is measured based on the date of the last EPC (or if no new testing was completed, the last EDR).



Reevaluation Overview

Existing Data Review

The Existing Data Review/ Notice of Decision form should be used to document existing information. The areas of documentation include evaluations and information provided by the parent(s), current classroom-based assessments, local or State assessments, and observations by teachers and other qualified related services personnel. Collection of data from an independent evaluator requires parent consent for the release of confidential information.

Existing Data Review

As part of the reevaluation, a team must review all existing information about the student and consider the validity and reliability of the information as well as the resulting interpretations. The team should include: the student's regular education teacher, parents, a special education teacher, a LEA administrative representative, and other qualified professionals (as appropriate). Parent consent is not needed to conduct a review of existing data. Persons reviewing data must make a determination of whether or not additional data is needed in order to determine:

- ❖ If the child continues to be a student with a disability;
- ❖ The educational needs of the child;
- ❖ The present levels of academic achievement and functional performance (related developmental needs) of the child;
- ❖ Whether the child continues to need special education and related services; and
- ❖ Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.

Any assessments should be provided and administered in the child's preferred language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so.

While the team may conduct its review without a meeting, input and decision making by all members is essential. If the team determines that additional information is needed, parent consent to collect the additional information must be obtained. The additional information may be in the form of assessment(s), observations, medical reports, or other types of information.

Collection of data from an independent evaluator requires parent consent in the parent's preferred language or mode of communication for the release of confidential information.

Forms: Existing Data Review ([Link to Special Education forms](#))

When Additional Data is Not Necessary

After the review of existing data, the group may determine that no additional data are needed to determine whether the student is a child with a disability, and to determine the child's educational needs. If a student continues to be eligible for special education services, the IEP team should determine the present levels of performance and whether any additional services and/or program modifications are needed, and The Notice of Action should be completed.

Notice of Action

A Written Notice of Action, in the parent's preferred language or mode of communication, must be provided to the parent, detailing:

- ❖ The determination and the reasons for the action proposed;
- ❖ The right of the parents to request additional assessment to determine whether the student is a student with a disability, and to determine the educational needs of the student; and
- ❖ Whether or not the student continues to be eligible for special education and related services.

The LEA may refuse to conduct an evaluation requested by a parent, but must provide the parent(s) with a Notice of Action outlining details of the refusal to conduct the assessment and the reasons for the refusal. The parent(s) may request mediation or due process if they dispute the refusal to conduct an evaluation.

Forms: Notice of Action ([Link to Special Education forms](#))

When Additional Data is Necessary

After a review of existing data, the team/group should determine which areas need to be assessed in order to continue eligibility and to determine if services are still appropriate. They may also request additional assessments to gather information to aid instructional planning.

Notice of Action - Parental Consent

Parental consent must be obtained prior to gathering new data for a reevaluation. The LEA must make reasonable attempts to obtain the informed consent of the parent in order to collect any additional evaluation information after the review of existing data. Consent should be obtained in the parent's preferred language or mode of communication.

If reasonable efforts have been made to obtain parent consent and the parent has failed to respond, the LEA may proceed with the reevaluation process but must send a Notice of Action to the parent. The LEA may also, but is not required to, pursue the reevaluation procedures by utilizing mediation or requesting a due process hearing.

Forms: Notice of Action ([Link to Special Education forms](#))

Conducting the Reevaluation

Evaluations must be conducted within 60 calendar days. This timeframe begins upon the receipt of parental consent to conduct the evaluation, and ends with the completion of the last evaluation component.

Determining Eligibility

Upon completion of the evaluation, a group of qualified professionals and the parent(s) of the child must determine whether the child is a child with a disability and whether the child is in need of special education and related services. The group should have enough information to support the decision and regardless of eligibility, this information should assist the LEA in determining appropriate instruction and supports for the child.

The Evaluation/Programming Conference Decision Form/Notice of Decision documents the conclusions and determination of the group. The results of any evaluation activities must be contained in the body of a written report. ([Guidelines for Evaluation/Reevaluation](#))

Forms: Evaluation/Programming Conference Decision Form/Notice of Decision ([Link to Special Education forms](#))

When a Child is Eligible

- ❖ If a student continues to be eligible for special education services, the IEP team will determine the present levels of performance and whether any additional services and/or program modifications are needed. The present levels of performance may warrant revisions to the current IEP or development of a new IEP. See the IEP section in this guide for more information.

When a Child is Not Eligible

- ❖ If a child is identified as having a disability but there is no adverse effect on educational performance resulting in the need for special education and related services, she/he will not be determined eligible.
- ❖ When a student is not eligible for a disability category under the IDEA a referral for a Section 504 of the Rehabilitation Act evaluation should be considered.

Reevaluation Forms Step-by-Step Guidance

Notice of Conference

The Notice of Conference is used by the LEA to take steps to ensure that parent(s) are afforded the opportunity to participate in the special education process. The parent(s) must receive sufficient notice of meetings.

Notice of Conference		AGES 3-21
<p>Date: _____</p> <p>Person(s) Receiving Notice (check one): <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Student</p> <p>Name: _____</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"><p>This notice is to inform you that a meeting regarding _____</p><p style="text-align: right;">Student's Name</p><p>will be held on _____ at _____ in _____.</p><p style="text-align: center;">(Date) (Time) (Location)</p></div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"><p>The purpose of the meeting is to (check all that apply):</p><ul style="list-style-type: none"><input type="checkbox"/> Consider a referral for special education and related services<input type="checkbox"/> Conduct an Existing Data Review (EDR) as part of an initial evaluation or re-evaluation<input type="checkbox"/> Determine initial or continued eligibility for special education and related services<input type="checkbox"/> Develop an initial Individualized Education Program (IEP)<input type="checkbox"/> Review/Revise the IEP<input type="checkbox"/> Consider Extended School Year Services (ESY)<input type="checkbox"/> Consider Post-secondary Transition<input type="checkbox"/> Conduct a Manifestation Determination<input type="checkbox"/> Consider/conduct a Functional Behavior Assessment<input type="checkbox"/> Other</div>		

Guidance: The Notice of Conference should include the date that the notice is created. If both the parent and the student will receive the notice, each should receive a copy of the Notice of Conference.

The student's name should be listed as well as the date, time, and location, of the meeting.

The purpose(s) of the meeting should be indicated. Please note that there may be more than one purpose.

The following persons will attend the meeting [Name and role]:

- ☐ Parent/Guardian _____ ☐ Regular Ed /EC Teacher* _____
☐ Student (when appropriate) _____ ☐ Special Ed. Teacher* _____
☐ Individual to interpret instructional implications of evaluation results* _____
☐ Local Education Agency Representative* _____
☐ Agency Representative (s) for post-secondary transition
 Agency Name _____
 Agency Name _____
☐ Part C Representative (if applicable)** _____
☐ Other _____

**Required IEP Team Members*

***At the request of the parents, the public agency must send an invitation to the Part C Service Coordinators or their representative at the initial IEP meeting.*

The agency AND the parents have the right to invite any other participants they feel have knowledge or special expertise of the student. The determination of knowledge or special expertise shall be made by the party (parent or public agency) who invites the individual to be a participant at the meeting.

Please contact me at (insert LEA phone/email) as soon as possible to confirm your attendance, arrange alternate methods of participation (e.g., phone conference or other electronic medium) OR if unable to participate, reschedule for another time and date.

Sincerely,

Name

Title

Date

Guidance: Indicate the names of each person who will attend the meeting. If one person will be filling more than one role, be sure to put that person's name beside each of those roles. Notice that the required team members are indicated with an asterisk (8.05.1.1).

The agency and the parents have the right to invite any other participants they feel have knowledge or special expertise of the student. The person who invites other participants will make the determination that the individual being invited has that knowledge or special expertise of the student (8.05.3.1).

The district must offer alternate means of participation or reschedule the meeting if the Parent is unable to participate in person (8.06.3.1).

Student's Name: _____

Contact Log

<p>First Contact: _____ mm/dd/yyyy</p> <p><input type="checkbox"/> Verbal (must include all components of written notice):</p> <p><input type="checkbox"/> Phone</p> <p><input type="checkbox"/> Personally Presented</p> <p>Parent/Guardian Response:</p> <p><input type="checkbox"/> Will attend meeting in person (follow up with written notice and proceed with meeting)</p> <p><input type="checkbox"/> Agree to less than 14 days' notice</p> <p><input type="checkbox"/> Request more than 14 days' notice</p> <p><input type="checkbox"/> Request alternate means of participation (follow up with written notice and proceed with meeting)</p> <p><input type="checkbox"/> Agree to less than 14 days' notice</p> <p><input type="checkbox"/> Request more than 14 days' notice</p> <p><input type="checkbox"/> Cannot attend, please reschedule (follow up with written notice for different date/time and proceed with meeting)</p> <p><input type="checkbox"/> Do not wish to attend (follow up with written notice and proceed with meeting)</p> <p><input type="checkbox"/> *Written</p> <p><input type="checkbox"/> Regular mail</p> <p><input type="checkbox"/> Certified Mail</p> <p><input type="checkbox"/> Personally Presented</p> <p><input type="checkbox"/> Fax</p> <p><input type="checkbox"/> E-mail</p> <p><input type="checkbox"/> Other _____</p> <p>Parent Guardian Response:</p> <p><input type="checkbox"/> Will attend meeting in person (follow up with second notice and proceed with meeting)</p> <p><input type="checkbox"/> Request alternate means of participation (follow up with second notice and proceed with meeting)</p> <p><input type="checkbox"/> Cannot attend, please reschedule (follow up with second notice for different date/time and proceed with meeting)</p> <p>_____ mm/dd/yyyy _____ time</p> <p><input type="checkbox"/> No response after seven days (follow up with second notice)</p> <p><input type="checkbox"/> Do not wish to attend (follow up with second notice and proceed with meeting)</p>	<p>Second Contact: _____ mm/dd/yyyy</p> <p><input type="checkbox"/> Verbal (must include all components of written notice):</p> <p><input type="checkbox"/> Phone</p> <p><input type="checkbox"/> Personally Presented</p> <p><input type="checkbox"/> Voice Mail</p> <p>Parent/Guardian Response:</p> <p><input type="checkbox"/> Will attend meeting in person (proceed with meeting)</p> <p><input type="checkbox"/> Request alternate means of participation (proceed with meeting through alternate means)</p> <p><input type="checkbox"/> Cannot attend, please reschedule (proceed with third notice for different date/time)</p> <p>_____ mm/dd/yyyy _____ time</p> <p><input type="checkbox"/> No response, and parent is not present for meeting (proceed with meeting)</p> <p><input type="checkbox"/> Do not wish to attend (proceed with meeting)</p> <p><input type="checkbox"/> *Written</p> <p><input type="checkbox"/> Regular mail</p> <p><input type="checkbox"/> Certified Mail</p> <p><input type="checkbox"/> Personally Presented</p> <p><input type="checkbox"/> Fax</p> <p><input type="checkbox"/> E-mail</p> <p><input type="checkbox"/> Other _____</p> <p>Parent Guardian Response:</p> <p><input type="checkbox"/> Will attend meeting in person (proceed with meeting)</p> <p><input type="checkbox"/> Request alternate means of participation (proceed with meeting through alternate means)</p> <p><input type="checkbox"/> Cannot attend, please reschedule (proceed with third notice for different date/time)</p> <p>_____ mm/dd/yyyy _____ time</p> <p><input type="checkbox"/> No response, and parent is not present for meeting (proceed with meeting)</p> <p><input type="checkbox"/> Do not wish to attend (proceed with meeting)</p>
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*One written notice is required for all conferences. The referral conference requires the first notice to be provided through registered mail, certified mail, or first class mail.

Guidance: Fourteen days' notice is required unless the parent agrees to meet earlier.

There are two columns on the Contact Log, one for the first contact and one for the second contact. If verbal contact is given, everything that will be included on the written notice must be discussed. A minimum of two contacts are required and at least one written notice must be provided to the parent.

Existing Data Review/Notice of Decision

Existing Data Review/Notice of Decision		ADE SPED REQUIRED FORMS 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"/>
Current Eligibility Category:	<div><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</div>	

Guidance: While most computer-based programs will have the child's demographic information stored for Data management purposes, reviewing it as a team to verify this information with the parent will help ensure accuracy of the data.

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.

I. Data Reviewed (Check all that apply and attach documentation):

<input type="checkbox"/> Achievement Data	<input type="checkbox"/> Medical Records
<input type="checkbox"/> Adaptive Behavior	<input type="checkbox"/> Occupational Therapy Data
<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Orientation and Mobility Data
<input type="checkbox"/> Assistive Technology Data	<input type="checkbox"/> Physical Therapy Data
<input type="checkbox"/> Attendance Records	<input type="checkbox"/> Portfolio/Current Work Samples
<input type="checkbox"/> Behavior Scales	<input type="checkbox"/> Previous Psychological Evaluation
<input type="checkbox"/> Behavioral Intervention Plan	<input type="checkbox"/> Previous Services Received (Special Education, 504, ESOL, etc.)
<input type="checkbox"/> Classroom Based Assessments	<input type="checkbox"/> Progress and Grade Reports
<input type="checkbox"/> Classroom Observation	<input type="checkbox"/> Self-Help Skills
<input type="checkbox"/> Current Eligibility Information	<input type="checkbox"/> Social History Update
<input type="checkbox"/> Curriculum Based Assessments	<input type="checkbox"/> Speech-Language Data
<input type="checkbox"/> Discipline Records	<input type="checkbox"/> Teacher/Staff Observations
<input type="checkbox"/> Hearing/Vision Screening/Data	<input type="checkbox"/> Transition Plan
<input type="checkbox"/> IEP Accommodations	<input type="checkbox"/> Other Data (Specify):
<input type="checkbox"/> IEP Goals and Objectives	
<input type="checkbox"/> Information Provided by Parents	
<input type="checkbox"/> Local or State Assessments	

Guidance: Check all items that were reviewed. Attach the documents that are used to determine whether additional evaluation data is needed.

II. Decisions: Is additional data needed to determine:

Present levels of performance and educational needs of the child (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

Guidance: Indicate "yes" or "no" for each item additional assessment that is needed.

<p>A. If additional data is needed, the IEP team recommends the following:</p> <div style="margin-left: 20px;"> <input type="checkbox"/> Evaluation/reevaluation in order to determine eligibility or continued eligibility. <input type="checkbox"/> Reevaluation to consider new/additional eligibility. <input type="checkbox"/> Reevaluation to gather information to aid instructional planning. </div>
<p>B. If additional data is not needed, the team has determined the following (check one):</p> <div style="margin-left: 20px;"> <input type="checkbox"/> Child meets IDEA eligibility or, in the case of a reevaluation, continues to meet IDEA eligibility. <input type="checkbox"/> Child does not meet IDEA eligibility or, in the case of a reevaluation, does not continue to meet IDEA eligibility. </div> <p>Parent was notified of the decision and their right to request additional assessment. <input type="radio"/> Yes <input type="radio"/> No</p>

Guidance: *Box A or B would be selected based on the existing data reviewed. If there is enough existing evaluation data available to establish eligibility and inform programming, the team may determine no additional testing is needed (for example, a student transferring from Part C to Part B could have sufficient evaluation data to establish eligibility for Part B and inform programming). In this case, box B would be selected and the team decision would be indicated by checking the first or second box. If the team determines that no additional data is needed, the parent must be notified of the decision and their right to request an additional assessment. Check "yes" to indicate parent was notified.*

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

Guidance: When the IEP team member's area of curriculum or related services is being modified or discussed at the meeting, the parent and the LEA may excuse the member from all or part of a meeting with parent consent in writing. The member must submit, prior to the meeting, written input for the development of the IEP. The IEP team must be able to explain the written input to the parent, and the team must be able to use the information to guide committee decisions.

Parent initials indicate their agreement to the excusal. If parent does not attend, district would document their agreement to any excusals.

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"/>

Guidance: *Committee member names should be listed. Each team member must be listed by the appropriate title. If a team member is filling more than one role, that person's name would be listed by all roles the team member is representing.*

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

Guidance: *Indicate whether the Existing Data Review was done in a conference or through consultation.*

Notice of Action - Parent Consent

The LEA must obtain informed consent from the parent of the student before conducting reevaluations. The Notice of Action will be completed by the committee and provided to the parent(s) to obtain informed written consent for the proposed evaluations. The purpose of providing written notice to the parents is so they understand what action the LEA is proposing or refusing (in this case, to conduct an evaluation) and the basis used for determining the action. The Notice of Action must be in the parent's preferred language or mode of communication.

Notice of Action

Notice of Action must be given before our district takes certain actions.

Name: ID#: Age:

Grade: School/Site:

Parent/Guardian: Date Provided: Method of Provision: ☐ In person
☐ By mail
☐ E-mail

Guidance: While most computer-based programs will have this information stored for data management purposes, reviewing it as a team to verify the demographic information with the parent and help ensure accuracy of the data.

Indicate the date notice was provided and the method used to provide parent notice. There is no specific timeline for which the Notice of Action must be provided to the parent. The notice should be provided within a reasonable amount of time of the decision for which the notice was based on, and it is up to the LEA to determine what is reasonable. In general, seven days is considered reasonable notice before implementing the action proposed. The date the notice is provided (which should be entered in the **Date Provided** section will affect timelines. The sooner the notice is provided, the sooner the action proposed on the Notice of Action can be implemented.

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

Box A: Consent is REQUIRED for these actions to be carried out:

- ☐ Initial evaluation
- ☐ Initial placement
- ☐ Reevaluation (with assessment):
- ☐ Comprehensive Evaluation
 - ☐ Specialized Evaluation
 - ☐ Other (specify):
- ☐ Temporary placement
- ☐ Other (specify):

Box B: Consent is NOT REQUIRED for these actions to be carried out:

- ☐ Ineligibility for services
- ☐ Change in eligibility
- ☐ Change of placement
- ☐ Provision of FAPE
- ☐ Graduation with regular diploma
- ☐ Dismissal from Special Education Services
- ☐ Disciplinary Removal
- ☐ Other (specify):

Consent Granted for Action to Take Effect Immediately

- ☐ Parent agreed to immediate implementation of the action being proposed

Guidance: Select actions being proposed, refused or both. Select the description of the action by checking the appropriate box so it is clear what action the LEA is proposing or refusing.

Box A represents actions that require consent from the Parent/Guardian. Parents must sign to indicate their consent before any of these actions or timelines begin. Parent consent indicates immediate implementation of the action being proposed.

Box B represents actions that **DO NOT** require consent from the Parent/Guardian. Parents have a right to agree that the proposals or refusals in Box B can take place immediately, or they can decide they want time to consider the proposals or refusals that were discussed at the meeting. When a parent agrees to immediate implementation, the box next to this statement must be indicated in Box B. If the box is not checked, the district should wait 7 days before implementing the change.

Explanation of Action: (The reason(s) for the proposal or refusal)
<div></div>
Basis for the Action: (A listing or attached description of each evaluation procedure, assessment, record or report used as a basis for the action)
<div></div>
Options Considered and Reasons Rejected: (Option(s) considered by the IEP team and reason(s) for rejection)
<div></div>
Other Factors Relevant to the Action:
<div></div>

Guidance: Information documented in this section should describe decisions. The statements should be detailed enough for a parent or other team member who may not be present at the meeting to completely understand the decisions that were made, why the team made the decisions, and what the basis for the decisions was. The language used on the Notice of Action must be easily understood by the parent or guardian and must be in the parent's preferred language or mode of communication.

1

1. Explanation of Action: (What was decided?) Explain in clear, concise language the specific action proposed or actions that were changed or refused. State the reasons why the actions were taken or refused. In this case, the action should reference the reevaluation.

2

2. Basis for the Action: (How was it decided?) Provide supporting evidence used in determining actions or refusal of actions. A question to consider is, "What data were used to make the decision?" See examples on DESE Special Education website under [Notice of Action Examples](#).

3

3. Options Considered and Rejected: (Why was it decided?) State clearly each option or item the team considered as they reached decisions. Then state why these options were chosen. This should not be left blank; N/A is not an appropriate response.

4

4. Other Factors Relevant to the Action: Indicate any additional factors that are relevant to the actions proposed and refused. See examples on the DESE Special Education website under [Notice of Action Examples](#).

Informed Consent

Pertains to Box A Only

I understand the purpose(s) for which my consent is being requested. I understand that giving consent for the above stated purpose(s) is voluntary on my part and may be revoked at any time. A copy of "Information Regarding Consent" which explains protections that are specific to informed consent under the procedural safeguards of Part B of the Individuals with Disabilities Education Act (IDEA) may be accessed at:

https://arksped.k12.ar.us/rules_regs_08/RevisionstoRulesandRegulationJuly2010/INFORMATION%20FOR%20PARENTS%20REGARDING%20CONSENT.pdf

Parent/Guardian/Student Signature: _____

Date: _____

Guidance: If an item in Box A of the first page of the Notice of Action is proposed, parents must grant consent before the action can occur. The consent also begins the timelines for a reevaluation.

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_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)

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

Name: _____

Phone Number/Email: _____

Name: _____

Phone Number/Email: _____

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: _____

Phone Number/Email: _____

Guidance: A copy of Procedural Safeguards (Your rights Under IDEA), must be provided to the parent/adult child at the following times:

- One time per school year
- Initial referral

- Receipt of first state complaint and receipt of due process complaint
- The date the decision is made to make a removal that constitutes a change of placement because of a violation of a code of child conduct
- Upon request by a parent

Procedural Safeguards should be provided in the parent's preferred language or mode of communication.

Listed names:

1. The purpose of listing this name is to provide the parent with a contact in case they do not understand their due process rights. List a district-level special education contact with his or her contact information.
2. List a second person the parent could call if they have questions about their rights. The DESE-SEU staff should not be listed as the DESE number is already provided.
3. List a campus-level special education contact. This may be a case manager or a campus designee. The purpose of listing this name is so parents can have specific questions answered regarding their child's services noted on the Notice of Action.

Evaluation Programming Conference Decision Form/Notice of Decision

The Evaluation Programming Conference Decision Form/Notice of Decision along with the results of any evaluation activities contained in the body of a written report ([Guidelines for Evaluation/Reevaluation](#)) are required for documenting eligibility. If a student is eligible under the disability category of Specific Learning Disability, the Specific Learning Disability Eligibility Determination form will also be completed.

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"/>			

Guidance: While most computer-based programs will have the child's demographic information stored for data management purposes, reviewing it as a team to verify this information with the parent will help ensure accuracy of the data.

Enter the **date of the last evaluation component** for the current evaluation. For example, if the achievement test was the last component of the current evaluation, it would be the date that test was administered.

Enter the **date of the committee's evaluation program conference decision**.

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.

Guidance: Indicate whether or not the team has determined a disability is present. If a disability is present, indicate **eligibility category** for primary disability.

II. Describe the Child's Educational Needs:

Guidance: Document the child's deficits and needs in this section (e.g., has difficulty solving word problems with more than two steps; yells and hits objects in the classroom when redirected by teachers). This section is not intended to reflect the types of services that the student will receive. That determination would be part of the IEP process.

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

Guidance: When an IEP team member's area of curriculum or related service is not being modified or discussed at the meeting, the parent and the LEA may agree to excuse the member from all or part of the meeting with parent consent in writing.

When the IEP team member's area of curriculum or related services is being modified or discussed at the meeting, the parent and the LEA may excuse the member from all or part of a meeting with parent consent in writing. The member must submit, prior to the meeting, written input for the development of the IEP. The IEP team must be able to explain the written input to the parent, and the team must be able to use the information to guide committee decisions.

Parent initials indicate their agreement to the excusal. If parent does not attend, district would document their agreement to any excusals.

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"/>

Guidance: The multidisciplinary team that determines eligibility would include the same required team members as the IEP team. *Each team member must sign by appropriate title. If a team member is filling more than one role, they would need to sign by all roles they are representing.*

Evaluation Report and Evaluation Programming Conference:

Date provided to parent:

☐ In person

☐ By Mail

☐ E-mail

Guidance: The **Date Provided** is the **actual** date in which you provided the Evaluation Report and Evaluation Programming Conference Decision Form/Notice of Decision to the parent. Select the method of provision. If using Email, it is the district's responsibility to ensure confidentiality of the information.

Specific Learning Disability Eligibility Determination

The Individuals with Disabilities Education Act 2004 added procedures for identifying children with specific learning disabilities. According to the AR Special Education Rules and Regulations, there are three allowable methods for identifying a student as having a Specific Learning Disability. 1. Establishing a severe discrepancy between intellectual ability and achievement 2. Using a process based on a child's response to scientific, research-based intervention 3. Using other alternative research-based procedures (such as Patterns of Strengths and Weaknesses) Each Local Education Agency is responsible for selecting one of the methods above to determine the existence of a Specific Learning Disability, and the method selected should be used district wide. However, the district might choose, for example, to use Response to Intervention (RTI) at the elementary level and Patterns of Strengths and Weaknesses at the secondary level. Professionals are ethically responsible for establishing and maintaining competence in the method selected for identifying Specific Learning Disabilities. [The Arkansas Technical Assistance Manual: Identification of Students with Specific Learning Disabilities](#) is a guide for determining which method of SLD identification is most appropriate for each district.

Specific Learning Disability Eligibility Determination				ADE SPED 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"/>
Date of Determination:	<input type="text"/>				

Guidance: While most computer-based programs will have the child's demographic information stored for data management purposes, reviewing it as a team to verify this information with the parent will help ensure accuracy of the data.

This form is only used for children being considered for eligibility under specific learning disability. *Enter the **date of the committee's determination decision**.*

Method of Eligibility Determination:

☐ Response to Intervention

☐ Severe Discrepancy

☐ Other Alternative Research-based Procedures (specify):

Guidance: The method selected should be used district wide. However, the district might choose, for example, to use Response to Intervention (RTI) at the elementary level and Patterns of

Strengths and Weaknesses at the secondary level. *Select one of the methods above to determine the existence of a Specific Learning Disability.*

<input type="radio"/> Yes <input type="radio"/> No	1. The child was provided appropriate instruction in regular education settings; and data-based documentation of achievement reflecting formal assessment of student progress during instruction was provided to the child's parents.
---	---

Guidance: By selecting “yes” the team is affirming that that underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, and is not based on lack of English proficiency. Data must demonstrate that the student received appropriate instruction and repeated assessments at appropriate intervals, reflecting ongoing assessment of student progress.

<input type="radio"/> Yes <input type="radio"/> No	2. The child does not achieve adequately for the child's age or to meet State approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State approved grade- level standards: <ul style="list-style-type: none"> <input type="checkbox"/> Written Expression <input type="checkbox"/> Oral Expression <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Basic Reading Skills <input type="checkbox"/> Reading Fluency Skills <input type="checkbox"/> Math Problem Solving <input type="checkbox"/> Math Calculation
---	---

Guidance: Question 2 will be answered “yes” for children that will be determined eligible under Specific Learning Disability. Indicate the areas the child is not achieving adequately. **The determination of lack of adequate achievement is left to the IEP team.**

<input type="radio"/> Yes <input type="radio"/> No	<p>3. The child does not make sufficient progress to meet age or State approved grade-level standards in one or more of the areas identified above when using a process based on the child's response to scientific, research-based intervention;</p> <p>a. For a child that participated in a process that assesses the child's response to scientific, research-based intervention, the instructional strategies used and student-centered data are documented and the child's parents were notified about:</p> <ul style="list-style-type: none"> · The state's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; · Strategies for increasing the child's rate of learning; · The parents' right to request and evaluation. <p style="text-align: center;">OR</p> <p>4. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability using appropriate assessments, consistent with 34 CFR 300.304 and 300.305.</p>
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Guidance: Question 3 is answered "Yes" if the student will be determined eligible for SLD. By answering "yes" the team is indicating that the child did not make sufficient progress when using RtI and the parents were notified about this process OR the child exhibits a pattern of strengths and weaknesses in performance, achievement for both relative to state or grade level standards.

<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	<p>5. The child meets criteria for a severe discrepancy between achievement and ability in one of the following areas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written Expression <input type="checkbox"/> Oral Expression <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Basic Reading Skills <input type="checkbox"/> Reading Fluency Skills <input type="checkbox"/> Math Problem Solving <input type="checkbox"/> Math Calculation
---	--

Guidance: If the district elects to use a severe discrepancy between intellectual ability and achievement as a factor in the process of determining whether a child has a Specific Learning Disability, the severe discrepancy must be in one or more of the areas above. Select "yes" for areas for which a severe discrepancy is present or NA if severe discrepancy was not used.

<input type="radio"/> Yes <input type="radio"/> No	6. The observation(s) has been completed in each area of deficit and complies with state and federal regulations.
<input type="radio"/> Yes <input type="radio"/> No	7. Was there any relevant behavior noted during the observation? If yes, what is the relationship of the behavior to the child's academic functioning? <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<input type="radio"/> Yes <input type="radio"/> No	8. Are there any medical findings that are educationally relevant? If yes, describe: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<input type="radio"/> Yes <input type="radio"/> No	9. The deficits identified are not primarily the result of a visual, hearing, or motor disability; intellectual disability; emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency.
<input type="radio"/> Yes <input type="radio"/> No	10. It is the determination of the group participants that this child has a specific learning disability as defined in state and federal regulations implementing IDEA as amended. The determination has been made in accordance with 34 CFR 300.306(c)(1).

Guidance: Observations must be completed for deficit areas. If **relevant behavior** is observed, mark “yes” and describe relationship between behavior and child’s academic functioning (e.g., difficulty completing written assignment within allotted time; reluctant to respond to teacher questions; putting head on desk). If **educationally relevant medical findings** are present, describe (e.g., ADHD). For a child to be eligible under specific learning disability, the team must indicate “yes” that the deficits are not the **primary result** of other factors. Answering “yes” to number 10 would indicate the team’s decision of the existence of a specific learning disability as outlined in IDEA.

Each Team Member must certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the group member must submit a separate statement presenting his or her conclusions.

Name	Signature		
		Parent(s)	<input type="radio"/> Agree <input type="radio"/> Disagree
		Special Education Teacher	<input type="radio"/> Agree <input type="radio"/> Disagree
		General Education Teacher	<input type="radio"/> Agree <input type="radio"/> Disagree
		Local Education Agency Representative	<input type="radio"/> Agree <input type="radio"/> Disagree
		Individual qualified to conduct individual diagnostic examinations (School Psych, speech-language pathologist, or remedial reading teacher)	<input type="radio"/> Agree <input type="radio"/> Disagree
		Student	<input type="radio"/> Agree <input type="radio"/> Disagree
		Other (specify):	<input type="radio"/> Agree <input type="radio"/> Disagree

Guidance: *List names by appropriate titles and each member must sign next to his or her name and indicate their agreement.* If the decision does not reflect a group member's opinion, the group member must submit a written statement that presents his or her conclusions.

[\(return to table of contents\)](#)

The reevaluation and eligibility process requires the following forms ([Link to Special Education forms](#)):

- Record of Access
- Existing Data Review
- Notice of Action
- Evaluation Programming Conference Decision/Notice of Decision
- Specific Learning Disability/Eligibility Determination

Other Forms may be necessary:

- Medical Information
- Surrogate Parents Verification of Training
- Consent for Release of Confidential Information
- ([Link to Special Education forms](#))

GUIDELINES FOR EVALUATION/REEVALUATION

Reevaluations are to be conducted if conditions warrant a reevaluation or if the child's parent(s) or teacher requests an evaluation, but at least once every 3 years. Additionally, the local educational agency shall evaluate a child with a disability before determining that the child is no longer a child with a disability.

As part of an initial evaluation (if appropriate) and as part of any reevaluation, the IEP Team and other qualified professionals, as appropriate, shall:

- A.** review existing evaluation data on the child, including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and teacher and related services providers observation(s); and
- B.** on the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine -
 - 1.** whether the child has a particular category of disability, or, in the case of a reevaluation of a child, whether the child continues to have such a disability;
 - 2.** the present levels of performance and educational needs of the child;
 - 3.** whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
 - 4.** whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the individualized education program of the child and to participate, as appropriate, in the general curriculum.

All decisions reached by the IEP Team must be documented on an appropriate conference decision form. Each area that is to be assessed must be clearly specified, and the person(s) responsible must be designated. It is the responsibility of the LEA to ensure that all parental notice requirements are observed.

Informed parental consent also must be obtained for reevaluations, except that such informed consent need not be obtained if the LEA can demonstrate that it has taken reasonable steps to obtain consent and the child's parents have failed to respond.

NOTE: According to the U.S. Department of Education, Office of Special Education Programs, a reasonable effort on behalf of a school district would include some combination of the following: documented phone calls, letters, certified letters with return receipts, and visits to the parents' last known address. The certified letter is a good tool for this process, but it alone is not

sufficient. Experience in the field indicates that many people will not sign for certified mail fearing summons or collection agencies. The return of a certified letter should be followed by a visit to the last known address of the parent. Contact should also be made with neighbors, relatives, and other agencies in an effort to locate the parent. If these attempts are unsuccessful, all efforts should be carefully documented.

In conducting reevaluations, the IEP Team will choose from the following procedures:

- A.** If the IEP Team's decision is to conduct a comprehensive evaluation, all procedural safeguards concerning testing must be observed. In addition, the LEA must use a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that may assist in determining whether the child is a child with a disability and the content of the child's individualized education program, including information related to enabling the child to be involved in and progress in the general curriculum or, for preschool children, to participate in appropriate activities. Further, the LEA shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- B.** The IDEA Amendments of 1997 suggest that a child should not be subjected to unnecessary tests and assessments if a child's disability has not changed over the three-year period. The LEA must administer such tests and other evaluation materials as are needed to produce the data identified by the IEP Team. However, if there is no need to collect additional information about a child's continuing eligibility for special education, any necessary evaluation activities should focus on collecting information that directly assists persons in determining the educational needs of the child, as well as how to teach and assist the child in the way he or she is most capable of learning.

NOTE: If the IEP Team's decision is to conduct an evaluation, either comprehensive or partial, the same due process timelines must be followed as for an initial evaluation. Also, the results of any evaluation activities must be contained in the body of a written report. A copy of the evaluation report and documentation of determination of eligibility will be given to the parent.

- C.** If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, the local educational agency -
 - 1.** shall notify the child's parents of -
 - a.** that determination and the reasons for it; and
 - b.** the right of such parents to request an assessment to determine whether the child continues to be a child with a disability; and

2. shall not be required to conduct such an assessment unless requested to by the child's parents.