Special Education Process Guide

Arkansas Department of Education, Special Education Unit

August 11, 2017
Introduction

The purpose of this document is to supplement the Arkansas Department of Education (ADE) Procedural Requirements and Program Standards and ADE Eligibility Criteria and Program Guidelines. 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-thru of the forms used. Resources are provided where appropriate. For more information, please contact the Arkansas Department of Education, Special Education Unit.

Throughout the document, terms from the actual due process forms will be noted in bold. Specific directions will be noted in italics. When possible, the ADE Education Procedural Requirements and Program Standards and the ADE Eligibility Criteria and Program Guidelines are referenced with a notation of the regulation number in parentheses.

The ADE 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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# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Evaluation and Eligibility Process</strong></td>
<td>1</td>
</tr>
<tr>
<td>The Referral and Evaluation Process Chart</td>
<td>2</td>
</tr>
<tr>
<td>Conduct Child Find Activities</td>
<td>3</td>
</tr>
<tr>
<td><strong>Initial Evaluation Overview</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Initial Evaluation Forms Step-by-Step Guidance</strong></td>
<td>7</td>
</tr>
<tr>
<td>Record of Access</td>
<td>7</td>
</tr>
<tr>
<td>Special Education Referral</td>
<td>8</td>
</tr>
<tr>
<td>Notice of Conference</td>
<td>10</td>
</tr>
<tr>
<td>Referral Conference Decision</td>
<td>14</td>
</tr>
<tr>
<td>Existing Data Review</td>
<td>15</td>
</tr>
<tr>
<td>Notice of Action</td>
<td>19</td>
</tr>
<tr>
<td><strong>Evaluation Programming Conference</strong></td>
<td>24</td>
</tr>
<tr>
<td>Notice of Conference</td>
<td>24</td>
</tr>
<tr>
<td>Evaluation Programming Conference Decision Form/Notice of Decision</td>
<td>28</td>
</tr>
<tr>
<td>Specific Learning Disability Eligibility Determination</td>
<td>30</td>
</tr>
<tr>
<td><strong>Individualized Education Program Process</strong></td>
<td>35</td>
</tr>
<tr>
<td>Timeline Overview</td>
<td>36</td>
</tr>
<tr>
<td><strong>IEP Meeting Overview</strong></td>
<td>37</td>
</tr>
<tr>
<td><strong>IEP Forms Step-by-Step Guidance</strong></td>
<td>41</td>
</tr>
<tr>
<td>Notice of Conference</td>
<td>42</td>
</tr>
<tr>
<td>Notice of Conference, Flowchart A</td>
<td>45</td>
</tr>
<tr>
<td>Notice of Conference, Flowchart B</td>
<td>46</td>
</tr>
<tr>
<td>Record of Access</td>
<td>47</td>
</tr>
<tr>
<td>Individualized Education Program</td>
<td>47</td>
</tr>
<tr>
<td>Parent Consent to Access Public Insurance and to Release Personally Identifiable Information</td>
<td>69</td>
</tr>
<tr>
<td>Notice of Action</td>
<td>71</td>
</tr>
<tr>
<td>Early Childhood Section</td>
<td>78</td>
</tr>
<tr>
<td>Transition Section</td>
<td>88</td>
</tr>
</tbody>
</table>
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; and
- The present levels of academic achievement and functional performance (related developmental needs) of the child
**The Referral Process**

**Referral**
- Schedule Conference within 7 Days

**Referral Conference**
- Give 14 Day Notice of Conference to Parent (unless the parent agrees to meet sooner)
- Provide parents with *Procedural Safeguards*
- Create a *Record of Access*

**Review** Existing Information on the child and Determine Actions to Be Taken
(*EDR form may be used but is not required*)

**Decisions:**
1. CONDUCT COMPREHENSIVE EVALUATION
2. CONDUCT SPECIALIZED EVALUATION
3. DO NOT CONDUCT EVALUATION

If testing: Get Parent Consent to Test
(*Notice of Action*)

In rare cases the committee may determine it is appropriate to temporarily place the student. This requires:
- *Parent Consent to Temp Place
- *The creation of a 60 Day *Interim IEP

Note: The evaluation must be completed during this 60-day period

**Conduct Evaluation** to determine:
- If the child is a child with a disability under 34 CFR 8
- The educational needs of the child

A comprehensive evaluation of the child is conducted consistent with the eligibility criteria set out in §6.00 of the Arkansas Special Education Eligibility Criteria and Program Guidelines.

All evaluation components must be completed within 60 calendar days of consent.

**Evaluation**

**Notice of Conference**
- Upon the completion of tests and other evaluation measures – an Evaluation/Programming Conference must be held within 30 days of the last completed evaluation component.

Parents must be provided a 14 day *Notice of Conference
(unless the parent agrees to meet sooner)

**Evaluation, Programming Conference Decision/Notice of Decision**
- A Group of qualified professionals and the parent must determine whether the child is a child with a disability as defined in 34 CFR 8

An *Evaluation Programming Conference Decision/Decision Form/ Notice of Decision is completed

If it is determined the child is eligible for services under the IDEA, the committee must:
- Develop an *IEP, Obtain Consent for Initial Placement
(*Notice of Action*)

The parent is sent
*Notice of Action outlining DECISIONS that were made, and the ACTION that will be taken.
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 and behavioral difficulties prior to the child experiencing failure.

  LEAs should implement comprehensive, coordinated services and activities that include academic and behavioral evaluations, services, and supports. Professional development for teachers and other staff should be targeted to enable them to deliver evidence-based academic 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 local educational agency. An evaluation 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.

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

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

**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. 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

**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.

**Forms:** Existing Data Review/Notice of Decision

**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.
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

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**When Additional Data are Necessary**

After the review of existing data, the group may decide that additional assessment is needed to determine whether the child is a child with a disability.

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**Provide Written Notice of Action - Parental Consent**

Parental consent must be obtained prior to conducting an initial evaluation.

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

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**Conduct the Evaluation**

Initial evaluations must be conducted within sixty (60) calendar days of written consent obtained from the parent. 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, and the selection of assessment tools based on the information needed to determine eligibility (34 CFR 300.304-305).

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**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/Re-evaluation](#))

**Forms:** Evaluation/Programming Conference Decision Form/Notice of Decision
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.

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 Form](image)

**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., ADE 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

Name: ___________________________ ID#: ___________________________ Date of Birth: ___________________________
Age: ___________________________ Grade: ___________________________ School/Site: ___________________________

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: ___________________________ Date of Referral: ___________________________
Name and Address of Parent/Guardian: ___________________________
Parent's Phone Number: ___________________________ Native Language/Mode of Communication of Child: ___________________________
Native Language/Mode of Communication of Parent: ___________________________
  □ English □ Other (specify): ___________________________

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 native 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.
**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 along with the date the referral was received, as this initiates the timeline which marks required completion dates.

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.

Date Received is the date that the referral was given to the Public Agency Official. When the referral is made by school staff, the date received begins the timeline. Referrals received from parents or outside sources must be given to the Public Agency Official as soon as possible.
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; 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.
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 Post-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.
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 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).

See Notice of Conference Flowchart A and Flowchart B.
### Contact Log

<table>
<thead>
<tr>
<th>First Contact: mm/dd/yyyy</th>
</tr>
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<tbody>
<tr>
<td><strong>Verbal</strong> (must include all components of written notice):</td>
</tr>
<tr>
<td>☐ Phone</td>
</tr>
<tr>
<td>☐ Personally Presented</td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>Second Contact: mm/dd/yyyy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal</strong> (must include all components of written notice):</td>
</tr>
<tr>
<td>☐ Phone</td>
</tr>
<tr>
<td>☐ Personally Presented</td>
</tr>
<tr>
<td>☐ Voice Mail</td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>*Written</th>
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</thead>
<tbody>
<tr>
<td>☐ Regular mail</td>
</tr>
<tr>
<td>☐ Certified Mail</td>
</tr>
<tr>
<td>☐ Personally Presented</td>
</tr>
<tr>
<td>☐ Fax</td>
</tr>
<tr>
<td>☐ E-mail</td>
</tr>
<tr>
<td>☐ Other __________</td>
</tr>
</tbody>
</table>

**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)

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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.*

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**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 and 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)**

<table>
<thead>
<tr>
<th>Referral Conference Decision Date:</th>
</tr>
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</tbody>
</table>

- ☐ Comprehensive Evaluation
- ☐ Specialized Evaluation
- ☐ Other (specify): [ ]
- ☐ 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.

**Parent Rights Under IDEA**

☐ Rights were presented
- Method of provision:
  - ☐ In person
  - ☐ By Mail
  - ☐ E-mail

**Guidance:** Document the parents’ receipt of the Procedural Safeguards Notice: Your Rights Under IDEA. Districts may choose to provide one of the following shortened URLs:

- Parent Rights - [tinyurl.com/ArkansasParentRights](https://tinyurl.com/ArkansasParentRights)
- Parent Rights in Spanish - [tinyurl.com/DerechosdelosPadres](https://tinyurl.com/DerechosdelosPadres)

*If during the meeting, the parent is given access to the rights document via a URL, indicate that the rights were personally presented.*
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. The public agency representative should sign the allotted box and be listed as a referral committee member.

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
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 the guidance is different than the guidance for using the EDR during the reevaluation process.

**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.

**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):

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

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

II. Decisions: Is additional data needed to determine:

- Present levels of performance and educational needs of the student (e.g., transition and postsecondary planning)?
  - Yes
  - 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?
  - Yes
  - No
- Whether the child needs special education and related services or, in case of a reevaluation, continues to need special education and related services?
  - Yes
  - 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?
  - Yes
  - 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:

- [ ] Evaluation/reevaluation in order to determine eligibility or continued eligibility.
- [ ] Reevaluation to consider new/additional eligibility.
- [ ] Reevaluation to gather information to aid instructional planning.

### B. If additional data is not needed, the team has determined the following (check one):

- [ ] Child meets IDEA eligibility or, in the case of a reevaluation, continues to meet IDEA eligibility.
- [ ] 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.  
[ ] Yes  [ ] 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.**

---

**Excusals:**  
[ ] Yes  [ ] No

If yes, Name(s) of Team Member(s) Excused: __________________________

Parent Agreement to Excusals:  
[ ] Yes  [ ] No  
Initials ______________________

Is excused member’s area of curriculum being discussed?  
[ ] Yes, written input was provided  
[ ] 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.
**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.

<table>
<thead>
<tr>
<th>EDR Committee List</th>
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</thead>
<tbody>
<tr>
<td>Parent(s)</td>
</tr>
<tr>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>General Education Teacher</td>
</tr>
<tr>
<td>Local Education Agency Representative</td>
</tr>
<tr>
<td>Individual to Interpret Instructional Implications of Evaluation Results</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

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).

**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. 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 parents will sign the Notice of Action to provide written consent for evaluation. Additional information on Notice of Action may be found on the ADE Special Education website under Technical Assistance Resources.
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) □ Proposed or □ Refused by our district

<table>
<thead>
<tr>
<th>Box A: Consent Is REQUIRED for these actions to be carried out:</th>
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</thead>
<tbody>
<tr>
<td>□ Initial evaluation</td>
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<tr>
<td>□ Initial placement</td>
</tr>
<tr>
<td>□ Reevaluation (with assessment):</td>
</tr>
<tr>
<td>□ Comprehensive Evaluation</td>
</tr>
<tr>
<td>□ Specialized Evaluation</td>
</tr>
<tr>
<td>□ Other (specify):</td>
</tr>
<tr>
<td>□ Temporary placement</td>
</tr>
<tr>
<td>□ Other (specify):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Box B: Consent IS NOT REQUIRED for these actions to be carried out:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Ineligibility for services</td>
</tr>
<tr>
<td>□ Change in eligibility</td>
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<tr>
<td>□ Change of placement</td>
</tr>
<tr>
<td>□ Provision of FAPE</td>
</tr>
<tr>
<td>□ Graduation with regular diploma</td>
</tr>
<tr>
<td>□ Dismissal from Special Education Services</td>
</tr>
<tr>
<td>□ Disciplinary Removal</td>
</tr>
<tr>
<td>□ Other (specify):</td>
</tr>
</tbody>
</table>

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 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.

1. Explanation of Action: (The reason(s) for the proposal or refusal):
   [Blank]
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):
   [Blank]
3. Options Considered and Reasons Rejected: (option(s) considered by the IEP team and reason(s) for rejection)
   [Blank]
4. Other Factors Relevant to the Action:
   [Blank]

Guidance: Information documented in this section should describe decisions. The statements should be detailed enough to be read by a parent or other team member who may not be present at the meeting so that they 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 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 ADE 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 ADE 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/RevisionsToRulesAndRegulationsJuly2010/INFORMATION%20FOR%20PARENTS%20REGARDING%20CONSENT.pdf](https://arksped.k12.ar.us/rules_regs_08/RevisionsToRulesAndRegulationsJuly2010/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:


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

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number/Email</th>
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</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number/Email</th>
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</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Name/Title</th>
<th>Phone Number/Email</th>
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</thead>
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</table>

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

Listed names:

1. The purpose of 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 ADE-SEU staff should not be listed as the ADE 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 this name is so parents can have specific questions answered regarding their child’s services noted on the Notice of Action.
Evaluation Programming Conference

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.
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 Post-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.
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.

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. 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).

See Notice of Conference Flowchart A and Flowchart B.
**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/Re-evaluation](#)) 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.

<table>
<thead>
<tr>
<th>Name:</th>
<th>ID#:</th>
<th>Date of Birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>Grade:</td>
<td>School/Site:</td>
</tr>
<tr>
<td>Date of Last Evaluation Component (for current evaluation):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of Decision:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 Language Learner.

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.

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 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 the 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.

<table>
<thead>
<tr>
<th>Team Participation Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent(s)</td>
</tr>
<tr>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>General Education Teacher</td>
</tr>
<tr>
<td>Local Education Agency Representative</td>
</tr>
<tr>
<td>Individual to Interpret Instructional Implications of Evaluation Results</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

**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:**

- [ ] In person
- [ ] By Mail
- [ ] E-mail

**Guidance:** The **Date Provided** is the actual date in 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.

**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

**Name:** [ ]

**ID#:** [ ]

**Date of Birth:** [ ]

**Age:** [ ]

**Grade:** [ ]

**School/Site:** [ ]

**Date of Determination:** [ ]

**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.

**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:**

- [ ] 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 the methods used to determine whether the child has a Specific Learning Disability.
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.

### Question 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:

- [ ] Written Expression
- [ ] Oral Expression
- [ ] Listening Comprehension
- [ ] Reading Comprehension
- [ ] Basic Reading Skills
- [ ] Reading Fluency Skills
- [ ] Math Problem Solving
- [ ] Math Calculation

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.

### Question 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:

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:
   - 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.

   OR

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.

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.
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.*

<table>
<thead>
<tr>
<th></th>
<th>5. The child meets criteria for a severe discrepancy between achievement and ability in one of the following areas:</th>
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<td>Yes</td>
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<td></td>
<td>No</td>
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<td></td>
<td>NA</td>
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</tbody>
</table>

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.
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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent(s)</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
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<tr>
<td></td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>General Education Teacher</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Local Education Agency Representative</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Individual qualified to conduct individual diagnostic examinations (School Psych, speech-language pathologist, or remedial reading teacher)</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Other (specify):</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
</tbody>
</table>

The initial evaluation and eligibility process requires the following forms:

- Referral for Evaluation/Referral Conference Decision
- Notice of Conference
- Evaluation Programming Conference Decision/Notice of Decision
- Notice of Action

Other forms that may be used:

- Record of Access
- Existing Data Review
- Specific Learning Disability Eligibility Determination
- Medical Information
- Surrogate Parents Verification of Training form
- Consent for Release of Confidential Information
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 Procedural Requirements and Program Standards.

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.

<table>
<thead>
<tr>
<th>Age Specific Section:</th>
<th>Early Childhood</th>
<th>Post-Secondary Transition</th>
</tr>
</thead>
</table>

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.
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

1. SCHEDULE MEETING
   (Notice of Conference)

2. DEVELOP IEP
   (IEP forms)

3. SEND WRITTEN NOTICE
   (Notice of Action)

4. PROVIDE SERVICES

5. MONITOR GOAL PROGRESS

6. REVISE IEP ANNUALLY

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 needs and the type of services to be provided to address those needs. 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. When the parent and the LEA agree that minor changes need to be made and wish to so without an IEP meeting, the parent must provide permission for the amendment to occur. A copy of the amended IEP will be provided to the parent, 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**

If a substantial change is made in the provision of FAPE, 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 and why.

**Form**: Notice of Action
Provide Services

Each general education teacher, 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 from implementing the IEP, it should be conducted. Progress toward goals should be documented according to the IEP.

Amended IEP

If minor changes to an IEP need to be made after the annual IEP meeting, an IEP may be amended. Each district determines whether making minor changes to an IEP without a meeting is permissible district practice. When the parent and the LEA agree that minor changes need to be made and wish to so without an IEP meeting, the parent must provide permission. A copy of the amended IEP will be provided to the parent, and other team members will be notified of the changes. The annual review date does not change with an amendment. (8.07.1.40).

A meeting to 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

Forms: Individualized Education Program, Notice of Action (See Chart for Notice of Action Requirements)

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 redeveloped 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, an 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. Many districts find the annual review a convenient time to provide parent rights.

**Forms:** Notice of Conference, Individualized Education Program, Notice of Action

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.
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 Post-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
- [ ] 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

---

**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).
**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 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.

Flowchart B for Conference Notification

First contact (written)

- Will attend
- Request alternate means of participation
- Do not wish to attend
- No response

Second contact (same date, time, and location)

- Second contact (different date, time, location)
  - Request alternate means of participation
  - No response
  - Confirms
  - Do not wish to attend
  - Cannot attend

Third contact (different date, time, location)

- Do not wish to attend
- Confirms
- Request alternate means of participation
- No response

June 2013

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 ADE-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).

<table>
<thead>
<tr>
<th>RECORD OF ACCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILD’S NAME:</td>
</tr>
<tr>
<td>PUBLIC AGENCY:</td>
</tr>
<tr>
<td>The following persons have reviewed information contained in the above-named child’s special education due process file:</td>
</tr>
<tr>
<td>NAME</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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.

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 Postsecondary Transition
- School Age with Postsecondary 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 | Post-Secondary Transition |
IEP Demographics

**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**

<table>
<thead>
<tr>
<th>IEP Type: SCHOOL AGE - No Postsecondary Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of IEP:</td>
</tr>
<tr>
<td>□ Annual                                Date:</td>
</tr>
<tr>
<td>□ Temporary                         Date:</td>
</tr>
<tr>
<td>□ Initial                           Date:</td>
</tr>
<tr>
<td>□ Amended                           Date:</td>
</tr>
</tbody>
</table>

Most Recent Evaluation Date (Date of most recent EPC or EDR with no testing): 

**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. When the parent and the LEA agree that minor changes need to be made and wish to so without an IEP meeting, the parent must provide permission. A copy of the amended IEP will be provided to the parent, and other team members will be notified of the changes. The annual review date does not change with an amendment. (8.07.1.40).
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 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

<table>
<thead>
<tr>
<th>Parent Rights Under IDEA:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://arksped.k12.ark.us/rules_regs_08/">Document the parents’ receipt of the Procedural Safeguards Notice: Your Rights Under IDEA.</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent Rights Provided:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personally Presented</td>
</tr>
<tr>
<td>Mail</td>
</tr>
<tr>
<td>E-Mail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent Method of Participation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ In Person</td>
</tr>
<tr>
<td>☐ Through alternate means</td>
</tr>
<tr>
<td>☐ Parent did not participate</td>
</tr>
</tbody>
</table>

**Guidance:** Document the parents’ receipt of the Procedural Safeguards Notice: Your Rights Under IDEA. Districts may choose to provide one of the following shortened URLs:

- Parent Rights - [tinyurl.com/ArkansasParentRights](https://tinyurl.com/ArkansasParentRights)
- Parent Rights in Spanish - [tinyurl.com/DerechosdelosPadres](https://tinyurl.com/DerechosdelosPadres)

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

<table>
<thead>
<tr>
<th>Excusal(s):</th>
<th>☐ Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, Name(s) of Team Member(s) Excused:</td>
<td></td>
</tr>
<tr>
<td>Parent Agreement to Excusal:</td>
<td></td>
</tr>
<tr>
<td>☐ Yes ☐ No Parent Initials</td>
<td></td>
</tr>
<tr>
<td>Is excused member’s area of curriculum being discussed?</td>
<td></td>
</tr>
<tr>
<td>☐ Yes, written input was provided. ☐ No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Translation/Interpretation Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
<tr>
<td>If yes, specify:</td>
</tr>
</tbody>
</table>
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.
Present Level of Academic Achievement and Functional Performance (PLAAFP)

<table>
<thead>
<tr>
<th>Age Specific Section:</th>
<th>Early Childhood</th>
<th>Post-Secondary Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC1. PLAAFP</td>
<td>T1. PLAAFP</td>
<td></td>
</tr>
</tbody>
</table>

**Present Level of Academic Achievement and Functional Performance**

A statement of the child’s present levels of academic achievement and functional performance including:

- 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 several aspects of the child’s abilities and disabilities including:

- 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, and functional needs. 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 supports does the child need to access general education? All disability related needs would be included. Goals and services would be tied to those
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 that the team sees exactly what 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.

<table>
<thead>
<tr>
<th>Age Specific Section:</th>
<th>Early Childhood</th>
<th>Post -Secondary Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EC2. Outcomes</td>
<td>T2. Transition Plan Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T3. Transition Assessment Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4. Goals &amp; Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T5. Outside Agency Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T6. Courses of Study</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Yes</th>
<th>No</th>
<th>If yes, explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language needs as related to the IEP for a child who is an English Learner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction in Braille if the child is blind or visually impaired, unless determined inappropriate based on evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistive technology devices and services</td>
<td></td>
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<tr>
<td>Positive behavioral interventions and supports and other strategies to address behavior</td>
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<tr>
<td>Supplementary aids and services, program modifications and accommodations and/or supports for personnel in general education or other education-related settings</td>
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<tr>
<td>Are there other factors that need consideration?</td>
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</tbody>
</table>
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 language 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 Supervisor for additional supports available through ArkansasIDEAS (Behavior Intervention Planning and Functional Behavior Assessment).

- **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 enable children with disabilities 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’s to access to the general education curriculum, but not to decrease
learning expectations.

- Supplementary aids and services may include, but are not limited to, support provided by a paraprofessionals, interpreters for students 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.

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**Extended School Year**

<table>
<thead>
<tr>
<th>Extended School Year (ESY):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ ESY will be considered at a later date</td>
</tr>
<tr>
<td>☐ ESY is not necessary</td>
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<tr>
<td>☐ ESY is necessary. (Document services below).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description of Services</th>
<th>Time/Amount</th>
<th>Frequency</th>
<th>Location</th>
<th>Begin Date</th>
<th>End Date</th>
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</table>
**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**

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

- IEP Goals without Objectives
- 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.

<table>
<thead>
<tr>
<th>Goal #:</th>
<th>Goal Area:</th>
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</thead>
</table>

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):

**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 (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, timeframe. (Information related to the writing of standards-based IEPs and IEP goals may be found on the ADE 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. While children may have functional goals, at least one academic goal is required. **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.

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.

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Goal Area</th>
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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. While a child may have functional goals, at least one academic goal is required. *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.

**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
**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

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<thead>
<tr>
<th>Number</th>
<th>Date</th>
<th>Progress</th>
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<th>Date</th>
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Key for Status of Goals C = Continued D = Discontinued M = Mastered N = Not Initiated
Schedule of Services

**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 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:**
  - Check the box if None Needed.
  - Enter the related services and indicate the number of sessions, minutes, hours, periods, and sessions.
  - Select the time/amount frequency from 1X, 2X, 3X, 4X, etc.
  - Select the setting as Regular Classroom, Special Ed Classroom, Therapy Room, or Other (specify).

### 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 the both 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.

- **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

<table>
<thead>
<tr>
<th>Age Specific Section:</th>
<th>Early Childhood</th>
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</thead>
<tbody>
<tr>
<td>EC3. Placement Continuum</td>
<td></td>
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<tr>
<td>EC4. Least Restrictive Environment</td>
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</tbody>
</table>

#### 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 aides 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

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.

<table>
<thead>
<tr>
<th>Continuum of Placement:</th>
<th>School-based Day Treatment</th>
<th>Residential School</th>
<th>Homebound Instruction</th>
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<tbody>
<tr>
<td>Regular Class with Indirect Service (RG)</td>
<td>Regular Class 80% or more (RG)</td>
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<tr>
<td>Regular Class 40% to 79% (RR)</td>
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<tr>
<td>Special Day School</td>
<td>Hospital Program</td>
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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 and 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

<table>
<thead>
<tr>
<th>Age Specific Section:</th>
<th>Early Childhood IEP does not contain Assessment Decision</th>
</tr>
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</table>

### Assessment Decision

1. **Can the child participate in regular statewide and districtwide required assessments?**
   - [ ] Yes  [ ] No
   
   A. List accommodations needed (if any) consistent with IEP and general test administration guidelines.
      - [ ] None needed
      - [ ] Accommodations needed: ____________________________

2. **If the child will participate in the Arkansas Alternate Assessment Program, has the IEP team considered the guidelines for participation in alternate assessment?**
   - [ ] Yes  [ ] No

   A. If the child will participate in the Arkansas Alternate Assessment Program, provide a statement of why the child cannot participate in regular assessment:
      
      

   B. If the child will participate in the online Arkansas Alternate Assessment, list accommodations needed (if any) consistent with IEP and alternate test administration guidelines.
      - [ ] None needed
      - [ ] Accommodations needed: [ ] Assistive Technology [ ] Paper Version [ ] Scribe [ ] Sign Language

I understand that my child will be assessed with the statewide alternate assessment based on alternate achievement standards.

**Parent Signature:** ____________________________
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 ADE 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 is encouraged to refer to the Guidance for IEP Teams on Alternate Assessment manual that was created by the ADE Assessment Unit. The manual contains the Arkansas Participation Guidelines for Alternate Assessment and the Participation Decision Documentation checklist. Children in Arkansas will participate in either all standard statewide assessments or all alternate assessments. While use of the Arkansas Participation Guidelines and Participation Decision Documentation Checklist is not required, it can be useful in making this decision.

   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 not indicate on a child’s IEP that he or she will not take any statewide assessment.
Parent Survey and Provision of IEP

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 at the time of creation or at any point that it has been amended (8.06.6). Indicate the method used to provide a copy of the IEP to the parent.

Team Participant Signatures

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 may be one of the other IEP team members.
- 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.

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

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<thead>
<tr>
<th>Name:</th>
<th>ID#:</th>
<th>Date of Birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>Grade:</td>
<td>Local Education Agency:</td>
</tr>
<tr>
<td>Medicaid Number:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.
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: ____________________________
Address: ____________________________
Phone: ____________________________
Name of Policy Holder: ____________________________
Policy Holder Date of Birth: ____________________________
Social Security Number: ____________________________
Policy Number: ____________________________
Group Number: ____________________________

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 by 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.

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 changes
- 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 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 state-wide and district-wide assessments
- Change in annual goals or an existing IEP
- Dismissal of services
- Revocation of services
### What Circumstances Require Notice of Action?

<table>
<thead>
<tr>
<th>Identification</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Teacher Assistance Team</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Intervention Strategies</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collection of new data for initial and reevaluation</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Evaluation of progress on the annual goals</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Administration of state or school wide assessments</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Independent Education Evaluation (IEE)</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Determination of Eligibility upon completion of an initial evaluation or reevaluation</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Eligibility issues</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Refusal to conduct an evaluation</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Educational Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial educational placement into special education</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Relocation of the special education program</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Any change in educational placement</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Termination of special education and related services</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Transfer of student to another school or district</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Graduation with regular diploma</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Disciplinary removal for more than 10 consecutive school days</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Disciplinary removal for NOT more than 10 consecutive school days</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Disciplinary removal to an IAES for not more than 45 school days</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Series of disciplinary removals that constitute a pattern of removals</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Provision of FAPE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deletion or addition of a related service</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Change in annual goals on an existing IEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did it result in a significant change to the IEP?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did it result in a significant change to the IEP?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significant increase or decrease in special education or related services</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Change in how a student will participate in statewide and district wide assessments</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Refusal to increase or decrease a related service</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
**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.
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**: 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: Information documented in this section should describe decisions. The statements should be detailed enough to be read by a parent or other team member who may not be present at the meeting so that he or she completely understands 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 ADE 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 ADE Special Education website under **Notice of Action Examples.**

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**Informed Consent**

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 Regrading 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://arksed.k12.ar.us/rules_regs_08/RevisionstoRulesandRegulationJuly2010/INFORMATION%20FOR%20PARENTS%20REGARDING%20CONSENT.pdf](https://arksed.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).
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

1. The purpose of this name is so the parent has a contact in case he or she does not understand his or her 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 he or she has questions about his or her rights. The ADE-SEU staff should not be listed as the ADE 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 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:
  ❖ Notice of Conference
  ❖ IEP

Other forms that may be used:
  ❖ Record of Access
  ❖ Notice of Action
  ❖ Your Rights Under IDEA
  ❖ Additional forms based on student need
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 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

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), includes:

- Mentions specific functional skills the child uses in everyday settings and situations and the consistency with which they are observed. (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)
### Present Level of Academic Achievement and Functional Performance

**GUIDANCE**

**Child’s strengths:**
State the child’s strength using the three Outcome areas as headings:
1. Positive social emotional skills
2. Acquisition and use of new knowledge / skills
3. Taking action to meet needs

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.

**Child’s needs:** *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.*

State the child’s needs using the three Outcome areas as headings:
1. Positive social emotional skills
2. Acquisition and use of new knowledge / skills
3. Taking action to meet needs

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.

**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

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](http://ectacenter.org/eco/assets/pdfs/Decision_Tree.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.”
Entry Rating

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

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.

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?

<table>
<thead>
<tr>
<th>Entry Date:</th>
<th>Outcome Area</th>
<th>Entry Rating (required)</th>
<th>Annual Review (optional)</th>
<th>Annual Review (optional)</th>
<th>Exit Rating (required)</th>
<th>Progress at Exit? (Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Positive social emotional skills</td>
<td>☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7</td>
<td>☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7</td>
<td>☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7</td>
<td>☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7</td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>Exit Date:</td>
<td>B. Acquisition and use of new knowledge / skills</td>
<td>☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7</td>
<td>☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7</td>
<td>☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7</td>
<td>☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7</td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td></td>
<td>C. Taking action to meet needs</td>
<td>☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7</td>
<td>☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7</td>
<td>☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7</td>
<td>☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7</td>
<td>☐ YES ☐ NO</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>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. This means the child receives his or her special education services in the classroom and non-disabled children are with him or her during his or her services.</td>
</tr>
<tr>
<td>A2</td>
<td>Child attends a regular early childhood program AT LEAST 10 hours per week and receives the majority of his or her Special Education and Related Services in some OTHER LOCATION. This means the child is pulled away from his or her non-disabled peers for his or her services. Use this code when a service is delivered in a center or a section of the classroom and no</td>
</tr>
</tbody>
</table>

Placement Continuum (Early Childhood Children ages 3-5) Guidance

Early Childhood LRE is determined on how ECSE services are delivered to the child with their non-disabled peers. Comments on each option are described in blue on the LRE table below.
children with disabilities are interacting with the child during their services if the child is pulled out of the classroom to receive his or her special education services.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Child attends a regular early childhood program LESS THAN 10 hours per week and receives the majority (at least 50%) of his or her Special Education and Related Services in the Regular Early Childhood Program. This means the child receives his or her special education services in the classroom and non-disabled children are with him or her during his or her services.</td>
</tr>
</tbody>
</table>
| B2   | Child attends a regular early childhood program LESS THAN 10 hours per week and receives the majority of his or her Special Education and Related Services in some OTHER LOCATION. This means the child is pulled away from his or her non-disabled peers for his or her services. Use this code when  
  - a service is delivered in a center or a section of the classroom and no children with disabilities are interacting with the child during his or her services  
  - if the child is pulled out of the classroom to receive his or her special education services. |
| SP   | Child attends a special education program in a class with a majority (at least 50%) of children with disabilities. |
| SS   | Child receives education programs in a public or private day school designated for children with disabilities. This code is used for children with disabilities attending CHMS centers that have classrooms in which more than half of the children have an IEP. |
| RS   | Child receives education program in a publicly or privately operated residential school or medical facility on an inpatient basis. |
| HM   | Child receives the majority of the special education and related services in the principal residence of the child’s family or caregiver. |
| 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. |
EC4. Early Childhood Least Restrictive Environment  (Back to Top of IEP Section)

**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.

- [ ] 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 aides 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:

**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 aides 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.
Post-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

<table>
<thead>
<tr>
<th>Present Level of Academic Achievement and Functional Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A statement of the child’s present levels of academic achievement and functional performance including:</td>
</tr>
<tr>
<td>- Child’s strengths and needs (include data used to determine strengths and needs)</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- Consider how the child’s strengths relate to the child’s postsecondary goals.</td>
</tr>
<tr>
<td>- Effect of the child’s disability on his/her involvement in the general education curriculum</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
<tr>
<td>- Achievement of annual goals, performance in related service areas, and a description of any significant lack of progress.</td>
</tr>
</tbody>
</table>

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.
**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 timeframe 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](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

<table>
<thead>
<tr>
<th>Initial Date of Transition Plan Development</th>
<th>Student's Disability</th>
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**Guidance:** When Transition will be discussed at an IEP meeting, the child must be invited through a separate Notice of Conference addressed to the child. 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

List age appropriate transition assessments used annually in determining postsecondary goals and include year administered. For each year, multiple assessments may be listed.

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>Year(s) Provided</th>
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**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

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 can not 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?):

<table>
<thead>
<tr>
<th>After high school</th>
<th>(student’s name/I will) will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Activities/Services that will help student move toward Career/Employment Goal Indicated Above:</td>
<td>Responsible Party’s Title</td>
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</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>After high school</th>
<th>(student’s name/I will) will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Activities/Services that will help student move toward Education/Training Goal Indicated Above:</td>
<td>Responsible Party’s Title</td>
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</table>
3. Postsecondary Independent Living Skills/Community Participation Goal(s)

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

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. Post-Secondary Transition Courses of Study

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):

<table>
<thead>
<tr>
<th>Subject</th>
<th>School Year:</th>
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</thead>
<tbody>
<tr>
<td>English</td>
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<tr>
<td>Social Studies</td>
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<td>Oral Communications</td>
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<td>Mathematics</td>
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<td>Science</td>
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<td>Physical Education</td>
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<td>Health and Safety</td>
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<td>Economics</td>
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<td>Fine Arts</td>
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<td>Career Focus</td>
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<td>Elective</td>
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<td>Elective</td>
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</tbody>
</table>

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.

Projected Graduation Year:
**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.*

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**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:


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**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 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

*(Back to Top of IEP Section)*
Guidance Document Next Steps

- Create a section for the Re-Evaluation Process
- Create a glossary of terms and acronyms
- Continue adding citations for regulations
- Continue linking documents and resources