

Watson Chapel School District
Special Services Department

SPECIAL SERVICES PROCEDURES AND PRACTICES MANUAL

Reconnecting the Wildcat Family

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Purpose

The purpose of the Watson Chapel Schools Special Education Procedures and Practices Manual is to serve as a resource to support district administrators, teachers, and support staff in the day to day implementation of all Special Education instructional programs and services to students with disabilities. The Manual provides personnel with uniform and consistent procedures to manage Special Education compliance and coordination. The Manual will be updated yearly in accordance with revisions or change to state and federal laws and/or regulations in their legal interpretation.

This Manual is further designed to:

- Maintain continuity of district Special Education practices and procedures
- Ensure compliance and accountability within all divisions

School district staff should use this manual in conjunction with the [Arkansas Department of Education Special Education and Related Services Rules and Regulations](#), [Arkansas Special Education Process Guide](#), [Arkansas Office of Special Education website](#), as well as guidance from state and federal authorities.

Readers of this manual are expected to check additional resources (Arkansas Department of Education, U.S. Department of Education, legal counsel, and the like) to ensure compliance with the law. This manual is intended to provide general guidance and explanation of the procedures related to the Special Education laws. This manual is intended to be read and utilized in conjunction with Special Education statutes and regulations, as well as guidance from State and Federal.

Free Appropriate Public Education (FAPE)

FAPE is a legal principle that provides children in school with important rights, especially if they have disabilities, or certain challenges. For students with disabilities, this means that they have the right to receive special education and/or related services at no cost to them. The school is responsible for providing and paying for these services, with no financial obligation or cost attributed to parents. Students have a right to an appropriate education that meets the unique needs of a child with disabilities in which they are given equal access to learning and making progress in the public school system. FAPE means Special Education and Related Services

designed to meet a child's unique needs that prepare the child for further education, employment and independent living.

Special Education Services and Programs

The Watson Chapel School District's Special Education Department provides a variety of educational services to students in grades K-12, who have been identified as having a disability and requiring Special Education service. Special Education is governed by federal and state law. Under the Individual with Disabilities Education Act (IDEA) Special Education is designed as "Specially designed instruction, at no cost to parent, to meet the unique needs of a child with a disability to prepare the child for further education, employment, and independent living."

Special Education is an additional service which includes support, programs, specialized placements or environments to ensure that all students' individualized educational needs are being met for them to make progress. Students qualifying for Special Education services have needs that will often require support that goes beyond what is normally offered or received in the regular classroom setting. A child suspected of needing Special Education support must be referred to the Special Education department to see if they need special education and/or related services to make progress. Parents, teachers or anyone who has knowledge of the child can make referrals for Special Education.

Watson Chapel School District offers a variety of least restrictive environments and services for students who qualify for Special Education service. Watson Chapel School district offers a full continuum of placements. The district utilizes Indirect Services, Co-Taught services, Inclusive Services, Direct services, and services in the self contained, day school, hospital or homebound environments. Some of the Related Services that we offer include Speech Therapy, Occupational Therapy, and Physical Therapy.

Special Education Services and Personnel

Special Education Director

The Director of Special Education is responsible for overseeing all aspects of the Special Education program, including the development and implementation of curriculum, hiring and training of staff, and compliance with legal requirements. The Director has the following duties and responsibilities:

- Provide leadership and direction to Special Education staff including teachers, therapists, paraprofessionals.

- Evaluate the effectiveness of Special Education programs and modify them as needed.
- Ensure that Individualized Education Program (IEPs) for students with special needs are developed and implemented effectively.
- Work closely with teachers, parents, and other professionals to identify students with special needs and ensure they receive appropriate individualized services.
- Review and interpret educational laws and regulations related to Special Education.
- Organize professional development programs for Special Education staff.
- Coordinate with other departments to integrate Special Education students into regular education programs when appropriate.
- Manage budget and resources for the Special Education department.
- Address concerns and complaints related to Special Education programs.

Special Education Lead Teacher

The primary function of the Special Education Lead Teacher is to provide support and services outlined in the standards, legally and professionally to all campuses. The Lead Teacher will support an organizational framework efficiently and appropriately within the Special Education program. Under the direction of the District SpEd Director, the Special Education Lead Teacher is responsible for assisting with the implementation and maintenance of the school age Special Education programs and services in accordance with district, state, and federal objectives and laws; planning, designing, and implementing all phases of service provided by the Special Education staff.

The Special Education Lead Teacher has the following duties and responsibilities:

- Responsible for the development, placement, implementation and evaluation of programs and services for students with disabilities
- Communicate the educational needs with regular education faculty and staff where appropriate.
- Assess the need for staff development and provide in-service for staff on Special Education topics
- Maintain building records and documentation for all students eligible under Special Education
- Serve as a resource to the building administration, teachers, and staff regarding special Education
- Ensure the implementation of Special Education procedures in the school building
- Analyze and interpret laws and regulations governing the provision of Special Education
- Review assessment reports; analyze student data as it relates to Special Education eligibility, needs, goals, services, and supports
- Assist in creating informational literature for parents
- Serve as a liaison between special and/or regular education teachers and with agencies involved in advocating for individual children with disabilities.

Special Education Teacher

The Special Education teacher will assume the responsibility for coordinating, planning, managing, teaching, supporting, and monitoring the progress of all students assigned. The Special Education teacher will draft IEP's annually or amend as needed in conferences with the IEP Team on any student for whom they are the Case Manager. They provide direct instructional services in their classroom or in the general education classroom, will serve as a resource for students in all settings, and will collaborate with general education teachers working with students qualified for Special Education services. The Special Education teacher shall also be an advocate for the student's education. Special Education teachers will also collaborate with Related Services and ensure targeted skills are supported across environments throughout the school day. They will conduct all Special Education conferences and complete the due process paperwork related to these conferences on students for whom they are the Case Manager.

Special Education Paraprofessional

Paraprofessionals, as an integral team member of the Special Education program, provide classroom support and individual student support at all instructional levels. The paraprofessional may be assigned to work with various certified staff members to provide support to students. Paraprofessionals should collaborate with the classroom teacher on understanding classroom and work expectations, implementation of classroom management practices, and the implementation of academic and behavioral intervention strategies critical to supporting individual students in the classroom. Individualized strategies may include student behavior intervention plans, assistive technologies, fine-motor techniques, and any other specialized instructional technique or resource.

Speech/Language Pathologist

These specialists work with students to evaluate student needs and provide services in the areas of language, articulation, voice, fluency, and communication. These services may take place in the student's natural school environment, such as the classroom or cafeteria, or in a small-group setting. Location of services is based on student goals and needs. They will also consult with special education and general education teachers on the student's individual needs and goals.

Occupational Therapist and Physical Therapist

As related service providers, these specialists facilitate the development of fine and gross motor skills, develop student programs and implement interventions in their area of speciality. These services enable eligible students to benefit from their educational program. They may

consult with special education and general education teachers on student's individual needs and goals.

School Psychologists

A school psychologist working in special education plays a critical role in supporting students with disabilities by ensuring they receive appropriate educational services tailored to their needs. They conduct comprehensive psychological and educational assessments to identify students' cognitive, academic, emotional, behavioral, and social functioning. Their work involves collaboration with educators, families, and other professionals to promote student learning, development, and mental health within the educational setting.

General Education Teacher

The general education teacher is a required member of the IEP team and is responsible for the instructional progress of all students in his or her general classroom setting. The general education teacher collaborates with special education staff and related service providers about the needs of students served under special education. They will also help in the identification of students with suspected disabilities and will assist with the development and implementation of instructional interventions designed to meet the special needs of individual students who qualify for special education.

Child Find

The Watson Chapel School District Child Find addresses the educational needs of children ages 3- 21 within the district's geographical boundaries and students on school choice, even those who are progressing from grade to grade along with highly mobile students, home schooled students, private school students and homeless students; as they relate to the identification and location of children who may have a disability and be in need of Special Education and/or Related Services. Parents of these students are informed that services are available through the school district and how they may access these services.

The district makes services available to all eligible students with disabilities residing in the district, those attending on school choice, students who are homeless, highly mobile students and students who are homeschooled or in private schools. Watson Chapel conducts Child Find activities which include providing training for district staff, presentations at the campus Open Houses, brochures being placed in the campus offices and libraries, providing local medical facilities and child care centers with brochures, and placing Child Find materials in the media and on the district website. Child Find is an ongoing effort to actively identify, locate and evaluate children with disabilities who may be in need of special education services to ensure Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE).

Referral

Referral to Determine Eligibility for Special Education and/or Related Services

The Watson Chapel District accepts and processes all referrals to determine eligibility for Special Education and Related Services. A referral can be made by:

- An adult student;
- A parent;
- School personnel; or
- Other individuals from other agencies (e.g., physicians, psychologists, social workers) to whom has knowledge of the child.

Watson Chapel School District Administration will promptly refer students who are suspended repeatedly in or out of school, or whose behavior, including truant behavior, attendance or academic progress in school is considered at risk according to the District RTI data.

A referral of a child who is suspected of having a disability requires the District to convene a meeting to consider the need for an evaluation to determine if the child is a child with a disability who is eligible for Special Education and/or Related Services. Once a referral is made, Watson Chapel shall convene the meeting within 21 calendar days to determine if the student may be a student with a disability who may be in need of special education and/or related services.

Process

A referral is to be made in writing through the completion of the required Special Education Referral form and provided to the Special Education Teacher.

When Watson Chapel School District personnel suspect the presence of a disability, the individual will complete and submit a referral form and immediately contact the Campus Special Education Teacher to share their concern and to start the referral process. In these instances, the date of the referral is the date any staff member was notified (including verbal) that the child may be a child with a disability in need of special education and/or related services.

When the referral originates from a parent or individual not directly associated with the district, a school employee where the child is enrolled must complete the Special Education Referral form and forward it to the Campus Special Education Teacher.

The Watson Chapel School District will accept, as a referral, a concern expressed in writing or stated verbally from the parent or other individual who knows the child to Watson Chapel School District personnel. The statement or written notice may indicate that the student be referred for an initial evaluation, or uses terms that clearly indicate a concern that the child may be a student with a disability and should be evaluated to determine eligibility for Special Education and/or Related Services. The parent does not have to use the word “referral,” but may express the student needs to be tested, needs extra help, or is struggling academically, socially/emotionally, or adaptively.

If, when speaking to a Watson Chapel School District staff member, a parent verbally expresses a concern that his or her child may have a disability and need Special Education and/or related services the staff person will begin the referral process. The date on which the parent verbally expressed the concern to the District will be considered the date of referral even if a written referral form was not completed and submitted at that time.

Informal data should be collected prior to the referral conference, which must be held within 21 calendar days from the date 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/or Related Services under Individuals with Disabilities Education Act (IDEA).

The Special Education Teacher will contact the parents/guardians, principal, and the general education teachers of the students who best know the child's strengths and needs, and schedule the conference. The Special Education Teacher will send out notice of conference no later than 7 calendar days of the referral being made, allowing for a minimum notice of conference of 14 calendar days. A second notice of contact will also be sent out at a minimum of 7 calendar days before the conference.

The Special Education Teacher will chair the referral conference, taking input and consideration from the team members and data, and complete the referral conference decision form and the Notice of Action.

- If the decision the committee makes during the conference is to not evaluate, the student, the Special Education Teacher will ensure that the referral conference decision form and notice of action reflects that and will complete any follow up needed for referrals to other services (ex: 504, ESOL, Dyslexia, mental health, etc.).
 - If the parents/guardians provide outside evaluations and the committee feels that there is enough data there to determine eligibility and service the student under special education, that could be the reason the district decides to not evaluate but would still place the child in special education

and/or related services and continue with the paperwork accordingly with the referral conference decision form, the NOA and the implementation of the IEP. The district would need to gather consent to service on the NOA at this point from the Parent/guardian.

- If the decision the committee makes during the conference is to evaluate the student further, the Special Education Teacher will ensure that the referral conference decision form and the Notice of Action reflects that and will include what the suspected disability is. They will also ensure that written consent for evaluation is obtained on the Notice of Action.

Consent to Conduct an Initial Evaluation

The District must obtain written parental consent prior to conducting an initial evaluation. The District will use the Notice of Action to document the date the written consent was obtained from the parent.

District staff will make reasonable efforts to obtain written consent from a parent. These efforts must be documented using the Notice of Conference contact log and could be a record of phone calls, e-mails, home visits or written correspondence with parents/guardians.

If the parent fails to respond to a request from the District for consent to conduct an initial evaluation, the District will interpret the failure to respond as a refusal of consent.

Please note that if the parent does not provide consent for an initial evaluation, the district will document the contacts and the failure of parents/guardians to provide written consent. This can be done on a contact log or the Notice of Action in the student due process file.

The Special Education Director will decide if due process hearing is warranted to obtain consent for an evaluation if a parent refuses to grant consent for the student to be evaluated.

If the parent consents at this time, the consent only applies to the initial evaluation and cannot be construed as consent for the initial provision of Special Education and/or Related Services.

After a review of data in conference, if the team does not pursue an evaluation of a student, and the refusal to evaluate is documented on the Referral Conference Decision Form and the Notice of Action, the referral process comes to an end with the decision to not evaluate the student for services.

Evaluation and Eligibility

Purpose of an Evaluation

The District uses initial evaluation and re-evaluation procedures in accordance with the IDEA to ensure that proper identification of students with disabilities occurs through the implementation of comprehensive assessment and evaluation practices. Evaluations are conducted to determine if a student has a disability and what the educational impact of the disability might be. This is done through the analysis of the summative results of the procedures and other data gathered to give a whole picture of the students strengths and needs. From this, the team will determine if the student meets the criteria for identification as a student with a disability, is eligible for Special Education and/or Related Services, and the nature and extent of the Special Education and/or Related Services to be provided to the student in order for the student to receive a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Role of the Individualized Education Program (IEP) Team

The IEP team will review all data provided to determine that the child has a disability, or in the case of a re-evaluation, continues to have a disability, and is eligible for Special Education.

Such data may include but are not limited to:

- Prior evaluation results;
- Information provided by the student's parent;
- Results of current curricular, local and/or state assessments;
- Outcomes of classroom-based observations and observations by teachers or related service providers;
- Attendance;
- Discipline;
- Health/nursing data; and
- Other relevant data.

If the IEP team decides that **no additional data** is needed to determine the student's requalification of eligibility for services then the Watson Chapel School District will provide the student's parents with the Notice of Action form, and inform the parents/guardians that they have a right to evaluations based on the parent's rights under IDEA.

If the IEP team decides that **additional data** is needed, the team, including the parents, will define the evaluation procedures necessary to make a determination and indicate what the suspected disability is. **The District must obtain written parental consent prior to conducting any evaluation.** This consent must be in the mode of communication or language

the parent can understand. **The written parental consent is what starts the 60 calendar day timeline for the evaluation to be completed.**

Initial Evaluation

The District will assess the student in all areas related to the suspected disability or disabilities and will ensure that the evaluation is sufficiently comprehensive according to the rules from Department of Education-Office of Special Education Qualifications to identify all of the student's needs for Special Education and/or related service needs, whether or not commonly linked to the disability category in which the student may be classified.

For the comprehensive initial evaluation, the district will use a variety of assessment tools and strategies to gather relevant functional, developmental, social/emotional, and academic information about the student, including information provided by the parent in a social history that may assist in determining whether the student is a student with a disability under IDEA.

If the student qualifies as a student with a disability, the team will create the student's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum.

The district will not use a single measure or assessment as the sole criterion for determining whether the student is a student with a disability or for determining the content of the student's IEP. The district will use technically sound evaluation methods that are reliable and valid for the purposes for which they are intended. The District will also ensure that assessments and other evaluation materials used to assess a student are selected and administered:

- So as not to be discriminatory based on race, age, sex or culture;
- are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and is able to do academically, developmentally, socially, and functionally, unless it is clearly not feasible to so provide or administer;
- are administered by trained and knowledgeable personnel;
- and are administered in accordance with any instructions provided by the producer of the assessments.

Assessments will be selected and administered so as to best ensure that the results for a child with impaired sensory, manual, or speaking skills, accurately reflect the child's aptitude or achievement level, adaptive behavior, or whatever other factors the tests measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test intends to measure).

Timeline for Initial Evaluations

Initial evaluations must be conducted within **sixty (60) calendar days** of written consent obtained from the parent. The conference will be held by the Special Education Lead Teacher. They will place the date of written consent on the Watson Chapel SpEd Tracker and then email the Special Education Director. The Special Education Director will contact the contracted evaluator to come in and complete the evaluation. The Special Education Lead teacher will ensure timeline is in compliance and if the evaluation is not completed by 45 calendar days after the date of written consent, the Special Education Lead teacher will reach out to the Special Education Director. Once the evaluation is completed, the evaluation will be sent to the Special Education Lead teacher who will then schedule the Evaluation Programming Conference within 30 Calendar days of the last date of the evaluation completion date, ensuring parents/guardians are given at least 14 days notice of conference and all team members are invited and present at conference.

Please refer to the following helpful resource, [Referral and Evaluation Timeline Chart in the Special Education Process Guide from DESE](#). This timeline begins on the date of receipt of written parental consent to conduct an evaluation, and ends with the completion of the last evaluation component. From the date of the last component of the evaluations, the committee has **thirty (30) calendar days** to review the evaluation data in conference and either qualify the student as a student with a disability in need of services, or make the decision that the student does not qualify as a student with a disability in need of services.

Determining Eligibility

Upon request from the parent/guardian or adult student, the District Special Education Director, educational/psychological examiner or Special Education Lead Teacher will provide the results of the assessments and evaluations used in the determination of eligibility for Special Education at least five school days before the EPC meeting at which such results of the assessments and evaluation will be discussed for the first time.

The initial evaluation and eligibility process require the following forms (See Appendix):

- For Referral Conference:
 - Referral Form
 - Notice of Conference
 - Referral Conference Decision Form
 - Notice of Action with Written consent for evaluation obtained
- For Evaluation Programming Conference:
 - Notice of Conference
 - Evaluation Programming Conference Form

- Notice of Action
- Specific Learning Disability Eligibility Determination (for students qualified under SLD)
- Consent for Release of Confidential Information (District Form)

Process

After the initial evaluation is completed, the District Special Education Lead Teacher will convene the IEP team (which will consist of parents/guardians, the special education teacher who will work with the student, the general education teacher, someone who can interpret the evaluation data, and the LEA representative) within 30 calendar days of the last evaluation component completed to review the initial evaluation with the team and determine whether the student is a child with a disability as defined by federal and state Special Education law. The Special Education Lead Teacher, who is responsible for ensuring timeline compliance, will send the notice of Conference to parents/guardians giving at least a 14 day notice. The Special Education Lead teacher will also be responsible for ensuring that all committee members are notified and present on the day of the conference. The Special Education Lead Teacher will ensure the WC district Tracker is updated with EPC and Initial IEP dates along with any other demographics/information needed on the tracker.

The District cannot determine a student is a child with a disability if the primary reason for the determination is:

1. Lack of appropriate instruction in reading, including the essential components of reading instruction;
2. Lack of appropriate instruction in math; or
3. Limited English proficiency.

To be found eligible for Special Education and Related Services, the IEP team must determine that:

1. The student has a disability as defined by the IDEA or Arkansas rules
2. The student's disability adversely affects the student's educational performance;
3. By reason of the disability needs Special Education and Related Services.

Adverse effects on educational performance cannot be based solely on discrepancies in age or grade level performance in academic subject areas. Rather, when determining if the manifestation of the student's disability has an adverse effect on educational performance, the IEP team will consider all aspects of the child's functioning at school, including academic, social/emotional, cognitive, communication, vocational and independent living skills. An adverse effect can be manifested through behavioral difficulties at school; impaired or inappropriate social relations; impaired work skills, such as being disorganized; having trouble getting to school on time; and difficulty with following the rules.

The documentation of adversely affected educational performance must also substantiate that the educational deficiencies persist over time in spite of specific alternative strategies that have been provided within the general education setting. The IEP team should document evidence that scientific, research-based interventions have been implemented with fidelity. The IEP team will consider these efforts and their impact when determining adverse educational performance. The IEP team will utilize the appropriate forms and Guidelines for Evaluation/Re-evaluation which can be found here when determining eligibility for Special Education services under IDEA. The disabilities eligible for Special Education services under the IDEA and/or state statute are the following:

1. Autism;
2. Emotional Disturbance;
3. Deaf-Blindness;
4. Hearing impairment (including deafness);
5. Intellectual Disability;
6. Multiple Disability
7. Orthopedic Impairment;
8. Other Health Impairment
9. Specific Learning Disability;
10. Speech Language Impairment;
11. Traumatic Brain Injury;
12. Visual Impairment;

Even though it is possible for a student to have more than one disability, the IEP team will enter the primary disability on the IEP, which is most indicative of the student's educational needs as determined by the IEP team.

Placement

The LEA ensures that the educational placement for students with disabilities (the provision of Special Education and/or Related Services) is determined by the IEP team based on the student's individual circumstances and individual needs and not based on the student's disability category. The LEA ensures an evaluation is conducted before Special Education and/or Related Services are provided to a student with a disability and that an educational placement is provided to implement each student's IEP. The IEP team makes placement decisions. The placement is based upon the student's educational needs to meet the goals as listed in the IEP, and is determined at least annually in accordance with Free and Appropriate Education in the Least Restrictive Environment .

Re-evaluation

The District will conduct a re-evaluation of each student with a disability at least once every three years. The Special Education Lead Teacher will ensure that timelines are in compliance and that re-evaluation conferences are held at least 120 calendar days before the final date of the three year evaluation according to the district tracker. The Special Education Teacher who holds the file will be responsible for chairing the conferences and all paperwork for tri-annual evaluations.

The purpose of the three-year evaluation is to determine whether the student continues to be a student with a disability and to assess the student's educational needs. Additionally, the re-evaluation must determine whether any additions or modifications to the Special Education and/or Related Services are needed to enable the student to make progress as outlined in the student's IEP, and to participate, as appropriate, in the general education curriculum.

In addition to the above requirements, the District will conduct a re-evaluation if, at any time, the IEP team determines that a change in educational or/or Related Services are needed, including improved academic and functional performance of the student, or if a student's parent or teacher requests a re-evaluation. A re-evaluation will not be conducted more frequently than once a year unless the parent and the District agree otherwise. Procedures for the collection, review, and use of re-evaluation data is the same as for an initial evaluation.

Existing Data Review

A conference will be held 120 calendar days prior to the date of the students three year evaluation programming conference. The Special Education teacher will be responsible for setting up this conference, giving the parents two notices of conference, the first one being at least a 14 day notice of conference, along with ensuring that all team members are present and that data needed for the conference is gathered prior to the conference being held.

In the conference, the team will review the data that is present, along with the student annual IEP's and progress made on those IEP's, along with parent and teacher input and then complete the Existing Data Review in order to determine if new or updated evaluations are needed to continue to ensure that the student is receiving the appropriate programming to make continued progress and if the student continues to be a student who qualifies under IDEA 300.305. The team is looking to ensure that they have the data to account for the following:

- The present levels of academic achievement and related developmental needs of the child;
- Whether the child needs special education and related services;
- Whether the child continues to need special education and related services; and

- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

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, current classroom-based, local or state assessments, and observations by teachers and other qualified related services personnel.

- If the determination of the Team is to **not re-evaluate**, the Team will keep the Existing Data Review document and all data reviewed, including previous evaluation data, and current data gathered before the conference in the file as the current evaluation. An EPC is not required if no testing is being requested. Eligibility information is on the EDR. A Notice of Action must be completed documenting the team decision to the parents. The parents must be notified of their rights to request an evaluation when the team decides that no testing is needed. This will become the student's new evaluation date of record.
- If the determination of the Team is **to re-evaluate**, then they will decide what types of evaluation(s) are needed and what disability or disabilities are suspected; to decide continued eligibility, consider a change to eligibility or an evaluation to gather information and aid in instruction planning? This will all be documented on the Existing Data Review Form and the team will sign. A notice of Action must still be completed.

The parent will have to give written consent for the evaluation documented on the Notice of Action. This written consent will start the **sixty (60) calendar day** timeline for evaluation(s) to take place.

The Special Education Teacher will update the student information on the District Evaluation Tracker and notify the Special Education Director via email who will contact the Evaluator.

Note: If the team is discussing **dismissal from special education services**, an evaluation must be completed before this process can happen. See Dismissal Process Section

Regardless of the team decision, The Special Education Teacher will fill out the Notice of Action, documenting the conference.

Consent to Conduct a Re-evaluation

The District must obtain written parental consent prior to conducting a re-evaluation. The Special Education teacher will use the Notice of Action form to request consent from the parent and the date when consent was obtained.

District staff will make reasonable efforts to obtain written consent from a parent. These efforts must be documented using the Notice of Conference and could be a record of phone calls, e-mails, or written correspondence.

If the parent fails to respond to a request from the District for consent to conduct a three year re-evaluation, the District will interpret the failure to respond as a refusal of consent.

Please note that if the parent does not provide consent for a re-evaluation, this must be documented in the Notice of Action, and without written consent and evaluation cannot be done

The Special Education Director will decide if due process is warranted to obtain consent for an evaluation if a parent refuses to grant consent for a needed evaluation.

If the parent consents at this time, the consent only applies to the current evaluations called for in the conference.

Annual Review Process

A student's Individualized Education Plan is reviewed at least once a year not to exceed 365 days. This is the Annual Review Conference. A committee is convened to review and discuss the student's progress for the past year and to make plans for the coming year that will address the students needs while highlighting their strengths to enable them to participate in the general education curriculum to the maximum extent possible. If requested, a general educator will provide a written report that includes progress or lack of progress, including why progress was not made, in the general education setting over the previous year. These reports must contain information about the students academic, functional, and social emotional strengths and needs. These reports can be in the form of an email to the special education teacher or Case Manager or a document typed out and given to them and are used to guide changes to the IEP that are needed.

Notice of Conference

The special education teacher is required to schedule the meetings and send the notice of conference.

- 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.
- 1st notice of conference is sent at least 14 days prior to the meeting date.
- 2nd notice of conference.

- The parent(s) and the district may agree to meet sooner or later, 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. Additionally, if the parents are divorced or reside in separate residences, both parents should receive the Notice of Conference (NOC), unless a court order specifies otherwise.

Required team members:

- Parent
- LEA Representative
- Qualified personnel to interpret evaluation data
- General Education Teacher
- Special Education Teachers

Optional Team Members:

- Speech, Physical Therapy, Occupational Therapy (if student receives services)
- Any outside counseling agency the student may see for mental health (if student receives services and parent consents)
- With parent consent, any outside agency who will be providing post-secondary transition services.
- Nurses if student has a health care plan or otherwise medically applicable if student receives service

Contact Log will need to be completed.

Enter the first date of contact and how that contact was made with all details.

Check whether parents can attend and if they will attend with less than 14-day notice.

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.

If not, reschedule and resend a new NOC.

Record of Access

Record of access is NOT needed for every Special Education conference you hold. We must have one on file for each student but it only has to be signed by people who don't have regular access to the student's information.

Notice of Action

During the annual review conference, the special education teacher will complete a Notice of Action that outlines the decisions of the team.

Individual Education Plan

General Information

The Individualized Education Program (IEP) is a written document, developed by an IEP team, which documents the specialized instruction and/or Related Services for an eligible student with a disability. Thus, the IEP is the vehicle by which FAPE (Free and Appropriate Public Education) is provided to the student in the Least Restrictive Environment.

Pursuant to state law, the IEP is developed, reviewed, and revised by the IEP team at least annually.

Over the summer, the District SpEd Coordinator and/or designated administrator will ensure that an IEP is in effect for each student with a disability who requires Special Education and/or Related Services and that it is ready to be implemented on the first day of school.

State law requires that the District follow guidelines and laws overseen by the Office of Special Education at the Arkansas Department of Education.

This section also emphasizes that the concerns from parents and students must be considered in the development of the IEP. For more guidance and understanding please refer to the IEP section of the Special Education Process guide.

Individual Education Program Components

Individual Education Programs at Watson Chapel School District will contain the following components-

- Duration of Services
- Initiation Date/Annual Review/or Amended Date
- Parent Input
- Present Levels of Academic Achievement and Functional Performance
- Measurable Annual Goals
- Transition -Post-Secondary- [16 yrs and older]
- Consideration of Special Factors
- Extended Year Services
- Schedule of Services
- Least Restrictive Environment
- Least Restrictive Environment Decisions
- Assessment Decisions and Accommodations
- Team Signatures

The Watson Chapel Special Education Teachers will be responsible for drafting the IEP prior to a conference, making needed changes to the IEP that the team decides upon during the conference, and ensuring that the IEP follows IDEA and DESE-OSE Rules and Regulations and is implemented.

If this is an initial IEP, then the assessment information from the evaluation and classroom-based assessments that lead to the evaluation, along with teacher data and input will be used for the PLAAFP, Goals, Considerations of Special Factors including Accommodations and Modifications, What services the student will receive and if needed, why the student is removed from the general education setting. All of this will be discussed in the Evaluation Programming conference meeting and revisited as the team drafts the initial IEP.

During Annual Review time, Special Education Teachers will be responsible for drafting the IEP including the PLAAFP, the Goals, Consideration of Special Factors including Accommodations and Modifications, what services the student will receive, and if needed, why the student is removed from the general education setting.

Each section of the IEP is discussed in detail below

IEP Page One

Process

This will be completed by the Watson Chapel Special Education Teachers. Student demographics and most recent evaluation date will be automatically filled in. Check to make sure all information is correct.

Duration of Services Initial IEP

When an initial IEP is created, then the duration of services will be from the date of the Initial IEP through the day before the annual IEP or a total of 364 days of service. After the 24-25 school year, annual reviews will be done annually in succession with evaluations for annual IEP dates. An annual review will be held on the student during the annual review season after April 1st for the 24-25 School year, but after that WC is going to move IEP's in succession with evaluations for annual IEP dates.

Annual IEP

Annual IEPs are completed at Watson Chapel. The district will use a tracker and a new IEP will be created every year, not to extend 364 days in the current IEP. The IEP must be in effect for all days of the year and services will be offered when school is in session. **Transfer IEP**

If a student transfers in, then the IEP will be created on Watson Chapel IEP documents and the duration of services is based on the annual date from the IEP which they come in with. It is important to follow those timelines. Example: This means if their annual is due by Jan 15, it must be held by then.

Purpose of IEP Meeting

Annual

This is the timeline date of the IEP. When holding annual review conferences, put the date of the conference here.

Temporary

This is for temporary IEPs which are only good for **sixty (60) calendar days**. This should be very rarely done. If this option is being considered, this needs to be discussed with the District Special Education Director first.

Initial

This comes after the referral conference and evaluations are completed. This is the first IEP that the student ever has. This initial IEP date and the Evaluation Programming Conference

date should be the same.

Amendment

This date will be filled in at any point in the school year when the team comes together to review and revise the student's Individual Education Program based on data that has been gathered. There is no limit on how many amendments can happen in a school year. An amendment does not change the annual date. The annual or initial date should not be removed during an amendment, it is left alone, and the amendment date is added. (PLEASE NOTE: in an amendment conference, things are added or changed, the entire IEP is not being redone, you must leave everything that is in the IEP other than what you are amending.)

Parents Rights/Participation/Input

Process

Watson Chapel Special Education Teachers will be responsible for ensuring that the parent/guardian(s) is given the [Procedural Safeguards: "Your Rights Under IDEA "](#) yearly at annual review conferences. They will check how they were delivered to the parent/guardian(s) and how the parent/guardian(s) participated in the meeting. At the beginning of the conference, the parent/guardian(s) will be asked if they have any input on how the student is doing or anything they need. You are looking for input here on strengths and weaknesses or concerns that the parent/guardian(s) have about their student. The Watson Chapel Special Education Teacher will be responsible for noting this on the IEP under parent input. Also, they can put in anything else that the parent brings up during the meeting. This area should never be left blank. Even if parents do not attend the conference, attempt to get them on the phone, send an email, or a letter to get input on student progress, strengths, and needs. Any concerns expressed during the year via phone, conferences, or email can be captured under the parent input section.

Excusals

Watson Chapel School District will require all members of the team to be present at any Due Process or IEP conference. It will be best practice to ensure that members who are invited and listed on the NOC are the ones who attend the conference, but sometimes there will be an issue in which an excusal will be needed. Excusals DO allow a member of the team to be absent. A parent will need to approve the excusal.

Process

If there is a team member listed on the notice of conference and they are not able to attend the date of the conference, then they will need to be excused. The Watson Chapel Special Education Teacher will notate on the excusal box who is not able to participate and who will replace them on the team. If a person on the Notice of Conference is unavailable, then they will need to be replaced with someone who qualifies in that position at the parent/guardian(s) approval and has knowledge of the child. The parent/guardian(s) will have to agree with the excusal; if they do not agree with the excusal, then the meeting must be rescheduled. If the curriculum/content of the person who is excused will be discussed and that will affect the

development of the IEP, then they will need to provide the parent/guardian(s) and IEP team with written information on the student.

Present Level of Academic Achievement and Functional Performance

The PLAAFP lays the foundation for all of the other components in the IEP. There should be a clear and direct correlation between the most recent evaluation, current assessment data, classroom-based assessments, the educational needs and strengths of the student, and the goals, services, accommodations, and modifications determined to be necessary for the student's progress. In developing the PLAAFP, the team will draft a statement of the student's present levels of academic achievement and functional performance including-

- student's strengths and needs (include data used to determine strengths and needs)
 - Consider the academic, developmental, and functional needs resulting from the student's disability, which may require special education, related services, supplementary aids, support for personnel, or modifications.
 - Consider how the student's strengths relate to the student's postsecondary goals if applicable.
- Effect of the student's disability on his/her involvement in the general education curriculum
 - Consider how the student's disability will affect the student's ability to reach his/her postsecondary goals (what the student will do after high school) if applicable.
- Achievement of annual goals, performance in related service areas, and a description of any significant lack of progress.
- These PLAAFP components can be addressed in paragraph form or in bulleted format. The critical component of the PLAAFP is the inclusion of skills the student has that can be built upon as well as what areas need to be accommodated or modified for the student. These statements are based on data and progress.

Process

The Special Education Teacher(s) will fill in the PLAAFP, which is a complete picture of the child and must address all academics and functional performances the student has at the present moment. Information should include the strengths and needs of the student in all areas as well as their progress on the goals or lack of progress on goals. In the PLAAFP, lay out what the student needs in reading, math, and other curricular areas and the progress they have made on it if any so far. Data will be used to back up this information. How the student's disability affects them in each area will also be included. The PLAAFP should also discuss the student's functional strengths and needs in their area. Discuss what accommodations and modifications they need for that area and also discuss if accommodations or modifications are not working and why.

If the student is **16 years of age or above**, then the transition information will be entered into the PLAAFP by the Watson Chapel Special Education Teacher. The information included will be goals they want to accomplish after high school, what strengths they have that will help

them reach that goal and how their disability will affect them from reaching their transition goals, and what is needed to overcome that.

If this is an initial IEP, all the components of the PLAAFP are still required, but most of the data will come from the evaluation report and the classroom-based assessments that the teachers have administered to this point. Classroom data at this point is critical also as it helps give a full picture of the child.

The Watson Chapel Special Education Lead Teacher will check the PLAAFP to ensure that it complies with federal requirements. If it is not, then the Watson Chapel Special Education Lead Teacher will let the Special Education Teacher know that adjustments are needed via an amendment and monitor those adjustments. If adjustments are not correcting the issues in PLAAFP creation, then the Watson Chapel Special Education Lead Teacher will notify the Director so that they will ensure that training can be implemented to correct the issue.

[PLAAFP Tip Sheet from the Progress Center](#)

Transfer of Rights

Once a student with a disability reaches the age of majority, 18, Watson Chapel School District will continue to provide notice of conference and action to both the parent/guardian(s) and student. We want the parent/guardian(s) to participate along with the student in all conferences. All rights transfer to the student, unless there is documentation determining the student is incompetent or incapacitated by a court order and the documentation has been provided to Watson Chapel School District, granting parent/guardian(s) rights over the student. The document must be included in the student's permanent due process educational records. Once they have reached the age of majority, If the student requests that their parent/guardian(s) not be present during the meeting, then that is their right. Upon the age of majority, 18, the student will have the decision over the parent/guardian(s) of what they want in regard to their education while in due process meetings.

Process

The Watson Chapel Special Education Teacher will ensure the Notice of Transfer of Rights is provided to both the parent and the student one year prior to the student's **18th birthday**.

Measurable Annual Goals

IEP team members must be knowledgeable in the Arkansas Academic Standards for the grade level in which the child is enrolled as well as the established behavioral and functional expectations for the child's grade and age. If the student is an English learner, someone on the team should be knowledgeable in the Arkansas English Language Proficiency standards. Goals should be written to help narrow any gaps between the grade level expectations and the child's current level of performance. Measurable annual goals provide the basis for instruction, describing what a child needs to be 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 ensure that each goal is individualized based on the child's needs and not be a restatement of an academic standard.
- Measurable goals contain the following components- behavior, condition, criteria, and timeframe.

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 in the least restrictive environment. Children may have multiple academic, behavioral, and/or functional goals. 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.

Process

Based on needs written in the PLAAFP that are indicated as a need for the child to make progress in light of the child's circumstances, each Special Education Teacher will create a goal or goals for that area that is a need for the student. If the student qualifies and participates in alternate assessments, then the goal/goals must have objectives. There is no minimum or maximum for objectives in IDEA. Special Education teachers will create these goals in SpEd Track and use the [DESE-OSE Writing Measurable Goals Slides](#) to ensure that the goal is in compliance with rules and regulations. The goals will be based on the data presented in the PLAAFP. The goal details will also be filled out by the Special Education Teacher who writes the goal.

The Watson Chapel Special Education Lead Teacher will check goals to ensure that they are in compliance with federal regulations. If they are not, then the Watson Chapel Special Education Lead Teacher will let the Special Education Teacher know that adjustments are needed via an amendment and monitor those adjustments. If adjustments are not correcting the issue in goal writing, then the Watson Chapel Special Education Lead Teacher will notify the Director so that training can be implemented to correct the issue.

[Measurable Annual Goals Tips Sheet from the Progress Center](#)
[Measuring Progress Towards Annual Goals Tips Sheet from the Progress Center](#)
[Dates, Frequency, Location, and Duration of Services Tips Sheet from the Progress Center](#)

Transition Goals and Services

Transition Goals and Services must be in place beginning no later than the first IEP to be in

effect when the student turns **16 years old**, or younger if determined appropriate by the IEP Team and are to be updated annually. This will be documented at the bottom of the PLAAFP

As part of the Transition Process, agencies who will assist the child in meeting their post-secondary goals can be invited to attend to provide transition resources and information that will assist the student after graduation. The parent/guardian(s) must be informed and grant consent for the agency to attend. When consent is obtained, the agency will be invited and provided with a Notice of Conference that outlines the student's name, date, time, location, and purpose of the meeting.

Transition Plan Pages

Assessment

As part of the Transition Process, the Special Education Teacher will conduct Transition Assessments annually to address Transition. These assessments will be pulled from the [Arkansas Transition Services Website](#).

Post-Secondary Goals

The Watson Chapel Special Education Teacher will meet with the student and create goals for the transition plan that are based on the student's strengths and needs along with the data gathered in the annual transition assessment. Goals will be created for the following areas Career/Employment; Education/Training; Independent Living Skills/Community Participation.

Course of Study

The Watson Chapel Special Education Teacher will fill out the Course of Study based on the student's post-secondary goals. During the first year of Transition Services, the Course of Study will be laid out through their year of graduation. Each year it will be reviewed and adjusted for new transition goals. The Watson Chapel Special Education Teacher will pull the student and review the course of study to ensure that all courses are aligned to help them reach their post- secondary goals, and ensure course credit is aligned for graduation based on the projected graduation date. (DO NOT USE THE COURSE NARRATIVE)

Process

The Special Education Teacher will fill out the Transition Plan for each student. Watson Chapel School District will use the Student Folder Checklist for Transition Document ([Initial Evaluation/IEP](#) and [Re-Evaluation/IEP](#)) to ensure that Transition is 100% in compliance with the regulations. Further, they will ensure that all three of the above pages are filled out completely and according to the Transition.

Another great resource is the [Transition 13 Indicators Quality Rubric](#).

Consideration of Special Factors

For ELLs with disabilities, the team should coordinate IEP and LPAC accommodations.

Include services and support that the child needs to be educated with nondisabled children to

the maximum extent appropriate in accordance with IDEA. These supports and services should be individualized based on the child's 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, being involved and progressing in the general curriculum, and participating in extracurricular and other nonacademic activities or education-related settings with nondisabled children.

Accommodations may include, but are not limited to, changes in location, timing, schedule, methods of response, and presentation of material/curriculum. Accommodations should be selected to enable a child to access the general education curriculum, but not to decrease learning expectations.

Supplementary aids and services may include but are not limited to the support provided by interpreters for children who are deaf or hard of hearing, and specialized equipment or paraprofessionals 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.

Support for personnel may include but is not limited to, specific training to ensure the effective provision of appropriate services in the least restrictive environment, consultation between special education and general education personnel, and adequate planning and preparation time.

For more guidance on each part, See the [DESE-OSE SpEd Process Guide Here](#).

Process

Watson Chapel Special Education Teachers will be responsible for ensuring that consideration of Special factors is completed based on the information they provided in the PLAAFP. The Watson Chapel Special Education Teacher will review the Special Considerations with the team and make changes as necessary during the Annual Review or any Amendment Conference. One key thing is that if any accommodations are used in the classroom on a regular basis for assessments, then those same accommodations will be used for district and state assessments also. Ensure that accommodation is necessary for the student, you have data to back up the need for the accommodation, and it will allow them to progress in the general education setting or on their goals.

Extended Year Services

Process

Watson Chapel School District will discuss ESY services to determine if the child needs it for FAPE, during Annual Review Conferences. If there is a need to discuss ESY at other Conferences, then the District Special Education Lead teacher will need to be contacted. The

Watson Chapel Special Education Teacher will be responsible for discussing ESY Regression Recoupment data and additional factors during the annual review conference by utilizing the Extended School Year Services (ESY) Addendum form. This form is not required by the state, but it is a requirement of the district. This form will be completed in the Annual Review Conference as the team discusses the student's regression recoupment data and the additional factors. The Special Education Teacher will be responsible for gathering data needed for ESY, including regression/recoupment data, and adding that to the student folder as well as discussing that during annual review. Special Education Teachers will be trained annually on ESY Data, the gathering process, and Progress Monitoring.

Regression/Recoupment data will be gathered at least twice a year over extended breaks in the school calendar, but it can be gathered more frequently if needed.

Schedule of Services

Watson Chapel School District will offer a full range of services from the most restrictive setting to the least restrictive setting (general education) and all areas in between. Students may receive services both in the special education and general education setting based on the student's needs.

All students will to the maximum extent possible be serviced in the general education setting and being pulled out of core classes will be at a minimum as Watson Chapel School District moves to more inclusive services using the ALL IN ARKANSAS [Inclusion Implementation Timeline](#).

As Watson-Chapel Moves to ALL IN ARKANSAS, the team will start using the Inclusive Practices [LRE Decision Flowchart](#) to help plan for the student's services in the least restrictive environment during the annual review. The Watson Chapel Special Education Director will lead this conversation during the conference and ensure that all students are placed in the LRE with full team participation in where the student should receive services. This procedure will be done in the coexistence Schedule of Services and the Least Restrictive Environment Sections.

Process

In the Annual Review Conference, after the PLAAFP is discussed, along with the student's main strengths and needs, and the team has decided what goals are needed to help close the gap on the students needs, the team will decide what services are appropriate for the student in the coming year and to what extent those services will need to be presented. The Watson Chapel Special Education Teacher will fill this out in the IEP during the Annual Review conference as it is discussed. Services can include both academic and/or related services based on the student's needs. Services can be amended at any time during the school year via an amendment conference if there is data showing that they need to be adjusted in some way.

Services will be listed as Minutes per month (MM) on the student IEP so that they can be provided in a systematic manner and buildings have the flexibility to serve students throughout

the month at different times and days depending on the student's general education schedule, strengths and needs. (Watson Chapel staff will remember that special education is a service on top of general education and all students served are general education students first!)

Least Restrictive Environment

Least restrictive environment (LRE) is a guiding principle in the Individuals with Disabilities Education Act (IDEA). LRE plays a critical role in determining not only where a student will spend time in school but also how special education services will be provided. LRE is determined on an individual basis during the development of a student's annual review or amendment conferences. The LRE considers how much time a student is educated with their non-disabled peers along with the supplemental aids and services the child needs in order to have meaningful access and participation in the general education curriculum.

Process

This section will be completed by the Watson Chapel Special Education Teacher at the Annual Review conference. If needed, it can be amended during amendment conferences also. The Team will discuss this page as they fill it out or modify it during conferences.

Request for One on One Paraprofessional Support

When a parent/guardian or staff member requests a one-on-one paraprofessional for a student, the IEP team will meet to consider the request and review relevant data to determine the student's individual needs. The team will consider information regarding the student's academic performance, functional skills, behavior, safety, level of independence, and ability to access and make progress in the educational environment through a formal para-assessment. The team will also review current supports, interventions, accommodations, and the effectiveness of existing services. The decision regarding the need for one-on-one paraprofessional support will be based on the student's documented educational needs and data, rather than the request alone. The team will determine whether additional individualized support is necessary for the student to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

Process

This assessment will be completed during an IEP SPC meeting by the Watson Chapel Special Education teacher with input from all team members. The team will discuss all information from the paraassessment along with any other collected data. The team decision will be based on the student's direct needs in the classroom.

Extent of Participation in General Education

Watson Chapel School District will include students with a disability in the least restrictive environment possible. In the instance that a student with a disability has to be removed from the general education setting, Watson Chapel School District will indicate the reasons why the IEP team determined that the provision of services in the general education setting was not appropriate for the child.

Process

During the Annual Review Conference, and any amendment conference in which services and/or LRE is changed, the Watson Chapel Special Education Teacher will lead discussion during the conference for the team to decide what reasons the student was removed from being served 100% of the day in the general education setting.

The following questions will be answered and documented in SpEd Track on the LRE Form-

- Will this child participate 100% of the time with non-disabled peers in the general education environment?
 - If the team answers **YES** based on the individual student LRE, then they move on to the next section- Student Placement.
 - If the team answers **NO** based on the individual student LRE, then they will indicate the reasons why the IEP team determined that the provision of services in the general education setting was not appropriate for the child based on the following statements.
 - The child's acquisition of academic/developmental skills cannot be addressed through the modification/ adaptation of the general curriculum.
 - Small group instruction is necessary for the child to acquire skills specified in the IEP.
 - Behavior intervention strategies established in the child's IEP require a degree of structure that cannot be implemented in a large group setting.
 - The child's needs cannot be achieved in the general education/preschool environment even when supplemental aids and supports are provided.
 - The child's behavior significantly impeded 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.

More than one of the above statements may be selected as the reason why the student needs more direct services outside of the general education setting. The team must ensure the documentation supports the reasons why the child will not participate 100% of the time in the general education setting.

- The team will also decide if the student placement is in the school the child would normally attend if nondisabled.

- If **YES**, then move on to Assessment Decisions.
 - Watson Chapel School District is a Public School and if Watson Chapel School District is not sending the student outside the district for some reason or to another campus for a specific reason, the answer to this question should be “**Yes**”.
- If **NO**, the team will decide if the placement is as close as possible to the child’s home. If the placement is not as close as possible, then the team will have to explain why on the LRE Form.

Continuum of Placement

To the maximum extent possible, Watson Chapel School District will place students with disabilities in the LRE based on the individual needs of the student. All Students with disabilities will be included in nonacademic and extracurricular activities. Watson Chapel School District will work on the theory of an inclusive environment on all campuses in accordance with ALL In Arkansas.

Process

SpEd Track will calculate the student’s LRE automatically, but the Watson Chapel Special Education Teacher will be responsible for ensuring the calculations are correct. To calculate the LRE, the Watson Chapel Special Education Teacher will use the following formula

Total Minutes Student is Participating in General Education setting per month

Total Minutes of General Education Instruction at Campus per week (8400 minutes)

The percentage of LRE will correlate to one of the following continuum of placement-

- Regular Class with Indirect Service (RG)
- Regular Class 80% or More (RG)
- Regular Class 40% to 79% (RR) 66
- Regular Class Less Than 40% (SC)
- School-based Day Treatment
- Special Day School
- Residential School
- Hospital Program
- Homebound Instruction
 - If a student's LRE has them in the last 5 placements on the list, the district SpEd Director will need to be involved in the decision.

Assessment Decisions and Accommodations

All Watson Chapel School District Students will participate in the Regular Statewide Assessment unless they qualify for Alternative Assessment using the Decision Making Form Below

[Arkansas Alternate Assessment Program Decision-Making Tool](#)

Eligibility determinations for the alternate assessment are NOT based on the following-

- IQ score or disability category alone (i.e., All students with an intellectual disability do not automatically meet the criteria for the alternate assessment.)
- English Learner (EL) status
- Poor attendance
- Expected poor performance on the general assessment.
- Educational environment or instructional setting
- Low reading or achievement level
- Anticipated disruptive behavior or emotional duress.
- Impact of scores on accountability system
- Administrative decision

The state definition for students with the most Significant Cognitive Disabilities is students with the most significant cognitive disabilities are characterized by significantly below average cognitive functioning (IQ scores typically below 55 or 3 or more standard deviations below the mean) occurring with commensurate deficits in adaptive behavior that are frequently evident in early childhood. Further, cognitive disability must significantly impact the child's performance and ability to generalize learning across settings (educational, home, community). Substantial modifications to the general education curriculum are required.

Augmentative communication devices are often necessary to communicate with others. These students require substantial support for all activities of daily living including meal preparation, dressing, grooming, and personal hygiene. Their personal safety is dependent upon constant supervision and will be a concern throughout their lifetime. They will likely require supported or assisted living which may involve parent/guardian(s) when the student turns 18.

If the student is an ELL then they may qualify for the Alt ELPA. The Alt ELPA is an alternate assessment of English language proficiency designed *specifically* for English learners with the most significant cognitive disabilities who are eligible to participate in Arkansas' alternate assessment (DLM), as determined by a student's IEP team.

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.

Process

The team will discuss what kind of district and state assessment the student will take. This discussion will be led during the annual review by the Watson Chapel Special Education Teacher. If the team decides the student will take the regular assessment, then they must decide if accommodations are needed and if so, what accommodations are necessary to measure the academic achievement and functional performance of the student on district and statewide assessments. Remember that accommodations used on district and statewide assessments should match the ones being used on a regular basis in the classroom, so the accommodations listed here should match the testing accommodations listed on the considerations of the Special Factors page of the IEP.

If the Team decides that the student qualifies for Alternate Assessment using the Arkansas Alternate Assessment Program Decision-Making Tool, then every member of the team must sign that form and it becomes part of the student's IEP paperwork. It will be attached to the IEP. This form must be completed each year as part of the annual IEP conference if the student will continue to participate in alternate assessments. The team must also provide a statement on the IEP of why the student cannot participate in standard assessments and why the alternate assessment is appropriate for measuring the academic achievement and functional performance of the student. The parent/guardian(s) must also sign that they understand that their student will participate in the alternate assessment and date it on this page of the IEP.

Alternate Pathway to Graduation

For all high school students earning credits grades 9-12, IEP teams must determine whether a student with a **significant cognitive disability** should follow the general pathway to graduation or the [alternate pathway to graduation](#). The alternate pathway is only available to students with the most **significant cognitive disabilities** who participate in the alternate assessment in high school. This new pathway includes graduation requirements that align with the regular diploma.

- The courses for this pathway include Essential Elements (alternate achievement standards) aligned to the Arkansas Academic Content Standards.
- Functional skills and work-based learning experiences are included in the coursework, meeting the Career Focus units required for graduation.
- A student must meet all alternate pathway course requirements to graduate under this new pathway.
- The transcript will indicate either the standard or alternate pathway.

For more information on alternate pathways to graduation visit the [DESE-OSE Alternate Pathway to Graduation Page](#).

Process

If the student meets the requirements-

- Participation in Alternate Assessment
- Meets requirements for state definition of a student with a Significant Cognitive Disability

The team, including the director of special education, will discuss if they need to graduate on the alternate pathway or continue with the regular pathway to graduation. This conversation will be led by the Watson Chapel Special Education Teacher at the annual review conference.

The team, which will include the director of special services, will document their decision on graduation specific to alternate assessment requirements for that student on the IEP Least Restrictive Environment Form by selecting one of the following choices-

- My child will participate in the alternate pathway to graduation and the high school
 - transcript will indicate this pathway. (Courses on this alternate pathway will not

transfer to the general pathway.)

- My child will participate in the general pathway to graduation.
- My child will work toward a certificate (e.g. Certificate of Attendance or Certificate of IEP Goals being met), not a standard diploma.

If the team decides that the student will graduate on the alternate pathway, then the parent's signature documenting consent is required, and the student's signature is required if they have reached the age of majority.

If the student will be participating in the alternate pathway to graduation, then the Course of Study form on the Transition part of the IEP must align with these courses. For all other students, the team would select Not Applicable on this section and move on with the conference.

Parent Survey

Parent Survey- The survey is offered annually online. The district will send out emails to parents on how to complete the survey online. 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 parents at a previous meeting that year.

Process

Watson Chapel School District parents will be given time at the end of the annual review conference to fill out the parent survey on the paper form or they can take it home with them and send it back in a sealed envelope provided by Watson Chapel School District with the student to the Special Education Teacher. The Watson Chapel Special Education Teacher will gather all surveys from their building and send them to the Special Education Lead Teacher by the last day of the school year so that they can be sent to IDEA Data and Research Office.

The Watson Chapel Special Education Teacher will indicate whether the Parent was provided an opportunity to take the survey on the IEP.

Parent Copy of IEP

Process

At the end of the Annual Review conference, or any conference in which the IEP is amended, the parent will receive a copy of the new IEP.

If a parent does not attend the conference or attends via alternate means, then the parent will be mailed a copy of the IEP within **two (2) school days** after the meeting. The Watson Chapel Special Education Teacher will ensure that the parent is given a copy and will document that the parent has received a copy of the IEP and document it on the IEP.

Team Participant Signatures

Watson Chapel Special Education Teacher will ensure that all participants sign the document

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

Process

Watson Chapel School District uses the SpEd Track Platform. The Special Education Teacher will ensure that all signatures are obtained during the time of the conference from the team member participating, both in person or through alternate means.

Signatures can be collected in person with the team present at the meeting simply by presenting the document to them and having them sign it. For those that are attending via alternate means, then this will be documented on the paperwork and if signatures are needed, an email will be sent and a way of collecting their signatures will be arranged. They can either come up to the school to sign the documentation, a copy of it can be sent home to gather signatures, or digital signatures can be gathered.

Post-Secondary Transition

Post-Secondary Transition must be discussed and a developed plan in place beginning at the annual review before a student turns 16 years of age, or earlier if determined appropriate by the IEP team, and annually thereafter. The Special Education Case manager of the student will be responsible for ensuring that Transition is in the IEP by the time the student turns 16 and updated at least annually. For more information on Post Secondary Transition, educators may complete the [Secondary Transition: Helping Students Plan for PostSecondary Settings](#) PD and [Secondary Transition: Student-Centered Transition Planning](#) PD from IRIS or contact their Arkansas Transition Specialist.

Transition

Arkansas Transition Services provides Consultants for transition to assist schools with technical assistance and up to date professional learning opportunities to those working with special education students of secondary transition age. Each consultant has the tools and resources needed to ensure compliance with secondary transition planning as mandated in IDEA and to help educators transition students to positive post-school outcomes.

If a special educator of postsecondary education students needs assistance, they should first reach out to their Special Education Lead teacher who will be responsible for contacting the consultant if needed.

Contact: Karen Randolph, Transition Consultant

Southeast Arkansas Education Service Cooperative

Email: karen.randolph@searkcoop.com

Website: <https://arkansastransition.com/>

Transition Assessments

- 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. Results of any assessments used should be reflected in the post-secondary goals included in the transition plan and the PLAAFP. Assessments can be provided/completed by various individuals including, but not limited to: general and Special Education teachers, counselors, OTs, PTs, SLPs, employers or parents/children.

For transition assessments go to the [Arkansas Transition Services Webpage](#).

Progress Monitoring, Data Gathering, Failing Grades

As part of the Watson Chapel School District Special Education process, goals are outlined and aligned with the student's weaknesses and will indicate how the goals will be measured on a quarterly basis and progress reported. The parent/guardian(s) will be provided quarterly progress at the end of each grading period. Grades are monitored monthly for students.

Process

Watson Chapel Special Education Teachers will also monitor all grades of students on their caseload, and if they are at risk of failure, then an amendment conference will be held to review the progress of the student and revise the IEP as necessary.

Watson Chapel Special Education Teacher will document progress on goals mastered using regression and recoupment data. If a student is showing signs of regression, then Watson Chapel School District will consider ESY services during an IEP meeting.

Progress Monitoring on Goals

Watson Chapel Special Education Teachers will be responsible for monitoring student goal progress using the individualized goals of each student in their respective curriculum.

They will train using the [What is Progress Monitoring Module](#), [Progress Monitoring for Reading](#) or [Progress Monitoring for Mathematics](#), and [Graphing and Analyzing](#)

[Academic Progress Monitoring Data](#) Modules from the [Progress Center](#) and [IRIS Center](#).

Special Education Teachers will use the following as a resource for tools- [Student Progress Monitoring Tool for Data Collection and Graphing](#)

Building Special Education Teachers will receive more training and information on this process throughout each school year as part of the ongoing support they receive from the Watson Chapel Special Education Lead Teachers.

Overall Progress Monitoring on Students

Process

The Special Education Teachers will meet monthly with the general education teachers either in small content areas, grade levels, or during monthly data meetings to review individual student's progress, and accommodations, address academic or behavioral concerns that may impact the student's success.

If a conference is deemed necessary to review/revise the student's IEP, then the Special Education Teacher will notify the Special Education Lead Teacher. The Special Education Teacher will schedule the conference with the parents, send out the NOC, and meet with the team to review/revise the IEP. The Special Education Teacher will be responsible for creating the NOA during the conference to document what happens.

Failing Grades

Watson Chapel School District Personnel will be provided with the student's Individualized Education Program and consideration of Special Factors. If the student exhibits below-average grades or is at risk for failure in two consecutive quarters of any content area, the Team will review the Student's Individual Education Program (IEP) for additional support, review to ensure placement and services are correct, special considerations that assist the student and anything else needed to help the student meet the graduation requirements.

Process

The Special Education Teacher will monitor the student's grades and progress in the curriculum and alert the Watson Chapel Special Education Lead Teacher if the student is at risk of failing a course or subject area. The Special Education Teacher will schedule the conference with the parents, send out the NOC, and meet with the team to review/revise the IEP as necessary to ensure the student is correctly being served in the LRE under IDEA. The Watson Chapel Special Education Teacher will be responsible for creating the NOA during the conference to document what happens.

ESY Data Progress Monitoring

Special Education Teachers will use data on goals already mastered by the student to measure regression/recoupment data after at least 2 breaks during the school year. Breaks must be at least 3 days long, not over a regular weekend. The best practice would be breaks that are at least 1 week long. Calculations for ESY will be entered onto ESY Data forms in SpEd Track by the Special Education Teacher. The Special Education Teacher for each area of service the student has will need to enter at least two sources of regression/recoupment data for annual review conferences. The committee will use these data forms as one source of data during the annual review when discussing ESY services.

To gather ESY Data, Special Education Teachers can measure goals that were mastered in the previous year as soon as students return to school after the summer break. They can also be measured on new goals mastered during the school year over Thanksgiving Break, Winter Break, or Spring Break.

Special Education Teachers will receive more training and information on Progress Monitoring and ESY Data throughout each school year as part of the ongoing support they receive from the Watson Chapel Special Education Lead Teacher.

Students Transferring into the District

For students who are in the initial evaluation or reevaluation process transfer into the District from another school district in the same school year, the District acknowledges that it is the District's SpEd Coordinator or designated administrator, whose responsibility for coordinating with the student's prior school district, as necessary and as expeditiously as possible, to ensure prompt completion of all initial or re-evaluations as planned to attempt to meet evaluation timeline requirements. It is also the responsibility of the District's LEA or designated administrator to ensure that the student's current IEP is implemented by coordinating with the Special Education Lead Teacher until the IEP is reviewed.

The Special Education Lead Teacher will ensure that all necessary staff members have received copies of the accommodations, modifications, and goals which will ensure the proper implementation of the IEP of the student until a formal transfer conference happens.

Process

Although a transfer conference is not a requirement, the Special Education Lead Teacher will notify the Special Education Teacher and the Special Education Teacher will gather the student's team.

If the student is an Out of State Transfer, or if it is time for the 3 year re-evaluation, the committee will review the existing data, and the Individual Education Program. If the team decides that an evaluation is needed, they will follow the Re-Evaluation protocol in this guide.

In the case of an in-state or out of state transfer student, 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.

The Special Education Teacher should upload the IEP Into EUNA after this conference, with signatures of the committee members from Watson Chapel and any amendments made to the IEP. If the Transition Team decides that an evaluation is needed, service the student with comparable services and once the evaluation is completed, the IEP will be amended as needed based on the new data. The Watson Chapel Special Education Teacher will complete the Notice of Action and provide a copy to the Parent/Guardian(s).

Discipline and Behavior

Students with disabilities, like their non-disabled peers, must abide by the District Code of Student Conduct adopted by the District Board of Education. Each School has a Code of Conduct that is located in the Student Handbook. If a student's behavior impedes his or her learning or the learning of other students then the IEP team will consider positive behavior interventions, supports, and strategies to address the behavior. If the IEP team determines that a student needs such interventions, supports, or strategies, they will be documented in the IEP to be implemented.

Students with disabilities are subject to the District Code of Student Conduct, including suspension or expulsion from school. In addition to the due process rights afforded students without disabilities pursuant to state law, the District will follow a set of specific procedural requirements in the event a student with a disability engages in a behavior that requires a disciplinary intervention and exclusion from school.

Types of Disciplinary Actions

Exclusion is any denial of public-school privileges to a student for disciplinary purposes.

Removal is an exclusion from the classroom for all or part of a single class period, provided such exclusion is done when the student misses programming that is outlined in their IEP.

Suspension is an exclusion from school privileges or from transportation services for not more than 10 school days in a calendar year, provided such exclusion shall not extend beyond the school year in which such suspension was imposed.

A partial day exclusion from school, such as sending the student home before the end of the regular school day, is considered a suspension from school.

Expulsion is an exclusion from school privileges for more than 10 consecutive school days and shall be deemed to include, but not limited to, exclusion from the school to which the student was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one calendar year.

In-School Suspension (ISS)

An in-school suspension will not count towards days of removal from school if the District provides the following three components for the student:

1. Appropriate participation in the general education curriculum;
2. Services identified on the student's IEP; and
3. Opportunities to continue to participate with non-disabled children to the extent they would have in their current placement.

Each situation will be judged individually, and the student's time with non-disabled peers assessed to determine if the time with non-disabled peers during periods of ISS is comparable to the time the student spends with non-disabled peers during a typical school day.

Discipline Procedures for Special Education Students

When an eligible student with a disability violates a code of conduct, District staff may follow handbook protocols until a total of 10 days removal or a pattern of behaviors emerges. Note: handbook protocols may only be utilized if the student does not have a Behavior Intervention Plan.

Watson Chapel School District will act under the idea that once a student with an Individualized Education Program has **10 days total** of ISS or OSS or the team notices a pattern of behaviors from the student, then that is considered a change of placement, regardless of a student's exhibited behaviors. Once a student has had removals up to 10 days, the team must review the IEP to determine the appropriateness of supports and services that resulted in the 10 days of removals. A Manifestation Determination Conference is also required when a student reaches 10 days of removal and every removal thereafter or exhibits a pattern of behaviors.

During the first 10 days of removal, the District is not required to provide educational services, unless the District provides services to non-disabled students while suspended. However, the District will provide the student with an opportunity to complete any missed classwork, including examinations while suspended. Any day of removal past the 10 days in a school year the LEA must provide services in accordance with 34 C.F.R. § 300.530 (d) which allows the student:

- to continue to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
- Receive as appropriate, a functional behavior assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.
- Services may be provided in an interim alternative education setting under certain conditions, which will be determined by the District Special Education Director in consultation with DESE-OSE

Disciplinary Removals resulting in a Change of Placement

A change in placement occurs if the District removes the student for more than 10 consecutive days (i.e., an expulsion) or if District has removed the student in excess of 10 days cumulatively within the school years, or removals constitute a pattern.

When determining whether the removals constitute a pattern, the District will consider

- (1) whether the behavior for which the student was disciplined was substantially similar to the conduct that resulted in prior removals and
- (2) other factors such as length of each removal, total time the student has been removed, and the proximity of the removals to each other.

The District will make this determination on a case-by-case basis during a Manifestation Determination Conference. If the parent of the student disagrees with the determination, the parent may file for an expedited due process hearing. If the District determines that the cumulative removals do not result in a change of placement and the current removal is more than 10 school days, District staff, in consultation with at least one of the student's teachers will determine the extent to which educational services are needed to enable the student to continue to participate in the general education curriculum, although in another setting and to progress toward meeting the goals and objectives in the student's IEP.

The District will provide prior written notice to the parent on the date on which the decision is made to remove the student resulting in a change of placement, and also provide a copy of the procedural safeguards.

Watson Chapel School District will track the disciplinary actions of students with Individualized Education Programs through Building Administration. Watson Chapel uses a digital student data behavior tracker and office referrals are kept in the students permanent file. The Building Administration team will be responsible for updating the information in Eschool.

❖ Examples of Removal may include but are not limited.

- In School Suspension
- Out of School Suspension
- Removal from Class to an alternate Location for a period of time
- Soft Removals (Sent home/excused for a day due to behaviors)

Process

If the Building Administration is seeing a student with an Individualized Education Program who is exhibiting a pattern of behaviors or the same behavior repeatedly, the Building Administration will need to notify the Special Education Director via email for potential guidance or assistance with the student/behavior. This is so that Watson Chapel School District can be proactive in addressing student behaviors and work on correcting those in students with discipline issues before it leads to more serious behaviors or a change of placement.

It will be the responsibility of the Building Administration and WCSD Special Education Teacher of each building to monitor whether a student is nearing their 10 days which would constitute a Change of Placement. If a student in the building gets to seven (7) school days of removal or a pattern of behavior is noticed, then the Building Administration and the Special Education Teacher will notify the Special Education Director that the student is nearing and possibly may need a manifestation determination review regarding the student's behavior which may lead to a Change of Placement via email so that everyone is aware. Once a student reaches ten (10) school days of total removal or a pattern of behavior is noticed prior to 10 days, then the Manifestation Determination Review process will start.

Watson Chapel School District will perform manifestation determination on any student who shows a pattern of behaviors or reaches 10 days of removal and each removal after 10 days. A team will gather and look at the student's disability, IEP, and behaviors causing removal. The team is looking to see if there is a correlation between the behavior and disability, and relevant medical information, or other data they have and ensure that the IEP is appropriate and being followed. The team will need to either review the current Functional Behavior Assessment, or decide if they need to conduct a new one. If the student already has a Behavior Intervention Plan, then that will also be

reviewed to see if it is appropriate and being implemented accordingly or if adjustments need to be made based on the FBA.

Manifestation Determination

The District will conduct a Manifestation Determination once the student has 10 days of removal and every removal after the 10 days in a single school year, the district recognized a pattern of removals, or if the District is considering removing the student to an Interim Alternative Educational Setting (IAES), or expulsion of the student.

Process

At the point a student with a disability who is served under IDEA and has an IEP reaches a change of placement, which happens at 10 days of removal (cumulative or consecutively), or a pattern of behaviors is noticed, and each removal after 10 days, the Watson Chapel Special Education Lead Teacher will schedule a Manifestation Determination Review Conference. The Watson Chapel Special Education Lead Teacher will call the parents to arrange the meeting within 10 days of the decision resulting in a change of placement and then send out the NOC and ensure that all team members are invited and present for the conference.

During the Conference, the Watson Chapel Special Education Director will give the parents a copy of “Your Rights Under IDEA” and explain the process of Manifestation Determination. A parent needs to be informed of their due process rights related to discipline if they disagree with the decision.

First, the team will discuss the student's pattern of behaviors or single behavior, the student's disability including how it affects the student's participation in school settings, and any other relevant information about the student to determine if there is a relationship between the disability and the behavior.

- If the student's behavior was a manifestation of the disability, then the committee will do one of two things-
 - Conduct a Functional Behavior Assessment to identify behaviors that need to be addressed and create a Behavior Intervention Plan (BIP) or
 - Review and revise the student behavior Intervention plan in order to ensure that it is appropriate and addressing behaviors needed.
- If the student's behavior was not a manifestation of the disability, then the committee can recommend discipline in line with Watson Chapel School District Student Handbook.
 - During the period of discipline removal, the student will continue to have access to all general education class content/work, and services present in the Student's IEP will still be met as outlined. The services will be

outlined in the students Amended IEP as to how those services are going to be provided during the removal.

- Second, The Team will include discussion in the conference of the student's current IEP and if it was being implemented accurately and was appropriate for the student to address the behaviors being demonstrated.
- If the student IEP was appropriate and implemented accurately (and the behavior was not manifested from the disability) the committee can recommend discipline in line with the Watson Chapel School District Student Handbook.
 - During the period of discipline removal, the student will continue to have access to all general education class content/work, and services present in the Student's IEP will still be met as outlined. The services will be outlined in the students Amended IEP as to how those services are going to be provided during the removal.
- If the student IEP was appropriate and implemented accurately (and the behavior was manifested from the disability) the committee would move on to the Functional Behavior Assessment or BIP Review/Revision as stated above.
- If the Student IEP was not appropriate and not implemented accurately at the time of the behavior, then the committee must:
 - Review/revise the IEP to ensure it is appropriate
 - Return the student to the placement outlined in the IEP without further discipline procedures,
 - Conduct an FBA or Review the current FBA
 - Review and revise if applicable the BIP, and
 - Take immediate steps to remedy the fact that the IEP was not being implemented to ensure it is implemented.
- At this point, if the LEA has failed to implement the IEP, the behavior was manifested from the disability IS a manifestation, and the same requirement for FBA and BIP apply

Special Circumstances

The District may remove a student to an interim alternative educational setting (IAES) for not more than 45 days, if the student:

1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the District;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the District;
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the District.

The District will continue to provide the student with educational services to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress towards meeting the goals and objectives in the student's IEP. The IEP team will determine what educational services the District will provide and the setting for those services. Further, the district will provide behavioral intervention services and modifications designed to address the behavior.

Homebound

If Watson Chapel School District has a student that homebound services may be needed, then the Director of Special Education will need to be contacted before this change of placement occurs. Homebound should only be used when necessary to address a student's disability-related needs, other less-restrictive ways to meet the needs of the students should be considered first.

If the team decides that a student qualifies for homebound services, then the IEP must include the following.

1. An explanation of why the student's disability-related needs require a shortened day or homebound services, AND
2. A plan for the student's return to a full school day, including a plan to meet more frequently to review student data (a minimum of every 90 days) and determine whether the student can return to school full-time.

Shortened School Day or Homebound Services ARE NOT to be used for Discipline/Behavior Strategies.

Process

The Special Education Lead Teacher will be responsible for completing the paperwork in a situation where a student is placed on homebound services with the team including the students special education teacher, administrator, general education teacher, parent, and any other necessary persons.

For more information on [Shortened School Day or Homebound Services](#) please see this guidance from DESE.

Transfer of Parental Rights as Age of Majority

When a child with a disability reaches age of majority under state law that applies to all students (age 18 in Arkansas) except for a student with a disability who has been determined to be incompetent or incapacitated under state law.

- The public agency must provide any notice required by Part B of the IDEA and these regulations to both the child and the parents
- All other rights accorded to parents under Part B of IDEA and these regulation transfer to the child
- Whenever a state provides for the transfer of rights under this part. The agency must notify the child and parent of the transfer of rights

Revocation of Consent

The LEA ensures the educational rights of parents and adult students to revoke their consent to the provision of Special Education services. If, at any time after the initial provision of Special Education and Related Services the parent of a student revokes consent in writing for the continued provision of Special Education and Related Services the LEA will:

- Stop providing Special Education and Related Services to the student, but before doing so will provide the Notice of Action
- Is not considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further Special Education and Related Services.
- Is not required to amend the student's education records to remove any reference to the student's receipt of Special Education and Related Services because of the revocation of consent.
- The LEA will not be considered in violation of the requirement of a free appropriate public education for failure to provide the student with the Special Education and Related Services because the parent has withdrawn their consent to such services.

Procedural Safeguards and Confidentiality

(34 CFR Section 300.500 – Section 300.5)

Pursuant to federal and state law, parents have specific rights referred to as procedural safeguards. Pursuant to the IDEA, the District must provide parents with a Procedural Safeguards Notice containing a full explanation of these rights, written in the native language of the parents (unless it is clearly not feasible to do so) and in an easily understandable manner.

The District must give copy of the Procedural Safeguards Notice one time each year and also when the following occurs:

- The first time a parent/adult student or District staff ask for an evaluation/referral;
- The parent/adult student asks for a copy of the Procedural Safeguards Notice;
- The first time in the school year a parent/adult student requests a due process hearing or files a state complaint; or

- When the District takes disciplinary action against a student which results in a change of placement.

Process

This will be done by the Special Education Teacher case manager and documented on the IEP and the Notice of Action for the conference in which the parent received the procedural safeguards.

Confidentiality and Student Records

The District protects the confidentiality of any personally identifiable information (PII), information at collection, storage, disclosure, and destruction stage.

The custodian of records, The District Special Education Director, is responsible for ensuring the confidentiality of any PII. All District personnel collecting or using PII must have received training or instruction about the policies and procedures in the IDEA and Family Educational Rights and Privacy Act (FERPA), as well as any state policies and procedures for protecting the confidentiality of PII.

The District maintains, for public inspection, a current list of the names and positions of those employees within the District who may have access to personally identifiable information.

Appendix Forms

(MUST INSERT DISTRICT FORMS AND CORRECT THEM HERE-KP)

Resources (Alphabetical Order)

[Arkansas Division of Elementary and Secondary Education, Special Education Unit Special Education Process Guide](#)

[Arkansas Department of Education Special Education and Related Services Rules and Regulations](#)

[Arkansas Office of Special Education Website](#)

[Referral and Evaluation Timeline Chart in the Special Education Process Guide from DESE](#)
[Procedural Safeguards: "Your Rights Under IDEA"](#)

[PLAAFP Tip Sheet from the Progress Center](#)

[DESE-OSE Writing Measurable Goals Slides](#)

[Measurable Annual Goals Tips Sheet from the Progress Center](#)

[Measuring Progress Towards Annual Goals Tips Sheet from the Progress Center](#)

[Dates, Frequency, Location, and Duration of Services Tips Sheet from the Progress Center](#)

[Shortened School Day or Homebound Services](#)

[Arkansas Transition Services Website](#)

[Transition 13 Indicators Quality Rubric](#)