



KIPP Delta Public Schools Special Education Policies & Procedures School Year 2025-2026

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Introduction

Special Education and related services means specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability. The term student with a disability means a student evaluated per the Individuals with Disabilities Education Act and Arkansas State Special Education Regulations as having a disability and who, by reason thereof, needs Special Education and related services.

Arkansas Special Education includes instruction and/or related services provided by public school districts for a student who is a "student with a disability" under one of the federal categories:

- Autism
- Deafness
- Deaf-Blindness
- Emotional Disturbance
- Hearing Impairment (including Deafness)
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Speech or Language Impairment
- Specific Learning Disability
- Visual Impairment (including Blindness)
- Traumatic Brain Injury

Special education services and related services are available to eligible students in accordance with the Individuals with Disabilities Education Act (IDEA). KIPP Delta Public Schools ensures a free appropriate public education is provided to students with disabilities ages 3-21 in the least restrictive setting. Special education educators are committed to building relationships and providing high-quality services and support to students in collaborative partnership with parents, families and general education staff.

Inquiries regarding Special Services issues should be directed to Danyell Rattler, District Manager of Special Education, at danyell.rattler@kipdelta.org.

Resources

- [Overview of the IEP](#)

Eligibility & Evaluation

It is the desire of the KIPP Delta to conduct evaluations as needed for our students in a timely manner, within the timelines set forth in the Individuals with Disabilities Education Act (IDEA) and the Arkansas Special Education and Related Services Procedural Requirements and Program Guidelines for Children with Disabilities Ages 3-21. KIPP Delta will work with a contracted Psychological Examiner to test students. In the case of long term school closings, when face-to-face evaluations are not possible, KIPP Delta will complete evaluations using Zoom or another online platform as allowed by the testing publisher.

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

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

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

A referral for special education can be received by the district in multiple forms (written or verbal). Once the request is received, the LEA must document it on the Special Education Referral form being sure to date it with the date the referral was first made (not where the referral form was completed). Referral conferences must be scheduled **within seven (7) days** and held **within twenty-one (21) days** of the referral being received. Initial evaluations must be conducted **within sixty (60) calendar days** of written consent obtained from the parent. This consent must be in the mode of communication or language the parent can understand. This timeframe begins on the date of receipt of written parental consent to conduct the evaluation, and ends with the completion of the last evaluation component (not the evaluation report).

Procedure

- KIPP Delta staff will hold a Referral Conference following the steps in the **Referral Conference Checklist** packet. The referring teacher must provide the following data:
 - ☐ Diebels
 - ☐ Vision/Hearing
 - ☐ iReady Scores
 - ☐ Grades
 - ☐ Teacher Survey
 - ☐ Writing Samples
 - ☐ Attendance
 - ☐ ATLAS Data
- A **temporary Due Process folder**—NOT a temporary IEP—will be created using the **YELLOW** folders using the necessary paperwork located in SEAS. These checklists will be completed and turned in to the District Special Education Manager **within two (2) days** of the Referral Conference.
 - ☐ Referral Timeline Tracker
 - ☐ Pre-Referral Conference Checklist
 - ☐ Referral Conference Agenda

Referral Conference Steps

1. **Prior to Conference:** A referral can be made in any form (verbal or written). The date the request is made is the date of the referral and begins the referral timeline. The LEA must contact the parent to schedule a Referral Conference **within seven (7) days** of the request. The conference must be held **within twenty-one (21) days** of the request. The parent can agree to meet sooner. During this time, data collection should take place.
 - a. When a referral is made, KIPP Delta staff will document the request on the **Special Education Referral form**, being sure to use the date the referral was made, and submit it to Campus Facilitator **within one (1) school day** of the request.
 - b. Collect available data **prior to the conference**, including:
 - ☐ Interim and Standardized Testing Data
 - ☐ Work Samples
 - ☐ Behavior Logs (if applicable)
 - ☐ RTI Data (if applicable)
 - c. Review data with campus administration **five (5) days prior** to the conference.
2. **Notice of Conference (NOC):** The Notice of Conference is used by the LEA to take steps to ensure that parent(s) are afforded the opportunity to participate in the special education process. In order to meaningfully participate, the parent must be provided reasonable notice (fourteen days is considered reasonable per Arkansas Regulations). The parent(s) and the district may agree to meet sooner at a mutually agreeable date, time, and location. The parent(s) should be informed of their role as a team member. The Contact Log portion of the Notice of Conference provides documentation of the manner in which notice is provided to the parent/guardian and/or child. The first notice of conference must be sent in writing via mail/certified mail.
 - a. KIPP Delta staff will contact the parent to schedule a Referral Conference at mutually agreeable time **within five (5) days** of receiving the referral. The **Notice of Conference** will be completed and **mailed** along with the **Parent Input form within one (1) day** of the scheduling conference. Documentation of contact will be noted on Contact Log.
 - b. The Special Education Teacher will place the conference on Google Calendar, notify team members of the conference, and send out email invites **within one (1) day** of the scheduling conference. Staff will confirm the meeting with parent(s) and document a second notice on Contact Log.
3. **Referral Conference:** The Referral Conference is held to review the referral, current data, and relevant concerns. The team will provide the parent with a copy of the Procedural Safeguards: "Parent Rights Under IDEA" and decide if evaluations are needed to determine if the student has a disability as defined by IDEA. The Referral Conference Decision form (second page of the Special Education Referral form) will document the teams decision and that the parents were provided a copy of the Procedural Safeguards. If the team decides that evaluations are needed, parental consent must be documented on the Notice of Action.
 - a. KIPP Delta staff will follow the steps on the **Referral Conference Agenda**. If the team decides to evaluate, the remainder of the Referral Packet will be completed.
 - b. The checklist will be sent to the District Special Education Manager **within two (2) days** of the conference.

4. **Data Review:** As part of an initial evaluation, members of the Referral team (school principal or designee, teacher directly involved in the education of the child, and the campus special education facilitator) review all relevant existing information about the child. When reviewing, the team must consider the validity and reliability of the information and the resulting interpretations, including evaluations and information provided by the parent/guardian(s), current classroom, local, or state assessments, and observations by teachers and other qualified related services personnel.
 - a. KIPP Delta staff will review the data and make recommendations for evaluation based on the data that has been collected.
5. **Notice of Action (NOA) – Parent Consent:** Written consent from the parent of the child referred for an initial evaluation must be obtained prior to any evaluations being conducted. Based on the Referral Conference decision, the committee could identify and determine necessary evaluations for the referred child. The Notice of Action would be completed by the committee and provided to the parent(s) to obtain written consent for the proposed evaluations or to notify the parent(s) of the decision not to conduct an evaluation. The purpose of providing written notice to the parents is to ensure they understand what action the LEA is proposing or refusing (in this case, to conduct an initial evaluation) and what that decision was based on. The Notice of Action should be in the parent's preferred language or mode of communication. The parents will sign the Notice of Action to provide written consent for evaluation.
 - a. KIPP Delta Special Education Teacher will complete a NOA at the end of each Referral Conference. The NOA will document the actions discussed at the conference and why or why not those actions were acted on. If evaluations are requested, the specific evaluation components will be specified on the NOA.
 - b. Parental consent is needed for actions in Box A: Initial placement. A copy of the NOA will be provided to the parent at the end of the conference.
 - c. Once the parental consent is obtained, the Special Education Case Manager will provide the parent the Adaptive Behavior survey and the social history form to complete and return **within seven (7) days**. The Special Education Case Manager will also provide the general education teacher the Adaptive Behavior survey to be completed **within seven (7) days**.
 - d. The Special Education Manager will complete the **Request for Testing Form within three (3) days** of obtaining parental consent and faxed over to the evaluator. The Special Education Case Manager will be responsible for sending the evaluator the student's social history report and the Adaptive Behavior surveys.
 - e. The Special Education Case Manager will notify the Special Education Director **within three (3) days** of referring a student for evaluation. The Special Education Director will track the timelines, using the **KIPP Delta Evaluation Tracker**.
6. **Evaluation Programming Conference (EPC):** Upon completion of the evaluation, the IEP team must meet **within thirty (30) days** to determine whether the child is a child with a disability and whether the child is in need of special education and related services. The IEP team should have enough information to support the decision, and regardless of eligibility, this information should assist the team in determining appropriate instruction and support for the child.

The Evaluation/Programming Conference must be held **within thirty (30) days** of completing the last evaluation component. The Evaluation/Programming Conference Decision Form/Notice of Decision documents the conclusions and determination of the IEP team. The results of any evaluation activities must be contained in the body of a written report.

If a child is determined eligible for special education and related services, an IEP must be developed. Evaluation results, the child's classroom performance, and social interactions inform the child's present levels of academic

achievement and functional performance. See the IEP section in this guide for more information on IEP development.

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

- a. KIPP Delta staff will follow the **Pre-Conference Checklist**, **EPC** (Initial Evaluation) **Agenda**, and **Post-Conference Checklist**. The completed checklists will be submitted to the District Special Education Manager **within two (2) days** of the EPC.

7. Notice of Action - Parent Consent: **Written consent from the parent of the child to receive special education services must be obtained prior to any services being provided.** The purpose of providing written notice to the parents is to ensure they understand what action the IEP Team is proposing or refusing (in this case, initial placement or if the student is not eligible for services) and what that decision was based on. The Notice of Action should be in the parent's preferred language or mode of communication. The parents will sign the Notice of Action to provide written consent for placement. Additional information on Notice of Action may be found on the DESE Special Education website.

- a. KIPP Delta staff will complete a NOA at the end of each conference. The NOA will document the actions discussed at the conference and why or why not those actions were acted on.
- b. Parental consent is needed for actions in Box A: Initial placement. A copy of the NOA will be provided to the parent at the end of the conference.

Individualized Education Programs (IEPs)

Individual Education Programs at KIPP Delta will contain the following components:

- ☐ Notice of Conference
- ☐ 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
 - ☐ Language Needs-English Learner
 - ☐ Instruction in Braille-Blind or Visually Impaired
 - ☐ Communication Needs-Deaf or Hard of Hearing
 - ☐ Assistive Technology
 - ☐ Positive Behavior Interventions
 - ☐ Supplementary Aids and Services
 - ☐ Extended Year Services
- ☐ Schedule of Services
- ☐ Least Restrictive Environment
- ☐ Least Restrictive Environment Decisions
- ☐ Assessment Decisions and Accommodations
- ☐ Team Signatures

The KIPP Delta Special Education Student Case Managers will be responsible for sending out the Notice of Conference, 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, Teacher data/input and classroom-based assessments will be used for the PLAAFP, Goals, Considerations of Special Factors including Accommodations and Modifications, why the student is removed from the general education setting. All of this will be discussed in the IEP meeting conference meeting and revisited as the team drafts the initial IEP.

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

Details for each section of the IEP is discussed in the following sections.

IEP: Duration, Purpose, Parents & Excusals

- Page one is to be completed by the KIPP Delta Special Services Student Case Managers.
- Student demographics and most recent evaluation date will be automatically filled in. Check to make sure all information is correct.

Duration of Services

- The duration of services will be from the date of the initial IEP for the next 364 calendar days.
- An annual review will be completed at KIPP Delta every year on or before the anniversary of the initial. 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.
- If a student transfers in, then the IEP will be created on KIPP Delta IEP documents and the duration of services is based on the annual date from the IEP which they transferred with. It is important to follow those timelines. This means if their annual is due by January 15 on their transfer documents, it must be held by that date.

Purpose of IEP

- **Annual:** This is the annual date for each student and will vary. When holding annual review conferences, put the date of the conference here.
- **Temporary:** Temporary IEPs are only good for **sixty (60) calendar days** and should be very rarely done. If this option is being considered, it must be pre-approved with the District Special Education Manager.
- **Initial:** Initial IEPs occur after the Referral Conference and Evaluations are completed. This is the first IEP that the student will have. The initial IEP date and the Evaluation Programming Conference date should be the same.
- **Amended:** To be filled in at any point during the school year when the team reviews and revises the student's IEP 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.**

Parents Rights/Participation/Input

KIPP Delta Special Services Student Case Manager 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 needs or concerns that the parent/guardian(s) have about their student. The KIPP Delta Special Services Student Case Manager will be responsible for noting this on the IEP under parent input, and 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

KIPP Delta requires 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 noted here will allow a member of the team to be absent. A parent will need to approve the excusal.

Procedure

- 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 KIPP Delta Special Special Education Case Manager will notate on the excusal box who is not able to participate. **The parent/guardian(s) will have to initially agree with the excusal.**
- 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.

IEP: Present Level of Academic Achievement & Functional Performance

The PLAAFP lays the foundation for all of the other components in the IEP. There should be a direct description of the student's current classroom and non curricular performance based on current data, such as assessment data, classroom assessments, observations, progress reporting, the educational needs and strengths of the student, 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 Services, 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 and provide a clear description of the student.

Procedure

- The Special Services Student Case Manager(s) will fill in the PLAAFP, which is a complete picture of the child and must address all academics and functional performances. 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's skills 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. Every Special Services Student Case Manager that is inputting information into 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 KIPP Delta Special Services Student Case Manager. 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 classroom teacher based on the student's current performance in the classroom. Classroom data at this point is critical also as it helps give a full picture of the child.
- The KIPP Delta Special Services Director will check the PLAAFP, after the meeting to ensure that it complies with federal requirements. If it is not, then the KIPP Delta Special Services Director will let the Special Services Student Case Manager know that adjustments are needed via an amendment and monitor those adjustments. If

adjustments are not correcting the issue in PLAAFP creation, then the Special Services Director will notify the Chief Academic Officer, so that training can be implemented to correct the issue.

Resources

- [PLAAFP Tip Sheet](#)

IEP: Transfer of Rights

Once a student with a disability reaches the age of majority (18), KIPP Delta 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.*

Unless there is documentation determining the student is incompetent or incapacitated by a court order and the documentation has been provided to KIPP Delta granting parent/guardian(s) rights over the student, all rights transfer to 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. 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.

Procedure

- The KIPP Delta Special Services Student Case Manager will ensure the **Notice of Transfer of Rights** is provided to both the parent and the student **one (1) year prior** to the student's 18th birthday.

IEP: Consideration of Special Factors

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.

Special factors should be addressed within the IEP:

- Language needs as related to the IEP for a child who is an English learner.
- Instruction in Braille if the child is blind or visually impaired.
- Communication needs, and for the child who is deaf or hard of hearing, the language and communication needs and opportunities for communication and instruction in the child's native language and communication mode.
- Assistive technology devices and services
- Positive behavioral interventions and supports
- Supplementary aids and services, program modifications and accommodations, and/or supports for personnel in general education or other education-related settings

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.

Consultative services are services that are written into the IEP to supplement IEP implementation by adult-to-adult support rather than professional-to-student support. Consultation may include special education teachers coaching a general education teacher on the needs of students, related services providers teaching teachers on using specific assistive technologies, supports, or other methodologies to encourage generalization across settings, or special education and related service providers working with general educators as a team to address student needs.

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 Services and general education personnel, and adequate planning and preparation time.

For more guidance on each part, see the [DESE-OSE Sped Process Guide](#).

Procedure

- KIPP Delta Special Services Student Case Managers will be responsible for ensuring that consideration of Special factors is completed based on the information they provided in the PLAAFP. The KIPP Delta Special Services Student Case Manager will review the Special Considerations with the team and make changes as necessary during the Annual Review or any Amendment Conference.
- If any accommodations are used in the classroom on a regular basis for assessments, it is essential those same accommodations will be used for district and state assessments also. Ensure that accommodation is necessary for the student and will allow them to progress in the general education setting or on their goals.

IEP: Extended Year Services

Procedure

- KIPP Delta School District will discuss Extended Year Services (ESY) during Annual Review Conferences to determine if the child needs it for FAPE. If there is a need to discuss ESY at other Conferences, then the District Special Services Director will need to be contacted.
- The Special Education Case Manager will be responsible for gathering and submitting the necessary data for ESY, including regression/recoupment data, to the District Special Education Manager. The Special Education Case Manager will also be responsible for discussing ESY data points in which the decision was based upon during the Annual Review Conference.
- Special Education Case Managers 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.

IEP: 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 addressing the child needs that need 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 any of the students' needs 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.

Procedure

- 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 Case Manager will create a goal/goals that address the critical needs of the student that the team has determined. If the student qualifies and participates in alternate assessments, then the goal/goals must have a minimum of two (2) objectives.
- Special Education Case Managers will create these goals in SEAS based on the data presented in the PLAAFP and using the [DESE-OSE Writing Measurable Goals Slides](#) to ensure that the goal is in compliance with rules and regulations. The goal details will also be completed by the Special Services Student Case Manager writing the goal.
- The Special Services Director will check goals to ensure that they are in compliance with federal regulations. If not, then the Special Services Director will let the Special Services Student Case Manager know that adjustments are needed via an amendment and monitor those adjustments. If adjustments are not correcting the issue in goal writing, then the District Special Education Manager will notify the Chief Academic Officer so that training can be implemented to correct the issue.

Resources

- [Measurable Annual Goals Tip Sheet](#)
- [Measuring Progress Towards Annual Goals Tip Sheet](#)

- [Dates, Frequency, Location, and Duration of Services Tip Sheet](#)

IEP: Schedule of Services

KIPP Delta 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 Services 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 KIPP Delta moves to more inclusive services using the ALL in Arkansas [Inclusion Implementation Timeline](#).

As KIPP Delta 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 KIPP Delta Special Education Case Manager/Teacher 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.

Procedure

- In the Annual Review Conference, after the PLAAFP is discussed, along with the student's strengths and needs, special factors, ESY, goals, schedule of services, least restrictive environment, and assessment data. The team will decide what accommodations, program modifications, supplementary aids and services are appropriate for the student in the coming year and to what extent those services will need to be presented. The Special Education Case Manager will complete this during the Annual Review Conference as it is discussed. Special Education services can include both academic and/or related services based on the student's needs. Special Education 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 can be listed as minutes per day, week, monthly or quarterly on the student IEP so that they can be measured in a systematic manner and buildings have the flexibility to serve students throughout the week at different times and days depending on the student's general education schedule. **KIPP Delta staff will remember that Special Services is a service on top of general education and all students served are general education students first.**

IEP: 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 Services 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.

Procedure

- This section will be completed by the Special Services Student Case Manager 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.

Extent of Participation in General Education

KIPP Delta 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, KIPP Delta 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.

Procedure

- During the Annual Review Conference, and any amendment conference in which services and/or LRE is changed, the KIPP Delta Special Services Student Case Manager 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 SEAS 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. KIPP Delta School District is a Public School and if KIPP Delta 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 the school the student would normally attend, then the team will have to explain why on the LRE Form.

Continuum of Placement

To the maximum extent possible, KIPP Delta 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. KIPP Delta School District will work on the theory of an inclusive environment on all campuses in accordance with ALL In Arkansas.

Procedure

- SEAS will calculate the student’s LRE automatically, but the KIPP Delta Special Services Student Case Manager will be responsible for ensuring the calculations are correct. To calculate the LRE, the KIPP Delta Special Services Student Case Manager will use the following formula:
 - Total Minutes Student is Participating in General Education setting per week
Total Minutes of General Education Instruction at Campus per week (1995 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 LEA will need to be involved in the decision.

Shortened School Day and Homebound Services

A shortened school day or homebound services should only be used when necessary to address a student's unique disability-related needs. **Shortened school days or homebound services cannot be used as a solution to behavioral issues.**

For example, if the student is physically unable to participate in a full school day because of the student's medical needs, a shortened day may be appropriate. Before deciding to shorten the student's day or provide homebound services, the IEP team must consider other less restrictive ways to meet the student's needs. When the team determines it is appropriate to shorten a student's school day or provide homebound services, the student's IEP must include:

- An explanation of why the student's disability-related needs require a shortened day or homebound services,
AND
- 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.

Procedure

- When the request is made for a shortened day or homebound services the Special Education Case Manager will notify the District Special Education Manager of the request. The Special Education Case Manager will take the following steps prior to scheduling the IEP conference:
 - Obtain consent to talk to the medical provider.
 - Gather medical and academic data.
 - Invite all of the necessary IEP team members (including the school nurse, personal care provider, and any outside providers) to the conference.
 - Send out the notice of conference to notify the parent that the option is being considered.
- If the IEP team determines that shortened school day or homebound services is the appropriate placement, then the IEP team will complete the following steps:
 - Develop a plan for providing instruction during a shortened day or at the students home. The plan should include course/subjects that will be taught, set arrival and dismissal time, and name responsible parties involved.
 - The Special Education Case Manager will:
 - Amend the students IEP to reflect the change to homebound or shortened school days.
 - Set a date to reconvene **within ninety (90) days**, to discuss progress and to determine if the student can return to school on a regular basis.
 - Provide the parent with a Notice of Action at the end of the conference.
- The Special Education Case Manager will be the individual responsible for providing services for the homebound student. The Special Education Manager will offer services during the hours of 3:30 p.m. to 6:30 p.m. Monday through Friday. If those times do not work, the district and family will work together to find a time to provide the services to the student. The Special Education Case Manager will submit weekly activity logs to the school leader and the District Special Education Manager for the student's records.
- The IEP team will reconvene **within ninety (90) days** to discuss if shortened school day or homebound services is still the appropriate setting for the student.

IEP: Assessment Decisions & Accommodations

All KIPP Delta School District Students will participate in the Regular Statewide Assessment unless they qualify for Alternative Assessment using the [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.

Procedure

- 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 Special Services Student Case Manager. 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.

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 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](#).

Procedure

- If the student meets the following requirements, the IEP team 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 Special Services Student Case Manager at the annual review conference.
 - Participation in Alternate Assessment
 - Meets requirements for state definition of a student with a Significant Cognitive Disability
- The team, which will include the District Special Education Manager, 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, not a standard diploma (*e.g. Certificate of Attendance or Certificate of IEP Goals being met*).
- 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.

IEP: Parent Survey & Copy of IEP

The Parent 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.

Procedure

- KIPP Delta parents will be given time at the end of the annual review conference to fill out the parent survey online or the link will be provided to the parent to complete at home.
- The Special Education Case Manager will indicate whether the Parent was provided an opportunity to take the survey on the IEP.
- 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 KIPP Delta Special Services Student Case Manager 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.

IEP: Team Participant Signatures

KIPP Delta Special Education Student Case Manager will ensure that all participants sign the IEP 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.

KIPP Delta uses the SEAS Platform which allows for digital signatures. The Special Services Student Case Manager 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 device to them and having them sign it. For those that are attending via alternate means, then an email will be sent and they can sign digitally at that time so that their signature is documented as being in attendance.

Re-evaluation (3 Year EDR)

KIPP Delta School District will start the re-evaluation process on students served under IDEA with an Individualized Education Program no later than **every 2 years and 6 months (30 Months)** from the date of the last Evaluation Programming Conference Decision Form. This will help ensure that all re-evaluations are started in time and are completed **prior to the 3-year date**.

Procedure

- The KIPP Delta Special Education Student Case Manager will be responsible for checking the students in their building and ensuring that their evaluation programming conference date is correct on the School Age Tracking spreadsheet by the end of September each school year. The Special Services Student Case Manager will also be responsible for holding the EDR and EPC of each student in their building that is up for re-evaluation each year.
- KIPP Delta School District will complete EDRs on all students with an IEP as outlined above. ESchool report and SEAS report will be used to determine each year who is eligible for re-evaluations. All academic and related services will be re-evaluated at the same time.
- **At least every 2 years and 6 months**, the Team will meet to conduct an Existing Data Review to determine the extent of the re-evaluation.
- The Special Services Student Case Manager will contact the parent/guardian(s) to schedule the conference. The KIPP Delta Special Education Student Case Manager will then send out a Notice of Conference and ensure that all team members (General education teacher, Special Education teacher, LEA, Individual to interpret evaluation data, and Parent) are invited and will attend.
- The Team will review the Existing Data and all relevant existing information about a student. To determine continued eligibility, for Special Services and/or related services, the team will review previous evaluation reports (educational and related services), classroom observations, state testing data, attendance, discipline referrals, and any additional information relevant to the decision-making process. The Team then determines if additional data is needed for continued eligibility or ineligibility for Special Services and related services based on the review.
- The Team signs the required Existing Data Review form with the names & titles of each attendee.
- 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 needed. Eligibility information is on the EDR.
 - If the determination of the Team is **to re-evaluate**, then they will decide what types of evaluation(s) are needed. The evaluation will determine continued eligibility and can also aid in instructional planning. This will all be documented on the Existing Data Review Form and the team will sign.
 - 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 Services Student Case Manager will notify the Special Services Director who will notify the District Evaluator and update the student information on the District Evaluation Tracker.

- **Note:** If the team is discussing **dismissal from Special Services services**, an evaluation must be completed before this process can happen (see **Dismissal Process section**). Regardless of the team decision, The KIPP Delta Special Services Student Case Manager will fill out the Notice of Action, documenting the conference.

Evaluation Process

As set forth in § 6.03.1.1 of The Arkansas Rules, the **sixty (60) calendar day evaluation timeline** starts the day the written consent is given by the parent/guardian(s). KIPP Delta will be in 100% compliance with this timeline as they move forward with evaluations.

At this point, the district will follow the guidelines and procedures set out in the initial evaluation section of this guide.

Procedure

- It will be the responsibility of the KIPP Delta Special Services Student Case Manager to refer back to the district evaluation tracker to ensure due process files from their building remain in compliance with the timeline. At **thirty (30) and forty-five (45) calendar days** after the consent, the KIPP Delta Special Services Student Case Manager needs to send a reminder email to the District Evaluator and Carbon Copy the District Special Services Director about the compliance timeline for evaluations to ensure they are completed within **sixty (60) calendar days**.
- Upon the completion of the last piece of the evaluation, the District Evaluator will notify the Special Services Director of the **final date of the assessment** and the Special Services Director will update it on the KIPP Delta Evaluation Tracker and email the Special Services Student Case Manager to let them know that the evaluation is complete. The KIPP Delta Special Education Director places the student information onto the District School age tracker.
- The District Evaluator will email the Evaluation Report of the student to the KIPP Delta Special Services Director and carbon Copy the Special Services Student Case Manager **within seven (7) calendar days** of the completion of the evaluation. At that time, the KIPP Delta Special Services Student Case Manager will contact the parent/guardian(s) to schedule the conference. Notices of the Conference will be sent by the KIPP Delta Special Services Student Case Manager.
- The date of the final assessment starts the **thirty (30) calendar day** timeline to hold the programming conference.

Evaluation Programming Conference

Upon completion of the evaluation, the Team of the student must in a conference determine whether the student continues to qualify as a student with a disability and whether the student is still in need of Special Services and related services. The group should have enough information to support the decision, and regardless of eligibility, this information should assist the KIPP Delta School District Special Services Team in determining appropriate instruction and support for the student.

The team should use the [DESE-OSE Guidelines for Evaluation/Reevaluation](#) in order to determine continued disability and ensure all components of evaluation are present.

The [Evaluation/Programming Conference Decision Form/Notice of Decision](#), the SLD Eligibility Determination Form (when the disability category is Specific Learning Disability), and a copy of the evaluation report supports the decisions of the IEP team. The results of any evaluation activities must be contained in the body of a written report.

Parents will be given a copy of the Evaluation Report and all paperwork completed in the conference.

Procedure

- The KIPP Delta Special Services Student Case Manager will schedule the Evaluation Programming Conference with the parent/guardian(s), send the Notice of Conference, and ensure that all required team members are present for the conference. The KIPP Delta Special Services Student Case Manager will be responsible for ensuring that the programming conference follows the evaluation timeline. The EPC conference must be held within **thirty (30) calendar days** of the last evaluation component.
- At the conference, the team will discuss the educational evaluation results and determine if the student continues to be a student with a disability under IDEA and needs Special Services and/or related services. The team must look at both the academic and functional needs of the student. The Team will refer to DESE-OSE Guidelines for Evaluation/ Reevaluation to ensure that all required evaluation components are present for the disability which the team has determined eligibility for. Regardless of what the team decides, the KIPP Delta Special Services Student Case Manager will complete the Evaluation Programming Conference Decision Form, ensuring that the date of the evaluation component and the date of decision are both accurate on the form. Further, the team will need to discuss and document the student's educational needs on the Evaluation Programming Conference Decision Form. All team members will sign the form.
- The KIPP Delta Special Education Case Manager will also fill out the Notice of Action based on what was discussed at the conference.
- If the team determines that the student continues to meet the requirements to receive services under IDEA, then they must review and revise as needed the student's Individualized Education Program to meet the student's needs while in the meeting.
 - At the IEP review, the team will review performance, goals, services, etc. and determine if additional goals, services, modifications, or accommodations are needed to further support the student in making progress.
 - Determination for continued services will be decided based on the PLAAFP of the IEP which will include the student strengths and needs both academically and functionally in all areas, progress on the goals, and how the disability impacts the students progress in the general education curriculum. If the PLAAFP needs to be amended/updated with the new information, now is the time to do so. From the information on the PLAAFP, the team will be able to decide what goals the student will need, what consideration of special factors are needed, what services the student needs and least restrictive environment for the student to make progress.

- The Eligibility Category will be stated on the Evaluation Programming Conference Notice of Decision Form and everyone at the conference must sign.
- If the team determines that the student no longer meets the requirements to receive services under IDEA, and will be dismissed from special education and related services, then that must be documented. Notice of Action must be filled out with dismissal information by the KIPP Delta Special Services Director to finalize this process. This is the end of the Special Services process unless the team decides that the student needs to be referred for other services such as Section 504 or RtI.
 - The KIPP Delta Special Services Student Case Manager will notify the Special Services Director of the decision. The Director of Special Services will Exit the student from SEAS, MySped, and Eschool. The student will be marked inactive for receiving Special Services services. If the student is being referred to another service area, the Special Services Director will send an email to the required District Level Person for those services.
- Parents will be provided with copies of the evaluations and the notice of action from the conference in their preferred language and at no cost by KIPP Delta LEA. The KIPP Delta Special Services Director will upload the evaluation report and all signed documents into SEAS.
- **The (3)-year timeline is determined by the previous Evaluation Programming Conference Date of Decision, unless there was not a need for new evaluation, then look to the EDR date for timeline. To be in compliance, the EDR, evaluations, and new EPC must be completed by this date if updated evaluations are needed. If updated evaluations are not needed, the EDR works to reset the timeline and is all that is required at this point per state rules.**

For Specific Learning Disability Only

KIPP Delta School District uses a discrepancy model for determining eligibility for Specific Learning Disabilities. Observations will be completed in the student's core general education classrooms.

Procedure

- For Students who qualify under the disability category of SLD, then the KIPP Delta Special Education Case Manager will be responsible for completing observations on the student in all areas of service for evaluation purposes. During observation, the observer will look for academic strengths and needs and the relationship of those to the child's academic functioning.
- These observations will be part of the evaluation data the team looks at during the Evaluation Programming Conference. The KIPP Delta Special Services Student Case Manager will also be responsible for ensuring that the SLD form in SEAS is completed and signed by the team at the conference. The Team will discuss and answer the questions on the SLD Form to determine the Specific Learning Disability of the Child.

Resources

- [Specific Learning Disability Eligibility Determination Form](#)

Summary of Performance

Students who have served under IDEA with an Individualized Education Program will be dismissed upon graduation or completing the school year during which they turned 21 from KIPP Delta School District. If a senior is due a triennial evaluation, the team will conduct an EDR and decide what, if any, components are needed to continue eligibility for the student during the senior year. All senior students will have a Summary of Performance completed during the senior year. The summary of performance will document the student's disability under IDEA, the Services they have received and for how long, the student's goals for post-secondary, the students present levels of performance along with any consideration of special factors that helped them to address their weaknesses in content and/or functional areas.

Procedure

- During the months of September and October, the KIPP Delta Special Education Director will ensure that the student's who are set to graduate at the end of the year have an evaluation that has been conducted within the past two years. If the current evaluation is more than two years old before the student graduates, then a re-evaluation is needed so that there is current evaluation data on the student. The Special Education Director will build a list of Seniors who need to be re-evaluated and share that with the Special Education Student Case Managers. The Summary of Performance also needs data from the student's current performance and accommodation data. The student's annual review will take place during the annual anniversary and may include but is not required to include the Summary of Performance. The student will receive a copy of their Summary of Performance no later than the last day of April of their graduation year.
- The Special Education Case Manager and student will complete the Summary of Performance. The Special Education Case Manager and the student will ensure that the Summary of Performance is filled out correctly and in its entirety. The Special Education Director will review all summary Of performances to ensure they are filled out completely.
- During the Annual IEP Conference, the Special Services Student Case Manager will review all components of the annual, the most recent Evaluation Report, the student's postsecondary goals and may include the Summary of Performance. The Special Services Student Case Manager will fill out the NOA for the conference. The parent/guardian(s) and Student will receive three (3) copies of the Summary of Performance and the last Evaluation report. They will also receive a copy of the NOA, stating the child received the Summary of Performance and the anticipated graduation date.
- Upon Graduation, the student will be exited from Special Services at KIPP Delta by the Special Services Director.

Post-Secondary Transition

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. The annual updates of the post-secondary transitions will be documented at the bottom of the PLAAFP. Students must be a part of the IEP meeting when discussing post-secondary transitions.

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 Services Student Case Manager will conduct Transition Assessments annually to address Transition. These assessments will be pulled from the [Arkansas Transition Services Website](#).

Post-Secondary Goals

The KIPP Delta Special Education Student Case Manager will meet with the student and create goals for the transition plan that are based on the student's data that is presented in the student's PLAAFP (strengths, needs, the impact of the disability), along with the data gathered in the annual transition assessment. When creating the transition goals, the goals should be student appropriate. Goals will be created for the following areas- Career/Employment; Education/Training; Independent Living Skills/Community Participation.

Course of Study

The KIPP Delta Special Services Student Case Manager 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 KIPP Delta Special Education Case Manager will pull the student and review the course of study, transition goals/services and assessment data during each annual review. This will 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.

Procedure

- The Special Services Student Case Manager will fill out the Transition Plan for each student. KIPP Delta will use the [Student Folder Checklist for Transition Document](#) 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.

Resources

- [Student Folder Checklist for Transition Document](#)
- [Transition 13 Indicators Quality Rubric](#)