

Inclusive Education Implementation Timeline



The Division of Elementary and Secondary Education (DESE) is committed to ensuring that **every** student in Arkansas has equitable access to core instruction that leads to greater opportunities for students to reach college, career, and life goals. DESE is “ALL IN” through the promotion of:

- inclusive learning,
- full access,
- and better outcomes.

The DESE will provide leadership, support, and service to Arkansas educators as we shift toward more inclusive practices for all students. Inclusive schools create strong cultures and distribute leadership across staff to serve all learners well and ensure all students feel safe, supported, and valued in school. In promoting equity for all, inclusive educators must respond effectively to the potential and the needs of **each** student. Inclusive educators ensure high expectations and appropriate support so that each student is actively literate, a critical thinker, and community engaged.

Timeline: 2021-2030

Special Education services should be determined on an individual student basis to include frequency, duration, and location of such services.

Please Note: Students with the most significant cognitive disabilities may have core instruction in general education classes or in special classes taught by teachers licensed in special education. In high school, these students would be working toward graduating via the Alternate Pathway to Graduation.

Students who **do not** have significant cognitive disabilities will receive core instruction via the timeline outlined in *Figure 1*.

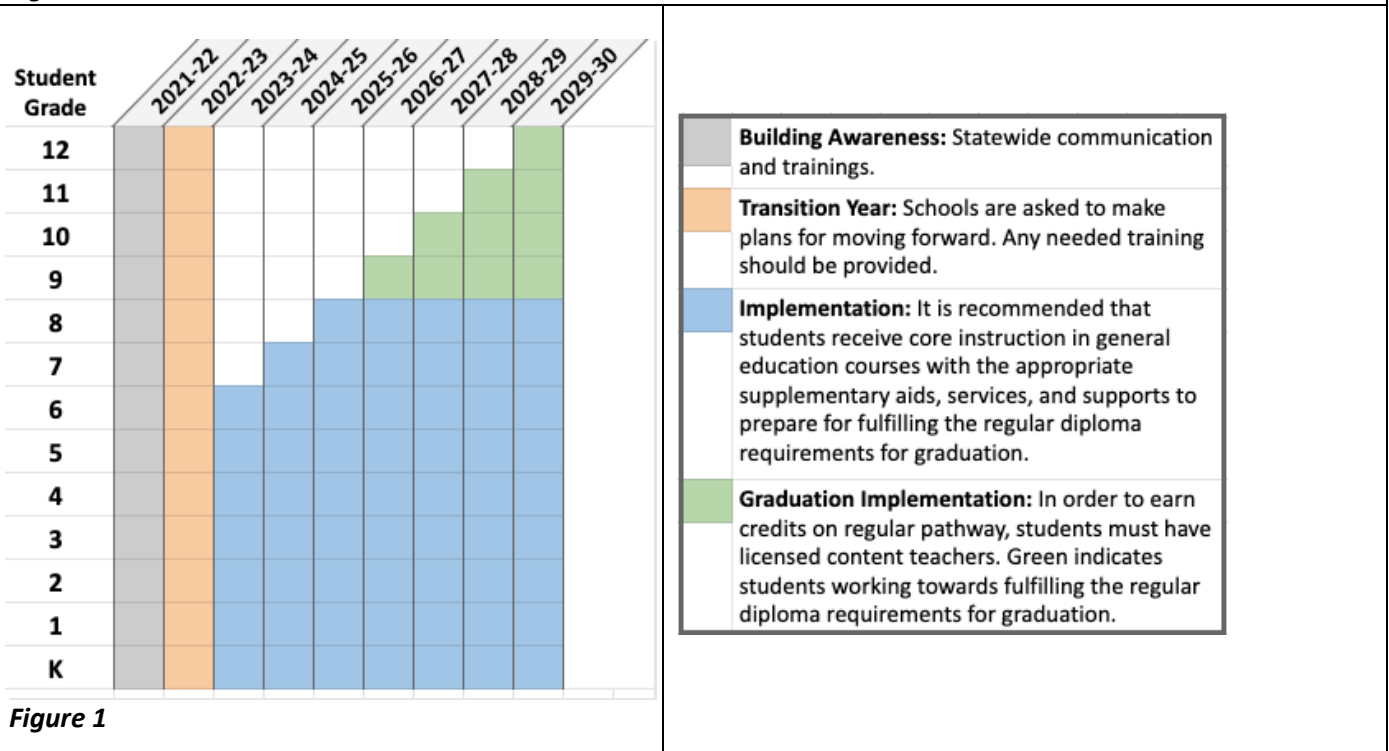


Figure 1

Timeline: 2021-2030 (Alternative View)

Special Education services should be determined on an individual student basis to include frequency, duration, and location of such services.

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Building Awareness Statewide trainings	Planning Year Schools are asked to make plans for moving forward. Any needed training should be provided.	6 th and lower	7 th and lower	8 th and lower	In order to earn credits on the regular pathway	In order to earn credits on the regular pathway	In order to earn credits on the regular pathway	In order to earn credits on the regular pathway
		It is recommended that students receive core instruction in general education courses with the appropriate supplementary aids, services, and supports to prepare them for fulfilling the regular diploma requirements for graduation. Programming decisions are determined by the IEP team.			9 th graders must have licensed content teachers	9 th and 10 th graders must have licensed content teachers	9 th , 10 th , and 11 th graders must have licensed content teachers	All high school students must have licensed content teachers
*Students with significant cognitive disabilities may have core instruction in general education classes or in special classes taught by teachers licensed in special education. In high school, these students would be working toward graduating via the Alternate Pathway to Graduation.								
Green indicates students working towards fulfilling the regular diploma requirements for graduation.								