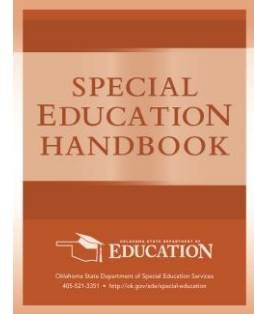


Name: _____

Date: _____

Handbook Scavenger Hunt

Using the Handbook answer the following questions.



1. What does OSEP stand for?

2. A unilateral placement is a decision made by whom?

___ LEA ___ Teacher ___ Administrator ___ Parent

3. What is the general definition for an IEP given in the IDEA Federal Regulations?

4. What chapter and section of the Handbook defines IEP Timelines?

5. What chapter and section of the Handbook discusses Confidentiality and Access to Records?

6. Where can you find a definition of Full Day Self Contained classroom?

7. Where can you find information on procedures for a manifestation determination?

8. Where can you find a list of the members of a reevaluation group?

9. A. The question in OSEP's 2009 letter about Continuum of Placement is linked in which Chapter?

B. What was the question in the letter about?

___ Co-Teaching ___ Discipline ___ Full Inclusion ___ IEP Teams

10. Where can you find IEP requirements for graduation?

11. A. Where can you find information about present levels in the IEP?

B. Why are present levels identified on the IEP?

12. Should parent concerns be addressed through the IEP Process?

13. Where can you find the LRE decision tree?

14. Where can you find information about mediation?

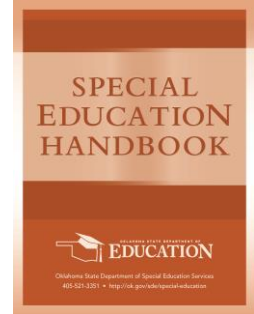
15. Where can you find information about move-in students?

Name: _____

Date: _____

Handbook Scavenger Hunt

Using the Handbook answer the following questions.



1. What does OSEP stand for? **Office of Special Education Programs**

2. A unilateral placement is a decision made by whom?

☒ LEA ☒ Teacher ☒ Administrator ☐ Parent
3. What is the general definition for an IEP given in the IDEA Federal Regulations? **Correct answer: A written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324.**

4. What chapter and section of the Handbook defines IEP Timelines? **Correct Answer: Chapter 4, Section 3.**

5. What chapter and section of the Handbook discusses Confidentiality and Access to Records? **Correct Answer: Chapter 11, Section 5.**

6. Where can you find a definition of Full Day Self Contained classroom? **Correct Answer: Appendix B.**

7. Where can you find information on procedures for a manifestation determination? **Correct Answer: Chapter 12, Section 4.**

8. Where can you find a list of the members of a reevaluation group? **Correct Answer: Chapter 7, Section 5.**

9. A. The question in OSEP's 2009 letter about Continuum of Placement is linked in which Chapter? **Correct Answer: Chapter 5.**

B. What was the question in the letter about?

☒ Co-Teaching ☒ Discipline ☐ Full Inclusion ☒ IEP Teams

10. Where can you find IEP requirements for graduation? **Correct Answer: Chapter 6, Section 2**

11. A. Where can you find information about present levels in the IEP? **Correct Answer: Chapter 4, Section 3.**

B. Why are present levels identified on the IEP? **Correct Answer: To inform and to guide the development of the IEP.**

12. Should parent concerns be addressed through the IEP Process? **Correct Answer: Yes.**

13. Where can you find the LRE decision tree? **Correct Answer: Chapter 5, Section 2.**

14. Where can you find information about mediation? **Correct Answer: Chapter 13, Section 3.**

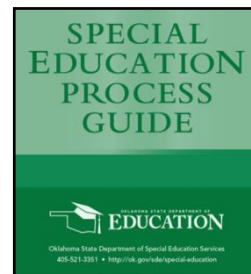
15. Where can you find information about move-in students? **Correct Answer: Chapter 14, Section 2.**

Name: _____

Date: _____

Process Guide Quiz

Using the Process Guide answer the following questions.



1. Where can I have immediate access to the Special Education Process Guide?
 - a. Contact my special education director for more information.
 - b. Request a paper copy through my district special education office.
 - c. View the guide at the OSDE website at: ok.gov/sde/documents-forms.
 - d. Obtain a paper copy of the guide at the annual state educational conference.

2. Which forms will be used for an initial evaluation from parent permission to eligibility (check all that apply)

___ Form 1: Record of Access	___ Form 2: Parent Contact
___ Form 3: RED	___ RED/MEEGS Evaluation Data
___ Form 4: Parent Contact	___ Form 5: MEEGS
___ Form 6: Notification of Meeting	___ Form 7: IEP
___ Form 8: Written Notice	___ Form 11: Student Summary of Performance

3. Upon request for an initial evaluation of a student, the LEA staff must conduct _____.
 - a. Appropriate testing related to the suspected disability category.
 - b. A screening to determine interventions appropriate for the student.
 - c. An Individualized Education Program
 - d. A Review of Existing Data

4. Which section of the handbook provides additional information on “reasonable attempts” to obtain parent consent?

5. A. When making an eligibility determination, which form is used to summarize new and existing information?

B. Which form is used to document evaluation data?

6. On the RED/MEEGs Evaluation what is the difference between new and existing information?

7. A district that uses a traditional discrepancy model to determine SLD eligibility is not required to document differentiated instruction and interventions in general education settings. (Choose one).

_____ True _____ False

8. The bottom of page 1 of the MEEGS form is used when the team is considering which disability category?

- a. Autism.
- b. Specific Learning Disability.
- c. Speech Language Impaired.
- d. Other Health Impaired.

9. What is the purpose of a Written Notice (Form 8)?

10. After a student has been determined eligible for special education and related services, how soon must an IEP be developed?

- a. Within 45 school days.
- b. In conjunction with the MEEGS/eligibility meeting.
- c. Within 30 school days.
- d. Within 30 calendar days.

11. Identify the correct sequence of events an annual IEP should follow.
- Schedule Meeting, Develop IEP, Send Written Notice, Provide Services, Revise IEP annually.
 - Provide Services, Send Written Notice, Develop IEP, Schedule Meeting, Revise IEP annually.
 - Send Written Notice, Schedule Meeting, Revise IEP annually , Develop IEP, Provide Services.
 - Revise IEP annually, Send Written Notice, Schedule Meeting, Develop IEP, Provide Services.

12. Explain the difference between an initial, interim, and subsequent IEP.

13. Which team members may be excused from a meeting with prior parent and LEA agreement?

14. What are two examples listed in the process guide to include when considering present levels of academic achievement and functional performance?

15. An IEP is required to include annual goals related to academic content areas of which the student's disabilities affects his/her ability to be involved in and progress in the area of the general curriculum. (Choose one).

_____ True _____ False

16. Transition Services must be in effect no later than the beginning of the student's _____ grade year or upon turning _____ years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter.

17. How can the Indicator 13 Checklist assist the special education teacher in providing secondary transition services?
- a. Ensures students have a plan in place for employment upon graduation
 - b. Ensures rights are transferred to student at the age of majority
 - c. Provides documentation for teacher of record to make contact with student upon graduation
 - d. Ensures all required components of the student's transition plan are included in the IEP
18. The following is an example of which type of special education service? "The student receives primary instruction from a highly qualified special education teacher outside of the general education classroom."
- a. Direct instruction
 - b. Co-Teaching
 - c. Collaboration
 - d. Consultation
19. List 2 examples of the continuum of placement provided in the Process Guide.

20. Which form must accompany the IEP team's decision to have the student take an alternate assessment?
- a. Form 8: Written Notice
 - b. Form 15: Comment Form
 - c. Form 12: Criteria Checklist
 - d. Consent for Release of Confidential Information
21. If any participant disagrees with the IEP, which form may be used to document the written statement?
- a. Form 8: Written Notice
 - b. Form 15: Comment Form
 - c. Form 12: Criteria Checklist
 - d. Consent for Release of Confidential Information

22. If a parent disagrees with the content of the IEP how long must the LEA wait before implementation of proposed services, after Written Notice is provided to the parents?
- a. Until a mutually agreeable date and time can be arranged of a follow up IEP meeting.
 - b. Two weeks.
 - c. A reasonable amount of time.
 - d. Until arrangements can be made with the Special Education Resolution Center (SERC) to resolve the matter.

23. If no additional data is necessary for a reevaluation is parental consent necessary? Why or Why not?

24. What is the purpose of Form 5RC?

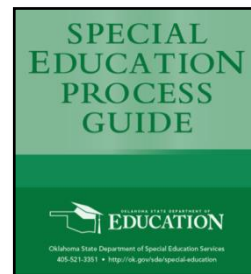
25. If an evaluation of related services was conducted during the reevaluation process would a MEEGS form need to be completed? Why or Why not?

Name: _____

Date: _____

Process Guide Quiz

Using the Process Guide answer the following questions.



1. Where can I have immediate access to the Special Education Process Guide?

Correct answer: C

- a. Contact my special education director for more information.
- b. Request a paper copy through my district special education office.
- c. View the guide at the OSDE website at: ok.gov/sde/documents-forms.
- d. Obtain a paper copy of the guide at the annual state educational conference.

2. Which forms will be used for an initial evaluation from parent permission to eligibility (check all that apply)

☒ Form 1: Record of Access

☒ Form 2: Parent Contact

☒ Form 3: RED

☒ RED/MEEGS Evaluation Data

☒ Form 4: Parent Contact

☒ Form 5: MEEGS

☒ Form 6: Notification of Meeting

☐ Form 7: IEP

☒ Form 8: Written Notice

☐ Form 11: Student Summary of Performance

3. Upon request for an initial evaluation of a student, the LEA staff must conduct _____. **Correct answer: D**

- a. Appropriate testing related to the suspected disability category.
- b. A screening to determine interventions appropriate for the student.
- c. An Individualized Education Program
- d. A Review of Existing Data

4. Which section of the handbook provides additional information on “reasonable attempts” to obtain parent consent?

Chapter 3, Section 4

5. A. When making an eligibility determination, which form is used to summarize new and existing information? **OSDE, Form 5 MEEGS**

B. Which form is used to document evaluation data? **RED/MEEGs Evaluation data**

6. On the RED/MEEGs Evaluation what is the difference between new and existing information?

New information is information the LEA collected with Parent Consent. All other data is considered existing information.

7. A district that uses a traditional discrepancy model to determine SLD eligibility is not required to document differentiated instruction and interventions in general education settings. (Choose one).

_____ True **_____X_____** False

8. The bottom of page 1 of the MEEGS form is used when the team is considering which disability category? **Correct Answer: B**

- a. Autism.
- b. Specific Learning Disability.
- c. Speech Language Impaired.
- d. Other Health Impaired.

9. What is the purpose of a Written Notice (Form 8)?

To notify parents of any action the LEA is proposing or refusing and the basis used for determining the action.

10. After a student has been determined eligible for special education and related services, how soon must an IEP be developed? **Correct Answer: D**

- a. Within 45 school days.
- b. In conjunction with the MEEGS/eligibility meeting.
- c. Within 30 school days.
- d. Within 30 calendar days.

11. Identify the correct sequence of events an annual IEP should follow. **Correct Answer: A**

- a. Schedule Meeting, Develop IEP, Send Written Notice, Provide Services, Revise IEP annually.

- b. Provide Services, Send Written Notice, Develop IEP, Schedule Meeting, Revise IEP annually.
- c. Send Written Notice, Schedule Meeting, Revise IEP annually , Develop IEP, Provide Services.
- d. Revise IEP annually, Send Written Notice, Schedule Meeting, Develop IEP, Provide Services.

12. Explain the difference between an initial, interim, and subsequent IEP.

Initial- must be developed within 30 calendar days of the date eligibility is established.

Interim- may not exceed 30 calendar days (normally utilized when the IEP team is considering various options, services, and placement)

Subsequent- developed annually and must be in place on or before the anniversary date of the current IEP

13. Which team members may be excused from a meeting with prior parent and LEA agreement?

IEP team members whose area of curriculum is not being reviewed or revised

IEP team members whose area of curriculum is being reviewed or revised, but submit relevant, written input to the team prior to the meeting.

14. What are two examples listed in the process guide to include when considering present levels of academic achievement and functional performance?

Answers include any two of the following examples:

Recent evaluations related to current functioning

Class performance documentation (including baseline data)

Statewide and district-wide assessments

Nonacademic skill level information (communication, fine and gross motor, behavior and socialization)

Transition assessment results

15. An IEP is required to include annual goals related to academic content areas of which the student's disabilities affects his/her's ability to be involved in and progress in the area of the general curriculum. (Choose one).

____**X**____ True _____ False

16. Transition Services must be in effect no later than the beginning of the student's _____ grade year or upon turning _____ years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter. **9th grade, Age 16.**

17. How can the Indicator 13 Checklist assist the special education teacher in providing secondary transition services? **Correct Answer: D**

- a. Ensures students have a plan in place for employment upon graduation
- b. Ensures rights are transferred to student at the age of majority
- c. Provides documentation for teacher of record to make contact with student upon graduation
- d. Ensures all required components of the student's transition plan are included in the IEP

18. The following is an example of which type of special education service? "The student receives primary instruction from a highly qualified special education teacher outside of the general education classroom." **Correct Answer: A**

- a. Direct instruction
- b. Co-Teaching
- c. Collaboration
- d. Consultation

19. List 2 examples of the continuum of placement provided in the Process Guide.

Answers include any two of the following examples:

- 1: Regular education full time: Inside the regular class 80% or more of the day**
- 2: Special class part time: Inside the regular class 40-79% of the day**
- 3: Special class full time: Inside the regular class less than 40% of the day**
- 4: Public/Private Separate Day School Facility**
- 5: Public/Private Residential Facility**
- 6: Home Instruction/Hospital Environment**
- 7: Correctional Facility**
- 8: Parentally Placed in Private School**
- 9: Lindsey Nichole Henry scholarship**

20. Which form must accompany the IEP team's decision to have the student take an alternate assessment? **Correct Answer: C**

- a. Form 8: Written Notice

- b. Form 15: Comment Form
- c. Form 12: Criteria Checklist
- d. Consent for Release of Confidential Information

21. If any participant disagrees with the IEP, which form may be used to document the written statement? **Correct Answer: B**

- a. Form 8: Written Notice
- b. Form 15: Comment Form
- c. Form 12: Criteria Checklist
- d. Consent for Release of Confidential Information

22. If a parent disagrees with the content of the IEP how long must the LEA wait before implementation of proposed services, after Written Notice is provided to the parents? **Correct Answer: C**

- a. Until a mutually agreeable date and time can be arranged of a follow up IEP meeting.
- b. Two weeks.
- c. A reasonable amount of time.
- d. Until arrangements can be made with the Special Education Resolution Center (SERC) to resolve the matter.

23. If no additional data is necessary for a reevaluation is parental consent necessary? Why or Why not?

No. The team has determined that no new data is needed to determine whether the student continues to be a student with a disability, and to determine the student's educational needs.

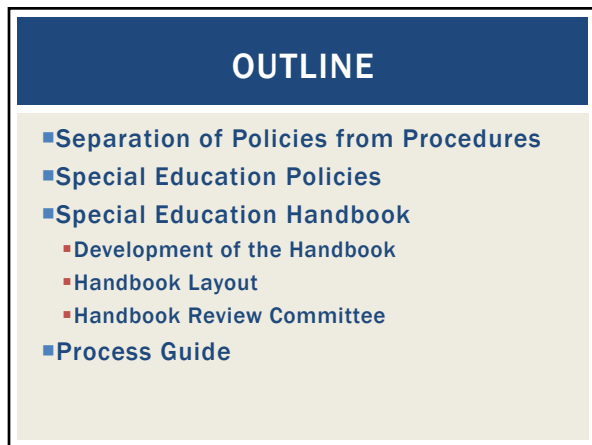
24. What is the purpose of Form 5RC?

The form is used for reevaluation purposes. It documents continued eligibility when no further data is necessary.

25. If an evaluation of related services was conducted during the reevaluation process would a MEEGS form need to be completed? Why or Why not?

No. A MEEGS is not needed since it is not a change in disability category.







KEY IDEAS

■Key Idea #1: Reduce Redundancy

KEY IDEAS

■Key Idea #2: Increase Usability

To prevent this
From turning into this

KEY IDEAS

■Key Idea #3: Emphasize Process

SEPARATION

[Special Education Policies](#)



[Special Education Handbook](#)



POLICIES

- **Public Hearings were held:**
 - April 9th, 2013, from 4pm to 6pm (OSDE State Board Room)
 - April 11th, 2013, from 4pm to 6pm (OSDE State Board Room and Sooner Start Tulsa Office)
- **Written comments were received until May 10, 2013**

POLICIES

- **Federal regulations and the four areas where Oklahoma has chosen to go above and beyond the federal regulations.**
 1. 45 school day timeline for initial evaluations;
 2. secondary transition services in effect no later than the beginning of the ninth grade year or by age 16, whichever occurs first;
 3. an Individualized Education Program (IEP) for move-in students must be in place within 10 school days; and
 4. caseload/class-size requirements.

POLICIES

■ **Class-Size**

Full Day
Self-
Contained

- Maximum of 10 students per classroom
- These classrooms are designed predominantly for the support of students with significant, moderate, or multiple disabilities. Multiple courses are taught to the same students for the majority of the day. For example, students who are served inside the general education classroom for less than 40% of the day.

Direct
Support/
Resource

- Grades K-4: Maximum of 10 students per classroom
- Grades 5-12: Maximum of 15 students per classroom
- These classrooms are designed to provide a higher level of support than what is provided in the regular classroom. Students receive direct support services for specific subjects. They are also available for students seeking extra help to complement regular classroom instruction.

HANDBOOK

■ **Guidance**

- A Living Document

■ **The Process of Development:**

- March 2013 – Revision Meetings
- April 2013 – Public Comment via Wiki
- May/June 2013 – Final Revisions
- July 1st 2013 – Ready for Implementation

HANDBOOK LAYOUT

Table of Contents
How-to Guide
Acronyms and Abbreviations
Glossary

Front Matter

Topics
Layout
Legal Citations
Links

Chapters

Q&A Documents
Caseload/
Class Size
OSDE Forms
Related Services
Personnel
Qualifications
Certification
Paraprofessional

Appendices

HANDBOOK

ACRONYMS AND ABBREVIATIONS

ABS

American Association on Mental Retardation Adaptive Behavior Scale

ADA

Americans with Disabilities Act

ADD

Attention Deficit Disorder

ADHD

Attention Deficit Hyperactivity Disorder

ADM

Average Daily Membership

APR

Annual Performance Report

ASD

Autism Spectrum Disorder

ASHA

American Speech-Language-Hearing Association

Table of Contents

How-to Guide

Acronyms and Abbreviations

Glossary

Front Matter

HANDBOOK

GLOSSARY

Academic Achievement.

A student's level of performance in basic school subjects, measured either formally or informally.

Accommodation.

Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results.

Table of Contents

How-to Guide

Acronyms and Abbreviations

Glossary

Front Matter

HANDBOOK

1. FAPE

2. Child Find

3. Initial Evaluation & Eligibility

4. Individualized Education Programs (IEP)

5. Least Restrictive Environment

6. Discontinuation of Services, Graduation, and Grading

7. Reevaluation

8. Charter Schools

9. Private Schools Students

10. Improving Results

11. Procedural Safeguards

12. Discipline

13. Dispute Resolution

14. Transfers, IEP Service Agreements, and Move-In Students

Topics

Layout

Legal Citations

Links

Chapters

HANDBOOK

- **Q&A Documents:**
 - Courtesy of <http://idea.ed.gov/>

Question and Answer Documents from IDEA.gov

1. [IEP - June 2010](#)
2. [Discipline Procedures](#)
3. [Disproportionality](#)
4. [Private School \(Released 4.11\)](#)
5. [Secondary Transition](#)

Q and A: IEP Q
Download: [Word \(59K\)](#) | [PDF \(43K\)](#)

Q&A Documents
 Caseload/
 Class Size
 OSDE Forms
 Related Services
 Personnel
 Qualifications
 Certification
 Paraprofessional
Appendices

HANDBOOK

- **Caseload/Class Size**
 - Charts from **Special Education Policies**

Full Day Self-Contained	Measure of the student per classroom
Direct Support Services	<p>These classrooms are designed predominantly for the support of students with significant disabilities. As such, students are taught in the same classroom for the majority of the day. The majority of students who are placed in these classrooms are students who are not eligible for regular classroom instruction.</p> <p>These classrooms are designed to provide a higher level of support for students with disabilities. These students are placed in these classrooms for the majority of the day. The majority of students who are placed in these classrooms are students who are not eligible for regular classroom instruction.</p>

Q&A Documents
 Caseload/
 Class Size
 OSDE Forms
 Related Services
 Personnel
 Qualifications
 Certification
 Paraprofessional
Appendices

PLACEMENT	CASELOAD	
	PERCENTAGE (FTE)	TOTAL
Regular Class Full-time (outside the regular class more than 80% of the day) - consultation and monitoring only	.025	40
Regular Class Full-time (outside the regular class more than 80% of the day) - consultation and monitoring only	.04	25

HANDBOOK

- **OSDE Forms**
 - **Links to**
<http://ok.gov/sde/documents-forms>

List of OSDE Forms

- [Form 1: Record of Access](#)
- [Form 2: Record of Parent Contact](#)
- [Form 3: Review of Existing Data \(RED\)](#)
- [RED/MEEGS Evaluation Data](#)
- [Form 4: Parent Consent](#)
- [Form 5: Multidisciplinary Evaluation and Eligibility Group Summary \(MEEGS\)](#)
- [Form SRC: Reevaluation/Continuation of Eligibility](#)

Q&A Documents
 Caseload/
 Class Size
 OSDE Forms
 Related Services
 Personnel
 Qualifications
 Certification
 Paraprofessional
Appendices

- **Related Services Personnel Qualifications**
 - Outlines specific requirements

Appendices

- Q&A Documents
- Caseload/
Class Size
- OSDE Forms
- Related Services
- Personnel
Qualifications
- Certification
- Paraprofessional

*See the [Oklahoma Cost Accounting System](#) Job Classification Dimension Definitions for more information regarding services provided and other requirements. Please note that some codes are "best fit".

- **Special Education Certification**

For information related to special education certification, please see this document:
<http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/SpecEd.pdf>

Appendices

- Q&A Documents
- Caseload/
Class Size
- OSDE Forms
- Related Services
- Personnel
Qualifications
- Certification
- Paraprofessional

B. Career Development Program for Paraprofessionals
You must meet the following requirements before applying for certification through the Paraprofessional Program:



C. Special Education "Boot Camp" Certification Process and Procedures
The non-traditional route to special education teacher certification provides a method for individuals to obtain a special education certification. Candidates must complete a 150-hour program that includes 120 hours of special education training known as "Boot Camp" and 30 hours of field experience. Upon completion the State Board of Education will issue a one-year provisional certificate to teach in the area of mild/moderate or severe/profound disabilities grades PreK-12.



HANDBOOK

■ Paraprofessional Requirements

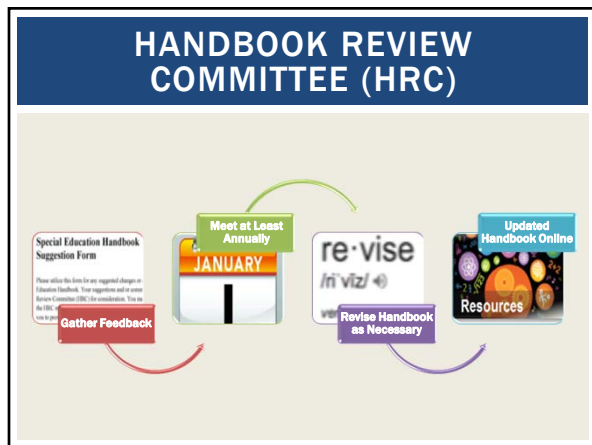
A. Special Education Paraprofessionals
In order to become a Special Education Paraprofessional, candidates must have a secondary school diploma or its recognized equivalent. In addition, the Special Education paraprofessional has to meet the following requirements:

Supporting Documents

Q&A Documents

Caseload/
Class Size
OSDE Forms
Related Services
Personnel
Qualifications
Certification
Paraprofessional

Appendices



HANDBOOK REVIEW COMMITTEE (HRC)

■ Committee Membership

- Nominations were accepted from the OSDE, the Oklahoma Directors of Special Services (ODSS), the Oklahoma Parents Center (OPC), and the IDEA B State Advisory Panel.
- Members: Teachers, Directors of Special Services, Related Services Personnel, Parents, and other stakeholders.

■ Committee Meetings

- Meet at least annually.

■ Handbook Revisions

- Based on Handbook Suggestion Forms received and reviewed by the HRC.
- Handbook will be revised and updates will be posted online as necessary – with a memo sent out.

HANDBOOK

■ Suggestions? Fill out this form:

■ http://ok.gov/sde/sites/ok.gov/sde/files/documents/files/Handbook%20Suggestion%20Form_0.pdf

■ Located @

Name
(Optional)

Area of Concern

Suggested Change

Rationale

Email

Special Education Handbook
Suggestion Form

Please utilize this form for any suggested changes or comments to the Oklahoma Special Education Handbook. Your suggestions and/or comments will be forwarded to the Handbook Review Committee (HRC) for consideration. You may submit this form anonymously. However, the HRC may request clarification regarding your concerns or suggestions, so we encourage you to provide the following information:

Name: _____
District: _____
Position: _____
Phone or Email: _____

Please Complete Each of the Following Areas*:

Area of Concern: (Please provide the location of the concern in the Handbook by chapter and section) _____

Suggested Change(s) or Comment(s): _____

Rationale for Change(s): _____

Once completed, email this form to: special@ok.gov

*If necessary, attach additional pages or documentation.

ORIGINATOR USE ONLY
DATE RECEIVED BY HRC: _____
DATE REVIEWED BY HRC: _____
HRC COMMENTS: _____

PROCESS GUIDE

■ Understanding the forms and process in context.

Initial
Evaluation

Individualized
Education
Program

Reevaluation/
Continuation
of Eligibility

Related
Services
Testing

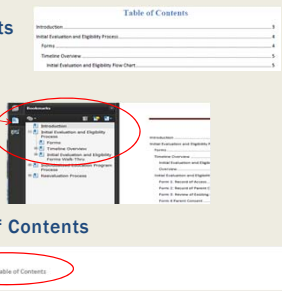
PROCESS GUIDE

Context	• In what context am I working?
Forms List	• Which forms do I need?
Timeline Overview	• What is the overall process?
Order of Forms	• In what order do I complete the forms?
Walk Thru	• How do I complete the forms?

PROCESS GUIDE

■ **Navigation**

- **Table of Contents**
- **Bookmarks**
- **Back to Table of Contents**



PROCESS GUIDE

■ **Intro to Context:**

Initial Evaluation and Eligibility Process

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

The LEA conducts initial evaluations in order to determine:

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

This guide is designed for use in conjunction with the Oklahoma Special Education Policies Document and Handbook, specifically in conjunction with Chapter 3: Initial Evaluations and Eligibility.

PROCESS GUIDE

■ List of Forms

Forms
The initial evaluation and eligibility process requires the following forms:

- Form 1: Record of Access
- Form 2: Parent Contact
- Form 3: RED
- RED/MEEGS Evaluation Data
- Form 4: Parent Consent
- Form 5: MEEGS
- Form 6: Notification of Meeting
- Form 8: Written Notice

Other forms may be necessary:

- Form 9: Medical Information
- Form 10: Surrogate Parents Verification of Training
- Form 15: Comment
- Consent for Release of Confidential Information

PROCESS GUIDE

■ Timeline Overview

■ Flow Chart

Initial Evaluation and Eligibility Flow Chart

Throughout this process, Form 1 (Record of Access), Form 2 (Record of Parent Contact), Form 6 (Notification of Meeting), and Form 8 (Written Notice) should be used.

PROCESS GUIDE

■ Timeline Overview

■ Overview

Child Find

The Local Education Agency (LEA) is responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate children, ages 3 through 21 years, suspected of having a disability. The LEA is also responsible for coordinating with Tennessee Early Intervention (EI) Program regarding the Child Find system for children age birth to 3 years of age. The LEA may appoint an individual to coordinate the development, revision, implementation, and documentation of the Child Find system.

♦ Screening
Screening is one way of identifying children who are not adequately meeting Oklahoma Academic Standards or Oklahoma Early Learning Standards. A variety of methods may be used to screen children, including performance on assessment, curriculum-based measures, daily classroom work, observation, hearing and vision screening, developmental screenings, and/or kindergarten readiness measures. The screening of a student by LEA staff to determine appropriate instructional strategies for enrichment, remediation, or other services that the student may need is not a referral for special education.

Review of Existing Data

When a request has been made for an initial evaluation of a student, the LEA staff must conduct a Review of Existing Data (RED, OSDE Form 3). On the basis of the RED, there must be a determination of whether or not additional data will be needed in order to determine:

- ♦ Whether the student has a particular category of disability;
- ♦ The present levels of performance and educational needs of the student; and
- ♦ Whether the student needs special education and/or related services.

This review may be conducted by the group without a meeting. However, it is advisable to complete the review with the group.

Forms: Form 3 – Review of Existing Data (including RED/MEEGS Evaluation Data Form)
Handbook, Chapter 3, Section 3

PROCESS GUIDE

- Walk-Thru

Form 6 Notification of Meeting

The Notification of Meeting (OSDE Form 6) is used by the LEA to take steps to ensure that parent(s) are afforded the opportunity to participate in the special education process. The parent(s) must receive sufficient notice of meetings.

[illegible]

PROCESS GUIDE

■ IEP Walk-Thru

Thru

Guidance

Resources

AP® Development Services Plan

Thru: This document is a plan of action that describes the happening of the AP® course, and guides you in spending roughly 20 hours of your own or employer's development opportunity for the AP® course, and you personally develop the course.

Guidance: This document is a plan of action that describes the happening of the AP® course, and guides you in spending roughly 20 hours of your own or employer's development opportunity for the AP® course, and you personally develop the course.

Resources: This document is a plan of action that describes the happening of the AP® course, and guides you in spending roughly 20 hours of your own or employer's development opportunity for the AP® course, and you personally develop the course.

CONTENTS

1. **Introduction**

2. **Objectives**

3. **Curriculum**

4. **Assessment**

5. **Conclusion**

6. **Appendix**

7. **References**

8. **Appendix**

9. **Appendix**

10. **Appendix**

11. **Appendix**

12. **Appendix**

13. **Appendix**

14. **Appendix**

15. **Appendix**

16. **Appendix**

17. **Appendix**

18. **Appendix**

19. **Appendix**

20. **Appendix**

21. **Appendix**

22. **Appendix**

23. **Appendix**

24. **Appendix**

25. **Appendix**

26. **Appendix**

27. **Appendix**

28. **Appendix**

29. **Appendix**

30. **Appendix**

31. **Appendix**

32. **Appendix**

33. **Appendix**

34. **Appendix**

35. **Appendix**

36. **Appendix**

37. **Appendix**

38. **Appendix**

39. **Appendix**

40. **Appendix**

41. **Appendix**

42. **Appendix**

43. **Appendix**

44. **Appendix**

45. **Appendix**

46. **Appendix**

47. **Appendix**

48. **Appendix**

49. **Appendix**

50. **Appendix**

51. **Appendix**

52. **Appendix**

53. **Appendix**

54. **Appendix**

55. **Appendix**

56. **Appendix**

57. **Appendix**

58. **Appendix**

59. **Appendix**

60. **Appendix**

61. **Appendix**

62. **Appendix**

63. **Appendix**

64. **Appendix**

65. **Appendix**

66. **Appendix**

67. **Appendix**

68. **Appendix**

69. **Appendix**

70. **Appendix**

71. **Appendix**

72. **Appendix**

73. **Appendix**

74. **Appendix**

75. **Appendix**

76. **Appendix**

77. **Appendix**

78. **Appendix**

79. **Appendix**

80. **Appendix**

81. **Appendix**

82. **Appendix**

83. **Appendix**

84. **Appendix**

85. **Appendix**

86. **Appendix**

87. **Appendix**

88. **Appendix**

89. **Appendix**

90. **Appendix**

91. **Appendix**

92. **Appendix**

93. **Appendix**

94. **Appendix**

95. **Appendix**

96. **Appendix**

97. **Appendix**

98. **Appendix**

99. **Appendix**

100. **Appendix**

101. **Appendix**

102. **Appendix**

103. **Appendix**

104. **Appendix**

105. **Appendix**

106. **Appendix**

107. **Appendix**

108. **Appendix**

109. **Appendix**

110. **Appendix**

111. **Appendix**

112. **Appendix**

113. **Appendix**

114. **Appendix**

115. **Appendix**

116. **Appendix**

117. **Appendix**

118. **Appendix**

119. **Appendix**

120. **Appendix**

121. **Appendix**

122. **Appendix**

123. **Appendix**

124. **Appendix**

125. **Appendix**

126. **Appendix**

127. **Appendix**

128. **Appendix**

129. **Appendix**

130. **Appendix**

131. **Appendix**

132. **Appendix**

133. **Appendix**

134. **Appendix**

135. **Appendix**

136. **Appendix**

137. **Appendix**

138. **Appendix**

139. **Appendix**

140. **Appendix**

141. **Appendix**

142. **Appendix**

143. **Appendix**

144. **Appendix**

145. **Appendix**

146. **Appendix**

147. **Appendix**

148. **Appendix**

149. **Appendix**

150. **Appendix**

151. **Appendix**

152. **Appendix**

153. **Appendix**

154. **Appendix**

155. **Appendix**

156. **Appendix**

157. **Appendix**

158. **Appendix**

159. **Appendix**

160. **Appendix**

161. **Appendix**

162. **Appendix**

163. **Appendix**

164. **Appendix**

165. **Appendix**

166. **Appendix**

167. **Appendix**

168. **Appendix**

169. **Appendix**

170. **Appendix**

171. **Appendix**

172. **Appendix**

173. **Appendix**

174. **Appendix**

175. **Appendix**

176. **Appendix**

177. **Appendix**

178. **Appendix**

179. **Appendix**

180. **Appendix**

181. **Appendix**

182. **Appendix**

183. **Appendix**

184. **Appendix**

185. **Appendix**

186. **Appendix**

187. **Appendix**

188. **Appendix**

189. **Appendix**

190. **Appendix**

191. **Appendix**

192. **Appendix**

193. **Appendix**

194. **Appendix**

195. **Appendix**

196. **Appendix**

197. **Appendix**

198. **Appendix**

199. **Appendix**

200. **Appendix**

201. **Appendix**

202. **Appendix**

203. **Appendix**

204. **Appendix**

205. **Appendix**

206. **Appendix**

207. **Appendix**

208. **Appendix**

209. **Appendix**

210. **Appendix**

211. **Appendix**

212. **Appendix**

213. **Appendix**

214. **Appendix**

215. **Appendix**

216. **Appendix**

217. **Appendix**

218. **Appendix**

219. **Appendix**

220. **Appendix**

221. **Appendix**

222. **Appendix**

223. **Appendix**

224. **Appendix**

225. **Appendix**

226. **Appendix**

227. **Appendix**

228. **Appendix</**


ACCESS

- **How to access the Policies, Handbook, and Process Guide online:**

- Go to <http://ok.gov/sde/>
- Hover over "Services"
- Select "Special Education" – <http://ok.gov/sde/special-education>
- Click the middle box in the top row labeled "Resources for Educators" – <http://ok.gov/sde/documents-forms>



QUESTIONS/COMMENTS



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