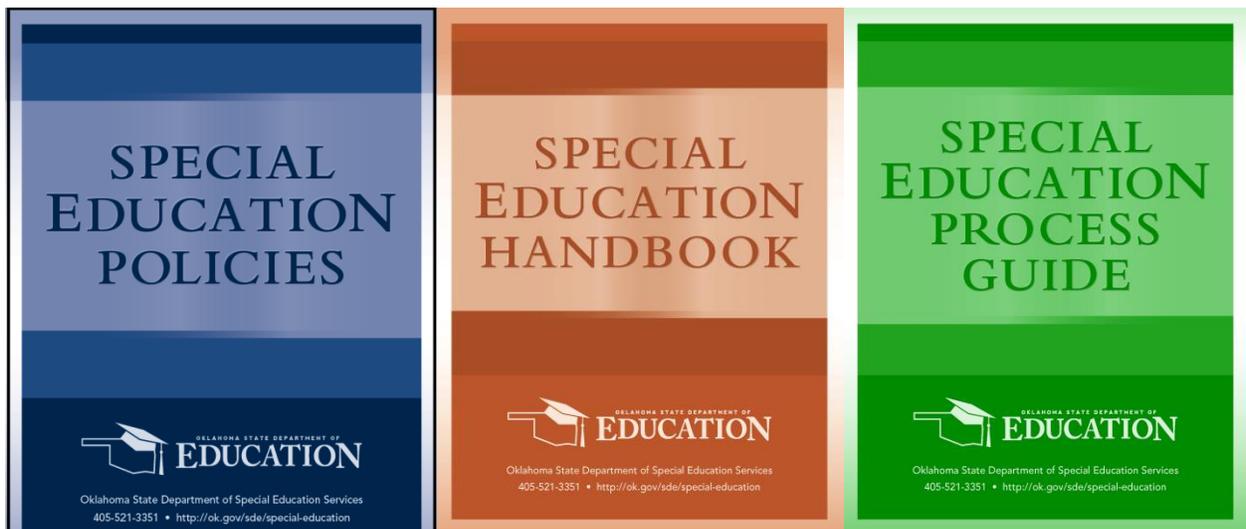


Special Education Policies, Handbook, and Process Guide:

Professional Development Module



Contents

Overview	3
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Overview

Professional development modules developed by the OSDE-SES are intended to assist local educational agencies (LEAs) in providing professional development for educators. Each module includes relevant background information, activities/materials, and a scripted PowerPoint presentation for a particular topic area. These modules are intended for use in a workshop or other professional development setting (e.g. faculty meeting, PLC meeting). Presenters are free to use the modules in whichever way they choose.

This module will assist educators in understanding the purpose of the Oklahoma Special Education Policies, Handbook, and Process Guide documents developed by the Oklahoma State Department of Education. The major focus in this module is on how to access and use these documents to gain a better understanding of the provision of special education services.

Background Information

The Special Education Policies, Handbook, and Process Guide were developed from April to August 2013. Each document contains important information for LEAs, schools, administrators, teachers, and parents regarding the provision of special education services.

The purpose of the Oklahoma Special Education Policies document is to establish legal requirements for the State Education Agency (SEA), local education agencies (LEA), and other public agencies involved in the provision of special education and related services to children with disabilities. These policies incorporate, by reference, all of the IDEA's statutory requirements (20 U.S.C. Sections 1400 et.seq) and regulatory requirements (34 Code of Federal Regulations, Part 300). In addition, these policies establish additional legal requirements by the state of Oklahoma that exceed federal law.

The Oklahoma Special Education Handbook is meant to service as guidance in carrying out federal and state regulations. The handbook is only available online in order for changes to be made as federal and State requirements are updated or revised, and according to suggested "best practice" changes by various stakeholders.

The Oklahoma Special Education Process Guide was developed to facilitate a better understanding of how the OSDE-SES forms are used during the special education process.

Materials/Resources

Copies of materials for the presentation are found in a separate file. All materials are optional. Presenters may encourage participants to bring laptops or other devices to download the Policies, Handbook, and Process Guide documents at relevant points during the session. Alternatively, presenters may request that participants download these documents prior to the session.

PowerPoint Presentation

This presentation is intended to engage staff in meaningful professional development. Presenters should become familiar with the PowerPoint notes and other materials/resources included in this module, as well as additional resources related to the topic. There is space after each slide's presentation where the presenter may note any additional information related to LEA/school expectations or procedures.

Slide operation: Slides load completely. No clicks are necessary (except to advance to the next slide). Under each slide are presenter discussions, questions to draw in the audience and activity opportunities.

Presentation Length

It is estimated that this module will take 1.5 hours depending on the amount of time modeling how to access/utilize documents and time spent on questions that are raised during the presentation.

Activities

Presentation Activities/Handouts

These are listed here in the order they appear in the presentation.

- 1) Activity: Handbook Scavenger Hunt (15 minutes)
 - a. Participants will need access to a laptop or other device to search the Handbook.
 - b. This activity may be completed as a whole group, small group, or individually.
- 2) Handout: Handbook Suggestion Form
- 3) Handout: Handbook Summary of Changes Document
- 4) Handout: Process Guide Summary of Changes Document
- 5) Activity: Process Guide Quiz (20-30 minutes)
 - a. Participants will need access to a laptop or other device to search the Process Guide.
 - b. This activity may be completed as a whole group, small group, or individually.
 - c. This activity may be completed after the session and turned in at a later point.

Additional Resources

U.S. Department of Education, Office of Special Education Programs' (OSEP's) IDEA website

<http://idea.ed.gov/explore/home>

This site was created to provide a "one-stop shop" for resources related to IDEA and its implementing regulations, released on August 3, 2006. It is a "living" website and will change and grow as resources and information become available.

USDE: No Child Left Behind (NCLB/ESEA)

<http://www2.ed.gov/nclb/landing.jhtml>

This site provides information on No Child Left Behind, including the Act and policy.

ED.gov IDEA Regulations

<http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C>

This site provides downloadable versions (html and pdf) of the Individuals with Disabilities Education Act.

Electronic Code of Federal Regulations

http://www.ecfr.gov/cgi-bin/text-idx?SID=3838cc5c2119691bc9ff84ba4a7c3ff5&tpl=/ecfrbrowse/Title34/34cfr300_main_02.tpl

The Electronic Code of Federal Regulations (e-CFR) is a currently updated version of the Code of Federal Regulations (CFR). The link will take you directly to the regulatory requirements of the IDEA (34 CFR, Part 300).

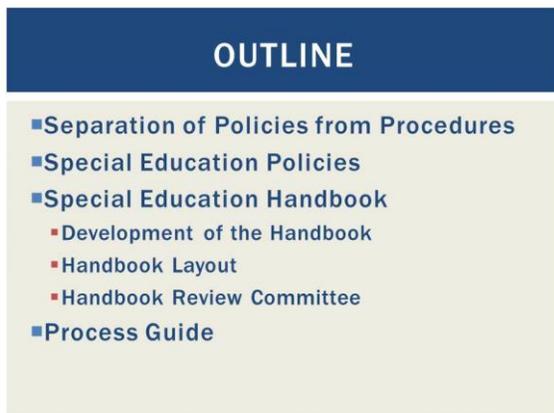
Power Point

Slide 1:



Presenter: Hello and welcome. My name is _____. I will be your session presenter today.

Slide 2:



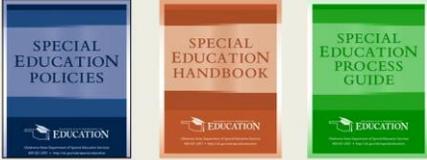
Presenter: This presentation will address the Special Education policies, handbook, and process guide for Oklahoma. We will cover the separation of policies from procedures, the state board adopted policies for special education in Oklahoma, the Special Education Handbook, and the Process Guide. We will also discuss how the handbook was revised from previous years and the processes used to update the handbook.

Notes:

Slide 3:

KEY IDEAS

- Key Idea #1: REDUCE REDUNDANCY
- Key Idea #2: INCREASE USABILITY
- Key Idea #3: EMPHASIZE PROCESS



The image shows three book covers side-by-side. From left to right: 'SPECIAL EDUCATION POLICIES' (blue cover), 'SPECIAL EDUCATION HANDBOOK' (orange cover), and 'SPECIAL EDUCATION PROCESS GUIDE' (green cover). Each cover features the Oklahoma State Department of Education logo at the bottom.

Presenter: Three key ideas are present throughout the new policies, handbook, and process guide: reducing redundancy, increasing usability, and emphasizing process.

Notes:

Slide 4:

KEY IDEAS

- Key Idea #1: Reduce Redundancy



The cartoon consists of three panels. In the first panel, a man says, 'I STARTED A TASK FORCE TO ELIMINATE REDUNDANCIES IN OUR INTERNAL PROCESSES.' In the second panel, another man asks, 'REALLY? I'M DOING THE SAME THING.' In the third panel, the first man is shown looking down at a desk, appearing to be working on a task.

Presenter: The first key idea was to reduce redundancy. Previously, our policies and procedures document overlapped at various junctures, creating confusion where it meant to create consistency.

Notes:

Slide 5:

KEY IDEAS

■ Key Idea #2: Increase Usability



To prevent this
From turning into this

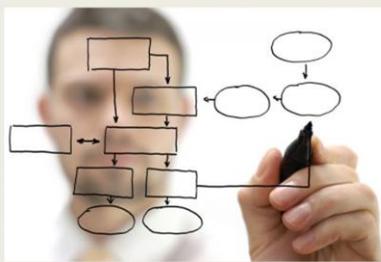
Presenter: The second key idea was to increase usability. For example, our previous policies and procedures document did not give page numbers to appendices and was often hard to navigate in terms of finding relevant information for particular situations.

Notes:

Slide 6:

KEY IDEAS

■ Key Idea #3: Emphasize Process



Presenter: The third key idea was to emphasize the process of special education throughout the handbook. The provision of special education services is not merely about filling out forms. It's a process used to provide access to the general education curriculum for students with disabilities.

Notes:

Slide 7:



Presenter: The Oklahoma State Department of Education, Special Education Services Division, in collaboration with stakeholders, decided to separate policy from procedures. This was done in order to provide up to date guidance in accordance with changes to federal and State law. Previously, when changes in law were made, the entire Policies and Procedures document needed to be revised, approved, and printed to provide the most updated information.

The purpose of the policy document is to establish legal requirements for the State Education Agency (SEA), local education agencies (LEA), other public agencies involved in the provision of special education and related services to children with disabilities. These policies incorporate by reference all of the IDEA's statutory requirements (20 U.S.C. Sections 1400 et.seq) and regulatory requirements (34 Code of Federal Regulations, Part 300). In addition, these policies establish additional legal requirements by the state of Oklahoma that exceed federal law. The IDEA is aligned with the Elementary and Secondary Education Act (ESEA). The IDEA preserves the basic structure and civil rights of previous reauthorizations and emphasizes both access to education and improved results for students with disabilities based on data and public accountability.

The purpose of the handbook is to provide guidance regarding the provision of special education services as outlined in the IDEA as well as requirements for education required by No Child Left Behind (NCLB) (as the 7th reauthorization of the ESEA) and Oklahoma statute. The handbook should be used with fidelity to ensure compliance with regulatory requirements. To ensure compliance with these regulations, LEAs are responsible for developing policies and procedures and ensuring effective implementation of the IDEA. LEAs are required annually to complete the *Local Education Agency Agreement for Special Education in Oklahoma*, which ensures all eligible students in the LEA will have access to a free and appropriate public education (FAPE) (34 CFR § 300.17). In addition, LEAs are required to submit *Local Education Agency Assurances* which demonstrate that the LEA understands their responsibilities under the IDEA. It is important for LEAs to not only complete the required Agreements and Assurances, but also to have those policies and procedures in place to ensure that the IDEA can be implemented in accordance with federal regulations. Failure to complete these requirements can directly affect approval of budget applications and other financial-related issues, as well as factor in decisions related to the level of integrated monitoring activities.

Notes:

Slide 8:

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

Presenter: Policies were developed in collaboration with the handbook review committees, which we will discuss later in the presentation. Once a draft was developed, public hearings were held and written comments were accepted. Comments were also received online at wiki.ok.gov.

Notes:

Slide 9:

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.

Presenter: In order to reduce redundancy, the federal regulations were adopted except in these four areas, where we have chosen to go beyond the minimum federal requirements. These policies were approved by the Oklahoma State Board of Education on June 12th 2013. The first, second, and third items remain unchanged from previous years. The federal regulations specify a 60 day calendar timeline and Oklahoma continues to go above and beyond in this area. We also go above and beyond regarding item 2 and have clarified that transition services need to be in place at the beginning of the 9th grade year. Regarding item 3, federal regulations do not specify a particular timeframe and Oklahoma continues to go above and beyond in this area. Caseload also remains the same although class-size requirements have changed, to better fit the needs of districts.

Notes:

Slide 10:

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.

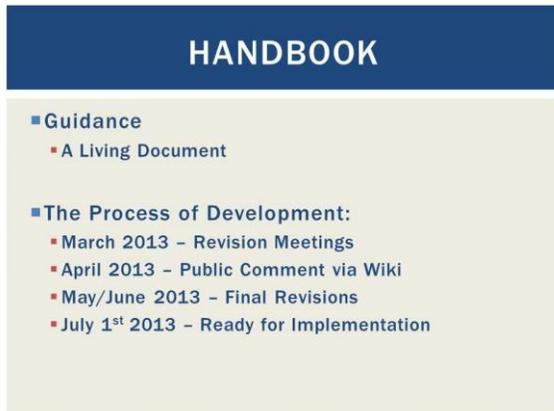
Presenter: In order to move away from defining special education classroom environments simply as severe/profound and mild/moderate, specific definitions and terminology were added to the class-size requirements. *Read descriptions.*

The main difference in this new policy, from previous iterations, is that direct support/resource classrooms are able to increase class-size from 10 to 15 for grades 5-12.

Note: This is the last slide regarding the Policies. At this point, ask for clarification questions.

Notes:

Slide 11:

A slide titled "HANDBOOK" with a blue header. The content is on a light beige background and includes a bulleted list of guidance and development process details.

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

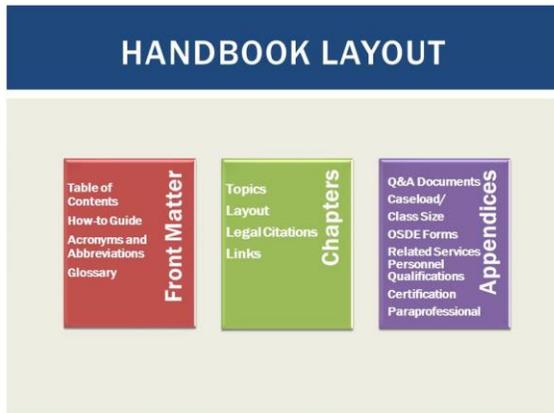
Presenter: The handbook is meant to serve as guidance in carrying out federal and State regulations. The handbook is only be available online in order for changes to be made as federal and State requirements are updated or revised, and according to changes suggested by the handbook review committee, discussed later in the presentation. In this sense, it is a “living document”.

To revise the “procedures” part of the previous policies and procedures document, the OSDE-SES formed stakeholder groups in the Spring of 2013 that included teachers, directors of special education services, parents, and other organizations working in the field of special education. An “all-call” was sent out for stakeholders to participate.

The stakeholder groups met in March of 2013 to review guidance from several states and drafted the new handbook. After the drafts were completed, they were posted to wiki.ok.gov for public comment. In May and June revisions were made according to public comment and formatting was completed. It was first implemented on July 1st, 2013.

Notes:

Slide 12:



Presenter: The following sections will take us through the layout of the new handbook. We will look at the handbook in three sections: Front Matter, Chapters, and Appendices.

Slide 13:

The slide, titled "HANDBOOK", features a "Table of Contents:" section. It includes a small table of contents, a descriptive paragraph, and a vertical navigation menu.

TABLE OF CONTENTS	
CHAPTER 1. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE).....	6
SECTION 1. DEFINITION OF A FREE APPROPRIATE PUBLIC EDUCATION (FAPE).....	10
SECTION 2. PROVISION OF FAPE.....	10
A. Educational Quality.....	11
B. Least restrictive placement.....	11
C. Free and Appropriate Public Education (FAPE).....	11
SECTION 3. STATE RESPONSIBILITIES.....	12
A. Educational Quality.....	12
B. State's Special Education.....	12

The Table of Contents (TOC) allows for easy navigation throughout the Manual. It is broken down into Chapter Headings, Legal Citation Headings, Section Headings, and Section Subheadings. In order to navigate to a specific section of the manual, single click on the TOC listing and it will advance to the appropriate section.

Front Matter (vertical menu):
Table of Contents
How-to Guide
Acronyms and Abbreviations
Glossary

Presenter: After you download the handbook, you should save it to your computer as a pdf document for easy access and to use all navigation features. When you open the handbook as a pdf document, you will see the table of contents on the second page. *Read slide.*

Notes:

Slide 14:

HANDBOOK

- Navigation
 - Option 1: Table of Contents
 - Option 2: Bookmarking

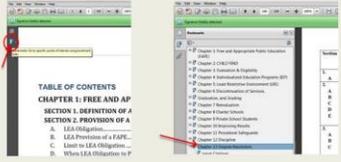


Table of Contents
How-to Guide
Acronyms and Abbreviations
Glossary

Front Matter

Presenter: In order to increase usability, the handbook has two main navigation features, which are delineated in the How-to-Guide. You are able to navigate the handbook by either clicking on sections in the table of contents, or by using the bookmarking feature. To use the bookmarking feature, click the bookmark feature on the left navigation pane and click the area you would like to go to. Each heading in the handbook is bookmarked.

Notes:

Slide 15:

HANDBOOK

- Interactive legal citations

Legal Citations			
Section	Topic	Federal Regulations	Oklahoma Statute & Regulations
1.	Referral	300.301	(2006-2007)
2.	Parent Rights	300.500 300.500 300.500	(OAC)140-75-6-50 (1) Evaluation (2) Evaluations & Reevaluations
3.	Review of Existing Data	300.305 and 304	(3) Evaluations & Reevaluations (4) IDEA & Disability
	Requirements of No Additional Data Needed		Parent Consent
	Requirements of Additional Data Needed		*see disclosure
4.	Written Notice/Parental Consent	300.300	(2008)
	Written Notice	300.9, 303	(1) Parental Consent
	Request for Consent	300.503	(2) SED
	Failure to Respond or Provide Consent	300.300	(3) Bill
5.	Evaluations	300.300-311	
	Evaluation Group	300.305	(2009)
	Parent Participation	300.301, 304	(1) Evaluations & Reevaluations
	Timeline	300.311, 304	

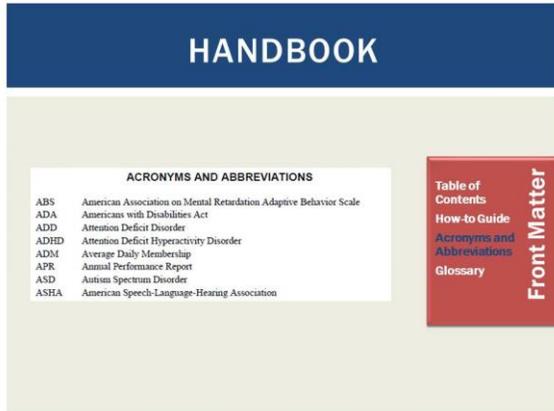
Table of Contents
How-to Guide
Acronyms and Abbreviations
Glossary

Front Matter

Presenter: The how-to-guide also briefly describes how to access federal regulations, state statute, and letters from the Office of Special Education Programs (OSEP) relevant to each topic in the handbook. Clicking on the hyperlinks in the top row will take you to the respective websites. The column on the far right will take you to specific topics or letters from the OSEP.

Notes:

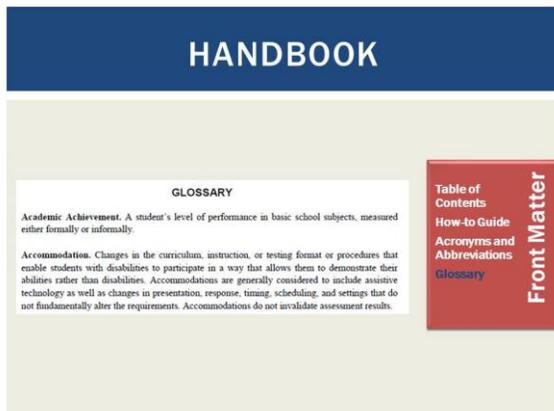
Slide 16:



Presenter: This section of the handbook provides relevant acronyms and abbreviations commonly used in the field of special education.

Notes:

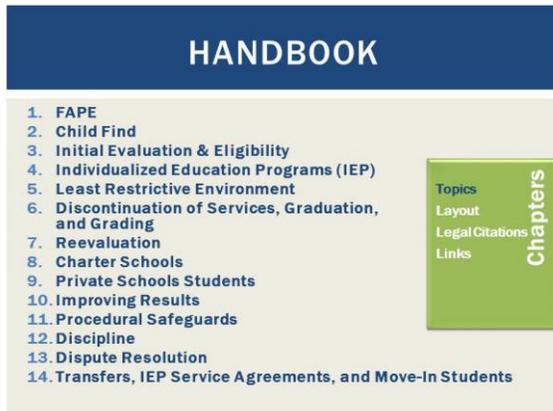
Slide 17:



Presenter: This glossary provides definitions for terms commonly used in the field of special education.

Notes:

Slide 18:



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

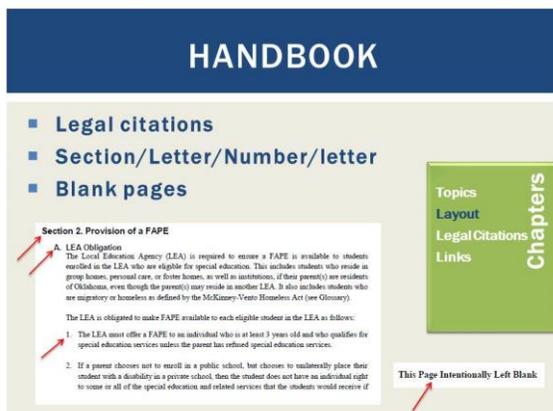
Topics
Layout
Legal Citations
Links

Chapters

Presenter: These are the main topics that serve as the chapters of the handbook. *Read slide.*

Notes:

Slide 19:



HANDBOOK

- Legal citations
- Section/Letter/Number/letter
- Blank pages

Section 2. Provision of a FAPE

A. LEA Obligation

The Local Education Agency (LEA) is required to ensure a FAPE is available to students enrolled in the LEA who are eligible for special education. This includes students who reside in group homes, personal care, or foster homes, as well as institutions, if their parent(s) are residents of Oklahoma, even though the parent(s) may reside in another LEA. It also includes students who are migratory or homeless as defined by the McKinney-Vento Homeless Act (see Glossary).

The LEA is obligated to make FAPE available to each eligible student in the LEA as follows:

1. The LEA must offer a FAPE to an individual who is at least 3 years old and who qualifies for special education services unless the parent has refused special education services.
2. If a parent chooses not to enroll in a public school, but chooses to unilaterally place their student with a disability in a private school, then the student does not have an individual right to some or all of the special education and related services that the student would receive if

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Topics
Layout
Legal Citations
Links

Chapters

Presenter: Each chapter begins with a chart for legal citations and the content is laid out by section/letter/number/ and letter. For example, here we have section 2 of chapter 1 (FAPE). This layout is used in order to increase usability and allow readers to easily locate content. Two pages at the end are intentionally left blank in the event that content is added in a future revision.

Notes:

Slide 20:

HANDBOOK

- Federal regulations and State statute/regulations match each section/area.
- OSEP letters match the chapter topic.

Section	Topic	Federal Regulations 34 C.F.R. & 300	Oklahoma Statute & Regulations	OSEP Letters & Policy Guidance
I.	Special Education and IEPs	22; 120	(OAC)340-40-7-31	(2000-2007)
A.	Purpose of Meeting	109; 122	(OAC)200-15-44-149	(1) 2200
B.	Team Decision Making	120-124	70 O.S. 114-101	Peer Decision
C.	IEP Team Members and Roles	121	70 O.S. 114-102	(2008)
D.	Parent Participation	122; 501	70 O.S. 114-103	(2) Parent Participation
E.	Method of Parent Participation	122	(OAC)340-75-6-50a	(1) Consent
F.	Excusal from the Meeting	121	(OAC)340-20-1-2	(1) Notification of Meeting
G.	Recording Guidelines	501	(OAC)340-10-7-245	(1) Notification of Meeting

Topics
Layout
Legal Citations
Links
Chapters

Presenter: There is usually, but not always, a one – to – one relation between the topic addressed and the federal regulations or State statute and regulations. For example, if you want to read the regulations on limits to an LEA’s obligation to provide FAPE, you would click the Federal Regulations hyperlink and then, from that webpage, select 300.102. OSEP letters are topical – the letters listed in Chapter 1 deal with the topic of FAPE in some way.

Notes:

Slide 21:

HANDBOOK

- Links to webpages:
 - b. Must provide the parent with a written summary of academic achievement and functional performance, including recommendations to assist the student in meeting his or her postsecondary goals. This summary is known as the Summary of Performance (SOP, OSDE Form 11). [←](#)
- Links within document:

Section 4. Special Education Referral

If through child find activities, a student is identified as possibly having a disability and needing special education services, parents may be asked for their consent to evaluate their child. Special education referrals may be made for a variety of reasons, including but not limited to academic and/or behavioral concerns. (See Chapter 3: Initial Evaluation & Eligibility)

(hover cursor for hand to appear)

Topics
Layout
Legal Citations
Links
Chapters

Presenter: There are many links throughout the handbook. The first type of link appears in the general embedded hyperlink format and will take you to an external webpage. The second type of link is a cross-reference. The cross-reference links different parts of the handbook. For example, if you hover over the statement in parenthesis, i.e. See Chapter 3: Initial Evaluation and Eligibility, a hand will appear and you can click to go to that part of the handbook. The use of the cross-reference eliminates redundancy in the handbook and helps to maintain consistency.

Notes:

Slide 22:

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

Presenter: The handbook appendices, now with page numbers, have many relevant links throughout. Appendix A provides links to Q&A documents found on the idea.ed.gov site. Many questions about the provision of special education are unique and difficult to answer just by reading the Federal Regulations. These Q&A documents are intended to address some of the most important issues raised by requests for clarification on a variety of high-interest topics. Each Q&A document will be updated to add new questions and answers as important issues arise or to amend existing questions and answers as needed.

Notes:

Slide 23:

HANDBOOK

- Caseload/Class Size
 - Charts from [Special Education Policies](#)

Full Day Self-Centered	Minimums of two students per classroom	<p>These questions are designed to provide information on the current caseloads, not whether the caseloads are appropriate for the majority of the day. The caseloads are not intended to be used as a standard for the general population.</p> <p>These questions are designed to provide information on the current caseloads, not whether the caseloads are appropriate for the majority of the day. The caseloads are not intended to be used as a standard for the general population.</p>
Block Support Resource	Under 10 Minutes of the student's day	<p>These questions are designed to provide information on the current caseloads, not whether the caseloads are appropriate for the majority of the day. The caseloads are not intended to be used as a standard for the general population.</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 (inside the regular class more than 90% of the day) - consultation and monitoring only	.025	40
Regular Class Full-time (inside the regular class more than 90% of the day) - collaboration or co-teaching	.04	25

Presenter: Appendix B, Caseload and Class-Size Requirements, is taken directly from our policies document and simply provides a quick reference. *Note: The hyperlink will take you to the policies document.*

Notes:

Slide 26:

HANDBOOK

- **Special Education Certification**
 - A. **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/SpecialEd.pdf>
- **Career Development Program for Paraprofessionals**
 - B. **Career Development Program for Paraprofessionals**
You must meet the following requirements before applying for certification through the Paraprofessional Program:

Supporting Documents:

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

Appendices

Presenter: Appendix E provides information regarding Special Education teacher certification. In order to maintain consistency throughout the agency, the OSDE-SES directs readers to documents from Teacher Certification. The Career Development Program for Paraprofessionals is for paraprofessionals seeking teaching certification. Requirements and links to relevant documents are provided in the appendix.

Notes:

Slide 27:

HANDBOOK

- **Non-Traditional Route to Special Education Certification**
 - 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.

Supporting Documents

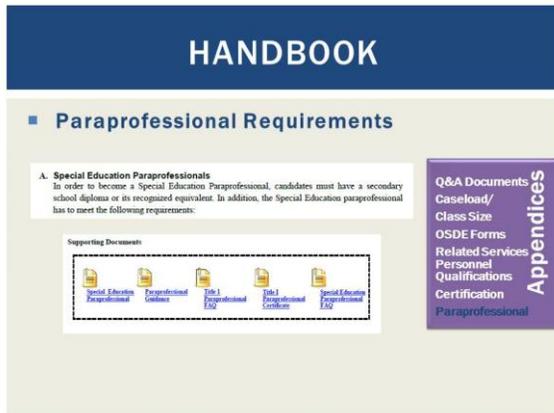
Q&A Documents
Caseload/
Class Size
OSDE Forms
Related Services
Personnel
Qualifications
Certification
Paraprofessional

Appendices

Presenter: This appendix also directs readers to various online resources regarding Special Education certification through the non-traditional route, i.e. boot camp.

Notes:

Slide 28:

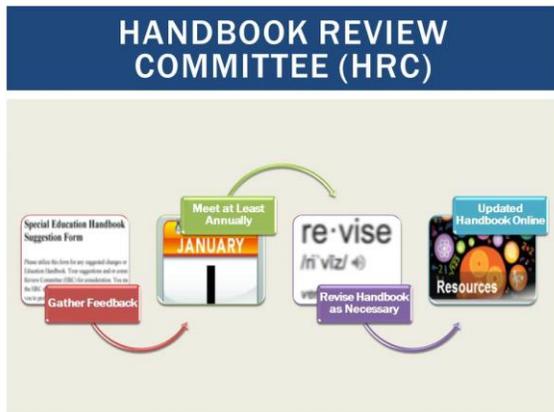


The slide features a dark blue header with the word "HANDBOOK" in white. Below the header, the title "Paraprofessional Requirements" is displayed in a blue square. The main content area is light green and contains a section titled "A. Special Education Paraprofessionals" with a brief description of requirements. Below this is a box labeled "Supporting Documents" containing five icons for "Special Education Paraprofessional Guidelines", "Title I Paraprofessional Job", "Title II Paraprofessional Job", and "Special Education Paraprofessional Job". To the right of the main content is a vertical purple sidebar with the word "Appendices" and a list of items: "Q&A Documents", "Caseload/Class Size", "OSDE Forms", "Related Services", "Personnel Qualifications", "Certification", and "Paraprofessional".

Presenter: Appendix F provides information on the requirements to become a Special Education paraprofessional.

Notes:

Slide 29:



Presenter: Because the OSDE-SES would like to update the handbook whenever it appears necessary in collaboration with all stakeholders, a handbook review committee (HRC) was formed in the Fall of 2013. The purpose of the HRC is to gather feedback from across the state and update the handbook as necessary. When it is updated, a memo will be sent regarding changes and the new handbook will be posted online. A summary of changes documented is also posted online on the resources page (<http://ok.gov/sde/documents-forms>).

Notes:

Slide 30:

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.

Presenter: Committee membership was determined through a nomination process from the OSDE, the Oklahoma Directors of Special Education Services, the Oklahoma Parents Center, and the IDEA B state advisory panel. Members include special education teachers, directors of special services, related services personnel, parents, and others who work in the field of special education but not directly at a school site. There are currently about 10 members on the HRC. The HRC is designed to meet annually, but as often as necessary. In the 2013-2014 school year, the HRC met twice, once in January and once in May.

Notes:

Slide 31:

HANDBOOK

- **Suggestions? Fill out this form:**
 - http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/Handbook%20Suggestion%20Form_0.pdf

■ Located @



The graphic shows a collection of colorful icons representing various educational fields like science, math, and social studies, with the word "Resources" written in white at the bottom.

Presenter: A form was created to submit suggestions to the HRC. It is located on the Resources page. *Note: Presenters may want to demonstrate how to access this document.*

Notes:

Slide 32:

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 comments 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.ed@sde.ok.gov

If necessary, attach additional pages or documentation.

DATE RECEIVED BY (NAME and INITIAL): _____

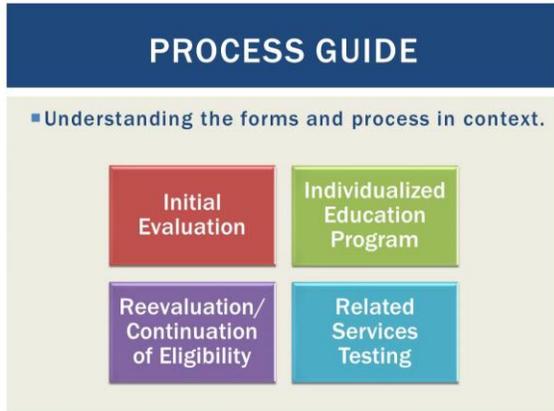
Presenter: After you download and save the form to your desktop you can fill it out and send it back to special.ed@sde.ok.gov. (If you fill the form out through a web browser it won't save correctly). Putting your name on the form is optional. When you list your area of concern, please be sure to provide the location of the Handbook that your suggestion is for. The rationale should have background information and any evidence for why the change is necessary.

Note: This is the last slide regarding the Handbook. At this point, ask for clarification questions.

Activity: After questions are answered, complete the Handbook Scavenger Hunt. Participants will need access to a laptop or other device to search the Handbook. Allow about 15 minutes for completion of the activity. This activity may be completed as a whole group, small group, or individually.

Notes:

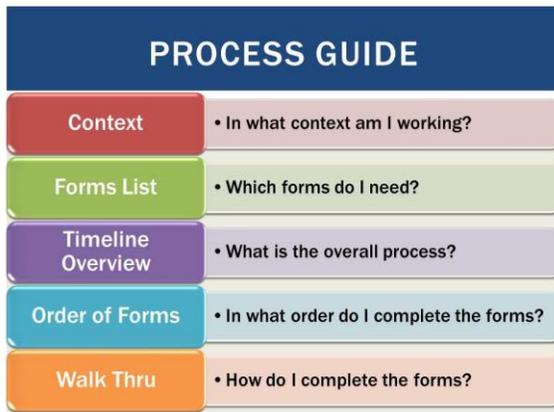
Slide 33:



Presenter: The Process Guide was developed to facilitate a better understanding of how the OSDE-SES forms are used during the special education process. Previously, forms were explained through a paperwork guide without explaining the forms as a whole in particular contexts. Currently, the Process Guide covers four contexts: Initial Evaluation, IEP, Reevaluation, and Related Services Testing. Other contexts for guidance may be considered in the future. Any time the Handbook is revised, the Process Guide may have corresponding changes. When this is the case, an additional summary of changes document is created for the Process Guide and posted to the Resources page.

Notes:

Slide 34:



Presenter: Depending on the context, the process guide includes an introduction, a list of necessary forms, an overview of the process and a walk thru guide for filling out the forms.

Notes:

Slide 35:

The slide features a dark blue header with the text "PROCESS GUIDE" in white. Below the header, there is a list of navigation features:

- Navigation
 - Table of Contents: A screenshot of a "Table of Contents" page with links for Introduction, Initial Evaluation and Eligibility Process, Home, Family Outreach, and Initial Evaluation and Eligibility Flow Chart.
 - Bookmarks: A screenshot of a browser's bookmark bar with a red circle around the "Initial Evaluation and Eligibility Process" bookmark.
 - Back to Table of Contents: A screenshot of a page footer with a red circle around the "Back to Table of Contents" link.

Presenter: Navigation features in the Process Guide are the same as the navigation features in the Handbook. Clicking on a section in the table of contents will take you directly to that section. You can also go directly to a section using the bookmarking feature. In addition, the Process Guide has a “Back to Table of Contents” link at the bottom of every page.

Notes:

Slide 36:

The slide features a dark blue header with the text "PROCESS GUIDE" in white. Below the header, there is a section titled "Intro to Context:" with a sub-section "Initial Evaluation and Eligibility Process".

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.

Presenter: The introduction provides background information on a particular context. For consistency, the language used here mirrors language used in the Handbook. It also references the section of the Handbook that includes more information about the context.

Notes:

Slide 37:

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: Consent for Release of Confidential Information

Presenter: After the introduction, a list of forms is provided, separated by required forms and optional forms.

Notes:

Slide 38:

PROCESS GUIDE

■ Timeline Overview

■ Flow Chart

The flow chart, titled "Initial Evaluation and Eligibility Flow Chart", illustrates the process from "CHILD FIND: Screening and Interventions" to "ELIGIBLE: Develop IEP". It includes a "REFERRAL PROCESS: Referral and Request" and a "REVIEW of EXISTING DATA (Form 3)". It branches into "ADDITIONAL DATA NECESSARY" (leading to "OBTAIN PARENTAL CONSENT (Form 4)", "CONDUCT EVALUATION", and "DETERMINE ELIGIBILITY (Form 5)") and "ADDITIONAL DATA NOT NECESSARY" (leading to "DISABILITY SUSPECTED" or "NO DISABILITY SUSPECTED"). The "NO DISABILITY SUSPECTED" path leads to "NOT ELIGIBLE: Consider Needs". A note at the bottom states: "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."

Presenter: The timeline overview section includes a flow chart and overview. The flow chart is meant to give you a quick snapshot of the overall process of the context. In the screenshot here, we can see that Initial Evaluations begins with Child Find and ends with an eligibility determination.

Notes:

Slide 39:

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 students, ages 3 through 21 years, suspected of having a disability. The LEA is also responsible for coordinating with Intermediate Family Intervention (IFI) Program regarding the Child Find system for children ages birth to 3 years of age. The LEA, along with the IFI, is required to coordinate the development, review, implementation, and documentation of the Child Find system.

• Screening
Screening is one way of identifying students who are not adequately meeting Oklahoma Academic Standards or Oklahoma Early Learning Standards. A variety of methods may be used to screen students, including performance on assessments, curriculum-based measures, daily classroom work, observations, hearing and vision screens, developmental activities, and/or kindergarten readiness screens. The screening of a student by LEA staff to determine appropriate instructional strategies for curriculum implementation is not a service and does not delay a student 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.

Form: Form 3 - Review of Existing Data (including RED-MIEGS Evaluation Data Form)
Handbook: Chapter 3, Section 1

Presenter: The overview section provides a narrative of the timeline It also includes references to forms and sections of the Handbook. Again, the language used here mirrors language in the Handbook.

Notes:

Slide 40:

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.

Notification of Meeting must include purpose.

Time, date, and place indicated must be reasonably convenient to the parent(s), student, LEA personnel.

We would like to meet with you to discuss:

- Children's rights related to a disability requiring special education services
- Present Individualized Education Program (IEP)
- Review of present IEP
- Review of proposed IEP
- Consideration of proposed disability and/or other state of special education and related services needed
- Consideration of needed transition services
- Consideration of Complaint filed (see 2011) services
- Any other issue to be considered if applicable.

LOCATION OF MEETING (Building Room) ADDRESS

NO DATE DATE TIME

Presenter: The Walk-Thru section of the handbook provides guidance on how to fill out the forms.

Notes:

Slide 41:

PROCESS GUIDE

■ IEP Walk-Thru

Guidance

Resources

Presenter: The IEP Walk-Thru, provides more in-depth guidance than the Initial Evaluation and Reevaluation sections of the Process Guide. The section marked “A” in this screenshot is detailed in the guidance textbox. The IEP Walk-Thru also lists several resources for most sections. For example, in this screenshot we are looking at the Secondary Transition Plan. The resources textbox provides links to information that will be helpful in developing a Secondary Transition Plan.

Note: This is the last slide regarding the Process Guide. At this point, ask for clarification questions.

Activity: Participants will need access to a laptop or other device to search the Process Guide. This activity may be completed as a whole group, small group, or individually. Please allow 20-30 minutes for completion. This activity may be completed after the session and turned in at a later point.

Notes:

Slide 42:

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>



The graphic shows a collection of colorful, glowing spheres in various colors (purple, orange, green, blue) with mathematical symbols like pi, infinity, and numbers scattered around them. The word "Resources" is written in white at the bottom of the graphic.

Presenter: The most current versions of the Policies, Handbook, and Forms can be found our Resources page. It is suggested that you save these documents to your desktop for easy access, or bookmark them on your web browser.

Note: Presenters may want to demonstrate how to access these documents prior to the presentation.

Notes:

Slide 43:

QUESTIONS/COMMENTS



Oklahoma State Department of Education
Special Education Services Division
2500 N. Lincoln Blvd.
Oklahoma City, OK 73105

Email: Special.Ed@sde.ok.gov
Phone: (405) 521-3351



The logo features a blue graduation cap above the text "OKLAHOMA STATE DEPARTMENT OF EDUCATION" and "SPECIAL EDUCATION SERVICES".

Presenter: Are there any questions or comments over the information that was presented today?

Notes: