

# OSDE-SES

## **SPECIAL EDUCATION POLICIES AND HANDBOOK**

# Outline



- ❑ Separation of Policies from Procedures
- ❑ Policies
- ❑ Development of the Handbook
- ❑ How to use the Handbook
- ❑ Handbook Review Committee

# Key Ideas

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

# Separation

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☐ Policies

☐ Handbook

# 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 IEP for move-in students must be in place within 10 school days; and
  - 4) caseload/class-size requirements.

Approved by the Oklahoma State  
Board of Education – June 12<sup>th</sup> 2013

# Policies

## ❑ Class Size

<b>Full Day Self-Contained</b>	Maximum of ten 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.
<b>Direct Support/Resource</b>	Grades K-4: Maximum of ten students per classroom Grades 5-12: Maximum of fifteen 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.

# Policies

## Public Hearings were held:

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

# Handbook

- ❑ **Guidance**

- ❑ **A Living Document**

- ❑ **The Process of Development:**

1. March 2013 Revision Meetings
2. April 2013 Public Comment via [Wiki](#)
3. May/June 2013 Final Revisions
4. July 1<sup>st</sup> – Ready for Implementation



# Handbook

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The Table of Contents (TOC) allows for easy navigation throughout the Manual. The TOC 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.

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# Handbook Front Matter

## How-to Guide:

### Navigation

#### Option 1: Table of Contents

#### Option 2: Bookmarking

The screenshot displays a web browser window with two panes. The left pane shows the 'TABLE OF CONTENTS' for the Handbook, listing chapters from 1 to 13. The right pane shows a 'Bookmarks' sidebar with a list of chapters. A red circle highlights the bookmark icon in the top left corner of the browser window. A red arrow points to the 'Chapter 13 Dispute Resolution' entry in the bookmarks list.

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- Chapter 2: CHILD FIND
- Chapter 3: Evaluation & Eligibility
- Chapter 4: Individualized Education Programs (IEP)
- Chapter 5: Least Restrictive Environment (LRE)
- Chapter 6 Discontinuation of Services, Graduation, and Grading
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- Chapter 8 Charter Schools
- Chapter 9 Private School Students
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- How-to Guide:
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*Legal Citations*

Section	Topic	<a href="#">Federal Regulations 34 CFR §</a>	<a href="#">Oklahoma Statute &amp; Regulations</a>	<a href="#">OSEP Letters &amp; Policy Guidance</a>
1.	Referral	300.301		(2000-2007)
2.	Parent Rights	300.500 -520	(OAC)340:75-6-50	(1) <a href="#">Evaluation</a> (2) <a href="#">Evaluations &amp; Reevaluations</a> (3) <a href="#">Evaluations &amp; Parental Consent</a> (4) <a href="#">IDEA &amp; Disability</a> *see disclaimer
3.	Review of Existing Data	300.305 and 304		
A.	Requirements if No Additional Data Needed			
B.	Requirements if Additional Data Needed			
4.	Written Notice/Parental Consent	300.300		(2008)
A.	Written Notice	300.9, 503		(1) <a href="#">Parental Consent</a>
B.	Request for Consent	300.503		(2) <a href="#">SLD</a>
C.	Failure to Respond or Provide Consent	300.300		(3) <a href="#">RII</a>
5.	Evaluation	300.300-311		
A.	Evaluation Group	300.305		(2009)
B.	Parent Participation	300.301, 304		(1) <a href="#">Evaluations &amp;</a>
C.	Timeline	300.314		

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## How-to Guide:

### Federal Regulations

### Oklahoma Statute & Regulations

(Oklahoma Administrative Code)

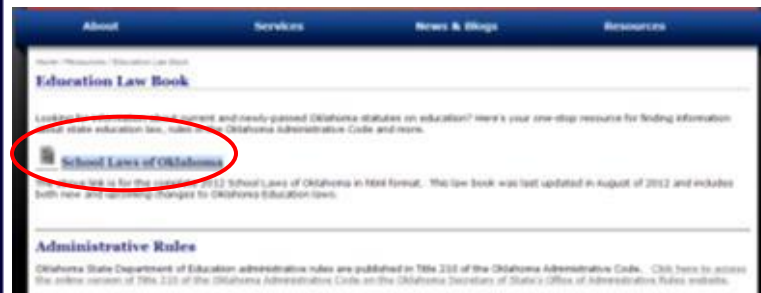


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## ❑ Acronyms and Abbreviations:

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
ATAP	Assistive Technology Act Program
AT	Assistive Technology
AYP	Adequate Yearly Progress
BIP	Behavioral Intervention Plan
CAP	Corrective Action Plan
CBM	Curriculum-Based Measurement
CEC	Council for Exceptional Children
CEIS	Comprehensive Early Intervening Services
C.F.R.	Code of Federal Regulations
CIP	Continuous Improvement Plan
COTA	Certified Occupational Therapist Assistant
DB	Deaf-Blindness

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## □ 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.

**Adaptation (modification).** Changes to curriculum, instruction, or assessments that fundamentally alter the requirements, but that enable a student with an impairment that significantly impacts performance an opportunity to participate. Adaptations include strategies that change the level of learning expectation. Adaptations invalidate assessment results and provide incomparable results.

**Adaptive Behavior.** Behavior that displays an age-appropriate level of self-sufficiency and social responsibility which includes the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, direction, functional academic skills, work, leisure, health, or safety.

**Adequate Progress.** Based on an individual student's trajectory toward expected grade level performance within a reasonable time period, consistent with national or local growth rate comparisons.

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- ❑ **FAPE**
- ❑ **Child Find**
- ❑ **Initial Evaluation & Eligibility**
- ❑ **Least Restrictive Environment**
- ❑ **Discontinuation of Services, Graduation, and Grading**
- ❑ **Reevaluation**
- ❑ **Charter Schools**
- ❑ **Private Schools Students**
- ❑ **Improving Results**
- ❑ **Procedural Safeguards**
- ❑ **Discipline**
- ❑ **Dispute Resolution**
- ❑ **Transfers, IEP Service Agreements, and Move-In Students**

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# Handbook Chapters

## □ Layout

### □ 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 students would receive if

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# Handbook Chapters

## ❑ Legal Citations

❑ Match each section/area

❑ OSEP letters match chapter topic

Section	Topic	<a href="#">Federal Regulations 34 CFR § 300</a>	<a href="#">Oklahoma Statute &amp; Regulations</a>	<a href="#">OSEP Letters &amp; Policy Guidance</a>
1.	Definition of a FAPE	.17	70 O.S. §1-107	(2000-2007) <a href="#">FAPE Letters</a> *See Disclaimer
2.	Provision of a FAPE	.109		
A.	LEA Obligation	.101	70 O.S. §1-114	
B.	LEA Provision of FAPE		70 O.S. §13-103	(2010)
C.	Limit to LEA Obligation	.102	70 O.S. §8-103	(1) <a href="#">Interim IEPs &amp; FAPE</a>
D.	When LEA Obligation to Provide a FAPE ends	.102; .300 & .305		(2) <a href="#">FAPE</a>
3.	FAPE Considerations			(2013) (1) <a href="#">Funding Sources and Insurance</a>

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## ❑ Links Throughout the 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).

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## ❑ Q&A Documents:

❑ Courtesy of [idea.ed.gov](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

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## ❑ Caseload/Class Size

### ❑ Charts from Special Education Policies

Full Day Self-Contained	Maximum of ten 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 ten students per classroom Grades 5-12: Maximum of fifteen 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.

PLACEMENT	CASELOAD	
	PERCENTAGE (FTE)	TOTAL
Regular Class Full-time (inside the regular class more than 80% of the day)--consultation and monitoring only	.025	40
Regular Class Full-time (inside the regular class more than 80% of the day)--collaboration or co-teaching	.04	25
Special Class Part-time (inside		

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## ❑ 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 5RC: Reevaluation/Continuation of Eligibility](#)

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## Related Services Personnel Qualifications

### Outlines specific requirements

Profession/ Discipline	Services Provided	State Licensure or Credential	Requirements for Licensure or Credential	Teaching Certification or Credential	Requirements for OSDE Certification
Advanced Registered Nurse Practitioner *333	Medical and Other Health services	Yes	Must hold a Master's degree in nursing, and State licensure as an ARNP <sup>12</sup>	No	N/A
Audiologist *309	Audiology services	Yes	OBESPA <sup>11</sup> State licensure in audiology - Before December 31, 2006 - Must hold a Master's degree, or the equivalent, with a major emphasis in audiology - After December 31, 2006 - New applicants must hold an AuD or PhD with an emphasis in audiology.	No	N/A
Educational Interpreter *328	Educational interpreting services	No	N/A	Yes	Complete one of the following: an interpreter training program, obtain a Bachelor's degree, or work a minimum or 3 years in an area related to the deaf education; and maintain certification at a minimum level of QAST <sup>18</sup> III EIPA <sup>1</sup> 3.5, ESSE <sup>3</sup> 3.5, RID <sup>6</sup> , NIC <sup>9</sup> , or NAD <sup>4</sup> .
Licensed Counselor *203	Counseling services	Yes	Master's degree; state licensure as LPC <sup>3</sup> , LMFT <sup>5</sup> , or LBP <sup>8</sup>	No	N/A

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\*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".

# Handbook Appendices

## □ Certification

### □ Special Education Certification

#### A. Special Education Certification

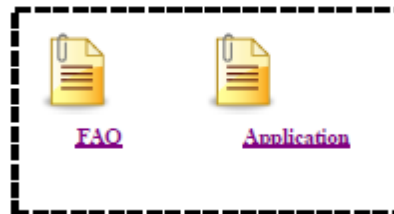
For information related to special education certification, please see this document:  
<http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/SpecEd.pdf>

### □ 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



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## □ Certification

### □ 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.

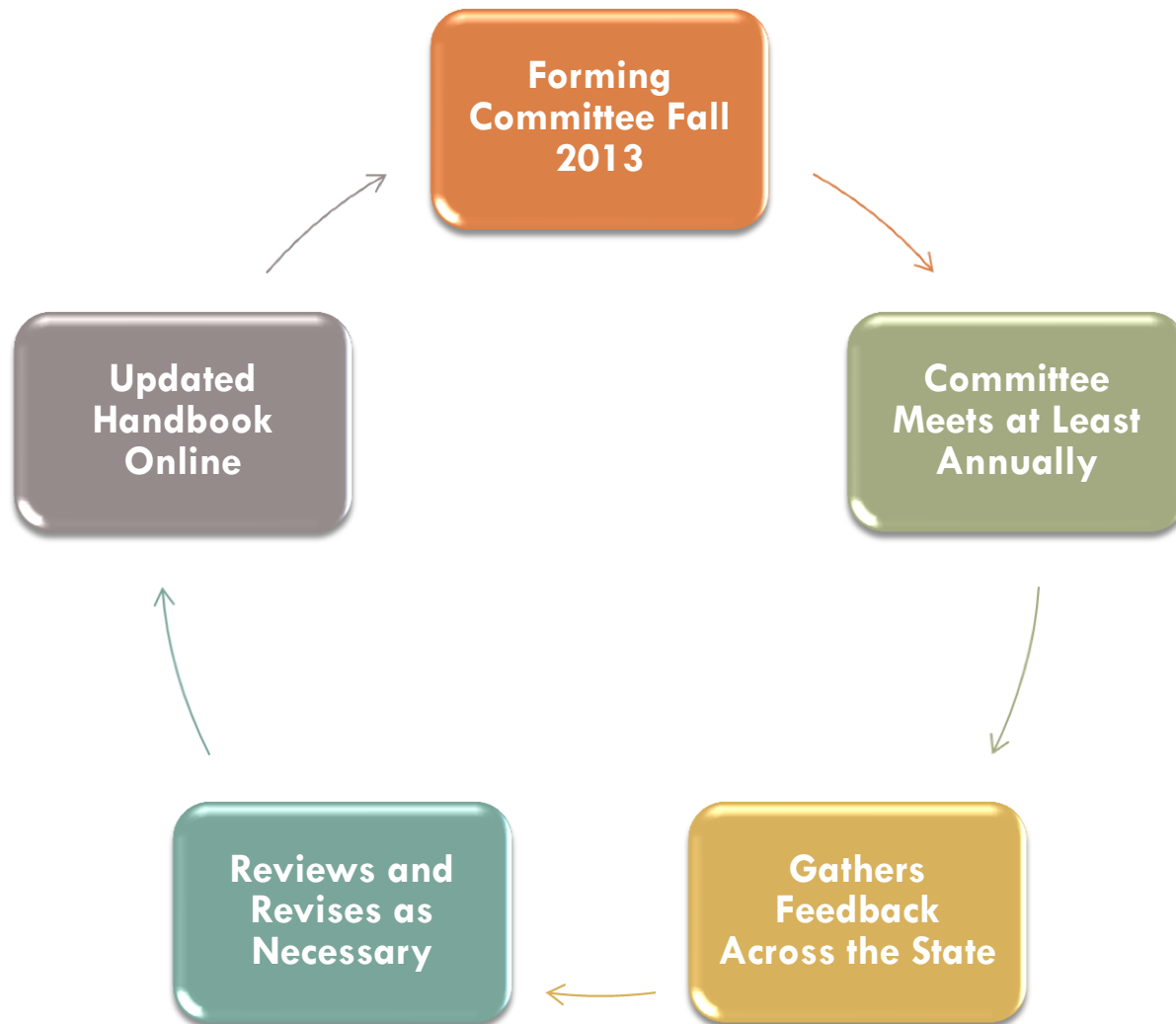
#### Supporting Documents



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# Handbook Review Committee



# Handbook Review Committee

## ❑ Committee Membership

- ❑ Nominations through OSDE, Oklahoma Directors of Special Services (ODSS), Oklahoma Parents Center (OPC), and IDEA B State Advisory Panel

## ❑ Committee Meetings

- ❑ Will meet at least annually

## ❑ Handbook Revisions

- ❑ Handbook will be revised and updates will be posted online as necessary – with a memo sent out.

# Access

- ❑ How to Access the Policies and Handbook online:
  - ❑ <http://ok.gov/sde/>
  - ❑ Hover over “Services”
  - ❑ Select “Special Education” - <http://ok.gov/sde/special-education>
  - ❑ Scroll down to “Helpful Information” and select “Resources for Educators” - <http://ok.gov/sde/documents-forms>

# Access

## ❑ Select “Policies” and “Handbook”:

**RESOURCES *for* EDUCATORS**  
OKLAHOMA STATE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION SERVICES

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**Documents & Forms**

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[Policies for Special Education in Oklahoma \(pdf\)](#)      [Oklahoma Special Education Handbook \(pdf\)](#)

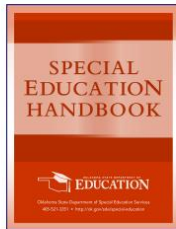
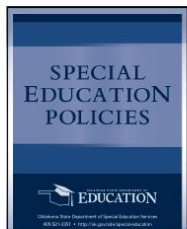


Policies direct link:

<http://ok.gov/sde/sites/ok.gov.sde/files/OSDE%20SE%20Policies.pdf>

Handbook direct link:

[http://ok.gov/sde/sites/ok.gov.sde/files/Oklahoma%20Special%20Education%20Handbook\\_0.pdf](http://ok.gov/sde/sites/ok.gov.sde/files/Oklahoma%20Special%20Education%20Handbook_0.pdf)



### Individual Education Plan (IEP) Forms

Form 1: Record of Access to Educational Records  
(<http://ok.gov/sde/sites/ok.gov.sde/files/SpecEd-Form1.pdf>) (pdf)

Form 2: Record of Parent Contact  
(<http://ok.gov/sde/sites/ok.gov.sde/files/SpecEd-Form2.pdf>) (pdf)

