

**Oklahoma State Department of Education
Special Education Services
Handbook: Summary of Changes**

1)

TYPE	New Text Due to Considerations of Best Practice
LOCATION	Chapter 1: Free Appropriate Public Education (FAPE), Section 3: FAPE Considerations, C. Accessible Instructional Materials
NEW TEXT	<p>C. Accessible Instructional Materials</p> <p>LEAs must provide instructional materials in an accessible format to students who are blind or other print disabled. People with a print disability are those who cannot access information in a print format because they are blind, have low-vision, have a physical disability that prevents them from holding or manipulating the information in a printed form, and/or have a reading disorder from an organic dysfunction. The alternative format must be provided in a timely manner, usually about the same time as the traditional materials are received for other students, unless unusual circumstances exist. Accessible formats include braille, audio, large print or digital text, but do not include the altering of the content. When instructional materials are offered in a digital format, LEAs must ensure that the digital formats used and purchased are accessible to students who use assistive technology such as screen readers or refreshable braille devices.</p> <p>Oklahoma mandates the use of specific contract language to publishers of instructional materials; click here for suggested contract language. Refer to the Oklahoma Procedures for Providing Accessible Instructional Materials technical assistance document for additional information.</p>

2)

TYPE	New Text Due to Considerations of Best Practice
LOCATION	Chapter 1: Free Appropriate Public Education (FAPE), Section 3: FAPE Considerations, D. Assistive Technology
NEW TEXT	<p>D. Assistive Technology</p> <p>The student, staff, and family, as appropriate, should be trained in the use of any assistive technology made available to the student. Refer to the Oklahoma Procedures for Providing Accessible Instructional Materials and the Oklahoma Assistive Technology for Children and Youth with Disabilities IDEA Part B Technical Assistance Guide for additional information.</p>

3)

TYPE	Clarification Resulting in Addition of Language
LOCATION	Chapter 3: Initial Evaluation & Eligibility, Section 3: Review of Existing Data (RED)
NEW TEXT	When a request has been made for an initial evaluation of a student, the LEA staff must conduct a review of existing data. A review of existing data requires the use of OSDE Form 3 (RED) and the RED/MEEGS Evaluation Data form for documentation. This data includes evaluations and information provided by the parents, current classroom-based, local, or State assessments, classroom-based observations, and observations by LEA staff, and the student’s response to scientifically research-based interventions.

4)

TYPE	New Text Due to Considerations of Best Practice
LOCATION	Chapter 3: Initial Evaluation, Section 5: Evaluation, D. Evaluation Procedures
NEW TEXT	<ul style="list-style-type: none"> • (Continued) • Communicative status, • Motor abilities, • Accessible Instructional Materials (AIM), and • Assistive Technology (AT).

5)

TYPE	Clarification Resulting in Addition of Language
LOCATION	Chapter 3: Initial Evaluation & Eligibility, Section 6: Evaluation Considerations for Eligibility, A. Observation
NEW TEXT	...After a student has been referred for evaluation and parental consent has been obtained, a group member may conduct an observation of the student’s academic performance and behavior in the student’s learning environment. If a child is less than school age or not in school, a group member must observe the child in an environment appropriate for a child of that age. an observation of the child in an environment appropriate for a child of that age is required. This information is then summarized on the MEEGS (OSDE Form 5).

6)

TYPE	Clarification Resulting in Revision of Language
LOCATION	Chapter 3: Initial Evaluation & Eligibility, Section 6: Evaluation Considerations for Eligibility, E. Autism. Evaluation Considerations
NEW TEXT	Medical information from a licensed physician, psychiatrist or an advanced registered nurse practitioner (ARNP) is an essential component in the appropriate evaluation for students with autism. The Medical Report (OSDE Form 9) may be utilized. Although a medical diagnosis of autism is not required to provide special education services to a student suspected of having autism, the information provided may be beneficial for educational planning purposes. A medical diagnosis of Autism is not required to determine whether a child is eligible for purposes of special education and related services under the IDEA. Licensed psychologists and certified school psychologists are qualified to conduct components of a comprehensive evaluation for the purpose of determining eligibility under the category of Autism.

7)

TYPE	Clarification Resulting in Addition of Language
LOCATION	Chapter 3: Initial Evaluation & Eligibility, Section 6: Evaluation Considerations for Eligibility, M. Other Health Impairment (OHI), Evaluation Considerations
NEW TEXT	Medical information from a licensed physician, or an ARNP, is an essential component for providing any relevant medical findings, health problems, medication, and any information deemed necessary for determining eligibility and/or planning the student's educational program. A medical diagnosis of ADHD is not required to determine whether a child is eligible for purposes of special education and related services under the IDEA. Licensed psychologists and certified school psychologists are qualified to conduct components of a comprehensive evaluation for the purpose of determining eligibility under the category of Other Health Impaired. The Medical Report (OSDE Form 9) may be utilized. Health information from the school nurse may also be useful.

8)

TYPE	Clarification Resulting in Addition of Language
LOCATION	Chapter 3: Initial Evaluation, Section 7.A.1: Multi-Disciplinary Evaluation and Eligibility Group Summary (MEEGS)
NEW TEXT	The evaluation and eligibility group utilizes the MEEGS (OSDE Form 5) and the RED/MEEGS Evaluation Data form to document the full and individual evaluation of the student, utilizing various evaluation procedures which are selected and tailored to assess specific areas of educational functioning and need and not merely those that are designed to provide a single general intelligence quotient or cognitive score. These forms document evaluation information, evaluation procedures, and results of the information received, culminating with the overall determination of eligibility. The MEEGS (OSDE Form 5) summarizes new and existing information documented by the RED/MEEGS Evaluation Data form and documents the conclusions and determination of the group. Documentation on the RED/MEEGS Evaluation Data form includes the results from a variety of assessment tools and strategies.

9)

TYPE	New Text Due to Considerations of Best Practice
LOCATION	Chapter 4: Individualized Education Programs (IEP), Section 3: IEP Development, B. Considerations of Special Factors
NEW TEXT	... If a need arises for any of these special factors, the IEP must include a description of the supports and/or services that will be provided to meet the unique needs of the student. Refer to the Oklahoma Procedures for Providing Accessible Instructional Materials and the Oklahoma Assistive Technology for Children and Youth with Disabilities IDEA Part B Technical Assistance Guide for additional information.

10)

TYPE	Clarification Resulting in Addition of Language
LOCATION	Chapter 4: Individualized Education Programs (IEP), Section 3: IEP Development, M. Secondary Transition
NEW TEXT	3. Measureable annual transition IEP goals to help the student reach each of the desired postsecondary goals.

11)

TYPE	New Text Due to Considerations of Best Practice
LOCATION	Chapter 4: Individualized Education Programs (IEP), Section 3: IEP Development, M. Secondary Transition
NEW TEXT	6. When a student exits from special education as a result of earning a regular diploma or aging out, the LEA must provide the student with a summary of his or her academic achievement and performance along with recommendations concerning how to assist the student in meeting postsecondary goals (Summary of Performance, OSDE Form 11). For more information please see 6.1.A.2 .

12)

TYPE	Clarification Resulting in Addition of Language
LOCATION	Chapter 4: Individualized Education Programs (IEP), Section 5: IEPs for Move-In Students, B. From Out-of State
NEW TEXT	Upon determining eligibility, the IEP team must develop, adopt, or implement a new IEP within 10 school days. The LEA may review and accept the out-of-state eligibility determination without transferring eligibility information onto OSDE-SES forms. If the LEA chooses not to accept the determination or needs additional data prior to making an eligibility determination, this is considered an initial evaluation and the 45 school day timeline applies. Throughout this process, FAPE must be provided to the student.

13)

TYPE	Clarification Resulting in Addition of Language
LOCATION	Chapter 4: Individualized Education Programs, Section 6: IEPs for Children from IDEA Part C to Part B
NEW TEXT	... If it is not necessary to evaluate a child again and sufficient data exists, the group should convene to complete the Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) where existing information will be documented . The MEEGS (OSDE Form 5) summarizes new and existing information documented by the RED/MEEGS Evaluation Data form and documents the conclusions and determination of the group. Documentation on the RED/MEEGS Evaluation Data form should include the results from a variety of assessment tools and strategies.

14)

TYPE	New Text Due to Considerations of Best Practice
LOCATION	Chapter 5: Least Restrictive Environment (LRE), Section 1: LRE Considerations, B. Considerations in Placement Decisions
NEW TEXT	5. <u>Accommodations and/or Adaptations</u> : A student with a disability should receive accommodations and/or adaptations in the general education curriculum to the maximum extent appropriate. For more information please see the <u>Oklahoma Accommodations Manual</u> and the <u>Oklahoma Assistive Technology for Children and Youth with Disabilities IDEA Part B Technical Assistance Guide</u> .

15)

TYPE	New Text Due to Considerations of Best Practice
LOCATION	Chapter 6: Discontinuation of Services, Section 1: Discontinuation of Special Education Services, A. Students Who Are No Longer Entitled to Special Education Services
NEW TEXT	2. Student Completes Requirements for a Regular High School Diploma: ... Within 30 school days of Prior to graduation and the discontinuation of special education services the LEA: a. Must provide the parent with written notice...

16)

TYPE	Clarification Resulting in Addition of Language
LOCATION	Chapter 7: Reevaluation, Section 3: Review of Existing Data (RED)
NEW TEXT	Whenever a request for a reevaluation occurs, the LEA staff must conduct a review of existing data and utilize OSDE Form 3 (RED) for documentation. A review of existing data requires the use of OSDE Form 3 (RED) and the RED/MEEGS Evaluation Data form for documentation.

Appendix E: Certification

Appendix E: Certification has been edited for clarity. This appendix is now titled Appendix E: Special Education Teacher Certification.

An appendix has been added to provide information specific to requirements for Special Education Paraprofessionals:

Appendix F: Special Education Paraprofessional Requirements

The outline and information for this new appendix is located on the next page of this document.

APPENDIX F (SPECIAL EDUCATION 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:

- Complete the Oklahoma Special Education Paraprofessional Training (Career Technology Centers) or other State approved Local Education Agency (LEA) training.
- Complete and maintain training and skills in Cardiovascular Pulmonary Resuscitation (CPR) and First Aid.
- Complete training in Universal Precautions or Bloodborne Pathogens Training.
- Complete an additional 6 hours of professional development and Universal Precautions/Bloodborne Pathogens each school year thereafter.
- Please note additional Title 1, Part A Requirements:
 - Have completed at least two years of study at an institution of higher education defined as completion of 48 semester hours of college coursework; or
 - Have obtained an associate's degree (or higher); or
 - Have taken and passed the WorkKeys test, Parapro Test, or the Oklahoma General Education Test (OGET).

Once all requirements have been met, Special Education paraprofessional candidates must work with their school district to complete the application packet and mail it to the Oklahoma State Department of Education-Special Education Services Department. The application packet must include:

- A copy of a current Cardiopulmonary Resuscitation (CPR) training card (front and back),
- A copy of a current First Aid Card (front and back),
- Certificate of completion of the Special Education Paraprofessional training,
- A job description,
- Daily work schedule outlining duties and responsibilities performed, and
- School site emergency procedures

Supporting Documents

