

Chapter 5 Part 1

Section 1

Special Education and IEPs

- Added language in Recording Guidelines
 - OSEP Letter dated June 4, 2003, states IDEA, “Part B **does not address** the use of audio or video recording devices at IEP meetings, and no other Federal statute **neither authorizes nor prohibits** the recording of an IEP meeting by either a parent or a school official.”
 - LEAs **should not attempt to bar parents** from recording IEP meetings if the parent needs to record the conversation in order to understand the IEP process. Recording must not be grounds for canceling a meeting with the parent.
 - LEAs **may enact policies** regarding recording of IEP meetings. Such a policy may inform parents that either they or the LEA may record a meeting, but that such recording should not interfere with the completion of the meeting.
 - If the LEA chooses to record an IEP meeting, then a **copy of that recording** will be placed in the student’s file and maintained in accordance with the requirements of the Family Educational Rights and Privacy Act (FERPA) and the IDEA as **an education record**. As such, parents have access to the recording under these laws.

Section 1 - Special Education and IEPs Team Members and Roles Chart pp 143-147

- Administrative Representative
- Qualified to provide or supervise the provision of special education services (provide or supervise the provisions of specially designed instruction to meet the unique needs of children with disabilities).
- Has knowledge about the availability of resources of the LEA. Has the authority to allocate resources in the LEA as outlined in the IEP.
- Has knowledge about the general education curriculum.
- In most cases, this does not include school counselors, unless they also meet the criteria above and are given express authority by the LEA.

Section 1 - Special Education and IEPs Team Members and Roles Chart pp 143-147

- Speech Pathologist
- SLP, SLT, or SLPA must hold an Oklahoma Teacher Certificate to develop and/or sign the IEP as the special education teacher of record (TOR).
- For a student whose primary disability is speech or language impairment, the Speech-Language Pathologist must serve as the special education teacher/provider and as a required member.

Section 2

Timelines

- IEP Timeline Chart - pp. 150-152
 - Initial
 - Subsequent
 - Amendment
 - In-State Transfer
 - Interim
 - Out-of-State Transfer

Section 3

IEP Development

- **Present Levels of Academic and Functional Performance**
- **Current assessments:**
 - Defined as **one year old or less** for **all** areas of educational needs, including transition assessments
 - Used as the baseline data/information to describe the specific present levels of performance in the development of the goals, accommodations, modifications, related and supplementary services.
- **Historical information** that is **more than one year old but still relevant** (e.g., developmental history or medical conditions, etc.) may also be added to the present levels of performance.

Section 3

IEP Development

- Progress Toward Goals
- If the student lacks the expected progress toward the annual goals and/or in the general education curriculum, the LEA must **notify the parent** of the need to meet to discuss possible changes, if necessary, to the IEP or to other supports for the student.
- 20 U.S.C. §1414(d)(4)(A) *“The local educational agency shall ensure that, subject to subparagraph (B), the IEP team—(i) reviews the child’s IEP periodically, but not less frequently than annually, to determine whether the annual goals for the child are being achieved; and (ii) **revises the IEP as appropriate to address—(1) any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate.**”*
- If the student meets the annual goal during the IEP year, then the LEA should address the student’s progress and amend the IEP to include an updated goal(s).

New Oklahoma Policy

- Special Education and Related Services are provided in a variety of service types and are defined.
- (34 CFR § 300.39(b)(3))
- Defined the variety of service types: consultation, monitoring, collaboration, co-teaching, and direct instruction.



Service Types: Collaboration

Defined in Oklahoma Special Education Policy Guide

Collaboration	
Location: May occur outside of the general education classroom	
Student	<ul style="list-style-type: none">• Participates fully in the general education classroom with the support of accommodations and modifications to the curriculum.• Accesses reinforcement of curriculum from the special education teacher.
General Education Teacher	<ul style="list-style-type: none">• Provides primary instruction to student including accommodations and modifications as required.
Special Education Teacher/ Related Service Provider	<ul style="list-style-type: none">• Reinforces the content from the general education classroom by providing necessary practice, reteaching, or support.



Service Types: Consultation

Defined in Oklahoma Special Education Policy Guide

Consultation Location: none preferred	
Student	<ul style="list-style-type: none">• Services based on consultation are meant to problem solve the specific needs of the student with a disability.
General Education Teacher	<ul style="list-style-type: none">• May participate in consultation to discuss topics related to instruction, accommodations, interventions, behavior, etc.
Special Education Teacher/ Related Service Provider	<ul style="list-style-type: none">• May participate in consultation to discuss topics related to instruction, accommodations, interventions, behavior, etc.



Service Types: Co-Teaching

Defined in Oklahoma Special Education Policy Guide

Co-Teaching	
Location: Typically, general education classroom	
Student	<ul style="list-style-type: none">• Participates fully in the general education classroom with the support of accommodations, modifications, and a special education teacher teaching as an equal partner to the general education teacher.
General Education Teacher	<ul style="list-style-type: none">• Works equally with the special education teacher to provide instruction and implement IEP goals and outcomes.
Special Education Teacher/ Related Service Provider	<ul style="list-style-type: none">• Works equally with the general education teacher to provide instruction and implement IEP goals and outcomes.



Service Types: Direct Instruction

Defined in Oklahoma Special Education Policy Guide

Direct Instruction	
Location: Outside of the general education classroom	
Student	<ul style="list-style-type: none">• Participates fully outside of the general education classroom instructed by a special education teacher with the support of accommodations and modifications to the curriculum.
General Education Teacher	<ul style="list-style-type: none">• Does not interact with the student's instruction.
Special Education Teacher/ Related Service Provider	<ul style="list-style-type: none">• Provides all the necessary instruction, accommodations, modifications, assessments, and other components of curriculum to the student.



Service Types: Monitoring

Defined in Oklahoma Special Education Policy Guide

Monitoring	
Location: Typically, general education classroom	
Student	<ul style="list-style-type: none">• Participates fully in the general education classroom with the support of accommodations and modifications to the curriculum.
General Education Teacher	<ul style="list-style-type: none">• Provides primary instruction to student including accommodations and modifications as required.
Special Education Teacher/ Related Service Provider	<ul style="list-style-type: none">• Monitors the performance of the student in the general education classroom to ensure appropriate access to the curriculum and progress toward annual IEP goals.