Students with a disability may receive accommodations through a Section 504 plan or accommodations and services through an Individualized Education Program (IEP).

Section 504 refers to a specific part of the Rehabilitation Act of 1973, a national civil rights law that prohibits discrimination against people with disabilities. Under Section 504 “disability” is defined as a person who (1) has an impairment that (2) substantially limits the student’s ability to perform (3) one or more major life activities. Students entitled to 504 services must meet all three parts of the disability definition.

Individualized Education Programs (IEP) are defined through the Individuals with Disabilities Education Act (IDEA). The IDEA is a law ensuring services to students with disabilities throughout the nation. Under the IDEA, students are eligible for special education services if 1) The student is a student with a disability, 2) The disability has an adverse impact on the student’s education and 3) Because of the disability and the adverse impact on their education, the student has a need for special education services.

Parents or school staff may request in writing at any point that their child be considered for an evaluation for special education services. Once a parent signs consent to conduct an evaluation the school has 45 school days to complete the evaluation and share the results with the parent. If parents disagree with the results of the Local Education Agency’s (LEA) evaluation they have a right to an Independent Educational evaluation (IEE) at the LEA’s expense. Once evaluations are completed, the multi-disciplinary team including parents will meet to determine eligibility (MEEGS) and the IEP team develops an IEP.

An IEP is a written document listing, among other things, the special education services that a child with a disability will receive. The two purposes of an IEP are (1) to establish student’s annual measurable goals for the child; and (2) to state the special education and related services and supplementary aids and services that the public agency will provide the child. The IEP is developed by a team of school personnel and the child’s parents. The team meets at least once a year and more often, if necessary. The pages of an IEP address the child’s individual needs and enable the child to participate in general education and school activities, learning alongside his or her nondisabled peers to the maximum extent appropriate.

Content in this document addresses specific pages of the IEP including: Present Levels of Performance, Student Strengths/Needs, Goals and Services and other information including accommodations, Least Restrictive Environment, and Assessment.

“Every child deserves a champion- an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possible be.”

–Rita Pierson
Disability Categories

There are 14 categories a child can qualify for under special education services, as defined by IDEA. In order to qualify for special education, the IEP team must determine that a child has one of the following:

- Autism
- Deaf-Blindness
- Deafness
- Developmental Delay (DD)
- Emotional Disturbance (ED)
- Hearing Impairment
- Intellectual Disability (ID)
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired (OHI)
- Specific Learning Disability (SLD)
- Speech or Language Impairment
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)

The Oklahoma State Department of Education Special Education Services provides fact sheets for each disability category. They include a definition of the disability, teaching tips and links to state and national resources. A sample fact sheet is listed to the right. Fact sheets can be accessed at: [http://ok.gov/sde/disability-category](http://ok.gov/sde/disability-category).

Once eligibility for special education services is determined; the student has a disability in one of the 14 categories and the disability adversely effects the child’s education, considerations for Least Restrictive Environment can be made. Documentation of special education services will be addressed in the IEP.

Access to Educational Records

Under the Federal Educational Rights and Privacy Act (FERPA) school officials with legitimate educational interest have the right to access a student’s confidential educational records including a student’s IEP as long as training has been received and a current listing of employees with access to the personally identifiable information is maintained.

A school district that receives a request for the education records of a student in (including disciplinary records) of a student who formerly was enrolled in the district shall provide full disclosure of those records and forward the records within 3 business days upon receipt of the request. (70 O.S. §24-101.4) [http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html)

Educational records should be accessible in a secured, centralized location. The special education teacher will disseminate important information to the general education teacher including present levels of performance, educational strengths and weaknesses, accommodations, service time, and IEP goals.

Response to Intervention (RTI) in Oklahoma is known as Oklahoma Tiered Intervention System of Support (OTIiSS) which includes components of school-wide initiatives not only addressing student’s academic needs, but Positive Behavioral Interventions and Supports (PBIS) program. More information can be found at: [http://www.OTIiSS.net](http://www.OTIiSS.net)
Student's Strengths

Student strengths are identified along with a description of the anticipated effects on the student’s participation in the general curriculum. Documentation of student strengths are conducted through evaluation results, existing data and teacher observations.

Knowledge of a student’s strengths (interests and abilities) provides a foundation to begin addressing student’s educational needs and fostering mutual respect.

General education teachers may be asked to provide input on student’s strengths when an IEP is developed since they offer an additional perspective of the child’s interests and abilities in the classroom.

Educational Need

The educational needs area identifies areas which may require special education, related services, supplementary aids, supports for school personnel, or program modifications. Services needed to address the student’s educational need may include transportation, transition, adapted physical education, core academic subjects and related services.

Knowledge of educational needs is critical to understand a student’s ability level and areas educational personnel can help address to ensure academic success.
Specific goals for each student with a disability are listed based on his/her academic and functional need.

Goals included in the IEP are based on the student’s area of educational need and may include academic areas including reading, math, writing, science and/or social studies. Additional goals may include adaptive behavior, functional behavior, gross motor, fine motor, articulation, receptive/expressive language, independent living, etc. Goals listed in the IEP may include Goals only or Goals and Short term objectives.

Progress towards goals is provided to parents throughout the year the IEP is in effect. The extent towards progress will be listed along with the way in which progress towards the goals was measured. Typically, progress towards goals are provided along with the report card each quarter.

General education teachers may be asked to provide input on student’s progress on their individual goals. Teachers should be aware of a student’s goals to understand areas of need and offer support toward the achievement of those goals.

**Services**

The service page identifies services provided to address the student’s areas of need. Understanding of the specific services is critical towards appropriate communication among staff that will be working together to address the student’s needs.

The type, duration, and frequency of services will be listed along with the title of the person responsible for providing the service. The range of services is known as Least Restrictive Environment. The decision of LRE is up to the IEP team.

The student must be educated in the least restrictive environment with same age peers to the maximum extent possible. The current teacher of the student on an IEP can call an IEP meeting to discuss the range of services if he/she believes the students would best be served in a different capacity.

Examples of special education services:
- Co-Taught
- Collaboration
- Consultation
- Lab/Resource Class
Least Restrictive Environment

Least Restrictive Environment is the consideration of the location and types of services afforded to students with disabilities. Placement is not automatic based on a student's disabilities, but rather a continuum of the location of services or supports from personnel.

(i) To the maximum extent appropriate, children with disabilities are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [§300.114(a)]

Supports in the general education classroom for students with disabilities may include the general education teacher consulting with the special education teacher or accommodations provided in the general education classroom. Students receiving support in an alternate location may receive special education services in a specialized placement such as a resource room, self-contained classroom, home-bound, or hospital/clinical/institutional setting.

Teacher Collaboration

Student success in the general education classroom begins with the collaborative efforts of the general education and special education teachers. The Collaborative Planning Tool can be used to address lesson activities and necessary accommodations to address the student’s areas of need.

Types of Co-Teaching

Supportive: One member takes the lead role and the other rotates among students to provide support.

Parallel: Both teachers instruct different heterogeneous groups of students.

Complementary: One team member supplements or complements the instruction provided by the other member of the team.

Team Teaching: Both members co-teach alongside one another and share responsibility for planning, teaching, and assessing the progress of all students in the class.
Supplementary Aids & Services, Accommodations, Supports for Personnel

Explanation is provided in the IEP of a description of services necessary to assist the student to advance toward attaining annual goals, to be involved and progress in the general curriculum, and to participate in activities with non-disabled peers.

Supplementary aids and services: Materials and tools to access academic curriculum.

Accommodations: Changes in setting, timing, schedule, methods of response and presentation of material/curriculum. Changes enhance access to the general education curriculum and do not decrease learning expectations.

Program modifications: Modifications in the administration of assignments &/or tests. Program modifications must be specific to the area of need for the student.

Supports for personnel: Specific training to ensure provision services in the least restrictive environment, consultation between special education and general education personnel, adequate planning and preparation time, teacher assistants, and paraprofessionals.

Oklahoma has specific state approved testing accommodations available in the Oklahoma State Testing Program manual. Any assessment accommodations offered must be documented on the student’s IEP and must be employed as part of classroom instruction on a regular basis. Additional guidance on the use of accommodations is available in the Oklahoma Accommodations Guide including the five steps of an organizing framework, fact sheets, teacher tools, and related Oklahoma law.

Accommodations are practices and procedures in the areas of presentation, response, setting and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

I. Setting: Change the location in which a test or assignment is given or the conditions of the assessment setting.

II. Timing and Scheduling: Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

III. Response: Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using an assistive device or organizer.

IV. Presentation: Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations, including large print.


Behavior Support

Concerns regarding behavior can be addressed by having school personnel conduct a Functional Behavior Assessment (FBA). An FBA identifies the behavior, triggers/causes, frequency and nature of the behavior. The FBA is a tool which allows school personnel to take into account multiple data to determine which resources have been used to address the behavior including effective/ineffective accommodations or staff responses to the behavior. The written statements help provide insight for the establishment of appropriate goals to address the specific area of concern.

Once an FBA is completed, a Behavior Intervention Plan (BIP) can be created based on the data collected in the FBA. A BIP identifies specific goals and establishes a plan to address the student’s behavior needs.

A student with behavior concerns may have a BIP as part of his/her IEP along with individual behavior goals. If there is not a BIP it would be appropriate to address the need with special education staff. An FBA and BIP can be added at any point. The results of the evaluations along with the team’s recommendations are discussed at an IEP meeting. Such procedures are necessary to create a forum for communication among school personnel/parents and provide documentation regarding how the school addressed the specific concerns.

The use of positive behavioral interventions and supports must be considered in the case of a child whose behavior impedes his or her learning or that of others. 34 CFR §300.324(a)(2)(i). A child with a disability whose behavior is a manifestation of their disability as determined by the LEA, the parent, and the relevant members of the child’s IEP Team, should receive an FBA and a BIP and modifications designed to address the child’s behavior under 34 CFR §300.530(e). However, FBAs and BIPs must also be used proactively, if the IEP Team determines that they would be appropriate for the child. The regulations in 34 CFR §300.530(d) require that school districts provide FBAs and behavior intervention services (and modifications) “as appropriate” to students when the student’s disciplinary change in placement would exceed 10 consecutive school days and the student’s behavior was not a manifestation of his or her disability.

Resources to address behavior

- Sample Behavior Forms http://www.oswego.edu/~mcdougal/web_site_4_11_2005/behavior_monitoring_forms.htm
- Computer Software tracking student behavior http://www.classdojo.com/about
- Supportive School Discipline Webinar Series http://safesupportlivelearning.ed.gov/events/webinars
Effective Classroom Practices

- Leveled text
- Activate student’s prior knowledge
- Small grouping
- Variety of activities
- Small, manageable steps
- Clear directions
- Re-teaching
- Focus core instruction on Oklahoma Academic Standards.

Universal Design for Learning

Universal Design for Learning (UDL) is a proactive design of curricula (educational goals, methods, materials, and assessments) that enable all individuals to gain knowledge, skills, and enthusiasm for learning. This is accomplished by simultaneously providing rich supports for learning and reducing barriers to the curriculum, while maintaining high achievement standards for all students.

As illustrated to the right, UDL is not just a special education initiative. It is good instructional practice benefitting multiple learners regardless of disability. More information can be found at http://www.cast.org or http://ok.gov/sde/universal-design.

Reading Supports

- Get Ready to Read http://www.getreadytoread.org/
- Reading A-Z http://www.readinga-z.com/
- Florida Center for Reading Research http://www.fcrr.org/for-educators/
- Reading Rockets http://www.readingrockets.org/helping
- Oklahoma Academic Standards 6-8 Curriculum Maps http://elaokteachers.com/tag/maps/
- Oklahoma Academic Standards 6-12 Curriculum Guide http://elaokteachers.com/100/
- Instructional Resources http://www.cgelem.k12.az.us/district.cfm?subpage=112506

Math Supports

- AplusMath http://www.aplusmath.com/
- Math Fact Café http://www.mathfactcafe.com/
- Khan Academy https://www.khanacademy.org/
- OKMath Elementary Pacing Guides http://okmathelementary.wikispaces.com/Pacing+Guides
- iSolveIt: Development of Thinking and Reasoning Skills http://isolveit.cast.org/home
- Math page for students grade 1-8 http://www.mathsisfun.com/
Assessment

The No Child Left Behind Act of 2001 (NCLB) prohibits schools from excluding students with disabilities from the educational accountability system.

States are required to provide accommodations and alternate assessments as needed, to ensure that students with disabilities fully participate.

Oklahoma State Assessment Options:
• OCCT Oklahoma Core Curriculum Test
  o With accommodations
  o Without accommodations
• OMAAP Oklahoma Modified Alternate Assessment Program
  (EOI 2nd time test takers only)
• OAAP Oklahoma Alternate Assessment Program and Dynamic Learning Maps

Beginning with students entering the ninth grade in the 2008-2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma:
1. Algebra I;
2. English II; and
3. Two of the following five:
   a. Algebra II,
   b. Biology I,
   c. English III,
   d. Geometry, and
   e. United States History.

To demonstrate mastery, the student shall attain at least a proficient score on the end-of-instruction criterion-referenced tests administered pursuant Oklahoma Statutes (70 O.S. § 1210.523).

Oklahoma Resources

• Oklahoma Parent Center
  http://oklahomaparentscenter.org/

• ABLE Tech
  http://www.ok.gov/abletech/

• Oklahoma Family Network
  http://oklahomafamilynetwork.org/okfn/

• Oklahoma Systems of Care

Alternate Routes to a Diploma

Modified Proficiency Score

Alternate Tests

End of Course Projects

Special Education Trainings/Events

Past and Future Trainings and Events for Teachers or Families of students with disabilities
http://ok.gov/sde/calendar-trainings-and-events