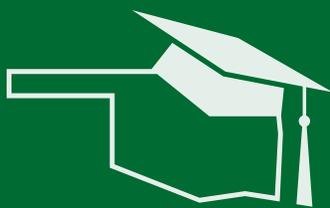


SPECIAL EDUCATION PROCESS GUIDE



OKLAHOMA STATE DEPARTMENT OF
EDUCATION

Oklahoma State Department of Special Education Services

405-521-3351 • <http://ok.gov/sde/special-education>

OSDE Special Education

Introduction

The purpose of this document is to supplement guidance found in the Oklahoma Special Education Handbook. Individuals using this document will be guided through particular contexts in the special education process. Each context provides a list of forms, an overview of the process, and a walk-thru of the forms used. Resources and references to the Handbook and the Individuals with Disabilities Education Act (IDEA) are provided where appropriate. For more information, please contact the Oklahoma State Department of Education, Special Education Services division, 405-521-3351

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Initial Evaluation and Eligibility

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:

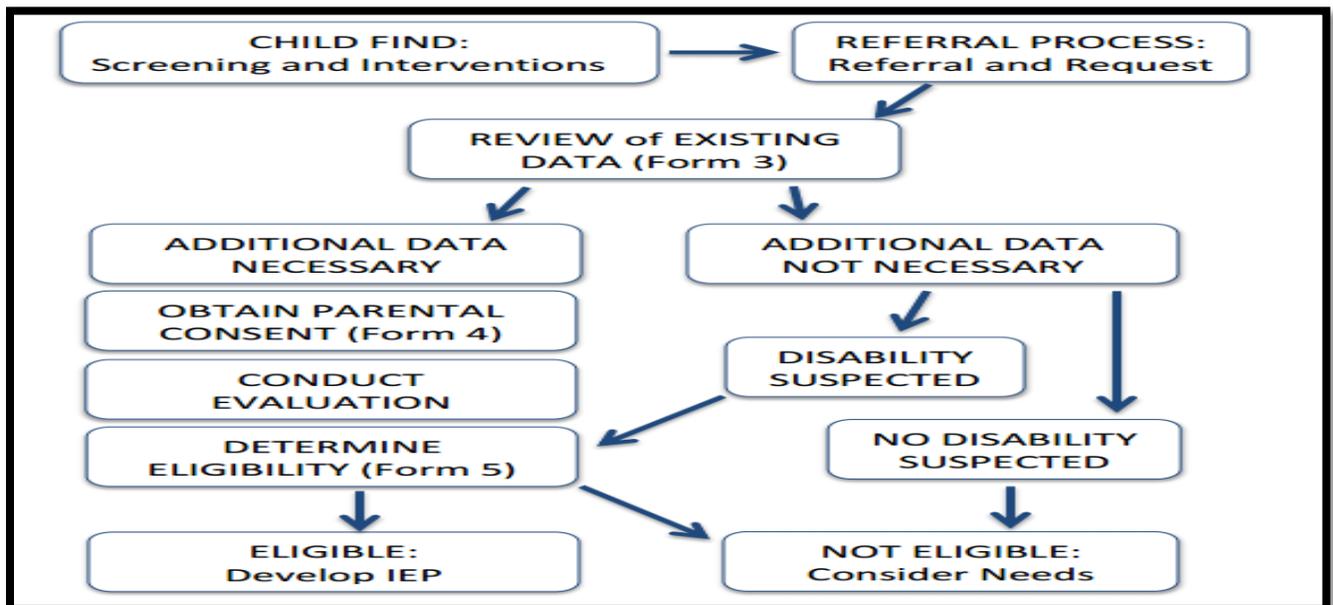
- ❖ If the student is a student with a disability;
- ❖ Whether the student needs special education services;
- ❖ The educational needs of the student; and
- ❖ The present levels of academic achievement and functional performance (related developmental needs) of the student.

This guide is designed for use in conjunction with the Oklahoma Special Education Policies Handbook, specifically in conjunction with Chapter 3: Initial Evaluations and Eligibility.

Timeline Overview

This section provides an overview regarding the process of initial evaluation and eligibility. The flow chart is supplemented with brief descriptions. For more detailed information, consult the Special Education Handbook.

Initial Evaluation and Eligibility Flow Chart



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 Sooner Start Early Intervention (EI) Program regarding the Child Find system for children ages birth to 3 years of age. The LEA may appoint an individual to coordinate the development, revision, implementation, and documentation of the Child Find system.

- ❖ *Screening:* Screening is one way of identifying students who are not adequately meeting Oklahoma Academic Standards (OAS) or Oklahoma Early Learning Standards (OELS). A variety of methods may be used to screen students including; performance on assessments, curriculum-based measures, daily classroom work, observations, hearing and vision screeners, developmental milestones, and/or kindergarten readiness measures. The screening of a student by LEA staff to determine appropriate instructional strategies for curriculum implementation is not considered an evaluation for eligibility for special education services (and thus does not require parental consent). Screening cannot be used to delay a referral for special education services.

- ❖ *General Education Interventions, Accommodations, and Strategies:* When a school's screening process reveals that a student or groups of students are at risk of not meeting the Oklahoma Academic Standards (OAS), the general education problem-solving team will consider the students' need for evidence-based interventions in order to help the students succeed. These interventions are referred to as early intervening services or general education interventions, accommodations, and strategies.

The overarching goal is to improve student achievement using research based interventions matched to the instructional need and level of the student. Monitoring student response to a series of increasingly intense interventions assists in identifying and addressing academic and behavioral difficulties prior to student failure. Without the use of these interventions, it cannot be determined whether a student's learning difficulties are due to a disability and require special education services or if the student is merely in need of additional services or supports for a period of time.

LEAs will implement comprehensive coordinated services and activities that provide educational and behavioral evaluations, services, and supports. These services should include professional development for teachers and other staff, enabling them to deliver scientifically based academic and behavioral interventions. This may include scientifically based literacy instruction, and where appropriate, training on the use of adaptive and instructional software. These interventions should be based on whole-school approaches such as; scientifically based curriculum and instruction, positive behavior supports, or a multi-tiered intervention system (e.g., Oklahoma Tiered Intervention System of Support (OTISS)).

Record of Parent Contact

Contact Log
Christopher Robbins

Parent Contacts						
Contacting Person	Person Contacted	Contact Method	Contact Date	Contact Result	Document	
<input type="text"/>	Russell and Sue Robbins	Phone Call	08/06/2015	Conversation with parent	-none yet-	Details

There are no Non-Parent Contacts for this student yet.

Add Contacts

View All Contact Details

Save

Save and Continue

The “Contact Log” in OK EdPlan is intended to provide documentation of contact between the LEA and parent(s) of a student. The LEA must document the date, the method of contact, the person making the contact, as well as the purpose of contact and the results. Types of contact may include: detailed records of telephone calls made or attempted and the results, copies of written or electronic correspondence sent to the parents and their response if any, and visits made to the parents’ home or place of employment.

Referral Process

If through Child Find activities, a student is considered 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.

- ❖ Referral: Despite the best efforts of schools to remedy deficiencies through interventions in the general education classroom, some students may not be able to attain the skills needed to make adequate progress in the general curriculum. If a disability is suspected as the underlying reason for this, a student is referred for a full comprehensive and individual evaluation. An evaluation must occur before the provision of special education and related services.
- ❖ Request for Initial Evaluation: The parent(s) of a student or LEA staff may request an evaluation to determine if the student is a child with a disability. For a preschool child the request for an initial evaluation may result from a screening or from Sooner Start Early Intervention. A school age student should participate in general education intervention(s) prior to the request for an initial evaluation. As a result of general education intervention(s), LEA should have data-based documentation of repeated assessments, which may indicate a basis for a discontinuation of educational interventions, an increase in educational interventions, or a special education referral.

Handbook: Chapter 2, Sections 4 and 5; Chapter 3, Section 1

Written Notice When a student has been referred for an evaluation, the LEA must provide Written Notice to the parent(s) that describes any evaluation procedures the LEA proposes to conduct. The purpose of providing notice to the parents is to ensure they understand what action the LEA is proposing (in this case, to conduct an initial evaluation) and the basis used for determining the action. Each LEA must provide parents with prior Written Notice and notice of *Procedural Safeguards* when proposing to collect additional data.

Parental Rights Upon a request for an initial evaluation, regardless of the source, the first action the LEA must take is to provide the parents a copy of the Parents Rights in Special Education: Notice of Procedural Safeguards. A copy of the *Parents Rights in Special Education: Notice of Procedural Safeguards* is located on the main menu of OK EdPlan under the “Documents” under the “Special Education” tab. **Handbook:** Chapter 3, Section 2

Documents						
Delete/Update Documents				Upload File(s)		Review the License Agreement
<input type="checkbox"/>	39		Special Education	08/04/2015	Samantha Law	Descriptions of Evaluation Procedures (Consent page 2)
<input type="checkbox"/>	47		Special Education	07/06/2015	Samantha Law	OK Manifestation Determination
<input type="checkbox"/>	51		Special Education	06/29/2015	Daniel Harris	Notification Regarding Lindsey Nicole Henry Scholarship Act (English).pdf
<input type="checkbox"/>	52		Special Education	06/29/2015	Daniel Harris	Procedural Safeguards for IEP (English).pdf
<input type="checkbox"/>	53		Special Education	07/01/2015	Samantha Law	Written Notice to Parents
<input type="checkbox"/>	55		Special Education	07/01/2015	Samantha	Seclusion and Restraint Document

Review of Existing Data

The LEA must initiate the review of existing data if a student has not made adequate progress after an appropriate period of instructional time and implementation of intensive interventions or if a parent requests an evaluation. As part of an initial evaluation, the student’s general education teacher, parents, a special education teacher, a LEA administrative representative, and other qualified professionals (as appropriate) review all relevant existing information about a student. Parent consent is not needed to conduct a review of existing data. When reviewing existing data, the team must consider the validity and reliability of the information and the resulting interpretations. This includes evaluations and information provided by the parent(s), current classroom-based, local, or State assessments, and observations by teachers and other qualified related services personnel.

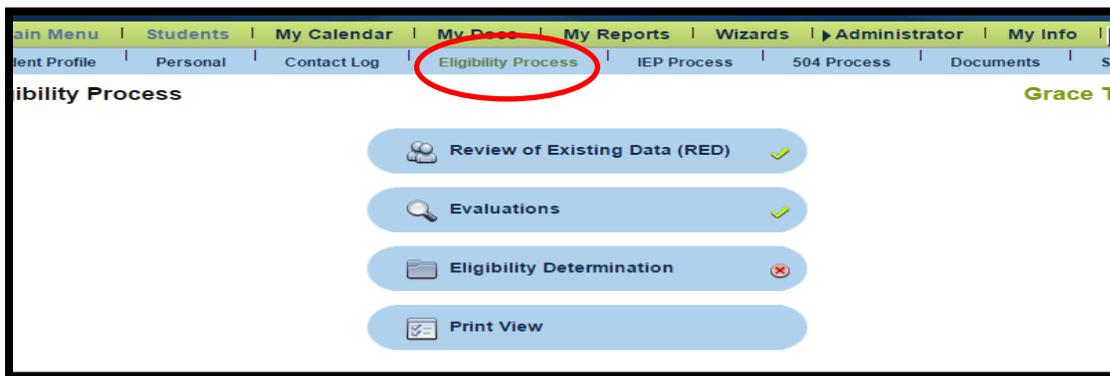
While the team may conduct its review without a meeting, input and decision making by all members are essential. If the team determines that additional information is needed, parent consent to collect the additional information must be obtained. The additional information may be in the form of assessment(s), observations, medical reports, or other types of information.

When a request has been made for an initial evaluation of a student, the LEA staff must conduct a Review of Existing Data.

The **RED** (REVIEW OF EXISTING DATA)/MEEGS (MULTIDISCIPLINARY EVALUATION AND ELIGIBILITY GROUP SUMMARY) Located under the “Eligibility Process” tab in OK EdPlan. Evaluation Data tab should be used to document existing information. 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 individual members without a meeting. However, it is advisable to complete the review with the group. **Handbook:** Chapter 3, Section 3



The RED/MEEGS Evaluation Data is a required component of both the Review of Existing Data (RED) and the Multidisciplinary Evaluation Group Summary (MEEGS). The areas of documentation include evaluations and information provided by the parent(s), current classroom-based, local, or State assessments, and observations by teachers and other qualified related services personnel. Collection of data from an independent evaluator requires parent consent for the release of confidential information.

The RED/MEEGS Evaluation Data documents the necessary data relevant to the student’s performance. Document only the areas needed for the student. This form, which is completed as part of the Review of Existing Data, should also be used to complete the MEEGS.

When Additional Data is Not Necessary

After the review of existing data, the group may determine that no additional data are needed to determine whether the student is a student with a disability, and to determine the student's educational needs. This determination may conclude the process if the LEA and the parent agree that the student is making adequate progress in the general education curriculum. However, the LEA should consider the student's educational needs. Written notice must be provided to the parent, detailing:

- Determination and the reasons for it
- The right of the parents to request an assessment to determine whether the student is a student with a disability and to determine the educational needs of the student.

If the parent(s) requests an assessment of their student, the LEA may refuse to do so, but it must provide the parent(s) with Written Notice of the refusal to conduct the assessment and the reasons for the refusal. The parent(s) may request mediation or due process if they dispute the refusal to conduct an evaluation.

If no additional assessments are needed, but the group suspects the student of having a disability, move to Eligibility Determination.

When Additional Data is Necessary

After the review of existing data, the group may determine that additional data are needed to determine whether the student is a student with a disability.

Parental Consent

Parental consent must be obtained prior to conducting an initial evaluation. The LEA must make reasonable attempts to obtain the informed consent of the parent in order to collect any additional evaluation information after the review of existing data.

If the parent does not provide consent or fails to respond to a request to provide consent for an initial evaluation, the LEA may, but is not required to, pursue the initial evaluation by utilizing mediation or by requesting a due process hearing.

Handbook: Chapter 3, Section 3B and Section 4

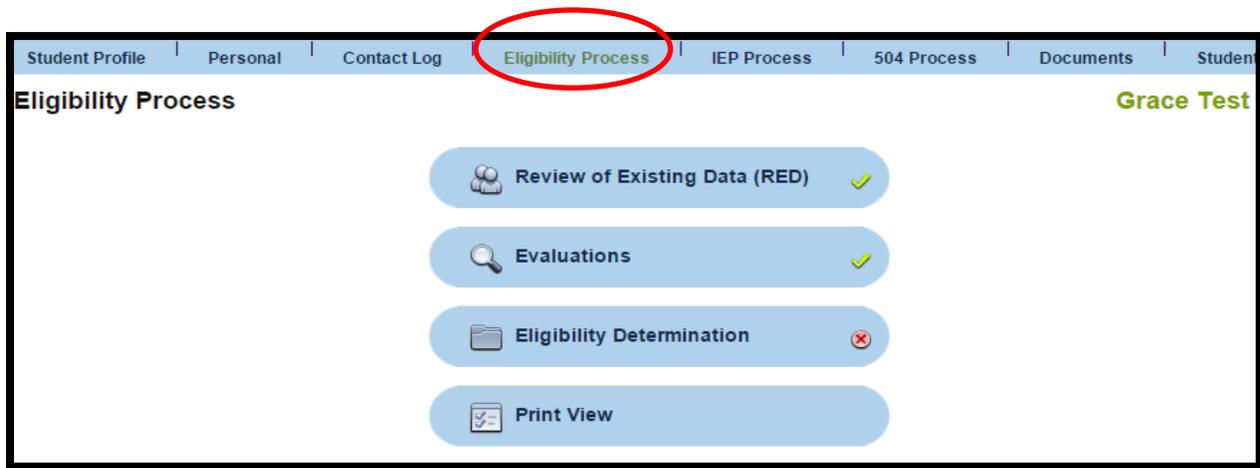
*The "parent consent" form is located in the "Eligibility Process" or there is a parent consent form located in the "documents" section.

Conducting the Evaluation

Initial evaluations must be conducted within 45 school days. This timeframe begins upon the receipt of parental consent to conduct the evaluation, and ends with the determination of eligibility for special education services.

Evaluation procedures and determination of eligibility for the purpose of determining if a student has a disability under 34 CFR § 300.8, and the educational needs of the student, must be conducted in accordance with 34 CFR §§ 300.304 through 300.306.

Every initial evaluation must be approached and designed individually based on the specific concerns and the selection of assessment tools based on the information needed to determine eligibility (34 CFR 300.304-305). The Evaluation Data documents need information from a variety of assessment tools and strategies deemed necessary to determine continued eligibility. If the student is deemed eligible, the evaluation results translate into their present levels of academic achievement and functional performance. The evaluation documentations will be entered under the “evaluations” tab under the eligibility process.



Handbook: Chapter 3, Sections 5 and 6

Determining Eligibility

Upon completion of the evaluation, a group of qualified professionals and the parent(s) of the student must determine whether the student is a student with a disability and whether the student requires special education services. The group should have enough information to support whether or not the student has a disability and whether the student is in need of special education services. Regardless of eligibility, this information should assist the LEA in determining appropriate instruction and supports for the student.

The evaluation and eligibility group utilizes the MEEGS and the Evaluation Data 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. The MEEG summarizes new and existing information documented by the RED/MEEGS Evaluation Data and documents the conclusions and determination of the group.

Documentation on the RED/MEEGS Evaluation Data includes the results from a variety of assessment tools and strategies. The multidisciplinary evaluation must include relevant and functional information from the home and school, or other age-appropriate settings, to provide a comprehensive perspective of the student's educational needs. Information provided by the parent, and information related to enabling the student to be involved in and progress in the general education curriculum (or for a preschool aged student, to participate in age-appropriate activities), will be compiled to assist the group in determining whether the student has a disability and requires special education services.

The MEEGS summarizes new and existing information documented by the RED (Review of Existing Data) and documents the conclusions and determination of the group. The MEEGS information can be entered on the "Eligibility Determination" tab on OK EdPlan.

Handbook: Chapter 3, Section 7

When a Student is Eligible

- If a student is determined eligible for special education services you will choose the "student is eligible, then list the primary disability and/or the secondary disability. If the student is Developmental Delayed you will then need to list the suspected. An IEP must be developed and evaluation results translate into their present levels of academic achievement and functional performance (Individualized Education Program). (See the IEP section in this guide for more information and consult Chapter 4 of the Handbook.)

Note: When a student meets eligibility requirements for more than one disability category, the evaluator/ eligibility team member must determine which category best describes the student's overall disability. This would be the primary disability. The secondary disability would be the remaining disability category where eligibility was met, but does not describe the overall student as well as the other disability category.

When a Student is Not Eligible

- If a student meets the definition of a disability category but does not need special education services, she/he will not be determined eligible for special education.
- If the student has a need for special education services but does not meet the definition of a disability category, she/he will not be determined eligible.
- When a student is not eligible for a disability category under the IDEA a referral for a Section 504 of the Rehabilitation Act evaluation should be considered.

Handbook: Chapter 3, Section 7C

EDUCATIONAL NEEDS (Must be completed if child is not eligible for special education and related services .)	
Educational Need(s):	<input type="text"/> <small>abc ✓</small>
Recommendation(s) to fulfill the need(s):	<input type="text"/> <small>abc ✓</small>

The team must document how the students’ needs will be met if the child is not eligible for special education services. Consider other programs the LEA offers that will assist the student as well as general education teachers.

An explanation of evaluation procedures and results must be given to parents. Parents must also be given a copy of their “Parents Rights in Special Education Procedural Safeguards” and a translator must be provided when needed.

ADDITIONAL PROCEDURES AND REQUIREMENTS FOR SPECIFIC LEARNING DISABILITIES	
Identify the Model Used to Determine Eligibility	<input checked="" type="radio"/> Discrepancy Model (a discrepancy of at least 1.5 standard deviations between intellectual ability and achievement exists in the board areas listed below) <input type="radio"/> Scientific Research-Based Intervention Model (described child-centered data below)

GUIDANCE:

Regardless of the process an LEA uses to determine SLD eligibility (a traditional discrepancy model or a response to scientific, research-based intervention process), the components of a comprehensive evaluation for a SLD are the same although the method of data collection may vary. The documentation on this page must include information that demonstrates the student received differentiated instruction and interventions in general education settings.

Reevaluation and Continuing Eligibility

The information gathered as a result of the reevaluation provides valuable information about the student's progress and needs. In addition to using the information to determine whether the student continues to be eligible for special education and related services, this information should be used to review, revise or amend the IEP, if determined necessary.

A. Purpose of the Reevaluation

The reevaluation process is required every 3 years, or more often, if needed, to determine:

- If the student continues to be a student with a disability;
- The educational needs of the student;
- The present levels of academic achievement and functional performance (related developmental needs) of the student;
- Whether the student continues to need special education and related services;
- Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.

B. Need for Reevaluation

- A reevaluation must be conducted if the Local Education Agency (LEA) determines that the special education service(s) needs, including improved academic achievement and functional performance of the student, warrant a reevaluation, or, if the student's parent or teacher requests a reevaluation. A reevaluation must be conducted before an LEA determines a student is no longer a student with a disability. However, a reevaluation should not occur more than once a year, unless the parent and the LEA agree otherwise.
- If a parent has requested a reevaluation, the LEA must ensure that the group has conducted the evaluation process based on specific concerns. If, through a review of existing data, the group determines that no additional data are needed the LEA must provide notice to the parents of their rights to request additional assessments. If a parent requests more than one reevaluation per year, and the LEA disagrees that a reevaluation is needed, the LEA must provide Written Notice to the parent that explains, why the LEA refuses to do the reevaluation and the parent's right to pursue the reevaluation through mediation or due process.

There are circumstances when a reevaluation is not required:

- Before the termination of a child’s eligibility due to graduation with a regular diploma, however, Written Notice is required for the change of placement;
- Due to exceeding the age of eligibility for a FAPE, (on the 22nd birthday), Written Notice is required; or
- When the LEA and parent mutually agree that a reevaluation is not needed.

Parent Rights The LEA must provide parent(s) a copy of the Parents Rights in Special Education: Notice of Procedural Safeguards.

During a reevaluation, like an initial evaluation, the LEA is required to inform parents of their right to an independent educational evaluation. (See **Handbook** Chapter 11, Section 8. Independent Educational Evaluations (IEE) for a full discussion of independent educational evaluations (IEEs))

Review of Existing Data (RED)

Whenever a request for a reevaluation occurs, the LEA staff must conduct a review of existing data. A review of existing data requires the use of OSDE (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, observations by teachers and related service providers; and the student’s response to scientifically, research-based interventions. After the RED, there must be a determination of what, if any, data in addition to the existing data, will be collected during the evaluation to enable the team to complete all requirements of the evaluation and eligibility including the evaluation report. If the group proposes to conduct the evaluation based only on existing data, the existing data must meet the requirements for a comprehensive evaluation.

The review of existing data, as part of the evaluation, may be conducted without a meeting and without consent from the parents.

A. No Additional Data Needed

If the group determines that no additional data are needed to determine whether the student is a student with a disability, and to determine the student’s educational needs, the LEA must notify the parents:

- Of that determination and the reasons for it; and
- The right of the parents to request an assessment to determine whether the student is a student with a disability, and to determine the educational needs of the student.

The LEA is not required to conduct the assessment described in (2) above unless requested to do so by the student's parents. In addition, if the parents request an assessment, the LEA may refuse to do so, but it must provide the parents with Written Notice of the refusal to conduct the assessment and the reasons for the refusal. The parents may request mediation or due process if they want the assessment conducted.

B. Additional Data Needed

If the group has determined that additional data are needed, the group should ensure all data will be collected within the evaluation timeline and parental consent obtained for additional assessments. The procedures used to collect the data should be described on the Parental Consent.

Determining Continued Eligibility

Upon completion of the reevaluation, the group should compile all data (that which previously existed and/or was collected as part of the reevaluation) to make the continued eligibility determination. It is important that all the information allows the group, including the parent, to understand the student's strengths and weaknesses and how the student is progressing in the general curriculum in addition to information about the student's disability and needs for special education.

As is the case in all reevaluations, when making the determination of whether the student continues to be a student with a disability and whether the student continues to need special education and related services, the group must take into account whether the student has made progress since the time he/she was initially evaluated and determined to be eligible for services.

A copy of the reevaluation report and documentation of whether or not the student continues to be a student with a disability must be given to the parents. See **Handbook** Chapter 3, Section 6.

Reevaluations for a Child Identified as Developmentally Delayed

Special considerations impacting reevaluation are needed for students who have been determined eligible for special education services under the category of developmental delay (DD). These considerations must be made in accordance with regulations regarding a student's continuing eligibility for services. If a student ages 3 through 9, was determined eligible as a child with DD, a reevaluation must be conducted before the student turns age 10. This will ensure determination of whether the student continues to be a student with a disability as defined by any of the categorical areas.

*Note: For children whose primary disability is Developmentally Delayed, the disability category will automatically change to the student's suspected disability on the student's 10th birthday. Parents will be notified of the change by Written Notice. Although this eligibility event is activated upon the student's 10th birthday, the team may meet to consider the student's new eligibility category with a parent request for a meeting.

Out of State Eligibility

The image shows a screenshot of a web form. On the left, there is a light blue rectangular area with the text "This data review is for:". To the right of this area is a list of four radio button options: "Initial", "Reevaluation", "Out of State Transfer", and "Functional Behavior". The "Out of State Transfer" option is selected, indicated by a filled-in black circle next to the text.

- Complete REDs
- Select the correct Purpose: Out of State Transfer
- Background Info (not required)
- Enter Evaluation Data (date indicates it is existing) (Check include on REDs)
- Date of consent for evaluation (with additional assessment or without additional assessments)
- Choose suspected Primary Disability
- Complete Eligibility Determination Considerations
- Complete: Based on sources, the team has determined...
- Write Summary of eligibility determination
- Write IEP (or conduct evaluation and consider eligibility)

When a student with a disability moves from an out of state LEA to an Oklahoma LEA with a current IEP, the Oklahoma LEA must provide the student with a FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the parent, until such time as the LEA conducts an evaluation, if deemed necessary. Upon determining eligibility, the IEP team must develop, adopt, or implement a new IEP within 10 school days. 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.

If the Oklahoma LEA has formally received a request from an out-of-state LEA, the Oklahoma LEA must take reasonable steps to promptly respond to the request from the new LEA.

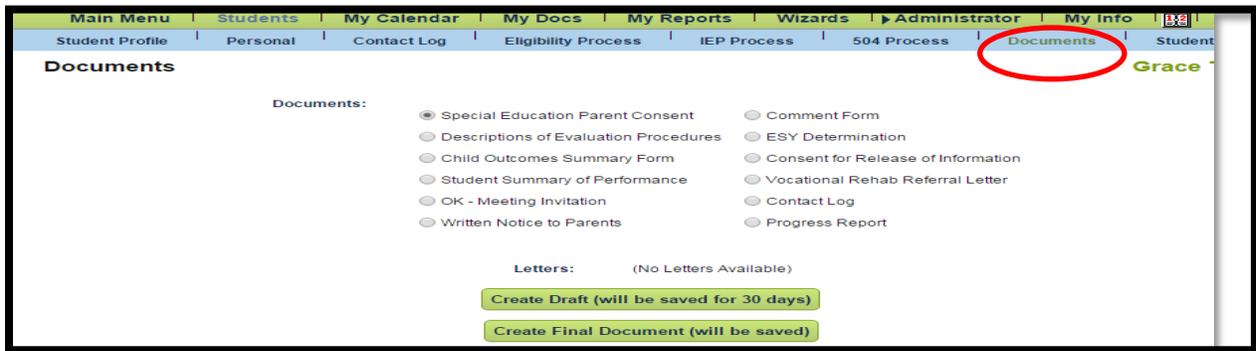
(See **Handbook** Chapter 14: Transfers, IEP Service Agreements and Move-In Students)

Documents

Parental Consent

The LEA does not violate its obligation for Child Find for not conducting an initial evaluation if the LEA declines to pursue the initial evaluation through mediation or a due process hearing. The LEA must obtain informed consent from the parent of the student referred for an initial evaluation. Based on the Review of Existing Data the evaluation group will identify and determine necessary evaluations for the referred student. The Parent Consent will be completed by the evaluation group and provided to the parent(s) to obtain informed consent for the proposed evaluations.

* For a full description of informed consent, see Chapter 11, Section 3 of the **Handbook**.



Notification of Meeting

The Notification of Meeting 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, and others involved.

*Students should be invited to attend meetings when appropriate and are required to be invited upon secondary transition age.

Written Notice

Written notice must be provided to the parent, detailing:

- The determination and the reasons for it
- The right of the parents to request an assessment to determine whether the student is a student with a disability, and to determine the educational needs of the student.

Handbook: Chapter 3, Section 3A and Section 4

Explain in clear, concise language the specific action(s) that was taken and the reasons why the action(s) was taken. All options considered must be documented and justify why some options were refused.

Describe supporting evidence for the proposal/refusal. Any other factors discussed related to the proposal or refusal should be documented.

At the time the LEA requests parental consent for testing; they will also propose the needed evaluations and document them on the Parent Consent form.

Other Documents

Medical Information

The Medical Report may be used to document any relevant medical findings, health problems, medication, and any other medical information relevant to determining eligibility. Most of the information on this form must be completed by a licensed medical doctor, doctor of osteopathy, or advanced registered nurse practitioner. The document is located on the main menu page of OK EdPlan under in the “Special Education” tab of the documents. The form is labeled “special education medical report”

Handbook: Chapter 3, Section 6

Comment Form

The Comment form should be used to add any additional relevant information concerning the student or concerns about the conclusions reached by the group or an individual. The comment form is located in the document section of the student’s page in OK EdPlan.

COMMENT FORM

NAME OF CHILD: Katie Miller Test STATE TESTING NUMBER:
BIRTHDATE: 06/19/2005 GRADE: 4th Grade DATE PRINTED: 07/05/2016

Please complete this form to add necessary documentation or information concerning the above child. You may use this form as an attachment to other Oklahoma State Department of Education (OSDE) Forms to supply comments, express disagreements or concerns, add interventions and/or additional information that may benefit a child or add a group/team member's input that cannot be present at the meeting.

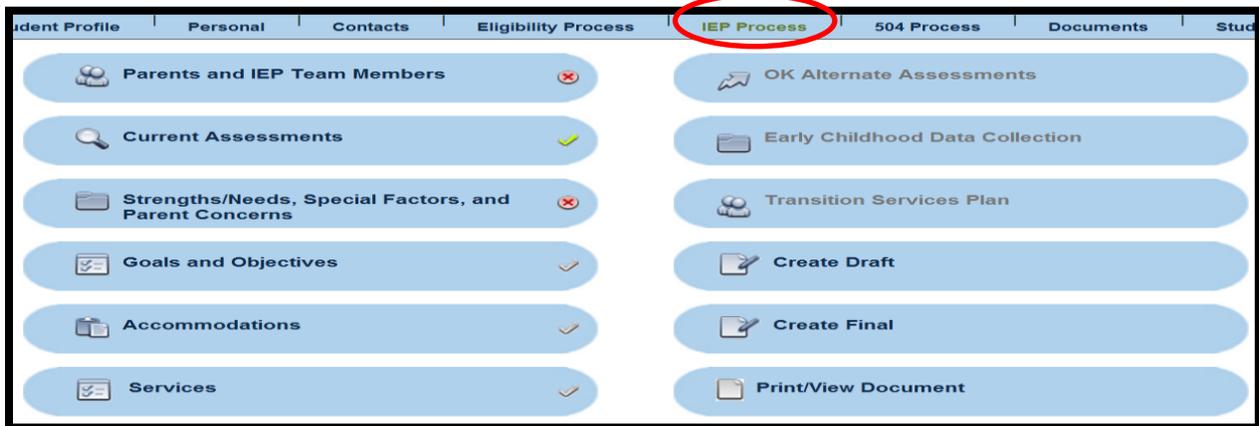
Individualized Education Program Process

The Individualized Education Program (IEP) is an important written record of the decisions reached by the team members at the IEP team meeting. The purpose of this guide is to provide administrators, teachers, students, parents, and other IEP team members with practical information about the development and implementation of an IEP that is effective and meets the requirements of the Individuals with Disabilities Education Act (IDEA) and the Oklahoma Special Education Policies.

Some things to consider when developing IEPs include:

- ❖ Each public school student who receives special education and related services under the IDEA must have an IEP.
- ❖ The IEP must be developed within thirty calendar days of a determination that a student is eligible for special education and related services.
- ❖ An IEP must be in effect for each student with a disability at the beginning of each school year.
- ❖ Special education and related services must be made available to the student as soon as possible following the development of the IEP.

This guide is designed for use in conjunction with the Oklahoma Special Education **Handbook**, specifically in conjunction with Chapter 4: Individualized Education Programs (IEP).



Documents that must be provided to parents: Procedural Safeguards, LNH (Lindsey Nicole Henry) Scholarship information, Parent Survey Information, School for the Deaf and School for the Blind information.

*These documents can be found under the “documents” tab on the top left corner of the home screen.

Timeline Overview

This section provides an overview regarding the process of developing an IEP. The flow chart is supplemented with brief descriptions. For more detailed information, consult the Special Education Handbook.

IEP Flow Chart



Schedule Meeting

The primary purpose of an IEP team meeting is to design an IEP that meets the unique needs of a student with a disability. The parent must be invited to the meeting in order to meaningfully participate. The parent should be informed of his or her role as a team member.

The parent, LEA personnel, and other IEP team members should come prepared to discuss specific information about the student’s individual needs and the type of services to be provided to address those needs. The meeting format should invite open discussion that allows participants to identify and consider all the relevant needs of the student related to his or her disability.

Develop IEP

The IEP team plans the special education services to enable the student to receive educational benefits in the least restrictive environment (LRE). Services and placement decisions should be based on the individual evaluation data collected, not on the category of disability. All members of the IEP team are expected to work toward consensus regarding the services and educational placement that will be included in the student’s IEP to ensure that he or she receives a free appropriate public education (FAPE). Consensus means that all members are in general agreement regarding what is written. While most computer-based IEP programs will have the Demographics/Present Levels information stored for data-management purposes, reviewing it on a yearly basis will enable the IEP team to verify the demographic information with the parent and help ensure accuracy of the data.

Types of IEPs with specific requirements:

- ❖ Initial – must be developed within 30 calendar days of the date eligibility is established.
- ❖ Interim – may not exceed 30 calendar days (normally utilized when the IEP team is considering, services, and for move-in students).
- ❖ Subsequent – developed annually and must be in place on or before the anniversary date of the current IEP.

In the case of move-in students, an IEP must be in effect within 10 school days. If the parent(s) and LEA are satisfied with the existing IEP, the existing IEP may be implemented as written. Any changes will require a new IEP.

Components of the IEP

- ❖ A statement of the student's present levels of academic achievement and functional performance
- ❖ Consideration of special factors
- ❖ A statement of concerns from the parent(s)
- ❖ A statement of measurable annual goals (benchmarks/objectives are required for students working toward alternate achievement of the standards)
- ❖ A description of progress toward goals
- ❖ A statement of special education, related services, and supplementary aids and services to be provided to the student
- ❖ A statement of how the student will participate in state and district-wide assessments
- ❖ Extended School Year Services
- ❖ An explanation of the extent, if any, to which the student will not participate in general education classes and activities (LRE)
- ❖ Consent for initial placement in special education
- ❖ Transition services for students at the beginning of their ninth grade year, or upon turning 16 years of age, whichever occurs first

Notification of Meeting:

The **Notification of Meeting** 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.



In the “**Documents**” tab choose “OK-meeting invitation” follow the prompts to fill in the required fields

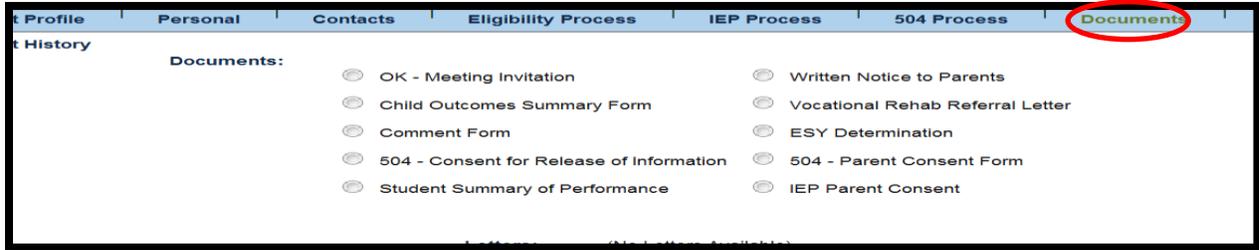
Time, date, and place indicated must be reasonably convenient to the parent(s), student, LEA personnel, and others involved. If the parent is unable to attend the IEP meeting, the LEA must use other methods to ensure parent participation such as individual or conference telephone calls.

Students should be invited to attend, especially when transition services are being considered. Document how the Notification of Meeting was delivered. Notice may be sent electronically with parent permission.

Once you have filled in the necessary components you will then click on “Create Final Document”

The purpose of the “Invitation for Meeting” is to help provide the IEP team, consisting of school administrators, teachers, and parents with the basic framework to write an effective IEP. This document contains the major components of the IEP.

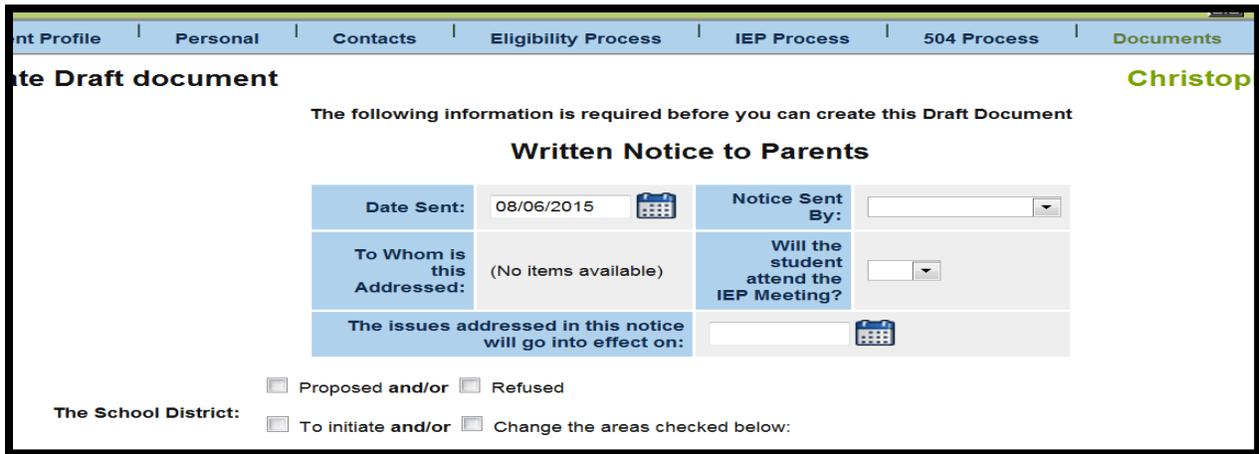
Written Notice



The Written Notice is part of the IEP process in OK Edplan or you can access it on the Student page by clicking on “**Documents**” in the right hand corner.

{Follow the prompts and fill in the required information.}

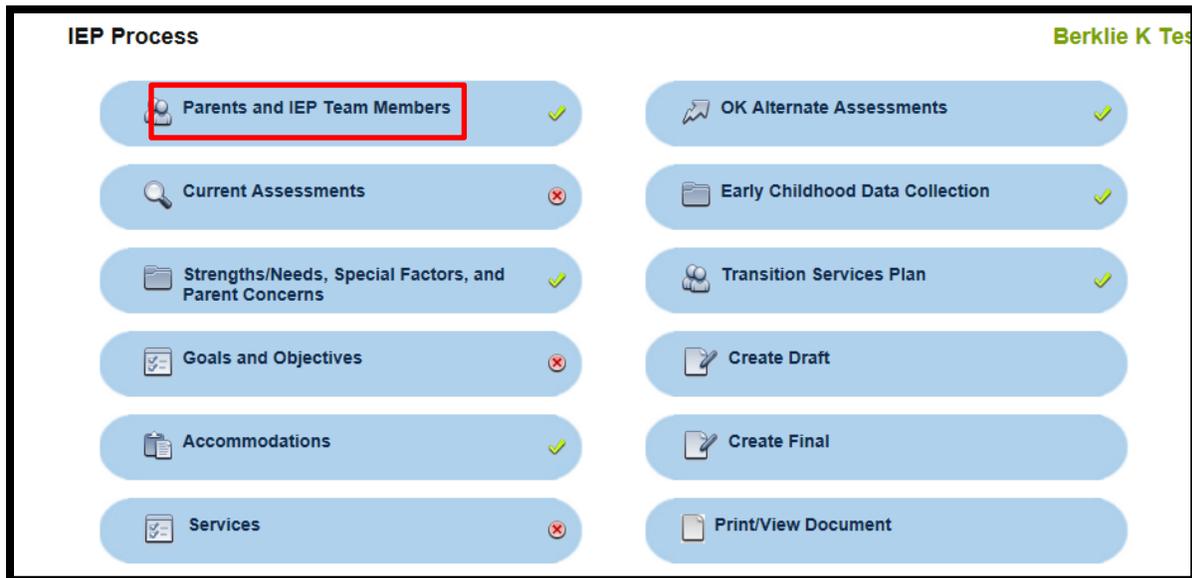
You can choose create “**Draft**” or “**Create Final document**”. The word “draft” will appear on the page until you create the final document.



***A finalized “Written Notice” must be done within 30 days or information will not be saved.**

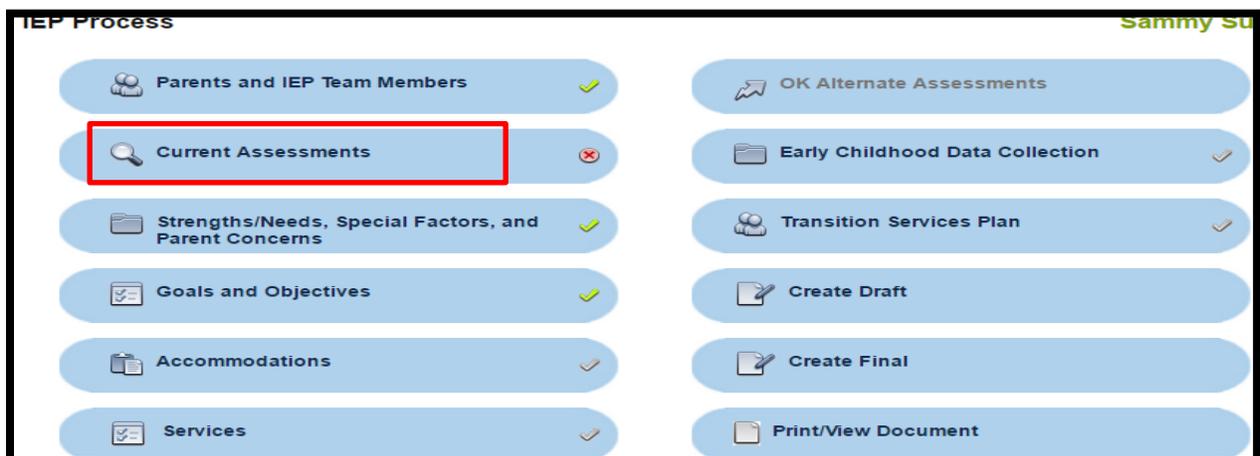
Written notice is intended to provide the parent and/or adult student with enough information so that he or she is able to fully understand the LEA’s proposed action or refused action and to make informed decisions.

Parents and IEP Team Members



Make sure you choose that you want the parent as a team member and if this parent has guardianship of the student. Once in the “Parent and IEP Team Member” table, indicate who you want on the team and who you want to have “View Only”.

Current Assessments



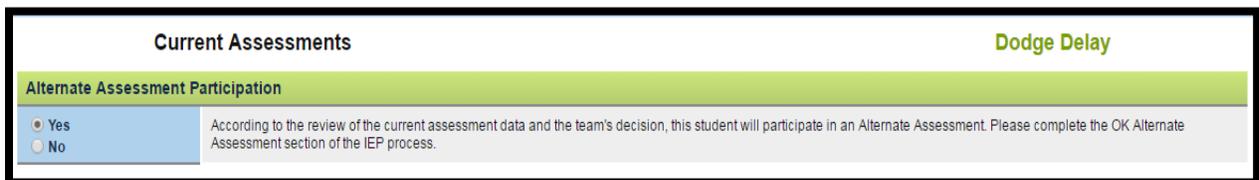
The “**Current Assessments**” tab is a very important part of the IEP process because it lays the foundation for all of the other components. There should be a clear and direct correlation between the most recent evaluation and current assessment data, the educational needs identified, and the goals, services, and accommodations determined to be necessary for student achievement.

The IEP team should consider several aspects of the student’s abilities and disabilities including:

- ❖ How the most recent evaluations relate to current functioning
- ❖ How the student is currently performing in his or her classes, including performance baseline data in areas of need
- ❖ How the student performed on recent statewide and district-wide assessments
- ❖ The student’s skill level in nonacademic areas such as communication, fine and gross motor, behavior and socialization, including performance baseline data

Under the “**Current Assessment**” tab you will be able to add your assessments by using the drop down boxes.

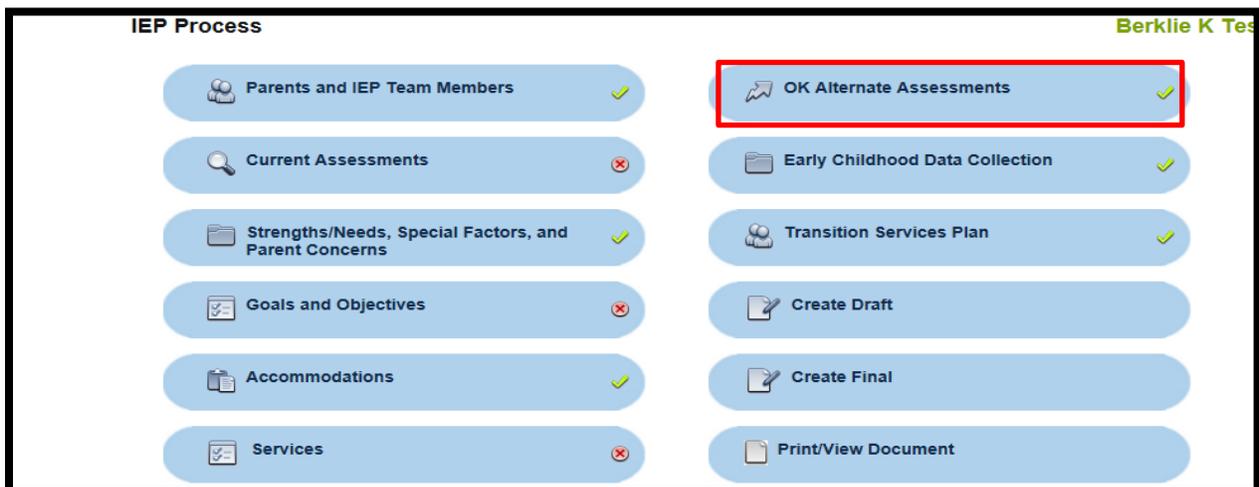
This is where the details of the Assessment will be added. MAKE sure to scroll down and select “**SAVE or SAVE Continue**”.



The OAAP Portfolio assessment is intended for a very small population of students with the **most significant cognitive disabilities**. Due to the severity of the cognitive disabilities of this population of students, alternate achievement of the content standards is required in daily instruction as well as statewide assessment and the performance expectations aligned with the statewide general assessment are not appropriate even with accommodations. Assessment decisions are made on an annual basis by the IEP team and students must meet certain criteria to be eligible for an alternate assessment.

***Students who do not meet the eligibility criteria displayed below SHOULD NOT take the alternate assessment.**

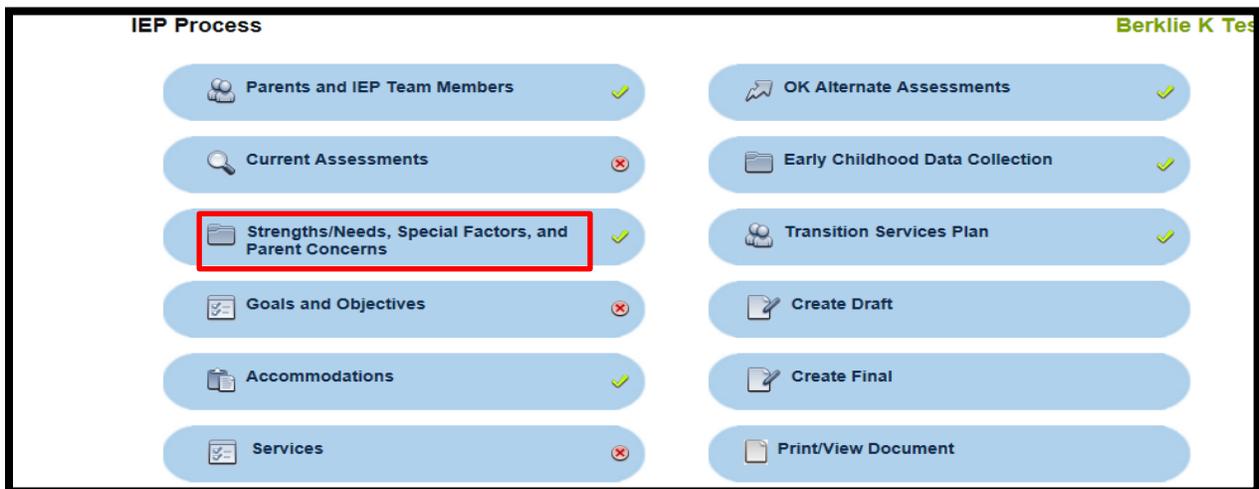
When the answer is “yes” then the Ok Alternate Assessments tab will become available.



Once in the tab you will be promoted to answer the “alternate assessments” The OAAP Portfolio assessment is intended for a very small population of students with the most significant cognitive disabilities. Due to the severity of the cognitive disabilities of this population of students, alternate achievement of the content standards is required in daily instruction as well as statewide assessment and the performance expectations aligned with the statewide general assessment are not appropriate even with accommodations. Assessment decisions are made on an annual basis by the IEP team and students must meet certain criteria to be eligible for an alternate assessment. Students who do not meet the eligibility criteria displayed below SHOULD NOT take the alternate assessment.

*If the answer to **ANY** of the questions below is "NO", the student must participate in the regular assessment with or without accommodations. If **ALL** of the answers to the questions above are "YES", the student is eligible to participate in an alternate assessment.

Strengths/Needs, Special Factors, and Parent Concerns

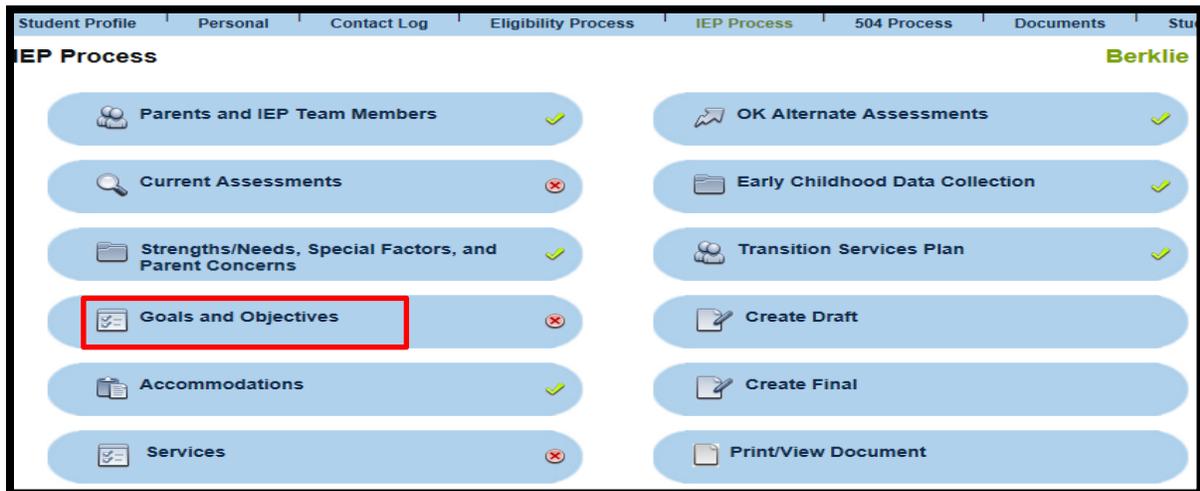


Overall Objective Statement(s): This is a very important part of the IEP process because it lays the foundation for all of the other components. There should be a clear and direct correlation between the most recent evaluation and current assessment data, the educational needs identified, the goals, services, and accommodations determined to be necessary for student achievement. In developing the “PLAAFP” Present Level of Academic and Functional Performance statement, the IEP team should consider several aspects of the student’s abilities and disabilities including:

- How the most recent evaluations relate to current functioning;
- How the student is currently performing in his or her classes, including performance baseline data in areas of need;
- How the student performed on recent statewide and district-wide assessments;
- The student’s skill level in nonacademic areas such as communication, fine and gross motor, behavior and socialization, including performance baseline data;
- Documentation of transition assessment results.

- A. **Strengths:** The statements of strengths for initial placement would be identified through the student's multidisciplinary evaluation. For subsequent IEPs, sources of this information include the ongoing IEP data, any additional reevaluation data, and existing data. Indicate strengths of the student and describe the anticipated effects on the student's participation in the general curriculum. Include areas that will aid the student in progressing in the general curriculum (or for preschool-aged students, age-appropriate activities).
- B. **Educational Need:** Indicate areas of educational need as a result of the student's disability which may require special education, related services, supplementary aids, and supports for school personnel, or program modifications. Services required to meet a student's educational need (e.g., transportation, transition, adapted physical education, core academic subjects, and related services) must be addressed through the IEP. Some of these areas may need, but are not required, to be considered in determining measurable annual goals and short-term objectives or benchmarks.
- C. **Parents Concerns:** Document any parent suggestions for enhancing the education of the student. The team should consider these concerns when addressing relevant components of the IEP. This area should not be left blank. If parents have additional concerns or disagreements they may document these concerns on the Comment Form and attach to the IEP. In OK EdPlan you can print a draft without putting the parent concerns. Then after the meeting go back and add the parents' concerns before finalizing.
- D. **Consideration of Special Factors for IEP development.** Consider the following factors when answering the questions:
- ❖ **Behavior:** Consider how the student's behavior affects his or her learning or disrupts the learning environment of others. Develop and implement positive behavior interventions and supports that will address the behavior and identify how progress will be monitored.
 - ❖ **Limited English Proficiency (LEP):** Consider what supports and strategies the student will need to address limited English proficiency. LEP supports can be addressed within the general education system or by direct instruction within the special education program.
 - ❖ **Blind/Visually Impaired:** Provide instruction in Braille and in the use of Braille unless the IEP team determines that instruction in, or the use of, Braille is not appropriate for the student. In addition to Braille, students with visual impairments may also benefit from instructional materials in Large Print, Digital, and/or Audio formats.
 - ❖ **Communication Needs:** Consider the language and communication needs of the student. Include opportunities for direct communication with peers and professional personnel and how instruction can be designed to meet the student's needs.
 - ❖ **Assistive Technology Devices and Services (AT):** Consider whether the student needs assistive technology devices (pencil grips, computers, text to speech, speech to text, magnifier, communication device, etc.) or services (AT evaluation, trials of devices, training on an AT device, etc.) to access the curriculum and/or participate to receive a free and appropriate public education. Also, it is an IEP team decision whether or not the AT is allowed home with the student, and results of this decision may also be included here. For additional guidance see the Technical Assistance Document: Assistive Technology for Children and Youth with Disabilities IDEA Part B

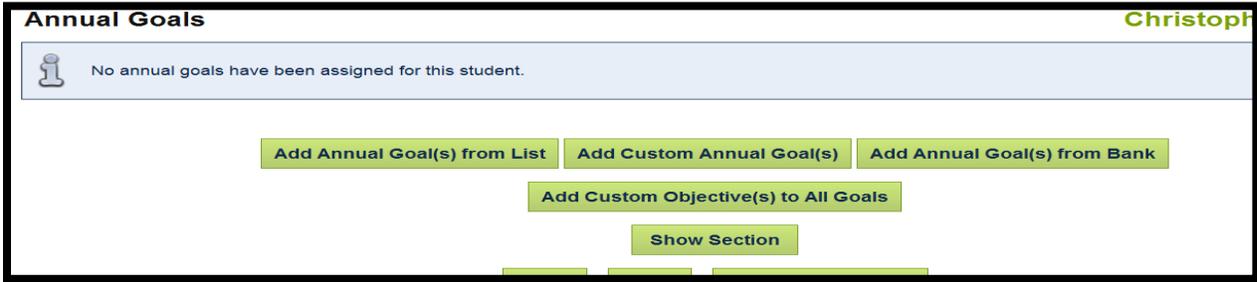
Goals and Objectives



Measurable annual goals provide the basis for instruction, describing what a child needs related to his or her disability. There must be a direct relationship between the needs identified in the present levels of academic achievement and functional performance (PLAAFP) and the annual goals. Goals must be meaningful and measurable in order to be used for decision making.

- ❖ An annual goal is meaningful when the expectation is reasonable, the skill or knowledge the goal represents is necessary for success in school, and the family believes the accomplishment of the goal is important.
- ❖ A goal is measurable when it reflects a skill or behavior that can be observed and recorded in some manner. A goal should describe what a student can be reasonably expected to accomplish within a year.
- ❖ Each goal should align with the Oklahoma Academic Standards for the grade in which the student is enrolled.

The IEP, through its goals, sets the general direction to be taken for implementing the IEP and determining progress. An IEP is not required to include annual goals that relate to areas of the general education curriculum in which the student's disability does **not** affect the student's ability to be involved in and progress in the general curriculum. If a student with a disability needs only accommodations in order to progress in an area of the general curriculum, the IEP does not need to include a goal for that area; however, the IEP would need to specify those accommodations on the Services page. Goals must relate directly to the areas of need identified in the present level of performance. They should be prioritized in order of greatest need and be stated in objective, measurable terms.



*List: Goals and objectives available from the state including Oklahoma Academic Standards (OAS). OAS-EAI represents Goals for **Oklahoma Alternate Assessment Program (OAAP)** students. The acronym stands for Oklahoma Academic Standards- Extended Academic Indicator.

*Bank: Saved goals and objectives from a teacher or district bank.

*Custom: Option to add text for a goal or objective that is not included in “goals from list”

Choose “add Annual goal (s) from list” and Follow the prompts to add score type, evaluation procedure, and overall goal.

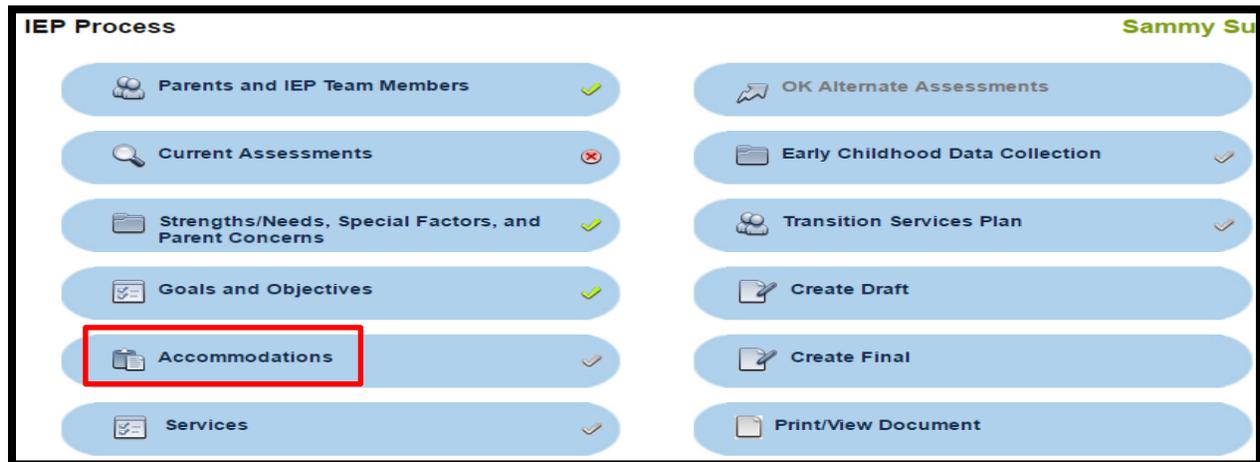
Score type and target score must be chosen for the student. Also, the overall goal you create for the student must be chosen.

Benchmarks or short-term objectives are the steps designed to assist the student in reaching the annual goal. Benchmarks or short-term objectives are required for students working toward alternate achievement standards, but may be used with other students. Each LEA will determine if goals and objectives will be included on the IEP for students participating in the Oklahoma Schools Testing Program (OSTP).

You can also add your custom objectives by choosing the “add custom objective to all goals. To review the objective click “Show Section” to return to work site, click on the back arrow. Then you need to click “Save” or “Save and Continue”



Accommodations



The following five steps provide consideration on deciding the accommodations for your student:

- Set high expectations for students with disabilities to achieve grade-level academic content standards.
- Learn about accommodations for instruction and assessment.
- Select appropriate accommodations for instruction and assessment for individual students.
- Effectively administer accommodations during instruction and assessment.
- Evaluate effectiveness of accommodations use.

GUIDANCE:

The IEP team selects the appropriate assessments the student will participate in. An explanation of why the student cannot participate in the regular assessment is then required and the IEP team must include OSDE: Criteria Checklist for Assessing Students on Alternate Assessments

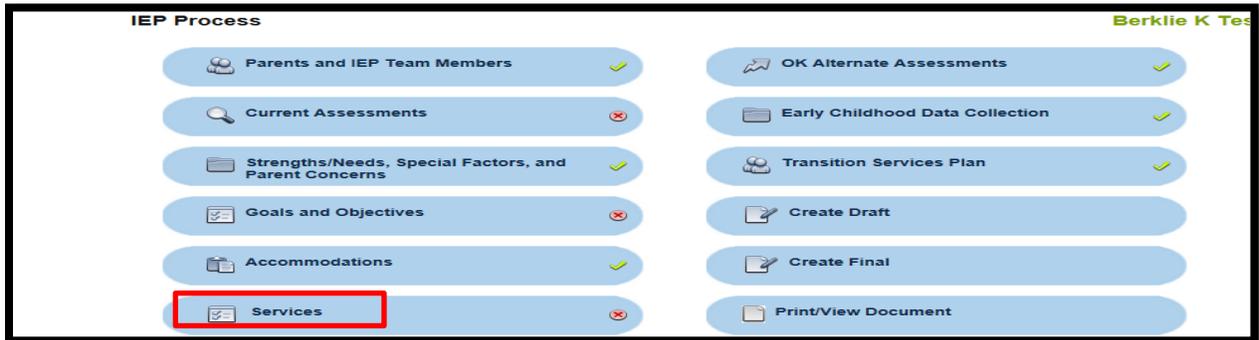
1. Select the assessment type and testing window from the dropdown menu.
2. Accommodations that are necessary to measure the academic achievement and functional performance of the student on State and district-wide assessments must be included. Assessment accommodations must be State approved. These correspond with the setting, timing, schedule, response, and presentation of the assessment. Accommodations may be selected via the dropdown menus in each area.

Both federal and State laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students. Individualized Education Program (IEP) team members must actively engage in a planning process that addresses:

- Assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments; and
- Use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

If it is determined that a student requires assistive technology to participate in assessments then it should be documented here. An accommodation may not be used solely during assessments, and the student must be provided the selected accommodations during instruction periods that necessitate their use. AT used for instructional purposes should be documented in other parts of the IEP as described previously.

Services



Students must be educated in the least restrictive environment (LRE) with same age peers to the maximum extent possible.

Type of Service(s)

Monitoring: The student receives primary instruction from a general education teacher. The special education teacher monitors the performance of the student in the LRE to ensure appropriate access to the curriculum and progress toward annual IEP goals.

Collaboration: The student receives primary instruction from a general education teacher and the special education teacher reinforces the direct instruction of the general education curriculum. This may occur inside or outside of the general education classroom.

Co-teaching: The student receives primary instruction from both a general education teacher and a special education teacher within the general education classroom. Teachers have an equal partnership in the responsibility.

Direct Instruction: The student receives primary instruction from a highly qualified special education teacher outside of the general education classroom.



Amount: Indicate the amount of special education services the student will receive for each type of service that will be provided in minutes. For example, if a student is receiving direct instruction in the special education classroom for math calculation every day for one 55 minutes, the team documents services as “55” minutes daily.”

Starting Date/Ending Date: Indicate the date in which each service will begin and end.

Person Responsible: Indicate the person responsible for providing the special education service.

Location of Services: Indicate the location(s) in which services will be provided to the student.

Provider Title: Indicate who will be providing the instruction for this student.

Location: Indicate where the instruction will take place; use the drop down boxes to make the selection.

Related services

State Testing Number (STN): 1230044

Draft

Special Education Services							
Specialty Designed Instruction	Service Type	Number Sessions/ Session Length	Start Date/End Date	LRE Percent	Provider Title	Location	ESY
Basic Reading Skills	Direct instruction	5 per week 60 minute(s)	08/13/2015 08/13/2016	10.67	Spec. Ed teacher	Special Ed Setting	<input type="checkbox"/>
Life Skills	Direct instruction	5 per week 30 minute(s)	08/13/2015 08/13/2016	8.33	Spec. Ed teacher	Special Ed Setting	<input type="checkbox"/>

Related Services							
Service Provided	Service Type	Number Sessions/ Session Length	Start Date/End Date	LRE Percent	Provider Title	Location	ESY
Speech-Language Pathology Services	Direct instruction	2 per week 20 minute(s)	08/13/2015 08/13/2016	2.22	Special Education	Service Provider Location	<input type="checkbox"/>
Occupational Therapy Services	Direct instruction	1 per week 30 minute(s)	08/13/2015 08/13/2016	1.67	Special Educator Test	Service Provider Location	<input type="checkbox"/>

Related Service(s)

- | | |
|---|--|
| <ul style="list-style-type: none"> Audiology Counseling services Early identification and assessment of disabilities in children Interpreting services Medical services Occupational therapy Orientation and mobility services Parent counseling and training | <ul style="list-style-type: none"> Physical therapy Psychological services Recreation Rehabilitation counseling services School health services and school nurse services Social work services Speech-language pathology services Transportation |
|---|--|

LRE and General Education

The screenshot shows a form with three distinct sections, each with a blue header and a white text input area. The first section header is "Provide an explanation below of the extent, if any, to which the child will not participate with nondisabled students in the general education curriculum or age appropriate activities:". The second section header is "Describe continuum of placements considered and reasons determined not appropriate:". The third section header is "Explain considerations of potential harmful effects on the child or the quality of services needed:". Each text box contains a small "abc" icon in the bottom right corner.

A. Explain the extent, if any, to which the student will not participate with nondisabled students in the general education curriculum

- (e.g., extracurricular, and nonacademic) or in age-appropriate activities. Please indicate what classes or activities the student will not participate in while receiving special education and related services. This section is intended to document when the student will not interact with students without disabilities.

*LRE automatically calculates in the OK EdPlan system. The number of hours is calculated over the total number of hours in the school week. The default is set at 60 hours per week. (Move to Admin Set-up) A district administrator has the rights to change the length of school week to calculate LRE

B. Continuum of Placement Considered

- Provide a description of the options the team considered and why certain options did not meet the needs of the student. Teams must consider access to the general education curriculum when making placement decisions.

C. Potential Harmful Effects:

- Consider the consequences of removing the student from the general education environment. When discussing separate class/facilities, describe in detail how the nature/severity of the disability has led to this decision as best placement for the student.

D. Supplementary aids and services, program modifications:

- Supplementary aids, services, accommodations, and program modifications must be described in the student's IEP if these services are necessary to assist the student to advance toward attaining annual goals, to be involved and progress in the general curriculum, and to participate in extracurricular and other nonacademic activities or education-related settings with nondisabled students.

Accommodations may include, but are not limited to: changes in setting, timing, schedule, methods of response, and presentation of material/curriculum. These changes enhance access to the general education curriculum and do not decrease learning expectations.

Supplementary aids may include, but are not limited to: materials and tools to enhance the core curriculum.

Program modifications may include, but are not limited to, modifications in the administration of assignments and/or tests (e.g., provide word banks for tests, reduce the reading level of tests, or take tests orally). Program modifications must be specific to the area of need for the student. Supports for personnel may include, but are not limited to: specific training to ensure effective provision of appropriate services in the least restrictive environment, consultation between special education and general education personnel, adequate planning and preparation time, teacher assistants, and paraprofessionals.

When assistive technology is being considered it may be included on the IEP as Supplementary Aids and Services. Particular types of AT (assistive technology) devices and/or a list of the AT's features may be included.

The image shows a screenshot of a digital form with two questions. The first question is "Is this student's instructional week the same length as nondisabled peers?" with radio buttons for "Yes" (selected) and "No". The second question is "Is this placement in the school where the student would normally attend if nondisabled?" with radio buttons for "Yes" (selected) and "No".

Indicate the instructional periods per day **or** the percent of instructional day that the student is participating in the general education classroom. The team may determine to document time to best fit their school schedule. For students on a shortened school day, their participation in the general education classroom would be determined by documenting their amount of time in a general education classroom compared to the total instructional time offered to that student. Indicate if the student's instructional day is the same length as nondisabled peers.

* If the length of instructional day is not the same as that of nondisabled peers, document the team's reason(s) that a shortened instructional day is viewed as necessary for the student. Transportation, scheduling, or administrative conveniences are not acceptable reasons for students to have shortened instructional days.

*Students on a shortened instructional day should be reviewed periodically but at least annually.

ESY: Extended School Year

Use the dropdown box to make the selection for ESY for the student. ESY services must be considered and addressed on an individual basis. The team may reconvene at a later date to determine the need for ESY services.

Early Childhood Data Collection

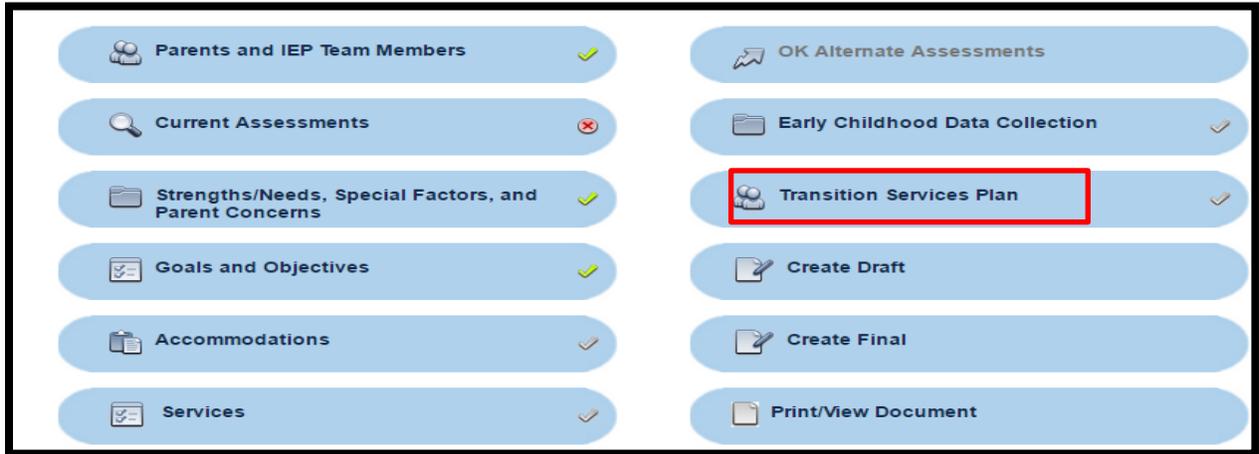
LEAs are required to report outcomes data for children served through the IDEA Early Childhood Program (619).

The 3 student outcome areas required to be reported include:

- Positive social-emotional skills (including social relationships);
- Acquisition and use of knowledge and skills (including communication skills);
- Use of appropriate action to meet their needs.

IEP - Transition Services Plan

Transition Services must be in effect no later than the beginning of the student’s ninth grade year or upon turning 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter. The student must be invited to the IEP meeting.



Select the **“Transition Services Plan”** tab, if the area is greyed out that means the student is to have a transitions service plan because the student is not 16 years of age or has not entered their 9th grade school year.

Present Levels of Academic Achievement and Functional Educational Performance

In OK EdPlan, you will need to have a transition assessment in the “Current Assessment” tab.



An assessment of the skills and interests related to education, employment, training, and independent living skills (as appropriate) must be conducted. Assessment tools that clearly describe a student’s strengths and needs and document a student’s interests and preferences about their skills should be utilized. Also, there are six characteristics that should be considered when conducting a transition assessment: the assessment should be student centered, continuous, and occurring in many places, involving a variety of people, have understandable data, and be sensitive to cultural diversity.

List of Preferences, Strengths, and Interests from Transition Assessments and IEP Team

The student’s preferences, strengths, and interest as related to secondary transition should address information from the transition assessment.

List of Preferences, Strengths, and Interests from Transition Assessments and IEP Team (including the student).	
(Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)	
Preferences, Strengths, and Interests:	<input type="text"/>

Desired Post-Secondary/Outcome Completion Goals for High-School

Desired Post-Secondary/Outcome Completion Goals for High-School	
(Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills and community participation.) Independent Living is optional for all students except those participating in the Oklahoma Alternate Assessment.	
Education/Training: Upon graduation from high school, I will	Christopher will pursue his career in welding either at a Junior college or as a welding intern
Employment: Upon graduation from high school, I will	Christopher will work apart-time at a welding shop.
Independent Living (if appropriate): Upon graduation from high school, I will (Independent Living is optional for all students except those participating in the Oklahoma Alternate Assessment Program)	Christopher will live on his own in an apartment.
Community Participation (if appropriate): Upon graduation from high school, I will	Christopher will vote in elections regularly.

The postsecondary goals must address both training/education and employment. For some students, it may also be appropriate to include a goal related to independent living skills as well as community participation. Postsecondary goals are not annual goals. As the name indicates, they are the student’s vision for life after high school. The post-secondary goal will drive the annual transition IEP goals and activities for the post-secondary areas. Post-secondary goals should answer the following questions:

- Where does the student want to learn and/or train after high school?
- Where does the student want to live after high school?
- Where does the student want to work after high school?
- How does the student plan to be involved in the community?

Measurable Annual Transition IEP Goals

You will also need to address annual transition goal(s) in the “Goal and Objective” tab. These are the goal(s) you will be working on during the life of the IEP.

*You may find it helpful to complete the transition service plan (including the postsecondary goals) and develop the annual transition goals last.

Desired Annual Goals for High-School	
<small>(Appropriate measurable annual goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills and community participation.) Independent Living is optional for all students except those participating in the Oklahoma Alternate Assessment.</small>	
Education/Training: During this IEP, I will:	<input type="text"/>
Employment: During this IEP, I will:	<input type="text"/>
Independent Living (if appropriate): During this IEP, I will: <small>(Independent Living is optional for all students except those participating in the Oklahoma Alternate Assessment Program)</small>	<input type="text"/>
Community Participation (if appropriate): During this IEP, I will:	<input type="text"/>

- Measurable Annual Transition IEP Goals** - (based on age appropriate transition assessment) including transition activities and services appropriate to attain the Post-Secondary Outcome/Completion Goals. This section should include annual measurable transition IEP goals that directly relate to the how, when, where, and what is needed to complete each postsecondary outcome/completion goal. This section is divided into Education/Training, Development of Employment, Community Participation, Adult Living Skills and Post School Options, and Daily Living Skills (as appropriate). There must be at least one annual transition IEP goal for Education/Training and Employment. Measurable transition goals for Independent Living should be addressed as appropriate (under Adult Living Skills or Daily Living Skills).

Curriculum Participation	
<small>Students entering the 9th grade are automatically enrolled in the College Preparatory/Work Ready Curriculum. To participate in the Core Curriculum the parent or legal guardian must complete an opt-out form provided by the school. The curriculum option marked below must match the student's educational records in their cumulative folder.</small>	
Select Curriculum:	<input type="radio"/> ACE College Preparatory/Work Ready <input checked="" type="radio"/> Core Curriculum

- Curriculum Participation** – This must match the parent request in the student’s cumulative file.

Transition Activities and Services

- Transition activities and services address how the student will attain each measurable goal.

*Note: Based on age appropriate transition assessments, include measurable Transition IEP Goals appropriate for the student's post-secondary preferences, strengths, and needs via the "Goals and Objectives" page. There must be a Transition Goal to help the child reach each of the desired Post-Secondary/Outcome Completion Goals. For students assessed by alternate achievement standards, include short-term objectives/benchmarks.

No Transition Services have been assigned to this student.

Add Transition Services

Show Section

Back Save Save and Continue

- List the type of "Transition Services" and then specify who will assist the student with the transition service that is described.

Projected Date of Graduation/Program Completion and Type

Projected Date of Graduation/Program Completion and Type

Date: 05/24/2018

Type:

- Standard Diploma
- General Educational Development (GED)
- Other

- Identify the date of graduation and program type. To earn a high school diploma, a student must earn all required credits for graduation.

Vocational Education/Rehabilitation

Vocational Education/Rehabilitation

Yes
 No

In planning the course of study, has information been provided regarding opportunities for vocational education (e.g. high school vocational education courses, school-based training, work study programs, technology education, area career technology center programs?)

If yes, document date when information was provided to young adult and parent(s).

Person responsible for referral: Teacher Test Date: [Calendar Icon]

Yes
 No

By age 16, the young adult has been referred to the vocational rehabilitation counselor in the young adult's school district and the parent(s) and young adult were provided a copy.

Person responsible for referral: Teacher Test Date: 10/05/2015 [Calendar Icon]

Name of the Vocational Rehabilitation Counselor (if known): Mr. Clark

- Referral of the student to the vocational rehabilitation (VR) counselor for determination of possible eligibility for vocational rehabilitation services must be indicated. The referral must be made no later than the age of 16, can be completed with the initial transition service plan. Indicate the month, day, and year of the referral, and the person responsible for making the

referral. Also indicate the name of the VR counselor to whom this student has been referred. Indicate if a copy of the referral form was provided to the student and parent(s).

- Consent is needed prior to sending the DRS referral form for students 17 years old or younger. Parents will need to sign a consent form allowing the DRS consular to receive information about their child students who are 18 years old or older may sign the consent form.

Transfer of Rights/Age of Majority

Transfer of Rights/Age of Majority	
By age 17, have young adult and parent(s) been informed of any transfer of rights at age of majority?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Comments:	<div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div>

- **Transfer of Rights/Age of Majority** – By the age of 17, document that the student and the parent(s) have been informed of rights that will transfer to the student upon reaching the age of majority.

*Additional documents that may be needed for the transition service plan include:

- Consent of Release of Information
- Vocational Rehabilitation Referral Letter
- Student Summary of Performance (for seniors only).

Create Draft IEP Document

- ❖ Choose the dates of the IEP and fill in the fields
- ❖ Follow the prompts to fill in the desired fields.

Check only one: **Initial**, **Interim**, or **Subsequent** IEP. An initial IEP is developed upon first determination of eligibility. The Interim IEP must include specific conditions and timelines which shall **not** exceed 30 calendar days. Subsequent IEPs are developed annually (on or before the anniversary date).

*When you want to add team members you will go to the IEP process and click on the parents and IEP team members.

After all fields are completed, then click on the “Display IEP Errors” *Note: A finalized IEP will not generate if there are errors.*

LooLoo Lolly

Create Final IEP Document

Error

Services

- Error 7.07: You have entered the begin date of 10/20/2015 for the service Basic Reading Skills. This is before the begin date of the IEP which is 07/08/2016. Please enter a begin date that falls within the date range of the IEP.

Create Draft

- Error 12.11: You have not indicated that all the items addressed by the Informed Parental Consent have been addressed. Please return to the create final page and respond to all four items.

Create Final

- Error 12.11: You have not indicated that all the items addressed by the Informed Parental Consent have been addressed. Please return to the create final page and respond to all four items.

OK Edplan will give you a page with all the errors found in the IEP.

This is where the team is able to go back through the IEP and correct the errors. Error messages will continue to be posted until all errors are corrected.

Scroll to bottom of page, there will be a box that will display all documents you have saved. All blue text serves as a hyperlink where the document can be opened for reference.

Doc ID	Date Generated	Document		Received
677	08/07/2015	OK IEP	PDF	<input type="checkbox"/>
663	08/06/2015	OK - Meeting Invitation	PDF	(Draft)
662	08/06/2015	Written Notice to Parents	PDF	(Draft)
555	07/30/2015	OK Eligibility - MEEGS	PDF	(Draft)
508	07/30/2015	OK Eligibility - MEEGS	PDF	<input type="checkbox"/>
431	07/29/2015	OK Eligibility - RED	PDF	(Draft)

(6 Documents)

Save & Continue

Make the selection of which document you would like to print. Then click "Save and Continue".

Signature Page on the IEP

Team Participant Signatures: Signatures indicate participation in the development of the IEP and attendance at the meeting. If parent(s) were unable to attend the meeting, document the methods used to ensure parent participation (below the signature lines). See Handbook for additional team member requirements.

Agreement: Each participant in the IEP meeting must indicate his or her agreement or disagreement with the content of the IEP. If any participant disagrees with the IEP, they may

submit a written statement on the Comment Form presenting their conclusions. Disagreement does not indicate FAPE will not be provided. The IEP will be implemented as written; however, upon disagreement, the LEA may provide parent(s) with Written Notice to Parents to document the proposal or refusal of services. In this instance, the LEA must wait a reasonable amount of time prior to implementation.

Parent Rights and Notices: Document the parents’ receipt of Parents Rights in Special Education: Notice of Procedural Safeguards. Specify if translation/interpretation is necessary; if so, specify how it is provided. Documentation of the receipt of the Parent Survey form and business reply envelope, information regarding the Lindsey Nicole Henry Scholarship and, if applicable, written information concerning the availability of programs at the Oklahoma School for the Deaf and the Oklahoma School for the Blind is required.

Parent Consent for Initial Placement: The LEA must obtain informed consent from the parent of the student before gathering new data for a reevaluation. Based on the Review of Existing Data, the evaluation group will identify and determine necessary evaluations for the student. The Parent Consent will be completed by the evaluation group and provided to the parent(s) to obtain informed consent for the proposed evaluations.

Explanation of Parents’ Rights, Translation or Interpretation: Document the parents’ receipt of Parents Rights in Special Education: Notice of Procedural Safeguards. Specify if translation/interpretation is necessary; if so, specify how it is provided. Document the receipt of the Parent Survey form and business reply envelope, information regarding the Lindsey Nicole Henry Scholarship and, if applicable, written information concerning the availability of programs at the Oklahoma School for the Deaf and the Oklahoma School for the Blind is documented through the parent(s) initialing.

If other team members attend the meeting they would sign under the “Additional Meeting Attendees”.

ADDITIONAL MEETING ATTENDEES			
Signature	Printed Name	Date	Purpose

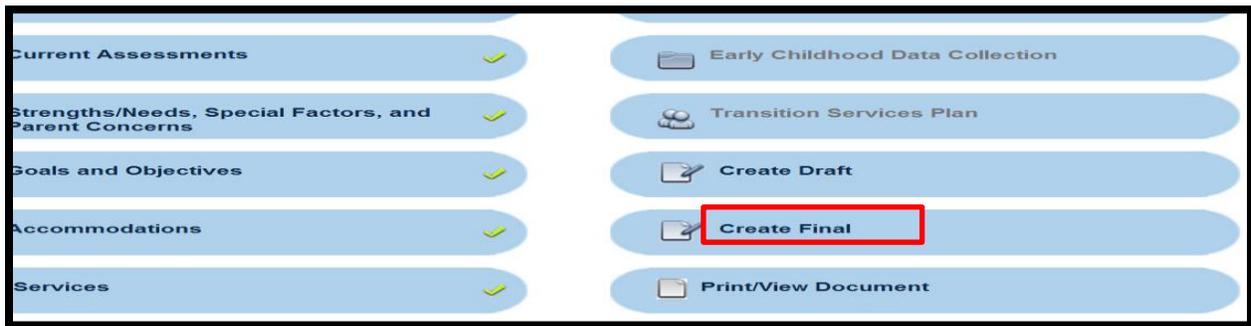
Team member will present a draft copy of the IEP to the team. The team will sign a copy of the signature page. The signature page serves as the Record of Access (this is a change from the previous process). IEP team members sign next to their name. There is a placeholder for all other IEP team participants (translator, extended relative, etc.)

Once the IEP meeting is held, an IEP team representative (with user rights to finalize the IEP) will finalize the IEP. A finalized IEP must occur within 30 days of a draft IEP so information is not lost.

- A district representative enters all information from the meeting into OK EdPlan as a “Final.”

Complete the IEP Process

After all changes have been made, you may go in and make the IEP a final document by selecting “Create Final” Then you may choose the print/view document.

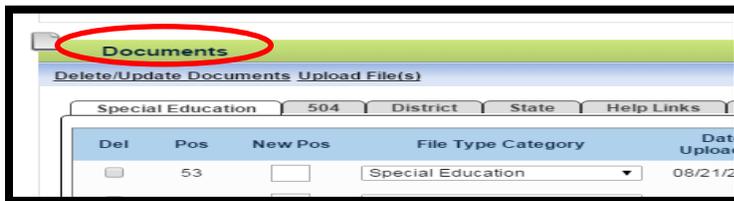


You will have to “Display IEP Errors” one more time then save. You will then to be able to create a finalized IEP.

- Districts may provide parents a hard copy of the Final document, although all information entered as a “Final” would be exactly the same as the handwritten information on the draft (functions similar as “Archive”).

Other Documents

On the main menu on the bottom of the page there is a box labeled “documents” then the “Special Education” tab. You can find *Procedural Safeguards*, Notification Regarding Lindsey Nicole Henry Scholarship Act, and the School for the Blind/Deaf information is located in English and Spanish; as well as other important documents that might be needed to complete a student’s IEP.



- ❖ **Medical Information:** Medical Report may be used to document any relevant medical findings, health problems, medication, and any other medical information relevant to determining eligibility. Most of the information on this form must be completed by a licensed medical doctor, doctor of osteopathy, or advanced registered nurse practitioner.
Handbook: Chapter 3, Section 6

- ❖ **Surrogate Parents Verification of Training:** In the case of a student who is an unaccompanied homeless youth, a surrogate parent must be assigned for the purpose of making educational decisions. Appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate can be appointed that meets all the requirements. The person conducting the surrogate parent training and the surrogate parent complete this form. **Handbook:** Chapter 11, Section 5

Other documents that maybe needed to complete the IEP process are located on the “Document” tab.



- **Consent for Release of Confidential Information:** The parent must provide written permission for the release of confidential information. **Handbook:** Chapter 3, Section 7C
- **Comment Form:** The Comment form should be used to add any additional relevant information concerning the student or concerns about the conclusions reached by the group

Amend IEP as Necessary

In making changes to a student’s IEP after the annual IEP meeting, the parent and the LEA may agree not to convene an IEP meeting for the purposes of making such changes, and instead may develop a written document to amend the student’s current IEP. Upon parental request, a revised copy of the IEP with amendments will be provided. The annual review date remains the same and does not change with an IEP amendment.

When the IEP team convenes to amend or modify components of the IEP without developing a subsequent IEP, please indicate the date on which the team made the amendment. Amendments or modifications are intended to allow changes in the IEP; however, **amending or modifying an IEP does not extend the ending IEP date.**

Related Services during the IEP Process

Testing for Related Services during the IEP Process

If the IEP team needs to conduct an evaluation regarding the provision of related services to meet the needs of a student with a disability and the reevaluation is not due, the team may do so during the IEP process.

- Schedule a meeting with the parent to obtain Parent Consent. Send Notification of Meeting with the “Other Options” selected. Type in the open space “obtaining parent consent for related services testing”. Provide parent(s) with *Parents Rights in Special Education: Notice of Procedural Safeguards*.

Deadline for Response: []

Meeting Reason (please check all that apply):

- Evaluation/eligibility/identification of disability requiring special education services
- Placement/Individualized Education Program (IEP)
- Transition from early intervention services to preschool
- Review of placement/IEP
- Reevaluation to determine disability and a nature, extent of special education and related services needed
- Consideration of Needed Transition Services
- Consideration of Extended School Year (ESY) services
- Other options to be considered (if applicable): []

- Upon receipt of the requested evaluation, schedule the IEP meeting with the parent. Send Notification of Meeting with the box checked with “Review of Placement/IEP.” Check also the “Other Options” and state “consideration of related services.”
- The IEP team will meet with the Related Service Provider that completed the evaluation and the evaluation will be explained. The team will consider the Provider’s recommendation and determine if the related service is required to assist the student with a disability to benefit from special education.
- If a related service is determined to be required the evaluation information should be added under the “Current Assessment” tab and “Objective Statements.”

- Parents and IEP Team Members ✓
- Current Assessments** ✗
- Strengths/Needs, Special Factors, and Parent Concerns ✓
- Goals and Objectives ✓

- The Services Page of the IEP will also need to reflect the provision of the related service. Other pages on the IEP may also need to reflect the provision of a related service:
 - ❖ Strengths/Needs, Special Factors, and Parent Concerns
 - ❖ Services (regarding participation in the general education curriculum)
 - ❖ Goals and Short Term Objective Benchmarks
 - ❖ Signature Page
- Complete Written Notice and check the boxes “Proposed” and “Change” for “Educational Placement/Services” and “Provision of.....FAPE”.

Example: You are proposing to change the current services on the IEP to now include ex. Occupational therapy 3 x weekly for 45 mins.

Dismissing a Related Service during the IEP Process

If a student no longer requires a related service, the IEP team may dismiss the student from the related service through the IEP process.

- Schedule the IEP meeting with the parent and send Notification of Meeting with the “Review of Placement/IEP” box checked. At the meeting, the Related Service Provider should explain why the related service is no longer required.
- If a related service is determined to be no longer required information under “Strengths/Needs, Special Factors” tab should be revised as appropriate. The Services Page of the IEP will also need to reflect the change.

Other pages on the IEP may also need to be revised due to the cessation of a related service:

- ❖ Strengths/Needs, Special Factors, and Parent Concerns
- ❖ Services (regarding participation in the general education curriculum)
- ❖ Goals and Short Term Objective Benchmarks
- ❖ Signature Page
- ❖ Complete Written Notice) and check the boxes “Proposed” and “Change” for “Educational Placement/Services” and “Provision of.....FAPE”.

*You are proposing to cease the related services. Complete the form as appropriate.

Dismiss vs. Exit

In OK EdPlan there is a distinct difference between **dismissing and exiting** a student. Dismiss means the child has met his/her goals and no longer qualifies for special education under the Oklahoma guidelines, or has met his/her goals for the related service.

Dismissing

Students Who Are No Longer Entitled to Special Education Services

You should use the dismissing when:

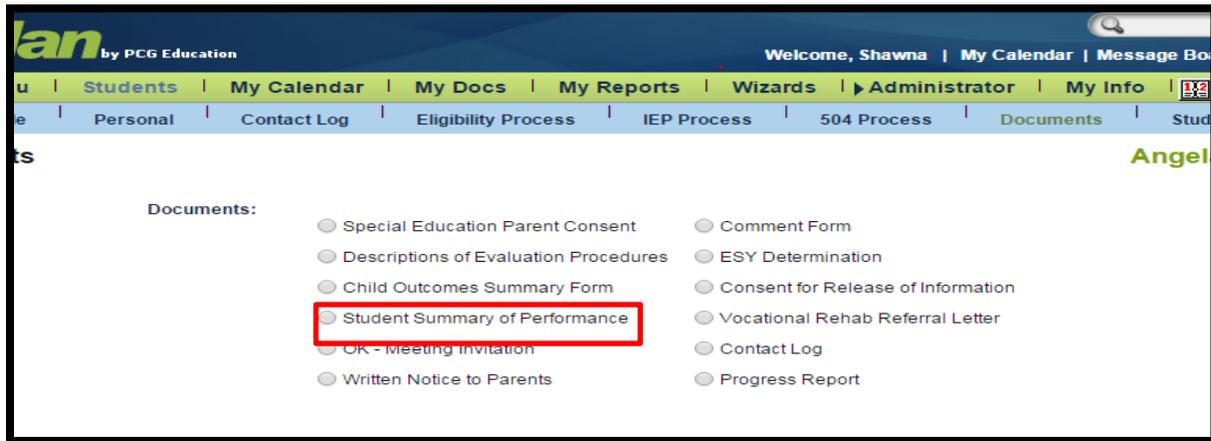
- Removing a secondary disability must be done through an **eligibility event**.
- Dismissing a student for a related service may be done through the IEP process.

The Local Education Agency (LEA) will follow appropriate procedures to discontinue special education services to students who are no longer entitled to those services.

- *Student No Longer Meets Eligibility Criteria:* If it is suspected that a student no longer meets the eligibility criteria for the Individuals with Disabilities Education Act (IDEA), the evaluation group will conduct a reevaluation (with or without new assessments, as determined appropriate) to determine whether the student continues to be eligible for special education services. If the evaluation group determines the student is no longer eligible, the LEA will provide the parent and/or adult student with written notice of this decision prior to discontinuing special education services.
- *Student Completes Requirements for a Regular High School Diploma:* The LEA's obligation to provide special education services ends when the student meets the LEA and State requirements that apply to all students for receipt of a regular high school diploma. Although this is considered a change of placement, a reevaluation is not required. Prior to graduation and the discontinuation of special education services the LEA:
 - Must provide the parent with written notice that the LEA's obligation to provide special education services ends when the student obtains a regular high school diploma; and
 - 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.

- *Student Reaches Maximum Age:* For students who have not yet graduated from high school by meeting requirements for graduation, the LEA’s obligation to provide special education services ends the semester in which the child turns 22 years of age. This is considered a change of placement that does not require a reevaluation. Before a student turns 22 years of age, the LEA:
 - Must provide the parent with written notice that the LEA’s obligation to provide special education services ends at the completion of the semester in which the student turns 22 years of age;
 - 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). **Handbook:** Chapter 6, Section 1

Student Summary of Performance



The Summary of Performance is a tool LEAs provide to students prior to leaving high school. Federal law requires this document for students who are on IEPs and provided special education and related services in K-12 classrooms. LEAs must provide a Summary of Performance (SOP) for all students on an IEP who are going to exceed the age of eligibility or graduate with a standard high school diploma. The purpose of the SOP is to provide each student with a summary of his or her academic achievement and functional performance, as well as recommendations to assist the student in meeting postsecondary goal(s).

The SOP must be provided to a student before leaving school; however, there are no requirements for who must actually complete the document.

When completing the SOP, the team must consider pertinent information that will provide an overall picture of the student, such as academic performance, social skills, life skills and skills for employment. Recommendations stated on the SOP must include those that have and will continue to assist the student in achieving postsecondary goals. For example, if a student performs best in a setting with few distractions, this accommodation could be included as a

recommendation on the SOP for consideration by higher education institutions or employment. Employers might consider this recommendation and assign the student tasks which he or she can complete individually; whereas, an institution of higher education disability service provider might provide an alternate setting (with limited distractions) for completing assignments or exams.

Upon students graduating with a standard diploma or exceeding the age of eligibility, the provisions under the IDEA end, and access to disability related the provisions under the Americans with Disabilities Act (ADA) would determine services.

Students may write a letter to send with their SOP to adult service providers, including college or university disability service offices, state office of vocational rehabilitation, technology centers, employers, and independent living centers.

Whether a SOP will be used is a decision to be made by the individual student and/or parent(s). LEAs may assist the student in making this decision by incorporating when and how to use the SOP as a tool for disclosing disability and accessing services needed to achieve postsecondary goals. Students who have higher education as a postsecondary goal may use the SOP as one means of documenting a disability when approaching the disability service provider at an institute of higher education (IHE).

Exiting

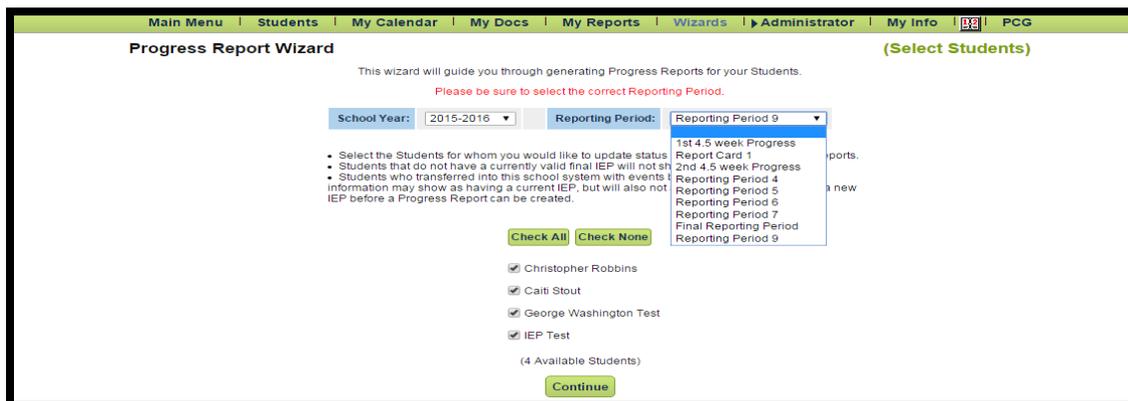
Exiting in OK EdPlan is defined as the student has left your school district for any of the reasons listed below:

The screenshot shows a web form for exiting a student. The 'Date Exited' field contains '05/03/2016'. The 'Reason for Exiting' dropdown menu is open, listing the following options: 'Transfer to Another School System', 'Graduated with Diploma', 'Exceeded Maximum Age', 'Dropped Out of School', 'Unknown', 'Deceased', 'Exit to Private School', 'Home Schooled', and 'Accepted Lindsey Nicole Henry Scholarship'. Below the dropdown are several checkboxes for services: 'Vocational Placement', 'Post Employment', 'Maintenance', 'Reader Services', 'Technological Aid', and 'Other Services'. At the bottom of the form are two buttons: 'Back' and 'Save and Continue'.

Progress Reports in OK EdPlan



Progress Notes in OK Edplan: Go to the “Wizards” tab on the main page and click on the “Progress Report Wizard”. You will be prompted to enter the correct “reporting period”. You will need to choose the grading period you want to report progress on. Only the goals that coincide with that grading period will be shown.



You will then be able to choose one or all your students. The student has to have a finalized IEP in OK EdPlan to use the progress report wizard.

GUIDANCE: The IEP team must include a description of when periodic reports on progress will be provided to the parents and team. When making the report, it is important to provide the parents with the actual data from the progress monitoring instruments and what is written in the IEP. This allows them to make their own determination as to whether the amount of progress will allow the student to achieve the goal within the period of the IEP.

If you have any further questions contact OSDE Special Education services at 405-521-3351

Oklahoma State Department of Education – Special Education Services

2500 N. Lincoln Blvd., Suite 412

Oklahoma City, OK 73105