

S P E C I A L
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 P A R E N T
 H A N D B O O K



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Oklahoma State Department of Education
 for Children with Disabilities, their Families, Schools, and Community



This handbook was developed to support parents of children with disabilities in understanding the federal and state requirements under the Individuals with Disabilities Education Act (IDEA). It provides information that promotes working with school districts to help provide appropriate services for your child, while informing you of your child's rights. The handbook should serve as a tool that encourages partnerships to benefit all concerned in the education process. It was developed by a collaborative committee including: Dianna Allee, special education teacher, Bristow Public Schools; Yvonne Bedford, East Central University; Traci Castles, Family Services Coordinator, SoonerStart; Shelly Duer, special education teacher, Broken Arrow Public Schools; Roseann Duplan, parent; Jerry Durbin, Oklahoma Parents Center; Roann Gibson, parent; Lynette Ramming, special education teacher,



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Additional copies may be obtained from the Oklahoma State Department of Education, (405) 521-4862.

DEAR PARENTS

AS YOUR CHILD'S FIRST TEACHER, YOU HAVE OBSERVED AND WORKED WITH YOUR CHILD SINCE BIRTH AND WILL CONTINUE TO TEACH AND OFFER SUPPORT. YOU ARE THE TRUE EXPERT ON YOUR CHILD. MOST IMPORTANTLY, YOU ARE THE BEST ADVOCATE FOR THE LIFELONG NEEDS OF YOUR CHILD.

YOUR CHILD'S EDUCATION IS MOST LIKELY AN AREA OF GREAT INTEREST TO YOU. AS A CHILD WITH A DISABILITY, HE OR SHE MAY BE ELIGIBLE FOR SPECIAL EDUCATION SERVICES IN SCHOOL. WE HOPE THIS HANDBOOK WILL HELP YOU LEARN:

- MORE ABOUT SPECIAL EDUCATION;
- WHAT SPECIAL EDUCATION SERVICES CAN DO FOR YOUR CHILD; AND
- WHAT PART YOU CAN PLAY IN THE SPECIAL EDUCATION PROCESS.

THIS HANDBOOK PRESENTS THE FEDERAL RULES OUTLINED IN THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS WELL AS STATE RULES SPECIFIED IN THE

POLICIES

AND PROCEDURES

FOR SPECIAL EDUCATION IN

OKLAHOMA. THESE RULES DEFINE

THE PROCEDURES FOR EDUCATING

CHILDREN WITH DISABILITIES. KEEP IN MIND,

THESE LAWS CHANGED ON JULY 1, 2005.

HOWEVER, FINAL REGULATIONS HAVE NOT BEEN

ISSUED. THEREFORE, THIS PARENT HANDBOOK WILL

BE REVISED ACCORDINGLY. THESE RULES SPECIFY THE

PROCESS THAT ALL SCHOOL DISTRICTS MUST

FOLLOW IN IDENTIFYING, EVALUATING AND SERVING CHILDREN WITH DISABILITIES. THIS HANDBOOK EXPLAINS THE

BASICS OF THE SPECIAL EDUCATION PROCESS AND GIVES

YOU INFORMATION ON HOW TO BE AN EFFECTIVE PARTNER

WITH YOUR CHILD'S SCHOOL.

THIS PARENT HANDBOOK WAS DEVELOPED BY THE

OKLAHOMA STATE DEPARTMENT OF EDUCATION,

SPECIAL EDUCATION SERVICES, ALONG WITH

A GROUP OF PARENTS, TEACHERS, AND OTHER

PROFESSIONALS. WE HOPE THIS GUIDE WILL

GIVE YOU THE INFORMATION YOU NEED TO

BUILD AN EFFECTIVE PARTNERSHIP

WITH YOUR CHILD'S EDUCATIONAL TEAM.

SINCERELY,



SANDY GARRETT

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

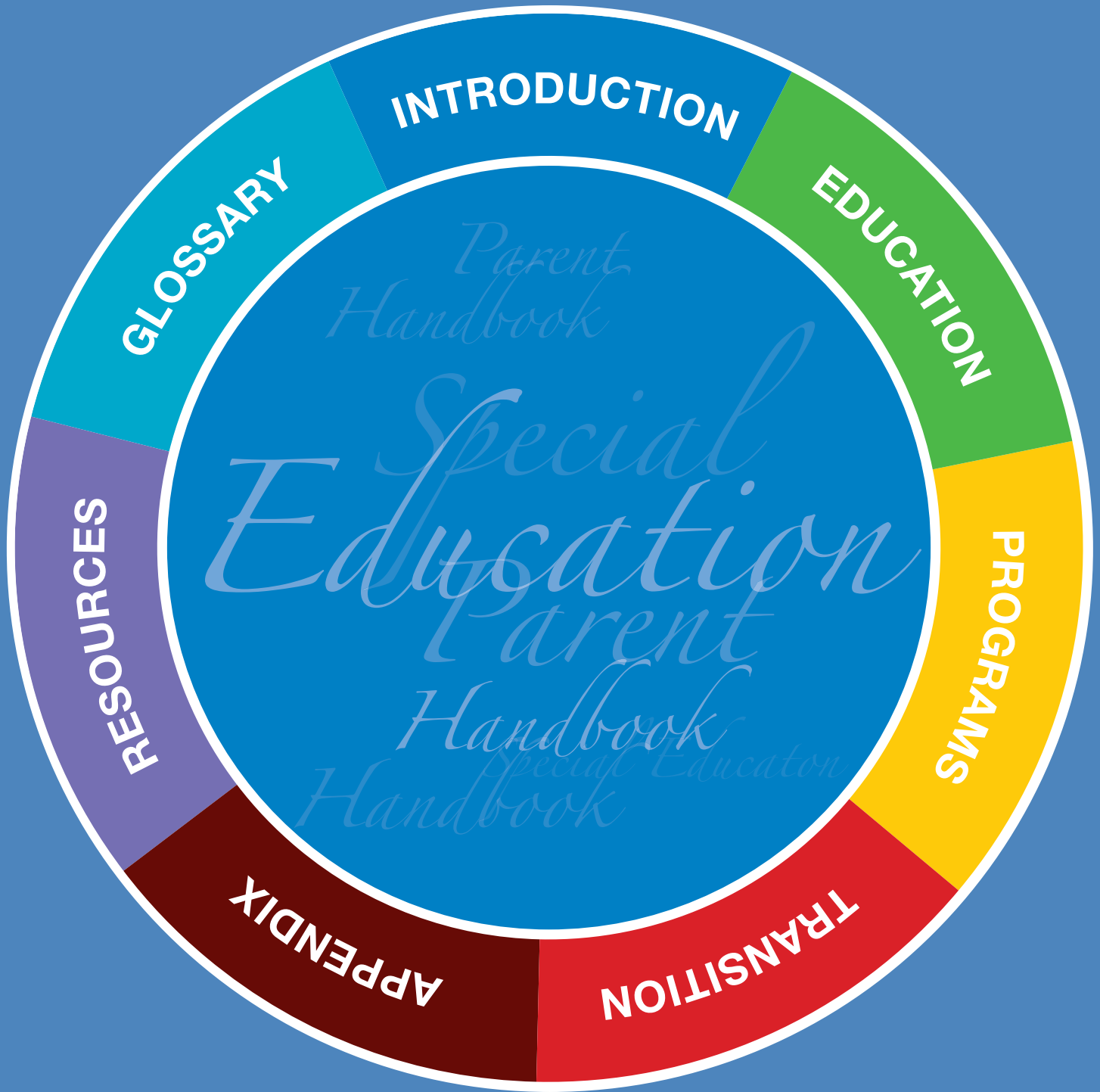


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*what is
at a glance*

*Being a parent
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If you have a child with
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*You want your child
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*If your child is struggling in
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to do an evaluation.*

Evaluation

*Special Education
Evaluation*

WHAT IS SPECIAL EDUCATION?

Being a parent can be the most wonderful—and most difficult—job in the world. If you have a child with special needs, your job is no less wonderful, but it can be much more complicated.

Many children struggle in school. Common areas of difficulty include, but are not limited to, the following:

- trouble learning to read and write;
- a hard time understanding and remembering new information;
- difficulty concentrating or paying attention in class;
- difficulty hearing or speaking clearly; and
- difficulties with behavior.

Children can have a variety of learning difficulties. Your child may have a disability, and it is important to find out why your child is not doing well in school. By law, schools must provide special help to eligible children with disabilities. This help is called special education and related services.

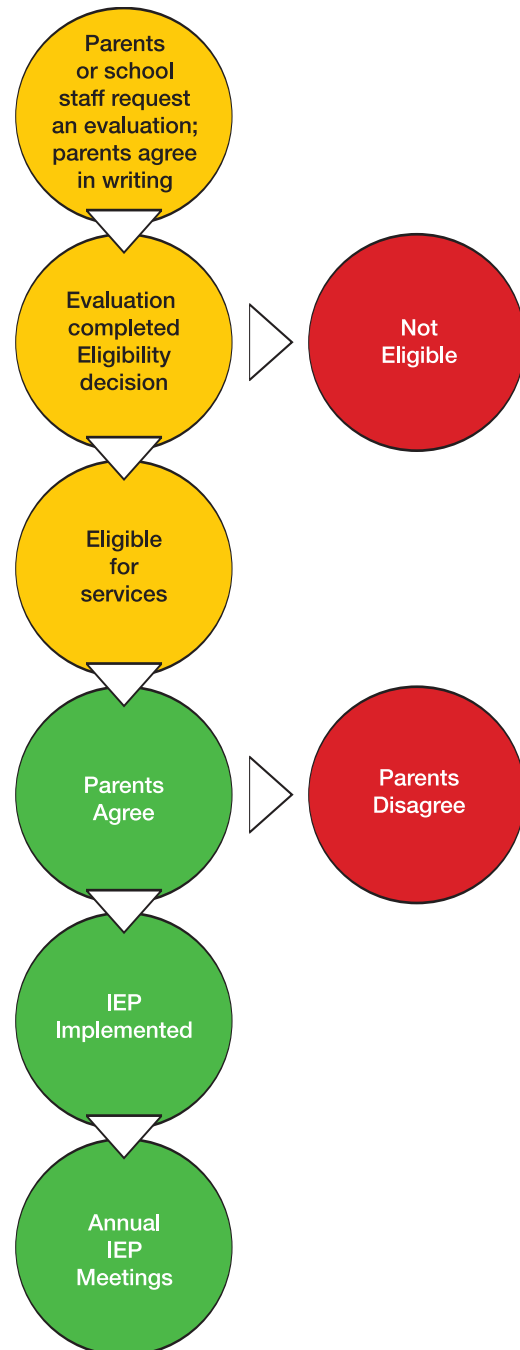
If your child needs this type of help, you are not alone. Each year in Oklahoma, more than 90,000 children aged 3 through 21 receive special education and related services. This represents more than 14 percent of Oklahoma public school students. Each child receives instruction specially designed to meet their unique needs (that result from having a disability) and to help the child learn the information and skills that other children are learning.

Special education is instruction specially designed to meet the unique needs of children who have disabilities. This is provided at no cost to parents. Special education can include instruction in a variety of settings, such as the regular classroom, resource room, self-contained special classroom, at home, in hospitals or institutions, or other places as appropriate.

Related services are supportive services to assist children with disabilities to participate in education. Examples of related services include speech language therapy, occupational therapy, physical therapy, assistive technology services, and special transportation arrangements.

Resource: NATIONAL DISSEMINATION CENTER
FOR CHILDREN WITH DISABILITIES
(NICHY) <www.nichy.org>

SPECIAL EDUCATION AT A GLANCE



EVALUATION

If your child is struggling in school, it is important to find out why. You may ask school officials to evaluate your child, or school officials may ask you for permission to do an evaluation. If school officials think your child may have a disability and may need special education and related services, school officials must evaluate your child before providing these services. A team of individuals (i.e., you, your child when appropriate, school members, related service providers, and others with knowledge about your child) called the Individualized Education Program (IEP) team will meet to discuss the evaluation. This evaluation is at no cost to you and will help you and other IEP team members determine:

- *if your child has a disability; and*
- *if so, what kind of special help your child needs in school.*



Step 1: Using What Is Known

A group of people, including you, will evaluate your child. This group will begin by looking at what is already known about your child. The group will look at your child's school file and recent test scores. You and your child's teacher(s) may provide information to be included in this review.

The evaluation group needs enough information to decide if your child has a disability. The team must also determine what kind of special help your child needs. Is there enough information about your child to answer these questions? If your child is being evaluated for the first time, additional information may need to be gathered.

Step 2: Collecting More Information

The group of people, including you, involved in your child's evaluation will determine what information is still needed, and the team will work together to collect that information.

Before the school can conduct additional testing, school personnel must ask you for written permission. They must tell you what the evaluation of your child will involve. This includes describing the tests they will use with your child and any other methods they will use to collect information about your child. Once you give your informed written permission, the school may begin to evaluate your child and collect the additional information needed.

The school will collect this information in many different ways and from many different people, including you. Tests are an important part of an evaluation, but they are only one piece.

The evaluation should also include:

- the observations and opinions of professionals who have worked with your child;
- academic information about how your child is performing in school;
- your child's medical and developmental history, when it is relevant to his or her performance in school; and
- your ideas about your child's experiences, abilities, needs, behavior inside and outside of school, and his or her feelings about school.

Professionals will observe your child and may give your child tests in order to get a picture of the “whole child.” It is important that school officials evaluate your child in all areas where he or she might have a disability. For example, they will want to know more about:

- how well your child speaks and understands language;
- how your child thinks and behaves;
- how well your child adapts to change;
- what your child has achieved in school;
- what your child’s potential or aptitude (intelligence) is;
- how well your child functions in areas such as movement, thinking, learning, seeing, and hearing; and
- what job-related and other post-school interests and abilities your child has.

Evaluating your child completely will enable you and the school to decide if your child has a disability. The team will review the Multidisciplinary Evaluation Eligibility and Team Summary (MEETS) form that documents all areas evaluated by the qualified examiner. The information will help you and the school plan instruction and related services needed to best meet your child’s needs.

Who is Involved in Your Child’s Evaluation?

The group involved in your child’s evaluation may include the following people:

- at least one of your child’s regular education teachers (if your child is, or may be, participating in the regular education environment);
- at least one special education teacher or service provider;
- a school administrator who knows about policies for special education, children with disabilities, the general curriculum (that is, the curriculum used by children without disabilities), and available resources;
- you, as parent or guardian;
- a qualified examiner who can interpret the evaluation results and talk about what instruction may be necessary for your child;
- individuals (invited by you, your child, or the school) with knowledge or special expertise about your child;

- your child, if appropriate (no later than age 16);
- representatives from other agencies that may be responsible for paying for or providing transition services (if your child is 16 years, or younger if appropriate); and
- other qualified professionals, as appropriate (such as a school psychologist, occupational therapist, speech therapist, physical therapist, medical specialist, or other).



Four Evaluation “Musts”

- In the native language – The evaluation must be conducted in your child’s native language (for example, Spanish) or other means of communication (for example, sign language, if your child is deaf).
- Without discrimination – Tests must be given in a way that does not discriminate against your child because he or she has a disability or has a different racial heritage or cultural background.
- By trained evaluators – The people who test your child must be qualified examiners. They must give each test according to the instructions that are specific to that test.
- With more than one procedure – Evaluation results will be used to decide if your child is a “child with a disability” and to determine what kind of educational program your child needs. These decisions cannot be made based on only one procedure, such as only one test.



Step 3: Deciding if Your Child is Eligible for Special Education

The next step is to decide if your child is eligible for special education and related services. This decision will be based on the results of your child's evaluation and the federal regulations under Individuals with Disabilities Education Act (IDEA) about eligibility for special services.

It is important that your child's evaluation results be explained to you in a way that is easy to understand. In other words, it is not enough to talk about your child's scores on tests. What do the scores mean? Is your child doing as well as other children his or her age? What does your child do well? Where is your child having trouble? What is causing the trouble?

If you do not understand something about your child's evaluation results, speak up and ask questions. This is your child and you know him or her best. Do the results make sense, considering what you know about your child? Share your special insights. Your knowledge of your child is important in making this determination.

Based on your child's evaluation results, the evaluation team will decide if your child is eligible for special education and related services. Under **IDEA**, you have the right to be part of any group that decides your child's eligibility for special education and related services. This decision is based in part on IDEA's definition of a "child with a disability." You should know that:

- IDEA lists 14 disability categories (***listed below***) under which a child may be eligible for services.
- The disability must affect the child's educational performance.
- A child may not be identified as having a disability just because he or she speaks a language other than English and does not speak or understand English well.
- A child may not be identified as having a disability just because he or she has not had enough instruction in math or reading.

As a parent, you have the right to receive a copy of the evaluation report on your child. You also have the right to receive a copy of the paperwork about your child's eligibility for special education and related services. If your child is eligible for special education and related services, then you and school officials will meet and talk about your child's special education needs.

If your child is not eligible for special education and related services, school officials must tell you so in writing. You must also receive information about what to do if you disagree with the evaluation results. You may ask for an independent evaluation to be completed at no cost to you. If this information is not in the materials school officials give you, ask for it. You have the right to disagree with the eligibility decision and be heard. Also ask how the school will help your child if he or she will not be getting special education services.

IDEA's Categories of Disability

- Autism
- Deaf-blindness
- Deafness
- Developmental delay
- Hearing impairment
- Mental retardation
- Multiple disabilities
- Orthopedic impairment
- Other health impairment (i.e., having limited strength, vitality, or alertness that affects a child's educational performance)
- Emotional disturbance
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment, including blindness

Step 4: Developing the Individualized Education Program (IEP)

The final phase in the evaluation process is developing the IEP. Once your child is found to be eligible for special education and related services, the team will meet to write a formal, legal document called an IEP. The IEP sets forth the action plan for how to meet the needs of your child. For further detailed information on IEPs, refer to the next section in the handbook.

In Summary: Four Steps in Evaluation

Your child is having difficulty in school. Someone notices, maybe you, maybe a teacher. You both want your child to do well in school. The first step is to evaluate your child to find out what is causing your child to have problems.

Step 1: Use what is already known

The group of people evaluating your child (which must include you) looks at what information is already available about your child. Does the group need more information? If so, the team must collect it.

Step 2: Collect more information

The school asks for your permission to evaluate your child. You give informed written permission. The school then collects more information about your child.

Step 3: Decide your child's eligibility

Is your child eligible for special education and related services? Based on the evaluation results, the group of school professionals and you, the parents, decide.

Step 4: Develop your child's educational program

If your child is eligible, you and the school will develop an educational program to meet your child's needs.



Note: In some cases, school officials will be able to conduct a child's entire evaluation within the school. In other cases, school officials may not have the staff to do all of the evaluation needed. These schools will have to hire outside people or agencies to do some or all of the evaluation. If your child is evaluated outside of the school, school officials must make the arrangements. School officials will state in writing exactly what type of testing is to be done. All of these evaluation procedures are provided at no cost to parents.

In some cases, once the evaluation has begun, the outside specialist may want to do more testing. If the specialist asks you if it is okay to do more testing, make sure you tell the specialist to contact the school. If the testing is going beyond what school officials originally asked for, the school officials' consent is needed for the extra testing. You also have the right to request an independent evaluation.



After a child is found eligible, a meeting must be held within 30 days to develop an IEP.

A child with special needs must be in regular programs as much as possible with children who do not have a special need.

... the road map for how a school will educate your child.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The next step is to write what is known as an Individualized Educational Program—usually called an IEP. After a child is found eligible, a meeting must be held within 30 days to develop the IEP. An IEP is a written statement of the educational program designed to meet a child’s individual needs. Every child who receives special educational services must have an IEP. It is the road map for how the school will educate your child.

The process of developing your child’s IEP involves two main areas:

1. the IEP meeting(s), where you, your child (beginning at least by age 16), and the school staff members together decide on an educational program for your son or daughter; and
2. the IEP document, which puts the decisions from the meeting in writing.

The whole IEP process is a way for you and school staff to talk about your child’s needs and to create a plan to meet those needs.

You should be notified in writing regarding the purpose of the meeting, the specific time, place, and team members attending. This meeting is to be held at a time and place that is convenient for you and the school staff. The meeting can be held before, during, or after the regular school day, or on weekends. You are entitled to have enough time to gather documents and records and to consult with doctors, therapists, advocates or anyone else before the meeting.

The IEP must be written in a team meeting with parental input. You or the school may have a draft of the IEP prepared before the meeting, but everyone must be willing to change the draft in order to meet your child’s needs.

Your participation will be more effective if you have thought about your concerns, what you have in mind for your child, and know what you want to say. The following suggestions are designed to help you prepare.

- Gather information about your child. Have progress reports, school evaluations, your observations, doctors’ reports, the previous IEP, etc. You may also bring evaluation results from outside sources.
- If your child is already in school, request permission to observe the classroom and take notes of his or her performance and behavior.
- Watch and make notes of your child’s behavior at home, how he or she interacts with family, friends, and peers, likes and dislikes, and what your child can and cannot do.
- Find out your child’s feelings about school, such as subjects and activities he or she likes or dislikes.
- Notify the school if you cannot attend a meeting and make arrangements for a more suitable time. A telephone conference is acceptable, but can become complex because of the amount of data that must be reviewed.
- Keep a written record of everything, such as notes, telephone calls, and conversations. You may use audio or video recorders during the meeting. Some schools require advance notice of your intent to record the meeting.



The initial eligibility/IEP team **must** include the following participants:

- at least one parent or legal guardian (in the case of divorced parents, the custodial parent makes final decisions);
- your child's regular education teacher (if served in a regular education classroom);
- a special education teacher;
- an administrator (who is knowledgeable about availability of resources); and
- qualified examiner(s) who can interpret test results.

The team **may** also include the following participants:

- the child (each child must be invited beginning at age 16);
- related service providers (such as speech, occupational and/or physical therapists, doctors, nurses, counselors, social workers, teaching assistants, paraprofessionals, and other specialists);
- interpreters;
- transition personnel;
- advocates;
- attorneys;
- friends;
- people of your child's choice; and
- anyone who will be helpful or have special knowledge of your child.



In making decisions, the IEP team must consider:

- parental input;
- test results;
- teacher recommendations;
- physical conditions;
- social or cultural background; and
- adaptive behavior.

The IEP must include:

- a statement of what the child can do, the child's present level of educational performance and the relationship of the child's disability to the educational performance. Any testing must be explained to you and written in the IEP in a way that you understand;
- a list and statement describing educational strengths, followed by educational needs;
- a statement of measurable annual goals, and, when appropriate, short-term, measurable objectives or benchmarks to tell what the child is expected to learn. The key to the goals is to be able to measure how much improvement the team expects over the course of the next year. The benchmark or objective should identify exactly what skills your child will learn and at what level of accuracy;
- how the goals are to be evaluated to see if they are being met;
- how and when the child's parents will be informed of the child's progress in meeting the goals and objectives. This is more than a grade or report card. This must be at least as often as regular education children are given reports on their grades;
- special education and related services;
- a statement of the supplementary aids and services the child needs and what modifications and supports are needed for the school staff to help the child;
- the date the services will begin and end;
- transition goals, course of study, other agencies involved, and coordinated activities to assist your child in meeting his or her transition needs;
- a statement that your child will be informed of transfer rights by age 17;

- an explanation of why, if at all, the child will not be with other children of the same age who do not have special needs;
- a statement as to how the child will take state or local achievement tests (with other children, accommodations, alternate tests, etc.);
- the title of the person responsible for performing the service;
- if the child does not attend his or her neighborhood school, an explanation of why it is different (for explanation see page 6 of the IEP);
- information indicating whether Extended School Year (ESY) is needed. This is whether special education and/or related services are needed outside the regular school schedule as part of Free Appropriate Public Education (FAPE). (The Oklahoma State Department of Education has a technical assistance document that explains ESY in detail at www.sde.state.ok.us.) ESY can address any or all specific needs of your child, like socialization, behavior, or academic areas. The amount of time and services must be determined on an individual basis by the IEP team;
- other factors to be considered (i.e., behavioral interventions needed, language needs, use of Braille, communication needs for students who are hard of hearing or deaf, and assistive technology); these will be marked on the first page of the IEP; and
- a behavior intervention plan (BIP) if needed. The BIP should focus on redirecting strategies to prevent behavior from occurring or escalating, replacement behaviors as an alternate to the undesired behavior, and a positive reward system to encourage acceptable behavior. The BIP should be based on data compiled by you and the school, including a functional behavior assessment (FBA). The FBA attempts to identify when, why, and at what level unacceptable behavior occurs. It uses evaluations from the IEP team members and records behavior, consequences of the behavior, and reactions to the corrective action.

Every child who receives special educational services must have an IEP.

It is the road map for how the school will educate your child.



PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE)

A child with special needs must be in regular programs as much as possible with children who do not have a special need.

The school district must have choices available for the child's placement or location where special education services are provided. Disability does not determine where the child will receive services. Possible locations may include:

- Full-time regular classroom with support services;
- Part-time special education classroom;
- Full-time special education classroom;
- Special school;
- Home instruction;
- Instruction in hospitals;
- Instruction in other settings; and
- Instruction in institutions or residential facilities.

Related services are services that are necessary for the child to benefit from special education. Related services may include:

- Transportation to school and school functions;
- Speech/Language therapy;
- Psychological services;
- Counseling;
- Social work services in school;
- Audiology;
- Occupational therapy;
- Physical therapy;
- Recreation;
- Assistive technology;
- School health services;
- Medical services;
- Rehabilitation services;
- Parent counseling and training;
- Early identification and assessment of special needs;
- Orientation and mobility; and
- Other services needed to benefit from special education.



SDOE Form 7, Page 1 of 6

NAME OF CHILD: _____ STUDENT ID: _____
LAST FIRST MIDDLE

BIRTHDATE: _____ GRADE: _____ DATE OF IEP: _____
MM/DD/YYYY OR

DISTRICT/AGENCY: _____ DISTRICT IEP
 INDIVIDUAL IEP
 STATE IEP (IDEA)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
 Present Levels of Educational Performance: List specific strengths, concerns, educational needs, and concerns that affect the child's educational performance. Include the child's affect, motivation, and progress in reaching educational goals.
 (Additional comments regarding individualized needs.)

Strengths of the child and the nature of child's educational needs. (On the child's strengths, other persons involved in the child's education may also provide input.)
 Educational needs, concerns for the child's strengths, other persons involved in the child's education, child's strengths, concerns, and supports, services, and accommodations.

Consent of special factors: Check each box for the IEP team's consideration of the child's individualized needs.
 Yes No
 Significant behavior problems that impede the child's learning or behavior.
 Language needs that require specialized instruction or services.
 Learning or achievement issues that require specialized instruction or services.
 Communication needs that require specialized instruction or services.
 Whether the child requires specially designed instruction or services.

The general business and legal requirements of the consent to evaluate are met in the IEP.

Parent Consents for Financing the Child's Education:

The Individualized Education Program is a written statement of the educational program designed to meet a child's individual needs.

The IEP is a legal document. As the meeting comes to a close, you will be asked to sign the document. The regulations do not require you to sign the IEP immediately at the end of the meeting, or at all. If you feel the need to wait before signing the IEP, if you need to “sleep on it” or share it with your spouse, say so. You may also state the areas you disagree with or have concerns about in the “Additional Comments” section on the last page, just above the IEP date. If you choose not to sign, the school district can implement the IEP ten days after notifying you in writing of their intent to do so. You have the right to file due process in order to prevent the school from implementing the IEP. You also

have the option to request another meeting, set up mediation, or file a formal complaint with either the school district or State Department of Education.

You should receive a copy of the IEP at the meeting. At least once a year, the team will review and write a new IEP. You or the school may request a meeting to review the IEP anytime. The Individuals with Disabilities Education Act (IDEA) does not hold the district responsible if the child does not reach the goals, but the school must make a good faith effort toward assisting the student in reaching them. Eligible students on an IEP must be reevaluated every three years to determine if they are still eligible to receive services for the given disability.

What to do during the meeting

- Stay focused: Use your notes to keep yourself and the team on track. Keep the focus on the child's needs.
- Ask questions: If you do not understand something, ask for an explanation. For example, if test scores are presented in standard score format, ask for them to be given as grade level equivalents. Also, if you disagree with something, ask for documentation that supports it. Present your information if it is different from the information presented by the school.
- Be thorough: Do not move away from one area until it adequately addresses your child's needs. If you cannot agree, add it to your list of concerns.
- Keep emotions under control: Remember the purpose of the meeting—to meet your child's educational needs by developing an IEP that is appropriate.

QUESTIONS TO BE ANSWERED DURING THE MULTIDISCIPLINARY EVALUATION ELIGIBILITY AND TEAM SUMMARY (MEETS)/IEP MEETING

What do the tests and observations show about my child? _____

What are my child's strengths? _____

What are my child's weaknesses? _____

Where will my child best be served? _____

Who will be providing services to my child? _____

How much time will my child spend in a "special" classroom and/or a "regular" classroom? _____

What goals are realistic for my child? _____

How will my child's progress be checked and reported to me? _____

Are there ways I can help with my child's educational program at home? _____

Does my child need a positive behavioral support plan? Yes No

Does my child need assistive technology? Yes No

Will I receive a copy of all paperwork discussed today? Yes No

When will we meet again to review my child's IEP? _____

Information For You to Share During the MEETS/IEP Meeting

Describe:

your child's strengths/weaknesses (from your perspective) _____

comments your child has made regarding school _____

activities your child enjoys doing the most and least _____

the type of discipline that works best with your child _____

the type of rewards that work best with your child _____

any special subjects that interest your child _____

your concerns and/or expectations regarding your child's education _____

any other additional information that can help the school better serve your child _____

important medical information and developmental history _____

General Information for Parents

1. You and your child may invite anyone to attend the MEETS/IEP meeting with you, for example, family members, friends, tutors, job coaches.
2. Please notify the school if you are unable to attend a meeting and make arrangements for meeting at another date/time; OR you may choose to participate via telephone conference.
3. Keep a written record of everything that has to do with your child's IEP such as notes, telephone calls, and verbal conferences.
4. Store these records along with all copies of special education paperwork in a file.

REMEMBER: Contact your child's special education teacher if you have any questions, suggestions, or concerns.

My
Contact
Numbers

Answer many of the future questions that you have harbored from the time your child was born; and establish the support links that your child with a disability will need as he or she prepares to enter into adulthood.

Personal
Personal
Directory

The law and regulations include ways for parents and schools to resolve disagreements.

MY PERSONAL DIRECTORY

MY CHILD'S CATEGORY/DISABILITY FOR SPECIAL EDUCATION IS:

SCHOOL:

Important Contacts at School

Position	Name	Phone	E-mail
Principal			
Regular Teacher			
Special Education Teacher			
Speech Therapist			
Physical Therapist			
Paraprofessional			
School Psychologist			
Counselor			
Special Education Director			

My child's bus driver is:

Bus Garage telephone number:

Special Transportation:

Other Important Numbers

Position	Name	Phone	E-mail

TRANSITION SERVICES

Thoughts about your child's transition into adulthood begin almost immediately after your child is born, or as soon as your child's disability is diagnosed. You may consider the following questions.

- Where will my child live when he or she is an adult?
- Will he or she continue to go to school past high school?
- What are my child's interests?
- Will he or she have a job?
- What about friends?
- Will my son or daughter be involved and have a sense of belonging in the community?

These questions strike fear in the hearts of parents, and indeed, the answers require complex support systems. However, these questions are also addressed through transition planning in the IEP, and must begin by the time the student is age 16, or sooner. Two of the main purposes of transition planning are: (1) to begin to answer many of the questions that you have had from the time your child was born; and (2) to begin to establish the support links that your child with a disability will need as he or she prepares to enter into adulthood.

By age 16, the IEP must include a statement of the student's post-school vision/preferences and interests. This vision statement should address where the student will live, learn, and work, and how he or she will be involved in the community after high school. The IEP must also address the courses and activities that the student will need to be involved in during middle and high school in order to achieve his or her post-school vision.

No later than age 16, or earlier if appropriate, the IEP must also include a statement of needed transition service areas. This means that the IEP must identify the agencies and persons that will be assisting the student and parents in accomplishing the transition activities. Transition activities can include cooperative work programs, vocational-technical training, supported employment, college preparation, and other activities to help your child transition from

school. When transition is discussed, your student must be invited to attend the IEP meeting. If your child cannot attend this meeting, then the district must assure that his or her needs and interests have been considered in the development of the transition services. Encourage your student to attend and explain that the IEP is a plan for the student that is best designed with input from the child during the IEP meeting. Also explain that the IEP meeting is the best place for the student to practice talking about his or her disability, as well as his or her strengths and needs. When students enter into the adult world of post-school services, they will need to be able to identify their support needs in order to receive services.

TRANSFER OF RIGHTS

In Oklahoma, students reach the age of majority at 18 years. This means your child will be given all the rights of an adult including the right to make decisions about his or her education. At least one year before your son or daughter turns 18, the IEP must indicate that you and your child have been informed of his or her rights that will transfer at age 18. If your child is still a dependent under Internal Revenue Service rules (living at home and supported by you), you still have the right to receive copies of any notices given to your child, to attend IEP meetings, and to access your child's educational records. You should get legal advice from an attorney if you, as the legal guardian, plan to continue to make decisions for your student after age 18.

WHAT TO DO WHEN THE TEAM DISAGREES

You have the right to disagree with the school's decisions concerning your child. This includes decisions about:

- your child's identification as a "child with a disability."
- his or her evaluation.
- his or her educational placement.
- the special education and related services the school provides to your child.

In all cases where the family and school disagree, it is important for both sides to discuss their concerns and try to reach a compromise. The compromise can be temporary. You might agree to try a particular part of the IEP for a certain period of time. At the end of that time period, you can meet and again look at how well the plans worked and decide what to do next. The trial period may help you and the school come to a comfortable agreement on how to help your child.

If you still cannot agree with the school, or a trial period is not appropriate, it is useful to know more about IDEA's protections for parents. The law and regulations include ways for parents and schools to resolve disagreements. These options may include the following:

- Mediation is a free service provided by the Oklahoma State Department of Education (OSDE). Mediation is a flexible, informal way to help parents and schools discuss their problems and resolve their differences through understanding and compromise;
- Another option for parents is to file a formal complaint against the school district. If you believe an IDEA violation has occurred, a complaint may be filed either with the school district or with the OSDE. Complaint forms are available on the OSDE Web site at www.sde.state.ok.us or through the Special Education Services office. If you choose not to use the forms, you may write a letter describing your concerns about your child's education and sign the letter. Your letter should describe your concerns, what has happened, if anything, to resolve the concerns, and remedies you are seeking. OSDE will assign your complaint to a coordinator who will investigate your concerns. The coordinator will call and ask you questions to gain more information and understanding. The coordinator will also call the school district. After gathering and reviewing all the facts, the investigator must provide a decision in writing to the parents and the school district. If noncompliance has occurred, the decision will include what must happen to resolve the concern. Parents also have the option of filing a complaint with the local school district and have it investigated by local school district personnel. Should you choose to file your complaint locally, and the

- issues are not resolved to your satisfaction, you may request that the OSDE review the local school district's decision, or you may file a separate complaint with the OSDE; and
- Parents may also request a due process hearing. The parents and the school present evidence before an impartial third person (called a hearing officer), and he or she decides how to resolve the problem. A parent may choose to move directly to the due process hearing without having used mediation or a letter of complaint. Your rights to a due process hearing include the right to:
 - Initiate a due process hearing on any matter related to:
 - The identification of your child as a child with a disability;
 - The evaluation to determine if your child experiences a disability;
 - The educational placement of your child, where will your child's learning take place?
 - A Free Appropriate Public Education (FAPE) for your child; and
 - Having the hearing conducted by an impartial hearing officer (OSDE keeps a list of hearing officers).
 - Having the hearing scheduled at a time and place convenient to you and your child;
 - Having and being advised by counsel (lawyer or attorney) and others familiar with children with disabilities;
 - Presenting evidence and confronting, cross-examining and compelling the attendance of witnesses;
 - Stopping the use of evidence at the hearing that has not been available at least five business days before the hearing;
 - Obtaining a record of the hearing (written or audio tape);
 - Opening the hearing to the public;
 - Having your child present during the hearing (if appropriate); and
 - Receiving a written copy of the hearing officer's decision within 45 days of the date the hearing was requested.

To request a due process hearing, submit a written request to the school district administrator or the OSDE. The forms for filing a due process are available on the OSDE Web site or through the office of Special Education Services.

Assessment Transition Services Plan

After a child is found eligible, a meeting must be held within 30 days to develop an IEP.

A child with special needs must be in regular programs as much as possible with children who do not have a special need.

... the road map for how a school will educate your child.

Appendix Educational Performance Annual Goals Plan

(IEP)

OSDE Form 7, Page 1 of 6

OSDE Form 7, Page 1 of 6

NAME OF CHILD: _____ STUDENT ID: _____
FIRST MIDDLE LAST

BIRTHDATE: _____ AGE: _____ GRADE: _____ DATE OF IEP: _____
MON. THURDAY/YEAR MON. THURDAY/YEAR

DISTRICT/AGENCY: _____ INITIAL IEP
 INTERIM IEP
 SUBSEQUENT IEP

BUILDING/SITE: _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Present Levels of Educational Performance: List objective statements, existing evaluation data, results describing effects of the child's disability on educational performance. Include how the disability affects involvement and progress in the general curriculum or for preschool children, participation in age appropriate activities.

This section is the foundation for the entire IEP, thus it is the steppingstone for writing the rest of the IEP. Scores from tests and other evaluation procedures will be listed and described in a way that you will understand. You may hear about standard scores or grade equivalencies. Also described will be your child's abilities and the effects of the disability on your child's educational performance. Areas such as mobility, communication, daily activities, academic subjects, behavior, etc., will be addressed. During the meeting, additional information may be asked of you and other team members attending the meeting to get the best overall picture of your child's educational performance.

Strengths of the child and the anticipated effects on the child's participation in the general curriculum or appropriate activities	Educational needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications																		
<p><i>Ex: Johnny understands what is said to him and has good social skills. Therefore, he will do well following verbal directions and working in groups with his peers.</i></p> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>What positive characteristics or abilities does your child have? How will these strengths help him learn in the general curriculum?</p> </div>	<p><i>Ex: math, reading, self-care, etc.</i></p> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>What skills does your child need to develop?</p> </div> <p><i>Ex: speech, transportation, physical therapy, etc.</i></p> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>What related services does your child need to be successful?</p> </div>																		
<p>Consideration of special factors: Check yes or no whether the IEP team considers each special factor to be relevant to this child.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Yes</th> <th style="text-align: left; border-bottom: 1px solid black;">No</th> <th></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Strategies, positive behavior interventions and supports, as appropriate, if behavior impedes learning of self or others</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Language needs as related to the IEP for a child with limited English proficiency (LEP)</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Instruction and use of Braille if child is blind or visually impaired, unless determined inappropriate based on evaluation</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Communication needs, and for child who is deaf or hard of hearing, the language and communication needs and opportunities for communication and instruction in the child's language and culture</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Whether the child requires assistive technology devices and service</td> </tr> </tbody> </table>		Yes	No		<input type="checkbox"/>	<input type="checkbox"/>	Strategies, positive behavior interventions and supports, as appropriate, if behavior impedes learning of self or others	<input type="checkbox"/>	<input type="checkbox"/>	Language needs as related to the IEP for a child with limited English proficiency (LEP)	<input type="checkbox"/>	<input type="checkbox"/>	Instruction and use of Braille if child is blind or visually impaired, unless determined inappropriate based on evaluation	<input type="checkbox"/>	<input type="checkbox"/>	Communication needs, and for child who is deaf or hard of hearing, the language and communication needs and opportunities for communication and instruction in the child's language and culture	<input type="checkbox"/>	<input type="checkbox"/>	Whether the child requires assistive technology devices and service
Yes	No																		
<input type="checkbox"/>	<input type="checkbox"/>	Strategies, positive behavior interventions and supports, as appropriate, if behavior impedes learning of self or others																	
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<input type="checkbox"/>	<input type="checkbox"/>	Whether the child requires assistive technology devices and service																	
<p>For special factors checked yes, explain determinations of the team as to whether services are required in the IEP:</p> <p><i>Ex: Johnny will be provided a slant board and pencil grip for writing. He will use a walker for mobility.</i></p> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>(Assistive technology is any device that helps a child access all components of his educational program).</p> </div> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>If an item above is checked, this section must describe how that area will be addressed in the IEP.</p> </div>																			
<p>Parent Concerns for Enhancing the Child's Education:</p> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>What do you want the school to do to help your child learn?</p> </div>																			

(IEP)

OSDE Form 7, Page 2 of 6

NAME OF CHILD:			STUDENT ID:
FIRST	MIDDLE	LAST	
<p>Annual Goals and Benchmarks or Short-Term Objectives Provide measurable annual goals and benchmarks or short term objectives to enable the child to be involved in and progress in the general curriculum (or for a preschool child in the appropriate activities) and to meet other educational needs that result from the disability. Note: Reference present levels of performance, strengths, educational needs as appropriate.</p>			<p>OSDE Form 7, Page 2 of 6</p> <p>How will progress toward annual goals be measured? and How will the parents be regularly informed of progress at least as often as parents of nondisabled?</p>
<p>A well-written objective answers the following questions.</p> <ul style="list-style-type: none"> Who . . . will achieve the stated skill or behavior? What . . . skill or behavior is to be achieved? How . . . in what manner or at what level will it be achieved? Where . . . in what setting or under what conditions will it be observed? When . . . by what time will it be achieved? 			<p>Extent of progress toward achieving the annual goals by the end of the year.</p>
<p>Annual Goal</p> <p>Ex: By the end of the third reporting period, Johnny will correctly state the time to the hour and half hour on an analog clock 9 out of 10 tries.</p>			<p>Ex: daily grades, report cards, checklists, charts for mastery, portfolios, criterion-referenced tests, progress reports</p>
<p>Benchmarks</p> <p>Ex: By the end of the first reporting period, Johnny will identify the hour and minute hand on an analog clock 9 out of 10 tries.</p> <p>Ex: By the end of the second reporting period, Johnny will state the time to the hour on an analog clock 9 out of 10 tries.</p> <p>Ex: By the end of the third reporting period, Johnny will state the time to the half hour on an analog clock 9 out of 10 tries.</p>			<p>Ex: March. 1-- Johnny identifies the hour and minute hand 9 out of 10 tries</p> <p>Ex: Dec. 18-- Johnny identifies the hour and minute hand 6 out of 10 tries</p>

How much progress did your child make toward achieving the goals and objectives?

How will progress be measured, and how often will parents be informed?

Goals describe what your child can reasonably be expected to do within 12 months.
 Short-term objectives break down annual goals into steps to reflect progress.

Benchmarks state the amount of progress the child is expected to make within specified segments of the year, such as report card periods.

(IEP) OSDE Form 7, Page 3 of 6

OSDE Form 7, Page 3 of 6

NAME OF CHILD: FIRST MIDDLE LAST STUDENT ID:

Special Education Services: List each special education service and placement setting. The continuum of placements includes regular classes full-time, special classes part-time or full-time, special schools, home instruction, instruction in hospitals, instruction in other settings, or instruction in an institution or residential facility. For preschool children (aged 3 through 5), the continuum includes early childhood home, itinerant services outside the home, reverse mainstream, part-time early childhood/part-time early childhood special education, early childhood special education, separate school, or residential facility.

Type of Service and Placement Setting	Amount of Services (Time, Frequency)	Projected Starting Date	Expected Duration	Person Responsible (Position)
<i>Ex: Special Class part time for Reading and Language Arts</i>	<i>Ex: 30 minutes per day 5 days per week</i>	<i>Ex: 8-23-04</i>	<i>Ex: 8-23-05</i>	<i>Ex: Special Education Teacher</i>

What services will be provided and where? **Title of person responsible for service.**

Related Services: List each related service necessary for the child to benefit from special education.

Type of Service	Amount of Services (Time, Frequency, Circumstances)	Projected Starting Date	Expected Duration	Person Responsible (Position)
<i>Ex: speech, physical therapy, transportation</i>				

Are there other services provided?

To what extent, if any, will the child not participate in the regular class and activities with nondisabled children (e.g., regular curriculum, extracurricular, and nonacademic or for preschool children, age appropriate activities):

Ex: Johnny will receive Reading and Language Arts instruction in special education resource rooms

Time outside of regular classroom: _____ of _____ periods per day _____ % of instructional day
 If block schedule, describe:
Ex: 80 minutes each day

Is this student's instructional day the same length as nondisabled peers? Yes No
 If no, describe the reason(s) for a shortened school day:

What amount of time will your child spend outside the regular classroom?

Regular PE Adapted PE NA List modifications necessary for this child to participate in regular PE (specially designed adapted PE, if needed, must be addressed on the IEP):
 If not applicable provide justification: *Ex: In stander or with tray on wheelchair*

What will allow your child to participate in PE?

Supplementary aids and services, program modifications and/or supports for personnel in regular education or other education-related settings not otherwise addressed as special education or related services:

Supplementary aids and services	Location/Class/Settings
<i>Ex: Microphone, hearing aid, paraprofessional</i>	<i>These sections specify the location, class, or setting where these additional items will be provided</i>
Program modifications	Location/Class/Settings
<i>Ex: Johnny will not be penalized for penmanship. Johnny will use taped responses. Teachers may even attach a listing of modifications by subject area</i>	<i>These sections specify the location, class, or setting where these additional items will be provided</i>
Supports for personnel	Location/Class/Settings
<i>Ex: inservice, modification checklist, consultation</i>	<i>These sections specify the location, class, or setting where these additional items will be provided</i>

What additional aids and services does your child need to achieve in the regular class?

How will the material or your child's performance be changed?

What training, information, and ongoing support will school staff need to meet the needs of your child?

(IEP)

OSDE Form 7, Page 4 of 6

OSDE Form 7, Page 4 of 6

Transition Services Plan

NAME OF CHILD: **FIRST** _____ **MIDDLE** _____ **LAST** _____ STUDENT ID: _____

Beginning at age 16, address student's postschool vision/preferences and interests (e.g., Where does the student want to live, learn, work, and how will he or she be involved in the community?).

Check if student plans to attend: College Technical school Business school Other

Information and activities used to develop plan that shows student's preferences and interests (interest inventories, interviews, portfolios, etc.): _____

At age 16, transition service needs must be addressed that focus on developing a course of study that will be updated annually:

Grade _____	Grade _____	Grade _____
<p>Your child's secondary education classes (from 8th grade through 12th grade) will be listed here. They will reflect his or her core</p>	<p>academic subjects as well as elective classes that will better prepare him or her for the items mentioned in the post-school vision area above.</p>	<p>A good question to ask is, "What classes will my child need to take to be prepared for his or her post-school vision?"</p>
Grade _____		<p>Projected date of graduation/program completion and type:</p> <p><input type="checkbox"/> Standard Diploma</p> <p><input type="checkbox"/> General Education Development (GED)</p> <p><input type="checkbox"/> Other _____</p>

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

Yes No

If yes, document date(s) when information was provided to student and parent(s). Date: _____

No later than age 16, or younger if determined appropriate by the IEP team, needed transition services and coordinated activities must be addressed for students. Use a *Plan For Needed Transition Services* page for addressing one or more of the following area(s): instruction, community experiences, development of employment and other post-school adult living objectives, acquisition of daily living skills, functional vocational evaluation, or other. If transition services are provided as a special education or related service, goals and objectives/benchmarks must be included as appropriate in the IEP.

No later than age 16, student has been referred to the vocational rehabilitation counselor in the student's school district.

Person responsible for the referral: _____

Date: _____ Yes No

By age 17, student and parent(s) have been informed of any transfer of rights at age of majority. Yes No

Comments:

See page 17 for a detailed explanation of these areas.

(IEP)

OSDE Form 7, Page 5 of 6

OSDE Form 7, Page 5 of 6

NAME OF CHILD: FIRST MIDDLE LAST STUDENT ID:

Indicate needed transition service area(s) addressed:

- Instruction
- Community experience
- Development of employment and other post school adult living objectives
- Acquisition of daily living skills
- Functional vocational evaluation
- Other

Statement of intended outcome(s):

Ex: Successful completion of curriculum, earning credits for high school graduation, identify area of study for college, identify area of gainful employment.

What is the outcome my child is striving to achieve to meet his or her post-school vision?

Coordinated Activities	Goals	Linkages	Responsible Party(ies)	Dates
Activities shall be developed that promote movement from school to post-school life and may include the areas of vocational training, integrated employment, adult services, independent living, continuing and adult education, postsecondary education, or community participation.	Individual activities requires special education or related services.	Person(s) (agency/ies)/ service provider(s) that student (and family) need to be linked to in order to achieve coordinated activities.	Student/parent(s)/member(s) of agency(ies)/ service provider(s) responsible for coordinated activity or linkage.	Linkage Date of Contact Service Start/ing Date Review Date

What activities will be necessary to promote a smooth transition for my child?

Ex: Job shadowing, elective classes, enrichment clusters, job fair, career research project, interviews, home economic class, financial aid meetings, college application practice, banking, social security services, public transportation, life skills training, drivers education, mock interviews, sheltered workshops, and many more.

Who will be involved in making these activities happen?

This may include school-based staff as well as representatives from many of the following areas: community, government, higher education, world-of-work, military, vocational education institutions, public works, and more depending on the needs and interests of your child.

(IEP)

OSDE Form 7, Page 6 of 6

OSDE Form 7, Page 6 of 6

NAME OF CHILD: _____ STUDENT ID: _____
FIRST MIDDLE LAST

State and Districtwide Assessment Programs
 Child will participate in state/districtwide assessments alternate assessment
 Specify any modifications in test administration or accommodations necessary for state/districtwide assessments:

 If not participating in state/districtwide assessments, explain why not:

 If participating in alternate assessment, describe how the child will be assessed:

Extended School Year (ESY) Services
 ESY Services: will require further data to consider are necessary are not needed
 Comments:

Documentation of LRE Placement Considerations
 Describe considerations of placement options and reasons determined not appropriate:

Is this placement in the school the child would normally attend if nondisabled? Yes No
 If no, is the placement as close as possible to the child's home Yes No
 If no, explain why the IEP requires other arrangements:

In selecting the LRE, explain considerations of any potential harmful effects on the child or on the quality of services needed:

When special classes, separate schools/facilities, or other removal from the regular education environment occurs, describe how the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily:

Additional Comments (may include disagreements with the IEP):

Date of next IEP/Review _____ Date of next 3 year reevaluation _____

Team Participant Signatures:			
Name	Title	Name	Title
	Parent(s)		Student
	Special Education Teacher		Other
	Regular Classroom Teacher		
	Administrative Representative		

If parent(s) did not attend the IEP meeting, explain other methods to ensure parent participation (and/or student as appropriate):

Parents have protection under the procedural safeguards. Translation/Interpretation needed: Yes No
 Parents have received *Parents Rights in Special Education* If yes, specify how provided.
 Yes No

Parent consent for initial placement Yes No

Can my child take the same test as his or her peers? What modifications are necessary for my child to participate in the test?

Does my child need additional services to achieve his or her annual goals? These skills may include academic, behavior, social, or IEP goals.

What placement options would not be appropriate for my child, and why?

What negative effects could this placement have on my child?

Why does my child need the services as described in the IEP?

IEP Review

OSDE Form 8

OSDE Form 8, Page 1 of 2

NAME OF CHILD: _____ STUDENT ID: _____
FIRST MIDDLE LAST

BIRTHDATE: _____ AGE: _____ GRADE: _____ DATE OF IEP REVIEW: _____
MONTH/DAY/YEAR

DISTRICT/AGENCY: _____

BUILDING/SITE: _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP) REVIEW

IEP Review (Check all that apply)

- Review current IEP
- Review program progress
- Revise current IEP
- Develop subsequent IEP
- Continue the same type of service delivery
- Increase the amount of services
- Decrease the amount of services
- Review placement/supplementary aids and services/modifications/supports
- Review eligibility
- Review whether child continues to have a particular disability
- Address transition service

- Exit from special education due to completion of a secondary program
- Manifestation determination review
- Behavior intervention plan
- Functional behavior assessment
- Address disciplinary suspension/change of placement
- Extended school year services
- Explore other alternatives (Explain/describe) _____
- Reevaluation (Explain/describe) _____

Develop an interim IEP Interim IEP for Eligible Child Move-in student Other special circumstances (Describe): _____
(m.s. have parent(s) signature)

Explanation and further description of action being proposed or refused:

Reasons for the proposal or refusal:

Any options considered and determined not appropriate:

Basis for making the above recommendations (Descriptions of evaluation procedures, tests, records, or reports, including reviews of existing data, used as the basis for proposal/refusal):

Additional comments, considerations, or recommendations (Other factors relevant to the proposal/refusal):

Team Participant Signatures:

Name	Title	Name	Title
	Parent(s)		Student
	Special Education Teacher		Other
	Regular Classroom Teacher		
	Administrative Representative		

Parent(s) have protection under the procedural safeguards. Parent(s) have received *Parents Rights in Special Education* Yes No Translation/Interpretation needed: Yes No If yes, specify how provided: _____

Parent consent for any additional assessments necessary for reevaluation Yes No
 Parent Signature _____ Date _____

This document serves as a summary and explanation of how the team proposes to meet your child's educational needs. This page must show a clear picture of how your child will be served through special education services.

Oklahoma
Parent Handbook

Source
Resources
Educational
Situation
Special Education
Parent

RESOURCES

Alternative Dispute Resolution Program

Administrative Offices of the Courts
1 (877) 521-6677
<www.oscn.net>

Mediation of special educational issues can be arranged through 12 community-based mediation centers (Early Settlement Centers). Mediation is a voluntary process of resolving disputes with the assistance of an outside third party. The Early Settlement Centers also provide mediation of family and divorce issues. The Alternative Dispute Resolution Program also operates the Adult Guardianship Mediation Project.

Department of Rehabilitation Services (DRS)

3535 Northwest 58th Street, Suite 500
Oklahoma City, Oklahoma 73112
1 (800) 845-8476
<www.okrehab.org>

Services include help with training and employment. You are eligible for vocational rehabilitation (VR) services if you have a physical or mental disability that keeps you from working. VR services can help you prepare for, find, and keep a job. Services are available to high school students. The Disability Resource Guide has 950 pages of program descriptions and contact information about programs for people with disability-related problems. It is available on the DRS Web site.

Oklahoma ABLE Tech

1514 West Hall of Fame
Stillwater, Oklahoma 74078
(405) 744-9748 or 1 (800) 257-1705
<www.okabletech.okstate.edu/eit/main.htm>

ABLE Tech provides information, referral, and training regarding assistive technology devices and services, funding of assistive technology, and other disability-related topics. Assistive technology includes wheelchairs, communication and listening devices such as computers and hearing aids, ramps and other home modifications, special hospital beds, vehicle modifications, and other equipment.

Oklahoma Areawide Services Information System (OASIS)

Post Office Box 26901
Oklahoma City, Oklahoma 73190
1 (800) 426-2747
In Oklahoma City Metro area: (405) 271-6302
<www.oasis.ouhsc.edu/>

OASIS provides a statewide information and referral service for children and adults with special needs. OASIS has a database of thousands of agencies, organizations and programs throughout the state and nation that is accessible through their Web site. OASIS also can help connect parents with other parents whose children have similar disabilities or locate specific parent support groups.

Oklahoma Department of Human Services (OKDHS)

Post Office Box 25352
Oklahoma City, Oklahoma 73125
(405) 521-2778
<www.okdhs.org/>

OKDHS services are applied for and provided through 95 county offices throughout Oklahoma. County offices are listed on the Web site and in local telephone books. Programs and services include:

MEDICAID provides basic health care coverage to children under 19 years of age, adults with children under 18, pregnant women, and aged, blind or disabled individuals who have been determined financially eligible. Persons under 21 may also receive health and dental screenings and follow-up treatment for certain conditions.

STATE SUPPLEMENTAL PAYMENT OR AID TO THE AGED, BLIND AND DISABLED PROGRAM provides financial assistance to the aged, blind and disabled populations who have been determined financially eligible. These individuals also receive Medicaid Services.

SUPPLEMENTAL SECURITY INCOME (SSI) DISABILITY PAYMENT-DISABLED CHILDREN'S PROGRAM helps children from birth to age 18 who receive a payment from SSI. This includes: special formula, diapers from age 4 to age 18, equipment, developmental child care, and other services to meet a child's special needs.

DEVELOPMENTAL DISABILITIES SERVICES DIVISION (DDSD) provides services to persons aged three and older who have a primary diagnosis of mental retardation. Persons served may also have other developmental disabilities in addition to mental retardation such as autism, cerebral palsy, Down Syndrome, etc. DDSD offers many services for individuals and families.

FAMILY SUPPORT ASSISTANCE PAYMENTS are a cash payment program for families who are caring for children under age 18 at home. In this program, families with adjusted gross incomes of no more than \$45,000 a year can receive payments of \$250-\$400 per month depending on the number of children with disabilities in the home.

Other programs through OKDHS include child support enforcement (establishing and obtaining court-ordered child support payments), child care assistance, food stamps, Temporary Assistance for Needy Families (TANF), child protective services, adoption and foster care.

Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS)

Post Office Box 53277
Oklahoma City, Oklahoma 73152-3277
(405) 522-3908
<www.odmhsas.org>

The ODMHSAS delivers programs and services in the areas of mental health, substance abuse, domestic violence, and sexual assault. For your local Community Mental Health provider, call 1 (800) 522-9054.

Oklahoma Disability Law Center

2915 Classen, Suite 300
Oklahoma City, Oklahoma 73106
1 (800) 880-7755
Tulsa: 1 (800) 226-5883
<www.home.flash.net/~odlcokc/index.txt>

The Disability Law Center is a statewide program that helps people with disabilities achieve equality and inclusion in society and personal independence. This includes education rights for children with disabilities. The Center provides free legal services, training, and advocacy.

Oklahoma Family Network

(405) 401-7612
<www.oklahomafamilynetwork.org/aboutus>

The Oklahoma Family Network is Oklahoma's Parent-to-Parent group for those who are raising children with special needs. The Oklahoma Family Network provides information, education and emotional support.

Oklahoma School for the Blind (OSB)

3300 Gibson Street
Muskogee, Oklahoma 74403
(918) 781-8200
<www.osb.k12.ok.us/index.html/>

OSB provides appropriate individualized educational programs and outreach services to Oklahoma's children and youth who are blind and visually impaired.

Oklahoma School for the Deaf (OSD)

1100 East Oklahoma Avenue
Sulphur, Oklahoma 73086
(580) 622-4900
<www.osd.k12.ok.us/>

OSD provides appropriate individualized educational programs and outreach services to Oklahoma's children and youth who are deaf and hard of hearing.

Oklahoma State Department of Education

Special Education Services
2500 North Lincoln Boulevard, Suite 412
Oklahoma City, Oklahoma 73105-4599
(405) 521-4862 or (405) 521-4875 TTY
<www.sde.state.ok.us>

The State Department of Education has a number of programs for children with delays and disabilities birth to 21 years old. These include:

- the oversight and monitoring of school districts;
- specialized training for families and teachers who work with children with disabilities;
- Oklahoma Parents as Teachers, which is a parent education program for families of children birth to three; and
- the SoonerStart Early Intervention Program, which offers services for children (birth to age three with developmental delays) and their families.

Oklahoma State Department of Health

1000 Northeast 10th Street
Oklahoma City, Oklahoma 73117-1299
(405) 271-5600
<www.health.state.ok.us>

Health Department services are provided statewide through 67 local City/County Health Departments. Services include:

- prenatal care, baby and child check-ups, Women, Infants and Children Supplemental Nutrition Program (WIC), infant formula and food vouchers, and immunizations
- developmental diagnosis and therapy, speech language and hearing services, SoonerStart early intervention services, family/child counseling, and parenting skills education
- family planning, nutritional counseling, and genetic counseling
- medical treatment clinics, tuberculosis testing and treatment, and treatment of sexually transmitted diseases

Social Security Administration (SSA)

1 (800) 772-1213
<www.ssa.gov>

SSA operates the Supplemental Security Income Program, which provides SSI benefits (monthly check) for children younger than 18 years of age based on their disability and family income. Children must have a severe disability, a chronic illness, or be blind, and the family must be determined financially eligible. Families apply at one of the 22 local Social Security offices throughout Oklahoma.

If a child is eligible for SSI, they are also eligible for the SSI-Disabled Children's Program and may be eligible for Medicaid and Aid to the Aged, Blind and Disabled Program. These programs are through the Oklahoma Department of Human Services.



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GLOSSARY

ACCOMMODATIONS

Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which do not fundamentally alter or lower the standard or expectations of the course/standard/test.

AMERICANS WITH DISABILITIES ACT (ADA) OF 1990

A federal act that establishes a clear and comprehensive prohibition of discrimination on the basis of disability.

ASSISTIVE TECHNOLOGY (AT)

Devices or equipment used to increase, maintain, or improve the functional capabilities of a child.

ATTENTION DEFICIT DISORDER (ADD)

An inattentive subtype with signs that include: inability to pay attention to details or a tendency to make careless errors in schoolwork or other activities, difficulty with sustained attention in tasks or play activities, apparent listening problems, difficulty following instructions, problems organizing tasks and activities, avoidance or dislike of tasks that require mental effort, tendency to lose things like toys, notebooks, or homework, distractibility, or forgetfulness in daily activities.

ATTENTION DEFICIT

HYPERACTIVITY DISORDER (ADHD)

A hyperactive-impulsive subtype with signs that include: fidgeting or squirming, difficulty remaining seated, excessive running or climbing, difficulty playing quietly, always seeming to be “on the go,” excessive talking, blurting out answers before hearing the full question, difficulty waiting for a turn or in line, or problems with interrupting or intruding.

AUTISM

Impairment where there is documentation of communication and social interaction that adversely affects education performance of a student.

BEHAVIOR INTERVENTION PLAN (BIP)

If a student’s behavior impedes his or her learning or that of others, the IEP team shall consider, as appropriate, developing a plan that includes strategies to address that behavior, such as positive behavioral interventions, consultation, psychological services, support services, reevaluation, consequences, and appropriate behaviors.

DEAF-BLINDNESS (DB)

A combination of concurrent hearing and vision impairments which cause severe communication and other developmental and learning needs that cannot be appropriately met in special education programs provided solely for children with deafness or blindness.

DEAFNESS

A hearing loss so severe that the child cannot hear or understand either speech or most sounds in the everyday environment, even with a hearing aid.

DEVELOPMENTAL DELAY (DD)

A preschool child (aged three to six) with a developmental delay in one or more of the following domains: adaptive, cognitive, communication, social or emotional, and physical.

EMOTIONAL DISTURBANCE (ED)

An emotional condition exhibiting one or more of the defined characteristics over a long period of time and to a marked degree, which adversely affects educational performance.

EXTENDED SCHOOL YEAR (ESY)

Special education and related services that are provided by the LEA to eligible children with disabilities beyond the regular instructional year as a necessary part of FAPE required by IDEA.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

A free appropriate public education must be provided for all children with disabilities aged 3 through 21.

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

In the case of a child whose behavior impedes his or her learning or the learning of others, the IEP team may consider doing an assessment, which may include an evaluation as well as gathering other information, in order to develop a behavior intervention plan for the child.

HEARING IMPAIRMENT (HI)

An impairment marked by a minimum 40 decibel loss of hearing impairment which, even with best correction, adversely affects educational performance.

INDIVIDUALS WITH**DISABILITIES EDUCATION ACT (IDEA)**

IDEA is a federal regulation whose purposes are to: ensure free appropriate public education for all children with disabilities that emphasizes special education and related services designed to meet their unique needs and prepares them for employment and independent living; ensure the rights and protections of children with disabilities and their parents; to assist public agencies in the provision of special education and related services; and to assess and ensure effectiveness of these efforts.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A written document showing the commitment of necessary resources for a child with a disability. It includes present levels of educational performance, areas of strengths as well as needs, goals and objectives, related services, and a transition plan.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

Each public agency must ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

LOCAL EDUCATIONAL AGENCY (LEA)

A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties as recognized in a state as an administrative agency for its public elementary or secondary schools.

MENTAL RETARDATION (MR)

A disability that is manifested during the developmental years, usually prior to age 18, with significantly low profiles across measures of cognitive and adaptive behaviors.

MODIFICATIONS

Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which do fundamentally alter or lower the standard or expectations of the course/standard/test.

MULTIDISCIPLINARY EVALUATION**AND ELIGIBILITY TEAM SUMMARY (MEETS)**

A state form used to document the completion of steps for an initial evaluation and eligibility determination of a child with a disability prior to development and implementation of the initial IEP.

MULTIPLE DISABILITIES (MD)

Two or more concurrent disabilities which result in severe educational problems and needs that cannot be met with services typically provided for each of the individual disabilities.

OCCUPATIONAL THERAPY (OT)

Skilled treatment that helps individuals achieve independence in all facets of their lives. It gives people the “skills for the job of living” necessary for independent and satisfying lives. Services typically include: customized treatment programs to improve one’s ability to perform daily activities, comprehensive home and job site evaluations with adaptation recommendations, performance skills assessments and treatment, adaptive equipment recommendations and usage training, and guidance to family members and caregivers.

OFFICE FOR CIVIL RIGHTS (OCR)

The mission of OCR is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.

OCR serves student populations facing discrimination and the advocates and institutions promoting systemic solutions to civil rights problems. An important responsibility is resolving complaints of discrimination.

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

OSEP is dedicated to improving results for infants, toddlers, children and youth with disabilities aged birth through 21 by providing leadership and financial support to assist states and local districts.

OKLAHOMA ALTERNATE**ASSESSMENT PROGRAM (OAAP)**

Achievement assessment method used in place of the standard assessment for students who have a significant cognitive disability and are instructed in alternate achievement standards.

OKLAHOMA STATE**DEPARTMENT OF EDUCATION (OSDE)**

State Superintendent of Public Instruction is Sandy Garrett. Our mission at OSDE is to improve student success through: service to schools, parents and students; leadership for education reform; and regulation/deregulation of state and federal laws to provide accountability while removing any barriers to student success.

ORTHOPEDIC IMPAIRMENT (OI)

A severe orthopedic impairment caused by congenital anomaly, disease, or other causes, which adversely affects educational performance.

OTHER HEALTH IMPAIRMENT (OHI)

Impairment due to limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli due to chronic or acute health condition and which adversely affects educational performance.

PARAPROFESSIONAL

Trained professionals who assist teachers with the provision of special education and related services.

PHYSICAL THERAPY (PT)

Physical therapy is administered to help restore function, improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. Physical therapy treatment aims to restore, maintain, and promote overall fitness and health. Patients that may require physical therapy include: accident victims and individuals with disabling conditions such as low back pain, arthritis, heart disease, fractured bone(s), head injuries, and cerebral palsy.

RELATED SERVICES

Supportive services to assist children with disabilities to participate in education. Examples include speech language therapy, physical therapy, assistive technology services, occupational therapy, and transportation.

SEPARATE DAY SCHOOL

School programs at a location other than the regular school setting for students with disabilities.

SPECIAL EDUCATION

Specially designed instruction, at no cost to parents, to meet unique needs of a child with a disability.

SPECIAL EDUCATION SERVICES (SES)

Under the State Board of Education for Oklahoma, this department carries out regulatory, service, and leadership responsibilities for compliance with state standards and federal regulations for special education programs to ensure a free appropriate public education for all eligible children with disabilities aged 3 through 21 residing in the state, including children who have been suspended or expelled from school.

SPECIALLY DESIGNED INSTRUCTION

Adapting the content, methodology, or delivery of services, as appropriate, to meet the needs of an eligible child resulting from the disability.

SPECIFIC LEARNING DISABILITY (SLD)

A disorder in basic psychological processing abilities which manifests itself in present levels of academic performance in the general curriculum. This may include perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

SPEECH IMPAIRMENT (SI)

A communication, speech and/or language or voice impairment that adversely affects educational performance.

SUPPLEMENTARY AIDS AND SERVICES

Aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

TEACHER ASSISTANT

Professionals who assist teachers with tasks such as various duty responsibilities, school functions, and other noninstructional duties.

TRAUMATIC BRAIN INJURY (TBI)

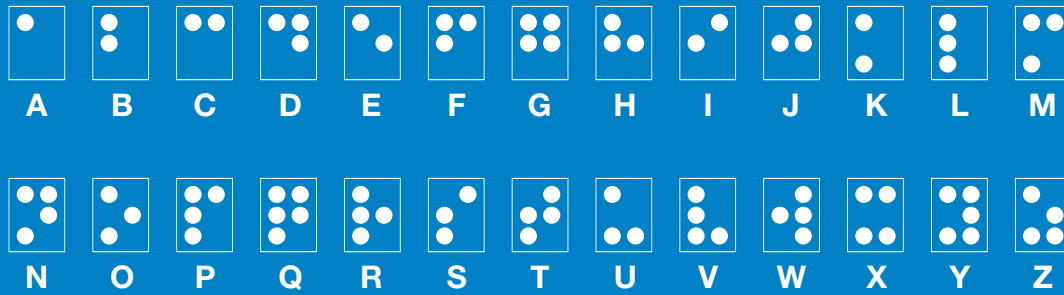
An acquired brain injury caused by an external physical force that occurred after birth.

VISUAL IMPAIRMENT (VI)

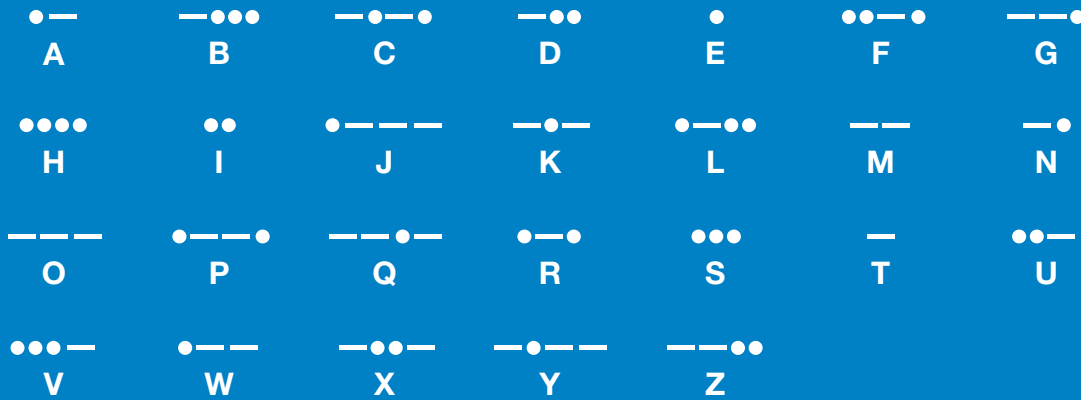
A visual impairment that adversely affects educational performance. This may include a visual acuity of 20/70 or less in the better eye; a visual field limited to 20 degrees or less; or a physical eye condition that affects visual functioning to the extent that specially designed instruction is needed.



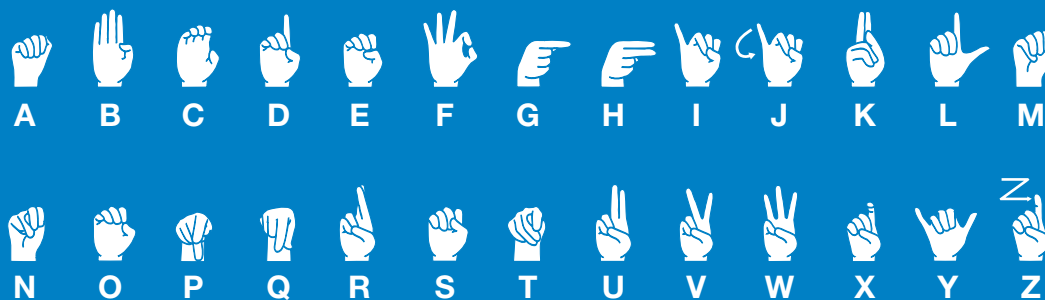
BRAILLE



MORSE CODE



AMERICAN SIGN LANGUAGE



These signaling systems are relatively easy to learn and use. The above guide from “Distance Communication” using Braille, and “Personal Communication” using American Sign Language, are sent by e-mail every day.

The signs on the front cover are a testament to “Special Education,” to the irrepressible desire to communicate—no matter how far the distance, no matter what the obstacles, we all want to communicate with one another.