

CareerTech Summer Conference

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- Local School District obligations

- Under the IDEA and Section 504, the sending school district is obligated to provide FAPE in the least restrictive environment (LRE)
- Work with Technology Center to assure an annual assessment is conducted to determine occupational needs, interests, and abilities of potential Tech Center students
- Guidance program shall complement those services available for counseling, assessment, staff consultation, education and occupational planning, and follow-up activities

OSDE Mandated Responsibilities

- The IEP must aim to enable the child to make progress. After all, the essential function of an IEP is to set out a plan for pursuing academic and functional advancement.
- An IEP is not a form document. It is constructed only after careful consideration of the child's present levels of achievement, disability, and potential for growth.
- The IDEA demands more. It requires **an educational program reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.**

*FAPE after **Andrew F. v. Douglas Cnty Sch. Dist.***

- Technology Center obligations

- Representative of the Technology Center **shall** be on the IEP team when enrollment in a career and technology education program is considered as part of a student's IEP
- Instructor of the program, whether teaching in a technology center or in a comprehensive school program, **shall have access** to a copy of the IEP / accommodation plan before the student enters the Technology Center Program
- Students with disabilities shall be placed in the regular educational environment of any career and technology education program unless it can be demonstrated that the education of the individual with a disability, even with the use of support services, cannot be achieved satisfactorily

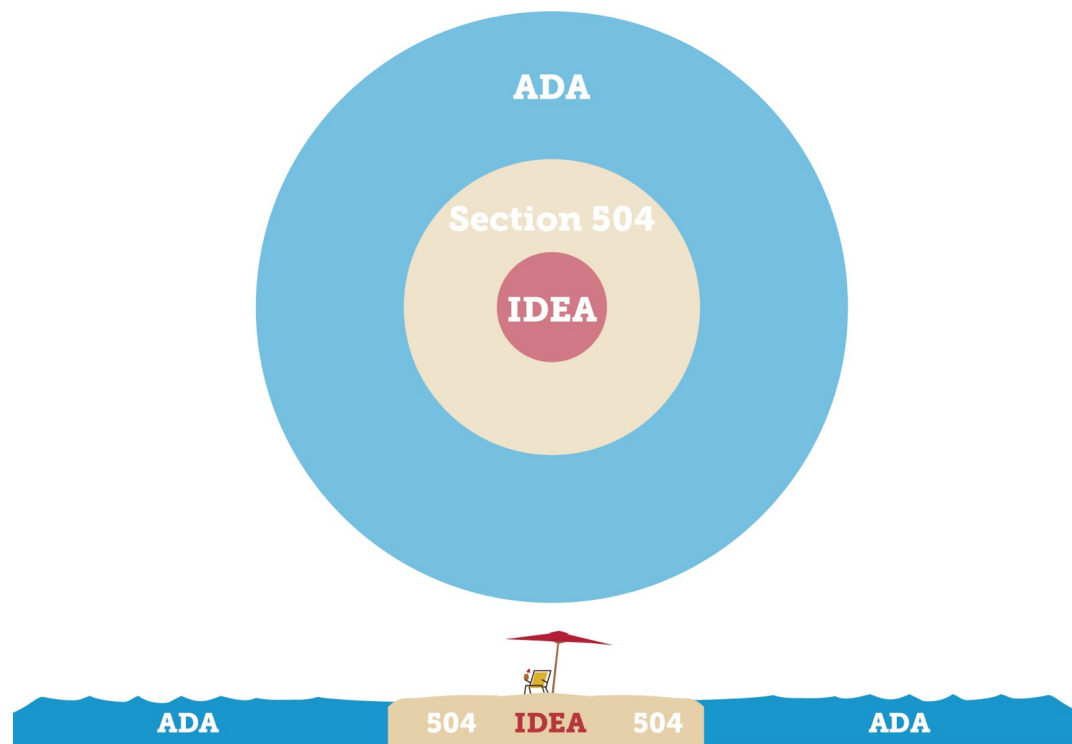
- Support services are considered on a case-by-case basis and depend on the functional impact of the individual student's disability on learning and which laws pertain to the student's education

- When students with disabilities are enrolled in any career and technology education program, evidence must exist as to how the student's individual needs are being met

- Students who have provided appropriate documentation of a disability, who have been determined under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act as a qualified individual with a disability in relation to the career and technology education program, and who require necessary accommodations in order to participate in and benefit from career and technology education will have an accommodation plan in place.
 - OKLA. ADMIN. Code tit. 210, § 35-13-74(f)
 - OKLA. ADMIN. Code tit. 780, § 20-3-1(b)(3)

- Under the IDEA, due process is an administrative hearing that a parent can request to challenge any issue related (a) identification, (b) evaluation, or (c) educational placement of a child, or (d) the provision of FAPE.
- Under Section 504, due process is a less defined administrative hearing. It can be filed as to issues similar to an IDEA due process hearing.
- While not due process, a student on an IEP/Section 504 plan can file a complaint with the US Dept. of Education Office of Civil Rights

What is Due Process



Relationship between the
IDEA, Section 504 and ADA

- Draft of IEPs
 - Tech Center personnel must be prepared and be actively involved
 - Knowledgeable about competencies to be achieved
 - May require re-writing of goals
 - What accommodations may be needed
 - Are we committing to something that cannot be done
 - Behavioral issues
 - Input on behavior plan of Student in a Tech Center setting
 - Need for paraprofessional support
 - Transportation issues
 - No shortening due to disability
- Reporting and documenting progress towards goals
 - Compliance with the IEP
 - Documentation, Documentation, Documentation!!!
- Need for present levels of performance – baseline

Technology Center Issues

- Implementation of assistive technology
 - Know what is in the IEP
 - Do we need additional training on student's AT?
- Compliance with least restrictive environment
- Reporting behavior and need for FBA-BIP or amendment
- Timely reporting things that are not working
- Timely reporting lack of implementation
- Accommodations that seem unnecessary
 - Deaf student taking CDL class and interpreter
- Student's over the age of 18
- IEP **MUST** be followed until modified by team
- Cost of Due Process
- Discipline & Shortened day
- Remember – It's never fun being a witness!

- [Writing Annual Goals and Short Term Objectives.pdf](#)

Writing IEP Goals

Annual Goals and Short Term Objectives

Annual Goals - Goals should be re-written to be “measurable” and provide all necessary components (5) of a measurable annual goal. The necessary components of a measurable annual goal are: condition, criteria, name of student, behavior, and baseline.

- The **condition** refers to the setting, accommodations, and description of the assessment method and/or the manner in which progress toward the goal is measured.
- The **criteria** refers to how much, how often, and to what standard the behavior must occur in order to demonstrate that the goal has been reached.
- The **name of the student** refers to the student whose IEP is being written or implemented.
- The **behavior** clearly identifies the performance being monitored, and reflects an action that can be directly observed and is measurable.
- The **baseline** refers to where the student is currently functioning with the specific skill that the measurable annual goal is addressing.

Measurable Annual Goal Example:

Given a reading passage at the 5th grade level and a ten question multiple choice worksheet, [Student] will answer 9 out of 10 comprehension questions from the reading passage on 9 consecutive weekly probes (Baseline 2 out of 10).

- **Condition- given a reading passage at the 5th grade level**
- **Criteria- 9 of 10 comprehension questions**
- **Name of the Student**
- **Behavior- answer comprehend comprehension questions**
- **Baseline- 2 out of 10 is what [Student] is currently able to complete after reading**

Short Term Objectives - Short term objectives should not introduce new skills or academic tasks that are different than the measurable annual goal. For example, if reading comprehension is the focus on the annual goal, the short term objective should also be reading comprehension and read the exact same way with a smaller criterion.

Short Term Objective Examples:

Given a reading passage at the 5th grade level and a ten question multiple choice worksheet, [Student] will answer 4 out of 10 comprehension questions from the reading passage on 9 consecutive weekly probes (Baseline 2 out of 10).

Given a reading passage at the 5th grade level and a ten question multiple choice worksheet, [Student] will answer 6 out of 10 comprehension questions from the reading passage on 9 consecutive weekly probes (Baseline 2 out of 10).

Given a reading passage at the 5th grade level and a ten question multiple choice worksheet, [Student] will answer 8 out of 10 comprehension questions from the reading passage on 9 consecutive weekly probes (Baseline 2 out of 10).

Remember: Measurable annual goals and short term objectives are not the **only** skills that you are working on in the classroom during the school day. The measurable annual goals and short term objectives are what you are taking **data on** to show progress in the student’s skill deficit areas.