Oklahoma City Public Schools
Special Education Services

FALL PLC News
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Be it quick answers or guidance backed by case law, information on upcoming workshops, or staying up-to-date on the latest changes in Special Education, this resource is invaluable.

www.specialedconnection.com
Username: okcityschools  Password: education36

PROFESSIONAL DEVELOPMENT
If you are an Oklahoma Special Education Certified Staff, you can log in to EdPlan to access Pepper. The link is located on the right-hand side of the menu bar. After a simple registration, you will be ready to take advantage of the many resources Pepper has to offer: user guides, Pepper courses, OSDE courses, professional groups, and more! Contact your SPED Supervisor for details!

PROGRESS REPORTS
from Kennda Miller

Just a reminder...
Federal and State Policy and Procedure require that parents are informed of student's progress toward the annual IEP goals as often as the parents of non-disabled students.
This is entirely separate from grades. Progress Reports are specifically address IEP Goal progress and are completed through EdPlan.
Next progress reporting date:
December 14th
Contact your SPED Supervisor for details!

BEHAVIOR
from Amber Ledbetter

Q: Is there a point where in-school suspension could constitute a change of placement even if the criteria listed are being met?
A: An in-school suspension will not amount to a placement change where the student is allowed to:
1. appropriately participate in the general curriculum;
2. receive the services specified on the child’s IEP; and
3. participate with nondisabled children to the same extent.
As was illustrated in District of Columbia Public Schools, 113 LRP 32357 (SEA DC 06/21/13), districts that place students in ISS for more than 10 days must ensure that the students continue to receive services consistent with their IEPs, that they are able to participate in the general curriculum, and that they are able to participate with nondisabled children as usual. If districts fail to do so, the ISS may constitute a removal and an MDR may be required.
For additional information regarding behavior please visit: specialedconnection.com
The next deadline is 31 October, 2018. By this date, all PNP and First Contact information needs to be entered for each of your students who will be taking the DLM Assessment. Please double-check your roster and make sure all of your kids are there. Once you have completed these two elements, you should begin working on the Practice Activities so your students will be familiar with the testing platform. Instructions for using the practice activities has been emailed to you.

I appreciate all of your hard work!

As with all other special services, Transportation must also be viewed through the lens of Least Restrictive Environment. Students should only be considered for Special Transportation if:
1. Individual need resulting from disability requires service in order for student to benefit from special education
2. IEP team has considered services offered to non-disabled students as unable to meet student need
3. Educational necessity is clearly documented: Objective Statement and Related Services
4. Request is processed through Special Education Services and approved by Instructional Supervisor

NOTE: Siblings of SPED students (that do not qualify) and General education students are prohibited from riding Special Transportation

One mistake IEP teams can make when planning for students with disabilities who have experienced trauma is to create goals that focus on the students’ challenging behaviors rather than skills the students need to learn. It’s less about stopping the behavior and more about finding an alternative:

- Ensure discussions about IEP goals are trauma-sensitive
- Offer students choices: opportunities to gain positive attention
- Build relationships to promote student trust
- Part of a multi-tiered system of support for behavior includes behavioral management strategies for classroom management. Three strands need to be enacted in order to change behavior in the classroom. Dr Riffel calls them the Triple R’s.
  - Revise the Environment (to set the students up for success)
  - Replace the Behavior (by teaching a replacement behavior)
  - Reframe the Response (feed the replacement not the target behavior)

For additional information regarding behavior please visit: behaviordoctor.org