Disability Reference Guide
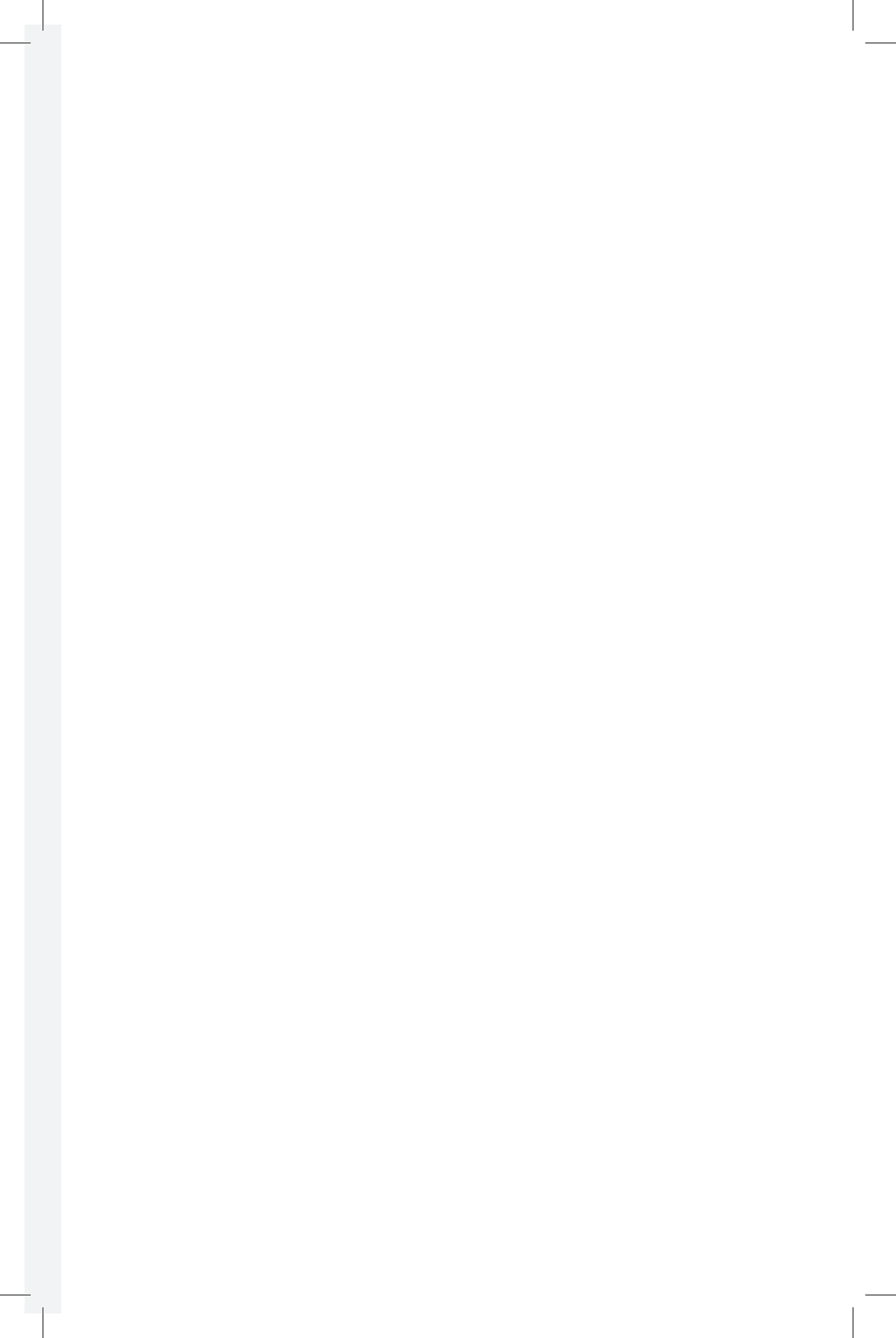## For Technology Centers

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An instructor's knowledge and understanding of a student's abilities and challenges are essential during the development of a student's IEP. The information he/she provides will ensure the student receives appropriate accommodations for success within a particular program at the technology center.

An instructor's participation will be more effective if he/she is prepared for the meeting. Preparation should include gathering information about the student, such as attendance, discipline and progress reports. Any information or data that indicates the student's strengths and needs and their effects on the student's education will be beneficial.

During an IEP meeting, be prepared to answer the questions below or have written responses for the IEP team to consider during the meeting:

1. How does the student's ability affect involvement and progress in the technology center class or program?

2. List the student's strengths that have been observed or demonstrated in the class or program.

3. List the student's challenges that affect or could affect participation in the class or program.

4. List any accommodations that appear to be effective.

5. List any accommodations that do not appear to be effective.

6. List any accommodations you would like the IEP team to consider.

7. List any behavioral concerns.

8. List the specific competencies that address the skills required for the course.

9. List any concerns or other information that should be considered or discussed during the IEP meeting.

10. List required competency exams & allowable accommodations.

Accessible Educational Materials – Educational materials and technologies usable for learning across the widest range of individual variability, regardless of format or features.

Accommodation – Adjustments to curriculum, instruction or procedures to enable students with disabilities to participate and have access to content and instruction. An accommodation does not alter the content or expectations.

Assistive Technology – Any item, piece of equipment, or product that is used to increase, maintain, or improve the ability or potential of a student with a disability.

Attention Deficit Disorder – A disorder that has characteristics of short attention span, distraction, difficulty staying on task and following directions.

Attention Deficit Hyperactivity Disorder – A disorder that has characteristics of ADD with hyperactivity and impulsivity.

Autism – A developmental disability generally evident before age 3 that significantly affects verbal and nonverbal communication and social interaction and adversely affects a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences.

Behavioral Intervention Plan – A plan comprising practical and specific strategies designed to increase or reduce a definable behavior. These strategies address preventative techniques; methods of teaching replacement behaviors; methods of responding to or resolving behaviors; and crisis management.

Braille – A tactile system of reading and writing used by students who are blind or visually impaired. Characters consist of various patterns of raised dots that correspond to alphabetic letters, punctuation marks and other symbols.

Change of Placement – The removal of a student with a disability from the current educational placement.

Deaf-Blindness – A condition involving simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that students cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deafness – A hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

Education Record – A student's record maintained by an educational agency or institution or by a party acting for the agency or institution.

Emotional Disturbance – A condition exhibiting one or more of the following characteristics over a long period and to a marked degree that adversely affects a students educational performance:
    a. An inability to learn that cannot be explained by intellectual, sensory or health factors.
    b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
    c. Inappropriate types of behavior or feelings under normal circumstances.
    d. A general pervasive mood of unhappiness or depression.
    e. A tendency to develop physical symptoms or fears associated with personal or school problems.
The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have emotional disturbances.

Family Educational Rights and Privacy Act – A federal law protecting the privacy of students and parents by mandating that personally identifiable information about a student contained in education records must be kept confidential.

Functional Behavioral Assessment – An assessment that describes the student's behaviors, identifies the contexts that predict when behavior will and will not occur and identifies consequences that maintain the behavior. The information is used to determine what function the behavior serves for the student, appropriate replacement behavior, positive reinforcement and consequences.

Hearing Impairment – An impairment in hearing, whether permanent or fluctuating, which adversely affects a child's educational performance but is not included under the definition of deafness.

Individualized Education Program – A legal document that outlines the special education program for a student with a disability. This document is developed, reviewed and revised annually by a team including the parent, teacher, special education teacher, school administrator and others as determined appropriate by the team.

Individuals with Disabilities Education Act – First enacted in 1975 as the Education for All Handicapped Children Act. It is a comprehensive law that governs the education of students with disabilities. The current version of the law was amended in 2004.

Intellectual disability – Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Interim Alternative Educational Setting – A setting that can be used for a student with a disability if the student carries a weapon or possesses a weapon; possesses, uses, sells or solicits the sale of drugs or controlled substances; or has inflicted serious bodily injury upon another person, while on the premises or at a school function. Interim alternative educational setting is limited to no more than 45 school days.

Interim IEP – A short-term IEP (30 school days or less) with all the components of a standard IEP developed by the IEP team. It may be used for students transferring from other districts pending the development of the standard IEP.

Language Impairment – An IDEA disability category in which a delay or disorder exists in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems and which adversely affects the student's educational performance. A language impairment may involve any one or a combination of the following: the form of language (morphological and syntactic systems); the content of language (semantic systems); and the function of language in communication (pragmatic systems).

Disability Terms

Least Restrictive Environment – A requirement in the Individuals with Disabilities Education Act that a student who has a disability should have the opportunity to be educated with nondisabled peers to the greatest extent appropriate.

Manifestation Determination – A process in which the behavior of a student with a disability is considered to determine if the actions of the student were a manifestation of the disability. This process is used when the student is being suspended or placed in an alternative setting due to a behavioral concern. The IEP or Section 504 plan team conducts the manifestation determination.

Modifications – Changes that provide a student access to a program, but with lower expectations.

Multiple Disabilities – Simultaneous impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

Office of Civil Rights – A federal agency that enforces equal access and nondiscrimination.

Orthopedic Impairment – A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis) and impairments from other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures).

Other Health Impairment – Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that result in limited alertness with respect to the educational environment and meets two criteria:
    a. It is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia and Tourette syndrome.
    b. It adversely affects a child's educational performance.

Present Levels of Performance – A statement of the student's current level of achievement or development in an area of need and how the student's disability affects his or her involvement and progress in the general education curriculum.

Positive Behavioral Supports – Positive reinforcers, rewards or consequences provided to a child for specific instances of behavior that impedes learning or the learning of others (or refraining from behavior) as appropriate for the purpose of allowing the student to meet his or her behavioral goals/benchmarks. Serious Bodily Injury – Bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of bodily member, organ or mental faculty.

Special Education Paraprofessional – A person who is trained in accordance with state standards to assist with special education and services under the direction and supervision of a certified or licensed professional staff.

Specific Learning Disability – A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural or economic disadvantage.

Speech or Language Impairment – Communication disorders such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects a child's educational performance.

Stay Put – A requirement that a district or agency maintain a student with a disability in his or her present educational placement while a due process hearing or subsequent judicial proceeding is pending unless the parties agree otherwise.

Disability Terms

Supplementary Aids and Services – Accommodations and adaptations that must be made to the general education classroom and/or curriculum to ensure the satisfactory participation of a student with a disability, including supports to the general education teacher.

Transition Services – The set of activities and services that assist students with disabilities to successfully move from the school environment to the post-school environment, such as employment, postsecondary education or vocational training. These services can include adult education, independent living and community participation.

Traumatic Brain Injury – An acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.
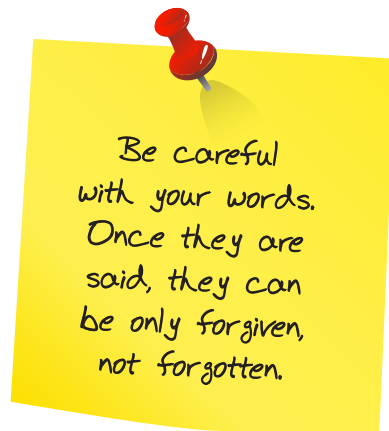
Universal Design – A concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and service that are made usable with assistive technologies.

Visual Impairment Including Blindness – Impairments in vision that, even with correction, adversely affect a child's educational performance. The term includes both partial sight and blindness.

Weapon – A device, instrument, material or substance that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocketknife with a blade less than 2.5 inches long.

504 – Section 504 of the Rehabilitation Act of 1973
ADA – Americans with Disabilities Act
ADD/ADHD – Attention Deficit Disorder/Attention-Deficit
          Hyperactivity Disorder
ASD – Autism Spectrum Disorders
ASL – American Sign Language
AT – Assistive Technology
BIP – Behavioral Intervention Plan
CC – Closed Captioning
CP – Cerebral Palsy
DB – Deaf-Blind
DD – Developmental Delay
DP – Due Process
ED – Emotional Disturbance
ESY – Extended School Year
FAPE – Free and Appropriate Public Education
FAS – Fetal Alcohol Syndrome
FBA – Functional Behavioral Assessment
FERPA – Family Educational Rights and Privacy Act
HI – Hearing Impairment
IAES – Interim Alternative Educational Setting
ID - Intellectual Disability
IDEA –Individuals with Disabilities Education Act 2004
IEP – Individual Education Program
IQ – Intelligence Quotient
LRE – Least Restrictive Environment
MD – Multiple Disabilities
OCD – Obsessive-Compulsive Disorder
OCR – Office for Civil Rights
ODD – Oppositional Defiant Disorder
ODLC - Oklahoma Disability Law Center
OHI – Other Health Impairment
OI – Orthopedic Impairment
OT – Occupational Therapy
OPC – Oklahoma Parent Center
OSDE-SES – Oklahoma State Department of Education – Special
          Education Services
OSEP – Office of Special Education Programs
OSERS – Office of Special Education and Rehabilitation Services
OT – Occupational Therapy
OTISS – Oklahoma Tiered Intervention System of Support
PBIS – Positive Behavioral Interventions and Supports
PBS – Positive Behavioral Supports

Acronyms & Abbreviations

PP - Paraprofessional
PT – Physical Therapy
PTA – Physical Therapy Assistant
RtI – Response to Intervention
SBI – Serious Bodily Injury
SLD – Specific Learning Disability
SLI – Speech/Language Impairment
SLP – Speech-Language Pathologist
SLPA – Speech-Language Pathologist Assistant
TBI – Traumatic Brain Injury
VI – Visual Impairment

Be careful
with your words.
Once they are
said, they can
be only forgiven,
not forgotten.

Hurtful	Respectful
Able-bodied	**Student who does not have a disability**
ADD student	**Student who has attention deficit disorder**
ADHD student	**Student who has attention deficit hyperactivity disorder**
Autistic student	**Student who has autism spectrum disorder**
Birth defect	**Student who has a congenital disability**
Blind student	**Student who is blind**
Brain damaged	**Student with a brain injury**
Confined to a wheelchair	**Student who uses a wheelchair**
CP Student	**Student who has cerebral palsy**
Crazy	**Student with an emotional or mental disability**
Crippled	**Student with a physical disability**
Developmentally delayed	**Student who has a developmental delay**
Disabled	**Student with a disability**
Downs	**Student who has Down syndrome**
Dumb	**Student who is unable to speak**
Dwarf	**Student of short stature**
Dyslexic	**Student who has dyslexia**
Emotionally disturbed	**Student with an emotional disability**
Epileptic	**Student who has epilepsy**
Epileptic fit	**Epileptic seizure**
Fits	**Seizures**
Handicapped	**Student with a disability**
Handicapped parking	**Accessible parking**
Idiot	**Student with an intellectual or cognitive disability**
Imbecile	**Student with an intellectual or cognitive disability**
Insane	**Student with an emotional or mental disability**

Hurtful	Respectful
Intellectually disabled	**Student who has an intellectual disability**
Learning disabled	**Student who has a learning disability**
Loony	**Student with an emotional or mental disability**
Lunatic	**Student with an emotional or mental disability**
Mentally handicapped	**Student with an intellectual or cognitive disability**
Mentally retarded	**Student with an intellectual or cognitive disability**
Midget	**Student of short stature**
Mongoloid	**Student with Down syndrome**
Moron	**Student with an intellectual or cognitive disability**
Mute	**Student who is unable to speak**
Normal Student	**Student who does not have a disability**
Nuts	**Student with an emotional or mental disability**
Paraplegic	**Student who has paraplegia**
Quadriplegic	**Student who has quadriplegia**
Retard	**Student with an intellectual or cognitive disability**
Retarded	**Student with an intellectual or cognitive disability**
Schizophrenic	**Student who has schizophrenia**
Spastic	**Student who has spastic cerebral palsy**
Special ed student	**Student who receives special education services**
Stutterer	**Student who stutters**
Student in special education	**Student who receives special education services**
Wheelchair bound	**Student who uses a wheelchair**

Can students who have IEPs earn academic credit toward high school graduation by completing technology center coursework?

According to the Oklahoma Accreditation Standards, students who have IEPs may receive academic credit toward high school graduation for technology center coursework, as long as the following conditions are met:

• State and federal legislation and policies are followed.
• The course is documented on the IEP.
• The specific competencies and/or skills required for the technology center program are documented on the IEP.
• A technology center representative is a full participant in the development of the IEP.
• The student's progress is monitored by the high school and the IEP team.

Can a technology center limit the enrollment of students with disabilities to certain programs?

No. To comply with federal and state laws and regulations, a technology center must allow individuals with disabilities to enroll in any program. According to the Oklahoma Accreditation Standards, students are enrolled in a technology center based on the following criteria:

• Documented interest.
• Ability to benefit from training.
• Work history.
• IEP provisions.
• Accommodation plans.
• Plans of study developed at the sending school or in cooperation with other agencies.

After considering all of this information, a student's IEP team may conclude that a certain program is not appropriate for the student. If the student or parents disagree with the decision, they can request mediation or a due process hearing to resolve the issue.

Can a technology center refuse to enroll a student with a disability in a particular program because the student will be unable to master all of the program competencies and/or obtain paid employment in the field?

No. A hearing officer may deem a program appropriate for a student if the student can obtain even slight educational benefit. A technology center can expect to lose any case in which its only arguments against enrollment are that the student will not master all or even most program competencies and will be unable to obtain paid employment in that occupation.

If personnel from the technology center and the local school district have different opinions concerning the enrollment of a student in the technology center, who resolves the dispute?
The student's IEP team will initially decide this issue by team consensus.
If the technology center representative disagrees with the decision, he/she should sign paperwork to document attendance at the meeting and mark disagree in the appropriate box. In addition, during or promptly after the meeting, the representative should give the local school district a written statement identifying the points of disagreement.
If the team favors placement in a technology center program or makes another decision with which the representative disagrees, the technology center must decide whether to take one of the following actions:
- Implement the IEP despite disagreeing.
- Request mediation.
- Request a due process hearing to challenge the team's decision.

What happens when the local school district fails to notify the technology center that an enrolling student has an identified disability?
Under the Standards for Accreditation of Oklahoma Schools, for a student to be legally enrolled, the technology center must receive a copy of the student's IEP before he/she arrives on campus.
In addition, the technology center instructor must have access to a copy of the student's IEP before the student receives instruction.
When the local school district fails to notify the technology center in a timely manner that a student has a disability, it is not complying with federal and state laws and regulations.
When the technology center becomes aware of the situation, it should ask the local school district to schedule an IEP team meeting promptly to discuss the student's enrollment, programming and placement. If the local school district fails to do so, the technology center should document its request in writing, and it may take the position that decisions made without its involvement are void and unenforceable.
If the local school district still fails to schedule an IEP team meeting, the technology center has an obligation to follow the process required under Section 504 of the Rehabilitation Act and should convene a team meeting to discuss the matter.

What obligation does the technology center have to report student progress toward achieving IEP goals?
The technology center should report student progress via report cards and/or progress reports for students with disabilities in the same manner and with the same frequency that it reports student progress for nondisabled students. However, if the IEP team, including a technology center representative, determines that progress must be reported more frequently, the technology center should follow the IEP.
If the technology center serves a student with a disability who has one or more annual IEP goals related to CareerTech, the technology center should discuss with the local school district who will take responsibility for reporting progress and how it will be accomplished.

What responsibilities does the technology center have for a student's licensure? Must the technology center arrange accommodations for any licensing exams the student takes?
The technology center should offer the same support for all students in the licensure process. It is not required to arrange accommodations, but should give students with disabilities and their parents information about potential accommodations for licensing examinations and a list of resources they can contact for assistance.

Who has the responsibility to pay for support services if a student's IEP/504 team determines that such support is necessary for the student to participate in a technology center program?
There is no definitive answer to this question. The IEP/504 team should discuss and try to resolve the issue. If it cannot do so or if one person or group disagrees with the consensus of the team, mediation or a due process hearing may be requested to resolve the dispute.
The technology center must comply with the antidiscrimination requirements of Section 504 and the ADA in all aspects of its educational programs.

What happens when the local school district fails to invite the technology center representative to attend the IEP team meeting at which the team intends to discuss enrollment, programming, placement or accommodations at a technology center?

The local school district's failure to invite a technology center representative when the team determines career and technology education enrollment, programming, placement or accommodations can lead to a void IEP that the technology center has no obligation to implement.

Technology centers and local school districts should work closely together to establish efficient communication concerning IEP team meetings and the implementation of student IEPs.

In educating students with disabilities, when must a technology center take extra measures to comply with Section 504 of the Rehabilitation Act or Title II of the Americans with Disabilities Act?

Generally, the local school district's compliance with the IEP requirements of the Individuals with Disabilities Education Act satisfies all requirements the technology center would have concerning that process. The technology center should always ask the local school district to schedule IEP team meetings or, for students on 504 accommodation plans, 504 team meetings.

The technology center schedules a team meeting only if the local school district fails or refuses to do so. If this happens, the technology center should take steps to comply with Section 504, including the requirement that its team include people who are knowledgeable about the student, the meaning of the student's evaluation data and the placement options. The technology center must also provide the student's parents or the student, if age 18, a copy of his or her rights under Section 504.

The technology center must comply with the antidiscrimination requirements of Section 504 and the ADA in all aspects of its educational programs.

Is a technology center required to identify adult students as having a disability?

An adult student with a disability must inform the technology center that he/she has a disability and needs accommodations. The technology center is not required to identify the adult student as having a disability or assess the student's needs prior to receiving a request for an accommodation. Technology centers may set reasonable requirements for documentation that students must provide.

If an adult student self-discloses, must a technology center place the student on a 504 Plan even if there are no academic concerns?

504 eligibility is determined by a team that considers whether the student has a physical or mental impairment that substantially limits one (or more) major life activities and whether the impairment substantially limits one (or more) of the student's major life activities. This decision has to be made without considering the impact of mitigating measures, such as medication, wheelchair or hearing aids. It also must be determined even if it does not affect the student's education. If the team determines the student has a disability for purposes of Section 504 the student would have the protections from discrimination, including bullying, harassment and intimidation, that 504 provides. The team would review the 504 plan at least annually to determine whether the student's needs have changed.

What should a technology center do when a student with a disability is exhibiting challenging behaviors?
If a student with a disability exhibits behaviors that interfere with his/her learning or the learning of others, a technology center representative should request an IEP/504 meeting to discuss the behavior. The team must consider implementing strategies, including positive behavioral supports and interventions, functional behavior assessments and behavior intervention plans to address the behavior.

When does a disciplinary removal constitute a change of placement?
A disciplinary removal constitutes a change of placement when the disciplinary removal exceeds 10 consecutive school days or when a series of short-term disciplinary removals constitutes a pattern of exclusion. School personnel determine whether a pattern exists by considering all of the following factors:
  a. Do the removals total more than 10 school days in a school year?
  b. Is the student's behavior substantially similar to his/her behavior in the previous incidents that resulted in the removal?
  c. How long was each removal?
  d. What is the total amount of time the student has been removed from school?
  e. How far apart in time were the removals?

How does the technology center implement a short-term disciplinary removal of a student with a disability?
A technology center determines appropriate discipline for all students according to its Code of Student Conduct. (If the IEP/504 team included specific disciplinary consequences in a student's IEP/504 plan, then the campus administrator or designee must consult that document.)
A technology center may implement a disciplinary removal of a student with a disability from his/her current educational placement for up to 10 school days in a school year for any violation of its policies, rules or regulations to the same extent it would for any other student. The campus administrator or designee administers the initial disciplinary process the same way he/she would administer it for a nondisabled student. A student with a disability gets the same due process that a nondisabled student receives.
When a series of short-term disciplinary removals constitutes a pattern of exclusion, as discussed above, the technology center must follow the process described in questions 7, 12 and 13 for a long-term disciplinary removal. The pattern of exclusion constitutes a change of placement for which extra procedural safeguards are necessary.

Must the technology center provide educational services during short-term disciplinary removal?
The technology center must provide a student with a disability the same level of services it provides other students when the disabled student is removed from placement for disciplinary reasons for 10 or fewer school days throughout the school year. During any subsequent removal of 10 or fewer consecutive school days that does not constitute a change of placement, the technology center, in conjunction with the local school district, must provide the student with the necessary services to appropriately progress in the general education curriculum and appropriately advance toward achieving IEP goals. The IEP/504 team, including a representative from the technology center, will decide the extent to which services are necessary in the student's career and technology education program.

Can a technology center implement a long-term disciplinary removal of a student with a disability?
Yes. A technology center can implement a long-term disciplinary removal of a student with a disability for behavior that is not a manifestation of the student's disability in the same manner it disciplines nondisabled students. A technology center can also remove a student to an interim alternative educational setting for not more than 45 school days regardless of whether the behavior is a manifestation of the student's disability, if the situation meets any of these criteria:

    a. The student carries or possesses a dangerous weapon at the technology center, on the technology center premises or at a technology center function.

    b. The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at the technology center, on the technology center premises or at a technology center function.

    c. The student has inflicted serious bodily injury upon another person while at the technology center, on the technology center premises or at a technology center function.

The technology center must notify the student's parent(s) of the disciplinary action and all applicable procedural safeguards under state and federal law and technology center policy no later than the date on which the technology center imposes disciplinary action.

What is considered a dangerous weapon?

A dangerous weapon is a weapon, device, instrument, material or substance -- animate or inanimate -- that is used for or is readily capable of causing death or serious bodily injury. It does not include a pocketknife with a blade of less than 2.5 inches long.

What is the definition of illegal use of drugs?

Illegal use of drugs is the unlawful use, possession or distribution of substances identified under the Controlled Substances Act. It does not include the use of a drug taken under supervision of a licensed health care professional.

What is considered a controlled substance?

A controlled substance is any drug so designated by law -- for instance, by the federal Controlled Substances Act -- whose availability is restricted. Included in such classifications are narcotics, stimulants, depressants, hallucinogens and marijuana.

What is the definition of serious bodily injury?

Serious bodily injury involves any of the following criteria:
    a. A substantial risk of death.
    b. Extreme physical pain.
    c. Protracted and obvious disfigurement.
    d. Protracted loss or impairment of the function of a bodily member, organ or mental faculty.

How does a technology center implement a long-term disciplinary removal?

The student's team must meet no more than 10 school days after the technology center imposes either of these two things:
    a. A disciplinary removal of more than 10 consecutive school days.
    b. The last short-term disciplinary removal in a series of short-term disciplinary removals that constitutes a pattern of exclusion throughout the school year.

The meeting is required because such disciplinary removals constitute a change of placement for the student. When the technology center imposes such a disciplinary removal, it should ask the local school district to convene a team meeting. If the local school district fails or refuses to do so, the technology center should convene a meeting in compliance with the requirements of Section 504.

At the meeting, the team will develop an Functional Behavior Assessment plan for the student if the local school district did not

conduct an FBA and develop a Behavior Intervention Plan before the behavior that resulted in the removal. As soon as possible after developing the assessment plan and completing the assessments, the local school district should convene another IEP team meeting to develop and implement the appropriate behavioral interventions. If the student already has a BIP, the team will meet to review and modify the BIP and its implementation as necessary to address the behavior.

In addition, no later than 10 school days after the technology center imposed the disciplinary removal, the team must meet to conduct a manifestation determination. In the manifestation determination, the team reviews the relationship between the student's disability and the behavior that is the subject of disciplinary action.

Two separate meetings are unnecessary. The team may develop the student's FBA plan or review the student's BIP and conduct the manifestation determination at the same meeting.

What educational services must a technology center provide during long-term disciplinary removal?
For an offense involving a controlled substance, an illegal drug, a weapon or the infliction of serious bodily injury, the student's IEP/504 team will identify an interim alternative educational setting. The student must be able to continue to appropriately progress in the general education curriculum and receive the services and accommodations, including those identified in the student's IEP/504 that will enable him or her to achieve their IEP/504 goals. The alternative educational setting must also include services and modifications designed to address the behavior that led to the placement change so that the behavior does not recur.

For behavior that is not a manifestation of the student's disability, the technology center, in conjunction with the local school district, must provide services to the extent necessary to enable the student to appropriately progress in the general education curriculum and appropriately advance toward achieving the goals in the student's IEP/504. The team will decide the extent to which services are necessary.

Certain services ordinarily provided to the student by the local school district or technology center may be difficult or even impossible to provide outside the regular education setting. In that case, the team must decide how the entities involved might offer services to the student in an effort to accomplish these objectives.

What are the procedures for a manifestation determination?
The team members will meet to consider all relevant information related to the behavior subject to disciplinary action, including the following:
    a. Information supplied by the student's parents.
    b. Teacher observations of the student.
    c. The student's IEP/504 and placement.
The team may decide that the student's behavior is not a manifestation of his or her disability if the meeting results in these findings:
    a. The conduct in question was not caused by nor did it have a direct and substantial relationship to the child's disability.
    b. The conduct in question was not a direct result of failure to implement the IEP/504.
If one or both of these standards is not met, then the team must consider the behavior a manifestation of the student's disability. If the behavior is a manifestation of the student's disability, then the local school district or technology center cannot impose discipline that constitutes a change of placement.
If the team identifies deficiencies in the student's IEP/504 or its implementation, the technology center and/or local school district must take immediate steps to remedy the deficiencies. It might affect the technology center if, for example, career and technology personnel were not implementing the parts of the student's IEP/504 that governed his or her career and technology education program. In that case, the technology center would be required to immediately begin implementing the relevant parts of the student's IEP/504.
If the team determines that the student's behavior is not a manifestation of his or her disability, the technology center can apply the disciplinary procedures applicable to all students in the same manner they would be applied to nondisabled students, subject to the requirement that the student continue to receive an appropriate public education.

If the local school district initiates a disciplinary removal that constitutes a change of placement, what role does the technology center play in the process?
If the local school district initiates a disciplinary removal of a student and schedules an IEP/504 team meeting to discuss the removal, technology center personnel should participate in the meeting. If the technology center reciprocates the removal for the behavior, it may need to provide educational services to the student during the removal.

Is there a legal impediment to a technology center honoring an out-of-school suspension imposed by a local school district for an offense that involved only the local school district?

The debate continues on the legality of reciprocal out-of-school suspensions. Courts have not resolved the issue. A student subject to a reciprocal out-of-school suspension imposed by a technology center under those circumstances, however, could challenge the out-of-school suspension as a violation of his or her procedural due process rights. A better practice is for the technology center to evaluate the misconduct under its own policies and procedures for any out-of-school suspension it may seek to honor.

In special education matters, reciprocal out-of-school suspensions present even more complicated issues. When a technology center honors an out-of-school suspension imposed by the local school district, whether or not the technology center provides the student procedural due process, it might be responsible for providing educational services to the student during the term of the suspension. Each technology center should examine its policy and procedures concerning reciprocal out-of-school suspensions to address these issues and should consult legal counsel.

General Resources:

Career & Academic Connections – Special Populations - https://www.okcareertech.org/educators/career-and-academic-connections/special-needs-resources

Diversity – https://www.okcareertech.org/about/diversity

Oklahoma ABLE Tech – https://www.okabletech.org/

Rules for Career & Technology Education – https://www.okcareertech.org/about/state-agency/rules-for-careertech

Special Education Resolution Center (SERC) – https://www.okabletech.org/education-services/serc/

Standards for Accreditation of Oklahoma Schools – http://sde.ok.gov/sde/documents/2015-09-21/2014-15-accreditation-standards

Autism Resources:

Autism Society of America - www.autism-society.org

Autism Speaks – https://www.autismspeaks.org

National Autism Association – nationalautismassociation.org

National Autism Center at May Institute – www.nationalautismcenter.org/

Oklahoma Autism Alliance – okautism.org

Tulsa Autism Foundation – www.autismtulsa.org

Deaf-Blindness Resources:

American Association of the Deaf-Blind – www.aadb.org

Helen Keller National Center for Deaf-Blind Youths & Adults – https://www.helenkeller.org/hknc

I Can Connect – www.icanconnect.org

National Center on Deaf-Blindness – https://nationaldb.org

Oklahoma Deaf-Blind Technical Assistance Project – www.ou.edu/education/edpy/special-education/deaf-blind-project.html

Project IDEAL – http://www.projectidealonline.org/v/deaf-blindness/

Deafness Resources:

American Society for Deaf Children – www.deafchildren.org

The Deaf Resource Library – www.deaflibrary.org

National Institute on Deafness and Other Communication
Disorders – https://www.nidcd.nih.gov/

Oklahoma Association of the Deaf – www.ok-oad.org/

Oklahoma School for the Deaf – www.osd.k12.ok.us

Emotional Disturbance Resources:

Council for Children with Behavioral Disorders – www.ccbd.net/

INTEGRIS Adolescent Mental Health Services – https://integrisok.
com/locations/mental-health/integris-mental-health-spencer/
services/adolescent-mental-health-services

Mental Health Services of Southern Oklahoma – www.mhsso.org/

National Alliance on Mental Illness – www.nami.org

Oklahoma Department of Mental Health and Substance Abuse
Services – www.ok.gov/odmhsas/

Project IDEAL –
http://www.projectidealonline.org/v/emotional-disturbance/

Hearing Impairment Resources:

Hearing Loss Association of America – www.hearingloss.org

International Hearing Society –
http://ihsinfo.org/IhsV2/Home/Index.cfm

Oklahoma School for the Deaf – www.osd.k12.ok.us

Oklahoma Association of the Deaf – ok-oad.org
Project IDEAL –
http://www.projectidealonline.org/v/hearing-impairments/

Intellectual Disability Resources:

Center for Parent Information & Resources –
www.parentcenterhub.org/repository/intellectual/

Down Syndrome Association of Oklahoma – dsaco.org

National Down Syndrome Society – www.ndss.org

National Down Syndrome Congress – www.ndsccenter.org

Oklahoma Special Olympics – www.sook.org

Project IDEAL – http://www.projectidealonline.org

Multiple Disabilities Resources:

Center for Parent Information and Resources –
http://www.parentcenterhub.org/

Perkins Scout - www.perkinselearning.org/scout/multiple-
disabilities-educational-resources

Project IDEAL –
http://www.projectidealonline.org/v/multiple-disabilities/

Special Education Guide – www.specialeducationguide.com/
disability-profiles/multiple-disabilities/

TASH – http://tash.org/

Teaching Students with Disabilities – https://sites.google.com/a/
ucdavis.edu/teaching-students-with-disabilities/home/idea-
disabilities/multiple-disabilities

Orthopedic Impairment Resources:

Cerebral Palsy Guidance – https://www.cerebralpalsyguidance.com

National Association of Special Education Teachers –
https://www.naset.org/orthopedicimpairment2.0.html

Orthopedic Impairments –
www.orthopedicimpairments.weebly.com/for-teachers.html

Project IDEAL –
http://www.projectidealonline.org/v/orthopedic-impairments/

Teaching Students With Disabilities – https://sites.google.com/a/
ucdavis.edu/teaching-students-with-disabilities/home/idea-
disabilities/orthopedic-impairment

United Cerebral Palsy – http://ucp.org/

Other Health Impairment Resources:

CHADD – www.chadd.org

Centers for Disease Control and Prevention – https://www.cdc.gov/asthma/default.htm

Epilepsy Foundation – www.epilepsy.com

National Institutes of Health – https://www.nih.gov/

Project IDEAL – http://www.projectidealonline.org/v/health-impairments/

Tourette Association of America – https://www.tourette.org

Specific Learning Disability Resources:

Center for Parent Information and Resources – www.parentcenterhub.org/repository/ld/

Center on Instruction – www.centeroninstruction.org

LD Online – www.ldonline.org

Learning Disabilities Association of America – https://ldaamerica.org/educators/

National Center For Learning Disabilities - https://www.ncld.org/

Project IDEAL – http://www.projectidealonline.org/v/specific-learning-disabilities/

Speech or Language Impairment Resources:

American Speech-Language-Hearing Association – http://www.asha.org/

Center for Parent Information and Resources – http://www.parentcenterhub.org/repository/speechlanguage/

Cleft Palate Foundation – http://www.cleftline.org/

Oklahoma ABLE Tech – https://www.ok.gov/abletech/

Project IDEAL – http://www.projectidealonline.org/v/speech-language-impairments/

The Stuttering Foundation – http://www.stutteringhelp.org/

Traumatic Brain Injury Resources:

Brain Injury Resource Center – http://www.headinjury.com/

Brainline – http://www.brainline.org/

International Brain Injury Association – www.internationalbrain.org/
education-for-children-with-traumatic-brain-injury-tbi-educator-
knowledge-and-understanding/

National Association of Special Education Teachers –
https://www.naset.org/traumaticbraininj2.0.html

National Resource Center for Traumatic Brain Injury –
http://www.tbinrc.com/

Project IDEAL –
http://www.projectidealonline.org/v/traumatic-brain-injury/

Visual Impairment Including Blindness Resources:

Liberty Braille – https://libertybraille.com

Oklahoma Library for the Blind and Physically Handicapped –
http://olbph.org/

Oklahoma School for the Blind – osb.k12.ok.us

Perkins School for the Blind – www.perkins.org

Project IDEAL –
http://www.projectidealonline.org/v/visual-impairments/

Questions?
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Notes: