



OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

# OKLAHOMA PARENTS CENTER CONFERENCE

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May 22, 2018-Midwest City

May 24, 2018- Owasso



OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

# 2017-2018 Special Education Compliance and Monitoring

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Top Issues Identified



# Special Education Compliance and Monitoring

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Information gathered from:

- Phone Calls
- Individualized Education Program (IEP) Reviews
- Monitoring Activities
- State Complaint Processes



# Top Ten Issues

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1. Evaluations
2. IEP Meetings
3. Present Levels of Performance
4. IEP Alignment
5. Goals
6. Accommodations
7. Secondary Transition Planning
8. Progress Monitoring
9. IEP Implementation
10. Missing Documentation



# 1. Evaluation Processes

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As part of a comprehensive evaluation (Initial or Reevaluation), local education agencies (LEA) must get parent consent for any new data necessary to determine if a child qualifies or still qualifies for special education services.

- For every area parent consent is received, new assessments/data must be gathered.



## 2. IEP Meetings

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To write an effective IEP, a team must come together to determine appropriate services and supports needed to meet the child's unique needs.

- Team members need to attend meetings and provide input.
- All team members can request IEP meetings.



# 3. Present Levels of Performance

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## Present Levels of Performance

- Must have current data to determine how the child is performing.
- Current assessment and observation data build a solid foundation for the development of the IEP.
- How do we measure progress if we are unclear where we started?





# 4. IEP Alignment

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## IEP Alignment and Flow

- After current levels of performances are determined and documented, all other IEP decisions should be based on that data.
- Goals and services must be aligned with the needs of the child.
  - Any parent concerns should be addressed during the annual development of the IEP process.



# 5. Annual Goals

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## Measurable Annual Goals

- Specific to the child's needs.
- Should be an annual “road map” for identifying what we want the child to accomplish.
- Should change from year to year!



# 6. Accommodations

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## Accommodations

- Classroom accommodations need to closely relate to or match testing accommodations.
- Accommodations need to be specific. (How much extra time to complete assignments?)
- Accommodations should be used sparingly, not offered as a smorgasbord.



# 7. Secondary Transition

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## Secondary Transition Planning

- Should include age-appropriate transition assessments.
  - Updated annually.
- Postsecondary goals should be based on the age-appropriate transition assessments.
  - Must occur after high school.
- Should include measurable annual goals.
- Should include coordinated activities and courses of study.



# 8. Progress Reporting

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- Progress Reports
  - Specific to annual goals and objectives must be provided to parents.
  - Must measure progress in order to make informed educational decisions throughout the school year.



# 9. IEP Implementation

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- Accommodations, Modifications, Supplementary Aids and Services
  - What is determined necessary for the child through the IEP development, must be provided to the child.



# 10. Missing Documents

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Cannot locate records in student files.

- Review of Existing Data (Initial Evaluations and Reevaluations)
- Written Notices
- Notification of Meetings
- Parent Consents
- Parent Contact Records



# Contacts

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