Oklahoma
IDEA-B Advisory Panel
Annual Report
2025-2026

OKLAHOMA Education

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A Note from the Chair

On behalf of the Oklahoma IDEA-B Advisory Panel, I am pleased to present this report on the Advisory Panel's activities and accomplishments from September 1, 2025, through July 31, 2026.

The past year featured exceptional collaboration among the Oklahoma State Department of Education (OSDE), Special Education Services (SES), and the Advisory Panel.

The Advisory Panel meets four times each year, and all meetings are open to the public. Anyone interested in special education is welcome to attend and share concerns or suggestions for improving educational outcomes for children with disabilities, consistent with the Individuals with Disabilities Education Act (IDEA).

We deeply appreciate the unwavering support, valuable information, and guidance provided by OSDE and SES. Together, we strive to advocate for an educational system that champions excellence, equity, and lifelong learning for all students in Oklahoma.

The accomplishments highlighted in this report reflect the dedicated efforts of OSDE-SES staff, under the leadership of Sherri Coats, Director of Special Education Programs, and the thoughtful contributions of every Advisory Panel member.

Sincerely,

Michelle Keiper

Chair

Introduction

The 2025-2026 Annual Report is intended to inform state officials and the public of the activities undertaken by the Oklahoma IDEA-B Advisory Panel. It identifies areas of need within the state and outlines priority issues related to the education of children with disabilities.

Authority

The IDEA-B State Panel of the State of Oklahoma is established in accordance with Section 1412(a)(21) of the IDEA, §§ 300.167 through 300.169 of the IDEA's implementing federal regulations, and 210:15-13-2(a)(4) of the Oklahoma Administrative Code.

Purpose of the Panel

The purpose of the Oklahoma IDEA-B Advisory Panel is to offer recommendations with respect to special education and related services for children with disabilities eligible under IDEA in the State.

The Advisory Panel is "Advisory" to the Oklahoma State Department of Education – Office of Special Education Services ("OSDE-SES"). The Advisory Panel advises the State Superintendent of Public Instruction through the State Director of Special Education.

State Advisory Panel Duties Under IDEA

Pursuant to 34 CFR § 300.169, the Advisory Panel must:

a) Advise the State Education Agency (SEA) of unmet needs within the State in the education of children with disabilities;
b) Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
c) Advise the SEA in developing evaluations and reporting information necessary to support the State's data requirements under section 618 of the Act;
d) Advise the SEA in developing corrective action plans (CAPS) to address findings identified in Federal monitoring reports under Part B of the Act; and
e) Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.

Due Process Hearing Decisions
34 C.F.R § 300.513(d)

The public agency, after deleting any personally identifiable information, must –

1) Transmit the findings and decisions referred to in § 300.512(a)(5) to the State advisory panel established under § 300.167; and
2) Make those findings and decisions available to the public.

2025-2026 Membership

Membership of the Panel consists of representatives from both the public and private sectors who, by virtue of their roles, expertise, and commitment, contribute meaningfully to the education of children with disabilities.

A majority of the members reflect the diversity of Oklahoma's population and are individuals who are directly involved in, or otherwise concerned with, the education of children and youth with disabilities.

All members are appointed by the State Superintendent of Public Instruction upon consideration of recommendations submitted by the Executive Committee.

Required Members

The membership of the Advisory Panel must be consistent with 34 CFR § 300.168(a):

1) Parents of children with disabilities (age birth through 26);
2) Individuals with disabilities;
3) Teachers;
4) Representatives of institutions of higher education that prepare special education and related services personnel;
5) State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 *et seq*.).
6) Administrators of programs for children with disabilities;
7) Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities.
8) Representatives of private schools and public charter schools.
9) Not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities.
10) A representative from the State child welfare agency responsible for foster care.
11) Representatives from the State juvenile and adult corrections agencies.

12) Others, as appropriate, as appointed by the State Superintendent.

Pursuant to 34 CFR § 300.168(b), a majority (50%) of the Oklahoma IDEA-B Advisory Panel members must be individuals with disabilities or parents of children with disabilities (ages birth through 26).

Executive Committee

- Michelle Keiper, Chair
- Maressa Treat, Vice Chair
- Sherri Coats, OSDE-SES
- Abby Johnson, OSDE-SES

Panel Members for 2025-2026

For information regarding each member and their role, see **Appendix A**.

Panel Meetings

The annual schedule of regular meetings includes at least four (4) meetings each school year, with an orientation for new members. This year, the new member orientation was held on the morning of September 4, followed by a regularly scheduled meeting in the afternoon.

2025-2026 Panel Meeting Dates

- September 4, 2025
- January 16, 2026
- March 5, 2026
- July 14, 2026

Standing Topics

Each year, presentations are provided to the Panel on Policies, Procedures, and Effective Instruction, the State Performance Plan (SPP) /Annual Performance Review (APR), IDEA Part B Grant Application, and Dispute Resolution.

Policies, Procedures, and Effective Instruction

Nancy Goosen, Program Manager, Policies and Procedures, presented the proposed amendments to the 2024 Oklahoma Special Education Policies and Procedures. Revisions aligned the manual with current legislation, refined language for clarity, and addressed formatting inconsistencies.

State Performance Plan (SPP) / Annual Performance Review (APR)

All states who receive IDEA funds must annually develop a SPP/APR report that evaluates the efforts to implement the requirements and purposes of Part B and Part C of the IDEA. Travis Thompson, Part B Data Manager, presented Indicator outcomes for 3B.

A review of SY2024 (FFY2023) assessment data showed significant increases in Indicator 3B reading and math scores for grades 4 and 8 and corresponding decreases in Indicator 3D, indicating a reduced achievement gap for students with disabilities. These changes were influenced by revisions to statewide assessment cut scores following a Commission of Educational Quality and Accountability (CEQA) review, which determined prior thresholds were overly rigorous.

As a result, FFY2023 data became non-comparable to prior years, requiring a reset of baselines and targets for the SPP/APR cycle, completed with stakeholder input and documented in the February 1, 2025, submission. Subsequent CEQA action in 2025 required a reversion to 2023 cut scores, prompting further consultation with OSEP technical assistance providers.

Based on their guidance, SY2024–25 assessment data were used to establish a new baseline and reset FFY2025 targets for Indicators 3B and 3D using the pre-change methodology, with proposed targets presented to the IDEA-B Panel, while a full statewide reset will occur with the next six-year cycle ending in SY2026–27.

IDEA Part B Grant Application

Sherri Coats, Program Director, presented on the IDEA Part B Grant Application. An explanation was provided describing how the grant is awarded to states annually to support preschool children ages three through five, and special education for children and youth with disabilities.

The grant establishes a set of assurances for adherence to and administration of IDEA within the State of Oklahoma. Funds are allocated to cover costs associated with, but not limited to, state-level activities, high-needs funds, and required flow-through to districts.

The presentation concluded with a discussion of recommendations regarding allocation of State-Level Activity Funds by OSDE-SES.

Dispute Resolution: State Complaints and Due Process

Christan Resz, Program Manager, Dispute Resolution, and Dr. Allison Fennell-Conch, Assistant Director, Special Education Resolution Center (SERC), reported that from July 1,

2025, through June 30, 2026, there were 168 State Complaints, 31 Mediations, and 24 Due Process Complaints.

Presentations to the Panel

During the year, Department staff and others involved with specific programs or projects were invited to present to the Panel. The following is a brief synopsis of the presentations and topics discussed during this past year.

Monitoring Overview and General Supervision System Updates

Kristen Coleman, Program Manager, provided a presentation on OSDE-SES Monitoring and General Supervision System updates. The focus was on how data collected from Local Educational Agencies (LEAs) and charter schools is analyzed and used to support compliance and drive improvement efforts statewide.

Overall, the monitoring framework aims to promote transparency, accountability, and continuous improvement in special education services delivery across Oklahoma, ensuring alignment with federal Office of Special Education Programs (OSEP) requirements and timelines.

Behavior and Mental Health

Rachael Hernandez, Program Manager, School Based Mental Health, delivered a presentation outlining the Office of School-Based Mental Health's current initiatives. The presentation highlighted statewide efforts to develop, implement, and evaluate school-based mental health programs. These initiatives provide targeted training, technical assistance, and cross-agency collaboration to ensure schools have the support needed to deliver equitable and effective mental health services.

Secondary Transition

Lori Chesnut, Program Manager, Pathways to Partnerships, provided a presentation on current secondary transition initiatives. The presentation focused on the Pathways to Partnerships (P2P) Disability Innovation fund grant. This grant brings together Oklahoma partners to support youth with disabilities by providing access to information, service connections, and career exploration opportunities. Ultimately helping youth shape their future by building the confidence to speak up for what they want (self-advocacy) and make their own choices (self-determination).

Least Restrictive Environment

Nancy Goosen, Program Manager, Policies and Procedures, presented on Least Restrictive Environment. The presentation aligned with federal law, as well as guidance from the Oklahoma Special Education Policies and Procedures.

Panel Priorities

For the 2025–2026 Panel Year, the Panel identified three priority areas to guide its policy recommendations: Behavior and Mental Health, Graduation and Dropout Rate, and Least Restrictive Environment. These priorities shaped the Panel's focus in providing recommendations related to special education and related services for children with disabilities. The selected areas reflected the Panel's commitment to addressing critical needs affecting student outcomes across Oklahoma.

A presentation was provided to panel members that reviewed the purpose of the annual priority-setting process, as outlined in the panel's Operating Guidelines, which call for the panel to identify 3-4 priority areas during its first meeting each year to guide its work in providing recommendations to OSDE-SES.

Below is a summary of each priority, the key activities associated with them, and the corresponding recommendations submitted by each priority group to OSDE-SES.

Behavior and Mental Health

Defining the Priority

This priority aims to improve student well-being, learning, and social connection through trained staff, early intervention, and a commitment to maintaining a stigma-free culture.

Recommendations

Increase Training / Education

1. Increase understanding of behavior
    a. Pre-service training on behavior and mental health; how to interpret behavior
        i. Consider legislation to require this training
            - For existing teachers/administrators
            - For future teachers and administrators in training programs
        ii. Identify a plan to financially support expansion of SDE-sponsored MTSS behavior/mental health training/support to more districts
        iii. Set specific targets for increased MTSS behavior/mental health implementation (such as 2032 goal for academic MTSS)

- Promote integration of academic and behavior MTSS with school-based teaming to support students in a more comprehensive manner (e.g., learning/communication challenges can influence behavior/mental health)

b. Establish a behavior/mental health "bootcamp" that provides training in rural areas; prioritize in-person trainings, online may also have greater reach
c. Promote awareness of existing supports/OSDE programs for student behavior and mental health (e.g., MTSS Conference, FBA/BIP trainings)

2. Increase knowledge of school staff and parents regarding what to do when a child is identified with a mental health concern
    a. Incorporate training for prevention and response to crisis situations
    b. Build internal school capacity to provide prevention and immediate response while also connecting to external resources when needed
        i. Identify school staff responsible for providing initial response
        ii. Train school staff to connect students with resources for longer-term services when needed
    c. Require each school district to have someone trained in Youth Mental Health First Aid (national evidence-based model; offered by Department of Mental Health)
        i. Becoming a trainer is $2,000 investment (could seek grants to fund)
        ii. To receive the training is $25
        iii. Consider certain groups of staff who would be required to be trained
3. Increase percentage of districts statewide implementing mental health supports (current estimate 30%?)
    a. Consider capitalizing on counselor requirement for 80%-time direct service
4. Educate legislators on mental health concerns
5. Develop an OSDE mental health handbook – could prioritize this for an IDEA B activity for the coming year
6. Address need for additional training for alternatively certified counselors

Identify Resources/Partnerships

1. Increase access to a support person for schools to help clarify when a student is experiencing a mental health issue
2. Identify local/school-level resources along with regional mental health resources
    a. Collaboration across disciplines (e.g., incorporate school counselors, speech-language pathologist to provide tiered supports)
    b. Disseminate information regarding new facilities being built (e.g., OU Health)
    c. Identify partners in different areas

        i. E.g., Potts Family Foundation created child development resource centers in 13 different rural areas
    d. Identify specialized resources/referrals for unique situations (e.g., CARE Center)
3. Address shortages of mental health providers
    a. Co-op/regional resources for behavior/mental health supports in rural areas
    b. Group to vet external resources
    c. Marketing to distribute information about resources and referrals
    d. Consider how to address workforce issue
4. Develop task force to tackle some of the bigger issues

Secure Funding Supports

1. Consider incentives for people to enter the mental health field, workforce incentive to provide more support (e.g., housing)
2. Consider tuition reimbursement for mental health providers working in Title 1 schools
3. Consider how to address impact of Department of Mental Health funding cuts
4. Fund more training and incentives to equip school counselors to provide more direct services (i.e., 80% time direct service)
5. Consider state department school counselor grants, such as those a few years back to hire LPCs, social workers (but also need to address sustainability concerns)

Graduation and Dropout Rate

Defining the Priority

This priority aims to improve graduation outcomes and reduce dropout rates by ensuring students are supported, prepared, and connected to future opportunities.

Recommendations

These recommendations focus on strengthening graduation retention for students with disabilities by starting secondary transition planning earlier, building student self-determination and goal-setting skills, and ensuring the adults who support students are prepared to respond consistently. The work includes training for educators, counselors, school resource officers, parents, and community partners; targeted support for students experiencing mobility, homelessness, or interrupted services; and improved data reporting on graduation rates, disability categories, and mobility patterns to better identify barriers and guide future supports.

Secondary Transition

Starting secondary transition planning earlier for students with IEPs creates a clearer, more intentional path to graduation instead of waiting until the final years of school to address needs and barriers. Earlier transition planning helps students build self-advocacy, vocational skills, independent living skills, and a clearer understanding of their graduation pathway while there is still time to adjust supports, credits, services, and family engagement. Training must be part of this recommendation so the adults surrounding the student—teachers, counselors, administrators, related service providers, school resource officers (SROs), and parents—share a common understanding of warning signs, disability-related needs, graduation requirements, transition services, community resources, and how to respond when a student begins to disengage.

Move transition goal development to 5th grade over the next 3-4 years

1. Research identifies evidence-based practices for early transition planning, self-determination, and coordinated adult support systems that improve graduation outcomes for students with disabilities.
2. Mobility tracking – Track school moves, district transfers, homelessness/foster status when available, program changes, and re-enrollment patterns because highly mobile students often experience interrupted services, lost credits, inconsistent accommodations, and weaker connections to school—all of which can affect progress toward graduation.
3. Parent training should help families understand graduation requirements, diploma options, transition timelines, IEP participation, community resources, adult service systems, and practical ways to reinforce attendance, credit completion, self-advocacy, and goal setting at home.
4. Training for school resource officers and counselors should focus on disability awareness, attendance and disengagement warning signs, referral pathways, and how their daily interactions can support student belonging and persistence toward graduation. Focus on tools for locating and reconnecting students who move, stop attending, or become difficult to reach, including clear handoff procedures between districts, family contact protocols, and connections to community supports.

Self-determination and Goal Setting

Supporting self-determination and goal setting helps students with disabilities take a more active role in their education and graduation planning. When students understand their strengths, needs, accommodations, and goals, they are better prepared to advocate for themselves, stay connected to school, and make informed decisions about their future.

1. Provide professional development for educators, counselors, SROs, and other staff on how to teach and reinforce self-determination skills for students with IEPs, including choice-making, self-advocacy, problem-solving, decision-making, goal setting, and active participation in IEP and transition planning.
2. Provide training in conjunction with the Department of Health, especially mental health partners, to help schools recognize how anxiety, trauma, depression, behavior, attendance concerns, and unmet basic needs can affect a student's ability to set goals, stay engaged, and persist toward graduation.
3. Build resources and supports targeted to homeless and unaccompanied minors with IEPs so they can maintain continuity of services, understand their graduation pathway, identify trusted adults, set short-term goals, and reconnect quickly when attendance, housing instability, or school mobility interrupts progress.
4. Create student-facing tools and IEP routines that help students with IEPs identify their strengths, preferences, interests, needs, accommodations, graduation requirements, and postsecondary goals; develop measurable goals; monitor progress; request supports; and actively participate in IEP meetings by connecting current coursework to graduation and post-school plans.
    a. Me Curriculum
    b. Oregon AEM - Advocating For My Accessible Educational Materials (AEM) Workbook
    c. Students Directed IEP & Transition
5. Build on or incorporate projects within the state
    a. Pathways to Partnership
    b. Building hope and resilience

Data on Graduation Rates

Assemble a report on graduation rates by each disability to be compiled in a report to share with the IDEA panel next year.

1. Review the past five years of graduation data to identify trends, gaps, and changes in outcomes for students with disabilities.
2. Include snapshots by disability for graduation and supports that can be shared with districts, advocates, and families.
3. Provide information on the mobility of students with disabilities

Least Restrictive Environment

Defining the Priority

This priority, in alignment with 34 C.F.R. § 300.114, aims to ensure that students with disabilities are educated alongside their nondisabled peers to the maximum extent possible.

Recommendations

Meaningful Access

1. Placement alone does not ensure inclusion. Students with disabilities need meaningful access to instruction, curriculum, and participation in the life of the classroom. Students with disabilities must have equitable access to the general curriculum through Universal Design for Learning, co-teaching, and appropriate supports. When instruction is designed intentionally, students can participate, make progress, and demonstrate learning alongside their peers.
    a. Increase state and local funding opportunities to support paraprofessionals, teacher assistants, and instructional support personnel who facilitate meaningful participation in inclusive classrooms.
    b. Provide statewide professional development in Universal Design for Learning (UDL), including training and technical assistance utilizing resources from the Center for Applied Special Technology (CAST), for administrators, general educators, special educators, and related service personnel.
    c. Develop and implement a statewide accessibility and UDL rubric to guide curriculum adoption and instructional material selection, ensuring that newly adopted curricula include multiple means of engagement, representation, and expression.
    d. Expand professional learning opportunities focused on evidence-based teaching models and collaborative instructional practices.
    e. Encourage districts to embed accessibility considerations into curriculum review, instructional planning, and classroom assessment processes rather than relying solely on accommodations after barriers have been identified.

Inclusive Environments

2. Inclusive environments build belonging and better outcomes for everyone. Prioritizing learning in the least restrictive environment means more than meeting a legal requirement means fostering schoolwide cultures of belonging, empathy, and disability awareness. Inclusion strengthens peer relationships, reduces stigma, and prepares all students for diverse communities beyond school.

a. Promote statewide initiatives that support disability awareness, acceptance, and belonging within school communities.
b. Encourage districts to adopt schoolwide practices that intentionally foster peer relationships, social participation, and inclusive extracurricular opportunities for students with disabilities.
c. Incorporate measures of belonging, participation, and school connectedness into school climate surveys and improvement planning processes.
d. Highlight and disseminate examples of successful inclusive practices and model programs occurring across Oklahoma schools.
e. Provide guidance and technical assistance to districts on creating inclusive opportunities beyond academics, including athletics, clubs, leadership opportunities, and school events.

Commitment from School Leadership

3. Successful inclusion requires commitment from school leadership and collaboration among general educators, special educators, related service providers, paraprofessionals, and families as well as clear and consistent understanding of inclusion and LRE requirements; and ongoing investment in staff training.
    a. Utilize statewide placement and outcomes data to identify trends and disparities in least restrictive environment decisions and educational outcomes across districts.
    b. Provide targeted technical assistance and coaching to districts where data indicate potential inconsistencies in the application of LRE requirements or disproportionately restrictive placements.
    c. Develop a statewide framework that establishes a common understanding of inclusion as a shared responsibility among general education, special education, related services personnel, and school leadership.
    d. Prioritize administrator training on inclusive leadership practices, legal requirements related to LRE, and strategies for building inclusive school systems.
    e. Support interdisciplinary collaboration through guidance on effective teaming structures, protected planning time, and collaborative problem-solving practices.
    f. Expand opportunities for family engagement and partnership in educating students in the least restrictive environment.

g. Incorporate inclusion indicators into district improvement planning and accountability systems to reinforce that inclusive education is a systems priority rather than an individual teacher responsibility.

Adequate Staffing and Training

4. Effective inclusion requires adequate staffing, training, leadership support, and access to appropriate instructional resources. Oklahoma has an opportunity to strengthen instructional practices by supporting schools in moving beyond compliance and toward meaningful participation and learning opportunities for students with disabilities in their local schools.
    a. Increase the number of professional learning days and dedicated training opportunities available to educators and support personnel to allow sufficient time for implementation of inclusive practices.
    b. Provide district-specific training and technical assistance that addresses local needs and student populations.
    c. Provide administrators with training on scheduling, staffing, resource allocation, and creating school cultures that support inclusion.
    d. Provide guidance and professional development to help educators distinguish between differentiated instruction and Universal Design for Learning (UDL), emphasizing that UDL proactively removes barriers for all learners while differentiation responds to individual learner needs within instruction.
    e. Promote inclusive participation in extracurricular activities, athletics, clubs, leadership opportunities, and school events by providing districts with guidance, resources, and examples of successful practices.
    f. Include paraprofessionals in IEP meetings and implementation discussions when appropriate, as they often have valuable insight into student strengths, support needs, and successful classroom strategies.

Panel Reflections

As a closing activity, the Panel was asked to reflect and share highlights from the past year and the hopes for the upcoming year.

Highlights from the Year

- Appointment of 14 new Panel members in September.

- Collaboration with individuals from diverse backgrounds who share a commitment to improving outcomes for students with disabilities, each offering a unique perspective on how decisions and services affect students and families.
- Expanded understanding of special education, including program complexities, district-level challenges, and varied student needs.
- Valuable insight gained into policies, processes, and day-to-day operational realities.
- Collaboration with members of the priority subcommittees.

Hopes for Next Year

- Learn more about projects initiated by OSDE-SES.
- Gain a clearer understanding of how recommendations are utilized.
- Expand knowledge related to special education funding.

Appendix A: Member Directory

Member Name	Regulation Title	Title
Dr. Erin Baird	Parent of a child with disabilities (age birth through 26)	President and CEO HealthStar International Autism Foundation of Oklahoma Board Member OUHSC John Keys Speech and Hearing Advisory Board Member
Tania Bleecker	Parent of a child with disabilities (age birth through 26)	Family Support Coordinator Family Support 360 Center Center for Learning and Leadership University of Oklahoma
Renee Sansom-Briscoe	Not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities.	Secondary Transition Coordinator Oklahoma Department of Rehabilitation Services (DRS)
Dr. Allison Fennell-Conch	Others as appropriate	Assistant Director Special Education Resolution Center (SERC)
Dr. Kaylin Coody	Others as appropriate	Oklahoma School Advisory Council (OSAC)
Kendra Cope	Representative of the State juvenile and adult corrections agencies	Deputy Chief of Education Oklahoma Juvenile Affairs (OJA)
Liberty Daniels	A representative from the State child welfare agency responsible for foster care	Program Field Representative Child Welfare | Education Services Oklahoma Human Services

Member Name	Regulation Title	Title
Dr. Michele DeBerry	Others as appropriate	The Oklahoma Autism Network, Tolbert Center for Developmental Disabilities OK School-Based Therapist Network
Mia Dianda	Others as appropriate	Advance Behavior Solutions (ABA Therapy)
Tyler Dickson	Parent of a child with disabilities (age birth through 26)	
Dr. Allison Fennell-Conch	Others as appropriate	Assistant Director Special Education Resolution Center (SERC)
Darci Forrester	Parent of a child with disabilities (age birth through 26)	
Tricia Forsgren	Individual	
Joshua Hawkins	Others as appropriate	Assistant Director of Accessibility Programs Oklahoma State University
Shelli Jacobs	Teacher	Special Education Teacher Ponca City Public Schools
Tiffany Jenkins	Parent of a child with disabilities (age birth through 26)	Decoding Dyslexia Oklahoma
Michelle Keiper	Others as appropriate	Founding member of Decoding Dyslexia Oklahoma
Lisa Kelly	Others as appropriate	President and CEO The Arc of Oklahoma
Dr. Heather Laine	Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities	Superintendent for the Oklahoma School for the Deaf

Member Name	Regulation Title	Title
Sharon Coppedge-Long	Others as appropriate	Executive Director Oklahoma Parents Center
Kathryn Moore	Others as appropriate	Assistant Professor School Psychologist Oklahoma State University Oklahoma Autism Center
Janice Morris	Others as appropriate	Legal Advocate Disability Rights Oklahoma
Brent Pearce	Representative of other State agencies involved in the financing or delivery of related services to children with disabilities	Superintendent of the Oklahoma School for the Blind
Paulette Pitt	Representatives of institutions of higher education that prepare special education and related services personnel	East Central University
Jen Randle	Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities	Executive Director Developmental Disabilities Council of Oklahoma
Addison Sams	Student	Chandler Public Schools
Alisha Sams	Teacher	Chandler Public Schools
Tammy Smith	State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act	Senior Director | Federal Programs Office of Title Services & Competitive Grants Oklahoma State Department of Education
Darcie Parton-Spoon	Others as appropriate	Educational Psychologist
April Stephenson	Representatives of private schools and public charter schools	Academic Support Teacher Oklahoma Christian School
Kari Stomprud	Others as appropriate	Special Needs Coordinator Canadian Valley Technology Center

Member Name	Regulation Title	Title
Amy Swartz	Administrators of programs for children with disabilities	Executive Director of Special Education Services Ponca City Public Schools
Dr. Lynette Thompson	Administrators of programs for children with disabilities	Executive Director of Special Education Services El Reno Public Schools
Maressa Treat	Parent of a child with disabilities (age birth through 26)	Oklahoma County Court Clerk
Addison Trout	Individual	The University of Oklahoma – Sooner Works
Kathy Trout	Parent of a child with disabilities (age birth through 26)	Down Syndrome Association of Oklahoma (DSACO)

Appendix B: Meeting Minutes

Oklahoma IDEA-B Advisory Panel

Oklahoma State Department of Education

September 4, 2025

Members Present

Erin Baird, Allison Fennell-Conch, Kendra Cope, Sharon Coppedge-Long, Liberty Daniels, Tyler Dickson, Josh Hawkins, Shelli Jacobs, Tiffany Jenkins, Michelle Keiper, Lisa Kelly, Heather Laine, Kathryn Moore, Janice Morris, Jen Randle, Addison Sams, Alisha Sams, Tammy Smith, April Stephenson, Kari Stomprud, Lynette Thompson, Maressa Treat, Addison Trout, and Kathy Trout.

Members Absent

Tania Bleecker, Maria Carrasco, Kaylin Coody, Michele DeBerry, Tricia Forsgren, Brent Pearce, Darcie Parton-Scoon, and Amy Swartz.

Oklahoma State Department of Education – Office of Special Education Services (OSDE-SES) Staff Members Present

Sherri Coats, Kristen Coleman, Nancy Goosen, and Abby Johnson

Abby Johnson (OSDE-SES): New Member, Chair, and Vice Chair Introductions

OSDE leadership approved the appointment of 14 new Advisory Panel members, including parents, community organization representatives, and students. All new members participated in a Membership Orientation earlier in the day to enhance their understanding of the Panel's role and responsibilities. Panel leadership, including the Chair, Vice Chair, and OSDE staff, were introduced, with special recognition given to the newly elected Vice Chair. Time was also allotted for introductions from each Panel member.

An overview of the upcoming year's meeting topics was presented, centered around the eight components of the general supervision system: State Performance Plan; Policies, Procedures, and Effective Instruction; Integrated Monitoring Activities; Fiscal Management;

Data on Processes and Results; Improvement, Correction, Incentives, and Sanctions; Effective Dispute Resolution; and Targeted Technical Assistance and Professional Development. This focus is particularly important as OSEP will monitor all states, including Oklahoma, in 2027 as part of a five-year cycle evaluating general supervision systems for both Part B and Part C programs.

Nancy Goosen (OSDE-SES): Policies, Procedures, and Effective Instruction

A comprehensive presentation was provided on the Oklahoma Special Education Policies and Procedures, including its alignment and implementation at both the federal and state levels. Key areas of focus included:

- **IDEA Federal Regulations & Purposes**: The core purposes of IDEA were reviewed, including ensuring Free Appropriate Public Education (FAPE) for all children with disabilities, protecting the rights of children and families, supporting educational agencies in service delivery, and evaluating the effectiveness of those efforts.
- **Applicability of IDEA**: The law applies to all public agencies involved in the education of children with disabilities—such as State Educational Agencies (SEAs), Local Educational Agencies (LEAs), charter schools, correctional facilities, and other state institutions—regardless of whether they receive Part B funding.
- **State and LEA Responsibilities**: To receive federal assistance, states must have policies and procedures aligned with IDEA requirements. LEAs are required to implement services consistent with these policies.

An overview was also provided on the process for amending the Oklahoma Special Education Policies and Procedures. Amendments may be triggered by changes to federal law or regulations, updates to state statutes, court decisions, or guidance from the Office of Special Education Programs (OSEP). The process includes internal staff review, public comment, revisions based on stakeholder input, and review and approval by the State Board of Education.

Upon final approval, the Office of Special Education is authorized to enforce compliance with the updated policies through mechanisms such as monitoring of student-level

documentation, district data analysis, resolution of state complaints, and targeted reviews to identify and correct systemic issues.

Kristen Coleman (OSDE-SES): Monitoring Overview and General Supervision System Updates

A detailed presentation was provided on the Oklahoma State Department of Education - Special Education Services (OSDE-SES) Monitoring Overview and General Supervision System updates. The focus was on how data collected from Local Educational Agencies (LEAs) and charter schools is analyzed and used to support compliance and drive improvement efforts statewide.

The OSDE-SES issues each LEA and charter school a District Data Profile (DDP) and a Differentiated Monitoring Report (DMR) based on submitted data. This data is aggregated to generate scores for various compliance and results indicators, which are then reported to the federal Office of Special Education Programs (OSEP). Currently, Oklahoma's overall state determination is "Needs Assistance," primarily due to ongoing noncompliance with specific compliance indicators (notably Indicators 11, 12, and 13), longstanding trends of noncompliance, and challenges with results indicators such as Indicator 3, which relies on data from the National Assessment of Educational Progress (NAEP).

Districts have the opportunity to earn up to six bonus points that contribute to their overall standing. These points are awarded for timely submission and certification of child count and end-of-year data, attendance at required training sessions, growth in Indicator 3, parent survey participation or growth, and engagement in district-led professional development. No changes to the bonus point system are planned for the upcoming data packet.

Significant updates to the DMR activity levels and expectations will take effect with the next data packet. The new system expands the indicators under each monitoring level and adjusts activity requirements. For example, Level 1 now includes Indicator 3 in addition to previously monitored indicators. Levels 2 through 4 require varying degrees of Data Retreat training, reporting, development and submission of monitoring processes for noncompliance, and, at the highest level, quarterly data update meetings. These changes

shift the focus from longer retreats and broad file reviews to more targeted support, capacity building, and continuous progress monitoring.

Fiscal monitoring procedures were also updated. LEAs must complete fiscal toolkits upon notification of issues such as Maintenance of Effort (MOE) or Excess Cost findings, provide professional development to relevant staff, track improvement progress through the following school year, and report ongoing progress to OSDE-SES regardless of their risk status.

Overall, the monitoring framework aims to promote transparency, accountability, and continuous improvement in special education service delivery across Oklahoma, ensuring alignment with federal OSEP requirements and timelines.

Abby Johnson (OSDE-SES) and Michelle Keiper, Chair: Priority Setting

The Panel reviewed the purpose of its annual priority-setting process as outlined in the Operating Guidelines (p. 8), which directs the Panel to identify 3–4 priority areas at the first meeting each year to guide its work and provide advice to the Oklahoma State Department of Education – Special Education Services (OSDE-SES).

The 2024–2025 priorities were reviewed:

- **Family Involvement and Communication:** Enhancing partnerships between families and school districts to support student success.
- **Behavior Management Training:** Providing educators with tools and strategies to promote positive behavior and supportive classroom environments.
- **Staffing:** Examining the impact of personnel shortages on services for students with disabilities.

For the 2025–2026 Panel year, members will decide whether to continue with the current priorities or select new ones. Following this decision, members will be assigned to working groups based on the chosen priorities, each led by a designated group leader.

Abby Johnson (OSDE-SES): Adjourn

Abby Johnson adjourned the meeting at 4:00 pm.

Oklahoma IDEA-B Advisory Panel

Oklahoma State Department of Education

January 16, 2026

Members Present

Erin Baird, Tania Bleecker, Renee Sansom-Briscoe, Kendra Cope, Liberty Daniels, Mia Dianda, Tyler Dickson, Allison Fennell-Conch, Tricia Forsgren, Joshua Hawkins, Shelli Jacobs, Tiffany Jenkins, Lisa Kelly, Heather Laine, Sharon Coppedge-Long, Kathryn Moore, Brent Pearce, Paulette Pitt, Jen Randle, Alisha Sams, Darcie Parton-Scoon, April Stephenson, Kari Stomprud, Amy Swartz, and Maressa Treat.

Members Absent

Kaylin Coody, Darci Forrester, Michelle Keiper, Janice Morris, Addison Sams, Lynette Thompson, Addison Trout, and Kathy Trout.

Oklahoma State Department of Education – Office of Special Education Services (OSDE-SES) Staff Members Present

Lori Chesnut, Sherri Coats, Nancy Goosen, Rachael Hernandez, Abby Johnson, and Tina Spence.

Abby Johnson (OSDE-SES): Welcome

Abby Johnson welcomed the advisory panel at 12:00 pm.

Travis Thompson (OSDE-SES): Indicator 3B and 3D

Travis Thompson presented on Indicators 3B and 3D. A review of SY2024 (FFY2023) assessment data showed significant increases in Indicator 3B reading and math scores for grades 4 and 8 and corresponding decreases in Indicator 3D, indicating a reduced achievement gap for students with disabilities. These changes were influenced by revisions to statewide assessment cut scores following a Commission of Educational Quality and Accountability (CEQA) review, which determined prior thresholds were overly rigorous. As a result, FFY2023 data became non-comparable to prior years, requiring a reset of baselines and targets for the SPP/APR cycle, completed with stakeholder input and documented in the February 1, 2025, submission. Subsequent CEQA action in 2025 required a reversion to 2023 cut scores, prompting further consultation with OSEP technical assistance providers. Based on their guidance, SY2024–25 assessment data were used to establish a new baseline and reset FFY2025 targets for Indicators 3B and 3D using the pre-change methodology, with proposed targets presented to the IDEA-B Panel, while a full statewide reset will occur with the next six-year cycle ending in SY2026–27.

Panel Priority Presentations and Workgroup Discussions

Oklahoma State Department of Education (OSDE) staff members Lori Chesnut, Nancy Goosen, and Rachael Hernandez delivered topic-specific presentations aligned to the panel's selected priority areas. Panel members engaged in focused discussions to explore potential initiatives related to each priority area and reviewed results from the Priority Definition Survey. Based on this discussion, the panel selected two to three key focus areas to guide the group's work for the year, which will inform the annual report and recommendations to OSDE Special Education Services.

Abby Johnson (OSDE-SES): Adjourn

Abby Johnson adjourned the meeting at 3:00 pm.

Oklahoma IDEA-B Advisory Panel

Oklahoma State Department of Education

March 5, 2026

Members Present
Tania Bleecker, Renee Sansom-Briscoe, Kaylin Coody, Allison Fennell-Conch, Kendra Cope, Liberty Daniels, Darci Forrester, Tricia Forsgren, Shelli Jacobs, Tiffany Jenkins, Michelle Keiper, Lisa Kelly, Kathryn Moore, Janice Morris, Brent Pearce, Paulette Pitt, Jen Randle, Darcie Parton-Scoon, Tammy Smith, April Stephenson, Kari Stomprud, Maressa Treat, and Kathy Trout.

Members Absent
Erin Baird, Mia Dianda, Tyler Dickson, Joshua Hawkins, Heather Laine, Addison Sams, Alisha Sams, Amy Swartz, Lynette Thompson, and Addison Trout.

Oklahoma State Department of Education – Office of Special Education Services (OSDE-SES) Staff Members Present
Sherri Coats, Nancy Goosen, Abby Johnson, and Tina Spence

Abby Johnson (OSDE-SES): Welcome

Abby Johnson welcomed the advisory panel at 1:00 pm.

Sherri Coats (OSDE-SES): IDEA Part B Grant Application
Sherri Coats presented on the IDEA Part B Grant Application. She explained how the grant is awarded to states annually to support early-intervention services for infants and toddlers with disabilities and their families, preschool children ages three through five, and special education for children and youth with disabilities.

The grant provides a set of assurances to adhere to and administer the IDEA in the state of Oklahoma. Funds are used to cover costs associated with (but not limited to) state level activities, high needs funds, and required flow through to districts.

The presentation concluded with a discussion on recommendations for how the OSDE-SES should allocate State-Level Activity Funds.

Nancy Goosen (OSDE-SES): 2026 Amendments to the Oklahoma Special Education Policies and Procedures
Nancy Goosen presented the proposed amendments to the 2024 Oklahoma Special Education Policies and Procedures. The revisions focus on aligning the document with current legislation and updating its language and formatting.

A draft of the 2026 Special Education Policies and Procedures will be posted on the OSDE-SES website's main homepage. All amendments will be highlighted in yellow. The public comment period will take place throughout April 2026, and comments may be submitted either online or in person during designated meeting dates.

Abby Johnson (OSDE-SES): Annual Report and Panel Priorities

Abby Johnson presented a brief overview of how the panel's priorities shape the annual report. The presentation provided an overview of the purpose and key components of the annual report, as well as how the panel's priorities inform its development. A discussion of the expectations for each priority group was also provided to help workgroups better understand the purpose behind their recommendations.

Priority Setting

Members divided into their respective priority workgroups to discuss various recommendations and ideas, with plans to continue their work at the next meeting.

Abby Johnson (OSDE-SES): Adjourn

Abby Johnson adjourned the meeting at 4:00 pm.

Oklahoma IDEA-B Advisory Panel

Oklahoma State Department of Education

July 14, 2026

Members Present

Tania Bleecker, Kendra Cope, Darci Forrester, Tiffany Jenkins, Michelle Keiper, Kathryn Moore, Janice Morris, Brent Pearce, Jen Randle, Darcie Parton-Scoon, April Stephenson, Kari Stomprud, Maressa Treat, Addison Trout, and Kathy Trout.

Members Absent

Erin Baird, Renee Sansom-Briscoe, Allison Fennell-Conch, Kaylin Coody, Liberty Daniels, Mia Diana, Tyler Dickson, Tricia Forsgren, Joshua Hawkins, Shelli Jacobs, Lisa Kelly, Heather Laine, Sharon Coppedge-Long, Paulette Pitt, Addison Sams, Alisha Sams, Tammy Smith, Amy Swartz, and Lynette Thompson.

Oklahoma State Department of Education – Office of Special Education Services (OSDE-SES) Staff Members Present

Sherri Coats and Abby Johnson

Abby Johnson (OSDE-SES): Welcome

Abby Johnson welcomed the advisory panel at 1:00 pm.

Abby Johnson (OSDE-SES): Priority Workgroups

Members spent the meeting finalizing their recommendations regarding the selected priorities for the 2025-2026 Panel Year.

Abby Johnson (OSDE-SES): Adjourn

Abby Johnson adjourned the meeting at 4:00 pm.