



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-Spoon, 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.