State Department of Education

IDEA B Panel

March 5, 2026

OKLAHOMA Education

Welcome

Abby Johnson, Project Manager, Special Education Services

OKLAHOMA Education

Agenda

1:00 – 1:10 – Welcome

1:10 – 1:40 – IDEA Part B Grant Application

1:40 – 2:10 – Oklahoma Special Education Policies and Procedures Amendments and Public Comment

2:10 – 2:20 – Break

2:20 – 3:00 – Oklahoma IDEA B Advisory Panel Priorities – Purpose and Expectations

3:00 – 3:50 – Priority Workgroup Discussions

3:50 – 4:00 – Dismissal

IDEA Part B Grant Application

Sherri Coats, Program Director, Special Education Services

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Submission Due to Office of Special Education Programs

- Typically due May 20th(ish)
  - Grant Application
    - Includes all assurances
  - Interactive Budget Worksheet

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IDEA B Grant Application & Budget

- Public Viewing for 60 days before submission
  - Available March 8 – May 8, 2025, on the OSDE Website
- Public Comment for 30 days
  - Available March 16 – April 16, 2025
  - <sdespecialeducation@sde.ok.gov> with “public comment” clearly noted in the subject line.

Templates Release

- Delayed
  - Neither template available at this time
- Plan/Post based on last year's information
- Change out when new information becomes available

IDEA Funding to States

- Formula based on
  - Total Student Enrollment (not related to # of students with disabilities)
  - 10% Poverty (Free-Reduced)
- 2024 Allocation $181,770,478
- 2025 Allocation $181,250,221
- 2026 Allocation $ Unknown (typically notified by May)
  - Declining enrollment in Oklahoma public schools
  - 23-24 T= 699,102; 24-25 T= 697,358 25-26; T= 686,718
  - (Loss of 11,240 students over the last year)

IDEA Formula Grant 2025

- $4,089,078 (Preschool)
  - Administration
  - Flow Through
- $181,250,221 (Ages 6-22)
  - Administration (limited)
  - State Level Activities (limited)
  - Flow Through

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Proposed Preschool Budget FFY 2026 (26-27)

- Total Allocation $4,089,078
- Administration $120,000 (Staff Salary and Benefits)
- Flow Through to Districts $3,969,078

Proposed Ages 6-21 Budget FFY 2026 (26-27)

- Total Allocation $181,250,221

- Administration $3,782,701 (max $3,883,951)
- State Level Activities $19,880,243 (max $21,646,453)
- Flow Through to Districts $157,587,277

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Required State Level Activities

- **$668,143** Monitoring, enforcement, and complaint investigation (Salaries, Contractors)
- **$700,000** Establish and implement the mediation process, including providing for the cost of mediators and support personnel.(SERC)

High-Cost Fund (Optional for States)

- Total $**2,500,000**
  - Tier 1
    - $1,000,000
    - Supports districts to help pay for out-of-state residential placements
    - Provides funding on a sliding scale
  - Tier 2
    - $1,500,000
    - Supports districts to help pay for students whose special education and related services needs exceed the per pupil expenditure by 3x that of a non-disabled student
    - Varies based on the number of applicants

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Optional State Level Activities

- **$149,239** Support and direct services, including technical assistance, personnel preparation, and professional development and training
- TAESE
- Crescent Bend (Data)
- NASDSE
- **$720,418** Assist local educational agencies in meeting personnel shortages
- OSD
- OSB
- Presence
- OSDE P-T School Psychologist

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Optional State Level Activities 2

- **$1,065,492** Assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities
- OK Autism Center
- OU (new)
- OSU (new)
- Project 6?? (new)

- **$4,403,607** Support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities
- OK Autism Center
- OUHSC- School Based Therapy
- CEC- Early Career Sped Teachers
- OSU- Early Career School Psych
- ??- Early Career Sped Directors
- OSD/OSB certification preparation
- TAESE (Educational Interpreters)
- Paraprofessional Training
- OPC & Sooner Success

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Optional State Level Activities - 3

- **$5,000,000** Support paperwork reduction activities, including expanding the use of technology in the IEP process
- OK EdPlan

- **$2,001,616** Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities
- 618 Project Funding

Optional State Level Activities - 4

- **$438,000** Improve the use of technology in the classroom by children with disabilities to enhance learning
- DRS-AEM
- Liberty Braille

- **$570,000** Support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities
- ABLETech

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Optional State Level Activities - 5

- **$1,561,728** Support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities
- Dynamic Learning Maps (DLM)

Optional State Level Activities - 6

- **$102,000** Provide technical assistance to schools and LEAs, and direct services, including direct student services to schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement based on the challenging academic standards.
- SSIP Staff Salary & Benefits

Carry Over Fund Activities $3,711,807

- Special Education Conference
- Special Education Law Conference
- Deaf Education Conference
- Para Conference
- OKMTSS Conference
- AIM Pathways Secondary
- AIM Pathways Administrator
- AIM Pathways Stipends
- Project 619 OKMTSS Implementation (68 districts)

Proposed IDEA Budget FFY 2026

- Total Projected $181,250,221
- Administration $3,782,701
- State Level Activities $19,880,243
- Flow Through to Districts $157,587,277

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2026 Amendments
Oklahoma Special Education Policies and Procedures

IDEA Part B Advisory Panel
March 5, 2026



Nancy Goosen, Program Manager
Special Education Policies and Procedures

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34 C.F.R. § 300.199 – State Administration

(a) Each State that receives funds under Part B of the Act **must-**

1) Ensure that any State rules, regulations, and policies relating to this title conform to the purposes of this title;

2) **Identify in writing to** local educational agencies (**LEAs**) located in the State and the Secretary **any** such **rule, regulation, or policy as a State-imposed requirement that is not required** by this title and Federal regulations; and

3) Minimize the number of rules, regulations, and policies to which the local educational agencies and schools located in the State are subject under Part B of the Act.

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A Need to Amend the 2024 P&P for 2026

- 2025 HB 1393 Codified as 70 O.S. §13-114.6 (Went into effect the 25-26 school year– Parental Consent required to participate in the OAAP aligned with the alternate academic achievement standards creating the pathway to earn an alternate diploma as allowed under ESSA (amended in 2015) and set out within IDEA (34 C.F.R. §300.102)
- If parents do not sign consent for their child to participate in the OAAP, then the child must participate in the regular OSTP aligned with the regular Oklahoma academic achievement standards (In high school that is the ACT exam) the pathway to earn a regular/standard diploma.

Least Restrictive Environment (LRE)

- The OAAP/Alternate Standards/Diploma does **not** prevent a child with the most significant cognitive disabilities to participate in the general education classrooms. The Least Restrictive Environment (LRE) is determined on an individual basis by the IEP team, which must consider the child's unique needs and circumstances when deciding appropriate placement options. In making this determination, the team should also identify the specific subject areas and educational settings in which the child can meaningfully participate and benefit from instruction.

Basis For The Alternate Diploma

Alternate Diploma (ESSA 34 C.F.R. § 300.102(a)(3)(iv)):

*"(iv) As used in paragraphs (a)(3)(i) through (iii) of this section, the term **regular high school diploma means** the standard high school diploma awarded to the preponderance of students in the State that **is fully aligned with State standards**, or a higher diploma, except that **a regular high school diploma shall not be aligned to the alternate academic achievement standards** described in section 1111(b)(1)(E) of the ESEA."* ESEA was amended in 2015 as ESSA

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HB 1041 State-Defined Alternate Diploma

- **HB1041** Authored by Oklahoma House Representative Randy Randleman and Oklahoma Senator Brenda Stanley and signed by Governor Stitt on 4/19/2023 – **Beginning** the **2023** – **2024** school year.
- Provides an **Oklahoma state-defined alternate diploma** for **students with the most significant cognitive disabilities** the opportunity to earn a diploma that shows they have completed a **rigorous** alternate academic achievement standards-based program of study aligned to the regular Oklahoma Academic Standards.
- Alternate Diploma provides **meaningful** access to college programs for students with significant cognitive disabilities, careers, and community, including FAPE options through the school year in which the student turns 22 (Extended Transition Programs 18-21).

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Policies Addition & Language Clarification

- Policy #8 already included the OAAP but added language regarding the Parental Consent requirement from Oklahoma Statute.
- Adding to the policy, the IEP must have an adaptive behavior goal and two objectives if the IEP team, with parental consent, determine the student must participate in the OAAP.
- Additional explicit language to current policies to clarify the State Policy requirements. For example, co-teaching type of service is in the general education classroom.
- Numbered the Policies and included the full language together instead of separate.

Chapter Revisions

- **Chapter 1** – Clarification of ESY, Compensatory Services, State-wide and district-wide assessments.
- **Chapter 2** – Explicitly stating LEA's must have local Child Find Policies and written procedures to make certain their district is in compliance with the 45 school day timeline. Protection of Pupil Rights Amendment (Universal Screening of Behavior).
- **Chapter 4** – Early Childhood – LEA Notification from SoonerStart is an Initial Referral. Emphasis on red flag for LEA when a preschool child struggles with adaptive behavior.

Chapter Revisions - 2

- **Chapter 5** – Created an evaluation timeline chart that is easy to see and review. Added components that are required in IDEA 34 C.F.R. 300.306(c) within the box for each category instead of listing them in Section 3. Clarification regarding the observation as a part of the evaluation.
- **Chapter 6** – Included language about the OAAP parental consent
- **Chapter 7** – For accessibility took out the LRE flow chart and provided explicit language regarding the IEP team's process for determining LRE.

Chapter Revisions - 3

- **Chapter 9** – OSD/OSB and Head Start. Clarification language (e.g., Head Start is **not** the same process as private schools in regards to Child Find and services).
- **Chapter 10** – Residential and other alternative placements. Corrected links and citations. Clarified if child is in foster care and LEA cannot find the biological parent, whose rights have not been terminated, including with the support of DHS staff, may move forward with the foster parent acting as the parent.

Chapter Revisions - 4

- **Chapter 12** – Discipline Guidelines and Protections. Clarification of when an IEP meeting to complete a Manifestation Determination Review is required (Removals More than 10 school days – consecutively or cumulative in the same school year. Including more information about procedural steps of the MDR determination of the behavior WAS or WAS NOT directly and substantially related to the child's disability, and whether the LEA failed to implement the IEP as written.

Chapter Revisions - 5

- **Chapter 14** – Additional clarifications of Transfers for students with disabilities falls under 70 O.S. 13-103 law.
- **Chapter 15** – Updating on teacher certification requirement changes. For example, the PPAT assessment is no longer required. The Assessment of Professional Knowledge (APK) and the Foundations of Reading (FOR) are now required for all candidates obtaining their "initial" certification.
- Corrected all links that were broke when OSDE changed website platform.

Public Comment

DRAFT 2026 Special Education Policies and Procedures will be posted online at the OSDE, Special Education home page.

- Amendments are highlighted in yellow
- Dates for **Public Comment** will be from **April 1st - April 30th**
- Public comment may be **submitted online; or**
- Public comment may be provided **in person** at the State Department of Education, Board of Education room. TBD in-person comment will be available on two (2) separate dates in April, which will be posted online.

Stakeholders Input

- Special Education Agency Personnel Identify Needs: Based on training questions, parent and LEA calls with questions, discussions from State Complaint investigations, and rulings through due process hearings.
- Special Education Resolution Center (SERC)
- Oklahoma Parents Center (OPC)
- Oklahoma Parents for Student Achievement (OPSA)
- Individual Parents
- Decoding Dyslexia Oklahoma
- Oklahoma School Psychological Association (OSPA)
- Oklahoma Speech Hearing Association (OSHA)

Stakeholders Input - 2

- Local Education Agencies (LEAs)
- Oklahoma Autism Network
- Oklahoma Autism Center (OAC)
- Oklahoma School for the Deaf (OSD)
- Oklahoma School for the Blind (OSB)
- Oklahoma Office of Juvenile Affairs (OJA)
- Oklahoma Department of Human Services (DHS)
- Oklahoma Department of Rehabilitation Services (DRS)

Purpose of Public Comment

Public comment for State Department of Education (SDE) Special Education policies and procedures is a formal, legally mandated process that allows parents, educators, residents, and stakeholders to submit feedback. It serves as a mechanism for accountability and transparency.

- **Influencing Policy:** It provides an opportunity to support, oppose, or suggest changes to proposed educational policies.
- **Ensuring Accountability:** It compels the Department of Education to consider public input and often, by law, respond to substantive comments before finalizing policies, rules and procedures.
- **Providing Expertise:** It allows educators and parents to offer on-the-ground, practical insights on how proposed policies might affect students and school personnel in the implementation of such policies and procedures.

Final Steps-State Board Approval

- Members of the State Board of Education (SBE) will receive a copy of the draft amendments that includes both the original proposed language and the revisions made in response to public comment. Board members will have the opportunity to review the revisions and provide feedback.
- Final approval of the Special Education Policies and Procedures is anticipated in July or August, contingent upon the SBE's review and determination that the revisions are acceptable for approval.

Questions



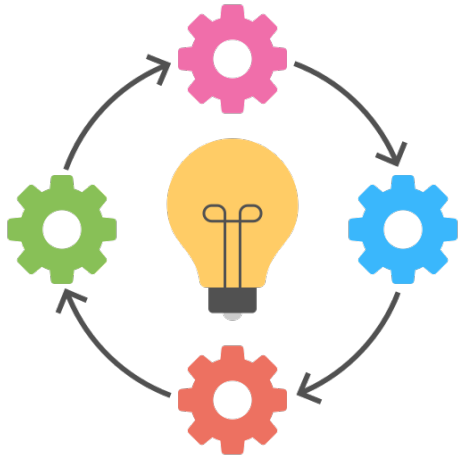
Nancy Goosen, Program Manager,
Oklahoma Special Education
Policies and Procedures
Oklahoma State Department of Education

Oklahoma IDEA B Advisory – Annual Report and Panel Priorities

Abby Johnson, Project Manager, Special Education Services

Purpose of the Annual Report

- The Annual Report centers on panel priorities, which serve as its framework, shaping content, recommendations, and highlighting essential activities and guidance. *(Operating Guidelines, p. 4)*



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Annual Report Components



- The Annual Report contains at least the following eight areas:
  1. Introductory letter by the Advisory Panel Chairperson
  2. List of Advisory Panel members and officers
  3. Dates of all Advisory Panel meetings
  4. Advisory Panel priorities addressed during the past year.

  (Operating Guidelines p. 4)

Annual Report Components



5. Key activities, recommendations, and advice provided on priority issues.
6. Accomplishments of the Advisory panel during the past year.
7. Anticipated membership vacancies for the next year.
8. Appendix – agendas and minutes of Advisory Panel meetings.

(Operating Guidelines pg. 4)

How Panel Priorities Shape the Annual Report



- Panel priorities are established annually during the first meeting of the year.
- The panel determines 3-4 key focus areas for the year.
- These priorities serve as the basis for the panel's recommendations to the Oklahoma State Department of Education – Office of Special Education Services (OSDE-SES).

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Current Panel Priorities

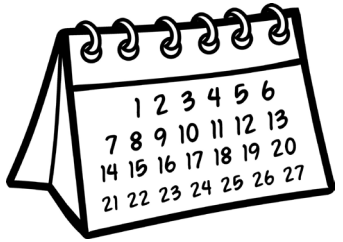
- Behavior / Mental Health
- Graduation / Dropout Rate
- Least Restrictive Environment (LRE)



Priority Workgroups: Expectations

- Each priority group may submit up to three recommendations to the OSDE-SES.
- Recommendations:
  - Must address identified needs related to the group's specific priority area.
  - Will be considered in the development of training opportunities and key initiatives.

Submitting the Annual Report



- The Advisory Panel Annual Report is submitted to the State Superintendent of Public Instruction on **September 1** of each year.
- The Annual Report is also posted on the Oklahoma State Department of Education – Office of Special Education Services Oklahoma IDEA B Advisory Panel webpage. *Operating Guidelines P. 4*

Questions

- What questions do you have?



Priority Workgroups

49

Priority Workgroups: Discussions

- Divide into priority workgroups
- Discussion
- Questions

Closing

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Meeting Schedule

- June 25, 2026
- September 2026 – TBD
- December 2026 – TBD