Introduction

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Sign-In Sheet

September 3, 2026 Oklahoma IDEA-B Advisory Panel Meeting Sign-In Sheet

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What's In My Folder?

- 2025-2026 Annual Report
- Operating Handbook
- 2026-2027 Meeting Schedule
- Meeting Agenda
- Priority Setting Guiding Questions
- Due Process Summary Page



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Reminder About Folders

- At the end of the meeting, please return your folders to the clear tub at the back of the room.



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Meeting Structure Reminders

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Standing Meeting Topics

- Beginning in Federal fiscal year (FFY) 2021, Part B and Part C programs in States will be monitored by the Office of Special Education Programs (OSEP) in a five-year cycle.
- OSEP will monitor all States on their general supervision systems.



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8 Components of the General Supervision System



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Additional Topics

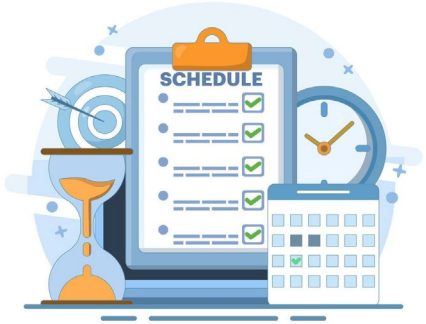


- IDEA Part B Grant Application
- Panel Priorities – Purpose and Expectations
- Secondary Transition
- State Personnel Development Grant (SPDG) / State Systemic Improvement Plan

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Panel Priorities

- Each meeting will include designated time for all priority subcommittees to engage in collaborative work focused on developing their respective priority recommendations.
- Panel Priority Presentations will take place during the second meeting to provide subcommittees with an overview of their respective priority.



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Oklahoma IDEA-B Advisory Panel Updates

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Feedback Survey

- 15 Responses
- Positive feedback regarding priority subcommittees
- Responses will be used to improve future meetings



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Operating Handbook

- Defines the purpose of the Advisory Panel
- Establishes policies and procedures
- Provides clarity on the duties and expectations of each Panel member.



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2025-2026 Annual Report

- The 2025-2026 Annual Report was submitted to the State Superintendent of Public Instruction on September 1, 2026.
- New sections included:
  - Standing Topics
  - Presentations to the Panel
  - Panel Reflections



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2025-2026 Priority Recommendations

- 2025-2026 Panel Priorities Recommendation Summary Sheet
- OSDE Points of Contact – Provided Upon Request



RECOMMENDATIONS

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FY26 Dispute Resolution Data

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General Supervision

300.149 SEA responsibility for general supervision.

(a) The SEA is responsible for ensuring—

(1) That the **requirements of this part are carried out**; and

(2) That **each educational program for children with disabilities** administered within the State, including each program administered by any other State or local agency

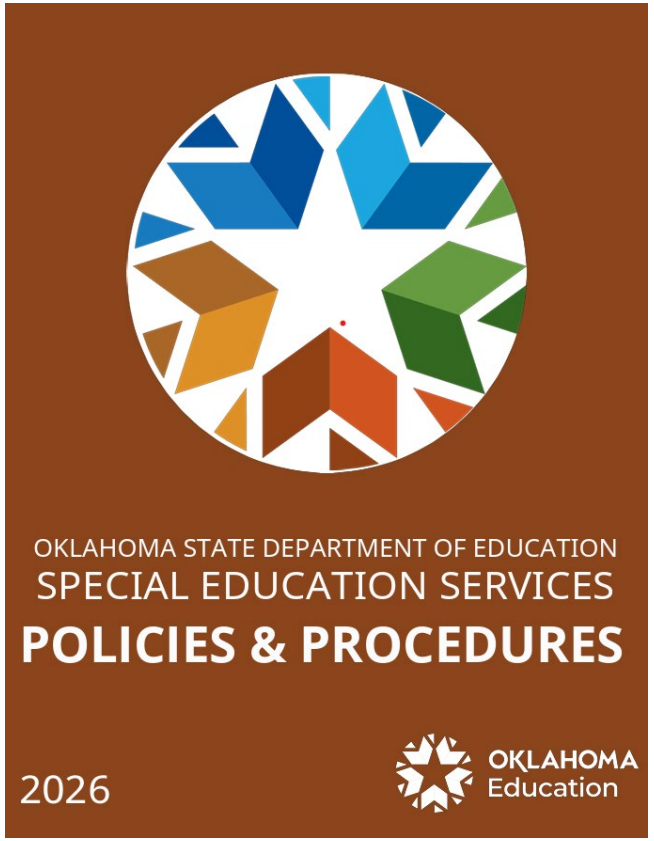
(i) Is under the **general supervision** of the persons responsible for educational programs for children with disabilities in the SEA; and

(ii) Meets the **educational standards** of the SEA (including the **requirements of this part**).

General Supervision

§300.149 SEA responsibility for general supervision.

(b) The State must have in effect **policies and procedures** to ensure that it complies with the **monitoring** and **enforcement requirements**.



General Supervision System



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Dispute Resolution Systems

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State Complaints

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IEP Facilitation

Mediation

Due Process

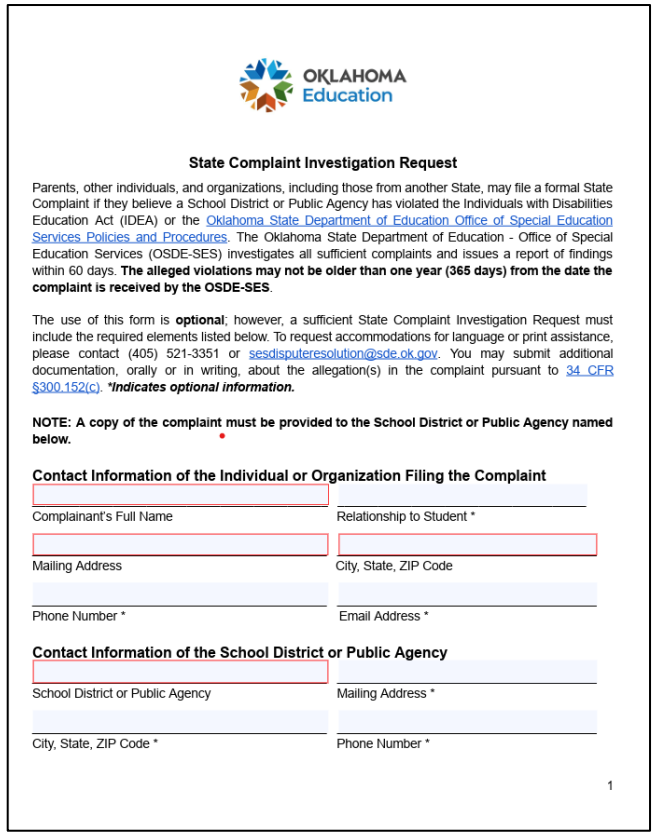
State Complaint System

- §300.151 - 300.153 State Complaint Procedures
  - State complaint procedures
  - **Any** person or organization
  - Investigation - **1 year lookback**
  - Decision @ **60 days** - concludes compliance
  - IDEA - CFR
  - Oklahoma Statutes and Rules
  - OSDE-SES Policies and Procedures

State Complaint

What must a State Complaint contain?

- Statement of a violation of IDEA or its implementing regulations.
- Alleged violation is not more than one year old
- Facts on which the statement is based
- Signature and Contact information for the Complainant
- Public Agency receives a copy at same time as OSDE-SES



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State Complaint Investigation Request

Parents, other individuals, and organizations, including those from another State, may file a formal State Complaint if they believe a School District or Public Agency has violated the Individuals with Disabilities Education Act (IDEA) or the Oklahoma State Department of Education Office of Special Education Services Policies and Procedures. The Oklahoma State Department of Education - Office of Special Education Services (OSDE-SES) investigates all sufficient complaints and issues a report of findings within 60 days. **The alleged violations may not be older than one year (365 days) from the date the complaint is received by the OSDE-SES**.

The use of this form is **optional**; however, a sufficient State Complaint Investigation Request must include the required elements listed below. To request accommodations for language or print assistance, please contact (405) 521-3351 or sesdisputeresolution@sde.ok.gov. You may submit additional documentation, orally or in writing, about the allegation(s) in the complaint pursuant to 34 CFR §300.152(c). ***Indicates optional information.***

NOTE: A copy of the complaint must be provided to the School District or Public Agency named below.

Contact Information of the Individual or Organization Filing the Complaint

Complainant's Full Name | Relationship to Student *

Mailing Address | City, State, ZIP Code

Phone Number * | Email Address *

Contact Information of the School District or Public Agency

School District or Public Agency | Mailing Address *

City, State, ZIP Code * | Phone Number *

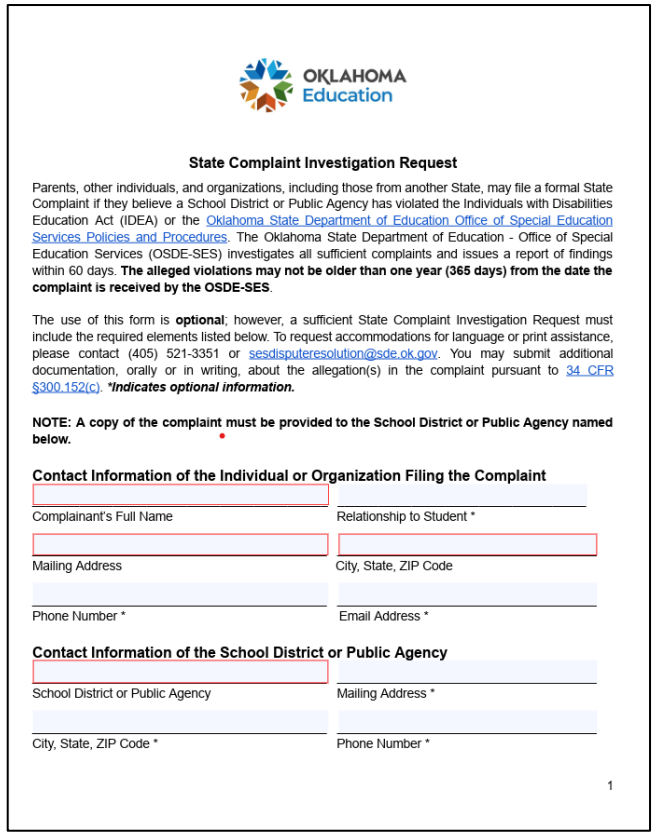
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State Complaint - 2

What must a State Complaint contain?

If it is about a specific student, it must also have:

- Name and Address of the Child
- Name of the school the child is attending
- A description of of the nature of the problem of the child, including facts related to the problem
- MAY also contain a proposed resolution of the problem to the extent known to the party at the time of the filing.



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Contact Information of the School District or Public Agency

School District or Public Agency | Mailing Address *

City, State, ZIP Code * | Phone Number *

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State Complaint

Complaint Investigation

- Open letter
- District Response / Proposal to resolve
- Engage in mediation / alternative means
- Withdrawing a complaint
- Investigation
- Final Decision Issued
- Corrective action

State Complaints SY 2025-2026

Number of Complaints Filed	168
Number of Districts	**83**
LEAs w/ Multiple Complaints	**15**
Incomplete / Insufficient	**79**
Investigations Opened	**89**
No Violations (of 89)	**31**
Violations (of 89)	**53**
Withdrawn / Mediation	**5 / 2**

State Complaints SY Comparison

2023-2024	
Number of Complaints	71
Number of Districts	35
Multiple Complaints	9
Incomplete / Insufficient	16
Investigations Opened	45
No Violations	9
Violations	36
Withdrawn / Mediation	10 / 5

2024-2025	
Number of Complaints	80
Number of Districts	52
Multiple Complaints	16
Incomplete / Insufficient	14
Investigations Opened	65
No Violations	10
Violations	45
Withdrawn / Mediation	10 / 2

2025-2026	
Number of Complaints	168
Number of Districts	83
Multiple Complaints	15
Incomplete / Insufficient	79
Investigations Opened	89
No Violations	31
Violations	53
Withdrawn / Mediation	5 / 2

Top 3 in 3 - Investigated

Top 3 issues investigated the last 3 school years

- **2023-2024:** Child Find, FAPE, Reevaluation – Review and Revise IEP – Parent Participation
- **2024-2025:** Child Find, LRE, FAPE/IEP Development
- **2025-2026:** FAPE (IEP implantation), Prior Written Notice, Development of IEP/Review and Revise IEP

Honorable Mentions: Disciplinary Removals/MDRs/Change of Placement, Comprehensive Evaluations (initial and reevaluations), Access to Records

Top 3 in 3 - Violations

Top 3 IDEA violations in the last 3 school years

- **2023-2024:** IEP Development, Review and Revise, FAPE
- **2024-2025:** FAPE, Personnel Qualifications, Child Find, Review/Revise IEP Development
- **2025-2026:** IEP Sufficiency, Review Revise, Comprehensive Initial Evaluations and Reevaluations - (some led to overall FAPE violations)

Honorable Mentions: In-State and Out-of-State Transfers regarding IEPs AND evaluations

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Dispute Resolution

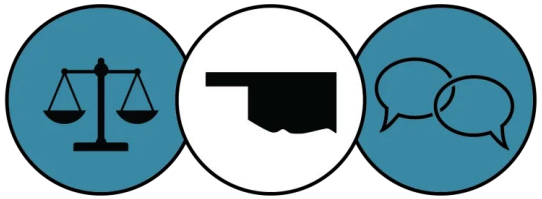
- IEP Facilitation
- Mediation
- Due Process Hearing System

Also…

Partnership / Collaboration

Training / Professional Development

CADRE EDR Work Group



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- SERC is a third party, neutral organization who serves in partnership with the Oklahoma State Department of Education – Special Education Services (OSDE-SES)
- Our mission is to help parents and schools resolve disputes at the *earliest stage possible*
- SERC is not an advocate for families or schools, but work with both in supporting the IEP team process ***at no cost***

SERC Staff

- Dr. Allison Fennell-Conch, Assistant Director
- Alisa Holuby, M.Ed., Program Manager
- Dr. Rob Keiter, Program Coordinator
- Shannon Esmeyer, Administrative Specialist

- Facilitators/Mediators and Hearing Officers serve through a Roster Agreement and are assigned on a rotational basis



Due Process Hearing System

A due process hearing is a *court-like* process governed by administrative laws

- Highly-trained hearing officer who will preside over the hearing
- Decisions have the effect of law
- Binding upon the parties participating in the hearing
- Parties may represent themselves
- Represented by attorneys at their own expense

During a hearing, both parties may

- Subpoena and present witnesses
- Perform cross-examination
- Present admissible evidence (depositions or affidavits)
- Engage in closing arguments

34 CFR §§ 300.507-518

Due Process

SY Comparison	23-24	24-25	25-26
Number of Requests	**17**	**6**	**24**
Carryover from Previous Year	**1**	**0**	**1**
Number of Districts	**12**	**5**	**16**
Withdrawn and/or Dismissed	***10***	***4***	***6***
Fully Resolved (Mediation, Resolution)	***5***	***1***	***14***
Hearing Decisions	**2**	**0**	**2**
Appeals	**1**	**0**	**0**

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Mediation

- In the IDEA (34 CFR 300.506), voluntary process, confidential discussions
- Mediation may be appropriate when there are *specific issues of disagreement* between the parent and school regarding the education of a child with disabilities and third-party assistance may help collaboration
- Mediator Role: The neutral mediator leads the session in an attempt to resolve specific matters of disagreement and come to consensus on issues, but does not decide the issues for the parties
- Outcome = a written, **legally binding** agreement/contract enforceable in any State court of competent jurisdiction or district court of the United States; may also improve communication, understanding, and relationships between the parties

Mediation Flyer

Mediation

SY Comparison	23-24	24-25	25-26
Number of Mediations *Held*	**17**	**24**	**31**
Number of Districts	**16**	**21**	**25**
Sessions Tied to State Complaints or Due Process	**11**	**15**	**12**
Sessions Tied to Requests	**6**	**9**	**19**
Agreements Reached	**13 (76%)**	**17 (71%)**	**24 (77%)**

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Mediation SY 2025-2026 Evals

100%
of parents / schools
rated the Mediator
as **impartial**

93%
of parents / schools
would recommend
Mediation to others

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Mediation SY 2025-2026 Feedback

"They were professional, but laid-back, and very **personable toward all parties**. Their relaxed demeanor was helpful in maintaining a **calm, friendly environment**…helped **steer both parties toward new or novel ideas** with the goal of helping the student."

"The process itself can be **helpful if** both parties are **both willing to actually come to an agreement**… The mediation process **allowed me to explain my concerns** and the mediator did great on explaining the steps to have a **successful meeting to solve things**."

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IEP Facilitation

- Not required under the IDEA, voluntary process
- Facilitation may be appropriate when the parent and school are unable to agree upon issues in a child's IEP, the meeting is expected to address complex or controversial topics, strained team dynamics
- Facilitator Role: The neutral facilitator attends the meeting, but does not lead the team; steps in *as needed* to manage conflict, problem solve, ensure participation from parties, and keep meeting student-focused
- Outcome = A meeting process made easier than previously and an IEP supported by team members that benefits the child; may also improve communication and relationships between the parties

IEP Facilitation Flyer

IEP Facilitation

SY Comparison	23-24	24-25	25-26
Number of Facilitations *Held*	**61**	**65**	**89**
Number of Districts	**40**	**40**	**51**
***Requests* by Parent**	**54**	**39**	**47**
***Requests* by District**	**7**	**26**	**42**

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IEP Facilitation SY 2025-2026 Evals

98%
of parents / schools rated the Facilitator as **impartial**

98%
of parents / schools **would recommend** IEP Facilitation to others

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IEP Facilitation SY 2025-2026 Feedback

“I appreciated that the facilitator made **communication flow more smoothly**…They did a great job of **keeping the meeting on track and focused on the student needs**. They were helpful to make sure **every member of the team** was heard and contributed to the process.”

"The facilitator **brought kindness and respect** to the table and kept the participants focused on the task. They did a great job **assisting the IEP team** navigate some very difficult conversations and **work to develop a plan** to better support the student."

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Community of Practice Resources - SERC

- Improving Partnerships and Successful Meetings
  - Effective Collaboration
    - Engaging Parents and Communicating with Your Child's School
  - IEP Meeting Resources
    - Communication Guidelines and Asking Questions
- Wisdom Wednesday Webinars
  - Live Registrations and Archived Events
- Regional Trainings
  - Facilitation Training - School District Leaders
  - Crucial Conversations for Mastering Dialogue® - Public Agencies, Parents
- Customized Training Options
  - Parent Groups, Public Agencies (e.g. School Districts)
- Other Efforts - Quarterly Newsletter, Social Media, Individual Consults
  - Subscribe, follow, and reach out with questions, concerns, etc.!

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Dispute Resolution

Questions, Comments, Feedback

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Break

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Priority Setting – Purpose, Selection, & Impact

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Purpose of Panel Priorities

- The priorities shape the Panel's discussions, align its work with statewide needs, and ensure recommendations are reflective of the most pressing issues affecting students with disabilities in Oklahoma.



Selecting the Panel Priorities

- Members complete a priority-setting survey to identify three to four priority areas.
- Survey results are compiled and shared with members prior to the second meeting.



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Impact of Panel Priorities



- Generate recommendations to OSDE-SES.
- Such recommendations can lead to changes in statewide practices relative to special education and related services as a whole.
- Incorporated into the Annual Report submitted to the State Superintendent of Public Instruction.

Priority Setting – Subcommittees

Priority Subcommittees

- Upon the establishment of the panel priorities for the year, members select the priority subcommittee in which they wish to participate.
- The selection process is conducted via an electronic survey.
- Members are assigned to the subcommittee that aligns with their indicated preference.



Priority Subcommittees – Duties and Expectations



- Responsible for gaining familiarity with issues affecting individuals with disabilities.
- Identify resources or presenters who have knowledge and/or expertise to help the subcommittee develop a deeper understanding of their respective priority.
- Provide informed input to the Oklahoma IDEA-B Advisory Panel.

Priority Setting – Priority Subcommittee Leaders

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Priority Subcommittee Leaders - Purpose

- Serve as a liaison between their respective subcommittee and the panel
- Ensure that all essential functions and activities are completed with fidelity.
- Empower all subcommittee members to generate actionable recommendations to OSDE-SES.



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Priority Subcommittee Leader Selection

- Selected based on expertise aligning with the established panel priorities for the year.
- When a priority corresponds with a member's professional field or representation category, that member will be the preferred candidate for Priority Subcommittee Leader.
- All Priority Subcommittee Leaders are appointed by the Executive Committee.



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Priority Subcommittee Leaders – Duties and Expectations

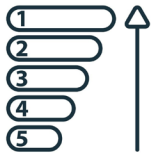
- Facilitate questions and collaborative discussion among subcommittee members.
- Record detailed notes from each priority subcommittee discussion.
- Submit the subcommittee's final recommendations to the Panel Facilitator for incorporation in the Annual Report.



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2026-2027 Priority Selection

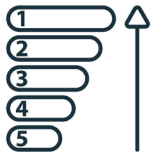
Previous Priorities



- **Education Stakeholder Training**
  - Panel members were provided the opportunity to address trainings they felt were needed by all education stakeholders.
- **Assistive Technology**
  - Panel members provided their perspectives on training that is needed by various education stakeholders to ensure that students are properly matched with technology.

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Previous Priorities

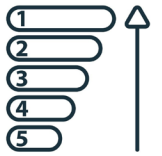


PRIORITIES

- **Equity in Accessing Curriculum**
  - General education and curriculum support for special education teachers.
- **Secondary Transition**
  - Highlight the Alternate Diploma as a graduation pathway for students who participate in the Oklahoma Alternate Assessment (OAAP) and are taught to alternate achievement standards.

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Previous Priorities

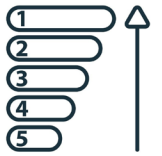


PRIORITIES

- **Behavior / Discipline**
  - Reduce the number of In-School Suspensions, Out of School Suspensions, and Interim Alternative Educational Setting (IAES) placements.
- **Teacher Recruitment and Retention**
  - Highlight teacher certification pathways, such as bootcamp and paraprofessional to teacher routes.

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2025-2026 Priorities

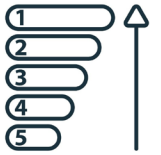


PRIORITIES

- **Behavior / Mental Health**
  - A priority focused on creating an inclusive, research-informed approach that integrates mental health education, accessible supports, and individualized strategies to strengthen student well-being, achievement, and social inclusion, supported by staff training, early intervention, and strength-based practices that foster a stigma-free school environment.

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2025-2026 Priorities

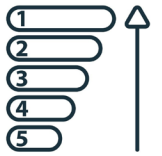


PRIORITIES

- **Graduation / Dropout Rate**
  - A priority centered on early identification and meaningful work-study experiences to keep students engaged, build awareness of their strengths, support career exploration aligned with their interests and disability-related needs, and ultimately improve graduation outcomes and reduce dropout rates.

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2025-2026 Priorities



- **Least Restrictive Environment**
  - A priority focused on the IDEA requirement that students with disabilities, including those in public or private institutions or other care facilities, be educated with students who are nondisabled to the maximum extent appropriate and special classes, separate schooling, or other removal of children with disabilities from the general education environment occurs only if the nature or severity of the disability is such that education in the general education classes with the use of supplementary aids and services cannot be achieved satisfactorily (34 C.F.R. § 300.114).

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2026-2027 Panel Priorities – Idea Generation

- Large group discussion



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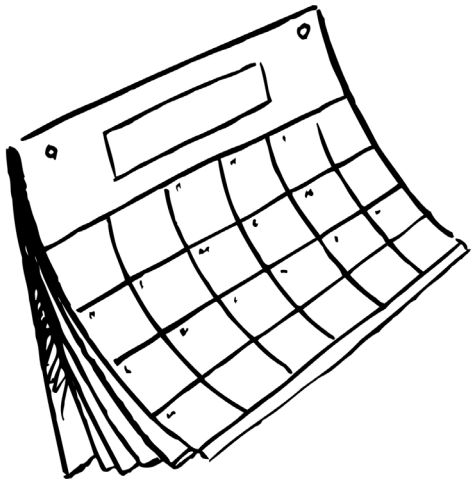
2026-2027 Panel Priorities – Next Steps

- Complete the 2026-2027 Panel Priorities Survey
- Based on the survey results, panel priorities for the 2026-2027 Panel Year will be established.
- The Panel Priority Subcommittee Group(s) survey will be sent asking for group preference.
- Panel Priority Subcommittees will be created according to members' preferences.

Closing

Next Meeting

- The December IDEA B Panel meeting will occur on Thursday, December 3, 2026.
- An agenda will be forthcoming.



Questions

Questions for the Office of Special Education Services