

IDEA Advisory Panel

June 2025



OKLAHOMA
Education



Welcome

Sherri Coats, Program Director, Special Education Services

Agenda

- 1:00 - 1:05 - Welcome - Sherri Coats, Program Director, Special Education Services
- 1:05 - 1:40 - Dispute Resolution - Shea Stark, Program Manager, Regulatory Compliance & Allison Fennell-Conch, Assistant Director, Special Education Resolution Center (SERC)
- 1:40 - 1:50 - Break
- 1:50 - 2:30 - SPP/APR - Travis Thompson, Project Manager, Data
- 2:30 - 3:45 - Priority Workgroups / Survey Review - Michelle Keiper, Chair
- 3:45 - 3:55 - Public Comment
- 3:55 - 4:00 - Adjourn

Dispute Resolution Systems

Shea Stark, Program Manager, Regulatory Compliance

General Supervision

300.149 SEA responsibility for general supervision.

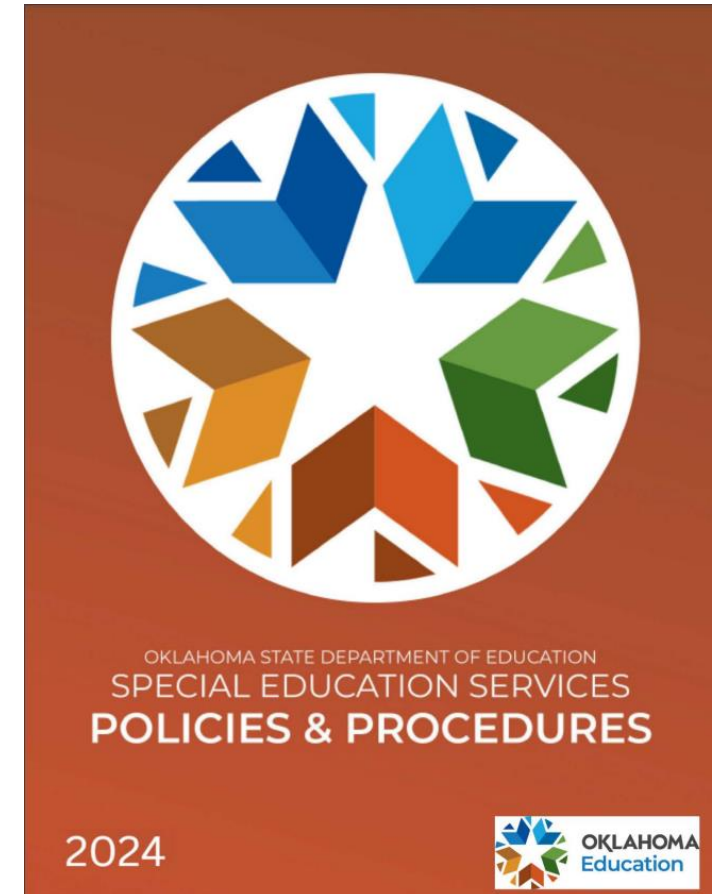
(a) The SEA is responsible for ensuring—

- (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

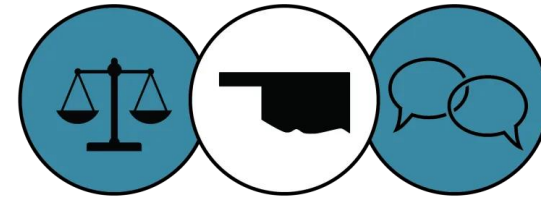


Dispute Resolution Systems



OKLAHOMA
Education

State Complaints



SPECIAL EDUCATION
RESOLUTION CENTER

IEP Facilitation

Mediation

Due Process

State Complaint System


- §300.151 - 300.153 State Complaint Procedures
 - State complaint system
 - **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 does a state complaint look like?

- Statement of a violation of IDEA / CFR
- Supporting facts
- Resolution*
- Signed by complainant*
- LEA is provided a copy at same time*
- Option for mediation

**OKLAHOMA**
Education

Oklahoma State Department of Education
Office of Special Education Services
2500 N. Lincoln Boulevard, Suite 412
Oklahoma City, OK 73105
Phone: (405) 521-3351
Email: sesdisputeresolution@sde.ok.gov

State Complaint Investigation

Filing Instructions

The Oklahoma State Department of Education Office of Special Education Services (OSDE-SES) complaint procedures can be obtained by calling the above phone number, visiting the [OSDE Website](#), or found in the [Oklahoma Special Education Policies and Procedures Chapter II, Section 4](#), Individuals with Disabilities Education Act (IDEA) regulations for State Complaint Procedures may be found at [34 CFR § 300.151-153](#). Parents and schools are encouraged to utilize mediation to resolve special education disputes. Such participation is voluntary. Please contact the OSDE-SES at (405) 521-3351 for further information.

A complaint **must** include the following information:

1. Current date.
2. Name, address, and telephone number of the person making the complaint (or available contact information).
3. The signature of the person making the complaint.
4. If alleging violations regarding a specific student, the name and address of the student involved (or available contact information in the case of a homeless student or family; and the name of the school that the student is attending).
5. The school and local education agency (LEA) or other education agency that is the subject of the complaint.
6. One or more statements (allegations) that the LEA has violated one or more requirements under the federal IDEA Part B **within one year** of the date OSDE-SES receives a completed state complaint.
7. The facts and/or description of the events that support each allegation (e.g., documents such as the student's IEP, eligibility paperwork, email, or text message correspondences with the LEA, etc.) **must be within one calendar year** from the date of OSDE-SES receipt of a completed state complaint. Under IDEA, this requirement applies even if the alleged violation is continuing or if the complainant is requesting compensatory services IDEA 34 CFR §300.153(c).
8. Proposed solution to the allegations or the relief sought to the extent known and available to the party at the time.

The use of this form is optional, however, all State Complaint Investigation Requests must include the required elements listed above (and provided as an optional checklist on page 5). The OSDE-SES will accept a complaint by mail, email, or hand delivery to the address above. Also, you may submit additional information, orally or in writing, about the allegation(s) in the complaint 34 CFR §300.152(c). Please contact us if you require any assistance.

A copy of the completed complaint must be provided to the LEA or public agency serving the child at the same time the completed complaint is filed with the OSDE-SES.

The OSDE-SES will notify all parties if the state complaint is not sufficient and/or if additional information is required.

Oklahoma State Department of Education | Office of Special Education Services | Request for Complaint Investigation Page 1 of 6

State Complaint

Complaint Investigation

- Open letter - District response
- Proposal to resolve
- Engage in mediation / alternative means
- Withdrawing a complaint
- Investigation
- State complaint decisions
- Corrective action



State Complaints 2024

SY 2023-

Number of Complaints	71
Number of Districts	51
LEAs w/ Multiple Complaints	7
Incomplete / Insufficient	16
Investigations Opened	45
No Violations	9
Violations	36
Withdrawn / Mediation	10

State Complaints

SY Comparison

2022-2023	
Number of Complaints	54
Number of Districts	40
Multiple Complaints	11
Incomplete / Insufficient	21
Investigations Opened	33
No Violations	8
Violations	11
Withdrawn / Mediation	14 / 6

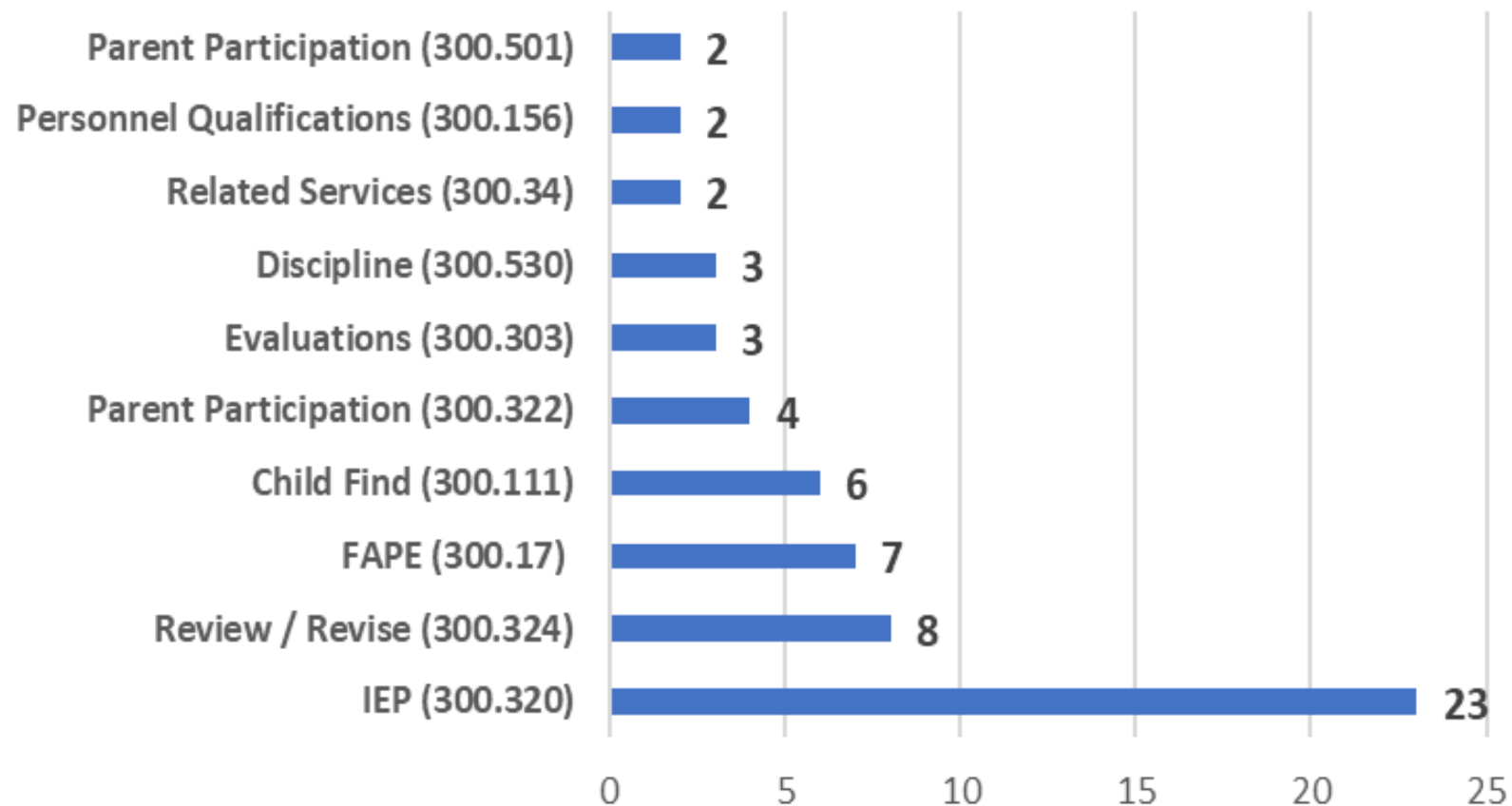
2023-2024	
Number of Complaints	71
Number of Districts	35
Multiple Complaints	9
Incomplete / Insufficient	16
Investigations Opened	45
No Violations	9
Violations	36
Withdrawn / Mediation	10 / 5

2024-2025	
Number of Complaints	75
Number of Districts	50
Multiple Complaints	15
Incomplete / Insufficient	16
Investigations Opened	36
No Violations	9
Violations	27
Withdrawn / Mediation	10

State Complaints 2024

SY 2023-

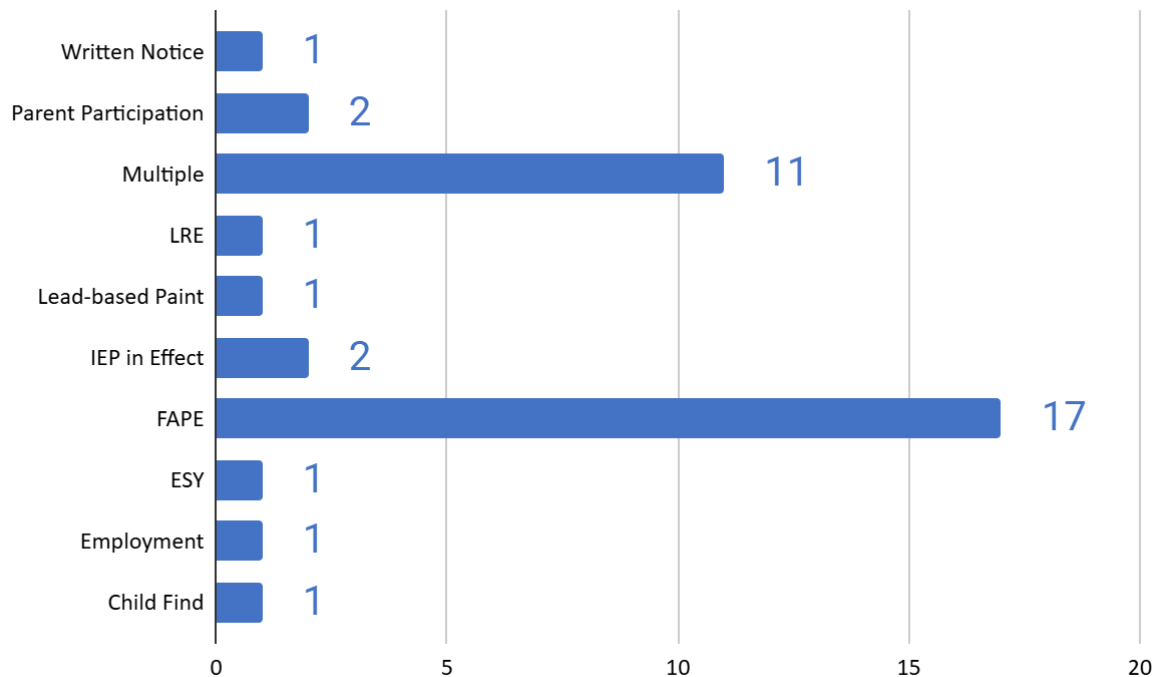
Top Ten Violations 2023-2024



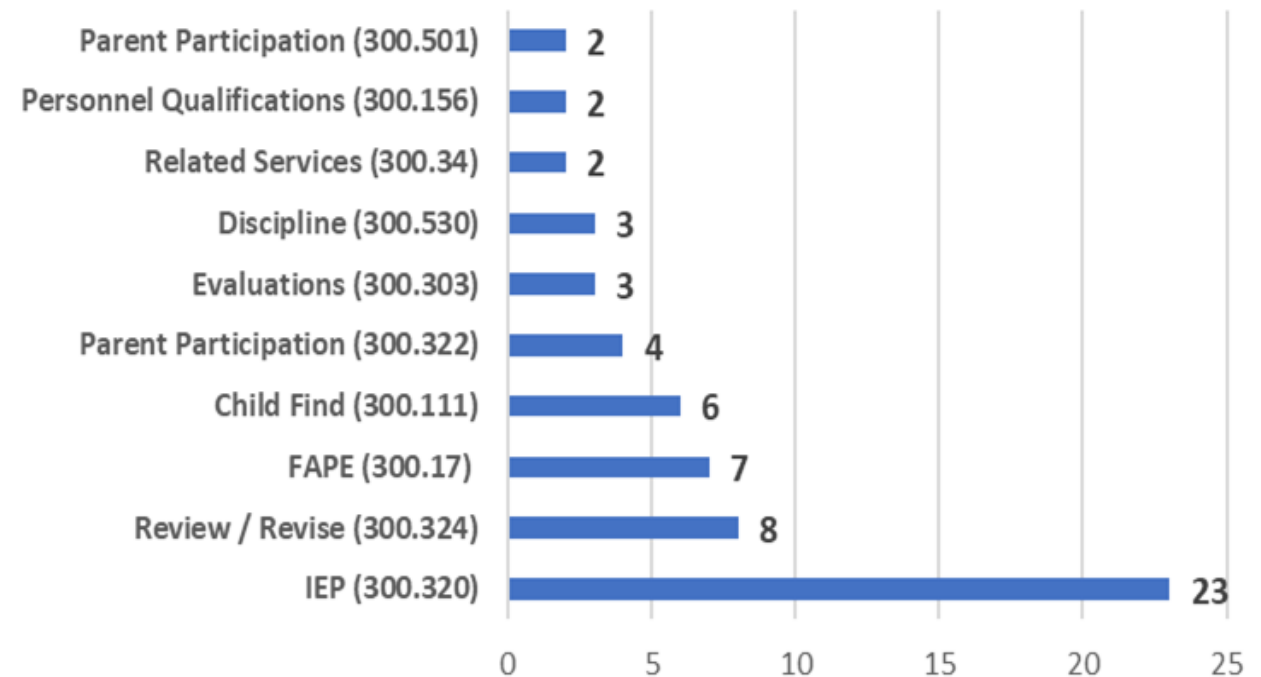
State Complaints

SY Comparison

Issues of Non-Compliance 2022-2023

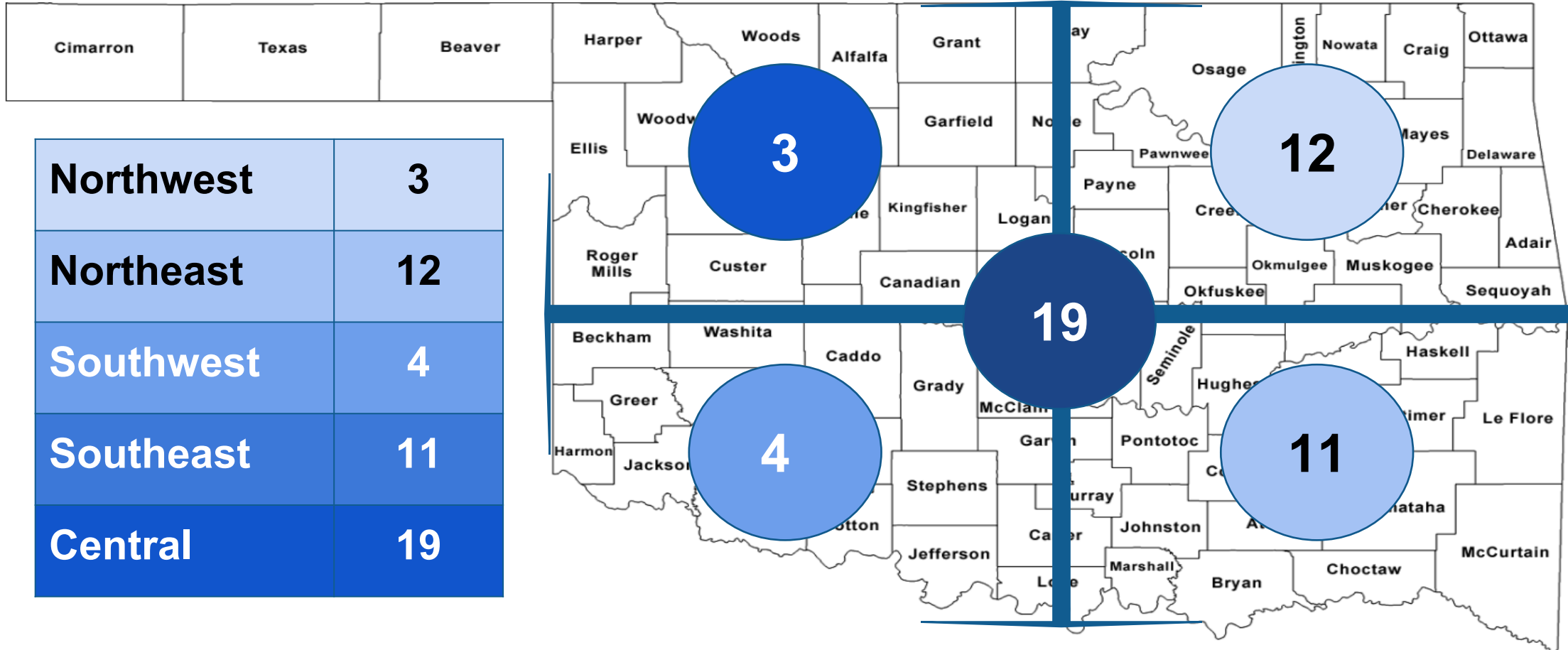


Issues of Non-Compliance 2023-2024



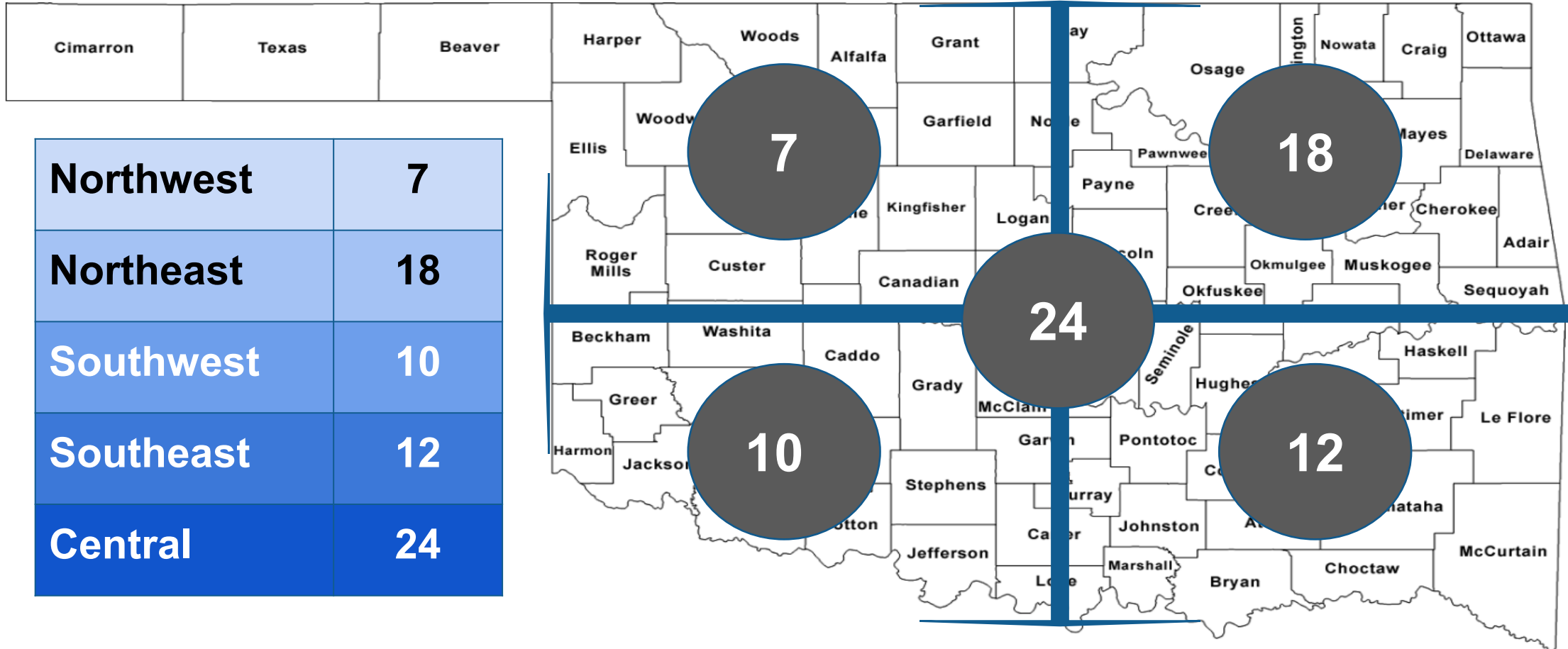
Districts

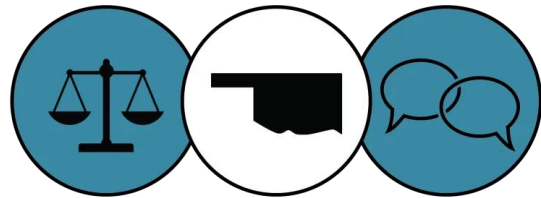
SY 2023-2024



Districts

SY 2022-2023





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Dispute Resolution



IEP Facilitation



Mediation



Due Process Hearing System

Also...

Partnership / Collaboration

Training / Professional Development

CADRE EDR Work Group



IEP Facilitation

- Not required under IDEA / CFR
- Neutral third-party assistance
- Voluntary
- No cost to Parent or LEA
- Trained, impartial facilitator
- Role: Steps in as needed to help with conversation and ensure full participation from all parties
- Outcome = successful IEP meeting



Mediation

- Included in IDEA 1997
- May not deny Due Process
- Voluntary
- No cost to Parent or LEA
- Trained, impartial mediator
- Confidential discussions
- Role: Leads the session for a deep discussion to help the parties find common ground
- Outcome = **legally binding** agreement/contract



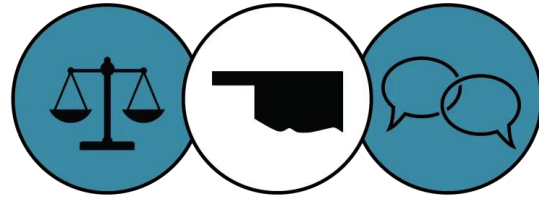
Due Process Hearing System

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



SPECIAL EDUCATION **RESOLUTION CENTER**

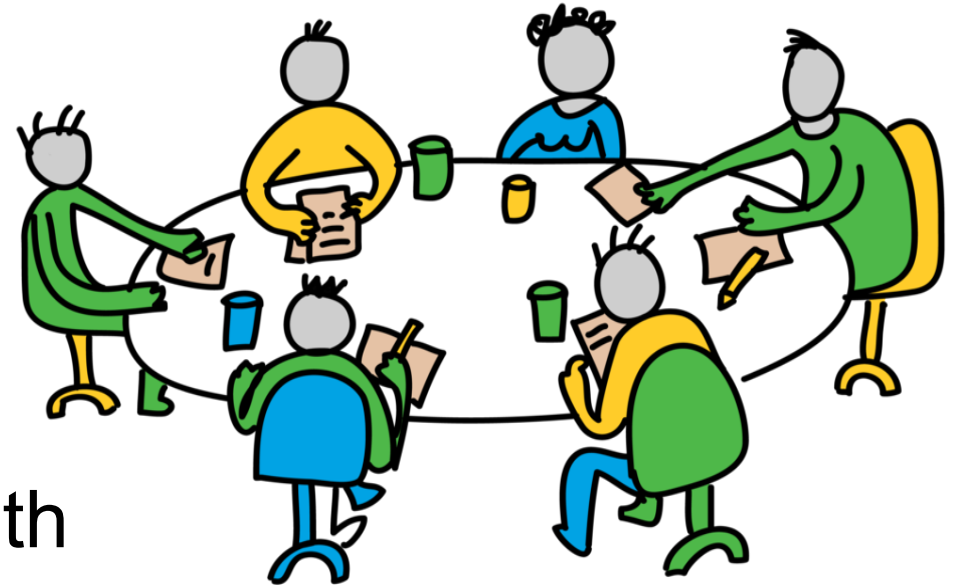
SERC Staff

- 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 selected on a rotational basis



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IEP Facilitation

SY Comparison	22-23	23-24	24-25 (05/30/25)
Number of Facilitations <i>Held</i>	55	61	64
Number of Districts	29	40	pending
<i>Requests</i> by Parent	45	54	47
<i>Requests</i> by District	10	7	51



IEP Facilitation SY 2024-2025 Feedback

100%
of parent / school
feedback rated the
Facilitator as
impartial

100%
of parents / schools
would recommend
IEP Facilitation to
others



IEP Facilitation SY 2024-2025 Feedback

"I would personally appreciate [Facilitator] being at **any meeting** with me when there is a parent request to SERC. It is obvious that [Facilitator] **truly cares** about their role as a facilitator and that both parties **feel heard.**"

"The facilitator was great. We were able to **communicate freely** and with **respect**. The team certainly felt that the temperature of the participants was **better** than in previous meetings."



Mediation

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34 CFR §§ 300.506



Mediation

SY Comparison	22-23	23-24	24-25 (05/30/25)
Number of Mediations <i>Held</i>	12	17	23
Number of Districts	12	16	pending
<i>Requests</i> by Parent	12	17	34
<i>Requests</i> by District	0	0	11
Agreements Reached	10 (83%)	13 (76%)	pending



Mediation

SY 2024-2025 Feedback

100%

of parent / school
feedback rated the
Mediator as
impartial

93%

of parents / schools
would recommend
Mediation to others



Mediation

SY 2024-2025 Feedback

"[Mediator] did a great job making **everyone feel at ease and heard.**

[Mediator] shared back the thoughts we agreed upon and was expedient in drafting the agreement."

"[Mediator] and [others] were instrumental in helping the **school and parent** reach an agreement on the top concerns of the parent... Both the parent and school would like [Mediator] to facilitate the subsequent IEP."



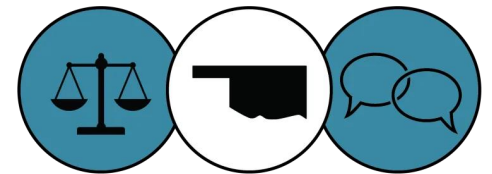
Due Process Hearing System

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

- Highly-trained hearing officer who will preside over the hearing
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- Engage in closing arguments



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Due Process

SY Comparison	22-23	23-24	24-25 (05/30/25)
Number of Requests	12	17	5
Carryover from FY 22	2	1	0
Number of Districts	8	12	4
Request by Parent	11	16	5
Request by District	1	1	0
Resolution Sessions	9	8	1
Hearing Decisions	5	2	0

Dispute Resolution

Questions, Comments, Feedback



State Complaints

Due Process

SPP / APR FFY 2023 State Performance Plan / Annual Performance Plan

Travis Thompson, Project Manager, Data

What is the SPP/APR?

State Performance Plan & Annual Performance Report

- Under Section 616 of IDEA:
 - States are required to “...have in place a **performance plan** that evaluates [the State’s] efforts to implement [IDEA]...”
 - Each six-year “state performance plan” includes an APR:
 - Data collection and reporting to OSEP on 18 indicators and the state’s performance on the SPP targets
 - Public reporting on the performance of each LEA on the targets set in the APR
 - OSEP’s “Review and Determination”
 - Levels of Determination
 - State determined by OSEP
 - Districts determined by State

Why? Accountability.

Section 1416(a)(2) of IDEA says, “The primary focus of Federal and State monitoring activities...shall be on:

- a) **Improving educational results and functional outcomes for all children with disabilities; and**
- b) Ensuring that States **meet the program requirements** ...with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.”

State Oversight Indicators

1	Graduation	10	Dispro. Representation/Disability
2	Dropout	11	Initial Evaluation Timeliness
3	Statewide Assessment	12	Early Childhood Transition Timeliness
4	Discrepant Discipline (Suspensions)	13	Secondary Transition
5	Educational Placement (LRE, 6-21)	14	Post-School Outcomes
6	Early Childhood Environment (3-5)	15	Resolution Session Outcomes
7	Early Childhood Outcomes	16	Mediation Outcomes
8	Parent Involvement	17	State Systemic Improvement Plan
9	Disproportionate Representation	18	General Supervision

Why the Indicators Matter for Students



Indicators 11 & 12: Timely Evaluation

Questions addressed:

- Ind. 11: What percentage of students were evaluated within **45 school days** of receiving parental consent for *initial* evaluation?
- Ind. 12: What percentage of children referred by Part C were found eligible for Part B and had an IEP developed and implemented by their **third birthdays**?

Targets: set by OSEP as a compliance indicator

Source: Student counts submitted by districts in the District Summary Data during the most recent June 30 EOY Collection

11 & 12: Evaluation Timeliness



Indicator 6: Early Childhood Environment

Questions addressed:

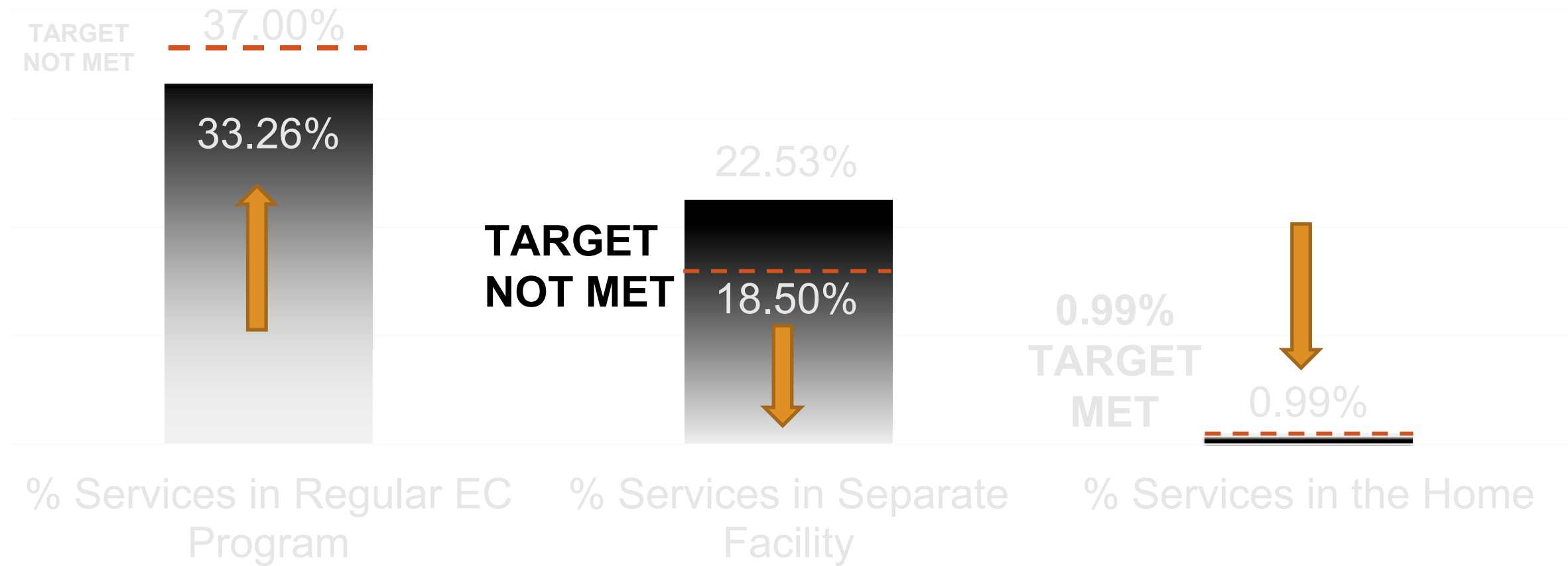
What percentage of 3 to 5 year old children in PK...

- A. Are in a regular early childhood program and receive the majority of SPED services in that environment?
- B. Receive their EC education and services in a separate SPED class, separate school, or residential facility?
- C. Receive their services at home?

Targets: set by state with community consultation

Source: prior year October 1 Child Count through EdPlan

6: EC Environments



Indicator 7: Early Childhood Outcomes

Question addressed:

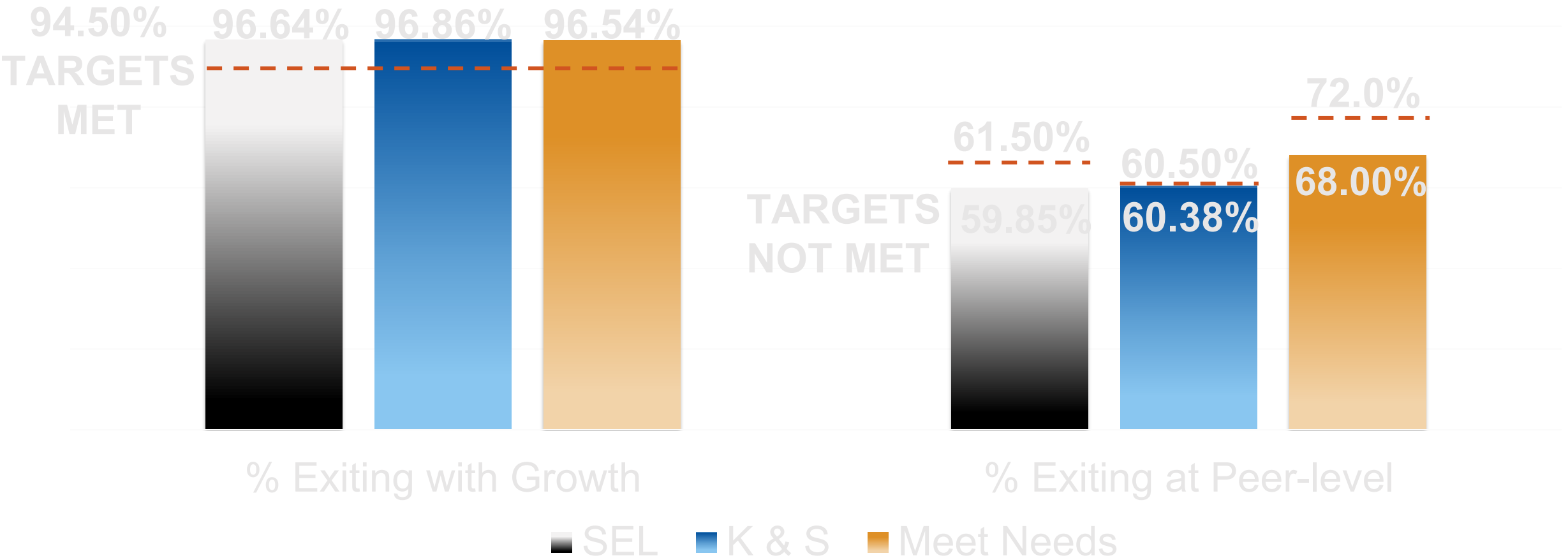
Are children ages 3-5 in PK progressing toward peer-level performance on various **EC outcomes**?

- Positive Social-Emotional Skills
- Acquisition & Use of Knowledge & Skills
- Use of Behavior to Meet Needs

Targets: set by state with community consultation

Source: most recent June 30 EOY Collection through EdPlan

7: EC Outcomes



Indicators 9 & 10: Disproportionate Representation

Questions addressed:

- Ind. 9: Are students of one racial group more likely to be identified as needing an IEP than any other racial group, due to inappropriate policies, practices, and/or procedures?
- Ind. 10: Are students of one racial group more likely to be identified as having a particular disability than any other racial group, due to inappropriate policies, practices, and/or procedures?

Targets: set by OSEP as a compliance indicator

Source: prior year October 1 Child Count through EdPlan, ages 5 in KG through 21 only (the difference with significant disproportionality)

9 & 10: Disproportionate Representation

- One district was identified as noncompliant in SY 23-24 and corrected the finding of noncompliance within a year.
- Targets of 0% were met.

Indicator 8: Parent Involvement

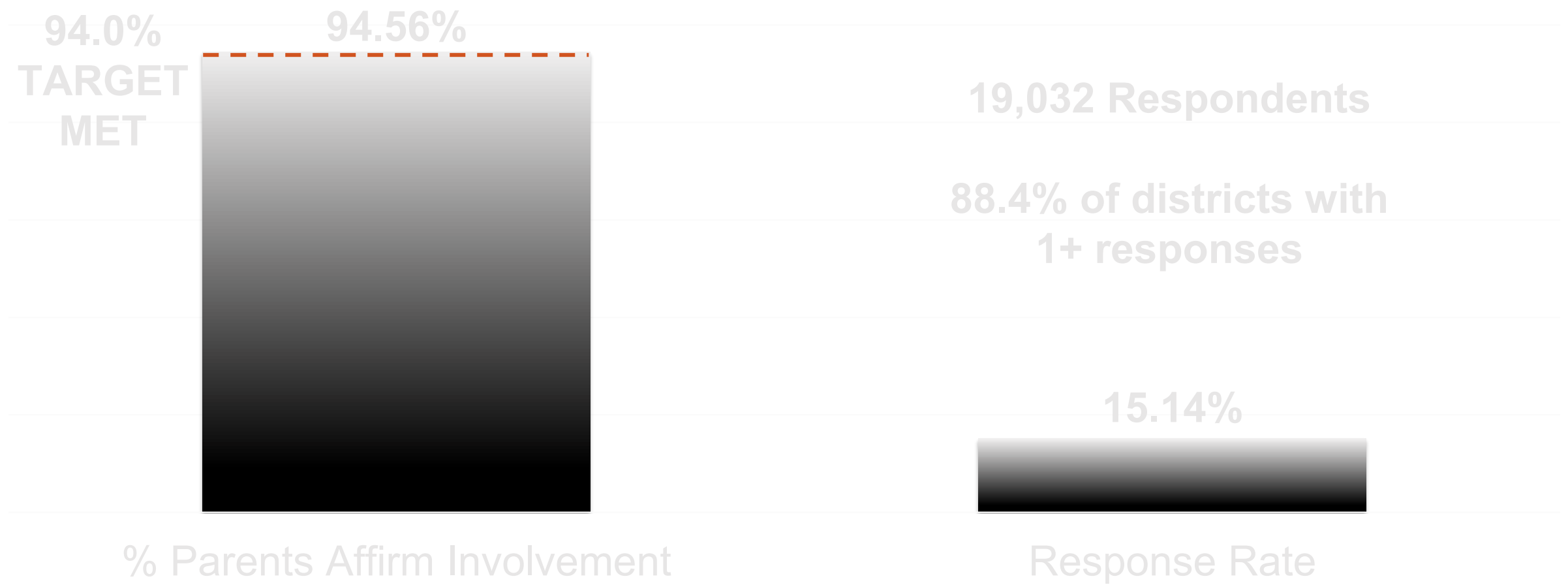
Question addressed:

What do parents think about how the school supported their participation throughout the IEP process?

Target: set by state with community consultation

Source: Parent surveys collected during the most recent fiscal year, managed by TAESE

8: Parent Involvement



Parent Survey Q1-Q5

- I am considered an equal partner with teachers and other professionals in planning my child's education.
- Teachers encourage me to be involved in making decisions about my child's services.
- The school communicates with me regarding my child's progress on IEP goals.
- Administrators seek out parent input.
- *Fill in the blank:* _____ of my concerns and recommendations were addressed at this year's IEP meeting.

Parent Survey Q6-Q8

- I was offered special assistance and support so that I could participate in the IEP meeting (e.g., interpreter, mutually agreed-upon scheduling, etc.).
- I have been given information about who to call if I am not satisfied with the services my child receives.
- The school offers parents a variety of ways to communicate with teachers and administrators.

Discussion: Indicator 8

- What can the state and districts do to:
 - Increase response rates on the survey?
 - Improve district support for parental involvement?
 - Participation & engagement
 - Communication
 - Accommodations

Indicator 5: Educational Setting

Questions addressed:

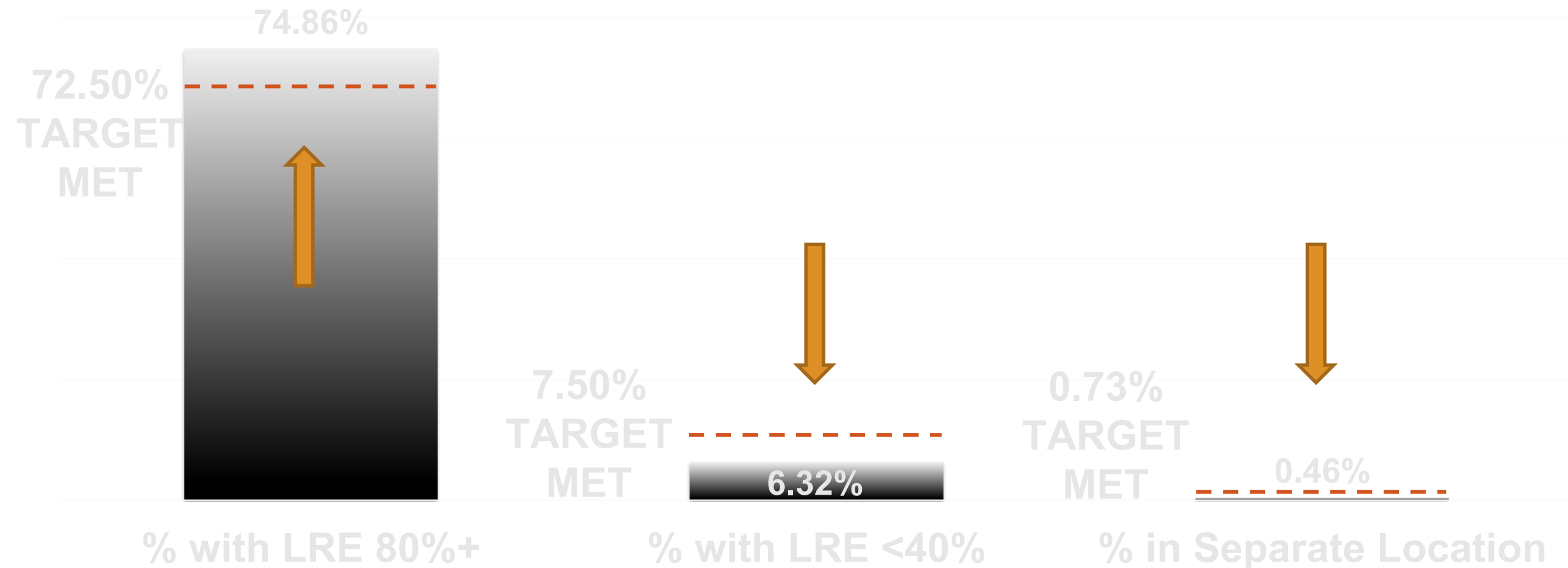
What percentage of the school day do students with IEPs (ages 5 in KG – 21) spend in the regular education setting?

- A. Greater than 80%
- B. Less than 40%
- C. In separate settings

Targets: set by state with community consultation

Source: prior year October 1 Child Count through EdPlan

5: Educational Setting



Indicator 4: Discrepant Discipline

Question addressed:

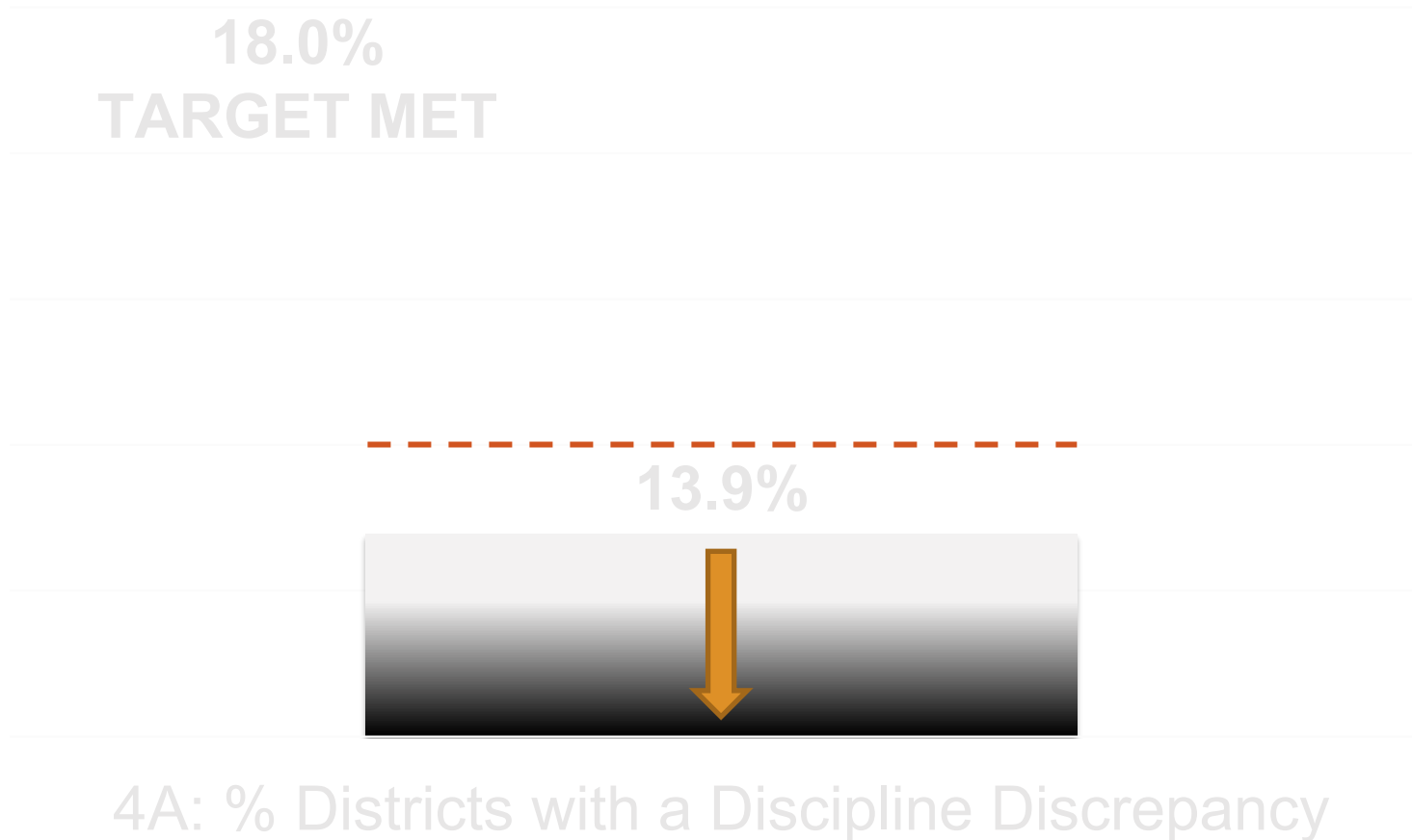
Are students with IEPs more or less likely than their peers to be suspended and/or expelled due to inappropriate policies, practices and/or procedures?

- 4A: Overall for SWD
- 4B: By racial/ethnic groups

Targets: set by state and by OSEP as a compliance indicator

Source: Individual student (ages 3-21) out of school suspension data submitted during the most recent June 30 EOY Collection through EdPlan

4: Discrepant Discipline



- 72 districts included in 4A target calculation.
- No districts identified as noncompliant in SY 22-23.
- **4B** target of 0% was met.

Indicator 3: Assessments

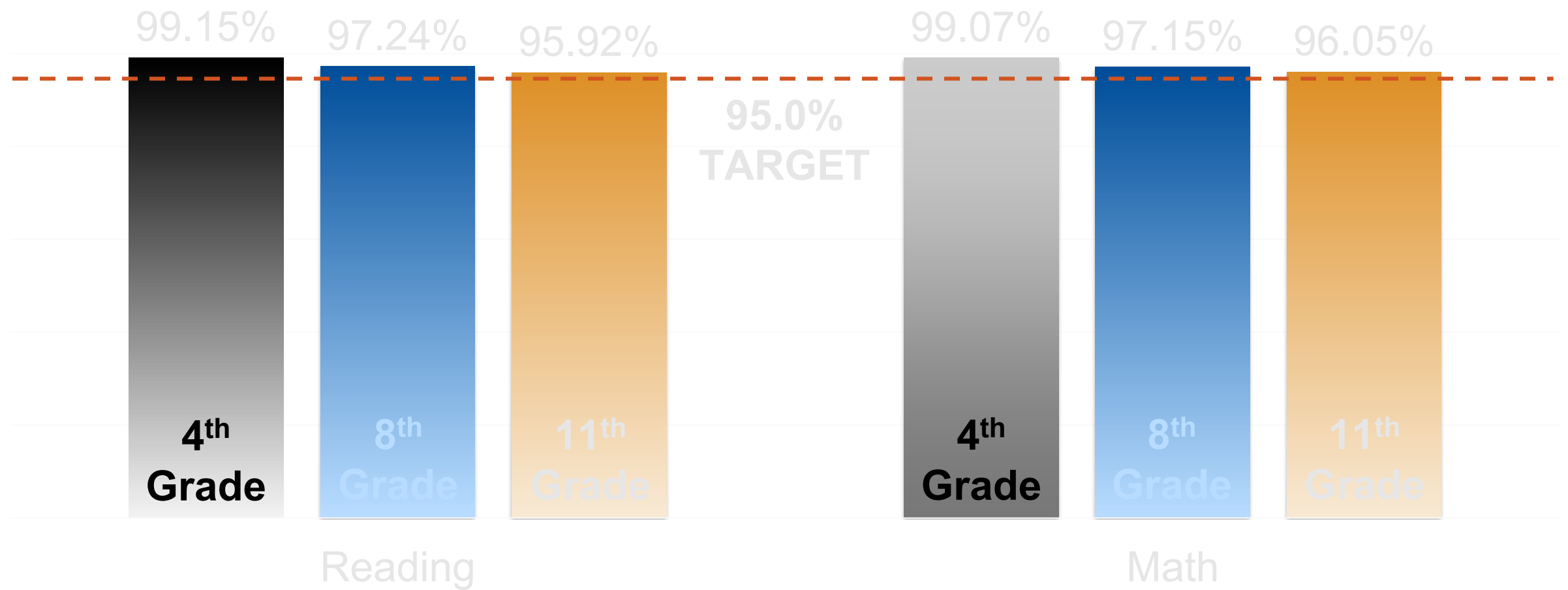
Questions addressed in APR for grades 4, 8 & 11 separately:

- Ind. 3A: At what rate are students with IEPs participating in statewide math and reading assessments?
- Ind. 3B & 3C: At what rate are these students proficient or advanced on math and reading academic standards, reporting OSTP & OAAP separately?
- Ind. 3D: What is the gap in proficiency for SWD vs. all students against grade-level academic standards in math and reading?

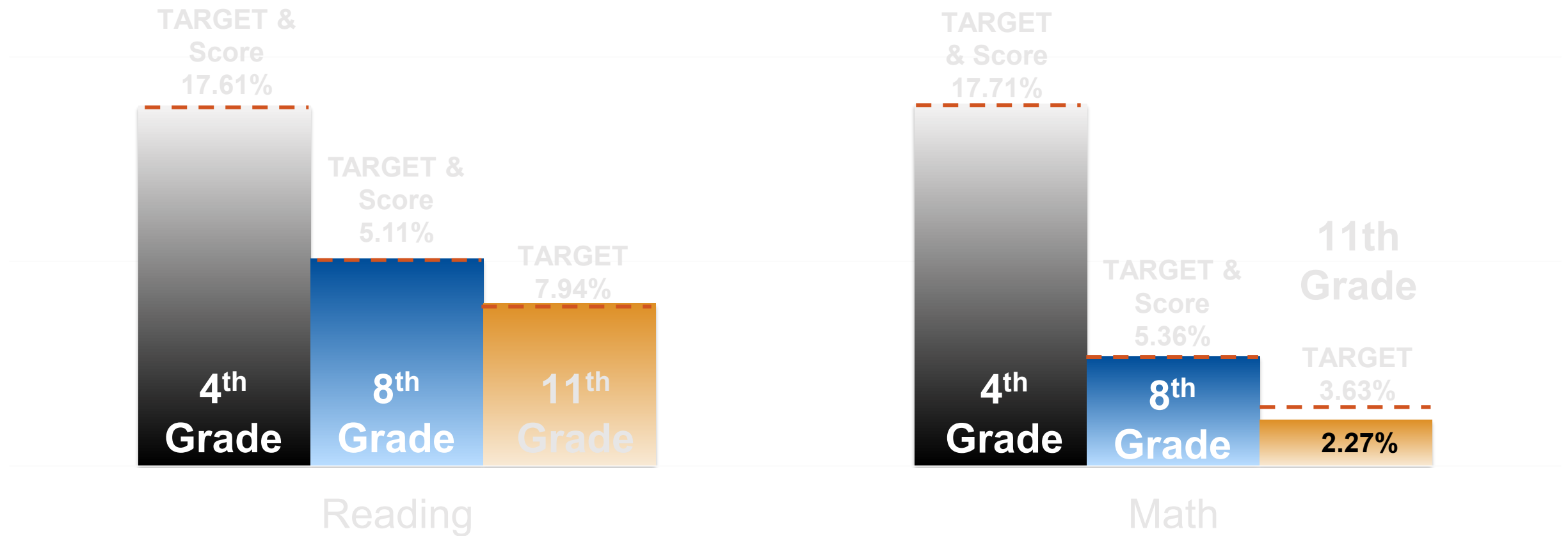
Targets: set by state with community consultation

Sources: Testing vendors and the Office of Accountability

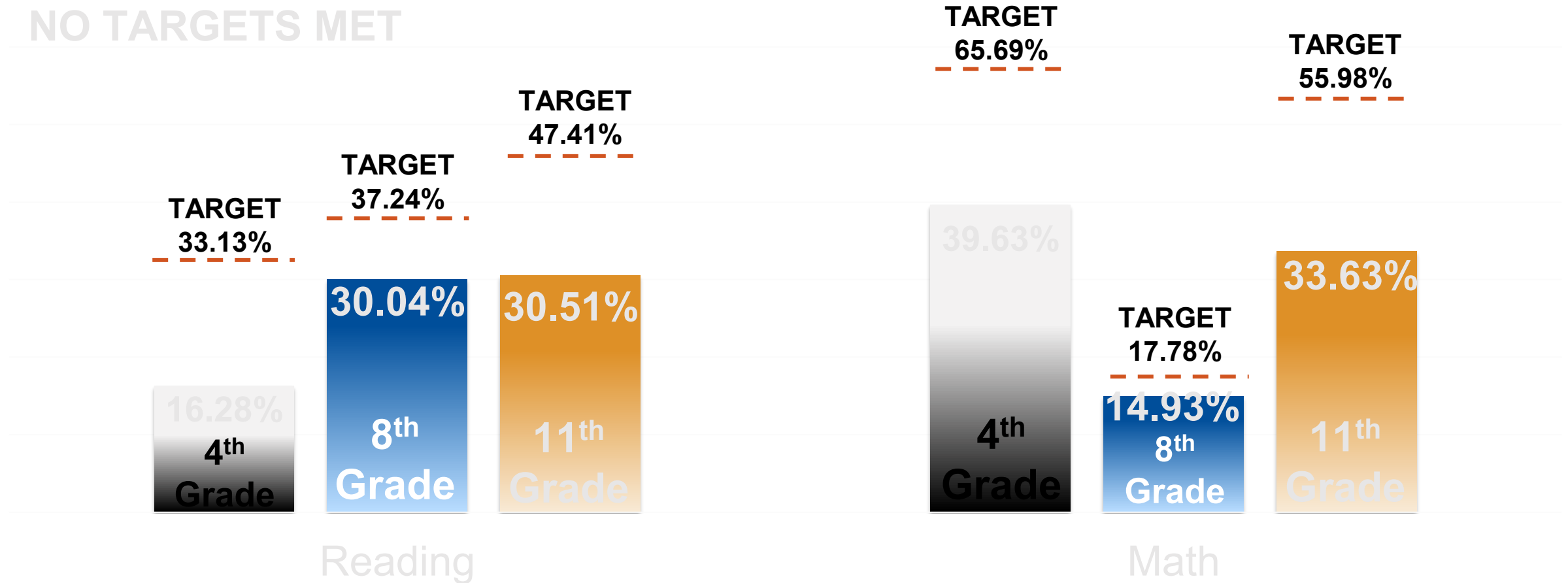
3A: Participation Rates



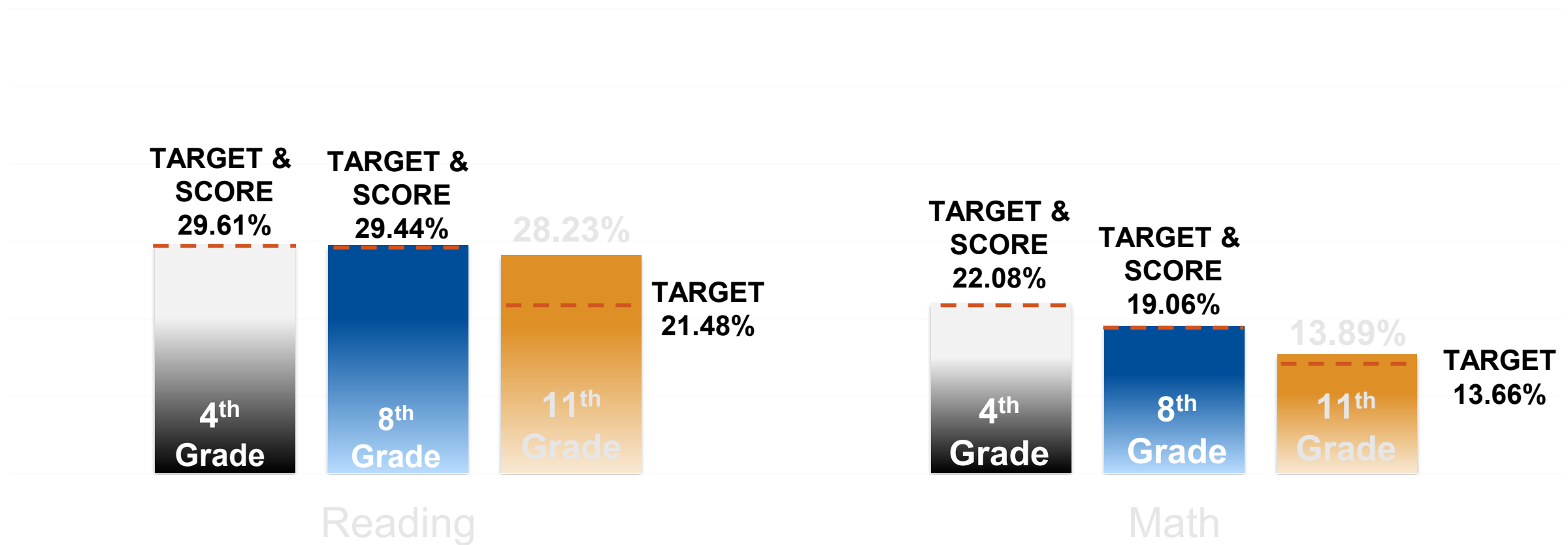
3B: General Assessment Proficiency



3C: Alternate Assessment Proficiency



3D: Proficiency Gap on the General Assmt. (Gap between All Students and SWD)



Indicator 13: Secondary Transition

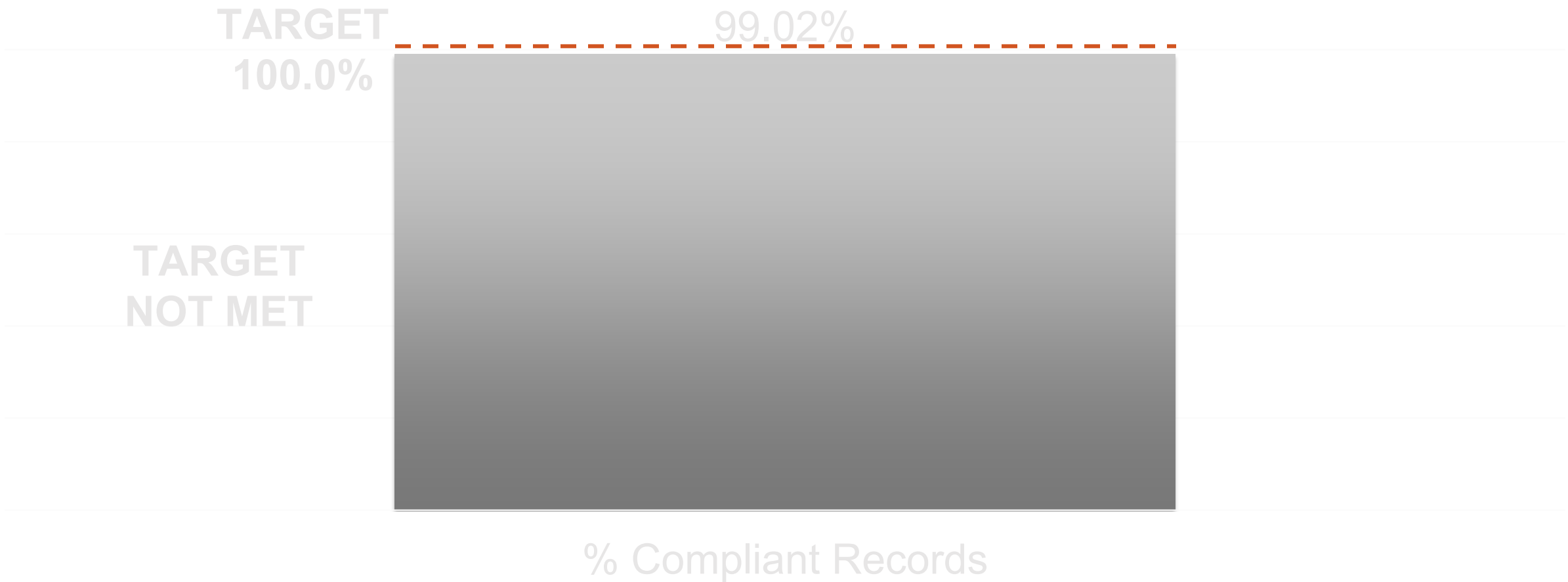
Question addressed:

Do students ages 15 or older/in 9th grade or higher have IEPs that meet the eight **secondary transition requirements**?

Target: set by OSEP as a compliance indicator

Source: IEPs reviewed during the most recent June 30 EOY Collection through EdPlan

13: Secondary Transition Compliance



Indicators 1 & 2: Secondary Outcomes

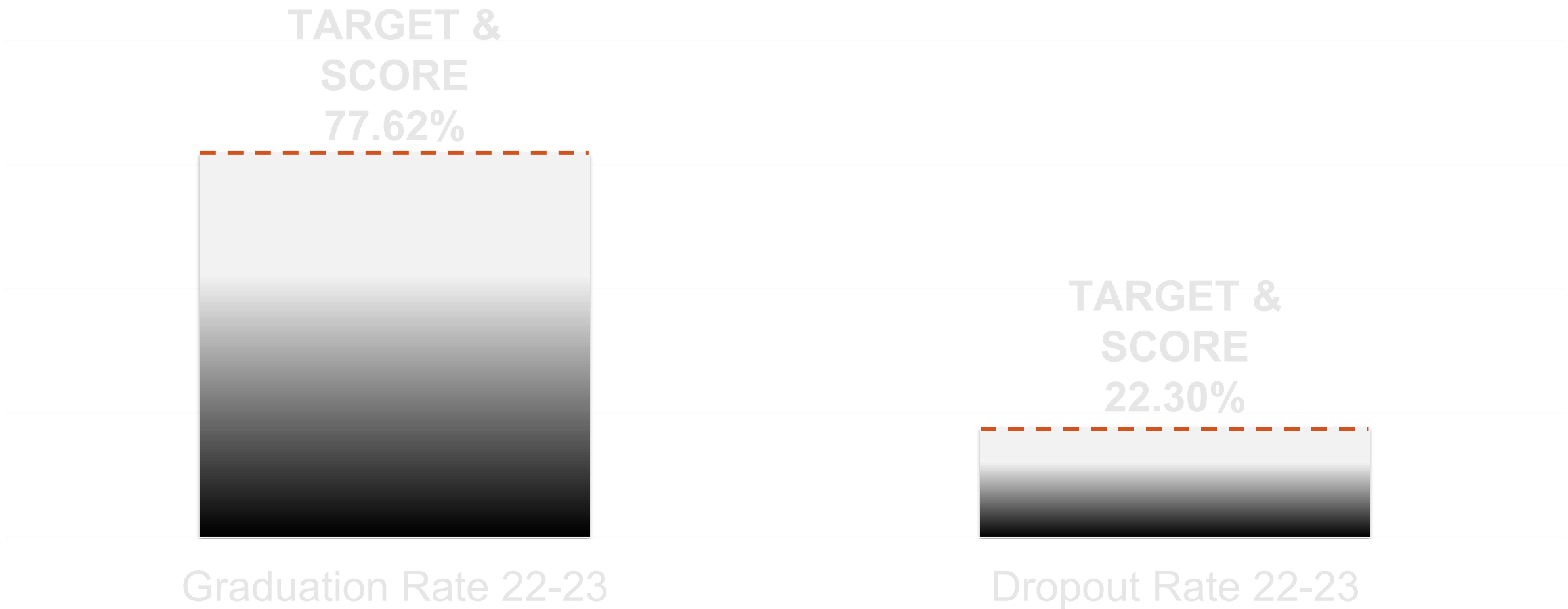
Questions addressed:

- Ind. 1: What percent of exiters had graduated (ages 14-21)?
- Ind. 2: What percent of exiters had dropped out of school (ages 14-21)?

Targets: set by state with community consultation

Source for both: exiting data for prior year pulled from EdPlan;
match Accountability database to confirm exit status

1 & 2: Graduation & Dropout Results



Indicator 14: Post-Secondary Outcomes

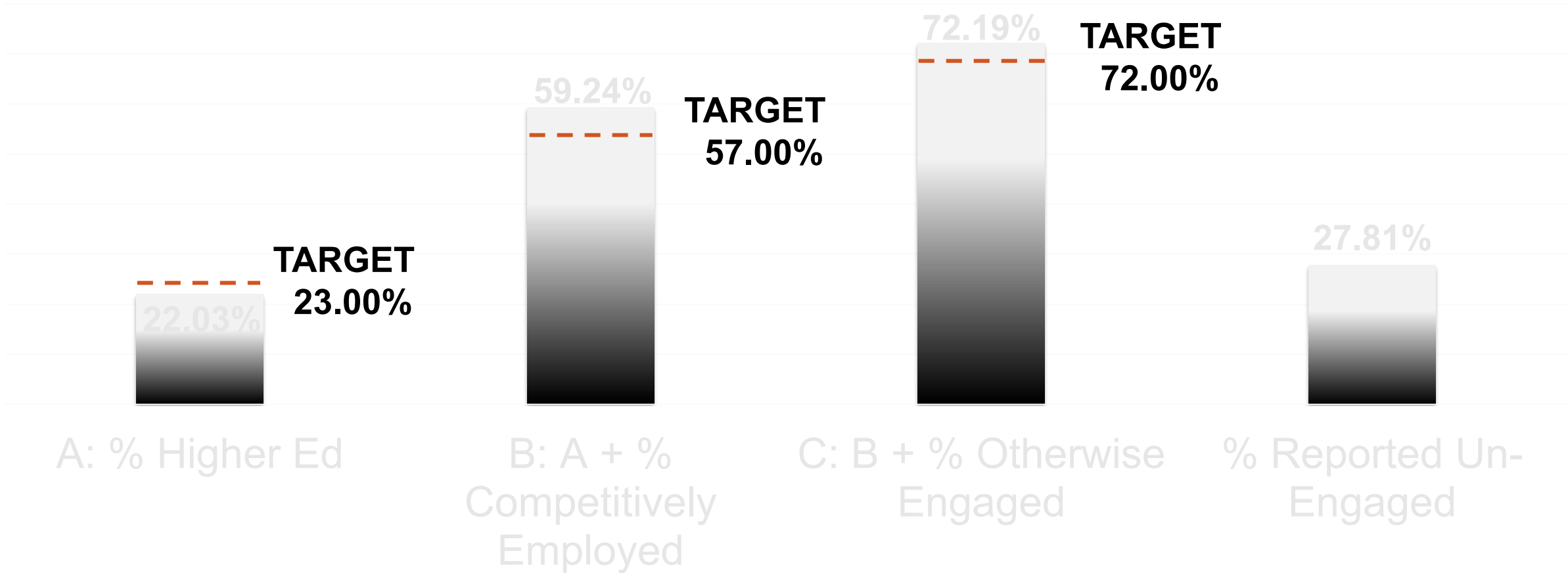
Question addressed:

What are exiters with IEPs doing **after high school**?

Targets: set by state with community consultation

Sources: Survey of “exiters” from two school years prior, conducted by TAESE the previous year

14: Post-Secondary Outcomes



Indicator 18: General Supervision

Question addressed:

What are the percentage of findings of noncompliance corrected within one year of identification?

Targets: set by state and by OSEP as a compliance indicator

Source: Compliance Indicator Data

Thank you!

- Please contact anyone at OSDE-SES (405-521-3551) if you would like to share more ideas for improving student outcomes or if you have questions about special education.

Priority Setting

Michelle Keiper, Chair

2024-2025 Panel Priorities

- Family Involvement and Communication
- Behavior Management Training
- Staffing



Family Involvement and Communication

- Improving communication between families and school Districts to build partnerships and enhance student success.



Behavior Management Training

- Equipping general and special education teachers with practical tools and strategies to promote positive behavior and build a supportive, respectful classroom environment.



Staffing

- Examining how shortages of school personnel affect the services provided to students with disabilities.



Public Comment

Sherri Coats, Program Director, Office of Special Education Services

Public Comment

- Comments are limited to no more than three minutes per individual or group.
- Comments are to be factual and objective. Avoid using names of students or school staff to maintain confidentiality and privacy standards.
- The input of individuals or groups making public comment will be taken under advisement as the Advisory Panel addresses priority issues.
- Advisory Panel members will listen to, but not address, comments during the public comment section.

Closing

Sherri Coats, Program Director, Office of Special Education Services

Next Meeting

- The September IDEA B Panel meeting will occur on Thursday, September 4, 2025.
- An agenda will be forthcoming.

