

# OSDE-SES EDPlan

2020 Summer Updates



**OKLAHOMA**  
Education



# Agenda

- Removal of OAS Drop-Down
- Shortened day
- Transition plan
- Service “Location”- Virtual/Distance
- Contingency plan

# Removal of the Oklahoma Academic Standards (OAS)

# Removal of the OAS Drop-Down

- The Oklahoma Academic Standards were initially added to EDPlan to assist IEP teams with grade-level academic expectations.
- IEP teams should be familiar with the OAS and endeavor to align academic IEP goals to the standards; however, the standards as written do not meet the requirement of individualized goals
  - \**The EDPlan goal list and Extended Academic goal list will remain.*

# Removal of the OAS Drop-Down

- IEP teams should continue to refer to the [OAS](#) as a framework in which to build individualized academic goals.
- For more information on developing individualized IEP goals, please watch the following training. [IEP Goals and Progress Monitoring](#)

# Shortened day

# Service Page Additions

- If a decision is made to shorten a student's instructional day, additional information is now required on the IEP service page.
  - Area of concern: health/medical, behavior, or other
  - A description of the re-integration plan
  - Date of next team meeting
- Shortening a student's instructional day should only occur when the IEP team has determined that it is required to address the student's unique disability-related needs.

# Shortened Day: Behavior

Is this student's instructional week the same length as nondisabled peers?

Yes  No

If no, what is the total length of the student's instructional week?

<input type="text"/>	HR
<input type="text"/>	MIN

If no, describe below the reason(s) for a shortened school week:

The concern described is due to:

- Health/Medical  
 Behavioral  
 Other

Please describe the reintegration plan to increase the student's instructional week to the same length as nondisabled peers.

Date of the next team meeting to review progress towards plan:

# Shortened Day for Behavior

- If an IEP team determines it is appropriate to shorten a student's day due to behavior, the team must have on file a completed Functional Behavior Assessment (FBA) and a current Behavior Intervention Plan (BIP) for the student.
  - Shortening a student's day should never be used as a disciplinary action.
- You will not be able to finalize the IEP unless the team documents that an FBA has been completed and a current BIP is in place.

# Shortened Day: Behavior

The concern described is due to:

- Health/Medical
- Behavioral
- Other

Please describe the reintegration plan to increase the student's instructional week to the same length as nondisabled peers.

Date of the next team meeting to review progress towards plan:

Has an FBA been completed for this student?

- Yes
- No

Is there a current BIP in place for the student?  
(Note: if the shortened day/week is due to behavioral concerns, a BIP must be in place before the IEP can be finalized.)

- Yes
- No

**Rule of Completion: If the student is on a shortened day due to behavior, the team must be able to answer 'YES' to both questions in order to finalize the IEP.**

# Q & A

Do we have to go back and redo the IEPs for students currently on a shortened day or can this be done at the annual IEP meeting?

- For students currently on a shortened day, the IEP team should have a reintegration plan in place (even if not documented on the IEP) and the team should be reviewing student progress to increase the instructional day as appropriate. Now that LEAs are providing several instructional delivery options (including virtual services), teams should be reviewing students on a shortened day to determine if a shortened day is still necessary. It is not required that all current IEPs that include shortened instructional days have to be amended to include the new information. However, it is inappropriate for LEAs to use shortened days as a disciplinary measure. Please refer to the OSDE guidance on shortened days -

<https://sde.ok.gov/sites/ok.gov.sde/files/OSDE%20SES%20Shortened%20Day%20Memo%20December%202016.pdf>.

# Q & A

Should shortened days be addressed for 3 year olds that receive special education and related services?

- It is not considered a shortened day for these students if the LEA does not offer a 3 year old program. For LEAs that have no 3 year old program, there is nothing to compare the length of services to; therefore, it would not be considered a shortened day. If the LEA does have a 3 year old program and the student's instructional day is less than their same aged peers this is considered a shortened day.

# Q & A

## Is virtual learning a shortened day?

- Not necessarily. As previously stated, a shortened instruction day occurs when the student's instructional day is shorter than the instructional day of *their same aged peers*. An instructional day in a virtual setting will look different than an instructional day in a brick and mortar setting. In determining if virtual learning is a shortened day, you must compare the virtual services the student will be receiving to the services their same aged peers will be receiving in a virtual setting.

# Q & A

## Who is qualified to complete an FBA?

- The IDEA does not specify any members of a particular profession (or members of the IEP team) who are qualified to conduct Functional Behavior Assessments or develop Behavior Intervention Plans. The only requirement is that those conducting the FBA have completed training specific to how to conduct an FBA and the four functions of behavior. The SDE has provided this training for free in the past, districts can provide this training themselves, or staff can access online FBA training resources.

# Online FBA Training Resources

## OSDE-SES Training and Presentation

- <https://www.youtube.com/watch?v=4jGWrDNLJWg&feature=youtu.be>
- <https://drive.google.com/file/d/1GJO0KkBWIFbtK59ueExBndo7RGRSg4In/view?usp=sharing>

## Online Training Modules and Resources

- <http://basicfba.gseweb.org/>
- <http://www.midwestpbis.org/materials/fba-bip-training-materials>

# Transition plan

# Vocational Rehabilitation Referral Letter

- The Vocational Rehabilitation Referral Letter will now allow you to enter information on the page which will then be printed on the document.

**Vocational Rehab Referral Letter**

Date of Referral:	<input type="text"/> 
School Counselor's Name:	<input type="text"/>
School Counselor's Phone:	<input type="text"/>
School Counselor's Email:	<input type="text"/>
Vocational Rehabilitation Contact:	<input type="text"/> 

# Student Information will Autofill

- Student information will continue to autofill to the document.

 **OKLAHOMA DEPARTMENT OF REHABILITATION SERVICES**  
REFERRAL TO THE OKLAHOMA DEPARTMENT OF REHABILITATION SERVICES  
AND SERVICES FOR THE BLIND AND VISUALLY IMPAIRED

Name of Student: Morgan Freeman Grade: Junior	State Testing Number: 9485824 Gender: Male	Birthdate: 07/04/2000 Primary Language Spoken in the Home:
District/Agency: REFERENCE SYSTEM Address:	School: North Side	

CONSENT FOR RELEASE OF CONFIDENTIAL INFORMATION needs to be completed and signed by the parent/guardian (or student if age 18 or older) prior to releasing this information in accordance with the Family Educational Rights and Privacy Act (FERPA) and Individuals with Disabilities Act (IDEA). This referral form and a signed consent for release will be maintained in the student's special education records.

Disabilities: Autism

Name of Special Education Teacher: Speech Test  
Phone: 582-987-8852      Email: email@email.com

Name of School Counselor: Type School Counselor's Name  
Phone: Type School Phone      Email: Type School Counselor's Email  
Number

Vocational Rehabilitation Contact:      Type the Name of the VR Counselor's Name.

# Consent for Release of Confidential Information

- The Consent for Release of Information document will now also allow you to enter information on the page which will then print on the document.
- Student information will continue to autofill.
- Consent for Release of Confidential Information is required before sending the Referral Letter to DRS.

# Consent for Release of Confidential Information Snapshot

## Consent for Release of Information

Authorized Person:	<input type="checkbox"/> CHILD <input type="checkbox"/> GUARDIAN <input type="checkbox"/> OTHER <input type="checkbox"/> PARENT <input type="checkbox"/> LEGAL CUSTODIAN
Name of Person or Agency Releasing Information:	<input type="text"/>
Street Address of Person or Agency Releasing Information:	<input type="text"/>
Name/Agency Information is to be released to:	<input type="text"/>
Address of Name/Agency Information is to be released to:	<input type="text"/>
City, State, Zip of Name/Agency Information is to be released to:	<input type="text"/>
Name/Agency Information is to be released to:	<input type="text"/>
Address of Name/Agency Information is to be released to:	<input type="text"/>
City, State, Zip of Name/Agency Information is to be released to:	<input type="text"/>
Name/Agency Information is to be released to:	<input type="text"/>
Address of Name/Agency Information is to be released to:	<input type="text"/>
City, State, Zip of Name/Agency Information is to be released to:	<input type="text"/>
Information to be released:	<input type="text"/>
Purpose of release of information:	<input type="text"/>

# DRS Transition Services

- To learn more about the Department of Rehabilitation Services Transition Programs, visit <http://www.okdrs.org/students/transition>

# DRS Office Locator

- Go to [http://www.okdrs.org/office\\_locator\\_hs](http://www.okdrs.org/office_locator_hs)
- Enter the name of your high school
- It will give you the name and location of the Vocational Rehabilitation Office that serves your high school
- Call the office and find out who your counselor is so you can start collaborating

# Specific Transition Needs

- Previously, 'Transition Services' was listed as an area of need on the Strengths/Needs, Special Factors/Parent Concerns page.
- This has been broken out into 4 specific areas:
  - Transition: Education/Training
  - Transition: Employment
  - Transition: Independent Living
  - Transition: Community Participation

# Age Appropriate Transition Assessments

- It is best practice to assess students in each of the 4 areas and then develop goals for each area of need.
- For more information on transition assessments and planning see the following Pepper Modules:
  - **OKSE121 Secondary Transition**
  - **OKST2 Transition Assessments (Mild/Moderate)**
  - **OKST4 Transition Assessments (Moderate/Significant)**
- Visit [OK Edge](#) for ICAP and IEP Guidance.
- Secondary Transition trainings will be held in the fall and spring.

# Specific Transition Needs and Goals

- A goal for *Transition: Education/Training and Transition: Employment* is required for all students in 8th grade and above.
- A *Transition: Independent Living* goal is required for students who participate in the alternate assessment program.
- A *Community Participation* goal is recommended because individuals who are involved in their community lead happier and more successful lives.

# Specific Transition Needs Snapshot

Identify the educational needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Academic Readiness                | <input type="checkbox"/> Cognitive Development     | <input type="checkbox"/> Vision   |
| <input type="checkbox"/> Academics - Oral Expression       | <input type="checkbox"/> Communication Development | <input checked="" type="checkbox"/> Transition: Education/Training      |
| <input type="checkbox"/> Academics-Basic Reading Skills    | <input type="checkbox"/> Fine Motor                | <input checked="" type="checkbox"/> Transition: Employment              |
| <input type="checkbox"/> Academics-Listening Comprehension | <input type="checkbox"/> Gross Motor               | <input checked="" type="checkbox"/> Transition: Independent Living      |
| <input type="checkbox"/> Academics-Math Calculation        | <input type="checkbox"/> Hearing                   | <input checked="" type="checkbox"/> Transition: Community Participation |
| <input type="checkbox"/> Academics-Math Problem Solving    | <input type="checkbox"/> Medical/Physical Needs    | <input type="checkbox"/> English Learner - Listening                    |
| <input type="checkbox"/> Academics-Reading Comprehension   | <input type="checkbox"/> Sensory Processing        | <input type="checkbox"/> English Learner - Speaking                     |
| <input type="checkbox"/> Academics-Reading Fluency         | <input type="checkbox"/> Social/Emotional Behavior | <input type="checkbox"/> English Learner - Reading                      |
| <input type="checkbox"/> Academics-Written Expression      | <input type="checkbox"/> Speech/Language           | <input type="checkbox"/> English Learner - Writing                      |
| <input type="checkbox"/> Adaptive Behavior                 |  |   |

Save

# Annual Transition Goals

- The annual transition goals section has been removed from the transition page.
- Annual transition goals will now be entered on the goals page. The 'Add Transition Goals' button will direct you to the goals page.
- This allows annual transition goals to be monitored using the Progress report Wizard and/or the IEP Progress Monitoring Wizard.

# Measurable Annual Transition Goals

- Annual transition goals need to be measurable so they need to be SMART goals.
- Students must have annual measurable transition goals that align with their postsecondary goals and identify what skills they will learn during this IEP to demonstrate movement towards reaching their postsecondary goals.

# Annual Transition Goals OSEP Guidance

- In [Letter to Pugh](#), OSEP states that it is necessary to report on a student's progress in meeting postsecondary goals when reporting on the transition-aged student's progress in meeting related academic and functional goals.
- IEP teams must include **annual transition goals** when reporting periodic progress of IEP goals to demonstrate the relationship between the academic and functional goals and postsecondary goals of a transition-aged student.

# Annual Transition Goals/Short-term Objectives for Students Participating in the OAAP

- Students who participate in the Oklahoma Alternate Assessment Program (OAAP) must have short-term objectives/benchmarks for each annual transition goal.

# Annual Goals- This



Annual transition goals should address what skills the student will learn this academic school year to show movement toward attaining postsecondary goals. For students assessed by alternate achievement standards, include short-term objectives/benchmarks. Click the button below to add annual transition goals.



Add Transition Goals

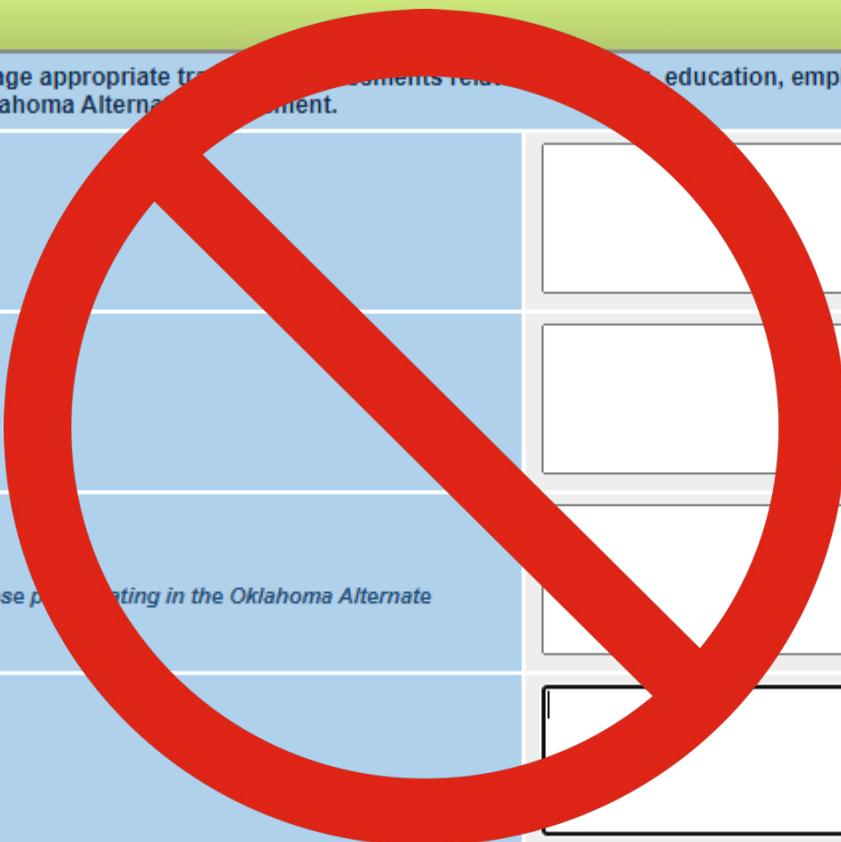


Return to Transition Services

Save

# Annual Transition Goals - Not that

Desired Annual Goals for High-School	
<small>(Appropriate measurable annual goals based upon age appropriate transition assessments related to education, employment, and where appropriate, independent living skills and community participation for all students except those participating in the Oklahoma Alternate Assessment Program.)</small>	
Education/Training:	<input type="text"/>
Employment:	<input type="text"/>
Independent Living (if appropriate): <small>(Independent Living is optional for all students except those participating in the Oklahoma Alternate Assessment Program)</small>	<input type="text"/>
Community Participation (if appropriate):	<input type="text"/>



# Transition Needs, Preferences, Interests, and Strengths

- The course of study has been removed from this box. In this section, list the specific transition needs strengths, preferences and interests based on results from transition assessments.

## List of Needs, Preferences, Strengths, and Interests Based on Present Levels of Performance and Age Appropriate Transition Assessments.

(Areas for consideration include post-secondary education, vocational training, employment, continuing education, adult services and community participation)

Transition Needs (Specific needs based on results from transition assessments), Preferences, Strengths, and Interests. (This should include information not already documented in the Present Levels Section.)

Needs:

Strengths:

Preferences:

Interests:

# Course of Study

- A separate section for ‘Course of Study’ has been added.
- The Course of Study section allows an IEP team to indicate specific courses (e.g., electives or substitutions) across grades to better demonstrate alignment with and progress toward postsecondary goals.
- This change also aligns with the intentional sequence of courses in the student’s Individual Career Academic Planning (ICAP).
- ICAPs must begin in the 9th grade, but many districts are implementing them in 6th grade or earlier. Check with your counselor or administrator for your district's ICAP requirements.

# Course of Study Snapshot

Course of Study				
List the specific courses in grades 8-12 that the student will take, whether special education or general education, that directly support progress toward postsecondary and annual goals.				
8th	9th	10th	11th	12th

# Services

Virtual or Distance

# Services/Related Services

- Options for virtual or distance services in the general education and special education setting have been added to the 'Location' drop list.
  - Virtual: The service is provided on a virtual platform (i.e. Google Classroom).
  - Distance: The service is not provided virtually, but through instructional packets or something similar.

# Service/Related Services

Location

▼

Correctional Facility

General/Regular Education - Distance

General/Regular Education - Virtual

General/Regular Education Setting

Home/Hospital

Parentally Placed Private School

Public/Private Residential

Public/Private Separate Day School

Special Education Setting

Special Education - Virtual

Special Education - Distance

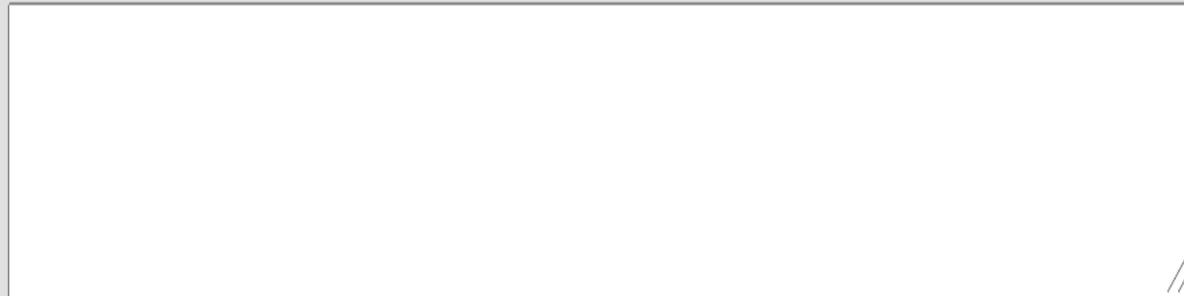
# Virtual/Distance Learning Services

There may need to be additional information documented regarding services provided through virtual or distance learning means on an on-going basis.

- A text box has been added for the option of adding a description of virtual/distance learning services provided as part of the annual IEP.

# Virtual/Distance Learning Services

Provide additional information, if necessary, to describe any services provided through Special Education - Virtual or Special Education - Distance that are not part of the contingency plan.



# Q & A

If the LEA provides devices for virtual services, does it go in this section or under assistive technology?

- If the LEA is providing devices for all students, that information could be documented in this area. Any specific assistive technology needs for the student would still be addressed under the special factors area.

# Q & A

If a student is starting off the school year receiving virtual services by choice, do we need to have an IEP meeting?

- Many LEAs are providing students the options of receiving virtual services. Even if the student chooses virtual services, the services will need to be revised on the IEP to document the instructional delivery method utilized to provide the special education services. The IEP must be amended or revised as necessary.

# Q & A

Do we have to have IEP meetings before school starts for those students that are choosing or will be provided virtual or distance learning services?

- Changes in the instructional delivery model for the school may clearly indicate a need to amend or revise IEPs. Depending on those changes, an IEP meeting may be necessary. If any amendments or revisions are needed to ensure a FAPE, LEAs should act as soon as possible, prior to or at the beginning of the 20-21 school year, to make those changes and hold an IEP meeting if necessary.

# Contingency plan

Option for school closures or health/medical reasons

# Contingency Plan

- The option of developing a ‘contingency plan’ for special education services and related services in the event of school closures or health/medical reasons has been added to the IEP process. Changes have been made in the following areas:
  - Special Factors
  - Services
  - Related Services
  - Secondary Transition
  - Informed Parental Consent

# Special Factors

- In the event of school closures or health/medical issues, a student may require additional or different assistive technology and/or behavior supports as part of their contingency plan.
- Text fields have been added to allow the documentation of any separate assistive technology or behavior needs as part of a student's contingency plan.

# Special Factors

<p>5. Has the team determined that Assistive Technology is necessary in order to implement the student's IEP?</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Describe any assistive technology that may be necessary in order to implement any services or supports that are part of the Contingency Plan:</p>	<p><input type="text"/></p> <p>abc ✓</p> 
<p>6. Does the student's behavior impede his/her learning or that of others?</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Describe any behavioral supports that may be necessary as part of the Contingency Plan:</p>	<p><input type="text"/></p> <p>abc ✓</p> 

# Services

- A 'contingency' check box has been added.
- Services to be provided under the contingency plan will need to be added and marked as 'contingency'.

Adding Services from a List

Specialty Designed Instruction:	Service Type	Number Sessions	Session Length	Start Date	End Date	ESY	Contingency	Provider	Location	Serving School (* denotes external school)
-none- ▾	▾	▢ per week ▾	▢ min	▢	▢	<input type="checkbox"/>	<input type="checkbox"/>	▾	▾	- Assigned School - ▾
-none- ▾	▾	▢ per week ▾	▢ min	▢	▢	<input type="checkbox"/>	<input type="checkbox"/>	▾	▾	- Assigned School - ▾
-none- ▾	▾	▢ per week ▾	▢ min	▢	▢	<input type="checkbox"/>	<input type="checkbox"/>	▾	▾	- Assigned School - ▾
-none- ▾	▾	▢ per week ▾	▢ min	▢	▢	<input type="checkbox"/>	<input type="checkbox"/>	▾	▾	- Assigned School - ▾



# Services Example #1

## Adding Services from a List

Specially Designed Instruction:	Service Type	Number Sessions	Session Length	Start Date	End Date	ESY	Contingency	Provider	Location	Serving School (* denotes external school)
Math Calculation	Direct instruction	2 per week	25 min	08/10/2020	05/20/2021	<input type="checkbox"/>	<input type="checkbox"/>	Chelsea Test	Special Education - Virtual	Sample School
Math Calculation	Direct instruction	3 per week	50 min	08/10/2020	05/20/2021	<input type="checkbox"/>	<input type="checkbox"/>	Chelsea Test	Special Education Setting	Sample School
Math Calculation	Direct instruction	5 per week	30 min	08/10/2020	05/20/2021	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chelsea Test	Special Education - Virtual	Sample School
-none-		per week	min			<input type="checkbox"/>	<input type="checkbox"/>			- Assigned School -



# Related Services

- A 'contingency' check box has been added.
- Related services to be provided under the contingency plan will need to be added and marked as 'contingency'.

Adding Services from a List

Related Services	Service Type	Number Sessions	Session Length	Start Date	End Date	ESY	Contingency	Provider	Location	Serving School (* denotes external school)
-none- ▾	▾	▢ per week ▾	▢ min	▢	▢	<input type="checkbox"/>	<input type="checkbox"/>	▾	▾	- Assigned School - ▾
-none- ▾	▾	▢ per week ▾	▢ min	▢	▢	<input type="checkbox"/>	<input type="checkbox"/>	▾	▾	- Assigned School - ▾
-none- ▾	▾	▢ per week ▾	▢ min	▢	▢	<input type="checkbox"/>	<input type="checkbox"/>	▾	▾	- Assigned School - ▾
-none- ▾	▾	▢ per week ▾	▢ min	▢	▢	<input type="checkbox"/>	<input type="checkbox"/>	▾	▾	- Assigned School - ▾



# Secondary Transition

- A 'contingency' check box has been added.
- Secondary transition services to be provided under the contingency plan will need to be added and marked as 'contingency'.

Transition Services and Coordinated Activities						
Del	Transition Area	Transition Service/Coordinated Activities	Person Responsible	Agency Responsible	Anticipated Completion Date	Contingency
<input type="checkbox"/>	<input type="text" value="v"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="text" value="v"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="text" value="v"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
	<input type="text" value="v"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
	<input type="text" value="v"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>



[Add Custom Transition](#)

# Contingency Plan Details

A section to document details of the contingency plan has been added to the Services page.

Contingency Plan	
This contingency plan may be put into effect upon site or district building closure, or may be initiated by the IEP team, including the parent, in the event of health/medical reasons, or other reason (if other, please specify). <input type="text"/> The school district will provide a written notice to parents at the time, noting the specific dates the contingency plan will be in effect. The Contingency Plan may need to be modified under some circumstances as determined by the IEP team.	
Contingency Plan Details	
Describe how services will be provided:	<input type="text"/>
Describe how progress will be monitored:	<input type="text"/>
Describe how communication will take place between the school and the parent(s):	<input type="text"/>
Describe any other considerations (including supplementary aids and supports, accommodations, assistive technology, behavioral interventions, etc.):	<input type="text"/>

# Informed Parental Consent

- A statement regarding the contingency plan has been added to the information under Informed Parent Consent.

Parent(s) have participated in the development of the Contingency Plan in place for the student and understand under what circumstances it will go into effect

Yes  No  N/A

# Contingency Plan

- The LEA must provide a written notice to parents at that time the contingency plan goes into effect, noting the specific dates the contingency plan will be in effect.

# Q & A

If the school site shuts down but special education students are still coming to the school, do we still do a contingency plan?

- The contingency plan is optional. If the services will look the same for these students even during a school closure, a contingency plan may not be necessary. However, if special education or related services (including transportation) need to be revised during the time of school closure, a contingency plan will be beneficial.

# Q & A

Do we differentiate between a teacher providing face-to-face services with a student virtually or a student using a virtual program to complete their work?

- IEPs should specify if the services will be provided through face-to-face virtual services or through a virtual program. Depending on the method, additional supports and services may be needed. For services that are part of the annual IEP, information can be added to the new text box that reads, "Provide additional information, if necessary, to describe any services provided through Special Education –Virtual or Special Education-Distance that are not part of the contingency plan." For virtual services provided through the contingency plan, documentation can be added to the contingency plan details.

# Q & A

Should we use a contingency plan if we begin the first 9 weeks virtually for the entire school?

- **No, this is not the purpose of the contingency plan.** In this scenario, the annual IEP will need to be amended to reflect that services will be provided virtually for the first nine weeks. The purpose of the contingency plan is to have a plan in place for an alternative instructional delivery method, in case the annual IEP services cannot be carried out as planned due to a school closure or health/medical concerns.

# Q & A

Are LEAs required to provide a device to a student that goes virtual all year?

- If an LEA is only providing virtual services, the LEA will need to ensure each student has a device and access to the internet. If a virtual service is determined necessary to provide FAPE through an IEP team decision, the LEA is responsible for ensuring the student has a device and access to the internet.

# Q & A

## Will the contingency plan be available for 504 Plans?

- We will work with PCG to determine the process of getting a contingency plan added to the 504 Plans and will provide additional information when it is available.

# Contact Information

- Lori Chesnut, Program Specialist, Secondary Transition  
[Lori.Chesnut@sde.ok.gov](mailto:Lori.Chesnut@sde.ok.gov)
- Christa Knight, Assistant Executive Director  
[Christa.Knight@sde.ok.gov](mailto:Christa.Knight@sde.ok.gov)

Office of Special Education Services  
(405) 521-3351