



JULY 2020-JUNE 2021

SAP PURPOSE:

Section 300.177 of the IDEA (Individuals with Disabilities Education Act) requires that states establish an advisory panel for the purpose of advising the State Department of Education Division for Special Education Services on the provision of special education and related services for students with disabilities. The SAP advises the OSDE on any unmet needs related to the education of children with disabilities in the state and on any proposed rules and regulations being considered by the state legislature. In addition, the SAP advises the OSDE in developing corrective action plans to address findings identified in federal monitoring reports under IDEA as well as responds to the Continuous Improvement Monitoring Process by reviewing target areas for upcoming focused monitoring activities.

MESSAGE FROM THE SAP CHAIR:

I appreciated and valued the opportunity to serve as the Chair of the Oklahoma Department of Education Special Education Advisory Panel for the 2020-21 academic year. It was a challenging year due to continued implications posed by COVID-19 resulting in a statewide variety of online, in-person and hybrid learning settings across the state for the majority of the school year. The impact on students with disabilities and their families is yet to be fully realized; however, it is clear from the past year's review there were both 'struggles' as well as 'good things' that occurred as the result of the pandemic.

Struggles:

- Emphasize a need for training parents and teachers on virtual learning platforms.
- Inconsistency in synchronous and asynchronous schedules as lack of routines and schedules has caused students, teachers, and families to be overwhelmed.
- Students really seem to want and need the connection with their educator. It has been difficult to differentiate between parent/teacher/student. The struggle with third-party vendors has caused learning discrepancies with special education students.
- Frustration from a parental point of view navigating the virtual learning platforms or understanding the expectations of what is required.
- Confusion when explaining to students why some districts are in-person and others are virtual.
- Increase in students having anxiety and other mental health related concerns over going to school.
- Provide more community resources (technology, mental health services, etc.)
- Focus efforts on developing resources and assistance for English Language Learners.



Annual Report

The Oklahoma State Advisory Panel for Special Education (SAP)

Good Things:

- Allowing students to take their Chromebook and other materials home has been beneficial as it has encouraged technology use and growth.
- Growth in students becoming more adaptable to changes and the environment around them.
- New course ideas, innovation, and opportunities that would not have happened otherwise.
- Adapting the virtual learning environment to snow days, students with severe health complications, etc.
- Increased appreciation for teachers and administrators.
- Begin transitioning to a focus on the things that have gone well rather than those that have gone wrong.

The Panel selected four priority areas to focus on in order to advise the OSDE on unmet needs of students receiving special education services in the state as well as respond to the annual performance plan and annual performance report. The priority areas selected by the Panel included:

- Virtual Learning (curriculum, assessments, what works, access to resources)
- COVID 19 (academic achievement and increased accessibility)
- Equity in Accessing Curriculum (general education and curriculum support for special education teachers)
- Safe and Healthy Learning Environments

In addition, the SAP members were regularly updated and asked for feedback by the Deputy Superintendent Special Education Services, Todd Loftin to advise on a variety of topics throughout the year in small group discussions.

I would also like to thank Penny Cantley, Vice-Chair; Bonnie McBride, Past-Chair; and the 2020-21 SAP members for their willingness to volunteer and serve on behalf of students with disabilities.

Linda Jaco, Chair
Part B State Advisory Panel for Special Education



Annual Report

The Oklahoma State Advisory Panel for Special Education (SAP)

MEMBERSHIP AND OFFICERS:

The SAP is comprised of a variety of stakeholders including self-advocates, parents, educators, administrators, representatives from institutions of higher education, and representatives from public and private agencies. This diverse stakeholder group is appointed by the OSDE and serves a 3-year term.

Chair, Linda Jaco

Vice-Chair, Penny Cantley

Past-Chair 2019-20, Bonnie McBride

2020-21 SAP MEMBERS

First Name	Last Name	Agency/Title
Aaron	Bullock	Person
Amber	Ledbetter	Oklahoma City Public Schools
Ashley	Rhoades	
Becky	Moore	Parent
Bonnie	McBride	OU Health Science Center, Autism Program
Chris	Dvorak	Oklahoma School for the Deaf
Cindy	Gould	Parent
Darci	Forrester	Parent
Ginger	Trouba	Parent
Heather	Hancock	Down Syndrome Association of Central Oklahoma
Jamie	Brock	Oklahoma City Public Schools
Jamie	Lahey	Epic Charter School
Janice	Morris	Parent; Oklahoma Disability Law Center
Jen	Randle	Developmental Disabilities Council of Oklahoma
Jennifer	Robinson	Parent
Jo Anne	Blades	Special Education Resolution Center



Annual Report

The Oklahoma State Advisory Panel for Special Education (SAP)

Jordan	House	Person
Kathy	Brown	Oklahoma City Public Schools
Kaylin	Coody	OSAC
Kylie	Lyons	Special Ed Director
Latisha	Coats	Oklahoma Parents Center
Linda	Jaco	OK ABLE Tech
Linda	Whaley	Oklahoma Department of Human Services
Lori	Wathen	Parent
Lori	Wieder	Parent
Lynn	Hodge	Faculty
Malarie	Deardorff	Parent
Malissa	Cook	Parent
Mandy	Seward	Ponca City Public Schools
Marsha	Herron	Oklahoma City Public Schools
Melinda	Fruendt	OKDRS
Michelle	Keiper	Parent
Michelle	Koehn	Putnam City Public Schools
Penny	Cantley	College of Education, Health and Aviation
Rita	Echelle	Oklahoma School for the Blind
Sharon	Baker	Career Tech
Sharon	Long	Oklahoma Parents Center
Sherri	Coats	Byng Public Schools
Sonya	Parsons	OJA
Sonya	Parsons	OJA
Tara	Hood	Parent
Terry	Spigner	UCO
Tiffany	Jenkins	Parent
Tina	Kaminski	Parent



Annual Report

The Oklahoma State Advisory Panel for Special Education (SAP)

DUTIES OF SAP:

- As established in accordance with 34 CFR 300.167-300.169 (2006), the State Advisory Panel on Special Education and related services of the state of Oklahoma must:
- Advise the State Education Agency (SEA) of unmet needs within the state in the education of children with disabilities.
- Comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities.
- Advise the SEA in developing evaluations and reporting data to the Secretary under section 618 of the Act
- Advise the SEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act.
- Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.

SAP MEETING SCHEDULE 2020-21

The Panel met for four virtual meetings on the following dates:

- September 17, 2020
- December 3, 2020
- March 11, 2021
- June 10, 2021

OVERVIEW OF 2020-21 PANEL MEETINGS

September 17, 2020: The SAP met with John Copenhaver from TAESE to learn about the role of the panel and to identify potential panel priorities for the year. As part of the first meeting the group conducted a SWOT analysis and identified strengths, weaknesses, opportunities, and threats that exist in our state. Todd Loftin also shared the 2020 Part B Results-Driven Accountability Matrix as well as the OSEP letter to Superintendent Hofmeister providing notification that Oklahoma met all requirements and the purpose of Part B of the IDEA. This Determination was based on the totality of the State's data/information including FFY 2018 State Performance Plan/Annual Performance Report, other state-reported data, and other publicly available information.



Panel Priorities for 2020-21 Academic Year Included:

Based on the SWOT analysis the panel identified four priority areas:

- Virtual Learning (curriculum, assessments, what works, access to resources)
- COVID 19 (academic achievement and increased accessibility)
- Equity in Accessing Curriculum (general education and curriculum support for special education teachers)
- Safe and Healthy Learning Environments

Focusing on these four priorities will also help address the need for accessible curriculum for students receiving services in alternative placements including juvenile correction facilities. Panel recommendations will be based on learner needs and outcomes, accessibility, deliverability, and effective instruction.

December 3, 2020: Todd Loftin provided updates on the following topics:

CHILD COUNT

- Overall, the numbers of students receiving Special Ed services is down from the previous 2019-20 year.
- There was an increase in the number of students with Autism, Deaf Blindness and Other Health Impairments, and a decrease in the number of students with Developmental Disabilities, Emotional Disturbance, Intellectual Disabilities, Multiple Disabilities, Speech and Language Impairments and Specific Learning Disabilities.
- The racial incidence of students who are Hispanic increased. Whereas the racial incidence of students who are Native American, White and Asian and Black decreased.

SPECIAL EDUCATION DETERMINATION DATA

- Overall, Determination levels show a marked improvement form the previous 2019-20 year.

MONITORING FOR COMPLIANCE AND RESULTS

- GMS - December 31, 2020 (Levels 2 and 3)
- Implement & monitor plan January – May 2021 (Levels 2 and 3)
- 1st Progress Monitoring March 31, 2021 (Level 3)
- Submit PD - May 31, 2021 (Levels 2 and 3)
- 2nd Progress Monitoring May 31, 2021 (Level 3)
- Data Retreat TBD (Level 3)
- Targeted or Comprehensive Monitoring will be scheduled in the Spring of 2021.(Level 3)



STATE SYSTEMIC IMPROVEMENT PLAN

- Continuing to meet with stakeholder groups to determine the SIMR.

DEAF EDUCATION SURVEY

- 155 districts participated
- How to help districts better understand that the School for the Deaf is a good resource

March 11, 2021: Todd Loftin provided updates on the following topics:

OSDE RECOVERY EFFORTS

- The agency working on guidance and a vision for recovery efforts for school districts. The efforts will be focused on helping schools determine how to support students with the additional funding.
- Funds specifically for IDEA have been allocated with most of the funds going to part B, preschool grants, and early intervention programs.

MICRO-CREDENTIAL FOR SEVERE/PROFOUND CERTIFICATION

- OSDE is working in collaboration with the University of Central Oklahoma and Dr. Terry Spigner to develop a micro-credential for severe/profound certification. The contract was sent to the University of Central Oklahoma this week, with plans for the certification program to be implemented this Fall.

ADDITIONAL RECOVERY/COMPENSATORY SERVICES GUIDANCE

- Guidance on additional recovery and compensatory services is currently under review. The updated guidance comments on the fact that all students will need some support for learning loss whether you have a disability or not. However, the focus will be those students that did not receive related services due to being quarantined.
- The guidance also reiterates the notion to separate recovery services versus compensatory services, as students with disabilities may need extra support through their Individualized Education Program (IEP).

EVALUATION AND ELIGIBILITY HANDBOOK

- The Evaluation and Eligibility handbook was sent out to districts for comment. There were a few comments regarding the definition of qualified examiner. We are in the process of updating that language along with a few additional edits.
- Our primary goal is to combine the Evaluation and Eligibility Handbook with the Special Education Handbook.



AUTOMATED TRANSFER PROCESS IN EDPLAN

- The goal of the automated transfer process is to make it easier for students to enroll and districts to obtain records. Additionally, whenever a district inputs data into their Student Information Systems (SIS), the information will also be mirrored in EdPlan.

LEADERSHIP ACADEMY FOR SPECIAL EDUCATION DIRECTORS

- Our department has been working alongside TAESE (Technical Assistance for Excellence in Special Education) out of Utah State to develop a leadership academy for Special Education Directors.
- Focused on organizational leadership, the academy will allow directors to look at their school district as a leaning system.
- The goal is to have directors examine their current practices and see if those practices are helping or hurting learning outcomes for students with disabilities.

IDEA PART B GRANT APPLICATION

- The grant application for IDEA B is due in May. The draft has been posted on the OSDE website and feedback is encouraged. The budget listed is estimated based on previous budgets. If anyone has questions regarding the draft or grant application, they are asked to contact Todd Loftin.

Additionally, SAP had presentations on the following two topics:

1. Oklahoma Juvenile Affairs (OJA), Sonya Parsons – was asked to speak to the panel regarding the challenges that juvenile centers have faced during the pandemic and virtual learning. She began her presentation by explaining OJA serves youth that have been adjudicated by the courts as juvenile delinquents or youthful offenders between ages 14-19. With the majority of the special education students being served under the category of Emotional Disturbance (ED).

She then discussed how learning is conducted virtually through Edgenuity, which allows students to move more at their own pace. With the school year running from July to June, students can earn 14 credits in a year as compared to public schools where they would only earn 7 credits in a year.

In concluding her presentation, she raised the concern that like many public-school districts, challenges such as internet and connectivity issues, Edgenuity assumptions, and being virtual have called for a more creative and adaptable approach to learning.

One of the priorities that the panel selected for the year is COVID-19 and how it relates to academic achievement and accessibility. Dr. Penny Cantley shared research on this topic with the panel.



2. Academic Research and Increased Accessibility, Dr. Cantley began with a discussion of variable impacts and their impacts across students, teachers, families, and school districts. She highlighted how one of the major things that comes out of the literature is the amount of time that students are spending in the classroom with their peers versus the time they are spending in virtual learning environments, whether that's an asynchronous or synchronous setting.

Concern over the amount of time that some students are spending completely out of school is also being raised. For example, a student who is in a district that is not having class in their building, may also be struggling with accessibility issues to the point where they may not be logging in for class. Dr. Cantley then added that the resources required to have both virtual and in-person instruction are creating an additional stress on families and caregivers. As many families have or are struggling to provide the resources needed in order to ensure that their children receive the education they deserve.

To provide for further discussion, Dr. Cantley then divided the panel into breakout rooms where members discussed student, educator, and family/caregiver experiences during the pandemic. As well as what has worked well during the pandemic related to services, supports, interventions, etc.

June 10, 2021: Christa Knight provided updates on the following topics:

OSDE Recovery Efforts

- Ready Together Oklahoma – An Action Plan for Supporting Students Through the Pandemic and Beyond.
 - The agency has developed guidance, titled “Ready Together Oklahoma” to help provide resources and supports for school districts, parents, and students for the upcoming school year. Teams throughout the agency continue to update and provide additional information.
- IDEA Part B Grant Application'
 - The IDEA Part B Grant Application was received by the Office of Special Education Programs.
- Micro-Credential for Severe Profound Certification
 - The OSDE-SES is working alongside the University of Central Oklahoma (UCO) to develop a micro-credential program for severe/profound certification. Other vendors can apply to have their own program, but they must be approved by the State Board of Education.
- EdPlan Updates
 - An updated EdPlan user interface has been developed. OSDE has hosted EdPlan sneak peeks to allow for districts to see the changes that have been made so far. The major change has been the goals page, to ensure that SMART goals are being met.



Annual Report

The Oklahoma State Advisory Panel for Special Education (SAP)

- Guidance Documents
 - OSDE is working to update the following documentation: Special Education handbook, Dyslexia handbook, 21-22 School Year Considerations Document, Parent Rights, and Private School Guidance.
- SPP/APR Target Setting
 - Information will be forthcoming regarding the new SPP/APR target setting. Stakeholder meetings will be held to set targets for the new cycle which begins July 13-16. Graduation, assessment, and early childhood placement have also changed.
- State Systemic Improvement Plan (SSIP)
 - The first SSIP for the state of Oklahoma was from 2014-2020; it focused on literacy. It used the 3rd grade state test as the measure for improvement. The problem with using the state assessment is that it is only given one time per year and it's a different group of students who are taking the test each year. There are several limitations that this creates.
- State Identified Measurable Result (SIMR)
 - By FFY 2025, Oklahoma will see improved early literacy skills in targeted low-performing schools as identified by the state's ESSA plan. Specifically, students on IEPs in kindergarten and first grade will show progress towards meeting benchmark as measured by the Oklahoma State Board of Education preapproved universal screeners.
 - Rather than use the state test, we are going to use the preapproved screeners that all students K-3rd grade have to take at least three times per year.

The SAP focused on the last two panel priorities by offering the following 2 presentations:

Equity in Accessing Curriculum, Chelsea Bowlan and Michele DeBerry

- Key Points from the Presentation:
 - 17% of our total population of students in the state of Oklahoma receive services for a disability. Within that percentage, more than 77% of students are in the general education setting for most of the day.
 - The problem is, when you compare this to our student assessment data, students with disabilities perform significantly lower on assessments in both reading and math. We have concerns that they are not achieving what we would hope that they would be achieving.
 - It is important to note that all students on an IEP have the right to a Free and Appropriate Public Education. They should have access to the Oklahoma Academic Standards, which outline the expectations of the knowledge and skills that all students should gain by the end of each grade level.



- Collaboration between general and special education promotes trusting relationships and student-centered decision-making. This ensures that team members are working through problems to manage conflicts or disagreements, relying on student data to support decisions, and finding consensus.

Safe and Healthy Learning Environments, Chelsea Bowlan and Michele DeBerry

- Key Points from the Presentation
 - The goal is to keep students safe and maintain a motivating and successful learning environment for all.
 - Trauma
 - An emotional or psychological injury
 - Physically or emotionally harmful or life threatening and that has lasting adverse effects.
 - Occurs when an actual or perceived threat of danger (or loss) overwhelms a person's usual coping ability.
 - Adverse Childhood Experiences (ACES) describe traumatic experiences in a person's life occurring before the age of 18. Examples include physical abuse, physical neglect, emotional abuse, emotional neglect, etc.
 - Protective Factors are conditions or attributes of individuals, families, communities, or the larger society that mitigate risk and promote healthy development and well-being.

Examples include:

- social emotional competence of children
- concrete support in times of need
- supportive social connections
- knowledge of parenting and child development

Dr. Penny Cantley (Vice-Chair): Panel Recommendations

Dr. Cantley opened a discussion centered around three questions related to the upcoming school year. Panel members provided their input, with answers varying for each question. The answers to the questions are summarized below:

“What additional guidance should the OSDE provide to schools and districts?”

- Encourage school districts to utilize Parent Connect
- Tips on how to use technology to collect data and collaborate within their team
- Ask private schools to share their specific issues and concerns



Annual Report

The Oklahoma State Advisory Panel for Special Education (SAP)

- Give suggestions to families on how to get back in a different routine
- Training on crucial conversations
- Focus on enhanced, clear communications

“What additional resources or services should the OSDE provide to schools and districts?”

- Training on conducting an FBA and how to develop a positive Behavior Intervention Plan (BIP)
- Training on utilizing EdPlan Parent Connect
- Transition Services and what they may look like post-COVID
- Advisory teams to help navigate resources
- Continue training about MTSS, especially about supports for students returning to school after COVID.

“How can the OSDE better support parents and students?”

- Share the new family engagement framework
- Keeping family ELL needs in mind
- Build partnerships with parent/child organizations
- Continue to spread the word about EdPlan Parent Connect
- Helping parents understand the differences in charter schools, private schools, etc.
- Simplify Parents Rights documentation

In closing, all members were asked to submit nominations for Vice President for FY 22.