

Individuals with Disabilities Education Act (IDEA)

IDEA B State Advisory Panel

Zoom Meeting

1:00 PM- 4:00 PM

Thursday, September 17, 2020

**Present:**

Jo Anne Blades, Aaron Bullock, Penny Cantley, Latisha Coats, Chris Dvorak, Darci Forrester, Linda Jaco, Tiffany Jenkins, Tina Kaminski, Michelle Keiper, Michelle Koehn, Amber Ledbetter, Bonnie McBride, Becky Moore, Janice Morris, Sonya Parsons, Jenifer Randle, Mandy Seward, Lori Wathen, Linda Whaley, and Lori Wieder.

**Absent:**

Sharon Baker, Jamie Brock, Kathy Brown, Sherri Coats, Sky Collins, Kaylin Coody, Malissa Cook, Malarie Deardorff, Melinda Freundt, Cindy Gould, Heather Hancock, Marsha Herron, Lynn Hodge, Tara Hood, Jordan House, Jamie Lahey, Sharon Long, Cassie Lynch, Kylie Lyons, Ashley Rhoades, Jennifer Robinson, Ashlee Robson, Julie Sanders, Terry Spigner, and Ginger Trouba.

**State Department of Education Employees:**

Abby Johnson, Christa Knight, Todd Loftin, and Ginger Elliott-Teague

**Linda Jaco: Welcome**

Linda Jaco called the meeting to order at 1:15 pm. She welcomed members to the first meeting of the 2020-2021 panel year, thanking members for their continued service during these unprecedented times. She also introduced the newly elected vice-chair, Dr. Penny Cantley.

**Linda Jaco: Role of the Panel**

Linda Jaco introduced John Copenhaver of Technical Assistance for Excellence in Special Education (TAESE). John then gave an orientation presentation to new and current members that focused on the following topics 1) purpose of the panel, 2) history of special education, 3) membership and organization, 4) role of the council, 5) panel function, 6) by-laws and procedures, 7) panel priorities, 8) annual report, and 9) collaboration with Part C.

## **Todd Loftin (OSDE): OSDE Updates**

### COVID Resources

- Resources related to COVID-19 are still available on our Special Education Services website. Our department added two new resources – Special Education and Related Services During the 2020-21 School Year and Planning for Virtual or Distance Learning Services and Developing a Contingency Plan in OK EDPlan.
- Additional resources such as Project 617 funds, leveraging the power of community professional development, and monthly listening sessions with special education directors have been made available.

### District-Level Boot Camp and OKEdge

- Districts are being encouraged to host boot camps themselves. The boot camp program has been built into the OKEdge platform through the agency.

### Paraprofessional Certification for Special Education (Tier 2)

- The Special Education Services Department will no longer process paraprofessional applications. The Office of Teacher Certification is currently developing online procedures, creating a temporary pause. During this transition, districts are responsible for maintaining the application and require documentation until further notice.

### Continuing Activities

- Addressing Racism
  - The Special Education Services Department will continue to look at relevant data (regarding achievement, graduation, dropout, discipline, ECOs, etc.) to determine how we can address racism and make systemic change. We are looking for initiatives that promote social justice, cultural awareness and, most importantly, anti-racism. Other offices in our agency (English Language Learners – ELL, Office of Assessment, Office of Curriculum and Instruction) are engaged in the same activity and will be sharing data and potential activities and/or initiatives.
- Dyslexia Screening
  - A new tool that is being developed due to recent legislation.

- Reworking Monitoring Protocols
  - We are in the process of reworking our monitoring protocols due to COVID and a new compliance/monitoring tool in EDPlan. Our hope is to make the monitoring process more efficient when monitoring districts.
  - Trying to move towards a model that allows districts to have a more self-monitoring component where they would be monitoring themselves and our department would then analyze.
  
- Certification Rules/Policies
  - Look at our current certification and see what we can do to make it easier and more efficient for certifying special education teachers.
  
- Special Education Personal Care Assistants
  - A draft version of the special education personal care assistant job description was sent to the panel members to review.
  - What we want to ensure that any paraprofessional that is providing any form of instruction, whether that be academic or behavior, is a certified special education paraprofessional. At the same time, we also want to make sure that if you do have a person who is providing services that a personal care assistant would be providing, that the student has a health plan and that the care assistant is only providing personal care assistance.
  - This would be in line with OHC rules and allow districts to be reimbursed for personal health services.
  
- Managed Care and School Based Health Services
  - The state of Oklahoma wants to move towards a managed care system. This is problematic for school based health services. Most states carve out school-based health services for managed care. The issues we will have if we do not are that various groups of the vendors doing managed care may limit the amount of providers and require different methods to participate from school districts. We are concerned that it will destroy our school based health services program.
  
- Success Profile for Special Education Directors
  - The state of Oklahoma currently does not have a certification process for becoming a special education director.
  - We hope to work with directors and others to develop a success profile that outlines the essential roles and responsibilities for the position. Specifically examining what it looks like for a special education director to be successful.
  - Our reasoning behind this effort is that we are wanting special education directors to receive

## **Ginger Elliott-Teague (OSDE): State Systemic Improvement Plan (SSIP) Update**

Last Spring we submitted an SSIP plan to change our state identified measurable result, which is the outcome of interest that we want to focus on for our next State Systemic Improvement Plan. Our change to the plan was to focus on improving discipline rates at various districts across the state. The Office of Special Education Programs (OSEP) rejected our plan and stated that we cannot focus on discipline rates as an outcome of interest. They do not believe it is a student level outcome. We will be holding stakeholder meetings over the next couple of months to present data and gather feedback.

Our current idea is to continue focusing on assessment. The target population would be the “Additional Targeted Support and Improvement” (ATSI) schools that are identified due to low performance of special education students. The goal would be to create an “Agency Plan” (SES, SPDG, School Support, and Instruction) to increase student academic outcomes among selected target schools.

The overarching infrastructure that we would work through is the Oklahoma Interconnected Systems Framework (OK ISF). The purpose of it is to allow for and foster alignment of educational and improvement endeavors, reduce duplicative efforts, promote the use of common language, and improve collaboration at the Oklahoma State Department of Education.

## **John Copenhaver (TAESE): Panel Priorities for 2020-2021**

John opened up the panel for discussion on what specific priorities they would like to focus on for the coming year. He reminded panel members of last year’s priorities – teacher recruitment, behavior, and trauma informed schools. He also referred to priorities of other states’ panels. These priorities include but are not limited to improving education for students with disabilities in COVID-19, developing guidance and training for special education directors, and retention of qualified staff.

Todd Loftin mentioned that the panel might focus on reevaluating what school looks like. Specifically using our knowledge gained from distance and virtual learning to question what things we could change, how we could improve them, and what steps we can take to develop a better system in the future.

Panel members then discussed possible priority areas such as:

- COVID-19
  - Addressing Trauma-Informed Schools with an emphasis on social-emotional learning and the impact of COVID on students with disabilities
  - Safe, Healthy Learning Environments.
  - How COVID-19 is affecting parents, administrators, and teachers
  - Determine what services students are receiving, how they are receiving them, and if they are working out or not within virtual learning.
  - Work on involving and getting parent participation.
    - Districts potentially providing training to parents on how to use the software(s) required for virtual learning.
    - Figuring out how to fix accessibility issues
    - Better understanding of the virtual curriculum and what type(s) of curriculum are being offered to students.
  
- Special Education Director Certification
  - The panel could assist the Special Education Services Department in developing guidance for this certification.
  
- Unmet Needs
  - John asked the panel to identify areas of concern or those that need improvement. The panel discussed areas such as access to general education curriculum, restorative justice practices, and children experiencing homelessness as possible focus areas.

The panel determined that the best route to determine the priorities for the upcoming year would be to send out a survey asking members to rank their preferred priorities. The votes would then be discussed and provided at the next meeting.

#### **Todd Loftin (OSDE): Meeting Dates for the 2020-2021 Panel Year**

In an effort to plan for future meetings, the panel will be sent out a survey to determine what date(s) work best.

#### **Todd Loftin (OSDE): Adjourn**

Motion to adjourn the meeting, seconded, meeting adjourned at 4:00 p.m.