

Individuals with Disabilities Education Act (IDEA)

IDEA B State Advisory Panel

Zoom Meeting

1:00 PM- 3:00 PM

Thursday, June 11, 2020

Present:

Sharon Baker, Aaron Bullock, Jamie Brock, Kathy Brown, Penny Cantley, Latisha Coats, Sherri Coats, Kaylin Coody, Malarie Deardorff, Chris Dvoark, Darci Forrester, Lynn Hodge, Linda Jaco, Tina Kaminski, Michelle Koehn, Jamie Lahey, Amber Ledbetter, Sharon Long, Bonnie McBride, Becky Moore, Janice Morris, Jennifer Robinson, Julie Sanders, Terry Spigner, Ann Trudgeon, Lori Wathen, Linda Whaley, and Lori Wieder.

Absent:

Jo Anne Blades, Sky Collins, Malissa Cook, Melinda Freundt, Cindy Gould, Heather Hancock, Marsha Herron, Tara Hood, Jordan House, Tiffany Jenkins, Michelle Keiper, Cassie Lynch, Kylie Lyons, Sonya Parsons, Andrea Kunkel, Ashley Rhoades, Ashlee Robson, Mandy Seward, and Ginger Trouba.

State Department of Education Employees:

Abby Johnson, Christa Knight, and Todd Loftin

Bonnie McBride: Welcome

Bonnie McBride called the meeting to order at 1:15 p.m.

Todd Loftin (OSDE): OSDE Updates

The Special Education Services Department developed additional guidance for distance learning. Resources such as distance learning guidance, IDEA frequently asked questions (FAQ), and extended school year services (ESY) are posted on the Special Education Services website.

- Additional COVID Activities
 - Updated Guidance on Extended School Year Services (ESY) – LEAs must provide ESY services when a student's IEP team has determined that the services are necessary to ensure FAPE, even during a closure to normal school operations. An extended closure to school operations may necessitate a reconsideration of ESY services.
 - Project 617 – Additional funds that have been allocated to districts to use specifically for students with disabilities. Ideas of how to use the funds are but not limited to additional tutoring, professional development, and technology.

- Leveraging the Power of Community – Weekly meetings with teachers and service providers across the state discussing a variety of topics such as supporting students’ social-emotional needs and educator self-care. The meetings act as a safe space that encourages collaboration and support.
- Listening Sessions with Special Education Directors – Monthly listening sessions discussing what guidance we need to be providing for the upcoming school year.

Return to Learn

The Agency released Return to Learn, a guidance plan that offers support to districts as they determine how to begin the school year with a focus on learning and the safety and ongoing health of students, staff, and families.

Addressing Racism

The Special Education Services Department will be looking at relevant data (regarding achievement, graduation, dropout, discipline, ECOs, etc.) to determine how we can best move forward to 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.

Jenae Tindell (OSDE): Trauma-Informed Schools – An Agency Approach

A trauma-informed school can be described as “an organization that adheres to a set of six key principles in all areas of operations. The areas of operation include 1) safety, 2) trustworthiness and transparency, 3) peer support, 4) collaboration and mutuality, 5) empowerment (voice and choice), 6) cultural, historical, and gender issues.

In keeping with the panel’s priority of trauma-informed schools, the Special Education Services Department continues to collaborate with interagency offices to achieve this initiative. The projects of each office are listed below:

- Office of Student Support
 - *OKAware* - The purpose of OKAware is to increase mental health services and supports to students in Western Oklahoma.
 - *Crisis Preparedness and Response Team* – The OSDE Crisis Team was developed through a STOP School Violence Grant from the Department of Justice. Its purpose is to improve school security by providing Oklahoma local education agencies (LEAs) with tools to increase school safety and identify students who may require mental health supports.
 - *School Safety and Crisis Preparedness Curriculum* – This curriculum, developed by the National Association of School Psychologists, is an evidence-based and resource-rich curriculum for school crisis prevention and response.

- *Regional Trauma Trainings* – Five free trainings delivered virtually in March and April 2020 that focused on how trauma affects behavior and learning.
 - *Crisis Kit for School Counselors* - Resources and plans for school counselors.
 - *Prevention Services* – Focused on bullying and substance abuse prevention. Areas of resources include lesson plans, professional development, youth organizations, and research based curriculum.
- Office of School Safety and Security
 - *Behavioral Threat Assessment* – Focused on a proactive versus reactive approach, the assessment is designed to reduce exclusionary practices while mitigating precipitating factors that may lead to school violence.
 - *Micro-credential approach* – Includes trauma-informed practices training
 - *School Secure Programs* – Implementing the Rave Panic Button, which allows crisis response teams to be activated without causing unintentional trauma.
 - Office of Special Education Services
 - District leaders can request district or site level professional development in the area of trauma informed practices.
 - A virtual signature series is planned for the 2020-2021 school year focusing specifically on trauma-informed schools.

Bonnie McBride: Panel Recommendations for OSDE

The panel's priorities are teacher retention and recruitment, behavior, and trauma-informed schools. All panel members divided into three breakout rooms addressing each priorities. Their recommendations are listed below.

Teacher Retention Breakout Room

1. Recommendations for improving certification requirements; Incentives for teacher recruitment/retention

- Implementation of recently passed House Bill that emphasizes micro-credentialing opportunities for teachers. Will start with severe/profound certification due to teacher shortage in this area. The panel would like to move forward with additional micro-credentialing efforts in concert with Higher Ed using Council for Exceptional Children (CEC) nationally recognized practices. The timeframe would be 1 to 2 years providing teachers with in-depth training as opposed to taking a test to determine that an individual is qualified. Using unqualified professionals exacerbates teacher attrition, which is not beneficial to the state's educational system.
- The panel had hoped the House Bill would have included a pay incentive of 2.5% for 5 years of teaching plus another 2.5% for completion of the micro-credential certification.

- The panel would also like to revisit the previous summary on Teacher Recruitment/Retention that was prepared and presented to IDEA Part B Panel to see what relevant ideas could be looked at again for inclusion moving forward.

2. Mentorship Programs/opportunities for teachers, administrators (i.e., leadership training)

- Mentorship programs need to be redeveloped as many special education teachers do not have student teaching experience and are teaching in districts where there are 1) no master teachers or 2) highly qualified special education teachers.
- The panel would like to explore Group Mentorship strategies that could be offered virtually. Specifically looking at whether or not other states have good models and if we could pilot their programs.

3. Guidelines/professional development opportunities for educators around practical use of technology; how to use web-based training

- Concerns regarding the shortage of technology due to COVID-19 are a prominent focus. As there is a shortage of bandwidth for students and teachers, the risk of security concerns is high when using virtual formats. The panel would request that additional money and training be developed to increase equity issues pertaining to technology and bandwidth access.
- It should be reiterated that all virtual formats be thoroughly vetted moving forward.
- Consideration for how to measure competencies for students moving forward should be addressed if distance learning continues on a long-term basis.

4. How effective use of technology in the classroom can enhance learning for ALL students and make it possible for more children with disabilities to be included in general education classes

- Assistive Technology (AT) is a great benefit when students have access to it.
- Firewall issues related to IT security at district facilities creating issues for both teachers and students. (i.e., Bookshare, Internet access, etc.)
- Appropriately Considering Assistive Technology (AT) and Assessing for Assistive Technology (AT) provides teachers, LEAs, families and students with informed decision-making so that dollars are spent wisely and Assistive Technology (AT) is not abandoned.

5. Boost morale

- Resources for the classroom (i.e., supplies and materials)
- Salary increase
- Other ways to support teacher retention (i.e., reduced caseloads, reduced class size etc.)

Behavior Breakout Room

1. Behavior Summit

- The Special Education Services Department continues to host Guiding Coalition Meetings. The goal of the coalition is to positively impact the climate and culture of Oklahoma schools by developing well informed recommendations for legislative, pre-service and in-service supports, based on input from stakeholders as well as objective sources of data, designed to address the social-emotional and behavioral needs present in Oklahoma schools.
- The next meeting will be held on July 13, 2020 where stakeholders will develop an action plan to begin implementing the proposed changes. Following the meeting, subcommittee members and guiding coalition members will execute the plan.

2. Data in Early Childhood

- Look at relevant data, specifically in early childhood to determine what behavior issues are the most prevalent.

3. Working alongside other agencies

- Develop partnerships with other agencies such as Department of Human Services and the Department of Mental Health and Substance Abuse to address behavior concerns in schools.

4. Behavior Academies for Principals

- Principals will have the opportunity to attend behavior academies this fall. Those who attend could act as mentors or trainers for future academies.

Trauma-Informed Schools Breakout Room

1. Develop a universal training that is required for anyone that would work with Special Education Students.

- Focus the training specifically on trauma-informed practices such as the basics of trauma, how trauma affects the brain, and the impact of trauma on student behavior.

2. Implement a training for parents of special education students that is specifically focused on trauma-informed practices.

- Give parents the opportunity to learn more about trauma and how it affects their child and what resources are available.

Todd Loftin (OSDE): Meeting Dates/Location

The next IDEA B State Advisory Panel meeting will be announced within the coming weeks.

Todd Loftin (OSDE): Adjourn

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