

Individuals with Disabilities Education Act (IDEA)

IDEA B State Advisory Panel

Zoom Meeting

1:00 PM- 4:00 PM

Thursday, December 3, 2020

Present

Sharon Baker, Jo Anne Blades, Aaron Bullock, Penny Cantley, Latisha Coats, Sherri Coats, Rita Eschelle, Darci Forrester, Cindy Gould, Lynn Hodge, Linda Jaco, Tiffany Jenkins, Tina Kaminski, Jamie Lahey, Amber Ledbetter, Sharon Long, Bonnie McBride, Janice Morris, Sonya Parsons, Julie Sanders, Mandy Seward, Terry Spigner, Lori Wathen, and Lori Wieder.

Absent

Jamie Brock, Kathy Brown, Sky Collins, Kaylin Coody, Malissa Cook, Maarie Deardorff, Chris Dvorak, Melinda Freundt, Marsha Herron, Tara Hood, Joran House, Michelle Keiper, Michelle Koehn, Andrea Kunkel, Cassie Lynch, Kylie Lyons, Becky Moore, Ashley Rhoades, Jennifer Robinson, Ashlee Robson, Ginger Trouba, and Linda Whaley.

State Department of Education Employees

Abby Johnson, Christa Knight, and Todd Loftin

Linda Jaco: Welcome

Linda Jaco called the meeting to order at 1:15 p.m. She welcomed members to the last panel meeting for the year.

Dr. Penny Cantley: Panel Priorities

Dr. Penny Cantley introduced the panel's main priority for the upcoming year – virtual learning for students with disabilities. By focusing on evidence-based virtual learning practices, the panel will have the opportunity to address four priorities members identified in a survey completed during September and October. Those priorities include:

1. Virtual Learning (curriculum, assessments, what works, access to resources)
2. COVID-19 (academic achievement, and increased accessibility)
3. Equity in Accessing Curriculum (general education and curriculum support for special education teachers)
4. 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.

Todd Loftin (OSDE): OSDE Updates

Child Count

- This year we had an unusual decrease in the total amount of students in our child count. There were a few minor increases, percentage wise, in categories such as Deaf-Blindness, Developmental Delays, Hearing Impairment, Orthopedic Impairments, and Other Health Impairments.

Special Education Determinations

- Differentiated Monitoring Results (DMR), compliance requirements, and information about disproportionality were sent out the second week of November. Districts were placed in one of four levels, where they are required to complete certain corrective actions.
- Assessment results on the current determinations for this year are from Spring 2019 or the 2018-2019 school year. We did not have any assessments for this year, so we used the results from the year before.
- Pandemic related overdue evaluations were excluded from the determinations for Indicators 11 and 12 due to issues faced in the spring semester. This is under the requirement that districts still have to correct those items that were pandemic excluded. Response to noncompliance still applies to the number of overdue evaluations whether or not it was pandemic related, because there was not a waiver for any kind of IDEA requirements.

State Systemic Improvement Plan

- Overview
 - The Office of Special Education Programs (OSEP) rejected our original reboot of our SSIP. We are now required to revisit our outcome of interest and our proposed activities.
 - We will be holding stakeholder meetings over the next couple of months to present data and gather feedback.
- SSIP: Infrastructure Improvement
 - The Oklahoma Interconnected Systems Framework (OK ISF)
 - The Oklahoma Interconnected Systems Framework would be used to align our efforts, build resources, and implement the plan.
 - Purpose of OK ISF: 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.

- SSIP SIMR and Population
 - The outcome focus would still be assessment.
 - Target population: the “Additional Targeted Support and Improvement” (ATSI) schools that are identified due to low performance of special education students.
 - Goal: Create an “Agency Plan” (SES, SPDG, School Support, Instruction) to increase student academic outcomes among selected target schools
 - Evidence-based practices to be determined.

- SSIP Stakeholder Survey Concerns
 - Currently:
 - 66% report literacy as the largest concern
 - 23% report early childhood transition as largest concern
 - 7% report graduation rates as largest concern
 - 3% report math skills as largest concern
 - Other concerns noted:
 - Trauma, Social-Emotional Needs, Behavior, Caseload, Mental Health, Life Skills, Technology, RTI, MTSS, Equity, State Testing, and Discipline.

Deaf Education Survey

- A survey was sent out to Special Education Directors about deaf education.
- We had 155 districts respond, with the majority of those responses indicating a need for professional development across the state. As well as districts not being aware of and/or utilizing resources from the Oklahoma School for the Deaf.
- Meetings were recently held with a group of stakeholders in deaf education. We hope to continue them and utilize their feedback in improving deaf education across the state.

Fall 2020 Survey

- This survey was conducted to gather success stories and report on promising resources, initiatives, and activities in districts related to the teaching and learning of students with disabilities during the fall of 2020.
- Areas that we asked them to provide feedback on were:
 - **Successes**
 - Students wearing masks better than expected
 - Resiliency of teachers
 - Virtual meetings have facilitated parent and team participation
 - Teachers and students have developed better digital literacy.

- **Parent Involvement**
 - Working to ensure that all parents have access to EdPlan Connect
 - Using the remind app and the school's Facebook page to update parents and students on information for all.
 - Parent Teacher Conferences being conducted via email and phone calls have increased participation, with many teachers saying they had 100% participate. Many parents also said they preferred these conferences to in-person conferences.
- **Progress Monitoring**
 - STAR, Early Literacy, AR, IXL, Dibels, and Exact path, along with Wide Range Achievement Test to help determine performance levels.
 - Using student work samples and grades to monitor their progress in their classes.
 - The QR code system has helped several teachers capture data more efficiently.
 - Renaissance Star and NWEA Map testing have been beneficial for
- **Accommodations**
 - Using Natural Reader for text to speech, Bookshare and Mathshare for reading and math aides.
 - Chromebooks with features such as voice to text, text to voice, enlarged print, highlighting, etc.
 - Setting up daily Zoom times throughout the day at each site so virtual students can log in and actually see their teacher, get help, accommodations, or whatever else they may need.
- **Teacher Collaboration**
 - Daily/weekly meetings – data driven
 - Meeting with virtual students one on one
 - Special Education/General Education meeting more frequently
- **Transition**
 - Students in contact with special education teachers
 - Lessons with leadership teachers
 - Exploring career options online
- **Remaining Struggles**
 - Student engagement and attendance
 - Supports for Virtual Learning
 - Contacting families
 - Curriculum
 - Lack of internet service
 - Providing compensatory services

Dr. Penny Cantley: SWOT Analysis

Dr. Penny Cantley led panel members in a SWOT analysis of priority one – virtual learning. The analysis is below:

Strengths

List one internal factor that is likely to have a positive effect on the school's ability to provide virtual learning.

- An effective, organized IT staff that supports all teachers
- Open communication/dialog between the school and families of the student
- Tenacity of teachers, support of OSDE-SES, technology platforms/assessments/learning tools
- Coordinated curriculum effort across the district that is aligned with state standards, and utilizes multiple resources
- Enough technology for all students (including Wi-Fi)
- Teacher's comfort level with technology and thinking outside the box (inventiveness)
- Professional development in technology.
- Consistency within the district and school setting
- Identify appropriate technology and programs and stick with it them
- Effective engagement and ability to engage in virtual learning

Weaknesses

List one internal factor that is likely to have a negative impact on the school's ability to provide virtual learning.

- Lack of Resources
- Culture and attitude among both teachers and parents on the acceptance of using technology.
- Lack of student engagement (not logging on to virtual platforms, not doing work during virtual learning or times of quarantine. Inequity of connectivity capability, technology challenges, consistent attendance in in-person learning due to symptoms, quarantine, isolation or false reporting by parents)
- Teachers, guardians, and grandparents with limited technological skills
- Working parents who have difficulty with schedules
- Multiple platforms for parents, teachers and students to learn and use.
- Systemic lack of access to technology
- Buy in on the importance of what the student is assigned to do. If the caregiver does not see the work as important, they will not encourage the student to do the work.

Opportunities

List one external factor that is likely to have a positive effect on meeting or exceeding the school's aims, or goals not previously considered.

- ABLE Tech
- State funding increases
- CARES funding
- PBS to broadcast classroom instruction
- Ability to purchase additional technology for all
- Internet access for all, especially in rural areas
- Enhanced accessibility opportunities

Threats

List one external factor and conditions that are likely to harm achieving the school's objectives or making the objective redundant or unachievable.

- Reduced state funding
- Student and parent burnout
- Inconsistent internet service
- Lack of equitable resources and services
- Apathy
- Additional retirements of teachers, with more leaving education
- Continued unemployment
- Trauma/Social Emotional impact on students, teachers, and families
- Access to resources outside of school

Todd Loftin (OSDE): Meeting Date

The next IDEA B State Advisory Panel meeting will be March 11, 2021 at 1:00 p.m.

Todd Loftin (OSDE): Adjourn

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