

Individuals with Disabilities Education Act (IDEA)

IDEA B State Advisory Panel

Zoom Meeting

1:00 PM- 4:00 PM

Thursday, June 10, 2021

**Present**

Jo Anne Blades, Penny Cantley, Darci Forrester, Lynn Hodge, Linda Jaco, Tina Kaminski, Jamie Lahey, Janice Morris, Sonya Parsons, Terry Spigner, Lori Wathen, Lori Wieder, and Linda Whaley

**Absent**

Sharon Baker, Jamie Brock, Kathy Brown, Aaron Bullock, Latisha Coats, Sherri Coats, Sky Collins, Kaylin Coody, Malissa Cook, Malarie Deardorff, Chris Dvorak, Rita Echelle, Melinda Freundt, Cindy Gould, Marsha Herron, Tara Hood, Jordan House, Tiffany Jenkins, Michelle Keiper, Michelle Koehn, Andrea Kunkel, Amber Ledbetter, Sharon Long, Cassie Lynch, Kylie Lyons, Becky Moore, Jen Randle, Ashley Rhoades, Jennifer Robinson, Ashlee Robson, Julie Sanders, and Mandy Seward

**State Department of Education Employees**

Chelsea Bowlan, Michele DeBerry, Abby Johnson, and Christa Knight

**Linda Jaco: Welcome**

Linda Jaco called the meeting to order at 1:05 pm.

**Christa Knight (OSDE): OSDE Updates**

Christa Knight began the meeting with a discussion of what the Office of Special Education Services is currently working on. She highlighted 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.
- We will have additional American Recovery Plan (ARP) funds for IDEA Part B and C. The Part B funds will be allocated to districts (no set-aside funds). Guidance on how to use the funds will be provided to districts in mid-July.

### 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.
- The Office of Education Quality and Accountability (OEQA) is working on the Special Education Comprehensive Certification Examination. This would allow for the severe/profound and mild/moderate examinations to be combined.

### EdPlan Updates – New User Interface

- An updated EdPlan user interface has been developed. We have 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.
- We will also be adding additional modules into EdPlan. The modules include: Seclusion/Restraint Reporting and Documentation, Monitoring and Compliance, and LNH Applications.

### Guidance Documents

- Our department 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)

- For over 30 years, there has been a strong focus on regulatory compliance with the Individuals with Disabilities Education Act (IDEA) and Federal regulations for the timely provision of special education services. As a result, compliance has improved, however, the Office of Special Education Programs (OSEP) at the U.S. Department of Education determined that the data did not indicate improvement in children's outcomes.
- The first SSIP for the state of Oklahoma was from 2014-2020, it focused on literacy. It used the 3<sup>rd</sup> 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-3<sup>rd</sup> grade have to take at least three times per year.

### The SSIP Framework

- Universal supports at all Oklahoma school sites (professional development, guidance documents, etc.)
- Focused Intervention Plan - additional targeted supports and improvement sites
- Intensive Supports – selected school sites
  - The selected sites will not begin until a year from now. We will be accepting applications starting next Spring.

### Panel Priorities for 2020-2021

The main priority for the panel is virtual learning for students with disabilities. By focusing on evidence-based learning practices, the panel was able to address four priorities panel members identified in the survey completed during September/October. Those priorities include:

- 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.

## **Chelsea Bowlan (OSDE): Equity in Accessing Curriculum**

### Students with IEPs in the General Education

- 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.

### Keys to Success

- High Leverage Practice
- Student Engagement
- Multiple Sources of Data
- Explicit Instruction

### Accommodations v. Modifications

- Accommodations change the presentation, response, setting, or timing/scheduling. They do not fundamentally alter the requirements. Modifications change the expectations compared to typical peers.
- Both allow access to the general education curriculum.

### The Brain and UDL

- UDL is the universal design for learning. It looks at the strategic networks (how), affective networks (why), and recognition networks (what) to see how it outputs information.
- There three components of UDL. They are as follows:
  - Multiple means of engagement – Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.
  - Multiple means of representation – Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.
  - Multiple means of action/expression – Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).

## **Michele DeBerry (OSDE): Safe and Healthy Learning Environments**

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

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.

### Trauma and the Brain

Trauma affects three main areas of the brain (amygdala, hippocampus, and prefrontal cortex).

- Amygdala – can become overdeveloped. This can make a person more likely to react to triggers, especially emotional ones.
- Hippocampus – can become underdeveloped. This can affect attention, learning, and memory.
- Prefrontal cortex – can become underdeveloped. This affects complex behaviors, planning, and personality development. Causing the person to be very vulnerable to traumatic stress.

### Counter ACEs

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
  - 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

### **Christa Knight (OSDE): Nominations for Vice Chair 2021-2022**

Panel members are encouraged to nominate a new vice chair for the 2021-2022 panel year. The vice chair will become the chair of the 2022-2023 panel. As well as lead all IDEA B Advisory Panel meetings, appoint committee members, serve on executive committee, and develop meeting agendas. The panel members were provided a survey link to nominate their selection. Nominations are due by July 1, 2021.

### **Christa Knight (OSDE): Adjourn**

Motion to adjourn the meeting, seconded, meeting adjourned at 3:00 p.m.