

Individuals with Disabilities Education Act (IDEA)

IDEA B State Advisory Panel

Zoom Meeting

1:00 PM- 4:00 PM

Thursday, March 11, 2021

**Present**

Sharon Baker, JoAnne Blades, Aaron Bullock, Penny Cantley, Latisha Coats, Sherri Coats, Malissa Cook, Chris Dvorak, Rita Echelle, Darci Forrester, Linda Jaco, Tiffany Jenkins, Tina Kaminski, Michelle Keiper, Jamie Lahey, Amber Ledbetter, Sharon Long, Kylie Lyons, Becky Moore, Janice Morris, Sonya Parsons, Jen Randle, Mandy Seward, Terry Spigner, Lori Wathen, Linda Whaley, and Lori Wieder

**Absent**

Jamie Brock, Kathy Brown, Sky Collins, Kaylin Coody, Malarie Deardorff, Melinda Freundt, Cindy Gould, Marsha Herron, Lynn Hodge, Tara Hood, Jordan House, Michelle Koehn, Andrea Kunkel, Cassie Lynch, Bonnie McBride, Ashley Rhoades, Jennifer Robinson, Ashlee Robson, and Julie Sanders

**State Department of Education Employees**

Abby Johnson, Christa Knight, and Todd Loftin

**Linda Jaco: Welcome**

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

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

Todd Loftin began the meeting with a discussion of what the Office of Special Education Services is currently working on. He highlighted 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

- Our department 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.

### **Sonya Parsons (OJA): Office of Juvenile Affairs Charters**

Sonya Parsons with the Office of Juvenile Affairs (OJA) 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). Within the first two weeks of arrival, students are placed in an orientation. During the orientation, they are assessed through the WRAT 4 or 5, ONET (Career Exploration), Casey Life Skills (Independent Life Skills Survey), and a Student Questionnaire. The process of developing their Individualized Career Academic Plan (ICAP) is also started. Students go through the assessments in different phases, which determines how long it takes them to reach the next level of assessment.

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. Once the results of the WRAT 4 or 5 are received, the process of looking at the diagnostic assessments begins.

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.

### **Dr. Penny Cantley (OSU): COVID-19 – Research on Academic Achievement and Increased Accessibility**

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.

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.

### **Todd Loftin (OSDE): Meeting Date**

The next IDEA B State Advisory Panel meeting will be Thursday, June 10, 2021 at 1:00 p.m.

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

Motion to adjourn the meeting, seconded, meeting adjourned at 3:51 p.m.