



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —



2018 - 2019 ANNUAL REPORT

Oklahoma State IDEA-B Advisory Panel
In Partnership with the Oklahoma State Department of Education

State Department of Education

2500 N. Lincoln Boulevard, Room 111

Oklahoma City, Oklahoma 73105

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MESSAGE FROM THE PANEL CHAIR



I am incredibly pleased to have had the honor to serve as the IDEA-B Advisory Panel Chair for the state of Oklahoma this year. The panel is comprised of parents, teachers, district administrators, agencies, career tech and higher education representatives who are deeply committed to improving the quality of education for children with exceptionalities in the state of Oklahoma. This year the panel took a different path, in that we decided on two priorities and focused primarily on trainings and recommendations related to those priorities.

Marsha Herron, Ph.D.

MEMBERSHIP AND OFFICERS

Marsha Herron, Ph.D., Chair

Dean – School of Education and Behavioral Sciences
Langston University

Bonnie McBride, Ph.D., Co-Chair	University of Oklahoma, HSC
Aaron Bullock	
Alicia Blair	Mid-Del Schools (Teacher)
Andrea Kunkel	CCOSA
Ann Trudgeon	Oklahoma Developmental Disabilities Council
Ashlee Robson	Ardmore Public Schools (Parent)
Ashley Rhoades	(Parent)
Cassie Lynch	Bishop McGuinness Catholic High School (Assistant Director of Special Services)
Cindy Gould	(Parent)
Darci Forrester	(Parent)
Ginger Trouba	(Parent)
Heather Hancock	Down Syndrome Association of Central Oklahoma
Jamie Brock	(Parent)
Jamie Lahey	Epic Charter School
Janice Morris	(Parent)
Jennifer Robinson	(Parent)
JoAnne Blades	Dispute Resolution Center
Jordan House	(Parent)
Julie Sanders	(Parent)
Kathy Brown	Oklahoma City Public Schools
Katy Hewin	(Parent)
Kaylin Coody	Hilldale Public Schools (LEA Staff)
Kylie Lyons	Bishop McGuinness Catholic High School (Special Services Director)
Latisha Coats	Oklahoma Parents Center
Linda Jaco	OK ABLE Tech
Linda Whaley	Oklahoma Department of Human Services (Child Welfare)
Lori Wathen	(Parent)
Lori Wieder	(Parent)
Lynn Hodge	Oklahoma State University
Malarie Deardorff	(Parent)
Malissa Cook	(Parent)
Mandy Seward	Ponca City Public Schools (Teacher)
Melinda Fruendt	Oklahoma Department of Rehabilitation Services
Michele Scott	Duncan Public Schools (LEA Staff)

Michelle Keiper	(Parent)
Michelle Koehn	Putnam City Public Schools (Teacher)
Penny Cantley	Oklahoma State University
Sharon Baker	Career Tech
Sharon Long	Oklahoma Parents Center
Sherri Coats	Byng Public Schools (LEA Staff)
Sky Collins	(Parent)
Sonya Parsons	OJA (State Juvenile)
Tara Hood	University of Central Oklahoma
Terry Spigner	University of Central Oklahoma
Tiffany Jenkins	(Parent)
Tina Kaminski	(Parent)

WHAT IS THE REQUIRED MEMBERSHIP OF THE STATE ADVISORY PANEL?

Panel membership must be composed of individuals who are representative of the state's population and involved in, or concerned with, the education of children with disabilities. A majority of the members of the panel must be individuals with disabilities or parents of children with disabilities. Panel membership should include individuals who represent the following areas:

- Parents of children (aged birth through 26)
- Individuals with disabilities
- Teachers
- Representatives of institutions of higher education that prepared special education and related services personnel
- State education officials
- Local education staff
- Administrators of programs for children with disabilities
- Representatives of other state agencies involved in the financing or delivery of related services to children with disabilities
- Representatives of private schools
- Representatives of public charter schools
- At least one representative of a vocational, community, or business organization concerned with the provision of transition service to children with disabilities
- Representatives from the state juvenile agency
- A member who represents homeless children
- Representatives from adult corrections agencies
- A member from state child welfare responsible for child care
- Others as appropriate

WHAT ARE THE FUNCTIONS OF THE OKLAHOMA STATE ADVISORY PANEL?

Federal regulations define the responsibilities of State Advisory Panels as follows:

- Advise the state of unmet needs in the education of children with disabilities.
- Comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities.
- Provide advice to the state staff in developing evaluations and reporting on data to the Secretary of Education.
- Advise the state in developing corrective action plans to address findings identified in federal monitoring.
- Advise the state in developing and implementing policies relating to the coordination of services for children with disabilities.
- Review all final due process hearing officer findings and decisions.

ANNUAL PANEL PRIORITIES

Priority I - Education Stakeholder Training

Education Stakeholders are defined as, but not limited to, teachers, parents, students, administrators, counselors, community members, agency representatives, related service providers, and legislators.

1. Preservice Training

- a. Panel members from all perspectives were provided the opportunity to recommend training for preservice teachers.

2. Inclusion

- a. What is the continuum of placement and what training is necessary to assist all teachers in ensuring that students with exceptionalities were appropriately included.

3. Professional Development

- a. Panel members from all perspectives were provided the opportunity to address trainings they felt were needed by all education stakeholders.

Priority II - Assistive Technology

Assistive technology (AT) is any device that gives a student the ability to increase, maintain, or improve the capabilities in the classroom to help a student access learning and demonstrate their knowledge.

Assistive technology must be considered for all students on an IEP or 504

“For people without disabilities, technology makes things easier. For people with disabilities, technology makes things possible” (IBM training manual, 1991)

1. Preservice Training

- a. Panel members from all perspectives were provided the opportunity to recommend training for preservice teachers.

2. Professional Development

- a. As assistive technology is primarily a function of a district representative or some special education teachers, panel members provided their perspectives on training that is needed by various education stakeholders to ensure that students are properly matched with technology.

PATHWAY TO PRIORITIES

In the fall of 2018 the Panel participated in training held by the Center for Technical Assistance for Excellence in Special Education (TAESE). The training focused on aspects such as the function of the panel, how to represent the stakeholder positions of panel members, and ways to set panel priorities. In the effort to find a better way to utilize time during the quarterly meetings, the panel decided to establish and develop at least two priorities to focus for the year. The two priorities identified were **Education Stakeholder Training** (Priority 1) and **Assistive Technology** (Priority 2).

As part of the training, the panel engaged in a consensus building exercise to arrive at our priorities. Panel members were provided the option, in an open forum, to discuss issues, concerns, needs in various communities, and ideas about what the focus could be. To narrow down the choices all responses were then placed into thematic groups that captured the essence of the individual responses. The panel members then further narrowed the thematic groups into smaller groups. This process was repeated until there were four choices.

The panel members were then asked to vote on the leading two priorities from the four choices. Discussions for or against the choices were encouraged and yielded pretty solid arguments on each side. Votes were cast for the leading two and the priorities were established for the year. All panel members had open access to the priorities through a Google Document provided by the Oklahoma State Department of Education, Special Services office. Panel members were free to make comments or recommendations on the priorities at any time over the course of the panel year. All recommendations captured have been included in this report.

PANEL TRAININGS

Panel meetings alternate between two of the largest urban cities in Oklahoma. During each meeting, panel members receive training on areas connected to the priority areas, which were intended to assist in developing recommendations.

August

Training: Center for Technical Assistance in Special Education

- Purpose of the Panel
- History of Special Education
- Membership, Roles & Responsibilities
- By-Laws and Procedures
- Priority Setting
- Annual Report

December

Training: Oklahoma State Department of Education

- Differentiated Monitoring and Support
- APP/SPR OSEP Indicators
- SSIP
- Significant Disproportionality
- Projects 613 and 615

March

Training: ABLE Tech's Assistive Technology Services for Students

- What is Assistive Technology
- Professional Development Research
- Quality Indicators of Assistive Technology
- Materials and Activities

June

Training: Oklahoma State Department of Education

- Monitoring/1% Waiver
- Annual Performance Report
- Grant Application
- OSDE PD Focus for 2019/2020 School Year
- Autism
- Dyslexia
- IEP Goals
- Behavior Summit
- Parent Connect (EdPlan)
- Behavior Plan (EdPlan)

IDENTIFIED AREAS OF CONCERN

1. Professional Development
2. Teacher Recruitment and Retention
3. Special Education Boot Camps
4. Teacher Certification
5. Inclusion
6. Behavior
7. Autism
8. Dyslexia

PANEL RECOMMENDATIONS

Priority I - Education Stakeholder Training

1. Preservice Training

- a. Provide scholarships for pre-service educators who want to teach special education.
- b. Create a scholarship to send potential teachers through the traditional path for teacher certification.
 - i. Attach a service obligation to the scholarship that will convert to a loan obligation if the requirements are not met for degree completion or if the service is not completed before the teacher separates service in the state of Oklahoma.
 - ii. Include funding for Special Education Certification examinations as a part of the scholarship.

2. Create Teacher Academies for Future Special Education Teachers

- a. Start clubs or academies at the high school level for students who may be interested in teaching special education in the future.
 - i. Tutoring services
 - ii. Cornerstone Scholars
 - iii. Oklahoma Teacher Connection Program (Oklahoma State Regents for Higher Education)

3. Boot Camp/Para Route Survey

- a. Create a survey to assess the perceived barriers to certification from individuals who went through alternative routes into special education.
 - i. The OKSDE should consider adding a workflow chart to describe the process from an applicant's current position to certification in special education.
 - ii. The OKSDE needs current, consistent, and transparent pathways to certification as anyone can call and receive a different answer depending on who they speak to on the phone.

4. Inclusion

- a. Promote practices and decision making at all levels (i.e., classroom, administrative etc.) that support knowledge of the continuum of placement and the idea that all students “belong” to the school community.
- b. Ensure that the percentage of students receiving special education services in specific schools mirrors the state and federal statistics. (include recent statistics from Annual Report to Congress re: Implementation of IDEA).

- c. Provide resources and tools for schools to evaluate the level of inclusive practices implemented within their school or district (i.e., published self-assessments for schools/districts).
- d. Provide assistance or incentives to schools to improve inclusive practices.
- e. Emphasize that including ALL students isn't about placement or location it is about opportunities to belong and be a part of all aspects of the school community.
- f. Parents are welcomed and valued partners in the school and decisions involving their child's education.

5. Professional Development

- a. Opportunities for professional development should be available to all educators, in school districts focused on, 1) the acknowledgment that no one learned behavior in school, 2) the importance of understanding that behavior serves a purpose for students and positive approaches to solving behavior challenges should be the goal (as opposed to discipline), 3) where to obtain assistance when addressing challenging student behavior, when the severity of the behavior exceeds district knowledge capacity.
- b. Encourage pre-service teachers to enroll in offered behavioral training as an elective. All the while trying to build competence, knowledge, and capacity at the local level through professional development.
- c. Provide More Transparent Uses/Recommendations for 615 Funds
- d. Provide better guidelines on how 615 funds are allocated and can be used by schools. The concern is that there are schools who are not using the funds to assist with training or other needs because they may not be aware the funds are available or know how to use them.
 - i. Professional development needs of the district or individual teachers.
 - ii. Can the funds be used to subsidize education courses for teachers?
 - iii. Can technology centers serve as hubs for districts that would like to co-op their funds for training?
 - iv. Could the funds be used to support mentor teachers who are retired from the districts and/or universities?

6. Behavior

- a. Consider how to implement systems change in the understanding of behavior statewide so all school personnel are trained in multiple methods for dealing with behavior.

- b. Provide training on alternatives to suspension. Include more information on trauma-informed teaching using meetings and trainings sponsored by CCOSA or unions.
- c. Provide additional trainings around the state for de-escalation strategies for teachers, administrators, and other school personnel.

Priority II - Assistive Technology (AT)

1. Preservice Training

- a. Reach out to instructors who teach information/technology (IT) courses at Institutions of Higher Education (IHE) requesting that they include AT information as part of their course curriculum.
- b. Ensure information regarding the importance of assistive technology and its uses for children with special exceptionalities is made available to instructors teaching IT courses and Special Education courses at IHEs.
- c. Reach out to instructors who teach information/technology (IT) courses at IHEs requesting that they include AT information as part of their course curriculum.
- d. Supply contact information regarding the resources available through organizations such as ABLETech to instructors teaching IT courses and Special Education courses at IHEs.

2. Professional Development

- a. Online and in-person AT training current exist through ABLETech (educate school districts about available training).
- b. Parent Training. Awareness and collaboration with OPC ensuring that parents are part of the decision-making process when identifying AT needs
- c. Provide information and support to schools on using AT across all environments, document the use of AT properly on the IEP, Interface effectively with LEA IT professionals.
- d. Promote the adoption of District-wide AT Operational Procedures
 - i. Promote integration of devices in the classroom and across all environments.
 - ii. Coordination and collaboration between teachers, school-related services and outside providers.
- e. Encourage the use of AT self-assessment (QIAT)
- f. Add QIAT to self-assessments completed by teachers at the beginning of the school year, and mandatory by districts.

3. Provide Regional Support for AT

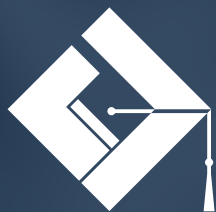
- a. Explore the possibility of providing regional support through an existing infrastructure such as adding ABLETech services to the OSU extension campuses as a way to support all regions in Oklahoma.

4. Parent Training

- a. Provide real training, awareness and implementation
- b. Cooperative relationships with additional avenues to share modules and future training with OPC, parent groups and divisions within OSDE

5. Bookshare Training and Access

- a. Awareness on content
- b. Awareness in implementation
- c. Coordination with possible stakeholders and leaders within districts
- d. Librarians
- e. IT Coordinators
- f. Counselors



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