State Department of Education

IDEA B Panel

February 9, 2024

OKLAHOMA
Education

Agenda

- 9:00 – 9:10 – Welcome – Sherri Coats, Program Director of Special Education Services

- 9:10 – 11:00 – Norm Ames, Director for the Technical Assistance for Excellence in Special Education (TAESE)

- 11:00 – 12:00 – Lunch on your own

- 12:00 – 12:45 – Dispute Resolution School Year 2022-2023 – Shea Stark, Program Manager of Regulatory Compliance

- 1:45 – 2:10 – State Systemic Improvement Plan (SSIP) – Alexa Hudak, Program Manager

- 2:10 – 2:40 – Priority Setting – Michelle Keiper, Chair

- 2:40 – 2:50 – Public Comment

- 2:50 – 3:00 – Adjourn

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Welcome

Sherri Coats, Program Director, Special Education Services

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Organizational Chart

- Sherri Coats – Program Director of Special Education

- Tina Spence – Assistant Program Director of Special Education

- Lori Chesnut – Program Manager, Pathways to Partnerships

- Nancy Goosen – Program Manager of Policies and Procedures

- Karen Howard – Program Manager of Special Education Finance

- Alexa Hudak – Program Manager of SSIP/SPDG

- Shea Stark – Program Manager of Regulatory Compliance

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Panel Leadership

- Chair – Michelle Keiper
- Vice Chair – Ryan Smith
- Past Vice Chair – Darci Forrester
- State Director of Special Education – Sherri Coats
- Project Manager – Abby Johnson

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New Member Orientation

Norm Ames, Director for the Technical Assistance for Excellence in Special Education (TAESE)

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Dispute Resolution

Shea Stark, Program Manager of Regulatory Compliance in Special Education Services

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State Complaints

OSDE-SES

Project Manager, Special Education - Abby Johnson

Project Manager, State Complaints - Keaton Oberst

Program Manager, Regulatory Compliance - Shea Stark

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State Complaints
SY 2022-2023

The Oklahoma State Department of Education - Special Education Services supports a formal complaint management system for filing and resolving complaints alleging violations of the Individuals with Disabilities Education Act - Part B.

- Any individual or organization
- Local Education Agency (LEA) or other education agency
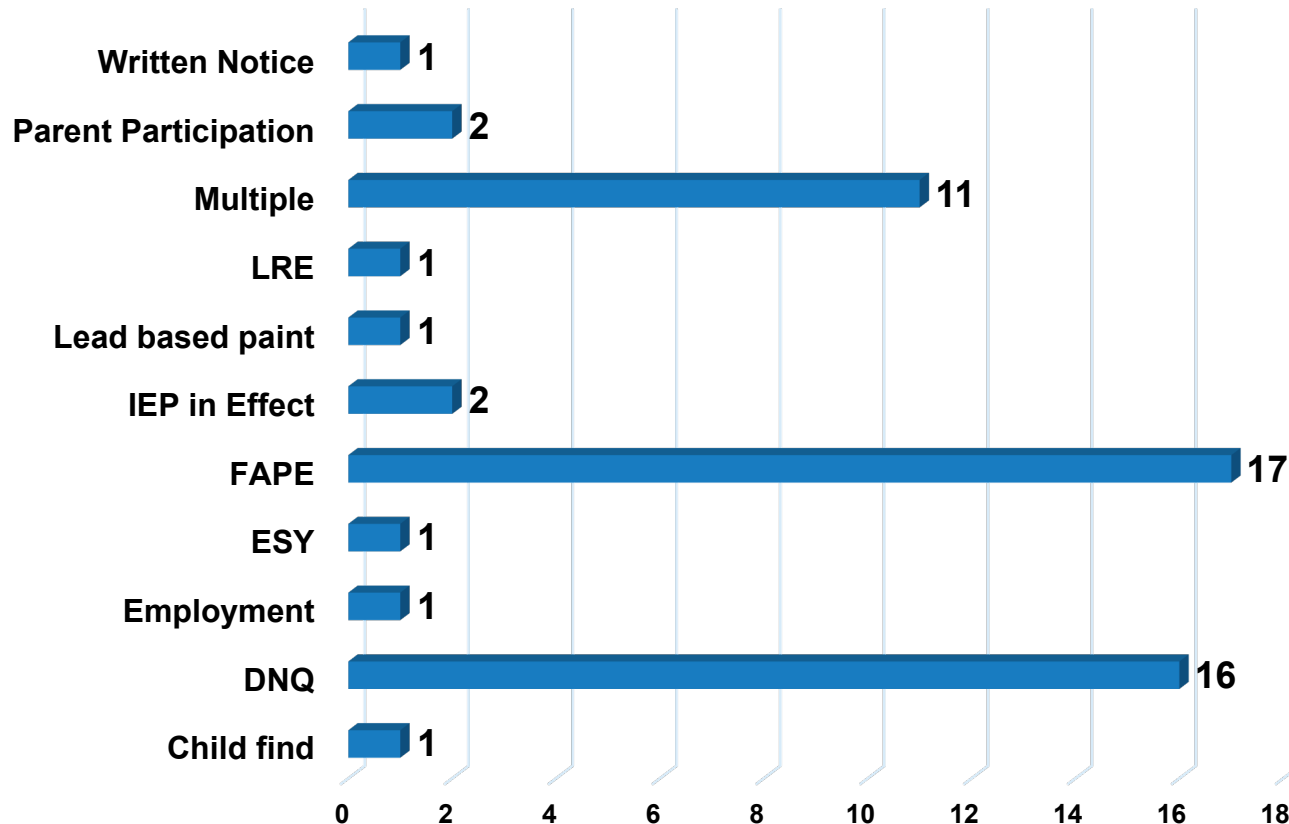- Violation of IDEA

The OSDE-SES will:

- Conduct an investigation
- Render a written report of findings within sixty (60) days
- Violations require specific directives for resolution:
  - Address denial of service (may include compensatory services)
  - Corrective actions appropriate to the needs of the child (or children)

34 CFR §§ 300.151-153

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State Complaints

SY 2022-2023

Eligible for Investigation SY 2022-2023

■ No ■ Yes

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Due Process

Special Education Resolution Center

Administrative Specialist – Shannon Esmeyer

Program Coordinator – Dr. Rob Keiter

Program Manager – Dr. Allison Fennell-Conch
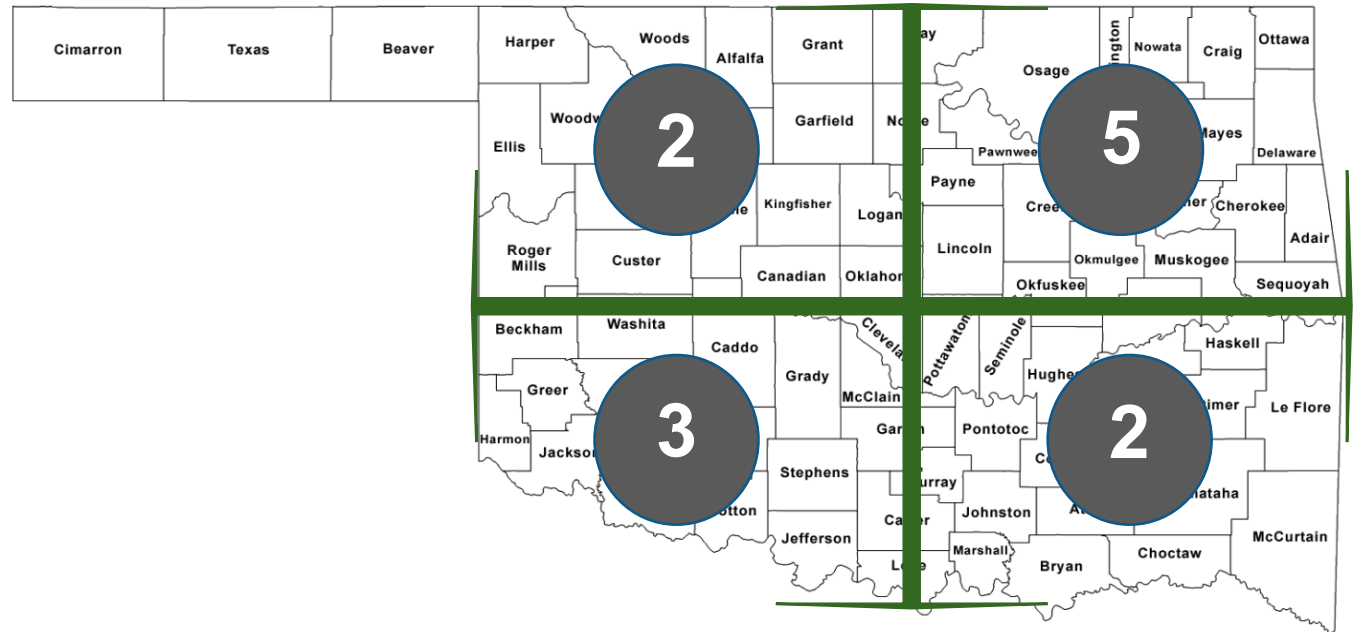
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Due Process

A due process hearing is a court-like review process governed by administrative laws. During a hearing, both parties,

- Subpoena and present witnesses
- Perform cross-examination
- Present admissible evidence (depositions or affidavits)
- Engage in closing arguments
- Highly-trained hearing officer who will preside over the hearing
- Decisions have the effect of law
- Binding upon the parties participating in the hearing
- Parties may represent themselves
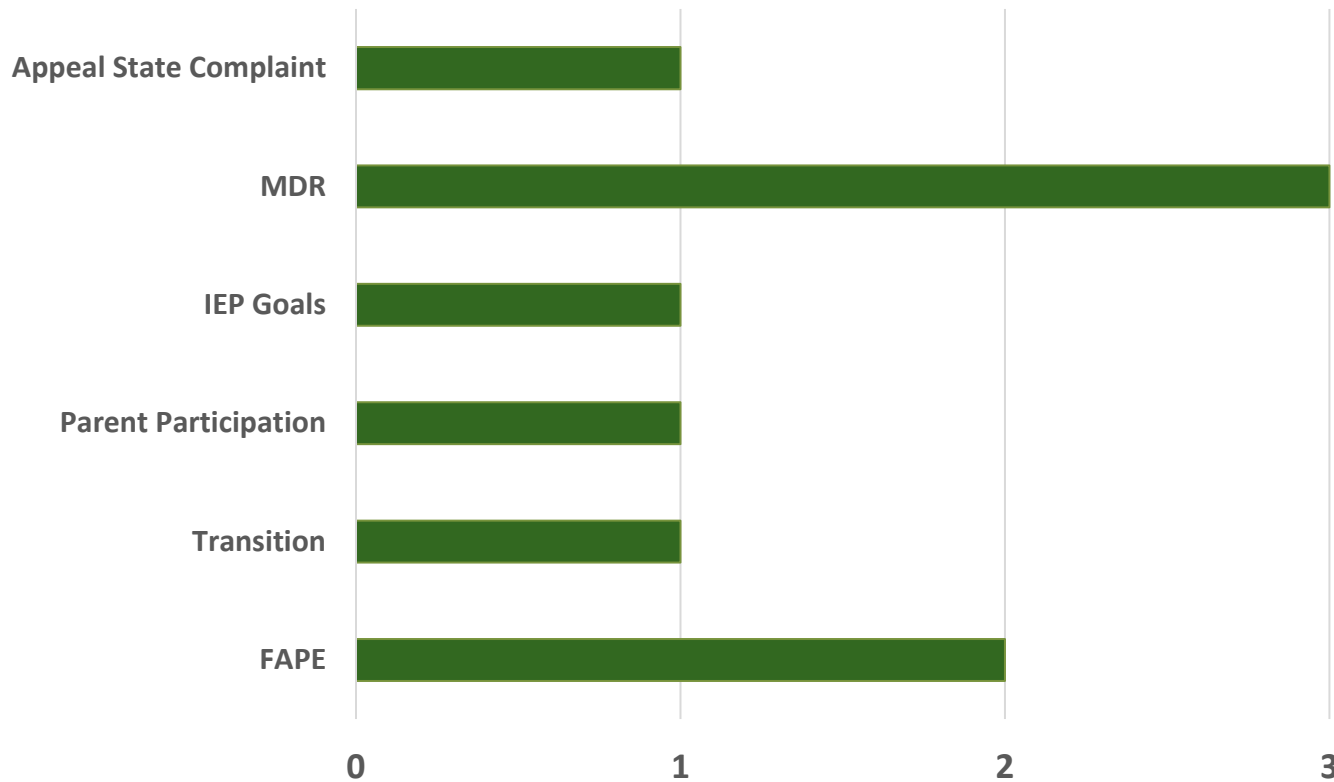- Represented by attorneys at their own expense

34 CFR §§ 300.507-518

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Due Process

SY 2022-2023

Due Process	
Number of Requests	12
Number of Carryover	1
LEAs w/ Multiple Requests	8
Request by Parent	11
Request by District	1
Resolution Sessions	9

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Dispute Resolution
Questions, Comments, Feedback

https://forms.office.com/g/Kn5VSXb6Dx

State Complaints

Due Process

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Agency, Division & Special Education Services Updates

Sherri Coats, Program Director of Special Education Services

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Agenda

- Year in Review

- Our Data Story

- Oklahoma Priorities

- Road Map to Improved Outcomes

- OSEP Initiatives

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2023 In Review

- Recruitment Initiative (Signing Bonus-201 Special educator recipients $6,655,000)
- Alternate Diploma
- Dyslexia Handbook Revision
- Dyslexia Training/Micro-credential
- Evidence Based Academic/Behavior Intervention Library
    - Literacy 60, Math 50, Behavior 10
- Agency framework for MTSS and Instruction
- HEROES Team
- Inter-Agency Collaboration

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"It is the Purpose of this Act…"

PL 94-142 (1975)

- " to assure that all handicapped children have available to them,…(B), a **free appropriate public education** which emphasizes special education and related services designed to meet their unique needs,

- **to assure that the rights of handicapped children and their parents or guardians are protected,**

- to assist States and localities to **provide for the education of all handicapped children**, and

- to **assess and assure the effectiveness of efforts to educate** handicapped children.".

PL 108-446 (2004)

- " (a) To ensure that all children with disabilities have available to them a **free appropriate public education** that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;

- (b) **To ensure that the rights of children with disabilities and their parents are protected**;

- (c) To assist States, localities, educational service agencies, and Federal agencies to **provide for the education of all children with disabilities**; and

- (d) To **assess and ensure the effectiveness of efforts to educate** children with disabilities."

Purpose of Focused Monitoring
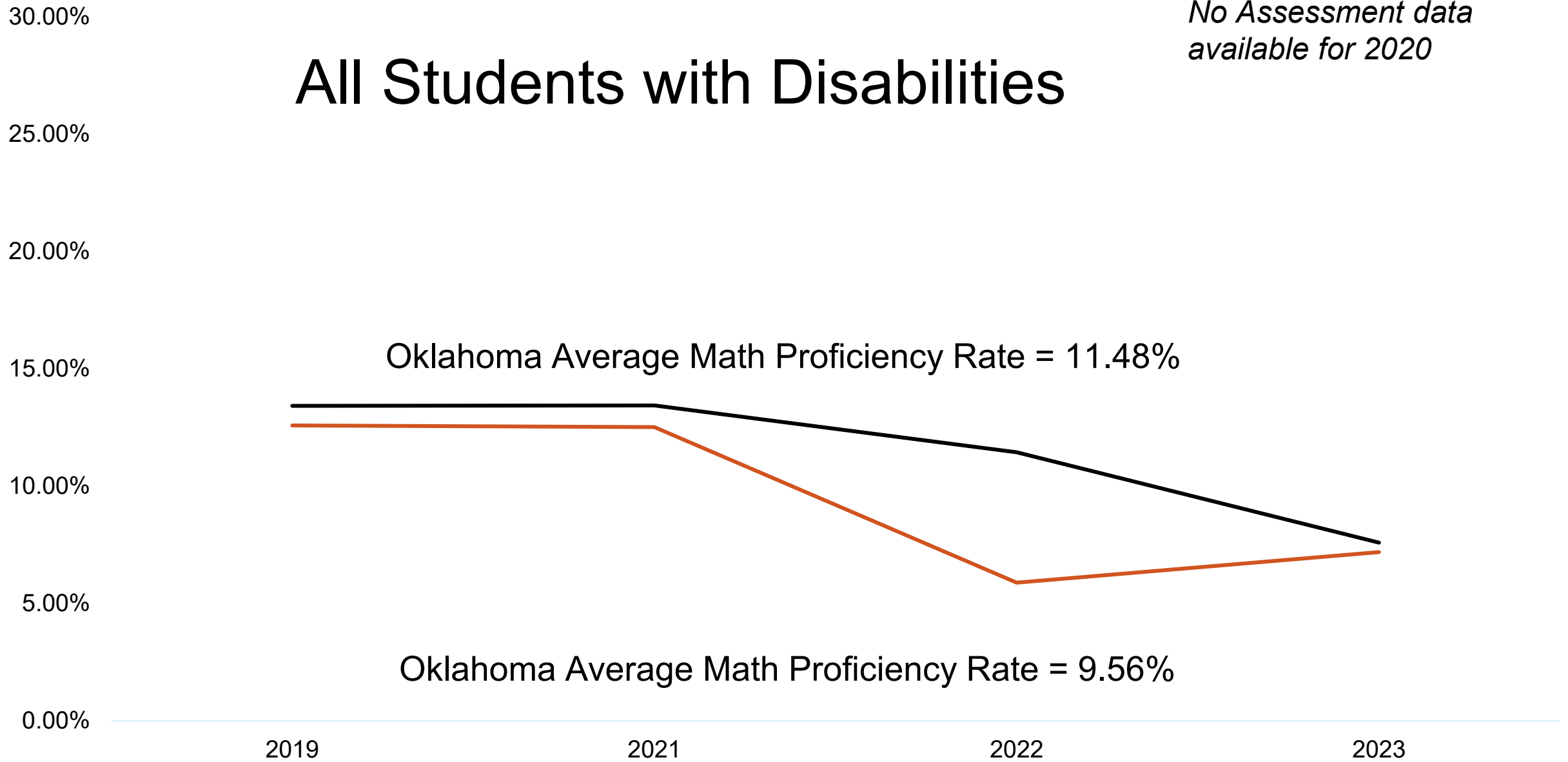
PL 108-446 (2004)

"The primary focus of Federal and State monitoring activities described in paragraph (1) shall be on—

''(A) **improving educational results and functional outcomes** for all children with disabilities; and
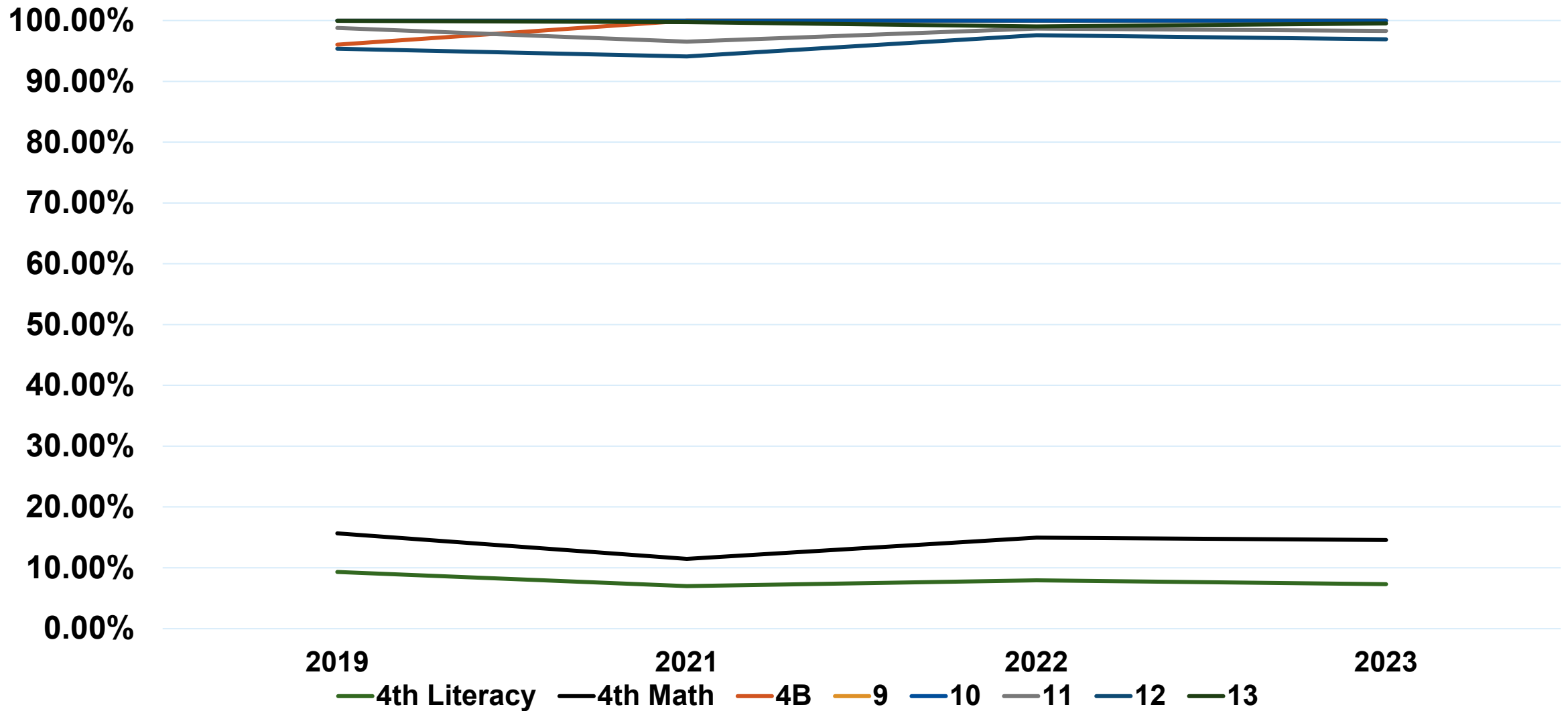
''(B) ensuring that States meet the program requirements under this part, **with a particular emphasis on <u>those requirements</u> that are <u>most</u> <u>closely</u> <u>related</u> <u>to</u> <u>improving</u> <u>educational</u> <u>results</u> for children with disabilities.**"

All Students with Disabilities

No Assessment data available for 2020

Oklahoma Average Math Proficiency Rate = 11.48%

Oklahoma Average Math Proficiency Rate = 9.56%

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Itemized Compliance v Results: 2019-2023

Oklahoma Determination by OSEP

- Oklahoma Designation June, 2023
  - Needs Assistance (2) 31pts=71.67%
    - Meets Standards (1) 35 pts=80%
  - Outcomes 14 of 24=58.33%; Compliance 17 of 20=85%
    - -1pt 8th grade rdg. participation state assessments- 89% (90%=2 pt)
    - -2pt 4th grade rdg. basic or above NAEP- 20% (21%=1 pt 25%=2 pt)
    - -1pt 8th grade rdg. basic or above NAEP- 26% (30%=2 pt)
    - -1pt 4th grade math participation state assessments- 88% (90%=2 pt)
    - -1pt 8th grade math basic or above NAEP- 41% (44%=2 pt)
    - -2pt %age swd who dropped out- 28% (<19%=1pt <11%=2 pt)
    - -1pt %age graduated with regular diploma 72 (80%=2 pt)
    - -2pt Ind. 4B sig/dis suspensions (NVR)
    - -1pt Longstanding Noncompliance 2-4 years (<2 years=2 pt)
    - -1pt Exiting data- did not enter 0, left it blank for 14-year-old exits

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4 Decades of Data Has Taught Us….
Improving compliance **does not** improve outcomes!

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What Improves Outcomes?

Valarie Williams, Director of Office of Special Education Programs USDE

Special Education must have a priority of instructional leadership; we are more than gatekeepers of the law.

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Glena Gallo Asst. Secretary of Office of Special Education and Rehabilitation Services

I'm a one trick pony. It is about improving student outcomes.

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Improve **Outcomes** for Students with Disabilities

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Ineffective Practices that Limit Improved Outcomes

- No Special Education Curriculum

- "Full Inclusion" Least Restrictive Environment without Specially Designed Instruction
  - (300.39 "Special education means specially designed instruction to meet the unique needs of a child with a disability")

- Replacement Instruction

- Using paraprofessionals for initial instruction

- Programming based on disability category (including class/program names, IEP components, and instruction)

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Effective Practices that Improve Outcomes

- Use of Evidence Based Curriculum

- Adapting content, methodology, and delivery of instruction intertwined in every environment
  - (300.39 Specially designed instruction means adapting, as appropriate to the needs of an eligible child the content, methodology, or delivery of instruction")

- Use of an MTSS Framework/layered supports, Evidence Based Practices, High Leverage Practices, Hattie Factors/Influences

- Use of paraprofessionals for repeated instruction, skill practice/rehearsal, training with protocols

- Use of individual student data to drive instructional decision making and IEP development

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Do the best you can until you know better.

Then when you know better, do better.

-Maya Angelou

State Activities to Improve Student Outcomes

- **Focus on Instructional Leadership**
  - **Influence and Guide Instructional Practices**

- **Implement MTSS Framework Statewide**

- **Create Positive and Safe Learning Environments for Students and Educators**

- **Build Quality, Robust Workforce of Special Educators**

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Focus on Instructional Leadership

- Oklahoma Pathways to Partnership $10M transition grant Fall 2023-2028

- Data Based Individualization (DBI) Training Fall 2024
  - Data process, Root Cause Analysis, etc.

- Expand Intervention Library Spring/Summer 24
  - Literacy +23, Math +18, Behavior +30

- Instructional Data Retreats 2024-25

- Identify Evidence Based Special Education Curriculums
  - Fall 2025

- Sunset Discrepancy Model August 2032

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Implement MTSS Framework State-Wide

- OKMTSS module in EdPlan – Early Warning System Fall 2024
  - Literacy, Math, Behavior, Attendance
- MTSS Fidelity of Implementation Rubric Self-Assessment Summer 2024
- OKMTSS Implementation Guide Fall 2024
- No cost universal screener and progress monitoring tools
  - Behavior – Fall 2024, Reading – Fall 2024
- OKMTSS Winter & Summer Conferences 2024-25
- Data-Based Individualization Training 2024-25
  - Data process, root cause analysis, etc.

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Create Positive and Safe Learning Environments for Students and Educators

- Behavior Science Training (BeST) Summer 24

- Behavior Coaching/Consultation Fall 24

- Autism Behavior Consultation Fall 24

- FBA/BIP Training Fall 24

- CPI Verbal De-Escalation Techniques Fall 24

- Discipline/Behavior Guidance Documents Fall 24

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Build Quality, Robust Workforce of Special Educators

- Dyslexia Training & Dyslexia Micro-Credential (280) with stipend Fall 24
- Early Career Special Education Teacher Training (90) & Coaching (10) (includes stipend) Spring 2024
- Early Career Special Education Teacher Training & Mentorship (200) Fall 2024
- Early Career School Psychologist/Psychometrist Training & Mentorship (includes stipend) Fall 2024
- Early Career Related Service Provider Training & Mentorship Fall 2024
- Paraprofessional Training Fall 2024
- Special Education Director PD Series Spring 2024

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Oklahoma Updates

- General Supervision (23-01)
  - Credible allegations
  - Cyclical Monitoring
  - DMR 3 & 4

- OSEP Monitoring
  - Early preparation
  - Engagement Fall 2026-Spring 2027

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State Systemic Improvement Plan (SSIP)

Alexa Hudak, Program Manager

State Systemic Improvement Plan- Part B

- The State Systemic Improvement Plan (SSIP) is part of OSEP's **Results-Driven Accountability (RDA) initiative** to improve results for **children with disabilities** by improving educational services, including special education and related services.

- The SSIP is included in the State Performance Plan/Annual Performance Report (SPP/APR) as Indicator 17.

- All states have an SSIP that addresses areas to improve results for students with disabilities.

- Oklahoma's SSIP is focused on K-3 students' early literacy outcomes, in low-performing schools as determined by the state's ESSA plan, for all school sites who educate students K-3 who have scored 0% proficiency for third-grade reading, as determined by the Office of Special Education Services.

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SSIP Goal

By FFY 2025, Oklahoma will see improved early literacy skills for K-3 students in targeted low-performing schools as identified by the state's ESSA plan.

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SSIP Website

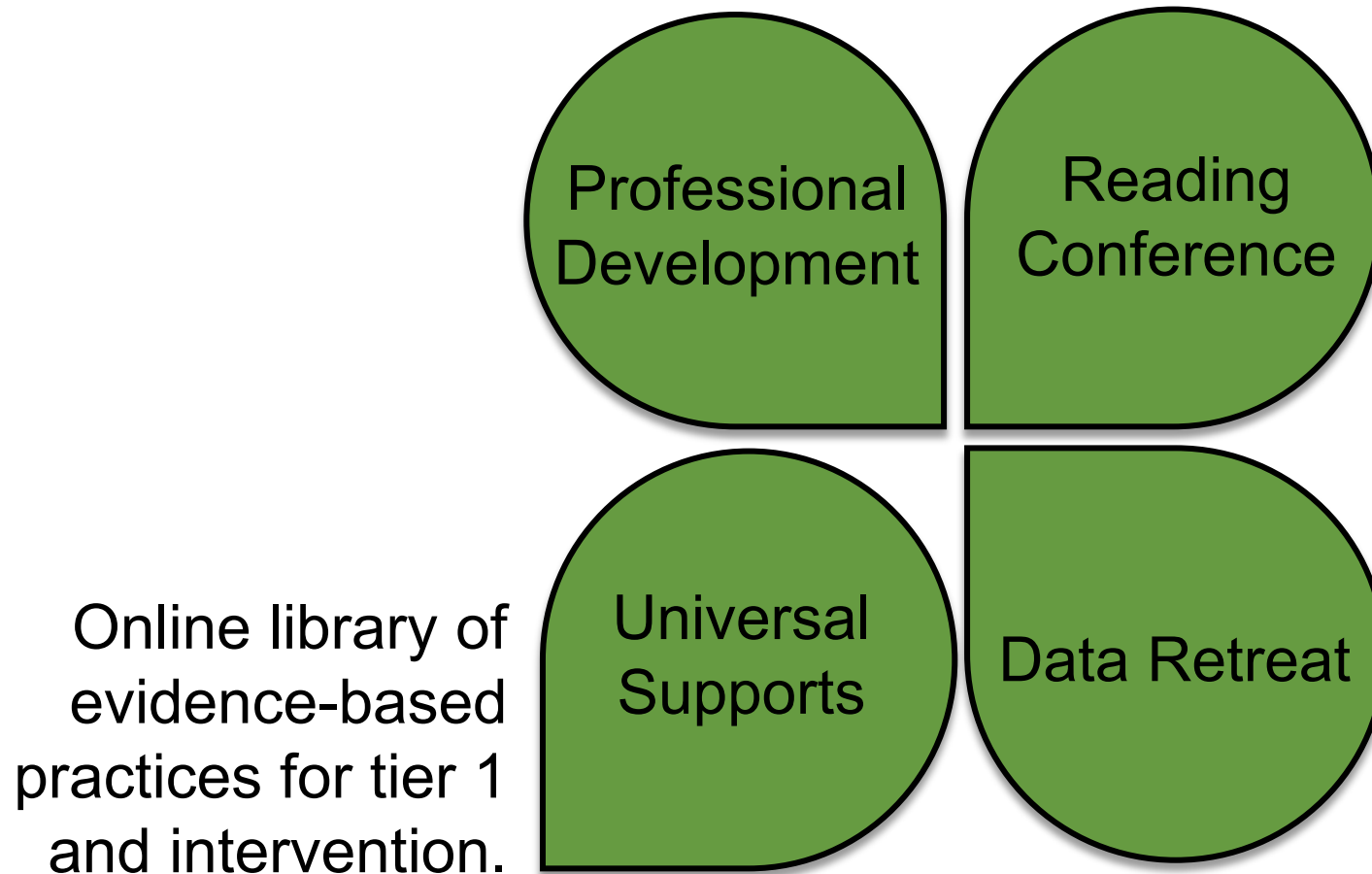State Systemic Improvement Plan
SPECIAL EDUCATION SERVICES

- Oklahoma has developed an SSIP Webpage that identifies the support levels offered through the plan.
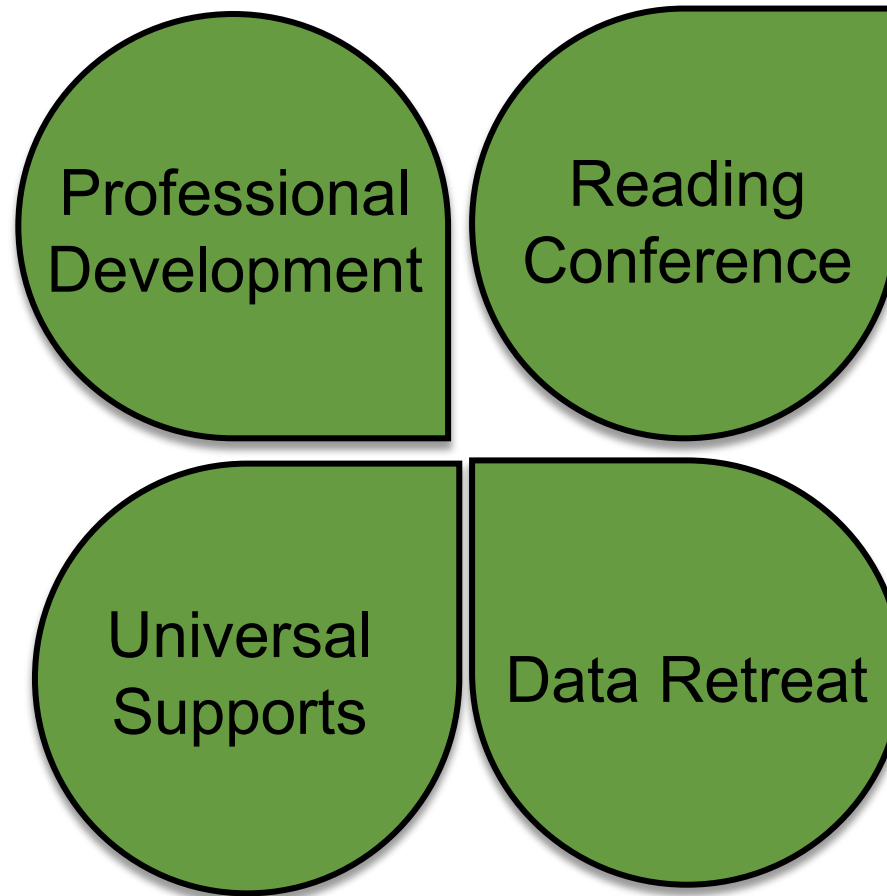 - Each level of support is identified under the tiered headings.
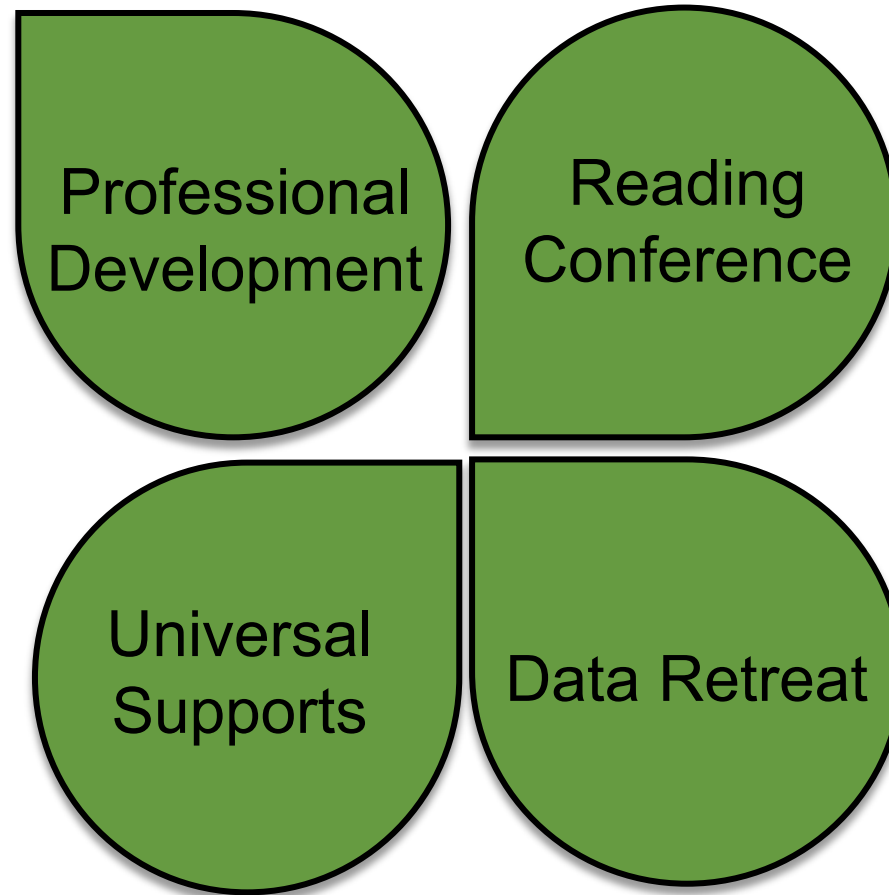
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SSIP Supports

Professional Development

Universal Supports

Data Retreat

Tier 1

Reading Conference

Continuous Support

Strategic Leadership Coaching

Leadership Professional Development

Tier 2

Site Specific Coaching

Tier 3

Direct educator coaching

Evidence-based practice focused

Continuous Support

Virtual & in-person support

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SSIP Tiered Supports Tier 1

Online library of evidence-based practices for tier 1 and intervention.

Professional Development

Reading Conference

Universal Supports

Data Retreat

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SSIP Tiered Supports Tier 1

Professional Development

Reading Conference

Universal Supports

Data Retreat

Annual conference focused on early literacy. Community of practices focus on book and podcast studies.

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SSIP Tiered Supports Tier 1

Asynchronous and synchronous virtual events to support site collaboration regarding literacy implementation.

Professional Development

Reading Conference

Universal Supports

Data Retreat

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SSIP Tiered Supports Tier 1

Professional Development

Reading Conference

Universal Supports

Data Retreat

Two-day retreat focused on root cause analysis, theory of action development, and action planning.

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SSIP Tiered Supports Tier 2

Site created, MTSS focused, teams with site administration, K-3 educators, special education teachers, and parents.

Strategic Leadership Coaching

Continuous Support

Leadership Professional Development

Site Specific Coaching

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SSIP Tiered Supports Tier 2

Strategic Leadership Coaching

Continuous Support

Leadership Professional Development

Site Specific Coaching

Implementation focused, intentional effort to implement evidence-based instruction and intervention.

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SSIP Tiered Supports Tier 2

Strategic Leadership Coaching

Continuous Support

Leadership Professional Development

Site Specific Coaching

Paired professional development, complimentary of the professional development Tier 1 sequence.
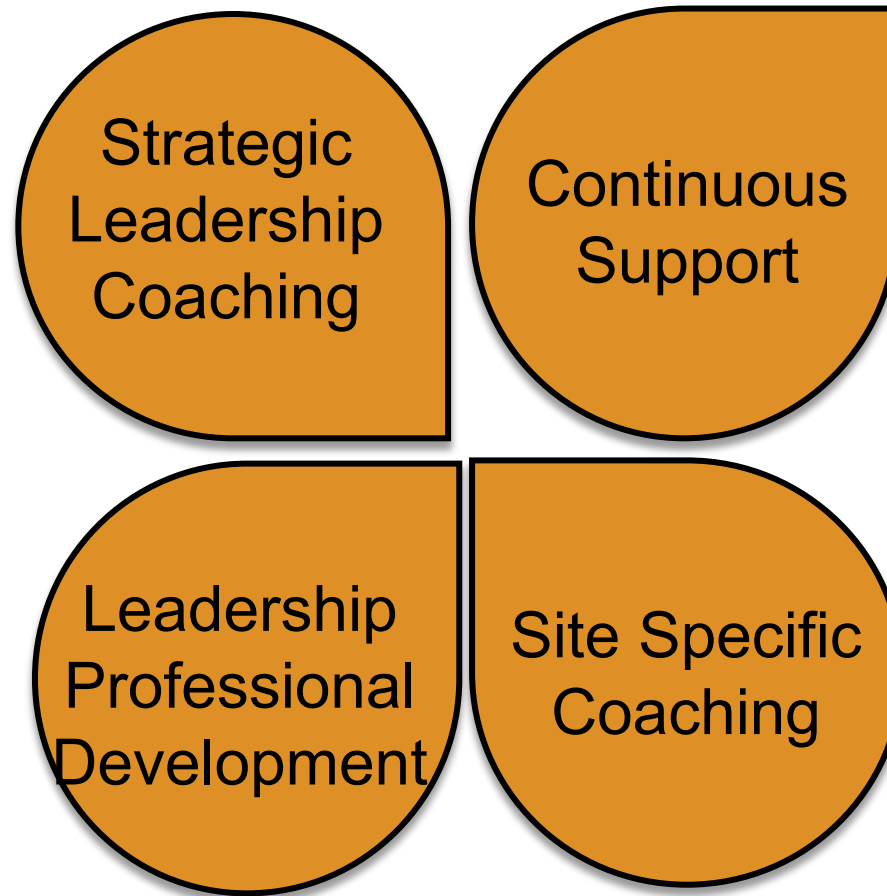
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SSIP Tiered Supports Tier 2

Ongoing access to coaching and support through the development of tools.

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SSIP Tiered Supports Tier 3

K-3 educators, both general and special education, can apply for direct coaching.
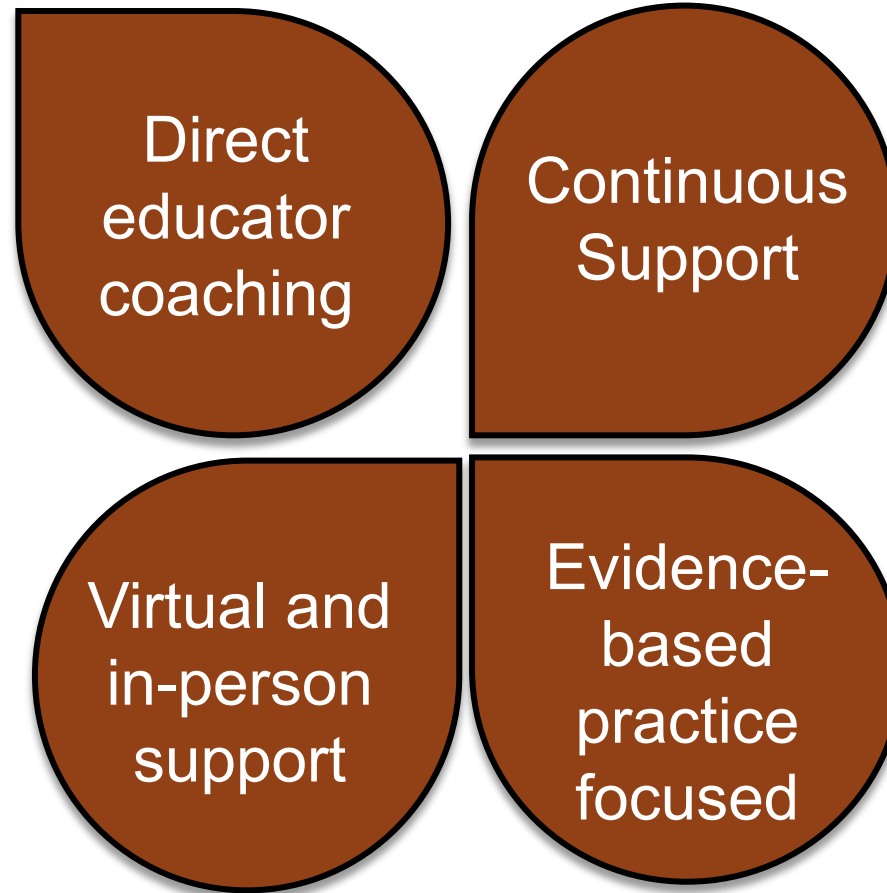
Direct educator coaching

Continuous Support

Virtual and in-person support

Evidence-based practice focused

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SSIP Tiered Supports Tier 3

Using Jim Knight's model of instructional coaching, participants will receive an hour a week of support.
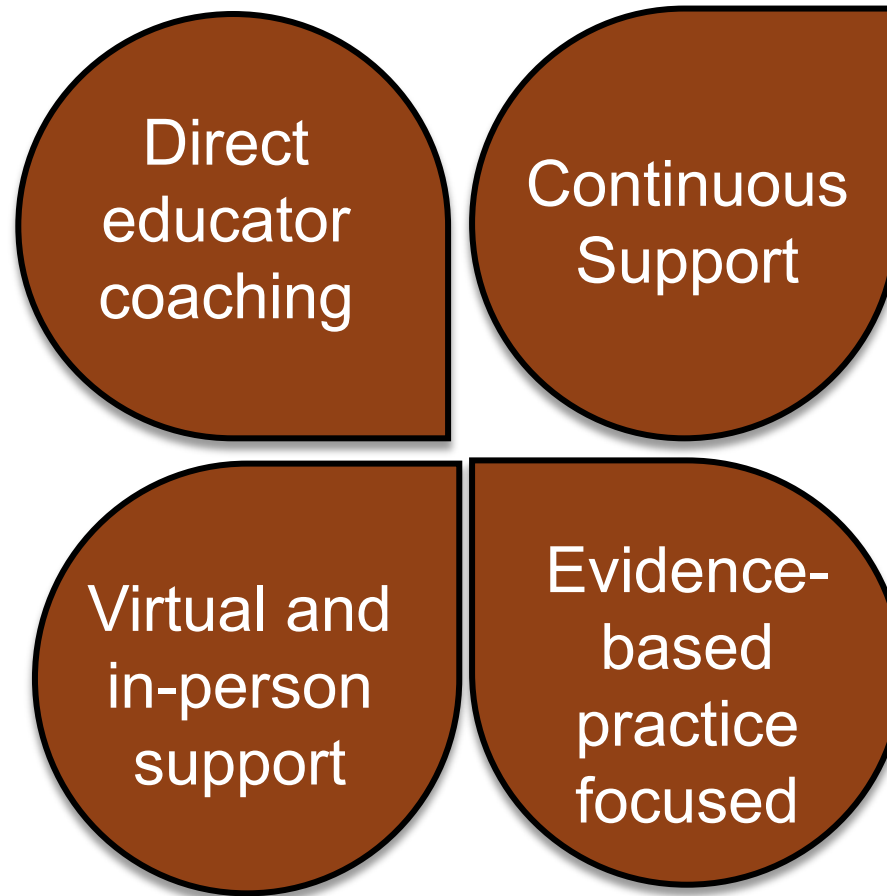
Direct educator coaching

Continuous Support

Virtual and in-person support

Evidence-based practice focused

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SSIP Tiered Supports Tier 3

Direct educator coaching

Continuous Support

Virtual and in-person support

Evidence-based practice focused

Ongoing access to coaching and support through the development of tools.

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SSIP Tiered Supports Tier 3

Direct educator coaching

Continuous Support

Virtual and in-person support

Evidence-based practice focused

Implementation focused, intentional effort to implement evidence-based instruction and intervention.
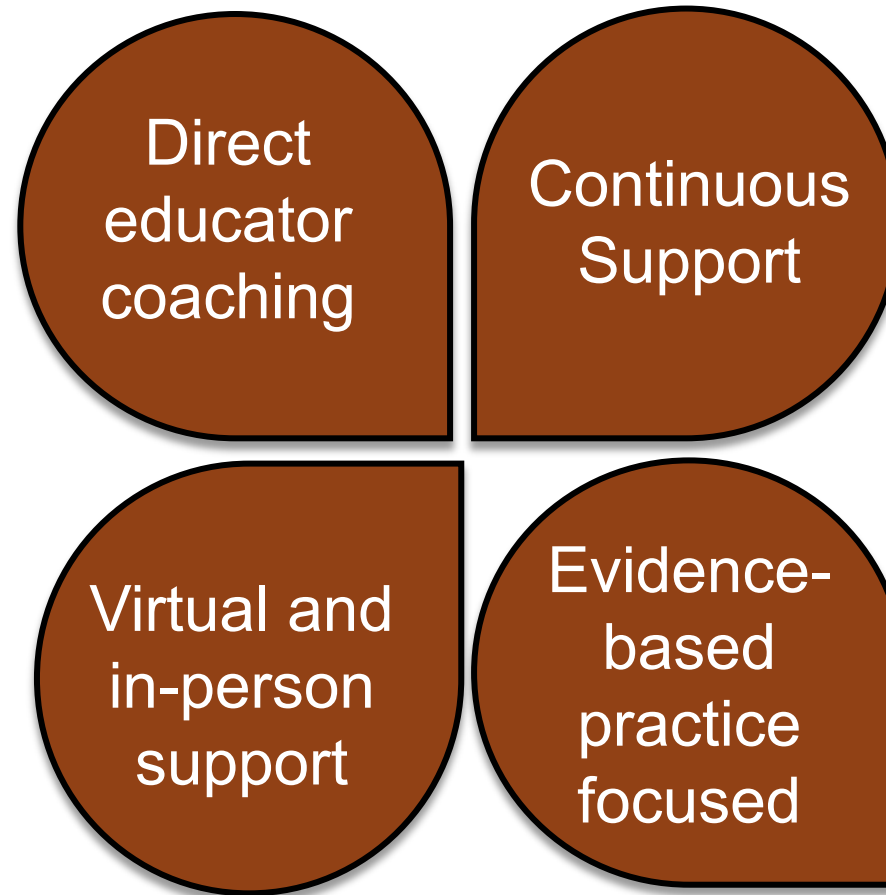
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SSIP Supports

Access for Each Tier of Support
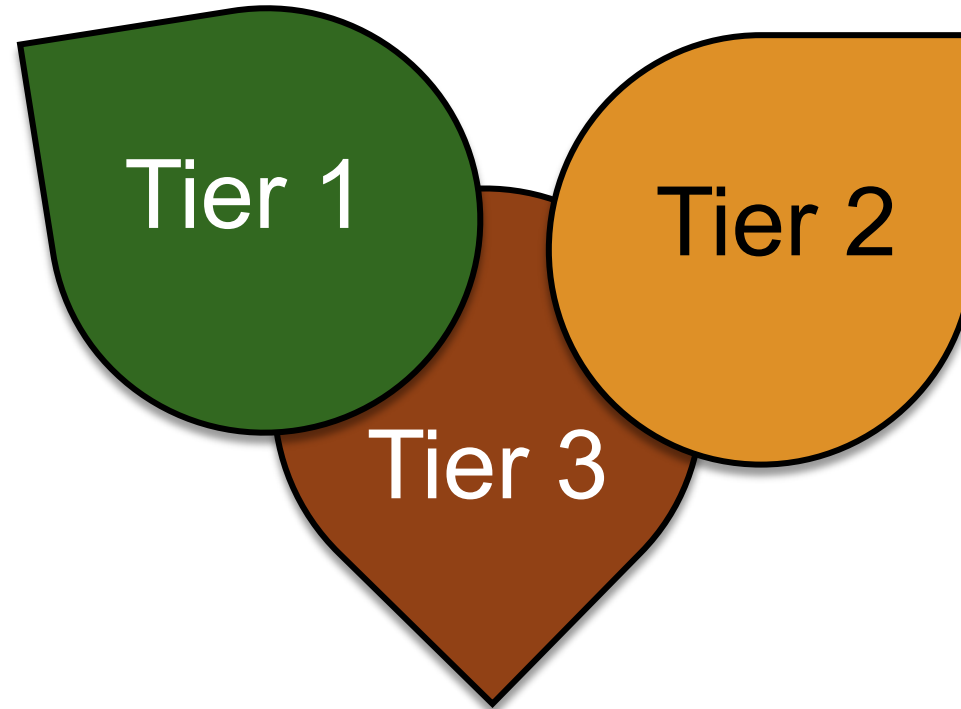
Open to all educators in the state, no application required.

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Access for Each Tier of Support

Open to all educators in the state, no application required.

Tier 1

Tier 2

Tier 3
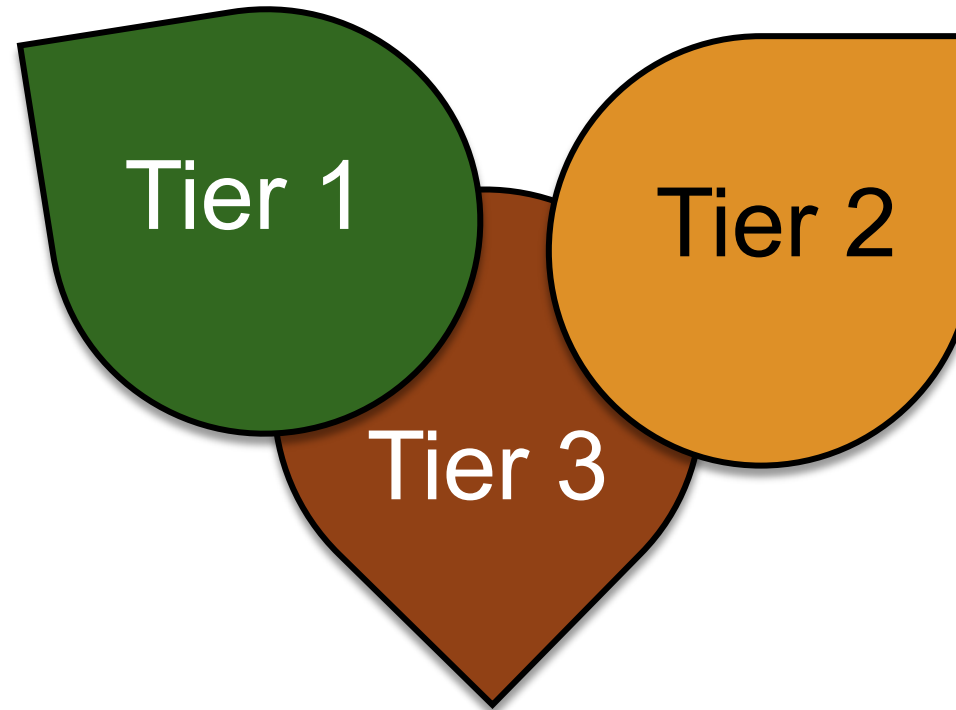
NEW Application in the spring 2024, for Cohort 1 to receive 3 years of coaching. (Pilot, January 2024-May 2024)

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Access for Each Tier of Support

Open to all educators in the state, no application required.

Tier 1

Tier 2

Tier 3
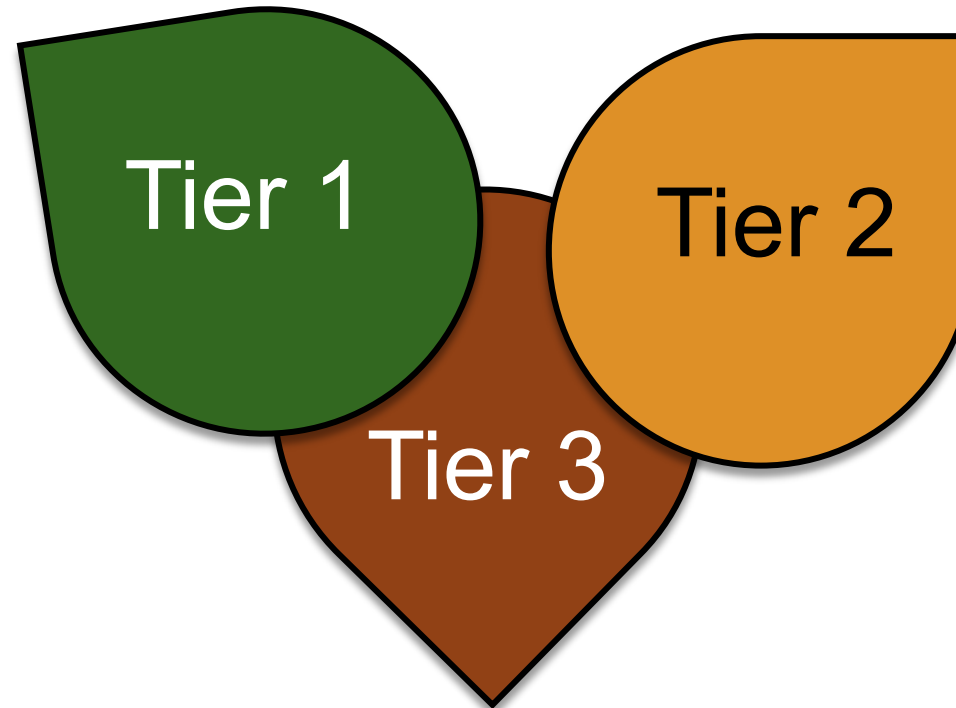
NEW Application in the spring 2024, for Cohort 1 to receive 3 years of coaching.

Application available in the spring of 2024
for 2.5 years of support
(Cohort 1: August 2023- December 2025)
(Cohort 2: August 2024-December 2026)

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Tier 1 Delivery

- Professional Development
- Reading Conference
- Universal Supports
- Data Retreat

Tier 2 Delivery

- Strategic Leadership Coaching
- Continuous Support
- Leadership Professional Development
- Site Specific Coaching

OSDE-SES SSIP Year 1

ODSE-SES SSIP Year 2

SSIP Cohort 1: PD Year 2
SSIP Cohort 1: PD Year 2

STRATEGIC LEADERSHIP COACHING

Special Education Services

State Systemic Improvement Plan (SSIP-B)

- Site-based Multi-Tiered System of Supports Coaching (MTSS)
- Support with developing an MTSS leadership team
- Evidence-based literacy practice implementation
- Site specific implementation coaching

EVIDENCE-BASED PRACTICE LIBRARY

The SSIP Team has created an online library of evidence-based practices for instructional use to support increased student outcomes. These evidence-based practices will be supported through strategic leadership coaching.

PROFESSIONAL DEVELOPMENT

The SSIP Team will support the school's usage of the professional development sequence to ensure that all staff members have the same background knowledge and implementational understanding. Collaboration between staff will be a focus of the strategic leadership coaching.

SITE MTSS LEADERSHIP TEAM

- School administrator
- K-3 General Educator
- K-3 Special Educator
- Parent/Guardian of a K-3 student
- Others as desired

WHY CHOOSE US

The SSIP provides targeted professional development focusing on the implementation of evidence based literacy practices.
Strategic leadership coaching supports the implementation of the provided resources to best meet the needs of the individual school site.

Contact Alexa Hudak at Alexa.Hudak@sde.ok.gov for more information

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Tier 3 Delivery

Direct educator coaching

Continuous Support

Virtual and in-person support

Evidence-based practice focused

ODSE-SES SSIP
Year 2

SSIP Cohort 1: PD Year 2
SSIP Cohort 1: PD Ye

OSDE-SES SSIP
Year 1

SSIP Cohort 2: PD Year 1
SSIP Cohort 2: PD Year 1

Identify   Learn

Improve

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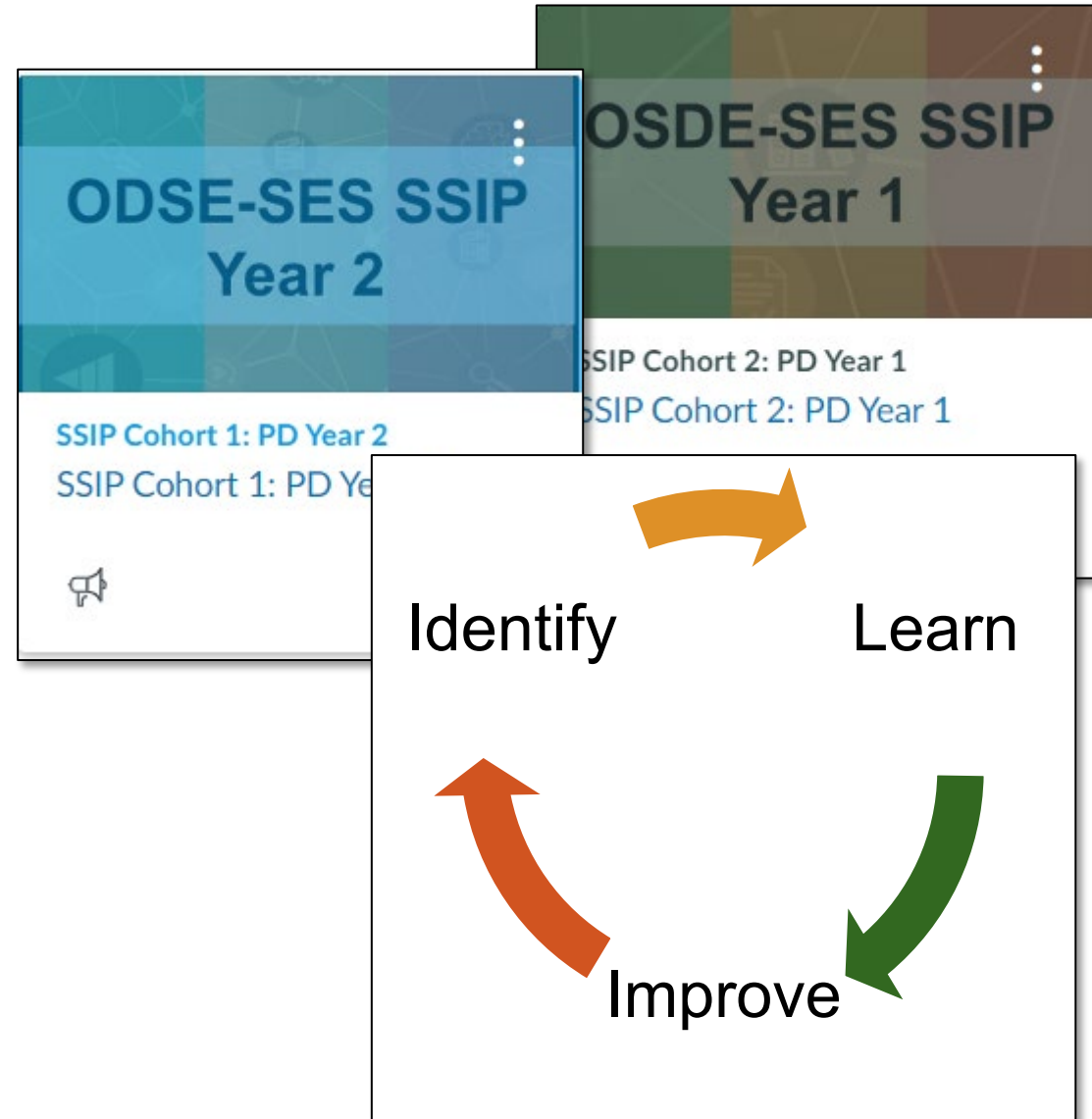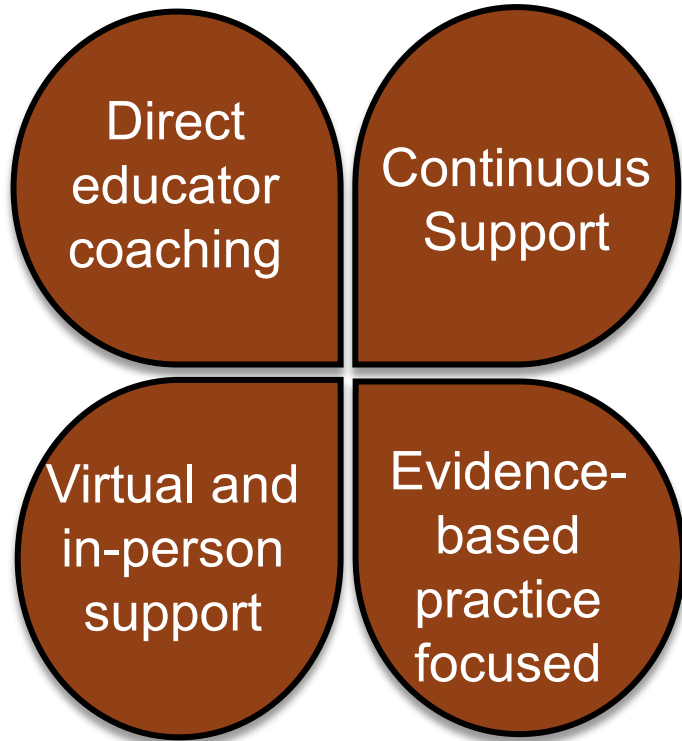
Objectives of Universal Supports

Professional Development

Reading Conference

Universal Supports

Data Retreat
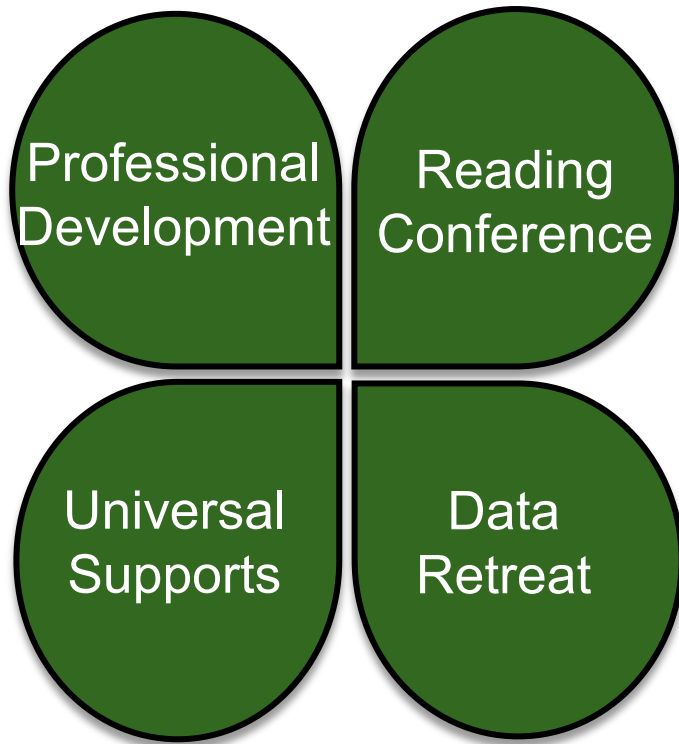
- Provide access to materials that support:
  - Evidence-based early literacy instructional practices
  - Sustainable teaming
  - Data-driven decision making
  - Continuous School Improvement

These materials are free access and can be downloaded for use.

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Objectives of the Professional Development Sequence

Professional Development

Reading Conference

Universal Supports

Data Retreat
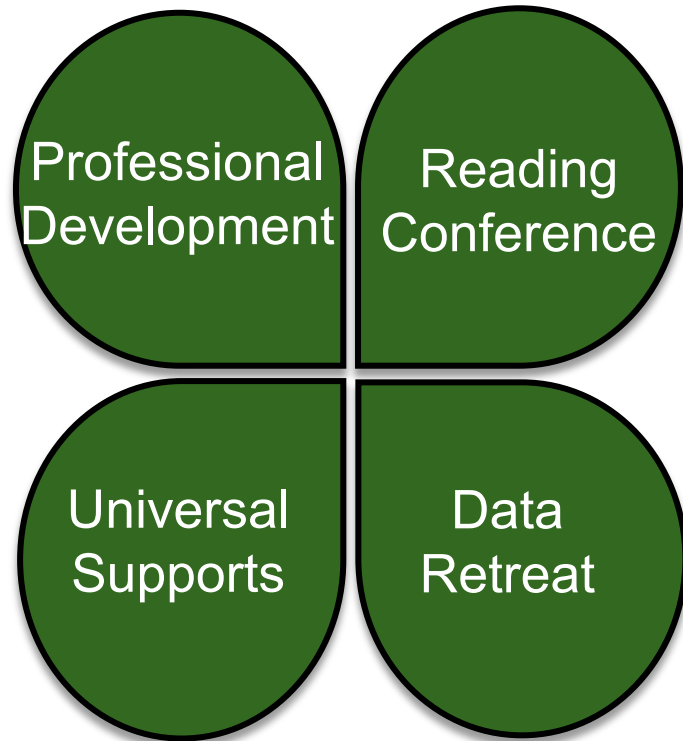
- Provide a comprehensive, explicit, sequence that supports educators in:
  - Background knowledge of topics related to K-3 students with disabilities
  - Background knowledge of supported evidence-based practices that support all students including students with disabilities
  - Understanding implementing protocols and interventions to support student growth
  - Implementing whole-school protocols to support change.

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Professional Development Content Areas

Year 1	Year 2	Year 3
• Universal Design for Learning • Accommodations & Modifications • Multi-tiered System of Supports (MTSS) Framework • Implementing Interventions • Instructional Coaching Practices • Oral Language Instruction • Phonology Instruction • Phonics Instruction • Word Study Instruction	• Recap • Fluency Instruction • Reading Comprehension Instruction • Implementation • Professional Learning Communities • Data Analysis • Unpacking Standards • Target Task Alignment	• Sustainable Leadership • Engaging Families • Data Driven Decisions • Plan of Improvements • A Whole School System • Classroom Management • Creating your instructional Playbook • Grouping students • Impactful Questioning • Early Writing Instruction

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Data Retreat
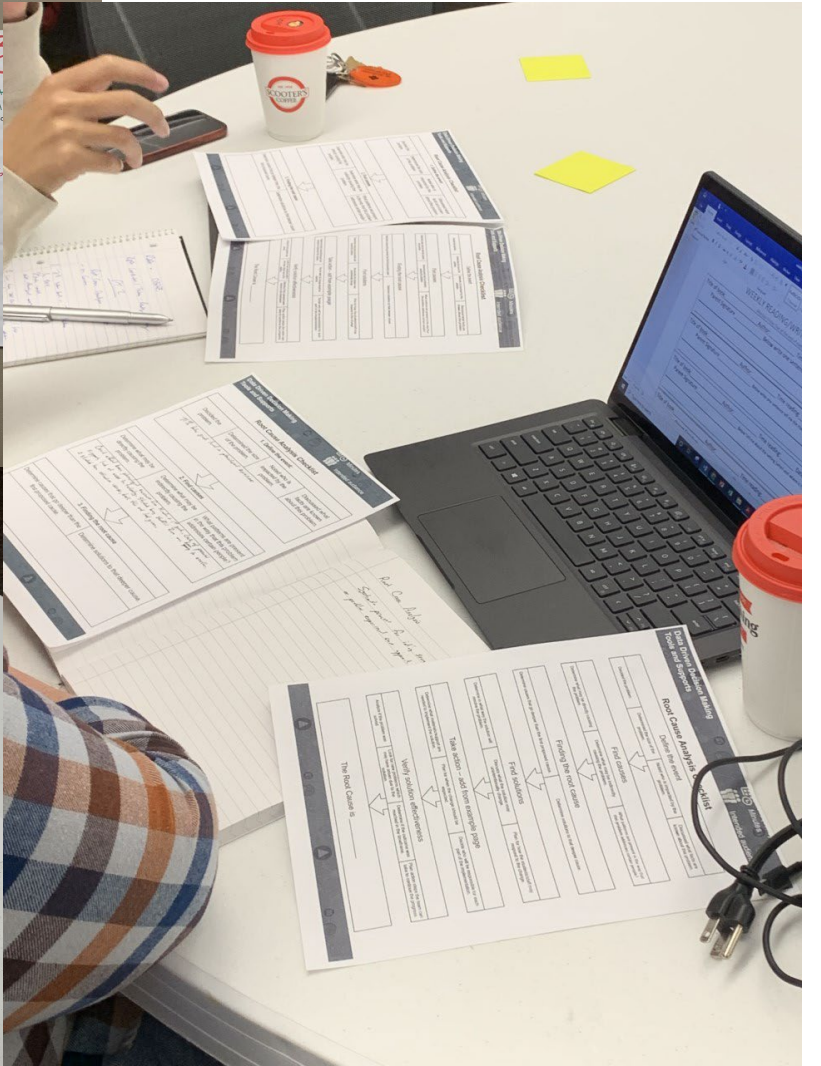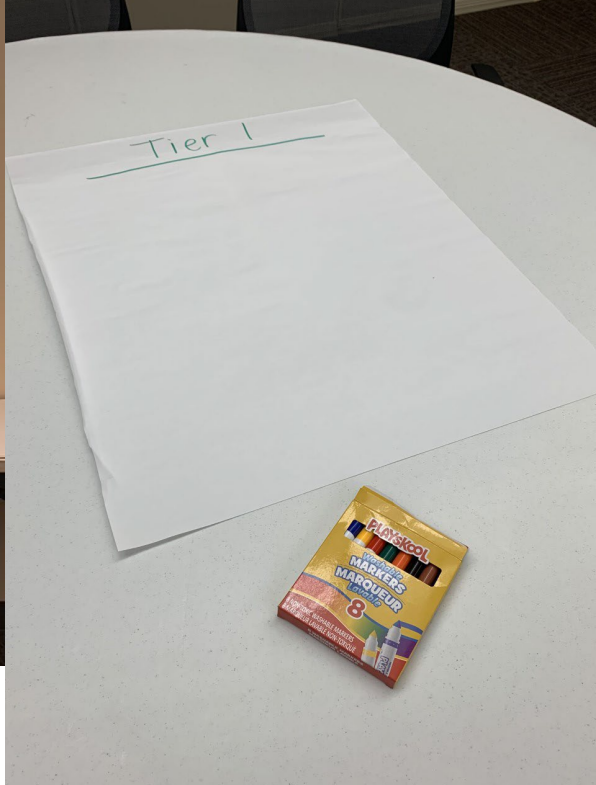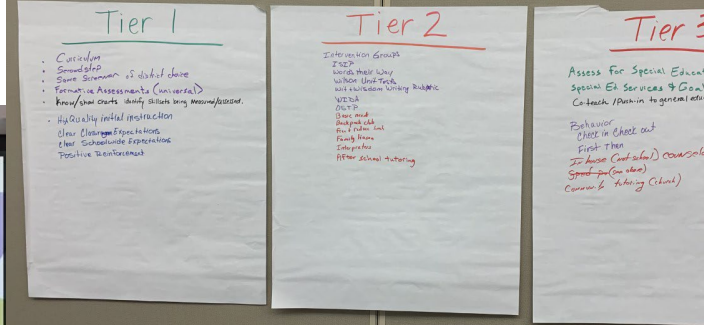
Professional Development: Data Collection

- Content assessments (Pre & Post) for gained understanding.

- Implementation data regarding evidence-based practices used in the classroom.

- Professional development feedback regarding modules and synchronous events.

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Professional Development: Enrollment

- The online platform (Canvas) will **begin in August 2024.**

- Educators intended to receive support:
  - General education teachers
  - Reading interventionists
  - Library media specialists
  - Special education teachers
  - Site instructional coaches

- **A high-percentage of educators at one site will ensure the site is selected to participate in the full sequence.**

- **Participants will begin with a quiz to ensure their site is appropriately using the sequence.**

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Objectives of the Strategic Leadership Coaching

Strategic Leadership Coaching

Continuous Support

Leadership Professional Development

Site Specific Coaching

- Provide a comprehensive, explicit, sequence that supports educators in:
  - Creating a site-based MTSS leadership team.
  - Support schools in implementing MTSS as related to early literacy outcomes.
  - Support leaders to use the materials provided in the SSIP to further implementation.

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Professional Development Content Areas

Year 1	Year 2	Year 3
• Reading Tiered Fidelity Inventory • Agenda/IEP/ 504 Services • Systems Analysis • Resource Audit • "Train the Provider" • "Train the Provider" Fidelity & Integrity • Selecting tools and supports • Leveraging Leadership	• Agenda/ Scheduling • Low intensity vs. high intensity teaching • "More than Literacy" (Vocabulary) • DOK & Questioning • Alignment • Collaborative time beyond planning • DBI & Decision Rules • Task alignment & Generalization • Leveraging Leadership	• Written Procedure development

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Objectives of Instructional Coaching

Direct educator coaching

Continuous Support

Virtual and in-person support

Evidence-based practice focused
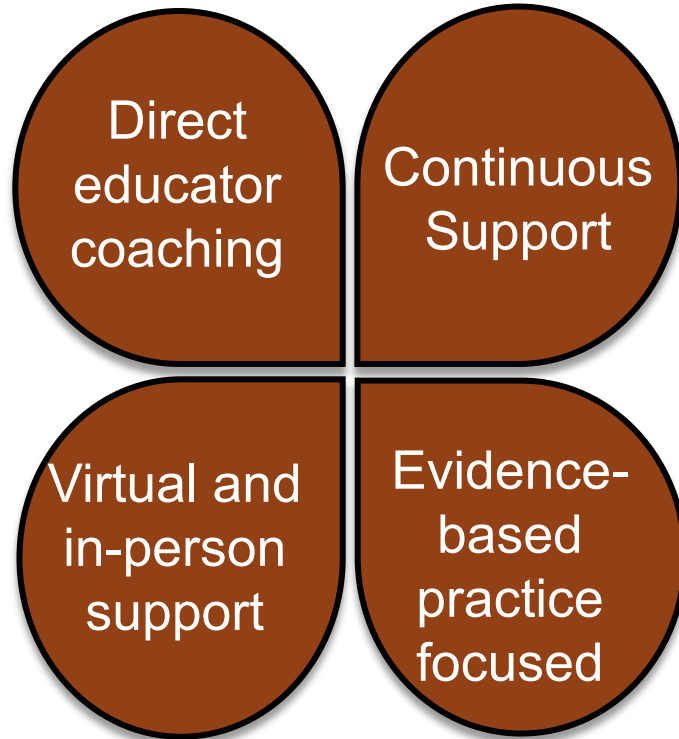
- Provide an individual, explicit, coaching cycle to support educators in:
  - Implementing evidence-based practices in their classroom.
  - Working collaboratively through a partnership that supports the educator's desired goals to support student achievement.
  - Celebrating student-oriented results and educator success.

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Instructional Coaching: Selection

- Applications will be available in **March 2024 for coaching to begin in August 2024.**

- Our instructional coach will support **10 educators during Cohort 1** and **10 additional educators during Cohort 2**.

- Educators intended to receive support:
  - General education teachers
  - Reading interventionists
  - Special education teachers
  - Site Instructional coaches

- **Preference for several coached educators at one site and must be concurrent in the professional development sequence.**

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Instructional Coaching: Methods

- Our methods follow instructional coaching framework from Jim Knight.
  - Impact Cycle - The Impact Cycle is a process for helping teachers hit powerful goals through the stages of Identify, Learn, and Improve.
  - PEERS Goals - Powerful, Easy, Emotionally Compelling, Reachable, Student - Focused
  - Instructional Strategies / Playbook
  - Micro Cycles - Quicker cycles. Plan, Act, Reflect.

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Instructional Coaching: Data Collection

- Data will be collected through:
  - ❖ Participant attendance
  - ❖ PEERS Goals – Quality and quantity.
    - ❖ Are we reaching the goal? How many goals are we reaching?
  - ❖ Impact Cycles – Quality and quantity
  - ❖ Formative assessment results
  - ❖ Progress monitoring
  - ❖ Feedback surveys

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Target Setting

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Historical Information

2020
Baselines were set with the anticipation of designations being determined every three years through the Office of School Support

2021
Beginning planning phase

2022
Sites were selected from the Additional Targeted Supports and Intervention (ATSI) groups

2023
ATSI designations were delayed, and the new cohort needed to be targeted

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Targeted Group- ATSI

Additional Targeted Supports and Interventions (ATSI)

- Encourages a collaboration with the Office of School Support.

- Designated every three years.

- Uses multiple points of data, not just reading.

- Offered 75 K-3 School sites that may or may not have had an IEP subgroup.

SSIP & ATSI

- The SSIP Staff is still working collaboratively with the Office of School Support as many of the schools fall into these categories.

- Challenge with continuously onboarding.

- Our project is focused on early literacy, the Office of School Support is supporting us to adapt materials to other areas and grades.

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Targeted Group- 3rd Grade IEP Students with 0% Proficiency

3rd Grade IEP Students with 0% Proficiency

- Determined annually.

- Considers the students with disabilities (the group SSIP is to target).

- Accounts for only reading deficits.

SSIP

- Targets specifically the areas of need that schools are facing.

- Supports the specific students that are addressed in the target score.

- Encourages ongoing support for a Multi-Tiered System of Supports (MTSS).

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Previous Data (ATSI)

	Baseline (2020)	**2022**	**2023**	**2024**	**2025**
Kindergarten- 3rd *All ATSI Sites* **Targets**	50.44%	52%	53.5%	55%	56.5%
SSIP Participating Sites	**FFY 2021** 47.67%	48.41%			

Baseline is set from ALL ATSI schools not just those with IEP subgroups.

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Previous Data (ATSI)

	Baseline (2020)	2022	2023	2024	2025
Kindergarten- 3rd *All ATSI Sites* **Targets**	50.44%	52%	53.5%	55%	56.5%
SSIP Participating Sites	**FFY 2021** 47.67%	48.41%			
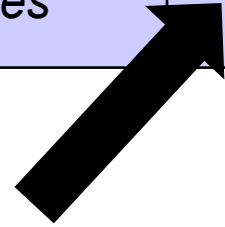
Planning year, no new actions were taken during the 2020-2021 time.

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Previous Data (ATSI)

	Baseline (2020)	2022	2023	2024	2025
Kindergarten- 3rd *All ATSI Sites* **Targets**	50.44%	52%	53.5%	55%	56.5%
SSIP Participating Sites	**FFY 2021** 47.67%	48.41%			
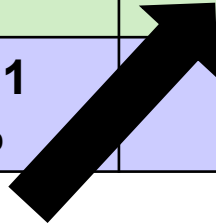
Set with targets in mind of
the percent of activities and
deliverables to complete.

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Previous Data (ATSI)

	Baseline (2020)	2022	2023	2024	2025
Kindergarten- 3rd *All ATSI Sites* **Targets**	50.44%	52%	53.5%	55%	56.5%
SSIP Participating Sites	**FFY 2021** 47.67%	48.41%	N/A	N/A	N/A
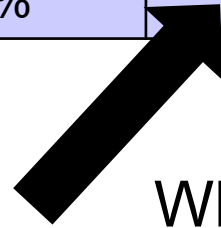
While below the target, it is not significantly below the target (10%) and is above the last reported score.

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Options for Target Setting
Option 1:

	Baseline	2023	2024	2025
Kindergarten	74%			
1st-3rd	59%			

The percent of students proficient on universal screeners by the end of the year (SY 2022).

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Options for Target Setting
Option 1:

	Baseline	2023	2024	2025
Kindergarten	74%			
1st-3rd	59%			

Separating the Kindergarten and 1st-3rd grade let's us consider the screening schedule.

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Options for Target Setting
Option 2:

	Baseline	2023	2024	2025
Kindergarten- 3rd	63%			

The percent of students proficient on universal screeners by the end of the year (SY 2022).

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Which do you think is more appropriate?

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Options for Target Setting Option 1a:

	Baseline	2023	2024	2025
Kindergarten	74%	74.5%	75%	75.5%
1st-3rd	59%	60%	61%	62%

Adjusting for Kindergarten being added to a plan mid-year instead of beginning of the year.

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Options for Target Setting
Option 2a:

	Baseline	2023	2024	2025
Kindergarten- 3rd	63%	64%	65%	66%

Accounting for considering Kindergarten data included in this set.

Let's chat about target setting!

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Questions?

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More Information?

- Connect to our SSIP website!

- Reach out to our team!

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Feedback

Please take a moment to answer our survey!

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Priority Setting

Michelle Keiper, Chair

Identifying Areas of Concern Survey

- A survey was sent to the panel asking members to identify key areas of concern within the disability community.

- Reponses showed three main areas:
  - Family involvement and communication;
  - Behavior management training; and
  - Staffing

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Family Involvement & Communication

- Improving the overall communication between parents/caregivers and schools
  - What is expected
  - Progress of the individual
  - How to navigate special education at each academic level
  - Understanding their crucial role within the IEP Team

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Behavior Management Training

- Comprehensive training for both special education and regular education teachers in the strategies and techniques for effective behavior management.
  - Dysregulated Pre-K and Kindergarten students
  - Supporting students with more significant behavior challenges

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Staffing

- The impact of school personnel shortages on services available to students with disabilities
  - Appropriate professional development opportunities for general education and special education teachers.
  - Mentorship programs for new special education teachers.
  - Equipping general education classroom teachers to include students with varying disabilities.

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Priority Setting – Other Areas

- Assistive Technology

- Mental Health (Students and Staff)

- Dropout Rate

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Priority Setting

- Small Group Discussion
  - Divide into groups to discuss priorities

- Large Group Discussion
  - Determine the panel priorities for the year.

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Public Comment

Sherri Coats, Program Director of Special Education Services

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Public Comment Guidelines

- Comments are limited to no more than three minutes per individual or group.

- Comments are to be factual and objective. Avoid using names of students or school staff to maintain confidentiality and privacy standards.

- The input of individuals or groups making public comment will be taken under advisement as the Advisory Panel addresses priority issues.

- Advisory Panel members will listen to, but not address, comments during the public comment section.

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Closing

Next Meeting

- Details of the next IDEA B Panel meeting will be forthcoming.

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