

**STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN**

**December 1, 2016**

**Quest Conference and Business Center**

Agenda Item	Discussion/Recommendations	Next Steps
<b>Call to Order</b>	Bill Bauer, Chairperson, called the meeting to order.	
<b>Roll Call</b>	Absent: Cynthia Burger, Beth Harrison, Dana Hollis, Rebecca Holtgreven, Jennifer Kobel, Valerie Leach and Jed Morison.	
<b>Introduction of Guests, Visitors and New Members</b>	Visitors: Christine Croyle and Jan Rogers.	
<b>Panel Business Approval of September 29, 2016 SAPEC Minutes</b>	A motion was called to approve the September 29, 2016 minutes. A motion was made to approve and then seconded. There was no discussion. Minutes were approved.	Meeting minutes will be posted to the ODE website.
<b>Public Comment</b>	There was no written public comment submitted to ODE.	
<b>Chairperson’s Report</b>	<p><i>Emerging Issues and Unmet Needs</i></p> <p>The unmet need brought forward on behalf of a constituent focused on access to training for educators and speech language therapists who work with students with issues related to choking and swallowing. During our investigation of this proposed unmet need, we contacted the Department of Public Health about the background and training provided for speech language therapists. According to the Department of Health, school nurses are trained as part of a treatment plan but when dealing with swallowing, feeding and other related issues, Speech and language therapists are typically the lead personnel.</p> <p>Speech and language professionals receive training to address choking and swallowing issues as part of their preparation program. ODE also offers learning modules that are hosted at OCALI.</p> <p>As a result of our investigation, this is not an unmet need that should be addressed beyond what is already available. Although, individuals should be aware that trainings and supports are available should this be needed for an individual child.</p> <p><i>Membership Update – Staci Anderson</i></p> <p>The Membership and Elections Committee is seeking volunteers interested in serving as Member-At-Large. This position has a two-year commitment, includes representing panel members on the Executive Committee which meets at 8 AM before each panel meeting and participating in conference calls between the scheduled face-to-face meetings. There are currently two open positions available. If interested, please email Ludia Dorelien.</p> <p>We are also seeking volunteers interested in becoming the next SAPEC Vice Chairperson. This is Bill Bauer’s last year as chairperson. The Vice Chairperson will serve two years in that position before assuming the role of SAPEC Chairperson. If interested, please email Ludia Dorelien.</p>	

	<p>Lastly, the Membership and Elections Committee will fill about seven new member positions to replace members who will leave the panel at the end of the year. To become a panel member, individuals would have completed SAPEC's application which was due on October 30, 2016. Applications are no longer being accepted for the 2017-2018 school year.</p>	
<p><b>ODE Report</b></p>	<p><i>ODE Office for Exceptional Children's Update</i>  Dr. Zake thanked SAPEC members for attending and introduced the two new Directors for the new Outreach Centers - Christine Croyle and Jan Rogers.</p> <p><i>The Outreach Center for Deafness and Blindness – Christine Croyle;  The Assistive Technology &amp; Accessible Educational Materials Center - Jan Rogers</i>  The Outreach Center for Deafness and Blindness has been created to increase access and equity for students, families, and communities. By collaborating with multiple organizations, the Outreach Center can ensure that supports are available and easily accessible to students with disabilities and individuals working with these students. Some of the current collaborations include the Ohio State School for the Blind, the Ohio School for the Deaf, the Ohio Center for Deafblind Education, and the Hearing Program at Nationwide Children's Hospital. The Outreach Center partnered with OCALI, the Assistive Technology &amp; Accessible Educational Materials Center and the Educational Service Center of Central Ohio to further their mission in building expertise and providing training around the state. For more information, please visit the website at <a href="http://deafandblindoutreach.org/">http://deafandblindoutreach.org/</a></p> <p>The Assistive Technology &amp; Accessible Educational Materials Center created a website that will allow users to access multiple resources to support students with disabilities. Some of those resources include an assistive technology tab which comprises of all the information found on the assistive technology webpage from OCALI. There are also education materials that have been previously available through CISM and a professional development tab that contains professional development opportunities that are offered throughout the year. For more information, please visit the website at <a href="http://ataem.org/">http://ataem.org/</a>.</p> <p><i>OSEP Update – Dr. Zake</i>  The OEC participated in OSEP's fiscal review process. Technical assistance is being provided in the area of distribution of funds to school districts and/or community schools. ODE will receive a report from OSEP outlining their determination and expected next steps.</p> <p>Another area that is being looked at is coordinated early intervening services. There is an allowance in IDEA to fund up to 15 percentage of early intervening services. OSEP wants to look at how districts are documenting this and how it is being reported by the State Education Agency (SEA). Reports are due to OSEP by the end of December. Lastly, OEC is receiving targeted assistance related to services for students who are in community and/or state-run juvenile detention centers and/or correction facilities. The main focus is assisting districts in providing educational services and</p>	

understanding their obligation to this vulnerable group of students.

*Restraint and Seclusion Standards – Heidi Kleinman and Dr. Zake*

Part of OEC’s challenge with addressing issues related to restraint and seclusion can be documented by questions, calls and reports which demonstrate that many educators and parents misunderstand restraint and seclusion as a form of behavior intervention. Districts should be aware that if a child is placed in another setting, the district is still obligated to ensure the safety of that child and the delivery of services to that child. The OEC will continue to provide guidance and bring awareness to alternatives to restraint and seclusion.

OEC created an in-house committee with staff representing different sections of our office. The committee created two surveys that were disseminated to all districts to determine what policies are in place to address restraint and seclusion; what training has been provided by districts and communities; and any other applicable content related to addressing restraint and seclusion. The first survey applies to the 2014-2015 school year. The most recent survey, disseminated in August 2016, will be due at the end of December. The committee will review the results in order to determine where assistance is needed for restraint and seclusion for the 2015-2016 school year. ODE is working on a reporting process through the EMIS system and we think that will improve the accuracy of restraint and seclusion data.

*PBIS Updates (mini projects and district awards) – Dr. Zake*

A handful of districts have been recognized for their implementation of Positive Behavior Intervention and Support (PBIS). These districts have been awarded for looking at behavior as a system and for developing a positive school climate.

*State Standards and Assessments – Andrew Hinkle*

Ohio’s Learning Standards are currently in a revision process. The revisions are focused on three main components: clarity, content and grade appropriateness. The revision process began with soliciting stakeholder feedback on English Language Arts and Math. The Advisory Committee, comprised of external educational groups and professional organizations, examined the stakeholder survey results and provided direction to the grade-band work groups on how to proceed. The Advisory Committee reviewed the work groups’ revisions and presented the changes to the State Board for approved. English Language Arts and Math have already been through the process and are awaiting State Board approval. Science, Social Studies and Financial Literacy are currently in the process. During the 2017-2018 school year, the new standards will be implemented and by the 2018-2019 school year, the changes to the standards will be reflected in assessments.

Once the Ohio Learning Standards have gone through the entire revision process, the department will begin revising the extended standards – the standards that are used for students who take the alternate assessments.

The process will be generally the same, however some work groups may begin by reviewing the general standards and aligning the extended standards with the general standards. Once that has been completed, stakeholders will be asked to comment, those comments will be sent to the Advisory Committee and then they go back to the work groups. If we remain on the projected timeline, implementation of the extended standards should be parallel with that of the general standards. Implementation should occur during the 2017-2018 school year and changes reflected in the assessments during the 2018-2019 school year.

#### Ohio's Assessment Update

- Every Student Succeed Act (ESSA) is expected to be implemented by the 2017-2018 school year. Very few changes were made regarding assessments.
- The ESSA created larger changes in the accountability system: The U.S. Department of Education is pushing accountability back down to the states.
- Ohio's state assessments are stable for the time being. This is the second year that Ohio has given the same English Language Arts and Math test, the third year for the same Science and Social Studies test, and the fifth year for the same alternate assessment.
- Ohio is not making any major changes in terms of accessibility. The accessibility manual will be out right after fall testing finishes. A few additional features have been added, i.e. new features for online testing.
- Ohio is officially an 100% online testing state. Paper versions are considered accommodations.
- Ohio requires all 11<sup>th</sup> grade students to take a college readiness exam, the ACT or SAT. For qualifying students, testing accommodations can be requested by the district prior to the testing day.

#### *Annual Performance Report (APR) – Kara Waldron*

In 2014, SAPEC assisted OEC in setting targets for Indicators 1-16, covering FFY 2013 – 2018. With new state assessments on the horizon, we knew the targets would be revisited to address the new assessments. The 2015-2016 school year provided the first year of data for Ohio's new state tests, which resulted in a new baseline for three measurements – math proficiency rates for SWD (Indicator 3c), reading proficiency rates for SWD (Indicator 3c) and third grade reading proficiency rates for SWD (Indicator 17). Indicator 17 looks specifically at the eight districts that are part of our Cohort I. Based on the data, new targets have to be set for the remaining years.

Initially, the approach was to maintain the current rate for one year, then increase by 1%, then 1.5% for the next two years. The data from the last three years shows a significant drop in the percent of SWD (and their typical peers) scoring proficient or above, which speaks to the increased rigor of the tests. The data for SWD is as following:

- In 2013, 44.12% of SWD scored proficient or above in math. It then drops from 34.19% in 2014 and then 28.57% in 2015.
- In 2013, 55.11% of SWD scored proficient or above in reading. It

	<p>then drops from 38.56% in 2014 and then 24.18% in 2015.</p> <ul style="list-style-type: none"> <li>• During the 2014-2015 school year, the percent of SWD in Cohort 1 districts who scored proficient or above on statewide third grade reading assessments was 36.70 and have plummeted to 14.10% in the 2015-2016 school year.</li> </ul> <p>SAPEC must now establish targets in order to meet reporting requirements established in IDEA. It has been proposed to apply the same increments of growth in the targets previously set by this panel to the new baseline. Ad Hoc Committee will further review proposed target adjustments and present recommendations to the large group to vote and reach consensus.</p> <p><i>Ad Hoc Committee Groups</i></p> <p>The Panel worked in Ad Hoc Committee groups to discuss several topics.</p> <p><b>Group I</b> – APR Target Setting – Reading and Math performance (Indicator 3); Early Literacy (Indicator 17)</p> <p><b>Group II</b> – Complaint Information Sheet update and Early Complaint Resolution Information Sheet review</p>	
<p><b>Committee Reports</b></p>	<p><i>Ad Hoc Group Reports</i></p> <p>Panel members reported their small group discussion/recommendations and provided their completed feedback documents to ODE for further consideration.</p> <p><i>Complaint Information Sheet update and Early Complaint Resolution Information Sheet review</i></p> <ul style="list-style-type: none"> <li>• One change is being made to the acknowledgement letter that the OEC sends out to the complainant when a complaint is received; The letter will now address sufficiency of the complaint.</li> <li>• The OEC has begun drafting an Early Complaint Resolution Information Sheet that provide callers with suggestions and resources to look at before they contact the OEC with special education related questions. SAPEC has suggested that the language used to relay this information should be reader friendly. Another suggestion was to provide links to possible resources for specific topics.</li> </ul> <p><i>APR Target Setting – Reading and Math performance (Indicator 3); Early Literacy (Indicator 17)</i></p> <p>Ad Hoc Committee reviewed the proposed target adjustments, discussed adopting adjustments and proposed different targets. The following recommendations were presented to the large group:</p> <ul style="list-style-type: none"> <li>• Instead of maintaining the current target for one year, then increasing by 1%, then 1.5% for the next two years, the panel has decided to maintain the current target for one year and increase the target by 0.5% for the next two years.</li> <li>• Target for math should go from 28.57% in 2016-2017, 29% in 2017-2018 and then 29.5% in the 2018-2019 school year.</li> <li>• In applying the same logic to reading, the proposed target for 2016-2017 would be 24.18%, 24.68% in 2017-2018 and 25.18% for the 2018-2019 school year.</li> </ul> <p>The panel decided to hold on voting for Indicator 17 until the state harbor provision is lifted and the full accountability system is in place. The panel</p>	

	<p>will revisit Indicator 17 during the next SAPEC meeting.</p> <p>A motion was called to accept the new adjusted targets for math assessments. Motion to approve was made and then seconded. There was no discussion. New targets were approved.</p> <p>A motion was called to accept the new adjusted targets for reading assessments. Motion to approve was made and then seconded. There was no discussion. New targets were approved.</p>	
<b>Learning Item</b>	<p><i>Development of Parent Information Request for Proposal (RFP) – Monica Drvota and Heidi Kleinman –</i></p> <p>The OEC will be working on developing a Request for Proposal (RFP) to create a physical or electronic tool to help guide parents through the special education process. This tool will be provided to parents in addition to the procedural safeguards. The OEC has done research and is looking for SAPEC members to provide further guidance as to delivery and layout of this tool. The following suggestions were made:</p> <ul style="list-style-type: none"> <li>• Create a workbook - have a place where parents can organize their questions before coming to an IEP meeting and chronologically organize the different meetings parents have to attend.</li> <li>• Create an app - this application should have different links or tabs that represent and contain information for each stage of the special education process (i.e. initial evaluation, ETR planning, IEP meeting, reevaluation, etc.). The links should contain timelines, a special education language glossary and corresponding laws. Lastly, a “paper companion” should be available to those who are not able to access the app.</li> <li>• Create an app – this application should address each stage in the special education journey but more specifically, provide information streamlined to each grade level. For example, provide information specific to special education for preschool students; provide applicable information for students identified in middle school or high school; and provide information about specific needs by disability categories and twice exceptional children.</li> <li>• Provide parents with information specific to each disability. A user-friendly guide should be available which allows parents to access information about different symptoms for each disability. This guide should include different resources that assist with receiving diagnoses. Lastly, include information on how assessments and evaluation components may differ across each category.</li> <li>• Provide parents with links to resources so that they are able to customize and create their own packet specific to their current situation.</li> </ul>	
<b>Emerging Issues/Unmet Needs</b>	There were no emerging issues or unmet needs addressed.	
<b>Agency Reports</b>	There were no agency reports.	
<b>Member Announcements</b>	A certificate of appreciation was given to Mary Rose Oakar for her service to SAPEC as a panel member.	
<b>Future Agenda Considerations</b>	Revisit the Development of Parents Information Request for Proposal during January’s webinar meeting.	

<b>Adjourn</b>	A motion to adjourn was call by Tom Ash and seconded by Tony Cochren. Meeting adjourned.	Next meeting is tentatively scheduled for January 26, 2017 via webinar.
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