Ohio | State Advisory Panel for Exceptional Children

State Advisory Panel for Exceptional Children (SAPEC)
November 15, 2012
Quest Conference Center – Delaware Room

Thursday, November 15, 2012

9:30 AM	**Call to Order**	**Deborah Zielinski**
	• Roll Call	*SAPEC Chairperson*
	• Introduction of Guests	
9:40 AM	**Approval of Minutes**	**Deborah Zielinski**
		SAPEC Chairperson
	Public Comment	
9:50 AM	**Chairperson's Report**	**Deborah Zielinski**
	- Introduction of the new appointed SAPEC member – Myrrah Satow	*SAPEC Chairperson*
	- Special Education Leadership Conference Update	*Jennifer Elliott*
	- Meeting with the Thomas B. Fordham Institute Representative	*Vicki Clark*
	- OSEP webinar on Results Drive Accountability	*both Ad Hoc Committee Chairpersons*
10:15 AM	**Office for Exceptional Children's Report**	**Sue Zake, Director and OEC Staff**
	- Setting performance targets for SPP/APR – Indicator 6: Least Restrictive Environment – Preschool	*Office for Exceptional Children*
	- Positive Behavioral Interventions and Support – Seclusion and Restraint Update	
	- Follow Up - Initial Evaluation Letter	
11:15 AM	**Committee Reports**	**Committee Chairpersons**
	- Ad Hoc Committees	
	- Standing Committees	
11:30 AM	**Agency Reports**	**Agency Representatives**
11:45 AM	**Lunch**	
12:30 PM	**SAPEC Learning**[1]	**Sue Zake, Director and OEC Staff**
	- **Large group learning:** Revisions to Ohio's Special Education Operating Standards will be discussed.	*Office for Exceptional Children*
	- **Small group discussion and sharing:** Groups will be asked to provide feedback on proposed language changes to Operating Standards.	
	- **Third Grade Reading Guarantee Update**	
	- **ODE's Special Education Personnel Development Grant Award (SPDG)**	

1:30 PM	**SAPEC Learning or Information Items (Action Items)[2]**	**Deborah Zielinski**
	- Voting on the targets for Indicator 6: : Least Restrictive Environment – Preschool	*SAPEC Chairperson*
	- Thomas B. Fordham Institute Reports – Letter from SAPEC to OEC	

2:30PM	**Emerging Issues (unmet needs)[3]**	**Deborah Zielinski**
		SAPEC Chairperson

3:00 PM	**Member Announcements**	**Deborah Zielinski**
	Future Agenda Considerations	*SAPEC Chairperson*

3:30 PM	**Adjourn**	

[1]Information sharing and discussion of background information on new issues presented by OEC staff and/or other resource persons.

[2]Presentation of items introduced during a previous meeting that require action by SAPEC members.

[3]Informal discussion where SAPEC members identify and present "unmet needs and emerging issues" for discussion during SAPEC meetings.

Ohio | State Advisory Panel for Exceptional Children

November 15, 2012 Meeting Minutes
Quest Conference and Business Center

Agenda Item	Discussion/Recommendations	Next Steps
Call to Order, Welcome, Introductions and Roll Call	New Member-Myrrah Satow was selected to replace Mary Callicoat who resigned. Myrrah will serve in a dual role as a parent of a child with a disability and charter schools representative.	
Panel Business	**Approval of Minutes** - Handout Jed Morison motioned for approval. Tom Ash seconded the motion. The minutes were approved.	Finalized minutes and post to ODE website.
	Public Comment No public comment received.	
Chairperson's Report	**General Update** - The Executive Committee met prior to the SAPEC meeting to discuss procedural items and the September meeting evaluation survey results. - SAPEC meetings will start at 10:00 AM in the future. The Executive Committee meets prior to every meeting from 8:30 – 9:45 AM. **Special Education Leadership Conference** Jennifer Elliott and Debbie Zielinski attended. Jennifer Elliott reported out on her experience attending the conference. As chair of the Achievement for All Ad Hoc Committee she attended mostly sessions addressing closing the achievement gap. **Fordham Report** Terry Ryan of the Fordham Institute has been invited to address SAPEC members during the January 17, 2013 meeting. Vicki Clark, chair of the Transition Ad Hoc Committee, attended a meeting with Nate Levenson, author of the white paper "Applying Systems Thinking to Improve Special Education in Ohio" reviewed by SAPEC members during the September 12, 2012 meeting. Vicki shared several points of discussion from their meeting including: - Mr. Levenson noted that the report was more geared to high functioning students with Specific Learning Disabilities (SLD), which was not clearly articulated in the white paper. - His perception that Educational Service Centers (ESCs) and State Support Teams (SSTs) more competitive in serving local district needs and Vicki's concern that this approach might be less effective for rural communities.	Chair to create a memo to the panel on the Fordham Report.

Agenda Item	Discussion/Recommendations		Next Steps
	• Other discussion points included teacher Licensure and the achievement gap in reading and math. SAPEC's Chair will draft memo to the panel based on feedback from the September meeting and Vicki Clark's report on her meeting with Nate Levenson. The memo will be a record of SAPEC's response to the white paper. **OSEP Webinar on Results Driven Accountability** SAPEC's Chair referenced the information sent to panel members who wished to participate in the webinar conducted by the Office of Special Education Programs and summarized her perceptions about Results Driven Accountability.		
ODE Report	**Results Driven Accountability (RDA)** OEC Director Sue Zake recently attended the National Association of State Directors of Special Education (NASDSE) Conference where discussions about RDA, the need to address accountability while achieving results for children with disabilities occurred. OSEP is restructuring the federal monitoring system to focus on results. **Fordham Report** The Governor's Office is not placing as much emphasis on this report as initially indicated. **Restraint and Seclusion Update** The public comment period ended in late October. Many comments regarding Seclusion were very polarized. Additional comments expressed concerns about the amount of training provided and the need for a complaint or reporting process. The State Board of Education's Achievement Committee discussed the draft policy and draft rule last week. **Positive Behavior Interventions and Supports (PBIS)** OEC will be working with the State Support Teams and stakeholders to roll out guidance on implementing Positive Behavioral Interventions and Supports (PBIS) in 2013-2014. Current efforts are focused developing resources, training and building capacity to meet the demands of local districts. Tim Lewis, National Expert on PBIS, is assisting OEC with the process. The proposed timeline is to finalize training during the		

Agenda Item	Discussion/Recommendations		Next Steps
	spring 2013 and roll it out to local districts in the fall 2013.		

SPP Indicator 6: Preschool Educational Environments – Presentation and Handout

Kara Waldron, OEC Consultant, provided a general overview of SPP, APR and indicators.

Barbara Weinberg, Assistant Director of the Office of Early Learning and School Readiness at ODE presented information specific to Indicator 6.

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:
   a) Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
   b) Separate special education class, separate school or residential facility.

Discussion topic questions and comments included:
- How does Indicator 6 support inclusion?
   o 50/50 is not inclusion.
- State averages/local performance
   o Districts may push families to send children to home programs so they can meet their target.
   o 6% not represented.
- Funding/capacity
   o Funding is an issue.
   o Parental choice may be for a classroom that is smaller and not inclusive.
   o Maintain quality of services and facilities while trying to save money.
   o Investing money in programs for young children with disabilities early may save money in the long run.
- Support strategies for improvement
- How does Indicator 6 fit into the Early Learning Challenge Grant?

The proposed targets were reviewed and panel members participated in small group discussions to provide feedback and vote to accept the targets or recommend changes.

Agenda Item	Discussion/Recommendations		Next Steps
	Parent Request for Initial Evaluation Letter - Handout The initial evaluation letter shared with SAPEC members last year was revised based on their feedback.		
Committee Reports	**Ad Hoc Committees** **Achievement for All** -Jennifer Elliott, Chairperson The committee members met during the last full panel meeting. The Ad Hoc Committee Members were to complete the training modules on the Extended Standards on the OCALI website and will meet today. **Secondary Transition -**Vicki Clark, Chairperson Nothing to report. **Operating Standards -** April Siegel Green and Cynthie Macintosh, Co-Chairs Committee members met during September SAPEC and planned to meet today during lunch to come up with specific areas for ODE to consider. **Standing Committees** **Elections and Membership Committee**-Loretta Coil, Co-Chair Since no membership terms will expire for current SAPEC members in June 2013 the committee requested a motion to resolve that the requirement for recruiting new members is waived for 2013-2014. The motion was made by Marsha Wiley and seconded by Mary Murray. If a vacancy would occur, the Membership Committee will nominate a new member from the bank of applicants received for 2012-2013 membership to fill the vacancy. Vote taken, none opposed, 1 abstention. Motion carried. **Policies and Procedures Committee**-Marsha Wiley, Chair There was a discussion regarding the need to change SAPEC Bylaws to allow state agency representatives have a different recruitment process. Most agency representatives are appointed by their agency but the current Bylaws require the agency appointees to submit a SAPEC application through the membership process. Changing the term limit requirement for state agency representatives was also		

Agenda Item	Discussion/Recommendations	Next Steps
	discussed. The policy committee will present a draft of proposed changes to the Bylaws for discussion and vote during the January 17, 2013 meeting.	
Agency Reports	**Ohio Association of County Boards of Developmental Disabilities –Jed Morison** The Association is holding a conference December 5-7th. **Ohio Department of Mental Health – Marla Himmeger** Consolidation of Ohio Department of Mental Health (ODMH) and is Alcohol and Drug Addiction Services is scheduled to occur on by July 1, 2013. The proposed new title for this agency is the Ohio Department of Mental health and Addiction Services. This was Marla's last meeting and John Hurley will represent this agency. **Ohio Department of Education, Federal Programs, McKinney Vento Act-Tom Dannis** Every school district has a Homeless Education liaison. Focus is keeping children in school and assisting school districts to understand the requirements. This population has increased over the years. **Ohio Department of Youth Services-Cynthie Macintosh** The Buckeye United School District was recent monitored by the ODE. Their results indicated that no major issues were identified.	
SAPEC Learning or Information Items	**Operating Standards Revisions – Jessica Dawso** - Handout The revised operating standards will be posted online during the last week of November for public comment. Members will be notified by email when it is posted. The draft language for three sections was reviewed with SAPEC members and questions of clarification were addressed. Panel members worked in small groups provide feedback to OEC staff on the three sections. Highlights of the discussion are summarized below: **Topic: Evaluation Team and Re-Evaluation Team Feedback** • Re-evaluation Team-confusion around listing the IEP team • District rep being mandatory member of the team. **Topic: Prior Written Notice** • Reviewed proposed revisions	

Agenda Item	Discussion/Recommendations		Next Steps
	Topic: Measurable Goals • Special Education Supervisor stated he believe the six elements would help improve the quality of IEPs. • For "what length of time?" – should that include "by the end of the IEP?" • Districts are already moving to and ODE is monitoring based on the six elements. • How will you put this into practice? **Highlights of feedback from the small groups is summarized below:** **Topic: Evaluation Team and Re-Evaluation Team Feedback** • Change "group of qualified professionals" to "a group of qualified professionals associated with the area of specific disability". • Add item (d) to reference those who need to be involved on the preschool team. • A parent point of contact consistent throughout the process. • Add the child to the team, "if appropriate". • (a) Specify group of qualified professionals • (b) Why SLD specific? Specific to that disability from the federal law. • Separate them(the list of professionals) out and define them to clarify when talking about evaluation team vs. Re-evaluation team and SLD. • Add someone qualified to serve as a district representative as part of the team. • Update the forms accordingly. **Topic: Prior Written Notice** • All panel members agreed with the proposed changes. **Topic: Measurable Goals** • Build the six criteria into the IEP form. • Training needs to be conducted. (Current) Resources are not being used. • Including the six criteria depends on whether you are taking out the benchmarks and objectives. If the child is participating in the Alternate Assessment the benchmarks and objectives cannot be removed.		

Agenda Item	Discussion/Recommendations	Next Steps
	• Do not change IEP requirements – Districts have checklists for teachers. It will be redundant to include "length of time" and "how progress is measured" as they are already captured in another area of the IEP. • Include the six criteria, but be respectful of the redundancy issues in the IEP. • Provide SAPEC members an opportunity to review and provide feedback on the revised IEP form that will reflect the revised operating standards. **Third Grade Reading Guarantee-Molly Fender, OEC Consultant** Guidance and information are available on the ODE website. Those resources are being updated as questions and concerns come in. By September 30, 2012 students had to receive diagnostic testing. Children were reported as "on track" or "not on track". If needed, local districts must develop a reading improvement and monitoring plan within 60 days. The Third Grade Reading Guarantee allows an exemption to the retention requirement for certain categories of students. SWD <u>may</u> be exempted from retention in 3rd grade reading, however the exception must be reflected in the student's IEP. Grants are available to support implementation of Third Grade Reading Guarantee. $13 million is available for competitive proposals from districts or consortias. Grant information is available on the ODE website. ODE received requests to develop a parent friendly document. SAPEC members discussed "What would be needed to develop a parent friendly document on the Third Grade Guarantee requirements". Some panel member suggestions are listed below. • Add information on when to inform parents of the results. The law currently requires that a letter be sent as soon as possible. • Hearing and vision evaluation as part of this. • Modify the information to a basic level for parents. This is early identification, trying to help children learn to read so they can read to learn. • Stress that this is different than what normally happens with a focus on diagnosis and retention. Opportunity to improve literacy. • Clarify that after a certain point an evaluation for suspected disability would be triggered. • Clarify the parent opportunity to be included in the development of their child's reading plan.	Parent friendly document about the Third Grade Reading Guarantee to be brought to a future meeting.

Agenda Item	Discussion/Recommendations		Next Steps
	Additional comments can be sent to Molly at molly.fender@education.ohio.gov. ODE will also bring this document back to the group. **State Personnel Development Grant (SPDG)** - Handout OEC received funding for an Implementation grant for 7.5 million over 5 years. The grant includes a focus on capacity building. OEC will be issuing a Request for Proposals (RFPs) for Higher Education undergraduate programs.		
SAPEC Action Items	**Indicator 6 Targets** - Handout The proposal to use Indicator 6 baseline data for the 2012-2013 targets and to allow moderate target increases in subsequent years was revisited. SAPEC members voted to approve the proposed targets.		Proposed targets were approved.
Emerging Issues	The Executive Committee is developing guidance to explain how information on emerging issues will be addressed. An example will be presented. Members can present briefly on issues of concern related to students with disabilities (SWD).		Executive Committee to develop guidance on raising issues as an emerging issue.
Member Announcements	Mary Rose Oakar shared information on SB 381 and HB 598 about insurance coverage for children with autism. The bi-partisan bill has multiple sponsors. She urged SAPEC members to review the legislation and contact their state representative to weigh in on this topic .		
Future Agenda Considerations	Terry Ryan representing the Fordham Foundation. Solon City Schools representative – sharing information about the district's efforts to Close the Achievement Gap.		
Process Check	Emailing out the SAPEC evaluation survey to solicit panel member's feedback on the meeting process.		Complete the survey.
Adjourn	Cynthie Macintosh motioned to adjourned, Tom Ash seconded. Meeting adjourned.		

Ohio | State Advisory Panel for Exceptional Children

September 11 and 12, 2012
@ Quest Conference and Business Center

Agenda Item and Key Points	Discussion/Recommendations	Next Steps
Orientation Welcome and Introductions	SAPEC Orientation Powerpoint	Send out the PowerPoint presentation
Overview of Ohio's SAPEC		
Advocacy vs. Advisory Role		
Historical Overview-Where We Are and Where We Are Going	Membership-terms and numbers of members Leadership Roles Number of Meetings Providing Input Member Engagement in Committee Work	
Authority for State Advisory Panels (SAPs) from IDEA Legislation	Function of the Panel Representing SAPEC on Other State Committees SAPEC Bylaws and Member Expectations	
Committees-Standing and Ad Hoc	All panel members are being asked to serve on a committee. The committees are: • Membership and Elections Standing Committee • Policies and Procedures Standing Committee • Operating Standards Ad Hoc Committee • Secondary Transition Ad Hoc Committee • Closing the Achievement Gap Ad Hoc Committee Difference between Standing Committees and Ad Hoc Committees • Ad Hoc Committees are working committees put in place to address specific areas. • Standing Committees are permanent committees whose purpose is to carry out the administrative functions of the panel.	
Resources and Travel Reimbursement	Overview of SAPEC Manual Contents Travel Reimbursement guidelines and necessary forms were reviewed.	
New Member Mentoring	New members were each assigned a mentor. Mentors this year are members of the Executive Committee: Loretta Coil, Vickie Clark, Elaine Siefring, Kate Kandal, Jennifer Elliott, Marsha Wiley, April Siegel-Green and	

Agenda Item and Key Points	Discussion/Recommendations	Next Steps
	Mary Murray.	
Adjourn to Regular SAPEC Meeting		
Call to Order, Welcome and Introduction **Welcome** **Introduction of ODE Staff** **Roll Call and Introduction of New Members** **Introduction of Guests**		
Panel Business Approval of Minutes	Jed Morison motioned for approval of the April 19, 2012 SAPEC Minutes, Cynthia Macintosh seconded. Minutes approved. Question asked regarding where the Parents Request for Initial Evaluation Letter stood in the revision process. The Office for Exceptional Children (OEC) indicated it is still under revision and will be brought back to the panel at a future meeting.	Minutes were approved and will be posted to the ODE web site. OEC will bring the letter back to the committee for review.
Public Comment	Public Comment will be at a standard time on the agenda at each meeting allotted for the public to comment by individuals who wish to identify issues or concerns that the Panel should hear and consider. Comments can be delivered in writing via mail or e-mail, or interested individuals may choose to address the panel in person. Draft Public Comment Guidelines were reviewed and discussed. No public comments were received.	Executive Committee will finalize the public comment guidelines.
Agency Reports Agency Reports	Agencies that sit on the panel were asked to share information regarding their agency and what supports they provide to students with disabilities. The agency representatives who reported are listed below. • Jed Morison-Ohio Association of County Boards of Developmental Disabilities and Franklin County Board of Developmental Disabilities. • Katrina Bush-Ohio Department of Developmental Disabilities. • Marla Himmeger-Ohio Department of Mental Health. • Barbara Weinberg-Ohio Department of Education, Office of Early Learning and School Readiness	

Agenda Item and Key Points	Discussion/Recommendations	Next Steps
Chairperson's Report Chairperson's Report	Debbie Zielinski, Chairperson, attended the OSEP Leadership Conference in August. Not a lot of new information was received except for discussions around funding concerns. Special Education Leadership Conference in late September. Three members of SAPEC will be attending to represent the panel.	Attending members will report out on the conference at the next meeting.

Office for Exceptional Children's (OEC) Report
Ohio Department of Education, Office for Exceptional Children's Report. Topics included:
   Operating Standards Revision,
   IDEA Monitoring,
   Ohio Academic Content Standards-Extended,
   New Alternate Assessment for Students with Significant Cognitive Disabilities,
   3rd Grade Reading Guarantee,
   Dyslexia Pilot Project,
   Comprehensive Eye Exam Reporting Requirement,
   Sequestration and
   Fordham Institute Reports on Special Education.
	The *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities -* The Operating Standards are up for five year review which must be completed and in effect by July 2013. A SAPEC Ad Hoc Committee for this work will be led by April Siegel-Green and Cynthia Macintosh with Tom Lather and Barbara Weinberg as Ohio Department of Education resource persons. SAPEC will be providing input on the revisions. The State Board of Education will receive the final version of the draft rules in February 2013.
	
	IDEA Monitoring - Districts Identified for IDEA Onsite Monitoring in 2012-2013. Every district is monitored annually; this is the list of districts selected by OEC to participate in IDEA Onsite Monitoring in 2012-2013.
	
	Ohio Academic Content Standards – Extended (OACS-Extended)
	The "extended standards" were developed to ensure that students with significant cognitive disabilities are provided with multiple ways to learn and demonstrate knowledge. There are online modules available on the Ohio Center for Autism and Low Incidence (OCALI) web site available to everyone who registers and Continuing Education Units (CEUs) are available for completing these modules. The Extended Standards are in alignment with the Common Core for K-12 in English Language Arts, Math, Science and Social Studies. On the Ohio Department of Education (ODE) web site search for Extended Standards. State Support Teams (SSTs) are receiving training on the OACS-Extended and are providing training to LEAs. SST staff who work with parents will provide training on the extended standards for interested parents of students with disabilities.
	
	New Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) – ODE is moving from a portfolio assessment to an assessment that is more similar to the Ohio Achievement Assessment. SSTs have received training and will be training the LEAs in the winter. The	

Agenda Item and Key Points	Discussion/Recommendations	Next Steps
	assessment will allow for one-on-one administration with online submission. No cut score the first year. **Third Grade Reading Guarantee** – Diagnostic assessments for grades K-3 will be administered by September 30th of every year beginning in the 2012-2013 school year. A score will be assigned to determine if students are on track or not on track. Once a score is assigned, encouraging IEP teams to meet and review the IEP to determine if any changes are needed. Reading Improvement and Monitoring Plans are recommended for those students who are not on track in addition to possible changes to the IEP. In 2013-2014 students with disabilities may be exempt from the retention requirement if "the special education student's IEP specifically exempts them from retention under the third grade guarantee." That will be an individual IEP decision and local policy. ODE will be providing guidance on this. Information regarding the Third Grade Reading Guarantee is posted on the ODE website. Discussion: There was question regarding a local district's choice of diagnostic assessments. The Office for Exceptional Children (OEC) staff referenced information on ODE's website on the Third Grade Guarantee and FAQ information that will be posted on the website. SAPEC members who receive OEC's eBlast will receive updates when they are disseminated. **Dyslexia Pilot Projects** - Dyslexia pilot projects were awarded to 8 districts throughout the state. **Comprehensive Eye Exams** - Comprehensive Eye Exams are required when students are identified with a disability. The reporting requirement for districts is new. **Sequestration** - Congressional Super-Committee could not reach a decision on cutting 1 trillion dollars from the budget. As a result, mandatory cuts were set to take place beginning Jan. 2, 2013. A 9% domestic spending cut would be 50 million dollars in cuts to special education funding in Ohio. The projection is that these cuts will go into effect for the 2013-2014 school year. The challenge for special education is that students with disabilities must receive the services identified in their IEP. It also creates a challenge for meeting Maintenance of Effort requirements for use of IDEA funds.	

Agenda Item and Key Points	Discussion/Recommendations	Next Steps
	Comments - Members expressed concerns that LEAs are already telling parents that they cannot provide services due to lack of funding. **Thomas B. Fordham Institute Special Education Reports -** Two reports from the Thomas B. Fordham Institute about special education were shared with Panel members. • Applying Systems Thinking to Improve Special Education in Ohio by Nathan Levenson. • Boosting the Quality and Efficiency of Special Education by Nathan Levenson	
Committee Reports Membership and Elections Committee Report	SAPEC Membership Application – The committee will make changes to the Membership Application. The application will go out October 1st. A proposed slate will be presented to the panel by the November meeting.	
Policies and Procedures Standing Committee	Revision of SAPEC Bylaws - Article II refers to the Act but does not define what Act. Add reference to IDEA. Reviewed other proposed changes outlined in the Draft Proposed Bylaws. Carol Scally motioned to approve the revisions, Jennifer Elliott seconded. Vote occurred with none opposed, or abstained. The Bylaw revisions were approved.	Revised Bylaws were approved.
Fordham Institute White Paper Review	Members broke into groups to discuss the paper. Each was assigned a section/"opportunity" to review within the paper. Directed to discuss and share their observations of the top 3 positive ideas and top 3 concerns in the "opportunity" they reviewed.	A group of panel members is drafting a response to the report titled "Applying Systems Thinking to Improve Special Education in Ohio". The small group drafting comments on the report will share their recommendations with the panel.
Orientation to Ad Hoc Committee Work	Ad Hoc Committees for 2012-2013: • Secondary Transition Ad Hoc Committee • Operating Standards Ad Hoc Committee • Closing the Achievement Gap Ad Hoc Committee Review of the process and timeline the Ohio Department of Education uses for the revision of the Operating Standards. Review of process for Ad Hoc Committee Work. Each group should assign a recorder, reporter and time keeper. SAPEC members were assigned to one of the three committees.	Committee members will be contacted by their Ad Hoc Committee Chairperson about resource information that should be reviewed prior to their next meeting or discussion.

Agenda Item and Key Points	Discussion/Recommendations	Next Steps
SAPEC Learning or Information Items Background information presented by Lawrence Dennis, OEC Consultant	Secondary Transition's purpose is to prepare students with disabilities to the independent members of society. ODE is working with the Rehabilitation Services Commission to partner with districts. Developing new communication and partnerships with Career-Technical Preparation Centers. Students with disabilities need access to these programs. Review of Memo to the Field Regarding Changes to Secondary Transition Requirements -New SB 316 mandates age 14 transition requirements. Training through regional state support teams and ODE is developing an FAQ and resources around this.	

Ad Hoc Committees Reports	Operating Standards Ad Hoc Committee Report:
	• Issues discussed:
	  o Who is the evaluation team? Needs to be clearer
	  o Kindergarten reevaluations being done when not needed
	  o Transportation not being provided to preschool
	  o Service ratios
	  o Who can be the district representative?
	• Next Steps:
	  o Review assignments;
	  o Send resources to the group;
	  o ODE will send out timelines for their process
	• Resources: Federal Regs; Transportation Rules; Ratio committee information
	
	Secondary Transition Ad Hoc Committee:
	• Purpose: To make secondary transition a priority at state/regional/local level through awareness education collaboration and communication through: 1) Improved collaboration across agencies that serve SWD in secondary transition and 2) Communication through multiple sources.
	
	Achievement for All Ad Hoc Committee:
	• Pupose: to address the gap between regular students and students with disabilities
	• Main focus: 21st century learning skills built into the standards; need for
		Ad Hoc Committee Chairs were asked to compile the information from their group and send to Crystal Ginn and Sandy Kaufman highlighting the resources needed.

Agenda Item and Key Points	Discussion/Recommendations	Next Steps

	more training around those; need for recommended strategies not a program to address the gap; higher expectations for our students; supporting regular education
	• Next Steps:
	   o Jennifer Elliott attending the special education leadership conference which is focusing on the Achievement Gap and reporting back to the group
	   o Members agreed to complete the modules on the OCALI website.
	   o Review common core standards and extended standards around reading and math
	   o Read about 21st century learning skills on the ODE website.	

Emerging Issues/Unmet Needs Draft Seclusion and Restraint Policy and Rule review of development timeline and discussion on key points within.	Seclusion and Restraint Policy and Rule. This policy is for all students including students with disabilities. Achievement Committee of the State Board of Education reviewed the policy and rule at the state board meeting yesterday. Seclusion and Restraint Presentation Policy and Rule Development Timeline: • July 2012-Finalize draft policy and develop rule language • August 2012-Present draft rule language and final draft policy to external workgroup • September 2012-Discuss draft rule language and final draft policy with the State Boards Achievement Committee • October 2012-Public feedback on the final draft policy and draft rule language Please provide feedback for major concerns before October 11th when this goes back to the State Board of Education. This will be posted online in October and there will be an opportunity for feedback at time as well.	The draft rule and policy will be emailed to all members. Send your feedback to crystal.ginn@education.ohio.gov prior to October 11th when this goes back in front of the State Board of Education.
Emerging Issues/Unmet Needs	This is the opportunity for members to bring an issue forward to the SAPEC Executive Committee for consideration and determination on next steps. What is an unmet need? How is it defined? A pervasive issue or unmet need for special education in the state.	
Member Announcements	Panel members have the opportunity to make announcements or share information with the panel. • Pat Cloppert--November 16th the OSU-Nisonger Center is having an Open	

Agenda Item and Key Points	Discussion/Recommendations	Next Steps
	House on Transition Options in Post-Secondary Education. • Ohio Department of Health - September 3 Help Me Grow rules go into effect. To review the rules go to www.ohiohelpmegrow.org	
Future Agenda Considerations	This is where members may suggest the training topics or other topics they would like more information on. Suggestions offered are listed below. • Assistive Technology • Functional Behavior Assessments • Overview on PBIS • Invite Terry Ryan from the Fordham Institute to discuss the report. • Updates on the teacher evaluation system and how it relates to SWD.	
Process Check	A email will be sent to members with a link to a survey covering the process of the meeting. Please complete it.	Members to complete survey.
Adjourn	Tom Ash motioned to adjourn; Tony Cochran seconded. Meeting adjourned.	

Ohio's State Performance Plan

Baseline Data and Targets for Indicator 6

State Advisory Panel for Exceptional Children
November 15, 2012

Ohio | Department of Education

The Individuals with Disabilities Education Improvement Act of 2004 requires each state to have in place a State Performance Plan (SPP) that evaluates the state's efforts to implement the requirements and purposes of IDEA Part B.

Ohio | Department of Education

IDEA 2004
Section 616 Requirements

With the advent of IDEA 2004, Section 616 stipulates that states:

- Develop a State Performance Plan (SPP).
- Focus on improving educational results and functional outcomes—e.g., "results."
- Are still required to meet compliance requirements, particularly those most closely related to results.

Key Point ▸While Section 616 of IDEA 2004 focuses on results, it continues to emphasize the importance of maintaining compliance as well—both results and compliance *must* be addressed in the SPP.

Ohio | Department of Education

IDEA 2004
Section 616 Requirements

IDEA 2004 expects each state to have a State Performance Plan in place to ensure:

- All children with disabilities are provided FAPE.
- The rights of children and their families are preserved.
- SEAs and LEAs provide for the education of children with disabilities.
- Effectiveness of efforts to educate children with disabilities is assessed periodically.

Ohio | Department of Education

IDEA 2004
Section 616 Requirements

According to Section 616 of IDEA 2004, the State Performance Plan requires:

➢ Collection of valid and reliable data as needed to report annually;

➢ Use of "rigorous and measurable targets" to analyze the performance of each Local Education Agency (LEA);

➢ Targets set based on input from stakeholders;

➢ Widespread public dissemination through annually reporting performance of *each* LEA.

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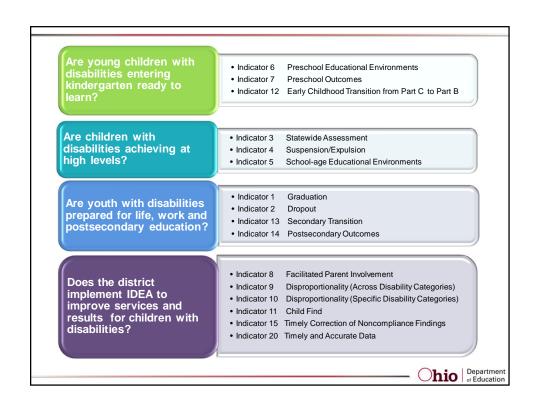
States must report annually on their performance on the targets identified in the SPP through an Annual Performance Report (APR). The APR reflects the state's progress toward meeting its Part B goals.

SPP	APR
▪ Baseline data	▪ Actual target data
▪ Measurable and rigorous targets	▪ Explanation of progress/slippage
▪ Improvement activities planned	▪ Improvement activities completed

Ohio | Department of Education

SPP/APR consists of 20 indicators that measure **compliance** and **results**

Compliance Indicators	Results Indicators
9 & 10: Disproportionality 11: Child find 12: Early childhood transition 13: Secondary transition 15: General supervision 16: Complaint timelines 17: Due process timelines 20: Data submission	1: Graduation 2: Dropout 3: Assessment 4: Discipline 5: School-age LRE **6: Preschool LRE** 7: Preschool outcomes 8: Parent involvement 14: Postsecondary outcomes 18: Resolution sessions 19: Mediations

Ohio | Department of Education

Are young children with disabilities entering kindergarten ready to learn?
- Indicator 6   Preschool Educational Environments
- Indicator 7   Preschool Outcomes
- Indicator 12   Early Childhood Transition from Part C to Part B

Are children with disabilities achieving at high levels?
- Indicator 3   Statewide Assessment
- Indicator 4   Suspension/Expulsion
- Indicator 5   School-age Educational Environments

Are youth with disabilities prepared for life, work and postsecondary education?
- Indicator 1   Graduation
- Indicator 2   Dropout
- Indicator 13   Secondary Transition
- Indicator 14   Postsecondary Outcomes

Does the district implement IDEA to improve services and results for children with disabilities?
- Indicator 8   Facilitated Parent Involvement
- Indicator 9   Disproportionality (Across Disability Categories)
- Indicator 10   Disproportionality (Specific Disability Categories)
- Indicator 11   Child Find
- Indicator 15   Timely Correction of Noncompliance Findings
- Indicator 20   Timely and Accurate Data

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Indicator 6 ⟵ NEW

Indicator:

Percent of children aged 3 through 5 with IEPs attending a:

a) Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

b) Separate special education class, separate school or residential facility.

Data source: 2011-2012 EMIS December Child Count.

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Indicator 6: Ohio's 2011-2012 Baseline Data

Percent of children aged 3 through 5 with IEPs:	
a) Receiving the majority of special education and related services in a regular early childhood program	50.6%
b) Attending a separate special education class, separate school or residential facility	39.6%

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Discussion Topics

- How does Indicator 6 support inclusion?
- State Averages / Local Performance
- Funding / Capacity
- Support Strategies for Improvement
- How does Indicator 6 fit into The Early Learning Challenge Grant?

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State Performance Plan Indicator 6 - Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers

Type of Program	Setting	Permitted Values
Children Attending A Regular Early Childhood Program At Least 10 Hours Per Week	And Receiving The Majority Of Hours Of Special Education And Related Services In The Regular Early Childhood Program	Services Regular Early Childhood Program (at least10 Hours)
	And Receiving The Majority Of Hours Of Special Education And Related Services In Some Other Location	Other Location Regular Early Childhood Program (at least 10 Hours)
Children Attending A Regular Early Childhood Program Less Than 10 Hours Per Week	And Receiving The Majority Of Hours Of Special Education And Related Services In The Regular Early Childhood Program	Services Regular Early Childhood Program (Less Than 10 Hours)
	And Receiving The Majority Of Hours Of Special Education And Related Services In Some Other Location	Other Location Regular Early Childhood Program (Less Than 10 Hours)
Children attending a special education program (NOT in any regular early childhood program)…	Specifically, a separate special education class	Separate Class
	Specifically, a separate school	Separate School
	Specifically, a residential facility	Residential Facility
Children attending neither a regular early childhood program nor a special education program (Not included in rows above)	And receiving the majority of hours of special education and related services at home	Home
	And receiving the majority of hours of special education and related services at the service providers location or some other location not in any other category.	Service Provider Location

State Performance Plan Indicator 6 - Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers

Percent of children aged 3 through 5 with IEPs		
a) Receiving the majority of special education and related services in a regular early childhood program	**2011-2012 Baseline Data** 50.6%	**2011-2012 Baseline Data Revised** 50.62%
b) Attending a separate special education class, separate school or residential facility	39.6%	43.91%

PARENT REQUEST FOR INITIAL EVALUATION LETTER
April 2012

Why was this letter created?
Disability Rights Ohio (formally Ohio Legal Rights Services), Ohio Coalition for the Education of Children with Disabilities (OCECD) and several legal aide offices across the state requested that a template be created for parents of children with suspected disabilities that parents would use to request an <u>initial evaluation</u> for a suspected disability under the Individuals with Disabilities Education Act of 2004 (IDEA).

What is the purpose of this letter?
This letter allows parents the opportunity to request an <u>initial evaluation</u> for a suspected disability under IDEA that allows school district personnel to understand exactly what the parent is requesting, to document the beginning of the required timelines and to provide the district with additional background information about the child and the reasons why the parent suspects a disability if the parent chooses to share this information.

How will it be used?
The finalized letter will be shared with parent advocacy agencies and located online at www.edresourcesohio.org so parents will have easy access to this template. During the 2012-13 content review of *Whose IDEA is This?* this letter will be included as an optional form. This will allow parents to request an <u>initial evaluation</u> from their school district of residence and do so in a timely and complete way.

Using this Letter to request an evaluation is Not Required; it is presented as an option. It is suggested that a request for an evaluation be in writing and that the receipt of the request be acknowledged by the principal, special education director, or other special education personnel. Ohio Administrative Code, Rule 3301-51-06(B)(3) requires the school district to respond to you in writing within 30 days of receiving your request for an evaluation.

Date_____

Your Name _____

Address _____

Child's Name_____ Child's Date of Birth _____

Name of School Child Attends _____ Grade _____

Dear ☐Principal ☐Special Education Director ☐Teacher ☐Intervention Specialist ☐Other _____

I am writing to you because my child is having difficulties in school.

Optional: I am sharing the following information so you know more about my concerns.
For example, you can provide information about:
- subjects such as reading or mathematics, behavior problems, hearing or vision problems or
- a diagnosis or condition that may adversely affect your child's educational performance and the name of the person who provided the diagnosis.

_____
_____

(Attach additional pages if needed.)

I have or can obtain copies of my child's records from outside providers for school officials to review and consider.
Yes_____ No_____

I believe that _____(Child's Name) needs to be evaluated for a suspected disability under the Individuals with Disabled Education Act (IDEA).

If you need more information, please call me at_____. The best time to reach me is _____.

You may also e-mail me at my personal e-mail account _____.

Thank you very much for your assistance. I look forward to your prompt reply.

Sincerely,

_____ (Your Name)

_____

It is suggested that an appropriate school staff member – principal, special education director, intervention specialist - complete the following upon receipt of this letter and make a copy of this letter for the parent.

School staff member's name: _____; Position_____

Date request for evaluation received: _____

Parent given a copy of *Whose Idea Is This?* (Please initial answer) ☐ Yes _____ ☐ No _____

If you do not hear back from your child's school principal or other staff member in 30 days, please contact:

_____ at _____.

KEY ISSUES FOR DISCUSSION:

1. **Rule 3301-51-01(B)(21):**
   Original Language:
   (21) "Evaluation team" means the IEP team and other qualified professionals.

   Proposed Language:
   (21) "Evaluation team" means:
   - **(a) Initial evaluation team means the parents and a group of qualified professionals;**
   - **(b) An evaluation team for children potentially identified with specific learning disabilities means the parents and a group of qualified professionals, which must include:**
       - **i.   The child's regular teacher; or**
       - **ii. If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of the child's age; or**
       - **iii. For a child of less than school-age, an individual qualified by the Ohio Department of Education to teach a child of the child's age; and**
       - **iv. At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher; and**
   - **(c) Re-evaluation team means the IEP team and other qualified professionals.**

   Rationale: The intent is to provide clarification and draw the distinction between Initial vs. Re-evaluation teams.

This Rule can be found on Page 21 of the Operating Standards.

2. **Rule 3301-51-05(H)(4)(c):**
   Original Language:
   > (c) The IEP shall serve as written notice unless the parent disagrees with the IEP. If the parent disagrees, written notice shall be provided prior to the implementation of the IEP.

   Proposed Language:
   REMOVE THIS SECTION.
   This section will also need removed in the State-Imposed Rule Section of the operating standards.

   Rationale: This is in direct conflict with Federal Law.
This Rule can be found on page 70 of the Operating Standards.

3. **Rule 3301-51-07(H)(1)(c):**
   Original Language:
   > (c) A statement of measurable goals, including academic and functional goals and benchmarks and short-term objectives designed to:

   Proposed Language:
   > **Discussion as to whether or not to <u>define the 6 critical elements</u> of IEP goals and <u>Remove Language</u> regarding benchmarks and short-term objectives**

   6 Critical elements
   - Who?
   - Does what?
   - To What Level or Degree?
   - Under What Conditions?
   - In what length of time?
   - How will progress be measured?

   Rationale: The intent would be to improve the quality of IEPs.

This Rule can be found on page 126 of the Operating Standards.

*To find a copy of the current Operating Standards, visit:
http://www.edresourcesohio.org/files/Operating_Standards_for_Ohio_Educational_Agencies_Serving_Children_with_Disabilities_2008.pdf

Ohio's State Personnel Development Grant (SPDG)

Improving Instruction and Student Learning for Students with Disabilities and Other At-Risk Learners: A Statewide Capacity Building Model to Foster the Scalability and Sustainability of Effective District-wide Practice Supported by the Ohio Improvement Process (OIP)

The Ohio Department of Education-Office for Exceptional Children will expand the effective use of the Ohio Improvement Process (OIP) developed through previous School Improvement Grant (SIG)/SPDGs as a vehicle for addressing the academic and behavioral needs of students with disabilities, and students at risk of being inappropriately identified as disabled, as part of district-wide reform efforts that foster shared responsibility and accountability for the success of all students.

The project addresses all disability conditions, Kindergarten through 12th grade, and will involve partner districts in providing feedback on the expansion and refinement of statewide professional development (PD)/ technical assistance (TA) that is applicable to all districts.

The *OH-SPDG Comprehensive Capacity Building* model will provide centralized training for cohort districts, delivered in conjunction with quadrant-level training, in-district PD and PD on the development of peer coaches, and follow-along process coaching to provide opportunities for practice, feedback and correction to support aligned team implementation of selected instructional practices, as well as build the capacity of regional consultants to support districts in intentionally including and benefitting all children through district-wide implementation. Major PD areas include shared instructional leadership, integrated comprehensive services, and deeper use of OIP to support full implementation of evidence-based practices on an ongoing basis.

An alliance of diverse stakeholders will contribute to the development of components and ensure the meaningful involvement of multiple perspectives. The project will intentionally incorporate strategies for scalability and sustainability of evidence-based practices supported through the grant through a variety of mechanisms, including partnerships with institutions of higher education, professional associations, parent/family organizations, and others.
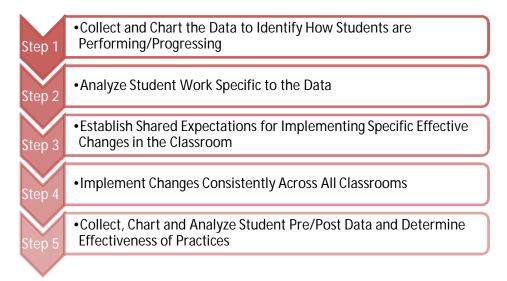
Purpose:

The purpose of Ohio's SPDG is to reform and improve the state's system of personnel development to better support all Ohio districts and their schools in significantly improving the quality and consistency of instruction and services provided to students receiving special education services, and other struggling learners at risk of being identified as disabled, as part of district-wide continuous improvement.

The Ohio Improvement Process (OIP) is a structured process based on the use of a connected set of tools for reviewing, analyzing, and basing decisions on relevant data. The process provides a vehicle for initiating Ohio's Leadership Development Framework in ways that are responsive to stakeholders' insights about local commitments, needs, and assets.

One of the structured processes embedded in the OIP is **Ohio's Five Step Process**. A focus of the SPDG is to expand development of a replicable five-step teacher-based team (TBT) process in 16 districts per cohort (one district per each State Support Team (SST) region, or four districts per quadrant of the state) for each of the initial three years of the grant. Aligned and district-wide use of the TBT five-step process

will be achieved through a combination of centralized and quadrant-level face-to-face PD/TA for District Leadership Teams (DLTs), Building Leadership Teams (BLTs) and principals; intensive follow-along process coaching with opportunities for feedback and correction; and development of TBT members as peer coaches to build the capacity of teams to continue to learn. The 5 Step Process consists of:

Step 1	• Collect and Chart the Data to Identify How Students are Performing/Progressing
Step 2	• Analyze Student Work Specific to the Data
Step 3	• Establish Shared Expectations for Implementing Specific Effective Changes in the Classroom
Step 4	• Implement Changes Consistently Across All Classrooms
Step 5	• Collect, Chart and Analyze Student Pre/Post Data and Determine Effectiveness of Practices

Partnering with Districts:

The immediate targets of SPDG PD/TA are district and school personnel in high- and medium-risk districts, as identified through Ohio's approved differentiated accountability plan

Components of the Grant:

- **The OH- SPDG Capacity Building model** represents a comprehensive effort to improve teaching and learning aligned with rigorous academic standards for all students by addressing and promoting shared leadership for instructional improvement and accountability at all levels of the district, coupled with structured processes, embedded tools, and skilled coaches for supporting adults in working together to make and sustain improvements in instructional practice and student achievement.

- **Partnering with the Ohio Coalition for the Education of Children with Disabilities (OCECD)** Ohio's PTI, will ensure that the perspectives and insights of parents are brought to bear on the planning, implementation, and evaluation of project activities. Personnel from OCECD's regional offices will work as part of each quadrant to reinforce the message of high expectations and high-quality instruction for all children.

- **Strong Parent-Professional Partnerships**, based on mutual respect and shared goals, have a positive effect of student learning. For students with disabilities, engaging families in their child's education at school and at home supports the successful inclusion of students with disabilities. The *Parent Teacher Partnership Model* proposed by Murray and Mereoiu (2012), is intended to lead to changes in parent and teacher knowledge, attitudes and dispositions necessary to establish and maintain effective parent/teacher relationships for the purpose of improving student outcomes. The model is built around two sets of practices that are taught to an equal number of parents and teachers who participate together in the PD: (1) relational practices (e.g., active listening, cultural sensitivity, respect) and (2) participatory practices (i.e., a set of practices that facilitate informed decision making, active participation in setting and implementing goals). In a recent study using the model, Murray and Mereoiu (in press), the attitudes and dispositions of parents changed toward professionals, and the attitudes and dispositions of teachers changed toward the parents with both

groups citing similar issues. Strong partnerships are more likely to occur and be successful if educators value partnership and re confident in their partnering skills (Murray, Curran, & Zellers, 2008, p. 106).

- **Developing Competence in Process Coaching** is a focus of professional development and technical assistance for the SPDG. Research on effective coaching validates the need for individuals or, in the case of the OH-SPDG Capacity Building model, DLT/BLT/TBT members to have time to practice what they're learning and reflect on newly acquired knowledge and skills.

- **Differentiating Instruction,** use of formative instructional practices, teacher collaboration to support higher levels of student learning, and teachers engaging in continuous, purposeful PD are components emphasized in the implementation of Ohio's New Learning Standards. These priority actions are supported through the leadership structures of OIP, especially at the TBT level.

SPDG OBJECTIVES

Objective 1
- Ensure diverse stakeholder involvement through the establishment of partner roles and responsibilities in relation to the development, implementation, evaluation, and ongoing sustainability of evidence-based practices targeted through the grant.

Objective 2
- Establish and employ aligned structures to coordinate the development, implementation, evaluation, and sustainability of project activities.

Objective 3
- Develop regional provider, district/district leadership team (DLT), building/building leadership team (BLT), teacher-based team (TBT) and family engagement PD/TA, and process and peer coaching components (including the development and refinement of content, protocols, implementation checklists, delivery format and on-line modules with video examples).

Objective 4
- Deliver a combination of centralized, quadrant-level and in-district and virtual PD/TA/coaching to a cadre of regional providers in each of the 16 SST regions, and to each cohort district using established protocols to ensure consistency and quality in delivery.

Objective 5
- Support full implementation of effective practices learned through PD, through the development of products for universal access, the dissemination of project-related information through a variety of strategies, and the provision of assistance in monitoring the degree of implementation using a variety of web-based tools.

Objective 6
- Maximize the capacity for scaling and sustaining effective practice by using the established quadrant/regional infrastructure to foster communities of practice (CoP) around OIP implementation.

Objective 7
- Evaluate the effectiveness of project activities in improving SEA capacity to achieve desired outcomes.