

State Advisory Panel for Exceptional Children (SAPEC)

June 20, 2013

Quest Conference Center

Agenda

Thursday, June 20, 2013

10:00 AM	Call to Order - Roll Call - Introduction of Guests	Debbie Zielinski, <i>SAPEC Chairperson</i>
10:05 AM	Approval of Minutes Public Comment	Debbie Zielinski, <i>SAPEC Chairperson</i>
10:15 AM	Chairperson's Report - Summary of Meeting Evaluation Results - 2013-2014 SAPEC Meeting dates - Other	Debbie Zielinski, <i>SAPEC Chairperson</i>
10:30 AM	Office for Exceptional Children (OEC's) Report - 2012-2013 Dispute Resolution Update o Overview of Complaints, IEP Facilitations, Due Process Hearings and Mediations - Deans Compact update - Operating Standards Status update - Results Driven Accountability – OSEPs current work	Sue Zake, Director and OEC Staff <i>Office for Exceptional Children</i>
11:45 PM	Working Lunch - Discussion of Dispute Resolution Data – Trends, Implications for Training, etc.	Committee Chairpersons
12:45 PM	Committee Reports - Ad Hoc Committee Reports o Success for All o Policies and Procedures - Standing Committees o Membership Committee	Committee Chairpersons
1:20 PM	SAPEC Learning¹ - Small group discussion: - Rule 09 - PBIS and Seclusion and Restraint draft resources - ODE Website - Small group discussion: Assign roles (facilitator, note taker, time keeper), discuss the questions below, summarize and share your responses during the large group discussion.	Debbie Zielinski, <i>SAPEC Chairperson</i>

- What other questions or aspects about this topic should OEC consider before taking next steps?
- What information do you think would be helpful for your stakeholders (other parents/educators from your region or agency) to have regarding this topic?

2:30 PM	SAPEC Learning or Information Items (Action Items)² <ul style="list-style-type: none">- Large group discussion: Each table team will summarize and share their responses to the questions.	Debbie Zielinski, <i>SAPEC Chairperson</i>
3:00 PM	Agency Reports	Agency Representatives
3:10 PM	Emerging Issues (unmet needs)³ <ul style="list-style-type: none">- SAPEC Members have an opportunity to report an unmet need.- Update from SAPEC members addressing "Training of Paraprofessionals"	Debbie Zielinski, <i>SAPEC Chairperson</i>
3:20 PM	Member Announcements Future Agenda Considerations	Debbie Zielinski, <i>SAPEC Chairperson</i>
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.

Thank you for your participation - see you in September.

STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN

June 20, 2013

@ Quest Conference and Business Center

Agenda Item	Discussion/Recommendations	Next Steps
<p>Call to Order</p> <p>Introduction of New Members</p> <p>Roll Call</p> <p>Introduction of Guests</p>	<p>Diana Betts – Parent and Principal</p>	
<p>Panel Business</p> <p>Approval of May 9, 2013 Minutes</p>	<p>May 9, 2013 Meeting Minutes - Handout</p> <ul style="list-style-type: none"> • Correction for Minutes– Change consistency to inconsistency; change year Debbie Zielinski’s term expired. • Tom Ash motioned to approve the minutes; Tony Cochren seconded the motion. Meeting minutes approved with noted corrections. 	
<p>Public Comment</p>	<p>No public comment.</p>	
<p>Chairperson’s Report</p>	<p>Meeting schedule for 2013-2014</p> <p>A change to the dates you received by email - November 19th changed to November 20th. All meetings will be held at Quest Conference Center and begin at 10 a.m.</p> <p>Review of Meeting Evaluation Results from May 9, 2013 Meeting</p>	
<p>ODE Report</p>	<p>2012-2013 Dispute Resolution Data</p> <ul style="list-style-type: none"> • Mediation • IEP Facilitation • Complaints • Due Process <p>Discussion at tables during lunch regarding this data, the implications and ways to get information out.</p> <p>Discussion and questions around Dispute Resolution:</p> <ul style="list-style-type: none"> • Parent or district does not have to be involved in a compliant or due process to request mediation or IEP facilitation. 	<p>Update report with correct numbers and resend to members.</p>

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	<ul style="list-style-type: none"> • Regional Data-Why does SST 11 have such high numbers compared to others? That SST is in the Columbus area, large population. • Sandy Winkleman pointed out that the report is missing data around findings in certain regions and a SLRO decision in favor of the parent. • ODE-OEC is looking internally at our dispute resolution processes with assistance from the National Center for Dispute Resolution in Special Education (CADRE). ODE will then seek external input. <p>Discussion regarding Advocates</p> <ul style="list-style-type: none"> • Mary Rose Oakar suggested that ODE have parent advocates to assist parents with complaints, having meetings with school districts and understanding processes to help resolve issues before complaints. • Marsha Wiley - Parent Mentors are on ESC payroll and many of the programs are offered by ESCs. Parents feel this is a conflict of interest and do not want to go to the parent mentor. ODE having parent advocates-Person could not be on ODE payroll, perceived conflict of interest. • Kate Kandel-There are "pockets of excellence" around the state. Parent Mentor funding is needed. • Loretta Coil – advocate but also keeps a balanced approach and doesn't always agree with the parents. Who would pay? • Sandy Winkleman – Parents indicate there is not enough training for them. She focuses on support parents with disabilities. These parents often don't feel they have a voice or are intimidated to contact the state. • Torri Baker-Wilford – Some districts don't know that they have to make the information accessible for the parent if the parent has a disability. • Angela Thi Bennett - Child advocate not parent advocate. May not always agree with the parent. It is about what is in the best interest of the child. • Pat Cloppert – Ohio Coalition involved with parent mentor program and has advocates. Parent mentor money is funneled through the school district and they are employees of the district. Old SERRC system provided more training and support to parents. • Kate Kandel –SSTs do provide training to parents in each region but 	

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	<p>have an issue with getting them to attend the trainings.</p> <ul style="list-style-type: none"> • Sue Zake- There is variety in services available to parents from region to region. Some SSTs still have parent advisory councils. Need to have a standard available in all regions across the state which will take a lot of collaboration. <p>Ohio Deans Compact Update</p> <p>Purpose: to provide a channel for direct exchanges between OEC and higher education preparation program in Ohio related to issues affecting the education of children and youth with disabilities and children at risk of being inappropriately identified as disabled.</p> <p>Looking at general education preparation and special education preparation, the quality of teacher preparation, what resources and supports are needed to support teachers, and how to provide support for clinical experiences. Data will be collected regarding the impact on teacher licensure. Request for applications will be announced in the fall.</p> <p>Priority/Focus Areas</p> <ul style="list-style-type: none"> • Identifying and infusing targeted knowledge, skills and dispositions into pre-service coursework. • Identify strategies for increasing the number of credentialed intervention specialists and related services provider in low incidence areas including visual impairment/blindness and hearing impairment and orientation and mobility specialists. <p>Tom Ash – Ohio Teacher Evaluation System (OTES)-High stakes teacher evaluations – Teachers may not want to take on student teachers due to the high stakes of OTES.</p> <p>Districts in some areas of the state welcome student teachers. Bowling Green University offers incentives for districts that accept their student teachers.</p> <p>Operating Standards status update – Handout Rule 3301-51-09 Changes to (H) Personnel qualification and personnel</p>	

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	<p>development and (l) Caseload/Workload. The Caseload ratio workgroup has been working on and studying this area of the rule for years. The maximum ratios have been in place for 14 years-placed in a budget bill and never codified.</p> <p>Sandy Winkleman – What is the distinction between an aide, teacher assistant and a paraprofessional. When does it go in the IEP? When does paraprofessional become a related service provider.</p> <p>Some highlights of the discussion about select items in the Operating Standards is outlined below.</p> <p>Rule 3301-51-01</p> <ul style="list-style-type: none"> • Visual Impairment – returned to federal language for definition • Hearing Impairment – removed decibel levels. <p>Rule 3301-51-09</p> <ul style="list-style-type: none"> • Placing emphasis on how you calculate the number/ratio and what factors/considerations are taken into account. Not a stand alone number, there are factors/considerations that must be taken into account. • Ratio number serves as a cap, absolute maximum but should not be used without taking factors into consideration. <p>December 2013 the rules will be finalized. Implementation for 2014-2015 school year.</p> <p>Group Discussion-Rule 3301-51-09:</p> <ul style="list-style-type: none"> • Suggestion to add language about general education classroom and how many special education children are in the classroom, when to add an intervention specialist. How do the ratios apply to inclusive classroom? Build into calculator? • Why isn't teaching time listed as factor? • Accountability for paraprofessionals in the room? Not on the IEP. Paraprofessionals provide service. • Impact of assistants and paraprofessionals on the ratio on hours and 	

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	<p>numbers served?</p> <ul style="list-style-type: none"> • Additional guidance - waivers, what defines inclusion/type of classroom How do you put numbers on these things (a, b, c)? Concerns about "comparable" process • Weighted by disability category? In guidance? • Paraprofessional Qualifications Language: <ul style="list-style-type: none"> ○ What does "appropriately trained" mean? Is it defined somewhere else? ○ Seems one size fits all - doesn't address whether they are one-on-one or a group. <p>2013 Ohio Longitudinal Transition Study (OLTS) – Handout Contains data and information regarding what students with disabilities are doing after graduation.</p> <p>State Personnel Development Grant (SPDG) Update</p> <ul style="list-style-type: none"> • Continuation of previous SPDG Grant (Built the Ohio Improvement Process) with focus on implementation at teacher level (getting needed resources and supports to teachers): Shared instructional leadership. • Lessons that inform the work: shared instructional leadership; internal/authentic accountability; and transcend programmatic silos. • Evaluation results from 2012 on previous SPDG Grant <ul style="list-style-type: none"> ○ Superintendent expectations are essential, support needed. ○ Teacher Based Teams – targeted assistance • Areas of focus <ul style="list-style-type: none"> ○ System-wide inquiry and learning through shared instructional leadership ○ Integrated services as part of OIP ○ OIP implementation – 5 Step Teacher Based Team (TBT) Process ○ Parent Teacher Partnership • 32 LEAS: 16 LEAs implementing OIP with a focus on TBTs; 16 LEAS implementing parent educator partnerships. <p>Results Driven Accountability – OSEPs current work</p>	

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	<ul style="list-style-type: none"> Focus on educational outcomes/results for children with disabilities Move from a compliance-focused approach to a more balanced system that looks at how well students are being educated in addition to continued efforts to protect their rights. 	
<p>Committee Reports</p> <p>Ad Hoc Committee Reports</p> <p>Standing Committee Reports</p>	<p>Achievement for All Committee Report:</p> <ul style="list-style-type: none"> Next steps: explore higher education, teacher training, parapro training. Conversation kept coming back to teacher and para training. Future: More info on DAC pilot, schools doing well, Dean's Compact. Report will be emailed. <p>Discussion on consideration of a Communications Committee.</p> <ul style="list-style-type: none"> Suggest ways that SAPEC become more known in the State. Speak to Mary Murray if you have interest in serving. <p>Standing Committees: Nothing to report.</p>	
<p>SAPEC Learning or Information Items:</p>	<p>Panel members engaged in small group discussions on PBIS and Seclusion and Restraint Draft Document, Dispute Resolution Data and the new ODE website. Highlights of their discussions are outlined below.</p>	
<p>SAPEC Learning or Information Items (Action Items):</p>	<p>SAPEC group discussion after small group discussion:</p> <p>PBIS and Seclusion and Restraint Draft Documents Discussion</p> <ul style="list-style-type: none"> Incident Report – Where does it go when completed? Do parents get a copy? Replace an existing report the district does? Add demographic info, name of student, location of incident, reason for any seclusion or restraint, time of the incident, add more info to parent contact, how many times? Classroom climate at the time. Teachers approach to the student. Who else was in the area? Have all involved fill out a separate incident report (including the student). Debriefing form #8-Should not be a question, should always be reconvened. What is ment by this is the third incident? FBA “must be” not “can be” initiated. Space needed for incident description. Define acronyms. Add two columns to list-trained and monitored. #6 & #7 terminology differences. Signed and dated. <p>Dispute Resolution Data Discussion</p> <ul style="list-style-type: none"> Missing pieces for parents being able to access what they need 	

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<p>Unmet Need: Paraprofessional Preparation</p> <p>ODE Website</p>	<p>(training, complaint resolution). IEP training for parents.</p> <ul style="list-style-type: none"> • Complaint Findings – How do you create systemic change • Trends –need trend data, do we have complete information? How many are unrepresented? Why were so many withdrawn? Why so many open? Data for length of time in the process. Financial implications to the districts? • How does the data inform training? <p>Further discussion will occur during the executive committee meeting on July 10th.</p> <p>New ODE Website</p> <ul style="list-style-type: none"> • ODE’s new website is up and running. • We are requesting volunteers to review and provide suggestions on the new ODE website. Adjusts for different devices, more compatible with new technology, printer friendly pages. • Old site still available, not all content moved. If something was not moved and is needed, contact ODE Leadership conference will stay on Edresources, link on ODE page. • Surrogate Parent training, staying on edresources for now, link on ODE page Secondary Transition page moving. Except Login page for district assessment. Eventually moved over. • Complaint, Due Process and Waiver Database staying on edresources for now, eventually moved over. 	<p>Discuss Paraprofessional Preparation at Executive Committee Meeting</p> <p>Contact ODE if interested in volunteering to participate in review of website.</p>
<p>Agency Reports</p>	<ul style="list-style-type: none"> • Jed Morison – Ohio County Boards of DD - Focus on Employment First. • John Hurley – Consolidated ODMH and Drug and Alcohol. Director has assembled the leadership team. • Barb Weinberg, Office of Early Learning and School Readiness, ODE – Early Learning Challenge Grant continues. Assessment with focus on priority group-children with disabilities, those with low income and English language learners and their accessibility to the assessments. Professional development to support the system. • Tom Dannis –Office of Federal Programs, ODE – Working on allocations for over 1,000 districts. • Aneesa Locke-Hines – Rehabilitative Services Commission – Waiting on 	

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	federal audit results focusing on collaboration efforts and delivery of services.	
Emerging Issues	<p>Diana Hoffman - Needs of foster children with disabilities – many systems used, across agencies. Problem with getting needed services; when services are finally in place, the students move and start the process over again. Aging out of foster care services, transition needs.</p> <p>Kathy Hall - Third Grade Reading Guarantee retention requirements. Retention is not meant to be an intervention and has a negative effect.</p> <p>Myrrha Satow - Better communication needed with Charter Schools on tools and trainings available-include them more. Charter schools are having trouble getting special education records from districts. Communication needed to the community to help develop understanding that charter schools must comply with all special education laws.</p> <p>Tom Ash – Concerns about the Ohio State Board of Education’s authority to promogulate rules that apply to all LEAs in Ohio as the rules do not apply to charter schools.</p>	
Member Announcements	Thank you to Debbie Zielinski for her service as chair on the SAPEC. Certificate of appreciation from ODE presented.	
Future Agenda Considerations	The SAPEC Executive Committee will be meeting over the summer to plan meetings.	
Process Check	Look for a link to the survey that will be sent out this afternoon.	Complete the meeting survey.
Adjourn	<p>Motion to adjourn from John Hurley, Tony Cochren seconded. Meeting adjourned.</p> <p>Next meeting is September 26, 2013.</p>	