

**STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN**

**Nov. 5, 2015**

**University of Dayton - Dublin Campus**

<b>Agenda Item</b>	<b>Discussion/Recommendations</b>	<b>Next Steps</b>
<p><b>Call to Order</b></p> <p><b>Roll Call</b></p> <p><b>Introduction of Guests, Visitors and New Members</b></p>	<p>Member announcements.</p> <p>Absent: Reba Allen, Staci Anderson, Stephanie Maynard, Bill Bauer, Diana Betts, Lisa Bruening, Jamie Davis, Jessica Foster, Neva Fox, Kathy Hall, Beth Harrison, Valerie Leach, Michelle McCollister, Mary Murray, Mary Rose Oakar, Myrrha Satow, Sandy Winkelman.</p> <p>Introduction of Office for Exceptional Children staff.</p>	
<p><b>Public Comment</b></p>	<p>No public comment received.</p>	
<p><b>Panel Business</b></p> <p><b>Approval of Sept. 17, 2015 Minutes</b></p>	<p>Tom Ash motioned to approve the meeting minutes, Ron Rodgers seconded. No opposition. Motion carried.</p>	<p>Meeting minutes will be posted to the ODE website.</p>
<p><b>Public Comment</b></p>	<p>No public comments</p>	
<p><b>Chairperson's Report</b></p>	<p>Process for submitting unmet needs – Fill out the form that is available on the registration table. The form needs to be submitted in the morning to the Chairperson.</p> <p>SAPEC Business Cards – SAPEC members can request business cards showing their affiliation with SAPEC. Some members expressed interest in this to use as they are speaking with families and communities. This is optional. If you are interested fill out the form and submit to Crystal Ginn.</p>	

<b>ODE Report</b>	<p><i>Ohio Administrative Code rule updates – Jessica Dawson, Associate Director</i></p> <p>Four rules are under revision: 3301-30-01; 3301-53-01; 3301-53-03; and 3301-55-01. Education Programs at County Board of DD Schools, Education at Mental Health and Education at Corrections. ODE worked with state agencies and county boards of developmental disabilities to solicit feedback and posted the rules for public comment. Ohio Operating Standards apply in these settings as well (General Education and Special Education Operating Standards). The rules have passed through the State Board of Education. Next step in the rule process is the Joint Committee on Agency Rule Review (JCARR). Rules may take effect in December.</p>	
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	<p><i>Early Child Outcomes Policy-Sophie Hubbell</i>  Federal Child Outcomes Performance Measure. Required by IDEA. Two indicators: increased rate of growth and functioning within age expectations. Federal outcomes: acquisition and use of knowledge and skills; positive social-emotional skills; and use of appropriate behaviors to meet their needs. Multiple individuals have a role in this rating process: parent, preschool special education teacher, child care, preschool teacher, related service providers. Rating reflect the child’s everyday functioning; across multiple settings; the family’s cultural expectations. Early Childhood Outcomes Summary Form is now called Child Outcomes Summary Process.</p> <p><i>Delays in Special Education Federal Data Reports – Anne Skaggs, Data Manager</i>  Due to system changes, changes to testing systems and requirements for data accuracy checks (5 levels), the data for federal reporting is delayed. This impacts the data available to the Office for Exceptional Children (OEC) and numerous federal reports across the Ohio Department of Education. There are implications at the federal level for missing data submission deadlines. For special education, state determinations are partially based on data being timely and accurate, therefore the data delay will impact the State’s Determination and state will likely not “meet requirements”. Ohio’s rating will likely be in “needs assistance year 2” due to performance data and late data reporting.</p> <p><i>Special Education Monitoring Processes – Olivia Schmidt</i>  Monitoring reviews are conducted on traditional school districts, community schools, education service centers, career technical education centers and County Board of Developmental Disabilities schools.  Compliance Monitoring through review of compliance indicators. Delay in the data will cause delay of indicator reviews which is how ODE OEC monitors all districts. Selective Reviews have a focus area as a result of a concern brought to ODE’s attention, the review is targeted to those specific issues. There are 10 selective reviews scheduled for the 2015-2016 school year.  Systemic Improvement Self Review. This is a four year process. There are 6 districts in phase I, 11 districts in phase II. The first step is training for the districts and support through the State Support Teams. Districts work on an internal monitoring process-systemic improvement self-reviews. Data review and analysis</p>	
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	<p>is an important part of this process. ODE has received positive feedback from the districts that have gone through the process.</p> <p>The outcomes of these reviews help ODE see what the issues are for schools and target guidance/communication and training provided throughout the state.</p> <p>Cynthia Burger asked if ODE will be reviewing data on IEPs being implemented in the second grade to avoid the consequences of the Third Grade Reading Guarantee. This was a concern in her district. ODE-That data is not yet available, but it will be reviewed.</p> <p><i>State Performance Plan and Annual Performance Report update-Kara Waldron</i>  Last year Ohio received a “Needs Assistance” rating. The rating was a result of high rights of students with disabilities: graduating by meeting modified requirements; dropping out of high school; and taking alternate assessments. The Annual Performance Report is due on Feb. 1, 2016, it includes 16 indicators. Indicator 17, the State Systemic Improvement Plan, is due April 1, 2016.  Dropout Rate Indicator – target revision work will be done with SAPEC in January.</p> <p><i>Medicaid Schools Program Update – Mark Smith</i>  Ohio is a cost reimbursement system. Highlighting several changes occurring in the Medicaid Schools Program. Specialized transportation, if in the IEP and medically necessary, qualifies for reimbursement. In the near future, there will be guidance on the optimal manner for capturing and reporting those costs. Reimbursement is only available to the district who has the IEP responsibility, not ESCs and County Board of DD Schools. Medicaid allows telepractice services.</p> <p><i>Shortages: Special Education Service Providers – Sue Zake</i>  At the last meeting unmet needs were submitted for shortages of school psychologists, teachers of the visually impaired and intervention specialists. Conversations occurred last week with organizations regarding creating a supply and demand survey to find out where there are shortages. The survey will look across all special education survey providers.</p>	

<b>Ad Hoc Committee Discussion</b>	<p><i>Learning and Achievement Ad Hoc Committee:</i></p> <ul style="list-style-type: none"> <li>• <i>Early Learning Foundations for Success – family and community collaboration – Sophie Hubbell &amp; Barbara Boone</i></li> <li>• <i>Dropout Indicator 2 – Kara Waldron &amp; Anne Skaggs</i></li> </ul> <p>Every year in Ohio, 1 out of 5 students with disabilities are dropping out</p>	
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	<p>in Ohio; students with emotional disturbances 1 out of 2 are dropping out.</p> <p><i>General Supervision Ad Hoc Committee</i></p> <ul style="list-style-type: none"> <li>• <i>Educational services for youth in community based juvenile detention centers – Jessica Dawso &amp; Heidi Kleinman</i></li> <li>• <i>OSEP self-review of dispute resolution processes and due process from pro-se parents– Monica Drvota &amp; Olivia Schmidt</i></li> </ul>	

<p><b>Committee Reports</b></p> <p><b>Standing Committee Reports</b></p>	<p><i>Ad Hoc Groups' Reports</i></p> <p><i>Learning and Achievement Ad Hoc Committee:</i></p> <ul style="list-style-type: none"> <li>• <i>Early Learning Foundations for Success – family and community collaboration – Sophie Hubbell &amp; Barbara Boone</i> Relationship building is critical; need to increase competency and understanding of early literacy in professionals and parents; appropriate assessment for children with processing challenges-particularly English language learners; connect the classroom to the home. Organizations – public library, Big Brothers Big Sisters, field trips, Ohio Hispanic Coalition, YMCA, Universities, book mobiles, rural program – Dolly Parton’s imagination library.</li> <li>• <i>Dropout Indicator 2 – Kara Waldron &amp; Anne Skaggs</i> Every year in Ohio, 1 out of 5 students with disabilities are dropping out in Ohio; students with emotional disturbances 1 out of 2 are dropping out. Reviewed data and changed target to reflect the exiting calculations rather than the incident calculation. Discussed the reasons students leave that are not considered dropouts. Next steps-Discussion at the January meeting.</li> </ul> <p><i>General Supervision Ad Hoc Committee</i></p> <ul style="list-style-type: none"> <li>• <i>Educational services for youth in community based juvenile detention centers – Jessica Dawso &amp; Heidi Kleinman</i> Services to children in juvenile detention centers. Noncompliance findings in Cuyahoga County. Tracking and communication between the JDC and DYS and Home school district has been problematic. Group reviewed draft guidance memorandum and model policy. Records issue in getting records from schools, there are many different types of schools in Ohio.</li> <li>• <i>OSEP self-review of dispute resolution processes and due process from pro-se parents– Monica Drvota &amp; Olivia Schmidt</i> Review of Due Process Hearing Guidelines for Pro-Se Parents.</li> </ul>	<p>Update on Family and Community Collaboration at the next meeting.</p> <p>Dropout indicator target setting will occur at the January meeting and discussion on what is already occurring in the state around dropout prevention.</p> <p>Update on JDC Corrections services at the next meeting. This workgroup may continue.</p> <p>Dispute Resolution plans to bring documents to a future meeting for review.</p>
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	<p>Recommended flow chart with bullets, state what happens on both sidesparent and district, give examples, YouTube Videos of scenarios, App.</p>	

<b>SAPEC Learning/Information – OSEP Guidance on Dyslexia</b>	OSEP issued a guidance letter regarding dyslexia. OSEP has been contacted by stakeholder who were concerned that state and local educational agencies are reluctant to reference of use dyslexia, dyscalculia and dysgraphia in evaluations, eligibility determinations or in developing IEPs. OSEP stresses there is nothing in IDEA that would prohibit the use of the terms dyslexia, dyscalculia and dysgraphia in IDEA evaluation, eligibility determination or IEP documents. It also says that the terminology does not determine disability but using correct terminology does help add clarity to what the children need.	
<b>Emerging Issues/Unmet Needs</b>	None	
<b>Agency Reports</b>	<p><i>Ohio Department of Developmental Disabilities</i> – Map available of counties that still have school age programs.</p> <p><i>Ohio Department of Job and Family Services</i> - Legislation to expand foster care to age 21 was proposed.</p> <p><i>Ohio Association of County Boards of Developmental Disabilities</i> - Annual Conference Dec. 2-4<sup>th</sup> at Hilton Easton. Ohio Office of Health Transformation is accepting feedback until Nov. 15<sup>th</sup> on draft revisions of the Medicaid plan related to home and community based services. This mostly relates to adults.</p>	
<b>Member Announcements</b>	None	
<b>Future Agenda Considerations</b>	Functional Behavioral Assessments guidance update.	
<b>Adjourn</b>	Motion to Adjourn by Vicki Palur, seconded by Laryssa Beatty. Meeting adjourned.	Next meeting is Jan. 21 <sup>st</sup>