

STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN
May 21, 2015
@ Quest Conference and Business Center

| Agenda Item | Discussion/Recommendations | Next Steps |
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| Call to Order, Welcome and Introductions | <i>Roll Call</i> <i>Welcome and Introductions</i> | |
| Panel Business | <i>Approval of March 21, 2015 Meeting Minutes</i> Tom Ash motioned to approve the March 21, 2015 Meeting Minutes, Sandee Winkleman seconded. Meeting minutes approved with no objections or abstentions. | March 21, 2015 SAPEC Meeting Minutes will be posted on the ODE website. |
| Public Comment | No public comment was received. | |
| SAPEC Chairperson's Report | <i>SAPEC Efforts to Fulfill Panel Duties</i> – Chairperson, Mary Murray, provided a summary of the work done by the panel and feedback provided to the Ohio Department of Education over the year. This information will be placed in the SAPEC Annual Report. <i>SAPEC 2015-2016 Meeting Dates</i> <ul style="list-style-type: none"> • September 17 • November 5 • January 21 • February 17 - Snow Date • March 17 • May 19 <i>Review of SAPEC March 21 Meeting Evaluation</i> | |
| ODE Report | Ohio Department of Education, Office for Exceptional Children's Report <i>Dispute Resolution Report – May 2014 to May 2015</i> <ul style="list-style-type: none"> • 63 Direct Requests for Mediation • 172 Facilitation Requests • 157 Formal State Complaints filed • 170 Due Process filed • Small group will occur this afternoon to discuss the data and trends. <i>Special Education State and Local Determinations</i> | |

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|-------------|---|------------|
| | <ul style="list-style-type: none"> • Ohio receives an annual determination from the US Department of Education on implementation of IDEA requirements and it is required for states to issue determinations to districts annually. • ODE plans to add results measures to the district determinations in addition to the compliance measures that have historically been used to make determinations in 2017. • Results Driven Accountability (RDA) initiative by the US Department of Education is providing a focus on results, not just compliance. • Core Principles of RDA – Partnership with stakeholders, Transparent and understandable to educators and families; drives improved results; protects children and families; differentiated incentives & supports to states; encourages states to target resources and reduces burden; and responsive to needs of the ultimate consumers. • Ohio’s 2014 Determination was “Meets Requirements” • 2015 State Determinations will include a measurement on high school diplomas and graduation data. It is unknown how they will calculate this and there is variance across states on graduation and diploma options that complicates the calculation. • Results Measures will be added to district reports in 2017. The 2015 and 2016 reports will show district performance on results measures to help them prepare and gain understanding of these measures. • Results Measures will be: <ul style="list-style-type: none"> ○ Percent of students with disabilities scoring proficient or above on state math assessments – all grades ○ Percent of students with disabilities scoring proficient or above on state reading assessments – all grades ○ Percent of students with disabilities scoring proficient or above on state reading assessments – third grade <p><i>Graduation Requirements for Students with Disabilities</i></p> <ul style="list-style-type: none"> • Over the last year, the State Board of Education has reviewed new graduation requirements, curriculum requirements, testing requirements, coursework and options for graduation. • IEP Team plays a critical role in the planning and decision making for students with disabilities. • Ohio has compiled information on the options available to students with disabilities | |

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|-------------|--|------------|
| | <p>in other states.</p> <ul style="list-style-type: none"> • In 2013-2014, 161 districts graduated students with disabilities based on IEP team decisions. • In 2013-2014, students with disabilities exempted from the consequences of the high school graduation test who scored proficient or above: 22.7% reading; 21.2% writing; 16.14% mathematics; 13.6% science; 16.94% social studies. • Since 2012-2013, ODE has seen an increase in the percentage of students participating in the alternate assessment, especially in high school: grades 3-5 8.6%; grades 6-8 8.7%; high school 25.6% • Charge by the State Board of Education – An advisory committee representative of the disability community, employers and higher education study make recommendations about: <ul style="list-style-type: none"> ○ A possible new option to graduation for students with disabilities, ○ IDEA requirements and education outcomes, ○ Graduation and accountability. • This will be a topic of small group conversation this afternoon to get feedback and recommendations from the panel. <p><i>Third Grade Reading Guarantee K-3 Literacy Measure</i></p> <ul style="list-style-type: none"> • Are more students learning to read in kindergarten through third grade? <ul style="list-style-type: none"> ○ Fall reading diagnostics and 3rd grade OAA ○ Students who improve to on-track following next year’s diagnostic ○ Identifies students who were never on or removed from a reading improvement and monitoring plan (RIMP) but did not achieve proficiency by the end of third grade. • Students not reading proficiently by the end of the third grade are 3.5 times more likely to not graduate on time. • 5.7% of students with disabilities were exempted from the Third Grade Reading Guarantee calculation. • Results for this year’s Third Grade Reading Guarantee will be disseminated to districts on June 25th. <p><i>OEC Guidance Memo-Adding and Removing a Related Service</i></p> <ul style="list-style-type: none"> • OEC will be issuing a Guidance Memorandum to help guide Evaluation and IEP team decisions and procedures for adding and removing a related service outside of the | |

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|---|---|------------|
| | established reevaluation date or IEP annual review date. | |
| Ad Hoc Committee Discussions (SAPEC Learning of Information Items) | <p>Ad Hoc Committee Discussion and Recommendations</p> <p><i>Graduation Requirements for Students with Disabilities</i></p> <ul style="list-style-type: none"> • #1 – Restricted curriculum – offer courses more than once <ul style="list-style-type: none"> ○ Stronger secondary transition plans. ○ If a child moves can their path be altered by the new school or is the new school held to the past schools decision? What if the new school does not offer the same options? ○ Industry credential – national standards, rigorous and does not allow much modification. Not an easy path. Cost associated with it. ○ Data to support and guide the IEP team decisions. ○ How does it look on the report card with modifications? ○ . ○ Alternate courses – college transition campuses discussed by Bill Bauer • #2 <ul style="list-style-type: none"> ○ Importance of IEP team in making decisions. ○ Individualized pathway that is rigorous. ○ Effort vs. actual credit earned. Is effort enough to earn a diploma? <p><i>Third Grade Reading Guarantee</i></p> <ul style="list-style-type: none"> • Diagnostics-are they aligned with the standards and appropriate for the grade level they are testing? • How do you know a child will struggle before they take the test? What do parents and school staff look for? • What about supports for students who just pass the test? • Provide a literacy night for parents • Collect data on the number of children on IEPs in Third Grade, how long have they been receiving the interventions, what interventions and are they working. • Ensure Eye Exams for children. • Provide support and PD for teachers to understand early literacy and ELL, good data to collect. <p><i>Dispute Resolution</i></p> <ul style="list-style-type: none"> • Provide training through parent information center, webinars and videos on specific | |

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|---|--|------------|
| | <p>topics.</p> <ul style="list-style-type: none"> • Provide training to prepare Parents for IEP Meetings - Parents need to know how to go to a meeting and function well on their own. • Look at data on a regional level to see what is happening where and focus trainings in those areas of the state. • Provide information to parent when they request mediation – mediator provide basic information to the family (district may have an attorney, you can bring an attorney, low cost representation resources). • Teacher preparation programs to include information on disabilities. • | |
| SAPEC Committee Reports | None | |
| SAPEC Learning or Information Items Secondary Transition | <p><i>Secondary Transition – Lawrence Dennis</i></p> <ul style="list-style-type: none"> • There continues to be a gap between individuals with disabilities and those without in employment rates. • 2015 Ohio Longitudinal Transition Study (OLTS) provides the state with data on what children with disabilities are doing after leaving high school. • Ohio’s Efforts to Improve and Support Districts Provision of Transition Services <ul style="list-style-type: none"> ○ Revised transition components of the Operating Standards supporting secondary transition. ○ Revised procedures for Opportunities for Ohioans with Disabilities (OOD) Vocational Rehabilitation Transition Services . ○ Continued implementation of OLTS for data collection. ○ Work with post-secondary institutions to expand opportunities for individuals with intellectual disabilities (TPSID program). • Employment First Initiative <ul style="list-style-type: none"> ○ Working age adults with developmental disabilities are employed in the community. Policy change, cultural change and national initiative. ○ Focus on Transition Age Youth <ul style="list-style-type: none"> ▪ Transition planning for youth requires multi-agency collaboration. ▪ Early dialogue with families and individuals is critical to ensuring employment outcomes. ▪ There are multiple pathways to employment. Person-centered planning is key to planning services and supports for transition-age youth ○ Expansion of SST Support for CTPDs | |

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| | <ul style="list-style-type: none"> ▪ Partnership between the Office for Exceptional Children and the Office of Career Technical Education at the Ohio Department of Education. ▪ Funding five new state support team staff members to support improved/ increased access to career technical education for students with disabilities. ▪ Working to identify issues related to serving students with disabilities in career technical education ○ SST Support for Secondary Transition <ul style="list-style-type: none"> ▪ A secondary transition contact is in place at each of the 16 regional State Support Teams. ▪ They provide technical assistance to districts to support compliance and provision of secondary transition services. ▪ ○ Career Technical Education for Mixed Ability Classrooms <ul style="list-style-type: none"> ▪ Partnership with Office for Exceptional Children, Office of Career Technical Education and Kent State University. ▪ Currently 6 modules developed and training provided ▪ Web site: www.cteproject.com ▪ Onsite review of special education services available to CTPDs designed to improve services ○ Expansion of Post-Secondary Programs <ul style="list-style-type: none"> ▪ Grants targeted to Institutions of Higher Education – Model Comprehensive Transition and Postsecondary Programs for Student with Intellectual Disabilities (TPSID) ○ Ohio’s New Initiatives <ul style="list-style-type: none"> ▪ 5 million of new allocated general revenue funds in the budget for transition services. ODE and OOD Partnership. District capacity building. Vocational rehabilitation counselors to work with school districts to provide transition services. ▪ Workforce Investment Opportunities Act Impact (WIOA) ▪ Deaf Ohioans: Improving Outcomes through Collaboration ▪ envisionIT Curriculum Pilot – electronic, evidence-based curriculum for students grades 8-12 focused on helping them develop key literacy and career skills needed for the 21st century workplace. Focus on integrated classrooms and high incidence students ○ ODE Capacity Building Grants focused on delivering a regional system of training, support, coordination and direct services. | |

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| | <ul style="list-style-type: none"> ○ Issues <ul style="list-style-type: none"> ▪ Aligning curriculum with students post-secondary transition goals ▪ Focusing on transition services earlier ▪ Improving access and sustainability of students with disabilities in career-tech programs. ▪ Increase focus on self-determination and parent support ● Small Group Discussion | |
| Certificates of Appreciation | <p><i>Certificates of Appreciation</i> Certificates of Appreciation awarded to Jennifer Elliott and Marsha Wiley, who served on the SAPEC Executive Committee, for their service to the State Advisory Panel for Exceptional Children and the students with disabilities in the state of Ohio.</p> | |
| Emerging Issues/Unmet Needs | <p>Reba Allen proposed an unmet need around training for working with children with behavioral and mental health issues in alternate settings.</p> | <p>The proposed unmet needs to be submitted in writing for consideration by the SAPEC Executive Committee.</p> |
| Agency Reports | <p>Ohio Department of Corrections - Janee Brant is retiring this year and will be replaced with another representative from the department.</p> <p>Ohio Association of County Boards of Developmental Disabilities – Jed Morison</p> | |
| Member Announcements | <p>Requested completion of the meeting evaluation to guide future meetings.</p> | <p>Members complete the meeting evaluation.</p> |
| Future Agenda Considerations | <p>None</p> | |
| Closing Comments | <p>None</p> | |
| Motion to Adjourn | <p>Tom Ash motioned to adjourn, Reba Allen seconded. Meeting adjourned.</p> | |