

**STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN**  
**January 21, 2016**  
**@ Quest Conference and Business Center**

Agenda Item	Discussion/Recommendations	Next Steps
<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>Bill Bauer, Chairperson, called the SAPEC meeting to order.</p> <p>Absent: Stephanie Barber-Maynard, Tina Evans, Jessica Foster, Valerie Leach, Michelle McCollister, Mary Murray, Trisha Prunty, Sandee Winkelman and Terri Woods.</p> <p>Visitors: Emily Haynes, Sue Boettler.</p>	
<p><b>Panel Business Approval of Nov. 5, 2015 Meeting Minutes</b></p>	<p>Minor corrections to the minutes on page 1 and page 3. Members unanimously approved of minutes with the changes.</p>	<p>Meeting minutes will be posted to the ODE website.</p>
<p><b>Public Comment</b></p>	<p>Sue Boettler who runs a parent support group in Canton for parents of students with dyslexia provided public comment that there is a need for changes in teacher training on dyslexia and reading instruction and the need for earlier intervention.</p>	
<p><b>Chairperson's Report</b></p>	<p><i>Staci Anderson – Membership Committee</i></p> <p>Two of the 4 Member-at-Large positions are open/vacant starting 2016-17 school year for a two year term. Members-at-Large serve on the SAPEC Executive Committee. If interested email Crystal Ginn by January 31<sup>st</sup> and be prepared to discuss interest and qualifications at a future meeting.</p> <p><i>Business Cards</i></p> <p>Business cards were handed out to the members that requested them. If you want cards and did not sign up for them, please contact Crystal Ginn.</p>	<p>Members interested in becoming a Member-at-Large email Crystal Ginn by January 31<sup>st</sup>.</p>

<b>ODE Report</b>	<p><i>Ohio's Initiatives to Address the Special Education Drop Out Rate – Amy Szymanski, Secondary Transition Consultant, Ohio Department of Education (ODE)</i></p> <p>A student dropping out is not a sudden act, it is a gradual process of disengagement. It is important to identify why the students are disengaged and at-risk and address it early. The Institute for Education Science (IES) produced a Dropout Prevention Guide (<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9</a>) that makes 6 recommendations for reducing dropouts: diagnostic-data system to identify high risk students; targeted interventions-assign adult advocates, provide academic support and enrichment, and</p>	
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	<p>implement programs to improve behavior and social skills; schoolwide interventions personalize the learning environment and instructional process and provide rigorous and relevant instruction. Ohio’s initiatives are evidence-based, data-driven, integrated, intentional and aligned with the IES recommendations.</p> <p>Ohio has multiple initiatives to support reducing Ohio’s dropout rate. Several examples were shared about initiatives focused to reduce dropout and of supports for postsecondary transition services occurring. Several highlights are listed below. For additional information review the PowerPoint presentation.</p> <ul style="list-style-type: none"> <li>• Student Success Dashboard - Diagnostic tool that looks at early warning indicators for drop-out</li> <li>• Third Grade Reading Guarantee with focus on early identification and intervention for students struggling with reading.</li> <li>• Office for Exceptional Children’s (OEC) State Systemic Improvement Plan is focused on early literacy,</li> <li>• Innovative Strategies to Improve College and Career Readiness for Students with Disabilities-RFP for grant funds to design and implement innovative strategies to improve college and career readiness for students with disabilities.</li> <li>• Ohio Transition Support Partnership-Opportunities for Ohioans with Disabilities (OOD) and ODE/OEC partnership to expand vocational rehabilitation services to eligible students beginning at age 14, provides an opportunity for career development at a younger age and could lead to increased student engagement.</li> <li>• EnvisionIT–Partnership with the Nisonger Center at Ohio State University to improve college and career readiness for students with high incidence disabilities in inclusive settings.</li> </ul> <p><i>New Dropout Rate Targets – Kara Waldron</i></p> <p>At the November SAPEC meeting, we discussed the dropout rate (Indicator 2). Ohio’s data for 2013-14 on dropout rate for students with disabilities is 22%. Ohio received a determination from the US Department of Education (USDOE) of needs assistance instead of meets requirements due in large part to Ohio’s high dropout rate and low graduation rate for students with disabilities. ODE changed the calculation used to align with USDOE’s calculation. Because of the calculation change, ODE must set new targets for the submission of the state plan in February.</p> <p>At the November meeting the Dropout Ad Hoc Committee workgroup developed two recommendations:</p>	
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Option 1

13-14 Data	Proposed Targets				
	14-15	15-16	16-17	17-18	18-19
22.0%	22.0%	22.0%	22.0%	22.0%	21.95%

Option 2

13-14 Data	Proposed Targets				
	14-15	15-16	16-17	17-18	18-19
22.0%	22.0%	21.9%	21.8%	21.7%	21.6%

Justification as to why these targets are rigorous yet attainable:

- New tests/graduation requirements will be rigorous;
- New initiatives: increase quality of transition planning, student success plans (HB 487), career tech in middle school;
- It will take several years for new initiatives to show improvement;
- Option 1 reflects the likelihood of needing to revisit the targets next year due to new baseline;
- Option 2 targets are rigorous in comparison to the trend line, which suggests without targeted efforts dropout rates will continue to increase 1.78% per year.

Member vote: 4 voted for Option 1; 17 voted for Option 2. Option 2 was selected by the Panel as the state targets for dropout rate.

*Annual Performance Report – Kara Waldron*

Ohio’s Annual Performance Report is due to the US Department of Education on Feb. 1, 2016; however some Ohio data will be late due to changes in EMIS. A state legislated change in how data are collected from districts required a complete overhaul of information system infrastructure (EMIS) at ODE. Data reporting windows for districts were delayed and there were multiple reporting windows for districts to submit and correct data. The late closure of the reporting periods at the district level impacts ODE’s ability to compile the data. ODE is measured on timely reporting and accuracy of data and will be found noncompliant on timely reporting. However, school districts will not be impacted in their determination from ODE.

Late data and when it is expected to be completed: Exiting (Nov 2015); Discipline (Nov 2015); Personnel (Nov 2015); Assessments (Dec 2015 & Feb 2016); Preschool Outcomes

Members selected option 2. The targets for dropout (Indicator 2) will be:

13-14 Data	22%
14-15	22%
15-16	21.9%
16-17	21.8%
17-18	21.7%
18-19	21.6%

	<p>(Feb 2016). Data we have now: Graduation Rate – Stayed the same; Least Restrictive</p>	
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Environment – Progress; Parent Involvement – Progress; Post-School Outcomes (a survey based indicator) – Slippage; Due Process Resolution Agreement Rate – Progress; Mediation Agreement Rate – Slippage.

*ESSA – Every Student Success Act*

ESSA has been passed. The handout distributed in the meeting packet contains a high level review of what is in the act. ODE is creating cross-agency workgroups and committees around ESSA and stakeholder meetings will also be conducted. One provision of ESSA focuses on improving opportunities and outcomes for students in the juvenile justice system. Through the investigation of a recent complaint, ODE discovered inconsistencies in the educational services being provided within the community-based systems. Improving opportunities and outcomes for students in the juvenile justice system is now a focus area for the Office for Exceptional Children and the Office of Federal Programs. For additional information visit the ESSA page on the ODE website: <http://education.ohio.gov/Topics/Every-Student-Succeeds-Act-ESSA>.

*PBIS Showcase – Wendy Stoica*

In early December, OEC held an event recognizing 22 district teams who are successfully implementing Positive Behavioral Interventions and Supports (PBIS). There was great interest in the event and a lot of enthusiasm at the event. Bellaire Elementary School in eastern Ohio earned the highest ranking of Gold. The full list of districts who received recognition and additional information regarding statewide PBIS efforts are posted on the ODE website.

*Special Education Transportation - Jessica Dawso and Kyle Gallenstein*

The specific rule that pertains to special education transportation is Ohio Administrative Code 3301-51-10. Sometimes transportation is a related service for a student with a disability that would be specifically tailored to that individual student's needs above and beyond general education transportation. The IEP team determines whether transportation will be included as a related service on the IEP. The IEP team is required to consult with transportation personnel when considering transportation as a related service. Ohio Administrative Code 3301-51-10 also required that the IEP be accessible to teachers and related service professionals, which may include the child's bus driver.

*Ad Hoc Committee Groups*

The members broke into Ad Hoc Committee groups for discussion:

- Third Grade Reading Guarantee Exemption from Retention Guidance

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	<ul style="list-style-type: none"> <li>• Dispute Resolution Pro-Se Parent Guidance</li> <li>• OSEP Guidance on Grade Level Content Standards and Free Appropriate Public Education (FAPE)</li> </ul>	
<p><b>Committee Reports</b></p> <p><b>Standing Committee Reports</b></p>	<p>Ad Hoc Groups' Reports</p> <p><i>Third Grade Reading Guarantee Exemption from Retention Guidance</i></p> <ul style="list-style-type: none"> <li>• Recommended a cover memo to go with the decision tool otherwise it could be overwhelming and misinterpreted.</li> <li>• Questions for the IEP team to use when making the determination</li> <li>• Public service announcement</li> <li>• Short video for families explaining documents that can be viewed before the IEP meeting.</li> </ul> <p><i>Dispute Resolution – Pro-Se Parent Guidance</i></p> <ul style="list-style-type: none"> <li>• Video guidance</li> <li>• Develop frequently asked questions resource</li> <li>• Checklist that outlines alternative dispute resolution processes prior to due process.</li> </ul> <p><i>OSEP Guidance on Grade Level Content Standards and FAPE</i></p> <ul style="list-style-type: none"> <li>• Look at each student and what they need including specially designed instruction.</li> <li>• Keep higher expectations in mind when writing goals and objectives.</li> <li>• Clarify how it fits with the academic content standards.</li> <li>• Clarify or reword the section that focuses on students who receive a modified curriculum.</li> <li>• Address nonacademic aspects not just academic.</li> <li>• Better define alternate assessment and who receives it.</li> <li>• Resources-consider creating several versions (i.e. for parents, general educators, special educators); a flowchart; and parent training materials.</li> <li>• Communication – awareness training.</li> <li>• What evidence of goals being implemented.</li> </ul>	

<b>Learning Item</b>	<p><i>Autism – Sue Zake and Carly McVey, OCALI</i></p> <p>Autism diagnosis has greatly increased since 2008 with over 17,000 students in Ohio identified. In Ohio, the data shows a majority of these students are in the regular education classrooms 80% or more of their school day.</p> <p>Autism Supports to Ohio Families and Districts. The Ohio Center for Autism and Low Incidence (OCALI), the primary support, is funded by the ODE and contracts with other state agencies. OCALI’s website hosts resources and information with multiple centers</p>	
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	<p>and areas of focus including: Autism, Universal Design for Learning, Families, Teaching Diverse Learners, Assistive Technology, Lifespan Transitions Center. These resources are available at <a href="http://www.ocali.org">www.ocali.org</a>.</p> <p>Autism Certification Center at OCALI – a collaborative with ODE and DODD. <a href="https://autismcertificationcenter.org/">https://autismcertificationcenter.org/</a>. Through a video based series called <i>Autism Spectrum Disorders (ASD) Strategies in Action</i>, individuals can complete online modules to earn professional development hours and a certificate. <i>ASD Strategies in Action</i> gives families and service providers tools to ensure they are equipped to effectively care for, support, educate, employ or work with individuals with autism from early childhood to young adulthood. This is a free resource to Ohio taxpayers.</p> <p>After viewing the first video in the series SAPEC members commented that this is a valuable resource for educators and families that could be used as professional development for regular and special education teachers. Members were encouraged to share this resource in their communities.</p>	
<b>Emerging Issues/Unmet Needs</b>	<p>Cheryl Kleist presented a proposed emerging issue. She expressed concerns about inappropriate identification, late identification, late and inappropriate interventions for students with dyslexia. She proposed development of a handbook for school districts regarding identifying struggling readers and appropriate programs for students with dyslexia and basic dyslexia training for teachers and school administrators.</p>	<p>Executive Committee discussed the submission. OEC will be bringing information about the Dyslexia Pilot Project outcomes and then discuss next steps.</p>
<b>Agency Reports</b>	<p><i>Ohio Association of County Boards of Developmental Disabilities</i></p> <p>The Ohio Department of Health and the Ohio Department of Developmental Disabilities (DODD) sent out notice that early intervention services will now be under DODD and transition over the next several months. County Boards of Developmental Disabilities (DD) continue to plan and implement transitions to come into compliance with CMS rating that</p>	

	says there should be conflict-free case management. This means adult day services provided directly by County Boards of DD will need to be privatized by 2024.	
<b>Member Announcements</b>	None.	
<b>Future Agenda Considerations</b>	An update was requested on the unmet need of shortage of service providers. ODE shared that the Ohio Education Service Center (ESC) Association developed a survey for districts and is collecting responses. ODE will share the outcomes once received.	
<b>Adjourn</b>	Laryssa Beatty motioned to adjourn, seconded by Tony Cochren. Meeting adjourned.	Next meeting is March 17, 2016.