

STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN

September 29th, 2016

@ Quest Conference and Business Center

Agenda Item	Discussion/Recommendations	Next Steps
Call to Order	Bill Bauer, Chairperson, called the meeting to order.	
Roll Call	Absent: Laryssa Beatty, Lisa Bruening, Tina Evans, Kimberly Hauck, Jennifer Kobel (sub attended), Valerie Leach and Jennifer Zajac.	
Introduction of Guests, Visitors and New Members	Visitor: Robert Knisely	
New SAPEC meeting structure	<p>2016-2017 SAPEC meeting structure</p> <p>Dr. Sue Zake reviewed changes made to SAPEC’s 2016-2017 meetings schedule. SAPEC has four face-to-face meetings scheduled in Columbus. SAPEC’s February meeting will be convened via webinar or conference call to prevent panel members traveling during potentially unpredictable weather. Meetings have been reduced from 5 hours to 4 hours with the expectation that meetings will be more efficient and productive. Lastly, with the shortened meeting schedule, lunch will no longer be provided.</p>	
Panel Business Approval of March 17, 2016 SAPEC Minutes	A motion was called to approve the May 19, 2016 minutes. Jed Morrison motioned to approve, Tony Cochren seconded. There was no discussion. Minutes were approved.	Meeting minutes will be posted to the ODE website.
Public Comment	There was no written public comment submitted to ODE.	
Chairperson’s Report	<p><i>Guidelines for submitting Unmet Needs, Public Comment and Agency Reports</i></p> <p>ODE will provide SAPEC panel members with forms to fill out in order to present emerging issues or unmet needs. Each form will be accessible on the registration table during each meeting.</p> <p>Constituency Report forms will be available for agency representatives that have committee reports/announcements from their agency. Finally, visitors were reminded to complete the visitor information sheet, also available on the registration table. In addition, SAPEC Bylaws and Operating Procedures may be accessed on the SAPEC website.</p> <p><i>SAPEC’s Mission</i></p> <p>There are about 300,000 children with disabilities in Ohio. SAPEC is here to represent and assist these children. The best way to do this is by collaborating with the Ohio Department of Education (ODE). SAPEC’s purpose is to advise ODE and provide guidance on policies related to the education of children with disabilities in the state of Ohio. All disability categories should be addressed. SAPEC should not focus on individuals categories since all children are impacted by the Ohio Department of Education.</p>	
ODE Report	<p><i>ODE Office for Exceptional Children’s Update</i></p> <p>Dr. Zake thanked SAPEC members for attending and introduced OEC staff reporting on various topics listed on the agenda.</p> <p><i>State Systemic Improvement Plan – Early Literacy Plan – Wendy Stoica and</i></p>	

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	<p>Melissa Weber-Mayrer</p> <p>The Ohio Department of Education has a partnership agreement with eight districts. The specific districts are Niles City, Perkins Local School, Garfield Heights City, Canton Public, Dayton Public, Cincinnati Public, Wellston City and Western Local. These districts have agreed to work with ODE over the course of five years. Specifically, this plan aims to better address the literacy needs of all students, including students with disabilities in preschool through third grade.</p> <p>All educators responsible for providing services to preschool through third grade students will engage in training on Language Essentials for Teaching Reading and Spelling. This training includes three face-to-face sessions with national trainers and a series of online modules. The training content focuses areas such as the five essential components of reading, how the brain learns to read, how the brain works for struggling readers and how to better address evidence based practices. These districts will also come face-to-face three times a year to apply what they are learning.</p> <p>The eight partner districts will be supported at the state and district level by regional Early Literacy Specialists through mentoring, coaching, observing and supporting the learning that takes place in the buildings. Additionally, ODE has eight additional early literacy specialists at the State Support Teams level who are participating in LETRS training this school year. As they are working within their regions, these Early Literacy Specialists will identify eight additional districts that will commit through a partnership agreement to begin participating in Ohio’s Early Literacy plan starting fall of 2017 for four years.</p> <p>Cohort II Regional Early Literacy Specialists are working on defining family engagement and developing strategies to engage families. The project plans to develop ways to apply LETRS concepts to addressing the needs of students who are blind and deaf, autistic students and students with other communication disabilities. The training is also aligned to the International Dyslexia Association Standards.</p> <p>State and District Special Education Determinations – Dr. Sue Zake</p> <p>Ohio received their overall special education determination ranking from OSEP in June 2016. Ohio ranked 32nd with 76.67% as compared to all states, which is the Needs Assistance Category. Ohio’s overall determination performance as compared to the other largest states by student enrollment remained in the need assistance category. Our review of data will show that Ohio’s challenges include student performance and participation in the areas of reading and math, graduation rates, and timely state reported data. Ohio’s legislature changed the state’s data collection system. This contributed to Ohio’s ability to submit data to OSEP on time. Also, Ohio has seen an increase in the percentage of students who are excused from the consequences of taking state assessments.</p> <ul style="list-style-type: none"> • When comparing the results portion of the determination percentage, Ohio is 31st with 58% results score • When compared to other states for timely and accurate state-reported data, Ohio is 48th with an 89% rate • Ohio is 43rd with 47% of students with disabilities graduating with a regular high school diploma 	

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	<ul style="list-style-type: none"> • Ohio is 21st with 17% of students with disabilities exiting high school by dropping out • In the category of 4th grade students with disabilities scoring basic or above on the NAEP Math Assessment, Ohio is 25th with 51% • In the category of 8th grade students with disabilities scoring basic or above in the NAEP Math Assessment, Ohio is 8th with 38% • In the category of 4th grade students with disabilities scoring basic or higher on the NAEP Reading Assessment, Ohio is 27th with 28% • In the category of 8th grades students with disabilities scoring basic or above on the NAEP Reading Assessment, Ohio is 25th with 34% <p>Ohio's district ratings are based on compliance indicators. Ohio's data shows that a large majority of districts meet requirements (936 districts). When looking at the projected rating of results and compliance indicators together, the number of districts that meet requirements drops to 539. A comparison of 2015 actual compliance ratings to 2016 ratings shows that most districts meet requirements and fewer are in need of assistance.</p> <p>OSEP Memos – Olivia Schmidt and Jessica Dawso</p> <p>Virtual Schools</p> <p>The OSEP Memo offers a definition of Virtual schools:</p> <ul style="list-style-type: none"> • A public school that offers only virtual course where children and teachers are separated by time and/or location and interaction takes place via computers and/or telecommunications. • Virtual schools are LEA's and must adopt the policies and procedures that the state has for implementing IDEA. Virtual schools are required to meet the same requirements for IDEA as a brick and motor school. <p>The OSEP memo clarifies that Virtual schools, like traditional schools, must adopt policies and procedures which ensure they are meeting IDEA requirements. Monitoring a Virtual school presents many limitations related to determining when a child has exceptional educational needs, employing teachers qualified to teach children with exceptional needs, providing parents access to due process, providing related services and ensuring confidentiality of information and records. Questions regarding the provision of special education services through virtual schools will be addressed during the ad hoc committee discussion today.</p> <p>Inclusion of Behavioral Support in IEP's</p> <p>This OSEP memo emphasizes IDEA requirements that schools provide positive behavioral supports to students with disabilities and the provision of FAPE in the least restrictive environment (LRE). Behavioral supports must be available through a continuum of supports and it may be necessary to provide training on use of positive behavior interventions and supports (PBIS) to school personnel. Districts should consider strategies to determine whether PBIS is working, and strategies that keep students in school as oppose to removing students for 10 days. PBIS is most effective when delivered within a school-wide evidence based multi-tiered behavioral framework.</p> <p>This Dear Colleague Letter is part of a package of resources designed to address the behavioral needs of students. The package includes resources to assist</p>	

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	<p>teachers/school leaders with classroom management strategies and assist schools with implementing school wide behavioral efforts. These materials can be found on the US ODE school discipline webpage: Rethink Discipline (http://www2.ed.gov/policy/gen/guid/school-discipline/index.html)</p> <p>Ohio’s System of General Supervision of IDEA – Jessica Dawso The Ohio Department of Education is required to have a general supervision process to ensure that the federal mandates are being monitored statewide. Ohio’s general supervision system features several key components:</p> <ul style="list-style-type: none"> ❖ State Performance Plan/Annual Performance Report; ❖ State System Improvement Plan; ❖ Policies, Procedures and Effective Implementation; ❖ Integrated Monitoring Activities; ❖ Fiscal Management; ❖ Data on Processes and Results; ❖ Improvement, Correction, Incentives & Sanctions; ❖ Effective Dispute Resolution; and ❖ Targeted Technical Assistance & Professional Development <p>One of ODE’s newest efforts to support district monitoring focuses on providing technical assistance and support to large urban districts. ODE wants to partner with districts and families to determine what’s needed to improve special education services.</p> <p>ODE’s Informational Videos – Jessica Dawso Ohio University in Athens, OH developed brief informational videos to serve as a resource and support for parents on the subject of special education.</p> <p>Please visit https://www.youtube.com/watch?v=Na2IE6mrJhg to access the video titled <i>Special Education – The Basics of an Individualized Program (IEP)</i>.</p> <p>Please visit https://www.youtube.com/watch?v=HMsh5NAh3Ys to access the video titled <i>Special Education – Progress Monitoring</i>.</p>	<p>Send link to panel members when the GS document has been posted to ODE’s website.</p>
<p>ESSA Presentation</p>	<p>Every Student Succeeds Act (ESSA) – Chris Woolard and Colleen Grady The Every Student Succeeds Act reauthorizes the Elementary and Secondary Education Act to create a long-term, stable federal policy that gives states additional flexibility and encourages innovation, while at the same time holds states accountable for results.</p> <p>Initial Phase</p> <ul style="list-style-type: none"> • Meetings took place from February 2016 to July 2016 with 60+ organizations and legislators to provide an overview of ESSA, highlight key decision points and to share USDOE guidance and identify opportunities for additional input. <p>Phase Two</p> <ul style="list-style-type: none"> • ODE will partner with Philanthropy Ohio to hold 10 regional meetings from July 2016 to October 2016 to develop and broadcast a series of webinars on specific topics with accompanying online surveys. Shortly after, a “general” survey will be posted to solicit ideas to improve Ohio’s K-12 System. 	

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	<p>Phase Three</p> <ul style="list-style-type: none"> From September 2016 to November 2016 presentations will be given to legislative committees and individual legislators too address stakeholder input, policy options and potential legislative changes. <p>Phase Four</p> <ul style="list-style-type: none"> Draft a State plan and post online for at least 30 days. Review comments and make revisions accordingly. <p>Phase Five</p> <ul style="list-style-type: none"> Revised plan will be provided to Governor Kasich for review, a final review will take place, then a State Plan will be submitted to the USDOE. <p><u>Key Decision Points</u></p> <p>Assessments – Adaptive testing, nationally-recognized high school assessments and innovative pilot.</p> <p>Accountability – Nonacademic report card measure, enhanced English learners’ accountability and subgroup accountability.</p> <p>Educator Effectiveness – Revisions to state equity plan and independent academics.</p> <p>School Improvement – Definition of struggling schools (tiered identification and support), organizational structure for improvement, wraparound services and definition of evidence base</p> <p>Special populations – Homeless, foster care systems, military dependents, etc.</p> <p>Title Funds – Schoolwide threshold, distribution of school improvement dollars, set asides, competitive grants and equitable services for nonpublic schools.</p> <p>ESSA is designed to go into full effect during the 2017-2018 school year however the provisions related to Homeless students and students in Foster Care go into effect this fall.</p> <p>Ad Hoc Committee Groups The Panel worked in Ad Hoc Committee groups to discuss several topics.</p> <p>Group I – Complaint Information Sheet</p> <p>Group II – OSEP: Dear Colleague Letter on Online and Virtual Schools and the Individuals with Disabilities Education Act (IDEA)</p> <p>Group III – OSEP: Dear Colleague Letter on the Inclusion of Behavioral Supports in Individualized Education Programs</p>	
Committee Report	<p>Ad Hoc Group Reports Panel members reported their small group discussion/recommendations and provided their completed feedback documents to ODE for further consideration.</p> <p>Complaint Information sheet</p> <ul style="list-style-type: none"> Define and explain ODE’s Dispute Resolution complaint process and ensuring that this information sheet is “parent friendly”. Add clarification to any acronyms listed on the complaint information sheet. <p>OSEP: Dear Colleague Letter on Online and Virtual Schools and the Individuals with Disabilities Education Act (IDEA)</p> <ul style="list-style-type: none"> Referring to OSEP’s letter on online and virtual schools and IDEA, many 	

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	<p>questions and concerns arose about LRE, differentiation, student-teacher ratios, related services, progress monitoring, transportation, cheating, transitioning, attendance, etc. and how these items will be appropriately addressed in the virtual school setting.</p> <ul style="list-style-type: none"> • One possible suggestion: develop a FAQ for parents at the state level to ensure parent’s questions and concerns are being answered. <p><i>OSEP: Dear Colleague Letter on the Inclusion of Behavioral Supports in Individualized Education Programs</i></p> <ul style="list-style-type: none"> • Referring to OSEP’s letter on behavioral supports, there was a focus on IEP’s and when to convene an IEP meeting. Schools and parents will need guidance and parents specifically will need assistance with becoming educated on their rights and the rights of their students. • Placing equal emphasis on behavior and academics instead of placing primary emphasis on academics and secondary emphasis on behavior was highlighted. Considering alternate disciplinary actions as opposed to the “10-day suspension option” was also mentioned. • It is important that educators are trained to recognize the mental health component of behavior and that, in some cases, the behavior may be more embedded as a mental health issue. Moving forward, educators and parents should consider partnering with experts who will provide resources and guidance. <p>Membership Committee SAPEC has openings for new members in 2017-2018. The application will be available on ODE’s website. There are two Member-at-Large positions open and SAPEC will elect a new Vice Chairperson. These positions are open to any current SAPEC member who wants to serve. Those interested in becoming Vice Chairperson or a Member-at-Large must send a letter of interest to ODE by the end of January.</p>	
Emerging Issues/Unmet Needs	No emerging issue or unmet need was presented to panel members.	
Agency Reports	<p><i>Jed Morrison – Ohio Association of County Boards of Developmental Disabilities</i> The Synergy Conference will be held on October 5th – 7th in the Dublin Embassy Suites. This Conference is sponsored by OSDA (Ohio Self Determination Association) and PAR (Professionals, Associates, Resources) and includes participation from individuals with disabilities, family members, professional and others.</p> <p>The Ohio Association of County Boards of Developmental Disabilities will have their annual fall conference from November 30th to December 2nd. Conference will be located at the Hilton Hotel in Easton, Columbus, OH.</p> <p><i>Susannah Wayland – State Education Officials – McKinney Vento Act</i> The department is conducting a number of presentations across Ohio related to the reauthorization of ESSA. If you know your Homeless liaison, please encourage them to attend one of the regional meetings or contact me for more</p>	

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	information.	
Member Announcements	The Northern Ohio International Dyslexia Association is having their annual conference on November 10-11, 2016. Flyers are available for those interested.	
Future Agenda Considerations	No items were recommended.	
Adjourn	A motion to adjourn was call by Ron Rogers and seconded by Beth Harrison. Meeting adjourned.	Next meeting is scheduled for December 1 st , 2016