

**STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN**

**March 17, 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 meeting to order.</p> <p>Absent: Reba Allen, Stephanie Barber-Maynard, Lisa Bruening, Cynthia Burger, Marbella Caceres, Mike Kinney, Valerie Leach, Michelle McCollister, Jed Morrison (1/2 day), Mary Rose Oakar, Myrrha Satow, Terri Woods.</p> <p>Visitors: Andrew Pepper, Mike McGovern.</p> <p>Two new members of the panel were introduced: Tony Huff representing Career Technical Education, he works at Butler Tech and Kimberly Hauck representing Early Intervention Part C Ohio Program at the Department of Developmental Disabilities.</p> <p>Office for Exceptional Children staff introductions: Kyle Gallenstein is now the attorney for the Office for Exceptional Children; new staff member, Tanya Davis, Assistant Director of Urban Support Team; new staff member, Kalinda Watson, Assistant Director of Resource Management.</p>	
<p><b>Panel Business</b></p> <p><b>Approval of Jan. 21, 2016 SAPEC Minutes</b></p>	<p>Tom Ash motioned to approve, Jed Morison seconded. Minutes approved.</p>	<p>Meeting minutes will be posted to the ODE website.</p>
<p><b>Public Comment</b></p>	<p>Mike McGovern, parent, provided public comment to share his concerns related to late identification of students with dyslexia and proposed state-required testing for dyslexia in Kindergarten.</p>	
<p><b>Chairperson’s Report</b></p>	<p>2 Member-at-Large Positions are open for the 2016-2017. Members were requested to send their name to Crystal Ginn if interested in a position. A ballot for Member-at-Large positions will be voted on by members at the May 19<sup>th</sup> meeting.</p>	<p>A ballot for Member-at-Large positions will be voted on by members at the May 19<sup>th</sup> meeting.</p>
<p><b>ODE Report</b></p>	<p>ODE Office for Exceptional Children’s Update</p> <p><i>IDEA Part B Application– Sue Zake</i></p> <p>Ohio’s IDEA Part B Application is posted for public comment period. Members were encouraged to review it, share it and provide comment. The deadline</p>	

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	<p>for public comment is April 19<sup>th</sup>.</p> <p><i>Statewide Center for Sensory Disabilities – Sue Zake</i>  The Ohio Department of Education recently awarded to the ESC of Central Ohio in collaboration with OCALI funding to create a statewide center for sensory disabilities. The center is meant to provide outreach, resources and support to educators and families throughout the state. Start-up plans are currently underway and information will be shared with the panel in the future.</p> <p><i>Personnel Shortage Updates – Tom Ash, BASA and Sue Zake</i>  Special education personnel shortages was presented as a possible unmet need by a member at a previous meeting. A survey was conducted through a collaborative of multiple professional associations to collect information from schools. The preliminary results of the survey were shared with members. 245 traditional public school districts responded and 45 ESCs responded, the ESCs represent 541 school districts. The ESC survey data showed that the main factors for not being able to fill positions were did not receive enough qualified applicants, low salary and undesirable location. Due to an anticipated increase in retirements, the ESCs reported they expect an increase in the number of unfilled positions in the next five years. The collaborative will meet to compile and review the results on the data from the school districts. Also, additional data is being collected and reviewed by ODE, licensing boards and associations to assist in determining next steps.</p> <p><i>Early Childhood Updates – Sophie Hubbell</i>  ODE is holding a free Early Childhood Special Education Conference for Practitioners on June 3<sup>rd</sup> at the Ohio State University Student Union. Registration information is available on the Ohio Department of Education website.</p> <p>Work is occurring to revise the preschool planning form for the evaluation process to make it more understandable. Also, preschool measures are being developed to show growth of students with disabilities in their preschool special education programs.</p>	

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	<p><i>Third Grade Reading Guarantee – Beth Hess, Third Grade Reading Guarantee Administrator</i>  Next school year there is an alternative assessment that can be used for reading called STAR Reading Third Grade Proficiency Assessment with Renaissance Learning.</p> <p><i>Serving Students with Disabilities in Community Corrections Facilities and Juvenile Detention Centers Memo #2016-1 – Sue Zake</i>  Issues were uncovered in multiple detention centers related to education services being provided to students. Memo 2016-1 was recently issued to remind school districts of their responsibility to provide education services to students in detention centers and correctional facilities. Work is occurring across the Department of Education to determine what level of service and monitoring needs to occur within those systems. Services to students in correctional facilities is a major focus nationally for the US Department of Justice and the US Department of Education. Members were encouraged to share any information or ideas that may contribute to this work. A member suggested a required form to be used during intake. Dana Hollis, Ohio Department of Youth Services representative, shared the need for quick access to education records to assist in serving the students.</p> <p><i>Universal Forms Project – Sue Zake</i>  ODE awarded a contract to a company for the purpose of gathering information and making a recommendation on a universal statewide system of special education records. A universal system would provide immediate access to students with disabilities education records and eliminate the problems of record transmittal delays when students change districts or are detained in a detention center or correctional facility.</p> <p><i>Dyslexia Pilot Project Evaluation – Julie Morrison, University of Cincinnati, External Project Evaluator</i>  House Bill 96 in 2012 mandated a three year Dyslexia Pilot Project. The findings from this pilot project are helping to inform ODE’s work related to literacy. The three year project has been completed and evaluated. The primary goal of the project was to evaluate the effectiveness of early screening and reading assistance programs for children at risk for reading</p>	

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	<p>failure including students exhibiting risk factors associated with dyslexia.</p> <p>Year 1 focused on kindergarten, Year 2 Kindergarten-Grade 1, Year 3 Kindergarten-Grade 2 which meant some students were tracked from Kindergarten through second grade over 3 years. Districts selected for the project were from a variety of typologies including rural, urban and suburban.</p> <p>Evaluation Findings:</p> <ol style="list-style-type: none"> <li>1. The five districts that fully implemented the Dyslexia Pilot Project demonstrated an increased capacity to meet students' needs as evidenced by an increased percentage of students "at or above" benchmark and decreased percentage of students "well below" benchmark. The components required for successful implementation of the project reflected what is known about Implementation Research.</li> <li>2. Full implementation of the Dyslexia Pilot Project contributed to a measurable reduction of reading failure risk that precluded the need for more intensive and costly individualized Tier III interventions.</li> </ol> <p>Conclusions and Recommendations:</p> <ol style="list-style-type: none"> <li>1. Among the participating school districts, exemplary practices have emerged in meeting the needs of students at risk of reading failure.</li> <li>2. Building a proactive, tiered system of support requires systemic change to student risk and providing teacher professional learning opportunities, organizational capacity and leadership.</li> </ol> <p>The full evaluation of the Dyslexia Pilot Project is posted on the ODE website.</p> <p><i>Ohio's Early Literacy Plan – Kara Waldron</i></p> <p>Ohio's State Systemic Improvement Plan is focused on early literacy and a cross agency effort. The goal is to improve early literacy outcomes for all Ohio students, including students with disabilities. Ohio's plan focuses on professional development and coaching to increase teacher capacity to provide evidence-based early literacy instruction and interventions but also includes multi-tiered systems of support, the role of leadership in schools, parent partnerships and community collaboration. The Ohio Improvement Process is the framework for the implementation of the early literacy plan as we will use the existing structures of the districts, building and teacher based teams and the 5-step process to plan for, implement and evaluate evidence-</p>	

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	<p>based practices to improve early literacy outcomes for students in preschool through grade three. The professional development program being pursued is LETRS (Language Essentials for Teachers of Reading and Spelling).</p> <p>Potential benefits for districts participating:</p> <ol style="list-style-type: none"> <li>1. More students will diagnose why students are struggling and provide evidence-based reading instruction;</li> <li>2. More teachers will be equipped to provide evidence-based reading interventions;</li> <li>3. Reading success will help reduce disciplinary incidences and dropout rates;</li> <li>4. More students will read at grade level and be on track to complete school and be ready for college and careers; and</li> <li>5. Reading success will increase graduation rates by improving college and career readiness for students with disabilities.</li> </ol> <p>ODE is providing supports to districts who participate in the program including: state-level support by ODE; regional-level support from the State Support Team (SST); financial support; initial coaching and support for LETRS implementation; coaching and support for literacy needs assessment, curriculum-based measure and data dashboard; use of the Ohio Improvement Process (OIP) specific to early literacy; community of practice in their region around implementation; focus on multi-tiered systems of support for early literacy instruction and intervention; enhanced family engagement and community partnerships around early literacy development and outcomes.</p> <p>Members were provided an outline of the early literacy plan which is divided into three sections: infrastructure; support for evidence-based practices; and evaluation. The members went into small group discussion on the positives of the plan, recommended changes and questions for each of the sections.</p>	
<b>Committee Reports</b>	The members reported out on their small group discussion and provided their completed feedback documents to ODE for further consideration.	
<b>Learning Item</b>	<p><i>Parent-Educator Collaboration Project and Regional Community Family Engagement Network --Barbara Boone</i></p> <p>Work around Parent Teacher Partnerships is an initiative within the State Personnel Development Grant (SPDG), a multiyear grant received by ODE. As part of this work ODE provided funding to universities and school districts. The university funding was used to plan and implement a course based on</p>	

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	<p>Parent Teacher Partnerships Model to provide a forum for parents of children with disabilities together with preservice undergraduate and graduate students to learn strategies for effective parent/professional partnerships and empowerment. The districts receive support through the State Support Team Family Engagement Consultants through tools for parent teacher teams, facilitated training and coaching. Parent and teachers receive training and coaching and take the training and information back to their district.</p> <p>All State Support Teams (SSTs) have Parent and Family engagement specialists who provide professional development to teachers, networking, parent advisory councils and coordination of family engagement.</p> <p>The members went into small groups to discuss their ideas on improving parent educator partnerships and then shared their suggestions with the panel.</p>	
<b>Emerging Issues/Unmet Needs</b>	No members presented any emerging issues or unmet needs.	
<b>Agency Reports</b>	Jed Morrison – Ohio Association of County Boards of Developmental Disabilities (OACBDD). The budget contains language to transfer the lead of early intervention services, Part C, from Ohio Department of Health to the Ohio Department of Developmental Disabilities. The OACBDD Spring Conference is on May 12 <sup>th</sup> and 13 <sup>th</sup> .	
<b>Member Announcements</b>	No members provided announcements.	
<b>Future Agenda Considerations</b>	No items were recommended.	
<b>Adjourn</b>	Motion to adjourn from Tom Ash, seconded by Beth Harrison. Meeting adjourned.	Next meeting is May 19 <sup>th</sup>