

STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN

May 11th, 2017

Quest Conference and Business Center

Agenda Item	Discussion/Recommendations	Next Steps
<p>Call to Order</p> <p>Roll Call</p>	<p>Bill Bauer, Chairperson, called the meeting to order.</p> <p>Absent: Staci Anderson, Marbella Caceres, Jamie Davis, Tina Evans, Christina Evens, Kimberly Hauck, Rebecca Holtgreven, Valerie Leach, Jessica Minor, and Jennifer Zajac.</p>	
<p>Panel Business</p> <p>Approval of March 30, 2017 SAPEC Minutes</p>	<p>A motion was called to approve the March 30, 2017 meeting minutes. Tony Cochren motioned to approve, Vicki Palur seconded. There was no discussion. Minutes were approved.</p>	<p>Meeting minutes will be posted to the ODE website.</p>
<p>Public Comment</p>	<p>A public comment was submitted to the Executive Committee to review but the comment did not meet the guidelines for providing a public comment. The SAPEC’s Chairperson, Bill Bauer, will contact the individual that submitted the public comment and provide guidance.</p>	
<p>Chairperson’s Report</p>	<p>Bill Bauer welcomed new SAPEC member, Jay Williams, who has replaced Jed Morison as the Ohio Association of County Boards of Developmental Disabilities representative.</p> <p>SAPEC Membership Update – Kathy Hall and Tony Huff The panel received a description of all new applicants whose names were listed on the ballot for new membership for the 2017-2018 school year. Tom Ash motioned to approve all prospective members listed on the ballot; Tony Cochren seconded. There was no discussion: ballot was approved. During the 2017-2018 school year, Tony Cochren will succeed Bill Bauer as Chairperson and Ron Rogers will succeed Tony Cochren as Vice Chairperson. Laryssa Beatty, Rebecca Holtgreven and Trisha Prunty will be serving their second term.</p> <p>SAPEC 2016-2017 Summary – Bill Bauer A report of what SAPEC has accomplished and is continuing to do during the 2016-2017 school year was read to the panel. The Chairperson also addressed tentative meeting dates for the upcoming school year.</p>	<p>ODE will send out appointment letters to all applicants whose names were listed on the approved ballot.</p>
<p>ODE Report</p>	<p>ODE Office for Exceptional Children’s Update - Jessica Dawso, Interim Director</p> <p>OEC’s New Director The Office for Exceptional Children (OEC) is in the recruitment process for a new Director following the retirement of Dr. Sue Zake. Jessica Dawso will act as Interim Director until the Director position has been filled.</p> <p>Special Education Leadership Conference There will be no Special Education Leadership Conferences during the 2017-2018 school year. The OEC will be utilizing the upcoming school year</p>	

as a planning year for the 2018-2019 Special Education Leadership Conferences.

IDEA Part B Application

The IDEA Part B application, which is the application to receive special education funding for the state, has been mailed the US Department of Education. There is an estimated amount of \$450 million to be awarded to the state, which is no major difference from previous years, but ODE does not know the exact award amount as of now.

State systemic Improvement Plan (SSIP) Grant

Ohio has applied for a new State Systemic Improvement Plan (SSIP) grant. This grant will be used specifically for early literacy. The OEC will be notified on award status between July and August.

State Budget

There are some minor cuts across the board in the state budget. There will be increased funding for school psychologists; there has been a shortage in this area. Also, there is proposed legislation in a separate bill that addresses school finance, specifically the funding formulas for schools. This proposed legislation seeks to eliminate the state share index that currently reduces that amount of funding that each district receives per preschool child with a disability.

Every Student Succeeds Act (ESSA)

ODE originally planned to submit the first draft of the ESSA state plan in April but with the new administration, a new template was created. ODE is working on transposing what has been written in the first draft to fit the new template. ODE now plans to submit the new draft in the fall.

State Personnel Development Grant

The State Personnel Development Grant (SPDG) are federal funds that are specifically targeted from the United States Department of Education for personnel development (i.e. training, professional development, etc.). The OEC will be using these funds to address the collaboration among general education teachers and Intervention Specialists.

IEP/ETR Forms

The OEC is still working on updating and finalizing the IEP and ETR forms. Since receiving feedback in March from the SAPEC panel, the revised IEP and ETR forms have been reviewed by other stakeholder groups. The OEC will be meeting with a stakeholder group of software vendors, who will be responsible for formatting the revised forms and distributing the final product through the districts that they service. The new forms are projected to be released mid-summer.

Universal Forms Project

The first phase of the Universal Forms project has been completed. The next phase of the project will focus on getting all vendors to use one common file format that will transfer from district to district.

Highly Qualified Teachers (HQT)

At the federal level, there is no longer language pertaining to highly qualified teachers (HQT) but HQT remains in state law; Ohio teachers are required to be highly qualified. States are required to report to the US Department of Education, verifying that teachers are appropriately licensed, trained and prepared to teach all students. The department is continuing work with the Dean's Compact that will address the HQT issue and licensure in general.

Ohio's Procedural Safeguards Notice – Monica Drvota

The new Ohio's Procedural Safeguards Notice, formerly known as *Whose IDEA is This?*, has been completed and is now available on ODE's website. The notice has been renamed to *A Guide to Parent Rights in Special Education* and is in the process of being translated in the following 11 languages: Albanian, Arabic, Chinese (simplified), Chinese (traditional), Japanese, Korean, Russian, Spanish, Somali, Ukrainian and Urdu. The translated versions will be available on ODE's website by June 1, 2017.

Districts may continue to use the old version for the remainder of the school year but will be required to use the new version for the 2017-2018 school year. Lastly, there is language in the new parent notice that addresses the Autism Scholarship and the Jon Peterson Scholarship.

In addition to the parent notice, ODE is currently working on finalizing a Request for Proposal (RFP) for the creation of a parent resource/tool that will assist parents in navigating through the special education process. Once the RFP has been approved in ODE, it will be sent to the Department of Administrative Services (DAS) for review and approval. Once approved by DAS, the RFP will be posted on the DAS website for bids. The RFP is projected to be posted by the end of the summer.

Dispute Resolution Data/Findings – Monica Drvota

Ohio's Dispute Resolution finding for 2016-2017 were reviewed and several points were highlighted:

- There were 84 direct request for mediation. Of the 84 requests, 54% reached agreements, 14% did not end in agreements, 25% of the meetings were not held and 7% of meetings are in the process of being scheduled.
- There were 185 direct request for facilitation. Of the 185 requests, 52% reached agreements, 4% did not end in agreements, 33% of the meetings were not held and 26% of meetings are in the process of being scheduled.
- There was a total of 203 formal state complaints filed. Of the 203 filed complaints, 98 Letter of Findings were issued; 66% were found to be in violation. The top three non-compliant issues were 1. When IEPs are in effect (54), 2. Prior Written Notice (21), and 3. Definition of the IEP (20).
- There was a total of 164 due process requests filed. Of the 164 requests, only 6 decisions (4%) were rendered. Of the 6 decisions, the top three issues covered were FAPE (3), Manifestation Determination (2) and ESY (2).

Monitoring Data/Finding – Olivia Schmidt

Onsite Monitoring Reviews were reported and the following points were highlighted:

- The 10 districts involved in the Selected Reviews for 2014-2015 have all been cleared.
- There were 14 districts involved in the 2015-2016 Selective Review, 5 districts have cleared and the remaining 9 districts are in the process of system correction reviews.
- The 6 school districts involved in the 2015-2016 Strategic Improvement Self-Reviews are in phase 1-2 of the 4-phased process.
- During the 2016-2017 school year, 10 districts were involved in an IDEA onsite review: 2 career centers, 1 Educational Service Center (ESC), 1 County DD, 2 City Districts, 1 Urban District, 2 community schools, and 1 local school District. Of the 10 districts, 3 have received their final summary report and initial 2-day training.

There were 13 top areas (50% or more) of non-compliant findings for the 2016-2017 school year. Out of the 13 areas of non-compliant findings, the following were ranked as the top 3: Transition Plans (90%), Present Levels of Performance (89%) and Measurable Goals (75%).

Annual Performance Report (APR) – Kara Waldron and Matt Loesch

The Annual Performance Report (APR) was submitted on February 1st. All required data was submitted on time. This includes compliance and student outcome indicators, as well as the State Systemic Improvement Plan.

Compliance data with the target of 0% includes Indicators 4b, 9, and 10. Of the three indicators, Indicator 4b was the only indicator that did not remain at 0%; it has a discipline disproportionality rate of 1.2%.

Compliance data has the target of 100% and includes Indicators 11,12 and 13. Indicator 11, which measures the percent of children who are evaluated within 60 days of receiving parent consent, is at 99.1%. Indicator 12, which measures early childhood transition, is at a rate of 98.0%. Lastly, Indicator 13, which measures secondary transition, is at a rate of 99.3%. Ohio has shown progress in eight Indicators (3b, 5, 6, 7,8,14,15, & 16) and has shown slippage in three Indicators (1, 2, and 4a).

Indicator 5a, which measures the percentage of SWD's who are served in a regular classroom 80% or more of the day, improved 6.4% since 2011. Indicator 6a, which measures the percentage of preschoolers attending a regular early childhood program, improved 16.5% since 2011. Indicator 15, which measures the percentage of resolutions sessions that were resolved through agreements, has passed the minimum target goal of 39% by 11% in the 2015-2016 school year. Indicator 16, which measures the percentage of mediation agreements that resulted in mediation agreements, also passed the minimum target goal of 74% this year by 2%.

Based on 2014-2015 discipline data, OEC identified 52 LEAs with significant discrepancies in suspension and/or expulsion rates, representing 5.2% of all LEAs and thereby missing the target of 1.4% for indicator 4a. Though the overall number of LEAs identified with significant discrepancies

	<p>continues to increase, the percentage of such LEAs found to be noncompliant with discipline requirements has begun to decrease.</p> <p>Indicator 3c measures the percent of SWD who scored at or above the proficient level on statewide math and reading assessments. The data for the last three years show a significant drop in the percent of SWD scoring proficient or above. This is due to the increased rigor of the tests in Ohio.</p> <p>APR clarification period has begun in mid-April and the annual state determination from OSEP will be released between June and July. OEC will issue annual Special Education Rating to districts in August.</p>	
<p>Learning Item</p>	<p><i>Preparing for Success – Planning for success of students with disabilities as they transition out of high school –Jessica Dawso and Amy Szymanski</i></p> <p>There are 238,285 (14.2%) students in Ohio that are identified as students with disabilities (SWD’s), not including the preschool population. At the federal level, there has been a lot of language around vulnerable populations and vulnerable students. SWDs is one large subgroup in the conversation surrounding vulnerability.</p> <p>Students with disabilities are not graduating at the same rate and/or possibly without the same skill set as their nondisabled peers. Per the state’s calculation in 2016, 70% of Ohio’s SWD’s are graduating with a diploma, 19% dropped out, aged out or died, and 6% transferred to regular education. However, per the federal calculation in 2016, only 33% SWD graduated with a diploma.</p> <p>The panel discussed expectations for <i>all</i> students, including students with disabilities, upon graduation. There was an emphasis on understanding student’s interests and applying these interests throughout all transitioning periods. The panel also discussed what happens post high school and what decisions parents and educators are making at each step of the way as the student progresses through school.</p> <p><i>Equity in IDEA: New Disproportionality Regulations – Kara Waldron</i></p> <p>In December, the Office of Special Education Programs released new regulations around disproportionality. This was prompted by a government accountability office’s report that investigated the significant disproportionality requirements embedded within IDEA and how states were complying with them. After analyzing the data, the findings concluded that there was a disproportionate representation of minority students in special education.</p> <p>The new regulations are expected to assist in identifying and addressing factors that attribute to racial and ethnic disproportionality in identification, placement and disciplinary actions. Changes were made in regulations around disproportionality in the following areas:</p> <ul style="list-style-type: none"> • Identification - beginning at age 3 • Placement - Inside regular ed class < 40% and separate placements • Discipline - Out of school suspension, in school suspension and total removals • Calculation - Risk ratio and alternate risk ratio 	

	<ul style="list-style-type: none"> • N-sizes - Must be reasonable (max of 10 for numerator and max of 10 for denominator) • Years - “Consecutive Years” flexibility (up to 3 consecutive years) • Progress - “Reasonable Progress” flexibility (can look at progress for previous two years) <p>States have 18 months to work with their State Advisory Panel and other stakeholder groups to make methodology decisions. States must comply by July 1, 2018 and identify districts by the 2018-2019 school year.</p>	
Emerging Issues/Unmet Needs	There were no emerging issues or unmet needs.	
Member Announcements	The panel presented a certificate of appreciation to Jennifer Kirby for her 6 years of service with SAPEC. The panel also presented a certificate of appreciation to Bill Bauer and recognized him for his service as the SAPEC Chairperson. Bill Bauer will serve as an Ex-Officio Member for the remainder of his term.	
Future Agenda Considerations	No items were recommended.	
Adjourn	A motion to adjourn was called by Chair Person, Bill Bauer. Meeting adjourned.	Next meeting is tentatively scheduled September 21, 2017.