

STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN

August 30, 2018

Quest Conference and Business Center

Agenda Item	Discussion/Recommendations	Next Steps
Call to Order	Tony Cochren, Chairperson, called the meeting to order.	
Roll Call	Absent: Kristen Mitchem, Susan Moyer, Judith Sgambati, and Angeline Theis	
Welcome and Introductions	Guests: Jennifer Hardin	
Panel Business Approval of May 10, 2018 SAPEC Minutes	A motion was called to approve the May 10, 2018 meeting minutes. The motion was seconded. There was no discussion. Minutes were approved.	Meeting minutes will be posted to the ODE website.
Public Comment	No public comments were submitted.	
Emerging Issues/ Unmet Needs³	A potential unmet need identified during the group discussion suggested that rural areas and Appalachian Communities are unable to access mental consultation and services as quickly as other areas.	
SAPEC Chairperson's Report	<p><i>SAPEC 2018-2019 Membership Ballot and Vote, Staci Anderson, Co-Chairperson, Membership and Elections Committee</i></p> <p><i>2018-2019 SAPEC Membership</i> The Membership and Elections Committee Chairperson explained that a current SAPEC member, Susan Moyer, applied for a second three-year term however, her name was omitted from the voting ballot on May 30, 2018. The committee recommended Ms. Moyer for a second term.</p> <p>The Chairperson called for a voice vote to approve the nomination. A motion was made and seconded to close the nomination and cast a unanimous ballot on behalf of the panel. The nomination was approved.</p> <p><i>Guidelines for submitting unmet needs and public comments - Tony Cochren, SAPEC Chairperson</i> SAPEC members may wish to share information with SAPEC about an issue or concern occurring in their region, which may suggest that a statewide need exists. Issues can be submitted by completing an Unmet Need form. The form requires an objective explanation of the issue without naming a student or identifying school staff. Suggestions regarding how the issue or situation may be improved should be included in the explanation. The information will be reviewed by the Executive Committee to determine if the issue should be addressed by the State Advisory Panel or referred to the Office for Exceptional Children (OEC).</p> <p>Public Comment forms are available for visitors or non-SAPEC members who wish to comment on a meeting agenda topic. Both forms can be found on the department's website and blank forms are available during all meetings.</p> <p><i>Written Agency Reports</i> - Panel members who are agency representatives were encouraged to submit a written summary of announcements, agency initiatives or other activities that need to be shared with panel members. Agency reports</p>	

	<p>should be submitted to Ludia Dorelien <Ludia.Dorelien@education.ohio.gov> or Sandy Kaufman <Sandy.Kaufman@education.ohio.gov>.</p> <p>Other - Panel members interested in serving as Co-Chairperson of the Membership and Elections Committee should contact the SAPEC Chairperson or the current Co-Chairperson.</p>	
<p>ODE Report</p>	<p>ODE Office for Exceptional Children's Update House and Senate Bills - Brad Ingraham, ODE Legislative Liaison</p> <p>This discussion provided an overview of seven house bills and five senate bills currently in committee and pending the approval process. The five house bills highlighted during the discussion that are pending in the House Education Committee were:</p> <ul style="list-style-type: none"> • HB 248 (Antonio, Lepore-Hagan) – Prohibits health insurance providers from limiting or excluding prescription contraceptive drugs and devices, establishes a standard of care to meet when caring for victims of sexual assault, and eliminates the requirement that school districts emphasize sexual abstinence when providing "sexually transmitted infection prevention education. " • HB 443 (Sweeney) Mental Health Education - Requires school district boards of education to incorporate mental health instruction into their health education curricula. • HB 609 (Hughes) Expulsion-Threat of Violence – Authorizes the expulsion of a student from a school district, community school, or STEM school for communicating a threat of violence to occur on school grounds, authorizes a school district or law enforcement agency to file a civil action suit for costs incurred from the threat of violence, and establishes a school safety risk assessment for pupils. *Note: SB 289 (Kunze) Expulsion-Threat of Violence is identical to HB 609. • HB 702 (Manning) – ESC Social Workers - Makes an appropriation of \$2,600,000 for grants to support the employment of social workers at educational service centers. • HB 713 (Lapore-Hagan) – Mental Health Services in Public Schools – Requires ODE to develop and schools to administer an age-appropriate annual mental health screening assessment, school districts to employ school psychologists and intervention specialists, and appropriates and provides \$313,500,000 in state funding to school districts for school psychologist and intervention specialist services. *Note: SB 314 (Schiavoni) Mental Health Services in Public Schools is identical to HB 713. <p>Senate Bills also highlighted were:</p> <ul style="list-style-type: none"> • SB 287 (Sykes) K-12 Health Education Standards - Require the State Board of Education to develop and adopt health education standards for grades kindergarten through twelve, and requires only venereal disease education standards and curriculum adopted by the State Board to be approved by concurrent resolution of the General Assembly. <p>A summary of HB 318, which outlined local and state agency responsibilities in improving security measures in schools was provided. HB 318 will allocate \$12</p>	

million in grants to schools for safety training and \$2 million to improve school climates. Local implementation of HB 318 will include:

- Revising *zero tolerance policies* and including elements of PBIS, including eventually prohibiting suspensions and expulsions.
- Reducing suspensions and expulsions of students in pre-kindergarten through third grade by 25% in the academic year 2019, 50% in 2020, and 100% in 2021.
- Creating Local Professional Development Committees.
- Providing training on PBIS for all *new* teachers and in 3 years, *all* teachers must receive PBIS training.
- Reducing the timeframe for emergency removals. Hearings for emergency removals, previously a 3-day process, must be initiated very quickly to allow students to returned to the classroom the following day.

In addition, HB 318 redefines “in-school suspensions” as a supervised learning environment and encourages the use of mental health consultations.

SAPEC members were asked to review these requirements and use the discussion questions to engage with local principals, superintendents and local leaders. Panel members were invited to share any feedback with ODE staff.

Each Child = Our Future – ODE’s Strategic Plan– Kim Monachino, Director

The process to develop Ohio’s Strategic Plan began during the fall of 2017 and was shared with stakeholders last spring. Over 1,200 stakeholders, including community members, business partners, K-12 and Higher Education representatives, attended meetings to provide feedback on the strategic plan.

The purpose of the strategic plan is to create the conditions for each child to reach success through the guidance and support of caring adults who are empowered by a continually evolving system that will meet the needs of every child. The plan includes a vision, which is a big picture of the plan that describes what Ohio wants to achieve for all children and, one goal. This goal connects with efforts implemented by OEC both internally and in the field with parents and students with disabilities. Three core principles, four learning domains and 10 priority strategies work together to support the whole child and enable the state-level vision and goal.

Several State Performance Plan (SPP) indicators align with and support Ohio’s Strategic Plan. For example, Ohio’s literacy efforts, which are part of Ohio’s State Systemic Improvement Plan (indicator 17) support preschool and early literacy to set the stage for learning. This continues with OEC’s efforts in post-secondary transition (indicator 14), graduation (indicator 1) and drop-out prevention (indicator 2). ODE wants to increase annually the percentage of high school graduates who, one year after graduation, are enrolled and succeeding in post high school learning experiences, serving in a military branch, earning a living wage or, engaged in a meaningful self-sustaining vocation.

The Strategic Plan’s three core principals are *equity, partnerships, and quality schools*. ODE is strengthening its partnerships with State Support Teams (SSTs), Educational Service Centers (ESCs), OCALI and others to build this vision.

The plan also has four learning domains which are

- Foundational knowledge and skills,

- Well-Rounded Content,
- Leadership and Reasoning and,
- Social-Emotional Learning.

The vision, one-goal, core principals and learning domains are supported by ten priority strategies. SAPEC members were encouraged to review Ohio’s Strategic Plan with attention to several priority strategies that are aligned to addressing the needs of students with disabilities.

1. **Strategy 1:** Increase the supply of highly effective teacher and leaders;
2. **Strategy 2:** Support each principal to be highly effective;
3. **Strategy 3:** Improve targeted supports and professional learning so teachers can deliver excellent instruction; and
4. **Strategy 7:** Work together with parents, caregivers and community partners to help schools meet the needs of the whole child.

Panel members can find a copy of Ohio’s Strategic Plan for Education – Each Child – One Future on ODE’s website at

<http://education.ohio.gov/Media/Media-Releases/Ohio-Launches-Strategic-Plan-for-Education-Each-C#.W70P59qouuU>

Related Services Workgroup – Kim Monachino, ODE Director

The goal for the Related Services workgroup is to address personnel shortages in several areas including school psychologists, speech and language pathologists, physical therapists, occupational therapists, audiologists and school nurses. The workgroup has diverse representation and meets on a regular basis.

The Related Services workgroup identified several causes of personnel shortages in specific areas, such as:

- competition between the public and private sector,
- differences in salaries,
- limits on the number of students accepted into personnel preparation programs and,
- challenging working conditions, including caseload, serving multiple locations and paperwork requirements.

The workgroup developed short-term goals that require conducting a survey to inform the development of incentives, identification of recruitment strategies, and development of promotional materials that support recruiting new personnel. In September, the workgroup will continue work toward developing mid-term and long-term goals. They will review different models and creative ways to ease the burden that districts face.

Additional updates will be provided during future SAPEC meetings.

Ohio Operating Standards for the Education of Children with Disabilities – Kim Monachino, Director

The Ohio Department of Education began the review of Ohio’s Operating Standards for the Education of Children with Disabilities in 2017 and will complete the process by June 2020. OEC staff are making revisions in preparation for next steps which include collecting stakeholder input, reviewing public comments and engaging with the State Board of Education.

Progress updates will be provided and SAPEC members will have opportunities to review and comment on the operating standards during future SAPEC meetings.

Graduation Requirements- Kim Monachino, Director

Ohio's current accountability reporting system allows all students who receive a diploma to be counted as a graduate. This includes students who may be exempt from end-of-course exams.

Federal reporting requirements outlined in Every Student Succeeds Act (ESSA) only allows the state to count disabled students who meet the same requirements as their nondisabled peers. The U.S. Department of Education has urged Ohio to transition to federal reporting requirements. ODE will make this transition with the class of 2021 and will provide districts with technical assistance and resources to support the transition.

Ohio's current data shows that a disproportionate number of students with disabilities have been exempt from taking end of course exams in some areas of the state. Those areas may be targeted to receive additional information and resources to address this issue.

Ohio's State Determination – Kara Waldron, Program Administrator - OEC

Each state receives an annual rating on its implementation of the Individual with Disabilities Education Act (IDEA). This rating is called the state's determination. The Office for Special Education Programs (OSEP) considers both procedural compliance and student results in making the state's determination.

State evaluations are based on four categories and states are required to use these categories to give annual determinations to local districts. The required categories are:

- 1) *Meets Requirements;*
- 2) *Needs Assistance;*
- 3) *Needs Intervention; or*
- 4) *Needs Substantial Intervention.*

Ohio's 2018 Determination was "meets requirements." This rating was achieved for the first time since 2014. Several areas contributed to Ohio's increased rating.

Reading Performance

- There was a 1% increase in the performance of students with disabilities on the 4th and 8th grade National Assessment of Educational Progress (NAEP) in reading.

Dropout Rate

- Ohio's dropout rate improved from 24% to 20% although only 35% of students with disabilities receive their diploma by meeting the same requirements as non-disabled students.

Compliance Indicators

- Ohio received the full 20 compliance points in areas related to suspension and expulsion, disproportionate representation of students in special education, timely initial evaluations, Secondary Transition, timely and accurate state-reported data, state complaints and Due Process Hearing decisions.

	<p>Graduation by standard requirements continues to be Ohio’s lowest scoring area.</p> <p>ODE uses Special Education Ratings to illustrate the annual determinations for each school district. ODE is currently finalizing the 2018 ratings that will be released by the end of this calendar year. Previous district ratings were based on compliance. The 2018 district ratings will include compliance measures in these areas:</p> <ul style="list-style-type: none"> • compliance indicators, • timely correction of noncompliance, • valid, reliable and timely data submission, • IDEA audit findings and <p>Three results measures will include the percent of students with disabilities:</p> <ul style="list-style-type: none"> • proficient or above in reading in all grades, • proficient or above in math in all grades and, • proficient or above on state reading assessments - third grade. <p>Three results measures that to be added in 2019 will address the percentage of students with disabilities:</p> <ul style="list-style-type: none"> • graduating by meeting standard requirements, • participating in math alternate assessments and, • participating in reading alternate assessments. <p>Districts receive their individual ratings reports annually through a secure SAFE portal. Stakeholders may access their district’s annual Special Education Profile by clicking on the link below.</p> <p>http://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/District-Level-Performance-Data</p>	
<p>Agency Reports and Member Announcements</p>	<p>One announcement was made.</p> <ul style="list-style-type: none"> • Margaret Burley, Director of the Ohio Coalition for the Education of Children with Disabilities, has retired. Marcie Beers is the new director. 	
<p>Ad Hoc Committee Reports</p>	<p>The Panel worked in Ad Hoc Committee groups to discuss three topics.</p> <p>Group I: Social Emotional Learning - focused on tools and resources available to districts.</p> <p>Group II: Secondary Transition – focused on discussing issues related to supporting the needs of students through ODE initiatives</p> <p>Group III: Dispute Resolution – focused on creating and editing various Dispute Resolution procedural forms.</p> <p>Ad Hoc Committee Reports</p> <p>Social Emotional Learning</p> <p>Panel members reported on their small group discussion and made the following recommendations:</p> <ul style="list-style-type: none"> • There is a need to strengthen the district’s culture toward implementing positive behavioral and instructional supports. • Community partners also need to be invited to support district efforts that support children and families. • Districts should be encouraged to promote collaboration between academic support teams and behavioral support teams rather than allowing teams to work independently. 	

	<p>Secondary Transition Panel members reported on their small group discussion related to the following areas:</p> <ul style="list-style-type: none"> • Students with developmental disabilities continue to struggle with transition issues specifically related to competitive, integrated employment. • It is important for educators who work with transition age students to understand the goals of transition programs. If the goal is competitive integrated employment, the types of supports provided should help students achieve that goal. • Many potential employers want more information about the types of supports that will enable students to be successful in competitive integrated employment. <p>Dispute Resolution Panel members reported on their small group discussion and made the following recommendations:</p> <ul style="list-style-type: none"> • Make format changes and grammatical corrections on the identified areas on the Appeals Information Sheet and Appeals Flowchart. • Change the language in the Complaint Flowchart to match the language in the Complaint Information Sheet. • Continue to review the Complaint Flowchart. Identify and eliminate unnecessary information to make the flowchart clear and user friendly. <p>Mediation and IEP facilitation processes were briefly discussed. The group suggested revisiting these processes during a future meeting to explore how to improve each process for parents and districts.</p>	
<p>SAPEC Learning or Information Item</p>	<p><i>Ohio Required and Optional Special Education Forms</i> <i>John Magee, Education Program Specialist, OEC</i> OEC recently revised and updated several forms that are required during the process to evaluation and recommend placement in special education. The Evaluation Team Report (ETR) and the Individualized Education Program (IEP) forms are available in an electronic format. The dynamic forms can be completed online. Several improvements on the electronic forms include:</p> <ul style="list-style-type: none"> • Adding “roll-overs” that are interactive and explain certain processes and components on the form; • Allowing the user to switch from a preschool form to a school age student form which has different components; and • Providing access to requirements outlined in the operating standards to ensure that requirements are adequately addressed. <p>Each component of the IEP form was reviewed using a variety of scenarios that illustrate how an IEP team may collaborate with families when completing the form.</p> <p>Resources that may be used to increase awareness of appropriate assessments and to provide training on the use of the IEP and ETR forms were shared. Training videos can be found on ODE’s website on the Universal Support Materials page. Educators and families may access information on age appropriate transition assessments in Ohio’s Age Appropriate Transition</p>	

	Assessment Library, Ohio Means Jobs, and the National Technical Assistance Center for Transition (NTACT's) website.	
Future Agenda Considerations	<p>Dr. Valerie Alloy, representing Ohio Mental Health and Addiction Services, suggested that ODE present on current resources such as:</p> <ol style="list-style-type: none"> 1. Ohio Preschool Expulsion Prevention Partnership (OPEPP) 2. Center for Early Childhood Mental Health Consultation – Whole Child Matters (available in child care/early learning setting and preschool setting) 3. Ohio Mental Health and Addition Services - https://mha.ohio.gov/ 	
Adjourn	A motion was made to adjourn the meeting. The motion was seconded. There was no discussion. Meeting adjourned.	Next meeting is scheduled for November 29, 2018