



EMIS ADVISORY COUNCIL

Special Education Workgroup Agenda

Location	ODE CR_1st_102
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Date	April 20, 2023; 10:00am-12:00pm
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Workgroup Members	Kathy Brand	Bethany Ladich	Christine Shaw**	Sabrina Voll
	Elisha Bryant	Bernadette Laughlin	Mary Alice Sigler	Sarah Walker
	Ashley Castle**	Gretchen Martin	Rebekah Silla	Erica Weaston**
	Kaellen Craft	Joe Petrarca	Gwenn Spence	Bethany Whidden
	Diane Fabian**	Brian Rau	Stacey Spencer	Catherine Wright**
	Debbie Flynn	De'Ja Roundtree-Gibbs	Erin Stoliker	
	Amanda Ford	Susan Scarponi	Jackie Vance	
	Brenda George	Melissa Sears	Deb Vanek	

** Indicates the workgroup member is also on the EMIS Advisory Council.

Agenda Items	Facilitator	Approx. Start Time
Welcome/Introductions <ul style="list-style-type: none"> Name, Title, Organization <i>What do you want to accomplish in this workgroup?</i> 	Erica Weaston	10:00
Background of Council and Workgroup	Erica Weaston	10:10
Related Services Discussion	Workgroup Members	10:20
Small Group Discussion #1 – Data reported to Department	Workgroup Members	10:50
Small Group Discussion #2 – Resources and reports	Workgroup Members	11:10
Small Group Discussion #3 – Staff roles and collaboration within districts	Workgroup Members	11:30
Next Steps/Adjournment	Erica Weaston	11:50



Meeting Minutes

Welcome/Roll Call

- The meeting was called to order by Erica Weaston at 10:01 a.m.
- The first order of business was roll call. All members were present except for Elisha Bryant and Erin Stoliker.
- The workgroup was asked: *“What do you want to accomplish in this workgroup?”* Consistent themes across several members of the workgroup included:
 - Bridge gaps and improve efficiency in data reporting and training through data teams
 - Better understand data to make informed decisions
 - Increase understanding of how the data interacts and what it impacts
 - Better forge relationships staff in districts
 - Develop expectations between departments/roles and create timelines

Background of Council and Workgroup

- The EMIS Advisory Council is authorized by Ohio Revised Code [§3301.0713](#) to make recommendations to improve EMIS and to provide a forum for communication and collaboration between the Department and parties in the field involved in collecting, reporting, and using EMIS data.
- The goal of the Council is to analyze all aspects of the EMIS system and gather both short- and long-term recommendations to present to the State Superintendent.
- It was first established in September 2018. It currently consists of 24 members nominated by various stakeholders.
- Over the last four years, the Council has convened 14 times and published four annual reports.
- The Council has established smaller workgroups to address both strengths and challenges associated with different components of EMIS. Workgroups make a set of formal recommendations for improvements to EMIS that are reviewed and approved by the Council. Since the Council began, eleven workgroups have been established with nine completed workgroups and two current ongoing workgroups including this special education workgroup.
- The current workgroup was created in October 2022 in response to Council feedback to recommend improvements to special education reporting. This workgroup will be tasked with examining interactions between special education reporting and EMIS. This could include, but is not limited to, data reported to the Department and challenges in that data reporting, things that could be streamlined, or unmet data needs. As well as staff roles and collaboration within districts and resources and reports made available by the Department to aid districts in reporting and analyzing data, tracking accountability, and analyzing student services.

Related Services Discussion

- The proposal to restart collecting program codes that identify special education related services in FY24 was brought to the workgroup for feedback. Currently, the legislative report around related services is very limited and this data could help better inform who is receiving services and where gaps exist across the state. This data would also inform higher education programs. The Office for Exceptional Children believe that many districts are already tracking this information so it shouldn't be too burdensome to collect.
- The workgroup's overall impression was that we should start recollecting this data as it would be helpful and beneficial.
- More specifically, workgroup members gave the following feedback on a draft handout during the meeting:



- When we talk about direct service versus consultation, the workgroup defined consulting as with adults/implementation of the plan. Need to be more clear on if these are direct services or consultative services, or both.
- Revise definitions that don't match:
 - Psychological services
 - Social work services
- Look to refine and shorten some of the program code definitions:
 - Audiological services
 - Occupational therapy services
 - Speech and language services
 - Rehabilitation counseling services (also consider changing the title of this program code)
- Consider eliminating the following program codes:
 - Parent counseling and training services
 - Recreational services
 - Medical services
- Consider adding program codes for:
 - Vision services – Teacher of Visually Impaired (TVI)
 - Assistive technology/provider
 - Registered behavior Technician (RBT)
- Consider adding LPN to either school health services or school nurse services
- Think about adding assistants to occupational therapy services and physical therapy services program codes
- Attendant services and paraeducator are two different things
- Department staff will review this feedback and make changes to the draft program code handout as necessary. Once it is in its final format, the change will be posted for public comment per the deadline in ORC.

Group Discussion

- Workgroup members were asked several questions as they relate to special education reporting. Group feedback is documented below:
- **Data reported to Department**
 - Challenges – *Are there particular elements that are difficult to report? How could this reporting be made easier?*
 - Several workgroup members commented about how major system issues exist because the systems do not “talk to each other.” This creates a variety of data reporting challenges.
 - Transfers in IEP, ETRs – cleanup and organization needed, what codes to use and when?
 - Need for NETR or not
 - NIEP – when to use
 - ETR – what to call them and how to document them
 - There are a number of transitions that are challenging to know how to code in EMIS. Some examples expressed include:
 - Preschool to kindergarten transition
 - Juvenile detention facility reporting
 - Court placed students
 - Community/charter schools
 - Expulsions



- Student is withdrawn from district but can't find student, despite best efforts (but are eligible for special education services). Want to know how to report these kids or more withdrawal options.
- Documents are not complete or completed properly for a student – hard to track historical information for a special education student. Extra hard with DORPS. Hard to use the shared screen.
- Students who are hospitalized for an extended period of time – how to report. If a student is court placed, how to report in EMIS. Or placed in a residential home.
 - Sometimes when they leave a charter school. Didn't know this kid was special ed. Wish there was a better way of tracking disability or alerted.
- Items to streamline
 - Need to better understand how districts collect data to get into SIS – could survey them. Same Goal is an example of software to do these things but worried that the import is not correct.
 - Linkage from Section 7 to new program codes for related services
- Unmet data needs – *Is there data we are not collecting that would be useful to districts?*
 - Working versus license
 - TGRG exemptions
 - Graduation – indicators 1 and 2 on profiles
 - Exiting students codes/scenarios
 - No reports indicating how students will count in indicator 1 and 2 during the school year in which the data is reported. Need a report that aligns to the profile (in the year that they are reporting those students)
 - Transferring records with ODDEX
- **Resources and reports**
 - Reporting and analyzing data - *Are there reports, documentation, or other tools (or similar resources) that are missing that would help support data reporting? Or be improved upon?*
 - There should be an overall training overview, but then based on your role, create training or documentation to answer the “why”, “what”, “when”, and “how” for each role as it related to special education reporting.
 - EMIS Manual – consider creating a separate manual or FAQ with scenarios for special education. The workgroup feels that the EMIS Manual is great, but something specific for special education would be helpful. Workgroup members do not want to leave things to interpretation.
 - Training and resources - *Are there training opportunities that are missing and would be helpful? Which audience?*
 - EMIS manual is a valuable source for special ed but we need to have consistent training with EMIS and special education staff so we are speaking the same language. The lingo is different. Need to collaborate to work together better. Need this every year. Feels that the focused trainings are great, but the terminology of “EMIS” makes other people in districts feel like this is not for them.
 - More supports for special education data entry – data collection forms. Don't want to do automatic transfers because they don't trust them. A lot of hand entering data at the district.
 - Consistent training with special education staff and EMIS staff on EMIS Manual to hear consistent language
 - How to address training for someone who comes in after the big training happens
 - Training for those “checking boxes” to better understand the “why” behind the data
 - Framework for training at local level



- Focused training for both special education staff and EMIS staff to attend together
- **Staff roles and collaboration within districts**
 - Data teams
 - There is a need for total communication with data teams to review reports to distribute ownership of data to ensure accurate data
 - Support and understanding
 - Need more support for special education secretary/director especially if we are adding more reporting. Right now there is so much hand entering.
 - Analyzing student services
 - Need to make sure that the data we are collecting is helping to make informed decisions.

Next Steps/Adjournment

- Department staff will review and categorize feedback received today. The next meeting is not yet scheduled, but will most likely be in fall 2023. Dates/time options will be emailed out later.
- The meeting adjourned at 11:57 a.m.