

STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN

March 27, 2014

@ Quest Conference and Business Center

| Agenda Item | Discussion/Recommendations | Next Steps |
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| Call to Order | | |
| Roll Call | | |
| Introduction of Guests, Visitors and New Members | | |
| Panel Business | Jan. 30, 2014 Meeting Minutes - Handout | Meeting minutes will be posted to the ODE website. |
| Approval of Jan. 30, 2014 Minutes | Tom Ash motioned to approve the minutes; Jed Morison seconded the motion. Meeting minutes approved. | |
| Public Comment | No public comment. | |
| SAPEC Election | SAPEC ballot reviewed. Voting for members and members-at-large. | |
| Chairperson's Report | SAPEC Meeting Evaluation Results from the Jan. 30 th meeting was reviewed. | |
| ODE Report | <p>IDEA Part B Application</p> <p>Posted to the website for sixty days and legal notices were placed in major Ohio newspapers. There is a thirty day public comment period. The application contains assurances to the federal government that the Ohio Department of Education has in place what is required by the federal statutes. Application due May 12, 2014.</p> <p>Anne Skaggs introduced Rob Feldman who is the new OEC Data Manager.</p> <p>Ohio Department of Education, Office for Exceptional Children's (ODE OEC's) Efforts that Support the Recommendations of the Ohio Special Education Research Project</p> <p>Recommendation: Develop leadership capacity with an emphasis on consistency and sustained focus.</p> <ul style="list-style-type: none"> • Ohio Leadership Advisory Council (OLAC) – Developed with funds partially from the State Personnel Development Grant (SPDG) 2007-2012. OLAC provides resources and tool for administrators and teachers. Online Modules, trainings and videos to help build capacity. Anybody can access the website but a login account must be created. Higher Education is also using these resources. www.ohioleadership.org • SPDG 2012-2017 focusing on: • Coaching of 5 Step Process | <p>Submit comments in writing to:</p> <p>ODE-Office for Exceptional Children Attn: Tom Lather 25 S. Front St. Mail Stop 402 Columbus, OH 43215</p> |

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| | <ul style="list-style-type: none"> • Focus on Teacher Based Teams and implementation of evidence-based practices • Support for principals as instructional leaders in educating children with diverse needs • Parent Teacher Partnership 2013-2017. • Process Coaching Trainings facilitated by JoEllen Killion. ODE-OEC has offered four trainings with 270 participants from SPDG districts, State Support Team (SST) staff and OEC staff. • Deliberate change to the way SSTs operate. Focusing more on job-embedded professional development rather than one-time events. Sustainable change is not achieved through one-time training and events. <p>Recommendation: Redesign Teacher Preparation Programs</p> <ul style="list-style-type: none"> • Ohio Dean's Compact for Exceptional Children • Incentive grants • Sconsory disabilities study – looking at incidence of sensory disabilities, possible gaps in services and what training and licensure may be needed. • OSEP Grants awarded to various groups within Ohio • Council for Exceptional Children – Teacher Education Division (CEC-TED) <p>Recommendation: General Education Alignment</p> <ul style="list-style-type: none"> • Systems: <ul style="list-style-type: none"> ○ Ohio Improvement Process ○ OLAC • Multi-Tiered Systems of Support <ul style="list-style-type: none"> ○ Ohio Improvmeent Process (OIP) ○ OLAC <p>Recommendation: Co-Teaching Models</p> <ul style="list-style-type: none"> • Major shift – intentional collaboration <p>Recommendation: Professional Development</p> <ul style="list-style-type: none"> • Network of Regional Leaders <ul style="list-style-type: none"> ○ Instructional Toolkits – Online webcasts with Quality Review Rubrics are drafted. Diverse learners are included in the resources not separate. ○ Diverse Learner website development <ul style="list-style-type: none"> ▪ Students with disabilities ▪ Students who are gifted | |

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| | <ul style="list-style-type: none"> ▪ English language learners ▪ Twice exceptional (gifted, SWD, ELL) ○ Network of Regional Leaders update ○ Transforming for Integrated Education <ul style="list-style-type: none"> ▪ Inclusive school domains <ul style="list-style-type: none"> • Administrative Leadership • Multi-Tiered Systems of Support • Integrated Education Framework • Family and Community Engagement • Inclusive Policy Structure and Practice ▪ Inclusive education benefits ALL students. ○ Other Supported Activities <ul style="list-style-type: none"> ▪ Least Restrictive Environment Study – looking at process for making decisions on the least restrictive environment. ▪ Collaborative work with SWIFT - Michael McSheehan ▪ Multi-Tiered Systems of Support: PBIS, RtI <p>Recommendation – Post-Secondary Transition Planning</p> <ul style="list-style-type: none"> • Age 14 Transition Planning • Skills needed to plan and implement transition services • Partnerships with Opportunities for Ohioans with Disabilities, Ohio Department of Developmental Disabilities and Institutions of Higher Education. • 4 SST Career Tech Planning District (CTPD) Consultants have been funded to work with Career-Technical Centers <p>Recommendation – Parent Partnerships</p> <ul style="list-style-type: none"> • Parent Mentors – General Revenue Fund and ODE-OEC federal dollars. • SPDG – Parent Teacher Partnership • SST Parent and Community Engagement Consultants • Parent Training and Information – Ohio Coalition for the Education of Children with Disabilities – Funds from ODE-OEC to support projects and trainings. • SAPEC and OEC support to parents. <p>Lesson Learned: Implementation fully.</p> <ul style="list-style-type: none"> • Implementation must be deep, sustainable and capacity must be built. <p>Early Childhood Update</p> <p>Basing everything on a continuous improvement model they are working to make</p> | |

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| | <p>changes through Step – up to Quality. Setting up ratings for programs. Specifically looking at the curriculum , teacher credentials, and the Ohio classroom observation tool is used to look at interaction between children and teachers.</p> <p>Comprehensive Assessment System – Kindergarden Readiness Assessment is not a “high-stakes” assessment and much of it is based on observation. It is to see where children are when they enter kindergarden to benefit the teachers and the children.</p> <p>Preschool Licensure rules process is concluding. July 1st a new set of preschool licensing rules goes into place.</p> <p>Updates from Previous Ad Hoc Recommendations</p> <ul style="list-style-type: none"> • Olivia – Prior Written Notice <ul style="list-style-type: none"> ○ The word “prior” causes confusion. ○ Change the PWN forms to include the definition of PWN so parents know what they are receiving and why. ○ Making language more parent friendly. • Dispute Resolution – Monica Drvota <ul style="list-style-type: none"> ○ Reviewed a chart of all the processes ○ Not clear when which process should be used. ○ Brought mediation and IEP facilitation brochures to review to aide in revision of them. • Foster Care – Jo Hannah Ward <ul style="list-style-type: none"> ○ Looking at issues caused by this group of students being highly transient ○ Cross-Agency collaboration issues. • Early Childhood – Barbara Weinberg <ul style="list-style-type: none"> ○ Parent engagement interview is part of the continuous improvement work. • Ohio Department of Developmental Disabilities Rule on Seclusion and Restraint <ul style="list-style-type: none"> ○ No changes were recommended however many changes have taken place to the draft rule. | <p>Send powerpoint to panel members.</p> |
| <p>Committee Reports</p> <p>Ad Hoc Committee Reports</p> <p>Standing Committee Reports</p> | <p><u>Learning and Achievement Ad Hoc Committees – Report Out and Recommendations</u></p> <p>Third Grade Reading Guarantee</p> <ul style="list-style-type: none"> • Confusion still exists – parents need clarification • Resources being developed and website | |

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| | <ul style="list-style-type: none"> • Discussion on how this applies to one scholarship but not another • Extended school year. <p>Foster Children</p> <ul style="list-style-type: none"> • Checklists for schools-Legal papers, discussion of whether parents rights were removed, more information on parent surrogate program, addition to IEP form, • Concerns about students not being served – incarcerated students • Data sharing is lacking between agencies <p><u>General Supervision Ad Hoc Committees</u></p> <p>Dispute Resolution</p> <ul style="list-style-type: none"> • Reviewed Mediation brochure. Working to create a more parent friendly document by looking at readability and format. <p>Prior Written Notice</p> <ul style="list-style-type: none"> • Parent Friendly App • Clarify terms and forms • Possible name change – remove “prior” • FA! updated regularly • Redeisgn all forms – more transparent <p><u>State Agency Group</u></p> <p>Discussed how can they be of support and useful in the information they provide information and how SAPEC can support the state agencies. Family Engagement is an overarching topic that connects to each agency. Rules and Legislation – how much information about this does SAPEC want to hear.</p> | |
| Election Results | <p>Proposed slate was approved.</p> <ul style="list-style-type: none"> • Stephanie Maynard – 2nd Term • Vicki Clark – 2nd Term • Jennifer Kirby – 2nd Term • Deborah Hoffman – 2nd Term • Trisha Prunty – 1st Term <p>Members-at-large elected: Vickie Clark and Bill Bauer.</p> | <p>Approved slate will go to the State Superintendent of Public Instruction for final approval.</p> |
| SAPEC Learning or Information Items: | <p>Meeting the Needs of Diverse Learners <i>Access for All: Six principles for principals to consider in implementing Common Core State Standards for students with disabilities</i> by Margaret McLaughlin Handout</p> | |

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| | <p>Broke into groups to review the article, each group looked at a principle in the article under the lens of the following three questions</p> <ol style="list-style-type: none"> 1. Explain/Define what principle means 2. Evidence that principle is in place 3. Recommend ways OEC can better inform parents about the principles and New Learning Standards. <p>Panel Recommendations to ODE – Recommend ways OEC can better inform parents about the six principles and New Learning Standards:</p> <p>#1 Recognize that SWD are a heterogeneous group and require individualized educational planning</p> <ul style="list-style-type: none"> ▪ Provide to not just children with disabilities ▪ IEP meetings, in parents rights/notices <p>#2 Distinguish between accommodations and modifications</p> <ul style="list-style-type: none"> ▪ IEP Meetings ▪ Inform all parents <p>#3 Support an environment and set expectations that teachers will understand and use evidence-based practices</p> <ul style="list-style-type: none"> ▪ IEP meetings <p>#4 Augment End of Year State Assessments with a schoolwide assessment program that can measure progress and growth:</p> <ul style="list-style-type: none"> ▪ Recommendations: Incorporate information into the surrogate parent training, newsletters, media <p>#5 Standards Based IEPs</p> <ul style="list-style-type: none"> ▪ Parent notice/procedural safeguards notice ▪ Talk to parents about skills needed <p>#6 Hire and support the best special educators</p> <ul style="list-style-type: none"> ▪ IEP Meeting – support for school personnel. | |
| Emerging Issues/Unmet Needs | None presented | |
| Agency Reports | <p>Ohio Association of County Boards of Developmental Disabilities, Jed Morison – Center for Medicaid and Medicare Services (CMS) waiver. New rule effective March 17th and the state has one year to develop a transition plan. CMS has period of 5 years to approve transition plan. Relates to service waivers and person-centered planning, integrated services, focus on employment, conflict-free case management.</p> <p>Ohio Department of Health, Wendy Grove – Revised rules for early intervention have received public comment and will be filed with JCARR.</p> | |

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| | <p>Ohio Department of Education, Susannah Wayland – New Member who is replacing Tom Dannis on the panel.</p> <p>Ohio Department of Youth Services, Dana Hollis</p> <ul style="list-style-type: none"> ▪ More community based centers are being used instead of a “hard lockup” to keep students closer to home which has been a positive for the youth. ▪ Most of their youth who have disabilities are diagnosed as emotionally disturbed (ED). ▪ Girls are no longer in institutions (there were only 20 girls in the lock-up centers). They are being served in community based centers. ▪ School districts are invited to IEP meetings that are held but frequently don't attend. Do not want districts to forget these children. ▪ Discussion of Seclusion ▪ Building their staffs development through ODE's processes such as OLAC and OIP. | |
| Member Announcements | This is Debbie Zielinski's last meeting, she has been on SAPEC since 2006 and served as vice-chair and chair. She will continue to assist the membership committee. Thanks to Debbie for her service on the panel. | |
| Future Agenda Considerations | None | |
| Process Check | Look for a link to the survey that will be sent out this afternoon. | Respond to the survey. |
| Adjourn | <p>Meeting adjourned.</p> <p>Next meeting is May 22, 2014. This will be the last meeting of the 2013-14 school year.</p> | |