

STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN

March 29, 2018

Quest Conference and Business Center

Agenda Item	Discussion/Recommendations	Next Steps
<p>Call to Order</p> <p>Roll Call</p> <p>Welcome and Introductions</p>	<p>Tony Cochren, Chairperson, called the meeting to order.</p> <p>Absent: Bonnie Brown, Cynthia Burger, Marbella Caceres, Christina Even, Neva Fox, Tony Huff, Jennifer Kobel, Jessica Minor, Susan Moyer, Myrrha Satow, and Jennifer Westbrook.</p> <p>Guests: Anne Kaufmann, Nathan DeDino, Tracie Lee and Tiffani Conner.</p>	
<p>Panel Business Approval of December 7, 2017 SAPEC Minutes</p>	<p>A motion was called to approve the December 7, 2017 meeting minutes. Tom Ash motioned to approve and Ron Rogers 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>No public comments were submitted.</p>	
<p>Emerging Issues/Unmet Needs³</p>	<p>There were no emerging issues or unmet needs.</p>	
<p>Chairperson’s Report</p>	<p><i>SAPEC 2018-2019 Membership Update</i></p> <p>The Chairperson acknowledged that the executive committee reviews the meeting evaluations and asked members to note their observations and comments on evaluation form for today’s meeting. Panel member comments help drive the agenda. The committee wants the meetings to be efficient.</p> <p><i>Staci Anderson, SAPEC Membership Committee Co-Chair</i></p> <p>SAPEC has five openings for the 2018-2019 school year and six current members who are eligible to reapply for a second three-year term. The membership committee also identified a list of alternatives that may be recommended if someone cannot commit to completing their current term.</p> <p>The membership committee will bring a ballot to the May 10th meeting so that Panel members may vote to select new members. The ballot will include members who expressed interest in serving as a Member-at-Large (MAL). MALs represent panel members on the Executive Committee. Appreciation was expressed to the Membership and Elections Committee for their work to review fifty-seven new applications and interview applicants.</p>	<p>SAPEC Membership Committee will present the 2018-2019 ballot during the May 10th meeting.</p>
<p>ODE Report</p>	<p><i>ODE Office for Exceptional Children’s Update</i></p> <p><i>Director’s Updates</i></p> <p><i>Related Services Workgroup– Kim Monachino, Director</i></p> <p>Ohio House Bill 49 required the Ohio Department of Education (ODE) to establish a committee charged with identifying and evaluating the causes that contribute to personnel shortages and solutions that will address the shortages among related services personnel in school settings. Personnel impacted include School Psychologists, Speech and Language</p>	

Pathologists, Occupational Therapists (OTs), and Physical Therapists (PTs). School Nurses are also represented in this group.

The committee includes representation from ODE, Higher Education, the Association for School Psychologists, Association for Speech and Language Pathologists, school nurses and associations representing OTs and PTs. District Superintendents and other district staff are also represented.

The committee met in January and March 2018. They discussed a variety of issues and evaluated the long-term sustainability of potential solutions. Themes that have emerged from the group's discussions include:

- the number of students admitted to power school psychology programs,
- competition among public and private school to hire certified staff,
- salary discrepancies, and
- case load differences between public and private schools.

The committee will reconvene in August to focus on three goals - methods of funding for related services, incentives that might be provided at the state level, and clarifying the roles and responsibilities of related services providers. The committee's recommendations will be shared with the State Board of Education. ODE will provide additional updates when available.

Operating Standards Rule Review – *Monica Drvota, Assistant Director*
Ohio's Operating Standards are typically reviewed every five years. ODE reviewed the current Special Education Standards in a six-week period. The primary changes resulting from the recent review are the removal of redundant language and including citations that link to the Federal Regulations and/or the Ohio Revised Code. The final Standards will be available online and hyperlinked. These revisions will streamline the Operating Standards.

The OEC staff may review sections of the revised draft standards with SAPEC during the meeting on May 10th, if they are available. The anticipated timelines for completing the Operating Standards revisions are as follows:

- internal review and posting rules for public comment May 2018,
- State Board Committee review and Full Board Vote – October 2018 – January 2019
- File Rules with JCARR – April 2019
- Rules finalized – June 2019

Equity in IDEA: Disproportionality Update – *Kara Waldron, Program Administrator*

In February the U.S. Department of Education (USDOE) announced their intent to delay implementation of the new disproportionality regulations for two years. The delay would postpone implementation until July 1, 2020. The original timeline would have required states to implement the regulations in the fall 2018. To prepare for implementation, ODE convened a workgroup in August 2017 to review the new regulations and

consider their impact. ODE's plan was to add preliminary performance projects, including all expanded categories and the new requirements, to each district's special education profile this fall. Given the delay, this is unlikely to occur.

The USDOE issued a Notice of Proposed Rulemaking (NPRM) and will collect public comments. Comments should be specific to the delay of the rule and not the content of the rule.

SAPEC members who are interested in commenting can find the full text of the NPRM from the *Federal Register* here: <https://www.federalregister.gov/d/2018-04102>. The public may submit comments on the NPRM through www.regulations.gov before May 14, 2018.

Part B Application Process – *Kalinda Watson, Assistant Director*
IDEA Part B provides specific guidance to states regarding the implementation of early intervention, special education and related services to children and youth ages 3-21. Over the past five years, ODE received approximately \$440 million from the USDOE to implement IDEA requirements. Approximately 85% of those funds are distributed to 1,100 local districts based on Ohio's funding formulas.

To receive federal funds, each state must submit an annual application. Part B Application must be published on the ODE's website and states must collect public comments on how the state has proposed to use Part B funds. ODE's timelines for public comment are as follows:

- March 5 - May 4, 2018 - Publish IDEA Part B Application to ODE's website,
- March 29, 2018 - Provide Notice of the Opportunity for Stakeholder Input through multiple sources
 - Newspaper Outlets
 - Subscription Based Newsletters (i.e. EDConnect)
 - Stakeholder Groups,
- March 15- April 15, 2018 - Opportunity for Public Comment ([Available at: exceptionalchildren@education.ohio.gov](mailto:exceptionalchildren@education.ohio.gov))

Early Childhood Operating Standards Update – *Sophia Hubbell, Assistant Director, ELSR*

The public comment period for Ohio's Early Childhood Operating Standards ended in December 2017. ODE made revisions based on feedback received during the public comment period and discussions with various stakeholder groups. The current revisions reflect ODE's efforts to be responsive to stakeholder requests for both flexibility and local control.

One example will be reflected in the caseload-ratio requirement for preschool special education. House Bill 49 changed the ratio from one teacher for six students to one teacher for eight students. The revised standards will include options that allow some flexibility for local districts when determining shared caseloads, itinerate services and other schedules that work best for meeting student needs. This includes opportunities for districts to apply for a waiver to address specific needs.

	ODE plans to collect additional feedback before the rules become final.	
	<p>On Time Graduation – Amy Szymanski, Secondary Transition and Workforce Consultant, SST 1</p> <p>On-time Graduation is a project or initiative focused on integrating district level systems to effectively and efficiently improve on-time graduation for at-risk students. Districts use the early warning systems to identify at-risk students who can benefit from the district’s planning efforts. On-time Gradation is a collaborative effort between several ODE departments including:</p> <ul style="list-style-type: none"> • Office for Improvement and Innovation • School Improvement • Accountability and Continuous Improvement • Office of Career Tech Ed • Career Connections/CTE Programs <p>The project will support the development of vertical and horizontal teams statewide. In Year 1, ODE’s design team will work with four State Support Teams (SSTs) and one local district in each SST region. Participants identified to date are:</p> <ul style="list-style-type: none"> • SST 3 – Warrensville Heights City School District • SST 9 – Alliance City School District • SST 13 – Lockland Local School District • SST 15 – Western Local School District <p>During Year 1, SST staff will work with district staff to ensure that effective systems, policies and procedures are in place. Three research based indicators that impact on-time graduation are attendance, behavior and course performance. Districts will review policies, improvement plans and analyze district and student data in the context of these indicators to identify at-risk students and the root causes that contribute to these factors. Districts will have access to professional development and a variety of tools and strategies to assist with identifying specific student needs, matching students with appropriate evidence based interventions and developing student success plans. Year 2 will involve district implementation of integrated systems of support and monitoring district and student plans. The project plans to add four to five additional SSTs and local districts each year.</p>	
	<p>The Panel worked in Ad Hoc Committee groups to discuss two topics.</p> <p>Ad Hoc Committee topics:</p> <p>Group I: Due Process</p> <p>Group II: <i>Sit Together and Read</i> – Parent engagement pilot</p>	
<p>Ad Hoc Committee Reports</p>	<p>Ad Hoc Committee Reports</p> <p>Panel members reported on their small group discussion, and recommendations.</p> <p>Due Process</p> <p>The Ad Hoc committee reviewed OEC’s Due Process form and the Due Process Flow Chart. The committee made minor changes to the form. They recommended capturing the disability categories in a table and</p>	

	<p>adding a parent help-line. The committee reviewed the Appeals form and made suggestions about the format, clarifying calendar days vs school days, and creating an Appeals flow chart that aligns with the Due Process flow chart.</p> <p>Sit Together and Read</p> <p>The Ad Hoc committee reviewed information about Sit Together and Read (STAR), a set of interactive and innovative read-aloud practices designed for educators and care givers to use with young children. STAR materials will be implemented with partner districts participating in the Early Literacy Pilot. Teachers have a collection of books to review in class with students over the year. Each book goes home with the child so the parent can work with their child using the book and STAR materials. Teachers and parents complete a journal to share observations. The Ad Hoc committee reviewed the materials and discussed the feasibility of using them with families. Some questions/concerns raised by the Ad Hoc committee include:</p> <ul style="list-style-type: none"> • How the materials/expectations would be received by parents who are nonreaders, • The journals may use language that is too sophisticated for parents, • The journals seem to promote rich interactions between the parent, the child, the teacher and the administrator, • Giving parents access to an “app” may be a better option to having parents complete a journal, • Some parents may be challenged with having time to meet the requirements, • How could these materials be used with older children? • What type of community partnerships could be created to support this effort? 	
<p>Learning Item</p>	<p>Early Literacy Pilot Phase III, Year 2 Report - Kara Waldron, Program Administrator and Ashley Hall, Social Science Researcher</p> <p>The State Systemic Improvement Plan: Early Literacy Pilot is linked to the indicators that all states are required to report in the Annual Performance Report. The Early Literacy Pilot is part of the State’s focus on literacy. ODE was recently awarded the \$35 million Striving Readers Grant that will allow Ohio to expand the work started in the Early Literacy Pilot.</p> <p>Phase III of the Early Literacy Pilot focuses on implementation. The pilot work employs 18 Regional Early Literacy Specialists who work with administrators, teachers and district coaches in participating elementary buildings in 16 school districts across the state, with one pilot district located in each SST region. The evidence based strategies at the core of the pilot include a two-year professional learning series for administrators, teachers, coaches and other educators who work with preschool, kindergarten and first through third grade students in the selected buildings. Teachers receive instructional and systems coaching from Regional Early Literacy Specialists and district coaches.</p> <p>The Early Literacy Pilot evaluation addresses two State Identified Measurable Results (SIMRs) and eight evaluation questions. Ohio’s year 2</p>	

	<p>report informs the Office for Special Education Programs (OSEP), ODE and Ohio’s stakeholders about the progress made toward achieving the project’s overall goal of increasing literacy and reading performance for all students in the pilot schools.</p> <p>The project evaluation showed positive gains in several areas as summarized below.</p> <p>SIMR 1: The percentage of students with disabilities scoring proficient or above on Ohio’s Third Grade English Language Arts Achievement Test. The results for Cohort I districts showed a slight decrease as compared to the performance target. However, grade 3 English Language Arts assessment scores improved in 8 of 10 schools that served grade 3.</p> <p>SIMR 2: The percentage of all kindergarten through third grade students who are on track for literacy, as measured by state-approved reading assessments. Cohort I districts showed a slight decrease as compared to the performance target. Baseline data were reported for Cohort II districts.</p> <p>Teacher performance on professional learning: 290 K-3 teachers and 31 preschool teachers across Cohort I districts received LETRS professional learning. 95% of K-3 teachers showed gains in literacy knowledge. Cohort II district staff will complete Units 1-4 by September 2018. Results will be reported in the next Early Literacy Pilot Annual Report.</p> <p>Instructional and System’s Coaching – 88% of K-3 teachers and 44% of preschool teachers received instructional coaching. 10 of 12 schools reported that their leadership supported their language and literacy core instruction and used effective meeting processes with at least 80% fidelity.</p> <p>Curriculum Based Measures of student progress – Kindergarten students showed an increase in phoneme segmentation and fluency and first grade students showed an increase in Nonsense Word Fluency. Second grade students showed an increase in Oral Reading Fluency. Reading diagnostic scores increased for students with disabilities. Third grade students showed a decrease in Oral Reading Fluency and comprehension. The overall evaluation results show progress toward achieving the project goals.</p> <p>Plans for year 3 implementation include building the coaching capacity in each district, continuing support for instruction, providing resources and supports that facilitate family and community engagement, and providing access to resources that support district sustainability and capacity to scale-up early literacy practices.</p>	
<p>Agency Reports and Member Announcements</p>	<p>There were no agency reports.</p> <p>The following announcements were made.</p> <ul style="list-style-type: none"> • The second annual Early Childhood Mental Health Conference will be held on April 23-25, 2018 at the Polaris Hilton in Columbus, OH. On day one, Dr. Neil Horen will conduct the keynote presentation on Early Childhood Mental Health Models and Dr. Walter Gilliam will conduct the keynote presentation on Preschool Suspension and Expulsion on day two. Panel members were encouraged to attend. • The Northern and Central Ohio branches of the International Dyslexia Association will convene their spring conference, <i>Partnering</i> 	

	<p><i>for Progress to Reach ALL Readers, on April 21, 2018 at North Central State College. Dr. David Kilpatrick will be the presenter.</i></p> <ul style="list-style-type: none"> • Panel members received information about OCALICON and the Special Education Leadership Institute. 	
Future Agenda Considerations	No recommendations were made.	
Adjourn	A motion was made to adjourn the meeting. Meeting adjourned.	Next meeting is scheduled for May 10, 2018