

STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN

May 10, 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: Bill Bauer, Cynthia Burger, Marbella Carceres, Tina Evans, Christina Evens, Kathy Hall, Dana Hollis, Michelle McCollister, and Gregory Taylor</p> <p>Guests: Janice Mader, representing Michael Kenny, OOD; Nathan DeDino, DODD representing Kim Hauck.</p>	
<p>Panel Business Approval of March 29, 2018 SAPEC Minutes</p>	<p>A motion was called to approve the March 29, 2018 meeting minutes. A motion was 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. The Executive Committee revisited an unmet need related to Ohio’s shortage of Intervention Specialists and School Psychologists. This issue is being addressed by Ohio’s Statewide Committee on Related Services. SAPEC should continue to monitor and discuss ODE’s progress toward resolving personnel shortages.</p>	
<p>SAPEC Chairperson’s Report</p>	<p><i>SAPEC 2018-2019 Membership Ballot and Vote, Staci Anderson, Co-Chairperson, Membership and Elections Committee</i></p> <p>SAPEC members reviewed the ballot which recommended five individuals who applied for membership, five current members applying for their second three-year term, and three current members applying to serve on the Executive Committee as a Member-at-Large. A brief bio of each new applicant was also shared with panel members. The new members were selected from over 50 applications received statewide.</p> <p>A motion was made to close the nominations for the Chairperson to cast a unanimous ballot on behalf of the candidates. The motion was seconded. The vote to approve the ballot was unanimous.</p> <p><i>2018-2019 SAPEC meeting dates, Tony Cochren, SAPEC Chairperson</i></p> <p>The meeting dates for the next academic year are as follows: August 30, 2018; November 29, 2018; March 26, 2019 and May 9, 2019. If needed, ODE will conduct an informational webinar on January 30, 2019 or February 21, 2019. All SAPEC meetings will be held at Quest Conference Center and will begin at 9:00 am.</p>	<p>The list of candidates will be submitted to Superintendent DeMaria for approval before the August meeting.</p> <p>The 2018-2019 meeting dates will be posted on ODE’s website.</p>
<p>ODE Report</p>	<p><i>ODE Office for Exceptional Children’s Update</i></p> <p><i>Each Child = Our Future – ODE’s Strategic Plan– Kim Monachino, Director</i></p> <p>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,</p>	

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 student. The plan addresses eight guiding principles in three categories:

Whole Child:

1. Students are the state's hopes and dreams.
2. Equity is the state's top education imperative.

Caring Adults:

3. Parents, caregivers, teachers, school leaders and support personnel are at the heart of the state's education system.

Strong System:

4. A student's learning experience from preschool through postsecondary education must be seamless.
5. Business, foundation, and community partners are essential to helping the state reach its goals.
6. Schools are where it all happens and are a central focus of the work.
7. There is no one-size-fits-all.
8. Evidence, data, and clarity on desired outcomes are essential to the work, particularly when it comes to school improvement.

ODE's next steps include the following:

- Analyze information from face to face stakeholder meetings and online feedback
- Revise the plan based on stakeholder feedback
- Solicit feedback from Ohio's State Board of Education and revise the plan based on feedback from the board.

OEC will provide additional updates on progress being made to finalize the state's plan.

Dispute Resolution Data – Monica Drvota, Assistant Director

Panel members reviewed the OEC's Dispute Resolution data, compiled from May 2016 – May 2017 and May 2017 – May 2018, to illustrate the extent to which parents and educators engage in dispute resolution processes offered through the OEC. The processes include facilitation, mediation, formal complaints, and due process.

Facilitation may be utilized during a team meeting when a potential problem or issue exists. In 2017-2018, OEC received 254 direct requests for facilitation as compared to the 185 requests received in 2016-2017. The increase in requests for facilitation is positive for OEC because the facilitation process is much more student focused and potentially avoids the more adversarial processes.

Mediation is required to be offered by federal law for formal complaints and due process. In Ohio, parents and local district personnel can request mediation before filing a complaint or requesting a due process hearing. In 2016-2017, OEC received 84 stand-alone requests for mediation.

Request for mediation increased to 90 in 2017-2018. Parents or districts seeking mediation assistance can submit a request by phone, email or fax.

A complaint is a formal request to OEC to investigate potential violations of IDEA or the Ohio Operating Standards for the Education of Children with Disabilities. A parent, guardian or any individual or organization may file a complaint. Once received, OEC has sixty days to investigate the complaint and issue a letter of finding (LOF). In 2016-2017, OEC received 203 complaints and 98 LOFs were issued. In 2017-2018, OEC received 147 complaints and 60 LOFs were issued. Although complaints have decreased during 2017-2018, there has been an increase of “systemic complaints,” which are complaints involving multiple students and addresses systemic issues at the district and building level.

A due process complaint is a written document used to request a due process hearing. A due process hearing is a legal process which involves a Due Process hearing before an impartial hearing officer (IHO) to resolve a dispute regarding the identification, evaluation and/or placement of a student or the provision of a free appropriate public education (FAPE). After listening to the testimony of the witnesses and reviewing the evidence, the IHO will have 45 days to issue a decision. In 2016-2017, 164 requests for a due process hearing were filed and of the 164 requests, 6 decisions were rendered. In 2017-2018, 162 requests for a due process hearing were filed and of the 162 requests, 2 decisions were rendered.

Annual Performance Report Highlights – Matt Loesch, Social Science Researcher

Ohio’s Annual Performance Report (APR), submitted on February 1, 2017, is based on 2016-2017 state data, with a few exceptions. The APR addresses Ohio’s progress and performance on compliance indicators, student outcome indicators, and Ohio’s State Systemic Improvement Plan (SSIP). In 2017, Ohio received a “needs improvement” rating for the third year. Ohio scored lowest on indicators addressing graduation and drop-out rate. States are required by OSEP to access assistance from federally funded technical assistance centers to address low performance areas and report on assistance received. ODE collaborated with federal and state agencies on the activities described below.

- The National Technical Assistance Center on Transition aided with the development of the 2017 Secondary Transition Plan, which is aimed to align policies and procedures across state agencies and to create online training modules that support skill development on providing high-quality transition services to students with disabilities.
- Opportunities for Ohioans with Disabilities aided with launching the Ohio Transition Support Partnership which funds vocational rehabilitation counselors for students with disabilities.
- The Office for Improvement and Innovation and the Office of Career Technical Education assisted with launching the On-Time Graduation Project, which uses a variety of student factors to identify students who are at risk of not graduating on time and provide interventions to those students.

ODE reported on progress toward meeting the state's targets on the indicators listed below:

- **Indicator 1** – Graduation
- **Indicator 2** – Dropout
- **Indicators 3a and 3b** – Statewide assessments
- **Indicator 5a** – School age LRE
- **Indicator 6a** – Preschool LRE
- **Indicator 4b** – Discrepancy in suspension/expulsion between typical students and students with disabilities
- **Indicator 9** – Disproportionate representation of racial groups as a child with a disability
- **Indicator 10** – Disproportionate representation of racial groups who are represented in specific categories as a result of inappropriate identification practices
- **Indicator 11** – Initial evaluation timelines
- **Indicator 12** – Early Childhood Transition
- **Indicator 13** – Secondary transition

Slippage (slipping by more than 1% from the previous year's performance) was reported on the indicators listed below:

- **Indicator 4a** - Discipline
- **Indicator 14** - Post school outcomes

ODE will receive formal notification of the state's determination from OSEP in June or July and will issue annual special education ratings to districts this fall.

Monitoring Data/Findings –*Olivia Schmidt, Assistant Director*

ODE monitored 12 districts during the 2017-2018 school year. Of the districts monitored, there were 6 typical districts, 1 career technical center, 2 County Boards of Developmental Disabilities, 1 educational service center, and 2 community schools. OEC's onsite visits to local districts focused on alternate settings to get a better understanding of how settings like Career Centers or other educational centers are meeting the needs of students with disabilities. This approach enabled OEC to expand the focus to a larger number of districts that are served by these alternate settings and the ability to provide training on appropriate compliance requirements and effective practices to all districts in one setting.

Several changes in monitoring results were observed since last year. Districts are doing a better job of addressing student needs in their secondary transition plans. Districts are receiving professional development from five Career Tech Specialists, and the State Support Teams (SSTs) have Transition Specialist who support OEC when conducting on-site visits.

Improvements related to implementation of specially designed instruction were also noted. OEC's monitoring team reviewed IEPs and observed teachers in classrooms and Career Tech labs. While observations don't consistently align with what's written on IEP's overall, noncompliance in this area has dropped from 60% in 2016-2017 to 51% in 2017-2018.

	<p>The areas that received the highest number of actions were as follows:</p> <ul style="list-style-type: none"> • Indicator 11 – Evaluation timelines (152) • Indicator 4 – Suspension/Expulsion (79) • Indicator 13 – Secondary Transition (63) • Indicator 12 – Preschool Transition (33) • Indicator 14 – Post School Outcomes (31) <p>ODE is conducting a risk assessment to determine which districts will be monitored in 2018-2019. The list will be available in the next few weeks.</p>	
<p>Ad Hoc Committee Reports</p>	<p>The Panel worked in Ad Hoc Committee groups to discuss two topics. Group I: Due Process – focused on the appeals process Group II: Resources for Student Supports – ODE initiatives and web resources that support social/emotional/behavioral students.</p> <p>Ad Hoc Committee Reports</p> <p>Due Process Panel members reported on their small group discussion and made the following recommendations:</p> <ul style="list-style-type: none"> • Continue reviewing the due process flow chart and make the minor recommendations made. • Consider developing an optional appeal notice form. • Consider creating a flow chart that illustrates the steps and requirements for a formal complaint. <p>Resources for Student Supports Panel members reported on their small group discussion and made the following recommendations:</p> <ul style="list-style-type: none"> • Information for the general public and educators on ODE’s websites could be tailored for specific audiences and clearly distinguished. • Consider making the information on pages for Trauma Informed Care and PBIS more parent friendly and easier to maneuver. • Links to access resource information from ODE’s landing page should be more accessible. Consider any cultural or language barriers that need to be addressed. Include graphics. 	
<p>SAPEC Learning or Information Item</p>	<p><i>Ohio’s Early Literacy Pilot: Progress and Challenges</i> <i>Kara Waldron, Program Administrator and Ashley Hall, Social Science Researcher</i></p> <p>ODE submitted an Annual State Systemic Improvement Plan (SSIP) report to the U.S. Department of Education on April 2. The report presented data on the first full year of implementation in Cohort I districts participating in Ohio’s Early Literacy Pilot and reflected the strengths and challenges related to project implementation. Several key strengths highlighted in the annual report focused on:</p> <ul style="list-style-type: none"> • Ongoing support and professional learning <ul style="list-style-type: none"> ○ Professional learning opportunities were provided at the state, regional, district/school and, classroom levels. ○ Educators reported high levels of “buy in” on the training received. 	

	<ul style="list-style-type: none"> • Increased educator knowledge <ul style="list-style-type: none"> ○ There was an overall increase from pre- to post-test scores for teachers after completing the first four units of LETRS training. ○ Teachers who completed end of year surveys reported that implementation of LETRS related strategies increased throughout the year. • Access to coaching <ul style="list-style-type: none"> ○ Survey feedback showed that teachers, coaches, leadership and regional early literacy specialists considered coaching to be effective because of the timely, helpful feedback, classroom modeling strategies and coaching provided supplementary materials that supported classroom practices. • Enhanced multi-tiered systems of support <ul style="list-style-type: none"> ○ Districts conducted a Reading Tiered Fidelity Inventory (R-TFI) enabled school teams to measure their system’s strengths and weaknesses, developed a plan for improvement and reviewed progress toward achieving the plan’s goals. • Student performance – curriculum-based measures <ul style="list-style-type: none"> ○ Pilot districts used data from curriculum based measures (CBM) to monitor student progress and identify individual student needs. ○ Results indicated that kindergarten students made improvements in Phonemic Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF). ○ First grade students made improvements in Nonsense Word Fluency (NWF) and Oral Reading Fluency (ORF) at different points during the school year. • Student performance – state assessments <ul style="list-style-type: none"> ○ Students in participating districts showed improvements in third grade reading proficiency rates. <p>Evaluation data identified implementation challenges in several areas such as LETRS online professional learning, instructional coaching, and data literacy. These areas are being addressed through project planning.</p> <p>Overall, data from the first year of implementation indicates that buildings participating in the pilot are on track to meet three goals:</p> <ul style="list-style-type: none"> • More teachers will be able to provide evidence based reading instruction, • More education will be able to identify why students struggle with reading & provide the appropriate instruction & intervention, • All students will have increased language & literacy skills and be able to read at their grade level, be on track to complete school, and be college and career ready. 	
<p>SAPEC Member Acknowledgements and Certificates of Appreciation</p>	<p>Three SAPEC members who completed (2) three-year terms and are leaving the panel were recognized. Diana Betts, Neva Fox, and Kathy Hall received certificates of appreciation for their years of service.</p>	

Agency Reports and Member Announcements	<p>The following announcements were made.</p> <ul style="list-style-type: none"> The representative from the Ohio Department of Mental Health shared information on the department's website that supports cross agency linkages and coordination of care. Examples included the "Start Talking" campaign – Building a Drug Free Community, Crisis Text line, and the Be Present Campaign. 	
Adjourn	<p>A motion was made to adjourn the meeting. The motion was seconded. There was no discussion. Meeting adjourned.</p>	<p>Next meeting is scheduled for August 30, 2018</p>