

**State Advisory Panel for Exceptional Children (SAPEC)
November 10, 2022**

Meeting Minutes

Call to Order

The SAPEC meeting was called to order by SAPEC Chairperson, Trisha Prunty. All members were welcomed.

Karen Johnson, Office for Exceptional Children (OEC) conducted roll call. Members absent were Kathy Demers, Katheryn Frederick, Christina Matthey, Antionette Miranda, Lori Robinson, Noah Trembley, Janet Uher, Bradley Webb.

Trisha reminded members to complete evaluations that are in the middle of the table. Also, we are seeking members to fill member-at-large positions. Trisha will be completing her term as SAPEC Chairperson, so we will need a new SAPEC Vice chairperson as Tammie Sebastian will be taking the role of chairperson next season. Anyone interested should send letters of interest to Parise Callahan by January 31st.

Panel Business

Trisha Prunty, SAPEC Chairperson, asked for a motion to approve the September 29th meeting minutes. Haydiee Perkins made a motion to approve; Rachel Barnhart seconded. The meeting minutes were approved unanimously.

Trisha reminded SAPEC members to state their names when speaking and to utilize the microphones at each side of the room when making any comments or asking questions.

No public comment or unmet needs.

Procedural Safeguards Parent Notice

Tammie Sebastian, Erin Hinkel and Elaine Hamilton from the Ohio Coalition for the Education of Children with Disabilities (OCECD) presented on the draft procedural safeguards notice. Since the last SAPEC meeting, OCECD has received feedback from not only SAPEC but also the SST directors, OEC leadership team, OEC staff and OCECD staff. Tammie and the OCECD team addressed the changes that were made to the draft parent notice document based on the feedback and suggestions made by SAPEC panel members. Panel members were given an opportunity to review the document. Following their review, a large group discussion was held where OCECD staff asked panel members for additional feedback on the document.

Next steps in the process of updating the Parent Notice document is a series of virtual stakeholder forums which will begin in December. Parent and professional will be take place over the next couple months. OCECD will also be meeting with the State Support Team directors during their upcoming meeting. Also, the team will be presenting the parent notice at OCALICON on November 17th.

Fiscal Management Updates

Sarah James, Assistant Director & Ray Draghi, Education Program Specialist, Office for Exceptional Children gave a high-level overview of the day-to-day responsibilities of the Resource Management

team. Items discussed by the team will include fiscal monitoring, maintenance of effort, maintenance of fiscal support, and IDEA.

The resource management team is responsible for ensuring that Individuals with Disabilities Education Improvement Act (IDEA) Part B funds are being used in compliance with statutory requirements. School districts must be able to account for their use of IDEA Part B funds separately from other state and federal funds. Resource management uses monitoring activities such as a risk assessment, collaborative reviews, and end of year monitoring period to assess compliance. The risk assessment is a data driven review of what potential risks an entity is encountering and the barriers they may experience that could result in a potential misuse of funds. The risk assessment includes factors that address the level of monitoring a district will complete. The team may conduct a district monitoring review which could include one of three different tiers: intensive/onsite review, desk review, or self-survey review. The resource management team identifies the area of need for technical assistance or corrective action for the district.

During a monitoring review, the resource management team also reviews documentation for maintenance of effort (MOE). Maintenance of Effort is the district's special education expenditures and at least one of the sources must equal or exceed the previous year. Expectation of maintenance of effort means expenditures must be 100%, there should be no waivers, and if the district fails to comply then there is a payment shortfall to the federal government.

Throughout the year, the resource management team provides support and technical assistance to districts. Technical assistance may include, how to utilize their funds, Comprehensive Continuous Improvement Plan (CCIP) assistance, budget narrative reviews, and purchasing of vans or busses. Following the resource management section overview, Sarah allowed time for SAPEC panel members to ask questions before closing her presentation.

Secondary Transition Roadmap

Amy Szymanski, Office for Exceptional Children, presented on the Secondary Transition roadmap. This specific roadmap addresses the need for transition support. It became clear that the Department did not provide enough step-by-step language on the transition process. Specifically, Tactic F requires the department to provide resources, training and coaching to students and families concerning pathways to graduation. Amy walked through the roadmap with panel members. The Office for Exceptional Children wanted to keep the roadmap theme to align with the evaluation roadmap. The transition roadmap journey started with a suitcase, as if preparing for a road trip. The suitcase resources are tools and resources that span grade and age ranges. At each of the grade and age level mile markers, the team stated the federal and state requirements. The roadmap starts at grades PK-5 and moves through grade 23 (22 years old). Service plazas are posted throughout the document to indicate specific resources related to age/grade and based on where a child is along the roadmap. Following Amy's review of the roadmap, panel members reviewed the document and provided feedback and suggestions regarding what works and what needs to be revised in the document.

Age of Majority

Sarah Brooks, Assistant Director, Office for Exceptional Children, provided an update on the age of majority language revisions. Sarah reviewed with SAPEC members what changes have been made to the language on the IEP form and asked for feedback on these changes. Age of majority is the age at which an individual will be legally considered an adult. The suggested changes in section 14 and section 15 of the IEP document, would include additional decision making options for families because families

interpret the current language incorrectly. Following Sarah's review of the proposed changes, SAPEC members held a large group discussion on the proposed language changes and provided feedback and suggestions. Sarah will continue to work on updating the language based on the feedback and suggestions before finalizing it.

Office for Exceptional Children Updates

Andrea Faulkner, Assistant Director, gave an overview of the 11 District Plan current status. The settlement required the department to create a plan within a year. The districts came up with their own timelines for their individual plan. The department is now starting to look at data from the districts. Andrea reviewed the overall report card from these districts. The charts that Andrea showed members showed districts ratings on the overall report card and their English language arts, and math ratings. All districts scored proficient or above on their gap rating, but early literacy and graduation were the lowest ratings for districts. Andrea also reviewed English Language Arts and Math data for students with disabilities which included students that were proficient on the state assessment. Following this brief overview Andrea took questions from panel members.

Early Learning & School Readiness Updates

Sarah Coxson, Early Learning and School Readiness presented in place of Jody Beall on early learning updates. The Preschool special education rule was finally filed. A PDF copy of the rule can be found on the preschool special education webpage. The webpage also includes an overview of the rule changes and other relevant resources beneficial to the field including, Placement options, Teacher qualifications chart, EMIS coding, Waiver, and waiver guidance; if a school district needs to submit a waiver for exceeding the max number. If anyone has further questions on the new rule or other preschool related items, contact the preschool special education team.

Each Child on Track State Systemic Improvement Plan – Evaluation Plan

Amy Szymanski, Office for Exceptional Children, presented on the State Systemic Improvement Plan (SSIP) – Evaluation plan. As a result of the data which the Department has prioritized, the State Systemic Improvement Plan will focus on Indicator 1 to increase the percentage of youth with individualized education programs exiting high school with a regular high school diploma. This plan, titled Each Child On Track, will be implemented during federal fiscal years 2020-2025 SSIP. The expected outcomes and impact of the plan will result in Ohio seeing a higher percentage of students with disabilities graduating with a regular diploma, fewer students with a disability dropping out as measured by Indicator 2 and then ultimately, more students with a disability will be engaged in competitive integrated employment, education, or a meaningful, self-sustaining vocation. The evaluation of Each Child on Track is intended to provide timely feedback to the SSIP design and implementation team to inform the continuous improvement of the initiative and provide information about the outcomes and impact of the work. The evaluation plan includes the following components: evaluation logic model, evaluation questions, evaluation design, including proposed measures, data collection strategies and timeline, data analysis plan, and a plan to share and use evaluation results. The external evaluation team from the American Institutes for Research (AIR) will use a mixed-methods (quantitative and qualitative) approach to the external evaluation of Each Child On Track. This approach ensures that we can not only gather and share data on the measurable changes to implementation and outcomes through Each Child on Track implementation, but also describe the context surrounding those changes to help understand what lead to the results. Data collection will take place throughout the course of the year at various intervals.

Following an overview of the plan and its components, Amy went through the evaluation questions. SAPEC members were then tasked with providing feedback on the evaluation questions in small group

discussions. Following small group, panel members reconvened in a large group discussion to share their suggestions.

Closing Remarks & Meeting Adjourn

Trisha asked for a motion to adjourn the meeting. Tammie Sebastian made a motion, Haydiee Perkins seconded.

Meeting adjourned.