

**State Advisory Panel for Exceptional Children (SAPEC)
November 5, 2020
Virtual Meeting**

Meeting Minutes

Call to Order

The SAPEC virtual meeting was called to order by SAPEC Chair, Ron Rogers. All members were welcomed. Ron went over the virtual meeting protocol and reminded members to complete the evaluation form that is now through SurveyMonkey.

Sandy Kaufman, Office for Exceptional Children conducted roll call. Members absent were Valarie Alloy, Tina Evans, Jessica Minor and Cynthia Walker.

Ron Rogers welcomed our guests and reviewed the guest's protocols and responsibilities.

Panel Business

Ron asked for a motion to approve the minutes from the September 24th meeting. Minutes were unanimously approved.

Ron encouraged members that are eligible to apply for a second term to please do so if they would like. Ron informed members that SAPEC is also looking for a co-chair who would eventually become chair of the membership committee. As well as the membership committee, we are also looking for a SAPEC co-chair to take Trisha Prunty's position who will be replacing Ron Rogers as chairperson once his term has ended. SAPEC also needs volunteers for member at large. For anyone interested in any of the mentioned positions or is eligible to apply for a second term, please contact Parise Callahan by January 30, 2021.

Tammi Sebastian briefly went over the amended SAPEC bylaws, which were amended on August 24th. All changes are noted in red. Tammi asked that if any members have questions to please let us know. No questions were asked and the amended SAPEC bylaws were passed.

No public comments or unmet needs.

SAPEC Learning Topic; Addressing Equity in Ohio: How Disproportionality Impacts Ohio's Students)

Kara Waldron, Program Administrator, presented on equity and the impact disproportionality has on Ohio's students. Kara first provided background on why disproportionality is important. In the context of IDEA, disproportionality is an overrepresentation of students from a racial or ethnic group in identification for special education, placement in more restrictive educational settings or disciplinary actions. Disproportionality becomes significant when the overrepresentation exceeds a threshold defined by each state, with input from stakeholders. In December 2016, the United States Department of Education announced new IDEA regulations on disproportionality. The new regulations establish a standard methodology across states for identifying disproportionality; clarify requirements for the review and revision of policies, procedures and practices when significant disproportionality is found; and require that districts identify and address the factors contributing to significant disproportionality through redirection of special education funds. States have been required to identify and address significant disproportionality since the 2004 reauthorization of IDEA. Longitudinal national data continue

to show disparities by race. Nationally, Black students make up 13.8% of the population ages 6-21, yet they account for 17.9% of students with disabilities. Looking at disciplinary removals, Black students far exceed all other racial groups, with 65 removals per 100 students. The next closest racial group, multiracial students, experience 40 removals per 100 students. The counts decrease considerably from there. When looking at graduation and dropout data to see that these disparities follow students of color throughout their educational careers. In 2017-2018, 73% of all students with disabilities graduated with a regular high school diploma, compared to only 66% of Black students with disabilities. Ohio mirrors the national data in terms of racial disparities for Black students. Black students make up 15% of enrollment but 44% of out of school suspensions. The goal is to promote equity by identifying and addressing significant disproportionality.

Disproportionality is calculated by three categories of analysis, which are the significant disproportionality requirements for IDEA. These include identification for special education, placement, or the setting in which students receive their instruction and services and disciplinary removals. These categories cover seven racial/ethnic groups and are calculated by looking at 6 different components. One of the major components is risk ratio.

Kara shared that addressing disproportionality is a direct component of the focus on equity within Ohio's strategic plan, *Each Child Our Future*. A method of tiered supports will be used to address the issue of disproportionality. Tier 1 is universal supports which includes awareness and prevention, tier 2 is at risk/moderate disproportionality which will include targeted intervention and tier 3 is when a school or district is at significant disproportionality. This support will provide comprehensive interventions to provide supports to districts. Districts are notified of significant disproportionality through their Special Education Profiles. The profiles detail each step of the review process, with instructions, direct links to forms and documents and due dates. Kara shared that when districts are notified of significant disproportionality, they will receive support from several areas including their state support team and the Office for Exceptional Children, supports and monitoring team and urban support team.

Kara ended her presentation by sharing a video of what disproportionality looks like in an actual district. The Director of Pupil Services for Shaker Heights City Schools, Elizabeth Kimmel, shared her district's journey in addressing disproportionality. In the video, she is interviewed by the Director of State Support Team Region 8, Jenine Sansosti. The video showed both challenges and success that the Shaker- Heights school district went through to address this in their district.

Office for Exceptional Children Director Updates

Monica Drvota, Associate Director shared director updates. Monica started by introducing our new assistant directors in the Office for Exceptional Children. Heidi Kleinman has been working in an interim role on the dispute resolution team but is now the permanent assistant director for the dispute resolution team. Maria Lohr is now the assistant director for the gifted team. She was previously an education program specialist on the gifted team and is excited to move into her new role. Andrea Faulkner is the assistant director for the urban support team. She comes to OEC from the Office of School Improvement. She has been at the agency for four years. Sarah James is the new assistant director for the resource management team. She has been with the department for a little over 2 and half years and she comes to OEC from the Office of Federal Programs.

Monica moved on to an update regarding *Each Child means Each Child*, which is the name for our students with disabilities roadmap. The plan is now being reviewed by Superintendent DeMaria. The 11 districts plan is currently being developed and is being done in a narrative format for each piece of the settlement. OEC is also building out a timeline for this plan. OEC has created a data story for each of the 11 districts. Data stories will provide OEC with baseline data points for the 11 districts that will show the impacts the data will have on each district over the next 5 years. Once narratives are completed, OEC will bring them to SAPEC for members to review and provide feedback.

Regarding the rules, the Office for Exceptional Children rules will move to state board in February. The PBIS restraint and seclusion rule is on track to move to full board next week. OEC also has 3 new rules coming to SAPEC in January.

The Office for Early Learning and School Readiness will begin providing early childhood updates during each SAPEC meeting for the remainder of the year. Jody Beall, assistant director for the preschool special education team provided updates for early learning. The preschool special education rule is currently in process. The rule will go to full board vote next week then will move to CSI and JCARR. It is their hope it will remain on schedule for a July 2021 implementation. The early learning team has also been working on a guidance document regarding least restrictive environment for the preschool population. This guidance document should be out soon and will be posted under the early childhood reset restart webpage. The Early Learning and School Readiness office has also received a technical assistance grant through the Early Childhood Technical Assistance Center. Ohio is one of five states who received this grant from the Early Childhood Technical Assistance Center. This grant will help support children from birth through age 5. A state leadership team has been established and is meeting frequently to help move the work of this grant forward. The team is also creating action plans to ensure that there is inclusion for students with disabilities in that grade span as well. Another grant early childhood has received is around supporting early childhood professionals. This grant is in partnership with the Department of Developmental Disabilities. The five-year project will create and deploy a 2-year program that includes a one-year learning portion and one year of mentorship for professional who are already teaching in the field. The intent is to increase professional leadership capacity.

Closing Remarks & Meeting Adjourn

Ron reminded all members to complete the meeting evaluation through the SurveyMonkey link. Any and all feedback is appreciated. Our next meeting will be Thursday December 3rd. The meeting was adjourned.

Monica closed out the meeting by thanking all members.