Ohio | State Advisory Panel for Exceptional Children

State Advisory Panel for Exceptional Children (SAPEC)
March 21, 2013
Quest Conference Center
Agenda

Thursday, March 21, 2013

10:00 AM	**Call to Order** - Roll Call - Introduction of Guests	**Debbie Zielinski,** *SAPEC Chairperson*
10:10 AM	**Approval of Minutes** **Public Comment**	**Debbie Zielinski,** *SAPEC Chairperson*
10:20 AM	**Chairperson's Report** - Proposed Unmet Needs Update Training for Paraprofessionals who work with students with disabilities. - Summary of Meeting Evaluation Results - SAPEC Member expectations	**Debbie Zielinski,** *SAPEC Chairperson*
10:30 AM	**Office for Exceptional Children (OEC's) Report** - Operating Standards Status (Extension and Rule 09 Caseload work) - IDEA Part B Federal Application - Review of Assurances - Governor's Budget Proposal - Third Grade Reading Guarantee Update (Parent Friendly Doc and Special Education Specific Guidance) - PBIS and Seclusion and Restraints - Update and Next Steps - Parent Surveys - Parent Request for Evaluation Letter - Parental Consent Requirements – Access to Public Benefits or Insurance (Medicaid) - OCR Ruling on Students with Disabilities Participation in Nonacademic and Extracurricular Services and Activities - ODE Website Changing	**Sue Zake, Director** **and** **OEC Staff** *Office for Exceptional Children*
11:45 PM	**Working Lunch** - Ad Hoc Committees meet and draft Ad Hoc Committee Action Plans	**Committee Chairpersons**

1:00 PM	**Committee Reports**
	- Ad Hoc Committees
	  o Report on Action Plans and Committee next steps
	
	- Standing Committees
	  o Membership Committee Update
	  o Policy and Procedures Committee Update (if needed)
		Committee Chairpersons

1:30 PM	**SAPEC Learning**[1]	
	- **Data Tools Available Online**	**Anne Skaggs**
	Information sharing and discussion of background information on new issues presented by OEC staff and/or other resource persons.	*OEC - Data Manager*

- **IDEA Platform recommendations to the Ohio State Board of Education**

  OEC will provide background information to set the stage for this small group discussion. Panel members will engage in small group discussion to provide the following feedback:

  o Identify 2-3 areas in IDEA that are essential to keep.

  o Identify two areas that need to be changed or areas that need to be addressed.

Sue Zake, Director and Thomas Lather, Associate Director
Office for Exceptional Children

2:45 PM   SAPEC Learning or Information Items (Action Items)[2]

Proposed option for addressing the unmet need: Paraprofessional Preparation.

- Request volunteers to review OEC data on Paraprofessional Preparation including certification; training programs and other requirements,

- Generate recommendations regarding any additional data needed and other next steps.

Debbie Zielinski,
SAPEC Chairperson

3:00 PM   Agency Reports

Agency Representatives

3:10 PM   Emerging Issues (unmet needs)[3]

- Example of an unmet need

Debbie Zielinski,
SAPEC Chairperson

3:20 PM   Member Announcements

Future Agenda Considerations

Debbie Zielinski,
SAPEC Chairperson

3:30 PM   Adjourn

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[1] Information sharing and discussion of background information on new issues presented by OEC staff and/or other resource persons.

[2] Presentation of items introduced during a previous meeting that require action by SAPEC members.

[3] Informal discussion where SAPEC members identify and present "unmet needs and emerging issues" for discussion during SAPEC meetings.

Next SAPEC Meeting: May 9, 2013

STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN

March 21, 2013

@ Quest Conference and Business Center

Agenda Item	Discussion/Recommendations	Next Steps
Call to Order **Roll Call** **Introduction of Guests**		
Panel Business **Approval of Jan. 17, 2013 Minutes**	Handout - Jan. 17, 2013 Meeting Minutes Bill Bauer motioned to approve the minutes; April Siegel-Green seconded the motion. No objections or abstentions. Meeting minutes approved.	Approved Meeting Minutes posted to ODE website.
Public Comment	No public comment received.	
Chairperson's Report	**Update on the Proposed Unmet Need - Training for Paraprofessionals Who Work With Students with Disabilities** This proposal was discussed by the Executive Committee and the decision was made to proceed with this recommendation. A committee will be formed to look into this subject further and develop recommendations. **SAPEC Member Expectations** Attendance is expected for the full meeting and all meetings. If you miss three meetings, your term may be terminated. If the member can no longer meet the requirements of being a panel member, members may resign and reapply at a later time when the time commitment can be made. **Meeting Evaluation** Overview of the evaluation of last meeting. 18 replied to the survey. Please respond to the survey after the meetings to help inform future meetings.	Committee will be formed to look into the subject further and develop recommendations. Members respond to meeting evaluation.
ODE Report	**House Bill 59 State Operating Budget for FY2014-2015 Executive Budget** • Beginning of the process, final budget July 1, 2013 • More money proposed for education: the funding formula changed; new catastrophic reimbursement amount; new formula for Peterson Scholarship Program.	Panel members requested a copy of this PowerPoint presentation.

Agenda Item	Discussion/Recommendations	Next Steps

	- Core elements of New Funding Program
	   o Opportunity grant-per pupil property valuation basis every 3 years; targeted assistance-add on to determine per pupil amount, different for each district; special education aid-weights were removed and changed to a flat dollar amount; gifted funding; LEP funds; economically disadvantage funds; early childhood access funds
	- Jon Peterson Scholarship
	   o Under continuing law, the scholarship is the least of the fees charged by the provider, $20,000 or a calculation based on the special education category of the student.
	   o Under executive proposal, the calculation is equal to the per pupil amount of the resident district's opportunity grant plus additional special education aid.
	- Catastrophic Reimbursement/Exceptional Cost Reimbursement
	   o 15% of LEAs special education GRF allocations diverted into a separate account for high cost special education reimbursement (Approximately $116 million, formerly $10 million).
	- Special Education Enhancements: Parent mentor grants; school psychology interns; special education-DD and Institutions; preschool special education.
	- DDs: funds directly from the state not through the district of residence. Per pupil amount based on DOR plus special education amount times DOR state share plus per pupil amount of target assistance based on DOR.
	- Institutions (MH, DYS, DRC): multiplies the institutions ADM in each special education category by the category amount and then adds that to the sum of the students from each resident district times the resident districts per pupil amount of targeted assistance.
	- Early Childhood: end to unit funding; 4,000 per ADM + special education aid based on 6 categories times DOR state share times 0.5 (to reflect ½ day programs)
	- Legislative Services Commission (LSC) website has user friendly guide that analyze the budget, called the Red Book, that breaks down the budget by section/state department.
	
	Operating Standards Update
	Draft 2 posted online and comments are being accepted. Regional meetings were held in various parts of the state. The regional meeting in Wapakoneta was
		Additional information on the Jon Peterson Scholarship can be found on www.education.ohio.gov keyword search Jon Peterson.

Agenda Item	Discussion/Recommendations	Next Steps
	rescheduled for next Tuesday, March 27th. An extension was received to extend the deadline to the end of the year. Pursued extension to continue revisions to Rule 3301-51-09. Caseload Ratio group is still finalizing their study and should be concluded in the next month or two. This data will assist with the revision of this rule. ODE will be doing soft implementation since the changes in the Operating Standards become effective during in the middle of a school year. **IDEA Part B Application** The IDEA Part B Application is posted for public comment on the ODE website and legal notices were placed in three newspapers (Cleveland, Columbus and Cincinnati). ODE is accepting written public comments from April 1st through May 3rd. Comments received will be included in the application submitted. The application is due to OSEP May 10th. **Third Grade Reading Guarantee** The parent friendly document about the Third Grade Reading Guarantee that the panel provided feedback on is with the ODE communications department. ODE will share the document with SAPEC once it is finished. The students with disabilities guidance document/FAQ has been updated to reflect proposed legislative changes around teacher credentials. Senate Bill 21 has proposed exempting students with significant cognitive disabilities (students who take the alternate assessment)/significant disabilities from the screening/ assessment and reading improvement plans. Still an individual child decision. Bonnie Nelson and Molly Fender are contacts in the Office for Exceptional Children. • Member commented that there is lack of understanding of how to assess the reading skills of non-verbal students. **Positive Behavior Interventions and Supports (PBIS) and Seclusion and Restraint** The policy passed through the State Board of Education and becomes effective in the 2013-2014 school year. Public comments were received that expressed concerns that Community Schools are not included in the policy and that the proposed rule did not go far enough. The State Board of Education decided to explore the option of including community schools. ODE contacted the Community Schools to get their feedback on applying this policy to them and what impact it would have. No responses have been received. ODE is developing model policy for districts around PBIS, online modules and resources.	

Agenda Item	Discussion/Recommendations	Next Steps
	Parent Surveys - Handout Annually, ODE sends a survey to parents of children with disabilities receiving services. This survey is connected to State Performance Plan (SPP) Indicator 8 and was developed by the National Center for Special Education Accountability Monitoring (NCSEAM). The districts are to randomly select parents of students with disabilities to complete the survey. ODE contracts with the Ohio Coalition for the Education of Children with Disabilities (OCECD) to synthesize the responses. The data received from these surveys are used to drive improvement opportunities conducted by the parent mentors and state support team parent family contacts. Panel member suggested targeting what parents receive the survey so the districts are not selecting specific parents. • ODE cannot select which parents receive the survey but we could target it in ways such as selecting a specific disability category or birthdays falling in a certain month. • Consider posting the survey to the website was another suggestion. **Parent Request for Evaluation Letter** - Handout ODE presented the final draft and requested feedback from the panel. **Parental Consent for the Use of Public Benefits or Insurance to Pay for Services under the IDEA** Parents were required to sign a consent annually. This change allows districts to obtain informed consent once. Upon receipt of parent consent, the district must send an annual notice to the parent. This became effective March 18, 2013 with soft implementation so that it will go into effect the 2013-2014 school year. Withdrawal of permission does not mean withdrawal of service. Mark Smith is ODE's Medicaid liaison. **Guidance from OCR: Ensure that Students with Disabilities Enjoy Equal Opportunity to Participate in Extracurricular Athletics** • Appropriate to provide accommodation and modifications to allow the student with a disability to participate. • Offering separate or different athletic opportunities may be appropriate for some children (organized involvement, cooperative across multiple districts, etc.)	ODE will take the panel's recommendations into consideration. Panel members send feedback to ODE.

Agenda Item	Discussion/Recommendations	Next Steps
	ODE Website Changing ODE is in the process of changed the ODE website. The new website platform will be more interactive, organized by audience, and the search engine updated. Staff have worked to identify what content needs to be moved to the new website and prioritized the items. The new website is expected to be launched in late spring/early summer.	
Committee Reports **Ad Hoc Committee Reports** **Standing Committee Reports**	**Achievement for All Ad Hoc Committee Report –Jennifer Elliot - Chair** The committee reported researching the following: • Parent Mentor information sharing; • Data related to special education training for administrators; • Data on commonalities in complaints; LRE data; These data will help inform the recommendations. **Transition Ad Hoc Committee Report**-Vickie Clark-Chair The committee reported the following activities: • Kathy Hall will be the co-chair for this committee, • Discussing proposed changes to transition, • Positive location on the ODE website, • Review of public comments, transition survey, Whose IDEA? –Transition appendix and resources. **Operating Standards Ad Hoc Committee Report**-April Siegel Green-Chair Group will develop a recommendation regarding the revision of the Whose IDEA is This? document. Key areas to look at include: • Developing a visual aid on the process for referral for an evaluation; • Including definitions and disability categories; • Including the compliant resolution process, and possibly a discipline flow-chart. • Looking at examples from other states and different accessibility formats and considering an online module with vignettes. **Membership Committee Report**-Loretta Coil and Elaine Siefring Co-Chairs • Lottery for Term Extension: If you want to opt-out of the lottery to extend the terms, please contact Loretta or Elaine. • Members-at-Large – 2 openings and 2 applicants were received.	

Agenda Item	Discussion/Recommendations	Next Steps
	• For the Vice-Chair position there was one applicant: Kate Kandel. Kate will not be at the next meeting and she gave a brief presentation on her background and why she applied for the position. • Voting will occur at the next meeting for these positions. Important for members to attend the next meeting to vote on these positions. • Letters were sent out to Panel members who have missed 2 or more meetings. **Policy and Procedures Committee Report** - Marsha Wiley-Chair Working on changes to the bylaws to separate agency personnel from other members related to term limits, how they apply and how they are appointed. Further discussion on the bylaws will take place during the May meeting.	

SAPEC Learning or Information Items:	**Data Tools Available Online** - Handout
	Interactive Local Report Card (iLRC) and the Data Warehouse
	• Find a District Report – Report Card for each district
	• Find a School Building Report – Report card for each building
	• Power User Reports – Customizable
	    o Can be building level, district level or state level.
	    o Enrollment reports available
	        ▪ Enrollment by student demographics
	            • Disability (all students with disabilities) or Disability flag (all students with IEPs)
	    o Multiple school years available
	    o Can create a PDF of the data or pull data into an excel file
	    o Multiple formatting options
	• Download Data – Customizable
	• Reports available on: discipline; enrollment; early learning; graduation rate; mobility rates; participation rate-includes assessment data; performance index; revenue and expenditures; student attendance; teacher data; test results-standardized tests. Can disaggregate by up to 3 categories at a time.
	• Data is masked. When fewer than 10 students, it does not show up due to masking which is important to know when looking at building level data.
	
	The ODE data warehouse is in the process of being redesigned and becoming more comprehensive.	

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	IDEA Platform State Board of Education (SBE) is developing an IDEA Platform. However, IDEA may not be reauthorized for up to five years. SBE develops platforms for each major act. Education of Children with Disabilities - Core Provisions in Law: improving educational results for children with disabilities: free appropriate public education (FAPE); child-find; individualized education program (IEP); parents as partners; least restrictive environment; and Procedural Safeguards Key Issues of IDEA 2004: increased the federal share of special education cost; continued procedural safeguards; some alignment with NCLB; focus on student outcomes; college and career ready; and ease the paperwork burden. Areas identified by ODE-OEC related to key issues in next reauthorization: • Closer alignment between IDEA and ESEA: Accountability-testing and graduation rate; discipline; multi-tiered systems of support (RtI); compliance with fund maintenance of effort, supplement not supplant; and flexibility in use of funds • Reduce the emphasis on IDEA process compliance requirements • Increase emphasis on results for students with disabilities **Panel Feedback** Panel members held table discussions to identify areas in IDEA that are most important to keep and areas that need to be changed. Tables reported out their top areas and their other areas were recorded and submitted to ODE to be reviewed and compiled for consideration. Important: • Specially designed instruction Needs Changed: • NCLB-Graduation rate punishment; • Funding level – full funding; • Mental Health: Identification relating to categories-IDEA should better address mental health disabilities; Flexibility of funding for mental health needs; • Ratio/Caseload; • Delivery of services where the students are; and • Category for fine motor delay	Send members a copy of the Power Point presentation. ODE will compile the panel members' responses and take them into consideration.

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SAPEC Learning or Information Items (Action Items):	**Unmet Need: Paraprofessional Preparation** Creation of a subcommittee to develop ideas, review data and develop recommendations for the panel to react to. Kate Kandel will chair this subcommittee with Tony Cochren serving as support. Panel members who volunteered to participate in the subcommittee were Michelle Wagner, Jennifer Kirby.	
Agency Reports	**Agency Reports** **Ohio Association of County Boards of Developmental Disabilities** (OACB) – Jed Morison OACB is recruiting for executive director. Spring conference, May 23-24, at the Polaris Hilton. Details available at OACB website. Agency focusing on state budget issues: Employment First and funding for Intermediate Care Facilities. **Ohio Department of Developmental Disabilities** (DODD)– Katrina Bush Feb 22nd the Ohio Department of Mental Health (ODMH), DODD and Ohio Department of Health (ODH) met with stakeholders to discuss collaboration to meet Part C, IDEA requirements, and state requirements. **ODMH** – John Hurley Office hired early childhood mental health specialists who will work with 20-25 early childhood specialists throughout the state. The governor's office will provide 5 Million dollars for Respite care. DODD and ODMH released request for proposals for people to create new or expand existing services around respite care and emergency services.	
Emerging Issues	No unmet needs or emerging issues were presented.	
Member Announcements	No member announcements.	
Future Agenda Considerations	None received.	
Process Check	Look for a link to the survey that will be sent out this afternoon.	Members respond to survey.
Adjourn	Motion to adjourn from Tony Cochren, Marsha Ward seconded. Meeting adjourned.	Next SAPEC meeting is May 9th.

STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN
January 17, 2013
@ Quest Conference and Business Center

Agenda Item	Discussion/Recommendations	Next Steps
Call to Order, Welcome and Introduction		
Panel Business	**Approval of Nov. 15, 2012 Meeting Minutes** November 15, 2012 SAPEC Meeting Minutes - Handout Jed Morrison moved to approve the November 15, 2012 Meeting Minutes. Mary Binegar seconded. The minutes were approved with no objections or abstentions.	
Public Comment	No public comment was received.	
Thomas Fordham Institute Presentation – Terry Ryan	**Thomas Fordham Institute White Paper "Applying Systems Thinking to Improve Special Education in Ohio" by Nate Levenson** Handouts: Fordham Institute Report; Memo from SAPEC Chair on behalf of the SAPEC members in response to the white paper. History of the White Paper – In 2008 the Fordham Institute started looking at how education can do more with less money. Special education spending has greatly increased and much faster than general education. Special Education spending has increased at a rate greater that the number of students identified for services. Laws are also focusing on education outcomes. The report was an effort to explore a more efficient way to provide services by having someone such as an ESC provide services in specialized areas; to look at whether there are better options to meet student/district needs and save money; and look at what flexibility might be available under current regulations. One Panel member asked about the report encouraging less inclusive environments. Mr. Ryan indicated the report doesn't state this. SAPEC member Vicki Clark clarified that the report's author, Nate Levenson, spoke to this concern during her interview with him. Mr. Levenson indicated that this report focused more on students with severe disabilities however this is not stated anywhere in the report. Another area of discussion focused on providing services at a different location or	

Agenda Item	Discussion/Recommendations	Next Steps
	separate school in order to save money. Panel members expressed concern that this places more burden on the parent. There was concern that a parent needs to make accommodations because the district cannot meet the needs of the student. Mr. Ryan questioned, "What if the provider outside the district would be providing a better service to the student?" Districts have a legal requirement to provide FAPE. Additional discussion focused on teacher training, certification and paraprofessionals providing services.	
Ohio Department of Education's Report	**OEC's Application for Federal Funds** Ohio has the 7th largest population of students with disabilities and receives the 7th largest allocation of IDEA Funds. ODE submits an application for Federal IDEA Funds annually. The application provides assurances that Ohio will implement and follow IDEA requirements. Prior to submission, the application for federal funds is posted to ODE's website and a legal notice is printed in area newspapers. LEAs must provide an opportunity for public participation/input on the use federal IDEA annually. **Annual Performance Report (APR)– Indicator Status and Improvement Activity Highlights** Handout - PowerPoint Presentation APR due on February 15th 2013. The 20 APR indicators measure the State's performance toward meeting compliance requirements and achieving results for children with disabilities. Compliance indicators have required targets set by the federal government and the results indicators are set by the state with input from the SAPEC. The data for this report comes from the state's data collection system, EMIS. ODE verifies compliance by reviewing a sample of the records from select local districts to ensure that districts are reporting data correctly. States that achieve 95% or higher qualify for a "Meets Requirements" determination from the USDOE-OSEP. Some Improvement activities outlined in Ohio's APR are listed below. • Supports and Services for Diverse Learners – new section to focus on Ohio's New Learning Standards, • Training for SST on strategies for reaching diverse learners,	ODE will send Panel members a link to the state profile when it has been completed. Ohio's state profile illustrates the state's performance on the 20 SPP indicators and replicates the LEA profile regarding their performance on special education annually.

Agenda Item	Discussion/Recommendations	Next Steps
	• Training on UDL principles, • Training and other support resources through Ohio's State Personnel Development Grant (SPDG), • Online Learning Modules through the Ohio Leadership Advisory Council (OLAC), and • Onsite Monitoring Review of local district's discipline component. **Restraint and Seclusion Update** The Restraint and Seclusion Policy passed during the January 14-15, 2013 SBOE Meeting. A rule is being considered. The legislative and budget committees will be looking into making this requirement apply to community schools. The stakeholder group is continuing to meet to develop training and reporting guidelines. Communication will be occurring over the next year. **Positive Behavioral Interventions and Supports (PBIS) Roll-out** A statewide network and 4 sub-groups within this network are working on rolling out PBIS training and resources. Their work includes the development of a website on PBIS that will provide information on how to embed PBIS in existing district level school improvement efforts. The state support teams (SSTs) will receive training in July 2013. ODE hopes to have a basic level of understanding of PBIS in the field by the beginning of the 2013-2014 school year. **Third Grade Reading Guarantee Update** The FAQ regarding students with disabilities (SWD) is being revised due to teacher credentialing changes that resulted from the passage of SB 555. A draft parent friendly document was shared with the panel. Panel members were asked to review the draft and provide feedback. • More description around the 60 day notification to parents. • Clarification on the timeframe between the assessment and when parents are notified. • Will a parent receive a notification if they are on track? • How will my child with significant disabilities be tested?	

Agenda Item	Discussion/Recommendations	Next Steps
	New Alternate Assessment New Alternate Assessment test kits will be delivered to districts on February 11th. Panel members received draft performance level descriptors for the five content areas. OEC will take feedback on these descriptors over the next two weeks. The Standards Setting group will be established and expected to convene a meeting by the last week of May. Approximately 200 people are needed for this work. The Office of Assessment will post a nomination form for those who wish to join this group. **Accommodations Policy** Reading access and calculator use. ODE will be accepting comments on this policy through February 4th. **Solon City Schools Presentation on Closing the Achievement Gap** • Solon has had consistent leadership in the district long term. Strong relationship between the Curriculum Director and the Pupil Personnel Director. • The district has worked with their teachers on the concept of accelerated learning for students with disabilities. • Belief system of the teachers is key. The regular education staff must take responsibility for students with disabilities. Their regular education teachers work together with the intervention specialists and take responsibility for student achievement. Regular education teachers must differentiate instruction. • Common Assessment Tools assist in common data. Teachers get together and review student assessment and achievement data then compare results across classrooms and compare with colleagues. Teachers who need support go to those teachers achieving higher results for assistance and discussion. • The administration has high expectations for all students and staff. Kids are exceeding their expectations. • Content area specialists are going back to school to become intervention specialists. The districts provide funding for this. • Common planning time for teachers is led by the curriculum leader or principal. These teams have time to plan instruction, work on IEP goals and objectives, etc.	Notify SAPEC members when the group is accepting nominations for the group. Send SAPEC members a link to the draft policy. Members comment.
Ad Hoc Committee Reports	**Operating Standards Ad Hoc Committee Draft Recommendations to OEC** – Handout Panel member requested an addition to the Operating Standards recommendation	ODE will consider the Panel's

Agenda Item	Discussion/Recommendations	Next Steps
	regarding evaluation for visual impairment in 3301-51-01: "Visual Impairment is: an impairment caused by a medical condition of the visual system, as diagnosed by an optometrist or ophthalmologist, that, even with refractive correction, adversely affects visual functioning to the extent that interventions such as special education placement, materials, and/or services and supports in an educational setting." Jennifer Elliot moved to vote on the recommendations with the addition, Tony Cochran seconded. Recommendations were unanimously approved with no abstentions or objections. Operating Standards Ad Hoc Committee will work on recommendations for the revision of Ohio's Procedural Safeguards Notice. **Transition Ad Hoc Committee** • Redefined their goals. • Definition of transition • Minimum requirements for transition **Achievement for All Ad Hoc Committee** • Further discussion with Solon Schools representatives. • Next step-a summary of the conversation will be sent to the committee members to help them complete their action plan.	recommendations.
Standing Committee Reports	**Policies and Procedures Committee** **Raising Emerging Issues and Advising of Unmet Needs**-Handout The handout provides guidance on presenting an unmet need to the panel. Once the member presents the unmet need, the Executive Committee will discuss the issue with ODE staff during their next meeting. The Executive Committee will report back to the panel on the topic. **Unmet Need Presentation - Paraprofessional Training Needs** There is no standardized training or module for paraprofessionals. The proposal was that SAPEC consider recommending development of a standardized training and requirement for districts to use it.	Add the proposed unmet need to the survey form sent out at the end of the meeting so others can weigh in on if they believe this is an unmet need. Executive Committee will discuss and report back to the SAPEC members.

Agenda Item	Discussion/Recommendations	Next Steps
	Membership and Elections Committee **Request for Letters of Interest for Vice-Chair and 2 Members**-at-Large positions in 2013-2014. The Membership and Elections Committee is requesting letters of interest in the Vice-Chair and for two Member-at-Large positions. This can just be a letter indicating interest with a biographical description. Submit a letter of interest to Crystal Ginn by January 31st. **Membership Committee Proposal - Staggering Terms** – Handout **Proposal**: To approve a lottery approach to extend 10 individual member terms by one year. This would extend the membership term by one year for six, 2015 (Term-1) members. Their term expirations would now be 2016 and they would still be given the ability to reapply. Also, the lottery approach would extend four, 2015 (Term-2) members by one year. Their term would expire in 2016. These Term-2 members would not be able to reapply in accordance with SAPEC bylaws. SAPEC Bylaws state there should be no more than 1/3 of members new each year. In order to meet this requirement, the proposal has been developed. • Lottery process with option to opt-out. • 1st Term Expiring in Year 2015-Extended 6 member terms by 1 year. • 2nd Term Expiring in Year 2015-Extend 4 member terms by 1 year. • Members can opt out of the lottery if they do not want an extension to their term. A Panel member suggested tabling this until next year to see if some members resign after this year. Kate Kandal motioned to vote on the proposal, Tom Ash seconded. Unanimous approval, no members abstained or objected, proposal passed.	Members submit Letters of Interest by January 31st. Membership Committee will move forward with the passed proposal. If a member would like to opt out of the lottery they should notify the Membership and Elections Committee Co-Chairs.
Agency Reports	**Agency Reports** Katrina Bush – Ohio Department of Developmental Disabilities (DODD) • Early Childhood Program at BGSU	

Agenda Item	Discussion/Recommendations	Next Steps
	John Hurley – Ohio Department of Mental Health (ODMH) • Ohio now recognizes Health Homes as a Medicaid eligible services. These services began in 5 counties and will expand in April to additional counties. In July 2013 it will expand to all remaining counties. • ODMH is working with ODJFS to have Family Therapy as a covered service. • Meetings are underway with state agencies that work with victims of trauma to develop a universal screening tool so that trauma informed care can begin in a more timely fashion. Tom Dannis – Ohio Department of Education (ODE)- Homeless Education • Transient issues for students with IEPs around services and funding.	
SAPEC Learning or Information Action Items	**Membership and Elections Committee Proposal** SAPEC members voted to accept the Membership Committees proposal to stagger terms. **Operating Standards Ad Hoc Committee Proposal** SAPEC Members voted to accept the Operating Standards Ad Hoc Committees recommended changes to the Operating Standards.	ODE will consider the Panel's recommendations.
Emerging Issues/Unmet Needs	**Paraprofessional Training** See this item under Policies and Procedures Ad Hoc Committee about paraprofessional training.	
Member Announcements	No announcements.	
Future Agenda Considerations	No items were presented.	
Process Check	A link to the SAPEC Meeting Evaluation survey will be emailed to the members.	Email survey to members. Members respond.
Adjourn	Meeting adjourned.	

Ohio | Department · Education

Parent Survey-Preschool Special Education

This is a survey for parents of children receiving preschool special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree. In responding to each statement, think about your experience and your child's experience with preschool special education over the past year. You may skip any item that you feel does not apply to you or your child.

After completing the survey, please place into the ODE addressed envelope provided, seal and place in the mail. Thank you very much!

Preschool Special Education Partnership Efforts and Quality of Services

1.	I am considered an equal partner in planning my child's preschool special education.	O	O	O	O	O
2.	I am part of the IEP/IFSP decision-making process.	O	O	O	O	O
3.	IEP/IFSP meetings are scheduled at a time and place that are convenient for me.	O	O	O	O	O
4.	My recommendations are included on the IEP/IFSP.	O	O	O	O	O
5.	My child's IEP/IFSP covers all the things it should.	O	V	O	O	O
6.	My child's IEP/IFSP tells how my child's progress will be measured.	O	O	O	O	O
7.	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	O	O	O	O	O
8.	My child receives his/her preschool special education services with children without disabilities to the maximum extent possible.	O	O	O	O	O
9.	If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP/IFSP.	O	O	O	O	O
10.	I was offered special assistance (e.g ., childcare or transportation) so that I could participate in the IEP/IFSP meeting(s).	O	O	O	O	O
11.	My child's evaluation report was written using words I understand.	O	v	O	:)	O
12.	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	O	C	O	O	O
13.	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	O	O	O	O	r)
14.	My child transitioned from early intervention (birth to 3 program) to preschool special education without a break in services.	O	C	v	O	O
15.	My child received all of the supports for transition listed in our IFSP.	O	O	)	O	O

People from preschool special education, including teachers and other service providers ...

16.	helped my child have a smooth transition to preschool special education.	O		v	.,J	G
17.	are knowledgeable .	)	)	"	::)	O
18.	are willing to learn about the needs of my child.	O	J			
19.	expect positive outcomes for my child.					
20.	seek out family input.	'_'			r	')
21.	seek out information regarding my child's disability.					

Please turn over

22.	provide me with clear written information about my child.	0	0	0	0	0
23.	provide me with information in my native language or in another language I understand.	0	0	0	0	0

People from preschool special education, including teachers and other service providers ...

24.	provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	0	0	0	0	0
25.	are available to speak with me.	0	0	0	0	0
26.	have a person on staff that is available to answer parents' questions.	0	0	0	0	0
27.	treat me as an equal team member.	0	0	C)	0	0
28.	encourage me to participate in the decision-making process.	0	0	0	0	0
29.	respect my culture.	0	0	0	0	0
30.	value my ideas.	0	0	0	0	0
31.	ensure that I have fully understood my rights related to preschool special education.	0	0	0	0	0
32.	communicate regularly with me regarding my child's progress on IEP/IFSP goals.	0	0	0	0	0
33.	give me options concerning my child's services and supports.	0	0	0	0	0
34.	provide services to my child in a timely way.	0	0	0	0	0
35.	provide my child with all the services listed on my child's IEP/IFSP.	0	0	0	0	0
36.	consult with me to set appropriate learning goals for my child.	0	0	0	0	0
37.	provide me with strategies to deal with my child's behavior.	0	0	0	0	!!,
38.	give me enough information to know if my child is making progress.	0	0	0	0	C)
39.	give me information about the approaches they use to help my child learn.	0	0	0	0	0
40.	give me information about the research that supports the approaches they use to help my child learn.	0	0	0	0	0
41.	give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups).	0	0	0	0	0
42.	offer children without disabilities and their families the opportunity to learn about children with disabilities.	0	C	0	0	0
43.	work together with my child's preschool program (e.g., preschool, child care or Head Start) to carry out my child's IEP/IFSP plan.	0	0	..""	0	0
44.	offer parents training about preschool special education.	0	0	0	0	)
45.	offer parents different ways of communicating with people from preschool special education (e.g., face to face meetings, phone calls, e-mail).	0	0	0	0	""
46.	explain what options parents have if they disagree with a decision made by the preschool special education program.	0	0		0	0
47.	invite parents to help train staff.	0	0	0	6	
48.	give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	:)	C	0	0	0
49.	offer supports for parents to participate in training workshops.	6	7-	)	'.,	0
50.	connect families with one another for mutual support.	0	"	C)	"...,	C

For additional support please contact: Angie Ferdinand from the Ohio Coalition for the Education of Children with Disabilities at 1-800-374-2806.

Ohio | Departrnent oi Education

Parent Suvey-Special Ecu:at.ion

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below , please select one of the following response choices: very strongly disagree, strongly disagree , disagree, agree, strongly agree. You may skip any item that you feel does not apply to you or your child.

After completing the survey, please place into the ODE addressed envelope provided, seal and mail. Thank you very much!

Schools' Efforts to Partner with Parents

1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	0	0
2. I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting .	0	0	0	0	0
3. At the IEP meeting, we discussed how my child would participate in statewide assessments .	0	0	0	0	0
4. At the IEP meeting, we discussed accommodat ions and modifications that my child would need.	0	0	0	0	0
5. All of my concerns and recommendations were documented on the IEP.	0	0	0	0	0
6. Written justification was given for the extent that my child would not receive services in the regular classroom .	0	0	0	0	0
7. I was given information about organizations that offer support for parents of students with disabilities .	0	0	0	0	0
8. I have been asked for my opinion about how well special education services are meeting my child 's needs.	0	0	0	0	0
9. My child's evaluation report is written in terms I understand.	0	0	0	0	0
10. Written informat ion I receive is written in an understandable way.	0	0	0	0	0
11 . Teachers are available to speak with me.	0	0	0	0	0
12 . Tea che rs treat me as a team member.	0	0	0	0	0

Please turn over

Schools' Efforts to Partner with Parents

Teachers and administrators...

13. - seek out parent input.

14. - show sensitivity to the needs of students with disabilities and their families.

15. - encourage me to participate in the decision-making process.

16. - respect my cultural heritage.

17. - ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].

The school. ..

18. - has a person on staff who is available to answer parents' questions.

19. - communicates regularly with me regarding my child's progress on IEP goals.

20. - gives me choices with regard to services that address my child's needs.

21. - o ffers parents training about special education issues.

22. - offers parents a variety of ways to communicate with teachers.

23. - gives parents the help they may need to play an active role in their child's education.

24. - provides information on agencies that can assist my child in the transition from school.

25. - e xplains what options parents have if they disagree with a decision of the school.

For additional support please contact: Angie Ferdinand from the Ohio Coalition for the Education of Children with Disabilities at 1-800-374-2806.

REQUEST FOR INTIAL EVALUATION TO DETERMINE WHETHER A CHILD HAS A DISABILITY

Using this letter to request an evaluation is <u>not</u> required; it is presented as an option. It is suggested that a request for an evaluation be in writing and that the receipt of the request be acknowledged by the principal, special education director, or other special education personnel. Ohio Administrative Code, Rule 3301-51-06(B)(3) requires the school district to respond in writing within 30 days of receiving the request for an evaluation.

Date_____

Your Name _____

Address _____

Child's Name_____ Child's Date of Birth _____

Name of School Child Attends_____ _____ Grade _____

Dear ☐Principal ☐Special Education Director ☐Teacher ☐Intervention Specialist ☐Other _____

I am writing to you because my child is having difficulties in school.

Optional: I am sharing the following information so you know more about my concerns.
For example, you can provide information about:
- subjects such as reading or math, behavior problems, hearing or vision problems or
- a diagnosis or condition that may adversely affect your child's educational performance and the name of the person who provided the diagnosis.

_____

_____

(Attach additional pages if needed.)

I have or can obtain copies of my child's records from outside providers for school officials to review and consider.
Yes_____ No_____

I believe that_____ (Child's Name) needs to be evaluated for a suspected disability under the Individuals with Disabled Education Improvement Act (IDEA).

If you need more information, please call me at_____. The best time to reach me is_____.

You may also e-mail me at my personal e-mail account_____.

Thank you very much for your assistance. I look forward to your prompt reply.

Sincerely,

_____ (Your Name)

It is suggested that an appropriate school staff member – principal, special education director, intervention specialist - complete the following upon receipt of this letter and make a copy of this letter for the parent.

School staff member's name:_____; Position_____

Date request for evaluation received: _____

Parent given a copy of *Whose Idea Is This?* (Please initial answer) ☐ Yes _____ ☐ No _____

If you do not hear back from your child's school principal or other staff member in 30 days, please contact:
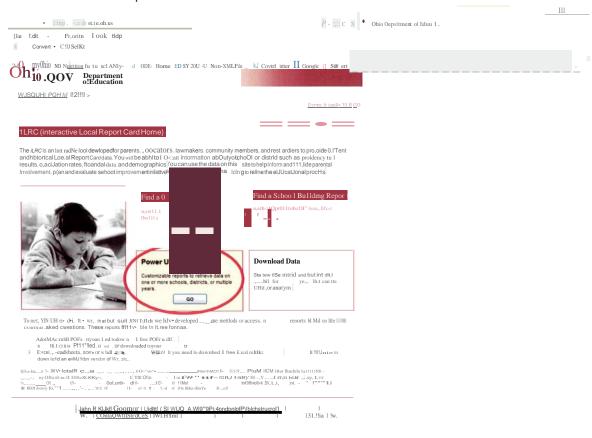
_____at_____.

How to Access ODE's Data Warehouse Reports
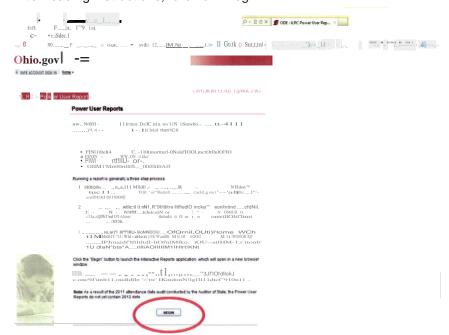
1. www.ode .education.ohio.gov
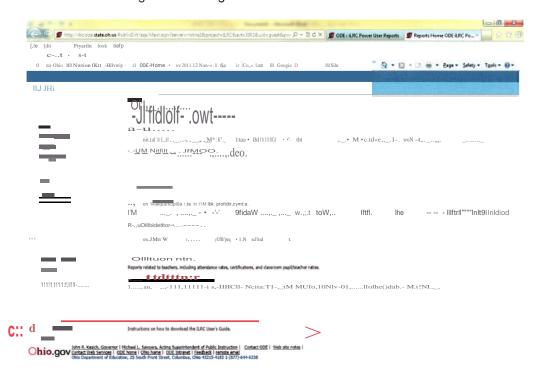2. Point to "data" tab :

3. Select Report Card (iLRC)

4. Select Power User Reports:
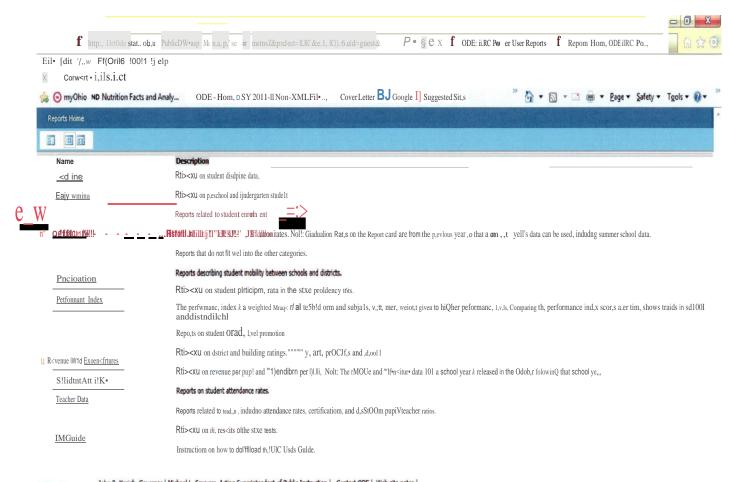

5. After reading instructions, click on "Begin":

6. Look through the users' guide for basic instructions :

Download the iLRC User's Guide

7. Select a re port:

Name	Description
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	Reports that do not fit wel into the other categories.
	Reports describing student mobility between schools and districts.
Pncioation	Rti><xu on student plrticipm, rata in the stxe proldency t6ts.
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Teacher Data	Reports on student attendance rates.
	Reports related to tead,,n , indudno attendance rates, certificatiom, and d,sStOOm pupiVteacher ratios.
IMGuide	Rti><xu on th, res<its olthe stxe tests.
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8. Follow prompts, click on "Run Report."