STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN

Sept. 17, 2015

@ Quest Conference and Business Center

Agenda Item	Discussion/Recommendations	Next Steps
Call to Order **Roll Call** **Introduction of Guests, Visitors and New Members**	Bill Bauer, Chairperson, called the meeting to order. Absent: Reba Allen, Marbella Caceres, Jessica Foster, Dana Hollis, Michael Kinney, Jennifer Kobel, Mary Murray and Mark Rose Oakar.	
Public Comment	No public comment received.	
Panel Business **Approval of May 21, 2015 Minutes**	Tom motioned to approve the May 21, 2015 SAPEC Meeting Minutes, Tony seconded the motion. No opposition. Motion carried.	May 21, 2015 meeting minutes will be posted to the ODE website.
Chairperson's Report	SAPEC Business Cards – Member can obtain business cards identifying themselves as members of SAPEC when working with constituents and stakeholders. Part of the panel role is to work with and disseminate information to stakeholders and constituents. Role of panel is advisory not advocacy. Unmet need or public comment. Must be written on the appropriate form and provided before the start of the meeting. Sue Zake, Director of the Office for Exceptional Children, is not in attendance today due to a technical assistance visit from the US Department of Education (USDOE), Office of Special Education Programs (OSEP). Jessica Dawso, Associate Director, is attending in her place. Ad Hoc Committees – Learning and Achievement and General Supervision Ad Hoc Committees - Read Aloud Accommodations and Graduation. Today groups will take part in both groups.	

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ODE Report	*Ohio's 2015 Results-Driven Determination* *Kara Waldron, Program Administrator* Ohio's 2015 determination is "Needs Assistance". For states the	

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determination now includes results, not just compliance.

What has changed and what impacted our rating this year? State saw improvement in timely correction of noncompliance and meeting timelines for complaints. Ohio received 100% on compliance, 58% on results measures (3/10 of a percent away from Meets Requirements designation). New results measures included in the calculation that were detrimental and causes the needs assistance rating were: rates of students with disabilities graduating by meeting modified requirements, dropping out of high school and rates of alternate assessments.

Ohio's District Determinations are now known as Special Education Ratings and were distributed to districts in late August. Receiving determinations are public schools, community schools, county board of DD schools and state supported schools (State School for the Blind, State School for the Deaf and Department of Youth Services-Buckeye United School District. Ohio's 2014 District Ratings – 942 meets requirements, 110 Needs Assistance; 1-Needs Intervention; 0-Needs Substantial Intervention. Videos explaining Special Education Ratings, Report Format and Upcoming Changes are available: https://youtu.be/GdYRPuv44DA and https://www.youtube.com/watch?v=3v2mC2BYQls.

District ratings are currently based on: performance on compliance indicators; timely correction of noncompliance; submission of valid reliable and timely data; audit finding specific to use of IDEA funds. In several years, the ratings will include compliance and results measures. Ohio is adding results measures to the district's determinations. In 2015 and 2016 ODE is rating districts based on compliance but providing data to districts to show where they stand on results measures. In 2017, results measures will be included in district's Special Education Ratings.

To see district-level special education performance data, visit the ODE website http://education.ohio.gov/Topics/Special-Education/Resources-forParents-and-Teachers-of-Students-wit/District-Level-Performance-Data. 2014 data is available there now and in November 2015 data will be added.

State Systemic Improvement Plan (SSIP) initiative from the US Department of

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Education which requires a multiyear plan with one specific focus area - Ohio selected Early Literacy improvement through work with stakeholders. Phase 1 occurred in 2014-2015 which included data analysis, infrastructure analysis, focus area, improvement strategies and theory of action. 2015-2015 is phase II developing a multi-year plan addressing infrastructure development, support for LEA implementation of evidence-based practices and evaluation plan. Phase III is evaluation and takes place 2017-2020. No additional funds were provided for this work and requires prioritization and shifting use of funds to implement this work. Strands of action to improve early literacy outcomes: Teacher Capacity, Multi-tiered systems of support; characteristics of effective schools, parent partnerships and collaborative structures (community partnerships). A select number of districts initially will be selected based on an applications process. Districts will complete a needs assessment, receive SST training and planning and then implementation.

Graduation Requirements for Students with Disabilities Paul Anderson, Data Manager

Current Graduation Options – students with disabilities who entered 9th grade on or after July 1, 2014: complete 20 credits; OR curriculum choices (opt out); OR meet curriculum requirements as determined by the IEP team. Testing requirements: end of course exams with or without allowable accommodations; score remediation free on nationally recognized college admission exam with or without allowable accommodations; industry credential; alternate assessment for students with significant cognitive disabilities; exemption by IEP team.

Data Points:
- 161 districts graduated students with disabilities based on IEP team decision (2013-2014 EMIS Data).
- Students with disabilities exempted from the consequences of the high school graduation test who scored proficient or above: 22.7% reading, 21.2% math.
- Use of alternate assessments have increased since 2012-2013.
- Diplomas in other states: 26 states require exit exams; 17 states have standard diploma for all students; 34 states have multiple diploma

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	options for all students. Options for students with disabilities: 8 states have certificates of attendance; 6 states have certificates of achievement; and 3 states have occupational diploma. *Graduation Options for Students with Disabilities* *Wendy Stoica, Assistant Director* State Board of Education asked OEC to convene a statewide advisory group. Bill Bauer was the representative from SAPEC on this advisory. Purpose was to make recommendations for graduation requirements options for students with disabilities to the Achievement and Graduation Committee of the State Board of Education. Recommendation from the advisory was to not develop a new or different graduation option for students with disabilities. Advisory believes that SWD deserve a standardized meaningful diploma that doesn't lower expectations. Recommended that ODE: create guidance for the excusal process; IEPs team should utilize transition assessment that measure standards based on post-school outcomes; IEP teams should utilize the Summary of Performance or other IEP profile information to show student competencies in a positive way that is standardized; IEP teams should address students learning of self-disclosure and self-advocacy; ODE should address the discrepancy between how federal and state graduation rates are calculated for public reporting. *Project AWARE Grant and Positive Climate Grant* *Wendy Stoica, Assistant Director, Office for Exceptional Children* ODE currently has 3 grants related to school climate – Project Aware; School Climate Transformation; and Safe Schools/Health Students. There are multiple partners across the state on these grants including but not limited to: Education Service Centers; Institutions of Higher Education; and State Support Teams. Safe Schools Healthy Students Grant goal is to create a system of services to ensure safe and supportive schools and communities in Ohio based on the 5	Sandee Winkelman expressed concerns about where the students graduation requirements are documented on the IEP.

	elements of the grant - promoting early childhood social emotional learning and development; promoting mental emotional and behavioral health;	

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	connecting families, schools and communities; preventing and reducing alcohol tobacco and other drug use; and creating safe and violence free schools. Project Aware Grant work includes community-wide coordination to address mental/behavioral health needs of school age youth and raising awareness and increasing skills to identify and respond to signs of mental illnesses within school aged youth. School Climate Transformation Grant – Positive Behavior Interventions and Supports. Ohio PBIS Network through the State Support Teams (SSTs). This work provides guidance, support and technical assistance to schools around PBIS to build positive learning conditions and behavioral/academic outcomes for all students.	

Committee Reports	Ad Hoc Groups' Reports	

Standing Committee Reports	*Read Aloud Policy and Decision Making Tools-Accessibility and Accommodations on Assessments* – Andrew Hinkle and Wendy Stoica
	• How clear is the information? ○ Like how IEP has discretion, optional
	   ○ Do a readability check especially if this is to be used by high school students.
	   ○ Repetitive information throughout the document.
	• What needs to be clarified? ○ Questions about decoding/fluency. Ex. A student with TBI who could communicate but unable to read.
	   ○ 3rd grade students still developing in decoding, confusing with the emphasis on inability to decode.
	   ○ Hearing impairment is old lingo – switch to deafness or hearing loss
	   ○ Read aloud accommodation for extreme cases only. ○ Questions about ASL translation and changing test with this accommodation.
	• What information is missing or resources needed?
	○ Flow chart similar to alternate assessment
	   ○ Flow chart follow a series of prompts for determination of accommodation.	

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	Graduation Options for Students with Disabilities – Wendy Stoica and Amy Szymanski • Resources needed to support parents • Student and family language, readability requirements. Clearly communicate to multiple audiences. • Universals • Clear understanding about exiting transition planning ☐ Use course info on IEP • Earlier transition planning • Testing page • Definitions should define not give pinion • Webinars, prior to IEP meeting source • Be clear about requirements. • Implications post-school • Guidance to EMIS Coordinators-exemption • Clarify workforce readiness assessment work keys	
Emerging Issues/Unmet Needs	The Executive Committee reviewed the unmet need submitted at the May SAPEC meeting on mental health training. The Committee decided additional information is needed around the proposed unmet need before making a determination. They will work with Reba Allen who submitted the unmet need to obtain further information before making a determination on whether or not this is an unmet need in the state. Tom Ash – There are reports from around the state of shortages of school psychologists. Possibly retirement legislation has pushed many individuals out and created a shortage in these areas. This could become critical. Districts are having to contract with agencies which results in a much higher cost. Vicki Palur – Shortage of teachers of the visually impaired. OSU is one of the few universities with a Teachers of the Visually Impaired program. Students may not be receiving IEP services for their visual impairment due to this shortage.	SAPEC Executive Committee will review the proposed unmet needs, make a determination and report back to SAPEC.

Agency Reports	Jed Morison – Ohio Association of County Boards	
	☐ The state budget included approval of 3000 state funded Medicaid waivers: 2000 individual options waivers and 1000 Self Empowered Life Funding. These waivers will be distributed to all counties by the	

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	Ohio Department of Developmental Disabilities.	
	• Centers for Medicare and Medicaid has indicated to Ohio that County Boards of DD are to phase out of providing home and community based Medicaid services. This relates to what is called "conflict free case management", whereby counties should not provide case management and direct Medicaid services. This primarily relates to adult services provided by County Boards of DD. It does not directly impact early childhood and school services.	
	• Association is having a conference in Columbus December 2-4, 2015. If interested go to website of Ohio Association of County Boards (OACB)	
	Susannah Wayland – State Homeless Coordinator, Ohio Department of Education	
	• Asked members to reach out to their homeless coordinator in the district and direct families to this resource when needed.	
Member Announcements	*Travel Reimbursement* *Crystal Ginn, Recording Secretary* There is major change to the travel reimbursement process this year. Hotel accommodations for those eligible are now prepaid, not reimbursed. A travel reimbursement PowerPoint is on the SAPEC Member Website for review and the form to request these arrangements. Please contact Crystal Ginn with any questions related to travel reimbursement. *Meeting Evaluation* Members are requested to fill out the meeting evaluation to help us continue to improve the SAPEC meetings.	
Future Agenda Considerations	None presented.	

| Adjourn | Motion to Adjourn-Tom Ash, seconded by Beth Harrison. Meeting adjourned. | Next meeting is Nov. 5, 2015 |