

Agenda

- Point of Contact per County
- ODE Restructuring of SST Work
- New Forms-Clarifications
- Early Learning
- Transition
- Critical Updates
- How Can We Provide Support?

Special Education
Point of Contact:

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- Clermont County- Megan Horstmeier
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- Hamilton County- Linda DiMarco
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- Warren County- Christine Knestrict
christine.knestrict@hcesc.org

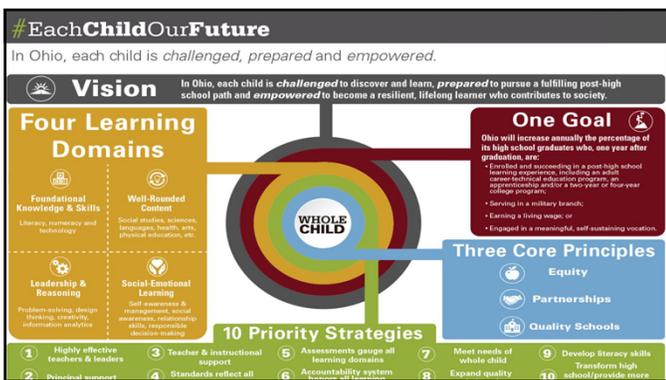




Ohio Launches Strategic Plan for Education: Each Child, Our Future

The State Board of Education and State Superintendent of Public Instruction Paolo DeMaria joined key partners to unveil [Each Child, Our Future, Ohio's five-year strategic plan for education](#) last week during a day-long school bus tour.

Co-designed over the last year by parents, educators, employers, philanthropic leaders, policymakers and students, the plan seeks to lift aspirations, guide development of state-level policies and promote quality education practices across the state.



How: Putting It Altogether

Universal Tier 1 <ul style="list-style-type: none"> Inclusive Instructional Leadership 	Broad access to SST products and on demand services and resources Examples: webinars, ESC collaborations, social media
Targeted Tier 2 <ul style="list-style-type: none"> Inclusive Instructional Leadership Capacity Building through Human Capital Management 	Specialized; provided virtually and on-site, requiring an ongoing relationship Examples: facilitating communities of practice, shorter term events
Comprehensive Tier 3 <ul style="list-style-type: none"> Inclusive Instructional Leadership Capacity Building through Human Capital Management Inclusive Instructional Practice 	Individualized; provided on-site; requiring a stable, ongoing relationship; involving a negotiated series of activities, longer term coaching to build district capacity



Universal
Supports
Materials

Universal Support Materials

This page contains universal support materials that provide guidance completing the ETR and IEP forms and other basic IDEA guidance.

The Essential ETR - Part 1: Referral and Planning
Printable Version of PPT | Transcript

The Essential ETR - Part 2: Summaries of Assessments and Determining Eligibility
Printable Version of PPT | Transcript

The Essential ETR - Part 3: Determining SLD Eligibility
Printable Version of PPT | Transcript

The Essential IEP - Part 1: Focus on Results
Printable Version of PPT | Transcript

The Essential IEP - Part 2: Measurable Goals and Specially Designed Instruction
Printable Version of PPT | Transcript

The Essential IEP - Part 3: Least Restrictive Environment and Testing
Printable Version of PPT | Transcript

Secondary Transition - Part 1 (IDEA)
Printable Version of PPT | Transcript

Secondary Transition - Part 2 (IDEA)
Printable Version of PPT | Transcript

Clarifications:

- | | |
|--|---|
| <p>ETR</p> <ul style="list-style-type: none"> • Observation • Part 1 ETR • Part 2 ETR • Eligibility & Signatures • Adding/Removing Related Service • Medical Model vs Education Model | <p>IEP</p> <ul style="list-style-type: none"> • SDI/Related Service Time • Support for School Personnel • RIMP (see next slide) • Progress Reports (see next slides) |
|--|---|

RIMP Information in Profile

3 PROFILE

Child's profile to include Reading Improvement and Monitoring Plan (if applicable):

The guidance manual language will be revised to match the new IEP form. Student reading deficiency data should be included in both the RIMP and IEP. The highlighted language listed in your message will be replaced with the following:

The state requires IEPs specify reading deficiency data that may be found within Components 1-5 in the table's reading improvement and monitoring plan column.

Relationship of a Reading Improvement and Monitoring Plan to an Individualized Education Program (IEP)

Reading Improvement and Monitoring Plan Third Grade Reading Guarantee	Individualized Education Program (IEP) Individuals with Disabilities Education Act (IDEA)
1. Identification of the student's specific reading deficiency.	Section 2: Profile (identification of specific reading deficiency) Section 6: Measurable Annual Goals (specific to identified reading deficiency)
2. A description of proposed supplemental instruction services that will target the student's identified reading deficiencies.	Section 7: Description of specially designed services (to intervene with the identified reading deficiency)
3. Opportunities for the student's parents or guardians to be involved in the instructional services.	Section 6: Measurable Annual Goals (shared or developed with parents)
4. A process to monitor the implementation of the student's instructional services.	Section 6: Measurable Annual Goals (monitoring the implementation of the student's instructional services)
5. A reading curriculum during regular school hours that assesses students to read at grade level, provides for reliable assessments and provides ongoing analysis of each student's reading progress.	Section 11: Least Restrictive Environment (Accessible reading curriculum during the regular school day...)
6. A statement that unless the student attains the appropriate level of reading competency by the end of grade 3, the student will be retained.	Section 12: Statewide and Districtwide Testing (List the statewide and districtwide assessments and document necessary accommodations.) Section 12: Exemptions - Third Grade Reading Guarantee: Review the statements and select the appropriate exemption.

Testing Section: Retakes & ACT/SAT

2. STATEWIDE TESTING <small>(Note specific test or tests that student will be taking and any differences in allowable accommodations that may be test specific)</small>		
AREA	ASSESSMENT TITLE	DETAIL OF ACCOMMODATIONS
<input type="checkbox"/> ELA		
<input type="checkbox"/> Mathematics		
<input type="checkbox"/> Science		
<input type="checkbox"/> Social Studies		
<input type="checkbox"/> Other		



Student Name: _____ Student ID: _____ Grade: _____

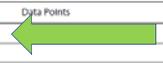
Date: _____ Reporting Period: _____ IEP Date: _____

Goal # Goal

Objective #: _____ Objective:

Summarize the measurable data utilized to assess progress		Quantitative Data used to Demonstrate Progress			
Data Source	Data Points	On Track?		Goal Met?	
		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Comments _____



Goal # Goal

Objective #: _____ Objective:

Summarize the measurable data utilized to assess progress		Quantitative Data used to Demonstrate Progress			
Data Source	Data Points	On Track?		Goal Met?	
		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

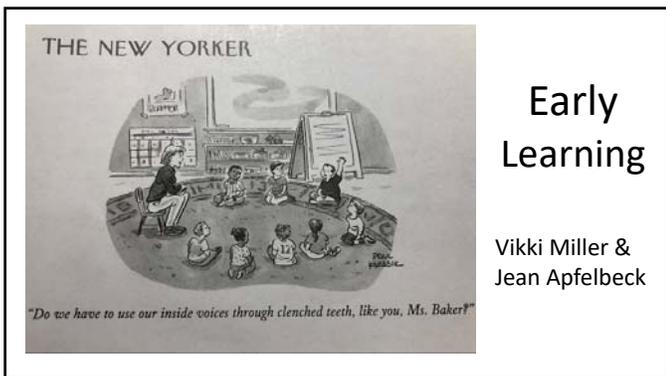
Comments _____

Objective #: _____ Objective:

Summarize the measurable data utilized to assess progress		Quantitative Data used to Demonstrate Progress			
Data Source	Data Points	On Track?		Goal Met?	
		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Comments _____





Early Learning

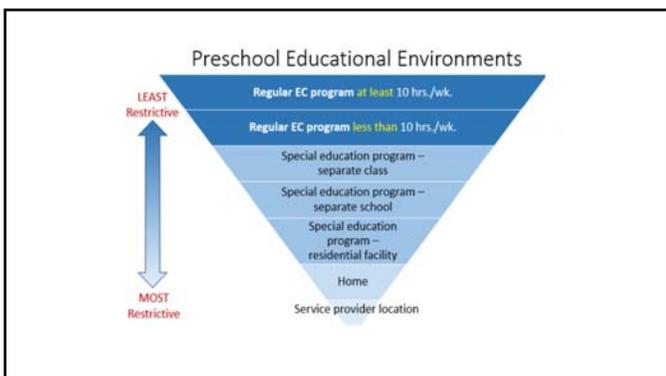
Vikki Miller & Jean Apfelbeck

LRE Guidance

- <http://education.ohio.gov/getattachment/Topics/Early-Learning/Preschool-Special-Education/Least-Restrictive-Environment-Decision-Tree.pdf.aspx> This link helps determine EMIS codes for various LRE settings.

Guiding Questions –

- Is the child already in a regular education preschool program?
- Can the child receive their special education services in that preschool program? Why/Why not?
- If child is not already in a regular education preschool program, what is the IEP team's decision on LRE?
- When considering service provider LRE, think about how the child will access general education.
- Bottom line, serve children where they are. If not possible, what is the least restrictive option.



Proposed Preschool Operating Standards:

As of today – they are still in committee.

We have not heard the status of the proposed standards.

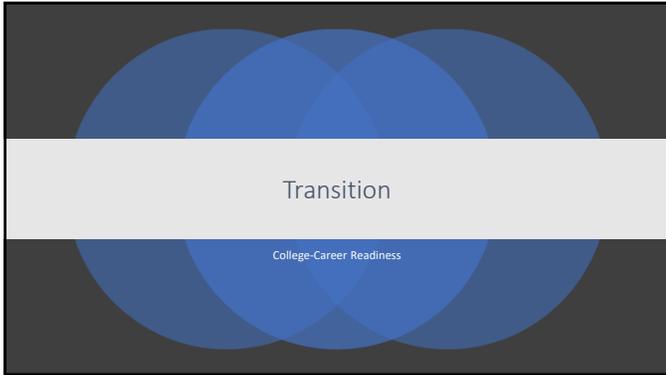
The Office of Early Learning and School Readiness has advised that programs continue to operate under the current Operating Standards. If the proposed standards are approved during this school year, we have been told that they will not go into effect until the 19-20 school year.

Kindergarten Readiness Assessment (KRA)

- **KRA and Senate Bill 216:**
 - Public districts and schools will continue to administer the current KRA. Senate Bill 216 did not eliminate or require changing the KRA.
 - The bill, in Section 5, does require the Early Childhood Comprehensive Assessment Advisory Group, by September 1st, 2019, to study and make recommendations on ways to improve the use and administration of the assessment.
- The administration is open now and will close **Nov. 1st**.
- If still have teachers that need to be trained, contact **Vikki Miller** or **Jean Apfelbeck** at **SST13.org**

Early Learning Assessment (ELA)

 <p>1</p>	 <p>2</p>	 <p>3</p>
<p>Fall Assessment Window: The ELA assessment window opened on August 15 and will run through November 14. The reporting window for this assessment is still being finalized with EMIS and EAS. We will share that information when it is available.</p>	<p>If teachers or data managers are experiencing technical issues or need to request an account in KReady, please send them to the Help Desk. Go to www.ohio.k12.help or call 844-K12-OHIO (844-512-6446) to submit a ticket for technical assistance.</p>	<p>ELA reporting and the Autism Scholarship: After collaboration with the Office of Nonpublic Educational Options, it was decided that preschool students receiving the Autism Scholarship are exempt from reporting ELA scores.</p>



Student Name: _____ Student ID: _____ Grade: _____

Date: _____ Reporting Period: _____

TRANSITION SERVICE/ACTIVITY PROGRESS REPORT
POST SECONDARY TRAINING AND EDUCATION

Goal:

Transition Service/Activity	Summarize the Outcome(s)	Status
		<input type="checkbox"/> Not Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
		<input type="checkbox"/> Not Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
		<input type="checkbox"/> Not Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

Comments: _____

Note: A red arrow points to the 'Status' column header, and a green arrow points to the 'Summarize the Outcome(s)' column header.



ESSA requires that students that do not meet the state requirements for a regular diploma are not to be counted as on-time graduates in the cohort graduation rate.

2017-18 Report Card will continue previous reporting rules and include these students in the Class of 2017 as on-time graduates for state Report Card purposes.

Separately, for federal reporting and ESSA identification purposes (Priority and Focus schools), Ohio will report a separate rate which will not include these students as on-time graduates.

The transition will likely take place no earlier than the class of 2021

ODE will be providing resources and data to support this transition which coincides with the implementation of Ohio's Strategic Plan: Each Child, Our Future and the ongoing policy discussions on Ohio's pathways to graduation.

Graduation Rates for SWD and Report Cards



Graduation Pathways

- Temporary Ohio law provided additional graduation options for students in the class of 2018, specifically, students who entered grade 9 between July 1, 2014, and June 30, 2015.
- State law does not provide these options to students in the classes of 2019 and beyond.**
- Students in the classes of 2019 and beyond will be expected to satisfy one of the original three pathways to graduation.

Three Graduation Pathways

- Ohio's State Tests** - Earn at least 18 points on seven end-of-course state tests. Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English and six points across science and social studies.
- Industry credential and workforce readiness** - Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test. The state of Ohio will pay one time for you to take the WorkKeys test.
- College and career readiness tests** - Earn remediation-free scores in mathematics and English language arts on either the ACT or SAT.



L.H. vs Hamilton County Department of Education

August 20, 2018

Family lives in Chattanooga, Tennessee but case went to Sixth Circuit Court of Appeals includes Michigan, Ohio, Kentucky, & Tennessee

District believed a student with Down's syndrome would make more progress in different school in a self-contained classroom

Parents refused as they wanted son to have access to standard curriculum and typical peers

Parents enrolled son at a Montessori school and filed due process and asked for tuition reimbursement

Different courts (one in favor of district, one in favor of parents) until ended up with Sixth Circuit Court

L.H. vs Hamilton County Department of Education

- The Sixth Circuit determined that mainstreaming provides enough benefit when a student makes "some progress" toward his IEP goals in the general education setting in light of his circumstances.
- Deciding a child's least restrictive environment, the court explained, is not a decision that requires as much educational expertise as selecting a particular instructional methodology.
- In certain situations, the court emphasized, a placement which would be preferable for academic reasons should be rejected if it fails to provide for mainstreaming.
- The court also critically reviewed the curriculum that the district used in the self-contained setting, noting that it was not peer-reviewed as required by the Individuals with Disabilities Education Act (IDEA).
- Finally, the Sixth Circuit found that the Montessori placement offered an education reasonably calculated to enable this child to make progress, and required the district to reimburse the parents for tuition costs.

Kathryn Perrico & Miriam Pearlmuter, at Walter Haverfield

L.H. vs Hamilton County Department of Education

In light of this decision, school district IEP teams should:

- Consider any outstanding parent requests for mainstreaming in line with the above analysis;
- Review the continuum of services offered by teams to ensure compliance with legal preference for mainstreaming;
- Consider additional push-in and pull-out services instead of a self-contained setting when appropriate;
- Determine whether the curricula offered to students with special education needs are peer reviewed and tied to Ohio's standards.

Kathryn Perrico & Miriam Pearlmuter, at Walter Haverfield

Formal Complaints:

From May 1, 2017 through May 1, 2018, **147** formal state complaints were filed with the OEC. As of May 2, 2018:

Out of the 147 complaints, there were **60** Letters of Findings issued, or **41%** of complaints filed had Letters of Finding.

Of the 60 Letters of Findings issued, **47** of the letters, or 78% were found to be in violation.

The 47 letters of findings covered approximately **149** State or Federal laws. Of the 149 State or Federal laws, 76 or 51% were found to be noncompliant.

Non-Compliant Findings:

Some of the non-compliant issues covered in the Letter of Findings were as follows:

- When IEPs are in effect (26)
- Development, review and revision of IEP (16)
- Prior written notice (10)
- Evaluation procedures (14)
- Parent participation (12)
- FAPE (5)
- Placements (4)

Complaints in Our Region 2017-2018

- RETR timeline
- When IEPs must be in effect:
 - Accessibility
 - Progress monitoring
 - No ETR
 - 2 IEPs dated same time
 - IEP team
- Prior Written Notice
- Definition of IEP:
 - Parent participation

Due Process

From May 1, 2017 through May 1, 2018, **162** due process requests were filed with the OEC. As of May 1, 2018, out of the 162 due process requests, **2** Decisions were rendered. Of the 2 decisions, neither are pending State Level Review. Some of the issues covered in the decisions are as followed:

- Evaluation Issues (2)
- When IEPs are in effect (2)
- FAPE (1)
- Transition Support (1)
- Discipline (1)
- ESY (1)

SPP-new indicators for achievement & release data



- Be aware of deadlines
- Who is your OEDS person?
- Link to SAFE account:
<https://compliance.ode.state.oh.us/Compliance>

New Results for Students with Disabilities/Ohio's Special Education Ratings

Rating Criteria: The 2018 rating assesses districts performance on the following measures:

Results Indicators:

- *Math proficiency rate for students with disabilities (across all grades)
- *Reading proficiency rate for students with disabilities (across all grade levels) and
- *Third grade reading proficiency rate for students with disabilities.

Additional Measures:

Data for three additional measures are provided, which will be included in future ratings:

- The percent of students with disabilities graduating by meeting the same requirements as students without disabilities;
- The percent of students participating in the Alternate Assessment for Students with Significant Cognitive Disabilities in math; and
- The percent of students participating in the Alternate Assessment for Students with Significant Cognitive Disabilities in English language arts.



- 3 Districts
- 2 Hamilton County
- 1 Warren County
- Start 2019

Four County Task Force





2018-2019 Alternate Assessment Training

Date	Type	Time	Location
January 17	Alternate Assessment Training for New Teachers	8:30 - 3:30	BCESC
January 24	Alternate Assessment Training for New Teachers	8:30 - 3:30	BCESC
January 24	Alternate Assessment Training for New Teachers	8:30 - 3:30	WCESC
January 24	Alternate Assessment Training for New Teachers	8:30 - 3:30	CCESC
January 24	Alternate Assessment Training for New Teachers	8:30 - 3:30	CCESC
February 13	Alternate Assessment Training for New Teachers	8:30 - 3:30	BCESC

BCESC: 4008 E. 8th Blvd., Suite A, Hamilton, 45013
CCESC: 2400 Clermont Center Dr., Batavia, 45309
WCESC: 1878 Deerfield Rd., Lebanon, 43036

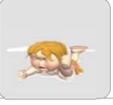
For more information:
 BCESC: 513.674.4764
 CCESC: 513.674.4764
 WCESC: 513.674.4764



JUDGE

Point of Contact:

- **Butler County**- Mona Burts-Beatty (674-4221) mona.burtsbeatty@hcesc.org
- **Clermont County**- Megan Horstmeier (674-4365) megan.horstmeier@hcesc.org
- **Hamilton County**- Linda DiMarco (674-4261) linda.dimarco@hcesc.org
- **Warren County**- Christine Knestrict (674-4254) christine.knestrict@hcesc.org



Early Learning:

- **Clermont and Hamilton**- Vikki Miller vikki.miller@hcesc.org (674-4218)
- **Butler and Warren**- Jean Apfelbeck jean.apfelbeck@hcesc.org (674-4235)



Parent/Community Support:

- **Butler/Clermont/Hamilton/Warren**
- Sharon Rieke- sharon.rieko@hcesc.org (674-4234)