



OAPSA Conference: Updates

Office for Exceptional Children Staff

September 30, 2016

Office for Exceptional Children Presenters

- **Jessica Dawso**, Associate Director
- **Monica Drvota**, Assistant Director of Dispute Resolution Team
- **Tanya Davis**, Assistant Director of the Urban Support Team
- **Sue Zake**, Director

State Systemic Improvement Plan: Early Literacy

Participating districts and schools

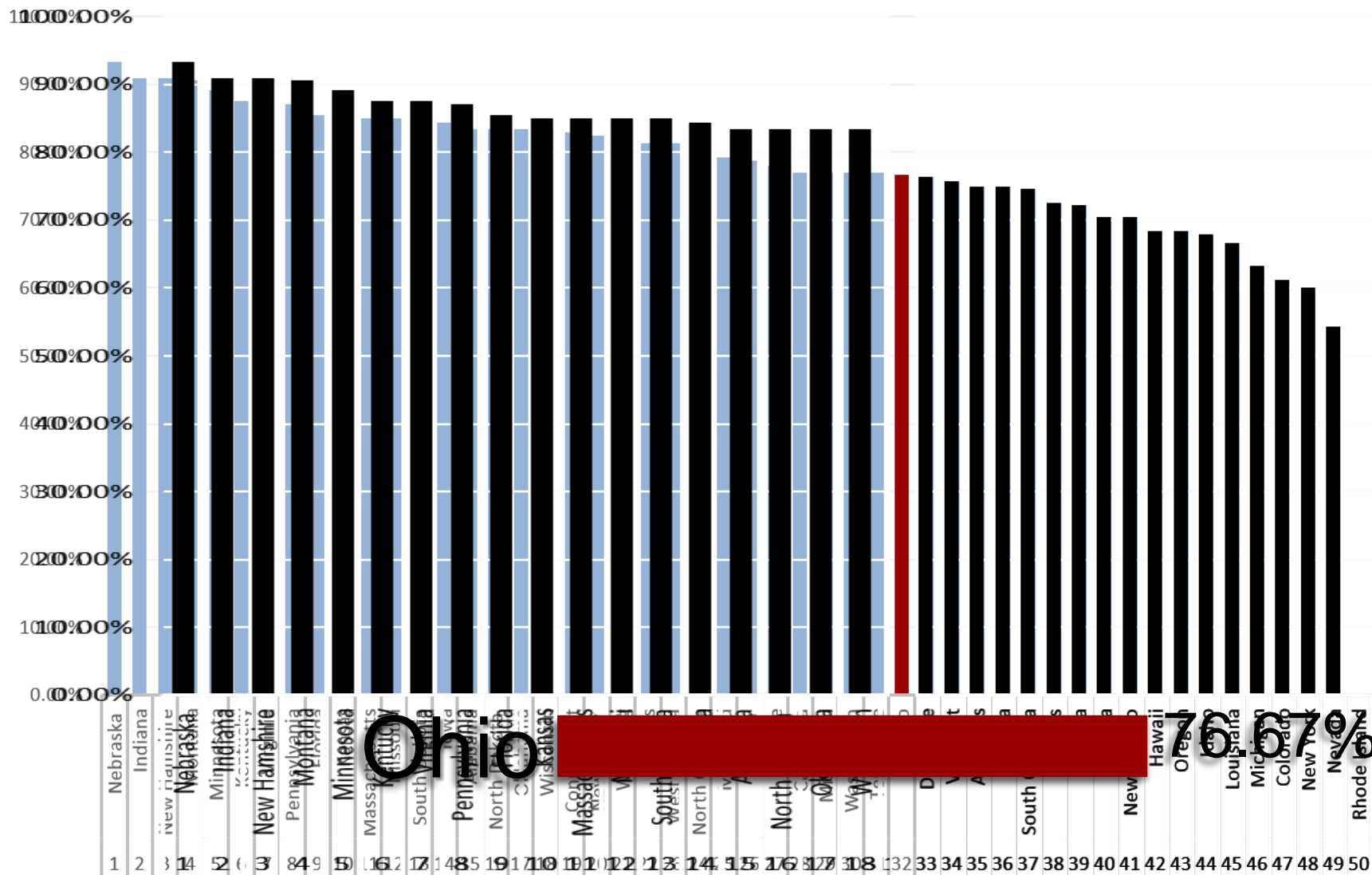
Professional Learning and Coaching

Broader Application and Implications

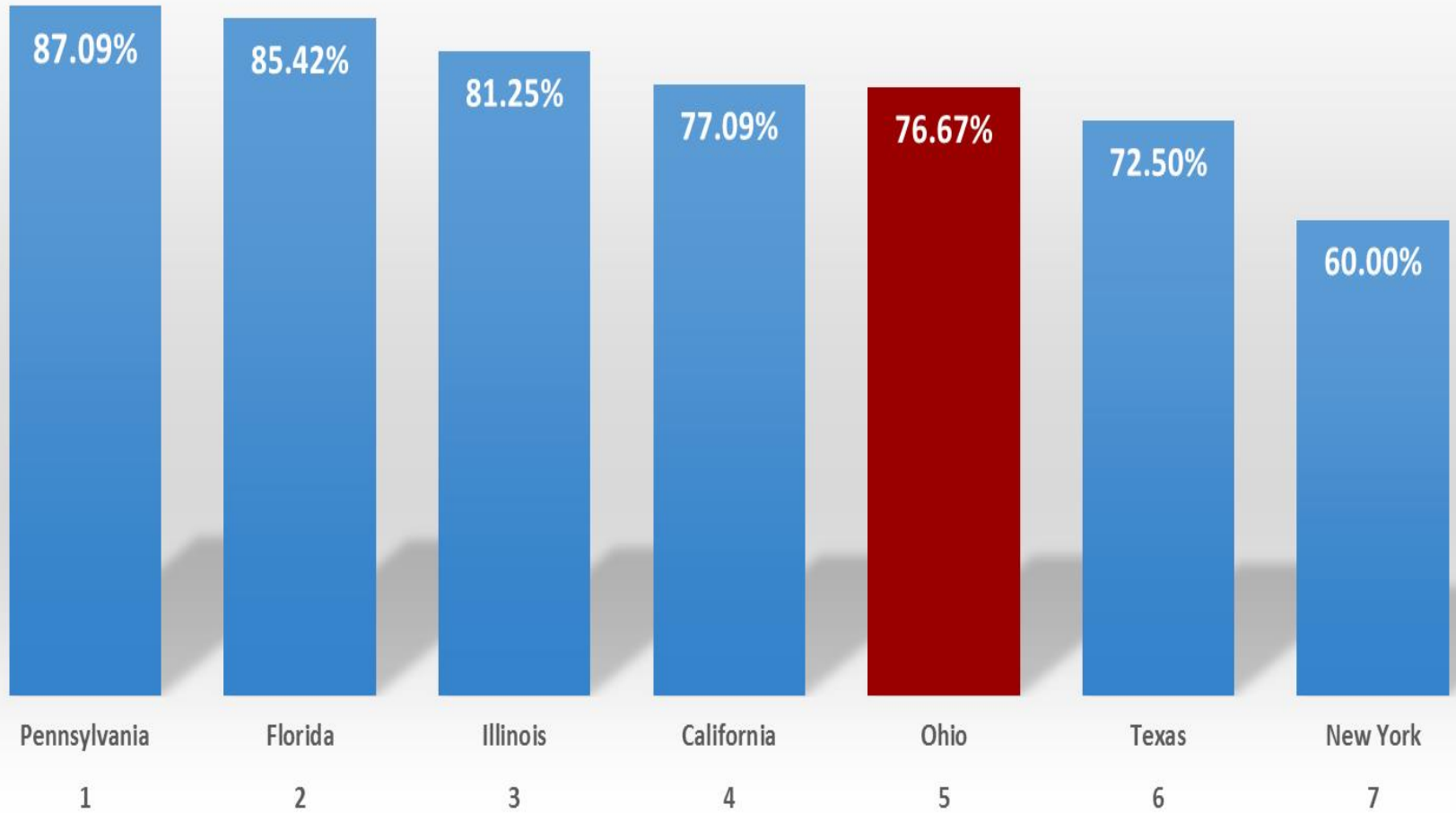
State
Special Education Determination
Needs Assistance, Year 2

District
Special Education Ratings

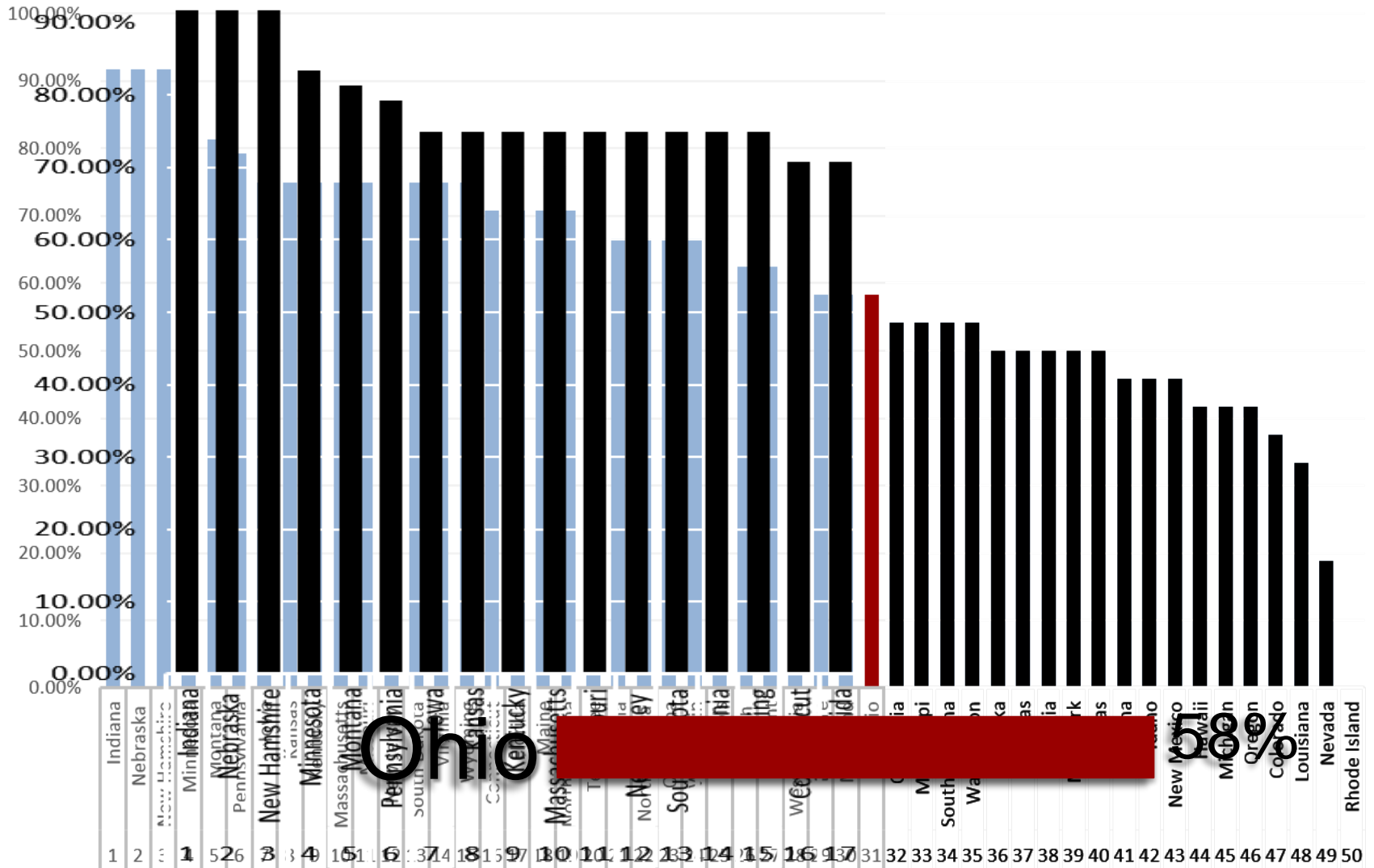
State Ranking State Rank Elimination %



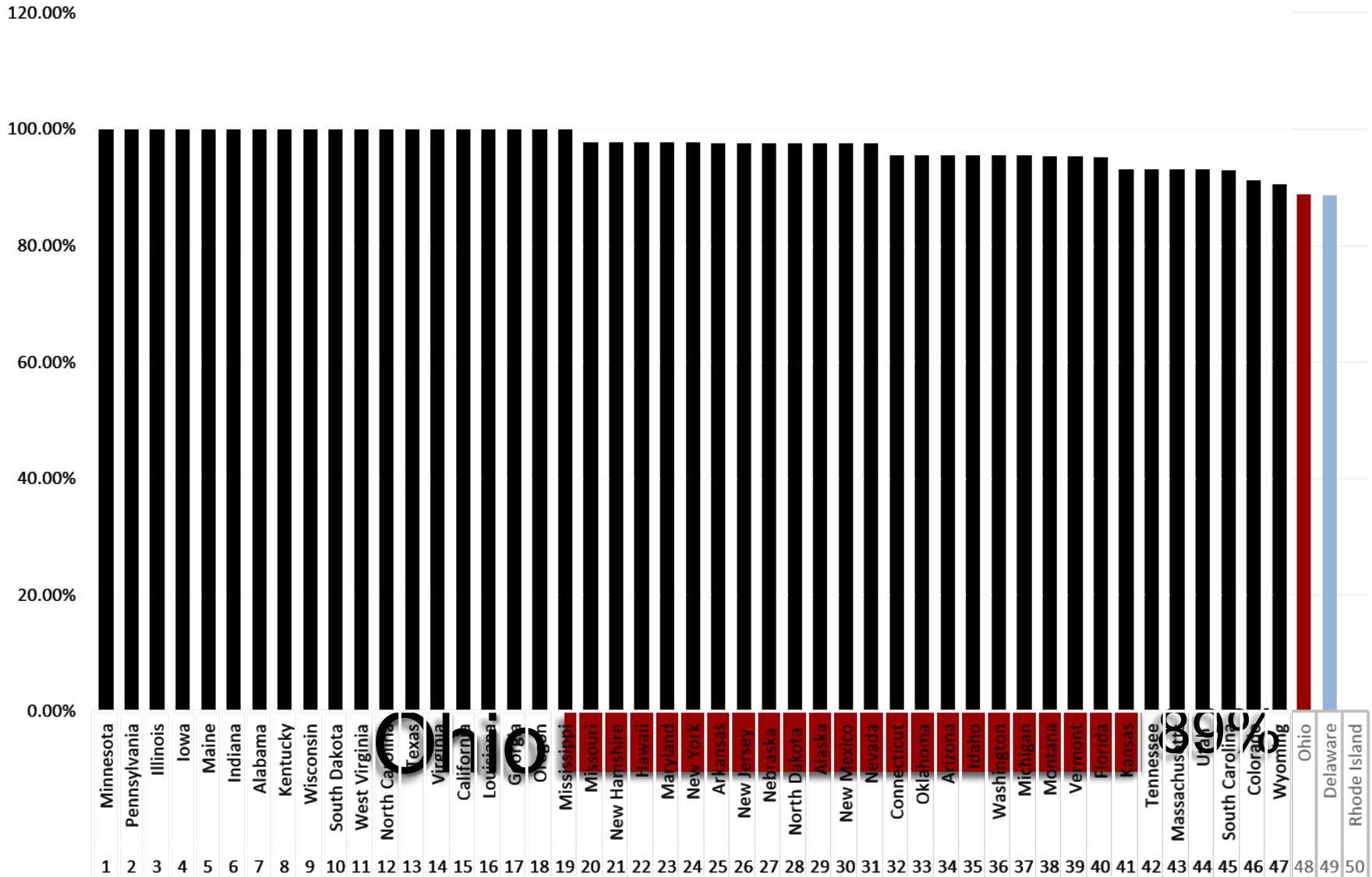
Largest States By Student Enrollment Determination %



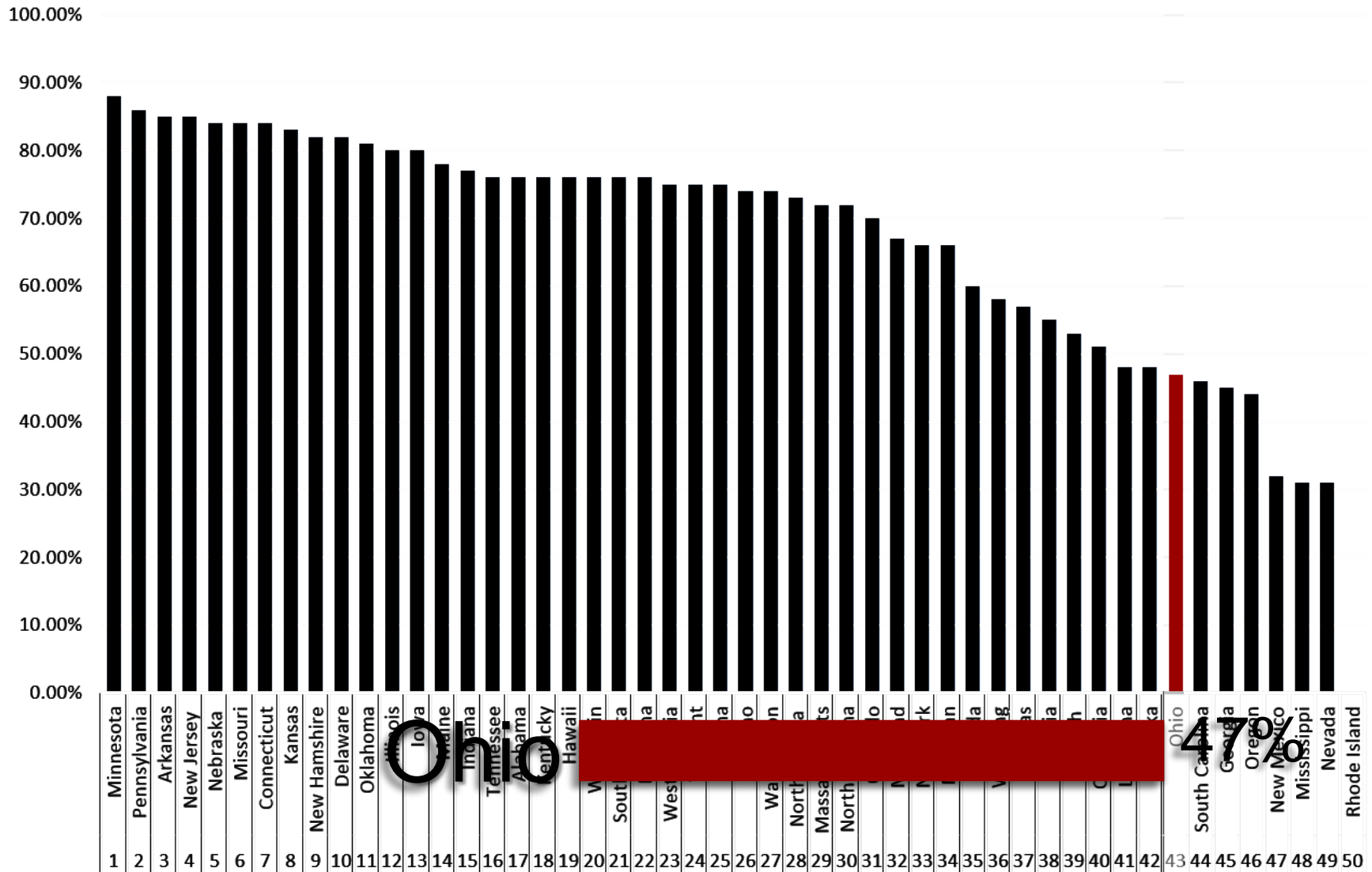
State Ranking By Determination Results Score



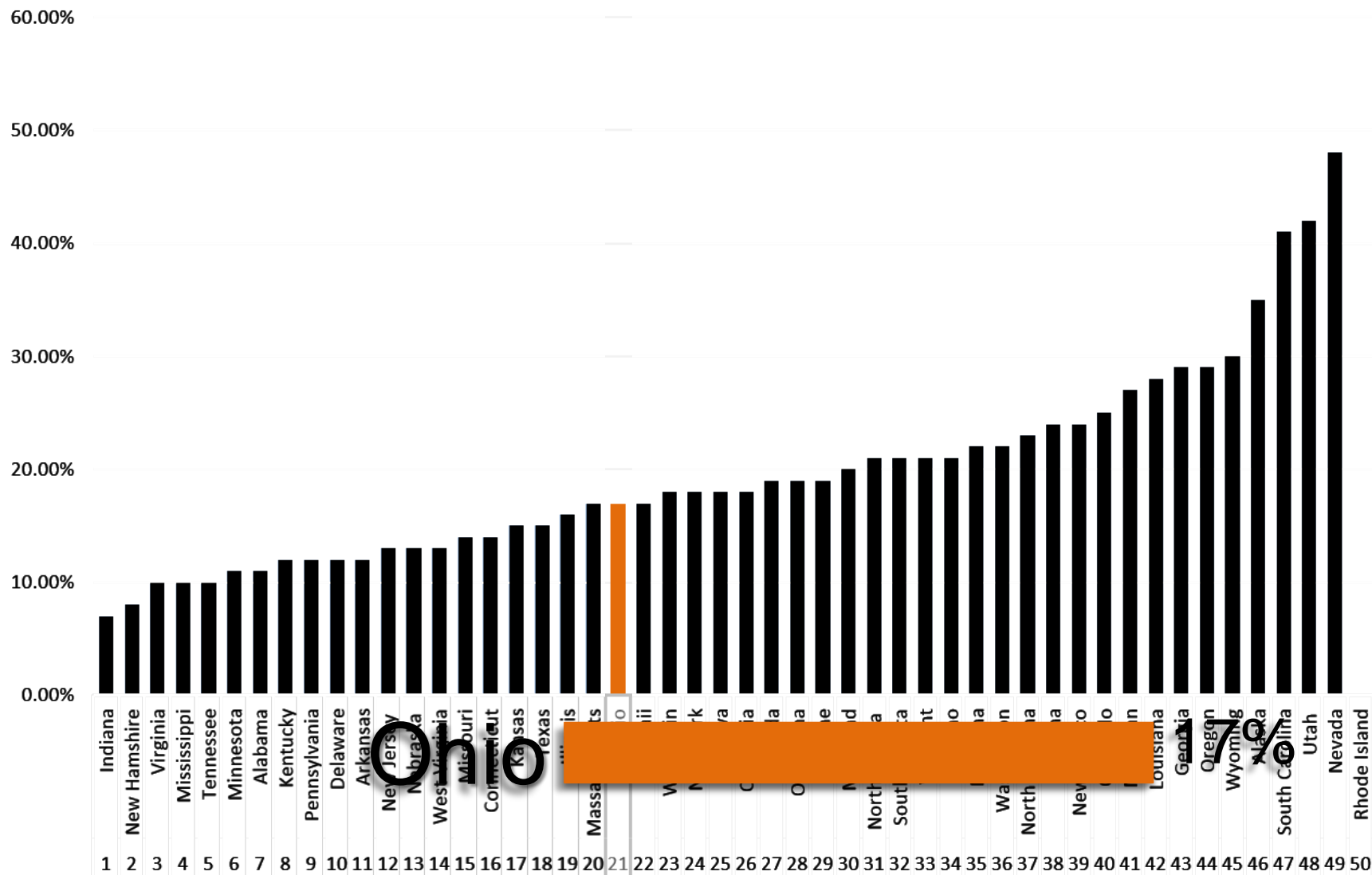
Timely and Accurate State-Reported Data



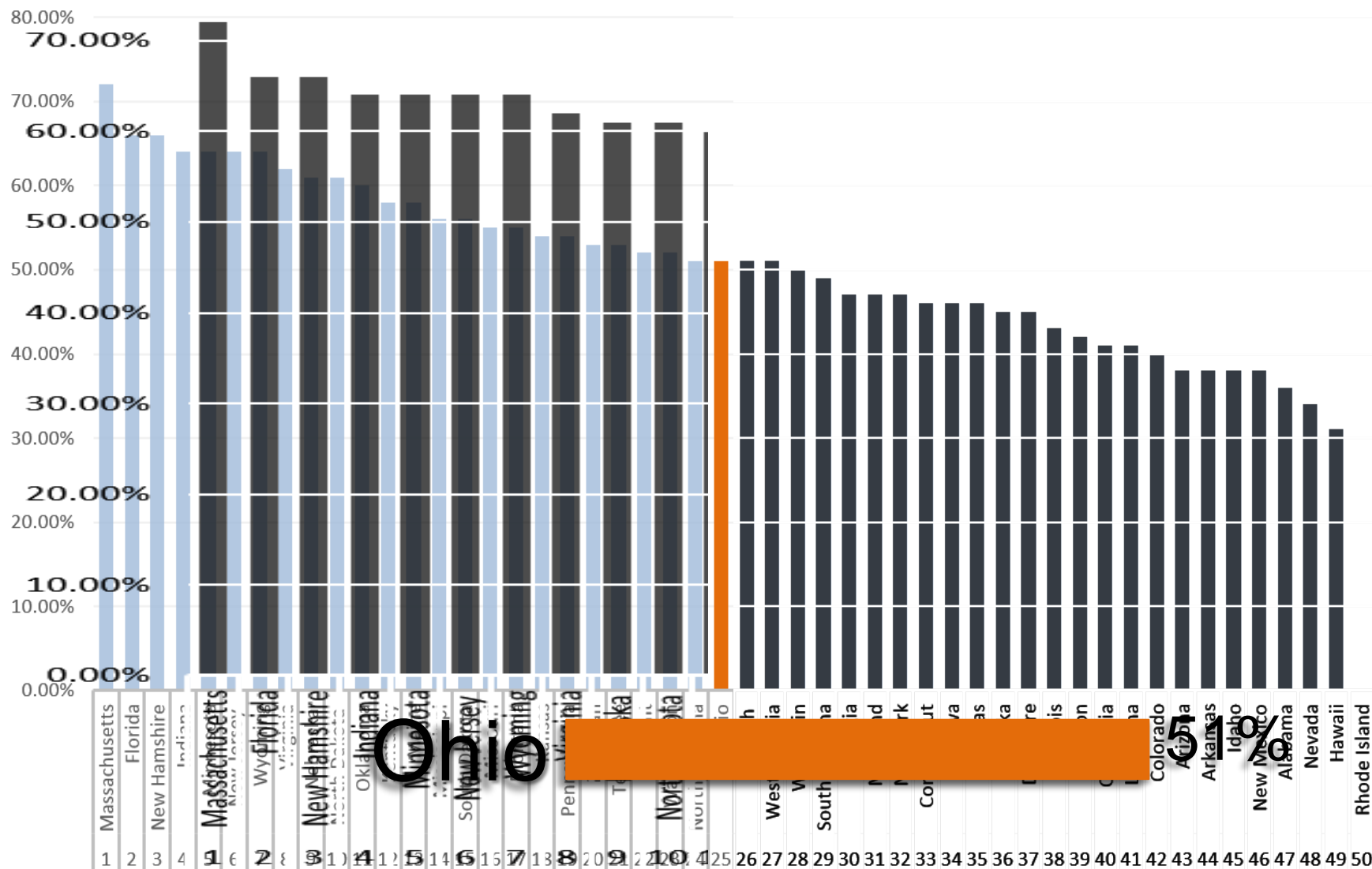
% of SWD Graduating with Regular Diploma



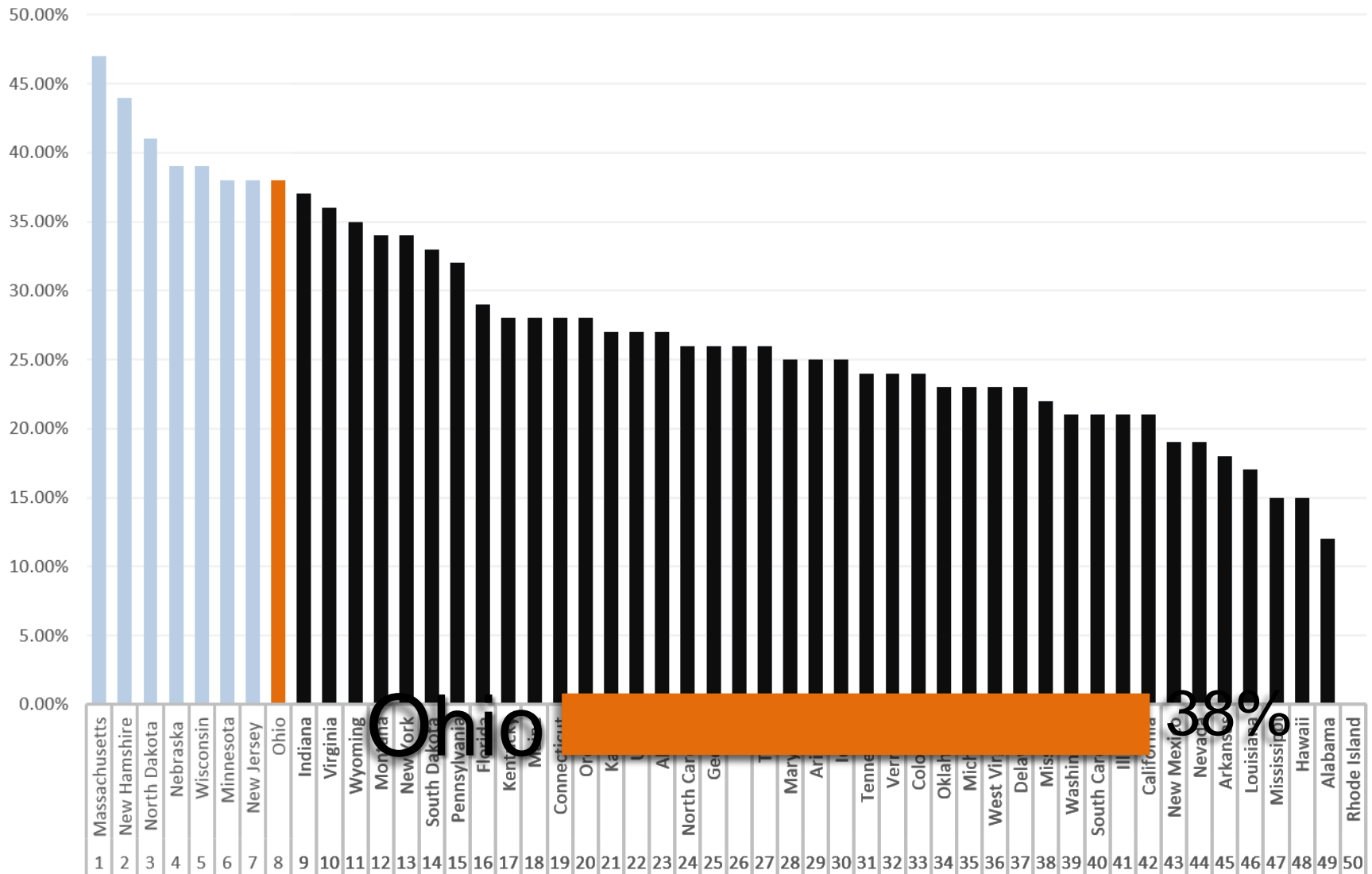
% of SWD who Dropped Out



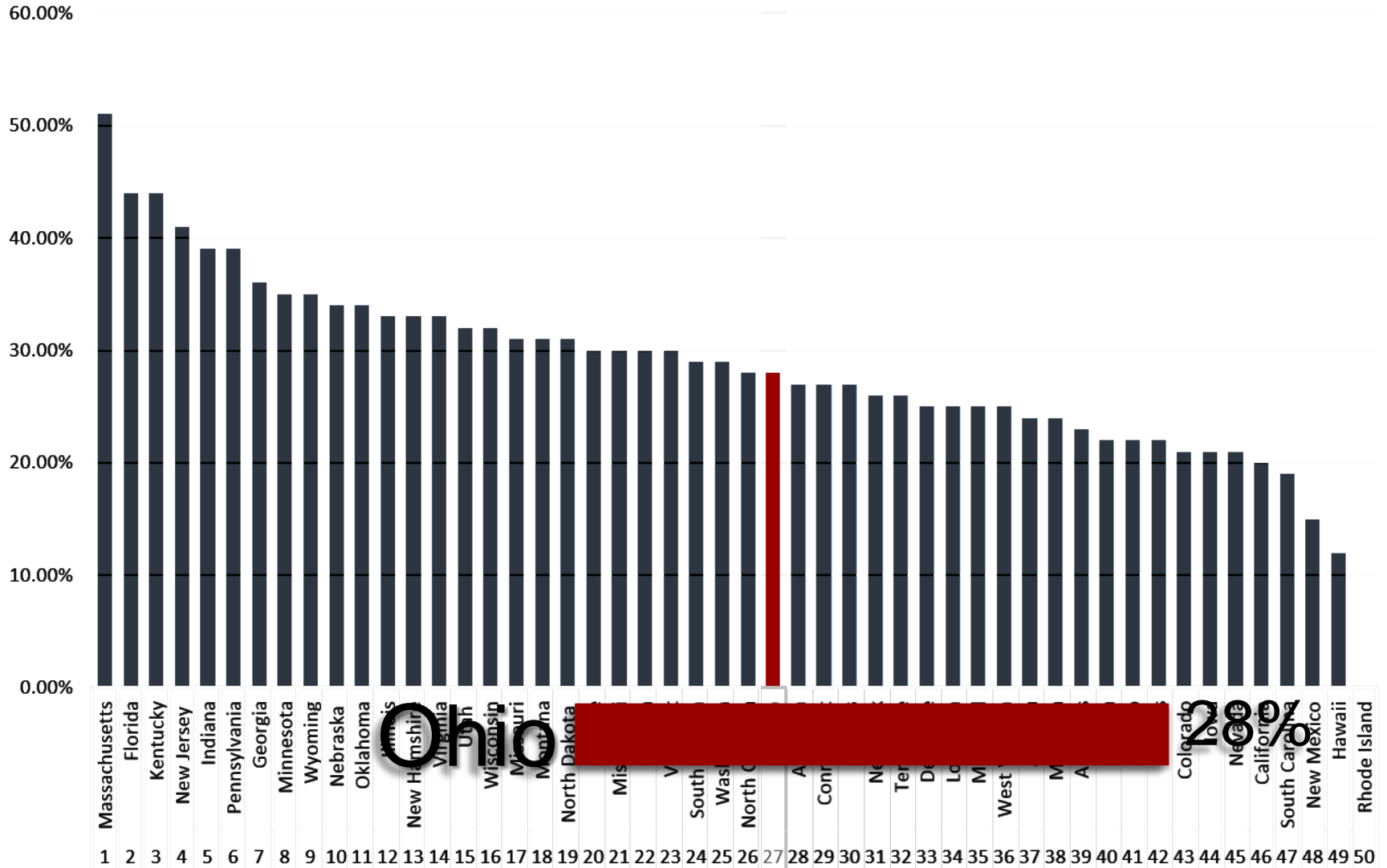
4th Grade SWD Scoring Basic+ on Math NAEP



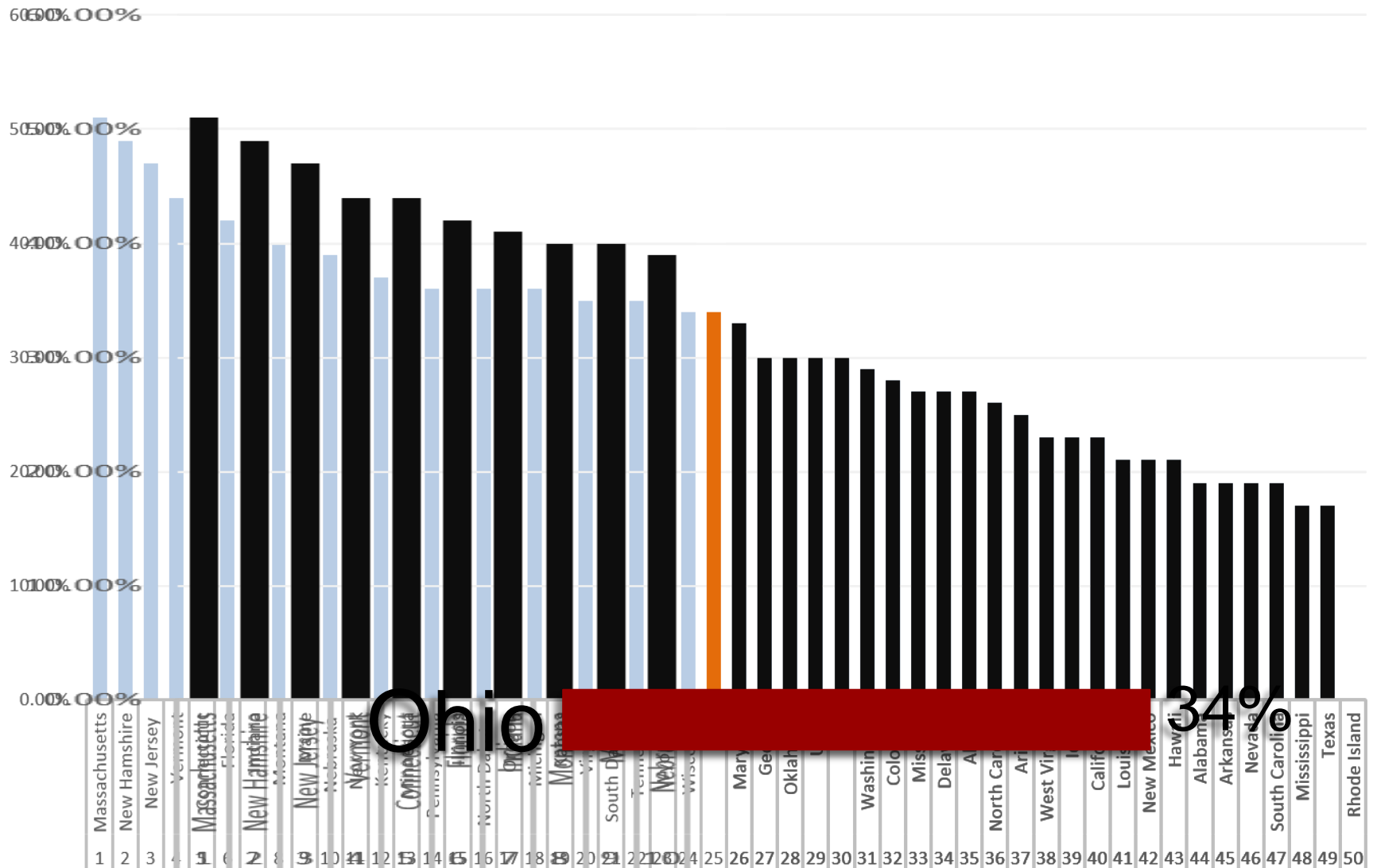
8th Grade SWD Scoring Basic+ on Math NAEP



4th Grade SWD Scoring Basic+ on Reading NAEP



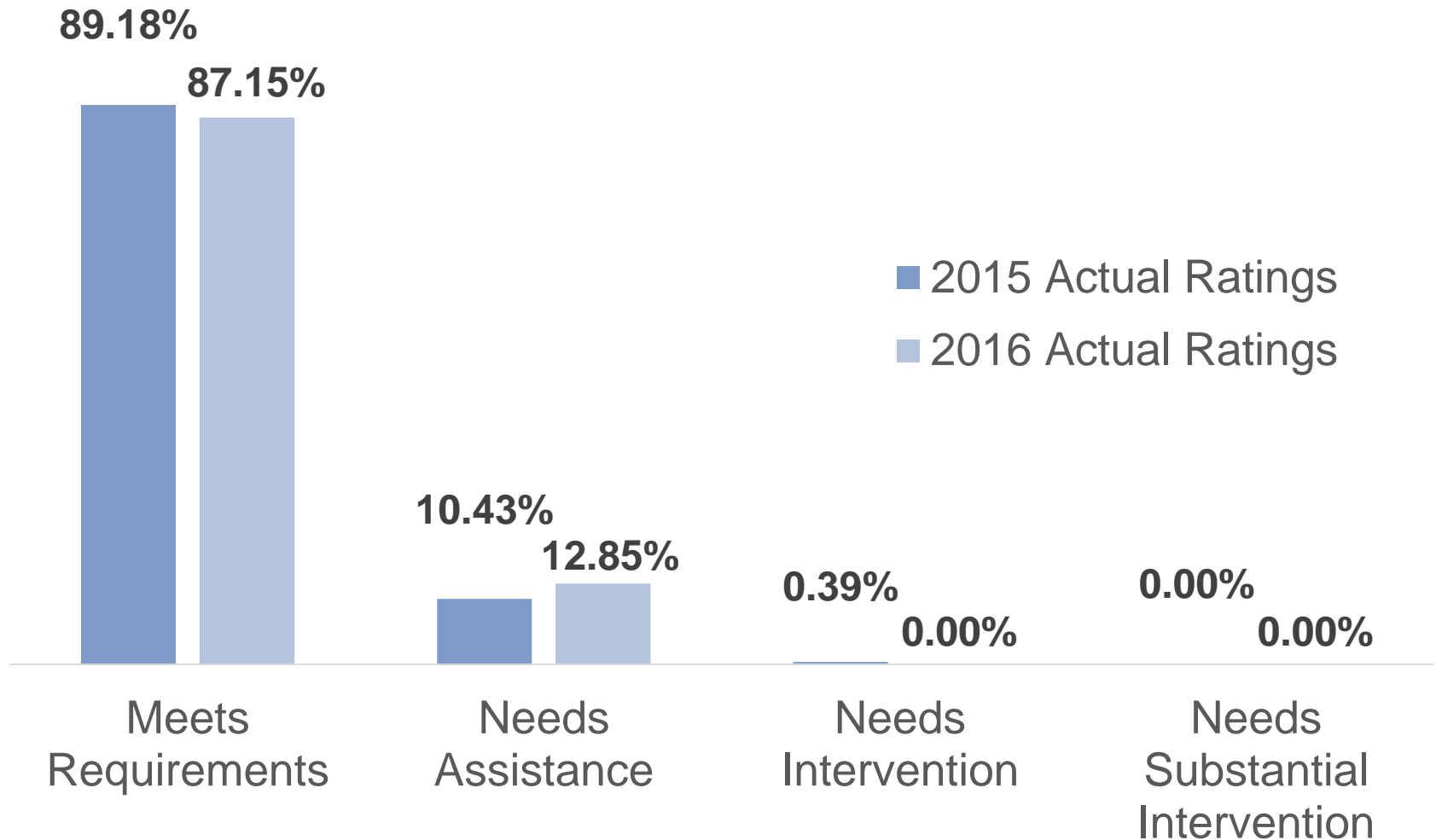
8th Grade SWD Scoring Basic+ on Reading NAEP



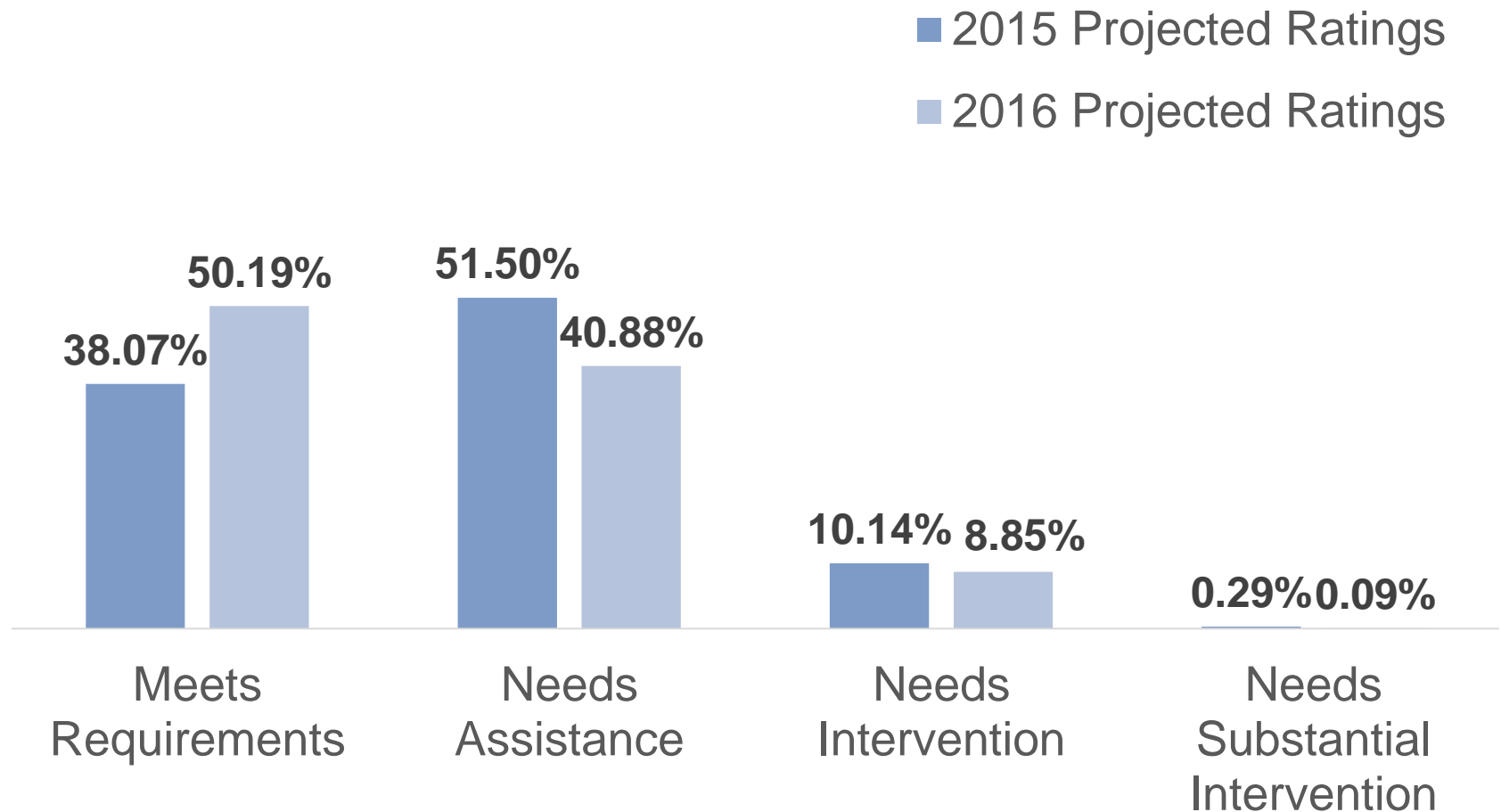
2016 District Special Education Ratings

Rating	Actual Rating (Compliance)	Projected Rating (Results & Compliance)
Meets Requirements	936	539
Needs Assistance	138	439
Needs Intervention	0	95
Needs Substantial Intervention	0	1

Actual (Compliance) Ratings



Projected (Compliance & Results) Ratings



Changes in
Actual Rating
from
2015 to 2016

11.82%



Increased

77.75%



Maintained

10.43%



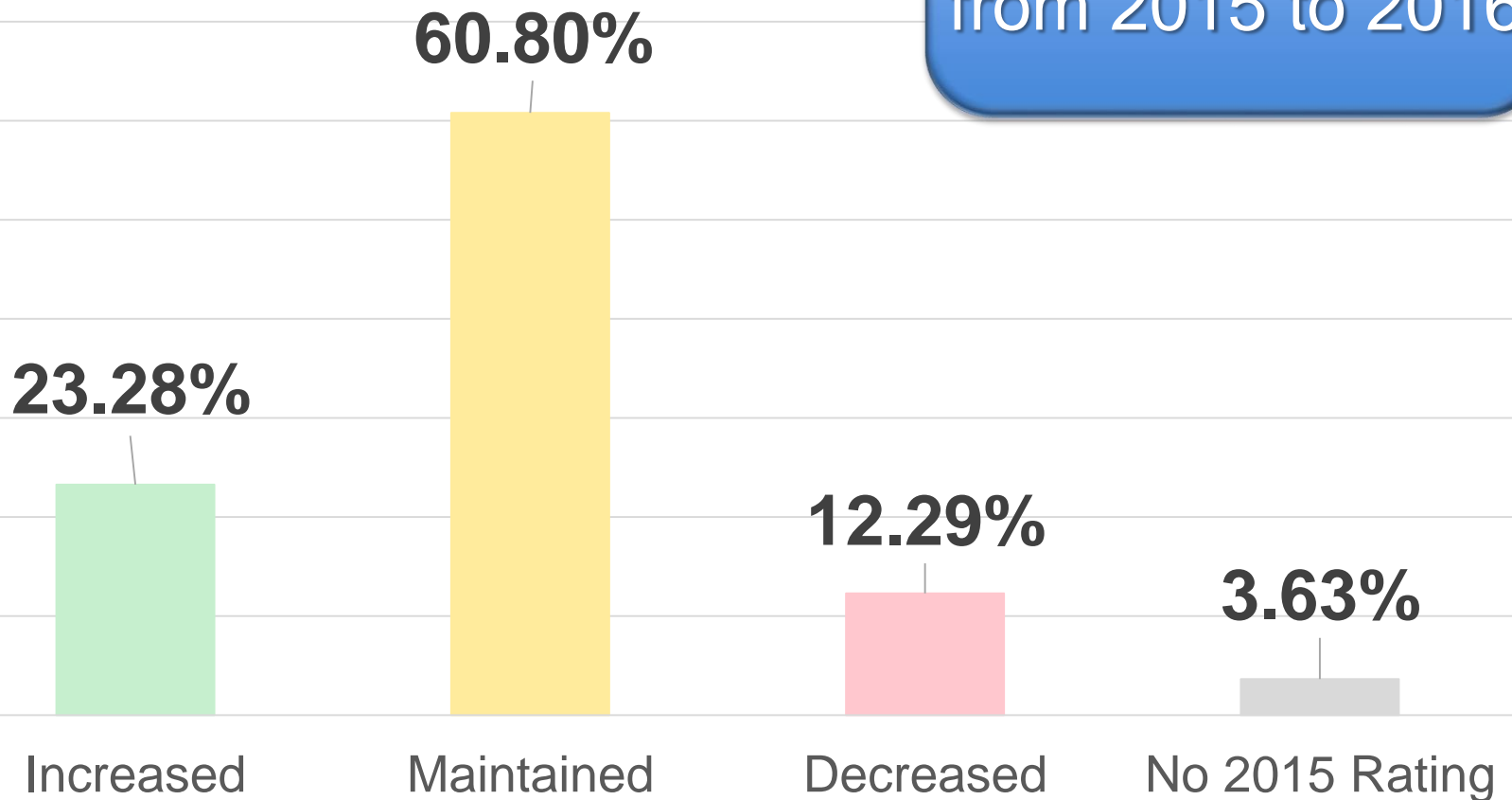
Decreased

3.63%



No 2015 Rating

Changes in
Projected Rating
from 2015 to 2016



Students with Disabilities and End-of-Course Exams

Taking the exam

Exemption from consequences

Implications for graduation and for district
accountability

Letters of Significant Guidance



Dear Colleague
Letter on the
Inclusion of
Behavioral Supports
in Individualized
Education Programs
OSEP 8/1/16

Dear Colleague
Letter on Online and
Virtual Schools and
the Individuals with
Disabilities
Education Act
(IDEA)
OSEP 8/5/16

Dear Colleague
Letter and Resource
Guide on Students
with ADHD
OCR 7/26/16

**Dear Colleague Letter on
Online and Virtual
Schools and the
Individuals with
Disabilities Education
Act (IDEA)**

OSEP 8/5/16

Virtual Schools: Defined

1

A public school that offers only virtual courses

Children and teachers are separated by time and/or location

Interaction via computers and/or telecommunications

Virtual Schools: State and Local

2

State: General supervision as well as policies and procedures

Local: Policies, procedures and programs

Virtual Schools: Meeting the Requirements of IDEA

3

- Monitor to ID and correct noncompliance
- Timely collection and reporting of data
- Qualified personnel
- Dispute resolution
- Confidentiality

Dear Colleague Letter on the Inclusion of Behavioral Supports in Individualized Education Programs

OSEP 8/1/16

Supporting Behavior of Students with Disabilities

- USDOE significant guidance
- Emphasizes the requirement that schools provide positive behavioral supports to students with disabilities who need them
 - Ensure meaningful access to education
 - Failure to consider and provide for needed and individualized behavioral supports through the IEP could result in a denial of FAPE

Supporting Behavior of Students with Disabilities

Students with disabilities are disciplined at much higher rates than their non-disabled peers

Repeated disciplinary incidents:

- May suggest lack of appropriate behavioral interventions and supports
- Necessitate need for IEP team meeting
 - Parents have the right to request an IEP team meeting at any time
 - Parties can pursue dispute resolution

Supporting Behavior of Students with Disabilities

- Behavioral supports must be available through a continuum of supports
- May also be necessary to provide supports for school personnel and training on use of PBIS
- Department requires use of a PBIS framework to support a positive school climate and supports for all Ohio students in public school districts

Supporting Behavior of Students with Disabilities

Disciplinary measures that remove a child from his/her placement:

- Do not reduce or eliminate the recurrence of misbehavior
- Lower academic performance
- Fall behind
- Disengaged from school
- Drop out

Supporting Behavior of Students with Disabilities

Supports are most effective when delivered within a school-wide, evidence-based, multi-tiered, behavioral framework

- All children are provided clear expectations
- Targeted intervention for small groups who do not respond to school-wide supports
- Individualized supports for those children who need the most intense behavioral services.

Supporting Behavior of Students with Disabilities

Resources:

The DCL is part of a package to address the behavioral needs of students, which includes resources to assist teachers/school leaders

- [Classroom management strategies](#)
- Implement [school wide behavioral efforts](#) to create safe, effective environments where students can positively engage in their education.

Supporting Behavior of Students with Disabilities

Resources: USDOE updated school discipline web page: [Rethink Discipline](#)

- Information on the prevalence, impact and legal implications of suspensions and expulsions
- Resources on alternatives and ways to create positive school climate

Dear Colleague Letter and Resource Guide on Students with ADHD

OCR 7/26/16

OCR: ADHD Guidance

- Provide FAPE
- Individualized Evaluations

*“...ensure that **qualified** students with disabilities receive **appropriate services** that are **based on specific needs, not cost**, and not based on stereotypes or generalized misunderstanding of a disability.”*

Spring Special Education Leadership Summits

- Southwest: January 19, 2016 (Dayton)
- Northwest: January 26, 2016 (Canton)
- Southeast: February 1, 2016 (Athens)
- Northwest: February 7, 2016 (Bowling Green)

Ohio's System of General Supervision

State Performance
Plan/Annual
Performance
Report

State Systemic
Improvement Plan

Policies,
Procedures and
Effective
Implementation

Integrated
Monitoring
Activities

Fiscal
Management

Data on Processes
and Results

Improvement,
Correction,
Incentives &
Sanctions

Effective Dispute
Resolution

Targeted Technical
Assistance &
Professional
Development

OEC Urban Support Team

- Dr. Tanya Davis, Assistant Director
 - Ohio's 8 urban school districts
 - Ongoing support and oversight of delivery of IDEA requirements

ODE YouTube Videos

The Basics of
Progress
Monitoring

The Basics of
an
Individualized
Education
Program

Join the Conversation



OHEducation



OHEducation



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@OHEducationSupt



OhioEdDept

education.ohio.gov/Text

SIGN UP FOR PARENT TEXT TIPS

**Elementary Students
Text "OHED EL" to 468311**

**Middle and High
School Students
Text "OHED HS" to 468311**



education.ohio.gov