

OEC Updates



Joseph Petrarca, Associate Director · 2.17.2021

Agenda

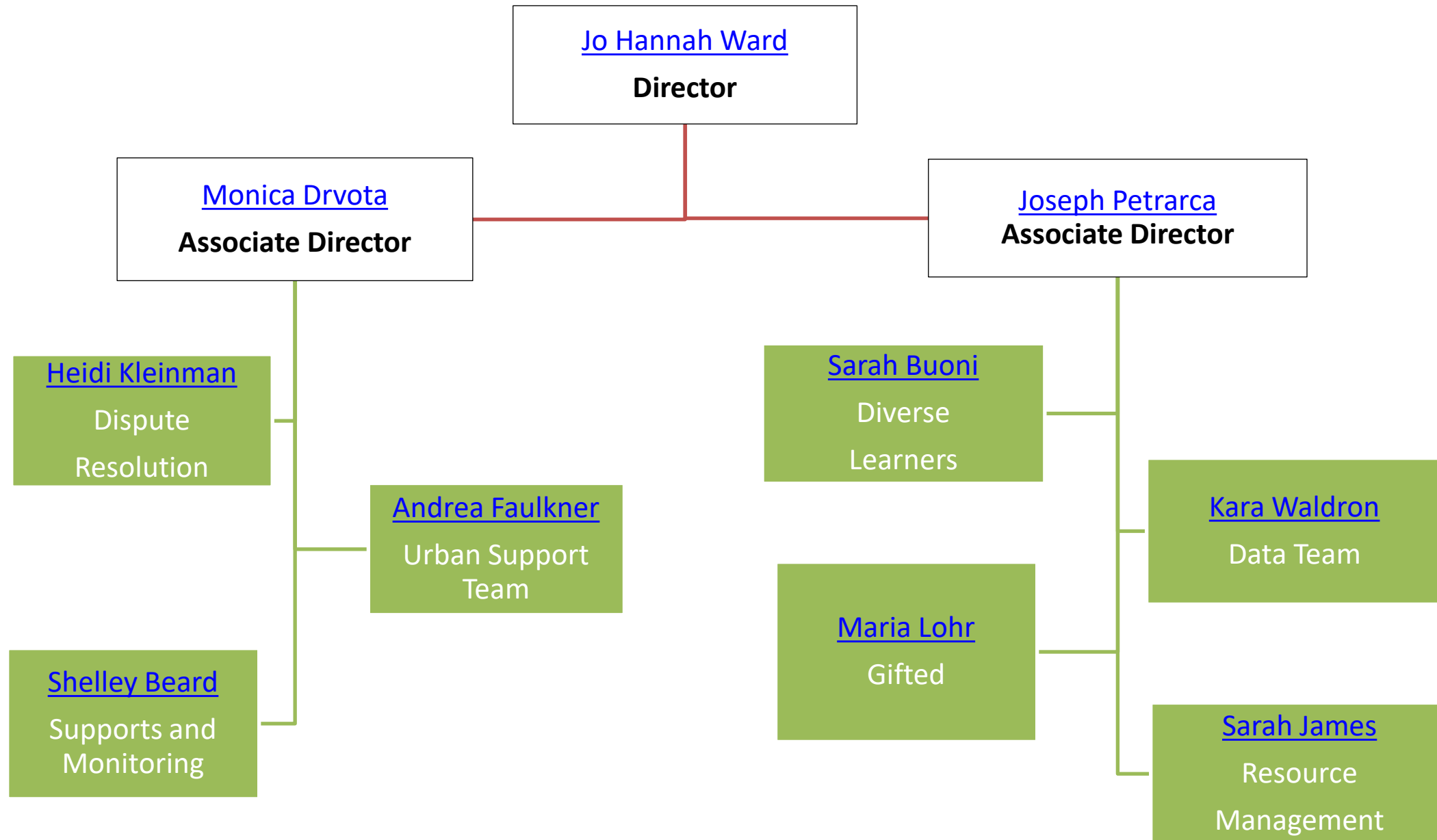
1. Introductions
2. Office for Exceptional Children Overview
3. By the Numbers
4. Dyslexia Update/HB436

Introductions

Who's here today? Let me know if you are a parent/grandparent/guardian of children who are:

- Birth to 3 years of age
- Preschool (3–5-year-olds)
- K-3
- 4-5
- 6-8
- 9-12
- Young Adults (18 +)

OEC Office Update



Dispute Resolution

- If parents have a dispute with a school district regarding the special education of a student, they should first try to contact the School Building Coordinator or the Director of Special Education.
- Questions or concerns about a child's special education can be addressed by
 - Calling 877-644-6338; or
 - Emailing exceptionalchildren@education.ohio.gov

**Formal Dispute
Resolution
Options if
Parents cannot
Resolve
Conflicts with
the District**



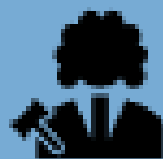
Facilitation



Mediation



State Complaint



Due Process

Overview of Options

- **Facilitation:** A meeting that takes place in a special education meeting by a neutral third party who assists the team in being productive and keeping focus on the student.
- **Mediation:** A meeting where parents and schools agree to have a neutral third-party professional mediator come to a meeting to help them resolve disagreements about the education of a student with a disability or a student that might have a disability.

Overview of Options

- **Formal Written Complaint:** A formal request to the Ohio Department of education to investigate potential violation of special education laws. An Education Program Specialist conducts a neutral investigation in order to come to a formal resolution of the issues.
- **Due Process Complaint:** An administrative hearing held before an Impartial Hearing Officer related to the education of a child with a disability.

Urban Support Team

- Support the 11 districts identified in the Doe Settlement agreement
 - Akron
 - Canton
 - Cincinnati
 - Cleveland
 - Columbus
 - Dayton
 - East Cleveland
 - Lima
 - Toledo
 - Youngstown
 - Zanesville

Data Team

- EMIS reporting (special education and gifted data)
- Annual Special Education Profiles and Special Education Ratings for every district and community school
- Federal Child Count and several other annual federal special education reports related to graduation, discipline, personnel, and dispute resolution

Supports and Monitoring

- Monitoring Indicators
- "Onsite" Reviews
- Technical Assistance and ONE Plans
- State Support Teams

Diverse Learners

- Literacy
 - Early Literacy Pilot
- Low Incidence
- Secondary Transition
 - Ohio Transition Partnership
- Related Services
- Alternate Assessment

Gifted

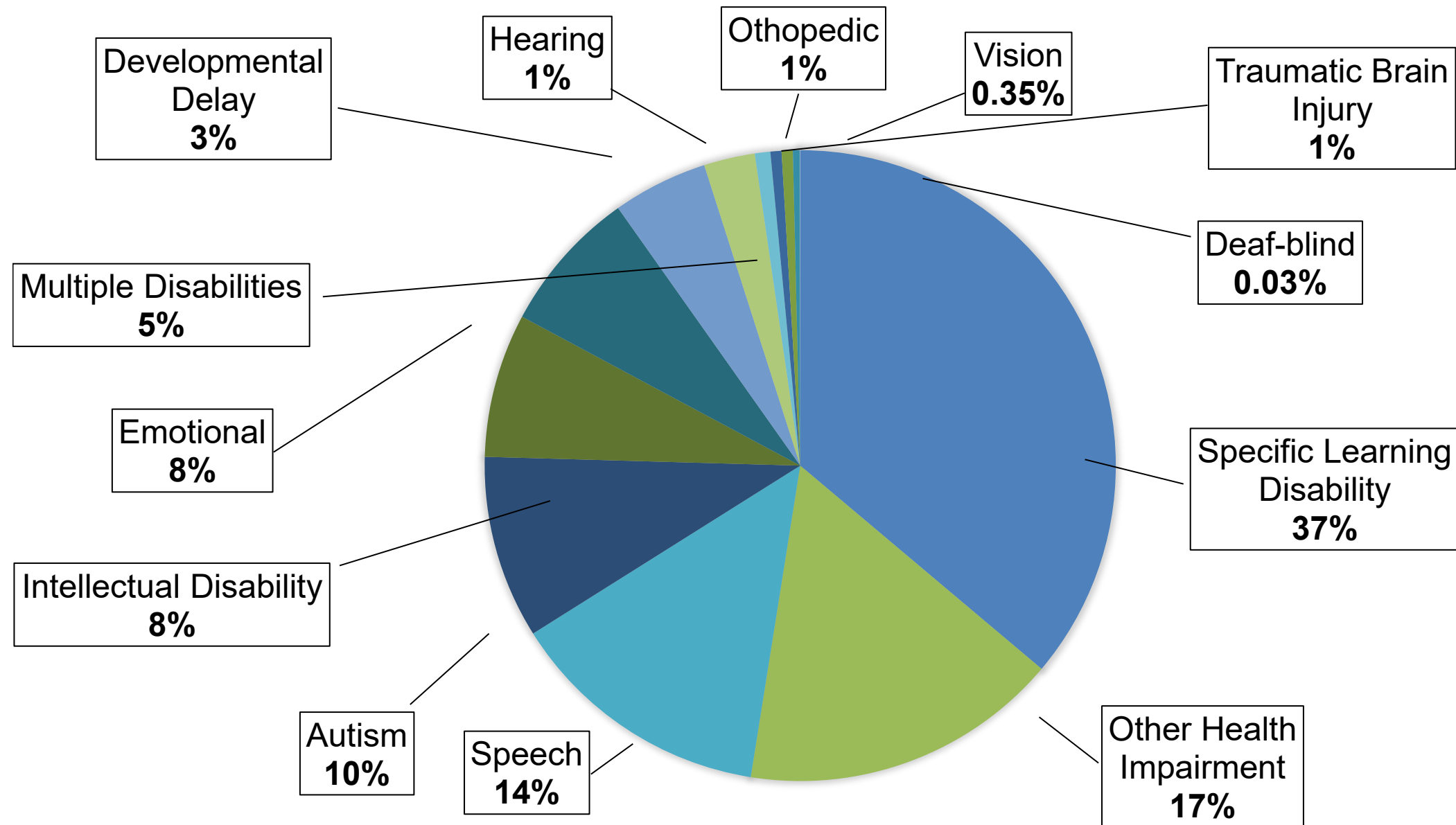
- Supports and Monitoring for Gifted Education
 - Identification
 - Services
- Professional Development
- Acceleration
- Gifted Education Complaints
- Gifted Advisory Council

Resource Management

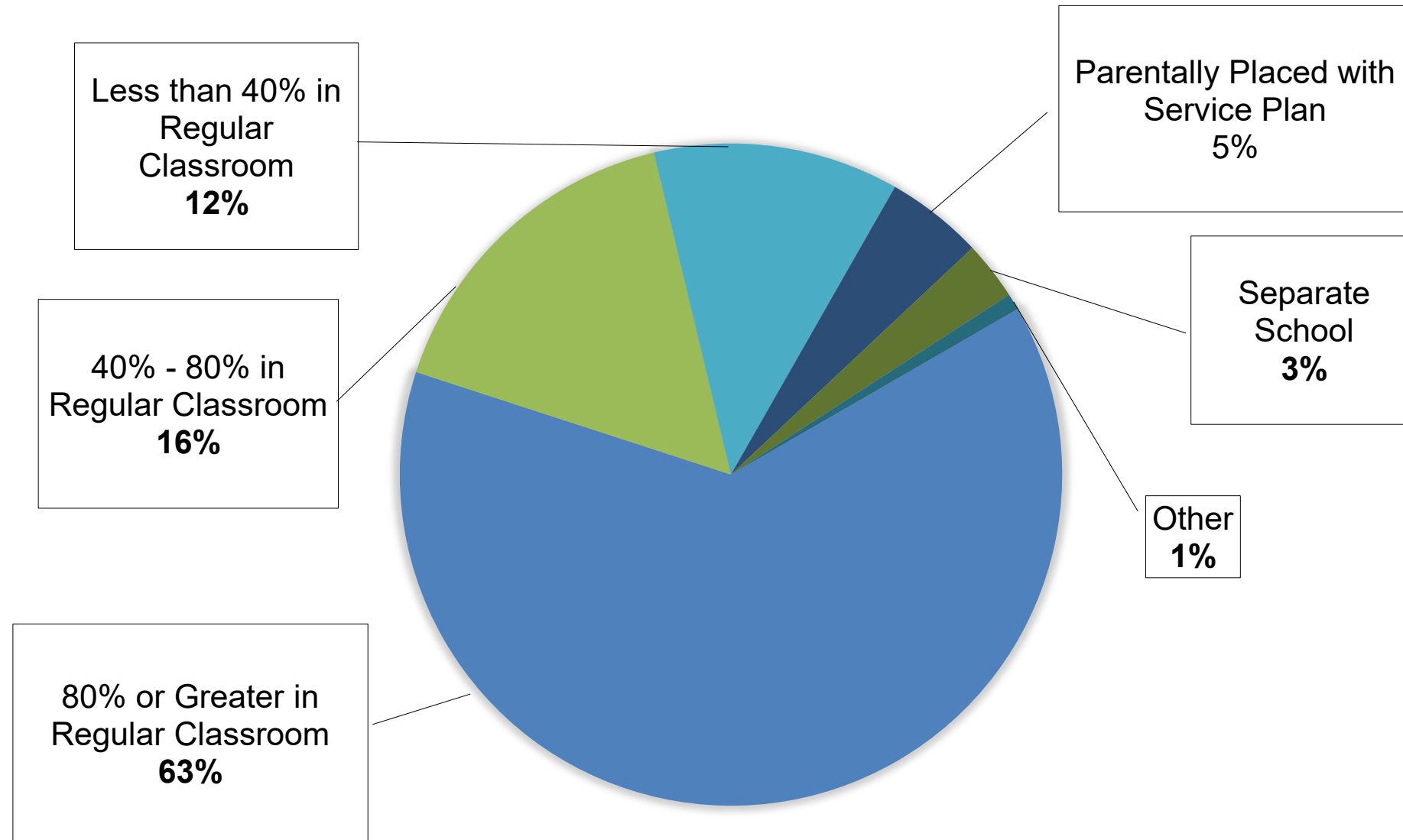
- IDEA Part B Special Education Federal funds
- Support and monitoring for districts
- Fiscal Management of state level activities

By the Numbers: 15.4%

DISABILITY CATEGORIES



School-Aged Children Receiving Services by Setting

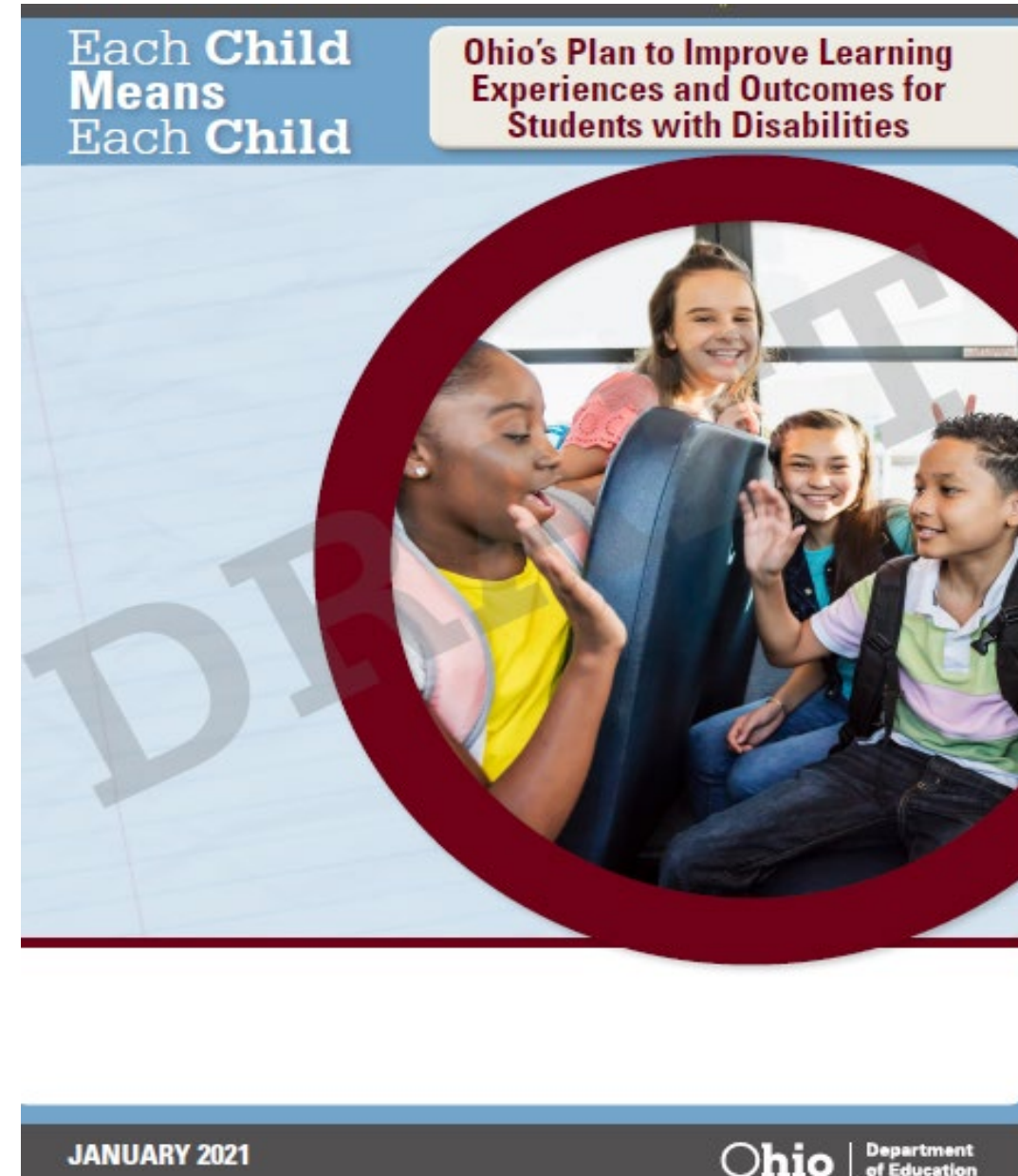


Question Time!

- What surprised you about the numbers?

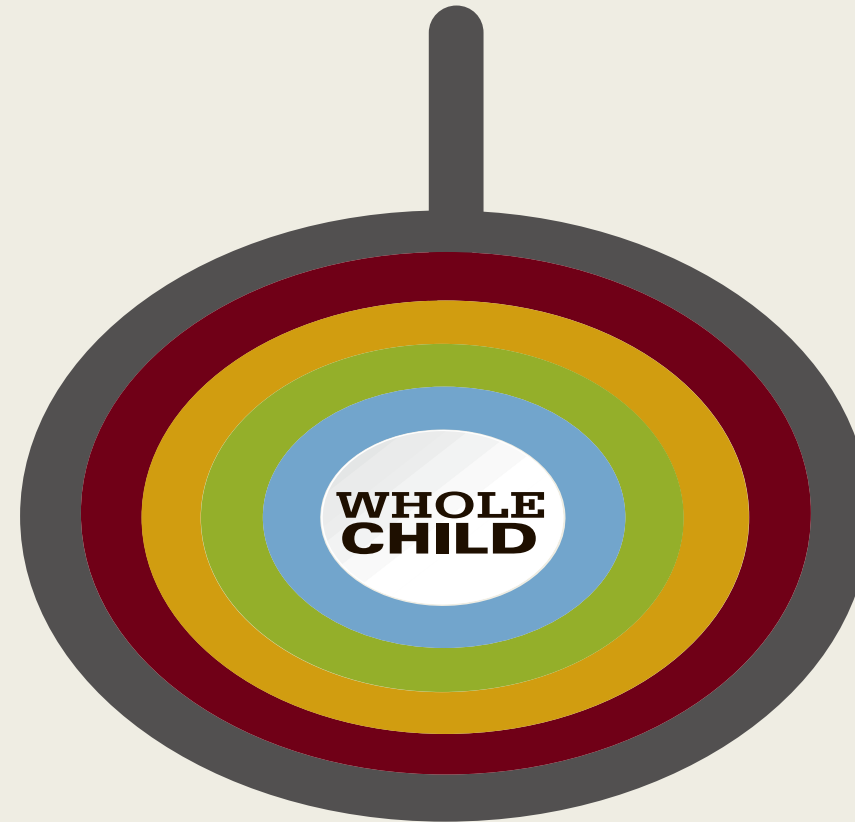
Each Child Means Each Child

Ohio's Plan to Improve Learning Experiences and Outcomes for Students with Disabilities



#EachChildOurFuture

In Ohio, each child is *challenged, prepared and empowered.*

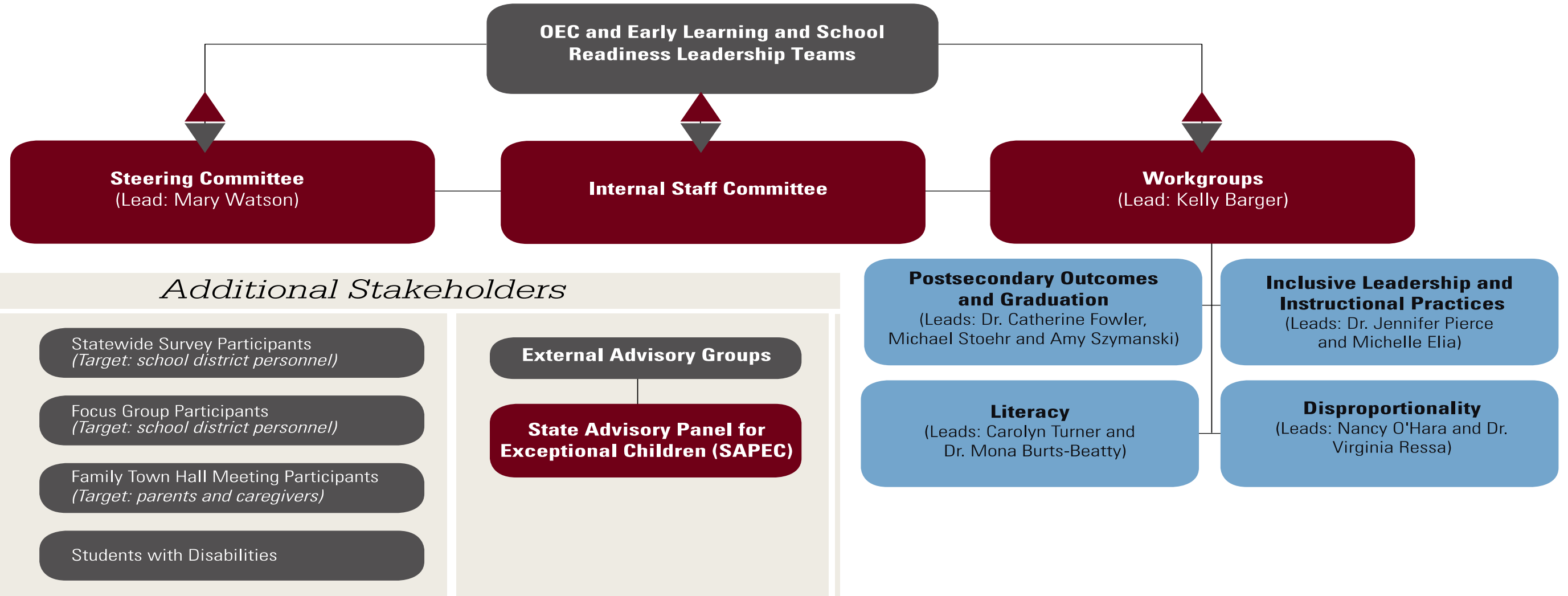


n: 2019-2024



Plan to Improve Learning Experiences and Outcomes for Students with Disabilities

The Ohio Department of Education is embarking on a stakeholder-driven process to develop recommendations and support actions to improve the educational experiences and outcomes for students with disabilities. The work will reflect the vision, goal, principles and domains of *Each Child, Our Future* to ensure the recommendations are aligned with Ohio's strategic plan. The Office for Exceptional Children's plan is to be completed by December 2019.



Key Activities to Inform the Plan

Equity in Education Research Series: Ohio's Students with Disabilities

National Best Practices Review of Literature and Planning Guides

Identify and Document Ohio's Promising Practices

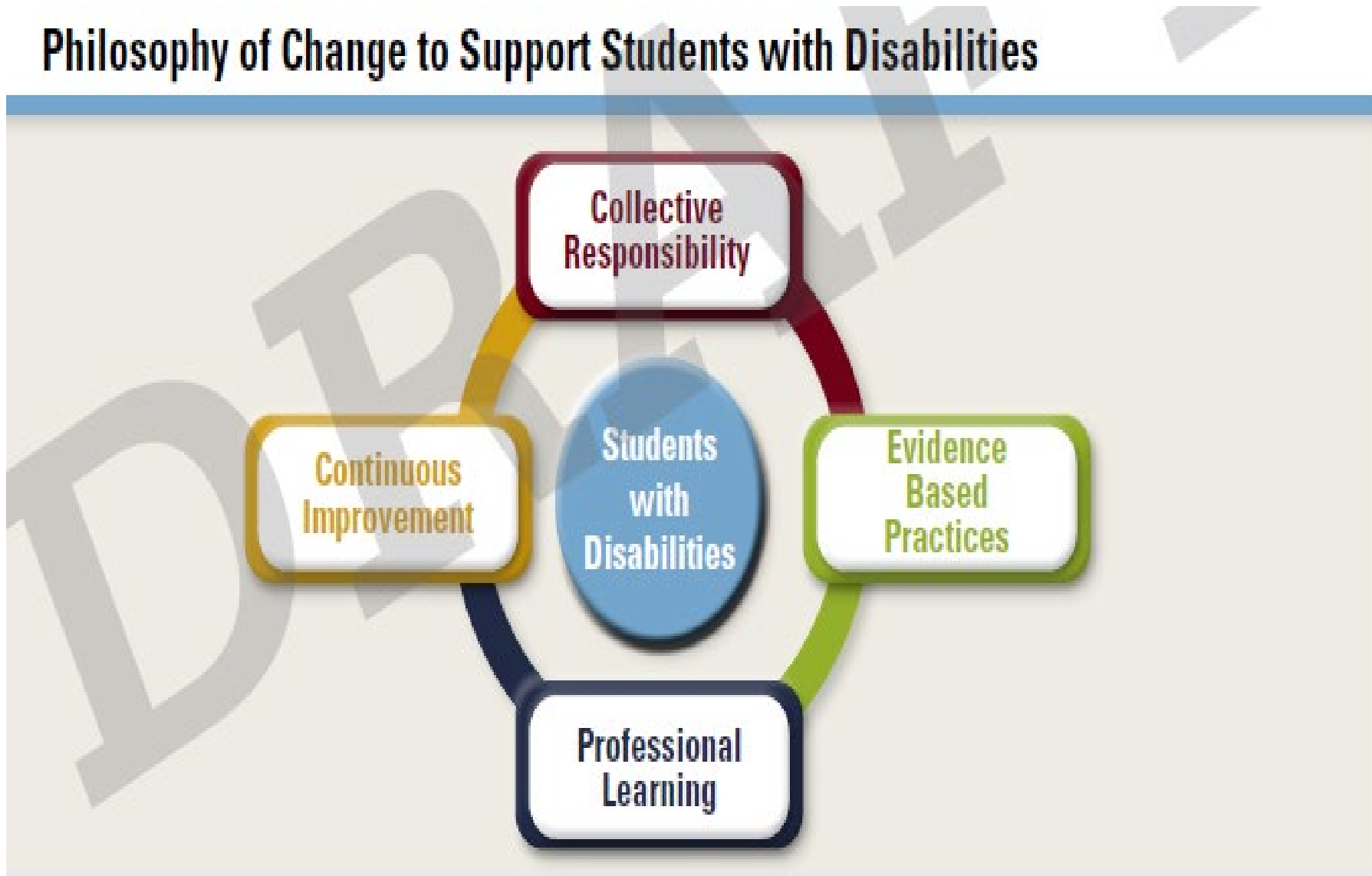
It's Important to Remember...

- ...that *Each Child Means Each Child* is not a separate plan
- ...That EACH CHILD OUR FUTURE is for EACH AND EVERY CHILD

“In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society. “

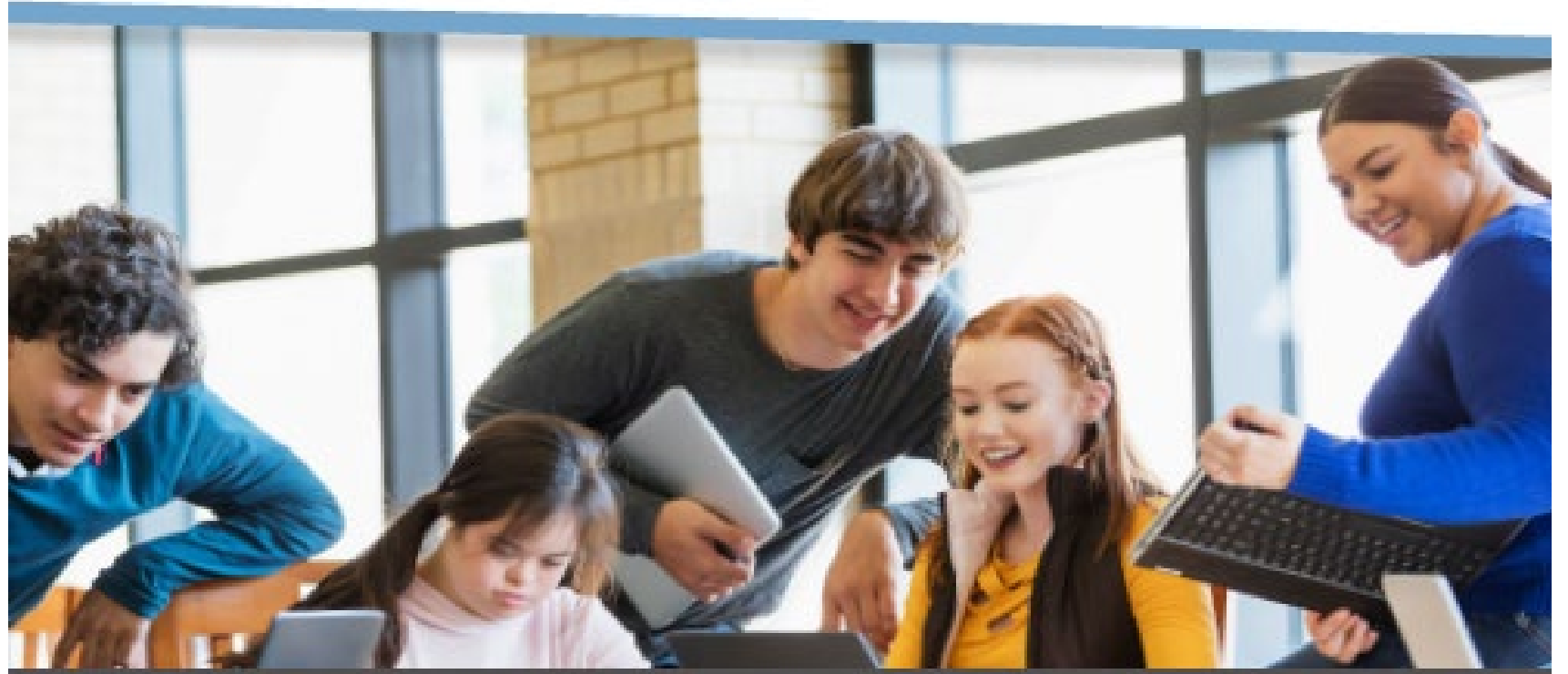
Plan Components

- Data and statistics
- Disproportionality
- Recommendations
- Story arc of 2 students with disabilities



Where Are We Now?

- Final Editing Stages
- Guiding Coalition
- Roll-Out



What are your first reactions to hearing about Each Child Our Future?

1. Excited
2. Skeptical
3. Game Changer
4. Other

Special Education Rules Updates

1. All rules are up for their 5-year review
2. Rules were reviewed and revised based on stakeholder and public comment feedback
3. The public comment period ran from July 15, 2021 to July 31, 2021 for 47 days.
4. The rules will be presented to board committee for the next 3 months.

Dyslexia Legislation: House Bill 436

- State Implementation Oversight
 - Approaches to Teaching Professional Learning
 - Early Learning and School Readiness
 - Exceptional Children
 - Assessment

Requirements

Requirement Topic	Required Responsibility	Timeline
Dyslexia Committee	11 Member Committee Appointed by the State Superintendent of Public Instruction and IDA	
Dyslexia Guidebook		December 31,2021
Approved Teacher Training	Completed PD in identifying and instructing students with dyslexia	July 1, 2023 grades K-1 July 1, 2024 grades 2-3 July 1, 2025, each special education teacher in grades 4-12
Structured Literacy Certification Process	Each school establishes a certification process for K-3 teachers that aligns with the Dyslexia Guidebook	July 1, 2022
Dyslexia Screeners	All schools administer a tier 1 dyslexia screener in K-3, grades 4-6 upon request of parent or teacher, with parent consent	2022-2023 school year In later years, all K students and any student in 1-6 who's parent or teacher requests.
Multi-Disciplinary Dyslexia Teams	All schools establish teams to administer screening and intervention	
Kindergarten Standards in Reading and Writing	Aligned to a structured literacy program.	

Final Questions

- What final questions do you have?



You Tube



@OHEducation
@PetrarcaJoe



Ohio

Department
of Education