Educational Highlights for Leaders

Supporting Erie, Huron and Lorain Counties

Congratulations Dawn!

Pictured from left to right are: Susan Baker, Kristen Metz, Carrie Pope, Dawn MCCready, Kathleen Pero and Dan Trent

Congratulations to Elyria Schools Pupil Services Director, Dawn McCready, who was named Ohio Center for Autism and Low Incidence (OCALI) Administrator of the Year for 2013 at a special ceremony at the OCALICON on November 21, 2013. She was nominated by her peers for her dedication to the students and parents and her leadership to the staff. Congratulations Dawn!

Proposed Changes to the Operating Standards for Ohio Educational Agencies Serving Students with Disabilities

Current Status: The proposed rules were presented to the Achievement Committee of the State Board of Education in December and will be voted out of committee to the full Board in January. The full Board is expected to vote on a Resolution of intent to amend the rules scheduled for February with final approval anticipated in May, 2014.

Basic areas of revision/updating of language:

- **3301-51-01 Applicability of requirements and definitions**
  - ° Changes cognitive disability to intellectual disability (was mentally retarded in the past).
  - ° Aligns the definition of a visual impairment to that of federal language – includes both partial sight and blindness. The term "visual impairment" does not include a disorder in one or more of the basic psychological processes, such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.
  - ° Clarifies and separates an initial evaluation team from a reevaluation team.
  - ° Transition Services: Clarifies goal of employment in an integrated competitive environment and adds skills needed by personnel to coordinate and provide secondary transition services.

- **3301-51-05 Procedural Safeguards**
  - ° Adds the requirement for an initial informed consent for districts to access insurance benefits in the provision of related services and annual notice thereafter.
  - ° Prior written notice – **removes** language regarding IEPs serving as prior written notice.
  - ° Notice of Scholarship availability – initial evaluation and annual review of IEP.
  - ° Resolution sessions - **removes** the language regarding discussions being confidential.

- **3301-51-06 Evaluation**
  - ° Removes a required reevaluation for children with disabilities transitioning from preschool to kindergarten, except for those identified as developmentally delayed.
  - ° Removes additional procedures for identifying children with hearing impairment or deafness.

- **3301-51-07 Individualized education program (IEP)**
  - ° Adds comprehensive transition services for students starting at age 14 or earlier if determined appropriate by the IEP team.
  - ° Adds comprehensive eye exam required notice to parents at the time of the initial IEP.

- **3301-51-08 Parentally placed nonpublic school children**
  - ° Clarifies that the district where the chartered or non-chartered nonpublic school is located is responsible for additional child find activities regarding children who are enrolled in either the "Autism Scholarship Program," or the "Jon Peterson Special Needs Scholarship Program, as well as a determination of whether or not these children will receive services through a services plan.

Operating Standards Continued...

- **3301-51-08 Parentally placed nonpublic school children**
  - ° Clarifies that the district where the chartered or non-chartered nonpublic school is located is responsible for additional child find activities regarding children who are enrolled in either the "Autism Scholarship Program," or the "Jon Peterson Special Needs Scholarship Program, as well as a determination of whether or not these children will receive services through a services plan.
  - ° Clarifies that students on the Autism or Peterson Scholarship may be eligible to receive services funded through IDEA private school proportional share funds if the children meet the eligibility requirements pursuant to rules 3301-103 and 3301-101 of the Administrative Code. Children who are participating in the Autism Scholarship Program and attending either a chartered or non-chartered nonpublic school may be eligible to participate in the early childhood special education flow-through benefits if the children meet the eligibility requirements as outlined in rule 3301-103 of the Administrative Code.
  - ° Clarifies that the district of residence is not required to make FAPE available to a child with a disability who resides in the district and is participating in either scholarship program, however, the parent of a child participating in either scholarship program has a right to file a written complaint or a request for a due process hearing as provided by rule 3301-51-05 of the Administrative Code. A complaint or request for a due process hearing may allege that the district of residence violated a requirement of IDEA, but may not allege a violation of any requirements involving the implementation of the IEP and whether the child has received FAPE.

- **3301-51-09 Delivery of services**
  - ° Adds clarifying language for the annual training of paraprofessionals specific to the knowledge and skills specific to the students they support, as well as direct supervision of paraprofessionals.
  - ° Clarifies language for intervention specialists and related service providers regarding workload determination, includes existing ratios with clarification for school psychologists and speech/language pathologists regarding proportionate calculations when mixed caseloads.

- **3301-51-11 Preschool children eligible for special education**
  - ° Clarification that no single source of information, such as a single measure or score, can be used to determine whether a preschool child his or is not eligible for special education.

- **3301-51-21 Providing instructional materials to children with visual impairments and others with print disabilities that are listed for sale by publishers with the superintendent of public instruction.**
  - ° For a textbook to be listed on the Approved Textbook Publishers List, publishers shall deposit a NIMAS (National Instructional Materials Access Standards) file set including images of the textbook, into the National Instructional Materials Access Center (NIMAC) for producing accessible formats prior to submission to the Approved Textbook Publishers List.

Ohio's Early Learning and Development Standards

On October 9 2012, the State Board of Education adopted Ohio's new Birth—Kindergarten Entry Early Learning and Development Standards in all domains of school readiness to reflect the comprehensive development of children beginning at birth through entry into kindergarten. These new standards describe key concepts and skills that young children develop during the birth–to– five-year period. Their purpose is to support the development and well–being of young children and to foster their learning. The standards promote the understanding of early learning and development, provide a comprehensive and coherent set of expectations for children's development and learning, and guide the design and implementation of curriculum, assessment and instructional practices with young children.

State Support Team Region 2 is one of the agencies providing Professional Development and follow up assistance regarding the Early Learning and Development Standards to early childhood educators and administrators. The professional development sessions are organized into three levels.

Level 1 – Early Learning and Development Standards Overview
Level 2 – Domain Specific Modules that focus on teacher implementation of the new standards
Level 3 – Domain Specific Modules that focus on an in-depth exploration of child development in the specific domain area

Participants in these sessions will understand **Ohio's Early Learning & Development Standards (ELDS)** foundations, importance, and use of Ohio's new learning and development standards.

To see when these opportunities are being offered and to register please visit the Ohio Professional Registry at www.opdn.org. For more information regarding these professional development offerings contact, Jackie Plantner, Coordinator of Early Learning and School Readiness at plantner@sstr2.org or 440-324-5777 x1157.
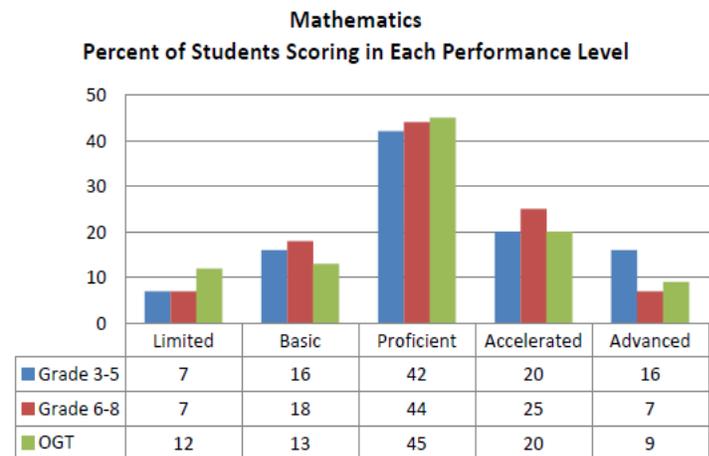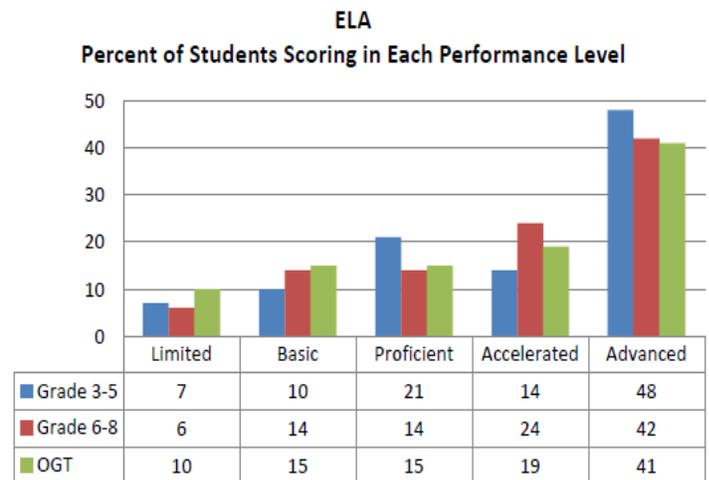
Alternate Assessment Update

The new Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) was administered as a pilot in February-March 2013. Overall, scores were found to land in the Proficient, Accelerated, or Advanced categories. Please see the tables below for statewide scores.

Spring 2014 marks the second administration of the AASCD. With the pilot year being completed, a few necessary changes were made. A new role, 'Teacher' (TE) was added. An individual given the role as 'Teacher' may administer the AASCD to students and enter the students scores in the Data Entry Interface (DEI). Users with this role will also have access to interactive score data for the AASCD at the building level in the Online Reporting System. This role is appropriate for personnel who will administer alternate assessment and enter scores in the DEI and who should also have access to a building's AASCD scores in the Online Reporting System. Those assigned the role of Test Administrator (TA) can administer the assessment and enter scores in the DEI. These individuals will only see their student's score on the screen briefly when they enter scores. A TA does not have access to building-level AASCD data.

The biggest change in this year's test administration is that those giving the assessments in 2014 will not need to administer every task to every student. Instead, test administrators will use a starting points table or questionnaire to determine the starting point of each test. Also new this year will be immediate score reporting upon submitting scores.

Due to the updates this year, those serving as test administrators and Second Raters will need to attend a half-day refresher session. Those new to the AASCD will need to attend a full day training. Training dates provided by State Support Team Region 2 have been scheduled and begin in early January. SST Region 2's training dates can be found by visiting https://safe.ode.state.oh.us/portal. Search Event Name 'Region 2'. Please feel free to contact Jennifer Heim at heim@sstr2.org or 440-324-5777 ext 1148 with questions.

AASCD 2012-2013 Scores

ELA
Percent of Students Scoring in Each Performance Level

	Limited	Basic	Proficient	Accelerated	Advanced
Grade 3-5	7	10	21	14	48
Grade 6-8	6	14	14	24	42
OGT	10	15	15	19	41

Mathematics
Percent of Students Scoring in Each Performance Level

	Limited	Basic	Proficient	Accelerated	Advanced
Grade 3-5	7	16	42	20	16
Grade 6-8	7	18	44	25	7
OGT	12	13	45	20	9

"Pearls of Wisdom"

This section is a place for SST staff and district personnel to share things that they have learned along the way with others. Such as:

° Always number the pages of the IEP. In a legal situation this will be very valuable to you.

° Stop your building administrators from saying "We only do inclusion in our district." This is a denial of FAPE.

° Agreed upon IEPs no longer serve as Prior Written notice (PR-01). You must complete and send a PR-01 to the parents/guardian even if the IEP is agreed upon.

° Calculators are not Assistive Technology on an IEP but should be listed in the accommodations section of the IEP.

° Take official minutes during each IEP meeting, documenting any disagreements and the final decision made from those disagreements. These minutes will be valuable if there is ever a question raised or the district ends up in litigation. A sample outline for taking minutes will be posted on SST 2's website in the near future.

SST Holiday Hours

- The SST offices will be closed December 24th and 25th

- The SST hours from December 23rd to January 6th will be 8:00 a.m. to 4:00 p.m.

- SST hours for December 31st will be 8:00 a.m. until 2:00 p.m.

- The SST offices will be closed January 1, 2014

Happy and Safe Holidays to all

From the SST Region 2 staff

Darren Conley   Tracy Lichtenfels   Kari Foreman   Martin Linder

Nancy Osko   John Komperda   Jackie Stillwagon

Jackie Plantner

Jennifer Heim   Vicki Barbaro   Michele Stoffan