UPDATES FROM THE DEPARTMENT

Office for Exceptional Children

Office of Literacy Achievement and Reading Success

Ohio Department of Education & Workforce

TODAY'S PRESENTERS

Joseph Petrarca, MA/CCC-SLP-Associate Director, Office for Exceptional Children

LM Clinton, J.D. - Policy Lead, Literacy Achievement and Reading Success

Ashley Dyckson, M.A. - Dyslexia Program Specialist, Literacy Achievement and Reading Success

Sarah Buoni, M. Ed-Assistant Director, Diverse Learners, Office for Exceptional Children

Bernadette Laughlin, M.A., J.D.-Related Services, Office for Exceptional Children

AGENDA

- Dyslexia & 3rd Grade Reading Guarantee
- OEC Updates
- Special Education Profiles and Ratings
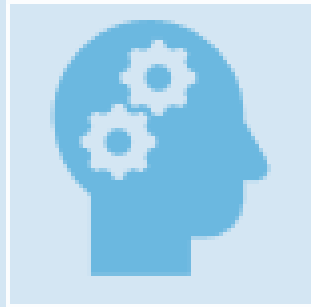- Gifted Rules
- Special Education Updates and Rules

ASSESSMENT STAKEHOLDER COMMITTEES
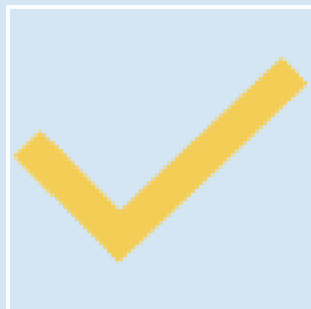
Seeking educators to help develop Ohio's State Tests

- Content Advisory Committee

- Fairness and Sensitivity Committee

- Rubric Validation and Range-finding Committees

Assessment Committees Website

AS WE GO THROUGH THE MORNING

What needs to be reinforced

What needs to be refined

FUTURE FORWARD OHIO: THREE STRATEGIES

Overcoming Obstacles to Learning

Accelerating Learning (Literacy & Mathematics)

Preparing Students for Future Success

FUTURE FORWARD OHIO PRIORITIES

Literacy

Accelerating Learning

Workforce Readiness

Student Wellness

THIRD GRADE READING GUARANTEE

THIRD GRADE READING GUARANTEE OVERVIEW & UPDATES

OVERVIEW

- Purpose

- Definitions and Distinctions

- Reading Diagnostic

- Parent Notification

- RIMPs

- Third Grade Promotion Criteria

- Other Basic Information

PURPOSE OF THE THIRD GRADE READING GUARANTEE

Early Identification

Prevention

Intervention

READING AT GRADE LEVEL

- **K-3 Students** = "On-Track" on approved Reading Diagnostic

- **Third Grade Students (After diagnostic)** = Proficient on Ohio's State Test for grade 3 ELA.

- **All other grades** = Proficiency on Ohio's State Test for ELA = Reading At Reading At Grade Level (700 or higher)

PROMOTION SCORE & PROFICIENCY

The Third Grade Reading Guarantee's **promotion score** is not the same as **proficiency**.

- Proficiency

  - **700** or higher on Ohio's State Test for grade 3 ELA

Promotion Score

  - **685** on Ohio's State Test for grade 3 ELA in 2022-2023

  - **690** on Ohio's State Test for grade 3 ELA in 2023-2024

ALTERNATIVE VS. ALTERNATE ASSESSMENT

Alternative Reading Assessment – Alternative promotion pathway for third grade students (NWEA MAP, I-Ready, STAR, Iowa, Terra Nova).

Alternate Assessment (AASCD) – State Test for students with Significant Cognitive Disabilities

READING DIAGNOSTIC

Each district must conduct the K-3 reading diagnostic by the following dates:

- **Kindergarten**: Within the first 20 days of instruction

- **Grades 1-3**: By September 30

Districts and schools must provide RIMPs for all students who are "Not On-Track"

* There is no reading diagnostic requirement beyond grade 3

PARENT NOTIFICATION

- Districts must notify parents in writing that their child scored "Not On-Track"

- Communication must include:

  - Interventions currently administered and proposed

  - Statement about the importance of reading proficiently

  - Notice about TGRG Promotion criteria

RIMP REQUIREMENTS

- Identify Area of Reading Difficulty

- Targeted interventions <mark>aligned with the Science of Reading</mark>

- Progress Monitoring

- Opportunities for Parental Involvement

- Notice about TGRG promotion criteria

- <mark>High Dosage Tutoring Opportunities</mark>

ADDITIONAL RIMP REQUIREMENTS 2023-2024

- Students currently on RIMPs will continue to receive RIMP interventions beyond grade 3 until they are reading on grade level

- RIMP interventions must include high-dosage tutoring opportunities aligned with the student's classroom instruction through either:

  - a state-approved vendor on the list of high-quality tutoring vendors
  - a locally approved **opportunity** that aligns with high-dosage tutoring best practices.

HIGH-DOSAGE TUTORING TIME REQUIREMENTS FOR RIMP STUDENTS

High-dosage tutoring must include:

- Additional instruction time of at least three days per week, *or*

- At least fifty hours over thirty-six weeks.

RIMPS IN 4TH GRADE

- Student had a RIMP in 3rd grade **AND** Scored below proficient (700) on Ohio's State Test for grade 3 ELA

- Students promoted to 4th grade under HB 33 Parent Request exemption*

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PROFICIENCY INCLUDES. . .

- A score of 700 or higher on Fall, Spring, or Summer Ohio State Test for grade 3 ELA

23

PROFICIENCY DOES NOT INCLUDE. . .

- Reading Subscore on Ohio's State Test for grade 3 ELA

- Alternative Reading Assessments

- Reading Diagnostic or Screener Beyond Grade 3

EXTENDED RIMP TIMELINE

2024-2025: 4th and 5th Grade Students

2026-2027: 4th, 5th, 6th and 7th Grade Students

AND SO ON. . .

2023-2024: 4th Grade Students

2025-2026: 4th, 5th, and 6th Grade Students

2027-2028: 4th, 5th, 6th, 7th and 8th Grade Students

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Ohio

THIRD GRADE READING GUARANTEE PROMOTION CRITERIA

Third grade students must meet the promotion score on Ohio's State Test for grade 3 ELA or an exemption to be promoted to fourth grade.

EXEMPTIONS TO RETENTION

- Students who take the AASCD

- Promotion score on an Alternative Reading Assessment

- Exemption documented in IEP

- Student previously retained and had two years of intensive intervention

- English learners enrolled in U.S. schools for less than three years

- Parent requests promotion

PARENT REQUEST EXEMPTION TO RETENTION 2023-2024

- A student's parent or guardian, in consultation with the student's reading teacher and principal, requests that the student be promoted to fourth grade.

- A student promoted under this exemption must continue to receive at least 90 minutes of daily reading instruction including intensive intervention.

REPORTING

- Reading Diagnostic Score, Percentile or Performance Level

- Reading Diagnostic Assessment Used

- RIMP Interventions

QUESTIONS

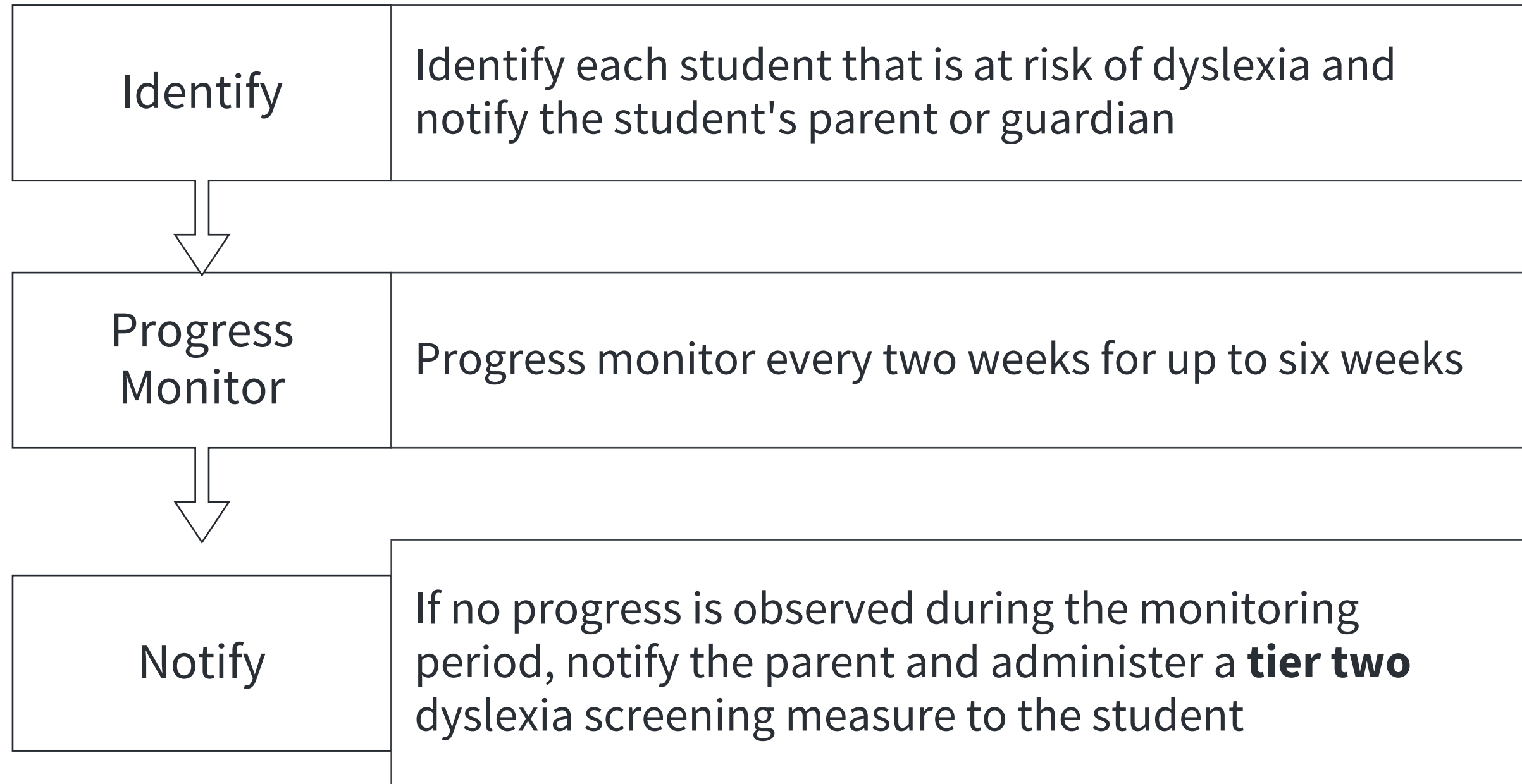ThirdGradeGuarantee@education.ohio.gov

DYSLEXIA

PROFESSIONAL DEVELOPMENT IN DYSLEXIA TIMELINE

Date	Teachers Required to Complete **18 hours** of approved Training
Not later than the beginning of the **2023-2024 school year**	General education and special education teachers providing instruction for students in **K -1**
Sept. 15 of the beginning of the **2024-2025 school year**	General education and special education teachers providing instruction for students in grades **2 - 3**
Sept. 15 of the beginning of the **2025-2026 school year**	Special education teacher ONLY in grades 4-12

TIER 1 DYSLEXIA SCREENING

2023-2024	2024-2025 and Beyond
• **Students in grades K-3** (*Kindergarten students must be screened after January 1, 2024, but prior to January 1, 2025*) • **Students in grades 4-6** <u>as requested</u> by a parent or a teacher with permission from parent	• **Students in Kindergarten** (after the first day of January, but prior to the following January) • Students in **grades 1-6** <u>as requested</u> by a parent or a teacher with permission from parent

Ohio

ACTIONS AFTER TIER 1 SCREENING

Identify	Identify each student that is at risk of dyslexia and notify the student's parent or guardian
Progress Monitor	Progress monitor every two weeks for up to six weeks
Notify	If no progress is observed during the monitoring period, notify the parent and administer a **tier two** dyslexia screening measure to the student

RIMP & TIER 1 DYSLEXIA RESOURCE

- RIMP and At-Risk Dyslexia Letters Can Be Combined

- Ohio State University Family Engagement Center – Dyslexia Resource Guide

- [“Not On-Track” and “At Risk” combined letter template - Updated Template #1 Oct 2023](#)

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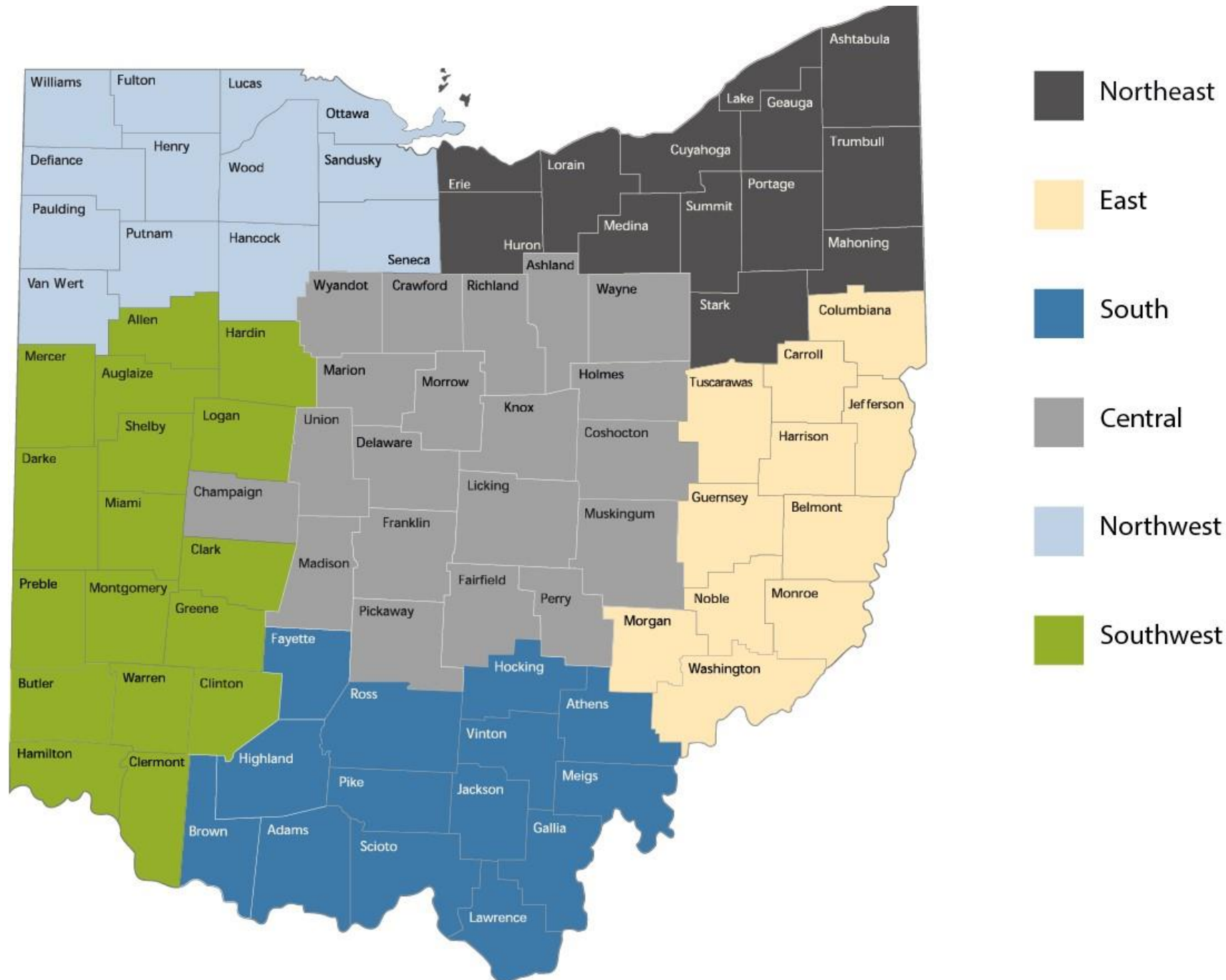# QUESTIONS?

Dyslexia@education.ohio.gov

BREAK

SUPPORT TO THE FIELD

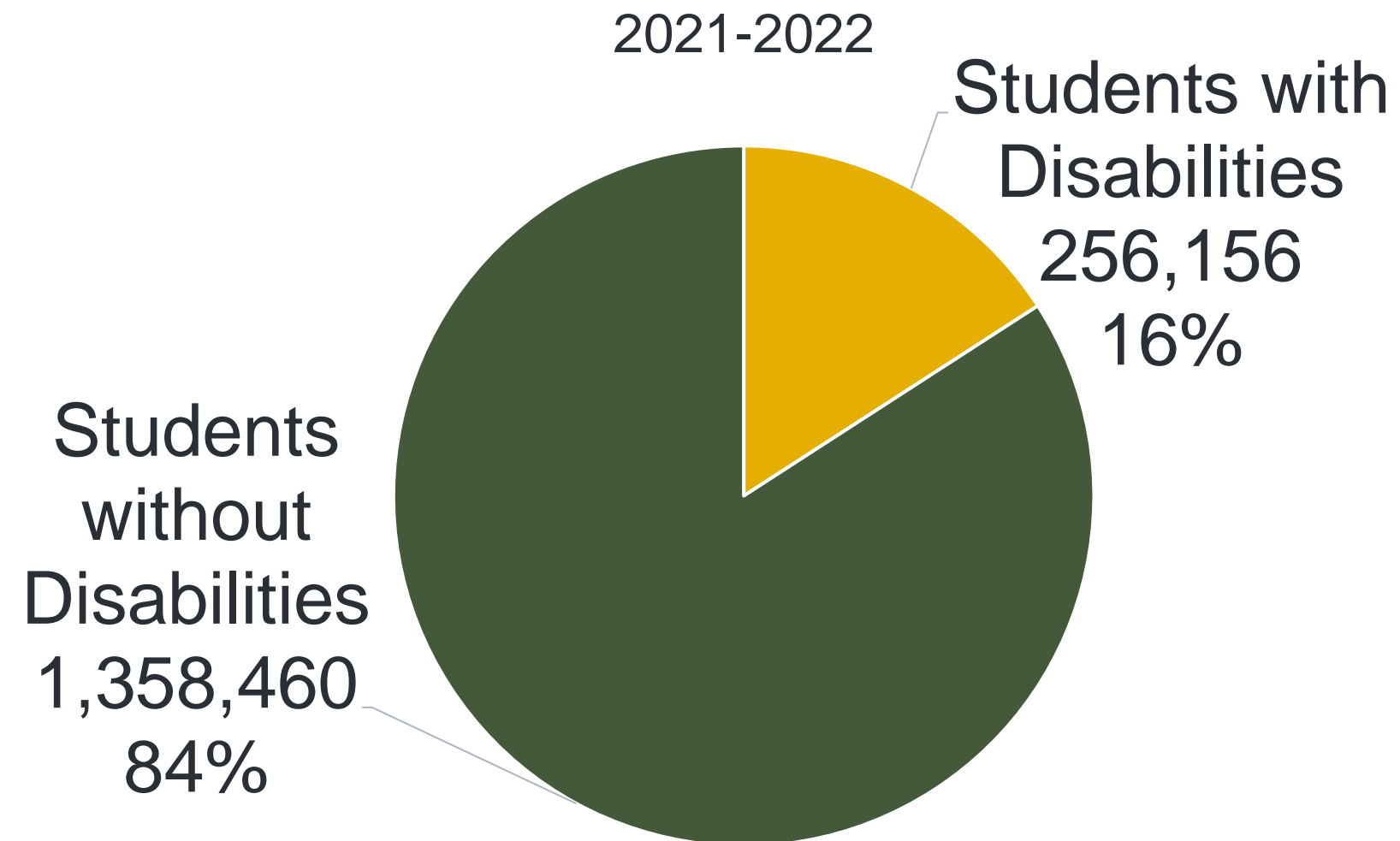# SCHOOL PSYCHOLOGIST/SPEECH-LANGUAGE PATHOLOGIST CONSULTANT REGIONS
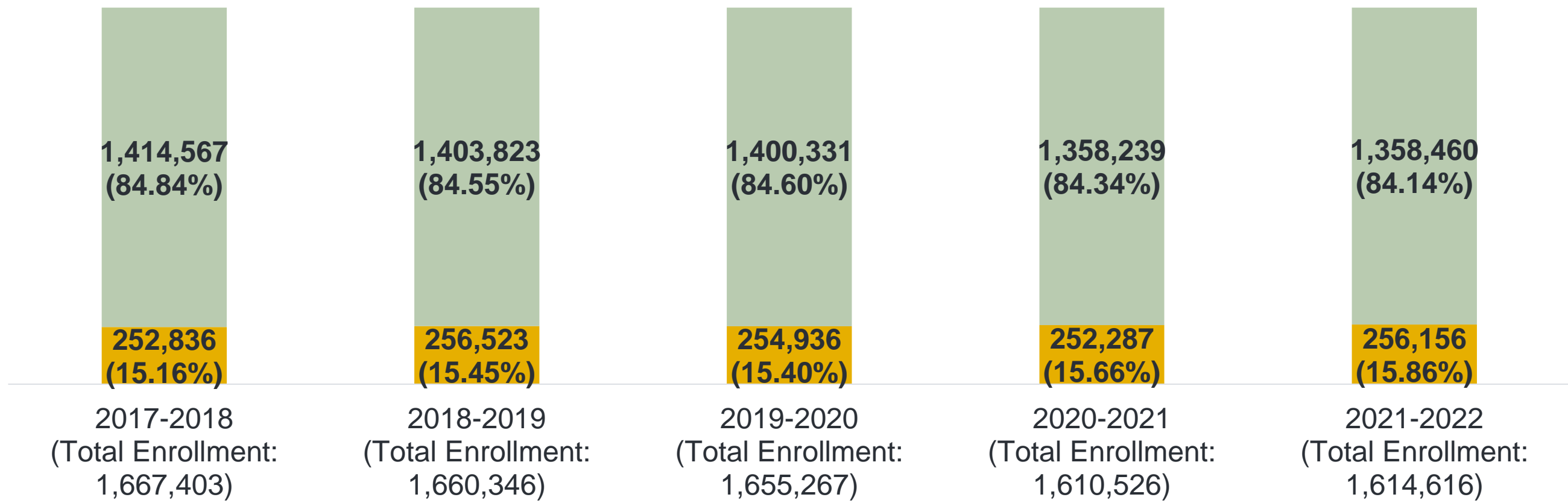
OEC UPDATES

STUDENTS WITH DISABILITIES DEMOGRAPHICS

OHIO'S STUDENT ENROLLMENT

2021-2022

Students with Disabilities 256,156 16%

Students without Disabilities 1,358,460 84%

OHIO'S STUDENT ENROLLMENT OVER TIME

Ohio's Student Enrollment

■ Students with Disabilities   ■ Students without Disabilities

1,414,567 (84.84%)	1,403,823 (84.55%)	1,400,331 (84.60%)	1,358,239 (84.34%)	1,358,460 (84.14%)
252,836 (15.16%)	256,523 (15.45%)	254,936 (15.40%)	252,287 (15.66%)	256,156 (15.86%)
2017-2018 (Total Enrollment: 1,667,403)	2018-2019 (Total Enrollment: 1,660,346)	2019-2020 (Total Enrollment: 1,655,267)	2020-2021 (Total Enrollment: 1,610,526)	2021-2022 (Total Enrollment: 1,614,616)

AGES 3-5 (PRESCHOOL) 2023 /V/ 2022

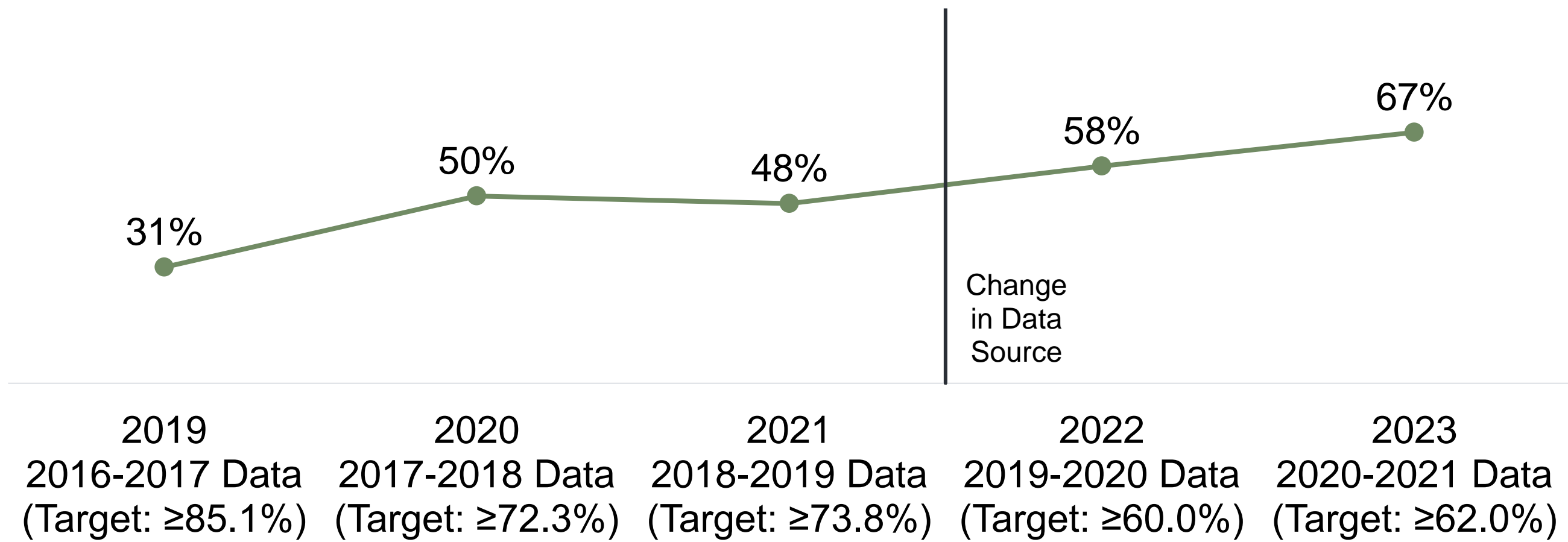| Disability Condition - Ages Three to Five (Preschool)	2023 Counts	2023 Percentage of Total	2022 Counts	2022 Percentage of Total	Percent Change from 2022 to 2023
Autism	4043	18.4%	3181	16.2%	27.1%
Deaf-blindness	5	0.0%	5	0.0%	0.0%
Developmental Delay	7002	31.8%	6300	32.1%	11.1%
Emotional disturbance	9	0.0%	10	0.1%	-10.0%
Hearing impairment	190	0.9%	188	1.0%	1.1%
Multiple Disabilities	695	3.2%	693	3.5%	0.3%
Intellectual Disability	56	0.3%	56	0.3%	0.0%
Other Health Impairment	954	4.3%	883	4.5%	8.0%
Orthopedic Impairment	203	0.9%	205	1.0%	-1.0%
Specific Learning Disability	27	0.1%	11	0.1%	145.5%
Speech or language impairment	8725	39.6%	8003	40.7%	9.0%
Traumatic brain injury	53	0.2%	49	0.2%	8.2%
Visual impairment	61	0.3%	67	0.3%	-9.0%
Totals	**22,023**	**100.0%**	**19,651**	**100.0%**	**12.1%**

AGES 5(KG)- 21 SCHOOL AGE 2023 /V/ 2022

Disability Condition - Ages Five in Kindergarten to - 21	2023 Counts	2023 Percentage of Total	2022 Counts	2022 Percentage of Total	Percent Change from 2022 to 2023
Autism	31,242	12.19%	28,727	11.34%	8.8%
Deaf-blindness	75	0.03%	79	0.03%	-5.1%
Developmental Delay	NA	N/A	N/A	N/A	N/A
Emotional disturbance	12,742	4.97%	13,602	5.37%	-6.3%
Hearing impairment	1,799	0.70%	1,844	0.73%	-2.4%
Multiple Disabilities	11,163	4.35%	11,468	4.53%	-2.7%
Intellectual Disability	17,704	6.91%	18,118	7.15%	-2.3%
Other Health Impairment	52,024	20.29%	50,416	19.91%	3.2%
Orthopedic Impairment	1,114	0.43%	1,174	0.46%	-5.1%
Specific Learning Disability	96,459	37.63%	96,003	37.91%	0.5%
Speech or language impairment	29,771	11.61%	29,509	11.65%	0.9%
Traumatic brain injury	1,425	0.56%	1,439	0.57%	-1.0%
Visual impairment	822	0.32%	854	0.34%	-3.7%
Totals	**256,340**	**100.0%**	**253,233**	**100.0%**	**1.2%**

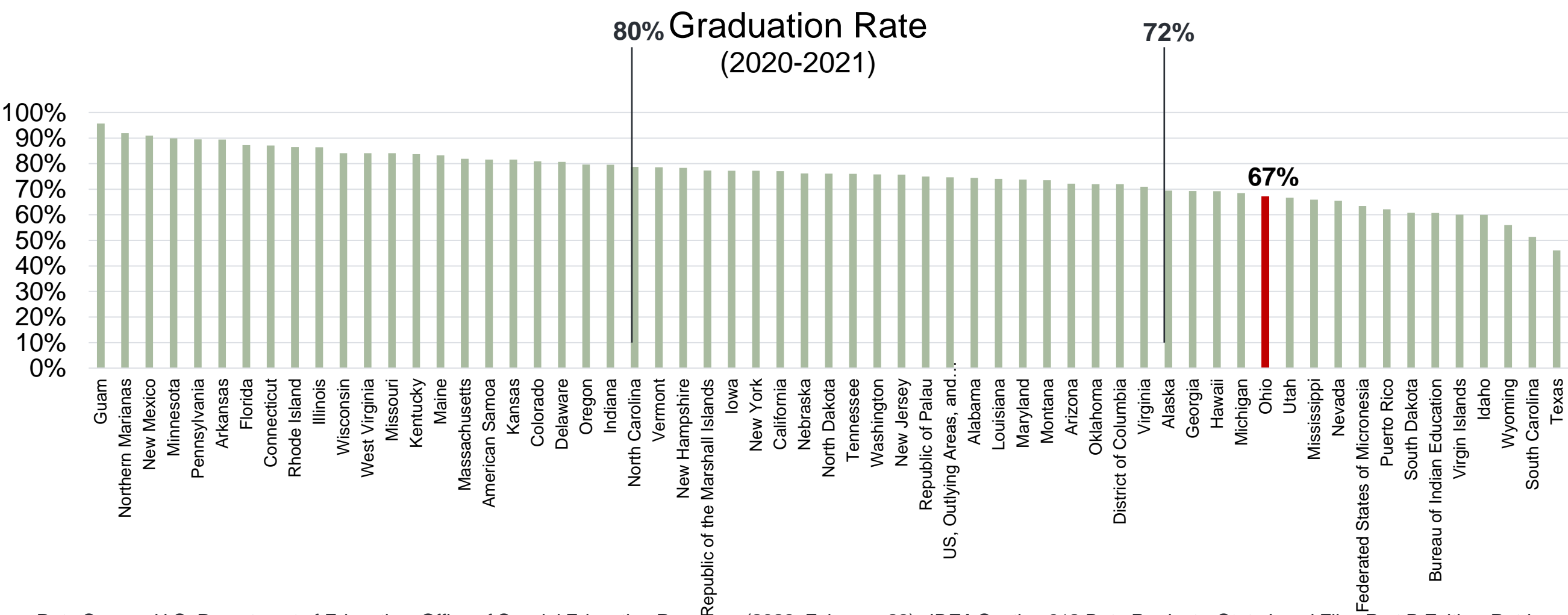# ALL STUDENTS WITH DISABILITIES: 2023 /V/ 2022

Disability Condition - All Students	2023 Counts	2023 Percentage of Total	2022 Counts	2022 Percentage of Total	Percent Change from 2022 to 2023
Autism	**35,285**	**12.65%**	**31,908**	**11.69%**	**10.6%**
Deaf-blindness	80	0.03%	84	0.03%	-4.8%
Developmental Delay	7,002	2.51%	6,300	0.11%	11.1%
Emotional disturbance	12,751	4.57%	13,612	4.99%	-6.3%
Hearing impairment	1,989	0.71%	2,032	0.74%	-2.1%
Multiple Disabilities	11,858	4.25%	12,161	4.46%	-2.5%
Intellectual Disability	17,760	6.37%	18,174	6.66%	-2.3%
Other Health Impairment	**53,533**	**19.19%**	**51,299**	**18.80%**	**4.4%**
Orthopedic Impairment	1,317	0.47%	1,379	0.51%	-4.5%
Specific Learning Disability	**96,486**	**34.59%**	**96,014**	**35.18%**	**0.5%**
Speech or language impairment	**38,496**	**13.80%**	**37,512**	**13.75%**	**2.6%**
Traumatic brain injury	1,478	0.53%	1,488	0.55%	-0.7%
Visual impairment	883	0.32%	921	0.34%	-4.1%
Totals	**278,918**	**100.0%**	**272,884**	**97.8%**	**2.2%**

OHIO'S GRADUATION RATE

Indicator 1: Students with Disabilities Graduation Rate

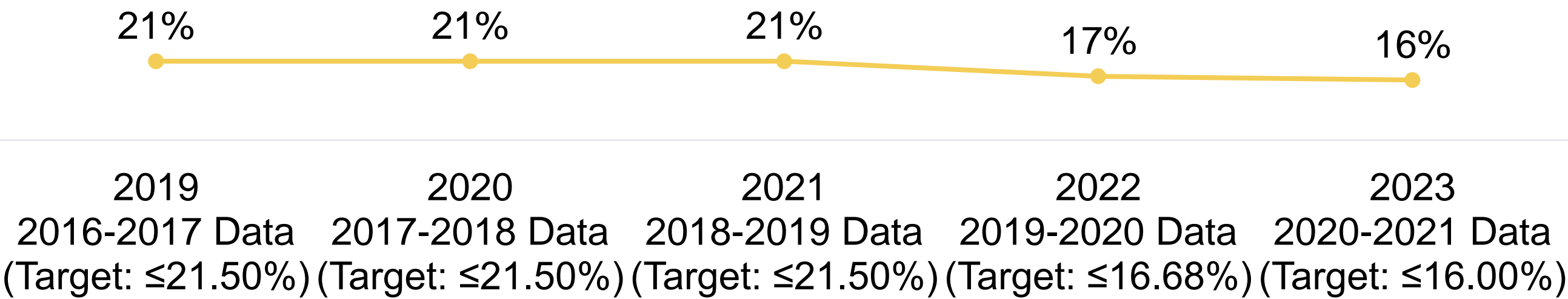| 2019 2016-2017 Data (Target: ≥85.1%) | 2020 2017-2018 Data (Target: ≥72.3%) | 2021 2018-2019 Data (Target: ≥73.8%) | 2022 2019-2020 Data (Target: ≥60.0%) | 2023 2020-2021 Data (Target: ≥62.0%) |

STUDENTS WITH DISABILITIES GRADUATION RATE

Data Source: U.S. Department of Education, Office of Special Education Programs (2023, February 23). *IDEA Section 618 Data Products: State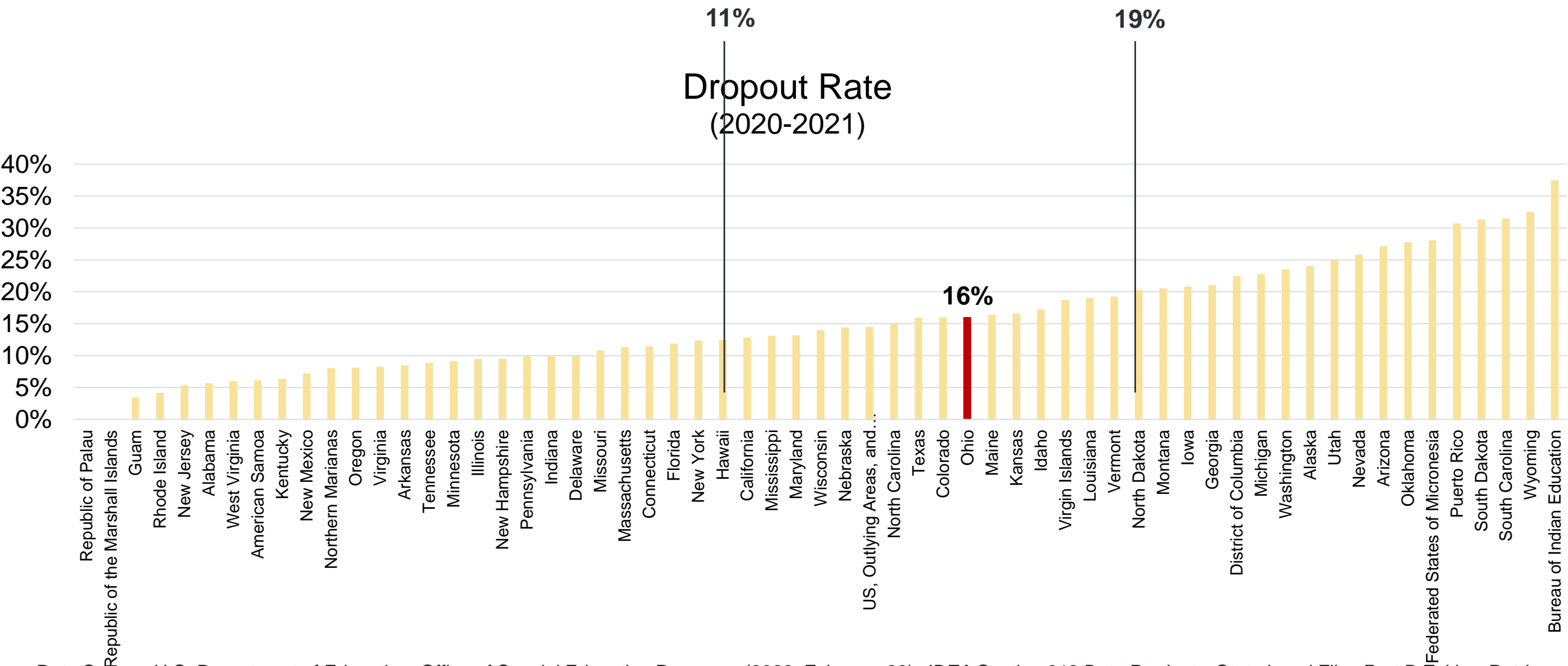 Level Files Part B Exiting*. Retrieved June 27, 2023, from https://data.ed.gov/dataset/idea-section-618-state-part-b-exiting/resources

OHIO'S DROPOUT RATE

Indicator 2: Students with Disabilities Dropout Rate

2019 2016-2017 Data (Target: ≤21.50%)	2020 2017-2018 Data (Target: ≤21.50%)	2021 2018-2019 Data (Target: ≤21.50%)	2022 2019-2020 Data (Target: ≤16.68%)	2023 2020-2021 Data (Target: ≤16.00%)
21%	21%	21%	17%	16%

STUDENTS WITH DISABILITIES DROPOUT RATE

Dropout Rate (2020-2021)

Data Source: U.S. Department of Education, Office of Special Education Programs (2023, February 23). *IDEA Section 618 Data Products: State Level Files Part B Exiting*. Retrieved June 27, 2023, from https://data.ed.gov/dataset/idea-section-618-state-part-b-exiting/resources

OHIO'S 2023 DETERMINATION

One of 23 states receiving *Meets Requirements*

First year in Meets Requirements after three years in *Needs Assistance*

Based on compliance scores & student results scores from the 2021-2022 school year

Meets Requirements

U.S. Department of Education, Office of Special Education Programs (2023, June 26). *2023 Determination Letters on State Implementation of IDEA*. https://sites.ed.gov/idea/idea-files/2023-determination-letters-on-state-implementation-of-idea/

OVERALL SCORING

Results-Driven Accountability Percentage and Determination	
Percentage (%)	**Determination**
81.25%	Meets Requirements

Results and Compliance Overall Scoring			
	Total Points Available	**Points Earned**	**Score (%)**
Results	24	15	62.50%
Compliance	20	20	100.00%

GRADUATION

Graduation: LEAs That Met Target

■ 2019-20 (Target: ≥60.00%) ■ 2020-21 (Target: ≥62.00%)

Met Target: 473 (51%), 547 (58%)
Did Not Meet Target: 259 (28%), 182 (19%)
NR: 199 (21%), 214 (23%)
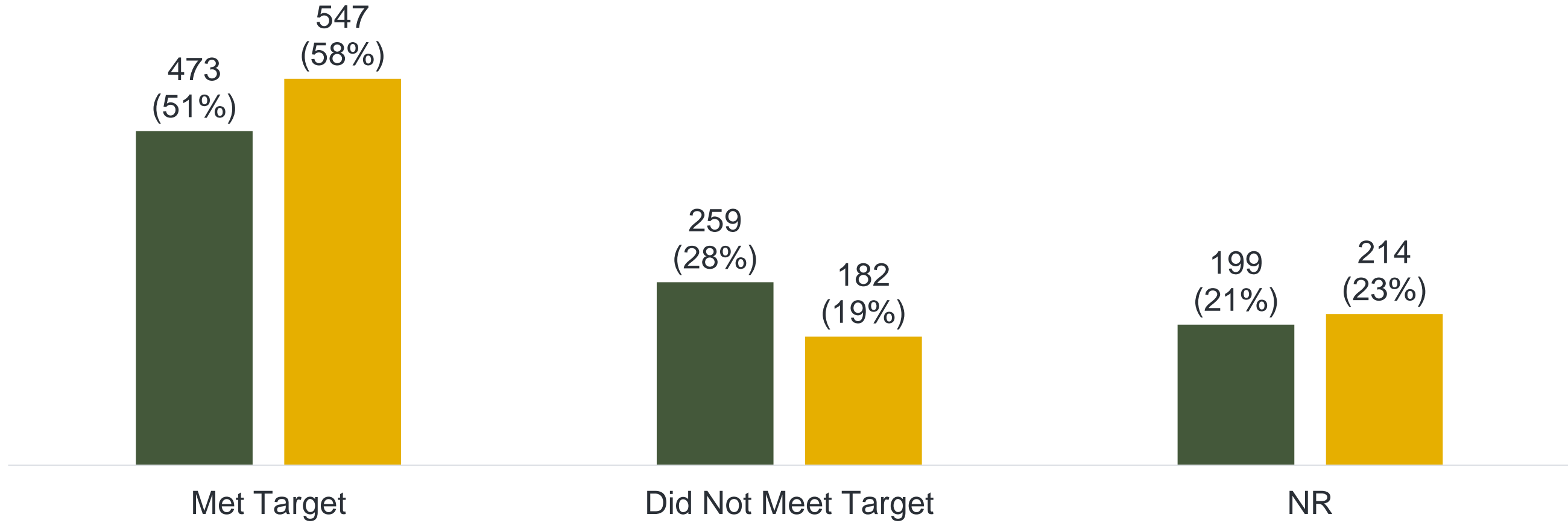
DROPOUT

Dropout: LEAs That Met Target

- 2019-20 (Target: ≤16.68%)
- 2020-21 (Target: ≤16.00%)

	Met	Did Not Meet Target	NR
2019-20	612 (66%)	120 (13%)	199 (21%)
2020-21	569 (60%)	160 (17%)	214 (23%)
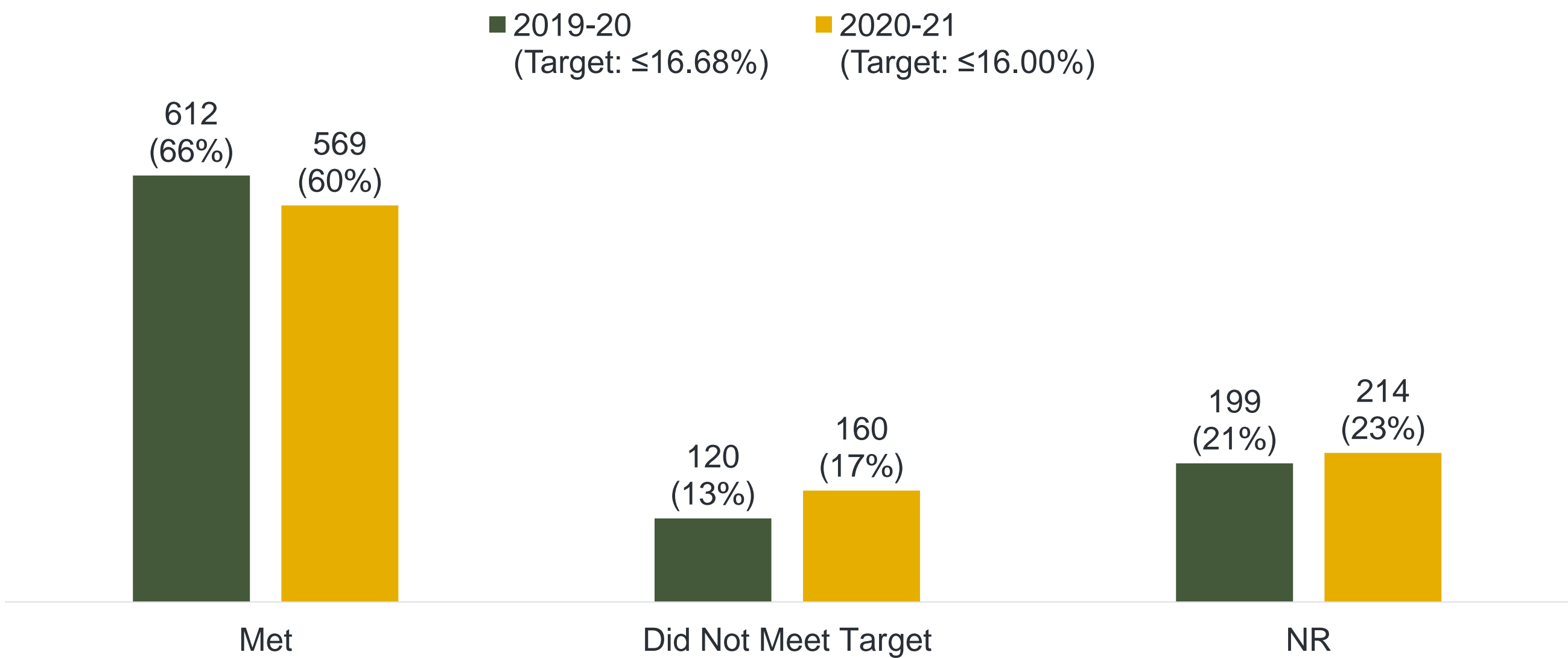
SPECIAL EDUCATION DATA, PROFILES AND RATINGS

How do the Profile and Rating differ?

Special Education Profile	Special Education Rating
January 2023	*October 2023*
Sent in late fall	Sent the following October
Displays longitudinal data in graphical format	Based on data from the previous school year
Includes results and compliance indicators	Includes results and compliance indicators, as well as audit findings
Notifies districts of any required actions for the year	Indicators with lower scores have already been/are being addressed
Compliance rates below 100% have required actions	Credit given for substantial compliance (at or above 95%)

Special Education Rating Categories

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

SPECIAL EDUCATION INDICATORS

Essential Questions

Special Education Indicators

Are young children with disabilities entering kindergarten ready to learn?
- Indicator 6 Preschool Educational Environments
- Indicator 7 Preschool Outcomes
- Indicator 12 Early Childhood Transition from Part C to Part B

Are children with disabilities achieving at high levels?
- Alternate Assessment Participation
- Indicator 3 Assessment Participation and Performance

To what extent do students with disabilities have access to the general education environment?
- Indicator 4 Suspension and Expulsion
- Indicator 5 School-age Educational Environments

Are youth with disabilities prepared for life, work and postsecondary education?
- Indicator 1 Graduation
- Indicator 2 Dropout
- Indicator 13 Secondary Transition
- Indicator 14 Postsecondary Outcomes

Does the district implement IDEA to improve services and results for children with disabilities?
- Indicator 8 Facilitated Parent Involvement
- Indicator 11 Initial Evaluation Timelines
- Indicator 15 Timely Correction of Noncompliance
- Indicator 20 Timely and Accurate Data

Are children receiving equitable services and supports?
- Disproportionality: Identification for Special Education (Indicators 9 and 10)
- Disproportionality: Placement of Students with Disabilities
- Disproportionality: Discipline of Students with Disabilities

Ohio

Ohio's 2023 Special Education Rating

2023 district ratings are based on procedural compliance data from the **2021-2022** school year

Compliance Indicators

Discipline Discrepancy by Race (Indicator 4b)

Disproportionality in Identification for Special Education (Indicators 9 & 10)

Timely Initial Evaluations (Indicator 11)

IEP Developed & Implemented by Third Birthday (Indicator 12)

Secondary Transition Planning (Indicator 13)

Timely Correction of Noncompliance (Indicator 15)

Timely & Accurate Data (Indicator 20)

Special Education Rating Comparison

Rating	Number of Districts 2022	Number of Districts 2023
Meets Requirements	904	890
Needs Assistance	77	82
Needs Intervention	1	21
Needs Substantial Intervention	0	0

SPECIAL EDUCATION RATINGS

Special Education Rating: LEAs with Each Rating

Meets Requirements: 2022 92.0%, 2023 90.6%
Needs Assistance: 2022 8.0%, 2023 8.4%
Needs Intervention: 2022 0.0%, 2023 2.1%
Needs Substantial Intervention: 2022 0.0%, 2023 0.0%

2022 2023
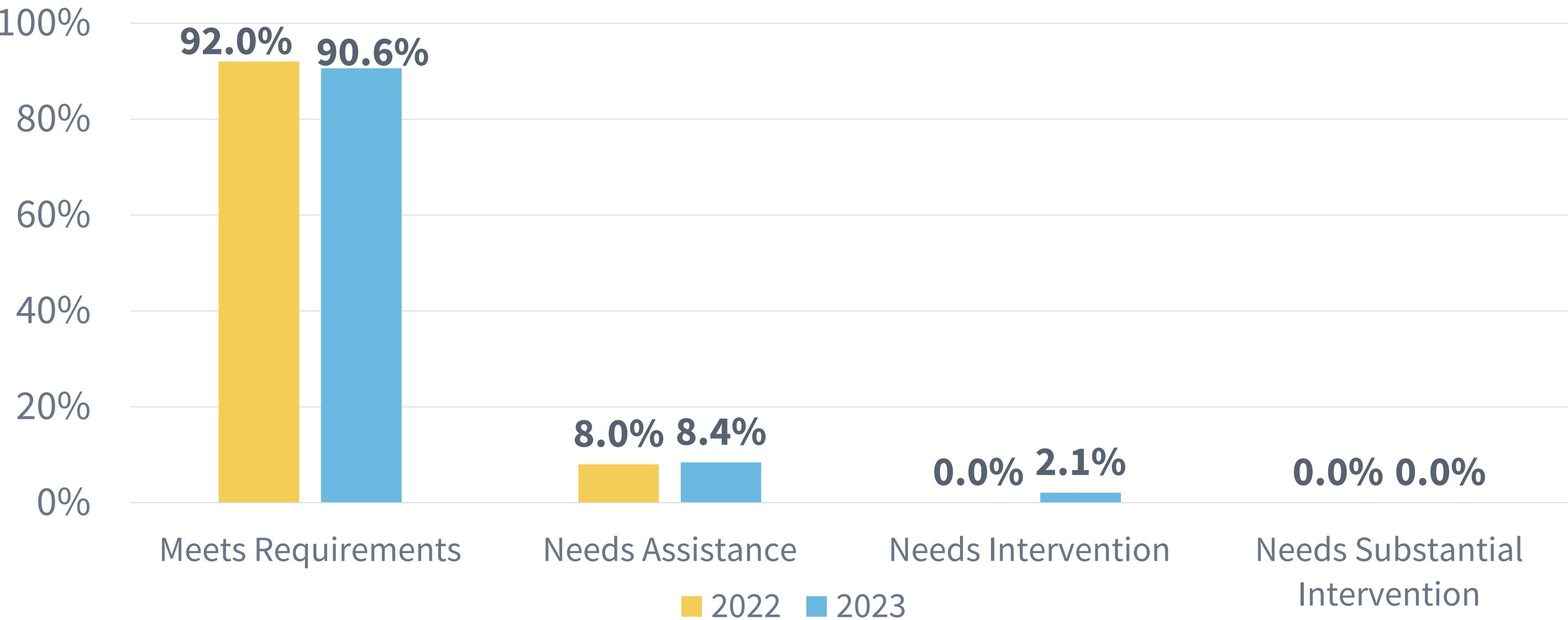
NEEDS ASSISTANCE

Needs Assistance (Year 1)	Needs Assistance (Year 2)	Needs Intervention	Needs Substantial Intervention
Inform districts of technical assistance available from state support teams and other resources.	Require a district self-review and improvement plan to address compliance indicator(s) with lower scores.	Require a district self-review and improvement plan to address the compliance and/or student results indicator(s) with lower scores.	Withhold, in whole or in part, any Part B funds;
			Require completion of specific corrective actions before release of funds; and
			Require intensive support from state support teams.

WHAT IS DISPROPORTIONALITY?

When a child from any racial or ethnic group are identified for special education, placed in more restrictive settings, or disciplined at a markedly higher rate than their peers

CATEGORIES OF ANALYSIS

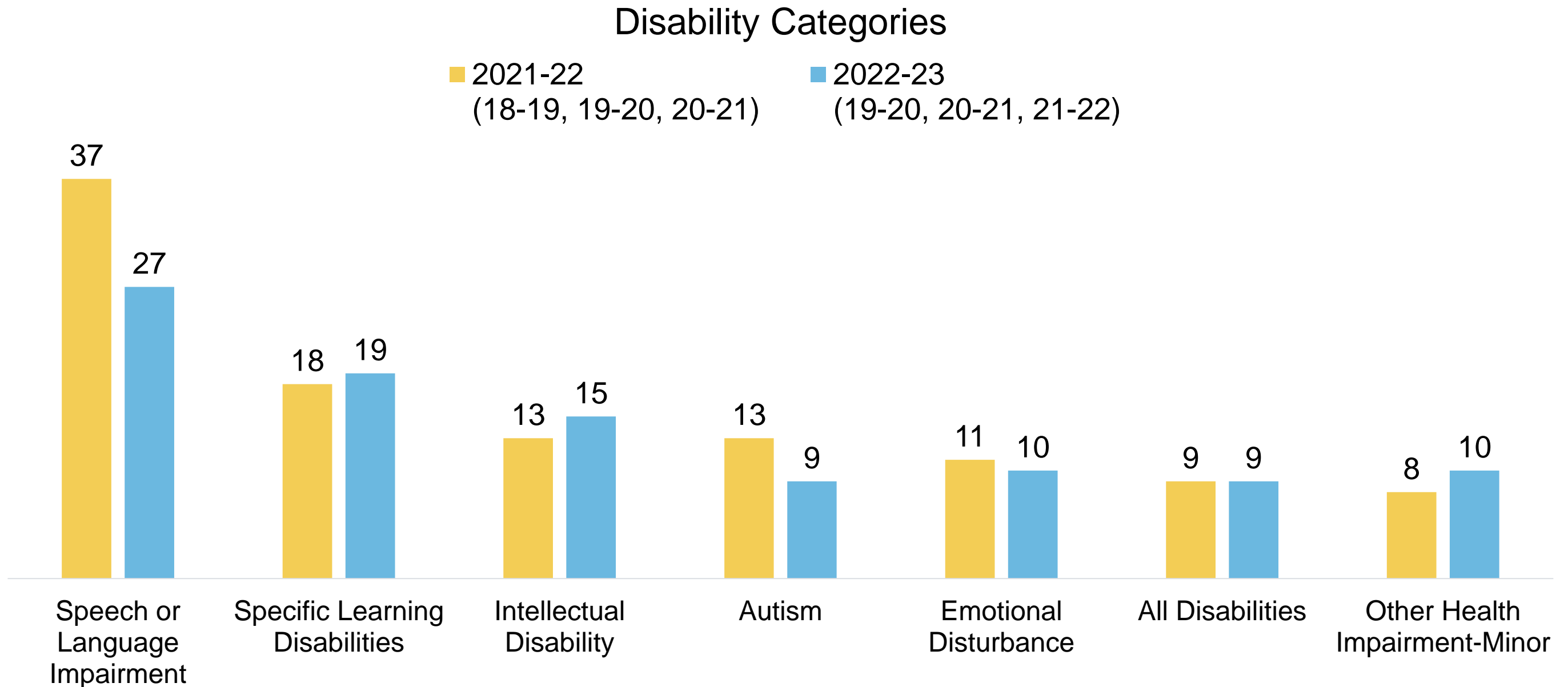| Identification	Placement	Discipline
All students ages 3-21	Students with disabilities ages 6-21	Students with disabilities ages 3-21
1. All Disabilities 2. Intellectual Disabilities 3. Specific Learning Disabilities 4. Emotional Disturbance 5. Speech or Language Impairments 6. Other Health Impairments 7. Autism	8. Inside a regular class for less than 40 percent of the day 9. Inside separate schools or residential facilities	10. Out-of-school suspensions and expulsions of 10 days or fewer 11. Out-of-school suspensions and expulsions of more than 10 days 12. In-school suspensions of 10 days or fewer 13. In-school suspensions of more than 10 days 14. Total disciplinary removals

Ohio

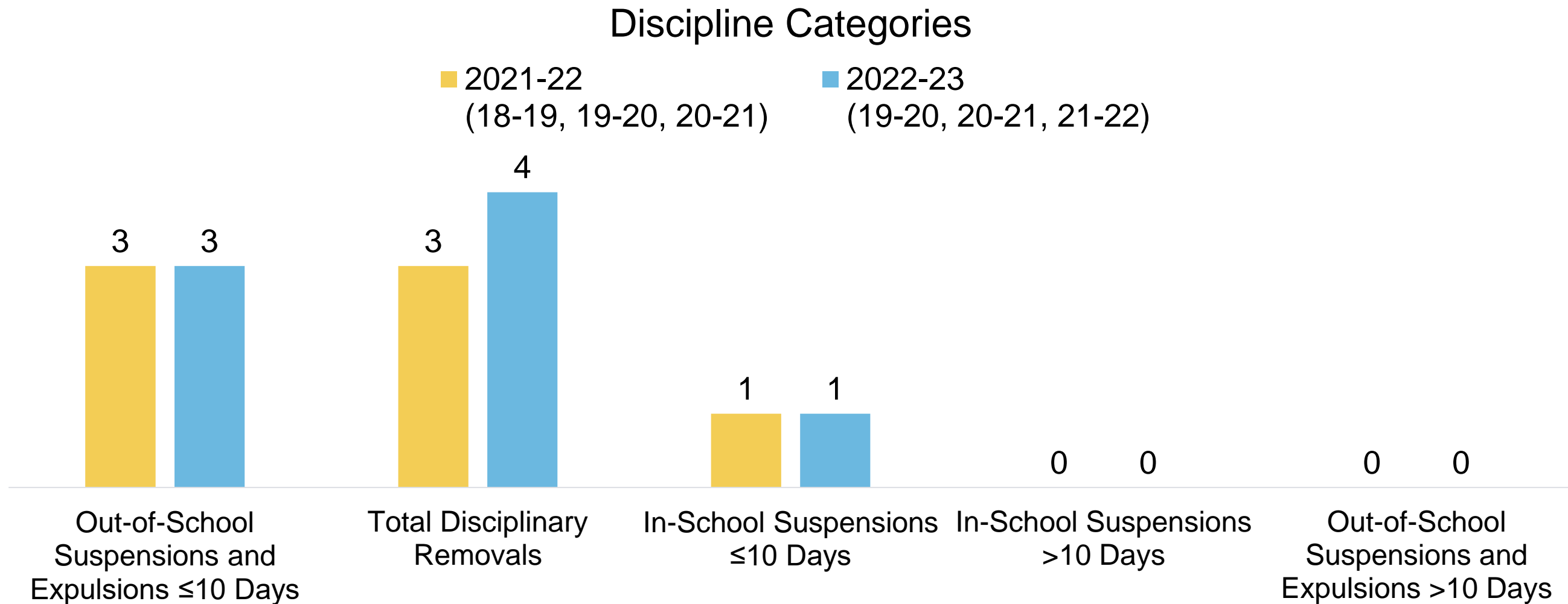# SIGNIFICANT DISPROPORTIONALITY CATEGORIES

Significant Disproportionality

■ 2021-22
(18-19, 19-20, 20-21)   ■ 2022-23
(19-20, 20-21, 21-22)
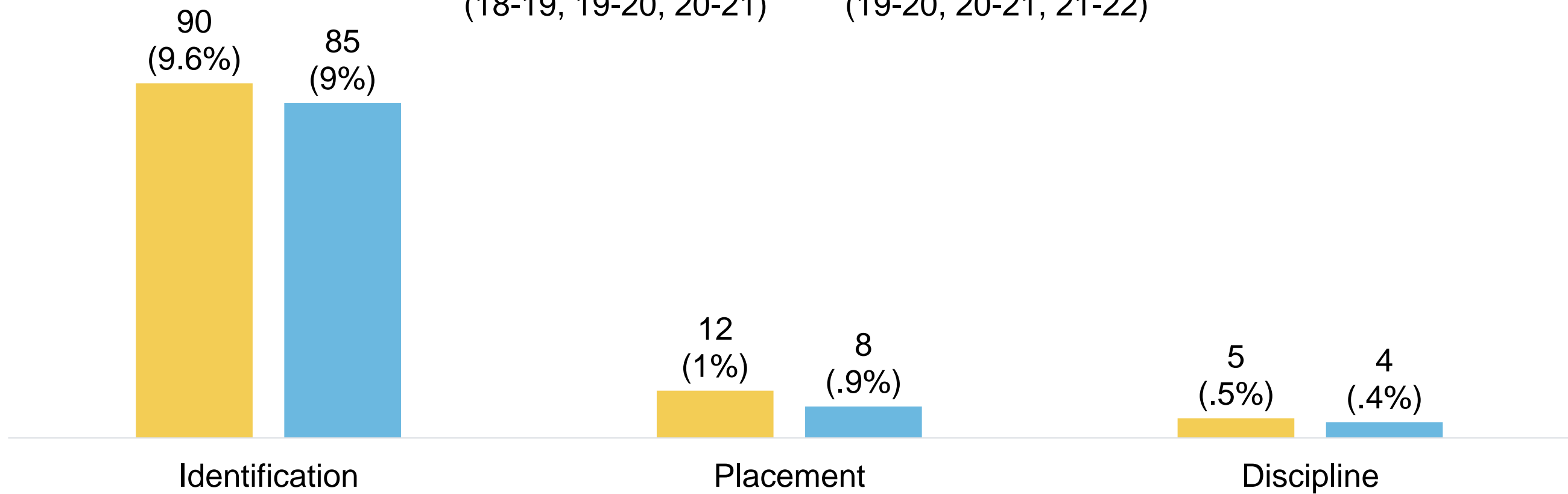
Identification: 90 (9.6%), 85 (9%)

Placement: 12 (1%), 8 (.9%)

Discipline: 5 (.5%), 4 (.4%)

SIGNIFICANT DISPROPORTIONALITY: IDENTIFICATION

Disability Categories

■ 2021-22
(18-19, 19-20, 20-21)

■ 2022-23
(19-20, 20-21, 21-22)

Category	2021-22	2022-23
Speech or Language Impairment	37	27
Specific Learning Disabilities	18	19
Intellectual Disability	13	15
Autism	13	9
Emotional Disturbance	11	10
All Disabilities	9	9
Other Health Impairment-Minor	8	10

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SIGNIFICANT DISPROPORTIONALITY: DISCIPLINE

Discipline Categories

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SIGNIFICANT DISPROPORTIONALITY: PLACEMENT

Placement Categories

■ 2021-22
(18-19, 19-20, 20-21)

■ 2022-23
(19-20, 20-21, 21-22)

8 — In Classroom <40% (2021-22)
1 — In Classroom <40% (2022-23)
4 — Separate Settings (2021-22)
7 — Separate Settings (2022-23)
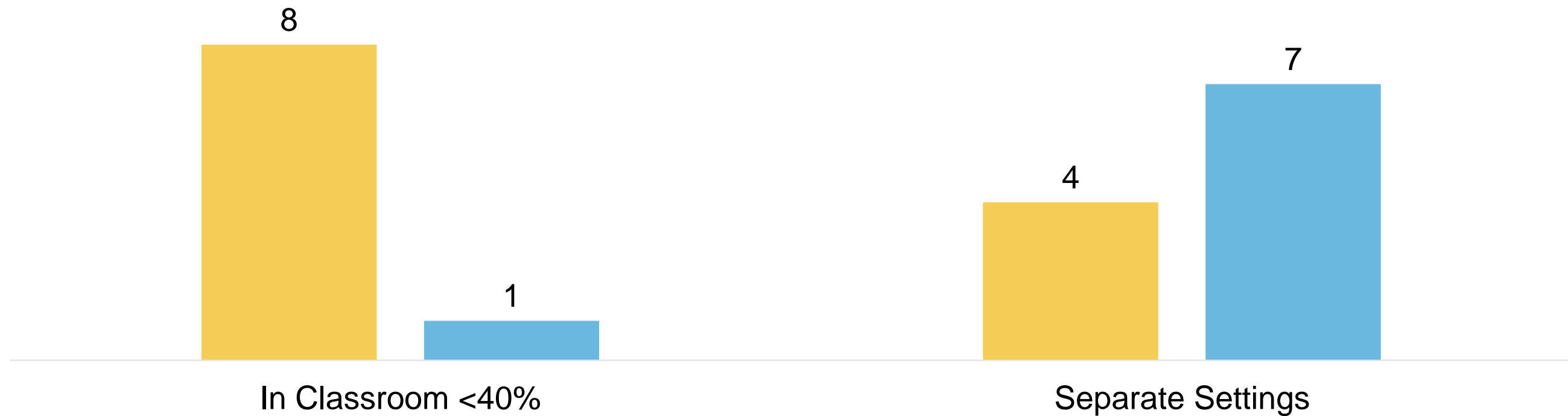
GIFTED UPDATES

GIFTED RULES: TIMELINE EXTENSION

- Timeline extension granted by the Joint Committee for Agency Rule Review in July
- Rule review timeline extended to end of January
- A second timeline extension available, if needed
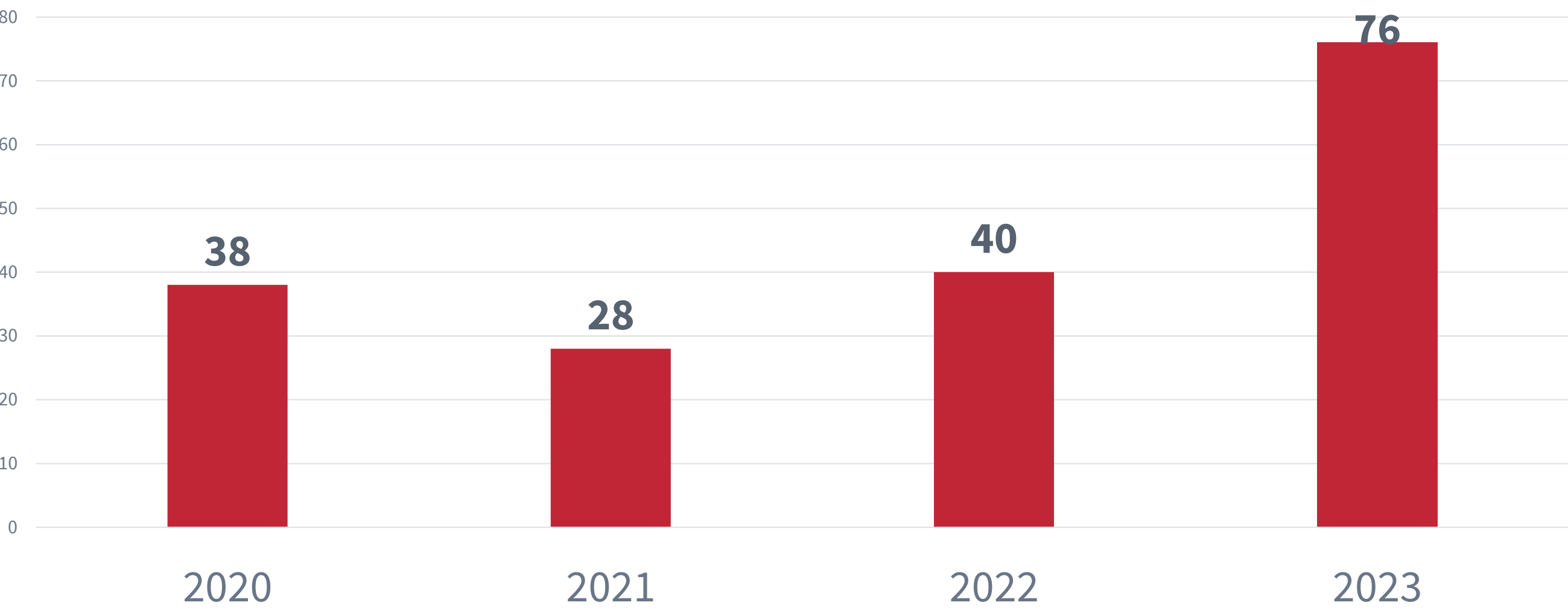
DISPUTE RESOLUTION DATA
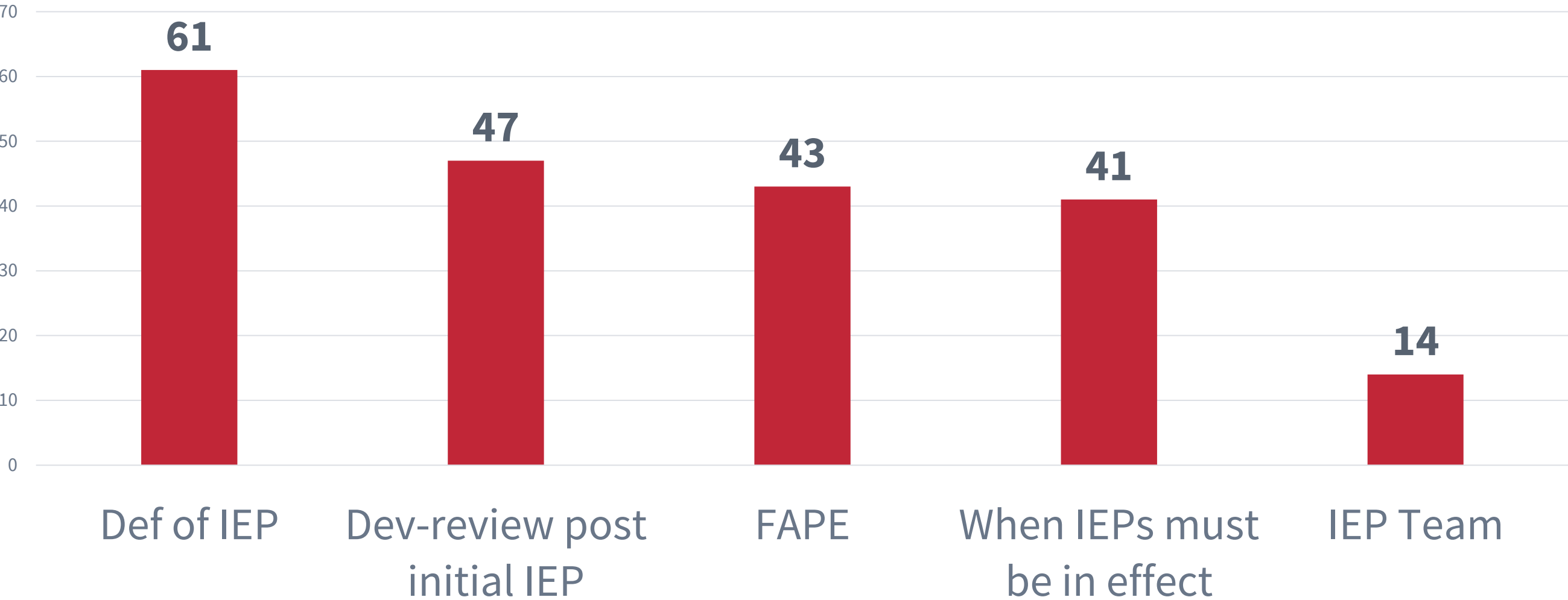
COMPLAINTS
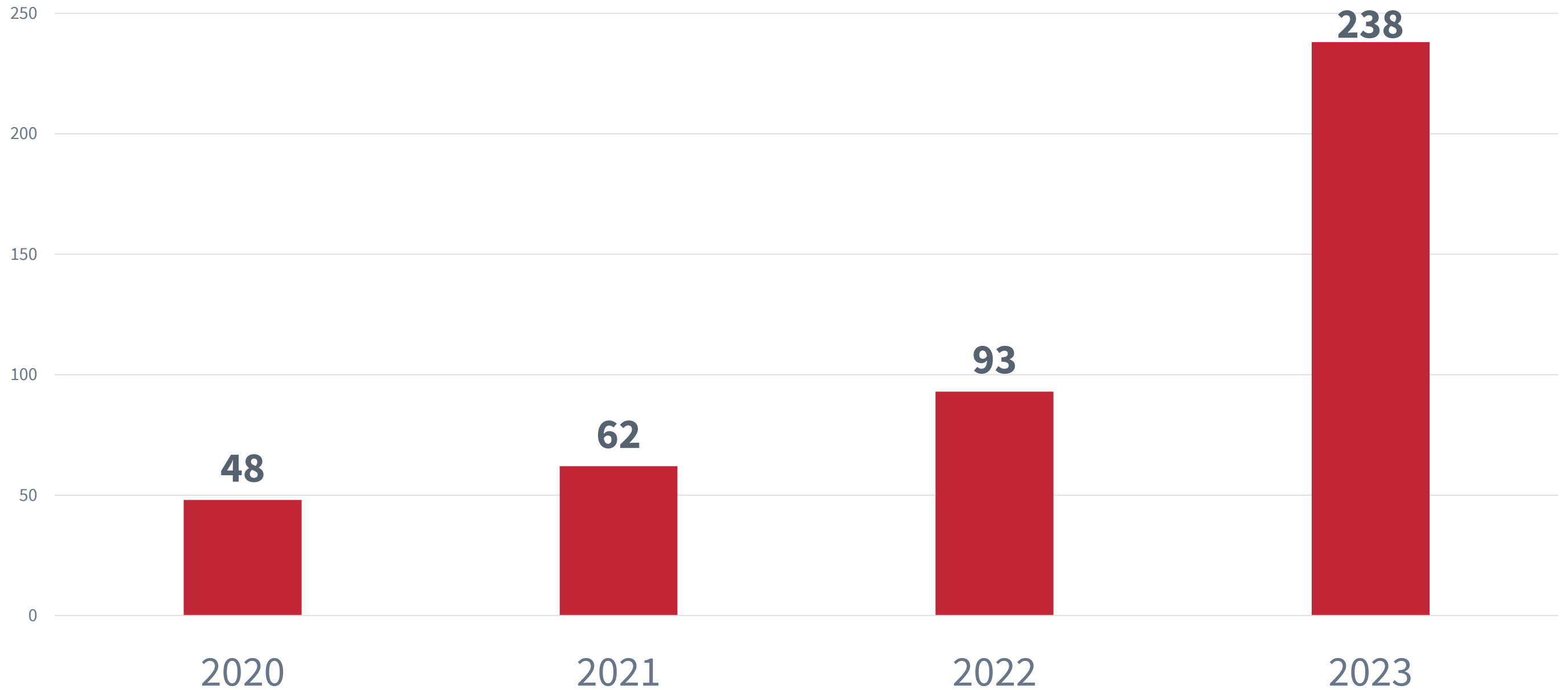
FACILITATION REQUESTS
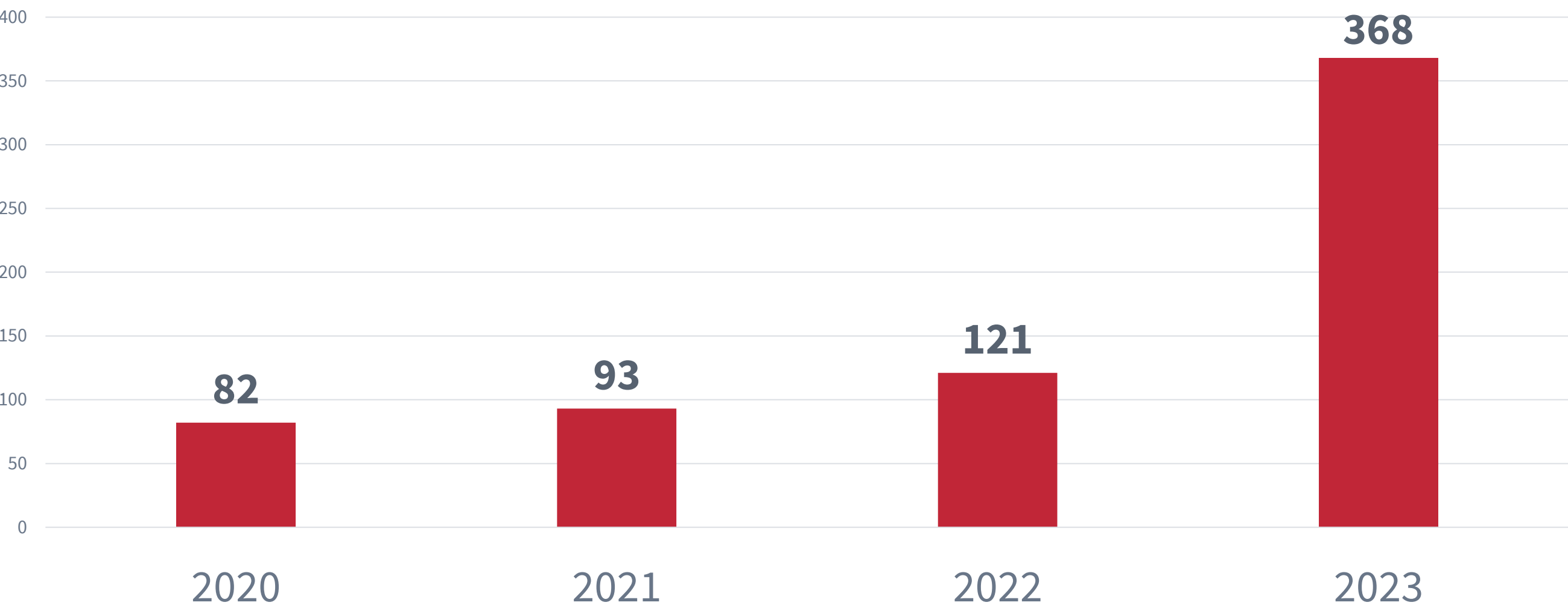
MEDIATION REQUESTS
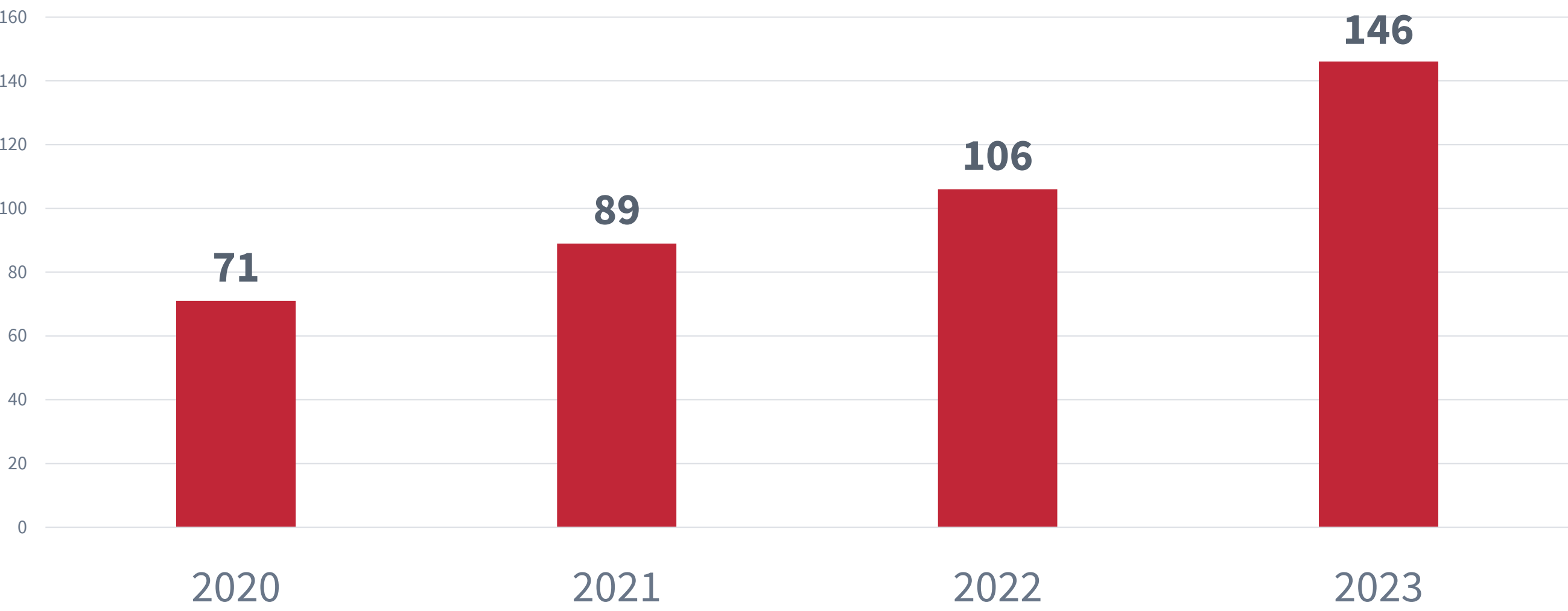
DUE PROCESS FILINGS

DISPUTE RESOLUTION DATA: TOP FINDINGS

Bar chart showing top findings:
- Def of IEP: 61
- Dev-review post initial IEP: 47
- FAPE: 43
- When IEPs must be in effect: 41
- IEP Team: 14

OPERATING STANDARDS

- Operating standards

- Rules

- Regulations

- Administrative Code

- Administrative Rules

- Implementing Requirements

Ohio Operating Standards for the Education of Children with Disabilities
EFFECTIVE JULY 1, 2014

OPERATING STANDARDS- REVISED JULY 1, 2023

- Applicability of requirements and definitions (3301-51-01)
- Free Appropriate Public Education (3301-51-02)
- Child Find (3301-51-03)
- Confidentiality (3301-51-04)
- Procedural Safeguards (3301-51-05)
- Evaluations (3301-51-06)
- Individualized Education Program (IEP) (3301-51-07)
- Parentally placed nonpublic school children (3301-51-08)
- Delivery of services (3301-51-09)
- Transportation (3301-51-10)
- Providing instructional material to children with visual impairments (3301-51-21)

COMING SOON

- Revised Special Education Forms
- Updated Procedural Safeguards for Parents (Parents' Guide)

SPECIAL EDUCATION WAIVERS

WHAT IS A WAIVER?

Ohio Administrative Code 3301-51-09(K):

1) If an educational agency exceeds the workload requirements in paragraph (I) of this rule a waiver request must be filed with the Ohio department of education, office for exceptional children. An educational agency may be granted a waiver for individual service provider limits or for age-range per instructional period as required by this rule.

(2) Requests must be submitted in writing to the Ohio department of education, office for exceptional children or office of early learning and school readiness. The written request shall include, but not be limited to, the following:

    (a) Identification of the specific rule for which a waiver is being requested;

    (b) Specific period of time for which the waiver is requested; and

    (c) Rationale for the request.

WAIVERS

What types of waivers are available?

Student Number — Limits set in Ohio Administrative Code

Age Range — Age range in a classroom exceeds 48 or 60 months

Related Services Caseload — Speech Language Pathologists and School Psychologists

WAIVER BASICS

- Waivers include a plan of action to ensure that your district comes into compliance for the next school year.

- Waivers are for a classroom, not a particular student

- A teacher can still provide FAPE to all students if granted a waiver

  - Implement all IEPs

- Cannot ask for a waiver for workload

- Parents can still file a complaint

WHAT NEEDS TO BE CONSIDERED BEFORE APPLYING FOR A WAIVER?

- Staffing/service providers

- Creative spacing

- Creative staffing

- Reviewing schedules

- FAPE

- Time of year of the request

WHAT ARE THE COMPONENTS OF THE WAIVER?

1. Completed Application

2. SSID with age (years & month) **AND** disability category

3. Parent letter

4. Rationale for waiver including action taken to avoid a waiver

5. Supporting documents

WAIVER ACTION PLAN

- Creating an actionable plan with goals that are within the requesting agency's control.

    - Hiring teachers

    - Moving students to new classrooms

    - Finding new space for students

- Goals need to be completed within the requested school year.

PRIOR TO SUBMISSION

Board Approval

Superintendent Signature

WHERE DOES A WAIVER GET SUBMITTED?

OECwaiver@education.ohio.gov

You will receive confirmation that the Department has received your waiver.

WHAT HAPPENS WHEN A WAIVER IS SUBMITTED?

- Submission will be reviewed:

  - Approval given

  - Request for more information

- Denial reasons may include:

  - Waiver submissions for the previous year

DURING WAIVER YEAR

- District provides FAPE and implements IEPs for all students within the waiver

    - Progress monitors individual students

- District implements waiver action plan steps

- Contacts waiver committee if questions or concerns arise

- Completes and submits a Waiver Action Plan

WAIVER ACTION PLAN REPORT

- Due on **June 1st** to the Department

    Submit to: OECwaiver@edcation.ohio.gov

- Shows:

    Each IEP was implemented

    Each student made progress

- Summarize the data

Note: **do not include student names within this documentation!**

WAIVER STATISTICS

2020-2021
Approved: 9
Denied: 0
Withdrawn: 1

Age range: 6
Class size: 4

2021-2022
Approved:14
Denied: 3
Withdrawn: 0

Age range: 13
Class size: 4

2022-2023
Approved: 11
Denied: 0
Withdrawn: 2

Age range: 11
Class size: 2

CONTACT INFORMATION

Questions or need assistance? Email us!

OECwaiver@education.ohio.gov

WHAT IS MTSS?

1 Minute

MTSS DEFINITION

An Integrated MTSS framework addresses the unique needs of each child through collaboration and a proactive continuum of support.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier 1: Universal supports and instruction provided to all

Tier 2: More targeted interventions provided to students who need them- provided with Tier 1

Tier 3: Intensive support required beyond the instruction, interventions, or supports provided through Tier 1 and Tier 2

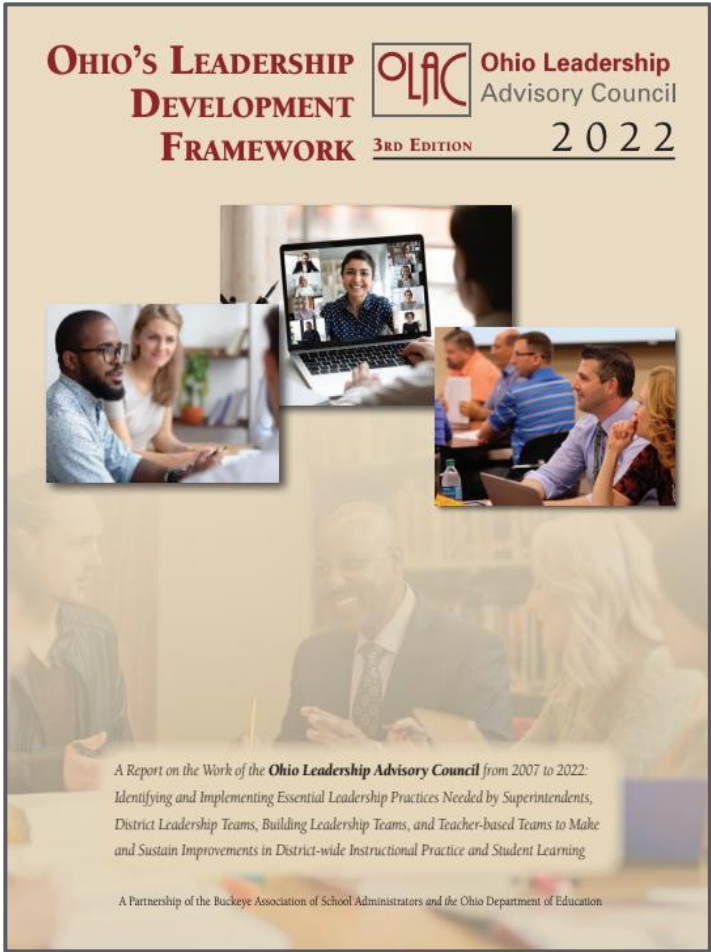*Tiers Represent Instruction & Supports- Not categories of students*

WHEN WE SAY "MTSS"

- All Students
- All Domains of Learning
- Core Instruction
- Intervention
- The Ohio Improvement Process

OLAC- OIP

OHIO'S LEADERSHIP DEVELOPMENT FRAMEWORK

OHIO IMPROVEMENT PROCESS

MTSS NON-NEGOTIABLES

- **All students are included in MTSS**

- **MTSS is applicable to all domains of learning**

- **MTSS focuses on tier 1 general education/core instruction all students with additional targeted and intensive (Tier 2, Tier 3) supports provided as needed**

- **Intervention augments but never replaces core instruction**

- **MTSS is a student support system that sits inside the OIP**

OIP-OLAC REMINDERS

Develops and supports the entire system as a learning organization
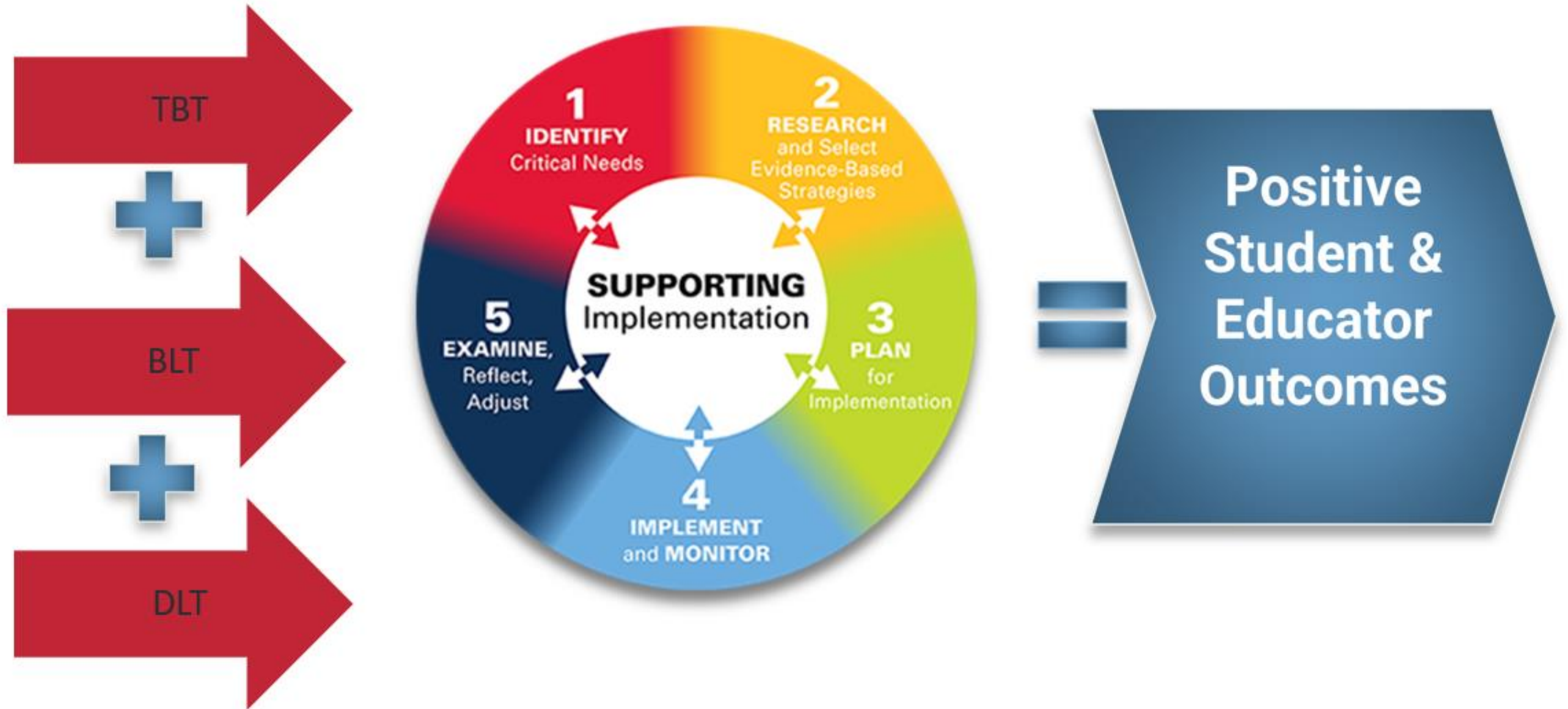
Provides data to plan for both staff and student improvement

Builds capacity through support and accountability

Sustains an open and collaborative culture

Supports systems for ongoing improvement

OHIO IMPROVEMENT PROCESS

INTERVENTIONS

- School districts shall use data from interventions to determine eligibility for special education

- If interventions have not been implemented prior to evaluation, interventions shall be implemented during the same 60-day time frame during which the evaluation is being conducted

INTERVENTIONS – 5 ELEMENTS

1) Describe the evidence-based intervention(s) provided.

2) Define the duration – how long in weeks, months, etc.

3) Define the intensity – how often, for how many minutes each time.

4) Report the outcome(s) compared to the baseline data (what progress was made?).

5) Explain the decision made as a result of the intervention(s).

STATEMENT FOR REEVALUATION WHEN NO INTERVENTIONS WERE PROVIDED

"Student currently receives no additional intervention services beyond the specially designed instruction described in the current IEP. At this time, the RETR team believes that Student is making adequate progress with the current special education supports and services."

QUESTIONS FROM THE FIELD, PART I

Developmental Delay:

Will we receive any guidance about planning evaluations for school-aged students under this category?

Do we have to assess all areas? The DP-4 assessment encompasses many of the areas but how do we capture

Preschool Observation:

Questions about the requirements for observations as part of both preschool and school-age evaluations, initials and re-evaluations: For preschool, what are the requirements for location of observation and should same-age peers be present

QUESTIONS FROM THE FIELD, PART II

<u>Dyslexia</u>

Can you discuss the Dyslexia law and its implications as part of broader guidance to school psychs about SLD determinations? Seems to me there is a great deal of variance across the state in how we are determining eligibility. I'm seeing PSW, discrepancy model, students being identified SLD with 74 FSIQs…can someone from ODE please weigh in on the issue??

QUESTIONS FROM THE FIELD, PART III

Is there a change in our ability to accept out of state ETRS?

Can you provide an example of how to complete a related service referral and evaluation when not completing a full ETR? How do we do this with our reporting system, Same Goal? Does this make it appear a new full eval took place? (see memo dated 9.10.2015)

ADDING A RELATED SERVICE

- **Do a complete reevaluation OR**

- **Evaluate only the area of need**

EVALUATE THE RELATED SERVICE AREA OF NEED

- **Evaluation planning, parent consent, prior written notice**

- **Conduct the evaluation**

- **Individual Evaluator's Assessment form Part 1**

ADD THE RELATED SERVICE

- **IEP Team Meeting**

- **Amend the IEP to add the related service**

- **The reevaluation date of the ETR does not change**

- **Place Individual Evaluator's Assessment form Part 1 with student records- check District Policy**

REMOVING THE RELATED SERVICE

- **Ensure progress reports are updated to reflect that IEP goals have been mastered and the service is no longer educationally relevant or necessary**

- **If using existing data, document this in the Profile Section of the IEP**

- **IEP Team Meeting- Parent Invitation**

- **Amend the IEP to remove the related service**

- **Follow up with a complete Prior Written Notice that explains the justification for removal**

QUESTIONS?

- Come to the **Ask OEC** Table!!!

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