

**ODE Updates – OSPA**  
November 9, 2017

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## Office for Exceptional Children Updates


- **Parent Notice Document**  
Parent Notice Document
- **New IEP/ETR Forms**
- **Special Education Ratings**
- **Special Education Profiles**
- **Significant Disproportionality**
- **1% Alternate Assessment**
- **Related Services Shortage**

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**Parent Notice**

***“A Guide to Parent Rights in Special Education”***

[www.education.ohio.gov](http://www.education.ohio.gov)  
Keywords: Parent rights



**A Guide to Parent Rights in Special Education**  
Special Education Procedural Safeguards Notice  
April 2017

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## Updated IEP / ETR Forms

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## ETR Forms

### School Age Planning Form

- Assessment Areas Related to Suspected Disability(ies)
- Data to Review:
  - Data available
  - Data necessary
  - NA
- Person Responsible for Assessment and Report

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## ETR Forms

### Preschool Planning form

- Suspected Disability Category (may check more than one)
- Developmental Delay - *If selecting only this category, the team has considered the disability categories above and determined that they are not applicable to the child.*

OAC 3301-51-11(c) (6)(b&d)

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## ETR Forms

Preschool Planning form

- Each developmental area must be assessed using one of the methods/data sources listed and all methods/data sources must be used at least once.

## ETR Forms

Signature Page

Title:

Parent/Guardian  
Student  
District Representative  
Intervention Specialist  
General Education Teacher  
School Psychologist  
Speech and Language Pathologist  
Occupational Therapist  
Physical Therapist  
Other

## IEP Forms

Cover Page

Is the child in preschool?

Will the child be 14 years or older by the end of this IEP?

## IEP Forms

Section 3 – Child's Profile

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

Section 4 - Extended School Year Services

## IEP Forms

Section 5 – Postsecondary Transition

Postsecondary Training and Education

Competitive Integrated Employment

Independent Living

## IEP Forms

Section 10 – General Factors

In consideration of the Third Grade Reading Guarantee, is the child on-track for reading?

Has the team considered information for the Reading Improvement and Monitoring Plan (RIMP)?

## IEP Forms

Section 12 – Statewide and District wide Testing

Is the child participating in the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)?

Click – Ohio AASCD Participation Criteria

## IEP Forms

Section 14 - Signature Page

Title:

Parent/Guardian  
Student  
District Representative  
Intervention Specialist  
General Education Teacher  
School Psychologist  
Speech and Language Pathologist  
Occupational Therapist  
Physical Therapist  
Other

## Special Education Ratings

## Special Education Ratings

IDEA requires each state to make annual ratings on the performance of each local district

- 1 Meets Requirements
- 2 Needs Assistance
- 3 Needs Intervention
- 4 Needs Substantial Intervention

## Special Education Ratings

- ☐ sent to districts this month
- ☐ New access process through SAFE
- ☐ OEDS Roles:
  - Superintendent
  - Special Education Director, Supervisor, or Contact
  - Sponsor

## Special Education Profiles

## Special Education Profiles



- Created annually for each district and community school
- Displays performance over time on key indicators measuring services and outcomes for students with disabilities
- Notifies the district of any required activities for compliance indicators & survey indicators
- 2017-2018 profiles will be sent this month

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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?

- Indicator 3 Statewide Assessment
- Indicator 4 Suspension/Expulsion
- Indicator 5 School-age Educational Environments

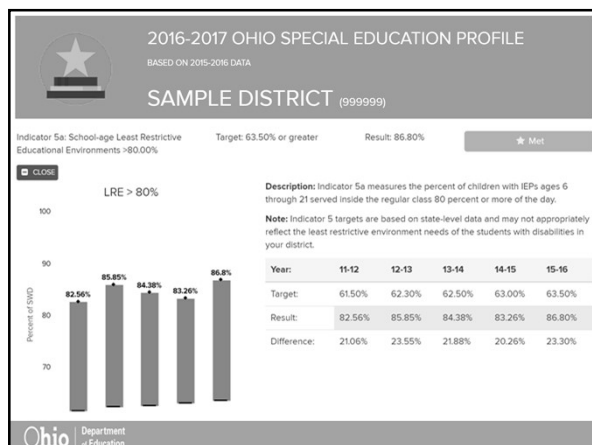
Are youth with disabilities prepared for life, work and postsecondary education?

- 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 9 Disproportionality (Across Disability Categories)
- Indicator 10 Disproportionality (Specific Categories)
- Indicator 11 Child Find
- Indicator 15 Timely Correction of Noncompliance Findings
- Indicator 20 Timely and Accurate Data

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## Significant Disproportionality

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## New Federal Regulations: Significant Disproportionality

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

States must implement by 2018-2019

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## Significant Disproportionality

If a district is identified as having disproportionality for any of the categories the district must:

Set aside 15% of its special education funding for Coordinated Early Intervening Services (CEIS)

States must ensure a review of policies, procedures and practices

The review does not change the identification of the district as having significant disproportionality

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## Alternate Assessment 1% Participation

## Alternate Assessment Participation Changes

- 1.0 percent calculation
- District Justification
- State Waiver

## 1.0 Percent Cap Change

Total number of students in the state who participate in the AASCD during the school year by subject.

Total number of students in the state who participate in testing grades 3-8 and high school during the school year by subject.

$\times 100 = \% \text{ participation by subject}$

## District Justification

- Anticipated AASCD participation
- How district is ensuring IEP teams follow AASCD participation guidelines
- Documentation of special situations

## Requirements for States

- Make all district justifications publicly available
- Provide oversight of each district that submits a justification
- Submit waiver to U.S. Department of Education

## Resources

- **ED Letter to States**  
<http://education.ohio.gov>  
*Keyword search: alternate assessment*
- **Alternate Assessment Portal**  
[http://oh.portal.airast.org/oh\\_alt/](http://oh.portal.airast.org/oh_alt/)
- **Ohio Learning Standards - Extended Modules**  
<http://www.ohextendedstandards.org/>
- **AASCD Companion Rubric**  
Coming Soon
- **District Justification Template**  
Coming soon to Cherwell

## Related Services Shortage

## Related Services Personnel Workgroup

- HS Bill 49

“The purpose of the workgroup shall be to improve the coordination of state, school, and provider efforts to address the related services needs of students with disabilities.”

## Related Services Personnel Workgroup

The workgroup shall do all of the following:

- Identify and evaluate causes and solutions for the shortage of related services personnel in the school setting, including evaluating the long-term sustainability of potential solutions.

## Related Services Personnel Workgroup

- Establish short-term, medium-term, and long-term goals to address the shortage of related services personnel in the state and monitor progress on those goals:

## Related Services Personnel Workgroup

- Report, as needed, on the work and findings of the workgroup,
- The Department of Education shall provide administrative support to the workgroup

## Related Services Personal Workgroup

- The workgroup shall cease to exist on June 30, 2019, unless the General Assembly authorizes its continuation.
- As used in this section, “related services” has the same meaning as in section 3323.01 of the Revised Code

