

# Office for Exceptional Children Updates



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# Presenters

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# #EachChildOurFuture

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



## Vision

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.

## Four Learning Domains



### Foundational Knowledge & Skills

Literacy, numeracy and technology



### Well-Rounded Content

Social studies, sciences, languages, health, arts, physical education, etc.



### Leadership & Reasoning

Problem-solving, design thinking, creativity, information analytics



### Social-Emotional Learning

Self-awareness & management, social awareness, relationship skills, responsible decision-making



WHOLE CHILD

## One Goal



Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

## Three Core Principles



Equity



Partnerships



Quality Schools

## 10 Priority Strategies

- 1 Highly effective teachers & leaders
- 2 Principal support
- 3 Teacher & instructional support
- 4 Standards reflect all learning domains
- 5 Assessments gauge all learning domains
- 6 Accountability system honors all learning domains
- 7 Meet needs of whole child
- 8 Expand quality early learning
- 9 Develop literacy skills
- 10 Transform high school/provide more paths to graduation

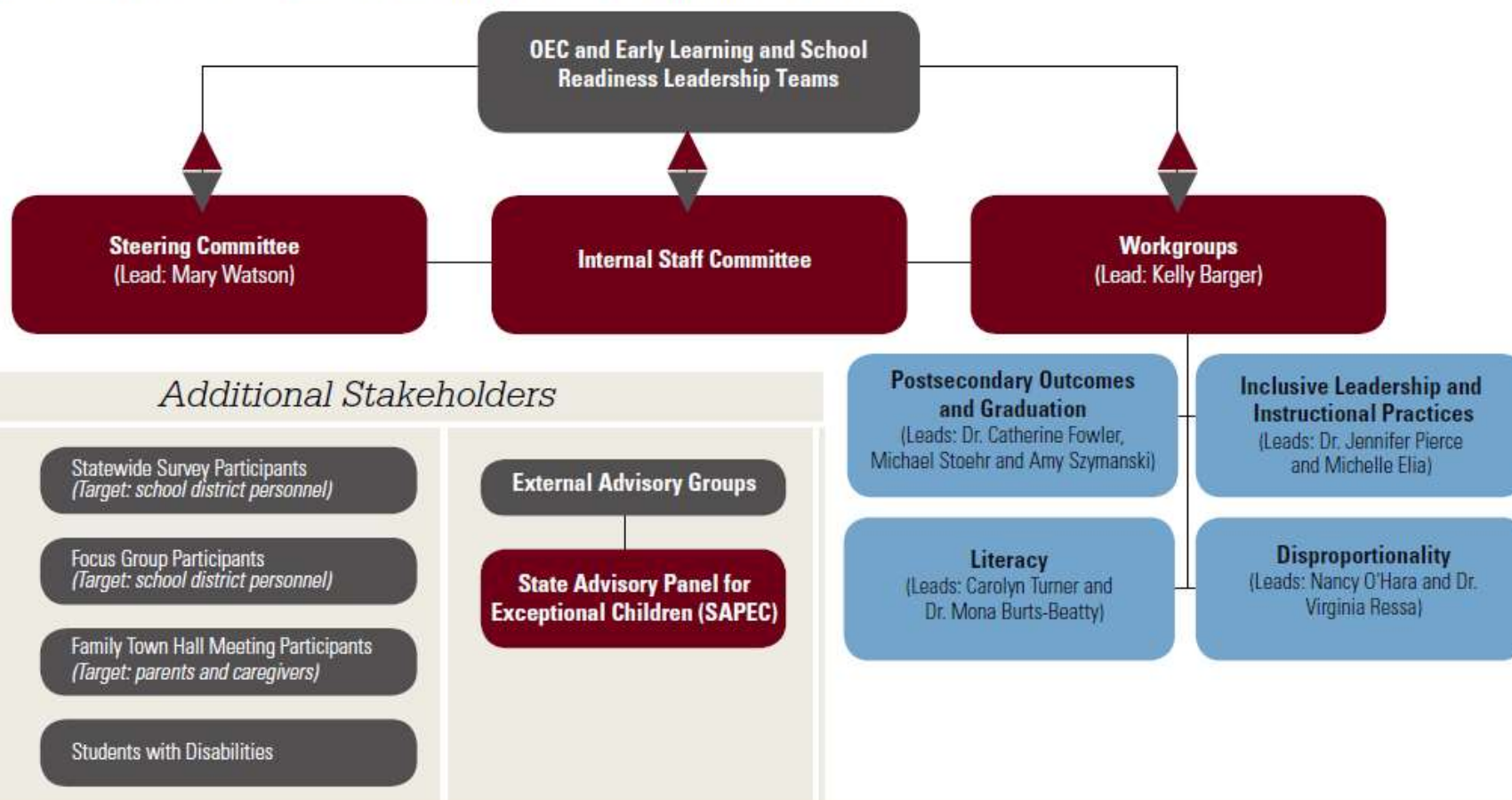
Ohio Strategic Plan For Education: 2019-2024





## 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.



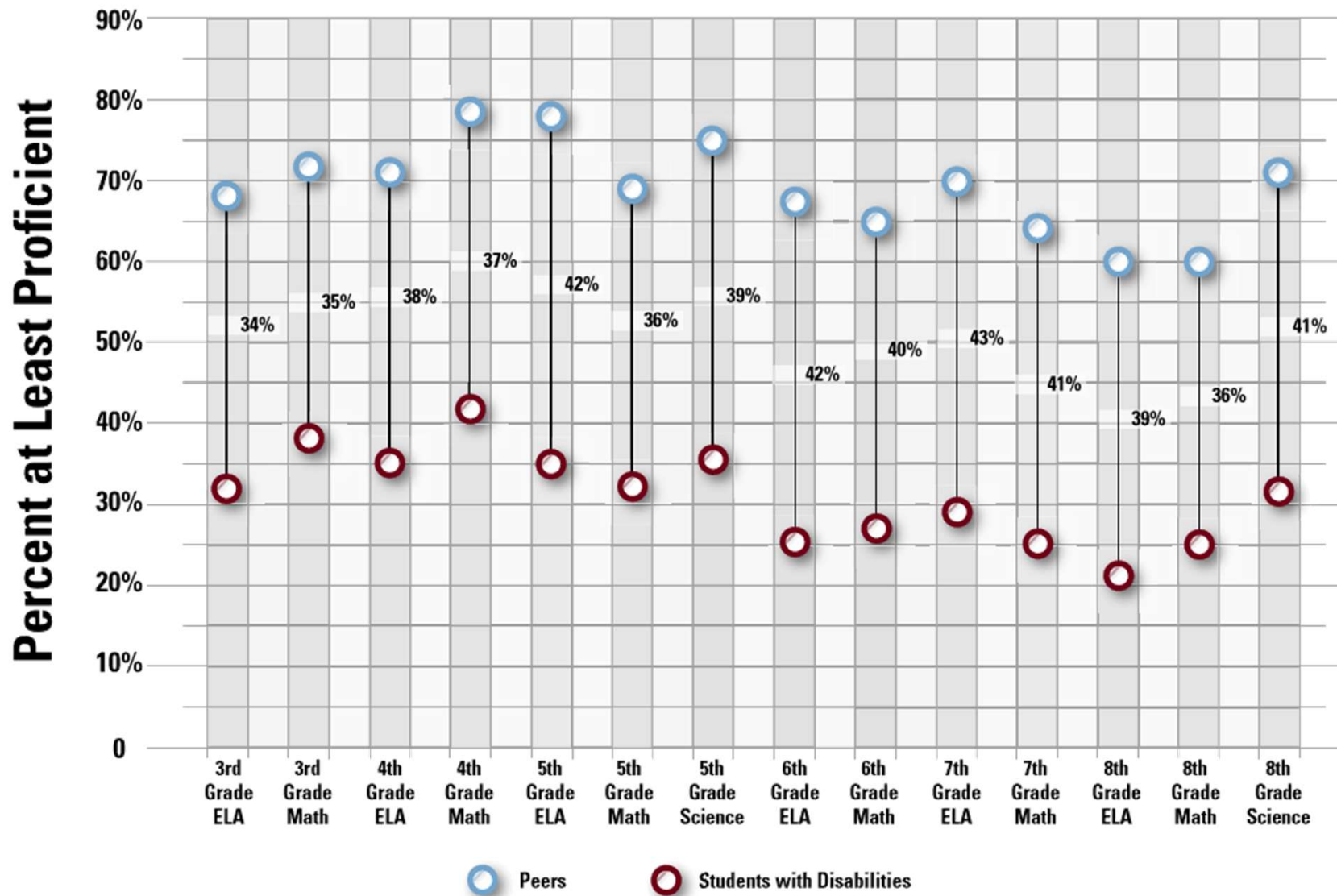
### Key Activities to Inform the Plan

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

National Best Practices Review of  
Literature and Planning Guides

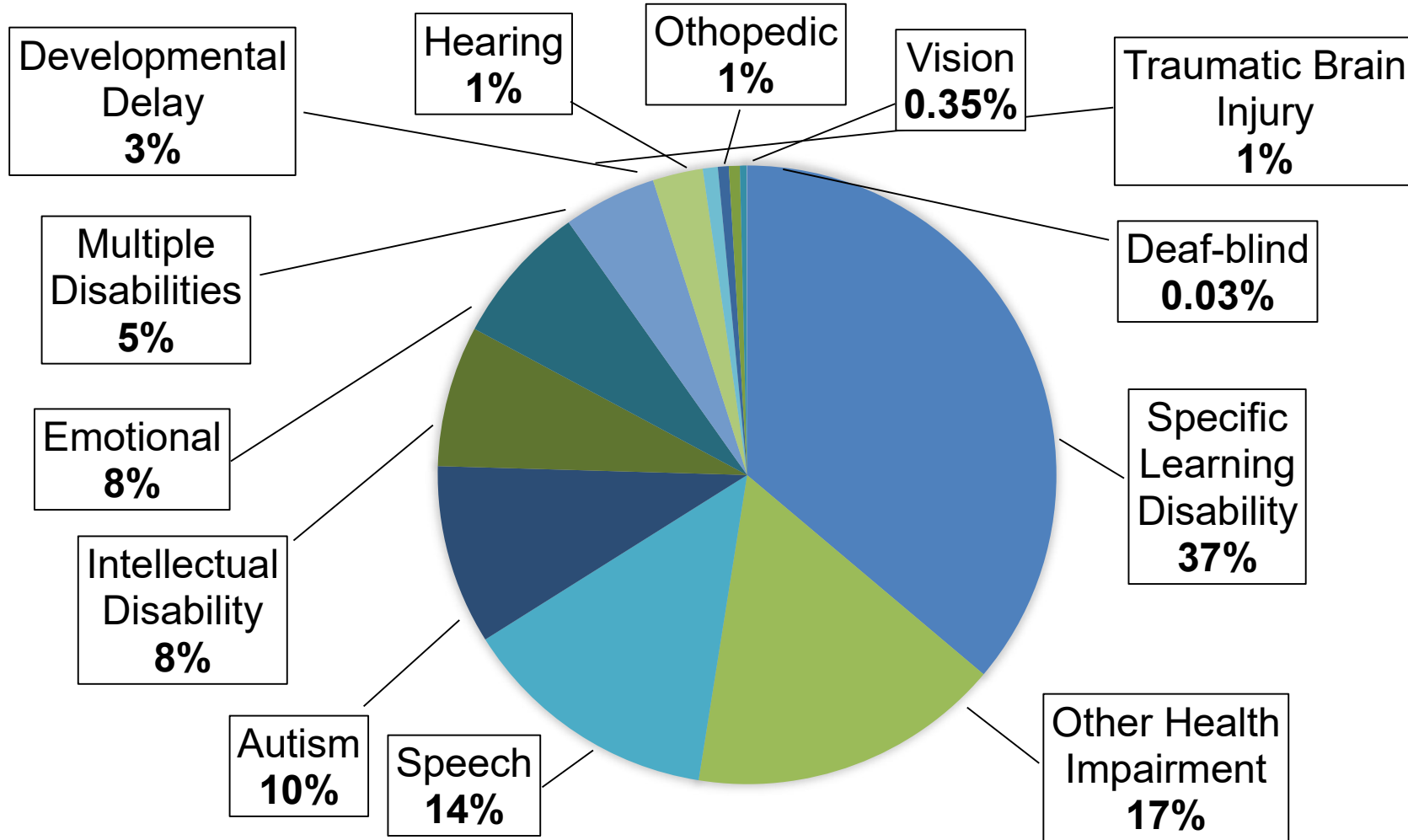
Identify and Document  
Ohio's Promising Practices

# Why a Plan?



# By the Numbers: 15.4%

## DISABILITY CATEGORIES



# Disproportionality:

The overrepresentation of distinct student groups by ethnicity or race in special education.

Some student groups are disproportionately identified with certain disabilities, placed in separate classrooms or schools and often disciplined with removal from the classroom.

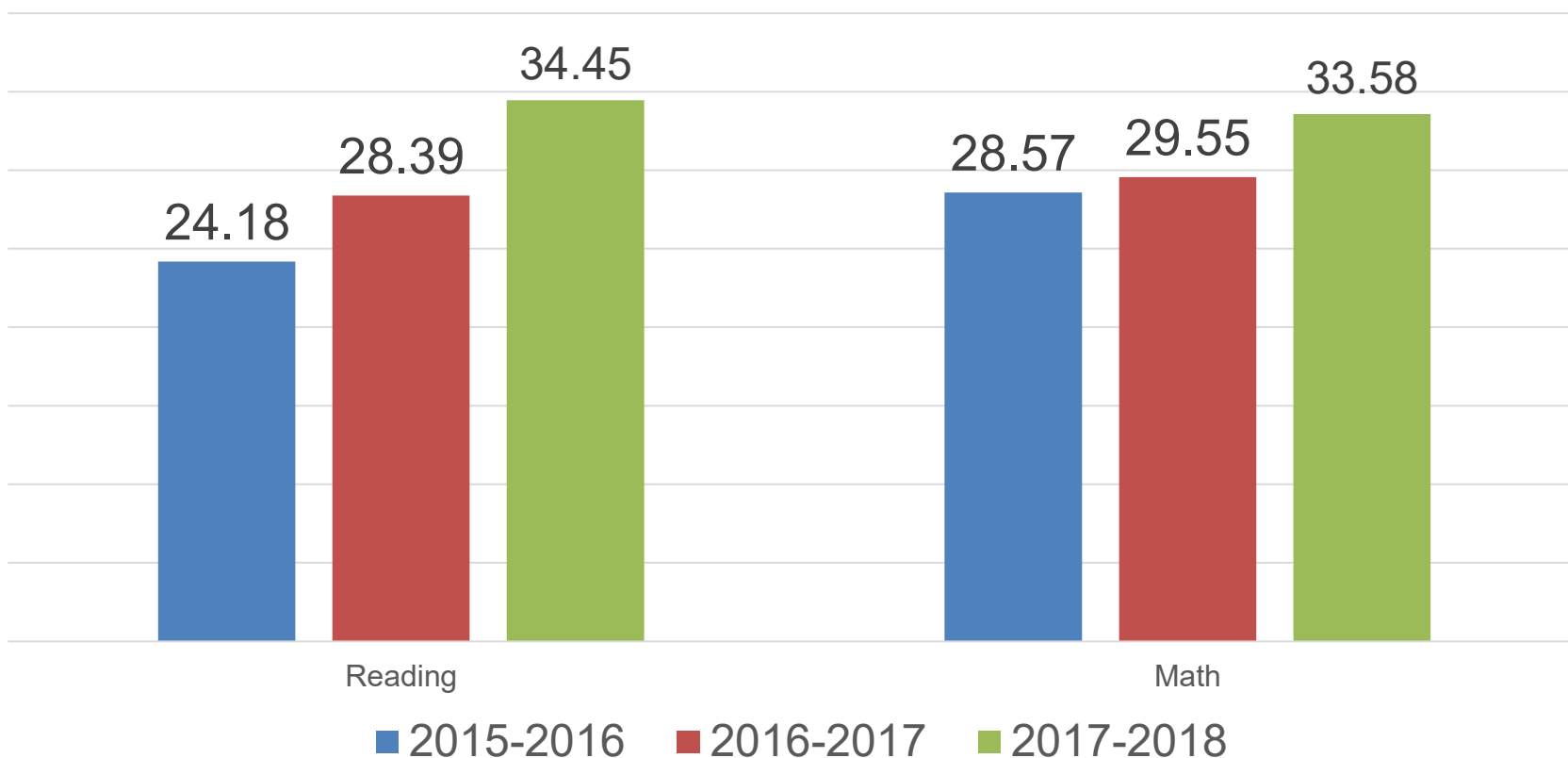
# Some Positives





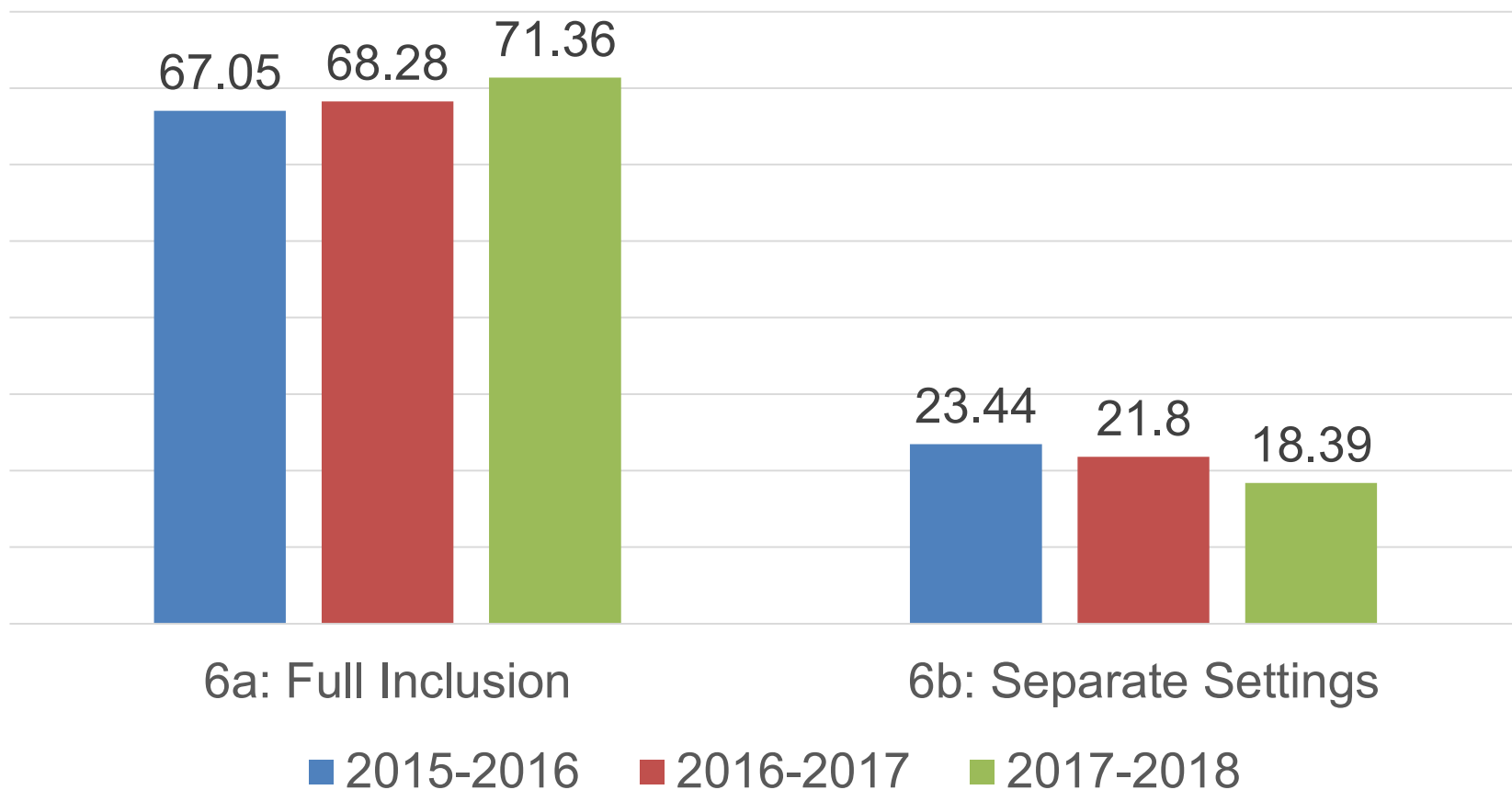
# Annual Performance Report: Indicator 3c

## SWD Proficiency Rate

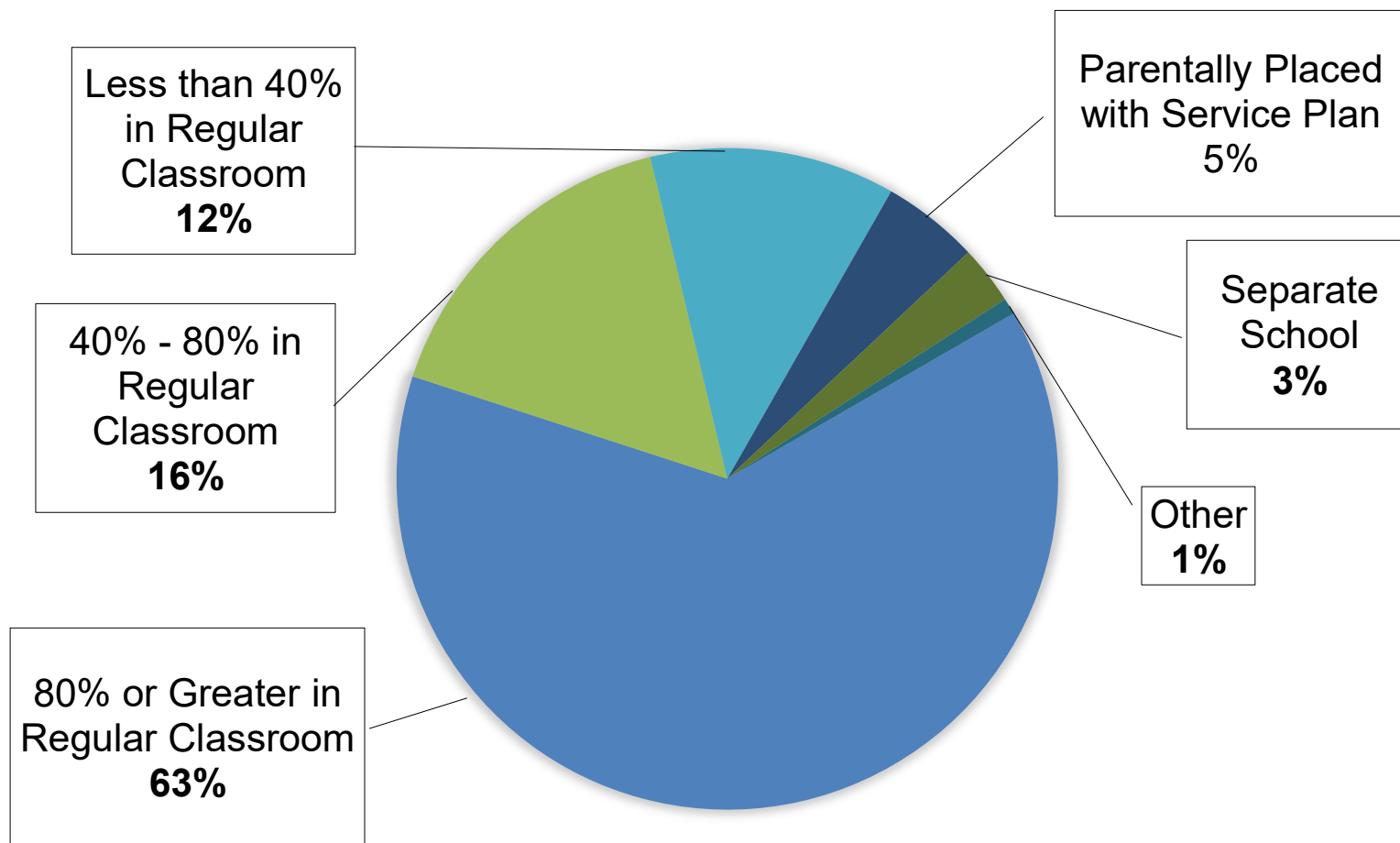


# Annual Performance Report: Indicator 6

Preschool LRE




# School-Aged Children Receiving Services by Setting



# Beliefs

School psychologists  
play a critical role in student  
achievement.



School psychologists are well  
poised to provide teams with the  
tools necessary to analyze data  
*and* provide critical feedback during  
the change process.



# Related Services Workgroup January 2018

Mandated by House Bill 49

"To improve the coordination of state, school and provider efforts to address the related services needs of students with disabilities."

# Mission Statement



To find solutions to the related services personnel shortage and present the findings to the legislators.



# Why?

To address severe shortages, because of our commitment to children, to provide equitable access to high-quality opportunities and to inform funding and policy decisions.

# Recommendations

1

Ensure special education services are adequately funded as part of the state funding formula.

2

Adopt and implement methods to improve the recruitment and retention of individuals in all related services professions.



# Recommendations

3

Create a full-time position at the Department of Education to oversee related services.

4

Conduct a review of the licensure structure currently used by the Department as it applies to related services personnel.

# Recommendations

5

Support a cultural shift with the goal that related services are viewed as part of a collaborative, student-driven, team-based approach to meet the needs of the whole child.

# Related Services Webpage



**Speech-Language  
Pathologist**



**Educational  
Audiologist**



**Physical  
Therapist**



**School Nurses**



**Occupational  
Therapist**



**School  
Psychologist**

# Operating Standards Revision



2014 Operating Standards are in the process of being revised and updated.



Public comment has been postponed until fall of 2020

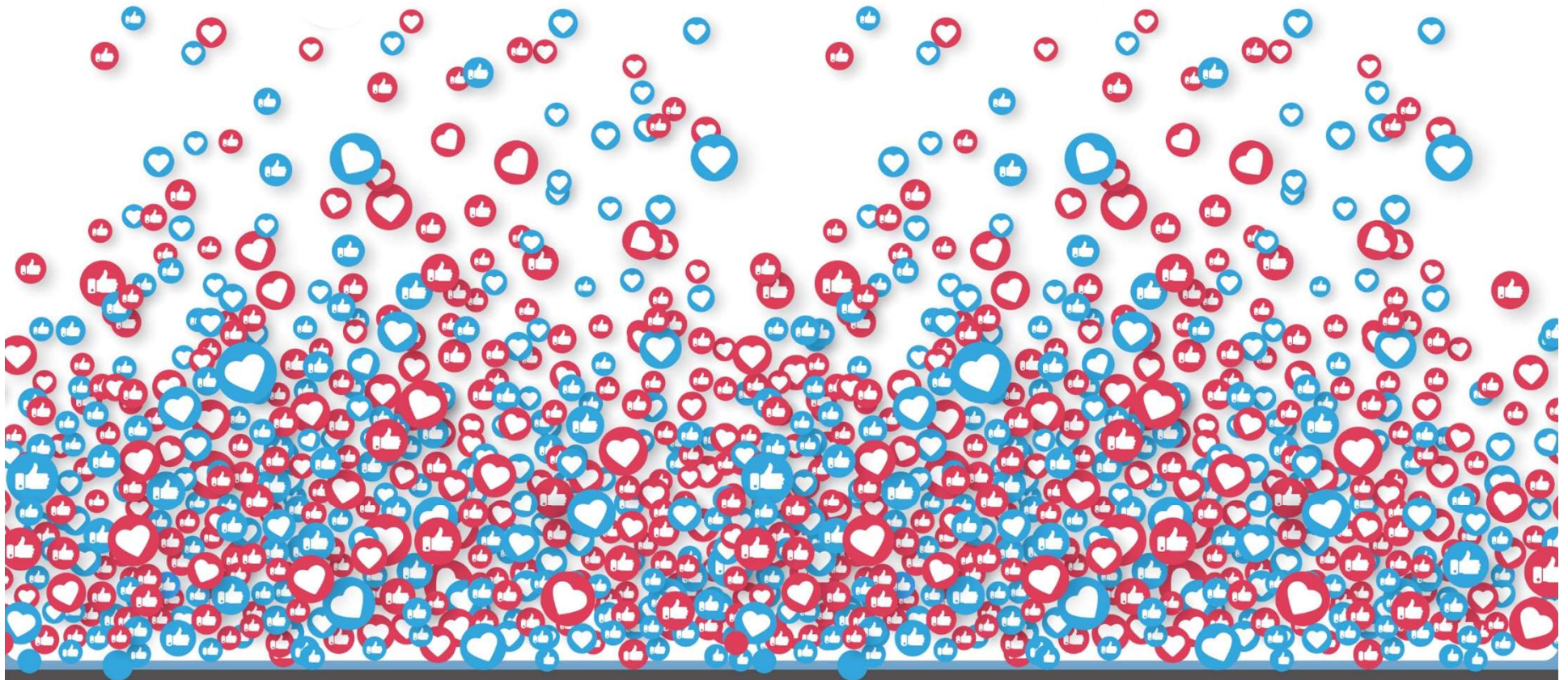


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