

1. Slide 1, Office for Exceptional Children
 - a. Joe and Bernadette send their very best wishes for everyone's health and well-being during the COVID-19 crisis.
2. Slide 2, Joe and Bernadette
 - a. Feel free to reach out to Joe and Bernadette with any questions you may have – emails are Joseph.Petrarca@education.ohio.gov or Bernadette.Laughlin@education.ohio.gov. We will be available for local and regional presentations in the future when the state reopens.
3. Slide 3, Each Child Our Future
 - a. **Each Child, Our Future** is Ohio's shared plan for ensuring each student is challenged, prepared and empowered for his or her future through an excellent prekindergarten through grade 12. The plan and its components are things that we do as related service personnel
 - b. The **whole child** is at the center of the plan. As school psychologists, this is something you do- we keep the child at the center of our work
 - c. The **vision** sets the direction: 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 leader who contributes to society.
 - d. The **One goal** represents the state's annual target: *Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are*
 - i. *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 collage program*
 - ii. *Serving in a military branch*
 - iii. *Earning a living wage, OR*
 - iv. *Engaged in a meaningful self-sustaining vocation*
 - v. We all play a role in achieving this goal, every thing you do, even if you only serve preschool children, builds upon the end results for our students
 - e. The **Three core principles, four learning domains and 10 priority strategies** work together to support the whole child and enable the state-level vision and goal.
 - i. The 3 core principles are important to your work as school psychologists and educators – we need to pay attention to how we are identifying our students, how we are providing the services they need, and how our work can raise student achievement. Partnerships are also important to our work- we can't do it alone. Parents, students, our fellow related service providers, general education staff, paraprofessionals, EACH OTHER, these are all the partners we work with – and the list is not exhaustive- in order to improve learning outcomes for our students.
4. Slide 4, The Plan
 - a. In response to ECOF, the state superintendent requested that the Office for Exceptional Children develop a compendium plan aligned to the strategic plan

- i. The process began last year with a charge to examine various aspects of the educational experiences for students with disabilities including, **literacy, disproportionality, post-secondary transition and graduation, and Inclusive leadership and instructional practices.** ii. The goal is to develop recommendations that will lead to improved learning experiences and outcomes for our students with disabilities. The completion of the development of recommendations was December 2019 and our team is in the process of writing the report for the state superintendent.
- iii. The development of the plan is being facilitated through the implementation of a Steering Committee, ODE internal staff committee, and the workgroups previously mentioned. The role of the Steering Committee is to provide oversight of the plan development and guides the process. This role also required the steering committee to attend monthly meetings through December 2019.
- iv. Four workgroups made recommendations for improvements that will support schools in supporting children with disabilities. The steering committee and Internal ODE Staff Committee provided guidance on the topics of each workgroup. In many ways, these three groups will function in the same way that a DLT, BLT and TBT in the Ohio Improvement Process in that there will be a two-way flow of communication among all three.
- v. Recommendations center around the following
 - 1. Development of an integrated model for Multitiered systems of support
 - 2. Professional learning focus for adults serving students with disabilities
 - 3. Improving post-secondary Outcomes and graduation for SWDs

5. Slide 5, Why a Plan?

- i. You can tell from the data presented that there is a large achievement gap between our general education students and SWDs- we need to close the gap and it takes all of us making a concerted effort
- ii. When we look through the lens of **Achievement, equity and access**- we need to make sure our SWDs are achieving by providing them not only access to the general education environment but equal opportunities to participate with their nondisabled peers in learning environments while maintaining high expectations – something that you as school psychologists play a critical role when in team meetings

6. Slide 6, By the Numbers

- i. Here are our state's current students with disabilities numbers. Over time, these numbers have not changed all that significantly – SLD, followed by OHI followed by SL (although in CA autism has overtaken S/L and our preliminary data has AU and S/L in school aged are nearly identical)
- ii. I urge that each of you to begin analyzing your district data- while you can do this as an individual, you can also do this as a team, which is what I would suggest.
- iii. Look at your district's overall percent of SWDs- is it higher, lower or about the same as the state's total and then ask the question: **WHY**. Why is ours higher?

Or, why is it lower? And begin the critical process of examining the reasons why: is it due to overidentification? Not a strong Tier 1 foundation? Or, conversely, if the average is lower, are you under-identifying OR do you have a strong intervention program before referrals are made?

- iv. Look at the categories and ask yourself the tough questions
 - Are you over identifying? ii. Examine
 - your processes and procedures
- iii. Are you making sure that interventions are being implemented and that they are specific and mentioned, with data, in section 2 of the ETR- and not just “student received 20 minutes of intervention.” What was the intervention? Prepost data?
- iv. You can also compare other districts’ data- one way to do this is going into the state’s website and access each district’s special education profile
- v. And while awareness is the first step, the next is to actually do something with the information you gleaned
- vi. Have the tough conversations- have them with your director, building principals, each other, and other related service providers

7. Slide 7: Disproportionality

- i. We are in the process of examining, as required by Federal law, disproportionality across all disabilities and all racial groups, including white students
- ii. Disproportionality can harm students by limiting their access to rigorous curriculum and lowering expectations for their achievement based on their race or ethnicity
- iii. Districts who have been found to be disproportionate in any of the disability categories will be required to redirect 15% of their funds
- iv. According to revised regulations in the Individuals with Disabilities Education Act, districts with significant disproportionality must:
 - Review their policies, procedures and practices for identifying, placing and disciplining students with disabilities;
 - Identify the factors that may be contributing to significant disproportionality; and
 - Provide services to address the contributing factors, including professional development for adults and educational and behavioral interventions for students, using **15 percent of their federal special education funds**.
- v. We are now in the process of analyzing the other components of disproportionality that must be addressed, and that is in the area of placement and discipline

8. Slides 8-9: Some Positives

- i. It's easy to get mired in "what's wrong" – it's our training to look at things through a deficit model, but we also need to look at what's right and how as a state we are improving
- ii. Slide 9 Indicator 3c
 - SWDS proficiency rates are increasing
 - While the numbers aren't high we are on a positive track
 - Joe had a conversation with another state who was proud of their rates- which were in the teens
 - Granted, we don't know if their state tests are more rigorous than ours however Ohio is used as a model with other states from the feds and through other federally funded federal assistance agencies, so I know we are on the right track

9. Slide 10 Indicator 6, Preschool LRE

- More children are served in an inclusive setting

10. Slide 11 School Age LRE

1. We are moving more and more into inclusive settings
2. Research suggests that when students are served in general education classes student outcomes improve when the conditions are right
3. In Ohio we are moving toward the right conditions
 - a. Making sure that Gen Ed staff understand the nature of SWD
 - b. Providing staff with strategies to meet the needs of not only the adults but most importantly SWDs
 - c. That when staff have high expectations, student achievement can improve