



Join the Campaign for Excellence in School Based Practices

OSLHA 2009

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Sorting Propaganda from Fact!

Front Runners-

- Operating Standards
- ETR/IEP
- Modified Assessments
- Preschool Eligibility
- Collaboration for Children: School/Hospital/Private Practice SLPs
- Medicaid Schools Program Update
- Stipends for School SLPs with CCC's
- Workload Considerations

Incumbents-

- Project Inspire
- State Support Teams and the Ohio Improvement Process (OIP)

Operating Standards for Ohio's Agencies Serving Children with Disabilities 2008

Operating Standards 2008

- State Imposed Rules, Pg 2-9
 - Related service can be the **only** service
 - Preschool eligibility
 - ESY
 - Interventions and RTI
 - Allows servicing students not on IEPs Rule 3301-51-09(G)(3)(a)
 - Evaluation Plan
 - IEP:
 - Transition statement at 14
 - **Measurable** goals and objectives
 - IEP provided to parent: 30 days
 - Consider state or district-wide assessments.
 - Annual review date does not change with amendment

Operating Standards 2008: IEPs

- **Highlights of Defensible IEPs**
 - Philosophy: begin with the end in mind
 - Speech-**language** is a category
 - Services-stated and described:
 - Ex: Direct Instruction in writing; SLP will provide direct instruction in written paragraph development
 - Direct, Indirect, Consultation, Monitoring
 - Goals may have more than one service, Space to delineate **frequency** and **LRE** for each service.
 - Peer-reviewed research to the extent practicable Rule 3301-51-07 (H)(1)(e)

New ETR/IEP Forms

- Evaluation Team Report (ETR) form
- ETR Annotations
- Individualized Education Plan (IEP) form
- IEP Annotations
- Online Guidance Document

Download forms and access guidance and other documents from : www.edresourcesohio.org

Key Points for New Forms

- Both static and dynamic forms (interactive .pdf) available
- Need Adobe Acrobat 9 for best interactive results
- Can save to file but no data base from ODE
- Changes must be approved except for logo, orientation and white space. ODE met with 60+ vendors in February.
- Must use new forms by 9-1-09; if writing on 'old' forms this spring, no need to re-write for fall

Features

- Form will populate with identifying data once inserted: Pay attention to drop down boxes, check boxes, and hints
- Built-in features to assist with following procedures.
 - Example: EVALUATION PLANNING and DOCUMENTATION is required BUT a specific form is not required, district can use what works best for team. However, form is last page of the dynamic ETR
- Annotations explain each page/section in further detail
- Virtual Guidance Document provides even more support

NEW Evaluation Team Report form

Annotations provided

Evaluation Team Report (ETR) w/ Annotations

- Use same form for Initial or Re-evaluation
- EVALUATION PLANNING and DOCUMENTATION is required BUT a specific form is not required, district can use what works best for team.
- Annotations explain each page/section in further detail
- Virtual Guidance Document provides even more support

www.edresourcesohio.org

ETR/PAGE ONE

Page 1-

- Use same form for Initial or Re-evaluation
- form will populate with identifying data once inserted
- Choose planning form and will appear at end of form
- 'date of meeting' is the official date
- ETR Form Status: keeps track of progress on report
- Directions on bottom of page 1

ETR/Section 1

- Section 1 (page 2) Individual Evaluator's Assessment
- to be completed by each evaluator
 - based on team planning
 - indicates type of assessment strategies used
 - requires signature of evaluator and date
 - detailed summary of performance related to referral
 - description of need, including strengths
 - implications for instruction

ETR/Section 2 Team Summary

Section 2: *Combine all evaluators information into this section: draft in advance 1-6, finalize at meeting*

- Interventions Summary
- Reasons for Evaluation (be specific and detailed)
- Summary of Information Provided by Parents of Child
- Summary of Observations (required for preschool, SLD)
- Summary of Assessments:
- Medical Information (if pertinent)
- Description of Educational Needs (including strengths)
- Implications for Instruction and Progress Monitoring (based on needs and progress in the general curriculum)

check box when Part 2 is complete

ETR/Section 3 Documentation for Determining the Existence of a Specific Learning Disability

- Required Notification
 - o State's requirements on amount and nature of data to be collected
 - o Strategies for increasing the child's rate of learning
 - o The parent's right to request an evaluation
 - A. Identified Areas
 - o check the boxes that apply
- Then Choose B or C
- B. Response to Scientific, Research-Based Intervention
 - o provide assessment summary or
 - C. Patterns of Strengths and Weaknesses
 - o provide assessment summary

Section 3 (SLD) continued

- D. Exclusionary factors-check those that apply
- E. Documentation-Underachievement Not Due To A Lack of Appropriate Instruction
 - o summarize data in appropriate box
- F. Observation
 - o summarize child's academic performance and behavior in the areas of difficulty as observed in the child's learning environment including regular education setting.
- G. Medical Findings
 - o Describe relevant findings, if any

ETR/Section 4 Eligibility Determination

Check YES/NO boxes provided:

- Determining factor for child's poor performance is not due to a lack of instruction in reading or math, limited English proficiency, or *preschool statement*
 - Child meets state criteria for having a disability or continuing to have a disability
 - Child demonstrates educational need that requires specially designed instruction
- If all YES.....child is eligible for services.
If any are marked NO.....child is not eligible**

*List category child is eligible for special education in, should match up with EMIS category.

*Basis for Eligibility Determination: (or continued eligibility)
provide a justification for the eligibility determination describing how the student meets or does not meet the criteria. AND how the disability affects the child's progress in the general education curriculum

ETR/Section 5: Signatures

- Print name, title, sign and date and check if agree/disagree
- A writing box is provided for a written statement if a team member disagrees.
- If a member is not present, sign and date later using actual 'signing date'.

NEW
Individualized Education Plan
form

Annotations provided

(ISP will change as well but
will not look identical to the new IEP)

IEP/Page 1

- Student information-populates throughout
- Meeting information
 - If an amendment/required section will appear
- IEP Time Lines
 - ETR, Next ETR, IEP Effective dates, Next IEP review,etc
- IEP Form Status
 - Tracks completion of section electronically
- Other information
 - Items that don't have a place, i.e.EpiPen

IEP/Sections 1-5

1. Future Planning- check when complete
2. Special Instructional Factors-if check 'yes' must be addressed in IEP
3. Profile- information about student including affect on progress in general curric.
4. Transition-statement at 14/plan at 16
5. Measurable Postsecondary Goals-only if applicable

IEP/Section 7

- Description of Special Services
 - Type of service
 - Specially designed instruction (begin/end, amt of time, frequency)
 - Goal(s) addressed
 - Provider
 - Location of Services
 - Related Service-same as above
 - Assistive Technology
 - Accommodations/Modifications
 - Support for School Personnel
 - Services to Support Medical Needs

IEP/Section 8

- Transportation as a Related Service
 - Check applicable yes/no boxes

IEP/Sections 9-11

- 9-Nonacademic and Extracurricular Activities
 - Describe in what ways the child will have the opportunity to participate in nonacademic/extracurricular activities with his/her non-disabled peers.
- 10-General Factors
 - Yes/no boxes team needs to consider including ESY
- 11-Least Restrictive Environment
 - Does the student attend same school he would without a disability? If NO, justify _____

IEP/Section 12

- Statewide and District Wide Testing
 - For each subject tested in the child's grade, choose the method of assessment from choices. If 'with accommodations' is chosen for any subject, provide a description of the Accommodations for each subject in the right column.
 - If Alternate Assessment is chosen, justify the choice.

IEP/Section 13

- Meeting Participants
 - Select type of meeting
- IEP Meeting Participants
 - First section are only those that are required to attend.
 - Intervention Specialist box can be changed to SLP for 'speech only' IEPs
 - People not in attendance who provided information and recommendations sign in second section with date that they sign.

IEP/Section 14

- Signatures
 - Initial IEP
 - Annual Review/Other than Annual Review (no change of placement)
 - Annual Review/Other than Annual Review (change of placement)
- Transfer of Rights at Majority (yes/no)
- Procedural Safeguards Notice (yes/no/date)
- Copy of the IEP (yes/no/date)

Modified 2% Assessment

Modified 2% Assessment

- Current Status
 - o 3 Pilots, Live 2010-11
- Format
 - o Q/A Test, not written answer
 - o White space/graphics; simplified language
- Target audience
 - o Lowest on OAT/OGT; Highest on AA
 - o Students with standards based IEPs
- ODE assistance
 - o Training fall '09
 - o Update Standards Based IEP CD

Preschool Eligibility

Preschool Eligibility: Rule 3301-51-11

All 4 methods of evaluation must be used when determining eligibility:

- Information from Part C if transitioning from early intervention services.
- Structured observations in more than one setting/activity.
- Information from parent or caregiver.
- Criterion-referenced AND norm-referenced evaluations.

Preschool Eligibility: Rule 3301-51-11

- The group of qualified professionals + the parent use all of the data available to determine eligibility for preschool disability.
- **No one source of information** can make a child ineligible.
- If there is insufficient data to make a determination, the team will need to decide what additional data is needed.

Preschool Eligibility: Rule 3301-51-11

- If all the data does not present a clear case of eligibility, the team should discuss the need for **intervention** as well as eligibility for preschool special education.

Preschool Eligibility: Rule 3301-51-11

All of these developmental domains are to be assessed using at least one method of evaluation:

1. Adaptive Behavior
2. Cognition
3. Communication
4. Hearing
5. Vision
6. Sensory/Motor Function
7. Social and emotional Development
8. Behavioral Functioning

Preschool Eligibility: Rule 3301-51-11

- The child's performance in each of these 8 domains must be compared to non-disabled peers.

Preschool Eligibility: Rule 3301-51-11

- All children are eligible for services on their third birthday and **children transitioning from Part C and found eligible for preschool special education are required to have an IEP by the third birthday.**
- Districts cannot postpone the timelines because staff is unavailable during the summer. The third birthday requirement is not limited to a school calendar.

Preschool Eligibility: Rule 3301-51-11

A Preschool Child with a Disability must be eligible in **one** of these 14 categories:

Autism	Cognitive Disability
Deaf-blindness	Deafness
Emotional Disturbance	Hearing Impairment
Multiple Disabilities	Orthopedic Impairment
Other Health Impairment	Specific Learning Disability
Speech or Language Impairment	Visual Impairment
Traumatic Brain Injury	
	Developmental Delay

Preschool Eligibility: Rule 3301-51-11

First step in determining eligibility is to see if the child is eligible under one of these categories:

- | | |
|-------------------------------|------------------------------|
| Autism | Cognitive Disability |
| Deaf-blindness | Deafness |
| Emotional Disturbance | Hearing Impairment |
| Multiple Disabilities | Orthopedic Impairment |
| Other Health Impairment | Specific Learning Disability |
| Traumatic Brain Injury | Visual Impairment |
| Speech or Language Impairment | |

Preschool Eligibility: Rule 3301-51-11

If the child is eligible in one of the following categories:

1. Cognitive disability;
2. Emotional disturbance; or
3. Speech or language impairment; the team may choose to use the category of **Developmental Delay** in lieu of the other category labels.

Preschool Eligibility: Rule 3301-51-11

“Developmental delay” means a child of 3 to 5 years who is experiencing a delay as determined by an evaluation team, IEP team, or other qualified professionals in one or more of the following areas of development:

1. Physical development;
2. Cognitive development;
3. Communication development;
4. Social or emotional development; or
5. Adaptive development.

Preschool Eligibility: Rule 3301-51-11

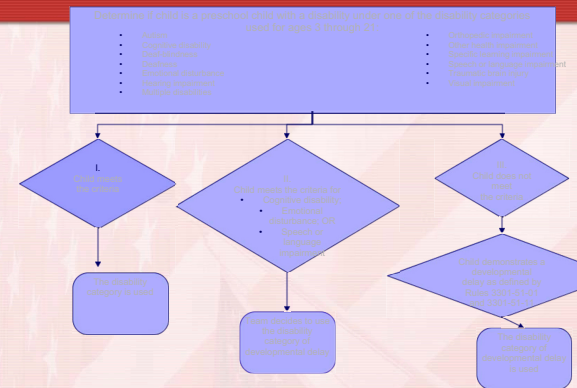
If, after reviewing all of the evaluation data, the child is not eligible for special education under any of the 13 disability categories, the team can decide if the data indicates a developmental delay in one of the original developmental domains:

1. Adaptive Behavior
2. Cognition
3. Communication
4. Hearing
5. Vision
6. Sensory/Motor Function
7. Social and Emotional Development
8. Behavioral Functioning

Preschool Eligibility Scenarios

1. Child fits a disability category.
2. Child fits disability category of
 - o Cognitive disability,
 - o Emotional disturbance, OR
 - o Speech or language impairment
 AND
 - o Team determines use of developmental delay is more appropriate.
3. Child does not fit disability category but is eligible under developmental delay.

Eligibility Decisions



Collaboration: School/Hospital/Private SLPs

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Challenges:

- Medically Complex Children
- Prescriptive Reports with impractical recommendations.
- Many Providers of Information
- Non-Specific Information
- Unique Environment Demands
- Ivory Tower
- Parent Report/Expectations
- Missing and misinformation
- Lack of communication

Collaboration: School/Hospital/Private SLPs

Greater Cincinnati Community Partnership:

- Began in the Spring, 2006.
- Under the leadership of Jeff Stec with the approval of Ann Kummer.
- Monthly meetings: School SLPs/supervisors and CCHMC SLPs.
- SLPs from schools and hospitals were informally surveyed.
- Much time was spent "glorifying the problems".
- But eventually small solutions began and continue to evolve.

Collaboration: School/Hospital/Private SLPs

Strategies that Have Bridged the Gap:

- E-mail Lists
- Collaborative Treatment Plans
- Shared Observations
- Weekly Progress Notes
- Communication Journals
- Streamlined Service Delivery
- Interagency/Professional Collaboration
- Trust First!
- Hospital Policy
- Joint Professional Development Opportunities

Collaboration: School/Hospital/Private SLPs

OSLHA Goal for 2008-09:

Enhance partnerships statewide between School SLPs & SLPs in other pediatric settings.

Action Plan:

1. Form committee of SLPs from around the state who represent pediatric dept's., children's hospitals, pediatric private practices, speech & hearing centers and school SLPs.

Private Practice, I & DD, Non-profit and Schools Rep sent an e-mail out in Feb. and received a large response of interested SLPs.

Collaboration: School/Hospital/Private SLPs

OSLHA Goal for 2008-09:

Enhance partnerships statewide between School SLPs & SLPs in other pediatric settings.

Action Plan:

2. Provide ongoing cross-training among pediatric sites to discuss common topics and needs.

- Linda Hodgdon
- Apraxia Study Group
- SWOSHA Fall Event
- OSLHA Convention

Collaboration: School/Hospital/Private SLPs

OSLHA Goal for 2008-09:

Enhance partnerships statewide between School SLPs & SLPs in other pediatric settings.

Action Plan:

3. Provide a forum at the state convention where pertinent issues can be identified and discussed.

Miniseminar 23 on Saturday at 3:45 followed by Collaboration Committee Meeting at 5:15.

Collaboration: School/Hospital/Private SLPs

OSLHA Goal for 2008-09:

Enhance partnerships statewide between School SLPs & SLPs in other pediatric settings.

Action Plan:

4. Create and publish list of school SLPs by district/school on website and update yearly.

This list is on CCHMC website for Greater Cincinnati area. OSLHA is examining the feasibility of this type of list on OSLHA website.

Medicaid Schools Program

Medicaid Schools Program (MSP)

Replaces CAFS.
Federally approved.
Reimbursements for IEP related services retroactive to 2005.
Only for Medicaid-eligible children.
Ages 3-21.
Rules have been written with collaboration between ODE and ODJFS.

What services are billable?

Direct services delivered to eligible children with an IEP, or those undergoing evaluation for a disability,
Targeted Case Management (TCM) for children with developmental disabilities who have an IEP,
Administrative claiming
Limited transportation services.

Who can bill?

Local Education Agencies (city school districts, local school districts, and exempted village school districts),
Public Community Schools (recognized by ODE and receiving public funds), and
The state schools for the deaf and for the blind.

Where Are the Medicaid Rules Now?

Emergency rules were written and posted for review.
OSLHA surveyed Schools Membership for concerns about these rules

Public hearing on December 30, 2008.

Testimony of all of concerns was presented by Jane Walker representing by the Ohio Speech and Hearing Governmental Affairs Committee.

Where Are the Medicaid Rules Now?

Rules were submitted to the legislature as written in order to meet the required timeline for districts to get the reimbursement.
Promise was made that ODJFS & ODE would meet soon "with the stakeholders to identify beneficial changes" that "would warrant the need to file an amendment to these rules."

Where Are the Medicaid Rules Now?

With submission of the rules to the legislature, ODE and ODJFS also wrote:

"The current proposed MSP rules will not impede the IDEA and state mandated school processes. School districts have been waiting for quite some time to receive Medicaid reimbursement for services provided, and we believe the approach we are proposing is unobtrusive, and preserves the continuity for school districts to submit claims for Medicaid reimbursement."

For more information

For current MSP information, contact:
Schoolmedicaid@ode.state.oh.us

Stipends for School SLPs with CCC's

Stipends for School SLPs with CCC's

- Ten states and over one hundred districts around the country have recognized (or are considering recognition of) ASHA certification for a salary supplement.
- SLPs and audiologists cannot apply for National Board Certification like teachers can.
- The CCC program is as rigorous as NBPTS.
- Stipends would be an attraction for SLPs and audiologists to the schools in Ohio and would also help retain those who are currently working in the school setting.

Stipends for School SLPs with CCC's

Grassroot efforts are required at the local level to address this issue. With an ASHA Focused Initiative Grant, information was compiled by Jean Smith, former ASHA SEAL, that will assist members in these efforts:

- Sample letters for advocacy to the local teacher associations,
- Comparisons of National Teacher Certification and the Certificate of Clinical Competence,
- Bargaining information from the Ohio Education Association
- Other resources.

Contact Jean Smith at jeanbwt@aol.com for this information.

Stipends for School SLPs with CCC's

- Kelly O'Reilly, lobbyist for the Ohio Speech and Hearing Governmental Affairs Coalition, has been in contact with Ohio Dept. of Ed. to get approval for stipends for CCC's.
- ODE referred Kelly to Ohio Education Association.
- OEA is questioning the comparison of CCC to NBPTS.
- Survey was sent to school SLPs in Ohio requesting updated information about CCCs and other certification questions.
- ASHA is being contacted for advocacy support.

Workload Considerations

Workload Issues

- **Full/Complex Caseloads-how to manage?**
- **Alternate Service Delivery Models**
 - 3:1
 - Workload Analysis
 - Pittsfield model

Caseload Ratio Committee-ODE

- Convened in March '08
- Representative of all service providers
- Committed to six mtgs between March and June 2008

Data Collection

- Held Future Search conference
- Conducted Survey
 - o 8500 responses
 - o 1600+ written comments
- o Studied other states
- 7 of 'Big Eight' don't regulate
- Researched formulas for
 - o N Carolina
 - o Wisconsin
 - o West Virginia
 - o Florida
- o Researched the literature

Common Theme

Workload does not
equal caseload

Workload Formulas

- Currently looking at
 - Wisconsin
 - Minnesota
 - Modification of above

Writing Process

Small group
Summarizing our work for the board of ed.
Meeting via conference calls and face to face
Continue to work on formula concept with
supporting rationale

Next Steps

Pilot workload formulas
Fiscal Analysis
Personnel Availability
State BOE

Project
Inspire
An OMNIE Initiative

Project Inspire: Talk It Up!
An OMNIE Initiative-www.omnie.org



Promote the profession

- High Schoolers
 - TEE,
 - Spanish Club,
 - FTA
 - Career Class
- Undecided college majors
- Other professionals

Competitive grant

- o \$100-\$200-\$300 stipends
- o Spring Deadline
- o Submit on-line
- o See past grants

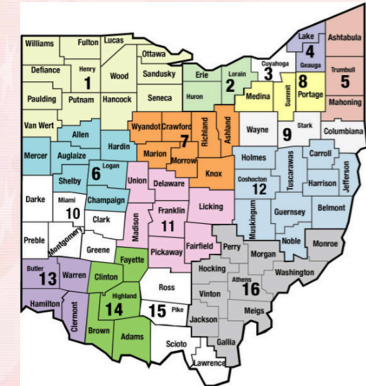
Check out www.omnie.org

State Support Teams

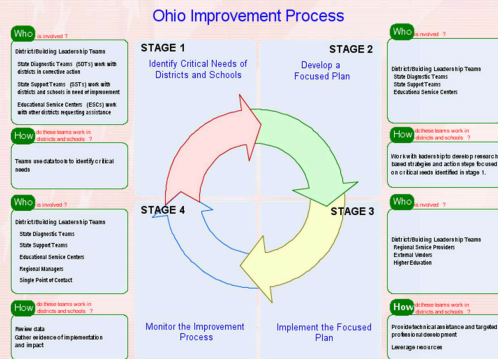
State Support Teams (SST's)

- **HB 115 Educational Regional Service System (ERSS) alignment of:**
- Literacy
- School Improvement
- Early Childhood and School Readiness
- Special Education Compliance (a former SERRC function)
- **Support for Tier I High Priority Districts**
 - Ohio Improvement Plan-Decision Framework
 - Some support for all districts

SST Regions in Ohio



Ohio Improvement Process (OIP)



Questions



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