**PLAN TO IMPROVE LEARNING EXPERIENCES AND OUTCOMES FOR STUDENTS WITH DISABILITIES STEERING COMMITTEE MEETING MINUTES**

**Ohio Department of Education**

**November 15, 2019 – 1:00 p.m.**

**CALL TO ORDER AND WELCOME**

Wendy Grove opened the meeting with a welcome to all committee members and asked for introductions. Mary Watson reviewed the committee purpose, role and meeting norms. September meeting minutes were reviewed and approved as presented with a motion from Trisha seconded by Deb. Mary reviewed the meeting objectives and September exit ticket.

**OPEN REFLECTIONS, DISCUSSIONS OR QUESTIONS ON STAKEHOLDER ENGAGEMENT ACTIVITIES**

Wendy Grove presented the final reports and asked for overall comments around all reports and feedback and comments about specific reports.

* It is clear that everyone believes there is not enough support and staffing, and you can’t serve children without proper staffing.
* Nice job summarizing a lot of data, and it was done in a way that can be synthesized across groups and capture themes.
* I hope we don’t see these reports as a one-time thing, but rather find a way to create sustainable action from them.

Statewide Survey

* The confusion about inclusion that came out in the results of the survey is a serious issue we grapple with. It includes preservice, which is why we’re introducing the dual licensures.
* The fact that a staff person said more staff is needed in order to identify disproportionality is really telling and important to notice.

Virtual Teacher Focus Groups

* No comments

Family Town Hall Meetings

* The responses reflected in some cases what the professionals would say.
* Often when you survey various types of stakeholders you get very different perspectives, but this was pretty common across responses, and that means we’re hitting on the right issues.
* The affection expressed for the intervention specialists and those in the trenches with the families was really touching.
* It would be good to be thoughtful about how to include parents of students who are English learners, dually identified, etc.

Student Voice

* Would like to see larger student data here.
* We need to be mindful to represent all demographics.
* It would be helpful for district and building leadership to understand the intent behind this process so they will be inclined to provide more opportunities for ODE to come in and do this type of thing.
* It would be great to couch these types of questions into discussions when kids are coming together for other purposes.
* Access to career opportunities is emerging as a critical area.
* We need to reach out to kids who are traditionally not involved in these types of processes - kids in residential treatment, etc.

**WORKGROUP UPDATES**

Steering Committee members reviewed the final workgroup recommendations and offered feedback.

Disproportionality

* It is good to see lots of sections about professional development and about the importance of being proactive. ODE has done a great job with this.
* Recommendation two should talk more about the “how.”
* Equitable leadership needs to be unpacked.
* Clarify the first part of recommendation four around structural framework.
* The recommendations are vague - a little direction would be much appreciated.

Inclusive Leadership

* Use the words “especially those with disabilities” instead of “including those with disabilities.”
* To do this correctly you must have all students working and learning together.
* Shared leadership and collaboration should be in all three of these and should be spelled out.
* The third recommendation could have some aspect of the providers who do business with the districts being looped into this, understanding it is the end goal.
* Need to target this to not just leaders but also to teachers or even preservice teachers to see how the cogs fit in the machine.
* In the third recommendation, the word “accessibility” is used, but it’s also the physical environment. Maybe it could say “universal design.”

Post Secondary

* A large portion of students with disabilities are not covered by these goals. For instance, it should be successful competitive employment, not successful employment.
* These three do not represent county boards of developmental disabilities.
* How do we acknowledge a standard of excellence no matter what that is for each child?
* Kids with serious disabilities are represented in recommendation one.
* I do not see the importance of collaboration expressed here. It needs to acknowledge skill sites and related services personnel.
* Recommendation three should say “students and families.”
* Incorporate something in the curriculum to help with self-advocacy.

Literacy

* The literacy group did an excellent job!
* In recommendation one is there a way to link MTSS to anchor that professional learning must be involved?
* Build in progress monitoring in recommendation two.

Feedback on the proposed synthesized recommendations: Are the 12 represented here?

* No, it’s not all there; some important things like career connections were removed.
* At the action steps level some important pieces didn’t transfer.
* The disproportionality recommendation had a focus on quality academic instruction, but it’s missing here.
* In strategy one, take out “for discipline” and use in “for support” under school climate and culture.

Should we even synthesize? Should we have a final report by workgroup topic?

* The way they were worded previously gives the full breadth to what you’re trying to do.
* You could write the report in a way that shows these are the common themes.
* There is power in the repetition in each domain.
* Workgroups worked hard to create action steps - don’t leave them out.

The consensus of the Steering Committee was that the report should be arranged by workgroup topic as opposed to a synthesized report. Kelly asked that members email her with any further thoughts around this.

**CLOSING AND REMINDERS**

Next meeting date is December 19, 2019.

The meeting adjourned at 3:41 p.m.