



COMMITTEE MEETING REPORT

committee name	Special Education Work Group	
date and time	Friday, October 13, 2017, at 9:00 a.m.	
location	NEOE Conference Center	
attending	Hank Haynes, facilitator Jené Wilson, recording secretary Carol Dolgosh	Eric Fortune Lisa Lieben John Veverka
absent (please note if excused)	N/A	
needed before next meeting (from whom? by when?)		
action items for Board of Directors	Possible support for OEA New Business Item to create an OEA Special Education Work Group	
next meeting is scheduled for . . .	Pending outcome of OEA New Business Item.	
Committee page set up on OADDP website at: http://oaddp.ohea.us/neoea-special-education-work-group/		
<ol style="list-style-type: none">1. Meeting called to order at 9:15 a.m. by Hank Haynes, Facilitator. Introductions.2. Purpose of the meeting – address the concerns of special educators within OEA.<ul style="list-style-type: none">• Draft language for a New Business Item for the fall District and OEA Representative Assemblies that would create an OEA Special Education Work Group to recommend professional development programs, sample contract language, and OEA Resolutions or Legislative Policies. More resources and wider audience.• DD programs have downsized and students gone to local K-12 schools due to Federal law and lawsuits by parents and advocacy groups.• Caused OADDP to reach out to K-12 Special Educators.3. Review the scope and nature of issues affecting special educators – challenges with providing adequate and appropriate supports to meet the needs of students and staff issues effecting Special Educators:<ul style="list-style-type: none">• Large caseloads.• Caseloads spread across several grades.• No time to use allotted planning time.• Not enough help for students with severe needs.• No time to write IEPs; no pay for doing work at home.• Graduating students at age 18 to make the graduation numbers for the district look good, even if they have needs that could keep them to age 22.4. Recommend classroom and student supports.<ul style="list-style-type: none">• Develop a rubric to assess needed levels of individual and classroom support (to justify classroom or personal aide).• Student friendly assessments and accommodations.5. Appropriate and effective IEPs.<ul style="list-style-type: none">• Empower educators to advocate for students.• More focus on adaptive behavior goals and supports.		
Minutes submitted by Jené Wilson.		