

## **Conference notes of OASNP member forum at the OEA Leadership Academy**

**Friday, June 17, 1:00– 2:30 PM – Sheraton Columbus Hotel at Capitol Square**

### **Teamwork Makes the Dream Work**

#### **Working Across Job Descriptions**

Some teachers resist helping with accommodations for students

Jr High students are very accommodating and protective of their Special Needs peers

Substitutes and paras not included in information sharing

IEP information not available to paras and other staff

Paras not involved in IEP meetings

Some staff need better understanding of privacy and professional conduct

Some districts unable to schedule time for all team members to meet and communicate

Co-teacher Professional Development needed

Special Education Professional Development needed for all staff, including para-professionals, SSP

Staff made aware of behavior issues and appropriate responses; consistency

Behavior referrals; documentation

Special education “department meetings”

OEA Special Education New Teacher Guide similar to other OEA ONE guides

Bargaining issues – procedures and communications; assaults, leaves, reporting

Position Descriptions; professional development rubric for each item.

Staff must speak up regarding issues

Build relationships within the local; inclusive

District culture issues; need for cultural competency training

Supportive education practices

Lack of time to engage on the issues

Show respect and value of staff

Don't pull specialist to substitute;

Advocate for students

“There is no person above or below when it comes to student needs.”

### **Utilizing Community Resources**

Make a list; check with district PR Communications Director; building secretary, etc.

Community partners

Social workers

District liaisons

Churches

Community wraparound services

County Board of DD & ESC

OOD – Opportunities for Ohioans with Disabilities

Abuse & neglect referrals/reporting

### **Encouraging Parent Involvement**

Stay in touch with parents

Multiple sources, multi-lateral channels with parents; professionals

More communication is not too much

Google voice phone number forwarded to personal phone; no use of personal devices

Build relationships

Make parents feel valued; ask for input

Positive phone calls on a regular basis

Include and involve paras in communications

Ask if need any accommodation, large print, translation, etc.

Person First – Talking to/with individuals with disabilities; use name, not disability

Compiled by Hank Haynes, OASNP Business Manager