



Ohio Coalition for the Education of Children with Disabilities

2020 Annual Report



***We believe all children have a right
to a meaningful and relevant education.***



The mission of the Ohio Coalition for the Education of Children with Disabilities (OCECD) is to endorse and promote efforts to provide appropriate quality education for children and youth with disabilities. We do so in the belief that all children have a right to a meaningful and relevant education. The belief affirms the dignity of each child or youth with disabilities, whose needs are unique and whose needs must be met equally and appropriately.

OCECD is dedicated to ensuring that every child with disabilities is provided a free, appropriate public education. We continually strive to improve the quality of our services for all children and youth with disabilities in Ohio.

Ohio Coalition for the Education of Children with Disabilities

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Dear Parents, Policymakers, and other Professionals,

I am pleased to present the 2020 Annual Report for the Ohio Coalition for the Education of Children with Disabilities (OCECD). The year 2020 brought unprecedented challenges to the world as COVID-19 affected every area of our lives. All professionals, including OCECD staff, had to innovate, adjust, and institute new ways to connect and provide services to the parents, families, young children, and students they assisted. Despite having to change our methods for serving families to meet their needs, our staff diligently worked and persevered in their support and assistance to all those they served.

We continued to aid families utilizing various options, depending upon the time of year, health orders, and school situations. We began early 2020 operating in our typical manner, then in early spring of 2020, we limited in-person meetings, promoting social distancing and safety protocols, per requirements. In late spring, following health orders, we ended in-person meetings and trainings. OCECD staff adapted quickly, modifying methods and implementing new ways of serving families. Our staff used virtual platforms employed in the districts they serve; and conference calls, phone calls, texts, and emails for reaching out to parents. Materials and resource information continued to be provided to families and professionals. Local trainings were still offered to parents via virtual platforms, as well as statewide webinars for parents and professionals.

Included in the following pages is an overview of the activities and support OCECD provided to parents, family members, students, and professionals during the 2020 year. Our staff had contact with, and provided services to, 216,459 parents, family members, professionals, and others. 3,440 individuals attended OCECD training workshops. In 2020, consumers continued to search for information and resources through our website, totaling 148,646 page views, demonstrating that OCECD is a known and reliable source for information. 60,590 calls, letters, texts, or emails were processed by OCECD staff, as well.

Essential to the success of our staff, and the families and professionals they support, was the OCECD Governing Board. In 2020, the Coalition staff were supported by thirty-two member organizations, individual members, parents, families, and professionals. Through this collaboration of committed and dedicated individuals, we remained strong and progressed in our work and assistance to families and professionals, to ensure that every child with disabilities is provided a free, appropriate public education.

These are difficult times, and 2021 will continue to present challenges, which will likely result in increased mental health, social, emotional and behavioral needs nationwide for students. I am grateful for the work of the staff of OCECD and their unwavering support for Ohio families.

I would like to end my letter by reflecting on how I ended my 2019 Annual Report welcome letter, whose words are still as true today as they were when I wrote this letter last year prior to COVID-19; only the date has been changed:

Despite the transitions experienced within OCECD during 2020, staff have remained fully committed to the mission and purpose of our organization. I have been humbled and inspired by the dedication, commitment, and compassion of our staff to those we serve. Services to parents, families, children, and professionals have not wavered during our transition, and we continue moving forward in a positive direction. We have maintained our mission with pride and integrity, and I feel fortunate to work with, and for, such dedicated staff.

Sincerely,



Lisa Hickman
Executive Director, OCECD

About OCECD



Established in 1972, the Ohio Coalition for the Education of Children with Disabilities (OCECD) is a statewide, non-profit organization dedicated to advancing the educational interests of children with disabilities. OCECD promotes efforts to provide appropriate quality education for children and youth with disabilities, and to insure that public policy and school reform efforts always consider best practices for students with disabilities.



OCECD is composed of over 35 parent and professional organizations representing over 50,000 individuals, as well as individual members. Staff across Ohio collaborate with local parent support organizations to offer information, training and support to parents of children with any disability ages birth through 26.



OCECD's experienced staff, many of whom have children or other family members with disabilities, are available to assist individuals or groups with information about:

- Early intervention for infants and toddlers to age 3
- Preschool special education services for ages 3 through 5
- Family support systems
- Special Education in public and community schools
- Resources for parents and professionals
- Free trainings for parents and professionals in Ohio on educational topics
- Teamwork between family members of children with disabilities and service providers
- Community-based services
- Transition from high school to employment/college in the community



Tools used by OCECD to provide assistance include:

- Phone support
- One-on-one consultation
- Individual presentations and trainings
- Group presentations and training/workshop sessions
- "It's My Turn" and Goals Planning Success (GPS) are self-determination transition trainings. These student focused trainings are designed to increase the capacity of youth with disabilities to make choices and to advocate for themselves.
- Bilingual OCECD materials including booklets about Evaluation, IEP, 504, ADHD, Rights, Transition, etc.
- Mentoring 4 Reading Achievement Program (M4RA): 1:1 Reading Mentoring for students reading below grade level
- All About Reading Mentoring Training – train family members/childcare providers how to mentor children in reading
- Quarterly newsletter on various special education topics
- An informational website describing OCECD's services, schedule of trainings and conferences, resources and links to other helpful special education resources and organizations
- Parent training modules on our website
- Facebook page and Facebook Live presentations on special education topics
- An informational website describing OCECD's services, schedule of trainings and conferences, resources and links to other helpful special education resources and organizations.

As a state-level organization, OCECD is an important policy development organization deeply committed to working with the state legislature, the Office of the Governor, and state agencies on legislative and policy issues of importance to Ohio's children with disabilities.

OCECD is a non-profit organization and has 501 (c) 3 tax-exempt status.

Ohio Coalition Membership Profile

OCECD serves multiple audiences, and is at the intersection between *Parents, Pupils, Policymakers and Professionals*. As a federally funded Parent Training and Information Center, OCECD is responsible for providing information, training and assistance to parents of children with disabilities throughout Ohio.

OCECD has 3 types of members: statewide member organizations, regional member organizations and individual members. Corporate patrons also support the organization.

Statewide Member Organizations: Organizations whose membership and activities encompass the State of Ohio, and whose goals and purposes are harmonious with those of the OCECD, may be STATEWIDE MEMBER ORGANIZATIONS.

Statewide Member Organizations include:

Ohio Association of County Boards of Developmental Disabilities (OACBDD)
Ohio Association of Pupil Services Administrators (OAPSA)
Ohio Association of Supervisors and Coordinators for Exceptional Students (OASCES)
Ohio Educational Service Center Association (OESCA)
Ohio Occupational Therapy Association (OOTA)
Ohio School Psychologists Association (OSPA)
Ohio School Speech Pathology Educational Audiology Coalition (OSSPEAC)
Ohio Speech-Language-Hearing Association (OSLHA)

Regional Member Organizations: Organizations functioning within the State of Ohio (but not statewide), whose goals and purposes are harmonious with those of OCECD, and the majority of whose members are parents of children and youth with disabilities, persons with disabilities or professionals involved in related areas, may be REGIONAL MEMBER ORGANIZATIONS.

Regional Member Organizations include:

Achievement Centers for Children
Allen County Educational Service Center
Autism Society Central Ohio
Brown County Educational Service Center
International Dyslexia Association Central Ohio
Center for Disability Empowerment
Central Ohio Region Parent Mentors
Columbiana County Educational Service Center
Down Syndrome Association Central Ohio
Down Syndrome Association of the Valley
Mercer County Educational Service Center
Milestones Autism Resources
Montgomery County Educational Service Center
NAMI Franklin County, Inc.
North Central Ohio Educational Service Center
North Point Educational Service Center
Northwest Ohio Educational Service Center
Northwest Ohio Parent Mentors
North Point Educational Service Center
State Support Team (SST) Region 1
State Support Team (SST) Region 2
Warren County Educational Service Center
Western Buckeye Educational Service Center

Corporate Patron Organization:

CEC Ohio, Council for Exceptional Children

In addition to these organizational members, over 400 parent and professional individuals, whose goals and purposes are harmonious with those of OCECD, are full members of OCECD and may attend Governing Board meetings and receive publications and other services.

All members and member organizations support the organization both fiscally and through volunteer efforts.

How is OCECD Organized?



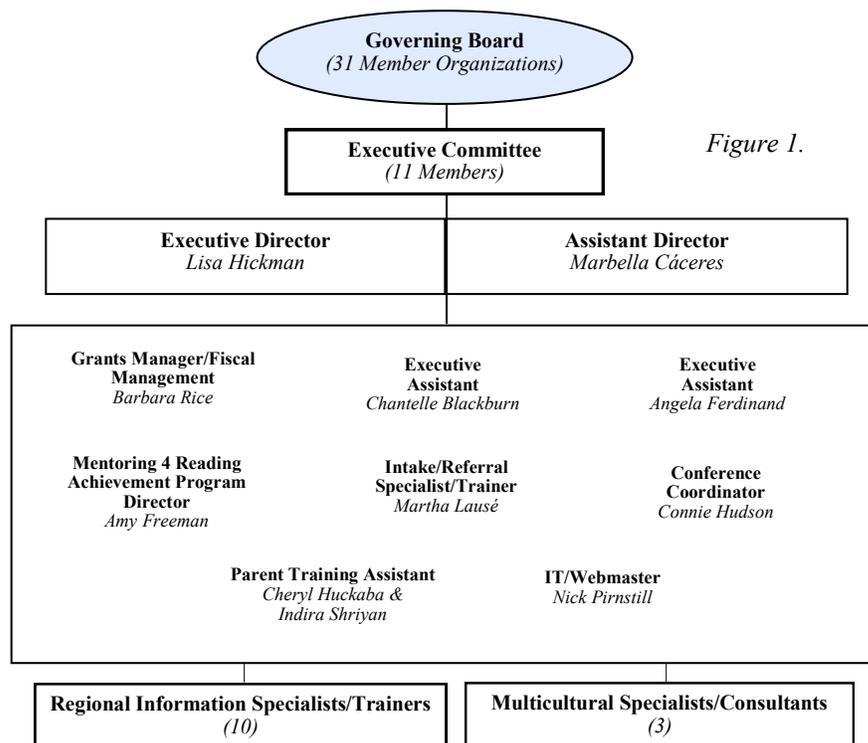
Dr. Lisa Hickman, Executive Director

Governance and Management

OCECD is overseen by a Governing Board composed of representatives of more than 30 organizations. The Governing Board is the policy making body of OCECD, with each statewide member organization having two representatives, and each regional organization having one representative. Each representative has one vote. An Executive Committee comprised of eleven members elected by the Governing Board reviews and directs fiscal and personnel matters (see Figure 1).

The following individuals served on the OCECD Executive Committee in 2020:

- Jack Brownley, President
- William Bagnola, Vice-President
- Cathy Ruiz, Past President
- Christine France, Secretary
- Frances Bauer Morrow, Treasurer
- Donna Stelzer, Statewide Organization
- Judith Dunham, Regional Organization
- Ginny Bryan, Parent Representative
- Mia Buchwald Gelles, Parent Representative
- Lisa Hickman, OCECD
- Marbella Cáceres, OCECD



OCECD STAFF, PROGRAMS & SERVICES

In addition to its governance structure, OCECD is managed on a daily basis by an Executive Director. Additionally, the Coalition is served by experienced staff comprised of parents, family members of children with disabilities, educators and medical personnel.

OCECD’s experienced staff members are available to assist individuals or groups with such areas as:

Public Policy in Education – OCECD serves a voice for professionals, families and, most importantly, children with disabilities at the federal, state and local levels,.

Educational Resources and Informational Materials – OCECD provides the latest information and resources for families and professionals through the OCECD website, training and issue-related seminars, and more.

Family Support Services – OCECD’s experienced staff and extensive parent mentor network provide a broad array of family support services from disability identification and intervention to one-on-one consultation, trainings and community based services and transition.

2020 Policy and Program Analysis, Education and Advocacy

OCECD supports federal, state, and local educational policies and practices that improve outcomes for all students with disabilities.

Federal Level – OCECD followed efforts at the federal level on the following educational issues, providing input and information regarding how these affected Ohio parents and students with disabilities:

- Mandatory full funding of IDEA
- Parents’ rights
- Improved educational results
- Early Childhood Education

State Level – During the past year, OCECD closely followed state education policy priorities, providing information and input on bills and the impact on students with disabilities. Notable 133rd General Assembly Education Policy Proposals include (but are not limited to):

- **House Bill (HB) 305 - School Funding Reform and Special Education Funding, SB 376 Create New School Financing System**
- **Senate Bill (SB) 310 - Provide Federal COVID Funding to Local Subdivisions**
- **House Bill (HB) 436 - Regarding Screening and Intervention for Children with Dyslexia**

Please see the 2020 *Special Education Profile* Report for a more thorough review of these and other 2020 education bills.

Ohio’s Cost-Based Funding Methodology – OCECD has played an essential role in understanding special education and special education finance in Ohio. Please see our previous reports, the 2019 Annual Report and 2019 Special Education Profile Report, which detail relevant legislative history on school funding and our involvement over time in this key area. Here, we focus on recent school funding legislation and movement in this arena, as it may change the nature of school funding in Ohio in the future.

HB 305 School Funding Reform and Special Education Funding. In 2019, HB 305 was sponsored by State Representatives Robert Cupp (R) and John Patterson (D), which advised the creation of a new school financing system in Ohio and included related appropriations. This was the means proposed for implementing the *Fair School Funding Plan*, which was the final deliverable of a bipartisan House working group that met for nearly 18 months to address Ohio’s school funding system. According to preliminary estimates, if fully implemented in FY 2025, the plan would have cost the state of Ohio an additional \$1.5 billion annually. *These estimates, however, did not include several service areas outside of the basic school funding formula, including special education and funding for educational service centers.*

HB 305’s new formula was an input-based model that sought to provide instructional resources to ensure high quality education for Ohio’s children. The base costs were driven by student-to-staff ratios and statewide average salary data, as well as statewide average expenditures for operations, supplies, materials, and other expenses. Nearly all base funding under the proposal (95%) was for classroom instruction and instructional support costs, including classroom teaching (60%), educational supports (15%), and school operations (20%), although decisions on how to spend base funds would be locally controlled. Several components were included in this formula, such as instructional costs, instructional support costs, safety and security, social and emotional support, and technology and connectivity. While these elements would determine how much funding districts receive under the new formula, there was no mandate for them to spend specific amounts on any of the outlined service areas.

The base cost did not include the cost of Special Education, Gifted Education, English Language Learners, Transportation, Poverty, Preschool, Targeted Aid/Capacity Aid, Career Tech or Career Awareness and Exploration. These categorical funding allocations were appropriated outside of, and in addition to, the base cost formula amount.

Several school finance studies were called for in this bill, including an evaluation of special education funding. Importantly, the bill demonstrated the relative policy importance of primary and secondary education, by including intent language that specifies that funds in Pupil Transportation, Special Education Enhancements, and Foundation Funding are collectively used to pay state formula aid obligations, as a first priority before any other earmarks.

In the meantime, in November of 2020, ***SB 376 Create New School Financing System*** was introduced as a companion bill and referred to the Finance Committee where it stayed.

HB 305 was passed in the House in early December of 2020 and then introduced in the Senate, where it was then referred to the Senate Finance Committee. There remained only two weeks left in the year for the General Assembly, with the result that the bill did not pass in 2020. Discussion at the time was that portions of the bill, including the funding formula, could be rolled into the next state budget.

SB 310 Provide Federal COVID Funding to Local Subdivisions SB 310, introduced in the Senate in May of 2020 as a CARES Act funding distribution bill, was finally passed on December 29, 2020 (emergency effective date). This bill was amended by the time it passed to also include the capital budget, authorized spending, and appropriations for unspent CARES Act funds, as well as other items, such as the Kinship Support Program. A few items regarding education were also included in this bill, notably, the school financing studies that were outlined in HB 305, which were described above. As a result of this, Ohio must conduct these school financing studies.

HB 436 Regarding Screening and Intervention for Children with Dyslexia and SB 102 Establishes Dyslexia Screen Program for Schools HB 436 and SB 102 were companion bills introduced simultaneously in the Ohio House and Senate in 2019. This would be an expansion of a statewide pilot program that operated in eight school districts from the 2012-2013 school year to the 2014-2015 school year. These two bills required each school district and community school to conduct early screenings and provide intervention services for children with risk factors for dyslexia under the Dyslexia Screening Program. The Ohio Department of Education (ODE) would be required to establish guidelines and procedures for the program in consultation with the International Dyslexia Association, or another nationally recognized organization that specializes in the treatment of dyslexia, and furnish any approved assessment used by a school district or school for purposes of the program.

HB 436 passed in the House in mid-June and was sent to the Senate, where it passed in December of 2020. The House concurred by the end of the 2020 year, with an effective date for April 12, 2021. HB 436 requires that beginning in the 2022-2023 school year, districts establish a multi-sensory structured literacy certification process for teachers of students in grades K-3, to align with a guidebook that will be created by the Ohio Dyslexia Committee (ODC). This guidebook will contain information about best practices and methods for universal screening, intervention, and remediation for children with dyslexia or for those displaying dyslexic characteristics and tendencies. Together, the ODC and ODE will provide professional development, assist districts to develop multidisciplinary teams to address dyslexia, develop reporting mechanisms for the submission of student data, develop academic standards for kindergarten that incorporate a multi-sensory structured literacy program, provide training information, and identify evidence-based screening and intervention measures to evaluate the literacy skills of K- 5 students.

Districts will also be required to select “reliable, valid, universal, and evidence-based” screening and intervention measures from those identified by ODE and ODC to address literacy skills of students, using a multi-sensory structured literacy program, in addition to establishing a multidisciplinary team to administer the measures and analyze the results.

Parameters were set for which districts will have to administer tier one dyslexia screenings in 2022-2023, 2023-2024, and in the future. Other measures outlined in this bill were identification of students at-risk for dyslexia, progress monitoring, when to implement a tier two screening measure, notification of parents or guardian, and reporting.

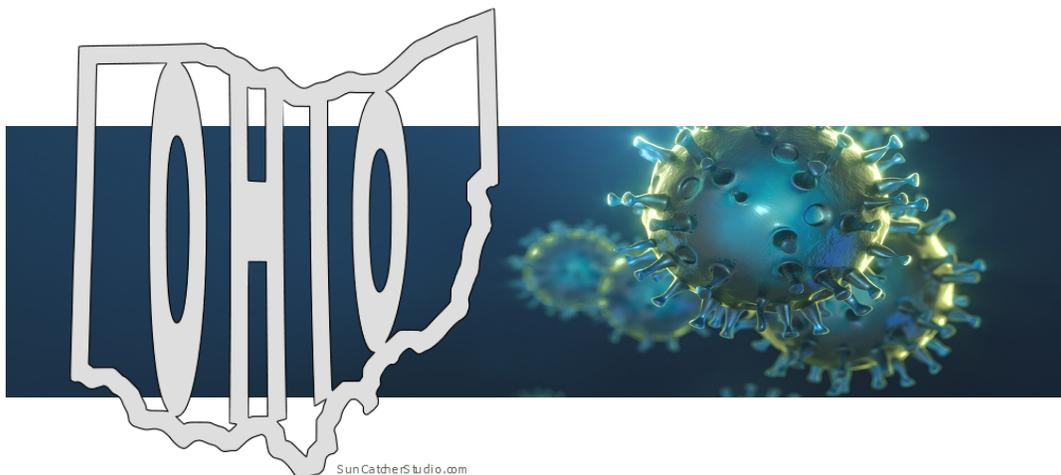
COVID-19's Impact on Education and Law in 2020

The above discussions of the 2020 year, however, are only part of the story. COVID-19 spread across our nation, affecting students in schools, the manner in which schools operated, and methods for providing services and supports. During the 2020 year, at the Federal level, the Office of Special Education and Rehabilitative Services' Office of Special Education Programs (OSEP) issued guidance at several different points, including information on providing services to students with disabilities during COVID-19, the implementation of the Individuals with Disabilities Education Act (IDEA) Part B and Part C dispute resolution procedures during COVID-19, evaluation and assessment timelines, procedural safeguards in the COVID-19 environment, and other information. <https://sites.ed.gov/idea/topic-areas/#COVID-19>. One action that the US Department of Education took was allowing states to apply for waivers for testing. In the letter issued by the Secretary of Education, Betsy DeVos, she wrote, in part:

Due to the extraordinary circumstances created by the COVID-19 pandemic and resulting school closures, I am providing flexibility to all States regarding the assessment and accountability requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). Given the widespread, extended school closures, I know many States will be unable to administer their statewide assessments to all students in the spring of 2020. As statewide accountability systems rely on fair, reliable and valid assessment results, I also recognize that States that do not administer their assessments will also not be able to annually meaningfully differentiate among public schools or identify schools for support and improvement, as required under section 1111(c)(4) and 1111(d)(2)(C)-(D) of the ESEA.

Therefore, pursuant to my authority under section 8401(b) of the ESEA, I am inviting your State to request a waiver, for the 2019-2020 school year, of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

Through these waivers, your State would not need to administer its statewide assessments to all students, to make annual accountability determinations, to identify schools for support and improvement, or to provide data on its State and local report cards for assessment and accountability information. <https://www.ed.gov/coronavirus/waivers-and-flexibility>, <https://www2.ed.gov/policy/gen/guid/secletter/200320.html>



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In Ohio, COVID-19 spread across the state, and by early 2020, Ohio Governor Mike DeWine moved swiftly to provide information and updates to Ohioans regarding COVID-19. As a result of growing case numbers and in an effort to reduce the spread of COVID-19, the Ohio Department of Health issued a series of health orders during the 2020 year, some of which notably impacted children and youth with disabilities.

The discussion below is a highlight of just some of these health orders. To keep our focus aligned with the policy discussion in the education arena, we focus our analysis on the education related health orders. While these are not policy issues themselves, the impact of these orders will be felt in policy in the coming years. Parents, students, and educators are facing widening gaps for students with disabilities in their education resulting from the pandemic, in addition to an increase in mental health, social, emotional, and behavioral needs. The impact of COVID-19 and these orders will likely lead to the creation and passage of bills in Ohio for 2021 to address some of these issues.

Please visit the Ohio Department of Health's website to review full details of each health order or order from the governor. The following are summaries:

March 2020 closure of K-12 schools In March of 2020, Ohio Governor Mike DeWine ordered schools to be closed to students, which was quickly followed by an Ohio Department of Health Order, providing further clarification. This statewide order closed school buildings that provided any K-12 instruction to students, for a period of weeks. This original health order was amended twice more to extend the closure, with the final date of closure through June 30, 2020. The final amendment clarified that the order did not apply to Ohio Department of Education (ODE) licensed preschool and school age childcare programs, since a different health order had been issued, reopening facilities providing child care services, after having also been closed for a period of time. Students in Ohio ended the 2020-2021 school year through alternative learning formats, such as remote, online, sending schoolwork home, use of blizzard bags and more. <https://education.ohio.gov/Topics/Student-Supports/Coronavirus/Frequently-Asked-Questions-Governor-DeWine%E2%80%99s-Scho>

ODE provided schools with a series of responses to Frequently Asked Questions pertaining to the situation, from information on testing, retention, graduation, IEPs, reevaluation, and other related areas to assist. <https://education.ohio.gov/Topics/Student-Supports/Coronavirus/Data-Reporting-for-Students-with-Disabilities-FAQ>

Subsequently, the 2020-2021 school year began with schools in a variety of different circumstances. Decisions to come back to school in-person, hybrid, or remote began to be made by districts starting in July of 2020. Many schools shifted learning plans in mid-November as case counts rose. Per the Ohio Department of Education's Reset and Restart page, "From early September through early November, more school districts offered in-person learning than remote or hybrid learning. <https://education.ohio.gov/Topics/Reset-and-Restart/Data-Insights-on-the-2020-2021-School-Year>. That changed in mid-November when more districts began relying on remote or hybrid learning." This pattern continued in December 2020.

August 2020 Use of Facial Coverings in Child Education Settings This health order required the use of facial coverings in all child education settings, by both children and adults, to prevent the spread of COVID-19. <https://governor.ohio.gov/wps/portal/gov/governor/media/news-and-media/announces-school-closures>. It included childcare settings, school buildings, or any other location that provided care or education to children in grades K-12. https://coronavirus.ohio.gov/wps/wcm/connect/gov/aeadbec1-574d-4a42-9ca4-4487b7a67a4f/Director%27s+Order+-+K-12+Schools+03.14.20.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=ROOTWORKSPACE.Z18_K9I401S01H7F40QBNJU3SO1F56-aeadbec1-574d-4a42-9ca4-4487b7a67a4f-n6IAkBm. There were exemptions, such as an individual with a medical condition, including respiratory conditions that restricts breathing, mental health conditions, or a disability that contraindicates the wearing of a facial covering. In addition to several other exemptions allowed, a provision was made for a situation in which an individual is communicating, or seeking to communicate, with someone who is hearing impaired or has another disability, where an accommodation is appropriate or necessary.

Consequently, there were bills introduced in 2020 that were the direct result of some health orders in Ohio. For example, bills introduced included:

- **SB 319 Revises Education Law in 2020/21 due to COVID-19**
- **SB 320 Allow schools to open for 2020-21 school year**
- **SB 358 Change education laws in response to COVID-19**
- **HB 585 Waive K-12 requirements due to COVID-19 closures**
- **HB 686 Waive state testing/exemption from report cards**
- **HB 748 Prohibits health orders that supersede school district decisions**
- **SR 542 Urge US Sec of Ed extend school assessment waiver to 2020-21 year**

None of these passed, however. One bill that did pass on March 27, 2020 (Emergency Effective Date), which was of large importance to education was ***HB 197 Make Technical and Corrective Changes to Tax Law***. As identified in ODE’s statement below, this was likely the culmination of school closures and federal waivers for testing and accountability requirements. HB 197 included a section on education, containing the clarification that in the event of school closures, schools, in having to switch to remote education in order for students to continue with their schooling, did have flexibility in meeting instructional hours, but were not excused from meeting the minimum amount of hours. According to the Ohio Department of Education,

The Governor’s expressed intent is for schools to continue providing educational services and learning opportunities to students through alternative means during this ordered school-building closure period. <https://education.ohio.gov/Topics/Student-Supports/Coronavirus/Additional-Information-on-Instructional-Hours-and>

The emergency legislation did not waive HB 410 absence and truancy requirements, although flexibility to districts in this process was recognized as needed. For example, it was acknowledged that school attendance could be affected due to lack of equitable access to internet or internet stability across the state, additional family stressors, or a lack of ideal learning environments at home. <https://education.ohio.gov/Topics/Student-Supports/Coronavirus/Additional-Information-on-Instructional-Hours-and>.



Also included in HB 197 was a section on K-12 State assessments that exempted all public and chartered nonpublic schools from administering the state achievement assessments for the 2019-2020 school year. Additionally, it prohibited the Department of Education from publishing and issuing ratings for overall grades, components, and individual measures on the state report cards and submitting preliminary data for report cards for school districts and buildings. With respect to the Third Grade Reading Guarantee, schools were exempted from retaining a student under the Third Grade Reading Guarantee based solely on the student's academic performance in reading in the 2019-2020 school year, unless the student's principal and reading teacher determined the student is not reading at grade level and is not prepared for fourth grade. Further, it permitted non-classroom personnel providing professional services to students with disabilities to provide services electronically or via telehealth communication for the duration of the Director of Health's order to close schools for the COVID-19 outbreak, or until December 1, 2020, if the order or extension of the order has not been rescinded. Quoting from the Department of Education:

Ohio's ordered school-building closure and subsequent emergency legislation (House Bill 197 of the 133rd General Assembly) have substantial impacts on the state's assessment and accountability systems, including Ohio School Report Cards for the 2019-2020 school year. During this time of crisis, Ohio's schools and educators should be focused on addressing the health and safety needs of their students and making a good faith effort, within their available capabilities, to support continued learning outside of school.

The U.S. Department of Education has provided states the ability to seek one-year waivers from the Every Student Succeeds Act's (ESSA) testing and accountability requirements. The Ohio General Assembly subsequently passed emergency legislation canceling the spring administration of Ohio's State Tests and waiving report card requirements other than reporting of some limited, available data. The legislation also put in place a "Safe Harbor" period for many elements of the accountability system. Accordingly, the Ohio Department of Education sought and received a federal ESSA waiver for the 2019-2020 school year. <https://education.ohio.gov/Media/Ed-Connection/April-6-2020/Assessment-and-Accountability-Waiver-Information-f>



OHIO COALITION FOR THE EDUCATION OF CHILDREN WITH DISABILITIES TRAINING DESCRIPTIONS

Early Childhood and School Age Trainings – Designed for Families of Children Ages Birth to 26

[A Cultural Perspective on Special Education](#) – Participants will gain an understanding about various cultures, and how to communicate effectively.

[A Guide for Parents and Educators of Deaf or Hearing Impaired Children](#) – Participants will learn the different types of hearing loss and how they affect individuals in their educational and social environments. Early detection screening, audiograms and technology used to identify and support those with hearing loss will be presented. Parents will learn strategies to work with their deaf/hearing impaired children and suggestions for accommodations that can be written into their child's IEP.

[All About Reading](#) – Participants will learn the basic foundational steps needed to learn to read. Rhyme, rhythm, pictures, phonemic awareness are discussed and applied with a hands-on approach. Story telling techniques will be demonstrated. How to recognize if a child is having difficulty reading and what some of the warning signs of a possible disability will also be discussed.

[All About Reading Mentoring](#) – Participants will gain a better understanding and knowledge of the foundation of literacy skills and be trained to use evidence-based materials to mentor their child or student. 30-minute mentoring session through role play and learning to use materials from M4RA.org and Readinga-z.com websites.

[Autism Awareness](#) – Participants will be informed about the current diagnostic criteria for the diagnosis of Autism Spectrum Disorder (ASD). Discussion will address Individual Education Program (IEP) goals along with strategies and possible methodologies for educating children identified on the Autistic Spectrum. A comparison between services received through the Autism Scholarship Program and public school IEP programs also will be discussed.

[Children Transitioning from Early Intervention to Preschool: What Parents Need to Know, Part 1](#) – Participants will be provided with information designed to prepare families for the change that takes place as their child leaves early intervention services for preschool services, upon turning three years of age. An overview of the differences between early intervention and preschool services, transition planning, timelines, evaluation process, and tips to help families have a smooth transition.

[Children Transitioning from Early Intervention to Preschool: What Parents Need to Know, Part 2](#) – Participants will learn about the eligibility determination process for preschool special education services, the Individualized Education Program (IEP) for a preschooler, and the information considered when determining a child's placement in the least restrictive environment.

[Dispute Resolution](#) – Exploring Options to Resolve Concerns with your Child's School District - Participants will be provided with basic information about Ohio's Dispute Resolution Processes. Both formal and informal options will be reviewed. Information will be provided about Facilitation, Mediation, and Administrative Review. Basic differences between a state complaint and a due process complaint will be explored.

[Enriching the Learning Environment](#) – Participants will develop an awareness of the need and importance of a stimulating, rich environment for children. Discussion will include Howard Gardner's Eight Intelligences Theory, with examples of how to develop the various intelligences in children. (Written for parents of children ages 0 – 9)

[IEP Clinics](#) – Parents bring their child's IEP for an OCECD representative to review. Pre-registration appointments are scheduled to ensure sufficient time to review and discuss questions and concerns parents may have about their child's IEP. Parents will leave with a better understanding of their child's IEP and a plan on how to work with their schools in developing future IEPs.

[Individual Development](#) – Participants will review the developmental stages of a child's growth, with common characteristics and traits being discussed. Stages of brain development and how to stimulate dendrite growth are addressed along with the emotional and temperamental needs of children.

[It's My Turn](#) – It's My Turn training is a self-determination curriculum for students with disabilities in middle school through high school. Students will learn about themselves, the choices they have, becoming better self-advocates and how to be better prepared to enter the adult world as they transition from school to the community. Training is usually a 2- or 3-day event, on-site in the host school district building.

[Mentoring 4 Reading Achievement \(M4RA\)](#) – M4RA trains teachers and administrators to implement 1:1 reading mentoring for all students reading below a beginning 6th grade reading level. M4RA offers 1 full day of a free reading mentoring instruction session, 2 Resource Guide Books per school, and ongoing professional development. All public schools, private schools and organizations are eligible.

[My Child's Rights to FAPE & A System for Organizing Records](#) – This make-it and take-it workshop will assist participants in organizing records and documentation that pertain to their child's education and health needs. Discussion of parents' rights under IDEA 2004 and how the documentation can be used to assist parents in developing an IEP and how to work with other agencies will be presented.

Parent/Professional Communication – Participants will review basic communication methods, techniques, and styles to utilize when communicating with parents and professionals. Hands on activities will aid participants in gaining an understanding of the various types of communication, as well as developing listening skills and how they relate to good communication skills.

Parent's Rights in the Special Education Process – Participants will gain a functional knowledge of parent's rights under IDEA 2004. The six components of FAPE will be discussed and explained. Timelines under IDEA, as well as, the evaluation, referral and testing process will be covered. Participants also will learn the basic facts about mediation, ODE complaint procedures, resolution meetings and due process procedures.

Positive Behavioral Interventions and IDEA 2004: Opportunities for Parenting and Teaching – Participants will be informed of basic IDEA concepts and FAPE, discuss challenging behaviors, learn the fundamentals of addressing behaviors in IEPs, positive behavior services, supports and interventions. Parents and professionals will gain an understanding of what may cause undesirable behaviors, how to manage behaviors and interventions that really work to help make the child happier and more productive at home and in the learning environment.

Postsecondary Transition – Participants will gain an understanding of the importance of transition planning for youth with special needs. Discussion will focus on the requirements under IDEA 2004 for writing a transition plan, when the process should begin, timelines, and who is involved in writing the transition plan.

Reducing Barriers Through Advocacy – Tips for Parents – Participants will learn strategies that will enable them to become confident advocates for their child's special education needs. The parent's role before, during, and after the IEP meeting will be explored. Suggestions for recordkeeping and for effectively communicating with school district personnel will be discussed in detail.

Section 504 – Participants will gain a functional knowledge of parents' rights under Section 504 of the Rehabilitation Act of 1973 and how this can assist children with disabilities in the educational environment. Participants will review the history behind Section 504, learn the requirements of writing a Section 504 Accommodation Plan, and learn the differences between an IEP and a Section 504 Accommodation Plan.

Services and Supports – Participants will gain an awareness of services and supports that are available to families of children with disabilities from local schools and from state and local agencies and how to determine what services and supports their child may need by developing an individualized education program (IEP).

Taking the Sting Out of Behavior – Participants will learn how to work with children to eliminate inappropriate behaviors and how to teach children skills necessary to self-monitor their actions. The difference between punishment and discipline will be discussed. The various types of behaviors and the techniques and methods for working with these behaviors will be presented.

The Bull Stops Here: Understanding Bullying and What You Can Do to Help – Participants will gain an understanding of the dynamics of bullying. The various types of bullying and common characteristics of children who are targeted and children who exhibit bullying behaviors will be explored. There will be discussion about ways to help a child who is a target, children who are bystanders, and the child who is exhibiting bully behavior. Cooperative approaches for parents and educators to address and prevent bullying will be discussed.

Understanding AD/HD – Participants will gain an understanding of the history of AD/HD and some statistics on the prevalence of AD/HD in the general population. Discussion about who is qualified to diagnose AD/HD, how it affects children in school and life, and various techniques and accommodations to support children at home and at school will be presented.

Understanding the Evaluation Process Under IDEA 2004 – Participants will work through a step-by-step process to gain an understanding of the special education evaluation process under IDEA 2004. Participants will learn commonly used terminology. They will learn what an evaluation is, how to request an evaluation, and how to use the information included in the Evaluation Team Report. Frequently used evaluation tools will be discussed.

Understanding and Writing an IEP – Participants will gain an understanding of the IEP components and the documentation necessary to develop an IEP. Discussion will focus on who is required to be involved in the development of an IEP and what the parent and school roles are in the process. Each section of the IEP will be reviewed with an explanation of what information is required by IDEA 2004 and what needs to be recorded in the various IEP sections.

Who We Are and What We Do – Participants will gain an understanding of the history of the Ohio Coalition for the Education of Children with Disabilities and what services and supports are offered to parents and professionals throughout the State of Ohio. Available OCECD trainings, materials and publications also are addressed.

**If you would like to schedule a training, contact:
OCECD, 125 Executive Dr., Suite 200, Marion, OH 43302 • 1-844-382-5452
1-740-382-5452 • FAX: 1-740-383-6421**

Program Activities and Accomplishments

In 2020, there were approximately **254,940 school-aged children** with disabilities in Ohio. These students are served, on a daily basis, by **107,578 teachers in the state’s public school districts**. **OCECD, through its program activities, supports the efforts of the families and professionals that impact the lives of these students. During that same period, preschool special education enrollment was 23,351.** Included in that total are **10,162 children with speech or language impairments, 7,233 children with developmental delays** and **3,134 children with Autism**.

In an effort to actively guide development of its programs and services, OCECD is involved in data collection efforts that yielded the following results over the past year:

In 2020, OCECD had direct contact with, and provided services to 216,459 parents, professionals and others.

- 3,440** Individuals attended OCECD training workshops – **1,670** were parents, **1,453** were professionals, and **317** were students.
- 60,590** Calls, letters, texts or e-mails were processed by OCECD – **21,128** were parents, **39,462** were professionals or others.
- 148,646** Page views of the OCECD website this year reveal the Coalition is a known and trusted source of information.
- 3,783** Views of the OCECD Facebook page, with **3,503** followers/likes

OCECD staff has also attended **488 IEP/IFSP/Section 504 meetings, 27 Facilitated IEP meetings, 1,571 meetings with parents, 1,327 meetings with professionals, and 6 Mediation meetings, 4 Manifestation Determinations, 45 Resolutions, and 6 Suspension/Expulsion meetings** with families. Additionally, OCECD provided consultative services to individuals and families in the following disability categories:

Disability Category	Number Served
Autism	5,660
Deaf-Blindness	95
Deaf-Hearing Impairment	275
Developmental Delay (early childhood)	955
Emotional Disturbance	1,283
Intellectual Disability	537
Multiple Disabilities	823
Orthopedic Impairment	415
Other Health Impairment	1,235
Specific Learning Disability	1,953
Speech or Language Impairment	970
Traumatic Brain Injury	150
Visual Impairment including Blindness	94
Suspected Disability/No IDEA Disability	516
ADD/ADHD	3,083
TOTAL	18,044

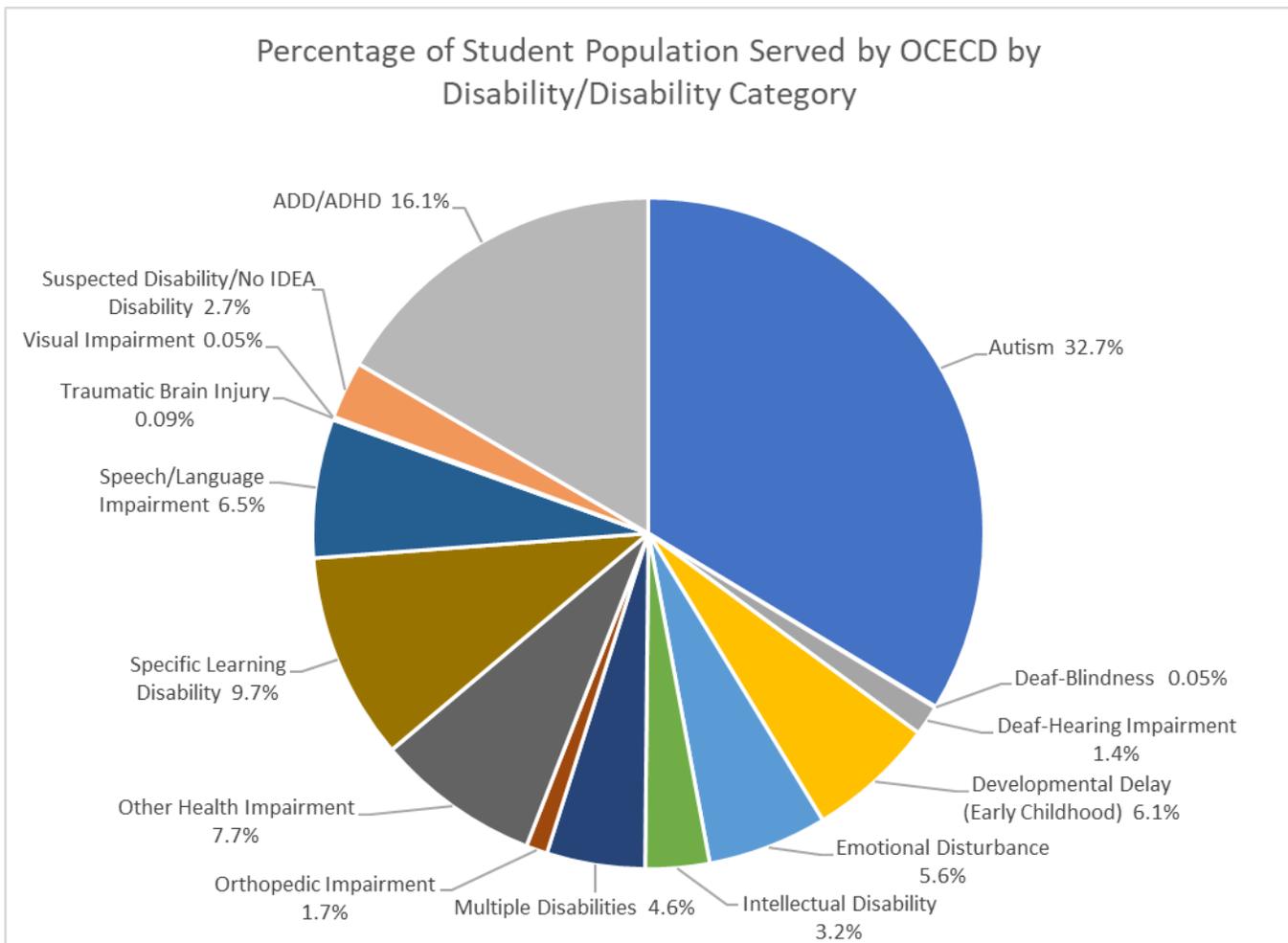
This information is also displayed in the following chart (page 16), which highlights the individuals served by disability category.

Support Services

Support is provided to parents and families of children with disabilities throughout the state in the following ways:

- Identification of disabilities
- Early intervention for infants and preschoolers
- Family support systems
- One-on-one consultation
- Special education
- Community based services
- Transition from high school to employment/college in the community
- Teamwork between persons with disabilities, their families and service providers

To deliver many of these services, OCECD collaborates with an extensive network of parent mentors to assist families. The network supports 87 Parent Mentor Projects. Parent Mentors are employed by public educational entities. Within the 87 funded projects, 96 Parent Mentors, and 2 Statewide Preschool Mentors provide services to approximately 314 total districts, or almost two-thirds of school districts and Boards of Developmental Disabilities across the state. Two Parent Mentors from the Ohio School for the Deaf and the Ohio State School for the Blind serve all 88 counties. OCECD provides resources, technical assistance and professional development to the network of Parent Mentors and school district representatives. Parent Mentors are experienced parents of a child or children with a disability. These mentors work at the school districts through a grant by the Ohio Department of Education. They provide information, resources, and support to families of children with disabilities. Parent Mentors also serve as liaisons between families and school district personnel to foster positive working relationships between parents and educators.



(Information in this report does not include the many services provided throughout the year by our network of Parent Mentors. This report reflects only services provided directly by OCECD.)

PLANE0 Padres Latinos Asociados por los Niños Especiales de Ohio AMIGAS

PLANE0 is an empowerment group for any Latino/Spanish speaking family in the Columbus area who has a child with special needs. Parents take part in trainings and workshops and are provided information about resources and supports that are available in the community. This assists them to better advocate for their children in the special education process.

AMIGAS is an encouragement and support group for any Latina woman who has children with disabilities, or at risk. The purpose of this group is to help women to be aware of mental health conditions and to provide training and support, strengthening their self-esteem, resulting in them being better equipped to help their children and themselves. This group has been a collaboration between the Ohio Coalition for the Education of Children with Disabilities and the NAMI office of Franklin County since 2010.

Due to the ongoing Covid situation, the format of the meetings has been altered to reflect these changes. The groups have been merged into one and meet virtually. The combined groups meet on Zoom every Thursday, with the choice of 10 am or 7 pm, to accommodate the schedules of those who want to participate. The focus of these sessions is on training, support, and helping parents improve their self-esteem, motivation, and organization. This results in them becoming better equipped to help their children and improving their parenting skills, while at the same time helping them to be more self-assertive in their lives. Over 240 people were served through these meetings last year.

In previous years, in the month of May, PLANE0 has held a family picnic to celebrate the achievements of these families throughout the school year, presenting the Bill Burley Parent of the Year Award. Due to the situation brought about by the Covid pandemic, and the necessity of following safety procedures, the celebration could not be held in 2020. We hope to be able to resume this activity in the future.

Asian American Association for Children with Special Needs in Ohio Parent Empowerment Group

This was an empowerment group for Asian American parents of children with special needs. They met twice a month to discuss issues related to special needs, to receive training by our consultant and service providers for the Asian American community about various topics dealing with special education, such as parent's rights and responsibilities, and to guide them to helpful resources to aid them with the issues they faced as Asian Americans, as well as mutual support. Due to the limitations resulting from Covid, these meetings were held virtually, in order to insure the well-being of the families. Last year over 230 people were served through the efforts of this group. At the end of 2020, our Asian consultant made the decision to leave this position, in order to pursue other avenues. However, we have kept our close ties to the Asian community through the Asian American Cultural Services Center, and will continue to work with them.




**You are cordially invited to attend the
PLANE0 and AMIGAS Empowerment Groups**

Taking place on ZOOM
Every Thursday from 10 to 12 pm and 7 to 9 pm

PLANE0
Latino Parents Associated for Children with Special Needs in Ohio

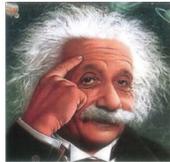
This group provides support to Latino parents of children with all types of special needs. It offers trainings, information, and resources, while also giving parents information about their rights and responsibilities, in order for their children to receive a free appropriate public education (FAPE). The meetings are free and are in Spanish.

AMIGAS
AMIGAS is for all Latinos who have children with special needs, or at risk. The purpose of this group is to help women to be aware of mental health conditions and to provide training and support, resulting in them being better equipped to help their children and themselves.

Come and join others for this virtual time of learning about various topics of special education and mental health issues and sharing among one another, resulting in parents who are empowered and enabled to make better decisions for their lives and for those of their children.

For more information or to register,
Contact Ilana Martinez
ilanam@ocecd.org
1-614-272-7240

**Asian American Association For
Children with Special Needs in Ohio
Parent Empowerment Group**



Services Referral
Peer Interaction
Emotional Support
Social Skills

Disabilities Education
Family Empowerment
Resources
Group Recreations

This Program is supported by The Ohio Coalition for the Education of Children with Disabilities (OCECD) whose mission is to endorse and promote efforts to provide appropriate quality education for children and youth with disabilities. All services are free.
Contact: Lily Tsai (614)-499-3450/lilyt@ocecd.org



Horn/Walter/Burley Awards

The **Horn/Walter/Burley Awards** are presented in honor of two outstanding Ohio educators, the late Raymond A. Horn and the late Franklin B. Walter, who supported and encouraged teachers and their students with disabilities throughout their long careers as educational leaders in Ohio. In 2018, Margaret Burley's name was added to the awards, to honor her outstanding work as Director of OCECD. For the past several years, OCECD has collaborated with partner organizations, Ohio School Boards Association (OSBA), Ohio Association of County Boards of Developmental Disabilities (OACBDD), Buckeye Association of School Administrators (BASA), and Ohio Educational Service Center Association (OESCA). In 2020, awards were presented to sixteen outstanding students and sixteen individuals or groups of educators for the high levels of attainment in their communities. The Horn/Walter/Burley 2020 Awards banquet was cancelled due to Covid. All nominated recipients received their awards and scripts by mail.

The **Franklin B. Walter Award** is given to one educator or one educator team from each of the sixteen State Support Teams in Ohio who has made extraordinary contributions to the education of students with disabilities. This award is given in honor of the late Dr. Franklin B. Walter, Superintendent of Public Instruction from 1977 until 1991, longer than any other state superintendent in Ohio history. With over 50 years of service as a teacher and administrator, Dr. Walter's leadership is evident in many of Ohio's quality educational initiatives and programs. Among these is the development of the nation's first statewide plan for children with disabilities.

The **R. A. Horn Award** is presented to one exemplary special education student from each of Ohio's sixteen State Support Team regions. This award was established twenty-six years ago by the Ohio Department of Education in honor of the late Dr. Raymond A. Horn, Assistant Superintendent of Public Instruction Emeritus. This prestigious award recognizes students' remarkable performance. Acknowledged as a national leader in the field of special education, Dr. Horn devoted more than 60 years of service to improving the quality of life and learning for students with disabilities. Dr. Horn left behind a legacy and a challenge to all of us to ensure that every student with a disability be given the respect and the opportunities to which each one is entitled.

The **Margaret M. Burley Outstanding Parent Award** is given to a parent who has made a significant impact in the area of special needs through unwavering dedication and support for families. Margaret Burley is Executive Director Emeritus of the Ohio Coalition for the Education of Children with Disabilities, having served as Executive Director for 39 years. Since 1979, Margaret expanded the organization from five parent and professional organizations, working out of her home with no money or staff to assist her, to an over \$2.5 million budget. Under her leadership, the Coalition was able to attract funding through state and federal entities, as well as donations from numerous individuals and organizations. Margaret directed public policy and research for OCECD, and is known nationally for her work in the special education field since 1972. Tom, her son, the youngest of four children, has multiple disabilities from Congenital Rubella Syndrome.

Some of the Recipients of the 2020 Horn/Walter/Burley Awards



Samuel Culbertson
RAH SST 8



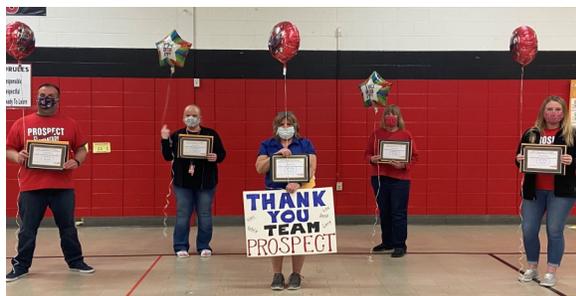
Abigail Springer
RAH SST4



Josh Pohlman
FBW SST 14



Clifton Hickman
RAH SST 5



FBW SST 2 Prospect Elem.



Matthew Motley
RAH SST 14



Shannon Hoover
FBW SST 8

OCECD Financial Profile for Calendar Year 2020

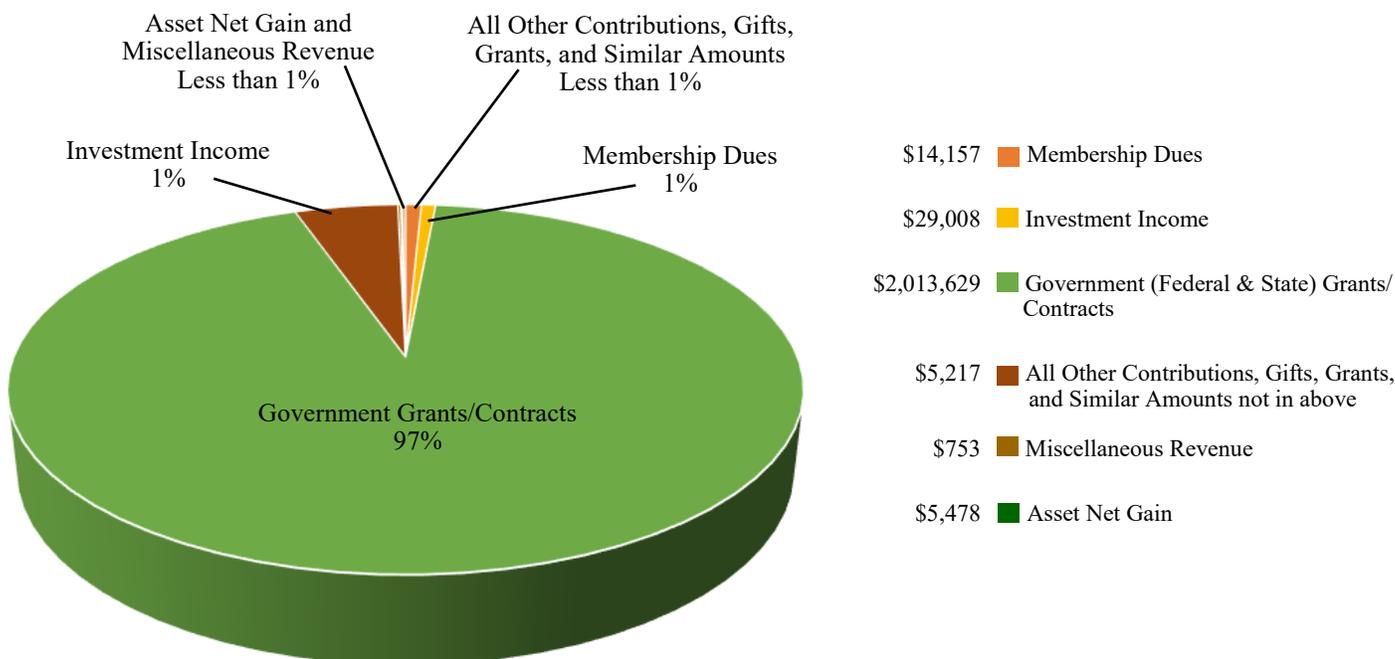
OCECD is a 501(c)(3) tax-exempt non-profit organization and serves as a federally funded Parent Training and Information Center.

The organization receives its funding support through four primary sources: a) membership dues; b) investment income; c) public funds as grants/contracts; and d) other contributions, gifts, private grants, and/or donations. This section of the annual report provides a review of the revenue and expenditures for the Coalition for calendar 2020 – January 1, 2020 to December 31, 2020 – as reported in its Form 990 federal tax filing for 2020.

In calendar year 2020, OCECD generated \$2,068,242 in revenue, with \$2,013,629 coming from government grants. In addition to grant funds, the Coalition received \$14,157 in membership dues and \$29,008 in investment income. A breakdown of the calendar year 2020 revenue sources is provided in the table below.

Total Calendar Year 2020 Revenue

Membership Dues.....	\$14,157
Investment Income.....	\$29,008
Government Grants/Contracts.....	\$2,013,629
All Other Contributions, Gifts, Grants, and Similar Amounts not in above.....	\$5,217
Asset Net Gain.....	\$5,478
Miscellaneous Revenue	\$753
TOTAL.....	\$2,068,242



Calendar Year 2020 Expenditure Profile

Consistent with IRS Form 990, the Coalition's expenditures all relate to the purchase of goods and services (including staff) that advance the mission of OCECD including:

- Meeting the requirements of the federal grant dollars used by the Coalition
- Delivery of member services
- Advancing an education and advocacy agenda
- Administrative purposes

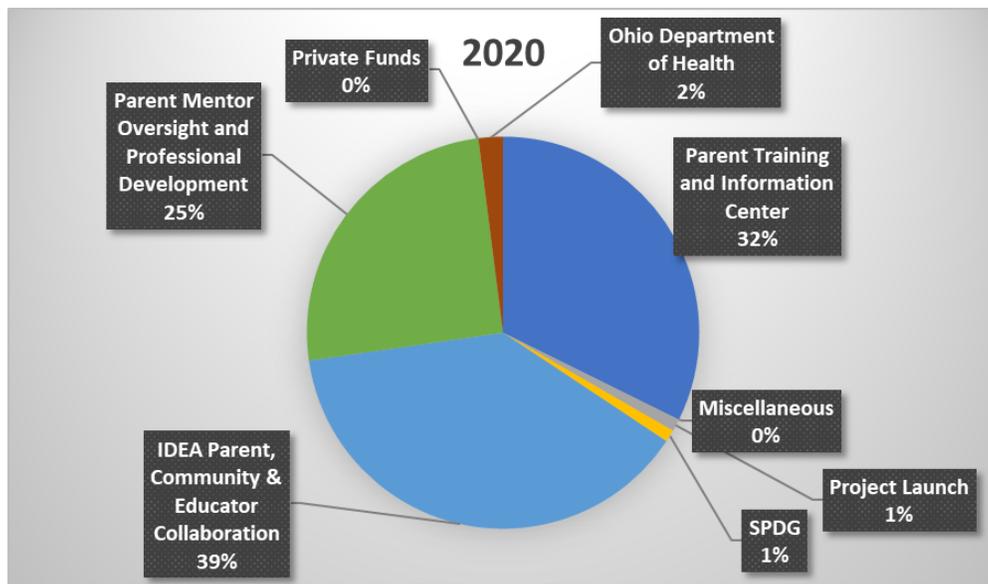
The Coalition spends 93% of the dollars it receives meeting the requirements of the grants pursuant to the contracts and the law including, among other things, trainings, conferences, printing and publications. Additionally, OCECD provides membership and support services, including resource materials and advocacy services. The breakdown of the Coalition's 2020 calendar year expenses is provided in greater detail below. As a federal grantee, an audit is performed by HW & Co., CPA & Advisors as required by the Single Audit, Office of Budget and Management, Washington D.C. for federal grantees receiving more than \$750,000 per year.

TOTAL 2020 CALENDAR YEAR EXPENSES

\$1,186,565	Compensation – Salaries/Wages
\$403,059	Employee Benefits
\$769	Fees for Service (non-employees)
\$183,042	Contractual Services
\$15,968	Legal and Professional Fees
\$39,061	Office Expenses
\$34,376	Occupancy
\$19,940	Travel
\$874	Conferences, Conventions, and Meetings
\$3,950	Depreciation, Depletion, and Amortization
\$8,226	Insurance
\$13,823	Training
\$60,564	Supplies
\$250	Miscellaneous
\$260	Contributions
\$1,970,727	TOTAL
\$2,356,668	Year End Net Assets

As a charitable organization with 501(c)(3) designation, OCECD is required pursuant to the Ohio Revised Code to file an annual financial report with the Ohio Attorney General. In meeting this requirement, OCECD files an online annual report with the Ohio Attorney General's Charitable Ohio site.

OCECD's 2020 Financial Resources Profile



Outlined below is a breakdown by project of the Coalition's funds:

U.S. Department of Education

Parent Training and Information Center \$663,523

Passed Through a Collaboration with PACER Center

Project Launch \$12,117

Passed Through the Ohio Department of Education, Office for Exceptional Children

SPDG-State Personnel Development Grant \$25,363

IDEA-Parent, Community, and Educator Collaboration \$776,552

Parent Mentor Oversight & Professional Development \$510,734

Passed Through the Ohio Department of Health

Health Improvement and Wellness, Maternal & Child Health

Infant Hearing \$48,164

Private Funding \$5,756

Private Funding Breakdown:

Horn/Walter/Burley Awards \$2,899

Debby Ambroza Memorial Funds \$100

NAMI \$1,500

Donations to OCECD \$1,039

Sale of Publications \$218

Miscellaneous \$753

Total 2020 Coalition Funds **\$2,042,962**

2020 OCECD PROGRAMS FOR PARENTS AND SCHOOLS

IDEA Parent, Community, and Educator Collaboration – The Ohio Coalition for the Education of Children with Disabilities (OCECD) staff and consultants provide support services to parents and families of children with a disability. They respond to inquiries from school districts, the general public and specifically to families of children with a disability to provide information, support, and assistance regarding special education programs and services. Our staff and consultants answer telephone inquiries, meets one-on-one with families as necessary, and provide guidance in understanding IDEA and the Ohio Operating Standards and, the provision of services available in the local school district.

Additionally, OCECD Staff and consultants collaborate with the 16 State Support Teams (SST's) to coordinate efforts to establish a consistent level and means of services. We also provide a bridge for communication between parents, schools and the State Support Team Family Consultants. The regional Parent Mentors and Family Consultants provide information and guidance to parents and school staff to address their needs and provide assistance as necessary.

OCECD staff and consultants provide support services to families of students with a disability through individualized, personalized information review, communication with school district staff, attendance at school team meetings - as necessary, if invited by the parent or school staff, and dissemination of information related to both Parent Mentor services and special education programs.

Parent Mentor Oversight and Professional Development – OCECD provides technical assistance using the structure formatted by the Ohio Department of Education, Office of Early Learning and School Readiness, and the Office for Exceptional Children to ensure that Parent Mentors receive ongoing professional development opportunities, to enhance their knowledge concerning the educating of students with disabilities to their fullest potential. Training is provided in the area of developing interpersonal skills to improve communication between parents, community resources, and school staff to better address the needs of the students. With supports from OCECD, Parent Mentors increase their ability to connect families and school staff to local resources for students with disabilities. In addition, OCECD staff assists the Parent Mentors by maintaining up-to-date information about the continuum of services for students with disabilities. All of this is within the context of larger educational goals, which recognize the importance of early literacy and of improving both academic outcomes and functional results for students with disabilities.

Ohio Department of Health – OCECD works with the Ohio Department of Health through the Joint Commission on Infant Hearing, an early detection and intervention program. OCECD contacts all families of infants who have not passed the Hearing Screening taken at the hospital. Our staff phones each family to make sure that they have scheduled the follow-up appointment with an audiologist. Another facet of this work is to try to get the families of children who have been diagnosed as hearing impaired to get connected with enrollment into Part C Early Intervention Services. This lets families know that there are services and supports available to them to address their needs and those of their child. This early connection with local resources gives families assurance that there will be someone who will be able to guide them through the ongoing process of support for their child's needs. In addition, OCECD selects a family, or as far as the dollars allow, to attend the Annual Early Hearing Detection and Intervention Conference held in various US cities. This gives the family an opportunity to meet other families and professionals in this field. Conference Keynote and session topics are presented that share the latest and newest information.

Project Launch – OCECD participates in web conferences with PACER Center and partners from two other states. We participate in on-line space for sharing information and resources, determining service gaps. Individual assistance is provided to those seeking information including families, families from diverse communities, professionals, and youth in regard to transition and/or related services. Workshops on transition or employment are presented to students on transition for employment and independent living in the community. OCECD has presented “workshop without walls” presentations to culturally and linguistically diverse individuals in Ohio.

NAMI of Franklin County Support of Multicultural Families – OCECD has a long and strong support of Multicultural Families. Part of the support in Franklin County is the collaborative relationship with NAMI of Franklin County. They provide funds for support of speakers and events benefitting the members of the Hispanic Support Group – PLANE0.

Memorial Funds – OCECD is honored to receive funds in memory of an individual who has passed away. In 2020, OCECD was privileged to have received funds to honor Debby Ambroza. Debby was deeply involved with Project MORE and the Ohio Coalition for the Education of Children with Disabilities after retirement from teaching.

2020 OCECD PROGRAMS FOR PARENTS AND SCHOOLS

Parent Training and Information (PTI) Center for Ohio – OCECD has set forth as its mission to endorse and promote efforts to provide appropriate quality education for children and youth with disabilities. We do this in the belief that all children have the right to a meaningful and relevant education. The Ohio Coalition staff and consultants are dedicated to ensuring that every child with disabilities is provided a free, appropriate public education. With this in mind, OCECD continually strives to improve the quality of services for all children and youth with disabilities in Ohio. The Ohio Coalition’s vision is to safeguard that all students with disabilities are: prepared for kindergarten, ready to be actively engaged in learning, and able to graduate equipped to move on to a career or on to college and then a career.

We are committed to providing the best training and information to a variety of audiences, including underserved parents, low-income parents, parents with limited English proficiency, parents of incarcerated youth with disabilities, and parents with disabilities. At this time, Ohio schools are in a period of redesign of curricular and instructional processes. Taking into account the specific needs of students with disabilities is central to the success of such efforts. The ultimate goal of this project is to encourage educational system redesigns and productivity improvements by an extensive review of evidenced-based practices, with the goal being the identification of the most current findings of successful school districts and the initiation of state-level implementation. Leadership at the district, school, and classroom levels emerge as the most powerful driver of significant changes to improve student outcomes, especially for minority and underserved populations. Our staff and consultants have intensified its outreach services to these school and parent leaders during the course of this grant period.

Complementing what Ohio’s SST’s are doing for school personnel, the Ohio Coalition is providing comparable services to both students and parents of children with disabilities who are 14 and older. OCECD’s Self Advocacy Training, *It’s My Turn*, is a critically acclaimed transition training that instructs teens with regard to their rights and what they need in their transition plans in order to progress to their postsecondary life. Postsecondary training is geared toward parents so that they understand what their child’s transition rights are and that the process begins at age 14. This encourages all parties involved to look ahead to the future for not only typical students, but also students with disabilities. The identification of interests and goals gives a focal point to complete a framework in order to reach those goals.

Another issue that the Ohio Coalition is investigating is evidence-based education practices for transition-aged youth with low literacy. To meet the identified needs of low-literacy youth, OCECD is using its Mentoring 4 Reading Achievement Program (M4RA). This one-on-one reading mentoring program uses an evidence-based, online guided reading series to improve reading for children and youth reading below a 6th grade reading level.

The connection between juvenile justice and special education in Ohio is both sobering and substantial. There are over three times as many special education students in Ohio’s Department of Youth Services facilities as there are in the general school population.

In addition to the low-literacy rates of Ohio’s youth, the Ohio’s College-and Career-Ready Commitment [www.achieve.org/Ohio] reports that far too many students either drop out of high school or graduate unprepared for postsecondary success. This closes doors and limits options and opportunities. This is particularly true for minority and low-income students. The Ohio Coalition adds the additional focus of students with disabilities.

The ultimate goal of OCECD is to assist all parents, especially those within traditionally under-represented groups, so that their children will: (a) meet developmental and functional goals and the challenging academic achievement standards that have been established for all children; (b) be prepared to lead productive, independent adult lives to the maximum extent possible.



2020 OCECD PROGRAMS FOR PARENTS AND SCHOOLS

Project Launch – OCECD participates in web conferences with PACER Center and partners from two other states. We participate in on-line space for sharing information and resources, determining service gaps. Individual assistance is provided to those seeking information including families, families from diverse communities, professionals, and youth in regard to transition and/or related services. Workshops on transition or employment are presented to students on transition for employment and independent living in the community. OCECD has presented “workshop without walls” presentations to culturally and linguistically diverse individuals in Ohio.

State Professional Development Grant (SPDG) – The goal of the United States Department of Education, Office of Special Education Program’s (OSEP) funding program is to assist state education agencies and their partners to reform early intervention, educational, and transitional service systems to improve results for students with disabilities. To achieve this goal, states receive funds from OSEP through State Personnel Development Grants (SPDG), which may be used to improve systems of professional development, technical assistance, and/or dissemination of knowledge about best practices across districts. The Ohio Department of Education (the Department), Office for Exceptional Children’s SPDG is aligned with Ohio’s Plan to Raise Literacy Achievement to improve early language and literacy outcomes for all students, including those with disabilities, English learners, and other at-risk learners. SPDG activities will provide systemic supports to increase and extend evidence-based early language and literacy instruction. Ohio’s SPDG also aims to increase partnerships with institutions of higher education, professional associations, family organizations, and others. Collectively, these efforts will build capacity at the regional, district, and building levels to support language and literacy learning for all students. The Department is contracting with the Ohio Coalition for the Education of Children with Disabilities (OCECD) Parent Training and Information Center (PTI) to increase access to resources for families of students with reading difficulties. This is resulted in an awesome website that has resulted from a great collaborative effort between ODE, OEC and OCECD. The website is [Reading Tips for Families](#). Please visit this site as it is for ALL children and, all means ALL.

QUARTERLY UPDATE
Ohio Coalition for the Education of Children with Disabilities

OCTOBER – DECEMBER 2020

TOP NEWS INSIDE

- Reading Tips for Families
- All About Reading Mentoring
- Dyslexia | Assistive Technology for Reading
- Adolescent Literacy | Kid Zone!
- English Language Learners and Learning Disability diagnosis
- National Center on Improving Literacy
- Ten Car Games to Get Your Child Ready to Read!
- Summer Reading for Children with Dyslexia
- PACER Resources
- Additional Reading Resources

How to Help Your Child Be a Better Reader

We know from the research that families want to help their children in reading, but often lack the knowledge and resources to do this. In this newsletter, we've highlighted valuable content for families to review and use, starting with babies through adolescent years. Many resources are also shown at the end of the newsletter. We're hoping this newsletter has the information you need to support your child's reading experience.

This document contains links to other resources. Clicking the title of each article will provide you with more information from the source.

Home About Us / Contact Us Reading Tips and Activities Video Resources Glossary

Reading Tips for Families

WELCOME!

This website was developed to help Ohio's families learn more about reading.

Visit the website often to see new fun and engaging activities. These activities will be archived in one of the tabs at the top of website. You can also search the website using the Search feature to find information of interest to you.

We hope you'll find helpful tips and activities to encourage your child to become a successful reader. We also have reading research and resources for those who would like more detailed information.

Here is a brief description of what you can find in the tabs on this website:

Send Us A Tip

It's My Turn GPS Training Goals Planning Success

A Self-Determination Curriculum for Students with Disabilities

It's My Turn GPS training is a self-determination curriculum for students with disabilities in middle school through high school. This training was designed for students who struggle in the learning process, possibly needing extra time to learn skills to assist them in deciding upon and reaching their goals for life after high school.

This was developed by the Ohio Coalition for the Education of Children with Disabilities (OCECD) through funding from the Ohio Rehabilitation Services Commission now known as Opportunities for Ohioans with Disabilities (OOD) and currently supported by the Ohio Department of Education, Office for Exceptional Children, Project Launch, IDEA funds, and the Federally Funded Parent Training and Information (PTI) Center grant.

The workshops include four sections:

- A. **Vision** - Hopes and Dreams, Self-advocacy, Problem Solving
- B. **Transition Plan** - IDEA, IEP, 504, ADA
- C. **Building Skills** - Postsecondary Education and Training, Employment, Independent Living
- D. **Future Planning** - Personal Goal Setting, Backward Planning, Resources

At the conclusion of the training, the district has the option of hosting a parent night for the community, school, and parents to celebrate the students' achievements. The evening will include a collaborative focus on the student's future, student presentations, and information from service providers. The community, school district, parents, and students will develop a working collaborative relationship focused on each student's future.

We developed this training to make transitioning easier for students and to help them become better self-advocates. Due to COVID-19 in Spring 2020, we began transitioning GPS along with the IMT training, into virtual format. This means we will be able to offer more options in the future so more students can benefit.



VIRTUAL LEARNING 2020

Behavior, Aversives, and IDEA: State and Special Education Law Updates with Attorney and Professor, Dr. Perry A. Zirkel



February 26, 2020
Worthington Northwest Library (Meeting Room)
2280 Hard Rd., Worthington, Ohio 43235

Perry A. Zirkel is an emeritus professor of education and law at Lehigh University. He has a Ph.D. in Educational Administration, a J.D. from the University of Connecticut, and a Master of Laws degree from Yale University. He has done presentations in every state in the U.S. and has written more than 1,500 publications on various aspects of school law, with an emphasis on legal issues in special education. He has received numerous awards for significant contributions to the preparation and development of school leaders.

OCECD staff, Ohio parent mentors, school district personnel, and SST personnel are invited to participate in this event. Lunch is on your own from 12:00-1:00 pm. Seating is limited to the first 75 people who register.

Register Here: <https://www.occcecd.org/protected/FWebRegistration.aspx?rCode=4P0P>

Register for the
10:30 am – 2:30 pm
IN-PERSON EVENT

If you are unable to attend the event in person, we invite you to participate by registering for one or both sessions that will be offered as live webinars.

The Seclusion and Restraint of Students with Disabilities

10:30 a.m. – 12:00 p.m.

The content of this session will be (a) an analysis of the applicable statute and regs in Ohio, and (b) a comprehensive overview of the case law from around the country under the IDEA, 504/ADA, 14th Amendment, and state law.

Register Here: https://zoom.us/join/register?wn_xPlexFu65r2lcDRMz5Up

Register for the
10:30 am – 12:00 pm
WEBINAR

Functional Behavioral Assessments and Behavior Intervention Plans: Legal Requirements and Professional Recommendations

1:00 -2:30 p.m.

This session will provide a dual analysis of functional behavioral assessments (FBAs) and behavior intervention plans (BIPs) under the IDEA and related state laws: (1) what is legally required, and, in contrast, (2) what is best practice.

Register Here: https://zoom.us/join/register?wn_xPlexFu65r2lcDRMz5Up

Register for the
1:00 – 2:30 pm
WEBINAR

Each session will be recorded and archived as on-demand webinars. Information about how to register for the on-demand webinars will be available on our website beginning on February 27th at www.occcecd.org.



Ohio Coalition for the Education of Children with Disabilities (OCECD)
165 W. Center Street, Suite 302, Marion, Ohio 43302
844-382-5452

IDEA

Transition

FAPE

Presenter: Jo Mascorro, M.Ed.
Consultant for Education

Ohio Coalition for the Education of Children with Disabilities
www.occcecd.org

Avenue to the Experience A Three Part Series

Strategies to Assist in Working With Individuals Who Participate in Life, Vocational, Transition, and/or Independent Living, Learning/Teaching Environments

Description: When planning for the instructional needs of individuals with various disabilities, we must recognize our responsibility as the "avenue to the experience" in making the learning/teaching criterion meaningful and purposeful as the student navigates their educational journey into adulthood. This presentation will provide strategies to assist in the development, selection, and implementation of various behavior intervention techniques, instructional, and vocational planning, as well as "frameworks" to help determine chronological, age appropriate activities, that are purposeful and learner specific.

Presenter Ms. Jo Mascorro is an independent consultant who provides training throughout the nation in areas specific to pro-active behavior intervention practices, communication strategies, parenting skills, and programming for students who experience severe/profound disabilities (birth-adult). In addition to requests for speaking engagements as a keynote and/or breakout presenter, Ms. Mascorro is frequently called upon to write FBAs (Functional Behavior Assessments), BIPs (Behavior Intervention Plans), and provide information that assist administrators with creating proactive interventions and/or crisis management teams, for students whose behaviors are highly disruptive to the learning/teaching environment.

She has over 42 years of experience in the field of Education and received both her Bachelor and Master's degrees from Texas Tech University. Author of the three part, audio CD series, "Don't Look Now. YOUR Behavior is Showing!", Ms. Mascorro is a native Texan, and resides in San Antonio.

Disclaimer: The views and opinions expressed in this presentation are those of the presenter and do not necessarily reflect the official policy or position of OCECD

CEU'S ARE AVAILABLE
webinars must be watched in their entirety for CEU eligibility
DODD CEU'S \$25.00 each issued per webinar attended.
CSWFT CEU \$25.00 issued after attending all three webinars.

PART I (Classroom Campus)
Wednesday, October 21st, 2020
9am – 12pm

REGISTER NOW

PART II (Campus Community)
Wednesday, November 18th, 2020
9am – 12pm

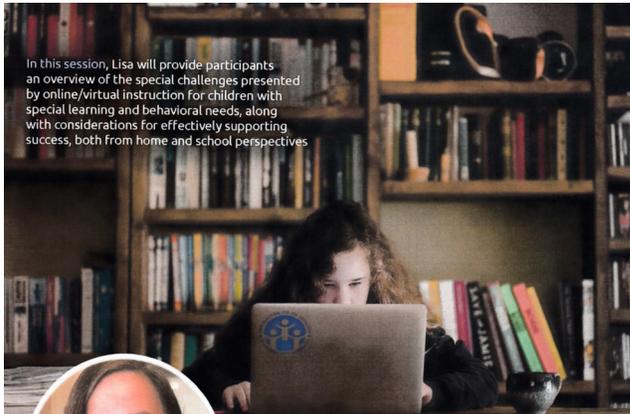
REGISTER NOW

PART III (Community Future)
Wednesday, December 16th, 2020
9am – 12pm

REGISTER NOW

VIRTUAL LEARNING 2020

In this session, Lisa will provide participants an overview of the special challenges presented by online/virtual instruction for children with special learning and behavioral needs, along with considerations for effectively supporting success, both from home and school perspectives




Presenter: Lisa Combs

Lisa Combs, MA Special Education, is a certified autism specialist, author, consultant, and adjunct faculty with Wright State University. Lisa earned her B.S. and M.A. degrees in Special Education from Ball State University, with additional training in educational administration and applied behavioral analysis. Lisa's 30 year career in education has spanned preschool through high school programs, and has ranged from classroom instruction to direction of student services to classroom consultation and job embedded coaching. As a founding member of the Miami Valley Autism Coaching Team, Lisa provided behavioral and instructional coaching for thousands of educators over 8 years.

Her specialties include evidence based autism support, positive behavior support, co-teaching and early childhood social emotional learning. She is the author of "Push to Open: A Teacher's QuickGuide to Universal Design for Teaching Students on the Autism Spectrum in the General Education Classroom," and co-author of "Gear Up for Success: A Three-Tiered Planning Model for Supporting Learners on the Autism Spectrum," both published by AAPC Publishing. Lisa is also the author and publisher of the Best Friend Books series of children's books for social emotional learning, and the associated social emotional curriculum, which can be found at www.bestfriendbooks.com.

SEPTEMBER 10th
1:00pm-3:00pm

REGISTER NOW

Virtual Victory!
Supporting Student Success in the Online or Hybrid Classroom Setting!



Ohio Coalition for the Education of Children with Disabilities
165 W. Center St., Suite 302
Mason, Ohio 45302
740.382.9452
www.ocecd.org

Lisa Combs, MA Special Education
Certified Autism Specialist, Author,
Consultant, and adjunct faculty with
Wright State University.

Special challenges presented by online/virtual instruction for children with special learning and behavioral needs.

Supporting success both from home and school perspectives.

Parent's role in supporting their children who are learning in a virtual environment.

Challenges and solutions, pre-school through high school.

PLEASE JOIN US FOR A FREE WEBINAR



Virtual Victory!
Part 2: Parent Edition



Presenter: Lisa Combs

OCTOBER 7th
1:00pm-3:00pm

REGISTER TODAY

About This Webinar
This session will focus on the parent's role in supporting their children who are learning in a virtual environment. Common challenges will be discussed, along with simple solutions and suggestions for making the whole process feel less stressful and more manageable for parents and students. Information in this session will be relevant for parents of students of all ages, preschool through high school.

About The Presenter
Lisa Combs, MA Special Education, is a certified autism specialist, author, consultant, and adjunct faculty with Wright State University. Lisa earned her B.S. and M.A. degrees in Special Education from Ball State University, with additional training in educational administration and applied behavioral analysis. Lisa's 30 year career in education has spanned preschool through high school programs, and has ranged from classroom instruction to direction of student services to classroom consultation and job embedded coaching. As a founding member of the Miami Valley Autism Coaching Team, Lisa provided behavioral and instructional coaching for thousands of educators over 8 years.

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2020

Family Support At-A-Glance

In 2020, OCECD continued to build upon its efforts to ensure that all Ohio children with disabilities receive a free and appropriate public education by providing critical information, professional development, training and advocacy by:

- Providing services to **216,459 parents, professionals, and others**
- Attending **488 IEP/IFSP/Section 504 meetings**
- Attending **27 Facilitated IEP meetings**
- Attending **1,571 meetings with parents** and **1,327 meetings with professionals**
- Attending **6 Mediation meetings, 4 Manifestation Determinations, 45 Resolutions, and 6 Suspension/Expulsion meetings** on behalf of families of children with disabilities.

In the coming year and beyond, OCECD will continue to work hard to ensure that all Ohio children with special needs receive a free and appropriate public education in an environment that enables them to reach their highest potential. Due to COVID -19, we have and will continue to innovate, adjust, and institute new ways to connect and provide services to the parents, families, young children, and students they serve. A particular emphasis will be placed on students making successful transitions into their community through employment or postsecondary education and training.

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