





<p><b>90 Minutes: Transition Council</b></p> <p>8:00-8:15 Networking and Registration              8:15-8:30 Intro and Overview of the Year              8:30-9:30 Jonathan's Presentation              9:30-9:45 Question and Answer Session</p> <p><b>Resources:</b>  <a href="http://www.supporteddecisionmaking.org/">http://www.supporteddecisionmaking.org/</a>  <a href="https://www.youtube.com/watch?v=u04mK-h-Tks&amp;list=PLKdIRbjdmxgeDSVBZhEFyrzlli9ziO3Mc">https://www.youtube.com/watch?v=u04mK-h-Tks&amp;list=PLKdIRbjdmxgeDSVBZhEFyrzlli9ziO3Mc</a></p> <p><b>Notes:</b></p>	<p><b>Today's Session Sponsored by our Partners at Richland NewHope</b></p>   <p>*****  <b>Guest: Jonathan Martinis, Esq., J.D., Senior Director for Law and Policy at the Burton Blatt Institute (BBI) of Syracuse University</b>              ***** **</p> <p>20+ years representing and advocating for people with disabilities, ensuring receipt of the services and supports they need and want to live full, meaningful, and community integrated lives.</p> <p><b>Topic:</b>              Freedom, Choice, and Supported Decision Making: What can schools do to help? How can schools support families in this process?</p>
<p><b>90 Minutes: Network Choice Time</b></p> <p>9:45-10:00 Break and Transition              10:00-11:00 Discussion Groups              11:00-11:15 Large Group Shareout</p> <p><b>Notes:</b></p> <p>Services and Activities? Service Learning? Business Partners? What do you do when...? How are you empowering families? How are you partnering with agencies? What can I do if...? What resources do you use for...? I'm so excited to share this idea... Why...? Where...? When...? Who...?</p>	 <p>What's your choice topic, question, or challenge for discussion with colleagues?</p> <p><b>Facilitated Discussion Groups today may include:</b></p> <ul style="list-style-type: none"> <li>➤ <b>New or Recent Special Education Directors</b></li> <li>➤ <i>Developmental Disability Agency or Ohio Transition Support Partners</i></li> <li>➤ <b>Adolescent Literacy Challenges</b></li> <li>➤ <i>Using UDL to integrate Learners with Complex Needs into the General Education Classroom</i></li> <li>➤ <b>Addressing Risk: Chronic Absenteeism</b></li> <li>➤ <i>Fishbowl or Unconference</i></li> <li>➤ <b>Where does SWD data impact the Local Report Card?</b></li> </ul> 



11:15 **Lunch On Your Own**; Please be back for Prize Opportunity at 12:10.  
 [Agenda/Learning Plan Continued on Back Side]

**90 Minutes: Focused Time on Best Practices & Strategies**

12:15-12:30 Family Engagement Survey  
 12:30-12:45 Review OAC guidelines for Intervention Specialist role  
 12:45-1:30 Model and Practice the NTACT Family Engagement Assessment for Transition



1:30-1:45 Future Planning, Grant Opportunities, Supports Updates

**Notes:**

**Today's Topic: Family Empowerment through Family Engagement Actions, Part 1: Baseline Data**

**Family Engagement Strategies' Assessment Tool Baseline:**

Individuals and teams will process and discuss the NTACT family engagement assessment, then consider actionable steps toward a goal regarding developing a Family Empowerment team.

\*Consider OAC /ORC role of Intervention Specialist

**Future Opportunities Update:** Network Breakout option, Innovative Strategy Grant application intro, Mini grant plans

\*Looking for up to 6 Buildings or Districts to join in and develop ongoing goals and action steps [OPTIONAL]



**90 Minutes: Self-Review Learning and Monitoring Sessions**

1:45-1:55 Break and Transition

1:55-3:00 Team Self-Review of Section 5 using Indicator 13

- Individual
- Partner
- Small Group; Report out
- Whole group discussion

3:00-3:15 Wrap Up, Updates,  
 ■ Based on feedback and input, other possible FUTURE self-review and monitoring session options could include: Least Restrictive Environment, Justification for removal, Section 7 Specially Designed Instruction, Progress Monitoring, Profile, and Section 6.

3:15-4:00 Optional team work time

**Today's Topic: Using the I-13 Checklist to Determine Needs for Support on Section 5 of the IEP.**



Facilitated Self-review of Section 5 of an IEP using the Ohio Indicator 13 Checklist.

Shared common scoring activity and discussion; analysis of Tier 2/3 needs. [AATA, Goals, Course of Study, Strategies]

Once each participant or team determines area(s) of need for more self-review or professional development, Tier two trainings will address the following in more depth:  
 October 2, 2019: Age Appropriate Transition Assessment  
 December 11, 2019: Goals and Course of Study  
 February 18, 2020: Services and Activities



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