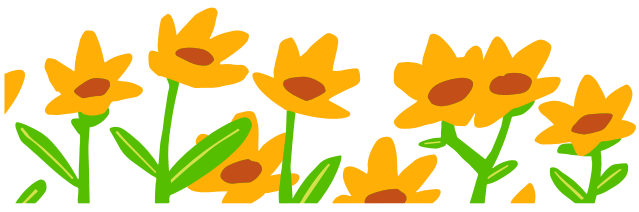
2026 - 2027

INFORMATIONAL PACKET FOR FAMILIES OF CHILDREN WITH DISABILITIES

Included in the Packet:

- Parent Advisory Council Information
- Resources for the Family Caregiver
- What is AI
- Opportunities for Ohioans with Disabilities Fact Sheet
- Surrogate Parent Flyer

Amy Luttrell is a Family and Community Engagement Consultant at Region 14 which is located in Highland County. Amy is not an advocate, but is happy to speak with you about any questions or concerns that youmay have concerning the education of your child.
You may contact Amy at Region 14.
Call 937-393-1904, ext. 2142 or email: aluttrell@sst14.org.



Parent Advisory Council

Region 14/'s Parent Advisory Council consists of a minimum of 2 parents of childeren with special needs from each school district served by Region 14 in Adams, Brown, Clinton, Fayette, and Highland Counties. The primary purpose of this council is to provide advice and recommendations to the Governing Board of Region 14. For more information about the Parent Advisory Council, please contact Amy Luttrell at aluttrell@sst14.org

01 **Adams County**

- Adams County/Ohio Valley Schools - Jessica Strunk & 1 vacancy
- Manchester Local Schools - 2 vacancies
- Parent Mentor - Kirsten West, 937-544-5586 or kirsten.west@ovsd.us

02 **Brown County**

- Eastern Brown Local Schools - 2 vacancies
- Fayetteville-Perry Local Schools - Kelly Green & Alissa Hundley
- Georgetown Exempted Village Schools - Brittany Womacks & 1 vacancy
- Ripley-Union-Lewis-Huntington Local Schools - Nicole Christian & 1 vacancy
- Western Brown Local Schools - Mary Edwards & Ricquel Stinson

03 **Clinton County**

- Blanchester Local Schools - Angie Smith & 1 vacancy
- Clinton-Massie Local Schools - 2 vacancies
- East Clinton Local Schools - Jodi Murarescu & 1 vacancy
- Wilmington City Schools - Rachel Young & 1 vacancy

04 **Fayette County**

- Miami Trace Local Schools - Nikki Williams & Amy Trainer
- Washington CH City Schools - 2 vacancies
- Parent Mentor, Pam Thornburg, 740-505-6619 or pthornburg@mtpanthers.org

05 **Highland County**

- Bright Local Schools - Tracey Barnett & 1 vacancy
- Fairfield Local Schools - Jennifer Fraysier & Brittney Baldwin
- Greenfield Exempted Village Schools - 2 vacancies
- Hillsboro City Schools - Lyndsey Vaughn & 1 vacancy
- Lynchburg-Clay Local Schools - John & Desiree Keyser & Jennifer Perkins
- Parent Mentor, Linda Klump, 937-393-1904, ext. 2127 or lklump@soesc.org

Resources for the Family Caregiver

"Although these resources are geared for adults, many are applicable for children."

Happy Healthy Caregiver

On HappyHealthyCaregiver.com you'll find resources curated to help family caregivers integrate self-care and caregiving into their life.

Would you like to receive the free Happy Healthy Caregiver newsletter in your inbox? https://bit.ly/HHCnews

Resources Elizabeth frequently recommends:

- **Virtual Support** - Daughterhood.org
- **AARP Support Line for caregivers** - 1-877-333-5885
- **State Respite $**- https://archrespite.org/ta-center-for-respite/state-respite-coalition-contacts/
- **GUIDE Respite $ and education for Dementia Caregivers** - https://www.cms.gov/priorities/innovation/innovation-models/guide
- **Elder Law Attorney Directory** - https://www.naela.org/
- **VA Caregiver Support** - https://www.caregiver.va.gov/
- **Local Area Agency on Aging** - https://eldercare.acl.gov/
- **Streamline family communication** - https://www.caringbridge.org/
- **Platform to support caregivers** - https://www.herogen.co/
- **Support Texts**- https://helptexts.com/happyhealthycaregiver
- **Can you get paid to care in your state** - https://www.caregiver.org/family-care-navigator
- **HHC Full resource list** - https://bit.ly/HHCResources

My personal experiences being a family caregiver have forever changed me. I had to learn how to juggle caregiving for my aging parents while raising my children & working full time. I learned that in order to do all of this I had to prioritize my own health & happiness. I believe the most important thing about caregiving is YOU.

Elizabeth Miller, CCC, CSA
Founder of Happy Healthy Caregiver, LLC

Resources to Infuse Self-Care Into Each Day

- Top 10 Caregiving Podcast - over 200 shows!
- family caregiver spotlight episodes
- new bi-weekly episodes
- on all podcast platforms, including Spotify & YouTube
- http://bit.ly/HHCpodcast

- 365 daily self-care themed writing prompts
- monthly activity pages
- http://bit.ly/HHCjournal

- public Facebook group
- daily self-care tips & encouragement
- support provided by 3 current or former family caregivers who are Certified Caregiving Consultants
- http://bit.ly/HHCGroup

Free GUIDES

Create a sustainable care plan for you and your family. Request your downloads of the ***Family Responsibilities*** *and* ***Caregiving Responsibilities*** *Worksheets: http://bit.ly/HHCfamily*

Happy Healthy Caregiver

elizabeth@happyhealthycaregiver.com

HappyHealthyCaregiver.com

What is generative AI and what's at stake for kids?

Understanding a technology that's reshaping how kids learn, think, and connect

Tips for parents

Did you know?

AI doesn't actually "know" things. AI is a technology, made by humans, that makes computers seem like they have human intelligence and perform tasks like a human. But AI doesn't "know" or "think." Generative AI systems are trained on data from books, art, websites, news, social media, and other sources to create new text, audio, images, video, or code.

AI is everywhere. In 2025, 91% of 13-17 years olds in the U.S. report using generative AI in their personal life and over 50% say they regularly talk to an AI friend.*

AI is designed to keep attention. Most AI systems are designed to hold your attention for as long as possible, reinforce your ideas and feelings, and sound human. AI can make kids feel like they're having a human conversation, but they're not.

AI is reshaping how kids learn, think, feel, and connect to humans. There are serious risks to kids' learning and development if they use AI too much. Overuse of AI can weaken critical thinking skills, replace real-world relationships, and manipulate emotions. In some cases, AI has encouraged kids to hurt themselves. But when AI is carefully designed with approved content and is used with adult guidance, it has the potential to help kids learn in new and more accessible ways.

*A 2025 Cox Mobile Survey and a 2025 Common Sense Media Survey

What to notice

Where your kids are using AI. Kids use AI in school, at home, and in other social and personal spaces. AI is built into homework tools and programs, social media apps, video games, and websites like online shopping sites. Your kid might also be interacting with AI chatbots or companions. In short, if your kid is using a tool or program that generates responses, images, or answers without a human's help, they are probably using AI.

Whether your kids think of AI as their "friend." If your kid is referring to AI chatbots or companions the same way they would refer to people, saying, "he," "she," or "they," they may be forming a bond to the AI chatbot or companion. One way to remember that AI isn't a person is to only refer to AI as "it."

If your kids are using AI to do their work for them. Many kids now use AI for schoolwork—sometimes with teacher guidance, sometimes on their own. Pay attention to whether they are using AI to deepen learning (using AI to create practice questions or brainstorm essay topics) or to do the work for them (using AI to do their math homework or write their essay).

What you can do: Conversations to develop healthy AI awareness

With your kids:

We recommend these activities for kids ages 10-14. But you know your kid best! If these are relevant to you, use them!

- **Conversation starter:** Do you talk with AI chatbots and companions sometimes? What do you talk about?
- **Conversation starter:** When you ask a question or give a prompt in an AI tool, where does the response come from?
- **Activity:** Sit down with your kid. Each of you can write a list of five ways that you or someone you know has used AI recently. Compare your lists.
  - **Then talk about:** Did using AI make something quicker or easier? What skills did you not have to use because you used AI? Are those important skills to practice?

In your school or community:

- Ask your kid's teacher or school if they have a policy on AI use for learning in and outside of school. If they do, what is it?
- Ask your kids' teachers what type of AI use they allow or don't allow (if any) for schoolwork.

Find more in our Parent Tip Sheet Library! For more detailed information, including data sources, check out the full report: A new direction for students in an AI world: Prosper, Prepare, Protect.

Center for Universal Education at BROOKINGS

Opportunities for Ohioans with Disabilities

Transitioning to Independence: OOD's Support for High School Students with Disabilities

How Does OOD Help?

Opportunities for Ohioans with Disabilities (OOD) helps **students with disabilities aged 14+** with various disabilities, including physical, learning, mental health, hearing, vision and more, acquire the necessary skills and support to successfully enter the workforce. OOD can help students enrolled in any type of high school program including career technical, homeschool, online, etc. OOD tailors services and supports to empower students to achieve independence and self-sufficiency.

It takes an **agency neutral, person-centered, and outcome-focused** approach to coordinate the many resources a student may have available to them for a successful transition from school to work or post-school activities. OOD can be a valuable member of a student's person-centered planning team (i.e. transition team) to ensure coordination of services and identification of a career goal through **backward planning**, starting with the end goal in mind.

OOD helps students develop an Individualized Plan for Employment (IPE) which identifies the career goal and necessary services to achieve that goal; each IPE is tailored to an individual student's needs to support them in high school and beyond.

What are the Benefits to High School Students?

Career Counseling and Guidance: OOD helps students further define their career interests by learning about stackable credentials and opportunities to gain work experience that can help develop their career pathway.

Pre-Employment Transition Services (Pre-ETS): These services assist students by exploring in-demand career options, teaching workplace expectations, discussing training options available after graduation, and building self-advocacy skills.

Paid Work Experiences: OOD connects students with a summer youth work experience (typically up to five weeks with a job coach and paid through a stipend) or helps place students in a summer, after school, and/or seasonal jobs to help improve their work skills, try out different jobs, and/or build their work history. In many instances, a job coach may be on site to help students navigate the worksite, provide training, and help them have positive work experiences.

College and Other Postsecondary Education Assistance: OOD assists with planning for college or other training after high school, including help exploring majors, completing applications, linking students to supports on campus, and in many cases, tuition assistance. OOD can also help students find internships and apprenticeships that support their career goals.

Assistive Technology, Accessibility, Transportation, and Other Supportive Services: OOD provides the necessary assistive technology devices and corresponding training, transportation assistance, work clothing, and supportive services, helping students with disabilities overcome barriers.

Learn How to Maximize Earnings: Students who receive public benefits can work with a Work Incentive Consultant on Social Security, Medicaid, and/or other benefits to ensure they understand how to maximize their income and use work incentives available to them.

Finding and Keeping a Job: Once a student is ready to look for a permanent position, OOD provides support during their job search including finding job leads, completing online applications, interview preparation, networking, and more. A job coach may also be available to provide follow along services to address any issues that arise on the job.

How Can I Learn More?

For more information about OOD's services for students with disabilities, visit the student services webpage.

OODWorks.com

800-282-4536

info@ood.ohio.gov

150 East Campus View Blvd.
Columbus, OH 43235

Follow us: @OhioOOD

Programs provided by Opportunities for Ohioans with Disabilities (OOD) are funded, in whole or in part, with federal grants awarded by the U.S. Department of Education (DOE) or the U.S. Department of Health and Human Services (HHS). For purposes of the Vocational Rehabilitation (VR) Program, including Pre-Employment Transition Services (Pre-ETS), OOD received 78.7% of its funding through the DOE VR grant. In Federal fiscal year (FFY) 2024, OOD received $166,384,030 in federal funds. Funds appropriated by the State covered 21.3 % of the total costs, or $45,031,510. Of these federal funds, $24,957,605 is set aside for Pre-ETS. For purposes of the Works 4 Me program, OOD received 100% of its funding through the DOE Disability Innovation Fund grant. In FFY 2024, OOD received $716,175 for this program. For purposes of the Supported Employment (SE) Program, the DOE SE grant funded 90% of the costs for the Supported Employment for Youth with a Disability Program up to the grant amount and 100% of the costs of regular Supported Employment program costs up to the grant amount. In FFY 2024, OOD received $593,853 for SE Youth with a Disability, and State appropriated funds paid the remaining 10%, or $65,984 of the total costs. In FFY 2024, OOD received $593,853 in regular SE grant funds. For purposes of the Independent Living Services for Older Individuals Who are Blind (OIB) Program, the federal grant received from DOE in FFY 2024 paid 90% of the total costs incurred under the program. In FFY 2024, OOD received $1,166,389 in federal grant funds. Funds appropriated by the State paid the 10% required match, or $129,599 of the total costs incurred under the OIB program. For purposes of the Independent Living (IL) Program, the federal grant received from HHS paid 90% of the total costs incurred in FFY 2024. In FFY 2024, OOD received $646,297 in federal grant funds. Funds appropriated by the State paid the 10% required match, or $71,811 of the total costs incurred under the IL Program.

Serving as a Surrogate Parent for a Child with a Disability

FREE ONLINE COURSE

The purpose of this course is to offer an online accessible training option for those interested in representing students with disabilities as a surrogate parent.

There are 7 Surrogate Parent Training Modules to complete. You do not need to complete them all at one time.

MODULES:

The course offers a series of modules with key concepts, resources, activities and more to support the surrogate parent role.

- Module 1: Surrogate Parent Responsibilities
- Module 2: Defining Terms and Responsibilities
- Module 3: Children and Parent Rights
- Module 4: The Special Education Process – Part One
- Module 5: The Special Education Process – Part Two
- Module 6: Additional Specific Requirements – Part One
- Module 7: Additional Specific Requirements – Part Two

Llink to the Surrogate Parent Modules:
https://ohiosurrogateparent.org/

Contact Amy Luttrell, aluttrell@sst14.org with questions