**Board Report**

**Student Services**

**Jennifer Crum**

**May 20, 2020**

**Related Services**

1. Staffing: *Attachment– 2020 STAFFING*
	1. Related services positions are posted for Psychologist, Speech Language Therapist, and an anticipated Occupational Therapist/Assistant.
	2. Interviews have begun to secure the most qualified candidates for our districts. The Special Education Coordination posting was removed due to Toni Zehe rescinding her intent to resign so as to remain at Lucas and support the district in their return after the COVID-19 School Closures.
2. Recruitment: *Attachment – AY20-21 Psychology Development Program MOESC*
	1. Mid-Ohio School Psychology Development Program - A Collaboration between the Mid-Ohio Educational Service Center (MOESC) and the University of Toledo to identify, recruit, and retain qualified candidates for School Psychology program completion and commitment to working in the Mid-Ohio area for 3- 5 years beyond graduation from the University of Toledo School Psychology Educational Specialist Program.
	2. Program Applications are currently being considered for two candidates. A contract between University of Toledo and MOESC will be forthcoming.
3. Evaluation forms are returning from all districts who have evaluated our current related service providers quality of services.

**Networks**

1. Remote Team Meetings are scheduled for May 22, 2020.
	1. OT/PT/Vision Meeting, 8:30am
	2. Psychologists, 9:45am
	3. Speech Language Therapists 11:00am
2. Ethics of Scientific Thinking, Kathleen McNamara – *Available to all related providers* – May 22, 2020 at 12:00pm

**PBIS**

1. PBIS Coaching has continued for Mansfield City and Lucas Local Schools. Coaching services are being provided remotely by Cathy Csanyi, MOESC PBIS Coach, via Zoom. These services will continue through June 30, 2020.

**Professional Development Update:**

1. Trauma Informed Care & Restorative Practices with Missy McClain, Akron Children’s Hospital Educational Consultant was held remotely on May 4-5, 2020. **204 registrants** participated in the 2-day training.
2. 2020-2021 Professional Development Schedule has been published. Professional Learning opportunities will be offered remotely or in-person per COVID-19 allowable procedures determined by the Governor and MOESC. *Corresponding Attachment – Revised Behavior Support for Districts May 2020*

**Parent Mentors:**

1. Parent Mentors, Cindy Wrobleski and Lindsey Schonauer-Howald have hosted Remote Parent Nights featuring, MOESC Special Education Consultant, Ang Fetter. Ms. Fetter has provided parent participants tools to support home learning, self-care strategies, schedule & organization strategies and resources. Remote Parent Nights, “Chat with Ang!”, have occurred each Thursday evening since April 9, 2020 and are planned to continue through the end of May 2020.
2. Parent Mentors, Cindy Wrobleski and Lindsey Schonauer-Howald have continued to support parents remotely for support, participate in IEP meetings and offer resources.

**PRTF**:

Candy Bores, Vanessa Wagner, and Shelly Patrick have trained and prepared Abraxas and First staff to provide instruction remotely via Zoom, Edgenuity, and Google Classroom. The staff is engaging students in many varied learning opportunities and students are excited with the new learning methodologies.

**New Services:**

1. Behavior Support Services *Attachment - Revised Behavior Support for Districts May 2020*
	1. Level 1 & 2 services include professional learning opportunities and subsequent coaching support to build professional capacity to most effectively assess, address and improve student outcomes.
	2. Level 3 Behavior Support Team will use research-driven, evidence-based practices to consult and provide training of practical applications, for use by school leaders, educators, and staff, to most effectively assess and address student mental and behavioral health needs.
2. District Special Education Program Audit
	1. A program audit focuses on the management processes, school level practices, automated tools, and the accountability mechanisms used to support an effective and efficient program, that proves compliant with applicable laws, policies, and administrative regulations. This review is a systems audit and not an academic program evaluation. The distinction is important in that this audit is not designed to show any statistical relationships between the school district practices and specific student, teacher, or school outcomes in connection with the special education program.