



STUDENT SERVICES *Newsletter*

LEADING THE WAY

IN THIS EDITION:

PBIS Update

Culture & Climate Survey

High Leverage Practices

Staff Spotlights

Walter & Harverfield Legal Update

Understanding, Preventing, & Intervening
with Dyslexia

Upcoming Professional Development



FALL 2021

UPCOMING PROFESSIONAL DEVELOPMENT

REGISTER FOR EVENTS

9:00 or 1:00 Tuesday, December 7

Understanding, Preventing, and Intervening with Dyslexia - Virtual

9:00 - 11:00 Tuesday, December 14

PBIS Tier 2 Readiness Zoom

8:30 - 3:30 Monday, January 10

CPI Autism Spectrum Disorders – In person

8:30 - 3:30 Tuesday, January 11

CPI Initial – In person

3:30 - 4:30 Jan. 11, 18, 25, Feb 1 & 8

Effective Behavioral Classroom Practices After School Series – Zoom

8:30 - 3:30 Tuesday, January 18-21

Structured Systems 4 Student Success - blended

2:00 - 4:00 Jan. 19, Feb. 16 & Mar. 22

Tier 1 Implementation of Multi-tiered Tiered System of Support (MTSS)

3 Zoom sessions, 2 hours each

8:30 - 3:30 Monday, January 24

Functional Behavior Assessment-Behavior Intervention Planning - Blended

8:30 - 10:30 Wednesday, January 26

School Psychologists Network

1:30 - 3:30 Wednesday, January 26

Related Services Network

2:00 - 4:00 Thursday, January 27

PBIS Tier 2 Readiness - Zoom

8:30 - 10:30 Friday, January 28

Special Education Coordinator Network – In person

8:30 - 12:30 Wednesday, February

CPI Refresher – in person

8:30 - 3:00 February 10 & 24

PBIS Support Tier II - In person

March 4, April 1, May 13

Each Child Means Each Child Book Study – Zoom

8:30 - 3:30 Mar. 21, April 11, 25, & 26

Restorative Practices – Blended

8:30 - 3:30 Thursday, March 31

CPI Initial – In person

HIGHLAND SCHOOL DISTRICT BOAT CHALLENGE





SPECIAL EDUCATION DIRECTOR SPOTLIGHT

Alex Sharick, Special Education Director at Plymouth-Shiloh Local Schools, began his career at Crestview as a High School English Teacher and Soccer Coach. He also served as a Dean of Students in the Guidance Office, K-8 Assistant Principal, and 3-5 Intermediate Principal. His philosophy of education began in college and continues today. "Destiny is not a matter of chance, but a matter of choice and opportunity." Alex shares that others saw something in him worth investing and because of their confidence in him, he pursued challenges that have made a difference in his life and those with whom he worked. He holds himself accountable by asking "Are my decisions student-centered?" He also strives to go beyond just listening to his students. He believes we should not only hear our students, we must be empathetic to the needs of our students.



THERAPIST SPOTLIGHT

Erin is a 1996 graduate from The Ohio State University. She worked for Ohio Health System in Mansfield for 16 years within multiple locations. In 2012, Erin continued her career with Mid-Ohio Educational Service Center and has served numerous districts, specifically Highland, Northmor, and Foundations. Erin married her high school sweetheart, Scott in 1996. They have been married for 25 years. Together they have one son, Grant, an Ohio University grad working at Wright-Patterson AFB and one daughter, Meghan, a senior Speech Language major at The Ohio State University. The most important thing Erin has learned from a peer: Do not sweat the little things. Keep your focus on the main goal! Erin is motivated most by helping kids.

WALTER | HAVERFIELD
Attorneys At Law

WALTER AND HAVERFIELD LEGAL UPDATE

Who:
Special Education Directors

What:
SPED Issues, Discipline of General and Special Education Students, Residency of Students, Custody, and School Law Updates, Professional Conduct, Discipline and Termination

Where:
Virtual

When:
9:00 - 12:00 Wednesday, December 1, 2021

Presenters:
Miriam Fair, James McWeeney II, and Peter T. Zawadski with
Walter | Haverfield, Attorneys at Law





POSITIVE BEHAVIOR INTERVENTION SUPPORTS (PBIS) AND THE USE OF RESTRAINT AND SECLUSION

PROFESSIONAL DEVELOPMENT FOR PBIS

Districts must provide professional development on PBIS to student personnel every three years.

Student Personnel

Teacher, principal, counselor, social worker, school resource officer, teacher's aide, psychologist, bus driver, related services providers, nursing staff, or other school district staff who interact directly with students. *(Additional information can be found in the PBIS Professional Development Requirements document located on the Department's PBIS webpage).*

TRAINING FOR THE USE OF CRISIS MANAGEMENT AND DE-ESCALATION

Districts will ensure an appropriate number of personnel in each building are trained annually in evidence-based crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion.

REVIEW AND PROFESSIONAL DEVELOPMENT FOR STUDENT PERSONNEL

Districts will annually review the content of the state rule and any local policies and procedures related to the rule. Districts will also provide professional development to student personnel so they can perform the following functions:

- Identify factors such as where, under what conditions, with whom and why specific inappropriate behavior may occur; and
- Use preventative assessments that review existing data, obtain input from the family and student and examine previous behavior interventions.

Who is required to complete crisis management and de-escalation training?

- The rule states that the school district will ensure an appropriate number of personnel in each building are trained in crisis management and de-escalation techniques. The rule does not require or proscribe who completes the training.
- Factors to consider when selecting an appropriate number of personnel in each building include:
 - Enough individuals are trained to respond to crisis events in a timely manner and complete a multi-person restraint.
 - Availability of individuals trained.
 - Role and relationship of the staff person to students, and the impact restraint and seclusion may have on the relationship.
 - Verbal de-escalation skills may benefit all staff.

Does the rule require on-going certification or re-certification of key identified personnel for crisis management and de-escalation training?

- Yes. The rule states crisis management and de-escalation training will occur annually.

FREQUENTLY ASKED QUESTIONS

GET MORE INFORMATION

PBIS RULE UPDATES WILL BE PROVIDED AT THE FOLLOWING NETWORK MEETINGS:

- December 3, 2021 – MOESC Superintendent Meeting
- December 7, 2021 – MOESC Principal Network Meeting

MOESC VIRTUAL DISTRICT PBIS COORDINATOR MEETINGS:

MOESC will be offering to district PBIS Coordinators an opportunity to join an open forum with the PBIS Regional Coordinator and MOESC's PBIS Consultants. This 30-minute open meeting will provide participants the opportunity to ask questions about the *Positive Behavior Intervention Supports (PBIS) and the Use of Restraint and Seclusion* rule and district requirements. Please plan to attend.

Date:

December 13, 2021

Time:

3:00 – 3:30pm

[JOIN ZOOM SESSION](#)

Date:

December 14, 2021

Time:

8:15 – 8:45am

[JOIN ZOOM SESSION](#)



LEAD SPOTLIGHT

Within the winter months, the Related Team Leads will be using the data from the Culture and Climate survey to develop a plan for growth regarding deficient survey result areas.

Pictured Left to Right:

Joanna Greenwalt, *School Psychologist*
Dr. Sarah Mace, *Occupational Therapist*
Jennifer Crum, *Director of Student Services*
Jessica Staton, MA, *CCC-SLP*
Shannon Landin, *Physical Therapy Assistant*





CULTURE AND CLIMATE SURVEY

The Student Services Department has established a Climate and Culture survey, communicated its intent, requested completion of the survey to MOESC staff, and is in the process of collecting results.

Timeline:

- Survey results analyzed by Student Services Leads and Director of Student Services. Climate and Culture strengths, barriers, and limitations will be identified. Analyzed results will be presented and action steps will be discussed with each department **network** by January 31, 2022.
- A plan to reinforce strengths and refine deficient areas will be collaboratively developed by the Student Services Director and Leads.

If you have not completed the survey, please see the button below and complete:

COMPLETE THE SURVEY

HIGH-LEVERAGE PRACTICES

In partnership with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), the Council for Exceptional Children (CEC) has developed and published a set of high-leverage practices (HLPs) for special educators. The HLPs are organized around four aspects of practice:

- Collaboration
- Assessment
- Social/emotional/behavioral
- Instruction

From these four aspects of practice, there are 22 practices intended to address the most critical practices that every K-12 special education teacher should master and be able to demonstrate. The selected practices are used frequently in classrooms and have been shown to improve student outcomes if successfully implemented.

The need for HLPs arose in recent decades from the rapid changes occurring in the field of special education. Teacher preparation programs have struggled to keep up with increased demands for instructional content and an evolving understanding of the complexity of why learners struggle.

Link to High-Leverage Practices in Special Education:

PDF DOWNLOAD



UNDERSTANDING, PREVENTING, AND INTERVENING WITH

DYSLEXIA

MID-OHIO ESC PRESENTS DAVID A. KILPATRICK, PH.D

Join us for a two-hour virtual presentation from one of the nation's leading experts in reading. This session will focus on how children learn to read words and why some children struggle. Dr. Kilpatrick will explain how understanding the nature of word-level reading development and word-level reading problems (dyslexia) guides both instruction and intervention.

Dr. Kilpatrick is a nationally-recognized reading researcher, professor, school psychologist, and author of several well-known books on reading, including *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, and *Equipped for Reading Success*

REGISTER NOW!

When:

December 7, 2021

Where:

Virtual Event

(Choose from two identical sessions.)

Times:

9:00 – 11:00 a.m.

1:00 – 3:00 p.m.

Cost:

Client District: **FREE**

Non-Client: \$75 per person

EACH CHILD MEANS EACH CHILD FOUNDATION & ESSENTIALS ASSESSING, PREVENTING, AND OVERCOMING READING DIFFICULTIES BOOK STUDY UPDATES

The Book Study will be virtual. The topics, dates, and times are indicated below.

Topics:

- Introduction to the Science of Reading
- Equitable and Rigorous Tier 1 instruction and intervention & MTSS
- Assessments that drill down to causal root in order to match individual skill gaps, Decision Rules

Dates and Times:

March 4, 2022

8:00 - 9:00 a.m.

April 1, 2022

8:00 - 9:00 a.m.

May 13, 2022

3:00 - 4:00 p.m.

REGISTER NOW!

DYSLEXIA

The Ohio Department of Education and the Ohio Dyslexia committee have not yet approved any professional development programs or dyslexia screeners to fulfill the dyslexia support law's requirements. As of November 1, 2021, no dyslexia assessment tools or specific professional development courses have been presented to the committee for consideration. When the Department finalizes the approved lists of professional development programs and dyslexia screeners, the Department immediately will notify district leaders and the Ohio education community. The Department also will post the approved lists on the [Ohio dyslexia supports webpage](#).

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