

**Student Services October Board Report**  
**Jennifer Crum, Director of Student Services**  
**October 19, 2022**

**Student Services Update**

1. Staffing Expectations for 2023-2024 (as of 10/11)
  - a. Speech Language Therapists:
    - i. Lexington Local 3
    - ii. Mansfield Foundation Academy 1 Part Time
    - iii. Mansfield City 1 Part Time
  - b. Physical Therapist:
    - i. All Districts 1 Part Time
2. Staffing Needs for 2022-2023 (as of 10/11)
  - a. Occupational Therapists
    - i. FMLA - Emily Dowdell
    - ii. Possible Leave - G. Utz
3. October 2022 Board Documents, Service Agreements & EAs Submitted (as of 10/11):
  - a. Madison Local - CPI Training, October 10th (A. Fetter)
  - b. GOAL Digital - Physical Therapy Services (Hicks & Scaia)
  - c. Lucas Local - BCBA Direct & Supervision Services (Hermes)
  - d. Mount Gilead - Vision Services (Wollet & Geiser)
  - e. Mansfield St. Peter's - Speech Language Services (Wakefield)
  - f. EA for Lexington Local - RBT, Alison Brown
  - g. Handbook MOESC Itinerant Preschool Special Education Services
4. Student Services Professional Development & Events:
  - a. Lucas Local Schools - *Co-Plan to Co-Serve*, Oct. 12, 2022, Jennifer Crum\*
  - b. *Writing Quality Individualized Education Plans from A to Z*, Oct. 20, 2022, Jennifer Crum
  - c. *Specially Designed Instruction, Increasing Success for Students with Disabilities*, Oct. 27, 2022, Jennifer Crum
  - d. MOESC - CPI Refresher, Oct. 17, 2022, Shelly Patrick
5. New Service Consideration - Assistive Technology Assessment Team:
  - a. Met with Van Lemmon, OT, and Terri Farnham, SLP.
    - i. Van Lemmon is the proprietor of Central Ohio AT. Van is a graduate of The Ohio State University's Occupational Therapy Program. Mr. Lemmon offered our MOESC "team" guidance on how to facilitate assistive technology (AT) evaluations and support usage of AT tools.
    - ii. Teresa Farnham, pediatric speech-language pathologist, provided guidance on how to effectively and efficiently develop a MOESC AT Team to support MOESC districts.
  - b. Next Steps:
    - i. Review data on Need from Districts, Survey conducted Oct 3, 2022
    - ii. Meet with Shawna Benson, OCALI
    - iii. Look into funding sources to attend Assistive Tech Conference
6. Special Education Consultation - See Lucas PD above\*

7. Vision Team Report
  - a. Reviewing data and problem solving for solutions to address the excessive number of referrals and expected caseload overage if students found eligible
  - b. Meeting with E. Herman at EJ Therapy on October 13, 2022, to discuss Orientation and Mobility referrals and expected caseload overage if students found eligible and going beyond contracted FTE
  - c. OT, Sarah Mace, Jennifer Crum, and Shelly Patrick met with Dr. Jacob Brown, Ophthalmologist, and the vision team about Convergence Insufficiency, regarding diagnosis and referral for services. Defined the line between educational and medical therapies.
8. Behavior Team Report
  - a. Shelly Patrick and I have completed all coursework to be Master PBIS Trainers for Tier I as of October 5, 2022. We are scheduled for Tier II and Tier III training within this 22-23 year.
9. Frontline Update
  - a. Introductory Meeting and Scheduling between Megan Shook and Lorri Massey on October 12th at 8:00am

### **Assistant Student Services Director Report**

Shelly Patrick

Assistant Director of Student Services

Student Learning and Skills Recovery Director

Continued working with Jennifer Crum for implementation of the Leading Change Plan:

- a. The Communication Guidelines and Hierarchical Communications Flowchart have helped streamline communication with the Related Service Providers.
- b. Distributed and explained the Caseload data survey to the Special Education Directors at their Network meeting on 9/30. I will continue to have conversations with Directors as I visit districts throughout the next month.
- c. I have planned the Professional Development for the Related Service Providers Network meeting in November. School Psychologists have been given an option to complete their Ethics training online. I am also working to plan Professional Development for the Networks in January.
- d. I have completed visitations to see our Related Service Providers and School Psychologists at the following schools: Foundation Academy, Mansfield Christian School, Galion, Northmor, Hillsdale, Colonel Crawford, and Crestline. I have been able to observe how they incorporate academics within their therapy sessions and witness them using the supplies they have ordered. I have also listened to concerns about increased referral numbers and the fear of increased caseload numbers. It has also been nice to be able to get to know a little about each of them.
- e. The recognition system Jennifer and I have planned was explained at the Special Education Directors Network meeting on 9/30, and I have also been handing a copy of the recognition form to the Directors while visiting districts.
- f. Continued to provide support to Jolene Edwards as she is transitioning to the principal position at Abraxas.

g. ATTENDED:

- i. 9/19, 10/3 and 10/5 PBIS Tier I Training to be a Trainer
- ii. 9/21 Helping students with learning and thinking differences navigate mental health and emotional challenges
- iii. 9/23 OAPSA Conference
- iv. 9/27 Met with Jennifer and Assistive Technology Team to gain ideas and to see how we move forward.
- v. 9/28 Meeting with Jennifer and the Vision Team and Dr. Jacob Brown about Convergence Insufficiency
- vi. 9/30 Attended the Special Education Directors Network with Jennifer and sat in on part of the CIA Network with Carrie Wood
- vii. 10/4 Diverse Learner Leader Network
- viii. 10/4 Started a Mental Health Learning Webinar series from US Department of Education: Evidence in Action, How States and Districts can Promote Mental Health
- ix. 10/6 Started the Virtual Training: All Students Can Read, Session I, The Science of Reading
- x. 10/6 Attended the Ohio Related Services Network
- xi. 10/11 Continued Mental Health Learning Webinar series from US Department of Education: The Importance of Trauma-Informed Pedagogy and Student Identity in Mental Health