



GCESC UPDATES



LEGISLATIVE NEWS



PROFESSIONAL DEVELOPMENT OFFERINGS

GREENE COUNTY EDUCATIONAL SERVICE CENTER

The mission of the **Greene County ESC** is to promote educational success of students by providing essential, effective, specialized services supporting collaborative partnerships amongst all stakeholders.

360 E. Enon Rd.

Yellow Springs, OH
45387

937-767-1303

www.greeneesc.org

GCESC UPDATES

Carol Wichman Exceptional People Award

MHRB of Clark, Greene and Madison Counties
Nomination of Bethany Finkbeiner
Greene ESC Mental Health Services Billing Manager



Congratulations to Bethany Finkbeiner, Billing Manager for GCESC Mental Health Services, for being chosen for the *Carol Wichman* Exceptional People Award, a Mental Health and Recovery Board Employee-of-the-Year award for exemplary performance by an employee of a Greene County Mental Health Services agency.



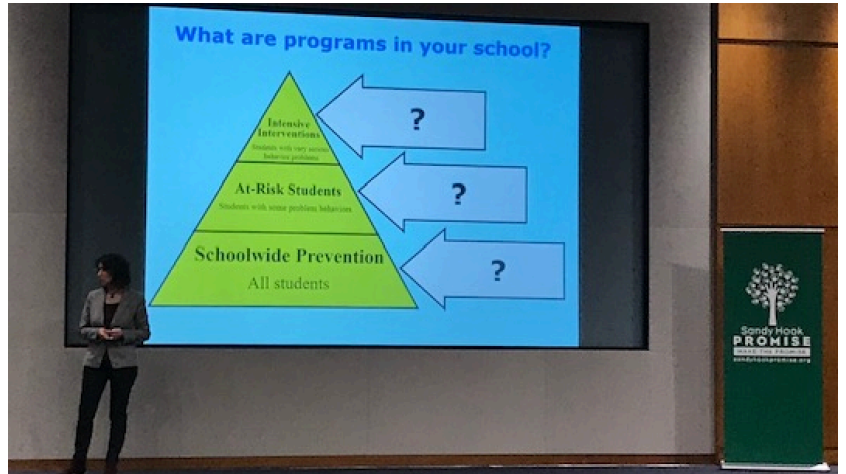
Annual
Exceptional
People
Awards

Bethany Finkbeiner has been absolutely invaluable in the GCESC's efforts to navigate the Medicaid Redesign. She has provided tireless, patient, and positive support to all of the ESC staff. She has an honest and straightforward interpersonal style that makes working with her a joy. Bethany's diligence, sense of humor, and attention to detail have been key to the success of the implementation of this requirement.

Sandy Hook Promise

Recently, some staff members from the Greene County ESC, along with law enforcement from Yellow Springs attended a full day training focusing on threat assessment. Sandy Hook Promise is proud to partner with leading experts on violence and suicide prevention and have created evidence-based programs for schools.

Threat Assessment and Intervention is a national evidenced-based violence prevention training program researched and developed by Dewey G. Cornell, Ph.D., a forensic clinical psychologist and professor of education at the Curry School of Education at the University of Virginia. This training consisted of identifying various types of threats and determining appropriate actions based upon the threat. Pictured is Amy



Baldrige, Director of the Greene County Education Center (Bellbrook site) presenting information about the ESC's tiers of intervention. In addition to Amy Baldrige, those in attendance from the ESC were Terry Graves-Strieter, Tim Callahan, Collette Shultz, Kathy Harper, Chief Brian Carlson, and Sargent Naomi Watson.

Adapted Physical Education

Greene County ESC offers Adapted Physical Education to students in Greene County as a related special education service. Adapted Physical Education (APE) is an adapted, or modified, physical education program designed to meet the individualized gross motor needs, or other disability-related challenges, of an identified student. The program can be provided one-on-one, in a small group, or within the general physical education setting. The ESC employs three veteran APE teachers. Each APE teacher- Kay Lynch, Dana "Coach" Meredith, and Vicki Pauley- bring more than 30 years of experience working with students with special needs. The APE program provides services to districts* as well as the Greene County Learning Center and the Greene County Education Center (Bellbrook site).

New Communication Class

The Greene County Career Center (GCCC) is piloting a new communication class this school year with the hopes of it becoming a class for credit beginning next school year. This class is structured similarly to the successful class developed by Beaver Creek High School teacher Jen Schmidt and SLP Cindy Brinson. The class focuses on peers helping peers to learn and practice pro social communication in a guided daily class. The GCCC is trialing several social thinking curriculum resources, such as Michelle Garcia Winner's "Socially Curious and Curiously Social" and Jen Schmidt's "PEERspective" to determine the right fit for the Career Center. This class is being taught by a GCCC Vocational Special Education teacher, Cindy Morris, with support from Greene County Educational Service Center Speech-Language Pathologist, Patty Gerrior. This is a welcomed and long hoped for class to provide peer modeling and guided practice using evidenced based strategies in a safe context for students that have social interaction difficulties.

Home Education in Ohio



Parents interested in educating their child/ children at home may do so by notifying their local school district superintendent and meeting the requirements of Ohio law to home school. If requirements are met, the district superintendent releases the student from required compulsory school attendance. This excuses the student and family from school attendance requirements in state law.

Parents or guardians who decide to home school their students are completely responsible for choosing the curriculum and course of study. They select the curriculum and educational materials and take responsibility for educating their children. There is no state financial assistance for families who choose this option. If a home school student returns to a public school, the district superintendent determines the appropriate grade level for the student.

Parents should start by notifying the superintendent of the school district where they reside about their intent to home school their child/ children. Notification should be provided no later than the first week of the start of the public school building the child would attend in the school district of residence or within one week from the child's withdrawal from a school. Parents agree to:

1. Provide 900 hours of instruction per year;
2. Notify the superintendent every year; and
3. Provide an assessment of the student's work.

Many parents think that online schools fall into the category of home schooling, this is NOT true. In Ohio, some online schools are considered community/chartered public schools. If the online school is out of state and you have to pay tuition, you must register as being enrolled in an out of state school. For more information, please contact Greene County ESC *Home Education Director* at (937) 767-1303 ext. 1116.

Tri-County Youth Led Prevention Kicks-off

Youth-led Prevention is gaining momentum in Greene County, and our regional area. Three agencies have collaborated to bring youth to kick-off a year-long prevention training process for youth in our region. Through a generous \$30,000 grant from the Mental Health and Recovery Board of Clark, Greene, and Madison Counties, as well as contributions from Wittenberg University and Clark County Substance Abuse Coalition, the Greene County Educational Service Center, along with WellSpring, and Madison County Prevention brought together teams of youth (and adult advisors) from each county to build skills and train youth as leaders to make change in their schools and community.

Youth Empowerment and Youth-led Programs are based in research and training from federal, state and local resources and partners. Youth-led programs are grounded in positive youth development and utilize a youth empowerment approach. Youth-led programming is designed to empower young people to address pressing issues within their community. Youth-led programs (YLP) focus on students' development of knowledge, skills, and attitudes to be catalysts for positive change within their communities.

Supportive adult advisors are called Adult Allies in this process, and are supported by each agency to guide youth in their own planning processes. This is an evidence-based, youth-driven, adult-guided approach. Adults and students will be equipped with skills throughout the 2019-2020 school year to plan initiatives in their local schools. Each student team will have their own budget split from the \$6,000 available at the regional level to fund the activities they will plan. In the spring, youth will come back together to share their journeys in Youth-led Prevention, including their successes as well as lessons learned, and plan for future initiatives.

Twenty-eight youth and seven youth advisors representing eight school communities gathered for the "Carpe Diem - A Tri-County Youth-Led Challenge" event on November 19th at Wittenberg University to build skills and begin planning their initiatives. Students and adults engaged in team building exercises from Wittenberg Student Leader Fellows, as well as in-depth breakout sessions on the science of prevention, and breaking barriers. Jim Ryan, Prevention Consultant and Shawn Jeffers, Director of Leadership for Youth at the Center, facilitated these interactive skill-building sessions.



Striving Readers Project: GCESC Preschools at Greeneview and Friends Partnering with The Ohio State University



Evidence-based Practices

Read It Again

Read It Again is a fully-tested curricular supplement designed to strengthen young children’s early foundations in language and literacy. RIA focuses on building children’s skills in four key areas of language and literacy:

- Vocabulary - the words we use and the words we understand
- Narrative - an account of an experience, event, or story
- Phonological awareness - the sound structure of spoken language
- Print knowledge - the form and function of print

Writing Best Practices

Writing Best Practices include developmentally appropriate practices that have been found to be the most effective in increasing young children’s emergent writing skills. These practices include:

- Modeling - demonstrating the writing process for children
- Scaffolding - temporarily supporting children’s learning; encouraging independent learning
- Shared Writing - writing with children
- Facilitating Writing - implementing purposeful strategies that encourage writing

Fun Facts

- The oldest child enrolled in the study is 6 years old while the youngest is 6-months-old.
- 51 teachers and school staff participated in 9 professional development workshops in the 18-19 school year
- 119 children received individualized reading and writing instruction from teachers.

The U.S. Department of Education awarded Ohio a \$35 million Striving Readers Comprehensive Literacy Grant to build on ongoing work to improve the language and literacy development of children in the state.

The following sites received a portion of this grant to implement evidence-based practices aimed towards improving language and literacy skills in their classrooms:

Greene County Early Childhood Services Center

Madison-Champaign Early Childhood Services Center

OSU’s Schoenbaum Family Center

During the first year of the project, **450** children from **8** schools across **4** counties in Ohio participated!

Wellness in Early Childhood Puts Students on a Path to Success

Early experiences matter a lot to educational outcomes. In the early years of life, more than 1 million new neural connections are formed every second. Children's earliest relationships and experiences shape the architecture of their brain, creating a foundation on which all future development and learning unfolds. Children who engage with responsive, consistent, nurturing caregivers and who are living in safe and secure environments are more likely to have strong emotional health- also referred to early childhood mental health and wellness. As children mature, their emotional health supports growth and well-being in other essential areas including physical development and health, cognitive skills, language and literacy, social skills, and even their approach to learning and readiness for school. When emotional health is compromised, so too is development across these other areas, leaving children more susceptible to poor health, poor educational performance, and even criminal justice involvement over the course of their lives. Promoting the mental health and wellness of young children is an essential ingredient for a bright future for all current and future students.

Selected Behaviors That Warrant Concern

Infant Toddler (Birth to 3 Years Old)

- Chronic eating or sleeping difficulties
- Inconsolable "fussiness" or irritability
- Incessant crying with little ability to be consoled
- Extreme upset when left with another adult
- Inability to adapt to new situations
- Easily startled or alarmed by routine events
- Inability to establish relationships with other children or adults
- Excessive hitting, biting, and pushing of other children or very withdrawn behavior
- Flat affect (shows little to no emotion at all)

Preschoolers (3 to 5 Years Old)

- Engages in compulsive activities to self sooth (e.g., play in a specific order, hand washing, repeating)
- Throws despairing tantrums or has frequent melt downs
- Withdrawn; shows little interest in social interaction
- Displays repeated aggressive or impulsive behavior
- Difficulty playing with others
- Little or no communication; lack of language
- Loss of earlier developmental achievements
- Anxious and fearful in most situations

Primary School (5 to 8 Years Old)

- Engages in compulsive activities to self sooth
- Throws tantrums, frequent melt downs, emotional dysregulation
- Inability to adapt to new situations
- Flat affect (shows little to no emotion at all)
- Withdrawn; shows little interest in social interaction
- Displays repeated aggressive or impulsive behavior
- Difficulty playing with others
- Little or no communication with others
- Sudden loss of skills or change in behavior
- Anxious and fearful in most situations

What Is Early Childhood Mental Health? ECMH is the developing capacity of the child from 0-8 years old to form close and secure adult and peer relationships; experience, manage, and express a full range of emotions; and explore the environment and learn- all

in the context of family, community, and culture. Experts from a range of disciplines consider ECMH to be the foundation of healthy, lifelong development. ECMH is also a term used to describe the full continuum of services and supports (i.e., promotion, prevention, and treatment) necessary to promote healthy development, prevent mental health problems, and treat mental health disorders. ECMHC is the evidence based best practice.

The GCESC and local school districts are investing in prevention and early intervention through the implementation of the Ohio Model of Early Childhood Mental Health Consultation (ECMHC). ECMHC involves a credentialed consultant with mental health expertise working collaboratively with schools, childcare centers, programs, staff, and families to improve their ability to prevent and identify mental health issues among children in their care. Mental health consultation helps reduce problem behaviors in young children and promotes positive emotional development, both key ingredients to school success. Part of our work includes state funded consultative support for local childcare centers to prevent the unnecessary expulsion of children with social, emotional or behavioral needs from quality early learning environments. This effort helps stabilize children at risk for school failure at the earliest signs.

Ensuring wellness in early childhood puts students on a path to success in school and in life. Our GCESC Early Childhood Mental Health Program provides preventative intervention aimed at improving social, emotional and behavioral skills through targeted consultation and support for adults. Our ECMH Team provides professional development, technical assistance, and consultation at the child, classroom, family and programmatic levels. To learn more please contact: Grace Schoessow, ECMH Program Coordinator via email: gschoessow@Greeneesc.org



Joy Ride

In August, Vicki Pauley (Greene County ESC Adapted Physical Education teacher), Dawn Koester (Greene County ESC Physical Therapist) and Katy Durkin (Intervention Specialist at Stephen Bell Elementary in Bellbrook-Sugarcreek) volunteered for a local charity called *JoyRide*. This charity takes kids with special needs and makes them the VIP for the day. Several students in the Bellbrook-Sugarcreek Local Schools also participated. It was a great event. These professionals not only work in our schools, they provide support to the community. If you'd like to learn more about this charity and how you can get your child involved, please visit <https://joyridecars.org/about/>

STRATEGIC PLAN UPDATE

OBJECTIVE 1B:

Enhance/sustain our collaborative relationships by implementing employee orientation, training, and mentoring.

- Provide employee orientation and training program focusing on various topics such as :
 - ❖ Fiscal
 - ❖ Tech/Communication
 - ❖ GCESC History
 - ❖ Cross-program knowledge
 - ❖ Connections w/ other ESC staff, mentors
 - ❖ Policy & Procedures
 - ❖ FERPA/Confidentiality
 - ❖ Employee Handbook
 - ❖ PublicSchoolWorks
 - ❖ Wellness
- GCESC Programs:
 - ❖ Outreach to districts on new staff
 - ❖ Team-building activities
 - ❖ Regular meetings
 - ❖ Orientation to program, expectations
 - ❖ District & ESC relationships
 - ❖ Create / update contact sheet/district contacts for new employees and assign a mentor as appropriate
 - ❖ Design Opening Day events w/ focus on GCESC & district needs such as team-building, set tone for year, & develop better understanding of what each program does.
 - ❖ Utilize Employee Advisory Council (EAC)



Goal 1: We will cultivate reciprocal and collaborative relationships with all stakeholders.



OBJECTIVE 1A:

We will communicate in a manner that enables us to be more efficient and transparent with our stakeholders while also promoting our organization in a positive manner.

- GCESC Marketing Plan-
 - ❖ Distribute marketing flyers in various venues to promote visibility of GCESC.
 - ❖ Update Website and links on website.
 - ❖ Parent Outreach- PLANNED
 - ❖ Provide annual orientation of GCESC services and programs to administrators
 - ❖ Provide monthly updates to all GCESC staff from superintendent
 - ❖ Conduct internal and external general satisfaction surveys
 - ❖ Creation of organizational chart
 - ❖ Distribution of Program Contact Sheet
 - ❖ Obtain “focused” information for program development by GCESC Directors at various meetings
 - ❖ Post GCESC Cost Sheet on website

Our Vision.

The Greene County ESC aspires to develop and deliver quality services benefiting students, families, staff and partners in education.

Our BELIEFS.

We believe in...

- Dignity, worth, and respect for all.
- Meeting the social, emotional, behavioral and academic needs of each child.
- All students having the right to an education in a safe, supportive, and positive environment.
- Providing innovative and creative best practices for the students and the schools we serve.
- Student growth and success being best attained through collaboration with families, schools, and communities.
- Enhancing partnerships by efficiently and flexibly responding to the unique needs of our client districts and other stakeholders.
- Upholding the highest standard of professionalism for all GCESC employees.
- Fiscal transparency and accountability.



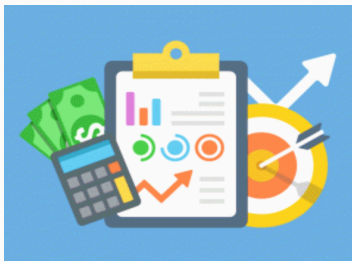
EDUCATE. SUPPORT. COLLABORATE.
STRATEGIC PLAN

STRATEGIC PLAN UPDATE



OBJECTIVE 2D: We will maintain fiscal transparency while improving consistency in business practices.

- Investigate and analyze other ESCs to determine models used for billing and costs for programs and services
- Examine salary schedules of client districts; update GCESC salary schedules (check every 3-5 years)



Goal 2: We will evaluate and improve the overall operations of the GCESC.



OBJECTIVE 2A:

We will develop and implement a risk management plan

- Public School Works
- Enhanced Security Systems for Entry Into Building Areas
- Coordination with Local District Transportation to Meet Student Need



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OBJECTIVE 2B:

We will inspect and improve our building facilities.

- Facility Committee meetings held quarterly
 - ❖ Review liability issues
 - ❖ Replacement cycles established
 - ❖ Safety plans updated and submitted
 - ❖ Ensure ADA compliance
 - ❖ Continue participation in Education Purchasing Cooperative



OBJECTIVE 2C:

We will identify all aspects of technology and needs at GCESC.

- Technology Committee meetings held quarterly to ensure implementation of 5-Year Technology Plan
 - ❖ Update technology inventory
 - ❖ Establish technology replacement cycles
 - ❖ Back-up of individual computer drives
 - ❖ Offer professional development: Google (planned)

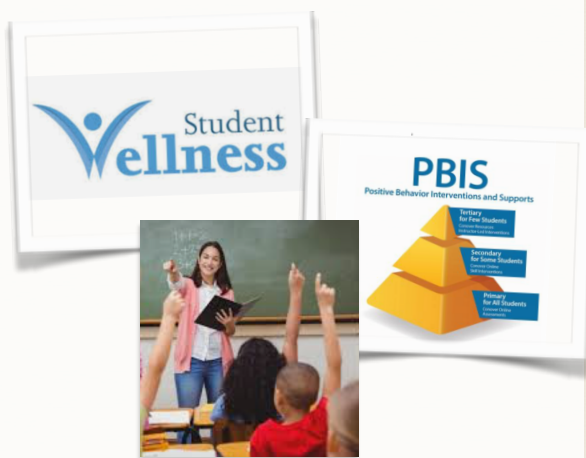


Technology Plan

STRATEGIC PLAN UPDATE

Goal 3: We will provide high-quality services and programs that support students' educational success.

Goal 3A: Review and analyze current programs to meet needs of stakeholders.



New Initiatives

3B: Decisions regarding future services and programs will be based upon, but not limited to, state initiatives, mandates, and needs of our constituents.

New Initiative #1: OTES 2.0 Pilot

- ❖ conduct observations, bring PGPs
- ❖ over 200 trained in OTES 2.0 Planning

New Initiative #2: PBIS Training

- ❖ School-age sessions
- ❖ Preschool sessions planned

New Initiative #3: High Quality Student Data

- ❖ Value-added sessions planned
- ❖ Award of state grant through WOSC
- ❖ HQSD training sessions planned

New Initiative #4: Student Wellness

DEVELOP ASSESSMENT TOOLS:FALL 2019

Directors of each program provided information about programs; published in Year in Review (Fall 2019)



QUARTERLY NEWSLETTER:DECEMBER 2019

Directors (and others as appropriate) provide information for inclusion in quarterly newsletter: **DUE December 2**



PROFESSIONAL DEVELOPMENT

November 1 Staff Professional Development Day completed

Publication of professional development opportunities in fall 2019 and in upcoming newsletter

Pool of experts established

- PBIS
- State Initiatives
- Mental Health Services
- Student Services

Looking Ahead: February 14
GCESC Staff In-Service Day

- Stress and Laughter
- CPR Refresher
- PBIS
- Google Suite
- Department Meetings

LEGISLATIVE NEWS

Requirements per Legislation

Tax Deduction

SB26 has authorized a state income tax deduction for teachers' out-of-pocket expenses for professional development and classroom supplies



Behavioral Prevention Initiative

- Requires, beginning in the 2019-2020 school year, each school district, community school, STEM school, and college-preparatory boarding school to annually report to ODE the types of behavioral prevention programs, services, and supports being used to promote healthy behavior and decision-making by students
- Permits ODE to use these reports as a factor in distribution of funding for prevention-focused behavioral initiatives

Each public school is required to annually report to the Department on the types of prevention-focused programs, services, and supports it uses to promote healthy behavior and decision-making by students and their understanding of the consequences of risky behaviors, such as substance abuse and bullying. The report must include the following:

1. Curriculum and instruction provided during the school day;
2. Programs and supports provided outside of the classroom or outside of the school day;
3. Professional development for teachers, administrators, and other staff;
4. Partnerships with community coalitions and organizations to provide prevention services and resources to students and their families;
5. School efforts to engage parents and the community; and
6. Activities designed to communicate with and learn from other schools or professionals with expertise in prevention education.

End of Course Exams

Beginning with students who enter ninth grade for the first time on or after July 1, 2019, there are five end-of-course examinations, one in each areas of

- English language arts II,
- science,
- Algebra I,
- American history, and
- American government.

However, only the end-of-course examinations in English language arts II and Algebra I shall be required for graduation.

- ODE is required to seek a federal waiver to eliminate the geometry end-of-course exam. If the waiver is received, eliminates the exam for students entering ninth grade after July 1, 2019 (the Class of 2023).
- The English language arts I end-of- course exam is eliminated for these students.

Foreign Language

If a school district or chartered nonpublic school requires a foreign language as an additional graduation requirement-

- a student may apply one unit of instruction in computer coding to satisfy one unit of foreign language. If a student applies more than one computer coding course to satisfy the foreign language requirement, the courses shall be sequential and progressively more difficult.

Graduation Requirements

Each district or school is required, not later than June 30, 2020, to adopt a policy regarding students who are at risk of not qualifying for a high school diploma.

Requires the adopted policy to include

1. criteria for identifying at-risk students;
2. procedures for identifying at-risk students;
3. a process to notify an at-risk student's parent, guardian, or custodian that the student is at risk;
4. additional instructional or support services for at-risk students and
5. the development of a graduation plan, which must be updated in each year of high school, for each student.
6. Requires the graduation plans to supplement a school district's policy on career advising.



Diploma Seals

In order to graduate- students entering ninth grade after July 1, 2019 must-

1. attain a "competency score" on both the algebra I and English language arts II end-of-course exams (or use an alternative demonstration of competency) and
2. attain at **least two state diploma seals**, at least one of which must be the existing biliteracy seal, the existing OhioMeansJobs- readiness seal, or one of the new seals for which the State Board of Education establishes requirements



The state board shall establish all of the following state diploma seals:

(1) **An industry-recognized credential seal.** A student shall meet the requirement for this seal by earning an industry-recognized credential approved under section 3313.6113 of the Revised Code that is aligned to a job that is determined to be in demand in this state and its regions under section 6301.11 of the Revised Code.

(2) **A college-ready seal.** A student shall meet the requirement for this seal by attaining a score that is remediation-free, in accordance with standards adopted under division (F) of section 3345.061 of the Revised Code, on a nationally standardized assessment prescribed under division (B)(1) of section 3301.0712 of the Revised Code.

(3) **A military enlistment seal.** A student shall meet the requirement for this seal by doing either of the following:

- a. Providing evidence that the student has enlisted in a branch of the armed services of the United States as defined in section 5910.01 of the Revised Code;
- b. Participating in a junior reserve officer training program approved by the congress of the United States under title 10 of the United States Code.

(4) **A citizenship seal.** A student shall meet the requirement for this seal by doing any of the following:

- a. Demonstrating at least a proficient level of skill as prescribed under division (B)(5)(a) of section 3301.0712 of the Revised Code on both the American history and American government end-of-course examinations prescribed under division (B)(2) of section 3301.0712 of the Revised Code;
- b. Attaining a score level prescribed under division (B)(5)(d) of section 3301.0712 of the Revised Code that is at least the equivalent of a proficient level of skill in appropriate advanced placement or international baccalaureate examinations in lieu of the American history and American government end-of-course examinations;
- c. Attaining a final course grade that is the equivalent of a "B" or higher in appropriate courses taken through the college credit plus program established under Chapter 3365. of the Revised Code in lieu of the American history and American government end-of-course examinations.

(5) **A science seal.** A student shall meet the requirement for this seal by doing any of the following:

- a. Demonstrating at least a proficient level of skill as prescribed under division (B)(5)(a) of section 3301.0712 of the Revised Code on the science end-of-course examination prescribed under division (B)(2) of section 3301.0712 of the Revised Code;
- b. Attaining a score level prescribed under division (B)(5)(d) of section 3301.0712 of the Revised Code that is at least the equivalent of a proficient level of skill in an appropriate advanced placement or international baccalaureate examination in lieu of the science end-of-course examination;
- c. Attaining a final course grade that is the equivalent of a "B" or higher in an appropriate course taken through the college credit plus program established under Chapter 3365. of the Revised Code in lieu of the science end-of-course examination.

(6) **An honors diploma seal.** A student shall meet the requirement for this seal by meeting the additional criteria for an honors diploma under division (B) of section 3313.61 of the Revised Code.

(7) **A technology seal.** A student shall meet the requirement for this seal by doing any of the following:

- a. Subject to division (B)(5)(d) of section 3301.0712 of the Revised Code, attaining a score level that is at least the equivalent of a proficient level of skill in an appropriate advanced placement or international baccalaureate examination;
- b. Attaining a final course grade that is the equivalent of a "B" or higher in an appropriate course taken through the college credit plus program established under Chapter 3365. of the Revised Code;
- c. Completing a course offered through the student's district or school that meets guidelines developed by the department of education. However, a district or school shall not be required to offer a course that meets guidelines developed by the department.

(8) **A community service seal.** A student shall meet the requirement for this seal by completing a community service project that is aligned with guidelines adopted by the student's district board or school governing authority.

(9) **A fine and performing arts seal.** A student shall meet the requirement for this seal by demonstrating skill in the fine or performing arts according to an evaluation that is aligned with guidelines adopted by the student's district board or school governing authority.

(10) **A student engagement seal.** A student shall meet the requirement for this seal by participating in extracurricular activities such as athletics, clubs, or student government to a meaningful extent, as determined by guidelines adopted by the student's district board or school governing authority.

- Each district or school shall develop guidelines for at least one of the state seals
- Each district or school shall maintain appropriate records to identify students who have met the requirements for earning the state seals established under that division.
- The department shall prepare and deliver to each district or school an appropriate mechanism for assigning a state diploma seal
- A student shall not be charged a fee to be assigned a state seal on the student's diploma and transcript.

Remediation

Requires school districts to offer remedial support to students who fail one or both of the required competency exams, and requires such students to retake the respective exam at least once

Permits students who fail the retakes to demonstrate competency by

1. completing course credit through the College Credit Plus program,
2. providing evidence the student has enlisted in a branch of the U.S Armed Forces,
3. completing at least one "foundational" option (including earning proficient scores on state technical assessments, obtaining an industry- recognized credential, completing a pre-apprenticeship or apprenticeship, or providing evidence of acceptance into an apprenticeship program after high school) and either another "foundational" option or a "supporting" option (including completing 250 hours of work-based learning experience, obtaining an OhioMeansJobs-readiness seal, or attaining a score on the WorkKeys assessment).

Requires an individualized education program (IEP) for a special education student to specify the manner in which the student will participate in assessments related to the new graduation requirements.

Positive Behavioral Interventions and Supports

Each school district must provide professional development or continuing education in PBIS by November 2021 and each school district board of education shall do all of the following:

- a. Implement a positive behavior intervention and supports framework on a **system-wide basis** that complies with this section;
- b. Comply with any policy and standards adopted, amended, or updated by the state board under this section;
- c. **Submit any reports required** by the department of education or the general assembly with respect to the implementation of a positive behavior intervention and supports framework or suspension and expulsion of students in any of grades pre-kindergarten through three.



Student wellness and success funding

Districts and schools are required to spend student wellness and success funds for any of the following initiatives or a combination of any of the following initiatives:

- Mental health services;
- Services for homeless youth;
- Services for child welfare involved youth;
- Community liaisons;
- Physical health care services;
- Mentoring programs;
- Family engagement and support services;
- City Connect programming;
- Professional development regarding the provision of trauma informed care; and
- Professional development regarding cultural competence.



Districts and schools must develop plans for utilizing student wellness and success funding in coordination with at least one of the following community partners:

- a board of alcohol, drug, and mental health services;
- an educational service center;
- a county board of developmental disabilities;
- a community-based mental health treatment provider;
- a board of health of a city or general health district;
- a county board of job and family services; or
- a nonprofit organization with experience serving children.

Finally, districts and schools are required, at the end of each fiscal year, to submit a report to the Department describing the initiative or initiatives on which the district's or school's student wellness and success funds were spent.

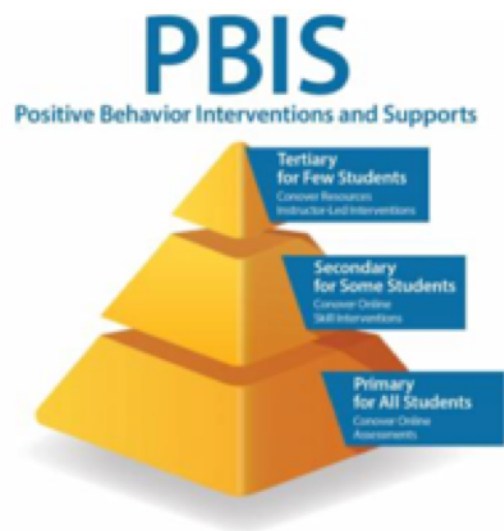
Professional Development Offerings

Positive Behavioral Interventions and Supports (PBIS)

PBIS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes in school communities while preventing problem behavior. The key attributes of PBIS include preventative activities, data-based decision making, and a problem solving orientation. Teams will be provided time to create all essential elements of the Universal (Tier 1) PBIS framework. This training is a 3 part series, in which teams are required to attend all 3 sessions. On-going technical assistance is available to all teams who participate.

Legislation requires each school district to provide professional development or continuing education in PBIS by November 2021 and each school district board of education shall do all of the following:

- A. Implement a positive behavior intervention and supports framework on a **system-wide basis** that complies with this section;
- B. Comply with any policy and standards adopted, amended, or updated by the state board under this section;
- C. **Submit any reports required** by the department of education or the general assembly with respect to the implementation of a positive behavior intervention and supports framework or suspension and expulsion of students in any of grades pre-kindergarten through three.



District and Schoolwide Positive Behavioral Interventions and Supports (PBIS)

February 6, March 5, April 2; Greene County ESC

Session will be held 8:30-3:00 with an hour lunch on own
Presenters: Dr. Kathy Harper and Grace Schoessow

Suggested Audience: K-12 Building- and district-level behavior teams; \$50 per person per session

To Register: Contact Madison.stapleton@mcesc.org

Preschool Positive Behavioral Interventions and Supports (PBIS)

December 6, January 10, February 28; Greene County ESC

Session will be held 8:30-3:00 with an hour lunch on own

Presenters: Dr. Kathy Harper and Grace Schoessow



Suggested Audience: PRESCHOOL staff / behavior teams; \$50 per person per session

To Register: Contact Madison.stapleton@mcesc.org



Leading With EVAAS

January 27; Greene County ESC

Session will be held 8:30-3:00 with an hour lunch on own

Presenters: Dr. Kathy Harper and WOSC Team Member

Suggested Audience: District evaluation teams; \$50 per person

To Register: Contact Madison.stapleton@mcesc.org

Learn how to use the data and reports available through value-added EVAAS to inform instructional decisions that have an impact on student growth and achievement.

You will look at reports that are specific to the district, school, and teachers as you participate in activities that will give you confidence to make decisions using data from these reports. The session will help you lead others on how to analyze EVAAS data reports.

Using High-Quality Student Data in Teacher Evaluation (OTES 2.0)

March 9; Greene County ESC

Session will be held 8:30-3:00 with an hour lunch on own

Presenter: Dr. Kathy Harper

Suggested Audience: District evaluation teams; \$50 per person

To Register: Contact
Madison.stapleton@mcesc.org



Beginning in the 2020 school year, all teachers will be evaluated using the new OTES 2.0. This teacher evaluation will use at least two measures of high-quality student data (HQSD). Student growth measures will no longer be used in the calculation of the teacher evaluation rating.

When applicable to the grade level or subject area taught by a teacher, high-quality student data shall include the value-added progress dimension and the teacher or evaluator shall use at least one other measure of high-quality student data to demonstrate student learning. All teachers without value-added data will need to use two measures of high-quality student data to provide evidence of student learning attributable to the teacher being evaluated.

It is recognized that there are many types of data that can be used to support student learning—and the data include much more than just test scores. These types of data and their uses are important and should continue to be used to guide instruction and address the needs of the whole child but may not meet the criteria/ definition of high-quality student data for the purpose of teacher evaluation.

This session will provide support for teachers to use high-quality student data for the purpose of their teacher evaluation. Teachers will need to bring their available sources of learning data to the session. It is suggested that the district evaluation team attend in order to develop the local criteria for using high-quality student data for the purpose of teacher evaluation.