



GCESC Service/Program Plans during Pandemic Crisis March 26, 2020

School-Based Mental Health Services

GCESC Mental Health Services are continuing to provide therapy and support to 560 students and their families via **telephonic** means. The plan is to add TeleMental Health and videoconferencing options in the near future. The staff are attempting to provide services at the frequency as is indicated on the students' treatment plans and IEPs (if applicable). All Mental Health Services staff have been trained on TeleMental Health. Protocols are currently being developed. If serving students on IEPs for mental health needs, Mental Health Services staff will participate in IEP or 504 meetings via videoconferencing.

Mental Health Services staff are maintaining regular contact with school counselors and administrators in all Greene County school districts and providing consultation and support for emergent student and family clinical needs. Regular communication is also occurring with Dayton Children's Hospital, Greene County Children's Services & Juvenile Court, as well as other community based mental health providers.

Greene County Truancy Intervention (TI) Program

The TI Program Coordinator is continuing to contact Greene Co districts regularly to see how TIs can continue to provide services relating to attendance and coordination of resources during this extended school closure. The TI Program will continue to provide help in reaching out to students and their families who may not have maintained regular contact with teachers or other school personnel relating to logging into academic platforms. Additionally, TI will continue to provide resources to parents during this time of need and can assist to coordinate resources via phone or email contacts with families and community providers.

Preschool Services

All preschool classrooms have previously established electronic communication with all families (through an app called BLOOMZ). Communication has been delivered to each home electronically to parents detailing our plan. Preschool Intervention Specialists will offer daily lesson/ activities to all families/ students, focusing on Early Learning Development Standards in the areas of communication, pre-academics, motor development, and social-emotional learning. Staff are monitoring and documenting parent participation as well as coordinating with related services to provide specific, specially designed instruction to meet IEP goals to individual students on IEPs (through additional virtual activities). All scheduled IEP/ ETR meetings will occur as scheduled (telephone or virtually).

Early Childhood Mental Health (ECMH)/Family Engagement/Positive Behavioral Interventions & Support (PBIS)

The ECMH Team has quickly transitioned to the use of web-based platforms to continue family engagement, ECMH & PBIS services for district staff, community partners and families. For the foreseeable future, the GCESC ECMH Team is focused on capacity and capability-building as they work to overcome access barriers while keeping staff and families safe while using technology-based support. The team launched an Infant Early Childhood Mental Health Community of Practice and an Infant Early Childhood Mental Health Community of Learners to support connections and nurture resilience.

On March 20-21, the ECMH team attended a virtual TeleMental Health training and on March 23-24, our team hosted a virtual training to boost ECMH workforce capacity in the Miami Valley Region. The goal is to continue to adapt efficiently and effectively the need for high quality services to address the mental health of children and their caregivers in this time of uncertainty.

Prevention Coordination

For Prevention staff, virtual meetings and phone calls are occurring. They are planning for coalition meetings, staff meetings, trainings and project-based work. Specifically, Prevention staff have participated in multiple Youth-led Prevention meetings and planning with collaborative work on the Ohio Adult Allies Academy material, and participating with the Prevention Professionals Learning Community meetings and preparation. They have also provided guidance to districts on submitting their K-12 Prevention Plans.

Professional Development (PD) Services

Through coordination with the Western Ohio Service Collaborative-WOSC (serving Greene, Montgomery, Darke, Preble, Warren, & Miami counties), GCESC is offering virtual PD sessions. Those previously scheduled in-person PD sessions have been suspended and are currently being offered through electronic means. GCESC is also offering online sessions to GCESC staff as is appropriate for each department or program.

PublicSchoolWorks has many more courses available than what are typically accessed. Sessions are being pushed out to staff who have fewer tasks to do while working remotely. The goal is that they will be better trained when they return. Further, some staff are working to develop PD sessions for the WOSC Collaborative.

Related Services – Occupational Therapy, Physical Therapy, Speech Therapy

Occupational Therapists, Physical Therapists, and Speech & Language pathologists at GCESC are collaborating with administrators and teachers in their assigned districts to meet each student's unique therapy needs. Therapists currently provide speech services to 767 students, occupational therapy (OT) services to 938 students, and physical therapy (PT) services to 258 students.

The modality of the services during this unprecedented school closure varies from district to district based on the availability of technology and internet services for students. For example, some therapeutic supports are low tech, such as packets sent via snail mail or email followed up with personal calls to each parent.

Staff are also offering therapeutic supports using web-based platforms like Google Meet, Zoom, or Schoology; or videos created by therapists and sent to parents to support a variety of motor skills like jumping, balancing, and catching. Therapists are searching for and implementing innovative ways to reach their students. These methods will continue to evolve as they learn and make improvements. One silver lining during this school closure is the increase in parental involvement as the staff collaborate even more with them.

Vision Impairment and Orientation & Mobility Department

Vision Impairment (VI) and Orientation & Mobility (O&M) Department are using a variety of technology programs to make sure each student is receiving services during this time. VI and O&M are communicating with parents and students on a weekly basis either through phone call, email, FaceTime, or parent-preferred form of communication, such as Skype or Zoom. Braille is being taught using Google Duo. O&M Instructor has created maps and other activities for students to do at home with parents while also making contact with them to support the work.

Hearing Impairment and Audiology Department

The Hearing Impairment (HI) and Audiology department are working together to make provide services for each student. HI and Audiologist created online resources and trainings for students, teachers and staff to access in how to use and care for their devices and other equipment and what supports are needed for students with hearing loss to experience success in their learning. HI Specialist has created Google Classrooms for each district and grade levels. Students are invited to one of the following classes per their grade level:

- LEAP: Learn Explore Act Play (Grades: pre-K thru kdg.)
- LAUNCH: Listening and Understanding Needs/Challenges/Helps (Grades: 1st – 5th)
- GLIDE: Grow Lead Inquire Decide Engage (Grades: 6th – 8th)
- SOAR: Search Organize Aim Reach (Grades: 9th – 12th)

The Specialists will help Students/Parents will find strategies and support to help with their content area classes along with tasks to support their Individualized Education Program (IEP) goals.

Adapted Physical Education Department

The Adapted Physical Education (APE) Department have worked to create many different avenues for the students to participate in while not in school. Parents were sent weekly lesson plans to have students engage in along with an activity chart for them to keep track of what was completed. Each of the lessons that are sent home meet the individual needs of the students and is able to be tracked using the activity chart. Parents were also given discussion questions to ask student about each activity. Suggested websites were given such as YouTube- Physical Activities for Kids, GoNoodle, and Teacher-made Kids Yoga videos. Instructors have also created videos of exercises and the proper way to do them.

Greene County Learning Center (GCLC)

The Greene County Learning Center is a public separate facility for students with social and emotional difficulties. Nearly 90 students from schools throughout Greene County in grades K-12 attend the Learning Center. All teachers are providing daily assignments in combination of ways-- paper/pencil, online and through telephone calls. Teachers are contacting students each school day to work individually to answer questions about assignments, work on IEP goals and objectives and to be of support to parents, guardians and families. Teachers, Therapists, and Administrators are continuing to hold IEP team meetings with home districts and families of students. The Director is working with various agencies and personnel such as Truancy Interventionists, Family & Children First Council, Mental Health Therapists and local law enforcement to wraparound students and families who need additional supports and resources. The Director emphasizes it is their task and priority to monitor the actions of these at-risk students and to provide them with daily support to try to keep them connected with routines, boundaries, expectations, and the adults whom they know and with whom they work well. This is true in all of the Learning Center programs/classes.

Greene County Learning Center Transition Units

The transition units are located in Beaver creek and Fairborn. The transition units serve about 20 students in grades 3-12. This program is for students who transition from the Greene County Learning Center or Youth Recovery Program to a smaller class size and structure but in a regular school setting. Teachers are providing online and paper/pencil tasks to students and contacting them daily. Teachers, Therapists, and Administrators are continuing to hold IEP team meetings with home districts and families of students. The Director is working with various agencies and personnel such as Truancy Interventionists, Family & Children First Council, Mental Health Therapists and local law enforcement to wraparound students and families who need additional supports and resources.

Learning Center HS Classroom at Greene County Career Center (GCCC)

Greene County Learning Center has a HS classroom at GCCC. This classroom allows students to take advantage of the dynamic programs offered at GCCC while still receiving the accommodations and interventions that individual students need to be successful. The teacher is using Google classroom to provide assignments and provide instruction based on the IEP needs of students. The teacher is making daily contact with each student. Teachers, Therapists, and Administrators are continuing to hold IEP team meetings with home districts and families of students. The Director is working with various agencies and personnel such as Truancy Interventionists, Family & Children First Council, Mental Health Therapists and local law enforcement to wraparound students and families who need additional supports and resources.

GCESC Educational Component of Youth Recovery Program (YRP) run by The Community Network (TCN)

The program is designed to help stabilize severe mental health problems in students who are 10 to 18 years old. YRP serves approximately 20 students in grades 5th-12th. A team of qualified professionals from the GCESC provides the educational component of the program while the community mental health agency – TCN- provides the mental health and psychiatric services. During this time of pandemic shutdowns, the educational staff are continuing to provide services and instruction using a combination of paper/pencil and online lessons and assignments. The educational staff is also making daily contact with students/families.

Intensive Needs Classroom programs (I.N.C.)

Staff (teachers and paras) are providing visual icons, tangible manipulatives, developing individualized task boxes and creating videos for students and their parents as they deliver appropriate vocational, extended standards, and individualized lessons to all students. Staff is required to conduct daily check-ins on a Google spreadsheet (“sheets”) to keep a running record of all discussions, concerns, evidences of progress or lack thereof related to all IEP goals and objectives for each of the students on their caseload. Staff must communicate to all others if reporting to the building to create or scan and send parents new instructional assignments.

Outdoor Advantage (Middle School Alternative Program), Grades 6 – 8

Teacher with paraprofessional developed lessons for students in three grade levels, from seven school districts in all four content areas in a blended fashion. They have assigned some lessons to be completed online through an online curriculum platform and Noredink, and some were created in simple hard-copy form with old-fashioned textbooks, novels, and worksheets to reinforce certain core concepts. Parents expressed relief at the notebooks, textbooks, and directions being sent for their literature books – some indicated they struggle with navigating the various technology platforms which constrains their ability to support their child appropriately. We are scanning assignments and emailing to parents that build on the completion of their novels as the students all progress through the chapters. Staff have arranged for parents to snap pictures of the finished worksheets and assignments to efficiently provide electronic samples for the teacher and assistant to grade. Any work that is below a 70% is returned with supportive guidance to be redone. Grades are handled as they always are – no penalty for not understanding concepts, but reduced assistance when students are known to be guessing to avoid reading and engaging in the work. All other assignments are frozen until the content is reviewed with the teacher. Daily check-ins are happening primarily by scheduling an appointment each day. Teachers are recording all pertinent notes and information, documenting their daily check-ins with details and data that supports progress towards IEP goals, or that shows a lack of progress towards goals. This informs strategies to be used to engage with the students differently (most have behavior goals). I can also monitor the Google daily check-in doc I devised, which keeps me apprised on the status of all students on a daily basis. We have had to enlist the services of CSB and the local police to conduct wellness checks as needed if/when any student fails to check in for consecutive days. This is essential given our student population.

The Academy of Greene County (High School Alternative Program), Grades 9 – 12

The teacher and assistants are monitoring the individualized student schedules and online courses loaded for all high school students enrolled in the alternative program. The students have access to supportive instructional assistance through our staff and through various links they have been provided for even more help. The Director maintains all of their transcripts and assigns their respective courses to be loaded onto their schedules in accordance with each district's individual credit requirement. The Director has all of their files at home and is providing ongoing guidance on what course are next to be loaded while they are working at home. Several seniors are trying to graduate this spring and we are pushing in to provide support to these students as a priority. Unfortunately, this high school student population is shown to be more vulnerable than usual with an array of issues that make them even more "at-risk" than typical. This reinforces the need to enlist the support of various agencies to attempt to continue tight wrap-around while working remotely. Thus far, they have had to enlist the support of court liaisons, probation officers, the local police of two communities, an outside mental health agency and therapist, and local community food and resource provisions to ensure students are and remain healthy and well. They push-in and insist on the students meeting the expectations of their daily check-ins. Most have been responsive on 4/5 days, which is vital to maintain. The students, per the check-in data, are progressing and communicating questions, concerns, and needs to the alternative staff who are documenting both on the spreadsheet and frequently in group texts amongst the team. The staff continue to brain-storm together and collaborate to offer ongoing support to these needy students. They have received the assistance of local police departments who have conducted wellness checks for students who had not participated in check-ins – parents have requested more help with this for some students. The Director emphasizes it is their task and priority to monitor the actions of these at-risk students and to provide them with daily support to try to keep them connected with routines, boundaries, expectations, and the adults whom they know and with whom they work well.

Treasurer's Office

Treasurer continues to work. Treasurer Staff are monitoring any email requests by staff and will be coming in as necessary when processing needs be completed. Many annual cyclical jobs that are completed at this time, and they are in the process of doing that. They continue to work the payroll processes while staff are working remotely so there will be no disruption to staff. They will continue to process all other parts of payroll as are necessary. Accounts Payable/Purchase Orders is prioritizing and processing necessary bills.

Superintendent's Office

The Superintendent and the Executive Assistant continue to work both remotely and at the office. This will continue into the weeks ahead as we find out the situation for schools. The Superintendent is scheduling virtual meetings with Directors/Supervisors at least weekly and is also getting written reports from them and will continue to do so as circumstances shift. The Superintendent and the Executive Assistant are continuing to become informed by attending webinars on a variety of topics. Since this office handles Human Resources—hiring, recruiting, leave, etc., they are handling these issues. The team is working on the board agenda for the April board meeting and will be talking to board members next week to determine how the meeting will be held.