



# Hancock County Educational Service Center

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## Hancock County ESC Services During the Pandemic

### Curriculum

- The curriculum staff continues to provide teachers with on-line teaching resources. These resources are updated as needed. The staff provides assistance to teachers as they navigate on-line teaching.
- Curriculum Supervisors also work with the Special Education Supervisors and their teachers to provide curriculum materials, guidance for planning, and resources for on-line teaching and learning.
- Curriculum Supervisors are exploring options to deliver online professional development in place of the face-to-face PD that was originally scheduled for teachers.
- The Curriculum staff are liaisons with community agencies and providers. These established relationships help the staff to communicate both needs and services available to teachers and students within Hancock County.
- The staff continues to provide assessment support as districts begin scheduling high school students for next school year.
- Because the circumstances of the COVID-19 shut down change almost daily, the curriculum staff will continue to adapt to the needs of each district.

### Gifted

- Providing on-going PD to general education teachers.
- Organizing Google Classroom on-line book studies and other on-line assignments to assist teachers in attaining the required gifted professional development contact hours for the school year.
- Working with EMIS Coordinators to update student records, ensuring that all gifted services and acceleration records are documented accurately.
- Maintaining communication with parents to update them on any information they may need in regard to early entrance to kindergarten referrals, acceleration requests and to answer any questions that are related to gifted services.

### ESL/TESOL

- Our instructors are communicating and working with students from the six local schools receiving services via Moodle, Video Chatting, Emails and Phone Calls.
- Teachers are also providing support to families as needed.

### Alternative School

- Alternative School teachers have continued to provide online support to students.
- Teachers have also been contacting parents via phone calls and emails to update them pertaining to student progress.

## **Special Education Supervisors**

- Coordinating with all ESC supervisors to have similar expectations of teachers, psychologists, and related service providers during the school shut down.
- Providing resources to teachers and related service providers to help with distance learning.
- Providing resources to psychologists, teachers, and related service providers on holding online meetings (via Zoom or Google Meets).
- Working with the ESC and district staff at local schools and Blanchard Valley to schedule and coordinate ETRs and IEPs via video or phone conferencing.
- Assisting staff with reviewing IEPs and ETRs, and sending out drafts as needed to team members and parents prior to meetings.
- Continuing to check on ESC special education staff to see how to support them.
- Providing regular updates to all staff regarding federal and state as well as local district changes.
- Sending out reminders of online training requirements to aides and teachers for Step Up to Quality (preschool supervisor).
- Working on Step up to Quality registration for Vanlue (preschool supervisor).

## **Psychologists**

- In anticipation of the shutdown, psychologists worked hard to complete as much testing as possible prior to the shutdown. They are now working on scoring protocols and writing reports.
- The psychologists are working and collaborating with staff and parents to complete ETRs and hold ETR meetings.

## **Related Services**

- Related service providers are keeping a log of their parent contacts throughout the shutdown. Related service providers will send this log to their supervisors at the end of the shutdown. Parents should be contacted through emails, class dojo, the "remind" app, or phone calls on a weekly basis. During these communications therapists are making sure parents have enough work for their students, get questions answered, provide guidance on a website or app they may be using, etc.
- Completing quarterly IEP progress reports and sending them to parents.
- Related service providers (OTs, SLPs, PT, and APE) have and will continue to send activities to work on based on goals and needs of the students based on IEPs. The parent contact will help make sure IEP skills and student needs are being met.
- Related service staff are working on completing ETRs and IEPs and attending team meetings.

## **Teachers/Intervention Specialist**

- Teachers will contact all parents at least weekly. This contact can be made through emails, class dojo, the "remind" app, or phone calls. If teachers do not want to call parents from their home or personal cell phone, they may call from the ESC. Teachers are keeping a log of their parent contact throughout the shutdown. Teachers will send this log to their supervisors at the end of the shutdown. During these communications teachers are making sure parents have enough work for their students, get questions answered, provide guidance on a website or app they may be using, etc.
- Completing quarterly IEP progress reports and sending them to parents.
- Teachers are working on completing ETRs and IEPs and attending team meetings if needed.

**Teachers/Intervention Specialist** *continued...*

- Teachers are sending home "school activities" to cover the next 3 weeks (or longer if needed). Teachers are keeping a copy of these activities as these will be the teacher's "lesson plans." Each teacher is following their home district on how these activities are being distributed. The activities were either mailed, emailed, dropped off at homes, or parents pick up activities at the schools. These lessons should mirror what the students would be learning at school and cover a variety of ODE standards.
- The teachers will also be providing activities and support for students and parents based on the individual student's IEP goals and needs. The intervention specialist will work with each family in determining specific times during the week the Intervention Specialist can call into the family via phone, Zoom, google meets, or other modality to work with the student on the assigned work.
- Some teachers are having class meetings via technology along with classroom aides, for students and families to visually see their teachers and interact with classmates.
- Teachers are following guidance and requirements set by their "home" districts.

**Classroom Aides**

- Aides assisted teachers with preparing the take home activities for students.
- Some aides help to deliver or distribute packets to families.
- Some aides have assisted with handing out meals and supplies at the schools.
- Aides are following their home districts instruction on if and when they can be in the buildings.
- During the school closure, classroom and 1:1 aides are expected to complete virtual professional development that is applicable to the classrooms and students they work with. These trainings may include the Autism Certification Center's Autism Modules produced by the Ohio Center for Autism and Low Incidence, a 40-hour Registered Behavior Technician Training, IEP and ETR trainings and specialized training relating to their specific work load. The preschool aides will also be working on Ohio Approved trainings for Step Up to Quality purposes.

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**“Meeting Student Needs Through Cooperative Efforts”**