



Southern Ohio Educational Service Center

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The Southern Ohio Educational Service Center and Region 14 SST and Cooperative is committed to supporting the districts and students we serve throughout the COVID-19 Pandemic and its impact on our schools and communities. The document below highlights our initial efforts. This will continue to be updated and will evolve as we collaborate and support our districts in planning for next year.

Southern Ohio ESC employs approximately 100 professionals who provide services to over 23,000 students in the four counties of Adams, Clinton, Fayette and Highland with SST and related services support to Brown County.

In addition, we operate a learning center for Clinton County students who have special needs especially in the area of emotional disturbance.

Our client districts rely on us to continue to collaborate with them and continue to serve our students well.

Although this unusual time in education brings challenges, it also gives us an opportunity to be innovative in our approaches and improve our ability to impact students with differentiated approaches. Our website, www.southernohioesc.org has resource links for many of our services.

Below are some of the ways that we are continuing to serve our members:

Superintendent's Office- The Southern Ohio ESC, SST 14, Region 14 Cooperative Services and Southern Ohio Learning Center have shown commitment and dedication during this pandemic. All employees are working remotely (a few essential duties of fiscal and maintenance have been required and performed through abbreviated on site work).

SOESC is working in collaboration with and having regular communication with the local Emergency Management Agencies, Clinton and Highland Family Children First Councils, Ohio Educational Service Center Association, Great Oaks Career Center, ACCESS Alliance, Chambers of Commerce and other community agencies as we provide services and critical information to our districts. From locating grants to assist students with remote learning to sacking up lunches for students to therapists providing online video therapy, this team has proven that in any given situation they will stop at nothing to provide services to the students of our region.

SOESC Support Staff- Managing scholarships and award ceremony cancellations or postponements, updating website & adding many online resources for educators and parents, creating materials, sending and receiving emails with substitute teachers and TAG parents regarding the cancellation and coordination of the refunds being given to parents for the TAG Trip, corresponding with Mrs. Haskins regarding the website for the SOLC. Preparing/updating policy documents for an upcoming board meeting. Preparing meeting

Serving public school districts in Adams, Clinton, Fayette, and Highland Counties

supplies needed for future meetings and taking online training courses for self-growth. Preparing Clinton County board rosters to submit to Clinton County Auditors.

Treasurer/Fiscal Office- Preparing cost estimates for FY2021 for State Support Team (grants), member districts and the Hopewell Special Education Cooperative. Preparing and fine tuning the language, in coordination with legal counsel, for our ESC and Hopewell agreements for FY2021. Attending webinars, as needed, to learn processes associated with the State Software Redesign and those that are needed for organization (BWC updates, retirement updates, etc). We went live on March 4 with the State Software Redesign and there are many processes that are different from the Classic State Software requiring myself and the fiscal staff to continue our learning. Not only are we preparing for FY2021 but we are continuing daily processes (working remotely as much as possible) in order to continue fiscal operations in 2020 such as requisition/purchase order processing, invoice preparation and processing, payroll, accounts payable and account receivable and district/personnel requests for information (catastrophic requests, employment verifications etc.)

Accounts Payable - Checking email (inc. Accounts Payable) and responding to vendors and staff. Adding requisitions as needed and creating purchase orders. Checking mail and scanning checks to the bank as well as scanning invoices and travel into onbase. I will be creating receipts and using ARF to remove invoices as they are paid. Checks will be created to vendors and staff to keep up with our timely obligations. I will be required to do some of these items from the office on a limited basis. I am also working on updating our vendor list in redesign (state software), participating in webinars (as necessary) and completing the mileage form project which involves electronic signatures from staff and their supervisor via email. I plan to also familiarize myself more with Google by watching you-tube videos, and to take advantage of any on-line training that is available to me.

Payroll-Working on creating the 2020-21 timesheet template using the feedback received from those using timesheets. Familiarize myself with different options of Google Sheets to be able to make timesheets easier to use. Checking and responding to emails as they come in. I have been working on creating custom reports in Redesign. Entering in Paid by Timesheets in the Payroll Redesign as they are turned in, as well as reconciling and uploading East Clinton substitute teacher pay into the system. Exporting and importing leave from the Kiosk. I will be balancing payroll and deductions. I will be posting payroll and transmitting the payroll file on Thursday. I will be paying deductions on Friday, and will be in the office to print deduction checks. I will be finalizing payroll checklists now that we are in the Redesign.

Human Resources

- Working on the April HR Board Agenda and will continue to work on Assignment Letters/Calendars for 20-21 (Amanda)
- Discussing upcoming renewal contracts with Supervisors.
- Staying current on guidance on delivery of services and conveying to appropriate staff
- Gathering on-line resources through Google Form for teachers and parents and working with webmaster to post these on SOESC's website.
- Keeping staff current on Health benefit updates.
- Compiling 20-21 employment opportunities for our districts and creating marketing pieces for recruitment for openings in our member districts.
- Reviewing expiring licenses and fingerprints and notifying appropriate staff. *We are on standby on fingerprinting.*
- Sending out relevant information to all staff when necessary

- Learning features of technology programs to utilize in marketing pieces.
- Learning new Google Features to improve our efficiency in our work.
- Hosting and participating in webinars and Zoom sessions.
- Hosting and meeting on-line with districts on services for the 20-21 school year.
- Working with assigned staff on final evaluations
- Meeting with Hunter Consulting on Workers Comp open cases and situations.
- Checking email and responding to district needs as needed.
- Finalizing Erate bidding to accommodate the the relocation of SOLC in collaboration with the technology department.

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Curriculum/School Improvement/Resident Educator-

- Developing a comprehensive resource list for educators around remote learning and e-learning opportunities.
- Planning professional development opportunities for 2020-2021 school year and working on marketing materials for upcoming professional development.
- Preparing presentations to present at the 2020 Summer Learning Academy.
- Coordinating and planning for Operation Graduation 2.0 Design Lab (in collaboration with EnvisionEdPlus) for area high school teams on April 20, 2020, pending schools are back in session at that time.
- Building two online book study professional development opportunities for educators to accrue contact hours during COVID-19 school closures.
- Working with specific buildings to support educators with online tools (Google Applications, Integrations with Google Applications)
- Coordinating and planning for Trauma-Informed Care 2-Part Spring Learning Series with Missy McClain (in collaboration with Akron Children's Hospital) on April 30, 2020 and May 11, 2020, pending schools are back in session at that time.
- Maintaining collaboration with building and district administrators through email updates.
- Working with an Occupational Therapist to post daily handwriting and fine motor skill at-home video lessons via Twitter.
- Checking email and returning messages daily and providing offers for technical assistance to administrators and teachers.

Administrative Assistant:

- Checking and responding to any voicemails left on the main phone line and/or contacting specific dept./person to handle the calls
- Created certificates for a Virtual Curriculum Roundtable held on 3/16/20 and emailed to each curriculum director from our school districts
- Collating performance evaluation RUBRIC handout sets for June 2020 OTES 2.0 or future training
- Preparing folders for future meetings
- Reserving conference rooms for 2020-21 PD
- Taking advantage of online computer/Google tutorials to learn new or brush up on computer skills

Agriculture-

- Emailed all ESC districts ag educators to assist in curriculum resources and guidance during alternative instruction
- CTE collaboration project in development of High Quality Distance Learning document
- Facilitate assistance with CTE Quality Program Review Action Plan submissions and approvals

- Initiate collaboration with the Governor's office in securing PPE for county Emergency Management Agencies from CTE programs statewide (animal science, construction, and health career fields)
- Assist in alternative Career Development Events planning for FFA
- Communicate with all District Chairman of the districts of supervision in preparation of Spring District Ag Teacher Meetings
- Daily ag team conference calls
- Weekly Work Based Learning Project conference Calls
- Weekly CTE Teacher Professional Development conference calls
- Continue curriculum alignment with all Career Development Events to date

Home Education-Returning phone calls and emails to parents who have questions or are requesting information for the 2020-2021 school year, providing resources on social media platforms for curriculum/enrichment for at-home learning, addressing parent requests for transfer of records

Gifted Services-

- **Clinton County-** Completing the review of G/T HQPD online course participants submitted work assignments. Continuing to share information about online professional development opportunities available to educators during the school closure. Developing a possible PD schedule for next year that will include outside presenters (Dr. Richard Cash: Differentiating UP; Chad Ostrowki: The Grid Method; & Michael O'Shaughnessy: Teacher/Student Created Electronic WEPs) We are currently planning an overnight trip to the Cincinnati Zoo on May 8-9 with approximately 50 4th and 5th grade students from East Clinton and Blanchester Schools, pending school is back in session beginning April 6 and the zoo is open for business.
- Preparing and sending certificates of participation for face-to-face PD completed in March 2020 and online PD completed during school closure.
- Another item, brought to my attention by Tracy Dendinger, is Classroom Management PD. Many undergrad students will be unable to complete their student teaching experiences and will not have the support of their cooperating teacher to begin the development of a classroom management plan. How can we support these teachers prior to the start of the 2020-2021 school year?
- **Highland County-**Communicating with support staff, parents, travel agency and ESC fiscal office regarding cancellation of 2020 Chicago trip, providing resources/answers to teachers and parents for high ability/gifted students who need challenge/rigor for at-home learning, providing scholarship information to parents & students at their request, reviewing & addressing gifted professional development assignments from local teachers, planning professional development opportunities for 2020-2021 school year, and professional reading

Truancy-

- **Highland County-**I've been emailing administrators, communicating with Prosecutor's Office and Juvenile & Municipal Court clerks and Judges regarding upcoming Court dates, dismissing charges of students who have enrolled in other districts, Providing discovery to attorneys representing families in upcoming cases, communicating with attendance officers/counselors in other districts regarding current truancy cases, represented local school districts in 5 cases (4 in Juvenile Court/1 in

Municipal Court) in the past week (there are currently 7 more cases scheduled in April & May), gathering information on where to obtain work permits in Highland County school districts (per Judge's request),

- **Clinton County-** I have mailed out letters to student families from emails received from building administrative assistants notifying me of thresholds. I also have had 4 truancy hearings. I am making calls to track down students and also to get correct addresses for returned letters. I have provided information to the prosecutors' office for charges and upcoming hearings. I have emailed all attendance officials requesting notification of students who reached the 42 hour threshold for letters and informed them of charges filed. I also informed them of mediation and truancy supervision appointments being postponed.

Region 14 Director-

- Participated in State Directors Virtual meeting on 3/18/2020 gained insight into what is happening with state support teams across the state as well as what ODE expectations are for us during this time.
- Phone conference with Eric MGee/East Clinton Schools and Raechel Purdon/Blanchester Local Schools regarding principals being enrolled in the OLi4 program for the 20-21 school year. Both have indicated that they wish to participate.
- Conducted final evaluation meetings (phone conferences) with those on admin contracts that are up for this year on 3/18-19/20. Documents had been shared throughout the year to enable collaboration at the mid and final stages and used electronic signatures to finalize. Letter recommending contract renewal will be forthcoming.
- Participated in a Virtual meeting of the Southeast Quad with our field coordinator Forest Kuhn on 3/20/2020 to further digest ODE information and share strategies for working during these times.
- Held Virtual Cooperative Team Leaders Meeting 3/23/2020 to discuss evaluations, work from home issues and concerns, creative approaches to providing service.
- Initiated process for a group of R14 Special Education consultants to review and provide comments to ODE on proposed revision to OEC Rules. A collaborative virtual meeting to begin that work is set for 4/1/2020
- Many districts in the Region are beginning to transition from the Progress Book Special services application to IEP Anywhere (One Goal). Arranged for online training to take place on April 1 for related services staff needing this training.
- Continuing to process and sign off on travel, time sheets, Time and Effort and Comp time documents.

Region 14 Support Staff- Jim Fischer is cleaning, sanitizing and disinfecting Hopewell throughout the week. Jennifer Ludwick is updating website and working in collaboration to add online resources to the R14 website, Sherry Campton is preparing staff reports to be sent to District Contacts, working with HI reports to prepare to file, mailing certificates to recent participants in R14 trainings, answering email and calls from R14 staff, all calls coming in to Region 14 will be forwarded to her. Mary Hiler is continuing work with the related services data base and Early Childhood reporting system.

State Support Team- State Support Team has been communicating with districts and supporting them in the areas of Special Education, federal and state report (One Needs Assessment, Support Tool, CCIP). We have also been gathering online resources in a central location to share as needed. We continue to participate in State Networks and regional

meetings. The SST is also taking this time to read and learn, including a voluntary internal book study. We are also creating professional development sessions to be used later face to face or virtually. The State Support Team continued with their monthly team meetings on a virtual platform that included attendance from our ODE leads David and Forrest.

- **Special Education:** Consultants are reviewing and providing feedback of draft rule. Planning for moving forward with LEA's CAP should the schools remain closed. An email chain has been developed and utilized to network the districts around serving our swd and the utilization of SDI. Provided feedback to teachers regarding accessibility features for their online learning platforms.
- **PAC** - Communicating with the PAC members just as a "check in." Using texting, Phone calls, and the PAC facebook page.
- **Parent Mentor-** Parent Mentor is using this time to read Family Engagement Books, reply to emails, and viewing webinars.
- **ELSR-** providing frequent updates to the field as they become available around requirements, timelines, PD etc. Providing technical assistance via phone or virtual meeting "face to face" sessions around ELSR topics. Offered PD and book studies to the field through virtual platforms while we are in school closure. Planning for FY 21, which would be occurring at this time regardless of COVID-19. Providing updates and resources to the SE Quad Itinerant Network with items such as a digital version of the COS rating poster or Parent Engagement for digital learning from CEC.
- **PBIS- PI**
 - **ECPBIS-** virtual Leadership Team meetings continued as scheduled using virtual platforms. Providing technical assistance the same as before through email, phone calls etc.
- **Literacy-** Participating in Statewide book study: "Essentials of Assessing, Preventing & Overcoming Reading Difficulties". Emergent Literacy Train the Trainer Series scheduled for 3/27 & 4/21 have moved to virtual platforms so they will go on as scheduled previously. Consultants enrolled in LETRS training/certifications are continuing completing modules in line with the state timeline for the SPDG grant.
- **OIP-** Communication with our districts to offer TA.

Deaf and Hard of Hearing Team- The D/HH team has created an **online electronic calendar** so students, parents, guardians, school personnel, and others can easily set up an appointment with their assigned Itinerant Teacher for the Deaf and Hard of Hearing.

Direct service students - Our teachers have contacted the Parents and Guardians of students who receive specially designed instruction through phone calls, Emails, or text messages. In some cases, printed materials and lessons were mailed home prior to the agency closing the building. Teachers are also collaborating with their assigned building intervention specialist or district special education contact person.

Remote instruction - Families that have internet and electronic devices can book sessions with their Itinerant Teacher for the Deaf. This is being done via Zoom, Google Meet/Hangouts, Phone Calls, Emails, Google Drive, and other technologies.

Support for School Personnel - Offered to district contact persons and intervention specialists. We are also connecting with some classroom teachers via Email for our DHH students. As we transition to online/remote learning, this poses new accessibility challenges and barriers for our Deaf and Hard of Hearing Students, families, classroom teachers, and school staff. We are working to provide appropriate accommodations in this new environment,

such as utilizing captioning tools, chat features, and digital visual aids. We are providing technical assistance in setting up these new tools, and providing information on presenting online to a student with a hearing loss.

Audiological services - Our educational audiologist is available to provide support as needed remotely by Email, phone, Zoom, or Google Hangouts Meet and has been working on the 2020-2021 DM equipment service contracts for each district.

Educational Interpreters - Our educational interpreters are already interpreting in virtual classrooms within the districts. They are using web camera based technology to provide services. Some are interpreting materials for classroom teachers based on the district's remote learning instruction plan and student technology access. The interpreters collaborate with the classroom teacher(s) and work to prepare a high quality interpreted message of the academic content. Interpreters behind the scenes are studying and preparing to work with their assigned students. Some interpreters are also helping to keep our students fed as they work with schools to provide healthy meals. Interpreters are also completing online learning as directed by their DHH supervisor.

VI Team- First priority was ensuring students had access to assistive technology while home. Devices loaned out from Hopewell or provided through APH are allowed to go home as determined by our TVI's. TVIs were told to make contact with all student families who are on caseload and also to reach out to special ed admins. For students who receive weekly services, TVIs were told to reach out to the families once a week, for those that receive monthly services, they were asked to reach out at least every other week. Each TVI has a sheet on each student's folder and are keeping track of contacts. Packets and materials were sent home with many students prior to schools closing. They are also sharing resources such as videos and activities with families through email. Our team is meeting each Monday to provide updates. They are watching webinars through Edweb and APH, completing Intervener and AEM modules and exploring the Pathways to Literacy website.

APE Team- Created resources that will be disseminated to the districts/students on an alternating basis with other related service providers. Have communicated in group text form regarding logistics as well as technology and resource information.

Autism/Low Incidence- As of this moment, I only have one outstanding request to assist with a FBA/BIP. I am in contact with the teacher. We are waiting to see if the school will be closed the rest of the year to determine what our next steps are.

Pre-School Itinerants-Early Childhood- Contacting parents weekly through phone calls and emails. Created resources that have been disseminated to the families. Have communicated in group text form regarding logistics as well as technology and resource information.

Physical Therapy- Prior to school closure packets of information and suggestions for gross motor activities was sent home with students. We are now reaching out via email, phone calls and texts to parents/legal guardians to give them support and answer any questions they may have. We are working on creating resources that will be disseminated to the districts/students on an alternating basis with other related service providers. Looking forward to next school year, we are also working on activities/information. We are also receiving training on google docs etc from a fellow team member.

Occupational Therapy-The OT staff gathered fine motor activities and resources and sent to parents or included in packets the schools sent home. We are reaching out to DCP's to address their needs. Beginning to reach out to parents by phone, text, or email. We have some creative team members making You Tube videos. We will continue to gather resources and stay in touch with families. Team members are getting caught up on billing, completing ETR and IEP's, completing progress reports, completing trainings and collaborating with other related service providers and team members. We are exploring using the website to post resources for families and staff.

SOLC-

Communication- is the key component that Teachers, Paraprofessionals, and Counselors are focusing on during this time that we are all together but apart. *Communication with families is being logged on a live spreadsheet that everyone has access to, which continues from the year.

*Staff continues to meet regularly via email, text, phone, shared docs, and Google Hangout meetings. *CIT meetings, IEPs, communication with the courts as necessary, and planning for the transition of our building continue. *Meeting with Curriculum Directors and Administrators virtually.

What was sent home- Packets: *three weeks' worth of work (the fourth week was our scheduled Spring Break); *a cover sheet w/individualized instructions, & personalized passwords in case at any time internet access is available; *their personal coping skills and strengths.

Besides calling frequently, staff uses Remind and Dojo messaging to send helpful tips like:

[FAQs](#)

Specially Designed Instruction- A shared folder is kept with individual documents on each student that track SDI minutes like this: [Evidence of SDI](#) Working to have a strong understanding of how we can help each other account for these minutes and getting clarification from Amy Luttrell. Also, sharing ideas in an email chain with Special Education Directors.

SOLC-Beech Acres Counseling- They are taking 12 hours of training to move to Telehealth for their billable services. They are changing their consent and policy. They are keeping a live spreadsheet of their time and sharing it with the SOLC weekly, which will be added to the SDI form for each student. We continue to meet regularly and they attend IEPs. We are starting group hangouts with students and counselors and staff. Staff will leave so they can end with an individual session.

PBIS- All leadership roles of staff are still in place. One example is that PBIS is still utilized at home. Dojos are given for homework, literacy, or behavior goals, and students are offered: Fast-food gift card for \$5, Video chat or call with preferred adults, homework pass, card/letter in the mail, party/special lunch when returning to school.

Technology- IT is implementing several web conference software capabilities while providing remote support to end users at their homes with their devices. Monitoring the Help Desk, email, and phone calls 24/7 to keep everyone working in these times. We have remote capabilities in place for users as well so they can connect via VPN to their desktop machines as needed/applicable. Making sure that any software/hardware issues are promptly resolved or an acceptable workaround is in place for the time being. Providing any and all resources that are found for teachers to continue with online teaching from any companies/organizations that

are offering free services. Working on getting a gigabit backbone of the network in place. Creating documentation for any common issues that are found and making available instructions in the Technology Reference Instructions folder on Google Drive.

Speech Therapists

All-Supplied On-line Resources for SOESC website

Bright Local

Has provided at-home “speech/language activities” packets for every child on my caseload.

These packets were distributed along with learning packets from all classroom teachers. These packets are also available on the school website.

Has attempted to “check-in” with approximately 25% of assigned caseload through the parents via social media (text, messenger), however this is proving to be difficult.

Blanchester

Making contact with parents. We first try a phone call and leave a message, then email. We've been asking how they are doing, if they got the speech homework packets, and if they have any questions, and letting them know that we are available from 8-3, Monday through Friday through phone or email if they have any questions in the future. We've been telling them when we're able that we're planning on checking in with the students once a week and asking them if they would prefer a phone, email, or video chat check-in. We are planning on checking in starting after Spring Break if needed during their normally scheduled speech times. A few of our students have requested speech therapy or check-ins over video chat, so we are also going to do a trial run of video chat check-ins or speech therapy with those students the week after Spring Break if needed.

Fairfield

- 1) folders with paper materials were provided for each k-5 student on caseload and sent the same day as teacher packets. Email is checked continuously M-F and responded to before the end of the “school day”.
- 2) off site students (preschool) families were emailed on 3/16/30 for materials and play activities to do with their child specific to the goal we were currently working on before school closed.
- 3) middle school and high school student were provided with a printed letter providing them with directions for joining a [readworks.org](https://www.readworks.org) virtual classroom; in which each student was assigned materials specific to the most current goal we were working on.
- 4) 3/19:20 coordinated and participated in Zoom IEP meeting. Responded to parent email by providing more resources and explanation of how to use scholastic learn at home resources.
- 5) 3/20/20 emailed two parents to check on students and responded to their emails with additional materials and ideas. Also added to the esc resource document on this date.
- 6) 3/23/20 registered for SLP Telecon conference for PD on providing teletherapy. Checked [readworks.org](https://www.readworks.org). Emailed resources to 5 families. Prepared draft goal for ODE facilitated meeting. Collaborated with teachers for two IEPs.
- 7) 3/24/20 emailed superintendent about notes and draft goal for the ODE meeting that was rescheduled for 4/16. Completed one hour teletherapy course.
- 8) 3/25/20 checked email- nothing to respond to.
- 9) 3/26/20 plan to finish progress reports, 2 IEP drafts, check readworks, and send out new batches of material to k-5.
- 10) Completing progress reports for the end of the 3rd nine weeks.
- 11) Look into providing services through telepractice (which I still need to confirm with the Ohio board to see if I meet the requirements and if this is a billable service in Ohio).

12) participated in an online training (7hrs) about Telepractice.

Clinton County Board of Developmental Delays

Met with EI team for our regular staff meetings on Tuesdays

Had Email meeting 3-24-2020

-worked on completing future professional development due by Sept.

-completed some ODD training.

-communicated with all assigned families via, email, FaceTime, audio to continue home visits via technology.

-shared developmental charts and technology information for families to review/use during this time

-meet with Pam Stephens, Supervisor via technology on a regular basis.

-meet with families and children on my caseload.

-completed paperwork and documentation via technology.

-our team is working on Plans to complete evaluations in a virtual manner.

School Psychologists

Services provided to this point:

- collaboration on language of PRO1s, phone contact, and face to face interactions through this state mandated extended break process
- continuation of writing ETRs 6-12 and PK using various completion options
- printing and mailing any information required through IDEIA and 504 for continued communication with parents and team members within timelines
- email consultation with ISs and Gen Ed Teachers on continuing education options for students
- collaboration with team members for IEPs
- completion of ETR phone conferences with parents and other team members
- various other administrative / clerical tasks

Intervention Specialists @ WCH and Bright- WCH teachers were expected to be at the school to prep lessons and reach out to students. The high school teacher had a pretty seamless transition since the students were already working online. Packets of work and resources were sent home from the other teacher.

Paraprofessionals/Health Aides- WCH paras were to sign up for a minimum of 14 hours of work the past two weeks. One worked in the kitchen prepping food while the other rode the bus and distributed food. One para reached out to me letting me know she had been in contact with a student who has been wanting to drop out since this has all happened. She has been working with the student virtually alongside the classroom teacher.

Curriculum Consultant @ Greenfield--Checking email, assisting with the preparation of take-home meals for over 500 students on March 18 & 25 and scheduled for Mar. 31. Gathered all ACT Accommodation Test Booklets and Answer Documents and took them to a FedEx Facility for return.