

The [Educational Service Center of Medina County](#) has provided the following services during the COVID-19 shutdown:

Our [Nursing Department](#) has assisted and is continuing to assist our districts we serve with online tools for students to utilize for educational purposes related to health topics such as hand washing, vision programs, COVID-19 topics, website tools related to COVID-19, CEU offerings for our nursing staff members, volunteering at Brunswick City Schools food distribution weekly for students, collecting games, cards and activities for distribution to students with meal drop offs, medication distribution for adult day care, medication pick up for parents at the schools, and contacting and answering questions for our 1:1 students and their parents. Our Nurses continue to work on daily nursing tasks for the department. Completing staff evaluations and running hours for services in the districts we serve, distribution of N-95 masks to staff, contacted and open for volunteer needs at our local health department and hospital, monitoring COVID-19 updates and reporting to superintendents, reviewing online learning opportunities and forwarding appropriately to our nursing staff, provided needed hand sanitizer to postal workers, contacted and assisted with supply needs at our local Salvation Army, and continued CPR skills training for staff and community.

Our Online Education has continued with our [Alternative School](#) that currently has nineteen students enrolled in the program. The students continue to have access to their courses and to instructional support from their teachers. Students and staff members schedule work sessions throughout the day where they talk to one another via phone or Facetime as they can observe their work online, solve problems together, and complete lessons one-on-one. Nothing has been interrupted in their educational plan. The [Virtual Learning Academy](#), Summer School, and [Online Anytime School](#) remain the same as before as these students work from home and are able to communicate with teachers through email or by phone.

Our [Curriculum](#), [Gifted](#), and [Professional Development](#) are differentiating how we provide services to Medina County districts. This is an opportunity for our office to have our own professional development while transitioning to online services. Our curriculum department has compiled online resources for districts and resources for students and parents without internet services. Curriculum Director meetings are continuing as

scheduled through Zoom. Social and emotional needs of students, families, and staff members are being addressed. Districts and the Medina County Career Center have their own instructional plans while our staff continues to assist and provide resources as needed. Gifted enrichment activities are available on our website. Informational articles for parents regarding gifted children are posted weekly. The Inkspot, a literary magazine of works produced by the students of Medina County public schools in kindergarten through grade twelve, is currently under review to be published. The published works include stories, poems, essays, and artwork that are annually submitted to our ESC. We are continuing to offer ed2go online courses to educators who can earn graduate credit from Ashland University or CEUs. We have over 80 different course titles and offer both Instructor-Led Courses and Self-Paced Tutorials. This provides educators the opportunity to earn graduate credit from the safety and comfort of their home. We have received several email inquiries from those interested in the courses, as well as positive feedback from participants who are currently enrolled. One of our online students stated that she is so thankful for the opportunity to participate in the courses. Information is disseminated through Twitter, Facebook, Pinterest, the ESC website, the Ashland University website, our ed2go website, and through MailChimp email marketing campaigns. Our Spring/Summer Online Course Catalog was sent out last week to all Medina County educators and past ed2go participants.

Our Director of [Special Needs Initiatives](#) is in weekly contact with Special Education Directors via email, phone, or virtual meetings (Google Meet; Zoom); sharing of resources to directors in regards to guidance, evidence based practices for remote learning; daily check-in with all department staff from the ESC via email and phone to maintain communication and provide a “check-in” for needs (mental, emotional, professional); virtual meetings with Behavior Specialists; phone conferences with other staff members weekly. All staff update weekly logs of specific contacts/communications with districts; collaboration with ESC administrators via email, phone, and virtual meetings; development of personal learning opportunities for staff; attendance at webinars specific to special education and remote learning; continued research, collaboration, and development of projects in progress. Our [EL Teachers](#) put together packets of enrichment work that were mailed to each student’s home; those with access to technology were provided specific online resources; teachers are contacting each student/family by phone weekly as well as contact with school counselors. [Paraprofessionals](#) are working on professional development in the form of webinars and online modules in the areas of autism and applied behavior analysis and de-escalation strategies. Our [Behavior Technicians](#) are working on professional development in the form of webinars and online modules as well as consulting with their direct ESC supervisor (BCBA or BCaBA) weekly and making contact with district staff to provide behavior support as needed. The [Behavior Specialists](#), BCaBAs, BCBAAs are working on professional development in the form of webinars and continuing education units; weekly direct contact with district

special education directors and school staff to provide remote programming resources, develop visual aids for the home setting, and adapting behavior supports. Developing professional development opportunities for district staff and parents to support the behavior needs of their children at home. Completing in progress behavior assessment reports, data analysis, and graphing. Preparing for online social skills groups via Zoom or Google Meet. Our [Home Instructor/Reading Specialists](#) are providing 1:1 support to specific students via telephone, email, and virtual meetings and attending scheduled IEP/ETR meetings via telephone or virtual. The [Transition Coordinators](#) are attending IEP/ETR meetings via phone or virtual meeting; attending webinars related to transition/special education services to help inform district staff; weekly communication with district special education directors, school staff and families; preparing transition related activities and resources for students to access at home. Our [Parent Mentor](#) is in weekly communication with district special education directors; reviewing IEP/ETR documents with families via phone or virtual meeting; attending IEP/ETR meetings via phone or virtual meeting; holding daily office hours for school staff and families to reach out directly; daily review of the most up-to-date guidance for special education from ODE; maintaining contacts with families and providing resources via the Parent Mentor Facebook page, email, and phone calls. Our [Deaf Educator](#) is in weekly communication with special education directors and school staff via email, phone, and virtual meetings; creating packets of enrichment work to send directly to students; sending online resources to school staff and families; collaboration with related service providers to determine best ways of serving deaf students during school shut down; Google Classroom activities for students. The [ASL Interpreters](#) are working collaboratively with the Deaf Educator to assist in the sharing of resources to students and helping students access communication. [School Psychologists](#) are continuing to hold IEP/ETR meetings via phone or virtually; writing ETRs; documentation; weekly communication with district school staff and special education directors; remaining up to date on the most recent guidance from ODE. Our [Speech Therapist](#) is in contact with district school staff and special education directors in regards to service delivery for students. Our [School Based Mental Health Liaison](#) is collaborating with school district administration and school staff; consistent contact with students and families directly; maintaining communication with wrap around support administrators and local mental health agencies.

The [Transportation Department](#) has been working diligently with the Medina County School Districts Transportation Departments as well as the North Region School Districts in Ashland, Crawford, Cuyahoga, Erie, Huron, Lorain, Medina, Ottawa, Richland, and Sandusky Counties. We are processing and approving van driver tests and certifications. We are also processing new and re-certifying school bus drivers certifications. In addition, we are continuing to answer emails and phone calls in regards to inventories, inspections, drug and alcohol testings, CDL issuing and testing sites, and other concerns

that come up during this pandemic. All of our ESC vehicles have been thoroughly sanitized. I have been in communications with each student's family that we provide transportation for and have offered school lunch drop offs from each of the home districts for each student on our transportation roster. We continue to take webinars and online classes to help to continue to assist transportation departments with any needs and questions. Additionally, I have been attending virtual meetings with the Ohio Association for Pupil Transportation Board and we look forward to continuing providing professional development for our transportation departments.

In our [Personnel Department](#) we have continued collaborations with our NCSSA partners to provide support to our school districts as well as new districts joining our Substitute Management program. I have been working with our partnering ESCs to provide support as we gear up for the renewal process including finalizing paperwork. We also have worked to communicate with our substitutes updates on the COVID-19 epidemic and how it pertains to substitute teachers. We are continuing to process licensure for both staff and substitute teachers as needed. We are providing support to staff who may have issues or questions with their Frontline accounts.