

Montgomery County ESC Division Work

Superintendent

- K-12 Liaison with United Way, Dayton City Government, County Government, the Dayton Foundation & Public Health Dayton/Montgomery County
- Convene all K-12 Public School Superintendent together in various modalities as we respond to COVID-19
- Media Interviews, podcast recordings, etc.
- Public Health Dayton/Montgomery County Press Conferences
- Set up Parent Help Desk for all Montgomery County parents of public, private and charter school students
- Legislative updates to all MC superintendents
- Conference calls with OESCA, BASA, ODE, etc.

Human Resources

- Staffing for next year – setting up interviews virtually for teachers, school psychologists and SLP's. Two university job fairs, BGSU and OU, have set up interview schedules through Handshake
- Human Capital grant is being monitored to keep participants moving forward
- Keeping informed about all of the changes to BWC, unemployment, sick leave and FMLA in case it becomes relevant to MCESC
- HR is working with the Instructional Services Dept. to put together some customer service online PD's for classified staff
- HR continues to work with specific Districts who need support

Administration and Operations

- Utilizing One Call Now to parents to announce school activity packets were being mailed home and providing guidance and answering questions
- Communicating to Parents about student medicine pickups
- Deployed Maintenance and Custodial staff throughout our buildings.
- Worked with the head of Maintenance and Custodial Staff to develop a "deep cleaning and sanitizing" process for custodians
- Worked to develop a plan for providing breakfast and lunch to all of our students
- Working with the Head of Technology to deploy our Tech Team to support everyone's technology needs whether they are working from home or in the office
- Cleared the Professional Development Calendar and notified affected organizations and individuals
- Communication with Dayton Daily News, County Communication Collaborative, and County Superintendents about the use of Sunday and Friday 1/2 pages to provide continuing district related COVID-19 student and staff activities and initiatives

Assistant Superintendent

Remote Learning Support:

200 South Keowee Street | Dayton, Ohio 45402

[f](#) @MontgomeryCountyESC | [t](#) @MCESC

- Created a website for vetted extended school closure resources
- Worked with Instructional Services, Social Emotional Learning and SOITA to get vetted resources on the website (distributed to Superintendents and Curriculum Directors)
- Coordinated option for classified specific training/PD resources (with WOSC, SEL, SOITA)
- Organized iLearn Webinar for districts interested in using iLearn for K-8 math needs during this time

Business Advisory Council (BAC) and Workforce Planning:

- Met with Sinclair and Director of Workforce to coordinate YouScience efforts
 - In addition to the transition advisor program, Sinclair is going to pilot additional career counseling with up to 5 schools (Fairborn, Northridge, Tecumseh, Carlisle, and One Dayton Public HS). This meeting was to coordinate our BAC efforts with YouScience and this pilot
- Worked on several committee members on Pre-Apprenticeship work and planned/Scheduled Make-it Take-it session for early June

STEM Center

- Work with Symbio Ed to plan out PD arm for newly completed materials
 - Director of STEM is working on building out the onboarding PD
- STEM Ecosystem Planning
 - Dayton Metro Library (Youth Services Director) in engaging their support to the STEM Ecosystem
 - The Governance and Infrastructure team is working on designing Governance and Infrastructure documents

PBIS Field Coordinator

- Review and Support Needs assessment completed for ODE

Moving other work forward

- Imagination Library for Montgomery County
- Western Ohio Service Collaborative

Social Emotional Learning (SEL)

SEL/Trauma Informed Professional Development

- Creating new professional development trainings for current needs
- Developing and delivering virtual versions of our current PD offerings
- Creating a SEL newsletter and updating website to stay in communication and share resources with all districts

Social Emotional Learning Language Arts Curriculum

- Support teachers utilizing SELLA (or interested in using it during this extended closure)

SEL Consultants

- Providing virtual PD, coaching and resources as needed
- Creating SEL newsletter template for current principals/teachers & gathering info for 2020-2021 newsletter

- Creating Google classroom lessons and navigating Second Step online resources for direct student delivery

Social Emotional Learning (SEL) (continued)

Prevention Programming

- Student, Staff and Parent Programming - adapting existing as well as creating new content for virtual programming through Google Classroom and other online platforms (ie. Vaping prevention, substance abuse prevention, Curriculum for children impacted by addiction,)
- Multiple projects for MCPC Coalition work

PAX

- Creating PAX-at-home activities that teachers will be able to share out with their students.
- Creating model read aloud lessons as a resource to teachers (videos).
- Completing community environmental scans of retail establishments for the Montgomery County Prevention Coalition.

Schools of Excellence in Prevention & Prevention Education Grant

- Following up with schools to ensure K12 Self-Assessments are complete. The Self-Assessments can be used to plan for virtual services during this extended closure and for next year.
- Moving forward with the prevention education grant including: developing a timeline, bringing partners together virtually, and beginning to design the professional development content.

School Psychologists

- All psychologists are working remotely completing evaluations according to their district guidelines via conferencing.
- Psych Assistants are remotely working assisting DPS with lunches, finishing ETRs, scoring, writing backgrounds, etc.
- The Team created a shared doc of ideas, references, and resources (ODE/US DOE guidelines, PR-01 wording, etc).

Day Treatment Programming

- Teachers and Educational Assistants are providing academic support virtually (via Google classroom, APEX and Remind). All teachers have assigned office hours for the convenience of students and parents. All students have an individual Google Classroom created for their personal needs.
- Intake & IEP meetings are still being held (Google hangouts/phone conference). New students will be signed up for online access or a paper packet created. Participants in meetings have been notified through the April Meetings.

Montgomery County ESC Regional Center

Montgomery County ESC Regional Center Staff have been in ongoing communication via email, telephone, video conferencing and/or in person with district personnel including administration, Intervention Specialists, classroom teachers, parents/guardians and students.

The Regional Center staff has been working closely with district personnel to assist them in creating alternative learning related service opportunities for students utilizing the preferred alternative mode the district is using. Districts are utilizing a variety of methods including blizzard bags, google classroom, zoom and/or packets.

Related Service Providers from all Departments have:

- Participated in IEP/ETR team meetings via telephone, video and/or in-person
- Participated in staff IEP/ETR planning meetings via telephone, video and/or in-person
- Participated in ongoing communication and consultation with district staff and parents
- Completed Progress Reports
- Documented activities
- Completed drafts of upcoming IEP/ETRs
- Have made a good faith effort to provide related services through alternative means to students based on their IEP

Examples of re-tooling our usual business include:

Teachers of Visually Impaired/Orientation Mobility Specialist (TVI/OM)

- Creating tactile materials and books and mailing to individual students
- Brailled blizzard bag activities for students
- Delivered a Braille to a student's home
- Conducted home visit to demonstrate to parent basic braille information
- Created IEP related activity packets and mailed to each student home
- Created list of resources for parents and students of websites and educational apps
- Created a book for a child to use on their iPad
- Created digital books for students
- Accessing Virtual Expanded Curriculum through Pathways to Literacy and the American Printing House for the Blind
- Accessing ObjectiveEd –digital curriculum to use with students with visual impairments including expanded curriculum with skill building games for orientation and mobility
- Meeting with teachers to make sure individual student equipment is working
- Creating transition activities for student
- Creating videos for students

Hearing Intervention and Audiology Specialists (HIS)

- Sent packets of IEP related activities including videos, worksheets and games
- Modified academic materials sent by the teachers
- Sent ASL videos to students

Montgomery County ESC Regional Center (continued)

- Assisted parents that were having access issues with equipment in their homes
- Retrieved equipment from school
- Sent virtual therapy lessons, in print form as well, to parents/students on their therapy day
- Participating in on-line modules for PD

Occupational and Physical Therapists (OT/PT)

- Customized home based activities that are in a centralized location (District web page) to do as instructed by the therapist in accordance with IEP goals
- Access to "Zoom" based therapy in accordance with student's IEP. Parents should be present and willing to assist with implementing the therapist's recommendation
- Handouts provided to families by mail and/or email
- Therapists available for consultation as needed
- Therapist will communicate with parents based the parent's preference including Remind application, telephone, email and/or virtual

Speech Language Pathologists (SLP)

- Designing custom Augmentative and Alternative Communication (AAC) boards
- Developing social stories
- Providing picture cards for nonverbal students
- Developing video recordings for students to view
- Completing Blizzard Bags
- Researching and participating in webinars on teletherapy

Autism and Low Incidence Coaching Team (ACT)

- Continue current schedule of consulting/coaching with school personnel through email, telephone or video conferencing
- Consulting with school personnel remotely to prepare for students reentry when school resumes
- Send Blog post with additional resources to all active members and subscribers
- Internal meetings to discuss the development of modules that could support students during this time

Educational Assessment Team (EAT)

- Continue to conduct meetings with school personnel and parents that were previously scheduled. Meetings have been conducted by telephone or video conference
- Mail parent and/or staff rating forms home with their consent for upcoming scheduled assessments
- Collaborating with ACT, TVI, O/M, and HIS to address accessibility need
- Monitoring updates by ODE, OEC, OSEP and USDOE

Montgomery County ESC Regional Center (continued)

Family Consultants

- Participated in an IEP video conference

Occupational Therapy/Physical Therapy (OT/PT)

Two days prior to the initiation of the mandatory K-12 school closure, therapists sent home with each student ideas and activities. These activities are designed to provide parents the opportunity to facilitate general fine and gross motor activities and continue to facilitate students' educational growth toward IEP goals.

Our staff members are continuing to provide ongoing rigorous documentation for the services they are providing. They are formatting notes in a manner that would afford the opportunity for district MSP telehealth claiming. More importantly, there is the hope that this documentation will validate that *education was moved forward*, therefore eliminating or reducing the need for compensatory services.

1. The following are some of the options utilized:
 - a. Initially, therapists notified parents (by email, phone call, Survey Monkey, through the intervention specialist, etc.) to relay options for ongoing therapy services programming. Options that have been offered to date include:
 - i. Access to customized home based activities that are in a central location i.e. the district website or the MCESC website to follow as instructed by the therapist in accordance with IEP goals
 - ii. Access to *telepractice* or remote learning applications such as *Zoom* or individual *Google Meet* sessions in accordance with the student's IEP. (In most cases, parents should be present and willing to assist and implement therapist's recommendations)
 - iii. Handouts may be provided in email or through the US Postal Service
 - iv. Parents can request consultation as they feel it is needed
 - b. Therapists have sought the parent's preferred method of communication with therapy staff:
 - i. Remind application, Parent Square, Class Dojo, etc
 - ii. Phone calls
 - iii. Email check in
 - iv. Virtual check in
 - v. Waive therapy during this time
2. When the therapists receive this information, they begin providing customized educational/therapeutic intervention as compatible with IEP goals.
3. Therapists are working to collect therapeutic resources. These can be placed on districts' websites or the MCESC website and/or sent out to parents. Therapists can also direct families to YouTube activities.

4. Therapists are actively sharing activities with each other to help students at home such as; social stories to help them understand changes, social and emotional learning activities listed on calendars, executive function, gross motor, fine motor, sensory and visual motor activities, etc..
5. Therapists are continuing with the completion of IEP's/ETR's/Annual reviews, and attending IEP/ ETR virtual meetings.

Montgomery County ESC Student Programs

LC East, West and North

- Made and sent instructional packets home including supplies needed
- Worked with the Director of Communications to add local food pick-ups to our website, created the Lunch Links spreadsheet to keep him updated, shared the spreadsheet to inform staff in contact with families, contacted districts to help if necessary
- Created a Google site to facilitate communication and provide content to families
- Shared resources with staff for contacting families while maintaining privacy
- Sent out tracking sheets/info sheets to facilitate documentation of the process
- For staff, gave the opportunity to reach out to kids via Social Media
- Sent out Parent/Student Communication logs to staff contact at least three times a week
- Worked with The Village Network and South Community to ensure that the students' needs are being met to the best of our ability as well as any mental health concerns.
- Talked with teams about using communication time with parents and students as tutorials for using online tools
- Brainstormed ways to check on social emotional goals and how to assess these through communication with parents and students
- Worked on creating scripts for teachers and assistants for calls - to be completed following meetings with two more teacher team
- Held Google meet sessions with teaching teams to discuss provision of services, maintaining communication and assessing progress of goals.
- Communicated with staff concerning ways to interact with students to include sending pictures that can be placed on the MCESC Facebook page by the Director of Communications.

Preschool

- Google Classroom assignments are being sent and submitted 2-3 times per week
- Blizzard bags went home via USPS
- Zoom or Google Meets for 1:1 sessions with the teacher for IEP goals and SLP and Interpreter will do activities books etc. via Zoom or Google meets
- Daily morning circle group by Zoom at 9:00 am
- Story readings on you tube
- Contacting families three times per week
- Staff completing modules 2 per week on Transforming Challenging Behavior
 - Assistants working on the training provided and participate in Zoom classroom activities
- 2 Teacher led lessons per week with Google Classroom or Zoom
- Online activities and activities provided for parents to do with the kids at home
- Video meetings for IEP's and other required meetings as well as staff meetings
- Google Doc that teachers record the lesson goals, number of students that participate, for how long and the method (Documents instructional minutes and IEP minutes)

- Activities and Videos are also being posted on Bloomz- Assistants are even posting

Montgomery County ESC Therapeutic Partners

Day Treatment Programs in General

- Communication with parents - daily basis through Remind, Google Classroom, Office Hours in Google Calendar & Hangouts
- Communication with students - work plans posted on a daily basis through Google Classroom. Remind, Office Hours in Google Calendar & Hangouts used to facilitate learning.
- Supplemental learning being posted in Google Classroom (All students have their own Google Classroom for personalization)
- One Staff (Teachers & Assistants) are assigned as the main contact for students & parents - posting assignments and facilitating learning

From South Community

We are continuing to provide individual therapy services per the IEP and the State of Ohio's emergency order through the Telehealth option. My staff is making every effort to engage students and families. All students are being contacted an average of 2-3 times per week to offer therapy sessions, assess needs and to connect with resources. We are utilizing various strategies to encourage participation and engagement from students and families. All attempts at engagement are documented in their health record. I am working with my team to develop strategies that work best with their classroom teams to communicate contact they are having with students and families too, that will be documented in the ESC communication logs.

In addition to individual therapy services we are also continuing to provide medication management services, case management, identification of needs and connection to community supports and resources. We have ongoing delivery of food to families who have need, assisted (continue to assist) with getting medication delivered to families, maintain contact and communication with teachers and administrators, and provide crisis management interventions.

South Community is working diligently to roll out a strategy to operationalize a video conferencing capability soon, for now my staff is participating in all IEP meetings by phone. We are also working on methods to track IEP service minutes and will be able to get that information to you in the future.

From The Village Network

- Clinical Staff met with families for med checks.
- BMS (Behavioral Management Specialist) creates a manual for each classroom to get more familiar with outpatient clients. A manual was also created for the day treatment as well.
- All BMS will have communication with the youth 3x a week via phone.
- All Therapists will be required to have communication with the youth via phone and one face to face this week. They will be utilizing the Blue Jean application.
- Each Client from the Day treatment program will receive 3/wk and the outpatient client will receive 2/wk.
- All contact will be a CPST note in Blue Jean App
- We will talk with teachers or principals about clients, and then we do CSPT notes that must be personalized per client.
- Review clients Thinking Skills Inventory skills and Collaborative Problem Solving apps.
- Communication with IEP Case Manager to ensure progress is being made.

From St. Joe's

- Distant therapeutic interventions including phone sessions, video chat sessions (through Zoom).
- Front door delivery of nonperishable foods and other needed goods.
- YouTube Channel for the students to watch and do interactive activities.
- Staff members have set up sessions with children during this time to offer support.
- In the process of setting up an app called Remind for an additional communication tool.
- Each child will have a site on Google Classroom where each day's assignments will be posted.

SOITA

Online Teaching & Learning Support

- **Professional Learning Videos** - ohioedtechs.org
 - SOITA, along with the other Ohio Ed Techs, has a collection of videos for educators to access to support this new model. These resources are free for anyone to access on the [Ohio Ed Tech YouTube Channel](#).
 - SOITA staff created 20 of these videos. We continue to create additional content per requests from educators/districts.
 - In order to help with PD needs for licensure renewals, educators can complete a form and receive a certificate of attendance to submit to their local LPDC.
 - **Virtual Office Hours**
 - **Virtual office hours:**
 - Monday & Wednesday
 - 9:00 a.m. – 12:00 p.m.; 2:00 p.m. – 4:00 p.m.
 - Phone messages left after hours will be returned during virtual office hours.
 - **Via videoconference:** Educators can connect with an instructor and ask questions about teaching resources and web tools available for online teaching and learning.
 - **Via phone:** Educators can call during office hours at 888-EdTech-8 (888-338-3248)
 - Resources sent via enews
 - SOITA continues to send newsletters via email that include resources for teachers themselves, content for their students, and resources to share with their students' families.
 - Student content has a theme (i.e. working with data), includes options for each grade level and is tied to state standards.
 - Resources in Wakelet
 - SOITA is working with the state TILO (Technology Integration Leaders of Ohio) to compile a plethora of educational resources in a Wakelet (tool for organizing and sharing online content) that teachers can access.
- This resource is to be promoted by ISTE, International Society for Technology in Education.

Preschool Promise

Preschool Promise has been working on the temporary pandemic childcare issues by assisting state leaders and local providers.

Instructional Services

Curriculum Coordinators/ Supervisors

- Modifying literacy decision rules for two buildings within a district
- Aligning resources to decision rules/ identifying gaps
- Developing online PD for individual district requests (PD for Administrators/ Certified/ Classified Staff)
- Hosting virtual meetings with teachers to support extended closure learning
- Vetting resources to support online learning
- Offering PD/ virtual meetings/ support on the use of GSuite tools for online learning
- Creating guidance documents & providing support to districts with homeless and foster care placed students
- Supporting districts with their Resident Educators to ensure mentoring continues and requirements are met for REs
- Transitioning the PBIS Schoolwide training to a virtual format
- Developing & compiling resources and online PD for teachers of English Learners
- Supporting districts in completing their self surveys for the CCIP and beginning the planning component for the 2020-2021 school year
- Restructuring the new RE Mentor training
- Developing an online course as a follow-up to the Compassion/ Mindfulness training
- Assisting districts with OTES 2.0 changes/ PD on framework/ PD on High-Quality Student Data
- Providing professional development to the AmeriCorp reading tutors
- Participating in webinars and sharing updates to ACT/ FAFSA/ etc.

Gifted Supervision

- Supporting the development of a list of websites to support teachers, students, and parents for online instruction and enrichment.
- Updating necessary EMIS entry for FB Accelerations, Student Gifted Records (identified, screened, and served), and Student Membership Codes
- Updating and notifying staff in districts of gifted professional development hours obtained and needed
- Coordinating and setting up online gifted professional development that includes interacting with teachers online in book studies and mini-courses. This includes the delivery of books if needed to districts
- Setting up digital VPA assessments for spring referrals
- Hosting and Participating in IEP Zoom meetings for twice-exceptional students
- Creating WEP mid-year updates for schools
- Participating and Hosting calls and virtual meetings with teachers at non-Google schools to access online professional development sessions
- Updating necessary changes for WEPs to reflect new changes on the delivery of services

State Support Team

- SST daily Meet-ups - strategic planning to ensure supports and services are ready
- Collaboration via Skype with various Centers within ODE
- Touch-base meeting via Zoom/Google Meets with our Intensive and Moderate D/F districts
- Email Q&A
- Special Ed support - Q&A, follow-ups on outstanding Findings of Fact issues/complaints
- Technical Assistance - variety of topics related to systems processes, early learning, literacy, etc.
- Survey to all Moderate D/F and Moderate C LEAs to identify technical assistance, services, professional learning, and other needs to design our targeted supports.
- Participating in BLT meetings via Zoom/Google Meets
- Collaborating via Zoom with other SSTs