



MERCER COUNTY

educational service center

mercercountyesc.org

Superintendent, Shelly Vaughn
Treasurer, Kurt Wendel

441 East Market Street
Celina, Ohio 45822

Mercer County ESC's Services in Response to School Closures Due to COVID-19

Community Learning Center

IEP's

- Continuing as scheduled
- Phone conferences or Video conferences
- Electronic signature capability in IEP Anywhere

Delivery of Services

- Students were sent home their chromebooks as well as a packet of materials for classes they are not completing online. Every student also received a copy of their username/passwords for each online application such as google, khan, prodigy and any other learning program.
- All students were contacted (parent/guardian) to offer virtual learning (phone, video) as an option.
- Classroom staff have created Google Classrooms, Google Forms, and videos to provide students a virtual online option, as well as "meeting" with students to provide instruction through Google Meets or Zoom. Students have 2 scheduled meeting times per week with the option to contact staff anytime outside of their scheduled times
- Community Learning Center staff are regularly meeting (virtually) to brainstorm lessons, materials, services, progress monitoring and the best way to provide opportunities for our students
- Many of our students have social, emotional, and/or behavioral challenges. During this time, we are especially concerned about the well-being of our students and their families. We are using this time to work with parents in utilizing effective strategies that we have been able to use in the classroom as well as support them in regulating and supporting positive behavior.
- If closure extended, these services will continue and continue to evolve to meet the needs of our students

Chad Sapp
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Preschool

IEPs

- Continuing as scheduled
- Phone conferences or video conferences
- Electronic signature capability in IEP Anywhere
-

Delivery & Resources

- Students were sent home packets of materials that were coordinated to the Creative Curriculum (which is the curriculum we use).

- All parents were contacted to offer virtual learning (phone,video) as an option.
- Center-based and Itinerant Teachers have created facebook pages to provide students a virtual online option as well as “meeting” with students to provide instruction through Google Meet and Zoom.
- Paraprofessionals have been participating by reading books on video to the class and helping out with other classwork.
- Students and parents are contacted a minimum of 1-2 times per week to check in and ask what is needed to help support them and their child. Parents have contact information for their teachers.
- Collaborating with related services (PT/PT/Speech) to provide virtual sessions together when applicable.
- Center-based and itinerant teachers are meeting virtually during the week to brainstorm activities and materials with each other, progress monitor and the best way to provide different opportunities for children in their homes.
- Teachers and related services personnel are meeting virtually to touch base and discuss student progress.
- Paraprofessionals are completing online professional development courses along with talking to the PSE supervisor weekly.
- If closure is extended, virtual services will be offered again to those who refused initially or did not respond.
- All contact/correspondence documented.

Early Intervention and Transition to Preschool Services:

- Preschool Transition Conferences will continue virtually or phone conferences.
- Planning charts and consent to test will be signed using electronic signature capability in IEP Anywhere
- Testing will be completed using standardized checklists, observations, criterion-based checklists, structured interview, and information provided from the student’s IFSP and staff from Early Intervention.
- ETRs will be completed virtually or phone conferences.
- IEPs will be completed as needed by the students’ third birthday.
- All contact/correspondence documented.

Contact: Valerie Scott-Preschool Special Education Supervisor
 valerie.scott@mercercountyesc.org

Rose Academy

IEP’s

- Continuing as scheduled
- Phone conferences or Video conferences
- Electronic signature capability in IEP Anywhere

Delivery of Services

- Students were sent home their chromebooks as well as a packet of material for classes they are not completing online. Every student also received a copy of their username/passwords for each online application such as google, khan, prodigy and any other learning program.
- The classroom teacher can monitor everything the student is doing as well as communicating back and forth through the program, email or text.
- Rose Academy staff are regularly meeting (virtually) to brainstorm lessons, materials, services, progress monitoring and the best way to provide opportunities for our students
- If closure extended, these services will continue and continue to evolve to meet the needs of our students

Chad Sapp
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Special Education-Low Incidence

IEP’s

- Continuing as scheduled
- Phone conferences or Video conferences
- Electronic signature capability in IEP Anywhere

Delivery of Services

- Students were sent home packets of materials that are used in the classroom (ex. Unique Learning System, News-2-You, Reading A-to-Z books, including teacher-made materials) A list of resources and websites used in the classroom was sent home, including student logins and passwords.
- All students were contacted (parent/guardian) to offer virtual learning (phone, video) as an option.
- Intervention Specialists have created Google Classrooms, Google Forms, and videos to provide students a virtual online option, as well as “meeting” with students to provide instruction through Google Meets or Zoom.
- Paraprofessionals have been trained to participate in virtual meetings to stay in contact with students, as well as provide support as directed by the classroom teacher if needed. (ex. Read stories aloud, help with other classwork)
- Students and/or parents are contacted a minimum of 1-2 times per week to check in and ask what is needed to help support them and their child. Some students meet with the teacher daily to complete work.
- Collaborating with related services (PT, OT, SLP) to provide virtual sessions together when applicable.
- Music Therapy Sessions are sent to parents via email and also on private Youtube channels.
- Intervention Specialists are virtually meeting 1-2 times with the Special Education Coordinator to brainstorm lessons, materials, services, progress monitoring and the best way to provide different opportunities including life skills and vocational opportunities within their homes.
- Intervention Specialists and Paraprofessionals are having weekly virtual meetings to discuss student progress and needs, as well as having a weekly meeting with the Special Education Coordinator. Paraprofessionals are also completing online professional development courses.
- Transition services are met through virtual meetings and/or hands-on tasks are assigned to students to complete in their homes.
- If closure extended, virtual services will be offered again to those who refused initially or did not respond
- All contact/correspondence documented

Amy Bihn-Special Education Coordinator
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Curriculum

- Screening, preview and compilation of instructional resources related to remote teaching and learning
- Publication and sharing of a “Resource of the Day” via various social media outlets - support to teachers in incorporating new resources into remote instruction
- Planning and facilitation of “Virtual Collaboration” meetings organized across grade bands and content areas. These weekly meetings are a place for teachers to come together to discuss resources or tech tools that have been effective in remote instructions, to brainstorm solutions for common problems, to discuss options for concerns such as grading and assessment and to discuss next-steps planning
- Planning and facilitation of county-wide Principals meetings
- Researching and answering technical questions from administrators re: evolving guidance and requirement
- Individual and small group virtual instructional coaching or advice for teachers with specific questions or concerns
- Creating and publication of video tutorials focused on technology and instructional tools for teachers - published via YouTube Channel, ESC Website and social media
- Planning with other Regional Data Leaders for summer professional development related to Using Data for Sustainable Change - adjusting this content in response to waiver of Ohio’s State Tests.
- Planning for transitioning to virtual or remote professional development offerings in the coming months.
- Work with Principals on Graduation Requirements and changes related to EOC exams, demonstration of competency, etc.

Karen Rose - Director of Curriculum

Lindsey Schmiesing - Curriculum Coordinator

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lindsey.schmiesing@mercercountyesc.org

Gifted

Delivery & Resources

- Gifted Intervention Specialists are providing service through remote learning, Google Classrooms are being utilized to assign lessons and provide instruction
- Teachers are also using video as a source of instruction, many have created YouTube channels to upload videos for their students.
- Teachers are using online resources for instruction or students were sent home with work
- Gathering enrichment and extension resources to share with teachers providing gifted services
- Sharing resources on social media - MCECSC Facebook page, and MCECSC Gifted Twitter
- Virtual Collaboration with teachers
- Weekly check-in with Gifted Intervention Specialists
- Mercer County Educational Service Center YouTube channel, upload tutorials and compile videos to support educators
- Plan professional development for area educators

Wendi Moorman - Gifted Coordinator

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Parent Mentor

Delivery & Resources

- Sharing resources for parents through Google Drive, Facebook page and email.
- Weekly check-in with families to determine needs.
- Weekly meeting with Special Education Teachers and Related Services Provider.
- Attend virtual IEP meetings if requested by parents or school.
- Attend virtual regional parent mentor meetings
- Attend webinars on disability specific topics, share with parents if/when appropriate.
- Attend legal updates relating to Special Education.
- Provide lending library materials to families and teachers.

Contact Beth Guggenbiller beth.guggenbiller@mercercountyesc.org

Resident Educator

- Transition all final face-to-face meetings for 19-20 to virtual meetings
- Continue to support Resident Educators and Mentors through the completion of Focused Mentoring I & II Tasks
- Support Year 4 Resident Educators in completion of Leadership Self-Evaluation and Continuum as well as final Reflection piece.
- Track RESA scores, communicate next steps as appropriate with Resident Educator District Coordinators
- Enter Completion Criteria for all REsident Educators, communicate completion to all District Coordinators and enrollment / participation status for 20-21.
- Support Year 4 Resident Educators in advancement of licenses from 4-year RE license to 5-Year Professional License
- Support Year 4 Resident Educators in enrollment into LPDC

Karen Rose

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Speech

ETR/IEP's

- Continuing as scheduled
- Phone conferences or Video conferences
- If testing not completed (and face to face is not an option right now), amending to Record Review as much as possible and following up with PR-01
- Electronic signature capability in IEP Anywhere

Delivery of Services

- All students on caseload sent home a packet of at-home therapy materials for the closure period
- All students on caseload were contacted (parent/guardian) to offer virtual learning (phone, video) as an option. This was followed up with PR-01
- All students on caseload are contacted a minimum of 1-2 times per week to check in and ask what we can do to help support them
- Therapists attending various webinars on Teletherapy
- Many virtual sessions with students have already taken place and will be continuing throughout the closure period
- If closure extended, virtual services will be offered again to those who refused initially or did not respond
- All contact/correspondence documented

Stacy Faller MA/CCC-SLP

stacy.faller@mercercountyesc.org

School Psychology

Delivery of Services

- Outreach to parents to arrange ETR meetings: phone conference or video conference
- Meetings continue to meet compliance dates
- Outreach to parents to explain any needed changes: amending evaluations to record review; in case of initial evaluation, to explain need to delay evaluation process during COVID-19 shutdown; documentation sent to parents (PR-01, PR-05, amended plan)
- Electronic signature capability in IEP Anywhere
- Researching social-emotional supports for parents and students during shutdown
- School Psychologists meet weekly via Google Meet to review ODE guidance/updates, share technology resources and tools; prepare to meet evaluation needs for potential high evaluation numbers for Fall 2020
- Google Classroom created for School Psychology Department for communication and resource sharing

Rachel Glass

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Local Professional Development Committee (LPDC)

Delivery of Services

- Review of submitted CEU activity from Mercer County educators
- Responding to educator questions regarding license renewal process
- Review and upload of draft IPDPs for LPDC to review for approval at our next meeting
- Review and approval of license renewal applications
- Documentation and upload of awarded educator license into LPDC Google Drive
- Preparation of information to send to Year 4 Resident Educators, the introduction of LPDC services and resources for developing initial IPDP

Rachel Glass

Special Education Coordination

- Participation in legal updates via webinar for special education guidance
- Frequent communication and collaboration with special education coordinators/supervisors
- Creation of documentation (PR-01) for county special education coordinators/supervisors to send to parents regarding: teletherapy, delay of evaluation process (concerns from preschool Child Find and initial school-age evaluations, and amending reevaluations to reflect record review)
- Creation of parent letter for Intervention Specialists to send home
- Creation of Google Classroom with resources and legal update info for all intervention specialists and related service providers
- Communication with Intervention Specialists regarding process for IEP/ETR meetings moving forward
- Communication with Intervention Specialists regarding delivery of service during closure
- Coordinated related services teletherapy option and sending PR-01
- Attendance at district team meetings for initial planning of emergency remote learning plan
- Planning of Special Education Supervisor meeting for collaboration, updates and discussion of services during shutdown
- Planning and facilitation of “Virtual Collaboration” to support Intervention Specialists. This is designed to provide an opportunity for Intervention Specialists to collaborate across districts regarding specially designed instruction provided in a virtual format, documentation of student gains, and sharing of resources to meet student needs.

Rachel Glass

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PBIS

- Communication with Western Quadrant Regional Field Coordinator for resources in development of regional PBIS Tier 1 training
- Continue research and development of PBIS Tier 1 training for region, rollout for 20-21 School Year
- Development of Introduction to PBIS for Administrative Retreat in June

Rachel Glass

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OT/PT

Delivery & Resources

ETR/IEP's

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Delivery of Services

- All students on caseload sent home a packet of at-home therapy materials for the closure period, including students on consult
- All students on caseload were contacted (parent/guardian) to offer virtual learning (phone, video) as an option. This was followed up with PR-01
- All students on caseload are contacted a minimum of 1 time per week to check in and ask what we can do to help support them (depending on students' minutes received in school)

- Collaborating with Intervention Specialist in weekly meetings to try to combine virtual sessions with students
- Therapists attending various webinars on Teletherapy
- Many virtual sessions with students have already taken place and will be continuing throughout the closure period
- If closure extended, virtual services will be offered again to those who refused initially or did not respond
- All contact/correspondence documented

Contact

Mindy Muhlenkamp-OTR/L

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Julie Duncan-PT

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