



Dear District Partners,

As you continue educating your students during this COVID-19 Medical Emergency, I wanted to communicate to you regarding the Ohio Valley ESC's commitment to supporting you, your staff and your students.

I have been communicating with the entire OVESC Staff each Friday since the Governor's Executive Order preventing students from attending schools. The thrust of my communication has been two fold. First, staff need to follow their assigned district's processes and expectations. At a minimum, preschool staff are asked to contact families twice a week with activities families can do with their children. Specialists, such as speech-language pathologists, occupational therapists, and physical therapists are to touch base with families at least once a week with information specific to the needs of their children. The preschool staff is reaching out to families through a closed Facebook page, class DOJO, texts, videos and telephone calls. Both preschool and schoolage special education staff are to work with districts and families to keep annual IEP timelines current as well as reevaluation timelines. OVESC therapists serving the schoolage population are to coordinate contacts with families so they are not bombarding families with calls, texts and other messages. In some cases, a family could receive information from classroom teachers, intervention specialists, an SLP, OT, and PT. Coordinating contacts among those who serve students will ultimately make our efforts more effective and less overwhelming to parents. Classroom paraprofessionals are to work in conjunction with and at the direction of the classroom teacher. This directive to our paraprofessionals applies to our preschool staff, and staff assigned to work in our local districts and the two County Boards of Developmental Disabilities. The second message I have been communicating with our staff is that they need to consider the stress families are currently experiencing. We want to support families, but we also do not want to overwhelm them. We need to determine what level of support each family needs so we are truly a support and not the cause of additional anxiety.

It goes without saying this is a very difficult time for everyone. The Ohio Valley ESC is committed to providing continued programming services for your families, students, and district. This is uncharted territory for all us and these initial plans and procedures are likely to change as new information is received in the upcoming days.

Below is a more detailed description of the services provided by the Ohio Valley ESC by department, we have created the following chart showing an overview of each department's work during this time.

**Our services:**

Premiere Service:	Core Delivery:	Specially Designed Instruction:	Additional Notes:
	<p><b>Preschool staff (Teachers and Paraprofessionals):</b> Teaching staff are providing academic, social emotional, and physical activities in a group format using educational platforms such as Class DOJO, REMIND app, and Facebook private groups. They are also contacting their class caseload to ensure the family well-being and answering questions on a bi-weekly basis.</p>	<p><b>Administrative Staff:</b> Staff are providing academic, social emotional, occupational, physical, and speech therapy activities, in a group format using a private Facebook group. All staff and families have been invited to join. Activities are posted at least 3 times a day.</p> <p>Preschool administrators are available to follow the procedures of the districts and/or OVESC programs they serve. (They are available for all virtual special education meetings, records review of students, and entering all items possible to complete documents on a timeline, if possible.) Staff is working to complete all district needs and the needs of our Head Start and Early Intervention</p>	<p><i>Preschool staff has held some virtual ZOOM classrooms and sessions. We are researching virtual classroom platforms and how that would best be applied at the preschool level.</i></p> <p><i>Washington County staff is working with our mental health partner to virtually consult 2X a week. The focus is on strategies that staff can use when students return to lessen anxiety and stress from the long break</i></p>

		programs.	
	<p><b>Preschool Interventionists:</b> Interventionists are providing interventions in a group format using educational platforms such as Class DOJO, REMIND app, and Facebook private groups. They are also contacting their caseload to ensure the family well being and answering questions on a weekly basis.</p>	<p><b>Preschool Interventionists:</b> Interventionists are available to follow the procedures of the districts and/or OVESC programs they serve. (They are available for all virtual special education meetings, records review of students, and entering all items possible to complete documents on a timeline, if possible.)</p>	<p><i>Intervention staff has held some virtual observations and sessions when communicating 1:1 with a family about a student' needs. We are researching teletherapy and how that would best be applied at the preschool level.</i></p> <p><i>Supervisors are conducting virtual Transition planning conferences and tracking the progress of Early Intervention cases in process.</i></p>
	<p><b>Preschool:</b> Staff are providing interventions in a group format using educational platforms such as Class DOJO, REMIND app, and Facebook private groups. They are also contacting their caseload to ensure family well being and answering questions on a weekly basis</p>	<p><b>Preschool:</b> Staff are available to follow the procedures of the districts and/or OVESC programs they serve. (They are available for all virtual special education meetings, records review of students, and entering all items possible to complete documents on a timeline, if possible.)</p>	<p><i>Specialist staff has held some virtual observations and sessions when communicating 1:1 with a family about a student needs. We are researching teletherapy and how that would best be applied at the preschool level.</i></p> <p><i>One specific SLP noted she is using phone calls, email and Remind app to communicate with parents. Practice packets are being emailed to the supervisor who is then printing and mailing the practice to parents. Some older students</i></p>

			<p><i>with pragmatic deficits are being sent age-appropriate video links.</i></p> <p><i>Continue to enter Medicaid Billing referrals for all initial ETR/IEPs and annual reviews held during closure.</i></p> <p><i>Uploading and doing live instructional videos on the formation of age appropriate speech sounds.</i></p> <p><i>Conducting play-based video demonstrations and story read-alouds within private groups that model for parents ways to encourage, elicit and prompt speech and language skills at home.</i></p> <p><i>Sharing free therapy resources to families via PDF, email, private group, class dojo and mail.</i></p> <p><i>Providing consultation and therapy examples via video conference for most severe students whose parents have requested. All others check in weekly via text, calls or emails based on family-provided preferred method</i></p> <p><i>PT: Methods already</i></p>
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			<p><i>mentioned above as well as mailing home how the families can communicate with PT (email address, facebook group with videos, suggested home activities, etc for those that have not responded via text/email/facebook)</i></p> <p><i>OT: Have sent out electronic suggestions for books (access via youtube) and activities for fine motor for PreK and K. For older students a writing prompt for each day. Also, for students with comprehension challenges a book to access via youtube to have read to them then writing a sentence about it. For older students (4, 5, 6) a writing prompt for writing 3 sentence paragraphs.</i></p>
 <p>SCHOOL PSYCHOLOGICAL SERVICES</p>	<p>School Psychologist and School Psych Assistant</p>	<p>School Psychologists are reaching out to parents, teachers and support staff to collect current data for students who have RETRs due soon and completing record reviews in order to access current levels of progress and current educational needs. Completing RETR meeting's with parents</p>	

		via telephone.	
 <p style="text-align: center;"><b>SPECIAL EDUCATION</b></p>	<p><b>Schoolage Therapists:</b></p>	<p><b>Schoolage Therapist:</b> Staff are available to follow the procedures of the districts and/or OVESC programs they serve. (They are available for all virtual special education meetings, records review of students, and entering all items possible to complete documents on a timeline, if possible.)</p>	<p><b>Schoolage Therapists:</b> <i>ST, OT and PT created a document for parents with no-print, no-download activities for each discipline. Our tech coordinator uploaded the document on our district webpage under the Blizzard Bag link. We are contacting each family by phone and/or email on a weekly basis. All disciplines are providing therapy activities to parents via email or US mail if they do not have internet access.</i></p>
 <p style="text-align: center;"><b>School Improvement Team</b></p>			<p>The School Improvement Team remains connected with our districts and representatives to offer support as needed, especially in the sharing of information. We are working to provide a comprehensive catalogue of online delivery of professional development as well as continued student learning opportunities for districts as well as offer support or virtual training when applicable. We are continuing to provide virtual assistance with processes already in place such as the</p>

			<p>graduation tracking tool and the IEP tracking tool and PBIS Training and support. We are also working with other departments of the ESC to ensure consistent support.</p>
	<p>Blue Sky Virtual Academy was launched on February 1, 2020. There have been 8 students enrolled since this launch. One student has been enrolled since the Executive order closing schools. Students are being monitored by the classroom teachers assigned to the classes the student is enrolled in, The OVESC student mentor contacts them on a weekly basis to provide local support for them.</p>	<p>Student IEPs and ETRs were uploaded into Edgenuity’s Student Information System so specially designed instruction, accommodations and modifications can be followed.</p>	<p>Blue Sky Virtual Academy is designed to be a support to local school districts. Students are enrolled in the local district so funding remains with the district. Districts are charged a flat fee for each class the student takes and for the student mentor employed through the OVESC.</p>
	<p>The OVESC Superintendent and Homeless Liaison have reached out to member districts offering continued services, including but not limited to innovative use of tutors. The Liaison remains in contact with district administrators and tutors. The Liaison is also following an email chain begun by the state coordinator regarding services</p>		<p>Districts are continuing to make breakfast and lunch available to all students. District liaisons are checking on their homeless population to the best of their ability.</p>

	<p>around the state. Possibilities for service will be shared with our member districts.</p> <p>The Liaison ensured that recently purchased academic and hygiene kits were distributed to districts prior to the closing of the schools.</p>		
	<p>The OVESC Gifted Intervention Specialist continues to work with her students through online instruction and assignments via Google Classroom. Specific tasks can be assigned to specific students without the other students' being aware, eliminating concern over "different assignments" or "more work."</p> <p>Our GIS has shared that through the process of switching to total online instruction and seeing the students' response she is already planning different approaches to her instruction in the classroom.</p>	<p>According to district guidelines, no new material is being introduced. Fourth grade math and reading gifted identified students have been assigned lessons/review skills designed by the GIS. Future plans are to incorporate more small projects and other technology such as FlipGrid.</p> <p>Similar activities are happening with the 5th grade gifted students in the ELA classroom where the GIS is a co-teacher.</p> <p>The students in the 6th grade STEM class are working on weekly challenges with materials they can find at home using video journals and FlipGrid.</p>	<p>The Ohio Valley ESC Gifted Supervisor is continuing to gather data to complete and submit required reports and documentation regarding testing/identification and service. She also maintains contact with the OVESC Gifted Intervention Specialist, OVESC administrative staff, and member district administration and staff.</p>
			<p>Google classrooms have been set up by many of our teachers.</p>



Tech has provided virtual training on Zoom and Google meetings.

Tech has provided resources so staff are set up to work from home using VPN accounts.

The tech staff continues to be available throughout the day to provide remote support, training, and guidance for staff on the use of technology equipment and resources.