



**Providing Quality Services**  
*Building Valued Partnerships*

## **Overview of Nwoesc Services in Response to COVID-19 School Disruption** **April 2, 2020**

### **GENERAL OVERVIEW**

The Northwest Ohio Educational Service Center is committed to supporting the districts and students we serve throughout the COVID-19 Pandemic and its impact on our districts and communities. The document below highlights our initial efforts and will be updated periodically as the school year evolves and as we plan for next year.

Northwest Ohio ESC provides a host of services and supports embedded in our local district's buildings, including twelve K-12 Consortium Classrooms encompassing Multiple Disabilities, Cross Categorical, and Hearing Impaired programs and twenty-eight Preschool Classrooms serving preschoolers with disabilities and typically developing peers. In addition, we operate the Independence Education Center, a separate facility for K-12 students with emotional/behavioral disabilities as well as the NW Ohio Opportunity Center designed for at-risk students needing credit recovery. Many more supports and services are provided directly to students in areas such as curriculum and gifted, 21st Century programming, attendance/truancy, related services, and psychology.

As we navigate through these unprecedented times, the Northwest Ohio ESC is focused on continuing to provide to member districts needed services for students to learn and progress. The staff of the Nwoesc is committed to the education of our service region's students and to the needs of our partner districts. We view this situation as an opportunity to learn, adapt and improve our ability to serve and impact lives.

It is our pledge to continue to work in partnership with you in providing programming and services to your students, families, and districts. Below summarizes our efforts:

### **SPECIAL EDUCATION**

#### **• SPECIAL EDUCATION SUPERVISION**

- Special Education Supervisors are in contact with school districts administrators and teachers, Nwoesc teachers, and all staff they directly supervise.
- Supporting districts in development of learning plans and delivery of services to students with disabilities.
- Supervisors are monitoring ODE updates and guidance on school closures, as well as guidance from various professional organizations on the topics of school closure, telehealth, and serving students with disabilities during this time. They act as liaison between district and Nwoesc staff members regarding plans to serve students per each district's plan.
- Holding online meetings with various groups (therapists, teachers) to problem solve and plan for services to students.
- Holding/facilitating IEP meetings by phone or online format. Supporting teams to complete PRO1 forms and meet deadlines for meetings.
- Sharing resources with educators in the area of distance/home learning and online learning.

#### **• RELATED SERVICES**

- OCCUPATIONAL THERAPY
  - Providing a hybrid of distance therapies based on district preference:

- ◇ Learning packets, Google classroom, Seesaw forum in Defiance preschool, telehealth via Zoom, Therapy packets sent out every two weeks with weekly follow up made via email, Zoom therapy session
  - Weekly contact with parent(s) and/or student via email, google classroom (with active investigation into further options geared to family preferences), with emphasis on checking in, encouraging and supporting “exercises” and gathering results as possible.
  - Documentation of efforts, contacts and results in chart in Google Doc folders (Google Sheets) shared with district special education director and/or supervisor, as well as documenting in personal therapy data sheets.
  - ETR/IEP meetings held via district preference of various methods--Phone Conferences, Zoom Meetings, Google Meets/Hangouts, etc.
  - Participating in Related Service Zoom Mtgs. with fellow therapists
- PHYSICAL THERAPY
  - Utilizing the following platforms to provide distance therapy:
    - ◇ Learning Packets, YouTube videos, Personal videos, Google Classroom
  - Contacting parents/students/teachers via email, google classroom, Zoom, conference calls
  - Documentation via google sheets, handwritten on current documentation sheets
  - Completing Progress Reports and IEP/ ETR's and e-signing. Available for phone conferences or Zoom Meetings, as needed
  - Participating in Related Service Zoom Mtgs. with fellow therapists
- SPEECH THERAPY
  - SLPs are collaborating with districts to support general instruction. Depending on district guidance, SLPs are utilizing the following to make a good faith effort to meet student needs-
    - ◇ Teletherapy (Zoom), Google folders, email communication, learning packets, YouTube videos, Google classroom, etc.
  - Contacting students and parents via email, Remind, phone calls, or video conferencing
  - Running logs to document all contacts with students, parents- as well as time spent distributing materials
  - Completing IEPs, ETR reviews via conference call or video conferencing. E-signing.
- TRANSITION
  - Communicating with each student on their caseload via email, phone, Zoom or Google Meet. They are documenting their interaction.
- VISION
  - Checking in with schools/districts, either by emailing ESC supervisors, teachers, and/or other district administrators to find out what expectations there are during this closure period
  - Teaming with teachers to see how they are proceeding with distance learning
  - Calling, texting, and emailing parents. Have prepared written letters to mail to parents in which contact/responses are not occurring, to share VI teacher's contact information and to let them know they are wanting to make contact.
  - For most students, VI specialists have completed packets of work and activities for students to work on. This includes activities with materials, worksheets, games, apps, and braille. At this point, this work is for parents to work on with their children, or for older students to do alone. Specialist been speaking via telephone to students to help walk them through possible technology issues
  - For students who are braille readers, VI Specialists have:
    - ◇ Obtained work from teacher to braille and mail and/or convert to a format that students can read with their screen reader.

- ◇ Dropped off braille supplies, if requested, as well as provided parents with activities that can be completed with the materials.
    - ◇ Reading everyday with braille student using Facetime
    - ◇ Sent home braille books with braille reading students
  - Have created typing.com logins for students learning keyboarding and assistive tech skills.
- WORK STUDY COORDINATION
  - Providing individualized lessons for students, continue working with teachers to meet the needs of each student in the program, further consultation with students and parents concerning current and future needs for gainful employment, and even possible visits via teleconferencing.
- ADAPTIVE PHYSICAL EDUCATION
  - Utilizing the following platforms to provide distance learning APE services to students: Google Classroom posted activities, emails to teacher, parent and/or student with activity attachments, hard copies of plans per student given out to the LEC
  - Communicating with intervention specialists, students and/or parents through emails and Google Classroom accounts.
  - Both APE teachers are up to date on IEP/ETR write-ups and Progress Reports
- **CLASSROOM SERVICES K-12**
  - MULTIPLE DISABILITIES (FULTON COUNTY)
    - In the elementary and middle school, Teachers have sent home packets of work aligned to IEP goals, Reading A-Z books, Scholastic News Magazines with website access information for corresponding activities and videos to use, simple recipes for students to read and prepare at home with parents, a list of free websites and apps, educational video sites, and other various resources parents can access for free (Mystery Doug, Scholastic Go Noodle). They have also included papers from the music, art and gym, general education teachers with ideas for students.
    - In high school, teachers have sent home packets aligned to IEP goals with a weekly schedule of specific activities aligned to their IEP goals, including a list of online links for listening to stories/corresponding activities, math games, typing games and science videos. They are showing parents how to scan documents back using their Notes section camera on smartphones or an app called CamScanner.
    - They are starting to set up Google Classroom for those students who are able to utilize technology that way.
    - Teachers will be communicating via email, texts and phone calls weekly with parents and students. Teachers are documenting their collaboration time, IEP meetings via phone or video, IEP writing, planning, etc.
  - MULTIPLE DISABILITIES (EDON LOCATION)
    - Edon MD classrooms are utilizing Vizzle, Google docs for spelling and personal information, video chatting for flashcards or other activities that require a response, video modeling of life skills; makes a video for parents and parents make a video in response of students completing life skill task.
    - Teacher is communicating with parents 2-3X/week via email and phone calls.
  - MULTIPLE DISABILITIES (HICKSVILLE LOCATION)
    - Hicksville MD is utilizing Evan More series for Spelling, Reading, and Math.
    - Packets were picked up by parents from Hicksville Elementary. The packets had 10 activities (one for each day) that were leveled for each student.
    - The teacher is also communicating with students and parents through video messaging 2-3X weekly.
    - The teacher is using email as well to communicate with parents as needed.

- MULTIPLE DISABILITIES (4CCC)
  - Work Transition teachers have a private Facebook page for their students. They are using this as a way to encourage activities at home and fun ways to interact and stay in touch.
  - New activities are posted each day
  - Teachers aligned with 4CCC by sending learning packets home.
  - The team is working on coordinating Zoom lessons for the students at home once they establish that everyone has internet connectivity.
  
- HEARING IMPAIRMENT
  - Hearing impaired classes are using Vizzle, google classroom and zoom as platforms for virtual learning.
  - They have also sent packets home of paper materials and modified assignments for the upcoming week.
  - Chromebooks have been provided by Archbold for the hearing impaired students grades 2-12, while younger grades are utilizing paper handouts/activities.
  - Hearing impaired teachers will be connecting with their students through Zoom 2-3 times weekly and using email, text, and phone calls to check in with students and parents (weekly at a minimum). During Zoom learning times, interpreters will be included in the zoom meeting so they can provide interpreting for the lesson/activity.
  - HI teachers have also connected with general education teachers to be included in google classrooms and are maintaining communication with general education teachers to determine if additional interpreting is needed during any other zoom sessions from general education teachers. Interpreting will be provided as necessary.
  - IEP meetings are being coordinated and held via zoom/phone conferences with the team to remain in compliance with IEP timelines.
  - Building special education teams (including HI teachers) are using a shared document to track services provided to their students during the extended break.
  - Hearing Impaired itinerant teacher is providing support to the individual districts as well as reaching out to all families on a weekly basis and providing aligned activities for students on her caseload.
  - Zoom meetings will be utilized to help with monitoring progress. For students without home hearing aids, there is discussion about the possibility of school aides being permitted to be sent home for students. If this is decided, HI itinerant and HI supervisor will assist with getting equipment to students. The educational audiologist will assist with equipment as needed and will also continue to provide input on ETRs and IEPs as necessary.
  
- CROSS CATEGORICAL (HOLGATE LOCATION)
  - Each student is provided with at least 5 weeks of individualized lesson plans and the teacher will be continuing to touch base with the parents to monitor progress and discuss needs
  
- CROSS CATEGORICAL (4CCC LOCATION)
  - Students were provided either an electronic version of several weeks of lesson content or a packet has been mailed based on internet availability
  - They are following the same guidelines and procedures laid out by Four County Career Center.
  
- **INDEPENDENCE EDUCATION CENTER**
  - The IEC is utilizing Prodigy Math, A-Z Learning, Read Theory, Nova and mailing packets home.
  - Most of the students are familiar with these programs as we use them for enhancement on a daily basis.

- Every student except those enrolled in Algebra I and II and Geometry are using Prodigy Math to build their Math skills.
- We are using NOVA for Algebra I and II, and Geometry, along with other electives.
  
- We are tracking the number of times we make contact with each student, who has the internet and a device to work on.
- Packets have been sent to students that don't have the skill set or ability to work online.
- Each teacher is attempting to communicate with each student 2-3 times weekly.
- We are also communicating with outside agencies to make sure the students are getting the support they need.
- The staff has been meeting via Zoom to continue our communication to make sure we are doing everything we can to stay connected with our students.
  
- **PRESCHOOL SERVICES:**
  - Preschool teachers and therapists (SLP, OT, PT, Vision, HI, Itinerant) are using a variety of tools to reach children and families.
  - Most teachers are in contact with families a minimum once per week.
  - Tools such as Google classroom, Zoom, Class Facebook, and apps such as Class Dojo are all being utilized to work with students and families on activities and IEP goals.
  - Meetings are being held via phone/video conferencing meeting timelines.
  - Families are being provided with activities to continue with developmentally appropriate activities via online platforms and physical work packets.
  - Teachers are documenting their collaboration, planning time, IEP goals, and writing of IEPs.
  
- **PRESCHOOL PSYCHOLOGY**
  - Initial Evaluations
    - Psychologists have held initial ETR meetings via Google hangouts/meetings and Zoom.
    - The plan moving forward for initial ETR's that have been started but not completed is to wait on district administrative guidance, but to complete as much as possible in order to make solid eligibility determinations.
    - The plan moving forward for initial ETR's that are completed and are coming due is to be done via video or phone conference within the timeline.
    - The plan moving forward for received referrals that do not have parent consent yet is to wait on district administrative guidance for how we are expected to proceed, especially those coming from early intervention (Delay until an in person can be completed or do a digital with lacking components). They are planning to document everything in the PR-01 indicating why an evaluation has not yet taken place especially for early childhood screening and off the street referrals.
    - Defiance County is doing EI transition conferences via Zoom.
  - Additional Information
    - The processes psychologists are using to keep in touch with districts include emails, phone calls and virtual connections.
    - The processes psychologists are using to keep in touch with psychology support staff include emails, texts and phone calls.
    - Psychologists have made themselves available to districts to provide them with various resources if needed.
  
- **SCHOOL AGE PSYCHOLOGY**
  - Initial Evaluations
    - Psychologists have held initial ETR meetings via Zoom and phone conferences.
    - The plan moving forward for initial ETR's that have been started but not completed is to delay the evaluation. Parents are informed by email or telephone and are sent a PR-01 explaining why the initial evaluation is being delayed. The PR-01 will explain to the parent that the district is unable to complete the evaluation due to school closure and we will evaluate when school resumes.

- ◇ Some psychologists have completed their assessments but are lacking parts from therapists. For those situations, they are waiting for more official guidance from the district.
  - The plan moving forward for initial ETR's that are completed and are coming due is that as long as they have all the components, they will move forward with holding the meetings via phone or video conference.
    - ◇ In a few situations, it is possible that some ETRs will need to have additional information added when school resumes. For example, they have Pre-k to K transition students with AU who will still qualify on their RETR but who should have intelligence testing to help with educational planning. This will need to be completed in the fall.
  - The plan moving forward for received referrals that do not have parent consent yet is to call parents and then send home a PR-01 stating that we plan to obtain consent and conduct an initial evaluation as soon as schools resume or until in-person evaluations can be safely completed.
- Re-evaluations
  - Psychologists have held RETR meetings via Zoom or a phone conference.
  - The plan moving forward for RETR's that are completed and are coming due is to be done via video or phone conference within the timeline.
  - The plan moving forward for RETR's that were started but not completed is
    - ◇ To revise the planning form and use current data/record review data for the missing parts and then hold the RETR meeting via phone conference by the end of April.
    - ◇ To contact parents to revise planning forms and do a record review or a waiver, depending on what parents prefer. For both cases, parents were told they will be contacted once school is back in session, so they have the option for a full reevaluation when things are a bit more back to normal.
    - ◇ The plan moving forward for RETR's that are not yet started is
    - ◇ For Preschool transition students, psychologists are waiting for direction from the district or they are waiting until they can have direct contact with the student for assessment. Since the purpose of the RETR is to update the eligibility determination for kindergarten rather than meet a due date, assessments may be completed in May, June or August.
    - ◇ Some psychologists are completing record reviews in lieu of doing assessments for RETR's.
      - ◆ If consent and the planning form were already completed, they are calling parents to visit about the possibility to revise the planning form to be a record review.
      - ◆ Some psychologists are contacting parents to get consent to waive the RETR. Waiving the re-evaluation essentially extends the due date until you can complete a comprehensive evaluation. (explaining your plans in the PR-01)
  - Additional Information
    - ◇ The processes psychologists are using to keep in touch with districts include emails, phone calls, virtual connections and attending special education meetings. They are connecting with the principals, special education teachers, and EMIS people.
    - ◇ The processes psychologists are using to keep in touch with psychology support staff include emails, texts and phone calls.
    - ◇ Psychologists have made themselves available to districts to provide them with additional various resources if needed. At this time, they have offered general "help" where they can, have offered to deliver meals to kids, will be doing some copying/scanning and mailing tasks for people who have little kids at home and have difficulty getting to ESC.

- **PSYCHOLOGY SUPPORT (PRESCHOOL)**

- Psychology support staff have been writing backgrounds from past home visits, play based assessments and early childhood screenings for evaluations and entering that information into IEP Anywhere, finishing ASQs as needed, rescheduling home visits that were scheduled for March to later in April, and working on required online training.
- Moving forward, psychology support staff plan to keep parents updated regarding home visits, continue to postpone appointments for April, support psychologists with any writing they may need completed, submit vision screening data to the Ohio Department of Health, complete required online trainings, and contact parents to answer any questions they may have.

- **PSYCHOLOGY SUPPORT (SCHOOL AGE)**

- Psychology support staff have been scoring academic assessments and writing reports for upcoming scheduled ETR's and entering that information in IEP Anywhere, calling parents to remind them of upcoming meetings (zoom or phone conference), writing backgrounds, typing up observations, forwarding teacher paperwork to psychologists, communicating with psychologists to see what they need help with.
- Moving forward, psychology support staff plan to complete reports (writing backgrounds, typing observations) for ETR's that are not scheduled yet, schedule meetings as they are coming due, coordinate the meetings with staff, complete online trainings, send out reminders to Psych's about the students who will be coming due in the fall.

- **PARAPROFESSIONALS**

- Paras may use this time to complete online professional development, including public school works.
- At this time, we have not requested that paras contact students or families directly. When school is in session, we stress that teachers are the main point of contact for families, and have continued this.

## **OTHER SPECIAL PROGRAMS/SERVICES**

- **OPPORTUNITY SCHOOL**

- The Northwest Ohio Opportunity School provides an alternative learning environment for students in our four county area. Several students are currently enrolled in the program.
- Our students continue to have access to their online courses and to instructional support from their Opportunity School teacher(s).
- Bookwork is also available to students without Internet access or to those who desire that modality of learning.
- Students and staff can schedule work sessions to complete lessons one-on-one or answer questions throughout the day where they talk to one another via phone and/or computer.
- Students can also text any written assignments via phone.
- Nothing has been interrupted in their educational plan and students are encouraged to continue to take full advantage of earning credits so that they can return to their home district, graduate on time or enroll at the vocational school.
- Additionally, communication between parents (and other appropriate agencies) will continue as usual as our students work from home and all are able to communicate with the teacher.

- **GIFTED SERVICES**

- Plans for online classes are underway to begin April 6th at Northeastern.
- Our Spring Semester Online Gifted Book Study covering *Teaching Gifted Kids in Today's Classrooms* continues uninterrupted via Google Classroom and will be completed April 14. Completion of the study awards 15 Contact Hours for teachers pursuing gifted hours and optional college credit through Ashland University. The study meets the core competencies as outlined in Ohio's Operating Standards for Gifted Education.
- Additionally, Gifted Supervisors continue to assist teachers in obtaining their gifted hours for the year through GT Ignite.
- They are working to finish WEPs for all districts and are in communication with ODE to determine gifted testing requirements given the shutdown.

- They are also focused on completing gifted lists for EMIS reporting, then entering this information into PowerSchool.
- ATTENDANCE SERVICES
  - Attendance Officers have been instructed to align to the best extent possible to the expectations of the districts in which they are assigned.
  - In Fulton County, Kandice Lemley has been working on reporting, filing and communications with the courts.
  - She will be reaching out to each of her districts to offer to assist in any way, with particular emphasis on students at risk and those determined to be not engaging in the remote learning opportunities being afforded to them now through the school disruption.
  - She is reaching out to the Attendance Officers in place through the area courts in Defiance and Henry Counties for support and networking on strategies to support districts.
- SCHOOL NURSE SERVICES
  - Defiance
    - Nurses are in communication with the HS Administration at Defiance as well as the Director of Student Services providing an update on where school nurse work was left prior to initial school closure.
    - Emailing the administration (at least) weekly to keep lines of communication open and see what nursing needs may arise.
    - Mandated reporting for vision and hearing screens are due June 1, 2020. Currently, the ODH is still requiring reports from each school on this date for the 2019-2020 school year. School nurse will continue to follow the ODH requirements and recommendations over the next couple of months and report accordingly.
    - All vision and hearing screens for the 2019-2020 school year are completed. All referral letters have been sent out to families.
    - All immunization surveillance and reporting was reported in October 2019.
    - All meningitis letters have been sent out to next year's (2020-2021) seniors (current juniors).
    - Prescription medications are still at the high school. These were not sent home with students and families did not pick up before our 3 week break. There will need to be a pick up plan if we do not return to school. School nurse will work with the HS Administration to come up with our plan for getting these medications back to students.
    - Will use the School Nurse Bulletin emails from ODH for current information and instruction on how to most effectively and appropriately move forward in response to COVID.
  - Northeastern
    - Communications have been made via email with Northeastern Local's Superintendent on an as needed basis.
    - Mandated reporting to ODH for hearing and vision screenings are due June 1, 2020 for this school year. This deadline remains per recent communications from ODH. There will be no penalty for screenings that were not completed before school closure was announced. This update was communicated to the Superintendent. The students who were not screened before the closure this school year will be added to next school year's screening list. The required reporting will be submitted to ODH before June 1, 2020 by the school nurse. Immunization reporting is due every October and that was completed at that time.
    - Student prescription medications that were needed at home were sent home with parents the school day before school was closed to staff and students. No letters have been mailed home to parents or students at this time. The Superintendent will let the school nurse know if she feels some type of communication needs to be made. I
    - Have created a school nurse page on Tinora's website in which pertinent information was added prior to the mandated school closure that I had added things right before the school closure.

- Sometime in April the school nurse will mail out or email out a letter to incoming Kindergarten, 7th and 12th grades explaining the required immunizations for each of those grade levels next school year. This will also be updated on the school nurse page of the school website.
    - Moving forward, the school nurse will be continuously watching for updates from the ODH and Defiance County Health District on guidance for when students and staff will return to school whether that be this May or the beginning of next school year. She will be in collaboration with the Superintendent and other district administration on any new protocols that need to be implemented for the return. As a member of the National Association of School Nurses and Ohio Association of School Nurses, she watches for updates and ideas on different forums for possible things that could be adopted in our district when we return to school regarding COVID-19 concerns and other things.
  - Central Local
    - Communications are over email, phone/text, and appointments as needed.
    - The mandated reporting has been completed for the 2019-2020 school year.
    - School Nurse has communicated with families over text, email, and through a school newsletter.
    - Next year letters are sent out by building secretaries in the summer with the exception of 2020-2021 kindergarten class. The kindergarten letters have already been sent out.
    - Will be making the summer order on Friday, April 3rd for the district clinics.
    - As far as what to advise as we move forward with C-19 will be up to the Ohio Department of Health.
  - Stryker
    - Communication with school administration has been via email.
    - At this time the school is closed to most staff.
    - Hearing and vision reports are ready to be reported, but unable to do it at home because all of the information is at school
  - Wauseon MD Classrooms and School Nurse Support
    - Up to date with required HCP plans in MD Units.
    - The district nurse at Wauseon will keep ESC school nurse updated with anything needed during this time.
- 21ST CENTURY
  - After school staff are doing Zoom sessions to offer extra support on assignments, provide times to connect and encourage students and parents, and do hands-on activities in math, reading, STEAM, physical activities, and positive youth development
  - Staff are delivering school supplies, books, puzzles, and games to students' porches to provide necessities and enrichment.
  - Site coordinators are working with community partners to put together educational and inspirational videos to help students and families.
  - Staff are putting together virtual field trips for students to explore their community, state, country and the world.
  - Staff are keeping families connected with local and state resources and information to help them in this time of need through phone calls, Facebook, and web pages.
- SCHOOL CLIMATE FACILITATOR
  - PBIS
    - Initial PBIS Training
      - All schools and or buildings who have partially completed the NWOESC PBIS training modules:
        - ◇ These schools will be contacted with information when the last two modules will be provided via video conferencing.
        - ◇ Various times and options will be available to accommodate various needs and schedules.
      - Schools and buildings who *have not had previous* PBIS training will be offered two options:

- ◇ Full training via video conferencing this spring, broken into modules over various dates
  - ◇ In-person training at the ESC next school year, approximately one module per month
- PBIS coaching and technical assistance:
  - ◇ Web-based “PBIS Chats” will be offered to discuss various PBIS topics, especially focusing on integrating already established school initiatives into the PBIS framework.
  - ◇ Contact Laura Kamp for custom coaching on any topic with PBIS teams via video conferencing @ [LKamp@nwoesc.org](mailto:LKamp@nwoesc.org).
  - ◇ Available to all schools, regardless of stage in PBSI process
- SWIS (School Wide Information Systems) and PBIS Apps training and data collection
  - We will be providing SWIS registration and training so that you can get your schools set up before the new school year to be collecting student progress and PBIS assessment data.
  - PBISApps.org provides several video tutorials to view on how SWIS and the PBIS assessment apps work to provide great PBIS data and assessment tools. Also available on the sight are sample schools with data so that you can explore how the data can be used.
  - Contact Laura Kamp at [LKamp@nwoesc.org](mailto:LKamp@nwoesc.org) if you would like to begin online surveys now to begin action planning. (no cost)
- PAX
  - All PAX trained school staff have been receiving weekly emails with ideas to bring PAX to both online learning and to the home. Specific PAX Tools lessons are being provided to teachers to provide families PAX strategies at home. The PAXIS Institute is also providing free webinars and “web chats” for assistance to any PAX-trained staff and monthly newsletters with a plethora of online and school based strategies.
  - We will also be providing web-based, themed “PAX Chats” to all PAX trained staff to further PAX implementation both on-line and in the classroom.
  - Contact Laura Kamp at [LKamp@nwoesc.org](mailto:LKamp@nwoesc.org) for information on custom PAX webinars for specific technical assistance in PAX.
  - In-person training for the Initial PAX Training is scheduled for August 6, 2020 and for professional development through PAX Heroes training on August 5, 2020. Registration info will come out soon.

## **CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT**

- Our Curriculum & Instruction and Professional Development teams are working to determine the best possible measures to support districts during this time, with a diversified focus depending on need.
- Our department holds weekly Zoom meetings to plan for continued and consistent support.
- Consultants are communicating regularly with district staff and administrators via Zoom conferencing, Google Hangouts, email and phone -- namely, to discuss Distance Learning programs and share information regarding online lessons; to develop district-wide plans for learning material/technology and even meal distribution; and to share information from ODE, SSTR1 and NwoESC in order to keep districts current on educational news and expectations.
- Our team is engaging virtually with ODE’s Office of Learning and Instructional Strategies and sharing information back to Curriculum Directors in our four-county area.
- Curriculum Director Meetings have moved online and will continue as scheduled via Zoom. We also plan to continue our originally scheduled Teacher Talks and All-County Principals and Guidance Counselor meetings online, as follow-up to our face-to-face sessions in the Fall.
- ESL services continue through our ESL Tutor, who has continued to offer lessons to students.
- Resident Educators and their Mentors continue to be supported as they wrap up their year.
- Our Local Professional Development Committee is using our new K12 PD Tracker platform to review activities and approve licenses for NwoESC.

- We are currently proceeding with planning for Summer Honors Academy, scheduled for June 8-12. The 2019 Summer Honors Academy proved a major success with our most registrations to date -- 500 area students participated.
- Educator Boot Camp, a new venture this year, is planned for June 8-11. Educators will have the opportunity to experience career-focused professional development through first-hand experiences and on-site tours of local businesses. Both programs are important to our department and offerings, hence we are closely monitoring the situation and climate to determine the best possible route; we are exploring alternative options, should alternatives be deemed necessary.
- Our Consultants are busy engaging in professional reading with plans to incorporate their knowledge into book studies for the upcoming year; possible topics include Grading & Reporting and SEL. Our Spring 2020 Online Book Studies covering *Grading Smarter, Not Harder* and *A Framework for Understanding Poverty* were re-launched via our online learning partner EduPlanet21 as an at-home professional development opportunity for educators, allowing them the safety and comfort of their own home to achieve contact hours and graduate credit through Ashland University.
- All around, this is an opportunity for our office to brainstorm better and improved ways to offer online professional development in the future. Professional Development planning for the 2020-2021 school-year continues. We look to offer various strands, including OTES 2.0 (Bridge and Full), RTI, SEL (trauma-informed care, mindful movement, PBIS, mental health first aid, supporting LGBTQ), The Empowered Teacher and Empowered Employees, Meeting the Needs of Gifted Students, Online Learning, Creating a Culture of Using Data, and Working Together to Get Better (assessment, professional responsibilities, lesson delivery, classroom environment, and instruction of the Whole Child).
- All updates and resources are shared and communicated in conjunction with our Technology Department to teachers, district staff and administrators using MailChimp, Twitter, Facebook, Email and our NwOESC website.

## **TECHNOLOGY DEPARTMENT SUPPORTS**

- Communicating resources and professional learning opportunities via email and social media.
- Providing virtual professional development to teachers and administration on technology tools to assist in the delivery of remote instruction and work.
- Deploying Zoom Pro accounts to staff that are organizing and hosting meetings or classes.
- Deploying RingCentral accounts to staff that need to protect their personal phone number and provide a call back number to families.
- Deploying VPN accounts to staff that need access to network resources during remote work.
- Monitoring email and the helpdesk system and responding promptly.
- Conducting remote desktop sessions with staff to resolve technical support issues.
- Organizing and facilitating web conferences to assist area technology leaders in supporting their school districts with remote work.

## **BUSINESS OFFICE FUNCTIONS**

- Business Office staff are working remotely and coming in as needed when processing must be completed there.
- Payroll processes continue to be done to ensure no disruption to staff and meeting all required deadlines.
- Accounts Payable are completing payments as required to make certain all necessary vendors are paid.
- The Personnel Coordinators are handling human resources responsibilities including hiring, recruiting, handling leave, and preparing for next school year.
- The staff is also monitoring cyclical work must be completed at this time and processing accordingly.