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county



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education  
solutions



cost-saving  
operation/business  
solutions



solutions to  
**whatever else**  
you may need



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- solving your challenges
- simplifying your life
- helping you meet your mission

In the area of education, we offer a tremendous array of quality services and programs. We have a strong staff of experienced and talented people. And we always look for opportunities to bring colleagues together, to find joint solutions that are customized, innovative, efficient, and effective.



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solutions

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## Administrative Search Services

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Responding to district requests for an affordable service, HCESC has created Administrative Search Services. Districts and schools are looking for affordable services from local experts with local knowledge and experience. HCESC provides searches for Superintendents, Treasurers, Curriculum Directors, Pupil Personnel Directors, Central Office Positions, Building Administrators, and others.

### **Benefits of using HCESC include:**

- A comprehensive team-based approach by experienced administrators with local knowledge and expertise
- Statewide contacts through the ESC network
- Affordable, readily available and customized to your specific needs

### **Process can include:**

- Develop the position specifications and priority selection criteria
- Develop the recruiting materials
- Determine the extent of the search
- Design, print and distribute brochures
- Actively recruit candidates
- Process applications
- Evaluate candidates
- Recommend a pool of candidates to interview
- Assist with the interview questions, process, and selection criteria

### **Follow-up services can include:**

- Mentoring services to the candidate selected so they get off to a successful start
- Assistance with establishing the Superintendent's Evaluation System so there is an established, clear set of expectations

Looking for a powerful recruitment and retention tool? Want an incentive for your employees to earn advanced degrees? The HCESC Student Loan Forgiveness Program, powered by Innovative Student Loan Solutions, does that and more!

This Program won't cost your district a dime, and it allows your eligible full-time employees with federal student loan debt to immediately reduce loan payments and overall loan debt. Using the Public Service Loan Forgiveness Program established by Congress in 2007, the ISLS team strategizes with employees to significantly reduce monthly student loan payments (an average of \$600 per month) and maximize loan forgiveness.

Unlike the typical teacher loan forgiveness program, our program is open to all full-time employees in your organization regardless of position or title. There is no "cap" on the loan forgiveness amount; in fact, some participants in our area have enjoyed loan forgiveness in excess of \$70,000!

Your employees will receive no-cost, no-obligation consultations and a customized loan forgiveness plan. From there, your employees choose whether they pursue the program/benefit on their own, or hire our partner, ISLS to implement and manage the program for them. It's a 100% voluntary benefit!

## AESA Student Loan Forgiveness Program

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## Alternative Licensure Program

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In partnership with the Ohio Department of Education, Hamilton County ESC has developed a dynamic, research-based program. This program enables administrators who hold an Alternative Principal or Specialist/Superintendent License the opportunity to complete the requirements for a provisional or professional license, respectively. This program has been designed with job-embedded learning opportunities that will inform your 'real work' as a busy administrator.

HCESC has a research-based process that will not only assist new and current board members in understanding their role but also focuses on how to build a strong collaborative leadership team. This team is composed of the Board, Superintendent and Treasurer. Time is given to learning about how to function as a collaborative team and the importance of creating a shared vision and goals for the district. Leadership team members will gain knowledge of the five significant characteristics to become high performing and results-driven.

As new citizens are elected to Boards of Education, HCESC can facilitate the on-boarding of these members onto your leadership team. Current boards can also strengthen their leadership team as a result of this process.

If your Board or District would like more information about board responsibilities and building collaborative leadership team, please feel free to contact Hamilton County Educational Service Center.

## Board of Education Development and Collaborative District Leadership

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## Customized Professional Development

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Effective school leaders have a positive impact on student achievement. Through high quality professional development and coaching, HCESC prepares today's educational leaders to be reflective practitioners, collaborative decision-makers, and champions of organizational improvement and renewal while reinforcing 21st Century Skills.

### **Leadership Programs:**

- Alternative Administrative Licensure Program for Principals, Specialists and Superintendents
- Principal Leadership Institutes
- Administrator Coaching and Mentoring (on-site and/or virtual)
- The Ohio Improvement Process including Decision Framework, Establishing and Maintaining District and Building Level Teams and Implementation Management and Monitoring Tool
- Value-Added Training
- Classroom Walkthrough Training
- Teacher Evaluation
- iObservation Implementation and Coaching

### **Additional Topics of Expertise:**

- The Marzano Instructional Framework
- Leading Change
- Developing and Sustaining Professional Learning Communities
- Vision and Mission Development and Implementation
- Developing an Integrated HQPD Plan
- Leading at the Speed of Trust
- Administrative Evaluation and 360° Assessment
- The Impact of School Culture
- Instructional Leadership Strategies for Administrators
- The Ohio Leadership Advisory Council (OLAC) Module Facilitation



The Title III Consortium makes available to districts who do not receive Title III funds directly (under \$10,000) a means by which to access monies for the purpose of enhancing or expanding existing ESL programs, provide professional development for ESL and content teachers for English Language Learners (ELL), have access to a library of appropriate materials for ELL and ongoing consultation to districts regarding best practices for their limited English proficient students. Any district in Hamilton, Butler, Clermont or Warren county may participate in the consortium regardless of their allotment from the Ohio Department of Education for an additional fee. Those districts will have access to the consortium library as well as professional development training and consultation. The consortium meets quarterly to discuss current topics, collaborate around best practices, and share state updates for ELLs.

- Professional Development in effective strategies for teaching ELLs, which incorporates the SIOP model and other research-based strategies.
- Training on new 2015 English Language Proficiency Standards and ELPA 21 Assessment
- Access to Consortium Library (materials for students and teachers)
- Professional development for teachers around current issues impacting ELL
- Warehouse of available ESL plans, policies and procedures
- District level consultation for system-wide change for ELL
- Consultation regarding tiered level of supports for ELL
- Provide districts with current information from ODE and the Lau Center regarding ELL populations
- Consultation in developing LEP improvement plans
- Audit tool and consultation for best practices and compliance

### **Levels of Participation**

Basic membership for districts required to participate:

- Use of consortium library
- Information from ODE regarding LEP
- Quarterly meeting participation
- Consultation regarding intervention, assessment and program questions
- Assessment materials for initial identification of LEP

Level 1: District elective participation:

- Use of consortium library
- Information from ODE regarding LEP
- Quarterly meeting participation
- Consultation regarding intervention, assessment and program questions

Level 2: District elective participation:

- Use of consortium library
- Information from ODE regarding LEP
- Quarterly meeting participation
- Consultation regarding intervention, assessment and program questions
- Consultation regarding establishment of new LEP programs
- System-wide professional development for ELL populations
- Audit tool and consultation for best practices

## ESL and ELL Services / Title III Consortium

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## Evaluation Processes- OSES, OPES, OTES, eTPES

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HCESC has trained facilitators who can assist districts who want to improve the processes used to evaluate the superintendent, principals and teachers.

### **HCESC can provide:**

- Training for implementing the Ohio Superintendent Evaluation System (OSES) can be an asset to providing quality district leadership
- Training for implementing the Ohio Principal Evaluation System which can strengthen leadership at the school level
- Training for implementing the Ohio Teacher Evaluation System which can positively impact student learning

### **HCESC can also support:**

- Evaluation of school treasurers
- Development of district-wide evaluation systems
- Creation of Student Learning Objectives (SLO)

HCESC can provide consultation for federal program coordinators with support in planning, implementation, fiscal, guidance, comparability, Supplemental Educational Services, School Choice, Consolidated Continuous Improvement Plan, Implementation Management and Monitoring, and PACTS monitoring.

HCESC stays current and connected to the Office of Federal Programs at the Ohio Department of Education in order to support schools across the region and Ohio.

## Federal Program Support

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## Gifted and Talented Customized Consultation Services

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HCESC can provide both coordination and consultation services to ensure that the district is current and compliant in meeting the needs of their gifted students.

**Gifted consultation services include:**

- Planning and delivery of services
- Consultation regarding compliance and technical assistance
- Learning Sessions for administrators
- Development of curriculum documents
- Legislative updates and Research Briefs
- Communications including phone/email/Skype
- Professional Learning Communities within and between districts
- Support for gifted audits and service expansion
- Professional development support and access to all HCESC gifted loan materials
- High quality professional development for teachers

HCESC can provide full coordination of gifted and talented services for districts. This service includes support in all aspects that impact the gifted students in a district. Coordination Services are provided directly to the district-appointed gifted and talented coordinator/administrator and gifted intervention specialists.

**These services will extend up to twenty-five days and include:**

- Consultation regarding compliance and technical assistance
- Learning Sessions for administrators
- Development of curriculum documents
- Legislative updates and Research Briefs
- Communications including phone/email/Skype
- Professional Learning Communities within and between districts
- Testing and Identification
- WEP Development
- End of year document completion
- Program evaluation
- Acceleration and Placement
- Customized professional development within district
- Parent and family supports
- Resources
- High quality professional development for teachers

## Gifted and Talented Full Coordination Services

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## HCESC Basic Services

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Basic Services serves as a foundation for staying current about job-related issues in education. This membership affords districts the opportunity to stay connected to both the Ohio Department of Education and leaders in other districts. Collaboration is a significant component associated with Basic Services.

### **BASIC Services provides:**

- District and building membership in the HCESC instructional consortium which includes services and support in areas such as curriculum, standards, leadership, assessment, data analysis, instruction, and educational technology.
- Easy access to content and instructional expertise; leadership for new and ongoing consortium projects; and connections to people, resources, professional associations, and the Ohio Department of Education.
- Opportunities for district personnel to obtain answers to rules and regulations, to leverage participation in grants and professional development, to network with experts and other districts, and to gain resources for district/building work.

### **HCESC Basic Services Consortium Groups include:**

Instructional Council, Literacy Council, Math Council, Gifted Services Council, and Technology Leaders Council. These groups hold monthly or quarterly meetings.

### **BASIC Services Partnerships include:**

- Resource sharing and/or cost savings
- Working with Ashland University to lower costs of professional development graduate credit
- Identifying vendors to provide reduced costs to member districts
- Regional and state entities to provide information, knowledge, and resources to member districts

HCESC TAG consultants can assist with planning the vision for technology use in your district as well as support other administrative tasks related to technology and instruction. We have experience in the creation of short and long range professional development plans, administration of technology services, and organizing district initiatives.

**Consultants offer demonstrations, coaching, and planning. A few of our offerings include:**

- Working with students, teachers, office staff, and administrators to use the latest technology tools and hardware
- Developing contemporary learning environments
- Conducting instructional technology assessments and audits
- Working with and developing content for your learning content management systems
- Developing instructional technology strategies that include the latest web-based technologies (Google, Office 365)

Not sure you see something that fits? We'll develop a solution to fit your needs. It's all about innovation in teaching and learning with technology.

## Instructional Technology Leadership, Planning and Administration

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## Interim Administrators

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From time to time districts find themselves in a situation where they need to fill an administrative position for a short period of time due to unforeseen circumstances. Often times when resignations or retirements of administrators occur during the school year, the pool of candidates to fill those positions on a full-time basis is limited. As a result, often time districts are better off filling the position on an interim basis and then wait until the end of the school year to pursue a new full-time person when the pool of candidates is more robust.

At the Hamilton County Educational Service Center, we maintain a pool of experienced retired administrators who are willing to fill-in for these interim positions. They enjoy getting back into the educational setting for a specific period of time. We have provided interim superintendents, assistant superintendents, business managers, special education directors, curriculum directors or specialists, and building administrators. They are employed by HCESC as part-time casual employees as the positions arise.

If your school or district finds itself in need of an interim administrator, please contact us to discuss some possible solutions.



The Ohio Improvement Process (OIP) is Ohio's strategy for ensuring a systemic and coherent approach for building all districts' and schools' capacity in real and meaningful ways. The OIP is a label used to describe a structured process based on the use of a connected set of tools to make and sustain improvements in teaching and learning on a district-wide, regional and statewide basis.

**HCESC can assist with implementing the four stages of OIP:**

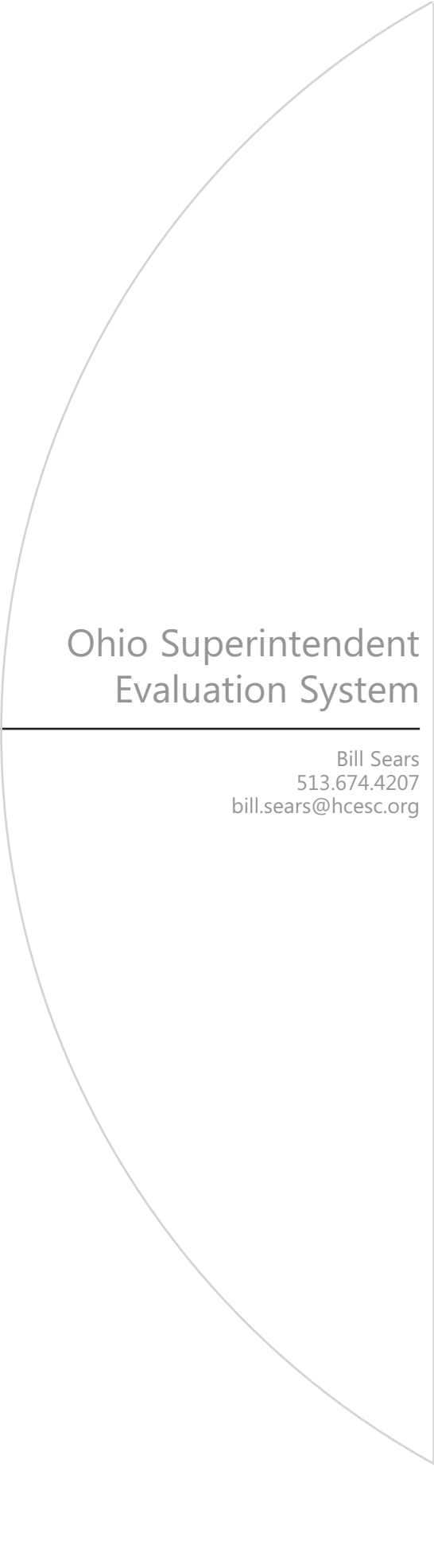
- 1) Identifying critical needs of the district and schools
- 2) Developing a focused plan
- 3) Implementing and monitoring the focused plan
- 4) Evaluating the improvement process

Customized consultation/facilitation of the OIP may include all four stages or specific emphasis on a particular stage or stages.

## Ohio Improvement Process (OIP), including the Decision Framework (DF)

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## Ohio Superintendent Evaluation System

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Quality district leadership is supported by an evaluation system that is standards based and promotes on-going conversations related to continuous improvement. The Ohio Superintendent Evaluation System was developed by BASA and ODE to provide superintendents and Boards of Education an organized approach for evaluation of the leader of the district.

HCESC has trained facilitators who can assist districts who want to improve the process used to evaluate the superintendent. Implementing the Ohio Superintendent Evaluation System (OSES) can be an asset to providing quality district leadership.

OSES uses standards developed by OLAC as a foundation for the superintendent's job description. Annual goals are set in collaboration with the board and the superintendent. OSES includes both formative and summative evaluations and creates strong avenues for communication between the board and superintendent.

The new Ohio Teacher Evaluation System contains many requirements and there is a need to continue learning about teacher evaluation.

HCESC has a team of OTES specialists who are credentialed and ready to support your district's implementation of this required process. From providing the official OTES training that prepares administrators to take the assessment to be credentialed, to providing on-site evaluators to lighten the load of principals, HCESC can meet a district's specialized need in this area. HCESC also has created a program called "Beyond Credentialing" that will reinforce inter-rater reliability. We are committed to supporting the complete implementation of OTES.

If your district needs some help implementing OTES, please feel free to contact Hamilton County Educational Service Center.

## Ohio Teacher Evaluation (OTES) Services

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**NEW!**

## Changing Instruction in the 1:1 Classroom

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How do you leverage the power of a device in every child's hands? This session will explore the benefits of digital learning for all children, and support teachers in their transition to a new instructional environment. Teachers will examine the elements of effective instruction in the context of a digital classroom, utilize the SAMR model when evaluating lessons and units, and explore resources and tools used in successful 1:1 classrooms.

Culturally Responsive Practices (CRP) encompasses the use of cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective in an effort to close existing achievement gaps.

**Benefits of CRP include:**

- Enhanced ability of educators to support diverse learners
- Increased student engagement and achievement
- Improved school climate

**Services Provided by HCESC include:**

- Self-paced online course to increase cultural competence
- In-district customized professional development
- Technical assistance related to culturally responsive practices and cultural competence

## Culturally Responsive Practices

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## Curriculum, Instruction, and Assessment

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Successful teaching and learning begins with the alignment of curriculum, instruction, and assessment. HCESC consultants promote effective, research-based instructional practices to engage and motivate learners and accelerate their achievement in core academic subject areas. HCESC consultants promote effective, research-based instructional practices to engage and motivate 21st Century Learners and accelerate their achievement in core academic subject areas.

### **HCESC has consultants with expertise in the following:**

- Ohio's Learning Standards
- Ohio's State Assessments
- Curriculum and Assessment Mapping
- MAP implementation and follow-up professional development
- Assessment Literacy
- Creation of Quality Assessments
- Marzano's High-Yield Instructional Strategies
- Teacher Expectations and Student Achievement (TESA)
- A Complete Assessment System with High Quality Formative Assessments (FIP)
- Inquiry-Based Learning in Math and Science
- Forming and facilitating Teacher Based Teams
- Instructional Technology Integration
- Common Core: Merging Thinking Skills, Informational Literacy Technology
- School-Based Instructional Coaching-Math, ELA, Science and Social Studies
- Online Course Construction and Blended Learning
- Differentiated Instruction for Teachers and Administrators
- Effective Classroom Management
- Response to Intervention (RtI)
- Strategies for Gifted and Talented Students

The online tool you use doesn't matter...especially if your content is meant to be in a text book. Learn how to take advantage of the many features online tools have to offer to make your content come alive. Discover some of the basic rules for keeping students involved in your course. Your district may be using a learning management system (LMS). Whether you are using Blackboard, Moodle, It's Learning, ilearnOhio or any other online system, developing the course in a way that makes it interesting in the only way to get maximum benefit for your students. Let us help you with your online, instructional design.

## Developing Engaging Online Course Content

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## Expedited Data Analysis

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Successful school leaders utilize data to increase student achievement and learning. HCESC can expedite your data analysis process by providing custom analysis of your data, capturing observations and creating data statements to present to your team.

### **Some possible data to be analyzed could include:**

- Local Report Card data
- Decision Framework
- Value-Added
- Measure Up
- Success/OOARS
- Local assessment data
- DIBELS data
- EXPLORE, PLAN, ACT
- Intervention supports and programs
- Behavior data
- Perception data

With analyzed data, your team will have more time to discover data patterns, pose hypotheses, determine specific areas of need, determine root causes, and develop a detailed action plan and monitoring system.



Research based instructional coaching can be provided by a certified instructional coach who is on-site working one on one with your teachers to improve the teaching and learning. This service can also be enhanced and provided virtually. Teachers can video their lesson and sent it electronically to one of our instructional coaches. This coach will then use an electronic platform that allows for time stamped feedback for the teacher to read, reflect, and respond to. The power of this approach lies in the teacher having to view their own video and reflect on what is seen. Either approach can be customized to meet a district's specific needs and goals.

**NEW!**

## Instructional Coaching: On-site and Virtual

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## Instructional Technology Strategies for the Classroom

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Blogs, wikis, social network sites and other interactive tools are creating a world of learning that is more networked and engaging. HCESC TAG consultants can help teachers and students navigate a world of tools that are already being embraced by businesses, journalists and politicians, learning how to best incorporate these tools into classroom practice.

Individual sessions or coaching to help teachers use technology as a tool to support instruction can be customized to meet the needs of the teacher, school, or district.

### **HCESC TAG consultants can provide demonstrations and coaching regarding:**

- Teacher mastery of technology tools to support and amplify core learning objectives
- Introduction of new tools to support student achievement (i.e., Chromebooks, Surface)
- Flipping the classroom
- Incorporation of Google Docs, Office 365, and other cloud-based technology

Not sure you see something that fits? We'll develop a solution to fit your needs. It's all about innovation in teaching and learning with technology.

Are you new to social media? Do you need help in maximizing the positive benefits of connecting with your students, parents and community members? One of our consultants can assist you with the process. Learn how to use Twitter, Facebook and other social tools to tell your story. Through the use of social tools, you can increase community engagement and excitement about programs. Parents also love the ability to see what is happening in your school or district. We can help you develop a social media strategy.

## Making the Most of Social Media

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## Making the Most of Your Device

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The individual computing device – be it the iPad, the Surface, the Kindle, or any personal device – has emerged as a tool in the office and classroom. HCESC TAG consultants can provide customized training for your school or district. This service can be personalized for the intended audience – administrator, educator, or support personnel – and for the specific device(s) being utilized.

**Here is a sampling of learning experiences that we offer:**

- Apps to develop an effective workflow
- Supporting classroom learning for all students: It's not just for fun
- One iPad per classroom? No problem!
- A day in the life of a productive iPad user

Not sure you see something that fits? We'll develop a solution to fit your needs. It's all about innovation in teaching and learning with technology.

With more mobile devices entering all classrooms, HCESC TAG consultants have designed hands-on teacher training for all grade levels. Each session supports teachers at their comfort level for implementing devices in the classroom, whether it is one device for the whole class or a 1:1 environment. Consultants customize the training based on the needs of the teachers and the types of tools being used, and suggest appropriate apps for grade levels and content areas.

**Training is offered for:**

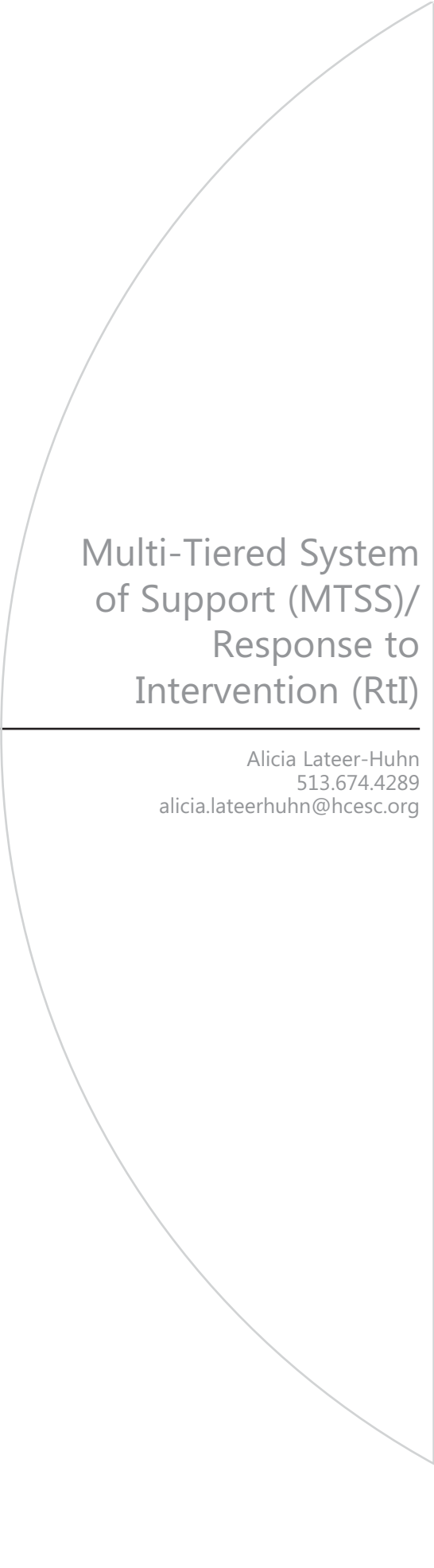
- Preschool classrooms
- Primary/Elementary Classrooms
- Secondary Classrooms

Not sure you see something that fits? We'll develop a solution to fit your needs. It's all about innovation in teaching and learning with technology.

## Mobile Apps in the Classroom

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## Multi-Tiered System of Support (MTSS)/ Response to Intervention (RtI)

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Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) is a framework designed to bring together general, special, compensatory and gifted education with the goal of providing a comprehensive, proactive and unified system of education to meet the needs of, and improve results for, all students in an effort to close achievement gaps.

### **Benefits of RtI Implementation include:**

- Increased student engagement in instructional activities
- Instructional support to meet specific student needs
- Gains in student attendance and academic performance
- Efficient use of limited district and building resources

### **Services provided by HCESC include:**

- Audit of current practices for alignment with MTSS/RtI components
- Consultation at the district/building/grade levels
- Customized professional development

Developing quality, effective online learning is a challenge that requires both technical training and shifts in thinking about instructional design. HCESC TAG consultants can help schools think through this new lens of learning and develop the skills needed to create online learning environments that are intellectually challenging, engaging and adaptive to the needs of learners.

Based on the principle that learning is a social process, consultants utilize research based strategies and tools for effective online teaching when guiding teachers, buildings, and districts.

HCESC TAG consultants can provide face to face or online support.

**A few of the many supports we offer:**

- Selecting a platform based on your goals
- Designing course infrastructure
- Planning for implementation

Not sure you see something that fits? We'll develop a solution to fit your needs. It's all about innovation in teaching and learning with technology.

## Online Course Construction

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**NEW!**

## Planning for a 1:1 Technology Implementation

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Districts considering or in the process of planning a 1:1 implementation will benefit from this session! Whether it is a grade level roll-out, or several grades, or even the whole district, the day will cover important topics and timelines. The morning will focus on the “checklist” of items to include in a technology roll-out; what are these items, why are they important, and when should you incorporate them. This learning will be followed by a working lunch for teams to start creating their timelines. In the afternoon, a panel comprised of districts who have already traveled this path will share insights from their journeys and answer questions. An ideal team for this session would include participants from upper level administration, building level administration, teacher at the building level, curriculum leader, technology leader, and a student and/or parent.

**Participants will:**

- Explore the items critical to a successful roll-out
- Discuss the timeline of a successful roll-out
- Plan with district teams
- Q&A with a 1:1 panel



School-wide PBIS is a framework comprised of instructional practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for ALL students.

**The benefits of PBIS include:**

- improved school and classroom climate/culture
- reductions in office discipline referrals
- gains in administrator time for instructional leadership
- increases in student academic and behavioral performance

**Services HCESC provides might include:**

- responsive consultation with district and building leaders
- customized professional development
- technical assistance to implement behavioral interventions across multiple tiers of support

## Positive Behavior Intervention & Supports (PBIS)

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## Program Evaluation and Auditing

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Karen Austin  
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karen.austin@hcesc.org

Evaluating and assessing programs can be provided to meet specific district needs and goals. HCESC can provide project and program evaluation that can be customized for specific district needs. Work and products can be designed in compliance with grant funding and/or government guidelines.

### **HCESC can provide:**

- Qualitative and quantitative data collecting interviews
- Site visits
- Survey design
- Assessment of teacher and administrator attitudes
- Assessment of parent and community involvement

Final evaluations and reports will be customized in format and delivery.

The HCESC Coordinator will meet with the district representative to identify the mentor pool for both new and returning teachers. This coordinator will also assign mentors for years one and two along with registering them with CORE.

**The Hamilton County Coordinator will:**

- communicate all training dates to the new mentors
- provide orientation sessions to introduce any program updates/revisions
- provide professional development
- monitor Resident Educator and mentor progress
- communicate updates and reminders to all Resident Educators and Mentors



## Resident Educator Coordination

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**NEW!**

## School Improvement Services / Center for Urban Educational Services CUES

Paul E Smith  
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### **School Improvement Coaching/Consulting**

We have several coaches/consultants who work in schools and classrooms on a part-time or full-time embedded basis. That means they work side-by-side with teachers and administrators, offering resources, co-planning and co-teaching, feedback, or whatever meets a school's particular needs. Our coaches can work with content-area teachers on curriculum and instruction. We can help implement school-wide initiatives, from things like literacy across the curriculum to positive behavior intervention programs and more.

### **The CUES System**

School improvement is a multi-dimensional process. It involves taking a system-wide approach to overcome the challenges urban education faces. We help strategically to align your resources with your goals and vision.

### **After School: Extended Day/Extended Year**

We can provide academic structure for extended day and extended year programs. We can partner with you to focus on the instructional components for your program.

### **Federal Programs Consulting**

Federal Title services can be a challenging items to manage fiscally. We can help. We consult with districts to create Title budgets and expenditure reports.

### **Understanding Poverty**

Our consultants can facilitate discussion on the unique aspects of overcoming the barriers of poverty.

**C.A.S.E. (Collaborating to Achieve Student Excellence)** is a system we've developed for partnering with you to solve your challenges. When we first meet to start a CASE-file, we look at six key areas:

- Data Collection & Review
- Implementation Plan
- Knowledge Base
- Accountability
- Support
- Evaluation

**English Language Learners (ELL) / English as a Second Language (ESL) services.** See ESL/ELL Consortium on page 16.



## Assistive Technology Consortium

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The Assistive Technology (AT) Consortium is a unique partnership between HCESC and school districts in southwest Ohio to provide a cost effective means of meeting IDEIA AT requirements. Federal and state regulations specify that each public agency shall ensure that assistive technology devices (equipment) and services (evaluation, purchase, selection, coordination, training the child/staff/family) be considered by someone knowledgeable and provided to every student with an Individualized Educational Plan (IEP).

### **Members have access to:**

- Assistive Technology consultants who will come to your school and assist in:
  - conducting a Collaborative Educational Assistive Technology Assessment, which includes selection of AT tools for individual students
  - training the team (including families) in the customization, implementation, and operation of the chosen equipment
- The Assistive Technology loan library which contains thousands of up to date low to high tech equipment and software. Equipment categories include communication devices, customized mobile devices and tablets, computer based tools, computer access adaptations, writing tools, switches, mounts, adaptive toys, and much more.
- A variety of professional development opportunities.
- The password protected AT website with equipment/software tutorials, tips and tricks for integration of technology, hundreds of click and print activities, web links, presentations, and much more.

This service option provides a comprehensive approach to dealing with students with attendance issues. It covers services from the investigation of students with attendance problems, court referrals, and case coordination to Diversionary Court hearings and official Juvenile Court presentations.

### **Attendance Services**

Complete investigation of students with attendance issues, including a warning letter to parent/guardian, phone consultation with parent/guardian/school, home/school visits with student and/or parent, police escort with truant student, search for missing students, filing of student and parent charges and case presentation at Hamilton County Diversionary and Juvenile Court proceedings; ongoing monitoring of student attendance after referral and feedback to school regarding court cases; assistance with custody, residency, and homeless issues.

### **Diversionary Court Services**

Students' misdemeanor offenses are heard weekly before the Diversionary Court Referee. Offenses range from truancy (including excessive tardiness); disorderly conduct (fighting); harassment (bullying or threats); theft, and unruliness (any violation of Districts' Policies). Parent conferences are also held as an intervention prior to official filing against parents. Referrals are made to intervention/counseling agencies.

Other services available by request. Contact us!

## Attendance Services

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## Audiology

Susan Brown  
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Educational Audiologists are specialists involved in the study of normal and impaired hearing, identification and assessment of hearing problems, use of hearing assistive technology (HAT), and the prevention of hearing loss. The Educational Audiologist understands school-based issues and practices and can assist the school team in understanding the link between hearing, language and learning. Educational Audiology services are required by IDEIA for a child with a hearing disability. Only an Educational Audiologist can determine the need for and fit HAT.

### **Why do I need an educational audiologist?**

To...

- Identify the presence and severity of hearing problems in children ages 3 through 21
- Determine the range, nature and degree of hearing loss
- Assess the benefits of hearing assistive technology (HAT) and amplification including the selection, fitting and monitoring of such devices
- Provision of on-site assistance to check the functioning of hearing aids and HAT systems
- Provide instruction in the care, use and maintenance of amplification and assistive hearing technology devices
- Participate in collaborative consultation with teams of professionals on strategies and situations to address the communication needs of the child
- Recommend appropriate modification and adaptations to classroom acoustical environment to maximize the child's auditory learning potential and in-service school personnel and community members
- Maintain communication with teachers, parents, children and outside agencies and provides counseling on the educational needs of a child with a hearing disability as well as participation with ETR/IEP teams
- Consult on newly identified and implanted children

### **Did you know?**

- We make your life easier by purchasing a variety of HAT equipment and renting it to school districts. Because of the volume of equipment we purchase, we are able to get better pricing than that of an individual school district. We maintain, repair, restock, and provide the required summer servicing to each piece of equipment. Let our experts help you to provide your HAT equipment in a cost-effective manner.



Are you looking for ways to improve instruction provided to preschool through transitioning adult students who have autism, social communication or behavioral difficulties? Are you looking for ways to increase student achievement? Consider our new autism and behavioral coaching service. Our experienced consultants/coaches work to increase teacher and student growth by providing on the spot evidenced based practices and resources that can address issues teachers and students face daily in their classrooms. In addition to increasing student and teacher performance, the consultants/coaches strive to work with all staff to build capacity, comfort, and knowledge of students who have autism, social communication or behavioral difficulties.

**HCESC Autism and Behavioral Consultants/Coaches can provide:**

- Individual or classroom coaching and professional development
- Ongoing collaborative work with team members including the intervention specialist, general educators, paraprofessionals, and related service personnel in both the resource room and inclusionary classrooms
- Assessment
- Environmental supports and classroom design
- Curriculum adaptations and modifications
- Evidence based instructional methods
- Behavior support
- Social skills programming
- Individualized student consultation
- Developing and increasing communication systems
- Building capacity by working with staff and providing on the spot professional development
- Augmentative and technology supports

**NEW!**

## Autism/Social Communication/ Behavior Coaching and Consultation

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## Early Childhood Comprehensive Consultation and Professional Development

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Hamilton County ESC can provide comprehensive consultation to district administrators and staff regarding all aspects of Early Childhood. Professional development is offered around state and national initiatives, standards, curriculum development and implementation. We help strengthen district early childhood service delivery by providing access to the latest information and resources.

### **Responsive Consultation:**

- Programming/service delivery
- Policies and procedures
- Federal and state updates
- Assessment procedures
- State licensing requirements
- Early Childhood initiatives
- EMIS reporting
- Step Up To Quality (SUTQ)

### **Quality Professional Development:**

- Networking opportunities
- State and national initiatives
- Focus groups
- Ohio Pre-K Common Core
- Early literacy initiatives
- Curriculum development

A trans-disciplinary team approach provides high quality programming and services - all designed to meet the needs of the whole child. In all of our service areas, the focus is on meeting the physical, social, emotional, and cognitive needs of each child.

- Exemplary integrated programming
- Experienced Early Childhood special educators
- Medical needs and records monitored by program nurse
- Vision and hearing screening
- Psychological services, direct and consultation, with program and families
- Speech and Language therapy provided for identified students
- Content standard-driven curriculum
- Occupational therapy provided for identified students
- Integrated team approach
- Integrated therapy model
- Comprehensive individualized educational program and implementation
- Supervision of integrated services
- Developmentally appropriate educational practices
- Ongoing assessment and data collection of the student's development
- Augmentative and technology support
- Utilizing latest trends in developmental strategies and interventions for children with a wide range of special needs
- Curriculum modifications responsive to an individual child's needs

Preschool special education services provided in a center-based early childhood setting. The program provides a comprehensive service delivery model for a preschooler with a disability whose LRE is an ECE setting. A trans-disciplinary team approach provides high quality programming and services - all designed to meet the needs of the whole child. In all of our service areas, the focus is on meeting the physical, social, emotional, and cognitive needs of each child.

### **Program Design**

- Experienced Early Childhood special educators
- Speech and Language therapy provided for identified students
- Psychological services, direct and consultation, with program and families
- Occupational therapy provided for identified students
- Integrated team approach
- Integrated therapy model
- Comprehensive individualized educational program and implementation
- Ongoing assessment and data collection of the student's development
- Progress reporting to parents
- Developmentally appropriate educational practices
- Curriculum modifications responsive to an individual child's needs
- Enrollment of peer models
- Participation in initial district team and IEP meetings
- Management of data collection and progress reporting to parents
- Team commitment to meeting with district personnel and parents
- Development and implementation of a transition plan with the district and families
- Responsive to developing a partnership with families
- Supervision of the program
- Development of formalized behavior plan for students, as appropriate

## Early Childhood Half-Day Center-Based Programs

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## Early Childhood Itinerant Services

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Early Childhood special educators will provide support services to children with disabilities in Head Start, home, preschool, child care centers, or a district site.

### **Program Design:**

- Implement IEP goals in designated settings
- Consult with parents and program staff
- Modify curriculum responsive to individual needs
- Provide environmental modification
- Develop behavior management and intervention strategies
- Evaluate need for alternative communication methods
- Develop multi-sensory activities and materials
- Utilize specialized approaches for children with PDD/autism spectrum disorder
- Coordinate transition planning with district personnel and families
- Provide ongoing assessment and data collection of the student's development
- Collaborate with therapists working with the student
- Develop individual interventions for home and school settings
- Network with families and staff to secure additional resources available in the community
- Responsive to developing a relationship with the family
- Liaison for the district to the family or other service providers
- Development and sharing of various materials designed to support the students' needs
- Participation in initial district team and IEP meeting

Early Childhood special education services are provided in a separate early childhood classroom. The program provides services to a preschooler with a disability who has significant delays in the areas of communication, socialization and self-regulation. A trans-disciplinary team approach provides high quality programming and therapeutic methods within a naturalistic early childhood environment for children with intensive social and communication needs. The interventions and modifications are embedded in the environmental design of the classroom to maximize effectiveness. The program is specifically designed for children needing high level of continuity of service and environmental control.

**Program Design:**

- Experienced Early Childhood special educators
- Intensive Speech and Language services
- Psychological services, direct and consultation, with program and families
- Occupational therapy services
- Supervision of program
- Integrated therapy model
- Comprehensive individualized educational program and implementation
- Ongoing assessment and data collection of the student's development
- Progress reporting to parents
- Integrated sensory-motor approach
- Modified curriculum and instruction
- Utilization of specialized approaches for children with PDD/autism disorder
- Participation in district team and IEP meetings
- Partnering with private providers to maximize interventions
- Development of formalized behavior plan for students as appropriate

## Half-Day Center-Based Program For Children With Intensive Needs

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## Half-Day Center-Based Program For Children With Intensive Therapeutic Needs

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A trans-disciplinary team approach provides high quality programming and therapeutic interventions within a naturalistic early childhood environment for children with intensive needs in the area of motor, communication, medical, and positioning. The program is specifically designed for children needing high levels of modifications and adaptations to access early childhood curriculum.

### **Program Design:**

- Experienced Early Childhood Intervention Specialist
- Medical needs, records and health plans monitored by program nurse
- Speech and Language therapy provided for identified students
- Psychological services, direct and consultation, with program and families
- Occupational therapy provided for identified students
- Physical therapy provided for identified students
- Integrated team approach
- Integrated therapy model
- Utilizing research based practices in the development of strategies and interventions for children with intensive needs
- Environment engineered to provide access and participation for physically challenged children
- Augmentative and technology support for communication, movement and access
- Wide variety of adaptive toys, equipment, activities and sensory based activities
- Availability of positioning and seating equipment
- Intensive therapeutic treatment by speech and language, occupational and physical therapists
- Supervision for the program

Head Start is a federally funded early childhood program designed to provide comprehensive services to young children and emphasizes parent engagement. The program serves children and families who are most at risk in the community. The Head Start Federal Performance Standards reflect the highest expectations for comprehensive services to young children and families. Head Start partners with local school districts to serve their low income children.

**Program Design:**

- 3-5 year old children in half-day sessions
- Feeding of children during the session is provided through the CACFP
- Comprehensive educational program that focuses on the whole child
- Research-based curriculum and assessment system aligned with Ohio Early Learning and Development Standards and Federal Head Start Framework
- Ongoing assessment and data collection of child’s growth and development
- Vision and hearing screenings
- Developmental screenings
- Physical and dental examinations and follow-up
- Family engagement through home/school communications, conferences and home visits
- Family partnership agreements with parents are developed to achieve family goals
- Collaboration with community resources for medical, oral health, mental health and social services

## Head Start

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## Head Start and Early Childhood Special Education Collaborative

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This is a collaborative program that serves preschoolers with disabilities in a Head Start classroom. The classroom is designed and co-taught by the Head Start teacher and the Special Education Teacher. All children receive the comprehensive services provided by Head Start as well as the expertise of the EC Special Education Teacher and team.

### **Program Design:**

- Staffed with a Head Start teacher, an Early Childhood Special Education teacher and a Head Start teacher assistant
- Speech and Language services for identified children
- Supervision of the program
- Comprehensive education program focusing on the whole child
- Serving preschool children with special needs in an integrated setting
- Research-based curriculum and assessment system
- Management of data collection and progress reporting to parents
- Comprehensive individualized educational program and implementation
- Curriculum modifications responsive to an individual child's needs
- Psychological services, direct and consultation, with program and families
- Integrated team approach
- Best practices for quality early childhood programming



Hamilton County ESC provides related services to support the learning of students with hearing impairments. Teachers of the hearing impaired have an in-depth knowledge of deaf language acquisition. This knowledge and special training enables the teachers of the hearing impaired to assist the student in appropriately accessing the general curriculum. Itinerant teachers provide direct and consultative services.

### **What does a Teacher of the Hearing Impaired do?**

- Make key professionals aware of the student's degree of hearing loss and its implication and effect on his/her language, speech and general academic ability
- Instruct students using oral/auditory communication or total communication
- Participate in collaborative consultation with teams of professionals who serve students with hearing impairments
- Share knowledge about hearing aids, Hearing Assistive Technology (e.g. classroom systems for personal use, captioning, video phones, adaptive equipment, etc.) and language deficits
  - Recommend classroom accommodations that affect students with hearing impairments
  - Provide assistance in curricular or academic areas where a student is struggling using strategies proven to assist students with hearing impairments
  - Maximize auditory skills by evaluating the student's current level of functioning and the accessibility to the environment
  - Conduct workshops/in-services for staff on effective strategies for students with hearing impairments
- Administer educational and language assessments when needed
- Serve deaf students with other special needs (e.g., intellectual disability, autism, deaf-blindness)
- Work with students with cochlear implants and educate school teams
  - Continually assess and evaluate student's progress and, through diagnostic intervention, modify the program when needed

## Hearing Impaired

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## Home Education Notification Processing

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Home Education Notification Processing is a service provided to school districts when parents opt to home educate their child. Parents must submit paperwork to the school district to have their child be excused from compulsory attendance. HCESC reviews the notification form for accurate completion, contacts the parents regarding the status of their notification, and provides reports to the district regarding the status of each notification.

At the end of each school year, HCESC sends reminder notices to the parents of home educated students to remind them to submit a new notification, as well as the required assessment for the new school year.

HCESC works with the school district's attendance officers to coordinate information when students are not in attendance and the parents have not submitted the home school notification for processing.

Let us provide highly qualified instructional specialists in reading, math, gifted, and special education to your school(s). Each specialist is licensed and/or holds endorsements in their subject area(s). They will provide individual or small group instruction utilizing best practices and research based methods to your students in grades K-12 on a part time or full time basis. They will collaborate and work with your staff as an integral member of your academic team.

### **Intervention Specialists**

Intervention specialists provide direct and intervention services to students who require specially designed instruction. As the case manager of a group of students, they will conduct evaluations and write reports, develop, implement, and comply with IEP/ISP goals, objectives, and deadlines, and work collaboratively with team members to ensure that student needs are met.

- Licensed intervention specialists available full or part time for grades K-12
- Provide direct specially designed instruction to individuals or small groups utilizing research and best practice instructional methods.
- Provide intervention and tiered instruction
- Case manager for students
  - conduct evaluations and write ETRs
  - develop, implement, and comply with IEP/ISP goals, objectives, and deadlines
  - work collaboratively with team members to ensure that student needs are met, IEP goals are taught and IEP provisions are followed
- Knowledgeable and up to date on all laws pertaining to special education

### **Reading Specialists**

Reading specialists are licensed teachers who have their reading endorsement. They will provide direct instruction, intervention, and assessments to individuals or small groups of students.

- Licensed teachers who have their reading endorsement available full or part time for grades K-12
- Provide direct instruction and interventions to individuals or small groups in reading fluency, vocabulary, phonemic awareness, phonics and comprehension
- Provide direct instruction for writing content and mechanics
- Assist with school-wide screenings and assessments (e.g. DIBELS, AIMS Web, MAPS, STAR, etc.)

## Instructional Specialists

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## Instructional Specialists (continued)

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### **Math Specialists**

Math specialist provide direct instruction and interventions to individuals or small groups of students in the areas of math instruction as outlined in the content standards.

- Licensed math educators available full or part time for grades K-12
- Provide direct math instruction and interventions to individuals and/or small groups
- Collaborate with team members to screen, assess, and develop plans of action to provide students with additional practice and/or instruction on mathematical concepts.

### **Gifted and Enrichment Specialists**

Gifted intervention specialists provide challenging learning opportunities for high-achieving and gifted children. Upon screening and identifying these students, specialists design rigorous experiences that meet the unique needs and developmental characteristics of gifted children. By fostering higher level skills such as analytical, critical and creative thinking, gifted specialists strive to enrich and enhance the high-ability student's education.

- Licensed Gifted Intervention Specialists available full or part time for grades K-12
- Understand the unique learning needs as well as the distinctive social and emotional characteristics of high ability children
- Provide direct instruction in core subjects or in enrichment programming.
- Provide consultative and support services such as:
  - identifying high potential students
  - designing and evaluating effective programs
  - delivering high quality professional development to staff
  - co-teaching with regular classroom teachers

Hamilton County ESC can support your students with disabilities who are working on job and employment skills. Job Trainers will work with your Work Study/Transition Coordinator to support students in job placements within the community.

**Our Job Trainers:**

- Accompany students to jobs/work settings (they can provide transportation at the district's request)
- Work with the student to meet employer's expectations
- Help students develop work skills and social skills needed for employment after graduation
- Serve as a liaison between supervisors on the job, student and school team
- Collaborate with school teams to help meet IEP goals and gather data to support goal attainment

## Job Trainers

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Lauren Brown  
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## Learning Center at North Norwood

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The HCESC Learning Center at North Norwood is a public separate school for students with disabilities specializing in intensive supports for students with behavioral and/or mental-health needs. An interdisciplinary approach provides a team of professionals working with the student and his/her family and community-support systems in building effective academic and social/behavioral strategies needed to be successful in his/her most natural educational and community setting.

### **Services Provided:**

- Provide a link in the continuum of services for students with disabilities experiencing behavioral and/or mental-health needs
- Facilitate collaboration between families, schools, and community-support systems in addressing students' behavioral and/or mental-health needs, including assisting in the connection of students to mental-health services
- Unique courses including: Rock and Roll Academy, Music Industry Leadership and Career Credentialing Programs
- Provide a structured behavioral-support program including:
  - School-wide Positive Behavioral Intervention Supports (PBIS)
  - Daily instruction in social skills
  - Instruction in affective education and communication skills
  - Small-group interventions for students demonstrating common behavioral needs (e.g., group work, conflict resolution)
  - Intensive, individualized interventions utilizing the processes of functional behavioral assessment and behavioral intervention planning
- Provide a highly-structured academic program delivered by Highly-Qualified Teachers and utilizing the principles of differentiated instruction
- Provide nursing, school-psychological, occupational therapy and speech-language services based upon students' needs and as directed by their IEPs
- Facilitate the provision of other related services as directed by student IEPs
- Assist districts in meeting the requirements of federal, state, and local special-education directives

In addition to services provided on site, the Learning Center at North Norwood also offers consultative services to schools, families, and community-service providers needing assistance in developing and implementing behavioral strategies that promote the inclusion of students with disabilities in the least restrictive environment. Services are provided via consultation with the Learning Center's Itinerant Teacher and are offered at an hourly rate.

Occupational Therapists (OTs) teach skills in the development of fine motor, prewriting, visual motor perception, sensory processing, behavioral regulation and self-help (feeding, oral motor and personal care). OTs provide functional educationally based evaluations, customize activities and provide adaptations for successful participation in the classroom.

Physical Therapists teach functional movement skills, provide evaluations and therapeutic educational interventions in the areas of sensory motor development, movement and mobility skills, balance, coordination, and self-care. PT's design and adapt equipment to improve postural support, facilitate functional movement and increase independence within the school environment. A physician prescription may be requested.

- To provide qualified therapists who understand special education laws and implement best practice based on research within the educational model
- To collaborate with school personnel, parents and agencies in developing interventions and identifying resources within the school community
- Full-time/part-time personnel to meet district needs
- Customized professional development specific to school-based practice
- Tests, materials, professional resources and equipment for trial or short-term loan
- Consultation for difficult or unusual cases and professional issues
- Independent evaluations as needed

## Occupational Therapy/ Physical Therapy

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## Pathways to Employment

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Pathways to Employment is a unique comprehensive program for students with disabilities, between the ages of 18 and 22, who are in need of a program centered on work and life skills. The program prepares students to successfully transition from school, to live and work in their community.

Pathways to Employment has two classroom sites: one at the Blue Ash Branch of the University of Cincinnati, and the other at Scarlet Oaks Career Campus.

### **What makes the program unique?**

- Located on sites appropriate to peers (Scarlet Oaks Career Campus and UC Blue Ash college campus)
- Provide individualized instruction in the community focusing on functional academics and daily living skills such as budgeting, shopping, travel training, safety, time management, cooking, self-advocacy, socializing, etc.
- Provide hands-on experience in a variety of jobs
- Provide several short term work experiences (2-3 months per work experience) in the community to learn work skills and determine which work field is best suited to the student's skills and interests
- Provide job coaches and transportation for all community work experiences
- Assist with linking students with various community resources
- Provide information for networking with area adult agencies for financial, assisted living, follow-along work services and community support
- Assist in transitioning students to their next step in life (i.e. further educational opportunities, competitive employment, adult services, etc.)

### **Students and Parents Share...**

"...love, love, love this program. My son is confident, independent and ready for competitive employment."

"...Wish my son could stay longer than one more year!"

"Pathways is awesome. I can do all kinds of things independently – ride the metro, go to the grocery and the bank..."

"The staff consistently goes the extra mile. My daughter has learned more in this program than she did her whole high school career."



School counselors provide a full range of comprehensive service to individuals and schools that focus on student outcomes. School counselors assist in the development of school counseling core curriculum and responsive services protocols to deliver direct services to students and the school community.

**Benefits include:**

- Recruiting, interviewing and pre-service training saves district time and expense as well as providing customized full- or part-time staff
- Consistency of personnel is available
- Continuous professional development specific to school counseling
- Face-to-face support on cases and legal/professional issues
- Individual school counselors gain information and support by networking with our staff colleagues and consultants

**School counselors will:**

- Keep the school community informed to encourage active participation in the school counseling program
- Coordinate systemic activities to assist students in establishing personal goals and developing future plans
- Provide class and group counseling for assisting students to attain developmentally relevant skill competencies
- Perform responsive individual or group counseling to meet students' immediate needs

**Consultation and Staff Development for District-Hired School Counselors:**

- Consultation with district and building administrators regarding state and federal education regulations
- Quarterly professional development designed specifically for school counselors

## School Counseling Services

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## School Health Services

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Lauren Brown  
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At Hamilton County ESC we are committed to helping each district maximize your health and wellness efforts for the benefit of students and staff.

HCESC employs a variety of health service personnel including Licensed Practical Nurses (LPN), Registered Nurses (RN) and RNs with the ODE School Nurse license.

### **Our staff can help your district by:**

- Providing direct health services to students
- Conducting on-site consultation and assessment of current services
- Provide guidance related to organization and maximizing efficiency

Contact us to see how we can create a customized health services package specific to your district, according to your student needs and budget.

### **Packages may include:**

- Licensed School Nurses
- Registered Nurses
- Licensed Practical Nurses
- Blended service model

\* See the information on "School Nursing Services" for more detailed description of the direct services our nursing professionals can provide.

Nurses support the academic success of all students by helping to address existing and potential health barriers to learning. All HCESC School Nurses are Registered Nurses that specialize in the practice of nursing within schools and are licensed through the Ohio Department of Education as a "School Nurse."

School Nurses provide a wide range of comprehensive services to students, families and school communities in compliance with local, state and federal legislation.

**School Nurses:**

- Provide direct care for students including management of illness, injury, emergency, medication, medical treatments, screenings, and case management of students with complex medical health needs
- Collaborate with school personnel, parents, healthcare providers and community agencies regarding student needs in the physical, social, emotional, and psychological areas
- Participate in or lead school wellness initiatives through program development, implementation and evaluation activities
- Assist with individual and group health education by providing health information and resources for students, families, and staff
- Adhere to professional School Nursing Standards of Practice and maintain up-to-date knowledge of best practices in nursing and school health
- Provide training and supervision of unlicensed personnel assisting the care of students
- Are able to generate reimbursement revenue by billing Medicaid for direct services to eligible students through the Ohio Medicaid School Program (per district participation).
- Receive orientation, professional resources and forms, mentoring, supervision and performance reviews from a qualified School Nursing Supervisor

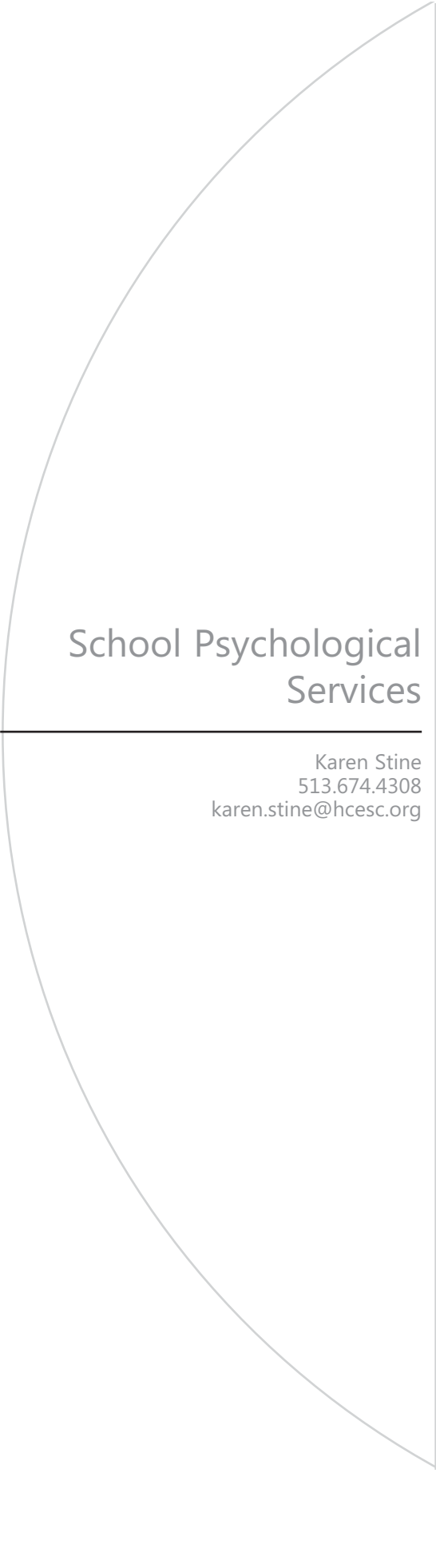
**School Nursing Consultation and Staff Development for district-hired school nurses includes:**

- Consultation and mentoring including on-site visits to your school
- Access to HCESC School Nurse Collaboration Website
- Access to HCESC Policy and Procedure handbook with additional resources and form templates
- Professional meetings focusing on school health issues and nursing practice

## School Nursing

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Lauren Brown  
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## School Psychological Services

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Karen Stine  
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School psychologists provide a full range of comprehensive services to individuals and schools in compliance with local, state, and federal legislation. School psychologists assist in defining and solving problems, planning and implementing programs, providing supportive consultation, and delivering direct service to students and families.

### **Benefits include:**

- Consistency of personnel is available
- Recruiting, interviewing and pre-service training saves district time and expense as well as providing customized full- or part-time staff
- Continuous professional development specific to school psychology
- Face-to-face support on cases and legal/professional issues
- Individual school psychologists gain information and support by networking with our large staff of school psychologists and consultants

### **School Psychologists will:**

- Provide information about mental health issues of children
- Know best practices in the field of education
- Implement problem-solving strategies
- Conduct assessment and evaluation
- Understand violence prevention and participate in crisis prevention and intervention
- Perform individual and group counseling
- Assist in academic and behavioral interventions for school-wide, targeted group, and/or individual students

### **Consultation and Staff Development for District-Hired School Psychologists:**

- Access to specialized assessment equipment and resource library materials
- Consultation with district and building administrators regarding state and federal special education regulations
- Quarterly professional development designed specifically for school psychologists

Hamilton County ESC provides quality sign language interpreter services to help ensure students with hearing impairments or communication challenges can understand instruction and communicate with teachers and peers throughout the school day.

**Hamilton County ESC will:**

- Provide quality educational interpreting using student’s method of communication (ASL, CASE, SEE and Oral Transliteration).
- Ensure that full-time interpreters have proper credentials and are credentialed by the Ohio Department of Education as an Educational Interpreter.
- Provide substitute interpreters who are qualified to meet student’s needs.
- Routinely evaluate the technical skills and performance of each educational interpreter.
- Provide technical assistance and support for interpreters and teams by a Lead Interpreter who is Nationally Certified through the Registry of Interpreters for the Deaf.
- Provide interpreter services for school-related functions (these services are contracted on an hourly, as needed basis)
  - After school functions including extracurricular student activities, programs, graduations, meetings, class trips, and more.
  - Interpreter services for deaf parents (parent-teacher conferences, special education related meetings and more).

**Do you have a student who you are not sure needs or would benefit from an educational interpreter?**

Hamilton County ESC has professional interpreters who can conduct an Interpreter Assessment and provide suggestions for educational teams.

**Assessments can include:**

- Meeting with the student, teacher and family to discuss communication needs.
- Observing the student in a variety of educational settings and situations.
- Interact with the student using a variety of sign language communication styles.
- Assess current level of sign language vocabulary and ability to learn and produce signs for communication.
- Written report of assessment/observation.
- Attend team meetings to discuss assessment and answer questions.

## Sign Language Interpreter Services

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## Special Education Supervision Services in District

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Joan Lawrence  
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Does your district need a special education coordinator or director? Through collaboration with district administration, HCESC supervisors offer leadership and assistance with the delivery of special education services.

### **Customized services to meet current district needs which might include:**

- Supervising specific district programming
- Assisting in the staffing and interviewing of special needs personnel
- Assisting staff in meeting specific due process components
- Development of individualized behavior plans
- Coordination of IEP meetings
- Development of student transition plans
- Conducting student observations
- Development of service delivery systems for students with disabilities

### **Focus on supporting district special and general education staff using resources by:**

- Coordinating and providing professional development activities
- Assisting with service delivery design, implementation, and evaluation
- Providing information on current federal, state and local mandates and guidelines
- Providing research on new methods, strategies, and materials related to special education
- Providing consultation to district staff and administrators

Direct, consultative and evaluative services are available to children with communication disorders as they affect educational performance. Consultation and professional development are also provided to districts as needed.

**ODE and Ohio Board licensed Speech-Language Pathologists (SLPs):**

- Understand state and federal rules, regulations and standards that support research-based practices
- Align speech and language competence to educational performance in the classroom through assessment and intervention
- Collaborate with school personnel, parents, and agencies to develop interventions and to find appropriate resources
- Provide full and/or part-time SLP services to schools
- Are supervised for their Professional Experience Year if they are recent graduates and new employees. This supervision is required by the Ohio Board of Speech-Language Pathology and Audiology, and national certification (ASHA CCC's).
- Have access to professional resources, including the SLP Collaboration Website
- Receive Word of Mouth newsletter
- Receive professional development from local, state and national experts in the field of speech-language pathology. This professional development is required to maintain state ODE and state licensure. HCESC is an American Speech-Language Hearing Association (ASHA)-approved continuing education provider.

**Professional Development for district-hired SLPs includes:**

- Word of Mouth newsletter
- Access to professional resources including the HCESC SLP Collaboration website and tests/materials loaning library
- Professional development from local, state and national experts in the field of speech-language pathology. This professional development is required to maintain state ODE and state licensure. HCESC is an American Speech-Language Hearing Association (ASHA) approved continuing education provider.

## Speech and Language Services

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**NEW!**

## Bilingual SLP Services

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To fulfill the commitment to supporting the learning of all students who are English Language Learners, a bilingual speech-language pathologist is available to provide assessment, treatment, consultation and training to support dual language learners including:

- Speech-language assessment of English Language Learners with suspected disability.
- Speech-language consultation with teams regarding struggling ELL students.
- Staff training regarding second language acquisition, language difference vs. disorder, teaching strategies, etc.
- Family consultations about speech-language development.



TeleBlend has been created for districts who have students identified as needing speech and language services and have difficulty finding a licensed and certified speech and language pathologist for full or part time positions. The SLP will interact with the students in real time via an internet connection. The SLP will also make periodic onsite visits to your school to provide direct therapy and to communicate with staff and parents. The SLP will provide therapy and manage the identified caseload, conduct formal and informal assessments, attend parent teacher conferences, ETR/IEP meetings, and collaborate with the school team.

Research has documented the success of telepractice therapy to treat individuals with various speech and language disorders including articulation, autism, dysarthria, fluency, language, dysphagia, and voice disorders. Telepractice is approved by the American Speech-Language and Hearing Association and the Ohio Board of Speech-Language Pathology and Audiology.

TeleBlend combines traditional telepractice with periodic onsite visits, giving your students the benefits of both.

## TeleBlend Speech & Language Services

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## Visually Impaired Services/Orientation Mobility Services

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Itinerant Teachers of the Visually Impaired and Certified Orientation and Mobility Specialists (COMS) provide a wide range of services to students and school districts in compliance with local, state, and federal legislation. The teachers participate with district evaluation teams in qualifying students under state guidelines, assist in developing program plans, provide direct and consultative services, and facilitate appropriate materials for individual students. Braille/VI Para-educators support instructional needs under the supervision of the VI teacher.

### **What does a Teacher of the Visually Impaired do?**

- Interpret eye reports and conduct functional vision evaluations to help teams determine student qualification and needs.
- Help school teams to better understand how vision impacts student learning and assist in developing effective program plans including ETRs and IEPs.
- Teach students Braille and Nemeth code.
- Teach students to use low vision aids.
- Coordinate/order Braille or enlarged materials for the district, in most cost-effective manner.
- Conduct workshops/in-services for staff on effective strategies for students with visual impairments.
- Train district staff to use district owned Braille production software/hardware.
- Produce Braille materials at Hamilton County ESC workstation.
- Refer to appropriate agencies for assistive technology evaluation.

### **What does a Certified Orientation and Mobility Specialist do?**

- Teach students how to move safely within their school and community using spatial and environmental concepts and information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street).
  - Teach students to use the long cane or a service animal to safely negotiate the environment.
  - Teach students to use remaining vision and distance low vision aids in order to travel independently.





cost-saving  
operation/business  
solutions

- solving your challenges
- simplifying your life
- helping you meet your mission

Our expertise extends well beyond education. We are agile and fast to respond to our rapidly changing context. We ensure organizational sustainability and viability for various types of governmental and non-profit organizations.

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## Business and Operation Solutions

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## Graphic Design

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HCESC's Graphic Design Department offers full-service graphic design and creative services. We work hand-in-hand with school districts and other non-profit organizations to develop effective communications, both in print and online.

We will use our knowledge, creativity and graphic design experience to create beautiful layouts, designs and illustrations that demonstrate your district's uniqueness and effectively communicate your message. Our designs are original and created specifically for your district in a style that compliments your branding.

Great design makes your marketing materials pleasing to the eye, more enjoyable to read and can be used to explain complicated information. We can create nearly any kind of design, including website layouts, flyers, email blast, postcards, infographics, business cards, catalogues, reports and more.

Our department works collaboratively with both our printing department and technology department and can provide a solution for your marketing needs from start to finish. Contact us for a quote and let us help your district stand out among the rest!

Membership in the Greater Cincinnati School Application System consortium provides school districts a streamlined way of finding, evaluating, and hiring the most qualified job candidates. Through the use of a large and growing database, district personnel can find the ideal certificated, classified, and administrative applicants.

- Created for the unique needs of school systems, the Greater Cincinnati School Application System automates application storage, retrieval and tracking. The system can be used to find teachers, substitute teachers, administrators, and non-teaching employees.
- School administrators can use AppliTrack to manage the application process from beginning-to-end without depending on paper or time-intensive clerical work.
- Candidates apply by filling out an application posted on the Greater Cincinnati School Application System's website. Applications are automatically added to a fully searchable database. When it comes time to hire a new teacher, a point-and-click search menu allows administrators to find qualified candidates in minutes.
- May be integrated with Gallup Teacher Insight, AdminFit, TeacherFit and JobFit candidate selection tools.
- Shared cost. The Greater Cincinnati School Application consortium allows districts to share the costs of running the system.
- Because of the system's simple application process, applicants are likely to apply to all of the districts within the consortium. This increased pool improves the district's chance of finding better teachers.
- HCESC manages all aspects of the consortium system.
- Consortium now over 30 districts and organizations in multiple southwest Ohio counties.

## Greater Cincinnati School Application Consortium (AppliTrack)

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## Greater Cincinnati Substitute Solution Service (AESOP)

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Membership in the GCSSS/Aesop consortium provides school districts a streamlined way of finding substitutes and filling employee absences in a timely fashion by utilizing an automated substitute placement system (AESOP) that posts and fills openings using both the phone and the Web. Through the use of a large substitute database, district personnel can choose qualified educators to provide coverage in classrooms.

Now, in partnership with Clermont County ESC and through The Center for Collaborative Solutions, we employ substitutes directly, relieving districts of the challenges of recruiting, employing, managing, and paying substitutes.

- Aesop provides school districts a quick, automated way of filling employee absences via both the phone and the web.
- Because multiple districts share the system, substitutes are more likely to apply to other districts within the consortium. This increased pool improves the districts' chances of finding more qualified substitute teachers.
- As the host, HCESC provides database entry and management, and other services to ensure the system's maximum efficiency.
- Project Management - HCESC organizes meetings, communicates with AESOP, and manages all other aspects of the system.
- Help Desk - HCESC provides ongoing and timely technical assistance to district personnel and substitutes.
- Districts save money by sharing the costs of running the system.
- Consortium continues to grow - now nearly 3 dozen districts and other educational organizations throughout southwest Ohio, serving thousands of educators and other school personnel.



Business Cards, NCR Forms, envelopes, annual reports, folders, vinyl banners, yard signs and anything else a school would need, The Hamilton County ESC Printing department can assist you with your school district print projects. We offer both high quality full color and black white printing at an affordable cost to our customer.

#### **HCESC Print Department...**

- Provides high-speed color, and black and white printing with fast turn-around time.
- Offers printing to both large and small school districts and other non-profit organizations.
- Offers digital storage to enable customers to comfortably order and receive last-minute recurring print projects.

#### **JUST A FEW OF THE THINGS WE CAN DO:**

We have digital and hard copy capability, from 1 copy to 100,000 copies. No project is too big or too small. Our print shop team has close to 60 years of combined experience and can knowledgeably help guide customers to a finished project.

We can lend our knowledge and experience to the customer to ensure every project meets the needs of the end user and the customers' budget.

We have a variety of finishing capabilities, from stapling, tape binding and folding, to saddle stitching, GBC binding and coil binding. We can meet the needs of the project every time. The quality that is put into printing the project is enhanced by the quality we put into finishing the project.

We offer large format printing as well. Posters are a great way to communicate with both educators and students alike. With our brand new large format printer, our posters can excite and engage all who sees them.

HCESC Print department can meet the needs of any school district. We can use a pre-created file or with the help of HCESC's Graphic Design department, we can bring your idea to life. Contact us today for a quote.

## Printing

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## Technology Personnel Support Service

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HCESC's Technology Personnel Support Service is designed to give you customized technology support without having to hire full-time personnel. HCESC can provide partial support for special projects or comprehensive coverage.

We have three levels of skill sets available including Workstation Technician, Network Technician, and Network Administrator. Our certified personnel have expertise in all areas including Microsoft, Apple, Google, and other technologies.

Choose from one to five days per week or per month or request service on an as-needed basis.

We can evaluate your situation and infrastructure to maximize the talents of your existing staff while our experts fill in where you need supplemental resources. We support your flexibility to adapt your support staff based on the type of technology you want to use, or even seasonal needs.

This service is fully customizable and you may mix and match skill sets as well as the number of days you need these services in your district or building.

### **A few of many key supports include:**

- Day-to-day network management
- Computer repairs - Break/Fix
- Software installation and upgrades
- Infrastructure design and implementation including wireless networking
- Project rollout
- Internet, e-mail, wireless technology
- Redeployment of equipment
- Technology planning and implementation strategies

The Unified Purchasing Cooperative is a council of government comprised of 58 public school districts and nearly 90 non-public schools in Brown, Butler, Clermont, Hamilton (OH); Boone, Campbell, Kenton (KY); Dearborn, Ohio, Ripley (IN) counties; four Educational Service Centers, two Head Start Programs, two MRDD's and the Diocese of Covington.

Unified Purchasing Cooperative is able to attain the best pricing on quality goods and services by leveraging the aggregate requirements of its members and using the competitive bidding process.

- Provide contracts for products and services that consistently exceed member requirements by never sacrificing "best value" for "low bid"
- Make the Unified Purchasing Cooperative an invaluable procurement tool for all members, from the smallest school to the largest district
- Listen to members and treat them with professionalism and respect
- Continuously explore the opportunity to offer contracts for new products and services that enhance membership
- Save members money by offering quality products and services at the best prices available
- Provide in-house services that enable members' staff to be utilized more effectively and efficiently

## Unified Purchasing Cooperative

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## WordPress Website Design and Development

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Rob Kovacs  
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WordPress is a powerful web based software that is used by over 60 million users worldwide to create attractive and highly visible websites. Whether you want to build you a website from the ground up or update your existing WordPress site - we can help. We are ready to assist in any phase of the process:

1. Scope and Research
2. Planning
3. Design
4. Development
5. Testing
6. Launch
7. Maintenance

We work to create responsive designs that will play well on any device. Contact us today for a consultation.





solutions to  
**whatever else**  
you may need

- solving your challenges
- simplifying your life
- helping you meet your mission

We will work with you to create quality solutions in education, operations and business, or... **whatever else** you need!

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## How can we help make your life easier?

Contact us. Sally Demmler  
513.674.4270  
sally.demmler@hcesc.org

Bill Sears  
513.674.4207  
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# DOWNLOAD OUR FREE HAMILTON COUNTY ESC APP

“keep our services at your fingertips”

## PROPOSALS



Create proposals of services your district may be interested in.

- ✓ Organize by school.
- ✓ Send your proposals directly to us and our staff will contact you.
- ✓ Create a PDF of your proposals.

## USERS



Add multiple users to your device.

- ✓ Add collaboratively to your district and school proposals.
- ✓ Save valuable time by working together through our app.

## CONTACT



Contact us for more information regarding our services.

- ✓ Phone and email just a press away.
- ✓ Contact the service manager directly.



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Scan to download.



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