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your
challenges.

simplifying
your
life.



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hamilton
county



● ● ● we are here to make your life **easier.**



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education
solutions



cost-saving
operation/business
solutions



solutions to
whatever else
you may need

- 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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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

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)

Evaluation Processes- OSES, OPES, OTES

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Federal Program Support

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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.

An HCESC consultant serves as the Gifted Coordinator for the school district to ensure compliance with state mandates, support in identification, programming and design of service models. Gifted services will be streamlined to meet the individual needs of the school district.

These services will extend up to fifteen days and include:

- Planning of 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
- Resources provided include:
 - HCESC Lending Library
 - Summer Opportunities List
 - PD opportunities notification
 - Curriculum Materials and Supports
 - Updates from ODE and the field

Gifted and Talented Basic Coordination Services

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Gifted and Talented Consultation Services

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For districts that have a designated Gifted Coordinator, HCESC can provide consultation services to ensure that the district is current, compliant and that the coordinator is given regional, state and national resources to support the district programming.

Gifted consultation services include:

- Planning of 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

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

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, Ohio Principal Center (OPC) 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

Hamilton County ESC consultants can assist with planning the vision for technology use in your district and can support other administrative tasks related to technology and instruction including a long range professional development plan.

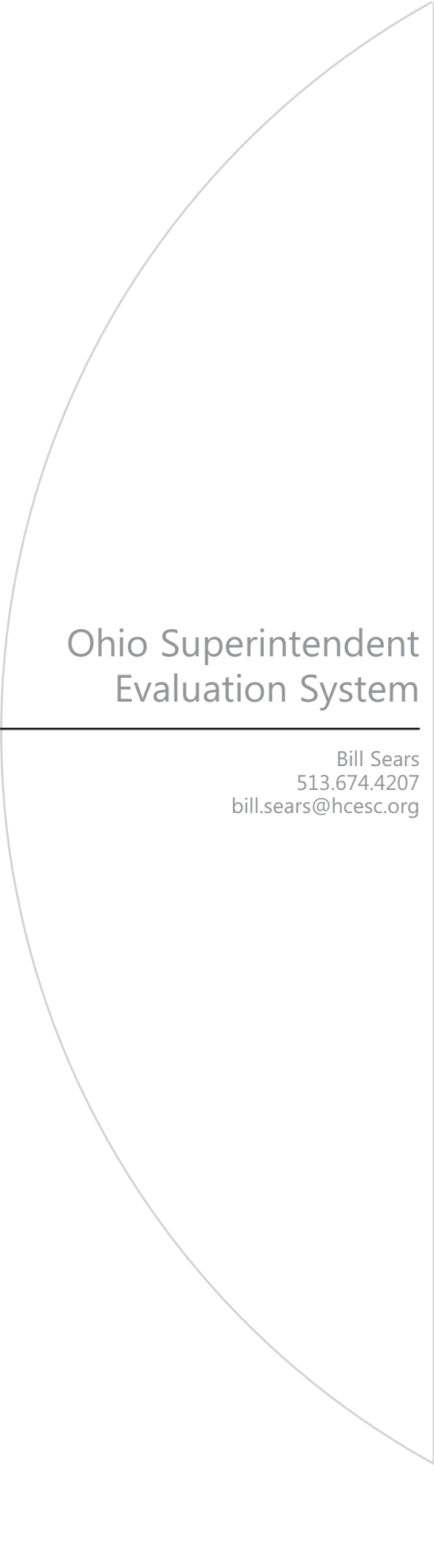
The HCESC Tech Team and other HCESC colleagues offer demonstrations, coaching, or planning around the following:

- Developing instructional technology strategies that include the latest web-based technologies
- Conducting instructional technology assessments and audits
- Developing 21st Century classrooms with technology
- Working with and developing content for your learning content management systems
- Facilitating online meetings
- Working with students, teachers, office staff, and administrators to use the latest technology tools and hardware
- Leading the VREP (Virtual Reality Education Pathfinders) Program

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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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 Principal Leadership Institute agenda is developed by principals for principals. HCESC holds a summer institute that will provide practical strategies for dealing with building-level opportunities and challenges; networking opportunities with fellow administrators to learn best-practice strategies for managing and leading their buildings; and a cohort of colleagues with whom they can communicate and share resources throughout the year.

Principal Leadership Institute

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Professional Learning Opportunities

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Effective school leaders have a positive impact on student achievement. Through high quality professional development and coaching, HCESC prepare 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

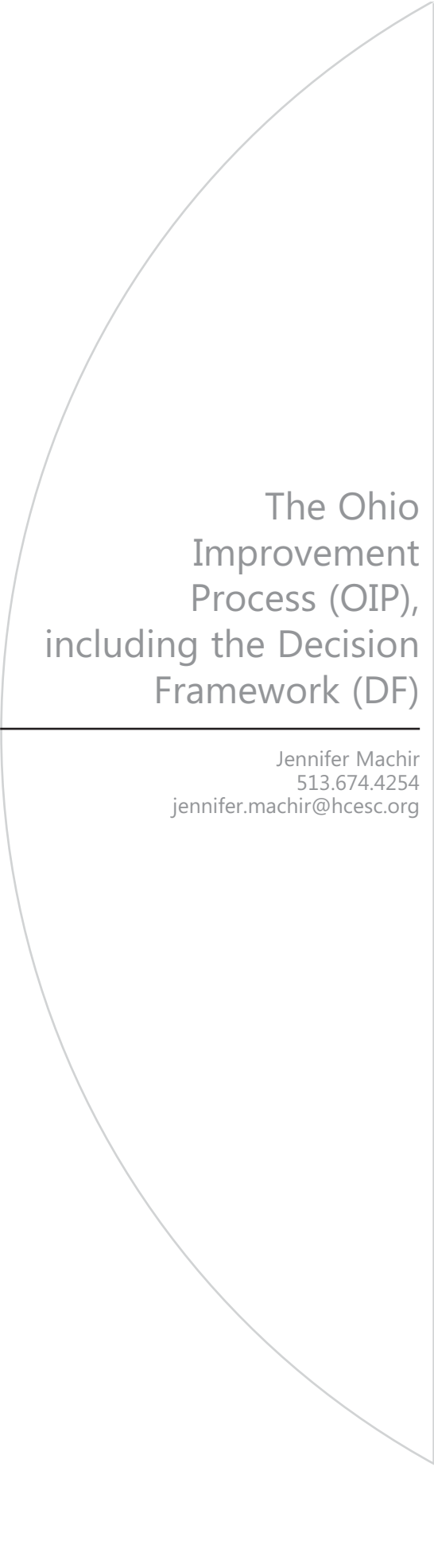
The Entry Year Principal Leadership Academy is a dynamic, research-based program for first year Principals and Assistant Principals. The academy is focused on developing leadership skills and establishing an online Professional Learning Community for Principals and Assistant Principals to learn, network, and discuss issues related to their roles. Participants in this program will utilize technologies such as Skype, Elluminate, and conference calling to connect participants.

The Entry Year Principal Academy includes the following activities:

- Do a pre-assessment of the Ohio Principal Standards
- Development of a professional growth plan
- Work with a Mentor
- Use on-line leadership modules
- Complete job embedded tasks
- Complete a 360 degree leadership self-assessment
- Participate in a professional learning community

The Entry Year Principal Leadership Academy

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

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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.

Leadership development is key to improving student achievement. HCESC provides professional development centering on contemporary leadership skills. 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.

OLAC Modules Facilitation

The OLAC on-line modules are intended for use by superintendents, district leadership team (DLT) members, and building leadership team (BLT) members, as well as by others such as central office personnel, principals, teachers, related services personnel, and school board members interested in improving instructional practice and achievement for all students. The modules are aligned with essential practices outlined in Ohio's Leadership Development Framework and offer rich written content supported by research.

The Ohio Leadership Advisory Council (OLAC) Module Facilitation

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Title III Consortium

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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. For an additional fee, any district in Hamilton, Butler, Clermont or Warren counties may participate in the consortium regardless of their allotment from the Ohio Department of Education. Those districts will have access to the consortium library as well as professional development training and consultation.

- Sheltered Instruction Observation Protocol Training (SIOP)
- OTELA Training
- 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 in regards to LEP
- ELL Open Forum participation
- Consultation regarding intervention, assessment and program questions
- SIOP training at cost to district for materials
- Assessment materials for initial identification of LEP

Level 1: District elective participation:

- Use of consortium library
- Information from ODE in regards to LEP
- ELL open forum participation
- Consultation regarding intervention, assessment and program questions
- SIOP training at cost to district (number limited based on basic membership participation)

Level 2: District elective participation:

- Use of consortium library
- Information from ODE in regards to LEP
- ELL open forum participation
- Consultation regarding intervention, assessment and program questions
- SIOP training at district location
- Consultation regarding establishment of new LEP programs
- System-wide professional development for ELL populations
- Audit tool and consultation for best practices and compliance

21st Century Curriculum: Merging Thinking Skills, Literacy, and Instructional Technology

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What does teaching a "21st Century Curriculum" really mean? Great potential lies in merging the Common Core with digital tools and resources about the latest research in thinking skills, literacy and instructional practice. The convergence of all of these, with a focus on building student skills in leadership, collaboration and a deeper global understanding, is the fertile territory of a "21st Century Classroom".

HCESC can provide:

- Technical training and learning about best instructional practices
- Access to resources and quality coaching to transform practice
- Face-to-face and online support

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

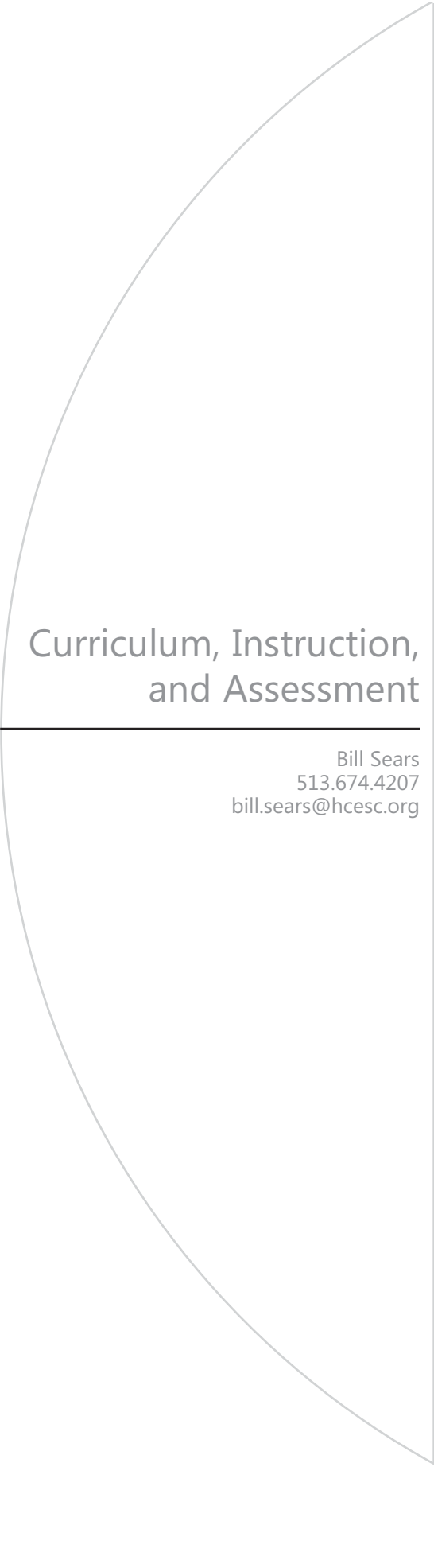
Services Provided by HCESC include:

- 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:

- Curriculum and Assessment Mapping
- 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
- Instructional Technology Integration
- Common Core: Merging Thinking Skills, Informational Literacy Technology
- School-Based 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

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.

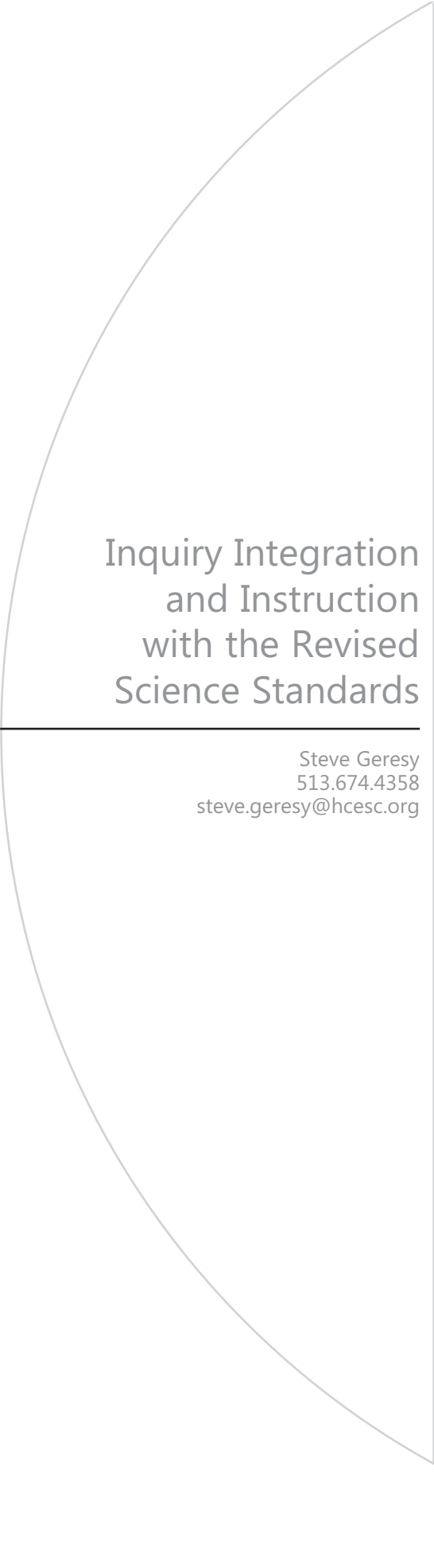
Some possible data to be analyzed could include:

- 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.

Expedited Data Analysis

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Inquiry Integration and Instruction with the Revised Science Standards

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HCESC has created a professional development program where participants gain an understanding of the embedded Inquiry and Application Skills in the Learning Standards in Science. This program focuses on "Inquiry Based Instruction" and "The 5E's Learning Cycle" that are components of the "Cognitive Demands".

Those who participate in this program will:

- Gain an understanding of the pedagogical changes needed in science instruction
- Be actively engaged in inquiry based activities
- Utilize workshop tools for classroom investigations
- Review online resources that facilitate instructional strategies
- Have an opportunity to develop a "5E's Learning Cycle" Unit Plan

This workshop can be delivered face to face or hybrid.
CEU's are available and Ashland University Credit is optional. (1-2 Hours)

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

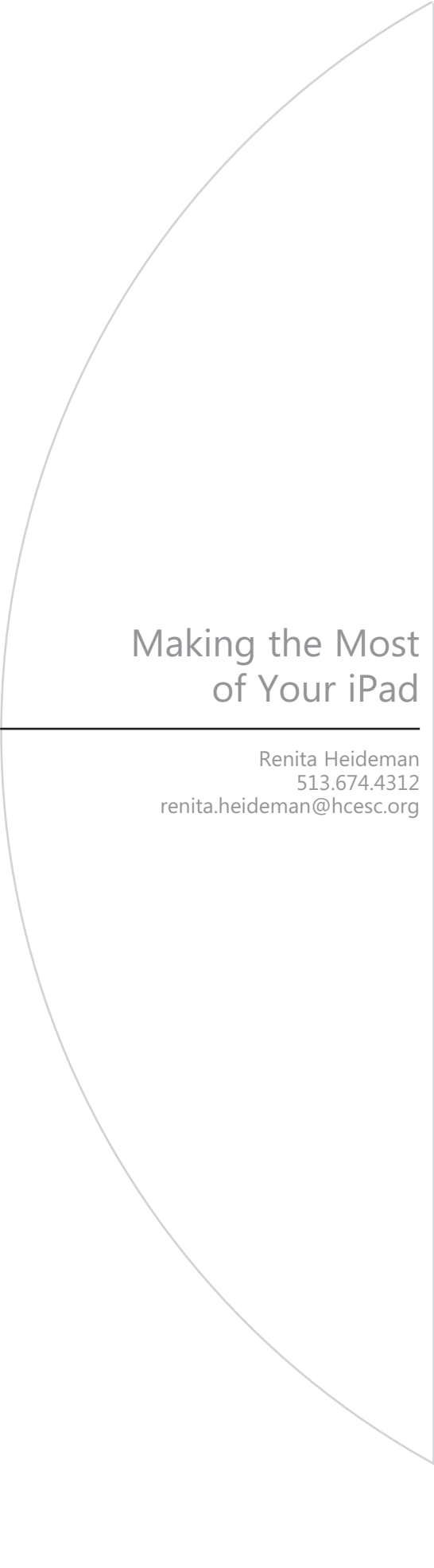
Blogs, wikis, social network sites and other interactive tools are creating a world of learning that is more networked and engaging. HCESC consultants can help teachers and students navigate a world of tools that are already being embraced by businesses, journalists and politicians, learning how to best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

Hamilton County ESC can provide demonstrations and coaching regarding:

- New tools and how they support core learning in all subjects
- Customized professional development plans
- Using a combination of face-to-face and online coaching, teachers will learn to master these tools in ways that amplify core learning objectives.

Instructional Technology Integration with Tech Tools in the Classroom

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Making the Most of Your iPad

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The iPad has emerged as a tool in the office and classroom. Hamilton County ESC consultants can provide customized training for your school or district.

This service can be customized around the intended audience whether administrator, educator, or support personnel. Topics may include efficient use of the iPad, apps to help develop an effective workflow, or how to best support classroom instruction for all students.

HCESC offers discounts on yearly subscriptions to Learn360 multi-media, web-based streaming services.

Learn 360 Overview

Learn360 is a K-12 interactive media-on-demand service that supports web-based learning by providing an online collaborative environment where users can share information and ideas 24 hours a day, 7 days a week. Content is correlated to State and Common Core standards, as well as 21st Century learning initiatives, and can be further adapted to meet the demands of local school districts and individual teacher curricula.

Features Include:

- Over 9,300 full digital video titles
- Over 28,500 video clips
- Over 25,000 Britannica Concise Encyclopedia articles
- Comprehensive set of images, newsreels, speeches, activities and songs
- Thousands of teaching resources i.e. Lesson Plans, Worksheets, and Teacher Guides
- Content provided for eight subject areas
- My Learn360 custom dashboard allows teachers to upload their own content, develop multimedia lesson plans, craft assignments/projects, and deliver quizzes and tests online for students to complete at home or in the classroom
- Search by subject area, grade level, media format, standards and various other criteria.
- Over 100 top educational publishers such as A&E, History, Bio, Encyclopedia Britannica, National Geographic, Sunburst Visual Media and many more.
- Average Copyright Date of Video Content: 2006

Media Streaming

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Online Course Construction - Blended Learning

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Developing quality, effective online learning is a challenge that requires both technical training and shifts in thinking about instructional design. Hamilton County ESC 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.

Using proven strategies and tools for effective online teaching, based on the principles of learning as a social process, consultants offer practical guidance to support e-learning decisionmaking, instructional choices and implementation of course planning and development. Design tools supported include Moodle, Blackboard and It's Learning.

School-wide PBIS is a framework or approach 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 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 Supports

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Program Evaluation and Auditing

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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.

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 provided 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 RtI components
- Consultation at the district/building/grade levels
- Customized professional development

Response to Intervention (RtI)

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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 LEA's 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 and operation of the chosen equipment
 - training the team (including families) in how to integrate the technology in the classroom
 - providing ongoing coaching until the team feels confident
 - accessing funding sources like Medicaid, which require proof of AAC expertise
- The Assistive Technology loan library which contains thousands of up to date low to high tech equipment and software. Equipment categories include: communication devices, computer based tools, computer access adaptations, writing tools, switches, mounts, adaptive toys, and much more.
- A variety of professional development opportunities. This includes one large group presentation offered at your school(s), tailored to meet the needs of your staff.
- Monthly tech center evening open houses
- Monthly "Tech Tips" AT newsletter
- 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, 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.

Attendance Services

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Audiology

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Educational Audiologists are specialists involved in the study of normal and impaired hearing, identification and assessment of hearing problems, rehabilitation of hearing impairments, use of assistive hearing technology, 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 FM systems.

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 (FM) and amplification including the selection, fitting and monitoring of such devices
- Provision of on-site assistance to check the functioning of hearing aids and FM 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
- Maintains 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
- Consultation on newly identified and implanted children

Did you know?

- We make your life easier by purchasing a variety of FM 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 FM equipment in a cost effective manner.

Consultative services are available for primary age children who are identified with Autism Spectrum Disorder and other complex social communication needs. Support services are available to build capacity within the district's current teaching staff to implement effective teaching strategies for children with complex issues.

Consultative services:

- Ongoing collaborative work with team members including the intervention specialist, general educators, paraprofessionals, and therapists in both the resource room and inclusionary classrooms
- Environmental design
- Research-based instruction and design
- Modifications to curriculum and instructional tasks
- Work Jobs
- Assessment of current instructional level
- Identification of strength, needs and interest
- Continuum of effective strategies and interventions
- Program consultation
- Individualized child consultation
- Building capacity of school teams
- Augmentative and technology supports
- Researched Based Social communications strategies
- Social Perspective Taking
- Power Cards
- Social Stories
- Video Modeling

Autism 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. Strengthen district early childhood service delivery with 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
- Tiered Quality Rating Improvement System (TQRIS)

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 federal 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, FM systems, Assistive Technology (e.g. 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., mental retardation, autism, deaf-blind)
- 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.

Annually, 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.

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.

- 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
- Provide a structured behavioral-support program including:
 - School-wide Positive Behavioral Supports (PBS)
 - Daily instruction in social skills
 - Weekly 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 Understanding by Design, Universal Design for Learning, and Differentiated Instruction
- Provide nursing, school-psychological, 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 Supplemental Service Teacher (SST) and are offered at an hourly rate.

Learning Center at North Norwood

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Multiple Disabilities Classroom

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A trans-disciplinary team approach provides high quality programming, differentiated instruction and therapeutic methods for kindergartners through third graders with multiple disabilities. The interventions and modifications are embedded in the environmental design of the classroom to maximize effectiveness. Intensive individualized work is targeted around children's communicative, motorical, cognitive and social needs.

Program Design:

- Primary Intervention Specialist and Teacher Assistant
- Speech and Language services
- Occupational Therapy
- Comprehensive sensory-motor approach
- Psychological services, direct and consultation, with program and families
- Environmental engineered classroom
- Highly structured intervention designs
- Embedded visual communication system
- Augmentative and technology supports
- Utilizing research based practices in the development of strategies and interventions for children with intensive needs
- Systematic data collection and assessment
- Data collection is linked to intervention, design, implementation and evaluation
- Supervision of services from intake through transition to the next program

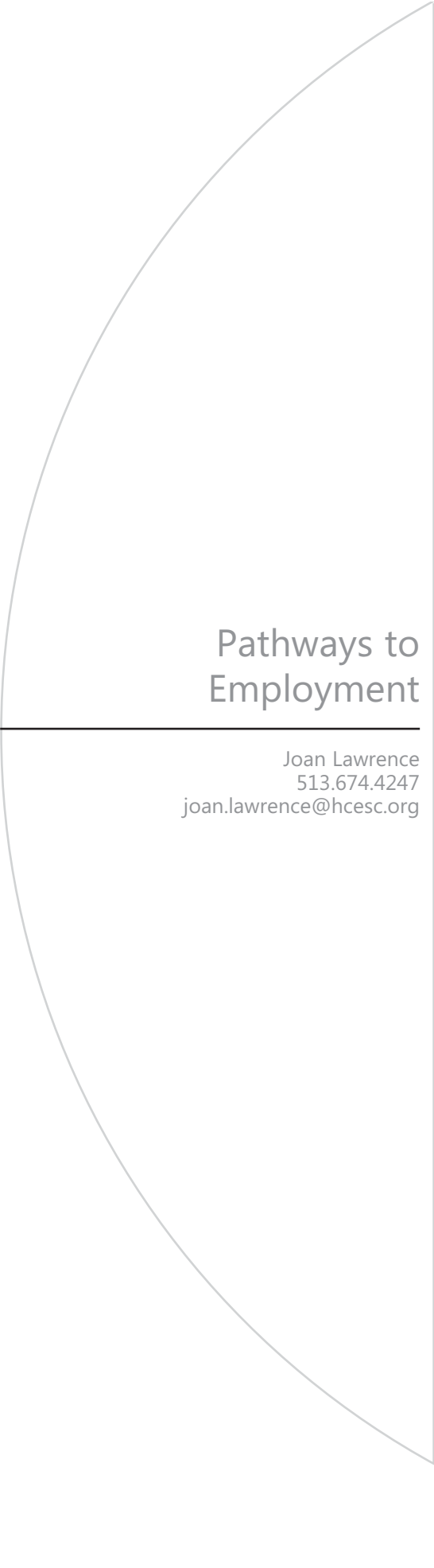
Occupational Therapists (OTs) teach skills in the development of fine motor, prewriting, visual motor perception, sensory processing and self-help (feeding, oral motor and personal care). OTs customize activities and provide adaptations for successful participation in the classroom.

Physical Therapists (PTs) 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. PTs 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

Occupational Therapy/ Physical Therapy

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Pathways to Employment

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Pathways to Employment is a collaborative venture between HCESC, the Blue Ash Branch of the University of Cincinnati, and the Great Oaks Institute of Technology and Career Development.

What makes the program unique?

- Located on sites appropriate to peers (Scarlet Oaks Vocational 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 student's to their next step in life (i.e. further educational opportunities, adult services, competitive employment, 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."

Do you have a health issue and you aren't sure where to begin, or what may have worked in other schools/districts?

Start by calling Hamilton County ESC and we can help you get on the right track and move forward!

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

We have health professionals able to help your district by:

- Conducting on-site consultation and assessment of current services
- Provide guidance related to organization and maximizing efficiency
- Creating 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
 - Health assistants
 - Blended service model

We can also assist your existing health team by:

- Consultation and mentoring for developing school health policies, procedures, or forms
- Assisting in student wellness plans, goals and program implementation
- Assisting in staff health promotion activities
- Providing technical support to your district staff related to student and staff wellness activities

School Health Services

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School Nursing

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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 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 intervention
- Perform individual and group counseling
- Assist in academic and behavioral interventions

Consultation and Staff Development for District-Hired

School Psychologists:

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

School Psychological Services

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Sign Language Interpreter Services

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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 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
- Our Lead Interpreter 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

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 Pathology/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:

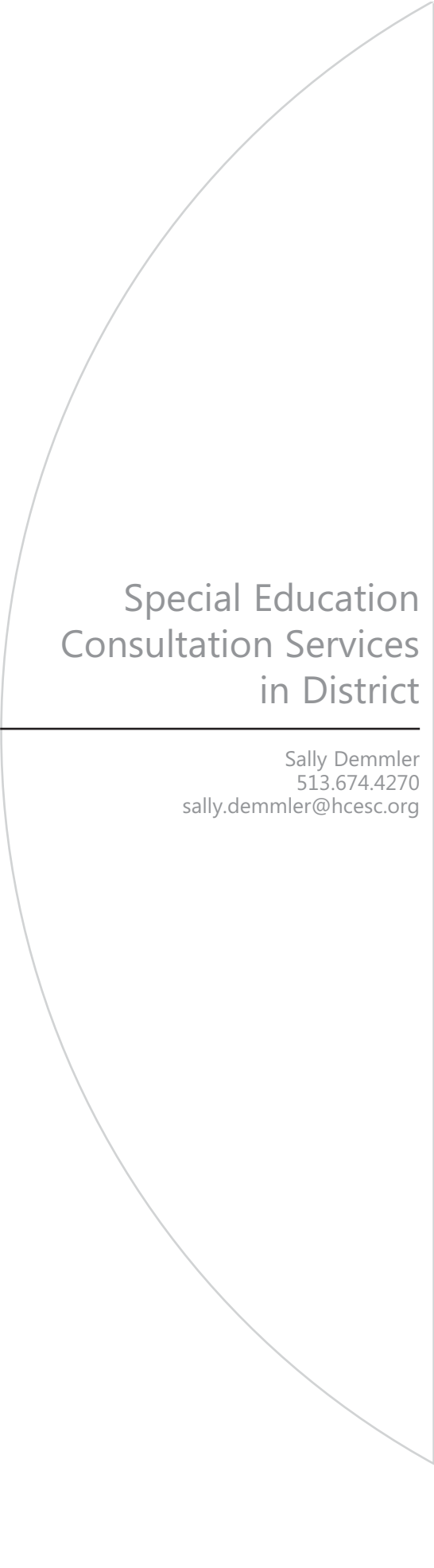
- Word of Mouth newsletter
- Access to professional resources including the HCESC SLP Collaboration website and tests/materials loaning library
- Professional development opportunities including orientation for new hires, small/large group in-services, focus groups, and cluster meetings
- Professional 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

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Special Education Consultation Services in District

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Through collaboration with district administration, HCESC consultants offer assistance with the delivery of special education services. The focus is to assist the district in meeting specific and systemic needs by providing leadership in the area of special education.

Focus on supporting district special and general education staff using existing 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

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

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 districts 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
- 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

Visually Impaired Services/Orientation Mobility Services

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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.

Business and Operation Solutions

- 64 Graphic Design and Printing
 - 65 Greater Cincinnati School Application System
 - 66 Greater Cincinnati Substitute Solution Service (AESOP)
 - 67 Technology Personnel Support Service
 - 68 Unified Purchasing Cooperative
-

Graphic Design and Printing

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HCESC Graphic Design and digital printing can assist you from start to finish on any project from full color to simple black and white copies such as forms, brochures, newsletters, annual reports, folders, and a variety of other printed materials. Our goal is to provide a quality product at an affordable cost to our customer.

HCESC...

- Provides a professional with the skills and tools to assist in creation and design of your special project
- Provides high-speed color, and black and white printing with fast turn-around time
- Provides your school district or non-profit organization with an affordable answer to the high cost of in-house copies
- Reduces stress and gives you an option to have control of your design needs without the high cost
- The digital storage ability enables you to pick up the phone to solve your last-minute printing needs

JUST A FEW OF THE THINGS WE CAN DO!

Our Graphic Designer prepares brochures, posters, catalogues, logos, business cards, and other printed material using the classic arts of typography, layout, illustration and photography. Give us your ideas and we will customize a design to fit your needs and budget.

We have digital and hard copy capability from 1 copy to 100,000 copies. No job is too big or too small. Because of the demand in today's environment, our ability to turn around high quality color and B/W products "just in time" at an affordable cost is one advantage to you, the customer.

We have a variety of finishing capabilities, GBC binding, coil binding, saddle stitching, folding, tape binding, and laminating. The quality that we put into your printing also goes into the finishing of your project.

When you need a poster or other large format piece, we also have that answer!

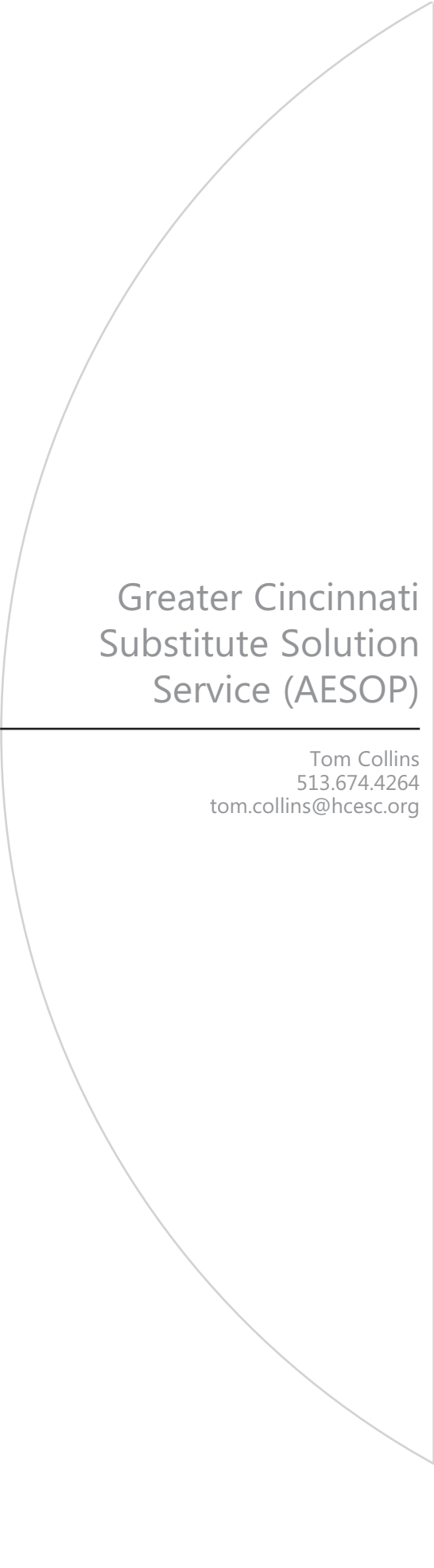
At HCESC we have on-demand digital and hard copy capability to turn around any job to meet your needs. This allows you to print anything you need when you need it while reducing your costs.

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 SearchSoft or 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 at 21 districts and organizations in four counties.

Greater Cincinnati School Application System (SearchSoft, AppliTrack)

Tom Collins
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Greater Cincinnati Substitute Solution Service (AESOP)

Tom Collins
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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 can now 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 over 10,000 educators and other school personnel.

Break/Fix and Other Technology Services

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.

Performance Promises:

With this service we can evaluate your situation and infrastructure to maximize the talents of your existing staff while our experts fill in the skill sets where you need supplemental resources. You will now have the flexibility to adapt your support staff based on the type of technology you want to use, or even seasonal needs.

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, and other technologies.

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

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.

Some of the key areas of support 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

Key Benefits:

- Cost-effective
- Access to the right skills
- No additional staffing
- Education-based support
- Flexible
- Improved service levels

Technology Personnel Support Service

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Unified Purchasing Cooperative

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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



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!

How can we help make your life easier?

Contact me. Ken Dirr
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ken.dirr@hcesc.org
