



Northwest Ohio Educational  
Service Center

# **PROGRAM & SERVICE INFORMATION**

## **2024-2025**

<https://www.nwoesc.org>

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

The Northwest Ohio Educational Service Center is a premier provider of cost-effective programs, supports, and services to 23 member districts encompassing Defiance, Fulton, Henry, and Williams Counties. Providing quality services and building valued partnerships are the foundation of our work.



## 2024-2025

### \*CORE SERVICES TO MEMBER DISTRICTS

*(Minimal charges may apply if outside vendors are needed)*

- Consortium Substitute Teacher and Paraprofessional List
- Annual Bus (4 hour) and Van Driver (2 hour) Certification Training
- Professional Development for Teachers, Administrators, and Other School Staff
- Professional Networking Meetings for Superintendents, Principals, CFO/Treasurers, Guidance Counselors, Technology Leaders, etc.
- Annual Fall Administrators' Conference
- Periodic Legal Updates
- Consortium Services for IDEA-B and ECSE
- ECE Grant Management
- Crisis Prevention Institute (CPI) Training
- NWOESC/NWOCA STEAM Lab
- Business Advisory Council Regional Coordination
- Business-Education Liaison Service
- Summer Honors Academy Programming
- Coordination of Quiz Bowls/Leagues/Tournaments, Music Festival, Spelling Bees, and Other Student Events
- Representation and Coordination with Community Agencies and Programs (Family & Children First Councils, Juvenile Courts, Suicide Prevention Coalition, etc.)
- Franklin B. Walter Scholarship Recognition Program
- Parent Surrogate List/Recruitment
- Rollout of Various ODE Initiatives including OTES/OPES/OSCES, Regional Data Leads, Literacy/Dyslexia/Science of Reading, Threat Assessment, etc.
- Facility Usage

### GRANT SUPPORTED EFFORTS

- Ohio Migrant Education Center
- Parent Mentor Services
- Future Forward - Ohio Learning Community
- School Navigator for IEC
- 21st Century Learning Communities
- Consortium Services for Title III



# SERVICES OFFERED FOR A FEE TO MEMBER DISTRICTS

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## CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT DEPARTMENT:

- General Education Consultant Services (includes access to Focused Consultant Services)
- Gifted Education Supervisor Services
- Focused Consultant Services (\*fee based if not taking General Education Consultant Services)
  - Math
  - Literacy/Dyslexia/Science of Reading
  - Social Emotional/Student Wellness/Mental Health
- Specialized Professional Development
- Career Coaching - Student Focus
- Coaching Services including Instructional/Data Coaching, Administrator/New Administrator Coaching
- On-line Learning/Book Studies/Compliance Trainings
- Resident Educator Programming Coordination
- Tutoring Services
- Instructional Assistants with focus on Reinforcement, Remediation, and ELL
- ELL Specialist Services
- Opportunity School Credit Recovery and Suspension Center - Services for MS/HS At-Risk Youth
- ROOTS Analysis Services
- ROOTS+ Analysis Services (ROOTS plus PD)
- Social Work Services

## SPECIAL EDUCATION DEPARTMENT:

- Special Education Supervision Services for Preschool and K-12
- Comprehensive K-12 Special Education Programming and Supports (Multiple Disabilities, Work Transition, HOPE Center/Autism, Hearing Impairments, Emotional/Behavioral Disabilities, Independence Education Center, Cross-Categorical, etc.)
- Comprehensive Preschool Programming and Supports (Specialized Classrooms, Screenings, Play-based Assessments, Step-Up-To-Quality, etc.)
- Special Education Paraprofessionals and Instructional Assistants
- School Psychology Services for Preschool and K-12 (Psychologists and Psychology Support Personnel)
- Related Services including Speech, OT, PT, Adaptive PE, Vision, Audiology Equipment, Audiology Support, and Work Study Coordination
- NWOESC Behavior Team Services
  - Behavior Support Services - IS/IEP Focus
  - Behavior Consultant Services - BCBA/Autism Focus
  - Assistance with FBAs and BIPs
  - Social Emotional/Student Wellness/Mental Health Consulting
- School Nursing Services

## GENERAL/BUSINESS DEPARTMENT:

- District Designed Positions including EMIS, Pupil Services, Specialists, etc.
- Attendance/Tuancy Officer Services
- Administrative Searches (Superintendent and Treasurer/CFO)
- Grant Development, Coordination, Staffing, and Fiscal Services
- Background Checks/Fingerprinting

*\* Services may be available to non-public educational entities and to public school districts outside the NWOESC service region dependent upon request and capacity.*



# NWOESC PURCHASED SERVICE LISTING 2024-25

## ADAPTED PHYSICAL EDUCATION (APE) SERVICES

**Adapted Physical Education (APE)** is physical education which may be adapted or modified to address the individualized needs of students who have gross motor/developmental delays. The physical education curriculum and/or instruction has been adapted or modified to address the individualized abilities of each child. APE staff design and carry out adaptations made to ensure that each student will experience success in a safe environment. NwOESC APE staff cover multiple districts across the service region as determined by IEP's. Staff share material and resources as they strive to meet the needs of student requiring this service.

## ATTENDANCE SERVICES (TRUANCY)

**Attendance Services** ensure efforts are in place to deal with student truancy/attendance issues. Services may be provided through coordinated contracts with County Juvenile Court systems or through direct personnel employed by the ESC as Attendance Officers. Attendance Services communicate to students and parents the need to attend school regularly. Communication with students, families, schools, and courts are emphasized through Attendance Services. Activities in this service include phone calls, school and/or home visits, agency referrals, and legal actions as required by the Ohio Revised Code.

## AUDIOLOGY EQUIPMENT ONLY (AE) SERVICE

**Audiology Equipment Only Service** provide students with hearing impairments who utilize specialized equipment needing minimal care/consultation to access this basic service provided by a licensed audiologist while remaining in their home district.

## AUDIOLOGY SUPPORTED (AS) SERVICES - HI CLASSROOMS OR IN DISTRICT

**Audiology Supported Services** enable students with hearing impairments to receive the supports of an HI itinerant teacher and audiologist to ensure they are successful in their least restrictive environment. Included are specialized equipment (and on-going fittings, adjustments and maintenance), consultation with classroom teachers and other professionals, specialized hearing tests and evaluations, assistance with IEP goals and ETR evaluations, consultation with parents, and recommendations related to resources including classroom sound field amplification systems and other topics to appropriately support students with hearing deficits. Two levels of service are available based on frequency per the IEP - Level 1 is up to 1X per week; Level 2 up to 2X per week.

## BEHAVIOR CONSULTANT SERVICES (BCBA/AUTISM FOCUS)

**Behavior Consultant Services (BCBA/Autism Focus)** with specialized training and certification (BCBA), provide behavior analytic services to support administrators, teachers, paraprofessionals, and educator teams in the provision of behavioral supports and services designed to assist students with Autism Spectrum Disorders and/or other developmental delays in the least restrictive environment. The Behavior Consultant collaborates with educators in the development, implementation and assessment of behavior plans and instructional programs for students with Autism Spectrum Disorders or other developmental delays that present behavior or learning challenges; facilitates Functional Behavioral Assessments to inform the development of individualized Behavior Intervention Plans; provides training for education teams on implementation of Behavior Intervention Plans; develops materials and provides resources and training to administrators, educators and paraprofessionals related to addressing needs of students; teaches coaches and supports staff working with students; and collaborates with educational teams to review data and programming for each student.

## BEHAVIOR SUPPORT SERVICES (IS/IEP FOCUS)

**Behavior Support Services (IS/IEP)** staff provide behavioral supports and social skills training and development to students with disabilities in regular and special education classrooms across the NwOESC service area per student IEP goals and objectives. These services, provided by an Intervention Specialist with experience and training in behavioral supports, may prevent a student from needing a more restrictive placement or assist a student who has transitioned back to the regular education setting. Behavior Support staff have expertise in behavior management and planning, and can assist in the development and implementation of behavioral intervention plans or support district staff in doing so.

## CAREER COACHING (STUDENT FOCUS)

With an emphasis on career connections, **Career Coaching** support districts in their efforts to ensure students are prepared for employment regardless of the career path they choose. The Career Coach will play a key role in advising on in-demand jobs and career opportunities; assisting to identify and address the employment skills most critical to business and industry and the development of curriculum to teach these skills; and aiding and supporting districts in the development of working relationships among business stakeholders and educators. Integrating the 4 "E's" philosophy in working with students - Enrollment, Employment, Enlistment, Entrepreneurship- Career Coaches guide students to proactively prepare for their future through career awareness and professional skills development. Student courses can be designed and delivered to meet district requests (weekly series, semester, etc.)

## COACHING (INSTRUCTIONAL/DATA, ADMINISTRATOR/NEW ADMINISTRATOR, ETC.)

**Coaching** can take on many forms and serve many functions. NwOESC will work with you to identify areas in which you could benefit from coaching. Examples include: **Instructional/Data Coaching** - Research indicates that the classroom teacher has the greatest impact on student learning. Instructional Coaches engage with staff virtually and/or directly in the classroom setting to support the understanding and use of high quality instructional data and instructional best practices.

**Administrator/New Administrator Coaching** - Administrator coaching is aimed at improving professional effectiveness and maximizing performance of key leaders in a school building or district. Experienced educational leaders will work along side your principal staff to support their growth and development in a multitude of ways. This coaching is a great value-add for new administrators or for administrators desiring to learn more about a particular topic or OPES standard.

## CROSS CATEGORICAL CLASSROOM SERVICES - (LOCATED IN AYERSVILLE LSD)

Students participating in **Cross Categorical Services** have access to self-contained instruction in core academic areas such as math, reading/LA, science, and social studies. Due to moderate cognitive and academic deficits, small classrooms with intervention specialists and paraprofessional support allow students to move at their own pace and maximize learning. Some students participate in the Academic Content Standards with accommodations while others use the Extended Standards. Application of academics to real world life skills is critical. Staff develop and implement Individualized Education Program goals designed to meet the needs of each student. In addition, students have opportunities for mainstreaming and peer interaction in the school setting.

## DISTRICT SPECIFIC CLASSROOM SERVICES - SPECIFIC TO DISTRICT REQUEST

Districts may request the ESC develop and staff a **district specific classroom**, including teachers and support staff, to meet a specific district need area (cross-categorical, autism, emotional disabilities). The ESC will work closely with the district on program design and/or staffing.

## DISTRICT SPECIFIC PERSONNEL SERVICES - SPECIFIC TO DISTRICT REQUEST

Districts may request the ESC hire a **specific certified, classified, or administrative position** unique to the district (i.e. EMIS, administrator, social worker, pupil services). The ESC will work closely with the district in finding the right person for the position. Districts will provide the oversight and day to day direction for staff in these positions, yet these staff will have networking and support through the applicable ESC Department if available.

## EDUCATION CONSULTANT SERVICES

**Education Consultant Services** provide a district with expertise and resources in curriculum, instruction, and professional development to ensure federal, state, and local initiatives impacting general education are in place to support student achievement. Consultants serve as a source of up-to-date information, help plan and carry out district identified professional development in a variety of areas, understand data and how to use data to make decisions and implement effective practices, and collaborate on district goals for increased student success. Education Consultants may serve on district leadership teams as a source of curriculum and instruction expertise. They help teachers apply new curricular learning to the classroom setting and help principals with implementation. The Education Consultant group works as a cohesive team to support one another and help one another keep up to date on initiatives, research, and best practices. For districts taking this service, there is an added value of in-district PD offerings by the consultant group/expertise areas and access to virtual coaching regarding use of data.



## FOCUSED CONSULTANT SERVICES - MATH, ELA/LITERACY, & SOCIAL EMOTIONAL/STUDENT WELLNESS/MENTAL HEALTH

Focused Consultant Services are available in the areas of Mathematics, ELA/Literacy, and SEL/Student Wellness/Mental Health. With a team of seasoned professionals with extensive administrative and practical experience, we provide comprehensive support to enhance teaching, learning, and social/behavioral outcomes. In mathematics, our consultants focus on guiding curriculum adoption processes, providing targeted coaching for educators, facilitating peer observations, analyzing and organizing state report card data, refining assessment practices to align with standards, and fostering continuous improvement in instructional strategies. In ELA/Literacy, we offer expert guidance to navigate the intricacies of dyslexia legislation and the Science of Reading, empowering educators to enhance literacy instruction. Whether districts are mapping out curricula or seeking to align with the latest research-backed methodologies, our consulting services are designed to drive sustainable growth and academic success. In SEL/Student Wellness/Mental Health, we facilitate the creation of learning environments focused on supporting the whole child, leading to systemic change. Work focuses on the development of healthy trusting relationships, embracing regulation/co-regulation, creating resilience, and fostering academic and social-emotional growth for all students and staff.

## ELL SPECIALIST

**ELL Specialist Services** are available to districts to provide guidance regarding ELL requirements and services; assist in the initial teaching of English Language Learners; help identify appropriate supports, materials, and accommodations for English Language Learners new to a district; and serve as an overall resource to district personnel. ELL Specialist Services are provided through Consultation and Direct Service models. To request more information, contact the General Education Department.

## EMOTIONAL DISTURBANCE INDEPENDENCE EDUCATION CENTER SERVICES

Students requiring a separate facility due to the severity of their disability in relation to behaviors may be educated at the **Independence Education Center (IEC)**. Services are available for students in grades K-12. Emphasis is on teaching students skills and strategies to control and manage their behaviors and learn pro-social skills that may allow them to return to a more traditional setting. Staff include intervention specialists and paraprofessionals with expertise in behavioral supports and interventions. Crisis intervention/counseling is available onsite as well. Other program features include a point/level system, strong parent/school communication, a reading mentoring program, opportunities for mainstreaming, a work skills training program, social work support and navigation, and coordination with the vocational school for career-focused training for Juniors and Seniors as determined by the IEP.

## GIFTED EDUCATION SUPERVISOR SERVICES

**Gifted Education Supervisor Services** ensure districts are following ODEW's guidelines for gifted identification, gifted education practices, and gifted reporting. Gifted Supervisors serve as a resource to participating districts with up-to-date gifted information and resources, including support for program audits. If districts choose to serve gifted students directly, the Gifted Supervisor will provide support to the gifted teaching staff. Gifted Supervisors may provide professional development to district staff on strategies to increase the performance of gifted students. Students may be identified as gifted in the following areas: superior cognitive ability; mathematics; reading/writing; science; social studies; creative thinking ability; visual and performing arts.



## GIFTED EDUCATION TEACHER SERVICES

**Gifted Education Teacher Services** provide a Gifted Intervention Specialist for direct instruction to eligible students in district selected grade bands/subject areas. The teacher develops and implements Written Education Plans (WEPS) for students assigned, and works with other district staff on strategies for gifted enrichment and differentiation practices.

## HEARING IMPAIRMENT CLASSROOM SERVICES - (LOCATED AT ARCHBOLD LSD)

Students receiving **Hearing Impairment Classroom Services** attend classes that are highly specialized to meet their unique learning needs as a result of auditory impairments/hearing loss. Classes are located in the Archbold district in grades Kindergarten through Grade 12, providing students a consistent setting throughout their educational journeys. This unique service is for students with severe/profound hearing loss who require instruction in sign language or direct instruction/assistance from teachers and support staff trained in working with individuals with hearing loss. Mainstreaming is key to the program success. Students being educated in the specialized classroom setting also receive auditory equipment supports and services, including the expertise and consultation from a program audiologist. \*Preschool Hearing Impairment programming is also available at the Archbold location.

## HOPE CENTER SERVICES (LOCATED AT EDGERTON LSD)

The **HOPE Center** is designed to serve elementary students for whom communication is a high need and is applicable to low incidence disabilities, including Autism Spectrum Disorders. Communication delays can impact social, emotional, and academic development. Students who are struggling to communicate their needs verbally may be communicating through behavior. Our goal is to help each student develop skills that will allow him/her to more fully participate in school, community, and family activities; to communicate needs and ideas; to learn; to develop relationships; and to express themselves as individuals. Staff include Intervention Specialists, Instructional Assistants, Board Certified Behavior Analyst expertise, and built-in support from Occupational and Speech Therapists.

## HOPE CENTER INSTRUCTIONAL ASSISTANT SERVICES (LOCATED AT EDGERTON LSD)

The **Instructional Assistants at the Hope Center** have received specialized training through the OCALI Autism Modules to assist them in supporting the unique needs of the students being served in the program. They are an integral part of our team of professionals for the HOPE Center program.

## INSTRUCTIONAL ASSISTANTS (ELL, REMEDIATION, REINFORCEMENT, OR ENRICHMENT)

**Instructional Assistants** can be a great resource to teachers to help in the provision of remediation, reinforcement, and/or enrichment to students 1-1 or in small group settings. Instructional Assistants can also provide supports to students identified as English Language Learners. They work to help students understand key concepts taught by the primary teacher in the classroom through pull out or immersion.

## JOB TRAINING AND TRANSPORTATION (COMPONENTS OF FULTON MD AND 4CCC WORK TRANSITION PROGRAMS)

Students receiving **Job Training and Transportation** components are provided extensive job training opportunities as part of their curriculum. Intervention Specialists and Job Coaches coordinate with work sites in local communities to offer students a wide variety of real world training opportunities. Sites are rotated, with new site developed regularly, and include a variety of businesses such as restaurants, grocery stores, and hotels. This component allows students to experience community employment in very practical ways as they gear up for transition to adult services.

## LIBERTY EDUCATION CENTER (LEC) SERVICES - FOR DISTRICTS IN SERVICE AREA

**Liberty Education Center Services** are available to students who reside at Genacross Lutheran Home in the Liberty Center district as well as to students needing a very specialized/structured setting for their education due to complex mental/behavioral challenges. Through a collaboration between the NwOESC, Liberty Center School District, and Genacross Lutheran Services, Intervention Specialists are on-site to plan and deliver instruction in small group settings, "Milieu Therapists" assist and monitor as needed, and additional support staff including Speech, OT, APE, and Psychology help students progress to their maximum potential.

## MULTIPLE DISABILITIES CLASSROOM SERVICES (LOCATIONS IN WAUSEON, EDON, AND PATRICK HENRY)

Students participating in **Multiple Disabilities Classroom Services** are educated in specialized classroom settings staffed with intervention Specialists with experience in moderate to severe disabilities. Classroom Paraprofessionals assist in carrying out routines and learning activities. Most students participate in learning aligned to the Extended Standards. They also learn functional skills to assist in daily routines, community involvement, recreation and leisure activities, and community-based employment. Staff develop and implement Individualized Education Program goals designed to meet the needs of each student. With small class sizes, students benefit from small group instruction in a highly specialized learning environment. In addition, students have opportunities for mainstreaming and peer interaction in the school setting.

## MULTIPLE DISABILITIES WORK TRANSITION PROGRAM AT FOUR COUNTY CAREER CENTER

The **FCCC MD Work Transition Program** is an NwOESC program hosted at Four County Career Center. Students with a range of needs can be served in this program. Students join this program through the IEP process and are typically juniors and seniors or in their last two years of high school. Students are part of this program for their entire school day. Class activities, instruction, and job experiences and training occur at school, at community settings including a kitchen at a local church, and at community job sites. Younger students can be considered if the IEP team approves. The goal of the Work Transition Program is to identify and develop the employability, social/emotional, behavioral, and daily living skills, of each student and prepare them for success in both the workplace and life. The program strives to build on each student's abilities to provide them with the tools they will need for a bright and happy future.

## **NORTHWEST OHIO OPPORTUNITY SCHOOL - (SUSPENSION CENTER AND CREDIT RECOVERY)**

The **Northwest Ohio Opportunity School** has two components. The **Suspension Center** is available to students in grades 6-12 serving a short-term suspension, and the **Credit Recovery** program is for students in grades 7-12 needing a longer term alternative setting if at-risk for drop out or failure. Housed at the IEC in a modular classroom, an Instructional Assistant works to ensure students, regardless of their situation, continue to progress academically. For the short-term component, students work on district supplied assignments/curriculum, while in the long-term component students are provided face-to-face and online learning in a blended approach to build or recover credits.

## **NURSE ATTENDANT (LPN) SERVICES - DISTRICT SPECIFIC**

**Nurse Attendants** provide students with significant medical issues direct nursing services as indicated per the IEP to allow them access to their least restrictive environment for learning. A nurse may tend to medications, G-tubes, breathing treatments, etc. that need to be performed by trained personnel.

## **OCCUPATIONAL THERAPIST (OT) SERVICES**

**Occupational Therapists and Assistants (COTAs)** are part of the education team for many students with disabilities within a school setting. They support and develop intervention plans for identified students in the areas of sensory motor, sensory processing, fine motor, prewriting, and visual motor skills that support student academic learning. Occupational therapy staff also assist students in learning to participate in desired daily life activities in curricular activities and routines. This may focus on learning and/or behavior through adaptive or assistive technology or adaptations to routines in daily living and life skills that make school accessible based upon each child's individual needs. Occupational therapy staff share supplies, material, and equipment, test/assessment resources, and expertise with one another to build a high quality, comprehensive program. Occupational therapy staff complete referrals and document encounters for the purpose of Medicaid reimbursement.

## **PARAPROFESSIONAL (AT) SERVICES -SPECIFIC DISTRICTS COSTS (I.E. 1-1 ATTENDANTS OR DISTRICT REQUESTED PARAPROFESSIONALS)**

**Paraprofessionals** provide students with significant disabilities attendant support as part of their school day to assist with academic, behavioral, mobility, self-care, or daily living tasks. These supports would be indicated on the student's IEP and could be for full or partial days or shared situations. Finding a good match is critical. The paraprofessional attendant works under the guiding direction of an intervention specialist or teacher, in partnership with the parent, and in collaboration with others in the school setting to provide appropriate supports and accommodations. Paraprofessional support can also be requested to assist groups or classrooms of students, dependent upon district need.

## PHYSICAL THERAPIST (PT) SERVICES

**Physical Therapists and Assistants (PTAs)** serve on the educational team within a school setting in supporting students with disabilities in a variety of ways. In collaboration with team members, physical therapists develop and implement goals and objectives for identified students. Goals focus on navigating the school environment (mobility/transitioning around the school building), functional sitting/positioning in the classroom, safe accessibility of and participation in school activities, activities of daily living (such as toileting), and identifying appropriate adapted equipment. A physician's prescription is required to obtain physical therapy services in the educational setting. Physical therapy program staff work together to provide coverage over a wide range in the NwOESC service region. They share many supplies, materials, and equipment with one another, as well as test/assessment kits and protocols. They serve as a resource to one another as well as to district staff and administration. Physical therapy staff complete referrals and document encounters for the purpose of Medicaid reimbursement.

## PRESCHOOL SPECIAL EDUCATION/INTEGRATED CLASSROOM

**Preschool Special Education Classroom** (maximum 15 students per session, with up to 8 preschoolers with disabilities and 7 typical peers; Early Childhood Intervention Specialist and Para) or **Preschool Integrated Classroom** (maximum 16 students per session, with up to 8 preschoolers with disabilities and 8 typical peers; Dual Licensed Teacher and Para). Preschool Special Education and Integrated Classroom Services are designed to serve young children with disabilities and typical peers in specialized classroom settings. Services provide child-centered, enriched learning activities that are age-appropriate and aligned to ODE's Early Learning Content Standards. In classroom settings, centers such as art, dramatic play, block building, manipulatives, sensory, literacy, and language are incorporated into the daily routine. Materials and activities at each interest center are individualized for the children. Busy and quiet activities alternate and time is set aside for small and large group teacher directed planned activities with paraprofessional support. Students with disabilities in the classroom setting benefit from small group instruction in a supportive environment that includes interacting with typically-developing preschool peer models. In this setting, staff work collaboratively with families to promote growth in all developmental areas and support smooth transitions (Early Intervention to Preschool, and Preschool to Kindergarten). All state mandates such as staff training, licensing, and Step Up to Quality are part of the program oversight.

## PRESCHOOL CO-TAUGHT CLASSROOM

**Co-Taught Classroom** (maximum 24 students per session, with up to 8 preschoolers with disabilities; Gen Ed. Teacher and Early Childhood Intervention Specialist - or Dual). Preschool Co-Taught Classroom Services are designed to serve young children with disabilities and typical peers in specialized classroom settings. Two teachers are in one room in a co-teaching model. Services provide child-centered, enriched learning activities that are age-appropriate and aligned to ODE's Early Learning Content Standards. In classroom settings, centers such as art, dramatic play, block building, manipulatives, sensory, literacy, and language are incorporated into the daily routine. Materials and activities at each interest center are individualized for the children. Busy and quiet activities alternate and time is set aside for small and large group teacher directed planned activities with paraprofessional support. Students with disabilities in the classroom setting benefit from small group instruction in a supportive environment that includes interacting with typically-developing preschool peer models. In this setting, staff work collaboratively with families to promote growth in all developmental areas and support smooth transitions (Early Intervention to Preschool, and Preschool to Kindergarten). All state mandates such as staff training, licensing, and Step Up to Quality are part of the program oversight.

## PRESCHOOL ITINERANT SERVICES

**Preschool Itinerant Services** are designed to serve young children with disabilities in itinerant settings such as in their homes, private preschools, Head Start, or childcare settings. Services provide child-centered, enriched learning activities that are age-appropriate and aligned to ODE's Early Learning Content Standards. Itinerant staff work collaboratively with families and other location individuals to promote growth in all developmental areas and support smooth transitions - Early Intervention to Preschool and Preschool to Kindergarten.

## PRESCHOOL GENERAL/REGULAR EDUCATION

**Preschool General/Regular Education Classroom** (maximum 24 students per session, with up to 8 preschoolers with disabilities; Gen Ed. Teacher and Para, with Itinerant services brought in for the students with disabilities). Preschool Regular Education Classroom Services are designed to serve young children in a general education classroom setting. Services provide child-centered, enriched learning activities that are age-appropriate and aligned to ODE's Early Learning Content Standards. In classroom settings, centers such as art, dramatic play, block building, manipulatives, sensory, literacy, and language are incorporated into the daily routine. Materials and activities at each interest center are individualized for the children. Busy and quiet activities alternate and time is set aside for small and large group teacher directed planned activities with paraprofessional support. Students with disabilities in this classroom setting receive supports through an itinerant teachers. In this setting, staff work collaboratively with families to promote growth in all developmental areas and support smooth transitions (Early Intervention to Preschool, and Preschool to Kindergarten). All state mandates such as staff training, licensing, and Step Up to Quality are part of the program oversight.

## PRESCHOOL PROGRAM PSYCHOLOGIST SERVICES

**Preschool Program Psychologists** with a focus on the younger population are in place to screen, assess, and recommend interventions for children ages 2 1/2 through 5 years of age. Preschool program psychologists are skilled in the play-based assessment process as well as knowledgeable of early childhood development. They serve as a liaison to parents and agencies such as Help Me Grow, physician groups, and social services in the screening, referral, and transition process. Parents of young children rely on preschool psychologists to provide guidance and information in a non-threatening/supportive way. Preschool psychologists assist in coordinating transitions, which are extremely important and set the stage for student success and strong family/school relationships. Preschool psychologists network regularly with their ESC colleagues and share forms, assessments, protocols, and general expertise to enhance program efficiencies. Preschool psychologists document encounters for the purpose of Medicaid reimbursement.

## PSYCHOLOGIST SERVICES (K-12)

**School Psychologists** provide quality supports to students in Grades K-12 including screenings, assessments, evaluations, reevaluations, student observations, functional behavior assessments, program and intervention planning, direct support to students, and resources to families and other professionals in the school setting. School psychologists may participate on intervention assistance or response to intervention teams as deemed essential by districts. Due to the ever-changing world of special education, school psychologists stay up to date in professional development areas and network regularly with other ESC colleagues to increase capacity and share information. The program allows for test kits, protocols, and general expertise to be shared among multiple psychologists, increasing efficiencies. Psychologists document encounters for the purpose of Medicaid reimbursement.

## PSYCHOLOGY SUPPORT SERVICES

School **Psychology Support Staff** work with NwOESC School Psychologists to maximize efficiencies in the special education screening, evaluation, and reevaluation processes. Under the direction of the School Psychologist, Psychology Support Staff complete background summaries, classroom observations, and administer and score some assessments. They help to schedule meetings and coordinate paperwork, ensuring timelines and procedures are met.

## ROOTS ANALYSIS SERVICE

Our team of regional data leads offer the transformative "Roots" program, a comprehensive solution designed to streamline and maximize the utility of state data for member districts. Rather than dealing with multiple data platforms, "Roots" is a centralized hub, consolidating information into a user-friendly interface. We specialize in transforming raw data into actionable insights, providing administrators with a clear and concise understanding of their district's performance metrics. With a dedicated team of regional data leads, we offer personalized support to each district, guiding them through data interpretation and empowering them to leverage insights for targeted improvements.

## ROOTS+ ANALYSIS SERVICE

"Roots+" extends beyond data aggregation by incorporating tailored professional development sessions as a follow up to the Roots analysis service. Through these professional development sessions, we collaborate closely with teaching staff, equipping them with the necessary skills to utilize data effectively and drive tangible enhancements in test scores and overall academic achievement within their districts.

## SCHOOL NURSING SERVICE (RN/ODE LICENSED)

**School Nursing Services** are provided at district request by BA level or higher Registered Nurse with appropriate ODE licensing or registration. School nurses can assist with screenings, immunization checks, and oversight of policies such as medication administration and managing student health needs such as diabetes and asthma. School nurses serve as a resource to district staff, administration, and parents in ensuring students' physical needs are addressed to optimize learning.

## SOCIAL WORKER SERVICES

**Social Work Services** are provided by licensed social workers to engage the child and family in a partnership with the school and develop a comprehensive set of supports, resources and strategies for each child and family. The social worker works closely with community organizations and resources and provides ongoing assessment and documentation of the child and family's strengths and needs, as well as progress towards achieving goals to address the needs of the whole child.



## SPECIAL EDUCATION SUPERVISOR SERVICES (K-12 AND PRESCHOOL)

The supervisor group is a diverse group of individuals with a wealth of knowledge from preschool through high school including all disability categories with experience in administration and special education services/programming. They routinely network and problem-solve with one another as a way to navigate the complex world of special education to ensure a district is on track with special education processes and practices. **Special Education Supervisor Services K-12** provide a district with consultation, support, and monitoring to ensure special education services are compliant with state and federal mandates. Special Education Supervisors will provide direct service to district intervention specialists and administration, serve as a source of information and updates related to all things special education, and consult on specific student cases. Supervisors help to troubleshoot difficult situations, while ensuring policies and procedures are followed and students are properly served. The expertise of the Special Education Supervisors includes both academic, behavioral, and social arenas. Supervisors can assist in coordinating Functional Behavioral Assessments, leading Manifestation Determinations, training on special education topics/initiatives, and working through district special education audits. Supervisors can serve as a resource/point person for 504 plans as well as serve on the district/building leadership team. **Preschool Supervisors** will oversee district preschool operations to help ensure program compliance is met and quality programming is in place for a 5-Star program. Coordination with district administration and staff occurs on processes for screening, assessment, typical peer identification, evaluation of students with disabilities, coordination with EI and HMG staff, transition, staff training, program licensing, and other such requirements. Specific activities include: Coordination of trainings and professional development for PS staff; Leadership of the Step Up to Quality process and review; Oversight of PS Licensure; Oversight of the coordination of screenings and assessments, including Play-based assessments; Monitoring of classroom rosters/enrollment for ratio/compliance; Assistance in the IEP processes (development, attendance at meetings as needed); Oversight and provision of support in programmatic areas including curriculum and required state assessments; Assistance and support in transition requirements and processes including Early Intervention to PS and PS to Kindergarten; and Representation of the school in interagency collaborations and agreements as required for each county.

## SPEECH OR LANGUAGE IMPAIRMENT (SH) SERVICES

**Speech and Language Pathologists (SLPs)** work closely with educational teams to identify and serve students with language and communication delays including articulation, receptive language, expressive language, voice, stuttering and hearing impairments. Direct and/or consultative services may be provided, as determined by the IEP team through individual, small group, and/or whole class instruction. Services include: speech, language and hearing screenings, standardized testing of suspected disabilities, creating and implementing in-depth individualized therapy programs, and increasing awareness of potential communication problems. SLPs are qualified and licensed therapists who understand school-based therapy. SLPs participate in assessment and serve on intervention assistance teams as requested by school administration. The ESC SLP program therapists have a strong network and support each other by sharing information, therapy supplies/materials, resources, test kits/protocols, and other resources and expertise. SLPs complete referrals and document encounters for the purpose of Medicaid reimbursement.



## TUTORS

**Tutoring Services** have been developed to assist districts in providing academic instruction in situations such as student health or medical related issues, the 3rd Grade Reading Guarantee requirements, or Extended School Year (ESY) provisions. Students may require tutoring/instruction by a certified staff member to allow them to access continue to have access to education, to remediate deficiencies, and to progress academically.

## VISUAL IMPAIRMENT (VS1/VS2/VS3) SERVICES

**Visual Impairment Services** are designed to assist school personnel in providing interventions and instructional strategies to improve student achievement and supports for students with visual impairments. Three levels of service are provided dependent upon student need - Consultation (Level 1), Low Vision Direct Service (Level 2), and Braille Instruction (Level 3). Vision specialists are available to all schools in our service region to participate in assessments and serve on IEP teams as requested by school administration. These specialists can assess a student's functional vision, suggest curricular modifications, and provide students with direct services if needed.

## WORK-STUDY (WS) COORDINATOR SERVICES

**Work Study Coordinator Services** provide students with instruction and coordination to gain work skills for current or future employment. Lessons and work experience focus on developing appropriate job, budgeting, resume-building, and interview skills. The work study program is designed to support a student in meeting transition plan goals, which are part of a student's IEP beginning at age 14. High school students can earn academic credit each semester, depending upon the number of hours they complete on the job.

## VARIOUS GRANT WORK/SUPPORT

NwOESC has been successful in partnering with districts or other entities to secure, implement, and administer grants. Current **grants** include Ohio Migrant Education Center, 21st Century Learning Communities, Parent Mentor, ECE Grant Management, Future Forward-Ohio Learning Community, Consortium Services for Title III, and School Navigator for IEC.

## 2024-25 NwOESC Program/Service Listing and Pricing

\*Based on Fiscal Year Initial Estimate\*

Service or Program	Billing Method	Billing Function Code	FY25 Initial Estimate	
Adapted Physical Education (APE) Services	Student Head Count	2183	\$	3,345.33
Attendance Services (Truancy)	FTE (FUL); ADM portion per Juvenile Court Agreements (DEF, HEN,WIL)	2172		TBD
Audiology Equipment Only (AE) Service	Student Head Count	1232/1242	\$	3,936.05
Audiology Supported (AS) Services - HI Classrooms or in district	Student Head Count	1232/1242	\$	5,116.00
Behavior Consultant Services (BCS) - BCBA/Autism Focus	FTE or Hourly	2149	FTE	\$ 112,396.22
			Hourly	\$ 88.00
Behavior Support Services - IS/IEP Focus	Student Head Count	2187	\$	8,437.35
Career Coaching - Student Focus	FTE	2213	\$	106,638.77
Coaching Services (Instructional/Data, Administrator/New Administrator, etc.)	Per Day	2212	\$	625.00
Cross Categorical Classroom (CC) Services (located in Ayersville)	Student Head Count	1239/1249	\$	76,896.81
District Specific Classroom Services - per district request	By Classroom	TBD		TBD
District Specific Personnel Services - per district request	FTE	TBD		TBD
Education Consultant Services	FTE	2212	\$	133,036.60
Focused Consultant Services (Math, ELA, Social Emotional/Student Wellness/Mental Health)	Per Day	2212	\$	625.00
ELL Specialist Services	FTE	1251		TBD
Emotional Disturbance Independence Education Center (ED/I) Services	Billed by days of enrollment	1245	\$	215.26
Gifted Education Supervisor Services	FTE	2231	\$	132,476.68
Gifted Education Teacher Services	FTE	1210	\$	-
Hearing Impairment (HI) Classroom Services - (located in Archbold)	Student Head Count	1232/1242	\$	45,440.39
HOPE Center Services (at Edgerton LSD)	Student Head Count	1231	\$	41,486.75
HOPE Center Instructional Assistant Services	FTE	1290	\$	46,868.59
Instructional Assistants (ELL, Remediation, Reinforcement, or Enrichment)	FTE	TBD		TBD
Liberty Education Center (LEC) Services - for districts in-service area	Billed by days of enrollment	1239/1249	\$	206.15
Multiple Disabilities (MD) Services (locations in 4CCC, Wauseon, Edon, and Patrick Henry)	Student Head Count	1231/1241	\$	25,507.03
Northwest Ohio Opportunity School (Suspension Center and Credit Recovery)	Short Term (by day of attendance); Long Term (by day enrolled)	1140	Short Term (\$55/day); Long Term \$75/day)	
Nurse Attendant (LPN) Services - district specific	FTE	2134		TBD
Occupational Therapist (OT) Services	Student Head Count (additional FTE can be requested)	2181/2182	\$	2,861.91
Paraprofessional (AT) Services--Specific Districts Costs (i.e. 1-1 Attendants or District Requested Paraprofessional Staff)	FTE	1290	Full Time	\$ 44,451.05
			Part Time	\$ 28,585.08

## 2024-25 NwOESC Program/Service Listing and Pricing

**\*Based on Fiscal Year Initial Estimate\***

Service or Program	Billing Method	Billing Function Code	FY25 Initial Estimate	
Physical Therapist (PT) Services	Student Head Count (additional FTE can be requested)	2181/2182	\$	2,817.48
Preschool Special Education/Integrated Classroom (IEP Students and Typical Peers)	by Classroom	1280	\$	130,252.03
Preschool Co-Taught Classroom (IEP Students and Typical Peers)	by Classroom	1280	\$	168,544.43
Preschool Itinerant Services	Student Head Count	1280	\$	6,093.91
Preschool Regular Education Classroom	By Classroom	1190	\$	130,128.08
Preschool Program Psychologist Services	Student Head Count	2140	\$	1,510.12
Psychologist Services (K-12)	FTE	2140	\$	129,225.08
Psychology Support Services	FTE (proportionate to Psychologist Services)	2140	\$	68,107.81
ROOTS Analysis Services	Per requested school year	2212	\$	3,500.00
ROOTS+ Analysis Services	Per requested school year	2212	Base	\$ 3,500.00
			PD per Day	\$ 625.00
School Nursing Service (RN/ODE licensed)	FTE	2132	\$	75,242.86
Social Worker Services	FTE	2132		TBD
Special Education Supervisor Services (K-12 and PS)	FTE at district request or	2211	FTE	\$ 142,899.34
	Preschool at 0.95 FTE per classroom			
Speech or Language Impairment (SH) Services	Student Head Count or by FTE	2150	Head Count	\$ 2,262.06
			FTE	\$ 107,801.35
Tutors (Certified)	FTE	TBD		TBD
Visual Impairment (VS1/VS2/VS3) Services	Student Head Count	1233/1243	VS1	\$ 580.00
			VS2	\$ 5,580.02
			VS3	\$ 16,740.07
Work-Study(WS) Coordinator Services	Student Head Count	2187	\$	4,053.81
Various Grant Work/Support	Per grant application/award	TBD		TBD

Northwest Ohio ESC offers a wide array of professional development and training opportunities to member district schools, the majority free of charge. This includes CPI (Crisis Prevention Intervention) initial and refresher trainings and annual bus/van driver training. Networking opportunities are provided to various groups including superintendents, treasurers, principals, guidance counselors, and technology leaders. See Core Services document for a full listing.

Additional Services are available upon district request. Please contact Kerri Weir at 567-444-4795 for further discussion on how NwOESC can be of assistance.

Programs/Services offered are based on a cost reimbursement rate - average personnel costs based on training and experience by program including fringe benefits; program supervision personnel costs including fringe benefits; contracted services; instructional materials supplies, equipment; related program costs; and a 4.5 percent administrative fee. A higher administrative fee would be determined/implemented for non-member districts/agencies.