

2022 - 23

Program and Service Information

NW OESC



www.nwoesc.org

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2022-23 Core Services

CORE SERVICES TO MEMBER DISTRICTS INCLUDE

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

- Recruitment and approval of substitute teachers and paraprofessionals for member districts
- Assistance with teacher licensure
- Parent mentor services
- Home school application processing
- Bus/van driver approvals
- Annual bus (4 hour) and van driver (2 hour) trainings for certification
- Consortium services for Title III, IDEA-B, and ECSE grants
- PAX Good Behavior training and support
- Positive Behavior Intervention and Supports (PBIS) training
- Trauma Informed Classroom training
- Crisis Prevention Intervention (CPI) training
- NwOESC/NWOCA STEAM Lab
- Business Advisory Council regional operation
- Business-Education Liaison
- Annual fall administrator conference and legal update
- Summer Honors Academy
- Professional development for teachers, administrators and other school staff
- Professional networking meetings for superintendents, principals, CFO/treasurers, guidance counselors, technology leaders, etc.
- 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 and celebration
- Ohio Migrant Education Center fiscal agent
- Surrogate parent recruitment and coordination
- Rollout of various ODE initiatives, including OTES/OPES/OSCES, Regional Data Leads and RemotEDx
- Facility usage

SERVICES OFFERED FOR A FEE TO MEMBER DISTRICTS INCLUDE

- General Education and Gifted Education Consultant Services
- Comprehensive Special Education, Preschool and Related Services Programming and Support
- Typically developing preschool students
- Specialized staffing including School Nursing, Social Work, EMIS, Attendance Officer, Career Coaching, ESL Instructional Assistants, Tutoring, etc.
- Professional Development (most are no cost)
- ParaPro testing
- Services for At-Risk Youth (Opportunity School and Suspension Center)
- Administrative Searches (Superintendent and Treasurer/CFO) for member districts
- On-line Learning/Book Studies
- Grant development, coordination, staffing and fiscal services
- Resident Educator Services
- Background Checks/Fingerprinting
- Online Compliance Trainings

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

NwOESC Program/Service Listing for 2022-23

Service or Program	Description
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	Students with hearing impairments who utilize specialized equipment needing minimal care/consultation may access this basic service provided by a licensed audiologist.
Audiology Supported (AS) Services - HI Classrooms or in district	Students with hearing impairments receive the supports of an audiologist and an HI itinerant teacher 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.
Autism Focused Classroom at Edgerton Local Schools Central Office Annex	This program is designed to serve students for whom communication is a high need. The program 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.
Behavior Support Services	Behavior Support Services 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 may prevent a student from needing a more restrictive placement or assist a student in transitioning 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.
Board Certified Behavior Analyst Services	<i>Tentative service - Board Certified Behavior Analyst (BCBA) Services provide behavior analytic services to support administrators, teachers, paraprofessionals, and educator teams in the provision of behavioral supports and services. These supports and services are designed to assist students with Autism Spectrum Disorders (ASD) and/or other developmental delays in the least restrictive environment. The BCBA 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; conducts 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.</i>
Career Coaching	With an emphasis on career connections, NwOESC Career Coaches 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.

Cross Categorical Classroom Services - (located in Holgate)	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 full classroom, including teachers and support staff, to meet a specific district need area (cross-categorical, autism, emotional disabilities) or to staff a specific certified, classified or administrative position unique to the district. The ESC would work closely with the district on program design and/or staffing.
District Specific Personnel Services - specific to district request	Districts may request the ESC staff a specific certified, classified or administrative position unique to the district (i.e. EMIS, administrator, social worker). The ESC would 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.
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. The Education Consultant group works as a cohesive team to support one another and help one another keep abreast of current information and initiatives, research, and best practices. Education Consultant Services can add extra value to local district administrative teams to keep a district progressing forward. A new approach to this service is for our consultants to be licensed in gifted as well, allowing for an integrated model.
Emotional Disturbance Independence Education Center (ED/I) Services	Students receiving ED/I Services are educated in a separate facility (Independence Education Center) due to the severity of their disability in relation to behaviors. 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 development program (JOBS program), and coordination with the vocational school for career-focused training.
Gifted Education Supervisor Services	Gifted Education Supervisor Services ensure districts are following ODE'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. A new approach being developed is to combine gifted supervision with general education consultant services to provide a more integrated service model.
Gifted Education Teacher Services	Gifted Education Teacher Services provide a gifted instructor 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 in Archbold)	Students receiving Hearing Impairment Services attend classes that are highly specialized to meet their unique learning needs as a result of auditory impairments/hearing loss. Classes are situated 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 our program audiologist. *Preschool Hearing Impairment programming is also available at the Archbold location.
Instructional Assistants (ESL, remediation, reinforcement, or enrichment)	Flexible grouping and differentiation are keys to meeting the needs of the wide range of students within a typical classroom. 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.
Instructional Coaching	Research indicates that the classroom teacher has a great impact on student learning. Experienced educators serving as instructional coaches will work directly in teachers' classrooms to facilitate the district's professional development model by demonstrating lessons, observing classroom instruction, and coaching teachers one-on-one to provide job-embedded professional development. Instructional coaches will engage with staff to utilize research-based best practices.
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 Lutheran Home Services (LHS) 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 district and LHS, 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, Hicksville and Patrick Henry)	Students participating in Multiple Disabilities 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. Current locations include Wauseon, Edon, Hicksville, and Patrick Henry.
Northwest Ohio Opportunity School - (Suspension Center and Credit Recovery)	Formerly partially funded through an Alternative Challenge Grant, this program is available to students in grades 6-12 serving a short-term suspension, and for students in grades 9-12 needing a longer term alternative setting if at-risk for drop out or failure. Housed at the IEC in a modular classroom, the intervention specialist and paraprofessional work 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	Students with significant medical issues may require 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 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 paraprofessional staff)	Students with significant disabilities may need 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 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 Classroom Services	Preschool Classroom Services are designed to meet the needs of preschoolers with disabilities and typical peers within communities. The Ohio Department of Education has designated 4 types of classroom services: <u>General Education Classroom</u> (maximum 24 students per session, with up to 6 preschoolers with disabilities and 18 typical peers; Gen Ed. Teacher and Para, with Itinerant services brought in for the students with disabilities). <u>Special Education Classroom</u> (maximum 15 students per session, with up to 8 preschoolers with disabilities and 7 typical peers; Early Childhood Intervention Specialist and Para). <u>Integrated Classroom</u> (maximum 16 students per session, with up to 8 preschoolers with disabilities and 8 typical peers; Dual Licensed Teacher and Para). <u>Co-Taught Classroom</u> (maximum 24 students per session, with up to 8 preschoolers with disabilities and 16 typical peers; Gen Ed. Teacher and Early Childhood Intervention Specialist - or dual). Preschool 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 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 Program Psychologist Services	Licensed School 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.

Preschool Supervision Services	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.
Psychologist Services (K-12)	Licensed 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. *Please request by FTE amount desired.
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.
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	Special Education Supervisor Services 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. Supervisors can assist in coordinating Functional Behavioral Assessments, leading Manifestation Determinations, training on special education topics/initiatives, and working through district special education audits. The supervisor group is a diverse group of individuals with a wealth of knowledge from preschool through high school including all disability categories. They have experience with 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. 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.

Speech or Language Impairment (SH) Services	Speech and language pathologists (SLP) 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	In some situations, such as 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 continue to access their education and progress academically. In an instance where a school has identified specific learning losses as a result of the COVID-19 pandemic and would like to utilize ESSR funds to bridge the gap of their most vulnerable population the NwOESC will work with districts to secure licensed tutors to fulfill service requests.
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. Due to the low incidence nature of this disability, our current vision specialists serve students in Wood County as well as the NwOESC service region.
Work-Study(WS) Coordinator Services	Work Study Coordinator Services provide students with instruction and coordination to gain work skills for current or future employment. The work-study program is open to any high school student who has an IEP. The student must be of working age (generally 16 or older) and able to obtain a work permit. Participating students can earn academic credit each semester, depending upon the number of hours they complete on the job. Students have the opportunity to develop appropriate job, budgeting, resume-building, and interview skills.
Work Transition Program at Four County Career Center	This 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. We strive to build on each student's and abilities to provide them with the tools they will need for a bright and happy future.
Various Grant work/support	NwOESC has been successful in partnering with districts or other entities to secure, implement and administer grants. Grants have included Ohio Migrant Education Council, 21st Century Learning Communities, Parent Mentor, Early Childhood Expansion, Primary Prevention, Family and Community Engagement Liaisons, Extended Learning and Learning Recovery, RemotEDx, School Navigator and the Ohio School Wellness Initiative.



Providing Quality Services
Building Valued Partnerships

2022-23 NwOESC Program/Service Listing and Pricing

Based on Fiscal Year Initial Estimate

Service or Program	Billing Method	Billing Function Code	FY23 Initial Estimate		Additional Information if applicable
Adapted Physical Education (APE) Services	Student Head Count	2183		\$ 2,629.75	
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		\$ 2,244.05	
Audiology Supported (AS) Services - HI Classrooms or in district	Student Head Count	1232/1242		\$ 4,649.72	
Care Coordination/ Social Worker	FTE	2132		TBD	
Career Coaching	FTE	2213		\$ 94,932.05	Currently One District
Cross Categorical Classroom (CC) Services (located in Holgate)	Student Head Count	1239/1249		\$ 20,441.37	
District Specific Classroom Services - specific to district request	By Classroom	TBD		TBD	
District Specific Personnel Services - specific to district request	FTE	TBD		TBD	
Education Consultant Services	FTE	2212		\$ 118,386.54	
Emotional Disturbance Independence Education Center (ED/I) Services	Billed by days of enrollment	1245		\$ 161.04	
Gifted Education Supervisor Services	FTE	2231		\$ 100,065.47	
Gifted Education Teacher Services	FTE	1210		\$ 58,134.45	
Hearing Impairment (HI) Classroom Services - (located in Archbold)	Student Head Count	1232/1242		\$ 37,372.08	
Instructional Assistants (ESL, remediation, reinforcement, or enrichment)	FTE	TBD		TBD	
Instructional Coaching	FTE	2213		TBD	
Liberty Education Center (LEC) Services - for districts in-service area	Billed by days of enrollment	1239/1249		\$ 233.72	
Multiple Disabilities (MD) Services (locations in 4CCC, Wauseon, Edon, and Hicksville)	Student Head Count	1231/1241		\$ 23,619.75	



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Based on Fiscal Year Initial Estimate

Service or Program	Billing Method	Billing Function Code	FY23 Initial Estimate		Additional Information if applicable
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		\$ 2,412.75	
Paraprofessional (AT) Services--Specific Districts Costs (i.e. 1-1 attendants or district requested paraprofessional staff)	FTE	1290	Full Time	\$ 40,370.12	
			Part Time	\$ 24,089.49	
Physical Therapist (PT) Services	Student Head Count (additional FTE can be requested)	2181/2182		\$ 2,662.06	
Preschool Special Education/Integrated Classroom (IEP Students and Typical Peers)	by Classroom	1280		\$ 134,418.82	
Preschool Co-Taught Classroom (IEP Students and Typical Peers)	by Classroom	1280		\$ 188,797.40	
Preschool Child with Disability Itinerant Services	Student Head Count	1280		\$ 6,535.83	
Preschool Regular Education	By Classroom	1190		\$ 134,294.87	
Preschool Program Psychologist Services	Student Head Count	2140		\$ 1,642.34	
Psychologist Services (K-12)	FTE	2140		\$ 115,612.24	
Psychology Support Services	FTE (proportionate to Psychologist Services)	2140		\$ 72,758.68	
School Nursing Service (RN/ODE licensed)	FTE	2132		\$ 60,128.29	
Special Education Supervisor Services	by District Classroom Count and Type: Level 1 (SLD/CD), Level 2 (Cross Cat, MD, ED, AU), Level 3 (Preschool) or by FTE at district request	2211	FTE	\$ 122,824.08	
			Level 1	\$ 2,931.19	
			Level 2	\$ 5,276.15	
			Level 3	\$ 11,523.13	
Speech or Language Impairment (SH) Services	Student Head Count or by FTE	2150	Head Count	\$ 2,411.25	
			FTE	\$ 104,026.66	
Behavioral Support (BES) Services	Student Head Count	2187		\$ 9,792.49	



Providing Quality Services
Building Valued Partnerships

2022-23 NwOESC Program/Service Listing and Pricing

Based on Fiscal Year Initial Estimate

Service or Program	Billing Method	Billing Function Code	FY23 Initial Estimate		Additional Information if applicable
Tutors (Certified)	FTE	TBD		TBD	
Visual Impairment (VS1/VS2/VS3) Services	Student Head Count	1233/1243	VS1	\$ 564.00	
			VS2	\$ 6,435.64	
			VS3	\$ 19,306.92	
Work-Study(WS) Coordinator Services	Student Head Count	2187		\$ 2,806.50	
Various Grant work/support	Per grant application/award	TBD		TBD	
<p>Northwest Ohio ESC provides a wide array of Core Services to member school districts - most at little to no charge. Ohio's ESCs are dedicated to providing school districts with professional development and other services and supports that help improve student learning, enhance the quality of instruction, expand equitable access to resources, and maximize operating and fiscal efficiencies as part of the network of systems and supports ESCs play a vital role in providing Ohio's Schools.</p>					
<p>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 is determined/implemented for non-member districts/agencies.</p>					
<p>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.</p>					