

# NwOESC

## Program/Service Descriptions



**2019-20**



*Providing Quality Services  
Building Valued Partnerships*

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## NwOESC Program/Service Listing for 2019-20

Service or Program	Description	Billing Method
<b>Adapted Physical Education (APE) Services</b>	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.	Student Head Count
<b>Attendance Services (Truancy)</b>	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.	FTE (FUL); ADM portion per Juvenile Court Agreements (DEF, HEN)
<b>Audiology Equipment Only (AE) Service</b>	Students with hearing impairments who utilize specialized equipment needing minimal care/consultation may access this basic service provided by an audiologist.	Student Head Count
<b>Audiology Supported (AS) Services - HI Classrooms or in district</b>	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.	Student Head Count
<b>Care Coordination/School Social Work</b>	Care coordination is provided by a licensed social worker 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 care coordinator works closely with community organizations and resources and provides on-going 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.	FTE
<b>Career Coaching</b>	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.	FTE
<b>COM-Community Outings (part of MD programming in Fulton County )</b>	Students receiving the Community Outings component have regular outings built into their weekly schedules to allow them to develop and transfer skills learned in the school setting to real world experiences. Emphasis is on life skills development and exposure to recreation and leisure activities to become active and engaged members of their communities. This program component is coordinated by the APE and intervention specialists, and builds to encompass increased exposure as students progress through the grade levels.	Student Head Count/Included in programming

<b>Cross Categorical Classroom (CC) Services - (located in Holgate)</b>	<p>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.</p>	<p>Student Head Count</p>
<b>Cross Categorical Special Education Classroom at Four County Career Center (CC-4CCC)</b>	<p>Students participating in Cross Categorical Services at Four County Career Center have the need for self-contained instruction in core subject areas due to moderate academic and cognitive deficits. Instruction is provided by an intervention specialist with support from a classroom paraprofessional. Students attending have the opportunity to participate in their chosen vocational school program, thus gaining hands-on training in their area of interest, while receiving the academic support they need to be successful.</p>	<p>Student Head Count</p>
<b>District Specific Classroom Services - specific to district request</b>	<p>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.</p>	<p>By Classroom</p>
<b>District Specific Personnel Services - specific to district request</b>	<p>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.</p>	<p>FTE</p>
<b>Education Consultant Services</b>	<p>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.</p>	<p>FTE</p>
<b>Emotional Disturbance Independence Education Center (ED/I) Services</b>	<p>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.</p>	<p>Billed by day of enrollment</p>

<b>Gifted Education Supervisor Services</b>	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.	FTE
<b>Gifted Education Teacher Services</b>	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.	FTE
<b>Hearing Impairment (HI) Classroom Services - (located in Archbold)</b>	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.	Student Head Count
<b>Instructional Assistants (ESL, remediation, reinforcement, or enrichment)</b>	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.	FTE
<b>Instructional Coaching</b>	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.	FTE
<b>Job Training and Transportation (4JT or FJT) - part of MD programming in Fulton County and 4CCC</b>	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.	Student Head Count/Included in programming
<b>Liberty Education Center (LEC) Services - for districts in-service area</b>	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.	Student Head Count

<p><b>Multiple Disabilities (MD) Services (locations in 4CCC, Wauseon, Edon, and Hicksville)</b></p>	<p>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 Edon, Hicksville, Wauseon, and Four County Career Center.</p>	<p>Student Head Count</p>
<p><b>Northwest Ohio Opportunity School (Suspension Center and Credit Recovery)</b></p>	<p>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 paraprofessionals 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 on-line learning in a blended approach to build or recover credits.</p>	<p>Short Term (by day of attendance); Long Term (by day enrolled)</p>
<p><b>Nurse Attendant (LPN) Services - district specific</b></p>	<p>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.</p>	<p>FTE</p>
<p><b>Nursing Services(NUR) - part of MD programming in Fulton County and FCCC</b></p>	<p>Students in ESC MD programming in Fulton County and Four County Career Center receive the Nursing Services component to ensure that any special health related concerns as a result of their disability are addressed and fully understood and navigated by teachers and other personnel in the school setting, keeping students safe and healthy while at school. The program nurse will review student health information, consult with parents and staff, provide in-service training to staff, and make outside referrals as appropriate. Individualized health plans are developed as needed to ensure student well-being.</p>	<p>Student Head Count/Included in programming</p>
<p><b>Occupational Therapist (OT) Services</b></p>	<p>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.</p>	<p>Student Head Count; additional FTE can be requested</p>
<p><b>Paraprofessional (AT) Services--Specific Districts Costs (i.e. 1-1 attendants or district requested paraprofessional staff)</b></p>	<p>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.</p>	<p>FTE</p>

<p><b>Physical Therapist (PT) Services</b></p>	<p>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.</p>	<p>Student Head Count; additional FTE can be requested</p>
<p><b>Preschool Child with Disability (PS) Classroom</b></p>	<p>Preschool Child with Disability Classroom Services are designed to serve young children with disabilities in a specialized 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 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.</p>	<p>Student Head Count by IEP/Typical Peer</p>
<p><b>Preschool Child with Disability Itinerant Services</b></p>	<p>Preschool Itinerant Services are designed to serve young children with disabilities in itinerant settings such as in their homes, private preschools, HeadStart, 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).</p>	<p>Student Head Count</p>
<p><b>Preschool Classroom Programming - Regular Education</b></p>	<p>Studies show that high quality early childhood education impacts a student's later success. Are you interested in serving more 3 and 4 year olds in your district? NwOESC can help you establish general education preschool programming targeting non-handicapped students, allowing them to get a jump start on future learning. All state mandates such as staff training, licensing, and Step Up to Quality are part of the program development.</p>	<p>By Classroom</p>
<p><b>Preschool Program Psychologist Services</b></p>	<p>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.</p>	<p>Student Head Count or FTE</p>

<p><b>Psychologist Services (K-12)</b></p>	<p>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.</p>	<p>FTE</p>
<p><b>Psychology Support Services</b></p>	<p>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.</p>	<p>FTE (proportionate to Psychologist Services)</p>
<p><b>School Nursing Service (RN/ODE licensed)</b></p>	<p>School nursing services are provided at district request by BA level or higher Registered Nurse with appropriate ODE licensing. School nurses can assist with screenings, immunization checks, and oversight of policies such as medication administration and managing student health needs such a 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.</p>	<p>FTE</p>
<p><b>Special Education Supervisor Services</b></p>	<p>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 trouble shoot 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.</p>	<p>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</p>



<b>Speech or Language Impairment (SH) Services</b>	<p>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.</p>	<p>Student Head Count or FTE</p>
<b>Transition (TS) Services (behavioral supports)</b>	<p>Transition 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. Transition 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.</p>	<p>Student Head Count</p>
<b>Tutors (Certified)</b>	<p>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. The NwOESC will work with districts to secure licensed tutors to fulfill service requests.</p>	<p>FTE</p>
<b>Visual Impairment (VS1/VS2/VS3) Services</b>	<p>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.</p>	<p>Student Head Count</p>
<b>Work-Study(WS) Coordinator Services</b>	<p>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.</p>	<p>Student Head Count</p>
<b>Various Grant work/support</b>	<p>NwOESC has been successful in partnering with districts to secure, implement and administer grants. Grants have included 21st Century Learning Communities and the Safe Schools/Healthy Students.</p>	<p>Per grant application/award</p>

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 trainings to support member districts with the implementation of PAX, PBIS, and Trauma Informed Classroom practices. Networking opportunities are provided to various groups including superintendents, treasurers, principals, guidance counselors, and technology leaders. Other core services and supports include Business Advisory Council coordination, substitute recruitment and listing, bus driver training and certification, home schooling processing support, and parent mentor services.

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

Programs/Services offered are based on 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.