

# Greene County ESC

## Supporting Students, Families, and Staff

### **GCESC Coordinates VACCINATIONS for Schools in Greene County**

The Greene County Educational Service Center (GCESC) considers the impact of coronavirus (COVID-19) pandemic school-building closure and varied learning environments upon students, families, and staff. While schools are faced with the multitude of challenges, the GCESC continues to provide support through services and programs. Now more than ever, the ESC is supporting and facilitating student learning, well-being, and growth.

Ohio Governor Mike DeWine has asked Educational Service Centers across the state to coordinate and support the rollout of the COVID-19 vaccinations for schools and their staffs. The Greene County ESC has been assisting with this since the beginning of January. Greene County schools have been assigned to receive their first dose of the vaccine during the third week of February. By the end of March, school staff members who have chosen to get the vaccination will have received their second dose of either Pfizer or Moderna. The GCESC has been thrilled to support the Greene County schools in this effort. Many thanks to both Beavercreek and Fairborn school districts for agreeing to be host sites for the vaccination process.



**OUR VISION**  
*The Greene County ESC aspires to develop and deliver quality services benefiting students, families, staff, and partners in education.*

**OUR MISSION**  
*The mission of the Greene County ESC is to promote educational success of students by providing essential, effective, specialized services supporting collaborative partnerships amongst all stakeholders.*



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Financial Supports:  
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Award

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## Financial: Auditor of State Award

The Greene County Educational Service Center works to support districts by being a good steward of finances. The GCESC Treasurer's Office received the *Auditor of State Award for Fiscal Year 2019 Reporting Year*. This was the third year in a row receiving the Auditor of State award. The award was also received for fiscal years 2015 and 2012. The 2020 fiscal year audit was just recently released by the Auditor of State, and it is anticipated the award will be received again.



The Greene County ESC met the following award criteria:

- 1) The Entity must file financial reports with the Auditor of State's Office by the statutory due date, without extension, in accordance with GAAP (Generally Accepted Accounting Principles);
- 2) The Audit Report does not contain any findings for recovery, material citations, material weaknesses, significant deficiencies, Uniform Guidance (Single Audit) findings or questioned costs;
- 3) The Entities Management Letter contains no comments related to:
  - a. Ethics Referrals
  - b. Questioned Costs less than the threshold per the Uniform Guidance
  - c. Lack of timely report submission
  - d. Bank Reconciliation issues
  - e. Failure to obtain a timely Single Audit in accordance with Uniform Guidance
  - f. Findings for Recovery less than \$500.00
  - g. Public Meetings or Public Records issues
- 4) The Entity has no other financial or other concerns

The GCESC continues to support our stakeholders by providing cost-effective services to districts and being fiscally responsible!

## RemotEDx Initiative

The Concierge Team, the Connectivity Champions, and the Exchange are three of the collaborating components of the RemotEDx initiative. The Greene County ESC is a part of this initiative.



Concierge Team representatives work directly with Educational Service Centers and Ohio school districts to identify regional professional service and instructional needs associated with personalized remote, hybrid, and blended learning. This work is spearheaded by the Educational Service Centers, serving as the Support Squad for Ohio districts, and Concierge Team. The GCESC provides a concierge team member to support remote, hybrid, and blended learning school needs.

Connectivity Champions work with caregivers, parents, and students to identify solutions to individual internet connectivity challenges. This work is spearheaded by the Connectivity Champions who are positioned throughout

the state and working collaboratively through Ohio's ITCs. The regional Connectivity Champion is MVECA. This work is powered by The Management Council.

The Exchange is the one-stop-shop for Ohio’s educators and parents to explore all of the resources, tools, supports, and services available through RemotEDx. The Exchange showcases high-quality, remote education tools and platforms, standards-aligned instructional materials and curricula, use-case scenarios and exemplars, and professional learning supports for remote, hybrid, and blended learning environments. This work is spearheaded by INFOhio and is currently being developed.

For more information, please visit <https://www.ohio-k12.help/remotedx/support-squad/>

## Supporting Remote Learning

### Remote Learning Alliance (RLA)



Remote Learning Alliance

The GCESC is a member of the Remote Learning Alliance (RLA). The RLA is a group of educational organizations committed to the collective impact of helping make the transition to remote learning as easy and robust as possible for Ohio school leaders, teachers, and support personnel.

To achieve its mission, the alliance leverages all available resources, including:

- New and existing technology;
- Local and national expertise; and
- Current and future public funds and grants.

#### Current Remote Learning Alliance Partners

clevr  
 Dayton Regional STEM Center  
 Discovery Education  
 Google Classroom  
 Graduation Alliance  
 Greene County ESC  
 Hilliard City Schools  
 Hoonuit  
 iLearn  
 INFOhio  
 IXL  
 Miami County Educational Service Center  
 Modern Teacher

Muskingum Valley ESC  
 Newsela  
 North Point Educational Service Center  
 Ohio STEM Learning Network  
 ParentSquare  
 The PAST Foundation  
 Quality Matters  
 Schlechty Center  
 SOITA  
 StartSOLE  
 ThinkTV  
 University of Cincinnati School of Education  
 Western Ohio Service Collaborative (WOSC)  
 WOSU Classroom

# GCESC Programs Support Students, Families, and Staff

## Preschool Programs

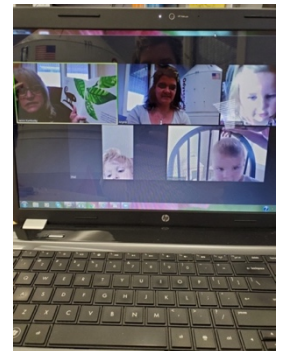
In order to ensure the health and safety of all students and staff, all preschool classrooms for Greeneview, Friends, and Bellbrook learned remotely from January 4-18. During this time, the teachers met classes online via google meet or Zoom. Students experienced virtual circle time, stories, show and tell, games, and activities. The teachers supported student learning by providing additional fun and educational activities that children could do with families at home. Therapists and specialists joined in to support the students by doing virtual therapy sessions, and in some cases, one-on-one in person sessions as needed.

The students in Miss Heather Wessels’s class at Greeneview Preschool have been learning strategies to help them learn about their own emotions and how to calm their bodies.



The students in Ms. Brittany England’s class at Greeneview Preschool, read the story "Sneezy the Snowman" and created their own melting snowman. Students worked on fine motor skills during this activity through painting their snowman and putting their melted pieces on and retelling the story in their own words by telling how their snowman melted.

Although virtual learning isn’t quite the same as in person, the students in Ms. Janice Kumbusky’s class at Friends Preschool enjoyed seeing their friends and teachers via Zoom Circle Time.



The student’s in Mrs. Heather Gaskill’s class at Bellbrook-Sugarcreek Preschool participated in art therapy to support their emotional health. They painted calm and cool winter scenes.

The staff at Bellbrook-Sugarcreek Preschool had the opportunity to adopt some families at Christmas with help from the Bellbrook Community Support Center. The staff partnered with the center to support not only the students, but also the community. In turn, the support center generously donated a new stuffed animal to each preschool student after receiving a huge donation from PETSMART.



## Related Services: Occupational Therapies

The students in the occupational therapy room of Mary Yelton and Janet Glass had fun coloring matching mittens and cutting them out this month. In completing this activity, the students learned the concept of symmetry when coloring two matching items as well as developing creativity, focus, and motor coordination. Students colored with small, broken crayon pieces which naturally facilitated a more "precise" pinching grasp pattern by limiting the number of fingers on the crayon. The children were quick to switch to a fingertip pinching grasp in order to manipulate the smaller tool with control.



Cutting out the mittens required the students to hold the scissors in one hand and paper in the other which works on bilateral coordination needed for handwriting, dressing skills, throwing/catching and riding a bike. There are many



benefits to cutting with scissors, including strengthening hands, increasing visual attention, improving finger dexterity as well as increasing focus and attention.

The students also developed visual perceptual skills of spatial relations and visual discrimination skills with this activity. Visual discrimination is a child's ability to identify differences and similarities between colors, forms, shapes, patterns, and size. Visual discrimination allows a child to compare and distinguish one set of visual features from another. When a child struggles with visual discrimination skills, s/he can have difficulty with

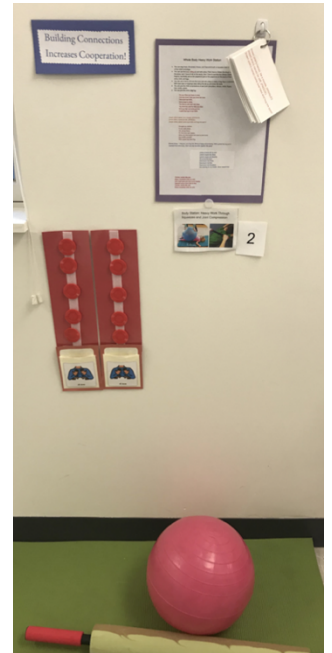
proper letter formation, writing letters backwards and confusing similar letters and words. Spatial Relations is the ability to perceive two or more objects' positions in space relative to oneself and in relation to each other. Spatial Relations involves the ability to understand directions, reversals, and identify left and right on one's own body. When a child struggles with spatial relations, she can have difficulty spacing within and between words, writing on a line, have difficulty copying block and pegboard designs as well as struggle with using maps, graphs, and grids.

This activity required a lot of fingertip and hand strength and many of the students were surprised when this activity hurt their hands. Coloring and cutting are great activities to develop many skills needed for school in addition to just being a fun activity on a snowy day at school.

Nicole Melin, Occupational Therapist at Beaver Creek Preschool Center, used a hallway to create an inviting space for children to have their sensory needs for increased calming input met. Nicole calls this the Heavy Work Circuit and provides five specific stations for the child to visit with a teaching staff member to work on receiving sensory input to various areas of the body. There is a station for hands, legs, core, and two whole-body areas. Deep Pressure or heavy work activates the sensors in the muscles and joints of the body that help calm the nervous system. Calming the nervous system helps the brain feel safe and secure and this in turn readies the child to participate in school more fully. An important element in establishing security is also helping a child feel connected to others. Inspired by the work of Becky Bailey, the creator of *Conscious Discipline* and *I Love You Rituals*, each station has various poems or songs posted to use with the student while doing the sensory input. This gives the adult the opportunity to build connections with the child at the same time as they are working to meet the child's sensory needs. There are many other benefits as well. Kids love the predictability of using the same song/poem each time. Predictability supports feelings of security. Using poems with rhyming words helps teaching staff address pre-literacy skills. Overall this simply makes the experience more fun and joyful which builds connections between the child and the adult and aims to help the child's overall success in a school setting.

Pictured is the second station in the Heavy Work Circuit designed to deliver deep pressure to the whole body. The student lies on the yoga mat while the adult rolls the ball or the soft rolling pin over their body. There are various suggestions posted. One suggestion is to sing "Head, Shoulders, Knees and Toes" while rolling down the length of the back, the back of legs, and across the back of the arms. Another is to tell the story "Pete's a Pizza" pretending to roll the dough and then placing various pizza toppings using deep pressure input with the ball. Another suggestion is to use a poem from Bailey's book, *I Love You Rituals*, while the adult is rolling over the body. The adult could sing or say:

"Twinkle, twinkle little star, what a wonderful child you are! With bright eyes and nice round cheeks, talented person from head to feet. Twinkle, twinkle little star, what a wonderful child you are!"



## Greene County Learning Center



The Greene County Learning Center (GCLC) has found ways to be creative during this time to be able to continue to support whole child education. The GCLC offered parents the option for their child to return to school in an in-person environment, or provided them with the opportunity for their child to be supported by attending school through a Virtual Classroom, that offered individualized instruction provided by an intervention specialist, related services (Speech, Occupational Therapy, Adapted Physical Education, Physical Therapy) personnel, and mental health therapist in a virtual class through Google Meets.

Students and families who have chosen the virtual option for the school year have worked diligently at home with their child, and have daily access

to their child's teacher through multiple online platforms. Students have the opportunity to attend two Google Meets class sessions a week with their teacher and same-aged peers, who are also virtual. These class sessions are a time for students to build rapport with staff, ask questions, engage with their peers, and be provided direct instruction focused on a social emotional lesson. Students log in daily to their own personal Google classroom, where they will find individualized assignments and tasks and a message from their teacher. Students are provided daily with social-emotional lessons, instructional videos, digital worksheets, and access to several online learning platforms. Students have access to recorded lessons including a science experiment, instructional videos on how to use a Chromebook and navigate the google classroom, technology support videos, and recorded books to listen to and enjoy from home. Students are also provided optional materials daily in the areas of physical education, art and music activities.

In an effort to keep those students attending the Greene County Learning Center (GCCC) connected, there have been visitors who have stopped by the class sessions at GCCC, such as students, mental health therapists, the GCLC director, teachers from last year, and other staff members to say hello. The students have also stayed connected with their teacher through the mailing of postcards, and "special deliveries" to their homes to celebrate various events as if they were in school at the Learning Center. Overall, this has been a very unique year, due to COVID-19, but students are learning and growing in their education and their social-emotional skills.



## New Family and Community Partnership Liaison- Launch of CARES ESC Family and Community Partnership (FCP) Project

*"Partnerships are not hard work, but **heart** work. Not more work, but the work. Not harder work, but smarter work to mobilize all available resources that will contribute to student success. "*

Author: Dr. Joyce Epstein, Ph.D.

Johns Hopkins University

Center on School, Family, and Community Partnerships

When school buildings were ordered closed in March 2020, school staffs began working to ensure all students and families had the resources they needed to continue learning, growing and staying safe. Local and community partners stepped in to provide food, shelter, health care, transportation and other critical supports for youth and families. However, there is still a great need in connecting Ohio families with wraparound services and supports to mitigate the effects of COVID-19 and meet the needs of the whole child. In a statewide response to the increased need to (re)engage families and students considered vulnerable, the CARES ESC Project was launched November 2020 by the Ohio State University Center for Family Engagement and Ohio Department of Education. The project's ultimate goal is to meet those needs by building the capacity of ESC personnel and other local education officials through identification, engagement, and support for vulnerable population groups listed in Every Student Succeeds Act (ESSA) which include:

- Students with disabilities
- English learners

- Migrants
- Justice involved youth
- Military families
- Homeless youth
- Foster youth

The Family and Community Partnership (FCP) project is a bonus for GCESC because CARES ESC is a continuation and expansion of Ohio's Safe Schools Healthy Students (SSHS) mission to transform Family Engagement (2014-2019) and GCESC pilot project to establish a dedicated Family Engagement role. Lillian McCree is the new Family and Community Partnership Liaison and comes to the role with a wealth of experience in supporting families within the education and behavioral health systems. Lillian is an intervention specialist and has been with GCESC going on 6 years where she has been a program teacher for the Learning Center, Academy, and the Youth Recovery Program (YRP). She has over 10 years of experience teaching in charter/community schools in New Mexico, Florida, and Springfield, Ohio. Prior to her career path in education, Lillian was a mental health specialist while serving active duty in the U.S. Air Force; a caseworker for Greene County Children's Services Board; and academic advisor and adjunct instructor at Sinclair Community College. Lillian has joined the GCESC team committed to prevention and wellness.

As the new Family and Community Partnership (FCP) Liaison, Lillian will participate in professional development and support for the new role during a yearlong process. Initially, time will be spent seeking to understand district and stakeholder needs and identifying ways to (re)engage specific vulnerable populations. Please contact Lillian McCree, [lmccree@greeneesc.org](mailto:lmccree@greeneesc.org) to request more information and/or participate in a local needs assessment. For more information on the FCP project, visit the following website: <https://ohiofamiliesengage.osu.edu/cares-esc-family-and-community-partnership/>

## Support for Early Childhood Educators

### **Offering Support Early & Often**

The Early Childhood Mental Health Team (ECMH) offers a wide variety of support to address the needs of young children ages 0-8 and the adults in their lives. Here are some of the ways support is being provided now.

#### Self-Care is Essential Series

The ECMH Team is offering a virtual professional development series for a total of 6 CEUs on the Ohio Professional Registry- Ohio Child Care Resource and Referral Association (OCCRRA). This series encourages reflection to address motivation and drive for self-care and how to see self-care busy and uncertain times. These sessions convene virtually over time to dissect the common unhelpful patterns of thinking and reflect on how one's protective factors can strengthen both oneself and relationships with others. Participants in the most recent session placed high value on "the relatability of the content" and "ideas on how to care for ourselves as teachers". Please email [ECMHTeam@greeneesc.org](mailto:ECMHTeam@greeneesc.org) to schedule training or request additional information.

#### Coffee with a Consultant

We all need someone who can listen, offer support and a little bit of encouragement. Especially over a cup of coffee! The ability to connect with a consultant has been limited by COVID-19. The informal chats in the hallway or during a coffee break are gone for the moment. This has happened at the same time that we see a spike in social, emotional, behavioral and mental health issues. To try to fix this lack of access to onsite support, ECMH Consultants will begin a



weekly Coffee with a Consultant hour, starting with an initial kick-off on February 11th. Coffee with a Consultant is a virtual space for early childhood professionals, childcare providers, teachers, or administrators to gather virtually with ECMH consultants to informally discuss social, emotional or behavioral challenges within their school, classroom, or program. ECMH Consultants have early childhood expertise and are trained in a wide variety of evidence based practices and programs. They will be ready to support you in problem solving plus offer resources on the spot that will help all staff and students succeed. Please e-mail [ECMHTeam@greeneesc.org](mailto:ECMHTeam@greeneesc.org) for the Zoom link or to be added to the Coffee with a Consultant flyer distribution list.

### **Support for Families:**

#### **Parent Support Groups**

The ECMH Team's Parent Support groups have been growing in numbers each week! These are a safe, relaxed, virtual space for parents to spend time listening to information about ways to support their child's social and emotional development and then to ask questions. These sessions run two weeks each month, on Tuesday nights at 8pm and Wednesday afternoon at 2pm. In February, the focus is on sibling disagreements and how to build good relationships with peers. The first February session is on the 9th, please e-mail [ECMHTeam@greeneesc.org](mailto:ECMHTeam@greeneesc.org) for the Zoom link and to be added to the Parent Support Group flyer distribution list.

### **Support for Children:**

The ECMH Team is committed to intervening early and often to support the mental health and wellbeing of children in Greene County to help ensure school success. The ECMH Team is funded by the Whole Child Matters Initiative to provide support and interventions for children facing expulsion from a childcare or preschool.

#### **Do you know a child at risk for Preschool Expulsion?**

The GCESC ECMH Program partners with Nationwide Children's Ohio Preschool Expulsion Prevention Partnership Hotline to provide FREE consultation when a call comes to the hotline number (844) 678-2227. The response is guaranteed within 48 hours of the request. Infant and Early Childhood Mental Health Consultants will provide tools and resources for providers on ways to manage challenging behaviors through observation, modeling specific strategies and information on specific topics—and access to helpful, free Ohio Approved Trainings. For more information visit: <https://www.nationwidechildrens.org/specialties/behavioral-health/for-providers/ohio-preschool-expulsion-prevention-partnership>

### **Support for the Community:**

#### **Early Intervention, Pediatric Partnerships and a Whole Child Approach**

The IECMH Program continues to work with partners to advance the Whole Child approach to integrate cross systems support for children at risk for social emotional or behavioral delays that may ultimately impact school readiness and success. The goal of these partnerships is to improve access to infant and early childhood mental health services with universal awareness, screening and referral protocols. To learn more about this effort or to join in the community coalition committed to this effort, the Children's Mental Health Team, please contact Grace Schoessow, email: [gschoessow@greeneesc.org](mailto:gschoessow@greeneesc.org).



#### **Mark Your Calendars**

Children's Mental Health Awareness Day is May 6, 2021

Wear a green ribbon to raise awareness! Adults play a vital role in ensuring positive mental health and emotional wellbeing that is essential to a child's healthy development.

### **Forming a CREW to Help Support Children's Mental Health**

During these challenging times we all need extra support. This is especially true for professionals working to support children experiencing the emotional toll of trauma or toxic stress. For these professionals it can feel like being in an unpredictable storm, with worries overwhelming the work. To help weather the storm, the Early Childhood Mental Health Team formed a CREW to work together to ensure support and psychological safety of the team members. For the ECMH team, the CREW serves as a reflective supervision group anchored by the core tenets of Ohio's Infant Mental Health and Early Childhood Mental Health Consultation competencies. CREW is also an acronym that highlights important 'ways of being' during weekly group reflective sessions. CREW stands for- Connecting and Relating with Empathy and Wondering. The ECMH CREW is receiving mentorship and guidance during the year-long Ohio- Reflective Supervision Cohort pilot project with Dr. Robert Gallen, PhD, University of Pittsburgh, sponsored by Ohio Mental Health & Addiction Services and Ohio Department of Developmental Disabilities. Be on the lookout for the launch of a statewide training series to advance Reflective Supervision practices to support optimal mental health for child serving professionals.

**If you are interested in learning more about any of the ECMH initiatives, the ECMH team can be reached at [ECMHTeam@greeneesc.org](mailto:ECMHTeam@greeneesc.org) or through the ECMH Team Facebook page:**

**<https://www.facebook.com/groups/EarlyChildhoodMentalHealthTeamatGCESC>**



## Home Schooling

The top educational priority of every parent is to provide students of all learning types and ages the opportunity to reach their full learning potential. This is true even more in these uncertain times. Parents are diligently exploring all educational options in order to make informed choices for the education of their children.

Many parents are interested in educating their children at home. One of the most frequently asked questions, when considering the Home School option, is whether Ohio eSchools are considered Home Schooling. Ohio public eSchools are online community schools and are NOT the same as Home Schooling. Even though students participate in eSchools from home, the online schools are responsible for providing curriculum and educational resources. When parents or guardians decide to Home School their students, they are completely responsible for choosing the curriculum and course of study. They select the curriculum and educational materials and take responsibility for educating their children.



Once a decision to Home School is made, parents should start by notifying the superintendent of the school district where they reside about their intent to Home School. In Greene County, this can be done by contacting the Greene County Educational Service Center (GCESC), which processes Home School notifications for most Greene County Schools as a support to families. The GCESC support home schooling efforts in Bellbrook-Sugarcreek, Cedar Cliff, Greeneview, Xenia, and Yellow Springs school districts.

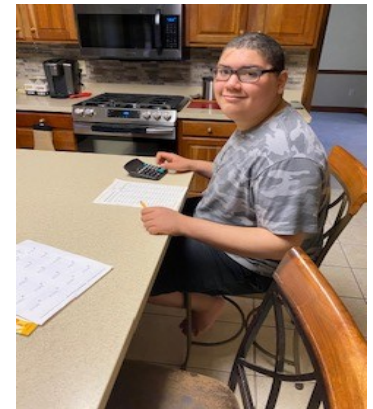
## Intensive Needs Classroom Programs (INC)

This winter the INC students have been continuing to progress with their functional academics, their workshop projects, and their vocational work throughout the building. Additionally, they've been learning new intensive Covid-19 hygiene/safety protocols for schools, as dictated by the CDC guidelines, which includes: social distancing, the routine sanitizing of work spaces, wearing masks, and frequent handwashing.

### A FOCUS ON SUPPORT

During the scheduled two-week remote learning period, the INC classroom assistants delivered food and learning materials to many students throughout Greene County. Teachers planned individualized learning activities for students to follow to ensure the continuation of learning while at home and coordinated with parents on how to best support their child's growth using the materials. For the INC students, hands-on activities such as sorting silverware and matching items by color were sent home. Parents were encouraged to have their child perform common household tasks like making their beds, sorting laundry, and washing dishes as part of their life skills practice. Current event news articles with comprehension questions were also part of weekly packages.

INC teachers and classroom assistants collaborated with occupational therapists to implement a new life skills area in the building that will enable students to practice the skills they will need to live independently, such as folding and putting away clothes, and making beds. A student grocery store was also installed for teaching employability skills such as stocking shelves, filling grocery orders, and maintaining safety and cleanliness in a work environment. These goals and expanded supports enhance students' understanding and practice with critical and relevant work skills with a focus on transitioning the skills learned from the school setting to home and across other environments.



### INC INDUSTRIES

INC industries continues to provide an enriched educational experience for INC students, despite the Covid-19 constraints. While the product sales for December were not as good as they were last year, the students have continued to benefit from the preparation and organization of many products that are sold. INC Industries is hoping to be able to resume selling items face-to-face outside the local grocery store quickly (post-pandemic). Face-to-face selling offers an important opportunity to expand students' social growth and work skills experiences; also, it represents the final step in the overall process of development to sales, where students witness customers paying money for the items they have created from start to finish. This instills a sense of pride and value attributed not only to the product, but to the work invested, as well. Preparing students for the transition from school to adult life is a fundamental focus of the INC programs, and includes other important aspects such as exploring adult services, guardianship issues, independent living, and community participation.

## Academy

The Academy program is designed to provide personalized supports to students who have a variety of social and educational needs. This is partly accomplished through an individualized on-line curricular platform, and partly achieved through relational supports that are offered in the daily interactions with teachers, therapists, and program assistants.

The Academy students come to the program with unique needs, and a myriad of different present levels (in terms of academic readiness for graduation), social-emotional, and employment skill sets. Like all schools in the region, the

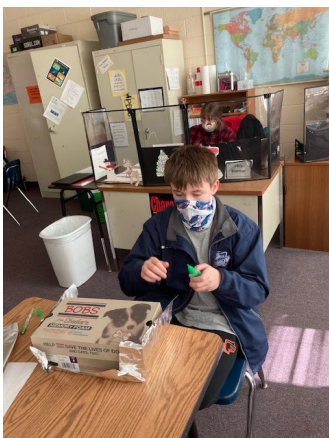
Academy students and staff have experienced the ever-present educational disruptions due to all that COVID-19 and associated quarantining requirements have ushered in. There have been ongoing effects on Academy families, their employment, their wellness, and in some cases, their basic needs, which has in turn posed many barriers to a focus on schooling. COVID-19 has imposed significant changes on the educational delivery system, which requires a great deal of flexibility to meet the varying needs of the students in the program; some alternative students are learning remotely, some are continuing with face-to-face learning, and a few students report to the school after hours to receive their educational instruction and supports after the conclusion of the school day when the classrooms are empty. With the reintroduction of state assessments this year, the Academy staff is focusing efforts to ensure the readiness of all eligible students in the tested courses – whether learning home or at school. Additionally, there is a targeted daily effort to keep students engaged and on-pace with their new curricular platform. *This learning platform is far more rigorous and requires more student attention, focus, and self-direction with the lesson assignments than the previous program.* While this requires more support and persistence for both staff and students, it is undoubtedly an enhancement that will pay off in terms of learning gains for students!

Despite the many challenges confronted, with the flexible support of teachers, aides, and the creative approaches to instruction, the Academy students are excelling this year, and that is the greatest accomplishment of all.

## Outdoor Advantage

The Outdoor Advantage program offered support to middle school students during the two weeks in which the program was scheduled for remote learning by assigning routine sessions via Google Meet and Google Classroom to keep students engaged. These sessions included creating and going over review packets for final exams in Edmentum to ensure/reinforce student learning, since it was a critical time at the end of the first semester. Khan Academy was also used to reinforce math concepts, along with the ongoing support provided by the Academy math instructor. During the remote learning period, parents/guardians and students were contacted by phone daily to support their continued progress and educational focus. For students that did not have access to the internet, paper assignments were delivered to continue supporting their educational momentum.

Many events occurred in Outdoor Advantage during the second quarter that supported hands-on/experiential learning. In history, Outdoor Advantage created posters to assist in summarizing and demonstrating the material that was learned. In science, the class designed and constructed solar ovens; this was fun and highly engaging for all of them.

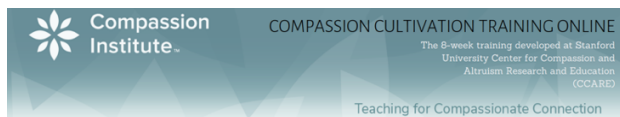


The students recently began a unit on hydroponics, where they will be learning how to grow food in an alternative way, from seed to vegetable. They will then harvest and prepare the various vegetables as food sources to eat, supporting their understanding of the whole process from planting, to tending, and harvesting as consumers.

Lastly, in the spring, the students will be embarking on a project involving the selection of various flowers to plant in the front garden bed to beautify the school. This project is partly designed to support/reinforce their understanding of how efforts must be *ongoing*, and cannot be limited to only investing in the initial work, but must extend on a weekly basis to ensure the continued growth of the flowers. Similar to the hydroponics unit, engaging in this beautification project also supports the students' knowledge of the work, responsibility, and time involved in caring for growing things.

## Winter and Spring Professional Development Offerings

For registration information (including costs) please visit <https://www.woscpd.org>



Stress and struggle are a natural part of life. We train people and groups to move through life and its challenges with a steady mind, from a place of connection and inner strength.

Dates: March 2, March 9, March 16, March 23, March 30, April 6, April 13, April 20  
Time: 4:30-6:30 PM



## LOOKING AT MINDFULNESS

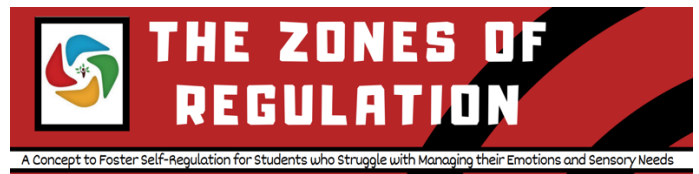
AN EXPLORATION OF MINDFULNESS THROUGH ART FACILITATED BY JIM ROWLEY PH.D. BASED ON THE INTERNATIONAL BESTSELLER **LOOKING AT MINDFULNESS: TWENTY-FIVE PAINTINGS TO CHANGE THE WAY YOU LIVE** BY CHRISTOPHE ANDRE

This workshop is open to any individual interested in the practice of Mindfulness, be they a beginner or a lifetime practitioner.

Major themes:

- Becoming Aware: An Attitude of Mind
- Living with the Eyes of the Mind Wide Open
- Passing through Storms: The Present Moment as a Refuge
- Opening and Awakening: The Greatest Journey

Dates: April 7, April 14, April 21, April 28, May 5, May 12, May 19, May 26  
Time: 4:30-6:30 PM



The Zones of Regulation is a framework and curriculum designed to foster skills in self-regulation, including emotional control, sensory regulation, and executive functions. It is a systematic, cognitive behavior approach that uses four colors to help students visually and verbally self-identify how they are functioning at the moment given their emotions and state of alertness.

April 21 | 9:00 AM - 4:00 PM

## State Trainings- Multiple Dates Available!

### OTES 2.0 Bridge Training

The Ohio Teacher Evaluation System 2.0 Bridge Training is required for existing OTES 1.0 credentialed evaluators to address shifts with OTES 2.0. Upon completion of the OTES 2.0, Bridge Training evaluators (participants) may re-credential through the new online credentialing system. The OTES 2.0 Bridge Training will provide a better understanding of the OTES 2.0 Framework and Model, allow the practice of skills and allow for sharing of resources and best practices in educator evaluation.

#### In-Person Training Dates:

February 25 & February 26 | Miami County ESC | 8:30 AM-3:30 PM

June 7 & June 8 | Miami County ESC | 8:30 AM-3:30 PM

June 14 & June 15 | Warren County ESC | 8:30 AM-3:30 PM

July 27 & July 28 | Montgomery County ESC | 8:30 AM-3:30 PM

#### Virtual Training Dates (2-week self-paced course):

January 24 - February 5

March 8 - March 19

April 12 - April 23



### OTES 2.0 Initial Training

This state-sponsored training will provide a better understanding of the OTES 2.0 Framework and Model, allow practice of skills such as scripting, evidence analysis/categorizing, coaching, data conversations, and allow for sharing of resources and best practices in educator evaluation. Upon successful completion of the training, participants will have access to the on-line assessment.

#### In-Person Training Dates:

June 21 - June 23 | Warren County ESC | 8:30 AM-3:30 PM

September 14 - September 16 | Montgomery County ESC | 8:30AM-3:30PM

Participants must attend all 3 days to receive credit

#### Virtual Training Dates:

April 27 - April 29 via Zoom



## Ohio School Counselor Evaluation System (OSCES) Training

The Ohio Counselor Evaluation System (OSCES) Evaluator Training will prepare an evaluator of school counselors, as defined by the role you serve in an LEA, for effective, high quality & consistent counselor evaluation. This 1-day state-sponsored OSCES training will provide a better understanding of the OSCES Framework and Model, and allow the practice of skills and sharing of resources and best practices in educator evaluation.



April 29 | 8:30AM-3:30PM  
 July 27 | 8:30AM-3:30PM

## OTES 1.0 Training

The Ohio Teacher Evaluation System (OTES) Evaluator Training will prepare an evaluator of teachers, as defined by the role you serve in an LEA, for effective, high quality & consistent staff evaluation. The three-day state-sponsored OTES training will provide a better understanding of the OTES Framework, including the Summative Matrix and Model, allow practice of skills such as scripting, evidence analysis/categorizing, and coaching, and allow for sharing of resources and best practices in educator evaluation.

August 31-September 2 | 8:30AM-3:30PM  
 Participants must attend all 3 days to receive credit.

### Ohio Teacher Evaluation System

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