



Hamilton County Educational Service Center

11083 Hamilton Avenue
Cincinnati, Ohio 45231
513.674.4200

CHILDREN...

and those who
care about them.



Introduction

About our services.

Partnership for 21st Century Skills

HCESC is a professional
development affiliate

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Introduction to the...

HAMILTON COUNTY EDUCATIONAL SERVICE CENTER CATALOGUE OF SERVICES FOR 2010-2011

At the Hamilton County Educational Service Center, we continually strive to offer a tremendous array of quality services and programs that will help you meet your school or district needs. We are fortunate to have a strong staff of experienced and talented people who can design programs and offer services to meet almost all of your needs. Our staff is well-connected at both the state and national level. We have people trained and knowledgeable about the latest standards and regulations. We stay abreast of the latest research and best practices. To assist you in learning more about our staff, we have included background information on each of our in-house staff in the "Meet the Staff" section of the catalogue.

Ordering Services – "Annual" or "Anytime"

On most pages, you will see information entitled "Order Information." This information tells you whether that particular service needs to be ordered as an "Annual Service: Order on Annual Order Form" or "May Be Ordered Anytime." These designations are also indicated in the Table of Contents. Those services that are normally provided all year long and involve the hiring of employees by HCESC must be ordered in advance so that we can assure the placement of quality staff in a timely manner. Services that can be ordered at any time may be ordered by contacting me or by contacting the designated person(s) indicated on the catalogue page.

Professional Development Opportunities

Professional development opportunities that will be offered throughout the 2010-11 school year are listed on the PD Events section of the HCESC website www.hcesc.org.

Job-Embedded Coaching and Consultation

We believe that standards-based curriculum implementation and data-based decision making are best learned in the context of real work. Some of these services require extended year-long on-site coaching to achieve optimal results. More information on these services can be found in the Educational Leadership and Teaching and Learning sections of this catalogue.

Customized Services

We are also available to design services customized to meet your individual needs. If at any time you want to discuss a possible customized program or an integration of programs we offer, please contact the person(s) listed on the catalogue page or call me.

Keyword Index

May be found in the second to the last section of the catalogue.

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Director of Customer Engagement

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PARTNERSHIP FOR 21ST CENTURY SKILLS

HCESC is a professional development affiliate of the **Partnership for 21st Century Skills** which supports the integration of 21st century skills into all aspects of teaching and learning. The **Partnership for 21st Century Skills** is the leading advocacy organization focused on infusing 21st century skills into education. This organization brings together the business community, education leaders, and policy makers to define a powerful vision for 21st century education to ensure every child's success as citizens and workers in the 21st century by providing tools and resources to help facilitate and drive change. The **Partnership for 21st Century Skills Professional Development Affiliate Program** equips individuals and organizations with resources and assistance in integrating 21st century skills into their professional development practice.

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EDUCATIONAL LEADERSHIP

At Hamilton County Educational Service Center, we continually strive to offer a variety of quality services that will help you meet the needs of your school or district. Please contact us if you have any questions regarding the following services, or have other professional development needs you would like to discuss.

Contact Information

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Professional Learning Opportunities

Effective school leaders have a positive impact on student achievement. Through high quality professional development and coaching, HCESC prepares today's educational leaders to be reflective practitioners, collaborative decision-makers, and champions of organizational improvement and renewal while reinforcing 21st Century Skills.

Topics of Expertise

- Professional Learning Communities
- Vision and Mission Development
- The Ohio Leadership Advisory Council (OLAC) Module Facilitation*
- The Ohio Improvement Process including Decision Framework and Implementation Management and Monitoring tool*
- Administrator Coaching and Mentoring
- Leading at the Speed of Trust
- Teacher Evaluation System
- Administrative Evaluation and 360° Assessment
- Alternative Administrative Licensure Program
- Leading Change
- Classroom Walkthrough Training
- Principal Leadership Institute*
- Impact of School Culture
- Instructional Leadership Strategies for Administrators

*newer services include descriptions

The Ohio Leadership Advisory Council (OLAC) Module Facilitation

The OLAC on-line modules are intended for use by superintendents, district leadership team (DLT) members, and building leadership team (BLT) members, as well as by others such as central office personnel, principals, teachers, related services personnel, and school board members interested in improving instructional practice and achievement for all students. The modules are aligned with essential practices outlined in *Ohio's Leadership Development Framework* and offer rich written content supported by research. Modules include Module 1: Transforming Education- Ohio's Leadership Development Framework; Module 2: Creating Cultures Grounded in Data - Ohio's Leadership Framework and the OIP; Module 3: Developing Shared Accountability - The Why, Who, How, and What of Teams; Module 4: Development of a Focused Plan; Module 5: The Collaborative Process; Module 6: The Change Process; Module 7: Effective Curriculum Practices; Module 8: Facilitating High-Quality Instructional Practice; Module 9: Assessment and Learning.

The Ohio Improvement Process (OIP), including the Decision Framework (DF) and Implementation, Management and Monitoring (IMM) tools

The Ohio Improvement Process (OIP) is Ohio's strategy for ensuring a systemic and coherent approach for building all districts' and schools' capacity in real and meaningful ways. The OIP is a label used to describe a structured process based on the use of a connected set of tools to make and sustain improvements in teaching and learning on a district-wide, regional and statewide basis. The OIP provides a vehicle for enacting the Ohio Leadership Advisory Council's (OLAC) work on multiple levels. The four stages include: 1.) Identifying critical needs of the district and schools; 2.) Developing a focused plan; 3.) Implementing and monitoring the focused plan; and 4.) Evaluating the improvement process. Customized consultation/facilitation of the OIP may include all four stages or specific emphasis on a particular stage or stages.

The Decision Framework (DF)

The Decision Framework (DF) is a process designed to assist District Leadership Teams (DLTs) and Building Leadership Teams (BLTs) in making informed decisions—based on what their data tells them about where to spend their time, energy, and resources to make significant and substantial improvements in student performance. Following completion of the four levels of the DF, DLTs and BLTs prioritize areas of greatest concern as well as identifying causes that contribute to the areas of concern. These decisions provide the foundation for creating a focused plan with a limited number of goals. This on-line tool, when completed, automatically aggregates the data and creates the Needs Assessment for the district/building CCIP. Completion of the DF is the work of Stage 1 of the OIP. Customized consultation/facilitation can be provided to districts and/or to school buildings within the district.

The Implementation Management and Monitoring Tool (IMM)

The Implementation Management and Monitoring Tool (IMM) provides a way for districts to document how their district and school plans are being implemented and monitored over time. The district or school can identify items to be measured, resources needed, persons/groups responsible, and the timeline for implementing. The IMM can be created from within the district's/school's CCIP planning tool. Customized consultation/facilitation is available to assist with the development and implementation of the IMM across the district or with individual schools.

Principal Leadership Institute

The Principal Leadership Institute was developed by principals for principals. Topics may include: Management Skills, Special Education Issues, Technology Tools, and Social Services. The summer institute will provide practical strategies for dealing with building-level opportunities and challenges; networking opportunities with fellow administrators to learn best-practice strategies for managing and leading their buildings; and a cohort of colleagues with whom they can communicate and share resources throughout the year in both face-to-face sessions and an on-line learning community.

BASIC SERVICES

Basic Services provides district and building membership in the HCESC instructional consortium which includes services and support in areas such as curriculum, standards, leadership, assessment, data analysis, instruction, and educational technology. Membership provides easy access to content and instructional expertise; leadership for new and ongoing consortium projects; and connections to people, resources, professional associations, and the Ohio Department of Education. Membership provides opportunities for district personnel to obtain answers to rules and regulations, to participate in annual projects, to leverage participation in grants and professional development, to network with experts and other districts, and to gain resources for district/building work.



Contact Information

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Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Membership, Consortia, Professional Development, Consultation/Support, Curriculum/Instruction

Consortium Groups

- **Instructional Council** - Monthly meetings for district representatives for professional development, networking, shared best practices, and leadership for learning
- **Literacy Council** - Bi-monthly meetings for district representatives interested in improving literacy programs and performance results for students
- **Math Council** - Quarterly meetings for district representatives for professional development, networking and sharing of best practice in mathematics
- **Ohio Principal Center (OPC)** - A network that supports building-level administrators and provides access to quality professional development
- **Technology Coordinators** - Monthly meetings supporting area Technical Coordinators. The meetings cover a wide range of technology topics.

Communication and Resources

- Responsive consultation for district and building leaders
- Connections to key state and national resources
- Electronic collaborative sites to support role-alike groups, such as sites for principals, Instructional Council and technology coordinators
- Email and telephone consultation for district and teacher leaders.

Partnerships and Cost Savings

- **Partnerships for resource sharing and/or cost savings**
 - Partner with **Ashland University** to lower costs of professional development graduate credit
 - Partner with identified **vendors** to provide reduced costs to member districts
 - Partner with **regional and state** entities to provide information, knowledge, and resources to member districts
 - Member rates for professional development and district-specific projects

Project Participation

- Resources and tools in support of identified district priorities
- Professional development in support of district and consortium priorities
- Annual consortium projects based upon direction and advice of district members
- Information and resources related to key areas of instruction including, but not limited to, mandates regarding state testing and accountability, standards, instructional best practices, assessment and intervention
- Small group work sessions for cross-district priorities

GIFTED AND TALENTED CONSULTATION SERVICES

Gifted and Talented Consultation Services provide leadership, consultation, and support for the design, implementation, evaluation, and coordination of gifted and talented programs. Services include direct support for district gifted coordinators.

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Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Consultation, Gifted and Talented,
Program Monitoring and Guidance

Enhanced services for 2010-11:

Consortium event vouchers
Professional Learning Communities
Gifted and Talented newsletter and resources
Grant investigation
Online Learning Opportunities

Consultation services provided directly to the district-appointed gifted and talented coordinator, which includes:

- Consult and assist with service(s) design, OCR and OAC compliance requirements and technical assistance.
- Disseminate legislative updates, research-based briefs and best practice documents (including Ohio Department of Education correspondence, professional development opportunities, and updates from the field).
- Investigate and retain general resources and curriculum that reflect the needs of gifted learners in order to support service(s) operations.
- Support provided through in-district coordinator meetings equivalent to one-half day per month, ongoing correspondence, member website subscription and annual administrator events.
- Investigate grants that provide multi-district professional learning (such as USTARS pilot programs and 21st century learning) and forward the information to the gifted coordinator as applicable.
- Create HCESC Gifted Gazette newsletter quarterly volumes, annual summer opportunities and contest information, and resource lists to support gifted services within the district.

Consortium Initiatives and Mini-Consortia Events:

- Coordination membership includes 5 professional development vouchers redeemable at the HCESC Gifted Services Consortium Events listed below.
- Provide ongoing Gifted Intervention Specialist networking and professional development series.
- Organize and lead professional learning communities, pilot programs, and curriculum writing teams (including the following topics I GET GT ED statewide training for classroom teacher, counselors, psychologists, administrators and/or parents; topical work sessions and study groups).
- Create, organize and/or facilitate online learning opportunities for educators working with gifted and talented learners.

Additional professional development vouchers beyond 5 available at a special consortium rate, as well as additional consultation and/or professional development available in 10 hour packages at a special consortium rate.

GIFTED AND TALENTED CONSORTIUM: FULL COORDINATION SERVICES

Gifted and Talented Coordination Services provide leadership, consultation, and support for the design, implementation, evaluation, and coordination of gifted and talented programs. Services include direct support for district administrative contacts and gifted intervention specialists, district initiatives, professional development for educators, research, best practice, and connections to local, state, and national resources and organizations.

Enhanced services for 2010-11:

- Consortium event vouchers
- Participation in district focus teams
- Professional Learning Communities
- Identification and assessment support
- Grant investigation, writing and implementation
- In-district data analysis
- In-district parent meeting
- Countywide Parent Series
- Classroom coaching
- Online Learning Opportunities



General Coordination and Compliance Activities:

- Consult and assist with service(s) design, OCR and OAC compliance requirements and technical assistance.
- Disseminate legislative updates, research-based briefs and best practice documents (including Ohio Department of Education correspondence, professional development opportunities, and updates from the field).
- Investigate and retain general resources and curriculum that reflect the needs of gifted learners in order to support service(s) operations.
- Support gifted services via in-district gifted team meetings, ongoing correspondence, member website subscriptions and annual administrator events, as well as participation on district focus teams (OIP, curriculum, professional learning, etc) to represent gifted and talented learners.
- Create HCESC Gifted Gazette newsletter quarterly volumes, annual summer opportunities and contest information, and resource lists to support gifted services within the district.
- Access and manage grants that provide multi-district professional learning (such as USTARS pilot programs and 21st century learning).
- Provide a Parent/Family Series for districts focusing on the social as well as emotion needs of gifted students and their families.

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Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
(Pricing for coordination services provided directly to the district per Ohio Administrative Code are based on H.B.1 Transitional Aid Factors provided directly to HCESC for Gifted Coordination)
- May Be Ordered Anytime:
See Contact Information at Top of Page

Keywords

Gifted and Talented Students, Coordination, Gifted Intervention Specialist Training, Instruction Strategies, Program Evaluation

Consortium Initiatives and Mini-Consortia Events:

Coordination membership includes 10, 15 or 20 professional development vouchers (depending on ADM tier level) redeemable at the HCESC Gifted Services Consortium Events listed below.

- Provide ongoing Gifted Intervention Specialist networking and professional development series.
- Organize and lead professional learning communities, pilot programs, and curriculum writing teams (including the following topics | GET GT ED statewide training for classroom teacher, counselors, psychologists, administrators and/or parents; topical work sessions and study groups)
- Create, organize and/or facilitate online learning opportunities for educators working with gifted and talented learners.
- Additional professional development vouchers provided at a special consortium rate.

Customized District Coordination Services:

- Customized leadership within the district/building to support gifted services and education which extend beyond the district designated gifted team. Focused gifted and talented events may be scheduled up to the equivalent of 60 hours of service. Delivery of services may include one or more of the following:
 - Organization of Professional Learning Communities
 - Delivery of Professional development workshops
 - Classroom coaching and creation of model learning activities
 - Support and extension of district initiatives within gifted service(s) (such as technology systems, 21st century learning, value added growth and targeted instruction)
 - Analysis of Ohio assessment as it relates to gifted learners (item analysis, strengths assessments, value added growth)
 - Coaching and follow-up activities from mini-consortia events
 - District evaluation activities assessing the effectiveness of the gifted and talented service(s) (including formal and informal evaluation procedures such as interviews, focus groups, surveys, etc)
 - Access and manage grants that enhance district initiatives and professional learning
 - Delivery of a district parent meeting(s) to overview gifted service(s)
 - Assistance with gifted identification procedures (such as administering, grading and/or norming assessment instruments, as well as providing training for district evaluators)
 - Additional consultation and/or professional development beyond 60 hours available in 10 hour packages at a special consortium rate.

TITLE III CONSORTIUM

The Title III Consortium makes available to districts who do not receive Title III funds directly (under \$10,000) a means by which to access monies for the purpose of enhancing or expanding existing ESL programs, provide professional development for ESL and content teachers for English Language Learners (ELL), have access to a library of appropriate materials for ELL and ongoing consultation to districts regarding best practices for their limited English proficient students.

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



- Sheltered Instruction Observation Protocol Training (SIOP)
- OTELA Training
- Access to Consortium Library (material for students and teachers)
- Professional development for teachers around current issues impacting ELL
- Warehouse of available ESL plans, policies and procedures
- District level consultation for system-wide change for ELL
- Consultation regarding tiered level of supports for ELL
- Provide districts with current information from ODE and the Lau Center regarding ELL populations
- Consultation in developing LEP improvement plans
- Audit tool and consultation for best practices and compliance

Level of Participation

Basic membership for districts required to participate:

- Use of consortium library
- Information from ODE in regards to LEP
- ELL Open Forum participation
- Consultation regarding intervention, assessment and program questions
- SIOP training at cost to district for materials
- Assessment materials for initial identification of LEP

Level 1: District elective participation:

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

Level 2: District elective participation

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

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Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

ESL, ELL, English as Second Language,
English Language Learners, LEP,
Consortium

MEDIA STREAMING

The HCESC Area Media Service offers discounts on yearly subscriptions to streaming services. Experience real-time, on-demand distribution of audio, video, still images and much more over the Internet.



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Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Must be ordered by June 30, 2010
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Video Streaming, Digital Content, Media Services, Instructional Resources, Instructional Technology

Option 1:

Discovery Education Streaming

Discovery Education streaming is a digital video-on-demand learning resource scientifically proven to increase student achievement.

Content Features:

- Integrates seamlessly into any curriculum with over 5,000 full-length videos segmented into 50,000 content-specific clips tied directly to state and national standards. Subjects include Language Arts, Mathematics, Science, Social Studies, Fine Arts, Music and Physical Education/Health, and more for grades K-12.
- Engages students with video, audio, and more, all from trusted sources. Over 100 educational publishers including the Discovery Channel (including the "Planet Earth" series), Scholastic, BBC, Weston Woods, and more.
- Includes hundreds of titles in Spanish and other languages and a library of over 23,000 images. Closed captioning is available on nearly 1,500 titles.
- Lets students become multimedia producers through access to over 1,000 editable video clips.
- Saves time with fast and accurate search functionality and dynamic navigation menus. Video and video clips searchable via Ohio curriculum standards, keyword, grade, subject area and publisher.
- Includes ability to create and innovate with Assignment Builder, Quiz Center, Writing Prompt Generator, and other resources.
- Provides access to Association for Supervision and Curriculum Development (ASCD) digital professional development titles.

Administrative Features:

- On-demand user reports
- Network manager software for on-site video caching and scheduled delivery of viewing and content download access
- Monthly online newsletter with lesson plans, student activities, featured trainings, etc.

Option 2:

Discovery Education streaming PLUS

Discovery Education *streaming* PLUS enhances the basic Discovery Education streaming service and is the most comprehensive digital video-on-demand and online teaching resource available today. It offers K-12 educators and students 'anywhere and anytime' access to a rich collection of more than 71,000 video segments and 9,000 full-length education videos - all designed for easy integration into the curriculum and correlated to state standards. As the largest and most comprehensive digital curriculum library on the market, DE streaming PLUS includes highly sought after content from The Discovery Channel (including the new "LIFE" series), PBS, AIMS Multimedia, and Clearvue/SVE, and many more.

Content Features:

- Six core subjects
- 9,000 full-length videos chaptered into 71,000 segments
- 6,000+ audio files
- 20,000+ high-quality digital images
- 23,000 encyclopedia articles
- 200 lesson plans
- 2,000 pre-made quizzes
- 250+ skill building games for language arts, math, and science
- Hundreds of interactive math explorations and overviews

Option 3:

Learn 360

Engage students with a comprehensive K-12 solution featuring over 9,000 full-length videos plus video segments, speeches, songs, newsreels, and thousands of images from content providers such as: PBS, National Geographic, Nova, Sunburst Visual Media, A&E, The History Channel, The Biography Channel, Slim Goodbody, Standard Deviants, Cerebellum, Media4Math, Academic Media Network, Weston Woods, and many others. There are 25,000 Encyclopedia Britannica articles. Also, add your own content or choose from thousands of teachers' favorite resources from the most trusted and award-winning educational content partners.

Content Features:

- Collection covers Social Studies, Science, English, Math, World Languages, Arts and Guidance
- Search for digital content by curriculum standard, keyword, grade level, or subject area
- Cutting-edge digitization brings you the best quality streaming media and provides many recent titles at the highest digital quality level from 2008-2009
- Users can have their own My Learn360 page with features such as: Assignment/Quiz Creation Tool, Classroom Blog Creating Tool, Podcasting, Personal Calendar, and ability to upload and share their documents and media
- Custom media can easily be added and linked to Learn360 by grade level, subject area, and standards

Administrative Features:

- User statistics and search data available
- Bandwidth control usage
- Customizable reports available



Video Streaming Professional Development Offerings:

On-site and/or online professional development is available on the following topics:

- Effective integration of embedded visual content
- Differentiation with visual content
- Designing inquiry-based learning units with streamed digital content

**Due to the number of options available,
contact Ginnie Gillette at 513.674.4314
for service and pricing information.**

**Service for 2010-2011 school year
must be ordered by June 30, 2010.**

PROFESSIONAL LEARNING OPPORTUNITIES

Hamilton County Educational Service Center is committed to providing professional learning opportunities that align to Ohio's Standards for Professional Development. Our approach to professional learning is job-embedded. We believe that standards-based curriculum implementation and data-based decision making are best learned in the context of real work. To this end, our services are research-based and designed to improve educational systems and processes so that teachers and their students can be successful. Some of these services require extended yearlong coaching to achieve optimal results. Services can be delivered with a concentrated focus in **mathematics, social studies, science, or language arts**.

We are also available to design services customized to meet your needs. We will work with you to design a plan that addresses your school or district's professional learning priorities through a variety of methods that include: presentations, workshops, consultation, coaching or in a combination of approaches. Additionally, our training with **the Partnership for 21st Century Skills** has given us the designation as a PD affiliate organization so you will find this work embedded in our services.

We are fortunate to have talented, high quality staff members who design professional development and deliver customized services to support your district's learning needs to improve student achievement. Our colleagues are connected to work with state and national leaders in the field of education and beyond. They are knowledgeable of the latest research, best practice, and changes in policy.

At Hamilton County Educational Service Center, we continually strive to offer a variety of quality services that will help you meet the needs of your school or district. Please contact us if you have any questions regarding these services, or have other professional development needs you would like to discuss.

Contact Information

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DATA-DRIVEN DECISION MAKING AND PLANNING

Research shows that schools improve when educators at all levels in the system use data to identify and prioritize needs, develop a focused plan, and monitor the implementation of that plan. HCESC consultants provide the training and the tools to facilitate data analysis and planning at the district, building, and classroom levels.

Topics of Expertise

- Building a Data-Driven Culture
- Electronic Data Tools
- Item Analysis
- Professional Development Planning
- The Ohio Improvement Process including Decision Framework (DF) and Implementation Management and Monitoring (IMM) tool
- Value-Added Training
- Expedited Data Analysis*
- DIBELS assessment and data analysis
- Collaborative Teacher Based Teams
- Program Evaluation and Auditing*
- Survey of Enacted Curriculum

*newer services include descriptions

Expedited Data Analysis

Successful school leaders utilize data to increase student achievement and learning. We will expedite your data analysis process by providing custom analysis of your data, capturing observations and creating data statements to present to your team. This will allow your team more time to incorporate the findings into a significant action plan. Some possible data to be analyzed could include: Local Report Card data, Decision Framework, Value-Added, Measure Up, Success/OOARS, local assessment data, DIBELS data, intervention supports and programs, behavior data, and perception data. With previously analyzed data, your team will have more time to discover data patterns, pose hypotheses, determine specific areas of need, determine root causes, and develop a detailed action plan and monitoring system.

Program Evaluation and Auditing

Through a series of carefully planned activities, your literacy, math or special education program will be reviewed at the building and/or district level. Fully customizable to your needs and programs, a team of consultants will conduct surveys and focus groups, review lesson plans and student work, evaluate curriculum alignment, and provide unbiased feedback and data for immediate review and future planning. Recommendations for adjustments and continuous improvement activities are included in the final report.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Successful teaching and learning begin with aligned curriculum, instruction, and assessment. HCESC consultants promote effective, research-based instructional practices to engage and motivate 21st Century Learners and accelerate their achievement in core academic subject areas.

Topics of Expertise

- Curriculum and Assessment Mapping
- Marzano's High-Yield Instructional Strategies
- Teacher Expectations and Student Achievement (TESA)
- Curriculum Audits, Standards Mapping, and Instructional Technology Assessments
- A Complete Assessment System with High Quality Formative Assessments
- Inquiry-Based Programs in Math and Science
- Instructional Technology Integration with Web 2.0 Tools in the Classroom*
- Strategic Reading and Writing in all Content Areas
- 21st Century Curriculum: Merging Thinking Skills, Media Literacy, and Instructional Technology*
- Focused Instruction
- School-Based Coaching
- Online Course Construction and Facilitation*
- Collaboration and Co-Teaching
- Differentiated Instruction for Teachers and Administrators
- Effective Classroom Management
- Response to Intervention (RtI)*
- Strategies for Gifted and Talented Students
- Understanding Poverty Through Strategies for Student Success
- Positive Behavior Supports*
- Culturally Responsive Practices*

*newer services include descriptions

Instructional Technology Integration with Web 2.0 Tools in the Classroom

Blogs, wikis, social network sites and other Web 2.0 tools are creating a world of learning that is more networked and engaging, connecting learners in collaborative, creative learning environments that look little like traditional classroom spaces. HCESC consultants help teachers navigate a world of tools that are already being embraced by businesses, journalists and politicians, learning how to best incorporate these tools into classroom practice. From learning the basic skills of individual tools, to identifying and employing best classroom practices, HCESC can provide demonstrations and coaching to support learning about these new tools and how they support core learning in all subject matter classrooms. Customized professional development plans can be developed to serve individual classrooms, departments, buildings, or entire districts. Using a combination of face-to-face and online coaching, teachers will learn to master these tools in ways that amplify core learning objectives.

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

What does teaching a "21st Century Curriculum" really mean? Great potential lies in merging digital tools and resources with the latest research in thinking skills, literacy and instructional practice. The convergence of all of these, with a focus on building student skills in leadership, collaboration and a deeper global understanding, is the fertile territory of a "21st Century Classroom". HCESC consultants provide technical training, learning about best instructional practices, access to resources and quality coaching to transform practice. With a blend of face-to-face and online support, we can customize solutions for individual teachers, cohort groups, districts, or even cross-district teams. Instructional leaders face their own challenges in supervising learning across 21st Century Classrooms, so we also provide a range of learning and support opportunities for curriculum leaders, principals and district leaders.

Online Course Construction and Facilitation

Developing quality, effective online learning is a challenge that requires both technical training and shifts in thinking about instructional design. HCESC consultants help schools think through this new lens of learning and develop the skills needed to create online learning environments that are intellectually changing, engaging and meet the needs of learners. Using proven strategies and tools for effective online teaching, based on the principles of learning as a social process, consultants offer practical guidance to support e-learning decision-making, instructional choices and implementation of course planning and development. Design tools supported include Moodle and Blackboard.

Response to Intervention (RtI)

Response to Intervention (RtI) is a framework designed to bring together general, special, compensatory and gifted education with the goal of providing a comprehensive, proactive and unified system of education to meet the needs of, and improve results for, all students. Essential components of an integrated three-tier framework of RtI include: leadership and teaming at all levels, use of a collaborative problem-solving method, integrated assessment and data collection systems to inform all decisions, positive school climate, family/parent and community engagement and scientifically based instructional practices. Services could include: RtI consortium, consultation at the district/building/grade levels, and customized professional development.

Positive Behavior Supports

PBS, or Positive Behavior Supports, is a broad range of systemic and individualized strategies for achieving important social and learning outcomes in school communities while preventing problem behavior. The key attributes of PBS include preventive activities, data-based decision making, and a problem solving orientation. Positive behavior supports are an essential practice within a three-tiered framework for response to intervention (RtI) to meet the needs of, and improve school success for, all students. It is critical for leadership teams to ensure that culturally responsive practices are embedded within a tiered system of positive behavior supports. To maximize school success for all students, it is essential that leadership teams also address the academic components of response to intervention. Services might include: responsive consultation with district/building level leaders, customized professional development and designing and monitoring intensive student interventions, including functional behavioral assessment (FBA) and behavior intervention plans (BIP).

Culturally Responsive Practices

Culturally responsive practices (CRP) encompasses the use of cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them. Customized services around culturally responsive practices include providing professional development and technical assistance related to culturally responsive practices, cultural competence and, in collaboration with the Title III Consortium, supports for English Language Learners. Professional development course series offerings include: Culturally Responsive Leadership for individual educators looking to build their cultural competency and Advanced Culturally Responsive Leadership for teams as a means of analyzing subgroup performance and planning to support the needs of diverse learners. In-district professional development and technical assistance is provided per district or building request, and can cover the topics listed above in addition to various other CRP-related issues.

ASSISTIVE TECHNOLOGY CONSORTIUM

Federal and state regulations specify that each public agency shall ensure that assistive technology devices (equipment) and services (evaluation, purchase, selection, coordination, training the child/staff/family) be considered (by someone knowledgeable) and provided to every student with an Individualized Educational Plan (IEP). The HCESC Assistive Technology Consortium is a cost-effective solution to fulfill these regulations.



Compliance with IDEIA regulations regarding **assistive technology devices**:

- ◆ Equipment Lending Library:
 - Access to thousands of pieces of up to date assistive technology equipment
 - Equipment ranges in price from \$5 to \$10,000 per item
 - Equipment categories include: communication devices, computer access adaptations, writing tools, switches, mounts, adaptive toys, and more
 - Access to hundreds of software titles
 - Access to teaching resources
 - Access to ready made materials

Compliance with IDEIA regulations for **assistive technology services**:

- ◆ Support from experienced assistive technology consultants
 - Assist teams in the problem solving process
 - Provide educational assistive technology assessments
 - Assist in providing recommendations for integration of equipment into the curriculum
 - Customize services to meet a district's unique needs for training, assessment, and curriculum integration of assistive technology
 - Provide training of staff and families on the operation and utilization of various types of equipment
 - Assist in determining funding sources like Medicaid, which require proof of AAC expertise
- ◆ Professional Development Opportunities
 - Free admission for all district professionals to evening tech center open houses
 - Free admission for all district professionals to assistive technology workshops offered during the day
 - Two personalized large group presentations offered at your school(s) tailored to meet the needs of your staff.
- ◆ Subscription to electronic Solutions newsletter which could be forwarded to all district staff

- ◆ Access to the password protected HCESC AT website with equipment and software tutorials, hundreds of click and print activities, web links, a chat line, presentations, upcoming events, and much, much more.

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Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
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Keywords

Assistive Technology, Consortium,
Professional Development, Lending
Library of Devices, Consultation/Problem
Solving

ATTENDANCE SERVICES

This service option provides a comprehensive approach to dealing with students with attendance issues. It covers services from the investigation of students with attendance problems, court referrals, and case coordination to Diversionary Court hearings and official Juvenile Court presentations.



Attendance Services

Complete investigation of students with attendance issues, including a warning letter to parent/guardian, phone consultation with parent/guardian/school, home/school visits with student and/or parent, police escort with truant student, search for missing students, filing of student and parent charges and case presentation at Hamilton County Diversionary and Juvenile Court proceedings; ongoing monitoring of student attendance after referral and feedback to school regarding court cases; assistance with custody, residency, and homeless issues.

Diversionary Court Services

Students' misdemeanor offenses are heard weekly before the Diversionary Court Referee. Offenses range from truancy (including excessive tardiness); disorderly conduct (fighting); harassment (bullying or threats); theft, and unruliness (any violation of Districts' Policies). Parent conferences are also held as an intervention prior to official filing against parents. Referrals are made to intervention/counseling agencies.

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Keywords

Truancy, Attendance, Court, At-Risk
Behavior, Prevention/Intervention

Educational Audiologists are specialists involved in the study of normal and impaired hearing, identification and assessment of hearing problems, rehabilitation of hearing impairments, use of assistive hearing technology, and the prevention of hearing loss. The Educational Audiologist understands school-based issues and practices and can assist the school team in understanding the link between hearing, language and learning. Educational Audiology services are required by IDEIA for a child with a hearing disability. Only an Educational Audiologist can determine the need for and fit FM systems.



- Identify the presence and severity of hearing problems in children ages 3 through 21
- Determine the range, nature and degree of hearing loss, including referral for medical and other professional needs
- Assist in the provision of (re) habilitation, including counseling about communication needs in the instructional setting
- Assess the benefits of hearing assistive technology (FM) and amplification including the selection, fitting and monitoring of such devices
- Provide instruction in the care, use and maintenance of amplification and assistive hearing technology devices
- Participate in collaborative consultation with teams of professionals on strategies and situations to address the communication needs of the child
- Recommend appropriate modification and adaptations to classroom acoustical environment to maximize the child's auditory learning potential and in-service school personnel and community members
- Provision of on-site assistance to check the functioning of hearing aids and FM systems
- Centralized purchasing of equipment provides every district with a wide variety of applications to specifically meet the needs of their students in a cost-effective manner
- Maintains communication with teachers, parents, children and outside agencies and provides counseling on the educational needs of a child with a hearing disability as well as participation with ETR teams
- Consultation on newly identified and implanted children
- Fitting of FM Equipment

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Keywords

Audiology, Hearing, FM, Hearing Aids

COMPREHENSIVE CONSULTATION AND PROFESSIONAL DEVELOPMENT

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Order Information

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Keywords

Curriculum, Early Childhood,
Consultation, Professional Development,
Standards

Comprehensive Consultation to district administrators regarding all aspects of Early Childhood. Professional Development for Transdisciplinary Early Childhood Personnel who are directly involved in providing service delivery to Early Childhood Special Education Programs.



- Access the expertise needed to develop quality programming, supports, and services for young children and their families
- Strengthen district early childhood service delivery with access to the latest information and resources
- National, regional, and local experts are accessed to bring you state-of-the-art information specifically focused on Early Childhood
- Participate in transdisciplinary professional development that provides dynamic training and information on the issues affecting Early Childhood
- Quality training at the local level

Responsive Consultation:

- Programming/service delivery
- Policies and procedures
- Federal and state updates
- Assessment procedures
- State licensing requirements
- Early Childhood initiatives
- EMIS reporting

Quality Professional Development:

- State and national initiatives
- Networking opportunities
- Focus groups
- Early learning content standards
- Early literacy initiatives
- Curriculum development

EARLY CHILDHOOD HALF-DAY CENTER BASED PROGRAMS

A trans-disciplinary team approach provides high quality programming and services - all designed to meet the needs of the whole child. In all of our service areas, the focus is on meeting the physical, social, emotional, and cognitive needs of each child.



- Exemplary integrated programming
- Experienced Early Childhood special educators
- Medical needs and records monitored by program nurse
- Vision and hearing screening
- Psychological services, direct and consultation, with program and families
- Speech and Language therapy provided for identified students
- Content standard-driven curriculum
- Occupational therapy provided for identified students
- Integrated team approach
- Integrated therapy model
- Comprehensive individualized educational program and implementation
- Supervision of integrated services
- Developmentally appropriate educational practices
- Ongoing assessment and data collection of the student's development
- Augmentative and technology support
- Utilizing latest trends in developmental strategies and interventions for children with a wide range of special needs
- Curriculum modifications responsive to an individual child's needs
- Enrollment of peer models
- Participation in initial district team and IEP meetings
- Management of data collection and progress reporting to parents
- Team commitment to meeting with district personnel and parents
- Development and implementation of a transition plan with the district and families
- Responsive to developing a partnership with families
- Best practices for quality early childhood programming
- Development of formalized behavior plan for students, as appropriate
- Family support services
- Access community resources

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Area of Service

- District and School Leadership
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Keywords

Programming, Early Childhood,
Preschooler with Disability

EARLY CHILDHOOD ITINERANT SERVICES

Early Childhood special educators will provide support services to children with disabilities in Head Start, home, preschool, child care centers, or a district site.



- Implement IEP goals in designated settings
- Consult with parents and program staff
- Modify curriculum responsive to individual needs
- Provide environmental modification
- Develop behavior management and intervention strategies
- Evaluate need for alternative communication methods
- Develop multi-sensory activities and materials
- Utilize specialized approaches for children with PDD/autism spectrum disorder
- Coordinate transition planning with district personnel and families
- Provide ongoing assessment and data collection of the student's development
- Collaborate with therapists working with the student
- Develop individual interventions for home and school settings
- Network with families and staff to secure additional resources available in the community
- Responsive to developing a relationship with the family
- Liaison for the district to the family or other service providers
- Development and sharing of various materials designed to support the students' needs
- Participation in initial district team and IEP meetings
- Collaborate with community partners

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Area of Service

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- Annual Service:
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Keywords

Itinerant, Early Childhood, Support Services, Preschoolers with Disability

EARLY HEAD START

Early Learning programs are direct services provided to children and families, birth through age 5 to provide opportunities and experiences that support school readiness. Head Start, Early Head Start and ELL are income eligible programs designed to provide a comprehensive and integrated early care and education program focusing on the whole child. They are designed to support children and families most at risk. These programs are offered to school districts through cooperative agreements with HCESC. There are no fees or charges for these programs.

Early Head Start (EHS) is a federally funded community-based program for low-income families with infants and toddlers and pregnant women. Its mission is to provide healthy prenatal outcomes for pregnant women, enhance the development of very young children, and promote healthy family functioning.



- Serving infants, toddlers and pregnant mothers in a home based program who are 100% or below poverty level
- Weekly visits to the home
- Monthly socialization visits for children and families
- Transition services to preschool programming
- Comprehensive curriculum that focuses on individual growth and development
- Federal Performance Standards define expectations
- Health and developmental screening
- Medical and dental follow-up
- Parent education component

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Area of Service

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Order Information

- Annual Service:
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Keywords

Infants, toddlers, home-based, parent involvement, pregnant moms, prenatal health care, transition, disabilities

HALF-DAY CENTER BASED PROGRAM FOR CHILDREN WITH INTENSIVE NEEDS

A trans-disciplinary team approach provides high quality programming and therapeutic methods within a naturalistic early childhood environment for children with intensive social and communication needs. The interventions and modifications are embedded in the environmental design of the classroom to maximize effectiveness. The program is specifically designed for children needing high level of continuity of service and environmental control.



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- Small class size
- Experienced Early Childhood special educators
- High ratio of adult support
- Highly structured intervention design
- Environmental engineering
- Intensive speech and language services
- Embedded visual communication system
- Intensive occupational therapy services
- Comprehensive sensory-motor approach
- Psychological services, direct and consultation, with program and families
- Systematic data collection and assessment of the student's development
- Modified curriculum and instruction
- Utilization of specialized approaches for children with PDD/autism disorder
- Medical needs and records monitored by program nurse
- Vision and hearing screening
- Supervision of services
- Augmentative and technology support
- Utilizing research based practices in the development of strategies and interventions for children with intensive needs
- Data collection is linked to intervention, design, implementation and evaluation
- Curriculum modifications responsive to the unique needs of children with intensive social and communication needs
- Development of a sensory diet to meet the unique needs of the child
- Management of data collection and progress reporting to parents
- Team commitment to meeting with district personnel and parents
- Responsive to developing a partnership with families
- Generalization of an effective communication "system" across activities and environments
- Development and implementation of a transition plan with the district and families
- Problem solving with families around behavioral issues
- Partnering with private providers to maximize effective interventions
- Participation in initial district and IEP meetings
- Access community resources

Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
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Keywords

Autism, Intense Programming,
Preschooler with Disability, Early
Childhood, Challenging Behaviors

HALF-DAY CENTER BASED PROGRAM FOR CHILDREN WITH INTENSIVE THERAPEUTIC NEEDS

A trans-disciplinary team approach provides high quality programming and therapeutic interventions within a naturalistic early childhood environment for children with intensive needs in the area of motor, communication, medical, positioning and equipment. The program is specifically designed for children needing high levels of modifications and adaptations to access and participate in the early childhood curriculum.

NOTE: This program is a collaboratively governed unit by membership districts, HCESC and HCDD. Membership in the consortium is required for placement into this program.



- Experienced Early Childhood Intervention Specialist
- Utilizing research based practices in the development of strategies and interventions for children with intensive needs
- Curriculum and instructional modifications responsive to the unique needs of children with intensive needs in the areas of communication, movement, medical, positioning and equipment
- Environment engineered to provide access and participation for physically challenged children
- Augmentative and technology support for communication, movement and access
- Wide variety of adaptive toys, equipment, activities and sensory based activities
- Availability of positioning and seating equipment
- Intensive therapeutic treatment by speech and language, occupational and physical therapists
- Medical needs, records and health plans monitored by program nurse
- Data collection is linked to intervention, design, implementation and evaluation
- Psychological services, direct and consultation, with program and families
- Management of data collection and progress reporting to parents
- Team commitment to ongoing communication with families
- Partnering with private providers to maximize effective interventions
- Access community resources
- Development and implementation of a transition plan with the district and families
- Supervision of services

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Order Information

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Keywords

Early Childhood, Early Childhood Consultation, Physically Challenged, Programming, Medically Fragile

HCTIPP PROGRAM

The Hamilton County Therapeutic Preschool Program (HCTIPP) is a collaborative early childhood program between Cincinnati Children's Hospital Medical Center (the Childhood Trust and Division of Developmental Disabilities), Hamilton County Job and Family Services, and HCESC Early Learning Program. The program provides educational programming, mental health services, and CHMC resources to a population of preschool children who have histories of abuse, domestic violence, or neglect.

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Order Information

- Annual Service:
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Keywords

Day treatment, transition services, behavioral/developmental problems, parent involvement



- Year round programming in a center-based therapeutic setting
- Transportation between home and classroom
- Degreed teachers in early childhood education
- Research-based curriculum and assessment system based on Ohio Early Learning Content Standards and Head Start Performance Standards
- Regular teaming by interdisciplinary staff
- Best practices in early childhood programming and support services
- Nurturing and supportive environment with an emphasis on establishing stable and trusting relationships with adults
- Home visits
- Administrative leadership and oversight by CHMC staff
- Interdisciplinary treatment teams of mental health therapists and developmental specialists work with children and families
- Health, developmental and mental health screening

HEAD START PROGRAM

Early Learning programs are direct services provided to children and families, birth through age 5 to provide opportunities and experiences that support school readiness. Head Start and Early Head Start are income eligible programs designed to provide a comprehensive and integrated early care and education program focusing on the whole child. They are designed to support children and families most at risk. These programs are offered to school districts through cooperative agreements with HCESC. There are no fees or charges for these programs.

These programs serve income eligible 3-5 year old children in half-day, self-administered classrooms and family childcare provider partnerships who are at 100% or below federal poverty level. Head Start is a federally funded program that provides comprehensive services and emphasizes parent involvement.



- Inclusive – serving preschool children with special needs in an integrated setting
- Collaboration with community resources for medical, oral health, mental health and social services
- Family engagement through home/school connections
- Research-based curriculum and assessment system aligned with Ohio Early learning Content Standards and federal Head Start Outcome Indicators
- Individualized educational planning
- Ongoing assessment and data collection of child's growth and development
- Progress reporting to parents
- Referral to community and local school district services
- Vision and hearing screening
- Developmental screening
- Degreed teachers in early childhood education
- Developmentally appropriate educational experiences
- Federal Performance Standards that reflect the highest expectations for services to young children
- Transition planning for kindergarten with district and families
- Work collaboratively with school districts for accessible early childhood programming

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Keywords

Cooperative agreements, Preschool, Parent Involvement, Professional Development, At-Risk Children, Early Childhood

HEARING IMPAIRED

We provide comprehensive programs and related services to support the learning of students with hearing impairments. Teachers of the hearing impaired have an in-depth knowledge of deaf language acquisition. This knowledge and special training enables the teachers of the hearing impaired to assist the deaf student in appropriately accessing the general curriculum. Services are available for a variety of settings. These settings can include full inclusion, consultation or intervention.



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Order Information

- Annual Service:
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Keywords

Deaf, Hard of Hearing, Special Education, Support, Intervention

- Provide a continuum of services for students with hearing impairments
- Provide instruction to students using oral/auditory communication or total communication
- Provide related services to students who have additional needs (e.g., audiological services, speech, social skills training and counseling)
- Administer educational and language assessments when needed by the ETR team
- Participate in collaborative consultation with teams of professionals who serve students with hearing impairments
- Present workshops for teachers on effective strategies of how to work with students who have hearing impairments in the general education classroom
- Provide a lending library for captioned materials and TTYs on a trial basis before purchasing equipment
- Expertise in the technical areas of deafness to assist schools in the area of evaluation and service to students
- Ability to serve deaf students with other special needs (e.g., mental retardation, autism)
- Expertise on how to work with students with cochlear implants
- Social activities to support deaf students in integrated placements
- Expertise of staff that are knowledgeable about hearing aids, FM systems, Assistive Technology (e.g. captioning, video phones, adapture equipment, etc.) language deficits and will recommend classroom accommodations that affect students with hearing impairments

INTERPRETER SERVICES

IDEIA requires that students with a hearing loss have effective communication in the learning environment. HCESC provides quality interpreter services to ensure communication accessibility.



- Quality educational interpreting
- Ensure that interpreters have proper credentials and fulfill State requirements for employment
- Substitute interpreters provided based on availability
- Evaluation of educational interpreters skills
- Consultation for interpreter services
- Provide resources for interpreter needs (ex. lending library, support, and professional development)
- Coordinating interpreter services for school related functions
 - After school functions
 - Interpreter services for deaf parents

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Order Information

- Annual Service:
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Keywords

Deaf, Manual Communication,
Interpreter, Signing

LEARNING CENTER AT NORTH NORWOOD

The HCESC Learning Center at North Norwood is a public separate school for students with disabilities specializing in intensive supports for students with behavioral and/or mental-health needs. An interdisciplinary approach provides a team of professionals working with the student and his/her family and community-support systems in building effective academic and social/behavioral strategies needed to be successful in his/her most natural educational and community setting.



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- Provide a link in the continuum of services for students with disabilities experiencing behavioral and/or mental-health needs
- Facilitate collaboration between families, schools, and community-support systems in addressing students' behavioral and/or mental-health needs, including assisting in the connection of students to mental-health services
- Provide a structured behavioral-support program including:
 - School-wide Positive Behavioral Supports (PBS)
 - Daily instruction in social skills
 - Weekly instruction in affective education and communication skills
 - Small-group interventions for students demonstrating common behavioral needs (e.g., group work, conflict resolution)
 - Intensive, individualized interventions utilizing the processes of functional behavioral assessment and behavioral intervention planning
- Provide a highly-structured academic program delivered by Highly-Qualified Teachers and utilizing the principles of Understanding by Design, Universal Design for Learning, and Differentiated Instruction
- Provide nursing, school-psychological, and speech-language services based upon students' needs and as directed by their IEPs
- Facilitate the provision of other related services as directed by student IEPs
- Assist districts in meeting the requirements of federal, state, and local special-education directives

In addition to services provided on site, the Learning Center at North Norwood also offers consultative services to schools, families, and community-service providers needing assistance in developing and implementing behavioral strategies that promote the inclusion of students with disabilities in the least restrictive environment. Services are provided via consultation with the Learning Center's Supplemental Service Teacher (SST) and are offered at an hourly rate.

Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
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Keywords

Emotionally Disturbed, Social Skills, Highly Structured, Separate Facility, Behavior Management

OCCUPATIONAL THERAPY/ PHYSICAL THERAPY

Occupational and Physical Therapists work closely with school teams to identify student functional performance levels and design intervention strategies to improve skill level and academic achievement. OT's and PT's are trained to meet the unique needs of the educational environment. Supervision, consultation, and professional development are provided to districts as needed.

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

Physical Therapists teach functional movement skills, provide evaluations and therapeutic educational interventions in the areas of sensory motor development, movement and mobility skills, balance, coordination, and self care. PTs design and adapt equipment to improve postural support, facilitate functional movement and increase independence within the school environment. A physician prescription may be requested.



- To provide qualified therapists who understand special education laws and implement best practice based on research within the educational model
- To collaborate with school personnel, parents and agencies in developing interventions and identifying resources within the school community
- Full-time/part-time personnel to meet district needs
- Customized professional development specific to school-based practice
- Tests, materials, professional resources and equipment for trial or short-term loan
- Consultation for difficult or unusual cases and professional issues
- Pre-service training, supervision, and performance review of personnel to meet district OT/PT needs

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Area of Service

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- Business and Operations

Order Information

- Annual Service:
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- May Be Ordered Anytime:
See Contact Information
at Top of Page (if staff available)

Keywords

Gross Motor, Classroom Seating/
Equipment, Sensory-Motor, Access to
Environment, Body Mechanics, Sensory
Integration, Handwriting, Fine Motor,
Visual Motor, Classroom Interventions

PATHWAYS TO EMPLOYMENT

Pathways to Employment is a collaborative venture between HCESC, the Raymond Walters Branch College of the University of Cincinnati, and the Great Oaks Institute of Technology and Career Development. It is a unique comprehensive program for students with disabilities, between the ages of 18 and 22, who are in need of a program centered on work and life skills. Pathways to Employment prepares students to successfully transition from school, to live and work in their community.



Contact Information

Penny Forcade
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- Located on sites appropriate to peers (Scarlet Oaks Vocational campuses and Raymond Walters college campus)
- Facilitate person-centered planning for individualized academic, vocational and community goals based on the student's and family's shared visions
- Provide individualized instruction in the community for academic or applied academic (life skills) areas (i.e., budgeting, shopping, travel training, safety, time management, cooking, self advocacy, etc.)
- Provide hands-on experience in a variety of jobs
- Provide one day job shadowing experiences in a variety of community jobs which match the student's interests
- Provide several short term work experiences (2-3 months) in the community to learn work skills and determine which work field is best suited to the student's skills and dreams
- Provide job coaches and transportation for all community work experiences
- Assist with linking students with various community resources
- Provide information for networking with area adult agencies for financial, assisted living, follow-along work services and community support
- Assist in developing a competitive final job placement near the student's residence or form of transportation if at all possible
- Provide access to Pathway Parent Website for comprehensive information.

Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Transition, Work Skills/Employability, Individualized Instruction in Life Skills, Linkage with Adult Agencies/Support, College Campus

PRIMARY CLASSROOM FOR CHILDREN WITH AUTISM

Contact Information

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Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Transition, Work Skills/Employability,
Individualized Instruction in Life Skills,
Linkage with Adult Agencies/Support,
College Campus

All Day Center Based Program for Children with Autism Spectrum Disorder

A trans-disciplinary team approach provides high quality programming and therapeutic methods for kindergartners through third graders who have the medical diagnosis or educational identification of autism. The interventions and modifications are embedded in the environmental design of the classroom to maximize effectiveness. The program is specifically designed for those children with autism who have the potential to return to their home school district within one to two years. While children are attending this classroom, the autism trans-disciplinary team is working with the child's home school district personnel to build the capacity strategies, interventions, and modifications for children to have a smooth transition and positive return to their home school district.

Note: This program is a collaboratively governed unit by membership districts, HCESC and the Regional Autism Advisory Council. Membership in the consortium is required for placement into this program.

Highly Qualified Staff:

- Experienced Intervention Specialists in autism spectrum disorders
- Intensive speech and language services
- Intensive occupational therapy services
- Psychological services supports children and families
- Program nurse conducts vision and hearing screenings
- Supervision services

Specialized Environmental Design:

- Highly structured environmental design
- Embedded visual communication system
- Environmental engineering to promote positive behaviors
- Small class size
- High ratio of adult support
- Sensory diet incorporated into student's day
- Comprehensive sensory motor support embedded in the classroom
- Utilization of a variety of specialized, research based approaches to promote social communication, emotional regulation, and transactional supports for children with Autism Spectrum Disorder
- Differentiated instruction and curriculum modifications provided to meet the unique individual needs of each student
- Specific behavior plans and strategies developed for students to assist in them in becoming more independent in regulating their behaviors and emotions

Consultative Services:

- Partnering with private providers to maximize effective interventions
- Capacity building of strategies and interventions
- Consultation with families
- Development and implementation of a transition plan with the district personnel and families

SCHOOL NURSING

School Nurses support the academic success of all students by removing existing and potential health barriers to learning.

All HCESC School Nurses are Registered Nurses that specialize in the practice of nursing within schools and are licensed through the Ohio Department of Education as a “School Nurse.”

School nurses provide a wide range of comprehensive services to individuals, families and schools in compliance with local, state and federal legislation.



Contact Information

Lauren Brown, R.N.
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School Nurses:

- Provide direct care for students including management of illness, injury, emergency, medication, medical treatments, and case management of students with complex medical health needs.
- Collaborate with school personnel, parents, healthcare providers and community agencies regarding student needs in the physical, social, emotional, and psychological areas.
- Participate in school wellness initiatives through program development, implementation and evaluation activities.
- Assist with individual and group health education by providing health information and resources for students, families, and staff.
- Adhere to professional School Nursing Standards of Practice and maintain up-to-date knowledge of best practices in nursing and school health.
- Provide training and supervision of unlicensed personnel assisting the care of students.
- Receive orientation, professional resources and forms, mentoring, supervision and performance reviews from a qualified School Nursing Supervisor.
- Able to bill Medicaid for direct services to eligible students through the Ohio Medicaid School Program.

School Nursing Supervision and Staff Development for district-hired school nurses includes:

- Consultation and mentoring with HCESC School Nursing Supervisor (including on-site visits to your school).
- Access to HCESC School Nurse Collaboration Website.
- Access to HCESC Policy and Procedure handbook with additional resources and form templates.
- Quarterly Professional meetings focusing on school health issues and nursing practice.

Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

School Nurse, Health, Student Health, Special Health Needs, Wellness, Health Promotion, Nursing, Medicaid, Registered Nurse

SCHOOL PSYCHOLOGICAL SERVICES

School psychologists provide a full range of comprehensive services to individuals and schools in compliance with local, state, and federal legislation. School psychologists assist in defining and solving problems, planning and implementing programs, providing supportive consultation, and delivering direct service to students and families.



- Consistency of personnel is available
- Recruiting, interviewing, and pre-service training saves you time and expense as well as providing customized full or part-time staff
- Continuous professional development specific to school psychology
- Face-to-face support and supervision on cases and professional issues
- Individual school psychologists gain information and support by networking with our large staff of school psychologists and consultants

School Psychologists will:

- Provide information about mental health issues of children
- Know best practices in the field of education
- Implement problem solving strategies
- Conduct assessment and evaluation
- Understand violence prevention and participate in crisis intervention
- Perform individual and group counseling
- Assist in academic and behavioral interventions

School Psychologists Supervision and Staff Development for district hired school psychologist:

- Consultation and mentoring with a licensed supervisor of school psychologists (includes on-site visits to your school)
- Access to specialized assessment equipment and library materials
- Consultation with district and building administrator regarding state and federal special education regulations
- Quarterly professional development designed specifically for school psychologist

Contact Information

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Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Psychologist, Assessment/Evaluation, Interventions (academic & behavioral), Counseling, Systems/Problem Solving

SPEECH AND LANGUAGE

Direct, consultative and evaluative services are available to children with communication disorders as they affect educational performance. Supervision, consultation and professional development are also provided to districts as needed.



ODE and Ohio Board licensed Speech-Language Pathologists (SLPs):

- Understand state and federal rules, regulations and standards that support research-based practices.
- Align speech and language competence to educational performance in the classroom through assessment and intervention.
- Collaborate with school personnel, parents, and agencies to develop interventions and to find appropriate resources.
- Provide full and/or part-time SLP services to schools.
- Are supervised for their Professional Experience Year if they are recent graduates and new employees. This supervision is required by the Ohio Board of Speech Pathology/Audiology, and national certification (ASHA CCC's).
- Are supervised and performance-reviewed by qualified SLP supervisors.
- Have access to professional resources, including the SLP Collaboration Website.
- Receive *Word of Mouth* newsletter.
- Receive professional development from local, state and national experts in the field of speech-language pathology. This professional development is required to maintain state ODE and state licensure. HCESC is an American Speech-Language Hearing Association (ASHA) approved continuing education provider.

Professional Development for district-hired SLPs includes:

- Annual *Word of Mouth* newsletter.
- Access to professional resources including The HCESC SLP Collaboration website.
- Professional development opportunities which include orientation for new hires, small and large group inservices, focus groups (i.e. poverty, literacy, preschool, adolescent, spring cluster meetings).
- Professional development from local, state and national experts in the field of speech-language pathology. This professional development is required to maintain state ODE and state licensure. HCESC is an American Speech-Language Hearing Association (ASHA) approved continuing education provider.

Contact Information

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Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Speech/Language Pathologist,
Supervision by Licensed SLPs, Newsletters,
Qualified Substitutes, Professional
Development

SPECIAL EDUCATION CONSULTATION SERVICES

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



- **Focus on supporting district special and general education staff using existing resources by:**

- Coordinating and providing professional development activities
- Assisting with service delivery design, implementation, and evaluation
- Providing information on current federal, state and local mandates and guidelines
- Providing research on new methods, strategies, and materials related to special education
- Providing consultation to district staff and administrators

- **Customized services to meet current district needs which might include:**

- Supervising specific district programming
- Assisting in the staffing and interviewing of special needs personnel
- Assisting staff in meeting specific due process components
- Development of individualized behavior plans
- Coordination of IEP meetings
- Development of student transition plans
- Conducting student observations
- Development of service delivery systems for students with disabilities

Contact Information

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Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Supervision, Consultation, Special Education

TRANSITION SERVICES (WORK STUDY)

Work Study is a related service which provides a variety of supports to help students with disabilities meet their career goals. This service may include transition to work long-term and career planning, job development and placement, career counseling and instruction, and liaison with support agencies.



- Assist with transition to work planning by connecting schools and parents with BVR, Great Oaks, MRDD, etc.
- Assist teachers, parents and students in developing career plans and vision statements
- Develop job exploration sites in the community for students with identified disabilities
- Assist classroom teacher with curriculum and activities that will enhance career exploration and work experience
- Provide up-to-date knowledge of labor laws and rules of other government agencies

Contact Information

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Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Career Planning, Job Development,
Work Experience, Job Placement,
Post-School planning

VISUALLY IMPAIRED SERVICES/ORIENTATION MOBILITY SERVICES

Itinerant Teachers of the Visually Impaired and an Instructor of Orientation/Mobility provide a wide range of services to students and school districts in compliance with local, state, and federal legislation. The teachers participate with districts' evaluation teams in qualifying students under state guidelines, assist in developing program plans, provide direct or consultative services, and facilitate appropriate materials for individual students. Braille/VI Para-educators support instructional needs under the supervision of the VI teacher.



- Itinerant teachers trained in interpreting eye reports and providing functional vision evaluations
- Assist teams with development of evaluation and IEPs
- Coordinate braille or enlarged materials for the customer
- Provide braille/enlargement services on demand
- Provide orientation and mobility services designed to meet student needs (in school building or community). Cane instruction and Metro training per IEP
- Conduct workshops for staff on effective strategies for students with visual impairments
- Train district staff to use district owned braille production software/hardware
- School teams are able to understand how vision impacts student learning and are better able to develop effective program plans
- Teachers can meet the students' needs in any placement
- Costly book/audio tape orders are done by staff with free materials actively pursued
- Brailled materials produced by or at HCESC workstation
- Teachers work with school teams to refer to appropriate agencies for assistive technology evaluation
- VI/Braille Para-educators assist in providing services identified in Individual Education Programs at a lower cost

Contact Information

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Area of Service

- District and School Leadership
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- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Blind/Visually Impaired, Braille Instruction, Orientation/Mobility, Braille/Large Print Book Ordering, Functional Vision Evaluation

ATHLETIC RELATED SERVICES

Our athletic services team provides you with cost-effective administrative support for all your sports programming. HCESC's services incorporate our dedication to high standards, sportsmanship, and personal conduct both on and off the field and/or court.



- Assign, recruit and hire athletic officials for grades 7-12 events
- Provide top quality officials from throughout Southwest Ohio, trained in rules, knowledge and officiating mechanics
- Develop league scheduling for all events
- Save your valuable time and effort by locating top quality officials for your athletic events
- Ability to handle last-minute changes and cancellations. We take care of routine items right away. . .the impossible will take a few minutes!
- State-of-the-art computer-based scheduling and recordkeeping systems
- Provide assistance for the inclusion of interscholastic athletics as an integral part of the overall educational process
- Conduct observations and evaluations of officiating performance
- Staff experience of over 50 years involvement with interscholastic athletic programs

Contact Information

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Area of Service

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- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Recruiting, Hiring, Assigning Officials,
Evaluation of Officials' Performance,
Coordinating with District and State
Athletic Boards

GRAPHIC DESIGN AND DIGITAL PRINTING

Contact Information

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Print & Facility
Support Specialist
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Katie Tekulve,
Graphic Designer
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Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Black and White Printing, Color Printing,
Graphic Design, Fulfillment, Desktop
Publishing, Posters

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

"I appreciate the creativity and flexibility of the Graphic Design and Digital Printing Department at HCESC – they're great to work with during the creative process...and I've always been delighted with the results."

-Sandy Haas, The HealthCare Connection



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

MENU OF SERVICES:

Graphic Design: Graphic Design prepares brochures, posters, catalogues, logos, business cards, and other printed material using the classic arts of typography (the art of type), layout, illustration and photography. From sales and marketing to specific print, paper and binding we never forget that the promotion of your services is of paramount importance. Our services include MAC and PC capability, plus the latest programs to work from, such as Adobe InDesign, Adobe Photoshop, Adobe Illustrator, and Quark Xpress. Give us your ideas and we will customize a design to fit your needs and budget.

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

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

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

Large Format: When you need a poster, we also have that answer. You think of the size and we will print the size.

People and Equipment: We pride ourselves on having very skilled people who can help you with any questions you may have. Our equipment is state-of-the-art, from our 128 High Light Color to our Docucolor 252, and all the equipment to support these processes.

GREATER CINCINNATI SCHOOL APPLICATION SYSTEM

Membership in the Greater Cincinnati School Application System consortium provides school districts a streamlined way of finding, evaluating, and hiring the most qualified job candidates. Through the use of a large and growing database, district personnel can find the ideal certificated, classified, and administrative applicants. New membership is determined through an application process.



- School administrators can use SearchSoft to manage the application process from beginning-to-end without depending on paper or time-intensive clerical work
- Candidates apply by filling out an application posted on the Greater Cincinnati School Application System's website. Applications are automatically added to a fully searchable database. When it comes time to hire a new teacher, a point-and-click search menu allows administrators to find qualified candidates in minutes
- May be integrated with Gallup Teacher Insight candidate selection tool
- Created for the unique needs of school systems, the Greater Cincinnati School Applications System automates application storage, retrieval and tracking. The system can be used to find teachers, substitute teachers, administrators, and non-teaching employees
- **Search for Applicants on the Web**
This system enables district administrators to search for employment applicants from their desks or their computer at home
- **Receive Applications on the Web**
Job candidates fill out application information on the web. Applicants are no longer required to mail heavy application packets to each district
- **Shared cost**
The Greater Cincinnati School Application consortium allows districts to share the costs of running the system
- **Increased applicant pool**
Because of the system's simple application process, applicants are likely to apply to all of the districts within the consortium. This increased pool improves the district's chance of finding better teachers
- **Centralized processing**
HCESC provides database management as well as other services to ensure the system's maximum efficiency
- **Project Management**
HCESC also organizes meetings, communicates with SearchSoft, and manages all other aspects of the consortium system
- **Consortium continues to grow**
Now at 19 districts in three counties

Contact Information

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Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Teacher Application Search, SearchSoft, Increased Applicant Pool, Project Management

GREATER CINCINNATI SUBSTITUTE SOLUTION SERVICE (GCSSS)

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Area of Service

- District and School Leadership
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Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Automated Substitute Placement System,
Substitutes, AESOP

Membership in the GCSSS provides school districts a streamlined way of finding substitutes and filling employee absences in a timely fashion by utilizing an automated substitute placement system (AESOP) that posts and fills openings using both the phone and the Web. Through the use of a large substitute database, district personnel can choose qualified educators to provide coverage in classrooms.



- Provides school districts a quick, automated way of filling employee absences via both the phone and the web
- High fulfillment rate - on average, the system achieves over a 95% fulfillment rate which **greatly reduces the time required** for district personnel to procure substitutes
- Continual updating of district substitute pool
- Increased substitute pool - because multiple districts share the system, substitutes are more likely to apply to other districts within the consortium. This increased pool improves the districts' chances of finding more qualified substitute teachers
- Centralized data inputting and report management - as the host, HCESC provides database entry and management, and other services to ensure the system's maximum efficiency
- District reports can be provided to meet Human Resource and payroll needs
- Customized and individualized reports and system functions are available down to the employee level
- Reports containing analysis of employee absenteeism are provided
- Project Management - HCESC organizes meetings, communicates with AESOP, and manages all other aspects of the system
- Help desk - HCESC provides ongoing and timely technical assistance to district personnel and substitutes
- Shared cost - districts share the costs of running the system
- Consortium continues to grow - now at 20 districts and other educational organizations throughout southwest Ohio

TECHNOLOGY PERSONNEL SUPPORT SERVICE

Break/Fix and Other Technology Services

HCESC's Technology Personnel Support Service is designed to give you customized technology support without having to hire full-time personnel.



Performance Promises:

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

We have three levels of skill sets available including Workstation Technician, Network Technician, and Network Administrator. Our certified personnel have expertise in all areas including Microsoft, Apple, and other technologies.

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

This service is fully customizable and you may mix and match skill sets as well as the number of days you need this person in your district or building.

Some of the key areas of support include:

- Day-to-day network management
- Computer repairs - Break/Fix
- Software installation and upgrades
- Infrastructure design and implementation including wireless networking
- Project rollout
- Internet, e-mail, wireless technology
- Redeployment of equipment
- Technology planning and implementation strategies

Key Benefits:

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

Contact Information

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Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Technology, Computers, Technology Support, Computer Networks

UNIFIED PURCHASING COOPERATIVE

The Unified Purchasing Cooperative is a council of government comprised of over 58 public school districts and nearly 90 non-public schools in Brown, Butler, Clermont, Hamilton (OH); Boone, Campbell, Kenton (KY); Dearborn, Ohio, Ripley (IN) counties; 4 Educational Service Centers, 2 Head Start Programs, 2 MRDD's and the Diocese of Covington.

By aggregating the requirements of its members, each member's purchasing power increases and as a result Unified Purchasing Cooperative is able to obtain the best prices for quality products and services.



- Provide contracts for products and services that consistently exceed member requirements by never sacrificing "best value" for "low bid"
- Make the Unified Purchasing Cooperative an invaluable procurement tool for all members, from the smallest school to the largest district
- Listen to members and treat them with professionalism and respect
- Continuously explore the opportunity to offer contracts for new products and services that enhance membership
- Save members money by offering quality products and services at the best prices available
- Provide in-house services that enable members' staff to be utilized more effectively and efficiently

Contact Information

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Area of Service

- District and School Leadership
- Teaching and Learning
- Student Intervention and Support
- Business and Operations

Order Information

- Annual Service:
Order on Annual Order Form
- May Be Ordered Anytime:
See Contact Information
at Top of Page

Keywords

Purchasing, Procurement, Cooperative

Meet the Staff of the Hamilton County Educational Service Center

One of the key ingredients to the continued success of the Hamilton County Educational Service Center is the employment of highly qualified and experienced staff members. To help you better know and more easily contact the people working in-house at the HCESC, we would like to present you with the following background information and direct ways of contacting each of them:

Austin, Karen – 674-4512 – Karen.Austin@hcesc.org

Karen serves as a school improvement external coach for the secondary schools in several of our local school districts. Prior to joining HCESC, Karen taught Mathematics at the high school level for 20 years.

Bates, Gary – 674-4253 – Gary.Bates@hcesc.org

Gary is the Print and Facilities Support Specialist for HCESC. As the customers point of contact, Gary is responsible for print and graphic design sales and scheduling the day-to-day print jobs. He has thirteen years of print operator experience with the last ten years at HCESC. Gary has a Bachelor of Science degree in business management from the University of Phoenix.

Bitsko, Sue – 674-4261 – Sue.Bitsko@hcesc.org

Sue provides consultation to district leadership teams to assist with data-based decision-making and district-wide implementation of evidence-based practices for school improvement. As a consultant on State Support Team 13, her professional responsibilities include leading regional training in requirements related to Alternate Assessment and Surrogate Parent training. Sue also coordinates a regional effort to provide consistent and appropriate training for parents and family members of students with disabilities. Sue has previous professional experience as a certified international quality systems assessor and has produced innovative, differentiated training materials for GM, Ford and Chrysler. She previously served as a regional consultant for the Southwestern Ohio Special Education Regional Resource Center. Sue received her bachelor's and master's degrees in organizational development, with a special interest in organizations supporting people with disabilities, from the University of Dayton.

Bogdan, William – 674-4240 – Bill.Bogdan@hcesc.org

Bill is HCESC Assistant Superintendent and serves on the senior leadership team that oversees the design, planning and delivery of services for HCESC. In addition, he assists with the coordination of the Regional Advisory Council of the Educational Regional Service System which integrates the regional educational service providers in Butler, Clermont, Hamilton, and Warren counties. Bill's education experience has included teaching in special education at the elementary and middle school levels. Bill has served many of the area school districts as a special education supervisor/consultant and has served as a program coordinator at HCESC. Bill has also served as director of special education services. Additionally, Bill has served as president for the Council for Exceptional Children at both the state and international levels. Bill's education includes undergraduate degrees in general and special education, a master's degree in special education and administration and a doctorate in administration and educational leadership.

Brown, Lauren – 674-4310 – Lauren.Brown@hcesc.org

Lauren is the HCESC School Nursing Supervisor and is responsible for delivering quality school nursing services to public and non-public school customers. She supervises the clinical practice of the school nursing staff, directs the development, implementation, and evaluation of nursing policies and procedures, and provides professional development. Lauren worked as an operating room nurse prior to beginning her work in the school setting in 1997. Lauren is a Nationally Certified School Nurse. She is a past-president of the Southwestern Ohio School Nurses Association. Lauren received her Bachelor of Science in Nursing from Cedarville University and a Master of Science, emphasis in School Nursing, from Wright State University.

Burns, Susan – 674-4266 – Susan.Burns@hcesc.org

Susan provides consultation to district leadership teams to assist with data-based decision making and district-wide implementation of evidence-based practices for school improvement. Her professional responsibilities also include the coordination and development of training, tools and resources for secondary literacy and the development, coordination and delivery of a yearly regional conference. Susan has been an educator for students with learning disabilities, ranging in ages from kindergarten through high school, for 15 years and has taught preschoolers with disabilities for 5 years. She has most recently served as a regional consultant in the Southwestern Ohio Special Education Regional Resource Center. Susan received her bachelor's degree in elementary and special education from Wittenberg University, her master's in special education from Xavier University, and her doctorate in early childhood special education from the University of Cincinnati.

Campbell, Lisa – 674-4291 – Lisa.Campbell@hcesc.org

Lisa provides consultation in literacy, assessment, co-teaching, and response to intervention. Prior to joining HCESC, Lisa spent 15 years in a variety of school and district positions, including classroom teacher, lead teacher, instructional coach, and curriculum developer. Lisa's education includes a bachelor's degree in elementary education, K-12 reading certification, a master's degree in special education and a doctorate in literacy education with an emphasis in educational leadership. Lisa is also an adjunct faculty member at the College of Mount Saint Joseph in the multicultural special education graduate program.

Clemons, Vikki – 674-4212 – Vikki.Clemons@hcesc.org

Vikki is the HCESC Executive Director of Service Delivery and has primary responsibility for overseeing the work of the Service Delivery Platform. She also serves as the Single Point of Contact for the State Support Team Region 13 serving the four county region of Butler, Clermont, Hamilton and Warren counties. In her role as State Support Team Region 13 Single Point of Contact, she leads and coordinates the activities of the State Support Team in providing professional development and technical assistance services to identified school districts and schools in the region in the areas of school improvement, special education compliance, literacy and early learning and school readiness. She works closely with ODE in aligning services to meet the needs of the region. She is also chairperson of the Regional Advisory Council's School Improvement Subcommittee for Region 13. Vikki has been a Kentucky Distinguished Educator, district associate superintendent, elementary curriculum director, supervisor, building principal and classroom teacher.

Collins, Thomas - 674-4264 – Tom.Collins@hcesc.org

Tom is a member of the Leadership Council and has primary responsibility at HCESC for a variety of internal projects in finance, data collection, data analysis and survey research. He is also responsible for AESOP (Greater Cincinnati Substitute Solution Service) and our Greater Cincinnati School Application System. Tom has served as the Director of the Southwest Regional Professional Development Center, been a district assistant superintendent, high school principal and teacher. He is an adjunct professor at Miami University. Collins received his master's from the University of Wisconsin-Madison and his doctorate from Miami University.

Crist, Barbara – 674-4273 – Barb.Crist@hcesc.org

Barb is a consultant in the Instructional Services Center. She facilitates the Alternative Licensure Program for administrators. Barb has provided consulting/coaching for administrators and staffs in the areas of: setting direction and vision; change; school culture; high yield instructional strategies and instructional leadership; professional learning communities; data culture and analysis; curriculum management systems; walkthroughs; TESA; and, teacher and administrator evaluation. She has previously served as a regular and special education teacher, a building administrator, a director of curriculum, an assistant superintendent and an adjunct professor. Barb is trained in Pathwise and the PRAXIS assessment and attended the Harvard Institute for School Leadership. She is also a trained facilitator for the Ohio Improvement Process. She received her bachelor's from Ohio Northern University and her master's and doctorate from Miami University.

Crowell, Sandy – 674-4231 – Sandy.Crowell@hcesc.org

Sandy is a supervisor for HCESC Early Childhood Programs. She also provides consultation with contracting districts for early childhood services. Prior to being a supervisor, Sandy worked for HCESC as an early childhood itinerant teacher and as an early childhood special education teacher. Sandy received her bachelor's and master's from the University of Cincinnati and her post-master's work in supervision from Xavier University.

Demmler, Sally – 674-4270 – Sally.Demmler@hcesc.org

Sally is a supervisor for the speech/language pathologists. Sally provides supervision and professional development opportunities to HCESC SLP's and affiliate districts. Prior to being a supervisor, she worked as an SLP for HCESC with students from ages pre-school through high school in both public and non-public school settings. Sally is also an adjunct faculty member of Ashland University to instruct professional development services workshops. Sally received her bachelor's and master's in speech/language pathology from Miami University with post-masters work in supervision from Xavier University. Sally maintains her speech and language board license, ASHA Certificate of Clinical Competence, and her Ohio Department of Education licenses in speech pathology and supervision.

Dillard, Jill – 478-3130 – Jill.Dillard@hcesc.org

Jill is one of the coaches on the HCESC school improvement team. She has more than 30 years of teaching and leadership achievements in a variety of instructional environments. Jill's professional qualifications include a doctorate in Curriculum and Instruction with emphasis in Reading and Literacy. She is licensed to teach grades K-8 as well as K-12 in reading. Jill has her supervision certificate and is trained as a National Writing Project teacher consultant and Reading Recovery teacher.

Dirr, Ken – 674-4283 – Ken.Dirr@hcesc.org

Ken is the Director of Customer Engagement. Ken handles all of the customer orders and contracts and contractual agreements with partner companies and organizations. He is the person in charge of the customer relations for HCESC. Ken is a member of the Executive Leadership Council and he is the chair of the Customer Council. Ken has been a district superintendent, assistant superintendent, director of human resources, high school principal, assistant principal and math teacher. He currently serves as a member of the Professional Development Committee of the Buckeye Association of School Administrators and as a member of the Advisory Board of the University of Cincinnati's Economic Center for Education & Research. Dirr received his bachelor's and master's from the University of Cincinnati and his post-masters work at Xavier University and Miami University.

Distel, Dave – 674-4236 – Dave.Distel@hcesc.org

Dave Distel serves as the Superintendent and Chief Executive Officer of the Hamilton County Educational Service Center. As the superintendent, Dave serves as the chairman of the HCESC Leadership Council responsible for setting organizational direction, vision, strategy, and monitoring for results. He also serves as the chairman for the Executive Work team. Prior to becoming the superintendent at HCESC, Dave served as the assistant superintendent at HCESC. Dave came to the HCESC in 1991. He was a district superintendent, assistant superintendent, elementary principal and teacher. Dave received his bachelor's from the University of Cincinnati, his master's from Xavier University and he did his post-masters work at Miami University.

Dool, Eric – 396-5941 – Eric.Dool@hcesc.org

Eric is the supervisor of the HCESC Learning Center at North Norwood. He joined HCESC as the Program Supervisor for the Learning Center at North Norwood in August 2007 after serving as a school psychologist and Student Services Manager with the Cincinnati Public Schools. Eric earned his bachelor's in psychology from Denison University in 1995, and master's in school psychology from the University of Cincinnati and in educational leadership from Miami University. Eric has also completed doctoral coursework in school psychology with a focus on educational leadership and systems change. Eric's strengths and interest include systems change for academic and behavioral supports, secondary transition services for students with disabilities, and assessment of students with disabilities. Eric also is a certified instructor with the Crisis Prevention Institute.

Dorsey, Kendall – 674-4223 – Kendall.Dorsey@hcesc.org

Kendell currently serves as a School Improvement Consultant in Cincinnati Public Schools. In this role he directly works with teachers and principals to build capacity in analyzing student performance data to plan instruction, design and implement intervention, improve school practices and district initiatives and refine school organization to raise student achievement on the Ohio Achievement Tests. Prior to joining HCESC, Kendell worked as a mathematics teacher in Winton Woods City Schools for 9 years. Kendell also served as mathematics department facilitator for grade 7-12 for Winton Woods. Kendell received his Bachelor of Arts in Mathematics from the College of Mt. St. Joseph and a Masters in Educational Leadership from the University of Cincinnati.

Echoles, Dorothy – 674-4328 – Dorothy.Echoles@hcesc.org

Dorothy is the Operations Director of the HCESC Early Learning Program and oversees recruitment, enrollment, marketing, monitoring and licensing, transportation, facilities and general operations of the Early Learning Program. Prior to working for HCESC, Dorothy was a Social Worker, LSW for the United Way. Other experiences in the field includes Director of Human Resources and Professional Development at the Early Learning Program, Adjunct Professor at Wilmington College, Blue Ash in Human Resource Development and Labor Relations. She is a member of the Society for Human Resource Management (SHRM). She earned a bachelor's in criminal justice from University of Cincinnati and a master's in Employment and Labor Relations (MALER) from the University of Cincinnati.

Eshleman, Anita – 674-4209 – Anita.Eshleman@hcesc.org

Anita became a member of the HCESC family in March 2009 as a School Improvement Consultant. She currently serves as a School Improvement Coach on the Turnaround Team at Cincinnati Public Schools. In this role she directly works with teachers and principals to raise achievement on the Ohio Achievement Assessments with the implementation of the Elementary Initiative. Prior to joining HCESC, Anita worked as an elementary principal and middle school assistant principal at Oak Hills Local School District. She taught various subjects and elementary grade levels for six years prior to her experience in administration. Anita received her Bachelor of Science in Elementary Education from Miami University, a Master's in Educational Administration from the University of Cincinnati, and her superintendent license from Ashland University.

Estreicher, Gretchen – 674-4280 – Gretchen.Estreicher@hcesc.org

Gretchen serves on the State Support Team Region 13 supporting the work of Early Childhood through consultation, technical assistance, and training, including Early Childhood State Approved Professional Development for state funded early childhood programs. She also provides support for district Pre-K programs including the Early Childhood Education/Special Education programs, and the Early Care Community. She collaborates and partners with community agencies in four counties, co-chairs the Regional ODE/OELSR Professional Development Providers, and is a lead member on the ODE/OELSR Leadership Team. Gretchen's teaching career included teaching for Cincinnati Public Schools, providing demonstration classroom teaching for the University of Cincinnati and for the Cincinnati Public Schools, teaching for the University of Cincinnati and the College of Mt. St. Joseph. She has served ODE in a variety of consulting roles, training, and ODE project work development. Gretchen received her bachelor's degree in music education/special education and her master's degree in special education from the University of Cincinnati; she has completed post-master's work in school administration.

Forcade, Michael – 674-4258 – Mike.Forcade@hcesc.org

Mike is the Director of the Intervention and Support Services Center. In this role, he coordinates the Auxiliary Services Program which provides staff for non-public schools, supervises school psychologists and school counselors, oversees fiscal and personnel areas in student services, and supports supervisors working with a variety of staff groups. Mike began his career as a school psychologist in 1971 and joined the staff of HCESC in 1978 where he became an administrator in 1980. He holds degrees from the University of Illinois, Xavier University, and the University of Cincinnati.

Forcade, Penny – 674-4272 – Penny.Forcade@hcesc.org

Penny is the Supervisor for the HCESC Program for Students with Visual Impairments, transition to work and a consultant to districts in special education for pre-school through high school. In her role as Supervisor for the VI Program, she does service intake for students with visual impairments for Hamilton, Butler, and Warren counties, provides supervision for HCESC teachers of the visually impaired, instructors of orientation and mobility, Braille paraeducators, and Braille production management. She provides consultation in special education in specifically contracted districts. Her previous experience consists of teaching students with multiple disabilities for HCESC. Penny held similar teaching positions with Kenton County Schools and the Cincinnati Public School District. She received her bachelor's and master's from the University of Cincinnati, and post-masters work at the University of Kentucky.

Gardella, Gary – 674-4313 – Gary.Gardella@hcesc.org

Gary is a consultant in the Instructional Services Center and has provided consulting/coaching for administrators and teachers in the areas of: Setting Direction and Vision, Change, School Culture, TESA, Understanding Poverty, The Marzano High-Yield Instructional Strategies, and the Alternative Licensure Program for administrators. He is also a trained facilitator for the Ohio Improvement Process (OIP), Pathwise/Praxis, and Leading at the Speed of Trust. Gary has been a teacher, assistant principal, and middle school principal. He received his bachelor's from Miami University and his Master's in Educational Administration from the University of Cincinnati.

Geresy, Steve – 674-4358 – Steve.Geresy@hcesc.org

Steve serves as a science consultant for HCESC. He has been a classroom teacher in science for more than twenty years and spent thirteen years in Lakota where he served as a science teacher and department chair at the middle school level. He is currently a member of the Science Content Advisory Committee with the Ohio Department of Education and previously facilitated OSCI Life Science courses. Steve has taught graduate courses for Miami University, the University of Cincinnati and the University of Phoenix. His specialties are science curriculum planning, course development and the integration of technology. Steve has a bachelor's in education from Miami University, a master's in educational administration from Xavier University and extensive graduate studies in science and school leadership. He currently holds a K-8 Permanent Certificate with HQT in science and a Professional Principal License.

Gillette, Ginnie – 674-4314 – Ginnie.Gillette@hcesc.org

Ginnie is a consultant in the areas of state and federal accountability systems, value-added, data driven decision-making and instructional technology. In addition, she assists districts in gathering and analyzing data to improve instruction, creating a data-driven culture, and the implications of the Ohio and the federal accountability systems. As an Ohio Regional Value-Added Specialist (RVAS) she is responsible for training district representatives to understand and use value-added information to improve student progress. As an instructional technology consultant she provides technology coordination services and training on variety of software products. Ginnie is experienced in project management of large technology implementation projects. She sits on the D3A2 User Group and Mock-Up Committees. She consults with districts on the implementation of instructional/learning management systems. Previously she has been a classroom teacher, a district technology coordinator and a systems engineer for a major computer company. Ginnie received her bachelor's degree from the University of Cincinnati and did post-graduate work at Xavier University.

Grant, Darlene – 674-4320 – Darlene.Grant@hcesc.org

Darlene is currently an Education Field Supervisor for Region 1 at the HCESC Early Learning Program, which includes seven preschool classrooms and fourteen staff. Darlene's most recent teaching experience includes eight years as Head Teacher for a Head Start classroom with our agency. Prior to working with HCESC Early Learning Program, Darlene's educational experience included two years with Mason City Schools working in kindergarten and preschool classrooms as an Instructional Assistant. Additionally, her very first classroom experience was teaching third grade in the Norwood City School district. Darlene earned a bachelor's in Elementary Education (K-8) from Miami University.

Greenwood, Stacie – 675-6895 – Stacie.Greenwood@hcesc.org

Stacie is a math coach for HCESC school improvement team. She has taught grades 5-8 in Boone and Kenton County, in Kentucky, and was able to align the math curriculum at a previous school. Stacie received her bachelor's and master's in elementary education and a middle school endorsement in language arts (grades 5-8) from Northern Kentucky University, as well as her master's degree in educational administration from Xavier University.

Harrison-Fowler, Kym – 674-4361 – Kym.Harrison-Fowler@hcesc.org

Kym became a member of the HCESC family in August 2008 as a School Improvement Consultant. She currently serves as an External School Improvement Coach for Science in the Cincinnati Public Schools. In this role she directly works with teachers and principals to build capacity in analyzing student performance data to plan instruction, design and implement intervention, improve school practices and district initiatives and refine school organization to raise student achievement on the Ohio Achievement Tests. Prior to joining HCESC, Kym worked as a Teacher Evaluator/Consulting Teacher and Intermediate Lead Teacher/Team Leader at Roberts Paideia Academy. Kym received her Bachelor of Science in Early Childhood Education from Northern Kentucky University, a Masters in Elementary Education from the University of Cincinnati and her Educational Administration License from Xavier University.

Heideman, Renita – 674-4312 – Renita.Heideman@hcesc.org

Renita is an instructional technology consultant working in the area of technology and curriculum. She also provides technology leadership, planning, and professional development. Renita is certified to provide Apple Professional Development offerings. Renita has had a wide range of educational roles including teacher, athletic coach, technology coordinator, interim curriculum director, and technology supervisor. She has served as an adjunct professor for Wright State University and on the State Technology Advisory Committee. Areas of expertise include technology planning, technology management and supervision practices, cross-platform environments, software review and selection, utilization of technology in the curriculum. Renita completed her undergraduate and graduate degrees at Miami University.

Henson, Jeremiah – 674-4524 – Jeremiah.Henson@hcesc.org

Jeremiah currently serves as a science content coach on one of the elementary school Instructional Support Teams in one of our area districts. Prior to joining HCESC, Jeremiah taught middle school Science with Lakota Local Schools. While at Lakota, he taught summer courses for Miami University in the Teaching Science with TOYS program. Jeremiah also served a term as President of the Cornerstone Leadership Team. He has presented at several local and state conferences on Making Cross-Curricular Connections via Interdisciplinary Units. Locally, he facilitated community leadership courses titled Maximizing Your Potential. Jeremiah earned his bachelor's from Miami University and his master's from the Nova Southeastern University.

Heyob, Karen – 674-4335 – Karen.Heyob@hcesc.org

Karen is Education Coordinator for HCESC Early Learning Program. Primary duties include managing the assessment and curriculum aspects for the Head Start and ELI programs. She is the site administrator in charge of the online Creative Curriculum program used by all self-administered and child care partnership sites. In addition, Karen actively serves on the state-wide OVL committee that promotes projects in the classroom as well as the Ohio Resource Centers' Early Childhood Committee that is developing a website for EC professionals. Karen's education includes an undergraduate degree in Family & Child Development from Ohio State University, a master's in education from the College of Mount St. Joseph and principal licensure from Xavier University.

Horvath, Melanie – 674-4281 – Melanie.Horvath@hcesc.org

Melanie provides consultation to district leadership teams to assist with data-based decision making and district-wide implementation of evidence-based practices for school improvement. Her professional responsibilities include leading the coordination and development of training, tools and resources for the district coach structure supporting implementation of an integrated systems model of academic and behavioral supports. As a member of the Innovation Center for Enhancement of Integrated Educational Systems (ICE) she collaborates on the development of tools and resources that support statewide implementation of research- and evidence-based practices. Melanie has previous experience as a school psychologist and served as a regional consultant with the Southwest Ohio Special Education Regional Resource Center. She also serves as an adjunct professor for the Special Education Department at the University of Cincinnati. Melanie received her bachelor's degree in psychology from Goucher College in Baltimore, MD, and her master's and doctoral degrees in school psychology from the University of Cincinnati.

Hunn, Diana – 674-4213 – Diana.Hunn@hcesc.org

Diana M. Hunn is a science consultant at HCESC. She has been a classroom teacher of biology and earth sciences in the middle and high school grades. Diana has also taught a variety of science and mathematics classes in adult night school and community college levels. She presently teaches undergraduate and graduate courses in science education and educational research at the University of Dayton. For two years, she was the Associate Director of the Institute for Integrated Science at Miami University where grant awards funded collaborative science programs for science teachers at all levels. She is Executive Director Emeritus of the Science Education Council of Ohio and the current secretary of the Environmental Education Council of Ohio. Her specialties include grant proposal writing and aerospace education. Diana has a bachelor's in education from Miami University, a master's in curriculum from Miami University, and a doctorate in science and environmental education from Indiana University. She has also completed extensive graduate work in school administration, law, and public administration.

Jenner, Linda – 589-3708 – Linda.Jenner@hcesc.org

Linda is the Education Director of the HCESC Early Learning Program and oversees curriculum, assessment, and program design for both the Head Start and Early Learning Initiative program options. Prior to working for HCESC, Linda was Assistant Professor of Early Childhood Care and Education at the University of Cincinnati. Other experiences in the field of early childhood include Director of Children's Program at Arlitt Child and Family Research Center, University of Cincinnati and Public School Preschool Coordinator with Cincinnati Public Schools. She has also served as president of the Cincinnati and Ohio Association for the Education of Young Children. She earned a bachelor's in speech pathology from Illinois State University and a master's in child development from the University of Cincinnati.

Jorgensen, Gale – 470-2077 – Gale.Jorgensen@hcesc.org

Gale works as a mathematics consultant/coach, providing assistance to districts with the Standards, the Ohio Achievement Assessments, curriculum alignment, data-driven decisions, and with instructional and assessment planning. Prior experience includes serving as a school improvement coach, assisting schools with the OIP process and with both math and literacy support. Prior to coming to HCESC, Gale taught kindergarten, second, fifth and sixth grades, remedial reading, and gifted and talented students. Gale earned her bachelor's in education from the University of Cincinnati, a master's in education from Northern Kentucky University and a master's from the University of Cincinnati in educational administration. She has also done post-graduate work through Miami, Wright State and Andrews University.

Kelly, Michael – 674-4530 – Michael.Kelly@hcesc.org

Michael Kelly works as a consultant assisting area schools improve the academic performance of their students. He is involved with school staffs on analyzing data to make informed decisions about curriculum, instruction, assessment, and works with leadership with an ultimate goal of increased student achievement. Michael received his bachelor's degree in liberal arts from Wabash College and his master's in educational administration from the University of Cincinnati. He has served in area districts as a high school biology, chemistry and math teacher, high school assistant principal and middle school principal.

Kramer, Kathy – 674-4337 – Kathy.Kramer@hcesc.org

Kathy has worked for HCESC Early Learning Program for sixteen years. She is currently Education Coordinator and Supervisor for the Early Learning Program. Kathy supervises the Head Teachers and Assistant Teachers for seven classrooms at the Kemper Heights building. Kathy's administrative experience includes being a director for a Child Care Center in West Carrollton. Her teaching experiences include being a preschool teacher in a Day Care in Kettering, working as a Head Start teacher in the Reading School District, and working as a pre-school teacher with deaf and language delayed children at the Cincinnati Speech and Hearing Center. Kathy received her bachelor's degree in Child Development at the University of Cincinnati.

Koester, Kenneth – 728-7924 – Koester_K@hccanet.org

Ken is the Director of the Unified Purchasing Cooperative which serves over 225,000 students in southwest Ohio, northern Kentucky and southeast Indiana. As the Director, he oversees the issuance of numerous bids and performs contract administration on the resulting contracts. Ken is a Certified Purchasing Manager (C.P.M.), Certified Public Purchasing Officer (CPPO), and Accredited Purchasing Practitioner (A.P.P.). Ken is president of the Kentucky Public Procurement Association. In addition, he is on the board of directors of the National Institute of Governmental Purchasing. Ken is a graduate of Owens Community College and the University of Cincinnati.

Lateer-Huhn, Alicia – 674-4289 – Alicia.LateerHuhn@hcesc.org

Alicia provides consultation to district and building leadership teams to assist with data-based decision making and district-wide implementation of evidence-based practices for school improvement. Alicia has served as a school psychologist in public schools for 11 years, and served as a regional consultant in the Southwest Ohio Special Education Regional Resource Center for the past 6 years. Alicia has presented at several state and national conferences to disseminate information regarding supporting districts and buildings to develop capacity to implement a tiered model of academic and behavior supports within a systems change framework. Alicia received her bachelor's in psychology and Spanish from the University of Northern Iowa and her master's in school psychology from the University of Cincinnati.

Lawrence, Joan – 674-4247 – Joan.Lawrence@hcesc.org

Joan is a special education supervisor/consultant working in the Winton Woods School District. She previously served as an intervention specialist working with grades K-12 in both urban and suburban school districts. She also worked as the Director of Education at a local mental health agency which provides residential, educational and community treatment programs for children with severe emotional disturbances. Joan received her bachelor's in special education from The Ohio State University. She earned a master's degree in executive human resource development from Xavier University and a second master's degree from the University of Cincinnati in educational administration.

Machir, Jennifer – 674-4254 – Jennifer.Machir@hcesc.org

Jennifer is a member of the State Support Team for Region 13 working with school districts to build their leadership capacity through the implementation and monitoring of the Ohio Improvement Process and the Ohio Leadership Advisory Council's leadership framework. Her primary work is coaching districts that have schools that did not meet their AYP goals and are in school improvement status. She also supervises Hamilton County ESC instructional coaches assigned to Cincinnati Public Schools. Jennifer has presented at several local, regional and state conferences on school improvement and administration of federal programs. Previous experience includes fifteen years of classroom teaching and twelve years in administration, most recently as Director of Instruction for Marietta City Schools. Jennifer has worked as an adjunct professor for Ashland University, Marietta College and Rio Grande University. She received her bachelor's degree in fine arts, master's degree in curriculum and instruction and certification in educational administration from Ohio University.

McGraw, Deborah – 674-4230 – Debbie.McGraw@hcesc.org

Deborah is an Assistive Technology Consultant and Supervisor. Deborah provides assistive technology services (i.e. consultation, problem solving, training) and is a part-time consultant for State Support Team 13. Prior to being a supervisor, she worked as an SLP for HCESC with students from ages pre-school through high school in both public and non-public school settings. Deborah received her bachelor's and master's in speech/language pathology from Miami University with post-master's work in supervision from University of Cincinnati. Deborah also maintains her Speech and Language board license, ASHA Certificate of Clinical Competence, and her Ohio Department of Education licenses in Speech Pathology and Supervision.

McKinley, Michael – 703-7714 – Mike.McKinley@hcesc.org

Mike McKinley is an HCESC special education consultant, working in a local school district. Mike received a bachelor's from the University of Cincinnati in special education, with a teaching certificate in hearing impaired and a master's from the University of Cincinnati in special education, with teaching certificates in learning disabilities and emotionally disturbed. Mike also earned his special education administrative certificate through the University of Cincinnati. He has been with HCESC for 34 years, working as Coordinator at the Learning Center at North Norwood for 29 years, a special education consultant in the Winton Woods School District one year and is currently a special education consultant in the Cincinnati Public School District going into his 4th year.

Miklavcic, Sandy – 674-4352 – Sandy.Miklavcic@hcesc.org

Sandy is an Education Field Supervisor with Hamilton County Early Learning Program. She started with the agency as a Head Teacher and became a Master Teacher. She has been a supervisor for the last ten years. Sandy has been a facilitator for the Reggio Study Group for several years. She received her bachelor degree in Elementary Education at Millikin University in Illinois and holds a K-8 teaching license. She has completed post-graduate work in Early Childhood at the University of Cincinnati and the College of Mt. St Joseph.

Miller, Lisa – 674-4269 – Lisa.Miller@hcesc.org

Lisa is an early childhood supervisor and consultant for the HCESC Early Learning Program. Her past experience includes work as a speech/language pathologist, itinerant early childhood teacher, and a classroom based early childhood special education teacher. Her responsibilities include consultative support for school districts with various professional development and State of Ohio initiatives including State assessments, assessment team design, and intervention strategies for young children. She has earned a bachelor's in hearing and speech sciences from Ohio University, a master's in special education from the University of Cincinnati and an Educational Administration license from Xavier University.

Mitter, Monica – 674-4238 – Monica.Mitter@hcesc.org

Monica's primary work is in the area of School Improvement and Leadership. She works extensively with schools on the Ohio Improvement Process (OIP) and the Ohio Leadership Advisory Council (OLAC) framework coaching districts that have schools that did not meet their AYP goals and are in school improvement status. Previously Monica was an instructional specialist for Northwest Local Schools and spent twenty-five years at Fairfield Senior High School as high school principal, assistant principal and social studies teacher. Monica also teaches master's level courses in the Teacher Education Department at the University of Dayton. Monica received her bachelor's in secondary education from the University of Dayton, her master's in supervision and curriculum from Xavier University and has completed doctoral work at Miami University in educational administration.

Moeller, Jenny – 674-4222 – Jenny.Moeller@hcesc.org

Jenny works with schools to implement school improvement initiatives. In this role she works with teachers and principals to build capacity in analyzing student performance data as they create assessments, plan instruction, and design interventions to improve school practices. She also consults/coaches schools in the areas of curriculum mapping, Assessment FOR Learning and best practices. Prior to joining HCESC, Jenny worked as an elementary teacher, Title I teacher, HOSTS coordinator and building technology coordinator. She received her bachelor's in elementary education and her master's in educational administration from the University of Cincinnati.

Monroe, Karen – 674-4243 – Karen.Monroe@hcesc.org

Karen serves as the Coordinator of the Human Resources Department. In this role she provides leadership and on-going support to employees and the administration in all areas of human resource management. Her other responsibility at HCESC is to serve as the EMIS Coordinator. Her previous experience consists of Accounts Receivable/Payable Specialist for an insurance company. Karen has received her certification in human resource management from the University of Cincinnati Raymond Walters College. She is also a Notary Public for the State of Ohio.

Mossor, Dana – 674-4218 – Dana.Mossor@hcesc.org

Dana has been working as a part of the School Improvement initiative as both an external coach and mathematics consultant. Prior to joining Hamilton County in August 2005, she spent the last sixteen years working as a middle school math teacher, department chair, mentor and member of curriculum committees in both urban and suburban school districts. Along with earning her Bachelor of Science in Education from The Ohio State University and her Master of Art in Education, Dana has done post graduate work through Ohio University, Wright State and Penn State University.

Muse, Karen – 674-4224 – Karen.Muse@hcesc.org

Karen serves as the President/CEO of the Hamilton County Education Foundation. She supports the HCESC programs by organizing, planning, leading and evaluating overall development of partnerships with the business and community organizations. She is an active member of the Cincinnati Rotary and participates in various Chamber of Commerce programs. Karen also serves on the Community Advisory Council for the Freedom Center as well as coordinating the Munich Teacher Exchange Program. Karen's previous experience included administrative and counseling positions as well as teaching counseling classes for the University of Dayton. She received her bachelor's from Ohio University, master's from the University of Dayton, and doctorate from Ohio University.

Myers, Deb – 674-4226 – Deb.Myers@hcesc.org

Deb serves as the Executive Director for HR and Organizational Learning. In this role, she provides leadership for all personnel-related support and for the design and coordination of professional learning to support organizational direction. A member of Leadership Council, Deb facilitates our organizational strategic planning and organizational design work and provides leadership for the Knowledge Bank Team and the Support Staff Team. Deb's previous experience includes classroom, administrative and consultation positions. She earned her bachelor's from Ohio University and her master's in educational administration from the University of Dayton.

Nock, Amy – 674-4225 – Amy.Nock@hcesc.org

Amy is an Educational Consultant in the Instructional Services Center, with a focus on secondary English Language Arts. Prior to working with HCESC, she provided support for the Southwest Ohio Region Workforce Investment Board in the areas of Measurement and Continuous Improvement. Amy's classroom experiences include work in public and private schools in Cincinnati. Additionally, she has worked for a private testing firm as a reader of exit essay exams and as part of a team providing analysis of field test questions. Amy earned her M.Ed, teaching and principal licenses at Xavier University.

O'Dell, Peggy – 674-4296 – Peggy.ODell@hcesc.org

Peggy provides resources and information to area districts on computer-related products, adaptive devices and accessibility standards. Her professional responsibilities include identifying learning needs around assistive technology and providing professional development to address these needs. She facilitates the purchase and use of computer-related equipment and the use of the computer lab for staff and professional development opportunities. She maintains the State Support Team Region 13 website and facilitates uploading of current information and resources. Other responsibilities include providing information on technology for adult learning, including use of web-based surveys, audience response systems, podcasting, voiceover PowerPoints and use of interactive video distance learning for meetings and professional development. After teaching in Texas, Virginia, and Pennsylvania, Peggy served as a consultant working in professional development at the Southwest Ohio Special Education Regional Resource Center. Peggy received her bachelor's in applied arts from the Texas Technological University and a master's in art education from the Pennsylvania State University. Her special education, supervisory and high school principal certifications were earned at Xavier University and the University of Cincinnati.

Onnen, Julie – 674-4220 – Julie.Onnen@hcesc.org

Julie has been with HCESC since August of 1999 serving as the attendance officer/court liaison for several school districts. Prior to working for HCESC Julie was a probation officer for five years at the Hamilton County Juvenile Court and also a social worker for five years with the City of Reading Youth Services Bureau. She has sixteen years of experience working in the juvenile justice system. Julie is a graduate of Miami University.

Phillips, Georgia – 674-4260 – Georgia.Phillips@hcesc.org

Georgia is the Supervisor of HCESC School Occupational and Physical Therapists. She provides professional development opportunities as well as on-site consultation and supervision of the staff in their assigned schools. Georgia serves as a consultant to districts regarding special education and related service delivery initiatives. Previous experience includes teaching physical therapy at the University of Michigan and Scranton University and adjunct professor at Xavier University. Phillip's received her bachelor's from St. Louis University and master's from The University of Kentucky. She has completed post-graduate work in supervision and instruction at Xavier University. Georgia is licensed as a supervisor and as a physical therapist.

Porter, Joe – 674-4566 – Joseph.Porter@hcesc.org

Joe serves as an external coach for a local school district in the content area of social studies, working with teachers of grades 7-12. Joe has 35 years of teaching experience and served for many years as social studies department chairman at Anderson High School in the Forest Hills School District. He helped to establish the Close Up Foundation program for Cincinnati area schools, took the lead in introducing several A.P. Social Studies courses for Forest Hills, and wrote an OGT Social Studies practice test for a private educational company. Joe earned his bachelor's and master's in history from Eastern Kentucky University and completed course work on a Ph.D. program at the University of Tennessee.

Quattrone, Tracy – 674-4233 – Tracy.Quattrone@hcesc.org

Tracy serves as a gifted coordinator at Hamilton County ESC providing full coordination and consultation for district gifted programs. She often presents on topics including: gifted and talented students, differentiated instructional strategies, twice exceptional students, and at parent meetings. She began her career in education as a teacher of students with learning disabilities, developmental handicaps, and severe behavior handicaps. She has also taught middle school English and sixth grade. Before becoming a consultant for gifted services she taught gifted students. Tracy received her undergraduate degrees from Bowling Green State University and her master's degree from Miami University. Tracy has served on the SWOCog and COCG governing boards, and is currently the OAGC Coordinator Division Past Chair.

Rabe, Donald – 674-4237 – Don.Rabe@hcesc.org

Donald Rabe serves as Chief Financial Officer and advisor for the Board to assure continuation of sound financial support for the Hamilton County Educational Service Center. He communicates with the board, superintendent and administrators on the status of financial matters. He works cooperatively with the superintendent and administrators in providing financial data to help support management decisions. Donald is also the Director of the Business Center. He oversees the operation of Athletic Services, Graphic Design and Printing Services. Donald received his bachelor's from the University of Cincinnati and has served as Treasurer with the Hamilton County Educational Service Center since 1984.

Reed, Cathy – 674-4262 – Cathy.Reed@hcesc.org

Cathy is a coordinator for gifted with the Hamilton County ESC. In this capacity, she provides professional development for K-12 teachers and administrators in the areas of differentiation, gifted programming, brain research, curriculum, and gifted issues. She works directly with gifted teachers and provides materials for their classrooms. Her work in districts includes assisting administrators with compliance issues and policy development. She also works in the area of learning and brain functioning. Her interest in this subject has led her to attend the Learning and Brain Conference sponsored by MIT. She is currently a member for the Learning and Brain Society and the Dana Foundation Group. Cathy earned her bachelor's from Wilmington College where received certification in gifted, LD/BD, and general education. She also earned a major in psychology and a minor in literature through Wilmington College. Cathy received a master's in educational leadership and principal licensure from Antioch University McGregor School. Cathy taught gifted for the Southern Ohio Educational Service Center and the Loveland City School District.

Reyes-Rau, Connie – 674-4298 – Connie.ReyesRau@hcesc.org

Connie is the coordinator of the Title III Consortium which assists districts in Hamilton, Clermont, Warren and Highland counties manage funding for English Language Learners, develop policy/procedures and consult with best practice in instruction. Connie is a SIOP (Sheltered Instruction Observation Protocol) instructor which is a methodology in instructing English Language Learners. She also provides consultation to district leadership teams to assist with data-based decision making as well as facilitating and training districts on tools and resources for implementation of research and evidence-based positive behavior supports, literacy, and culturally responsive practices. Connie has served as a school psychologist in public and non-public schools for 15 years, and has served as a regional consultant in the Southwest Ohio Special Education Regional Resource Center. Connie received her bachelor's degree in elementary and special education from Xavier University, and her master's and post-degree study in school psychology from the University of Cincinnati.

Rider, Barbara – 674-4235 – Barb.Rider@hcesc.org

As supervisor for auxiliary services instructional specialists, Barb supports enrichment and remedial reading/math teachers who are placed in private and parochial schools with state auxiliary money. Barb has previously worked as a district superintendent, assistant superintendent for instruction, curriculum director, adult education coordinator/instructor, and high school foreign language teacher. She received her bachelor's from Grove City (PA) College and her master's in educational administration from Xavier University. In addition, she has participated in school leadership institutes in Columbus and at Harvard.

Rieke, Sharon – 674-4234 – Sharon.Rieke@hcesc.org

Sharon has two primary areas of responsibility at HCESC. She is a supervisor/consultant for the Attendance Program which provides truancy and Diversionary Court services. Sharon also is the Supervisor of School Psychologists and provides on-site consultation and supervision to the school psychology staff in their schools. Sharon has served as a school psychologist in both public and non-public schools and was an adjunct instructor in the school psychology program at the University of Cincinnati. She received her master's and doctorate from the University of Cincinnati.

Sampson, Holly – 674-4563 – Holly.Sampson@hcesc.org

Holly currently serves as a member of the State Support Team for Region 13 assisting school districts in implementing the Ohio Improvement Process. She also serves as an educational consultant through the Instructional Services Center. She has experience coaching and supporting teachers and principals in the areas of data analysis, state standards, assessments and instructional practices. In addition, she plays an active role in the Response to Intervention (Rtl) and Positive Behavior Supports (PBS) initiatives. Holly received her bachelor's in elementary education from Eastern Kentucky University and a master's in educational administration from the University of Cincinnati. Additionally, she has completed post-graduate science coursework from Miami University.

Scarlato, Julie – 674-4232 – Julie.Scarlato@hcesc.org

Julie works with schools to implement school improvement initiatives. In this role, she works with teachers and principals to build capacity in analyzing student performance data as they create assessments, plan instruction, and design interventions to improve school practices. Julie also coaches/consults in the areas of curriculum mapping, Assessment FOR Learning, reading in the content areas and best practices and is an approved eReads facilitator. Julie holds a bachelor's in education from Miami University and a master's in elementary education with a concentration in reading and a reading endorsement K-12 from The College of Mount St. Joseph. She has also completed the Literacy Educator's Training Consortium at Wright State University and obtained her Literacy Specialist Endorsement.

Schneider, Don – 674-4248 – Don.Schneider@hcesc.org

Don serves as the coordinator of athletic services for 17 high schools and 57 middle schools. He manages the recruiting, hiring, training, assigning and evaluating of sports officials for grades 7-12 interscholastic athletic events. Don also coordinates the development of scheduling, award programs and media communications for conferences and leagues. Don maintains liaison services with the National Federation of State High School Associations, the Ohio High School Athletic Association (OHSAA) and the Southwest Ohio District Athletic Board. He has been a licensed athletic official of the OHSAA for 40 years and currently serves on the Board of Directors of the Ohio Valley Basketball Officials Association. His previous experience is as a human resources manager, systems programming consultant and customer service supervisor in the life insurance industry. Don is a graduate of the College of Education at the University of Cincinnati. Don was inducted into the OHSAA Officials Hall of Fame in July, 2006.

Sherman, Christina – 674-4216 – Christina.Sherman@hcesc.org

Christina is a mathematics consultant and provides assistance to districts in implementing the Ohio Academic Content Standards, preparation for the Ohio achievement tests, curriculum alignment, data-driven decision making, effective instructional and assessment strategies, instructional coaching and various other aspects of mathematics education. She currently participates on the Ohio Resource Center Mathematics Review Board, Numeracy/Literacy Task Force, Math and Science Supervisors, Ohio Council of Teachers of Mathematics Conference Planning, and Ohio Mathematics Standards Revision Advisory committees. Christina's prior experience includes instructional coaching at a variety of grade levels and teaching high school mathematics. She received her bachelor's from Westminster College and Master's from Miami University.

Shessler, Tom – 674-4317 – Tom.Shessler@hcesc.org

Tom provides consultation and workshops for social studies teachers in support of standards-based instruction. He is the project director of "Freedom's Currents", a U.S. Department of Education Teaching American History grant project, serving area history teachers. He is a lead trainer for the Social Studies Institute of Ohio (SSIO) and serves on the Social Studies OGT Content Committee, as well as the Social Studies 8th Grade OAT Range-Finder Committee. He facilitates assessment, measurement, analysis and planning of instructional technology programs for schools and conducts workshops on assessing student digital products. Tom also consults and conducts workshops in information literacy and 21st Century Skills. Tom holds a bachelor's degree in secondary social studies from Bowling Green State University and a master's degree in instructional technology leadership from Antioch University.

Shroder, Jaymi – 674-4302 – Jaymi.Shroder@hcesc.org

Jaymi provides consultation to district leadership teams to assist with data-based decision making and district-wide implementation of evidence-based practices for school improvement within the Ohio Improvement Process. Her professional responsibilities also include work in the early learning programs, and participating in the coordination and development of training, tools and resources for implementation of response to intervention. Jaymi has served as a school psychologist in public schools for nine years and joined Hamilton County ESC as a regional consultant in 2007. Jaymi received her bachelor's in psychology from Miami University, her master's in school psychology from Bowling Green State University, and her doctorate in school psychology from the University of Cincinnati.

Skelton, Seena – 674-4303 – Seena.Skelton@hcesc.org

Seena provides consultation and professional development to regional consultants assisting districts with the implementation of the Ohio Improvement Process (OIP). Seena is a quadrant lead consultant for statewide implementation of activities supported by the State Personnel Development Grant (SPDG). As a quadrant lead, Seena supports facilitators of the OIP from four State Support Team regions and functions as a liaison to the Ohio Department of Education. Her professional responsibilities also include increasing regional capacity for promoting culturally responsive practices. This involves the development of training, tools and resources for implementing evidence-based practices to support educators in effectively addressing issues related to the education of students from culturally and linguistically diverse backgrounds. Seena has served as a school psychologist in early childhood programs for three years, and has served as a regional consultant in the Southwest Ohio Special Education Regional Resource Center. Seena is an adjunct professor at the College of Mount Saint Joseph in the Teacher Education Apprenticeship Master's Multicultural Special Education Program. She received her bachelor's in psychology, family life, and human sexuality from Central Michigan University, and her master's and doctoral degrees in school psychology from the University of Cincinnati.

Slone, Ann – 674-4255 – Ann.Slone@hcesc.org

Ann is a Supervisor for the speech/language pathologists and provides supervision and professional development opportunities to HCESC SLP's and affiliate districts. Prior to being a supervisor, she worked as an SLP for Warren County MRDD, Winton Woods City Schools, and for HCESC with students from ages pre-school through high school in both public and non-public school settings. Ann received her bachelor's and master's in speech/language pathology from Miami University with post- master's work in Supervision from Xavier University. Ann maintains her speech and language board license, ASHA Certificate of Clinical Competence, and her Ohio Department of Education licenses in speech pathology and supervision.

Smith, Paul E. – 674-4214 – Paul.Smith@hcesc.org

Paul serves as a member of the State Support Team for Region 13. He has experience with leading the Ohio Improvement Process with schools in Region 13. Paul also serves as a supervisor for instructional coaches within the Cincinnati Public Schools. Paul has twenty-six years experience in education. He has been middle school mathematics and technology teacher, principal, as well as serving in central office administrative roles in the areas of curriculum, instruction and Title I. He has consulted with the Indiana Department of Education on assessment, instruction and curriculum issues. Paul has a Master's in Education and Education Specialist degree in administration from Indiana State University.

Smith, Rosa – 674-4350 – Rosa.Smith@hcesc.org

Rosa is an Educational Field Supervisor for HCESC Early Learning Program in Region 2. The region includes six Head Start and two ELI centers, with a staff of 11. Prior to joining HCESC, Rosa worked as a Child Care Job Training Teacher for Cincinnati Public School. She has also worked as a Head Start teacher for National Child Day Care Association in Washington, D.C. Rosa is a graduate of Southern University in Baton Rouge, Louisiana, with a B.S. in Child Development.

Spikes, Helena – 674-4286 – Helena.Spikes@hcesc.org

Helena is the Diversionary Court Referee in the Alternative Education Center and a liaison with Hamilton County Juvenile Court. She hears charges of school-related offenses for eleven school districts. Helena also provides some case coordination for families in collaboration with community-based agencies and school districts. In addition she assists with overseeing some conflict resolution groups with the Alternative Education Grant. Helena's previous experience has been as the Unofficial Hearing Officer of Hamilton County Juvenile Court and has been diverting first time offenders from the Official Court System for 13 years as well as the JTPA Youth Coordinator. She completed her undergraduate degree from the University of Cincinnati in Criminal Justice and her master's from Northern Kentucky University in public administration.

St. Cyr, Sylvia – 674-4268 – Sylvia.StCyr@hcesc.org

Sylvia serves as a coordinator and consultant for area districts to enhance gifted services and ensure compliance with state mandates regarding gifted students. Presentations provided by Sylvia include topics such as differentiated instruction, 21st century strategies and thinking skills, and current developments in gifted practices. Sylvia authors The Gifted Gazette, a resource for consortium members. Her previous experience includes teaching as a gifted resource specialist using a variety of service models, as well as being a technology teacher for 4th-6th grade students. Sylvia's last two years of classroom instruction provided her with the experience of teaching science and social studies to fifth graders while successfully preparing them for state achievement tests. Sylvia's gifted certification, M.Ed. and post-graduate coursework have all been completed through Miami University.

Stamper, Rusty – 674-4287 – Rusty.Stamper@hcesc.org

Rusty has been the Technology Administrator with HCESC since 2000 and is responsible for the network and any computer-related technologies at HCESC. The network consists of over 200 PC's and MAC's in the central office and with HCESC colleagues in various districts. In addition to workstations, there are 10 servers that run various applications crucial to the day to day operations at HCESC. These applications include: email, collaboration, document management, file storage, printing, database, web server and remote access. He has been working with computers since the early '90's and has been a full time "computer geek" since 1997. Before coming to HCESC Rusty spent two years as a network technician with a public school district in Hamilton County.

Stidham, Joan – 674-4211 – Joan.Stidham@hcesc.org

Joan serves as the Director of the Instructional Services Center at HCESC. Joan's responsibilities involve coordinating the planning, development and implementation of professional development services in the areas of curriculum, instruction, data, assessment, and leadership. She also supports services involving the Ohio Improvement Process. She has experience as a teacher and instructional specialist at both the elementary and secondary levels. Joan received her bachelor's in chemistry education and her master's in science education from Miami University, as well as additional graduate coursework for her administrative specialist license in curriculum, instruction and professional development.

Stine, Karen – 674-4308 – Karen.Stine@hcesc.org

Karen provides consultation to district leadership teams to assist with data-based decision-making and district-wide implementation of evidence-based practices for school improvement within the Ohio Improvement Process. Her professional responsibilities also include leading the coordination and development of training, tools and resources for implementation of research and evidence-based positive behavior interventions and supports. Karen has served as a school psychologist in public and non-public schools for over twenty years, and has served as a regional consultant with the Southwest Ohio Special Education Regional Resource Center. Karen received her bachelor's in elementary and special education from Miami University and her master's and doctoral degrees in school psychology from the University of Cincinnati.

Strickler, Wendy – 674-4311 – Wendy.Strickler@hcesc.org

Wendy provides consultation to district and building leadership teams to assist with data-based decision making and in district-wide implementation of evidence-based practices for school improvement. Her professional responsibilities also include participation on the Positive Behavior Support, Literacy, and Coach/Continuing Teams Training committees to support work and professional development in these areas. She provides support for English Language Learners in the region. Wendy has served as a school psychologist and intervention consultant. Wendy received her bachelor's degree in Honors Psychology from McGill University, Montreal, Canada, and her master's and doctoral degrees in school psychology from the University of Cincinnati.

Struewing, Nancy – 674-4323 – Nancy.Struewing@hcesc.org

Nancy Struewing currently works as the Early Childhood Education and Curriculum Specialist for the HCESC Early Learning Programs. In addition to supervising classroom curriculum, and consulting with individual teachers, Nancy works with local district personnel on curriculum matters. She also plans and delivers professional development trainings for HCESC staff and district early childhood professionals. Nancy holds a bachelor's degree in Special Education from Ball State University and a master's Degree in Early Childhood Education from the University of Cincinnati.

Sturges, Kathy – 674-4322 – Kathy.Sturges@hcesc.org

Kathy serves as the Director of the Center for Regional Educational Services. In that role she facilitates, coordinates, and evaluates the design, development, delivery and implementation of center projects, products and services. In addition, she is a member of the State Support Team (SST) for Region 13 working with school districts to build their leadership capacity through the implementation and monitoring of the Ohio Improvement Process (OIP) and the Ohio Leadership Advisory Council's (OLAC) leadership framework. She assists with the coordination of the activities of the State Support Team in providing professional development and technical assistance services to identified school districts in the region in the areas of school improvement, special education compliance, early learning and school readiness and early literacy functions. She also consults and provides professional development around the Surveys of Enacted Curriculum (SEC). Kathy's previous experience includes twenty-five years of classroom teaching, curriculum facilitation and college administration. She received her bachelor's degree in Early Childhood Education from Wheelock College, her master's degree in Counseling from Northeastern University, and her administrative license from Xavier University.

Tassopoulos, Ritsa – 259-4900 – Ritsa.Tassopoulos@hcesc.org

Ritsa Tassopoulos serves as an external coach for the Instructional Support Team. Her focus is working with K-8 grades in Cincinnati Public Schools. Ritsa has thirty-five years of teaching experience, serving the last seven as a literacy coach with the Oak Hills Local School District. She was one of the first National Board Certified teachers, a former Praxis assessor, and worked on the Ohio Rangefinding Committee for several years. Ritsa earned her B.A. from the University of Cincinnati and her M.A from Marygrove College.

Tekulve, Katie – 674-4315 – Katie.Tekulve@hcesc.org

Katie has been a Graphic Designer with the Hamilton County ESC since 2001. Her role entails designing logos, brochures, newsletters, catalogues, posters, etc. for HCESC and affiliates, school districts, and other non-profit organizations. She works together with HCESC's Printing Department to produce high quality products. Katie came to HCESC first as a co-op student then was hired on full-time after graduating with a Bachelor of Arts degree from the College of Mount Saint Joseph.

Thornton, Kathleen – 674-4219 – Kathy.Thornton@hcesc.org

Kathy Thornton serves as a consultant on special projects for HCESC and member districts. Kathy's areas of expertise include system design and planning, team building and facilitation, professional development, and K-12 general education and instructional design. Previous experiences include teaching and counseling at the secondary level and supervisory and leadership roles at HCESC. She has served on numerous state and national committees through professional organizations and is a graduate of The Ohio State University and Xavier University.

Tirey, Kathleen – 674-4203 – Kathy.Tirey@hcesc.org

Kathy serves as the Director of the Early Childhood and Literacy Center. Kathy provides early childhood special education itinerant and center-based programming for Hamilton County school districts. She consults with district personnel regarding all aspects of early childhood. She plans and develops professional development in the area of early literacy, special education and Early Learning Standards. Kathy's educational career includes early childhood education, special education and literacy instruction. She earned her bachelor's in special education and a master's in supervision.

Turnbow, Gloria – 363-0270 – Gloria.Turnbow@hcesc.org

Gloria is a special education consultant for HCESC working in an area school district. Gloria received her bachelor's from the University of California at Santa Barbara in speech and hearing and African American studies, and her master's from the University of Cincinnati in speech pathology. Gloria completed post-graduate work in supervision and instruction at Xavier University. She is licensed as a supervisor and as a speech-language pathologist and has been with HCESC for over 30 years.

Vanover, Robin – 674-4547 – Robin.Vanover@hcesc.org

Robin Vanover is a school improvement consultant/coach and serves teachers and principals in school improvement initiatives. She focuses primarily in the areas of literacy and math by helping teachers implement state standards using best practices in grade K-8 classrooms. Robin also serves as a Writing Initiatives lead within the area of literacy. Robin has served as a reading intervention specialist and elementary teacher. She has been an associate instructor for Miami University with Project Dragonfly online science courses and Ohio Writing Project workshops. Vanover holds master's degrees from Miami University in the areas of language arts education and educational leadership.

Wagner, Dotti – 674-4210 – Dotti.Wagner@hcesc.org

Dotti is the Supervisor/Consultant for the Deaf/Hard of Hearing Program. As the supervisor for the Hearing Impaired Program, Dotti offers guidance and leadership to a staff of deaf education teachers working in both resource and itinerant positions as well as to a staff of educational interpreters. She also provides consultation to area school districts on deaf and hard of hearing students and their needs. Dotti received her bachelor's in speech pathology and her master's in audiology from the University of Cincinnati with post-master's work in supervision from Xavier University. She is also an adjunct professor at Xavier University in the special education department. The Ohio Board of Speech-Language Pathology and Audiology licensed her as a speech language pathologist and an educational audiologist. Her state certification and licensing is in the areas of speech language pathology, educational audiology, and supervision.

Washington, Yvette – 674-4340 – Yvette.Washington@hcesc.org

Yvette serves as the Nutrition Manager for the Early Learning Program. She is also a registered and licensed dietitian. Prior to coming to the Early Learning Program, Yvette worked as a registered dietitian for the Women, Infants, and Children program. Yvette earned her bachelor's degree in Dietetics from the University of Cincinnati and she successfully completed her dietetic internship at Good Samaritan Hospital.

Way, Mary – 674-4556 – Mary.Way@hcesc.org

Mary serves as a school improvement coach. She has been a 7th and 8th grade teacher in both urban and suburban schools and was science department chair and science teacher for 17 years at a large high school. She has done extensive curriculum work and lesson design in science curriculum and standards based science education. She was most recently an Assistant Principal at a small suburban junior/high school. Mary received her bachelor's degree in biology and chemistry from Edgely College and a master's degree in emotionally disturbed children from Xavier University. She has additional certification in guidance and counseling and has licensure as an elementary, secondary principal and assistant superintendent from Xavier University.

Williams, Cedric – 674-4305 – Cedric.Williams@hcesc.org

Cedric has served as an attendance officer/court liaison since the 2000-01 school year. He investigates cases as schools make referrals. In addition, he collaborates with the districts on development and implementation of corrective strategies as it relates to attendance and policies. Cedric has also worked as the coordinator of the alternative education program. The responsibilities included assessing and identifying risk factors of students/families that may require additional services. Cedric was trained in 2002 as a referee of Diversionary Court. He has over 20 years of experience in the social service field. Cedric graduated with his bachelor's from Ohio University. Cedric also is a licensed social worker.

Wong, Patrick – 368-7649 – Patrick.Wong@hcesc.org

Patrick serves as the supervisor for early childhood services, multiple disabilities services, out of district students, responsible for special education services at the middle school and two elementary schools for a local school district. Previously, Patrick was the transition coordinator for post-secondary programs in Butler County serving nine school districts through a collaboration of Butler County MR/DD and the Butler Technology Vocational School. He has been an adjunct professor at Xavier University and University of Cincinnati. Patrick served as a consultant to the Ohio Rehabilitation Service Commission and the Ohio Board of Mental Retardation and Developmental Disabilities. He is a published author in the Early Childhood Journal and has co-authored a supported employment grant. Patrick received his bachelor's from San Francisco State University and a master's from the University of Cincinnati.

The Field Staff

The Hamilton County Educational Service Center also employs a large staff who provide direct services to students, parents, schools, and school districts and an additional group of staff who provide a wide variety of support services. Space will not allow us to introduce each of these individuals to you, but the following list helps show the scope of our work being done at multiple locations throughout Hamilton County and elsewhere.

Type	Number
Accounting Specialist	3
Accounts Payable	1
Administrative Assistant	11
Assistant Teacher - Head Start	27
Assistive Technology	1
Braille Paraeducator VI	1
Cook I	1
Custodian/Maintenance	4
Data Management Assistant	1
Early Childhood Intervention Specialist	14
Early Childhood Itinerant Teacher	1
Educational Interpreter	21
Executive Assistant	1
Graphic Designer	1
Head Teacher	26
Instructional Specialist	29
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Intervention Specialist - DH	3
Intervention Specialist - HH	6
Intervention Specialist - SBH	7
Occupational Therapist	11
Occupational Therapist Assistant	4
Payroll	1
Physical Education Teacher	1
Physical Therapist	5
Physical Therapy Assistant	2
Print & Facility Support Specialist	1
Recruitment/Intake Assistant	1
School Counselor	8
School Nurse	16
School Psychologist	42
Security/Front Desk Clerk	1
Speech/Language Pathologist	85
Supplemental Service Teacher - SBH	1
Supplemental Service Teacher - VI	5
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