



Estimated total costs for FY26 Consortium Services will be based on the total number of participating districts and will be submitted in writing to the participating districts by August, 2025.

### Consortium Pricing

<input checked="" type="checkbox"/>		SERVICE	#of Days/Slots/Licenses
<input checked="" type="checkbox"/>	A.	Audiological Services	
<input checked="" type="checkbox"/>	B.	Gifted/Talented Supervisory Services	
<input checked="" type="checkbox"/>	C.	Occupational Therapist Services	3
	D.	Parent Mentor Services	
	E.	Physical Therapist Services	
	F.	Project Search Interest	
<input checked="" type="checkbox"/>	G.	Speech and Language Supervisory Services	
<input checked="" type="checkbox"/>	H.	Transition Coordinator	2

### Hourly/Daily Service Pricing

For services purchased by the hour, on an as-needed basis, billing will include planning, direct service, consultation, meeting attendance, material production, and travel time.

<input checked="" type="checkbox"/>		SERVICE
<input checked="" type="checkbox"/>	A.	Vision Impaired Specialist/Orientation & Mobility \$105.00 per hour
<input checked="" type="checkbox"/>	B.	Speech Language Pathologist for JVS Students \$102.00 per hour

*Speech Language Pathologists are billed hourly for services given to students attending the Lorain County JVS. Depending on case load the SLP may or may not have time to provide 3 year re-evaluations for students who are not on the SLP's caseload. District will be billed for evaluation, report writing and attendance at meetings if the JVS SLP is involved. If an initial evaluation is requested by a participating district we reserve the right to request it send the district SLP to conduct the testing/evaluation unless JVS SLP has time available. If JVS SLP provides testing, etc, the district will be billed for testing and all related services.*

<input type="checkbox"/>	C.	AAC Services \$51.00 per hour
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*AAC Services: A masters or higher-level individual that completes comprehensive evaluations to determine individualized needs regarding Augmentative and Alternative Communication, consultation with staff and families to support implementation and carryover, in-service opportunities regarding the area of Augmentative and Alternative communication, collaborate with staff regarding goals, and provide technical assistance to children, parents and educational personnel.*

<input type="checkbox"/>	D.	Positive Behavioral Consultant at \$750.00 a day	NUMBER OF DAYS REQUESTED: <input type="text"/>
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*Positive Behavioral Consultant: This professional offers expertise and support in disabilities and interventions across grade levels. With extensive experience, they conduct Functional Behavior Assessments, develop Behavior Intervention Plans, and contribute to organizational strategic planning for students with special needs. The role encompasses program coordination, evaluation, and staff development, including delivering training on classroom management and positive behavior supports. Collaboration with administrators, teachers, and community agencies is central to their work, as is providing technical assistance for specialized classrooms and individualized action plans.*

### III. EDUCATIONAL PROGRAMS

#### ***Pathways to Success***

Pathways to Success Program is billed at the beginning of the first semester. If no slots are selected on this contract and then requested later in the year, a 20% surcharge will apply. Slots selected, if available, after the beginning of the second semester, will be billed one half of the full tuition cost, plus any applicable fees and surcharges. There will also be an additional 20% fee charged for any student placed in the Program that is currently on an Individualized Education Plan (I.E.P.) Any costs not covered by the per space fee will be billed proportionately per placement to each participating district. The district agrees to accept the grades issued by the Pathways to Success Program.

#### **A. Grades 5 – 8**

0 Number of slots purchased

#### **B. Grades 9 -12 students will be monitored while completing courses on-line.**

0 Number of slots purchased

#### ***Consortium Preschool Education Program***

All preschool education costs, including a 2% fiscal fee, will be invoiced based on per district slots on a monthly basis from September through June with the following exceptions:

1. Due process hearing costs will be paid by the district for which the hearing is conducted, including but not limited to legal fees.
2. Special needs equipment purchased specifically for a student within one district shall be reimbursed by that district.
3. Special needs equipment purchased specifically for a student within one district, but is subsequently used by others, shall be reimbursed on a per pupil basis up to a maximum of \$300.
4. Transportation costs (busing, payment in lieu of, etc.) of preschool students to a site-based program shall be borne by the local school district.
5. Costs associated with services provided to a preschool student above State minimum standards shall be borne by local school district, unless agreed to by the Lorain ESC.
6. Staffing costs, supplies and equipment for students participating in the preschool program will be shared proportionately among the districts who have students in the preschool program.

☒ District agrees to participate in the Consortium Preschool Education Program

☐ Staff for Preschool Education Program

**IN CONSIDERATION OF THE PROGRAMS AND SERVICES** designated herein to be provided by the Lorain ESC, the District agrees to pay the Lorain ESC for the programs and services requested in accordance with the descriptions above and Paragraphs 1,2,3,4,5 and 6 below:

1. Unless otherwise stated above, costs for services shall be invoiced on a monthly basis with final costs to be billed prior to August 31, 2026, with an adjusted amount due or credited based on total actual costs. Said costs shall include the pro-rata share as divided between the participating districts of the cost of employee salary, leave, substitute personnel, severance, retirement, SERS surcharge (if any), Medicare, health benefits, workers compensation, unemployment compensation, severance, liability insurance, life insurance, other position direct costs, and all cost required by law. The district receiving the services shall be liable for their proportionate share of and any subsequent unemployment compensation or severance claim made by an employee assigned to the district.
2. The Lorain ESC reserves the right to cancel any one or all of the services and programs listed in this Agreement if an insufficient number of districts elect to participate in a particular program or if there is a discontinuation or reduction of funds. Notice of such cancellation will be provided to the District by the Lorain ESC.
3. The District, in consideration for the services and programs contracted for above, agrees to provide written notice to Lorain ESC of its desire to withdraw from participation in any one or more of the programs and services contracted for. Such withdrawal notice shall be sent to the attention of the Lorain ESC Superintendent at 1885 Lake Avenue, Elyria, Ohio 44035 via certified mail or other verified form of delivery. Such withdrawal notice, if received by the Lorain ESC, shall operate to eliminate for the succeeding school year, all contractual obligation of the parties with respect to the programs or services which are included in the notice of withdrawal.
4. The District agrees to obtain authorization for the receipt and exchange of student educational records with the Lorain ESC as is reasonably necessary for the Lorain ESC to provide the services and programs contracted for in this Agreement.
5. All bills and statements for the programs and services contracted herein by the Clearview Local School District shall be due and payable not more than thirty (30) days from the date of mailing of the bill or statement by the Lorain ESC.
6. Ohio Medicaid School Program provisions.
  - a. The parties to this contract agree to comply with all provisions of State and Federal law as applicable, including but not limited to the requirements of 45 CFR 164.504e(1) for safeguarding and limiting access to information concerning beneficiaries.
  - b. The parties expressly agree and acknowledge that upon reasonable request representatives of the U.S. Department of Human Services, the Ohio Department of Medicaid, the Ohio Department of Education, or their designee(s) shall have access to the parties' books, documents, and records.
  - c. The parties represent and warrant that they and their principals are not suspended or debarred. The parties further represent and warrant that their representatives signing below have full authority to execute this contract on behalf of the respective party.

**Board of Education:**

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Treasurer

\_\_\_\_\_  
Superintendent

Date: \_\_\_\_\_

**Educational Service Center of Lorain County:**

*Deborah L. Melda*  
\_\_\_\_\_  
Governing Board President

*Angela Dutton*  
\_\_\_\_\_  
Treasurer

*Thomas Baller*  
\_\_\_\_\_  
Superintendent

Date: February 19, 2025

## Appendix of Services

### Specialized

**Attendance officer:** A bachelor's level individual working with appropriate stakeholders to ensure compliance with HB 410 and any other related duties regarding student attendance.

**Behavior Certified Behavior Analyst (BCBA):** A masters level individual working with students who have pervasive developmental disorders and related disorders, their parents, and other agencies to evaluate, design, implement, and monitor behavior intervention plans.

**Career & College Navigator:** Someone with a passion for connecting K-12 educators and students with college and career trends and opportunities for employment both locally and statewide. Additionally, can assist with student success plans and student internships as well as serve on the business advisory council.

**EL Coordinator:** A masters level individual that will develop and oversee the district EL program. They will also supervise EL teachers, provide training to the staff and connect staff and families with community resources.

**EL Teacher:** A licensed teacher with a TESOL endorsement that will oversee the instructional support to EL students within the district k-12. The EL teacher may also provide professional development to general education staff and assist in the district EL Plan.

**Interpreter:** An American Sign Language interpreter facilitates communication and understanding among students who are deaf or hard of hearing, students who can hear, the teachers, and others involved in the students' education.

**Literacy Coach:** A masters level literacy specialist who will provide individualized and small group coaching utilizing evidence-based instructional strategies in alignment with the SoR and Ohio's Plan to Raise Literacy. The coach will also help with selection of intervention/instructional resources, data analysis, including data-based decision making and thorough understanding of Ohio's accountability system and the use of student and adult implementation data.

**Marketing Specialist:** A marketing specialist is a skilled professional managing internal and external communications. They liaise with parents, staff, and the community ensuring clear and effective information dissemination and positive community relationships.

**Math Coach:** This experienced licensed math teacher will provide support for teachers in planning and gathering resources on creating standards-based lessons and interventions. They will also engage in modeling and coaching with individual teachers, utilizing evidence-based strategies to improve instruction focusing on Ohio's Learning Standards for Mathematics.

**Operations Manager:** An operations manager oversees the efficient functioning of school facilities and resources. Responsible for logistics, budgeting, and coordinating support services, they contribute to creating an optimal learning environment.

**Preschool Supervisor:** A K-12 preschool supervisor leads early education programs, ensuring a nurturing environment for young learners.

**Registered Behavior Technician (RBT):** A paraprofessional certified in delivering behavior-analytical services and practices under the supervision of a BCBA.

**Resident Educator:** This individual can oversee your resident educator program and provide mentoring and coordination for any new educator from the time they enter your district through their passage of their Resident Educator Summative Assessment (RESA)

**School Counselor:** A licensed school counselor that can serve as a support for your current school counseling staff on a part or full time basis. If you currently have school counselors within your union, you would want to get approval from your union to hire this position through the ESC.

**School Psychologist:** A masters or higher level individual who provides direct support and interventions to students, families and other school professionals and works with school administrators to improve schoolwide practices and policies.

**Social Worker:** A licensed social worker will work effectively with school personnel, children and families. They are the link between the home, school, and community in providing direct as well as indirect services. The social worker can conduct home visits, conduct food pantries, and provide resources to families and PD for staff.

**Special Education Coordinator:** Reports to the Director of Student Services and assists partner schools with the delivery of Special Education Programs.

**Speech Language Pathologist:** A masters or higher level individual completes diagnostics and assessments to determine students' communication skills, conducts screenings, provides speech/language therapy services to identified students with communication disabilities, consultation with staff and families, develop student individualized education program (IEP) goals and collaborate with others to provide and support student success across all school environments.

**Structured Literacy Credentialed Consultant:** This masters level individual with Structured Literacy/Dyslexia Interventionist certification will train teachers in essential literacy assessment practices for screening, goal setting, and progress monitoring of decoding-strand skills and strategies to differentiate instruction for students in order to maximize student success in literacy. They will also provide individualized and small group coaching utilizing evidence-based instructional strategies in alignment with the SoR and Ohio's Plan to Raise Literacy.

**Teacher:** A teacher is a bachelors or masters level educator licensed by the state of Ohio to teach the content area of your choice.

**Tutor/Student Academic Coach:** An individual that can be part-time or full-time and paid hourly or placed on a salary schedule. This individual could work at the grand level and content area of your choice.

**Wellness and Success Coordinator:** The District Wellness Coordinators offer ongoing in district support to administration, staff, students and the community. They offer oversight and coordination for all Social Emotional Learning and Mental Health initiatives and needs of the district. Their services include, but are not limited to support to school counselors and social workers, facilitation and/or coordination of SEL programming and interventions, staff wellness, coordination of community resources and partnerships, family engagement, and professional development.

### **Consortium**

**Audiological Services:** Provide Direct Intervention Services, Diagnostic Services, Evaluations, Trainings, Troubleshooting/maintaining equipment, Self-Advocacy and Development of Transition Skills, Implementing Educational Plans, Staff Support, etc.

**Gifted/Talented Supervisory Services:** You would receive at least one individual that is responsible for the planning, implementation, ongoing development and evaluation of differentiated programs and services for your identified students. This individual also would oversee gifted assessment and identification including Written Identification Plans and Written Acceleration Plans. They would keep track of the state mandated gifted professional development hours that staff need to attain to be compliant and the district would be able to receive all PD and participation in gifted student events at no cost.

**Occupational Therapy Services:** Occupational therapists and certified occupational therapy assistants (under OT supervision) contribute educationally relevant services and early intervening activities for struggling general education students, evaluate students to determine special education eligibility, develop student individualized education program (IEP) goals and collaborate with others to provide and support student success across all school environments.

**Parent Mentor Services:** provide information and support to families of children with disabilities and their school districts. A parent mentor works to support the relationship between the school and the family of a child with a disability.

**Physical Therapy Services:** Physical Therapists and certified physical therapy assistants (under PT supervision) 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.

**Project Search Interest:** Educational program for our students with IEPs who are 18-22 and who have completed graduation requirements but could benefit from additional work-based learning and transition skills. The program prepares young people with intellectual and developmental disabilities for success in competitive, integrated employment.

**Speech and Language Supervisory Services:** Provides consultation and supervision to speech-language pathologists, creates training and/or meetings, professional development, and serves as an overall resource for districts.

**Transition Coordinator:** The transition coordinator is an individual with special education experience and knowledge of transition services who works with students with disabilities, families, and districts to assist in ensuring that the student has the necessary vocational skills, work experience and education that will enable the student to be a self-supporting citizen, upon graduation.

### **Hourly**

**Vision Impaired Specialist:** A Vision Impaired Specialist is a licensed special education teacher who has received certification and specialized training, in meeting the educational needs of students who are blind or have visual impairments ages birth through 21.

**Orientation and Mobility:** An Orientation and Mobility Specialist (O&M) teaches individuals with visual impairments to travel safely, confidently, and independently in their environment.

**Speech & Language Pathologist JVS:** A masters or higher-level individual completes diagnostics and assessments to determine students' communication skills, conducts screenings, provides speech/language therapy services to identified students with communication disabilities, consultation with staff and families, develop student individualized education program (IEP) goals and collaborate with others to provide and support student success across all school environments.

**AAC Services:** A masters or higher-level professional specializing in conducting comprehensive evaluations to identify individualized needs in Augmentative and Alternative Communication (AAC). This role involves consulting with staff and families to support the implementation and generalization of AAC strategies, delivering in-service training on AAC topics, collaborating with team members to develop goals, and providing technical assistance to children, parents, and educational personnel.

**Positive Behavioral Consultant:** This professional offers expertise and support in disabilities and interventions across grade levels. With extensive experience, they conduct Functional Behavior Assessments, develop Behavior Intervention Plans, and contribute to organizational strategic planning for students with special needs. The role encompasses program coordination, evaluation, and staff development, including delivering training on classroom management and positive behavior supports. Collaboration with administrators, teachers, and community agencies is central to their work, as is providing technical assistance for specialized classrooms and individualized action plans.



## Professional Development Interest 2025 – 2026

**School District:** \_\_\_\_\_

All days purchased for services below are to be used in the 25-26 fiscal year.

### *Professional Development Services Offered*

SERVICE	Interested in Services
Artificial Intelligence (AI) Coaching and Support	
Attendance Best Practices / Coaching	
English Language Consulting/Coaching	
High Quality Tutoring Support	
Literacy Consulting/Coaching	
Mathematics Consulting/Coaching	
MTSS Consulting/Coaching	
OTES, OPES, OSCES Targeted Support	
PBIS Consulting/Coaching	
Principal or Teacher Improvement Plan Targeted Support	
Special Education Coaching and Consulting	
State Testing/OIP Consulting/Coaching	
Northern Ohio Research and Training Technology Hub (NORT2H)	
Value Added / Data Support	
Wellness and Prevention Consulting/Coaching	

*ESC employees \$650/day member, \$850 day non-member. Rate for specialized consultants to be determined.*





## **Professional Development**

**Artificial Intelligence (AI) Coaching and Support:** Our AI services provide school districts with a comprehensive and practical approach to integrating artificial intelligence into education. These services include foundational skills training, hands-on workshops in generative AI applications like prompt engineering, and support for developing classroom guidelines for responsible AI use. Additionally, we assist with AI toolkit development and aligning AI resources to enhance instructional practices and achieve educational goals.

**Attendance Best Practices/Coaching:** This could include but not limited to training/coaching in the areas of district attendance data. The consultant will determine district needs, provide professional development and support on developing strategies to improve attendance performance.

**English Language Consulting/Coaching:** This could include but not limited to training/coaching in the areas of compliance, writing EL District Programs or student EL Plans. Training or coaching classroom teachers in the development of best practices for students at the various levels (1-5). It would also address grading practices and EL modifications.

**High Quality Tutoring Support:** This could include but is not limited to training/coaching in the areas of instructional practices, progress monitoring, and content support for tutoring. The consultant could also provide support in developing a building/district tutoring plan.

**Literacy Consulting/Coaching:** This masters level literacy specialist will provide differentiated and tiered information, professional learning, coaching and technical assistance to public school personnel in the region on current federal and state rules, regulations, standards and guidance as identified by DEW and the needs of public districts, programs, families and communities.

**Mathematics Consulting/Coaching:** This experienced licensed math teacher will provide support for teachers in planning and gathering resources on creating standards-based lessons and interventions. They will also engage in modeling and coaching with individual teachers, utilizing evidence-based strategies to improve instruction focusing on Ohio's Learning Standards for Mathematics.

**Multi-tiered Systems of Support (MTSS):** This could range from a general overview of MTSS tailored for teachers or administrators to an in-depth, four-day training designed to build a high-fidelity MTSS program from the ground up. It may also include targeted coaching in specific areas of MTSS—academics, behavior, or social-emotional support—ensuring that Tiers I, II, and III operate seamlessly and comprehensively to meet the diverse needs of all students.

**OTES, OPES, OSCES Targeted Support:** This could include but not limited to training/coaching in the areas of Evaluation, new principal support or calibration.

**PBIS Consulting/Coaching:** This could include but is not limited to targeted building-wide or district-wide PBIS coaching support for Tier I, II or III, review of the building or district tiered fidelity inventory or consultation on your PBIS program.



**Principal or Teacher Improvement Plan Targeted Support:** This support would include using the OPES/OTES rubric to identify the area(s) of refinement and then offer individualized coaching, professional development and resources for the principal/teacher to use in an effort to achieve growth in the aforementioned area(s) of refinement. The time necessary for this support will be collaboratively decided between the ESC employee providing the support and the district's central office personnel requesting this support.

**Special Education Coaching and Consulting:** This could include but not limited to training/coaching in the areas of compliance, writing of ETR/IEPs, best practices of teachers and/or related services, training/coaching of implementation and monitoring of behavioral interventions, evaluation and implementation of Augmentative and Alternative Communication, co-teaching or delivery of services, internal monitoring and audits, development of Special Education systems, and support within in-service opportunities.

**State Testing/OIP Consulting/Coaching:** This could include but not limited to training/coaching in the areas of data analysis of state assessments, the OIP process, development of framework systems, the 5-Step process, Needs Assessments and Implementation Plans.

**Northern Ohio Research and Training Technology Hub (NORT2H):** Services include custom professional development, job-embedded coaching, and consultation with a focus on integrating technology into educational environments. Key offerings include cutting-edge trends like AI in Education, Project Based Learning, Virtual/Augmented Reality immersive experiences, and Redesigned Learning Environments tailored for STEM/STEAM education and Makerspace development. Additionally, NORT2H provides AI consultation with district leadership, including AI Toolkit creation, classroom guidelines development, and AI committee facilitation, ensuring comprehensive support in adopting and leveraging AI technologies across educational settings.

**Value Added / Data Support:** This could include but not limited to training/coaching in the areas of Value-Added (district, building, or teacher levels), State Report Card, Navigating the CRS, OST Test result analysis, Student Recovery Dashboard, Readiness Assessments, Assessment Authoring and High-Quality Student Data. The consultant will also assist in determining trends and district needs.

**Wellness and Prevention Consulting/Coaching:** This could include but is not limited to offering consultation, coaching and training for SEL, Mental Health and Prevention needs on topics/activities such as suicide prevention, threat and referral pathway protocols, frameworks, multi-tiered system of support, best practices for Social-Emotional Learning and prevention programming, inventory auditing of tier supports and roles and responsibilities, and professional development for all district staff.