



**Warren County  
Educational Service Center**  
*"Champions for Children"*



**Tom Isaacs, Superintendent**

1879 Deerfield Road, Lebanon, Ohio 45036 513-695-2900 [www.warrencountyesc.com](http://www.warrencountyesc.com)

## NEWSLETTER - MARCH 2026 EDITION

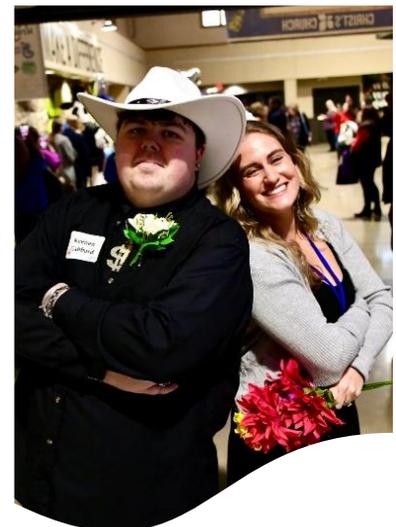


### NIGHT TO SHINE...A TIM TEBOW FOUNDATION EVENT

On Friday, February 13th, students and family members from the surrounding community attended the Night to Shine prom sponsored by the Tim Tebow Foundation. This is one event WCESC is thrilled to have the opportunity to sponsor. It is an unforgettable experience honoring and valuing people with special needs. Former Heisman Trophy winner and NFL quarterback Tim Tebow and his foundation are the founders and annual sponsors of the worldwide Night to Shine.

The 12<sup>th</sup> annual event was hosted by Christ's Church in Mason and as in previous years volunteers from WCESC, several who are licensed nurses, along with many others participated in helping to make the night a success and allow individuals of the developmentally disabled community to SHINE!

Although each event is a little different, some activities included are a red carpet entrance, limousine rides, dancing, karaoke, gifts, a catered dinner, a Respite Room for parents and caregivers, a crowning ceremony where every honored guest will receive a crown or tiara, and more. This year's event hosted 460 guests, 200+ parents and 700 volunteers.





Jill Buffenbarger is the Nursing and Multiple Disabilities Program Supervisor with Warren County Educational Service Center (WCESC). She and her husband David are Christ's Church members and instrumental in coordinating the event. Jill said, "It was a perfect night! Thank you everyone!"



## ◆ SPEECH LANGUAGE PATHOLOGY ◆

Kari Burris, MOT, OTR/L, Director of Related Services  
Carrie Boyd, M.ED., M.A. CCC-SLP, Assistant Supervisor of SLP's

### Blanchester School District: Putnam Elementary

During a recent observation, Rebekah Stiever was seen working with a preschool student on expanding expressive language, and the growth since the fall has been remarkable. When this student first started school, communication was very limited; within months, he is demonstrating significantly stronger verbal participation because of Rebekah's thoughtful, play-based approach. She used an engaging book paired with a creative sensory bin activity to support language expansion, and the student remained highly engaged throughout the session. It was a wonderful example of how intentional planning and responsive interaction can lead to meaningful progress for our youngest learners.



### WCESC Social Communication Program: Game Group Brings Social Skills to Life at the High School

A group of our SLPs and an OT recently teamed up to launch a new game group in one of our high school classrooms. It has been a great success!



The students in this classroom are close friends who work hard each day. The team wanted to create something that felt fun and motivating, while still intentionally targeting important skills. The result was a structured game group designed to strengthen social communication in a natural and engaging way.

During each session, students practice turn taking, problem solving, emotional regulation, handling losing, encouraging peers, and following rules. The group was a hit from the very first session, and the team is excited to continue it through the end of the school year.

This is a great example of collaborative, student-centered practice that blends meaningful skill development with connection and fun.

## ◆ OCCUPATIONAL THERAPY ◆

**Kari Burris, MOT, OTR/L, Director of Related Services**  
**Kim Steele, MOT, OTR/L, Asst. Supervisor of School Based OT/PT's**

### Supporting Students Through Innovative Sensory Strategies

Occupational Therapist Sydney Henry has been leading an innovative strategy at J.F. Burns Elementary to support students' sensory needs in a more age-appropriate and discreet way. Through her work, students are transitioning from silicone chewies to alternative oral sensory tools such as gum and pretzels. These items are provided through individualized oral-sensory boxes, which can be adapted to meet each student's needs and may still include a chewy when appropriate. Sydney's approach, along with strong buy-in from staff and teachers, has been successful in helping students meet their sensory needs while remaining engaged in the classroom environment.

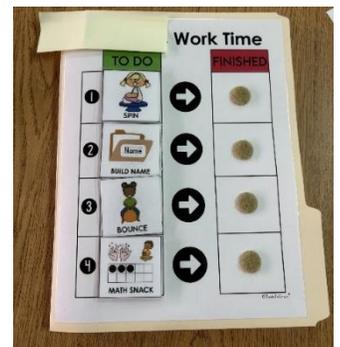


### Mentoring Future Occupational Therapists at Loveland Primary School

Occupational Therapist Katie Moore is mentoring doctoral capstone student Megan Kirlin (pictured left) from The Ohio State University. During her capstone experience, Megan is working alongside Katie at Loveland Primary School to implement evidence-based sensory strategies that support students receiving occupational therapy services.



Megan's project focuses on Sensory Activity Schedules, an intervention designed to provide targeted vestibular, proprioceptive, or tactile input during academic tasks to help improve student engagement. The schedules are developed based on students' sensory needs, individualized by the occupational therapist, and implemented by classroom staff during instruction. Through this mentorship and capstone project, Loveland Primary Schools continues to support innovative, research-informed practices that benefit both students and future occupational therapy professionals.



### Promoting Student Choice in Therapy Sessions

Occupational Therapist Sara Erwin, who serves Carlisle Local School District, is incorporating evidence-based principles of self-determination into her therapy sessions to increase student engagement and participation. Sara recognized that many students have limited opportunities to make choices throughout their school day. In response, she introduced a simple but effective strategy: allowing students to select one activity from a “choice counter” as a warm-up before beginning the work portion of their therapy session. To keep students interested and ensure activities remain appropriate, the items on the choice counter are rotated approximately every two weeks. Sara also adjusts the available options between treatment sessions to match the age and ability levels of the students on her caseload. By allowing students to choose a preferred activity, Sara has found that they are more ready and willing to participate in therapeutic tasks that follow.



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### ◆ PHYSICAL THERAPY ◆

**Kari Burris, MOT, OTR/L, Director of Related Services**  
**Tonya Ellis, PT, DPT, Lead Physical Therapist**



School-based therapists often find innovative ways to increase student access and participation throughout the school day. At Sycamore Community Schools, Ashley Snow, PT recently demonstrated this creativity through thoughtful problem-solving that expanded opportunities for student engagement.

Ashley designed and created an adapted tray to fit over a student’s existing stander tray, which was too small to support meaningful classroom participation. The larger tray now allows the student to carry materials and participate in tabletop learning activities while using a mobile stander, improving both access to instruction and independence during classroom tasks.

Ashley has also supported inclusion in other meaningful ways. Through targeted interventions, she helped a student work toward sitting safely and independently on the floor during morning meeting. This progress allows the student to join classmates during this important daily classroom routine and participate alongside peers.



These efforts reflect how thoughtful problem-solving and collaboration can help students participate more fully in their classroom routines

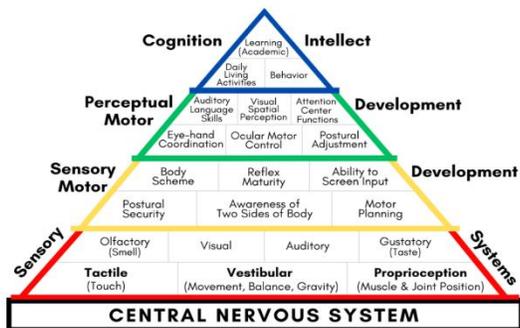
### Collaboration and Learning Making an IMPACT – Middletown City Schools

Physical Therapist Ellen Cole and Occupational Therapist Carrie Webb recently presented at Middletown City Schools' IMPACT professional learning event, sharing strategies to support student movement, engagement, and motor development within the classroom.

# MOTOR ACTIVITIES TO ENHANCE LEARNING IN THE CLASSROOM

Ellen Cole, PT Carrie Webb, OT

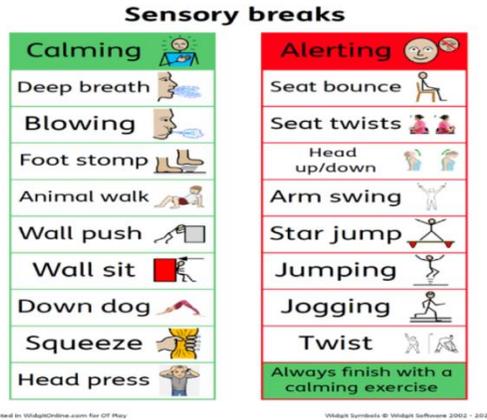
The session provided practical, hands-on resources educators can use to help students regulate energy, improve focus, and remain engaged in learning. Participants appreciated the interactive format and the opportunity to explore materials and strategies that could be implemented immediately with students.



Feedback from attendees reflected the value of the session. Participants described the presentation as “informational and realistic,” highlighting the helpful resources and practical ideas shared. Several educators noted they were eager to apply movement strategies such as cross-body activities and classroom movement tools to support student focus and success.

Participants left the session with practical ideas and resources they can use immediately to support student focus, movement, and engagement in their classrooms.

## PROPRIOCEPTIVE AND VESTIBULAR SENSORY BREAKS



### Promoting Student Independence



WCESC physical therapists and occupational therapists recently participated in a professional development session titled *Overcoming Learned Helplessness*, presented by **Dr. Amy Coopersmith, OTD, OTR/L, MA Ed.** The training focused on strategies therapists can use to promote independence, motivation, and engagement among the students they serve.

During the session, participants explored the concept of learned helplessness and examined how building self-determination can positively influence student outcomes. Research shared during the training highlights that students with stronger self-determination skills often experience higher grades, improved attendance, increased engagement, and fewer behavior concerns in school.

Dr. Coopersmith introduced evidence-informed strategies to help therapists foster self-determination during therapy sessions and school activities. Participants practiced



incorporating approaches such as asking guiding questions, providing opportunities for choice-making, allowing time for thinking, encouraging problem solving, and modeling positive self-talk. Additional strategies included goal setting, self-monitoring progress, decision-making opportunities, and the use of video-based learning to support student independence. The training equipped therapists with practical strategies to promote student confidence, motivation, and independence.



◆ **COORDINATED CARE** ◆  
**Kevin Stevens M. Ed., LSW**  
**Supervisor of Coordinated Care,**  
**Resource Coordinators, and Student Attendance**

**Coordinated Care/Resource Coordinators Continues Partnership with HTC**



For nearly 20 years, HTC (formerly Hannah’s Treasure Chest) and Coordinated Care/Resource Coordinators have partnered to combat poverty in Southwest Ohio. HTC is a nonprofit charitable organization dedicated to providing essential items to individuals and families in need. Founded in 2001, the organization has grown significantly and now operates with eight staff members and more than 75 dedicated volunteers.

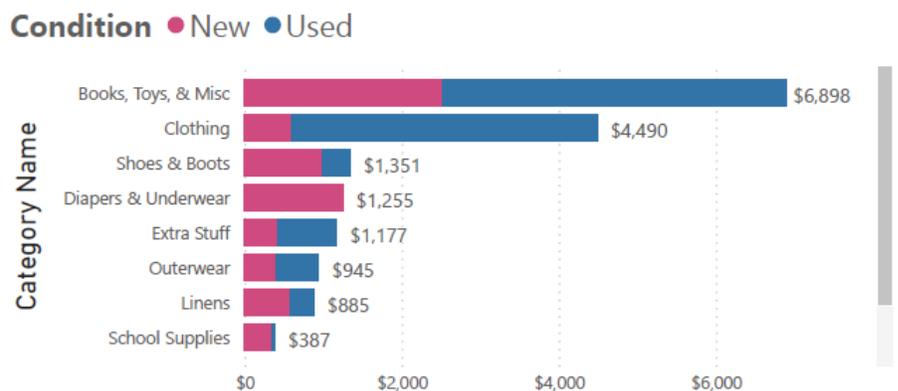
Coordinated Care and Resource Coordinators work tirelessly to remove barriers for children and families facing hardship. The longstanding partnership between HTC and Coordinated Care/Resource Coordinators has proven highly successful in meeting the needs of the community.

During the 2025 calendar year, HTC assisted Coordinated Care/Resource Coordinators by providing essential items such as clothing, shoes, boots, underwear, diapers, coats, school supplies, and more. The total value of items obtained through HTC was \$17,576, with Coordinated Care distributing well over 3,500 individual items to children and families in need.

In addition, HTC’s Giving Angels program supports Coordinated Care/Resource Coordinators in distributing hundreds of Christmas gifts each year. For many children, these gifts represent the only presents they receive during the holiday season. The dedication of both HTC and Coordinated Care/Resource Coordinators ensures that these children experience the joy of Christmas.

HTC welcomes community support in its mission to fight poverty. Monetary donations can be made through their website at: <https://www.htcdayton.org/donations>

Value of Items Distributed by Category



**\$17,576**

Total Value of Goods Distributed

HTC also accepts donations of new or gently used clothing in sizes Small through XXL. Items most needed include athletic wear, sweatpants, pajamas, elastic-waist shorts, T-shirts, hoodies or sweatshirts, leggings, and new adult-sized underwear. Dress clothing such as khakis, button-down shirts, jeans, and dresses are also appreciated.

Donations of new or gently used items can be placed in the donation bins located at:  
2490 Technical Dr.  
Miamisburg, Ohio



The Warren County ESC Mental Health Department, in collaboration with the Mental Health Recovery Board serving Warren & Clinton Counties, hosted a Behavioral Health Community Collaborative event. School district personnel from across Warren County were invited to learn about local mental health providers and strengthen connections that help ensure students and families receive the support they need. Nineteen community partner agencies participated, sharing information about their services and providing valuable resources to school staff.

Jessica Woody from the ESC highlighted the services she provides within our school district, along with additional ESC program offerings. FCFC Coordinator Angela Hensley also presented, sharing the role of the Family & Children First Council in our community and explaining the Coordinated Care services housed within the ESC.

Need to Submit a Referral to Warren County FCFC or Coordinated Care? Referrals can now be submitted quickly and easily through the WCESC online portal. Visit [www.warrencountyesc.com](http://www.warrencountyesc.com) and navigate to Services → Coordinated Care Department → Referrals to complete the online form.

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## ◆ MULTIPLE DISABILITIES PROGRAM ◆

Students identified with Multiple Disabilities – Western Row MDESC  
Kari Burris, MOT, OTR/L, Director of Multiple Disabilities Programming  
Jill Buffenbarger, RN: Program Supervisor

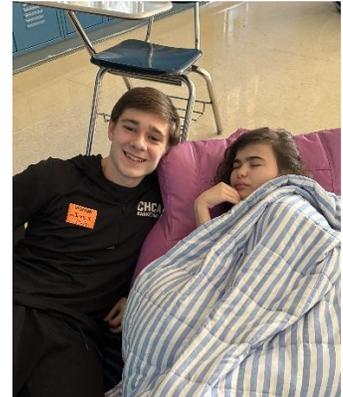
### CHCA Students Serve with MD

Cincinnati Hills Christian Academy (CHCA) has over 36 different active service groups that serve over 30 organizations and groups of people. These groups have 57 active service leaders. By the time they graduate, students at CHCA have an average of 250+ service hours.

Service is one of the four main values of CHCA's education, offering school care to children with working parents, writing encouraging letters to nurses, playing music for those with Alzheimer's disease, etc.

CHCA's Student Organized Service (SOS) is unique because of the impact it has not only on Cincinnati and the surrounding communities, but the impact it has on the students at CHCA and how they'll end up using the leadership skills and servant heart they have developed for the rest of their lives.





A group of 15 CHCA students (juniors & seniors) joined the Multiple Disabilities Program for 8 days to begin the 3<sup>rd</sup> quarter of the 2025-2026 school year. The students were divided into five groups of three and rotated through the five classrooms in the program. The CHCA students helped our students with their learning objectives and recreational activities. Students in the Transition classroom travelled throughout the greater Mason area every day as they interned at local businesses including James' Third Base restaurant and Bigby Coffee West Chester.

Four students from CHCA shared some thoughts on their experience. Aurora stated, "Something I am going to take away from this experience is the idea of 'presumed competence.' This means that even if you do not know how much a student is understanding, you presume they understand everything. This really supports the dignity of the individual."





Chase added, “I enjoyed interacting with the students and treating them each with the utmost respect while helping them with their learning goals.” Leah remembered, “One major takeaway from these past two weeks is how each student has unique abilities and personalities, and that no matter what difficulties they experience, they all have something to contribute.” Finally, Alaina said, “After being here for the past two weeks, I have learned so much about students with special needs. It showed me that even though we are so different in many ways, we are also a lot alike and can connect with each other in many ways. It has been so much fun learning about the Multiple Disabilities Program and their awesome students!”

### Cupid Visits Western Row



In early February, the student council team and MD Makings from the Multiple Disabilities Program sold Valentine Grams every day before school. For \$1, Valentine Grams could be purchased, personalized, and delivered to recipients throughout the Western Row Campus of the ESC. The fundraiser generated \$408 to be used to support a campus-wide Luau themed dance on Thursday, April 30. Of the fundraiser, paraprofessional Bobbie Steele commented, “Working with our students with disabilities to raise funds for a larger cause creates meaningful opportunities for connection, collaboration, and growth. When students come together around a shared purpose, they engage with a broader spectrum of peers, build authentic relationships, and learn to value one another’s strengths.”

“These experiences promote inclusion by shifting the focus from differences to shared goals. Students develop empathy, leadership skills, and a deeper sense of community, while gaining confidence in their ability to contribute in impactful ways. Fundraising initiatives not only support important causes—they also foster a school culture rooted in belonging, respect, and collective achievement.”





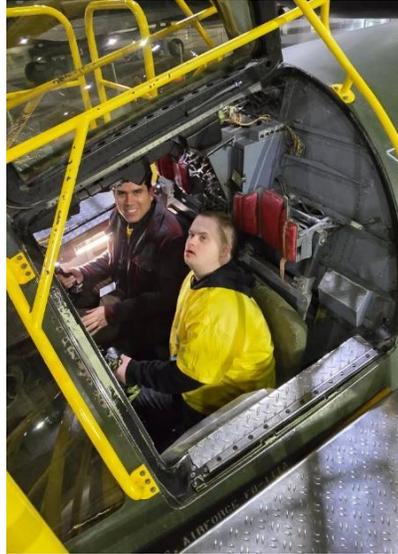
### Western Row MDESC Students Visit the National Museum of the US Air Force

In February, Mason students in the MD Program visited the National Museum of the US Air Force. The National Museum of the U.S. Air Force, located at Wright-Patterson Air Force Base near Dayton, Ohio, is the world's largest military aviation museum. The Museum offers free admission and parking; and features more than 350 aerospace vehicles and missiles and thousands of artifacts amid more than 19 acres of indoor exhibit space. Visitors are welcome to use motorized wheelchairs and enjoy lunch in the cafeteria.



During the visit, students learned to distinguish between past and present; recognize that an invention can be used in different ways, such as a radio being used to get information and for entertainment; and how to identify American songs and symbols. Additionally, our students learned to identify technological innovations that made life more efficient; and how advancements in technology contributed to social change between World War I and World War II.

Cristian Rojas is a paraprofessional in the Transition Classroom. Mr. Rojas commented, "The students got to see all the different aircraft. We participated in a scavenger hunt and several of our students were able to experience a flight simulator which they said was like a 'rollercoaster.' Many of our students really enjoyed dining in the cafeteria." Paraprofessional Heidi Isbell added, "On the scavenger hunt, we looked for different animals. It was neat to learn about animals that were in a museum for spacecraft."



The museum offers several programs designed specifically for adults and student special needs visitors. Please contact the museum's Education Division at least four weeks in advance: [nationalmuseum.mut@us.af.mil](mailto:nationalmuseum.mut@us.af.mil)

*Touch tours* are offered for blind or visually impaired students and adults of all ages. Participants will be allowed to touch a few aircraft on exhibit while wearing white museum gloves. Please note this is a one-on-one tour with the visually impaired individual and a docent. Only five visually impaired individuals can be accommodated per touch tour.

Other school programs can also be adapted to meet the needs of your students.

National Museum of the United States Air Force  
1100 Spatz Street  
Wright-Patterson AFB Ohio 45433  
(937) 255-3286  
[nationalmuseum.mut@us.af.mil](mailto:nationalmuseum.mut@us.af.mil)

### **A Barista is Born!**

In January, the Middles class went to Coffee Caravan in Lebanon as part of their economics unit. Coffee Caravan was started up by Mark and Jodi Titmas who wanted to give adults with developmental disabilities a chance to work and learn a variety of life skills. The students asked questions about how many people the coffee shop employs, what skills the employees need to have to work there, the hours the employees work, and many others. The students were also able to order a drink if they wanted.

The purpose of the Coffee Caravan is to serve good drinks. But the primary cause behind the store lies in its beloved staff; The Coffee Caravan doubles as a program to enhance the job skills of adults with developmental disabilities. The employees are capable, eager, and successful adults living in the community. Their mission is to give people the tools they need in an environment built around their individual abilities and needs. In providing employees with individualized work skills, they can become more independent and confident.





About the outing, paraprofessional Aliyah Narcisse said, “Great little coffee shop. Their coffee is good and they sell locally baked pastries and frozen custard. More importantly, this business is employing adults with special needs. Such a fantastic initiative for a population that is underserved.”

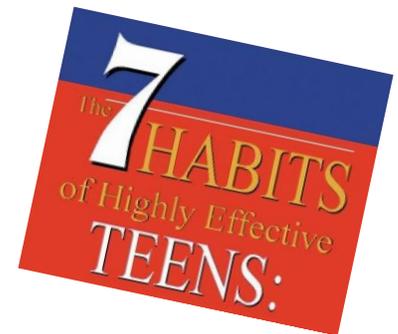
Coffee Caravan – Coffee with a Purpose  
706 Deerfield Road  
Lebanon, OH 45036  
(513) 680-2640  
[coffeecaravanohio.com](http://coffeecaravanohio.com)

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## ◆ JOHN K. LAZARES CAREER EXPLORATION CENTER ◆

Jennifer Maynard, Director

We are thrilled to report that we are well into the second semester, and the students at JLCEC are doing a fantastic job embracing the curriculum with enthusiasm and dedication. This period has brought significant, meaningful growth as students dive into **Habit 2: Begin with the End in Mind** from *The 7 Habits of Highly Effective Teens*. It has been inspiring to watch them discover how to actively shape their futures by defining their personal missions and goals. Furthermore, our seniors are making impressive strides, currently working hard on their **Six Sigma Yellow Belt certification**, preparing them with the foundational process-improvement skills needed to excel in their upcoming careers.



At the JLCEC, students explore hands-on, career-connected learning across every grade:

- **7th Grade:** Students have begun exploring **Minecraft**, which is a powerful learning tool that encourages students to think creatively, solve problems, and collaborate with others while building and exploring. Through gameplay, students develop skills in **planning, resource management, spatial reasoning, and persistence** as they design structures, automate systems, and overcome challenges. Minecraft supports **STEM learning** by introducing concepts such as basic engineering, circuitry through Redstone, and computational thinking. At the same time, students practice **communication, teamwork, and creativity**, making it a fun and interactive way to build employability skills as well.
- **8th Grade:** ServSafe certification is on the menu, and our students are doing a remarkable job learning the dos and don'ts of food safety with Sinclair's Chef Nunez, supported by JLCEC staff.
- **9th Grade:** Students successfully have been working on specialty pizzas and special take home kits.
- **10th Grade:** Continue to explore commercial drone piloting – becoming more confident with every flight – **eight** students earned The Recreational UAS Safety Test (TRUST) Completion Certificate! This is the first step in the journey to becoming a commercial drone pilot. Students are also working through the Food Truck Entrepreneurship module, learning about food trucks and designing their own truck. The experience will once again end with a guest speaker who owns and runs a food truck and catering business (The Twisted Greek) and samples of his wares.

- **11th Grade:** Attend the WCESC Pre-Professional Academy at Sinclair, engaging with 30+ employer partners through interactive sessions, lunch & learns, and site visits. This quarter students completed the Travel & Tourism Rotation (Warren County’s largest industry) and had a special day devoted to Power, Precision, and Protection that featured the Warren County Sheriff’s Office, Duke Energy, SecureCyber, and Rocket Drones. Industry site visits include Miami Valley Gaming and Welch Packaging.
- **12th Grade:** Students are earning their Lean Six Sigma Yellow Belt Certification this semester. The student-run beverage delivery service on the first Friday of each month that celebrates ESC students at the Wildfire and above levels continues. Refreshers will be offered for the remainder of the year.

As we move through the remainder of the semester, we are excited to see the growth, focus, and determination our students continue to show. Their commitment to developing strong habits, setting meaningful goals, and building real-world skills is laying the groundwork for bright futures.

## ◆ WARREN COUNTY LEARNING CENTER ◆

Mike Bidwell Montaniz, Sr. Executive Director of  
Social Emotional Learning  
Jason Boone, Assistant Supervisor  
Julie Hunter, Assistant Supervisor

### 🎉 Learning Center Family Fun Night – A Great Evening Together!

The Learning Centers recently hosted the third Family Fun Night of the year, and it was another wonderful evening that brought our school community together. Families had the chance to enjoy a live cooking demonstration, and each family received a free multi-function food grater to take home and use in their own kitchens.

Dinner was generously provided by Outback Steakhouse, and we want to sincerely thank Armondo, owner of the Mason Outback, and Tiffany, who stayed throughout the evening to personally help serve meals to our staff and families. His support helped make the night extra special.

As always, the evening featured exciting raffle baskets, along with crafts and games for kids to enjoy. Events like Family Fun Night create a welcoming space for families and staff to connect in a relaxed and enjoyable environment, while students have the chance to engage with siblings and peers through games, creativity, and shared experiences.

We are grateful to everyone who helped make the night such a success and look forward to our next Family Fun Night! 🎉





### Learning Center Western Row Campus

Each week at Western Row, our students have the opportunity to intern at Impacting Tomorrow, a community resource center where families can access food, healthcare, education, and other essential services all under one roof. During internships, students gain hands-on experiences supporting the center's daily operations. Some students work at the checkout line, helping unpack carts and box grocery items, while others assist in the boutique by hanging clothes, stocking shelves, and organizing displays. Additionally, students Ryan Carman, Darrion Freeman, and Preston Bolen led activities in recognition of Teen Mental Health Awareness Day, helping bring attention to the importance of supporting emotional well-being and reducing stigma around mental health. They organized several stations where students created encouraging notes and shared messages of kindness with one another, promoting positivity, connection, and peer support throughout the school community



## Learning Center Laura Farrell Campus

### 🎨 Art Guild Spring Session Begins!

The Learning Center – Laura Farrell Campus is excited to announce that the spring session of Art Guild has officially begun! This session, a select group of 4th grade students will participate in eight art sessions where they will explore different art projects and develop new creative skills.



Each session focuses on working with various art mediums and techniques, allowing students to expand their creativity while gaining hands-on artistic experience. In addition to building their artistic skills, Art Guild provides students with a valuable off-campus opportunity to learn in a new environment and engage with the local arts community.



The program will conclude with a special celebration during the final session. Students will enjoy lunch in Miamisburg and take part in a celebration showcasing the artwork they created throughout the program.

We are proud of our students for embracing this opportunity to explore their creativity and represent the Laura Farrell campus in such a positive way! 🎨 ✨

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## ◆ SOCIAL COMMUNICATION CLASSROOMS ◆

Rachelle Yakumithis, Supervisor  
Kelly Buelt, Supervisor  
Ashley Haley, Asst. Supervisor

### **Growing, Learning & Celebrating Together!**

At the **Warren County Educational Service Center Social Communications Program**, the past few weeks have been filled with energy, connection, and celebration. Our students continue to demonstrate growth not only academically, but socially and emotionally—while having a whole lot of fun along the way!

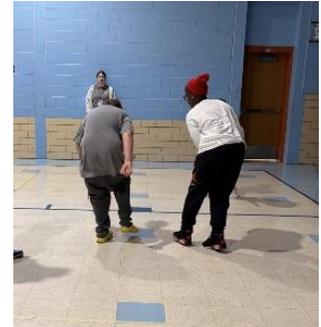
### **Spirit in Motion: Cheer & Basketball with Ms. Holly**

Thanks to the creativity and leadership of our mental health therapist, Ms. Holly, students have been participating in cheerleading and basketball activities that are quickly becoming highlights of the week!

These activities are about more than sports—they are about:

- Building confidence
- Practicing teamwork
- Strengthening communication skills
- Learning emotional regulation in action

Students are practicing positive self-talk, encouraging their peers, following multi-step directions, and celebrating one another's successes. The gym has been filled with high-fives, cheers, and smiles as students experience the power of belonging and school spirit.



### Career Readiness in Action

Our students continue to engage in our Career Readiness curriculum, building real-world skills aligned to transition goals and future independence.

Through hands-on experiences, students are:

- Exploring job tasks and responsibilities
- Practicing workplace communication
- Strengthening problem-solving skills
- Developing independence and task completion

It has been incredible to watch students take pride in their work, support one another, and begin to envision their future pathways. These authentic learning experiences help bridge the gap between school and community success.



## PBIS Success = Snow Cone Celebration!

Our Positive Behavioral Interventions and Supports (PBIS) system continues to reinforce expectations in meaningful ways. Students recently earned snow cones for meeting program-wide expectations—and what a sweet celebration it was!

More importantly than the treat itself, students demonstrated:

- Safe choices
- Respectful interactions
- Responsible behaviors
- Perseverance during challenges

Watching students connect their positive behaviors to positive outcomes builds intrinsic motivation and strengthens our compassionate, structured learning environment.



## Family Engagement Fun Night

Our Family Engagement Fun Night was a wonderful reminder that school is strongest when families and staff partner together. The building was filled with laughter, games, movement, and meaningful connection for the “Game Night” themed event!

Families had the opportunity to:

- Participate in interactive activities
- Connect with staff
- Celebrate student progress
- Build relationships with other families



The sense of community was truly felt throughout the evening. We are so grateful for our families’ partnership and continued support.

## PWC Outing at the Movies

Our PWC outing to the movies was another opportunity for students to practice social communication skills in a real-world setting.

During this community experience, students worked on:

- Purchasing tickets and concessions
- Waiting appropriately
- Managing excitement
- Practicing flexible thinking
- Demonstrating respectful behavior in a public setting

Community-based instruction continues to be an essential part of our programming, helping students generalize skills beyond the classroom.



## What Makes SCC Special



What stands out most is the joy. The laughter in the gym. The pride after completing a career task. The excitement of earning a snow cone. The connection between families and staff. The shared popcorn at the movies.

At the Social Communications Program, growth happens through structured support, intentional teaching, and meaningful experiences—but it thrives because of our students' resilience and our staff's dedication.

We are so proud of the incredible work happening each day and are grateful to partner with families to support every student's journey.

Here's to continued growth, connection, and celebration together!



◆ **TRANSITION COORDINATORS** ◆  
Amanda Pennix, Supervisor

**TLC**

Klaire completed 2 ½ years at TLC before reaching her 22<sup>nd</sup> birthday and accepting her diploma. Klaire gained independent living skills as well as employability skills during her time at TLC. Klaire will be attending an adult program post-graduation.



The Transition Living Program recently brought everyone together for a joyful dance party and a series of engaging winter activities. The dance party gave students a chance to practice social skills in a fun, relaxed setting—choosing songs, taking turns as DJ Eddie put on tunes, and encouraging one another on the dance floor. Teachers and support staff joined in, modeling positive interactions while students built confidence and friendships.

Fun outings to the movies, Jungle Jims, and The Cottage Nursing Home.

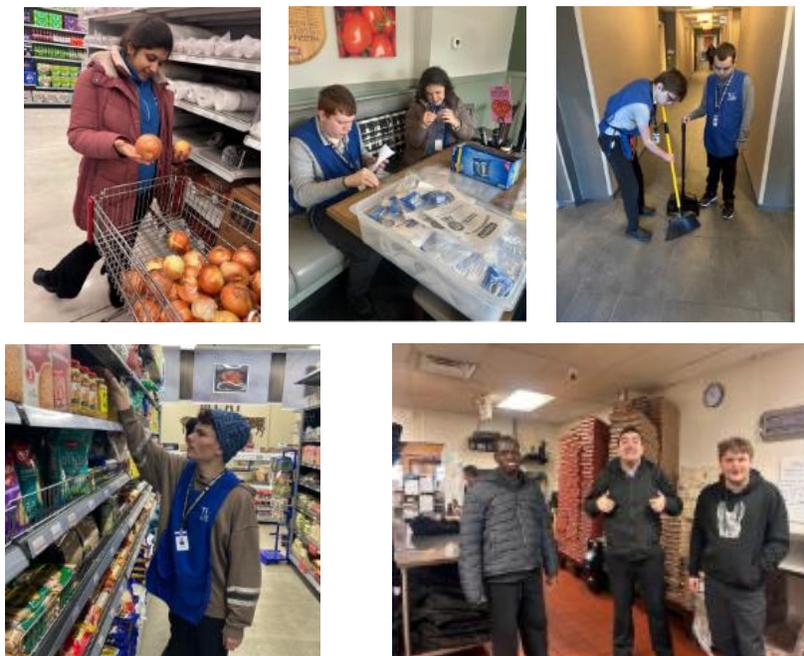


Throughout the winter season, the program also organized hands-on activities such as making delicious meals in the kitchen, creating seasonal crafts, and participating in community outings to build social interactions. These events not only celebrated the season but also supported important transition goals like communication, independence, and community participation in a way that felt exciting and meaningful for every student involved.

### Kitchen Time



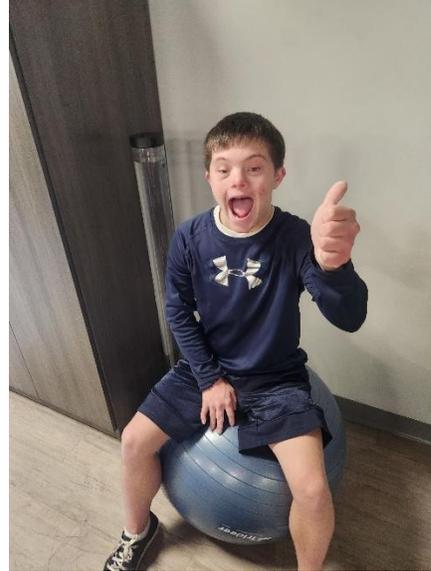
### Work pictures



## Transition Coordinators

### Waynesville

At Waynesville, we have been making some great connections to local adult day programs! We've been able to meet staff, participants, and get a good idea of what each location offers. We have scheduled one tour a quarter, and this quarter, we got to view RGHI of Lebanon to see what they had to offer!



### Little Miami

The Students at Little Miami High School's Transition to Employment Class have been hard at work. One of our students is placed at a veterinarian's office – their dream job! They've assisted in procedures, helped with the day-to-day functions, and got to work with animals. Two of our students also started a tech pre-apprenticeship! They both love the work they get to do each week to help support the Tech Team!





### Mason MS

At Mason MS, we are working hard on finding new ways to get our students prepared for the workforce! One of the many ways we are achieving this is by developing new school jobs for our students. The most recent development has been our “click list” position. This entails a student going into the pantry, and receiving an order that they must pick, then pack, into a grocery bag.

### Lebanon High School

In addition to work study, Lebanon students are participating in college explorations. We recently visited Wright State University. We learned about their specialized support program, RASE. We were also invited to regularly participate in the Youth Chamber of Commerce. Our participation allows students to learn more about careers and the local area businesses. This month was held at Warren County Airport – Jet Center. Aviation careers may be in their future plans!



## Kings High School

The students at Kings High School continue to participate in both on and off campus work experiences. Kings High School held a transition fair during academic night. We had several families come to learn more about agency support, high school programs, specialized collegiate programs, accessibility services offered by colleges, workforce pathways, and adult day programming. As the transition to employment students are working hard to learn about customer service skills through Rise Up, they are making their mark in the community. We have just acquired a new partner! The reveal and more pictures to come for next quarter.



◆ **HELP ME GROW and EARLY INTERVENTION HOME VISITING** ◆  
Stefanie Post, Program Director



One of the most meaningful milestones in Early Intervention is a child's transition from Part C (Early Intervention services, birth to age three) to Part B preschool special education services. This transition marks both the end of one chapter and the beginning of another as children move to other potential programs and services like preschool supports that are designed to continue building on the progress they've made. While transitions can bring mixed emotions for families, they also provide an opportunity to reflect on growth, celebrate accomplishments, and look ahead with confidence.

A family allowed us to share the following letter of appreciation for her Early Intervention team sent to Karen Stumpf as they prepare for their transition out of Early Intervention and into Preschool special education. Their words reflect Early Intervention's commitment to helping children thrive.

**Letter from the "A" Family**

Dear Karen,

*I am writing to share our family's deepest thanks for the exceptional support and communication we have received from the Early Intervention team. As we move forward with Ezra's transition planning, we couldn't let this chapter close without acknowledging the profound impact your team has had on our lives.*

*The level of care we experienced was truly notable. From our very first interactions with Liz to the various team members who assisted with Ezra's intervention—including Melissa and the others who took the time to observe him—we felt consistently seen and supported. I also want to share a special thank you to Ms. Margaret. Her gentle presence during Playgroup was instrumental in helping Ezra come out of his shell and find his footing in a social setting.*



*Additionally, I would like to extend a formal notice of recognition for LeAnn.. Her prompt review and quick approval for Family Support has been invaluable. That support is a cornerstone in helping us meet the goals we've set to prepare Ezra for success leading up to kindergarten.*

*Finally, we want to express our immense appreciation for Liz Spears. Liz is exceptionally knowledgeable, and her expertise in the therapeutic process gave us so much confidence as parents. More importantly, she worked wonders with Ezra. We have seen a remarkable shift in his self-confidence and his ability to socialize—milestones we know were reached because of her dedicated guidance and skill. What felt like an impediment during evaluations turned into a tool of empowerment and encouragement, helping us get Ezra to a place where we could be more expressive.*

*This decision for Ezra's next steps was made with a lot of forethought, and it was made easier knowing he had such a professional, safety-conscious, and brilliant foundation laid by your team. Thank you for your leadership and for the dedication you and your staff show every day—including all others who have worked behind the scenes and are not mentioned by name.*

## ◆ WELLNESS CENTER – DEERFIELD and PHOENIX CAMPUSES ◆

Jared Kaiser, Wellness Program Director  
Tara Gee, Supervisor of Student Services and Instruction  
Angela Bamber, Program Specialist (Deerfield Campus)  
Brooke Rice, Program Specialist (Phoenix Campus)

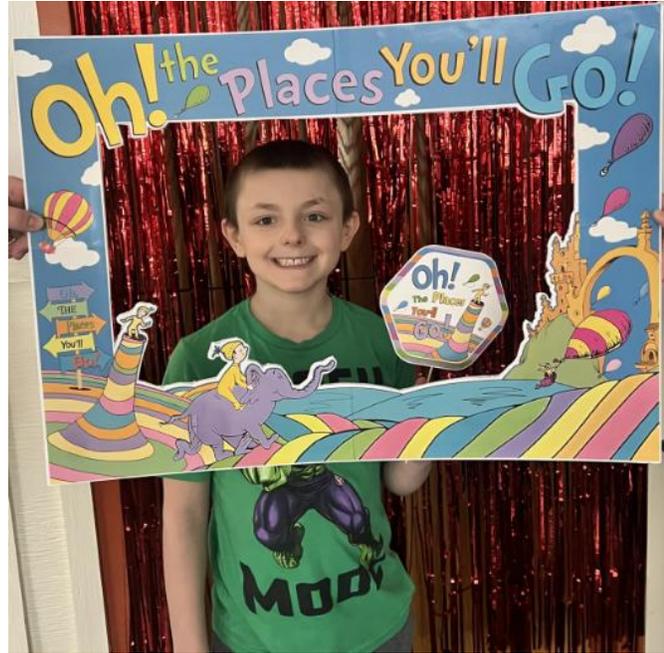
### Finding Joy and Healing: Students Experience the Therapeutic Power of Baby Goats

At The Wellness Center, we are always exploring meaningful, evidence-informed ways to support the emotional well-being of our students. Recently, our students had the unique opportunity to spend quality therapeutic time with a delightful group of baby goats—and the impact was nothing short of heartwarming.

Animal-assisted experiences have long been recognized for their mental health benefits. Interacting with animals can lower cortisol levels, reduce anxiety, increase feelings of connection, and promote emotional regulation. While therapy dogs are more commonly seen in clinical settings, baby goats bring their own special magic—playful energy, curiosity, and an undeniable ability to spark joy.

During the visit, students were able to hold, feed, and gently interact with the goats in a calm, supervised environment. Laughter came easily as the goats hopped, nuzzled, and explored. For many students, the experience created a rare pause in their busy academic schedules—a moment to be fully present.





Wellness Phoenix Campus students celebrated Read Across America Week by reading their favorite Dr. Seuss books. Students strengthened their literacy skills through rhythm, rhyme, and repeated word patterns of these wonderful, engaging stories. As students explored these creative adventures, they increased their phonological awareness skills, decoding skills, vocabulary growth, and reading fluency. The imaginative stories also encourage comprehension, making predictions, identifying key details, and discussing characters and events. Each day students and staff participated in fun activities and celebrated on the last day wearing pajamas, reading throughout the day and a popcorn party.



**Learning Through Living Things**  
At the heart of Rooted in Responsibility is experiential learning. Our Plant Patrol students explore how plants grow, what they need to thrive, and how environmental factors such as sunlight, water, and safety impact plant health.

## ◆ NURSING SERVICES DEPARTMENT ◆

Terri Elam, RN, LSN, Supervisor  
Jill Buffenbarger, RN, Supervisor

### WCESC NURSES IN THE CLASSROOM

WCESC Program Nurses are busy in the clinics taking care of their students with health needs from the simple to the complex. Sometimes they step into the classroom and teach students things they can do every day to take care of themselves. Here are some examples:

#### Jennifer Schiebel RN CNP – Lebanon Christian School Clinic

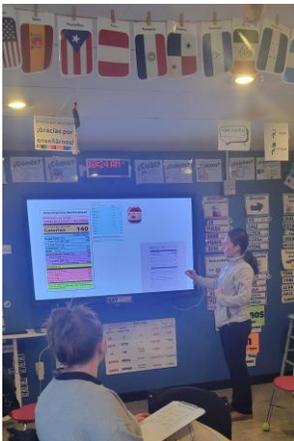
Nurse Jennifer, whose first language is Spanish, partnered with the Spanish teacher at Lebanon Christian School to deliver an engaging nutrition lesson to two Spanish classes. The lesson focused on healthy beverage choices and was used by the teacher across all of her classes that day.

Students actively participated in discussions about the impact of soda and energy drinks and were encouraged to limit or avoid these beverages. Nurse Jennifer also reviewed the importance of daily water intake and discussed recommended hydration guidelines to support overall health and wellness.

The following day, students participated in a hands-on cooking experience, preparing *arepas*—a traditional Colombian food similar to a tortilla. The arepas were served with eggs, beans, cheese, avocado, and butter, along with Colombian hot chocolate. During the cooking experience, students learned how to read food labels and discussed healthier ingredient choices, including protein, calorie, fat, and added sugar content in commonly consumed foods.



The students enjoyed trying new foods and even shared the experience with several staff members!



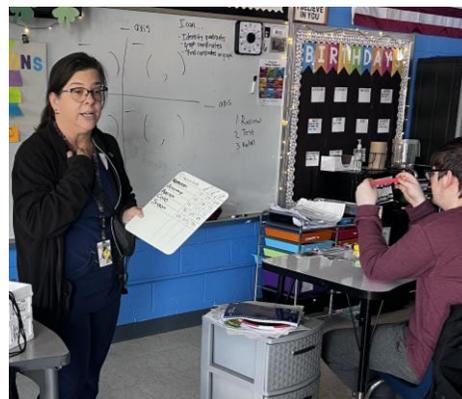


### Michele Phillips RN and Belinda Carson LPN – Social Communication Classroom Clinic at Western Row

The SCC students in Room 203 participated in a “Heart Rate Experiment” led by Nurses Michele and Belinda. The students explored how the heart works by measuring and recording their heart rates during three different phases.

First, they measured their resting heart rate at the beginning of the activity. Next, they observed how exercise affects the heart by jogging in place for one minute and then recording their increased heart rate. Finally, they practiced calming techniques by listening to soft music and doing deep breathing exercises for one minute before recording their heart rate again.

Through this experiment, students were able to clearly see how physical activity increases heart rate and how relaxation techniques help slow it down. It was a great way to combine science learning with real-life health awareness!



**Nurse Spotlight – Champions for Children Nominees:**

Congratulations to the Nursing Staff Champions for Children nominees for January and February 2026 for demonstrating the attributes of Emotional Intelligence and Empathy.



**Champion:** Michele Phillips RN  
**Attribute:** Emotional Intelligence  
**Assignment:** Clinic Nurse, SCC,  
Western Row Campus



**Champion:** Kelly Lackey LPN  
**Attribute:** Emotional Intelligence  
**Assignment:** Clinic Nurse, TLC,  
Western Row Campus



**Champion:** Lora Torrance LPN  
**Attribute:** Empathy  
**Assignment:** Clinic Nurse, TLC,  
Western Row Campus

**WCESC Nurses support NIGHT TO SHINE**

WCESC Nursing staff had the pleasure of serving the honored guests and the other volunteers at this year's Tim Tebow Night to Shine at Christ's Church in Mason on February 13th. We had a blast as we provided first aid support for this awesome event.



## ABOUT WCESC NURSING SERVICES

### One on One Care Nursing

WCESC employs nurses who provide 1:1 care to students with complicated chronic health care needs throughout the school day. These nurses meet the student at their home, get report from the family or the student's at-home nurse in the morning, ride the bus to and from school with the student and spend the day with the student while continuously monitoring their condition and meeting their health care needs while at school. A few nurses meet their students when they arrive at school.

### School Clinic Nursing

School clinic nurses are either a Licensed School Nurse (LSN) or are directed or supervised by an LSN to provide care for students in their building. Some tasks of the clinic nurse include providing first aid, coordinating care of students with chronic or acute health conditions, administering medications, performing health care procedures, training staff how to recognize and respond to common health-related emergencies, providing vision and hearing screenings, educating families, immunization surveillance, and collecting health data for required reports submitted to the Ohio Department of Health.

WCESC Contacts / Nursing Supervisors:

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[Terri.Elam@WarrenCountyESC.com](mailto:Terri.Elam@WarrenCountyESC.com)

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## ◆ MENTAL HEALTH DEPARTMENT ◆

**Jessica Woody, Director of Mental Health Services**  
**Casie Poore, Mental Health Supervisor**

The mental health department has had a fun and engaging quarter! With lots of events, job fairs and different engaging activities with students!

### WCESC Mental Health Department-Program Team

#### Learning Center Campus-Laura Farrell



With the second quarter giving students time to settle into routine, LF has been focusing on prevention. They have been working on prevention topics and celebrating Kindness Week, with a spirit week and group activities centered around Kindness. They continue to meet with students individually, and our Laura Farrell interns have also been stepping in to offer an additional therapy group focused on friendships. Our Substance Abuse BI has been working with our team to implement the Keeping It Real curriculum to assist with education and empowerment to say no in high-risk settings. They have also found some time to have fun- enjoying the goats, helping with family engagement night, and participating in other events around Laura Farrell!



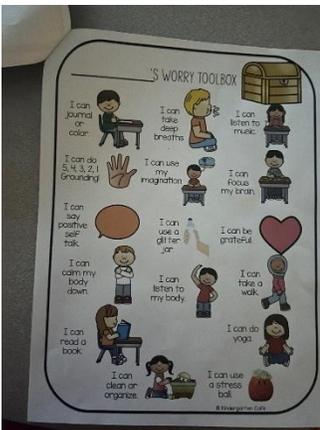
## Learning Center Campus-Workforce Development



Middle School and High School have been working on prevention and education this quarter. The team has been focusing on unity, bullying, coping skills, and friendships. They have also started implementing prevention groups around vaping as well as the *Keeping It Real* curriculum. The mental health team continues to provide individual and group therapy each week, while also having some holiday fun including meeting Santa and handing out valentines to the students. They also continue to support the Empowerment Club- a student-led prevention club focusing on unity and mental health education. Recently, they assisted students in participating in World Teen Mental Wellness Day. Students chose to provide items that worked with 5 senses grounding, creating their own coping kits to encourage calming techniques.



## Social Communications



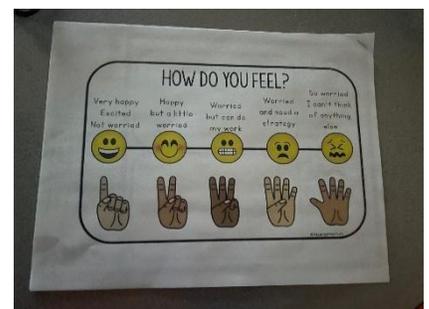
In the past few months, THRIVE groups have been focusing on helping students identify their feelings each day, exploring and identifying what is and is not in their circle of control, as well as identifying different coping strategies for their “worry toolboxes.” This semester in the Clubhouse, friendship groups also started back up. Our group behavioral interventionist, Emily, is working with these small groups to help them identify how to appropriately interact with others,



build social skills, and help with reciprocal conversation. These groups also help each member identify positive aspects of friendships, as well as how to stand up and advocate for themselves when necessary.

This past semester, there were 2 new groups implemented, basketball group and cheerleading group! These groups meet weekly, and work on following directions, learning new skills related to each group, utilizing appropriate social skills, as well as having fun!

During therapy sessions, the therapists have been working with the students on transitions and being able to manage disappointment when situations do not go their way. Some big accomplishments from this past quarter have included improvements with impulse control and more students being able to identify their feelings and being able to recognize when they need a break!



## Wellness Center

### Deerfield Campus:

Deerfield campus therapists have been continuing to work with their students on emotional regulations, social skills, and frustration tolerance. This past quarter, many of the students enrolled have either met their goals and returned to district or have been transferred to a lower level of care. The team has worked hard to build therapeutic rapport with new students as they transfer into the building. They have done this through social stories and incorporating play therapy into their other therapy modalities.



### Phoenix Campus:

This winter, Phoenix staff have been working hard with the students to help with emotional regulation, social skill building, building frustration tolerance, and providing psychoeducation surrounding kindness. Mental health staff decorated their doors and had building staff identify ways they show kindness. In circle groups, our behavioral interventionists engaged in a self-confidence ladybug activity, that allowed them to engage in an expressive activity. This activity allowed them to show

their creative and uniqueness and allowed them to realize that every mistake isn't a setback. For kindness week, staff engaged in spirit week, which encouraged them to show kindness to both co-workers and students in the building.

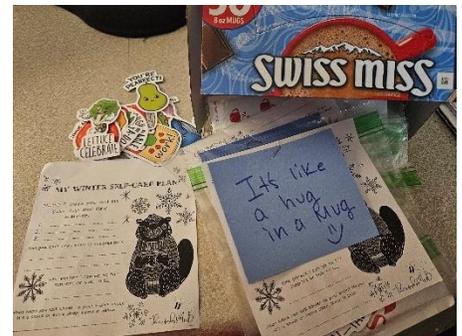


## Mental Health Consultant District Team

### Carlisle

Jr. High and High School

In December, Stacy, the Mental Health Consultant, gave out winter "self-care packets" to staff, which consisted of a packet of hot chocolate, a positive sticker, as well as a "my winter self-care plan." The packet allowed for staff to identify ways they can "fill their cup and find warmth." Staff enjoyed these packets, and they reported that they helped bring positivity to the cold month.



Elementary

The Carlisle Kindness Club Ambassadors, led by our Mental Health Consultant Erica, helped promote the PBIS character word of the month, Caring, by selling 1,470 Kindness grams! (this was a new record!) For all of their hard work, they were rewarded with a pizza party!



## Little Miami



Our mental health team at Little Miami HS have been busy with Kindness Week and a major event at the basketball game with Hope Squad. On January 23, 2026, LMHS Hope Squad proudly sponsored a special Mental Health Night during the varsity basketball game, bringing awareness, education, and community support to an important cause. Centered around the theme “Light into Darkness,” the evening focused on shining hope, compassion, and understanding into conversations about mental health and suicide prevention. Fans who came out to cheer on the varsity team also had the opportunity to connect with valuable community

resources. Representatives from My Fave Five and Ben Morrison Fund (Ben’s Way) were present with information tables, offering materials and speaking with students, families, and community members about their missions to prevent suicide and promote mental wellness. My Fave Five encourages individuals to identify five trusted adults or peers they can reach out to during difficult times, reinforcing the importance of connection and support. Ben’s Way uses validation, recognition, and encouragement to promote confidence and hope. Both organizations provided helpful resources and answered questions, helping attendees learn practical ways to support themselves and others. Throughout the evening, the message was clear: anyone can be light in the darkness for someone who is struggling, and no one has to face challenges alone. By combining the excitement of a varsity basketball game with meaningful outreach and education, LMHS Hope Squad helped create a space where awareness and action went hand in hand.

At Little Miami Primary School our Mental Health Consultant, Corrissa, has been working with students both individually and in groups. She has been running Anxiety groups as well as assisting with SAIG groups. In addition to check in/check outs, she has been practicing her therapy skills for her internship by providing weekly therapy. Corrissa has also been having fun celebrating the holidays, and passing out valentines to her students this February.

## Greater Ohio Virtual School

This past quarter, our therapist has continued to offer the staff book club. In the upcoming weeks, the GOVS student council is hosting a spring event, where our therapist, Jackie, will be having a board game table to connect with the students when they attend this event. When not engaging in book club and coming up with activities for events, Jackie continues to meet with kids to help explore home dynamics, identify triggers, provide support, and engage in therapeutic activities that allow for students to increase social skills and frustration tolerance.

## Oakwood

Oakwood continues to provide individual supervision to the elementary, middle, and high schools. Our elementary therapist has added an additional building, leading to therapy services being provided in every building. Beth and Melissa, our Mental Health Therapists, continue to be a support to the students in this setting, working with families and teachers to provide collaborative care.



## Prevention Department

### Substance Abuse Prevention



Sam, our substance abuse prevention behavioral interventionist, and our Empowerment group worked hard to secure a grant for World Teen Mental Health Day. This grant allowed the student-led group to plan an event where students were able to build a take home grounding box. The students enjoyed engaging in the activity and loved that they were able to create an item to take home that reminded them of skills that they are learning.



### Trauma Informed Care Coach

January: In January Crystal, our TIC coach, facilitated a district wide Penny Wars fundraiser for a family whose first grader has been diagnosed with brain cancer. Together we raised over \$3600 to support the family with medical expenses! The classes that collected the most celebrated by spraying their teacher with silly string!

February: In February they continued our PBIS initiatives to celebrate students showing Safe Choices, Respect for themselves and others, and being Responsible to learn! The monthly display shows a heart each time a student was recognized for their positive behavior!



March: In March they have worked on supporting staff morale with a March Madness game. Staff are given a variety of choices from food/snacks, games, time savers and self-care items to vote for. At the end of the month, the item that succeeds through the bracket will be gifted to staff!



◆ **GREATER OHIO VIRTUAL SCHOOL** ◆  
Shawn Lenney, Director

**DLAC Conference Success**

The GOVS admin team presented to a packed room at the Digital Learning Annual Conference on Thursday, February 19th, in Sacramento, California. The topic focused on increasing engagement at an asynchronous school, and many schools were interested in how the Greater Ohio Virtual School has improved over the years. Schools from across the country attended the session, and many stayed after to speak with each of us further. Our Ohio Eschool friends from Fairborn Digital, TRECCA Digital, GOAL Digital, Connections Academy, and our sponsor Charter School Specialists were also in attendance to show their support! Based on turnout and the presentation's reception, this might not be the last time the Greater Ohio Virtual School presents at the Digital Learning Annual Conference!



## Bingo Night

While our new facility has been a great success in many ways, we are unable to host large events as we did at Western Row. Parking and a main conference room are just two of the issues holding us back. Resource Coordinator Grace Hill and the GOVS staff came up with a new idea for one of our most popular events, Bingo Night. While we didn't have the large numbers we had in the old format, this new format was a success and will be something we can grow! The staff who participated were fantastic! Special shout-out to the host, Academic Coach Tracey Warm, for keeping it fun! The students who participated enjoyed it, and the technology worked! We hope this will evolve into a monthly event that attracts more students each time we host a "Virtual Game Night."



## GOVS Leadership for the 2026-2027 School Year

On Tuesday, February 17th, the GOVS Governing Board voted to appoint Justin Smith as the next Executive Director/Superintendent of the Greater Ohio Virtual School, replacing Shawn Lenney, who will move to a leadership role at the WCESC during the 2026-2027 school year. Additionally, the board voted to make Sharin Green the next Student Center Director/Principal of the Greater Ohio Virtual School. Both Justin and Sharin have played essential roles in the unprecedented school improvement since they arrived at GOVS. Both know the staff and student population well and will be able to take GOVS to the next level of engagement, achievement, and future growth. Congratulations to these two amazing educators and best of luck as they take on their new positions on August 1st, 2026!



## ◆ WCESC CHAMPIONS FOR CHILDREN ◆

**Kathie MacNeil, Ph.D. – Sr. Executive Director of Cognitive and Behavioral Health Programs**

This winter, our Champion for Children employee recognition program shined a light on two traits that are especially meaningful during this season of reflection and renewal—Emotional Intelligence and Empathy. In the midst of busy days and ever-changing challenges, our staff continue to demonstrate an exceptional ability to understand, support, and uplift one another and the students we serve. Through thoughtful communication, compassionate responses, and a deep awareness of the needs around them, our team embodies what it means to lead with heart. Their commitment to fostering trust, connection, and belonging strengthens our schools and reminds us that caring relationships remain at the center of our work.



### January Champions embodying EMOTIONAL INTELLIGENCE

**Emotional intelligence** is the ability to recognize, understand, and manage our own emotions while responding thoughtfully to the emotions of others. It is reflected in how we listen with empathy, communicate with purpose, and foster trusting relationships—even during challenging moments.

<b>Trisha Schulz</b> Attendance	<b>Brittany Almekinder</b> Collaborative Coaching	<b>Carrie Lipps</b> Coordinated Care	<b>Sara Beane</b> Educational Interpreter	<b>Jessica Wiegand</b> GOVS	<b>Lauren Garrett</b> Help Me Grow/Home Visiting
<b>Sara Izor</b> Learning Center- Laura Farrell	<b>Lexis Lawson</b> Learning Center- Western Row	<b>Jessica Kerns</b> Mental Health	<b>Karen Crabb</b> Mental Health	<b>Brittany Caseday</b> Multiple Disabilities	<b>Michelle Phillips</b> Nursing
<b>Kelly Lackey</b> Nursing	<b>Katri Wirik</b> Occupational Therapy	<b>Tracy Wolf</b> Occupational Therapy	<b>Kelsey Haynes</b> Physical Therapy	<b>Sarah Penwell</b> Preschool	<b>Carol Lamb</b> Resource Coordinators
<b>Andrea Pittman</b> Social Communications	<b>Scott Johnson</b> Social Communications	<b>Soula Liaros Wooley</b> School Psychologist	<b>Claire Frasure</b> Speech Therapy	<b>Katie Hayden</b> Transition Living Classroom	<b>Mary Seniors</b> Workforce Development
<b>Katie Brown</b> WCESC Main Office	<b>Megan Wolfe</b> Wellness Center- Phoenix	<b>Kelly Freudenberg</b> Wellness Center- Deerfield	<b>April Dye</b> Western Row Building	<b>Carrie Boyd</b> WCESC Supervisors	

### February Champions embodying EMPATHY

**Empathy** is the ability to truly understand and share in the feelings of others. It is shown in the quiet moments of listening, in offering support without being asked, and in responding with compassion even during challenging situations. Empathy allows us to build strong relationships, foster trust, and create environments where everyone feels seen, heard, and valued.

<b>Andie Chamberlain</b> Attendance	<b>Yamika Philpot</b> Collaborative Coaching	<b>Aaron Davis</b> Coordinated Care	<b>Heather Hamilton</b> Educational Interpreter	<b>Jennifer Stevens</b> GOVS	<b>Stephanie Franks</b> Help Me Grow/Home Visiting
<b>Andrea Dweik</b> Learning Center- Laura Farrell	<b>Samantha McCollum</b> Learning Center- Western Row	<b>Melissa Tinker</b> Mental Health	<b>Rachel Weiss</b> Mental Health	<b>Amy Smith</b> Multiple Disabilities	<b>Lora Torrance</b> Nursing
<b>Julie Kilgore</b> Occupational Therapy	<b>Ellie Kaiser</b> Occupational Therapy	<b>Kelsey Baltzer</b> Physical Therapy	<b>Jessica Lacy</b> Preschool	<b>Carla Zetzer</b> Resource Coordinators	<b>Jennifer Clark</b> Social Communications
<b>Mackenzie Koons</b> Social Communications	<b>Cheryl Czulewicz</b> School Psychologist	<b>Amanda Bills-McCleary</b> Speech Therapy	<b>Latoya Reed</b> Transition Living Classroom	<b>Sarah Fitzstephens</b> WCESC Main Office	<b>Felicia Burlile</b> Wellness Center- Phoenix

<b>Shannon Williams</b> Wellness Center- Deerfield	<b>Tiera Smart</b> Western Row Building	<b>Tara Gee</b> WCESC Supervisors			
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***THANK YOU TO EACH OF YOU! YOU MAKE A DIFFERENCE IN THE LIVES OF CHILDREN!***

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