

OME-RESA INSIGHT

Issue 21

Fall 2017

Ohio Mid-Eastern Regional Education Service Agency

An Information Technology Center (ITC) of the Ohio Education Computer Network (OECN)

Serving an 11 county area and 45 school districts in Mid-Eastern Ohio

By Angela Underwood, Executive Director

OME-RESA recently welcomed two new additions to our team. Tammy Fanning and Amy McCutcheon both were hired in October into the Student Services Department. Amy is in the Steubenville office working with the Core EMIS Support staff while Tammy will primarily be working with OME-RESA's EMIS contracted districts. Both Tammy and Amy bring with them a wealth of knowledge. If you see either of them at an OME-RESA event, please make sure they have the opportunity to meet you.

Over the years OME-RESA has created multiple methods for district personnel to provide feedback on the services provided by OME-RESA. Two examples are surveys and advisory committees. The feedback provided is critical to the OME-RESA staff to gauge satisfaction levels and to ensure services being offered bring value to the member districts. OME-RESA understands that district staff may not be able to devote time to serve on a committee, or the timing of a released survey may not align with a discovered need or issue. Every bit of feedback obtained is critical to OME-RESA's continuous growth. Feel free to email me anytime at angie.underwood@omeresa.net or call at 740-283-2050 ext. 116. There are also plans to develop an open online survey that will be available year round for suggestions to be made. These suggestions would then be routed to the appropriate OME-RESA staff members.

As we roll into the holidays, OME-RESA wishes that you and your families have a safe and Happy Holiday Season!

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CO-OPERATIVE SERVICES/E-RATE UPDATE



With school districts struggling to do more with less, it's essential to receive maximum value for every dollar spent. OME-RESA Cooperative Services assists by providing a mechanism for schools to pool their collective purchasing power – saving money and improving efficiency.



OME-RESA's Food Program Rebates School Districts over \$97,000.00!

Through various rebate incentives with GFS and United Dairy, OME-RESA will be rebating participating Cooperative Members over \$97,000.00. This amount is based on purchases during the 2016-2017 school year. The rebate consists of a 2% rebate for those members participating in GFS' Prime Vendor Program and a 1% rebate from United Dairy offered on each school district's accounts receivable being 28 days or less. If you would like to enroll in GFS's Prime Vendor Program or United Dairy Program for the 2017-2018 school year, please contact Wendy or Adam, Cooperative Services.

Purchasing Catalogs

Cooperative Services updates the purchasing catalogs on our website frequently. Please ensure that you are using the most up to date version by accessing our website for catalogs when you order supplies. Changes occur when it is necessary to revise product offerings, change pricing, etc. When a catalog is updated, a Cooperative Update E-mail is sent to our mailing database. If you'd like your email added to our mailing list, please email coop@omeresanet.net with the purchasing programs you'd like to learn more about.

Why it pays to utilize OME-RESA's Cooperative Services

Each program offered by OME-RESA and partner cooperatives is checked for quality assurance. That means that we don't allow vendors who have poor customer service records or are unwilling to provide the best possible pricing for members to work with our members.

We also take care of legal bidding requirements and fees on behalf of our members. We offer sample board resolutions, brochures, and other detailed information for each of our programs. Member districts can rely on the OME-RESA Cooperative Services team to take the guess-work out of a complicated bidding process.

We advocate on your behalf with vendors. If at any time you have issues or questions regarding a program vendor, allow us to assist you. We are here to help.

Not sure if we offer a particular purchasing program? Contact us. We have numerous purchasing programs through local, state, and nationwide cooperatives. If the program does not exist, we can explore opportunities to add products to existing programs or create new programs to meet our members' needs.

CO-OPERATIVE SERVICES/ E-RATE UPDATE - CONT.

Cooperative Purchasing Advisory Committees

Food Service Advisory Committee

All Food Service Personnel of OME-RESA member schools have the opportunity to volunteer on the OME-RESA Food Service Advisory Committee. Representing OME-RESA membership, this committee plays a significant role. This committee:

- Reviews current Food Bid and makes suggestions
- Recommends bid items for the future Food Bid
- Suggests any improvements of service of vendors

OME-RESA shares all information and collaborates with Southwestern Ohio Educational Purchasing Council (EPC) on the current and future Food Bids.

Our last meeting was hosted by Cindy Jones, Food Service Director at New Philadelphia CSD, on August 15th. There were several school districts in attendance and it was a great meeting to kick off the start of the 2017-2018 school year!. Our new GFS Rep, Jeff Owens, was available for questions and Mike Thomas represented United Dairy.

The next meeting will be **December 1st at 9am at the Gordon Food Service Distribution Center in Imperial, PA.** There will be a tour of the facility and some classroom time to earn CEU's. Please register at <http://www.omeresa.net/protected/EventView.aspx?id=7Y2YYIAY>. Your input is very important!

Cooperative Purchasing Advisory Committee

Attention All Personnel Who Purchase Any Goods and/or Services: Your Input is Needed!

We attempted to start this committee last year, but had very little participation. We would like to try again!

Purchasing Personnel of OME-RESA member districts are invited to volunteer on our Cooperative Purchasing Committee.

This committee will:

- Meet quarterly
- Review current awarded bids and make suggestions
- Recommend bid items for any future bids
- Suggestions of any improvements of vendor customer service

Please email coop@omeresa.net if you are interested in being on this committee..

E-RATE

Lorrie Germann, State E-rate Coordinator, has announced upcoming Fall E-rate Workshops for Funding Year 2018. To register for any of the trainings, please visit <https://www.ohio-k12.help/erate/>. At bottom of page click on Events.

STUDENT SERVICES UPDATE

STUDENT INFORMATION

Student Information – HB410

The Student Services Department held a meeting regarding the HB 410 state requirements on Tuesday, November 7, 2017. This meeting was held at Eastern Gateway Community College in Steubenville. Members from the MCOECN (Management Council Ohio Education Computer Network) and Software-Answers conducted the meeting. Its purpose was to provide the districts with the most up to date information regarding the HB410 state reporting requirements. The meeting also provided information on the updates to the software as well as information regarding updates to be included in future releases. A question and answer session was conducted at the end of the meeting.

The latest software release, Version 17.1.5 ,included Phase 1 of HB410 requirements. The attendance calculation job was included in this update along with eight new attendance reports. Some of the reports will be color coded to alert users of students who have crossed thresholds as well as students who are approaching the thresholds. Several reports will also provide the option to click on the various thresholds such as: Daily, Consecutive and Monthly Thresholds and export the data at that point. The new reports can be found under the Analytics Hub area of StudentInformation.

The new attendance reports are:

- Yearly Absence Summary
- Monthly Absence Summary
- Daily Absence Summary
- Consecutive Absences Habitual Truancy
- Monthly Habitual Truancy and Excessive Absences
- Attendance Thresholds
- Attendance Process Warnings
- Attendance Process Warnings – Skipped students

STUDENT SERVICES UPDATE - CONTINUED

In the December software release of 17.2.1 a new EMIS record will be added to include:

- Student Truancy and Excessive Absence (FT)
- Will be treating each record as an event
- Will start reporting in the mid-year Student Window

There are four scenarios to report for HB410:

A – Parent Notified of Excessive Absences

The date on which the district notifies a parent that a student has excessive absences. A student is considered to have excessive absences when the student is absent for 38 or more hours in one school month with or without a legitimate excuse or for 65 or more hours in one school year with or without a legitimate excuse. When a student is excessively absent, the district is required to notify the student's parents in writing within seven days of the absence that caused the student to become excessively absent.

B – Student becomes Habitually Truant

The date on which the student becomes habitually truant. A student becomes habitually truant when the student has been absent without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in one school year.

C – Habitual Truant Violates Court Order

The date on which a student, who has been adjudicated an unruly child for being a habitual truant, violates the court order regarding that adjudication.

D – Absence Intervention Plan Implemented

The date on which an absence intervention plan has been implemented for a child.

Additional student Attendance Alert Summary screens will be added to aid districts in implementing their Intervention Process in accordance with HB410 rules.

Data reported to EMIS will come from these screens.

Districts will also be able to create their own attendance letters from the Attendance Alert Summary screen.

STUDENT SERVICES UPDATE - CONTINUED



New Gradebook Grid.

The Gradebook Grid for teachers was updated in 17.1. When a teacher is in their GradeBook grid, at the top right they are able to click on **try new GradeBook Grid**. With the new Grid, teachers can copy marks from anywhere, filter by student groups, and a student's late or missing marks are color coded.

Homerooms

New classes coming from StudentInformation will not automatically be defaulted as a Required Homeroom. If a teacher is unable to see their class to take homeroom attendance, GradeBook Point of Contacts should check under Principal > Set Required Homerooms for Homeroom Attendance to make sure the class is selected. If the class is selected and the teacher still cannot see the class to take attendance, please submit a ticket to pbstaff@omeresanet.net.



Users now have the ability to upload both Microsoft OneDrive for Business files and Microsoft OneDrive Personal files to activities. Students can also upload these files to activities accessed through ParentAccess.



When a teacher clicks on the View ParentAccess Website on the class dashboard in GradeBook, the student drop-down list that displays in the preview of the ParentAccess site is now in the same order as the teacher's class roster.

EMIS UPDATE

EMIS

Upcoming EMIS Trainings:

November 15th – ODE/ITC EMIS November Training – ECOESC

November 29th – EMIS Open Lab – Steubenville

December 14th – EMIS Open Lab – ECOESC - St. Clairsville

Upcoming EMIS Open Labs:

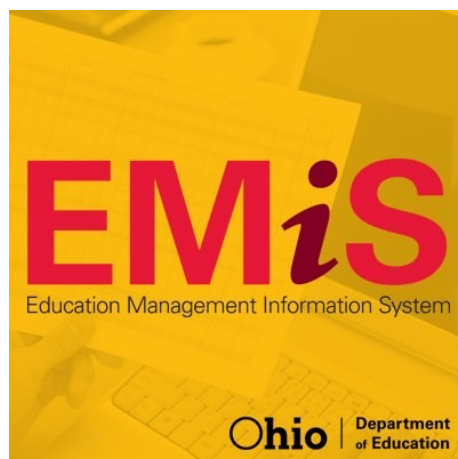
November 29th – OME-RESA

December 14th – ECOESC – St. Clairsville

December 19th – ECOESC – New Philadelphia

New and Improved Data Collector:

The data collector has a new look thanks to a software update. In October, the data collector screens were updated. The layout is much easier to read...it now utilizes the entire screen instead of just the left side. Districts are now able to sort the collections by submission close date, alphabetically, or more recent activity. It is also easier to display closed collections by checking the 'Show Closed Collection Box.' Each collection now displays the reports on the right side of the screen. There is a "From ODE: Level 2 reports" option along with "Prepare Outputs: Level 1 Validations and View Submission Data" link displayed. Once the final phase of the data collector software update is completed by ODE, districts will have the ability to assign roles/preferences to individual users through their SAFE accounts by each data collection. This feature will be turned on in the near future.



EMIS UPDATE - CONTINUED

New Ad-Hoc Reports:

Check out the updated Ad-Hoc reports for your EMIS needs! There are many new reports that can be processed and exported to Excel to help districts verify EMIS data in Student Information. Some examples of reports include data pulling from the FS Standing Tab, FD Tab, FN Tab, comparing assigned calendars from the General tab and the FD tab, and verifying students have met the 5 credit attempted rule check for the school year based off of their schedules. **Note: If you do not have access to these AH Reports – please contact your district’s DASL Acct Administrator.**

FY18 Collections that are open:

Beginning of Year Student Collection – closes December 22nd

Calendar collection – closes July 27th, 2018

Child Outcome Summary Assessment collection – closes July 13th, 2018

Early Learning Assessment collection – closes June 29th, 2018

Fall 3rd Gr ELA and Reading collection – closes March 2nd, 2018

Five Year Forecast – Initial Optional – closes March 30th, 2018

Initial Staff and Course collection – closes January 31st, 2018

Kindergarten Readiness Assessment collection – closes February 2nd, 2018

Summer and Fall End of Course State Assessment collection – closes April 13th, 2018

Summer and Fall OGT Assessment collection – closes March 2nd, 2018

Student Cross Reference collection – closes July 27th, 2018

****More collections will be opened and closed during this fiscal year****

EMIS UPDATE - CONTINUED

Updated Documentation in Student Information:

Documentation for Student Information is updated often, especially documentation for EMIS. Please remember to check for updated documentation periodically. Also, if the dates do not display a current date, remember to press the F5 function key to display the most current information.

FISCAL SERVICES UPDATE

Calendar Year End Treasurers' In-Service Scheduled

The dates for the calendar year end treasurers' meetings have been set. One meeting will be held at OME-RESA and we will be recording the meeting so it can be posted to our website. The second will not be recorded and will be held at Buckeye JVS.

You can attend one of the two scheduled meetings or view the recorded meeting once it is posted. There will be 4 separate recordings. 1) Budgetary Close Out Procedures 2) Payroll Close Out Procedures 3) Budgetary Questions 4) Payroll Questions. This was requested so you can watch only the recordings that pertain to you.

Registration and attendance is a must if you want a CEU. The registrations are posted on our website. The OME-RESA meeting will be December 7th and Buckeye JVS will be December 1st. Refreshments will be at 9:00 and the meeting will start promptly at 9:30.



Payroll/EMIS/Data Collector Trainings

There were 3 Staff/Student EMIS trainings held in October. Combined with these trainings, there was training for the new version of the Data Collector. In addition, a webinar was placed on the OME-RESA website demonstrating a submission of the 5 year forecast. A step by step training document was also created and emailed to all the treasurers.

Fiscal Training

There is still a need to conduct trainings on the Classic software for new staff in the fiscal departments. A beginner budgetary training was held on September 28th. Diane updated the existing documentation from the SSDT. Also, there was a beginner payroll training on November 3rd. If there are any specific areas in fiscal that you would like us to offer trainings, please feel free to contact Missy Valkosky at missy.valkosky@omeresanet.net with your suggestions.

FISCAL SERVICES UPDATE - CONTINUED

USAS/USPS Redesign

On August 3rd and 4th, the SSDT provided a refresher on the latest version of the Redesign for the OME-RESA and Lisbon fiscal staff. We volunteered to parallel the software with our existing classic software for the months of September and October. Enhancements have been requested and a few bugs reported. The SSDT has made corrections and released new versions of the software for the pilots to continue to test. After the pilot period is over (Sept/Oct), the SSDT will make final adjustments and the Redesign goal is to be available to districts in January. Conversions will be done in waves.

A new version of the EDGE printing software was created to work with the Redesign. OME-RESA fiscal department is also the pilot for this new printing software.

eFinance/Sungard

There are approximately 60 districts in the state of Ohio using Sungard. OME-RESA has no districts using at this time.

Data Collector Collections

There are 2 collection windows open for fiscal.

Initial Staff and Course Collection – 10/3/17 to 1/31/18

Collection required for all EMIS reporting entities. The beginning of year staff collection includes staff employed any time in FY18 and staff members who were employed as of the end of last year but are no longer employed as of the beginning of this school year. It also includes master course, student course, and related data for the entire school year.

Five Year Forecast (Initial Optional-FY18)– 11/7/17 to 3/30/18

Collection optional for all city, exempted village, local, and joint vocational school districts. Five year forecast is a financial projection which consists of three years of historical data, projections for the current year and four ensuing years and the ADM forecast. This collection request is for the additional/optional school year submission(s), through March 30 each year. Source file for the QF record type must be uploaded through the Data Collector Data Sources tab using the format described in section 7.2 of the EMIS manual. An attachment is required to be submitted as a .pdf or .txt with the assumptions/notes reported (in lieu of emailing a file to the ODE Office of School Finance).

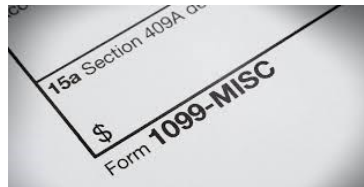
FISCAL SERVICES UPDATE—CONTINUED

Here are a few items that can be checked now to make December close out a little easier:



Payroll:

- Make sure that all employees with a city tax record have a C or R marked to show why the tax is being withheld. C means withheld due to employment and R means withheld due to residence. Double check newly added staff for the year or staff who changed their city of residence throughout the calendar year.
- Run W2 Proc, look for fatals that can be corrected now.
- Run the QTRPT and verify the current QTD totals and YTD totals for accuracy.



Budgetary:

- It is necessary to enter the TIN Type for all 1099 vendors BEFORE your final run of F1099. OME-RESA will be unable to print any 1099 forms on your behalf if there are any vendors without a TIN TYPE. This field can be found ONLY in VENSCN on the alpha. The web application does NOT contain this field.
- Run the VENSSN report and check...
 - That all vendors flagged to receive 1099's are accurate
 - That they have a social security or tax ID number
 - That all vendors not marked to receive a 1099, which have YTD activity greater than \$599.99, are accurate.

INFOHIO UPDATE

LEARN WITH INFOhio Webinars

“Grab’em with infographics! How to make Infographics with your Students”

Thursday, December 7, 2017

3:30-4:30 EST

Infographics are powerful visuals that communicate information, data, or knowledge. They’ve been around forever, but infographics are a rising content used in education and across all industries to present information visually to a wide range of audiences. Students encounter infographics every day, and they will continue to do so in college and into their careers. Teaching infographics is a great way for students to understand the importance of communicating visually with an audience. Using infographics in education also helps students build their visual and data literacy skills! So, if you’re ready to dive into the world of infographics with your students, don't miss this webinar! Easel.ly's Dinah Ramirez will walk you through:

- Introducing infographics to your students!
- Key steps to making an infographic (from research to publishing!)
- Easel.ly’s design tool for making infographics the easy way!

“New Tech Tools to Try in the New Year”

Thursday, January 11, 2018

3:30-4:30 EST

The new year brings with it a new opportunity to try new things to support learning for all students. This fast-paced webinar will introduce you to ten great free tech tools you can use with students across all grade levels and subject areas, and for your own personal productivity. Supercharge your classroom instruction, increase engagement for all learners, and get students collaborating and creating in barrier-breaking ways.

Check the INFOhio Webpage often under “Learn with INFOhio Webinars” for updated postings of future webinars sponsored by INFOhio.

INFOHIO UPDATE - CONTINUED

Teach with the INFOhio BLOG

Is improving student learning your "why"? Learn more about INFOhio's "why" and how easy it can be for educators to improve student learning with high quality instructional materials from INFOhio in our newest Teach With INFOhio blogpost, [Two Steps to Stepping Up Student Learning](#). The post includes a practical example of how teachers can use INFOhio's [Educator Tools](#) along with [ISearch](#) to find both instructional strategies and quality informational texts for students that support the lesson. Find all Teach With INFOhio blog posts at www.infohio.org/blog.

"Your Weekend Playlist for Professional Growth"

The weekend is almost here! It's time to kick back and relax. But we think that the weekend is also the perfect time to get your professional growth on. We're not talking about parking yourself in front of a computer or sticking your nose in a scholarly journal. Our latest blog post is the first in a new Teach With INFOhio series we're calling [Your Weekend Playlist for Professional Growth](#). In this series, you'll find podcast episodes, videos, and more that you can listen to or watch while relaxing. For some playlist items, you can earn a certificate of attendance for professional development. Others may not earn you PD CEUs but they're worth the watch or listen. Either way, you'll be growing professionally—learning more about yourself and getting inspired to bring your "A Game" to the upcoming week. Find all Teach With INFOhio blog posts at www.infohio.org/blog.

INFOhio's social media team posts to Teach With INFOhio several times per month. Teach With INFOhio is easily accessible from INFOhio's [Stay Connected](#) page and the social media icons you see on most INFOhio webpages. Click the quote icon to find recent blog posts. If you have questions about Teach With INFOhio, contact us at support.infohio.org.

INFOhio Advocacy 2.0

Thank you so much for your hard work! Your calls, letters, emails, meetings, and testimony at legislative hearings made an impact. You helped us save the \$1.1 million for funding in HB 49 which purchases INFOhio's digital content for Ohio's students. That digital content includes **BookFlix and Stora eBooks, The World Book resources, EBSCO databases, Ancestry.com, Science Online, and our Digital Video Collection.**

INFOHIO UPDATE - CONTINUED

Keep the momentum going by letting your legislators know how you use INFOhio digital resources and how Ohio's PreK-12 students benefit from INFOhio!

- 1. Tweet or use Facebook to post a picture of students using INFOhio resources for research, a project, or reading an e-book.**
- 2. Share which INFOhio resource you're using and what your students are learning.**
- 3. Add the #INFOhioWorks hashtag and the Facebook name or Twitter handle of your legislator and say thanks!**

INFOhio, Ohio's PreK-12 digital library, provides free access to digital educational content to all Ohio PreK-12 schools—public, nonpublic, community, career tech, e-school, and home schools—serving 1.9 million students, their families, and their teachers. INFOhio is a contributing partner to Libraries Connect Ohio, which provides a core collection of information resources and library services that help all Ohioans compete in the global knowledge economy.

INFOhio is optimized by the [Management Council](#)

Perfect Professional Development in Your PJs



What better way to earn contact hours or college credit than by PD'ing in your PJs? With INFOhio's [Success in Six](#), educators learn the latest ways to use digital resources to support 1:1, blended learning, personalized learning, differentiation, and more. Educators can work at their own pace through one or more of the six modules. Certificates are available for this no-cost, self-paced professional development opportunity, so don't miss out!

Continue PD'ing in your PJs with the Learn with INFOhio recorded webinars. View the webinar, answer the assessment, and be awarded a certificate! Most webinars are only an hour long. Feel free to peruse the available recordings on INFOhio's [webinar page](#).

INFOHIO UPDATE - CONTINUED

“How Should I use BookFlix in my classroom?”

Most Ohio BookFlix users say that they use it with the whole class, in centers, one-to-one, or as a suggested home reading activity. Many use it as part of their [Daily Five](#). Use BookFlix as a center, as part of your Reading Workshop, as your listening station, as your Literacy Workstation, or during independent reading time.

- Bookmark BookFlix and other INFOhio resources on your school computers or mobile devices. Use the icons and URLs you find in the BookFlix and More box on this page.
- Create and print a QR code for BookFlix and post it in your classroom so that students with mobile devices have easy access.

INFOhio has created instructional bags, or themed lesson plans, that use BookFlix and other INFOhio early literacy resources. Download the "bags" in the Early Literacy Instructional Bags box for use in your classroom, in your sub folder, as E-Day or Blizzard Bag activities, or send them home with students to keep them learning during winter and summer breaks.

Introduce students to BookFlix in a whole class setting.

1. Use a Smart Board, Mimio, or projector. Show students how to open a browser to find BookFlix on the INFOhio website or how to locate your BookFlix bookmark.
2. Talk about the different categories of books and what students might find in those categories.
3. Demonstrate how to select a book and how to find the games and puzzles that go along with the books.
4. Discuss appropriate behaviors or good habits for listening to reading.
5. When the book is finished, review how to get back to the main page.
6. Choose a student from the class to repeat/model the process.
7. Continue to model the process yourself while showing BookFlix during snack time.

Students become independent in accessing BookFlix at school and at home.

Mark the print books in your classroom library and your school library as books available in BookFlix.

1. Download the BookFlix title list from the [INFOhio BookFlix information page](#).
2. Mark those books in your classroom library and school library with a special label or sticker.
3. Encourage students to read the book on BookFlix and then read it again with your print copy.

Students practice mastering print concepts and e-reading concepts.



INFOHIO UPDATE - CONTINUED

Use BookFlix as a precursor to group/partner reading.

1. Encourage students to watch and listen to a book on BookFlix as a class or individually.
2. Distribute print copies of the BookFlix books to groups of students and encourage them to take turns reading to each other.
3. Watch and listen to the book on BookFlix again as a class or individually.
4. Pair students with a book buddy from a class at a higher grade level.
5. Have students read the print copy of the BookFlix book to their older book buddy, asking questions or asking for help sounding out any words as they read.

Students become more confident readers and take pride in their reading abilities.

Use BookFlix to make cross-curricular correlations.

- Use the science and social studies texts in BookFlix to supplement your curriculum or introduce a new science or social studies unit.
- For art, direct students to focus on the illustrations. Stop the story and discuss what they see.
- For music, direct students to focus on the music that accompany the video stories. For example:
 - °Have students access and read "Snowflake Bentley" in BookFlix. The BookFlix videos use music and sounds so have the students listen carefully to the sound in the eBook.
 - °Tell students to [1-2RE] describe how the music used in the video helps to communicate the feelings, moods, images and meaning of the story.
 - °Have students identify which instruments they hear in the first 2 minutes of the video (lots of piano and strings).
 - °Ask students to [2-6RE] discuss similarities and differences among the arts including connections between music and other curricular subjects. How do the story illustrations and animations work together with the music they hear? Have the students refer to specific moments in the video when the music, words, and images come together in powerful ways (5:42, for example).
 - °Encourage intervention teachers to use BookFlix in their 1:1 and classroom time.

Students understand that reading is important for all subjects.

Use BookFlix books that correlate to the theme or unit you are teaching.

- Use BookFlix books that align with certain holidays (Martin Luther King Day) and activities (fire safety or weather).
- Use BookFlix to introduce a lesson. "For example, we made Power Point presentation using Diary of a Spider as a guideline. We watched the video on BookFlix first then discussed the assignment."
- Use BookFlix at the end of a theme or project to pull it all together. Introduce the non-fiction book first as a lead in to the topic and end the unit with the fiction story for fun.
- Use the websites found under Explore the Web in the menu for each fiction/nonfiction pair. Use the sites to supplement and enrich your lessons.

Students understand that there are books for all interests and on all topics.

INFOHIO UPDATE - CONTINUED

Make reading fun!

- Use BookFlix as a reward.
- Use BookFlix as a story-time treat.
- Use the BookFlix "movies" in place of other movies. Let students choose the BookFlix "movies" they want to watch.
- Use BookFlix during indoor recess.
- Encourage students to use BookFlix during free play time.
- Encourage students to play with the BookFlix puzzlers.

Students develop a love for reading.

How are other teachers using BookFlix?

- Use the activities (puzzlers and websites) that go with the paired books.
- Use the lesson guides available to educators within BookFlix. "They are easily modified to the grade level I am working with."
- Encourage students to keep a reading response journal and include an entry on what they read during their BookFlix reading time. Use the journal to monitor their comprehension and connection to what they have read.
 - [Nonfiction Tic Tac Toe Activity](#)
 - [Second Grade Reading Graphic Organizers](#)
 - [Notice and Note Graphic Organizer](#)
 - [Hooray for Books Prek-1 Printable](#)
- Encourage students to re-read/listen to their books on BookFlix before taking Accelerated Reader quizzes. "Our second grade teacher uses BookFlix in the computer lab. Students read books on BookFlix then open another tab and take an AR quiz on the book."
 - Find the list of BookFlix titles with AR values on the [INFOhio BookFlix information page](#).
- Use BookFlix to compare and contrast fiction/non-fiction books.
- While reading a BookFlix book together, stop the reading to discuss ideas or compare the written book versus the digital book.
- Provide students with writing prompts for a BookFlix book. After reading the story on BookFlix, students can write about what they learned or write their own story based on what they read. "My students read a story about Johnny Appleseed, then responded to a writing prompt about the ways he showed good citizenship."

"I use BookFlix just as I would use any other book in my classroom but it allows us to mix it up and keeps students more engaged in the story."

How can my students use BookFlix at home?

1. Download [the INFOhio reading flyer that's right for your grade level](#).
2. Write your school's INFOhio username and password on the flyer.
3. Copy the flyer and distribute it at parent-teacher conferences.

INFOHIO UPDATE - CONTINUED

1. Download the BookFlix Parent Letter.
2. Customize the letter by adding your school's INFOhio username and password and your name.
3. Copy the letter and send it home with students or distribute it at open house or parent-teacher conferences.

- [BookFlix Parent Letter \(English\)](#)

A letter to parents explaining the benefits of BookFlix and how to access it. Just update it with your school's contact and password information, print, and send.

- [BookFlix Parent Letter \(Spanish\)](#)

A letter to parents, in Spanish, explaining the benefits of BookFlix and how to access it. Just update it with your school's contact and password information, print, and send.

1. Download the INFOhio BookFlix Bookmark.
2. Write your school's INFOhio username and password on the bookmarks.
3. Print the bookmarks on card stock or other strong paper.
4. Send home with students.

- [INFOhio BookFlix Bookmarks](#)

What are some techniques I can use to model fluency?

- Use the read aloud and read along features in BookFlix and Early World of Learning.
- Use books on CD, tape, DVD, or YouTube. Turn on Closed Captioning for DVDs and YouTube.
- Read aloud with a partner. Read aloud together as a class.
- Read poetry and sing songs. Use the read along songs and nursery rhymes in Early World of Learning and the "Music and Rhyme" section in BookFlix.
- Practice reading aloud in different voices, with different moods, or as different characters. Use silly voices to keep students engaged.
- Pace reading with flash lights or highlighters.
- Encourage tactile learners to drag a finger across the text while reading smoothly.
- Listen, read, repeat.
- Read the alphabet together with different punctuation clues. Use a cut up sentence to model phrasing. Mask part of a sentence into phrases.
- Read texts that have repeated phrases and words and common sight words.
- Encourage students to reads to stuffed animals. For more information on using stuffed animals to practice reading fluency, see [this Scholastic blogpost on how this teacher does it in her classroom.](#)

INFOHIO UPDATE - CONTINUED

How can my school get more instructional support for BookFlix and other INFOhio resources?

INFOhio has trained teams of ICoaches (Instructional Coaches) that can help you with your professional development needs.

- Find out if there is a [District/Building ICoach](#) in your school district that can help provide training in your district.
- Find your school or district's Regional ICoach on the [INFOhio Regional ICoach map](#)

TECHNICAL SERVICES UPDATE

Network Operations:

- OME-RESA is maintaining over 90 high-speed direct connections that provide over 8Gbps of bandwidth capacity.
- Daily ITC internet utilization has begun to peak collectively over 4.5 Gbps to OARnet.
- Commodity bandwidth provisioning to OARnet is 6.0 Gbps.
- FY17-18 Provisioning 6-8 Gbps.
- Over 20 district network upgrades/installs were completed this year.
- Datacenter's core switch upgrade was completed in September.
- Datacenter firewall upgrades are tentatively scheduled for the summer of FY18.
- Customer premise equipment upgrades are ongoing.
- iPerf testing is now available for bandwidth testing.

System Operations:

- All Datacenter server systems were updated and patched with the latest security updates over the summer.
- Progress Book Suite tentatively scheduled to be migrated to the MCOECN cloud in the summer of FY18.
- USAS and USPS pilot is ongoing.
- Middleware pilot is ongoing.

Cybersecurity:

- Developing ITC Cybersecurity policy based on NIST standards.
- KnowBe4 was purchased with limited licensing for testing within the OME-RESA service area.
- KnowBe4 will provide end users with Cybersecurity awareness training.
- OME-RESA developing a Cybersecurity service which will provide districts with resources to enhance local data security.
- Working with districts to verify and update current global firewall configurations in an effort to minimize external threats and exploits.

Administrative:

- Be proactive when planning future network/bandwidth upgrades
- We are developing automated PRTG notifications to alert district personnel to conditions in which a site's bandwidth utilization is high
- Periodically check OME-RESA sensor systems (Orion/PRTG) for metrics
- Future bandwidth minimums (1Mbps per student device)

OME-RESA Regional Meeting:

- Meeting information can be found here:
<https://helpdesk.omeresa.net/helpspot/index.php?pg=kb.page&id=1353>

TECHNICAL SERVICES UPDATE - CONTINUED

KnowBe4
Human error. Conquered.



WHITEPAPER

Employees at the Frontline in the Battle Against Ransomware

TECHNICAL SERVICES UPDATE - CONTINUED

WHITEPAPER: Employees at the Frontline in the Battle Against Ransomware

Employees at the Frontline in the Battle Against Ransomware

By

Michael R. Overly, Esq., CISA, CISSP, COP, CIPP, ISSMP, CRISC*

As the recent noteworthy attacks in the healthcare industry have shown, no organization is safe from ransomware attacks and the results of those attacks can be devastating. By many reports, ransomware has been already responsible for causing hundreds of millions of dollars in damages, with no end in sight. Nearly fifty percent of victims have paid to recover access to their data. Nearly forty percent of those victims expect to be attacked again in the future. Given the ease with which ransomware can be propagated, the effectiveness of attacks, the untraceable ransom payments, and very low risk to the perpetrator of ever being brought to justice, we can expect a continuing rise in these types of attacks.

Organized crime, in particular, has become active in planning and propagating these attacks. Consider their risk-reward analysis. In committing a traditional crime, say a bank robbery, there is the inherent risk of physical injury, both to themselves and to bystanders, and, most importantly, the almost certain result of being identified and arrested. All that risk, for an upside, on average, of \$10-30,000. In comparison, there is essentially no cost in initiating a ransomware attack, it can be sent from anywhere in the world (even in jurisdictions that have no laws against such attacks), it can easily be routed through servers world-wide to prevent the attack from being tracked back to its source, the attack has a high likelihood of success, and, best of all, the possibility of being apprehended is extremely low.

Businesses, particularly their officers and directors, have a duty to adopt procedures and policies and otherwise act prudently to address information security threats. Failure to do so, may give rise to legal and regulatory liability, loss of stock value, loss of revenue, and damage to business reputation.

"The adage is true
that the security
systems have to
win every time, the
attacker only has to
win once."

— Dustin Dykes, CISSP
Founder Wirefall Consulting

TECHNICAL SERVICES UPDATE - CONTINUED

This is especially true when an attack such as ransomware can literally bring a business to its knees in a matter of minutes. As such, businesses must carefully plan to reduce the likelihood of ransomware attacks and to mitigate their effectiveness if an attack is successful. This means ensuring all antivirus software is fully updated and that disaster recovery/business continuity plans take the possibility of ransomware into account. Unfortunately, one of the most effective means of reducing the threat of ransomware is often overlooked: employee training and education.

To Disclose or Not to Disclose

Before turning to the training issue, there is one preliminary point that bears discussion. Specifically, under current law, is an organization required to disclose it has been the subject of a ransomware attack? The answer is not entirely black and white.

Most current laws and regulations requiring notification to consumers and, potentially, regulators relate to instances where there has been an unauthorized use or disclosure of protected information. The question is whether a particular attack results in such activity. In many instances, the hacker responsible for the attack may have access to the target's data. In such a case, the target of the attack would have a notification obligation. On the other hand, if the attack is of a kind where neither the target nor the attacker can access the data, there is something of a grey area.

In the healthcare context, a representative of the Department of Health and Human Services has said:

Under HIPAA, an impermissible use or disclosure of protected health information is presumed to be a breach (and therefore, notification is required) unless the entity demonstrates that there is a low probability that the protected health information has been compromised based on a risk assessment [various factors].

As such, the healthcare provider must conduct an assessment to determine whether such a low probability exists. At least one member of Congress is contemplating whether the breach notification requirements under HIPAA need to be clarified or updated to reflect the ransomware threat.

Under other laws and regulations outside the healthcare industry, there are similar grey areas, but in many cases a ransomware attack may well require notification. We can likely expect further guidance on this issue from the courts and, more likely, as in the healthcare context, new proposed laws and regulations. Apart from breach notification laws, public companies should also consider whether a reporting obligation arises under the Sarbanes-Oxley Public Company Accounting Reform and Investor Protection Act of 2002 or other federal securities laws or regulations.

Employees at the Frontline

In many of the recent attacks, the initial entry point into the target organization has been attributed to employee error. Specifically, employees have clicked on attachments or hyperlinks in email or on web sites that provide the means of compromising their employer's systems. Ransomware and other exploits are becoming ever more sophisticated. While most employees hopefully know by now not to click on an offer from a Nigerian prince to transfer \$20,000,000 into their bank account, many do not know the attacks may appear to come from their own banks or an airline with which they may have made a reservation. In each case, the emails may appear very genuine, including all relevant company logos and, even, references to their privacy policies.

In other cases, with a little effort by a hacker, an email can be further targeted using an employee's recent social media postings (e.g., the employee may have posted on Twitter that they recently dined at a local restaurant; a hacker could then spoof an email from that restaurant with the offer of a free meal).

Even highly sophisticated personnel can be taken in. Consider a simple example. A hacker decides to target the cardiologists at a large hospital. The hacker spends a few minutes trolling the hospital's web site for the names of all cardiologists; then spends another few minutes searching the web to find a nationally recognized cardiology researcher; next, the hacker inserts a piece of ransomware into a PDF file with the title "draft article"; finally, the hacker spoofs a message from the cardiology researcher to each of the hospital's cardiologists asking for their input on a draft article the researcher is working on. It is highly likely that one or more of the hospital's cardiologists will click on that PDF within a few hours, allowing the ransomware to insinuate itself into the hospital's systems.

Training is Key

While not a panacea, there is no question that proper employee education and training could avoid many ransomware attacks. It is on that point that this white paper focuses. It should be emphasized, however, that most training in this area amounts to little more than a handout provided to employees or, at best, a lunch-time presentation. The knowledge is quickly lost. To be effective, training and associated vigilance needs to be repeated periodically so that the information is truly internalized.

TECHNICAL SERVICES UPDATE - CONTINUED

Employee education and training can have a twofold benefit: it helps to secure the employer's systems and also can have the side benefit of helping to better secure the employee's own personal computers and data. It is that twofold benefit that brings home to employees the importance of this training. We have found that employees are far more likely to have good security practices at work if they have good security practices at home and vice-versa. It is a win-win situation. Employees are more likely to take training to heart when they understand they are not only learning to protect their employer's systems, but also learning to protect their own most important home data (e.g., family pictures, videos, music, contact lists, important email, treasured documents, etc.).

Encouraging Personal Responsibility of Employees

Employees are the frontline of a business' information security defenses. While technological protections are essential (e.g., antivirus software, firewalls, spam filters, etc.), none are as effective as a vigilant end user. To that end, a checklist is provided below of measures of which every employee should be aware. By keeping these measures in mind, employees can dramatically increase not only the security of their employer's systems and data, but also their own personal computers and data. All too frequently, the security of one can impact the other. The goal is better security both at work and at home.

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☐ Checklist for Employees

This checklist is intended to supplement, not replace, a business' formal security and information protection policies and procedures.

☐

☐ **Web Sites, Social Media, and Public Email**

Don't get hooked on someone's fishing line. Do not reply to or click on links in emails, pop-ups, or websites that ask for personal information, financial information, health information. Never click on links or open files in an email from someone you do not know or weren't expecting.

☐

Always proceed with the understanding that no public email or messaging service (e.g., services provided by online services such as Google, Yahoo!, Microsoft, Skype, and others) is secure and that all communications will be stored and, potentially, viewed by others.

Avoid sending highly sensitive information through unsecured email, texts, or other communications (e.g., Gmail, Yahoo mail, text apps on smartphones, etc.).

☐

Do not forward internal email, documents, or other information to a personal email address or download to personal devices for access outside of your employer's systems. Your employer cannot

☐

When submitting personal or other sensitive information via a website, make sure you see the site's address begins with https, as opposed to http. Think "s" stands for secure. Https uses encryption to send information across the internet, thus, reducing the risk that the information will be improperly accessed.

☐

Think before you submit. Once submitted to a web site or transmitted through an online communication service, the information is public. You never know where the information will show up. There is no such thing as deleting information from the internet. The internet is forever.

TECHNICAL SERVICES UPDATE - CONTINUED

- ☐ Exercise caution using services and devices that record your communications (e.g., Google Voice, Siri, Cortana, Skype, VOIP applications, mobile app-based texting, etc.).
Before posting pictures and videos online, remember they may contain GPS data showing where the picture was taken.
- ☐ Be mindful of backup applications running on personal devices (e.g., Dropbox, iCloud, Carbonite, etc.) making copies of sensitive company information and storing them online.
Think before you open. If you don't know the sender, are unsure of why the attachment was sent, or if it looks suspicious, don't open the attachment. Better to verify with the sender then infect your
- ☐ computer, or worse, the network.
PDF files are a very popular way of distributing viruses. Before opening a PDF, be sure you know where it came from.
- ☐ When installing apps on your smartphone be cautious of requests to access your calendar, contacts, texts, GPS, and other data. In many, if not most, instances, there is no reason for these apps to have access to your data and, in almost all instances, whatever you choose to share will likely be analyzed and sold to others.

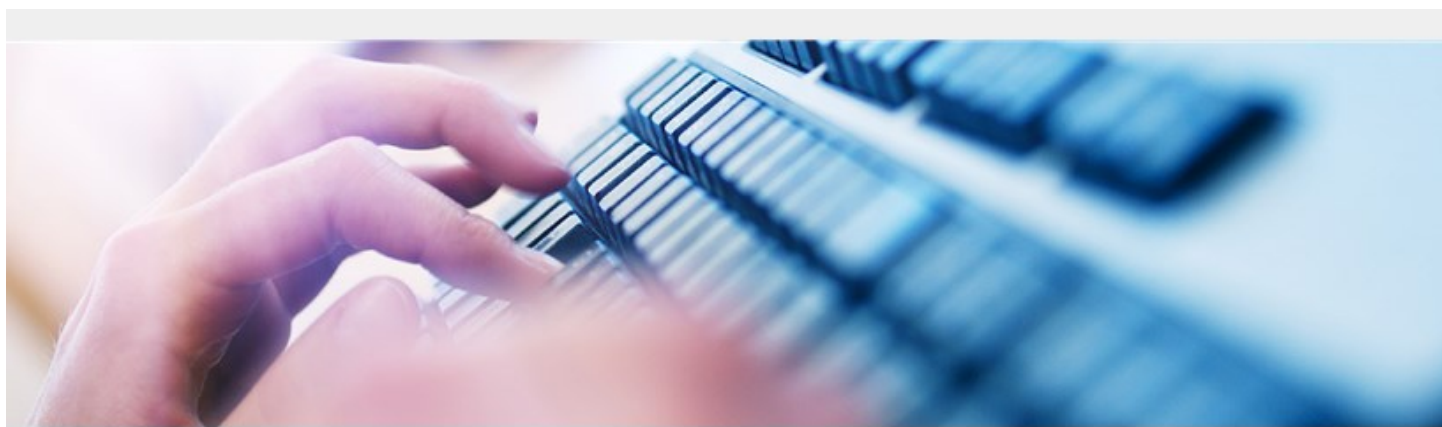
Only Authorized Software

- ☐ Do not download or install unauthorized or unapproved software or applications from the internet.
- ☐ In particular, never install encryption software, remote access, backup or other similar software without the express approval of your information security personnel.
- ☐ Always be certain of the source of downloaded software (i.e., you are actually getting the software from the true creator of the software). It is common for hackers to create fake web sites and even "hijack" visitors from official web sites where applications can be downloaded. In some instances, the top search results for a piece of software on Google and other search engines point to disguised hacker web sites where your personal information may be stolen and viruses propagated.
- ☐ For your personal computers, make sure you have antivirus and firewall software installed. There are many inexpensive complete security packages available for home systems. Also, always promptly install security and other updates to your personal computer and mobile device operating systems.

TECHNICAL SERVICES UPDATE - CONTINUED

Be Constantly Vigilant

- ☐ Be suspicious of calls from unrecognized numbers alleging to be security or other officials asking for confidential information, including account access credentials and passwords. Look up the person calling and call them back at their published number.
- ☐ Never reveal personal or business account access credentials or passwords in email or telephonically. No valid security personnel will ever ask you to reveal that information using either of these methods.
- ☐ Be wary of urgent requests to issue checks or take action to avoid some issue without confirming the source.
- ☐ Monitor the physical security of laptops, smartphones, and other mobile devices.
- ☐ Avoid using public internet Wi-Fi to access company systems without use of a secure virtual private network.
- ☐ If something is suspicious, report it.



TECHNICAL SERVICES UPDATE - CONTINUED

"You could spend

a fortune

purchasing

technology and

services, and your

network

infrastructure

could still remain

vulnerable to old-

fashioned

manipulation."

— Kevin Mitnick

Conclusion

Ransomware poses and will continue to pose a substantial threat to businesses of every kind and size. No one is safe. To mitigate that threat, businesses must act to update their security procedures, policies, and protocols. Of course, this means ensuring appropriate technological tools

are deployed, but, just as important, employee training and education must be provided. It is the synergy derived from the combination of technology and the human factor that will afford the most effective means of addressing this critical threat. If an attack occurs, determining whether there is a legal obligation to report the incident will turn on many factors. Competent legal counsel should be engaged to assist in determining whether a reporting obligation has arisen.

About KnowBe4

KnowBe4 is the world's most popular integrated Security Awareness Training and Simulated Phishing platform. Realizing that the human element of security was being seriously neglected, KnowBe4 was created to help organizations manage the problem of social engineering through a comprehensive new-school awareness training approach. This method integrates baseline testing using real-world mock attacks, engaging interactive training, continuous assessment through simulated phishing, vishing and smishing attacks and enterprise-strength reporting, to build a more resilient organization with security top of mind. Thousands of organizations use KnowBe4's platform across all industries, including highly regulated fields such as finance, healthcare, energy, government and insurance to mobilized their end users as a first line of defense. For more information visit www.KnowBe4.com

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