

Building Communities. Rebuilding Lives.

Peggy Young, Director

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Mission

The mission of the Education Division of Buckeye Community Hope Foundation is to establish strong public community schools by adhering to quality authorizing practices, ensuring responsible oversight, and setting high standards for school performance.

Vision

The Education Division's vision is strong communities of healthy, well-educated students, and a future in which all students have access to a high quality public education. Ohio thrives as increasing numbers of schools graduate students equipped to assume a positive role in society.



Author Carlotta Penn to Present to BCHF Schools



BCHF is pleased to announce Carlotta Penn, Ph.D., children's literature author and publisher, will join us via Zoom on January 24 for our Winter English Learner Update session.

Dr. Penn is the director of community partnerships for the Office of Equity, Diversity, and Global Engagement at The Ohio State University's College of Education and Human Ecology. She started out her educational career teaching English language courses to adult immigrants, refugees, and international students. Her research interests are in Black women in education, literacy and language instruction, and teacher education. Dr. Penn holds a master's degree in comparative studies and a doctorate in multicultural and equity studies in education. She is the founder of [Daydreamer's Press](#) and the author of two children's books, *Dream a Rainbow* and *The Turtle with an Afra*.

For the session on January 24, Dr. Penn will discuss the importance and use of multicultural literature with children and youth. The session will run from 3:00 P.M. to 5:00 P.M. and all BCHF school personnel are invited to register.

[Register Now](#)

Special Education Profiles and Ratings Released



community schools. The Special Education Profile displays the district's performance on key indicators established by the Individuals with Disabilities Education Act (IDEA) and informs the district of any **required activities** based on these indicators. Districts must complete all required activities to demonstrate compliance with IDEA.

The 2021-2022 Special Education Profiles are being released in two phases:

- The first release (December 16, 2021) contains all indicators that may have required actions including student outcome, compliance, disproportionality, and survey indicators.
- The second release (targeted for May 2022) will add informational student outcome indicators that do not have required actions.

ODE emailed notifications to superintendents, special education contacts, and community school sponsors. Profiles are available through the Department's [OH I ID Portal](#). When logged in, select *My Apps*, then select *Special Education Profiles & Ratings*.

If you have questions regarding the Special Education Profile, contact the Department's [Office for Exceptional Children](#) or reach out directly to your sponsor representative.

Ohio Summit on Dyslexia



[International Dyslexia Association \(IDA\) Central Ohio](#) is hosting the virtual Ohio Summit on Dyslexia on Saturday, March 5, 2022 from 8:30 A.M. - 4:00 P.M. The theme for this year's conference is "The Road to Structured Literacy - How will your school navigate the shift?".

Sessions include topics on the science of reading, universal dyslexia screening, early intervention, and teacher training. The summit will serve to inform and energize people about the issue of dyslexia, support the development and work of parents and educational professionals, and foster and advocate for strategies for serving all of Ohio's children - especially those with dyslexia.

Early registration costs \$40 for IDA members and \$50 for non-members. Registration after February 25 will cost \$65 for IDA members and \$75 for non-members.

[Register Now](#)

Compliance Update

Transportation Coordinators Continuing Education



Transportation coordinators are required to complete four hours of continuing education each school year. The Department of Transportation and ODE post continuing education offerings on the [Ohio Association of School Business Officials \(OASBO\) website](#).

Transportation coordinators may also find transportation topics for training through Safe Schools or other platforms. Please note that this requirement is generally not offered as a "one and done" course. Therefore, transportation coordinators must complete multiple courses to reach the required four hours of continuing education. Reach out to your sponsor representative with any questions.

Recognition for Teachers and Boards



January 1-31, 2022: Nominate Teachers for TORCH Recognition

ODE is accepting nominations for the Teachers of Ohio Representing Character and Heart (TORCH) recognition starting January 1, 2022. The **TORCH recognition program** honors five teachers from across the state each year who model strong personal character and concern for their students, colleagues, and communities. Nominations close January 31, 2022.

The 2021 Ohio Teacher of the Year and Ohio Teacher of the Year finalists will evaluate and select this year's TORCH honorees by late February.

[TORCH Nomination Form](#)

Celebrating School Boards



School Board Recognition Month

January is School Board Recognition Month

Each year, the Ohio School Boards Association (OSBA) creates a **School Board Recognition Month toolkit** with ways to honor school board members. Use these ideas or come up with your own way to celebrate your hard-working school board members and educate the public about the important role that a school board plays in our communities and schools.

Submit news and photos of your school's recognition activities by February 9 to be included in the Journal magazine and on OSBA's website.

[Submit Your Board Recognition Story](#)

Upcoming Professional Development Events

*The BCHF's **Professional Learning Opportunities Catalog** has been refreshed for 2022. We invite you to browse the catalog to see all of the additional sessions that have been added. Please also share with teachers and staff at your school. **To see more information about a session, or to register, click on any of the titles listed below.***

Teacher Bootcamp

January 11 @ 4:00 - 5:30 P.M. *Virtual via Zoom*

Are you ready for the next semester of the school year? Do you have questions about classroom management or lesson delivery? These quick-start sessions will provide helpful hints, tools, and strategies to use as you face the school year. Join us for an interactive, virtual session for all teachers who just want to learn more about efficiency in the classroom. The first day will explore classroom management strategies; the second day will focus on lesson delivery.

Collaborative Improvement Cohort: Focus on Networked Improvement Communities

January 12 @ 10:00 A.M. - 12:00 P.M. *Virtual via Zoom*

As human beings, we learn best in a social environment. We also improve best when we are socially engaged with others. Like any other good exercise program, learning to improve is best when we hold each other accountable. This

session of the Collaborative Improvement Cohort will explore the potential and the workings of a networked improvement community. Learn how "NICs" can help you develop, refine, and hold yourself accountable as a leader for your school improvement efforts. Join us as we learn improvement science together!

School Discipline and Behavior Management

January 14 @ 9:00 A.M. - 12:00 P.M. *Virtual via Zoom*

Is your school seeing higher numbers of problem behaviors? Severe discipline problems potentially leading to suspension and expulsion? This session is designed for leaders, deans, and other administrators who deal with problem behavior and code of conduct violations. In fact, BCHF requests that ALL of its sponsored schools make a special effort to attend one of the two offerings of this virtual seminar (either January 14 or February 18). We will discuss how to prevent problem behavior and behavior escalation, appropriate roles and use of a school crisis team, legal/due process requirements associated with school discipline, special considerations associated with students with disabilities, and YOUR Q&As. Plan to join us for this important, timely discussion.

Book Talk - Cultivating Genius

January 18 @ 4:00-5:30 P.M. *Virtual via Zoom*

Join us for a discussion (in three parts) of Gholdy Muhammad's book *Cultivating Genius*. Each of the three sessions will discuss one portion of the book and ways that educators can implement the ideas into practical strategies for classrooms and buildings.

OTES for Teachers

January 19 @ 4:00-5:30 P.M. *Virtual via Zoom*

Would you like to know and understand more about how teacher evaluations are processed? Join us for a brief introduction to the OTES Process (or even alternative rubrics) from a teacher's perspective. We will work through the OTES rubric to define what each indicator looks like and sounds like in the classroom.

An Introduction to Project-Based Learning

January 20 @ 4:00-5:30 P.M. *Virtual via Zoom*

Have you ever wondered how to take your students' learning to the next level? To provide them with opportunities for real-world, authentic experiences? Project-based learning is a way for students to experience learning in a practical, authentic, engaging way. Students from kindergarten to college will be more engaged, learn at deeper levels, and produce work that is important to their world and their worldviews.

Verbal and Nonverbal De-escalation/CPI Training

January 21 @ 9:00 A.M. - 3:00 P.M. *On-site in Mansfield, OH*

This session is the six-hour initial training approved by the Crisis Prevention Institute (CPI). A dysregulated adult cannot regulate a dysregulated student. This session will empower participants to apply techniques and strategies used to de-escalate dysregulated stakeholders. Upon completion of the session, participants will be able to apply both verbal and nonverbal de-escalation strategies, recognize when and how to apply safe holds to ensure safety, and use release techniques to maintain personal safety while keeping a safe and secure environment. This session is especially for designated school crisis team members and will be held on-site at The Richland School of Academy Arts in Mansfield, Ohio, accessible to both Cleveland- and central-Ohio area teams. Plan to wear a mask and bring your own lunch.

Winter English Learner Network Meeting

January 24 @ 3:00-5:00 P.M. *Virtual via Zoom*

Join us for this unique opportunity to meet and work with Carlotta Penn, a children's author and specialist in multicultural education. Who are your favorite poets from South America? Africa? Most educators are unfamiliar with the rich literature, traditional and new stories, and famous authors from around the world. How do we select high quality books and literacy materials so that ALL children, even our English learners, feel included and welcome at school? Learn more in this interactive session.

Courageous Leadership Network #3 - Focus on Using Data to Lead

January 25 @ 4:00-5:30 P.M. *Virtual via Zoom*

What in the world do I do with all of this data? How should my RTI team be functioning? How can I lead teachers

through conversations about data to improve instruction in the classroom? Learn how to structure the data conversations with teachers and how to monitor data that is being effectively used in the classroom. This session is perfect for school leaders, aspiring school leaders, and data team leaders.

Instructional Clarity: What Every Teacher Should Know

January 26 @ 4:00-5:30 P.M. *Virtual via Zoom*

Learning accelerates when its purpose is crystal clear! Learn how to enhance your instruction with clarity-boosting techniques including lesson organization, examples, student and teacher explanations, and guided practice. We will discuss how clarity is both a method and a mindset with the potential to make instruction successful for ALL!

Dyslexia Updates and Resources

February 1 @ 3:00-4:30 P.M. *Virtual via Zoom*

Dyslexia and struggling readers: What we need to do and how we do it. This session will focus on dyslexia and the implications for schools. During this session, participants will learn of new requirements, interpretations to legislation, and requirements for schools. Participants will also be provided updated resources and guides for screening and strategy instruction.

Why Are We Still Doing That?

February 3 @ 4:00-5:30 P.M. *Virtual via Zoom*

Old habits die hard, especially when time is limited and we can resort to comfortable habits - which may or may not be effective for students. This session will review six common teaching habits and supply more positive alternatives to those methods.

Value-Added and the Redesigned EVAAS System

February 9 @ 10:00 A.M. - 12:00 P.M. *Virtual via Zoom*

Are you a school leader wanting to learn more about Value-Added? Can a school show growth when students have low proficiency results? Attend this informative Value-Added training and learn to interpret Value-Added reports. In this session, we will discuss the basics of Value-Added calculations. Participants will learn about "Gain" and "Predictive" growth models. We will review the new "Effectiveness Module" as well as the redesigned "Diagnostic" tool. (Participants will need to have an active EVAAS account.)

[View the 2021-2022 Professional Development Catalog](#)

School Improvement Update

Student Behavior: What Is Happening Here?

by Carol S. Young, Ph.D., Department Lead, Accountability & School Improvement, BCHF
([Download PDF](#))

Meltdowns, arguments, and disrespectful talk. Students out of their seats and fights breaking out! Does this sound like YOUR school in Fall 2021? It appears ALL schools are experiencing atypical and problematic student behaviors now that schools have returned to in-person learning.

Explanations for problem behavior are, of course, apparent. Students' routines have been disrupted, a problem that continues with outbreaks and quarantines. During remote learning, students experienced not only a loss of consistency and purpose, but also reduced personal contact and social interaction. Students reliant on extended family or social agencies for support were cut off. And, most of all, students missed seeing, bonding, and receiving attention from important people in their lives--- their teachers! Children and youth often lack the words to express confusion and distress. Behavior becomes their means of communication. And, yes, students have been communicating a lot this Fall!

What can school leaders do? First and foremost, school leaders should strive for stability and consistency. Now is a good time to review your Board policies and parent-student handbook. As the new year begins, refresh on key policies and provisions in your daily announcements and weekly staff memos. Or consider making provisions of the code of conduct into positive statements or affirmations to feature on bulletin boards or in hallways. In a recent visit to one of our schools, I saw a catchy poster featuring a “choice wheel” of “things you can say if you are angry.”

School leaders are being pulled in many directions, but it's very important this year to adhere to tenets of positive school climate and effective management. Here is a quick summary:

1. Keep it positive – All school staff should work to teach, encourage, and reinforce positive behavior. This means really knowing and using Positive Behavior Interventions and Supports (PBIS). As you walk through the school, note whether most interactions are positive. If a “carrot and stick” approach is pervasive, consider a PBIS refresher for your staff. Plan a “caught you being good” campaign. Sprinkle happy events regularly throughout the schedule. Opportunities for arts and music experiences, collaborative schoolwide projects, and special events help motivate positive behavior. Students also engage more positively when they work together for a compelling purpose like contributing to a food bank or saving pennies for a good cause.

2. Problem-solve concerns – Look for patterns of problem behavior. If dismissal time is disruptive, discuss the situation as a staff. Come up with shared, positive solutions. Perhaps it is time to implement a solution I saw in one school--- teaching up to a last bell! This way, students did not have 10 or more minutes of “down time” to cause problems.

3. Address individual problems proactively – Use Multi-tiered Systems of Support (MTSS) team meetings to problem-solve individual behavior problems. Where possible, include parents in these discussions. A student who is chronically absent or misbehaving is communicating a need. The tools of Functional Behavior Analysis (FBA) and Behavior Intervention Planning (BIP) will help uncover underlying needs. School staff should develop an intervention plan for individual behavior support. Track progress in response to the intervention and meet regularly to review the student's status.

4. Become a Trauma-Informed School – Remember students experiencing trauma or dysregulation do NOT respond positively to consequences and confrontation. If students are upset or dysregulated, plan an alternate activity – walking or skipping in the hall, for example. Consider having a sensory room where students can choose a quiet activity--- sitting on a swing or listening to music. Ensure that a staff member supervises the student and is available to talk when the student is ready to do so. Provide a school counselor or social worker. Or establish a strong partnership with a local mental health agency. Students experiencing prolonged trauma need deep levels of support.

5. Train and Support a Crisis Team – Each school should have a crisis team of 4 or more staff trained in verbal and non-verbal de-escalation. Crisis Team members should confer regularly about incidents that have happened so far and scenarios that could happen in the future. Teams should also actively practice crisis response protocols. They should be attuned to what's happening in the school through frequent observation and conversations with students. Serious disruptive behavior is often caused by undercurrents in school climate, for example, subtle bullying or harassment.

- 1. Respect Student Rights** – When a crisis occurs, school personnel must be careful to follow Board policies and established school procedures. It is always better to take a few minutes to review information than to make a quick response. Remember students and parents have rights in public schools, including due process and confidentiality rights. The rights of students should be at the forefront of administrative response when high stakes consequences like suspension and expulsion are being considered. Discipline of students with disabilities requires special steps and team consideration of the impact of the disability on behavior. A lack of understanding, poor judgment, and disinhibition are effects of some disability conditions. A team, including parent(s), must conduct a manifestation determination to carefully weigh the situation if a long-term suspension or expulsion from school is being considered.

BCHF would like to support school leaders as they face the behavior challenges of 2021-22. To this end, we will offer two opportunities to attend a 3-hour virtual seminar on “School Discipline and Behavior Management,” on January 14 and February 18 respectively. The session will inform and refresh knowledge of behavior interventions, crisis team training, legal and due process requirements, and considerations for students with disabilities. We will also respond to your questions and concerns. We request that all schools an administrator to one of these important sessions! Registration is through our Professional Learning Opportunities Catalog.

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