Building Communities. Rebuilding Lives.

Peggy Young, Director

Jennifer Schorr, Associate Director

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.

Rescheduled
Author Carlotta Penn to Present to BCHF Schools

We are glad to announce the Winter English Learner Network Meeting with Carlotta Penn has been rescheduled for Monday, February 14 from 4:00-5:30 P.M. Unless we hear from you, you will remain registered for this session. We look forward to seeing you then!
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BCHF is pleased to announce Carlotta Penn, Ph.D., children's literature author and publisher, will join us via Zoom on February 14 for our Winter English Learner Update session. For this session, Dr. Penn will discuss the importance and use of multicultural literature with children and youth. The session will run from 4:00 P.M. to 5:30 P.M. and all BCHF school personnel are invited to register.

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 Afro*.

Honesty for Ohio Education
Beloved Community Teach-In

Honesty for Ohio Education invites you to its free, virtual Beloved Community Teach-In on Thursday, February 3 from 4:00-6:00 P.M. During this session, you will learn more about Dr. Martin Luther King, Jr. and the concept of "Beloved Community," connect with other Ohio educators and stakeholders to build relationships for their work and for honesty in Ohio education, and find hope and energy as we continue this complicated school year.

The keynote speaker is educator and writer Quartez Harris, Ohio's 2021 Poet of the Year! There will be an incredible selection of breakout sessions so you can learn and connect with the community including:

- Engaging in self-care and healing
- Building knowledge for honesty and voice in the classroom
- Finding inspiration for advocacy and policy in Ohio

Learn more about the Honesty for Ohio Education's mission and purpose on its website.

Register Now

Legislative Update

As the pandemic continues to interrupt activities across Ohio, the work of a "public body" has not been exempted from those interruptions. Language has recently been added to Sub H.B. 51 allowing a school board (and all pubic bodies) to once again meet remotely in order to conduct business as if they were in person.

So when will this take effect? The Bill is currently in the House for approval. It contains an emergency clause, so it would take effect as soon as the Governor signs the Bill. However, the legislature is still focused on finalizing the redistricting work in Ohio.

BCHF anticipates it could be two more weeks before this Bill is finalized. Additionally, Sub H.B. 51 would only grant authority to meet remotely through June 30, 2022.

Academy for Urban Scholars
Opens Workforce Development Center

As reported in the Business Journal Daily, Superintendent Sabrina Jones gladly welcomes the opening of the new workforce development center located at 139 E. Boardman Street in downtown Youngstown. The Academy will offer workforce training in health care, advanced manufacturing, Google information technology, and help with resume building and job placement while providing adults the opportunity to earn either a high school diploma or GED.

In February, the Academy will start a financial opportunity center which will assist individuals with purchasing housing, budgeting, and improving their credit scores! Additionally, the Academy has an initiative it is operating with the Mahoning Valley Fatherhood Coalition to work with fathers in the community to help them regain or improve relations with their children and co-parent with the children's mothers.

Horizon Science Academy Columbus Middle School Receives Ohio PBIS Bronze Award

Congratulations to Mr. Akkaya and his team on being designated by the State Support Team as a recipient of the Ohio PBIS Bronze Award for the 2020-2021 school year. Only two community schools received such recognition in Region 11.

Horizon Science Academy Columbus Elementary School Advances to State Robotics Championship

The Horizon Science Academy Columbus Elementary School's Robotics Teams participated in the VEX IQ Robotics competition with two teams on Saturday, January 29. Team 2288B received the Teamwork 2nd Place Award and Team 2288A received the Teamwork Champion Award. They are now qualified for the 2022 Ohio VEX IQ Elementary State Championship that will be held on March 4 in Marion, Ohio.

We wish the team all the best with their run at the State Championship!

Compliance Update

Racial Balance Assessment

In order to comply with admission procedures required by ORC 3314.06, the governing authority must assess the schools' racial balance on a regular basis comparatively to the local district and ensure marketing plans do not contradict the authorizer agreement.

The Racial Balance Assessment requires a comparison of the school's demographics to the host district. If there are significant differences in the demographics, then there should be a discussion about the school's marketing practices to ensure inclusiveness.

State Fire Marshal
Fire Safety and School Drills

Fire drills must be conducted at least six times per year so long as there are any combination of students, faculty, and/or staff present in the school building.

In addition, three school safety drills must be conducted:
- Tornado drills must be conducted at least once whenever school is in session during tornado season (starting April 1).
- One lock down drill
- One active shooter drill

One fire or safety drill should be conducted each month, totaling nine drills for the school year. Drills must be emailed to the State Fire Marshal in December and at the end of the school year. Please remember to include your sponsor representative on those emails.

Upcoming Professional Development Events

There are so many choices for renewing and energizing professional development this winter within the BCHF Professional Learning Opportunities Catalog! You do not even need to put on your snow boots! Please join us for any of the sessions that match your needs. We invite you to browse the catalog to see all of the available sessions. Please also share with teachers and staff at your school.
To see more information about a session, or to register, click on the titles below.

Graduation Roundtable
February 8 @ 3:00-4:30 P.M. *Virtual via Zoom*
As we begin to resume educational normalcy, we must re-engage high school students to the world of graduation requirements and accountability. This session will provide legislative updates regarding graduation requirements and provide support for schools ensuring that all opportunities are aligned with ODE and graduation requirements. The Roundtable will meet quarterly; please feel free to attend one or all sessions in the series.

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 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.)

Winter English Learner Network Meeting (Rescheduled)
February 14 @ 4:00 P.M. - 5:30 P.M. *Virtual via Zoom*

Due to weather, we needed to reschedule this session. But we now have a great Valentine's opportunity for you! 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 Teachers' Network #4 - Behavior and De-escalation
February 15 @ 4:00 P.M. - 5:30 P.M. *Virtual via Zoom*

It has been a difficult year as students return and have forgotten what school looks like. What can the adults in the building do to make school a safer and more functional workspace? Come to learn basic preventative measures for classroom management as well as techniques for verbal and non-verbal de-escalation.

Value-Added and the Redesigned EVAAS System (Second Offering)
February 16 @ 10:00 A.M. - 12:00 P.M. *Virtual via Zoom*

Are you a school leader wanting to learn 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.)

Early Literacy #3
February 17 @ 4:00 P.M. - 5:30 P.M. *Virtual via Zoom*

How do we fill in the literacy gaps for students who are not in the primary grades? This session will include strategies and small group/independent instruction to assist the 3rd-5th grade students with skills with which they are not proficient. We will include a discussion about what is working and not working with the participants' current plan.

School Discipline and Behavior Management (Second Offering)
February 18 @ 9:00 A.M. - 12:00 P.M. *Virtual via Zoom*

Is your school seeing higher numbers of problem behavior? 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 (Buckeye Community Hope Foundation) requests that ALL 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's and A's. Plan to join us for this important, timely discussion.

Special Education Network - Developing High Quality IEPs
February 22 @ 3:00 P.M. *Virtual via Zoom*

How do you make your special education program one of incredibly high quality? Join our Special Education Network for all or any of the sessions. The goals of the 2021-22 Special Education Network are: 1: provide special education updates and 2) complete a collaborative book-study on creating a meaningful and compliant IEP. The network will meet six times throughout the school year; each session will focus on critical aspects of creating a high-quality IEP. Session 1)

Foundations for Understanding the Development of a Meaningful IEP, Session 2: Present Levels of Academic Achievement and Functional Performance, Session 3: Developing high-quality goals, Session 4: Short-Term Objectives Session 5: Measuring and Reporting Progress and Session 6: Least Restrictive Environment and Accommodations and Modifications

Student Engagement: What Every Teacher Should Know
February 22 @ 4:00 P.M. - 5:30 P.M. *Virtual via Zoom*

Are you exhausted by trying to perform miracles to get your students involved? Put the responsibility on the students! This session will explore how to get students to not only engage, but to own their own instruction. Learn specific strategies that will help you become a learning partner, not just a learning provider, as your students more truly engage!

Productive Math Struggle: Supporting Students through Responsiveness and Higher-Level Thinking
February 28 @ 4:00 P.M. - 5:30 P.M. *Virtual via Zoom*

"I can do hard things." This is the attitude we desire all students to have in mathematics. Productive struggle is how we get there. What is productive struggle? Why is it important? How can we use it to guide students toward deeper and more rigorous learning? These questions will be addressed during this session as we explore how to encourage students to use mistakes to develop persistence and engage in higher level thinking.

Collaborative Improvement Cohort: Living Improvement Science
March 10 @ 10:00 A.M. - 12:00 P.M. *Virtual via Zoom*

We already know more than we need to about successfully teaching ALL children and youth. But how do we put what we know into practice? How do continually improve and make it happen, regularly and well? It is easier to say and harder to do. This session will help you make concrete plans to incorporate school improvement science as regular practice at your school.

Early Literacy Network #4
March 15 @ 4:00 P.M. - 5:30 P.M. *Virtual via Zoom*

This network meeting will be a special session with author Carlotta Penn as we explore best practices in developing literacy skills using multicultural texts. We will also explore how to enhance literacy instruction through a focus on vocabulary.

Successful Classroom Management Online Course (Third Offering)
March 15 - April 15 *Online Course via Moodle*

This course examines the key factors that make a classroom successful in terms of both climate and achievement. The behaviors of the teacher determine the behaviors of the students. By implementing the procedures and strategies discussed in this training, your students will exhibit model behavior and decorum and they will be prepared to excel academically. This is an online asynchronous course opening on March 15 and closing on April 15. Participants work at their own rate and are responsible for submitting work products to earn participation credit. The workload is approximately 5 hours per week. Participation is required to earn a certificate of completion.

Culturally Responsive Classrooms
March 15 - April 15 *Online Course via Moodle*

Explore the beauty and depth of a culturally responsive classroom! This asynchronous learning experience will guide you in exploring culturally responsive classrooms. Learn how to assess and improve your learning environment, access to culturally responsive materials, culturally responsive themes within the standards, and, most of all, your understanding of your students' cultural richness! Prepare to deepen your own knowledge and appreciate how cultural diversity is a key to rediscovering a love of learning! This is a month-long asynchronous (online) course. Expect to devote about 5 hours per week for four weeks. A capstone project is needed to earn a certificate of participation.

View the 2021-2022 Professional Development Catalog

Crisis Team Considerations
by Jerry Nadeau, M. Ed.
Accountability & School Improvement, BCHF
(Download PDF)

The goal of a school crisis team is ensuring a safe, secure environment for all stakeholders. The crisis team actively works to provide strategic support to minimize harm during times of need, crisis, or escalation toward crisis. Establishing effective crisis team processes and protocols, including comprehensive training, can assist schools in providing appropriate responses to crisis situations.

The Crisis Team

The crisis team will be responsible for providing support to all stakeholders before, during and after a crisis. Selecting members to be part of the team is a crucial step in successful planning. Crisis team members should possess the following attributes: 1) empathy, 2) collaborative skill, 3) patience and 4) ability to be non-judgmental. First and foremost, the crisis team is responsible for de-escalating the crisis. Members of the team use the characteristics mentioned above to manage the person (s) in crisis, other stakeholders involved, and themselves. Other considerations when selecting team members include: 1) location within the building; the planning team will want to have coverage throughout the building(s), including different floors; 2) physical limitations; team members must be able to apply safety interventions to minimize harm without causing harm or injury to any stakeholder or themselves; and 3) job responsibilities; team members will be required to respond to a situation at any given moment, therefore selection of the team includes evaluating job responsibilities that may require coverage during a crisis response.

Crisis Team Training and Professional Development

A well-trained crisis team assists schools in providing a safe, secure environment through pro-active management strategies, professional and compassionate responsive care, and post-crisis support. Areas of training should include: 1) restraint and seclusion training (required for each school by the Ohio Department of Education). The trainings must meet the requirements set forth by the Ohio Department of Education; 2) completing appropriate documentation including incident and debriefing forms; 3) using trauma-informed and/or social justice practices that include pro-active debriefing strategies; and 4) strategies and intervention for coaching and supporting staff.

Staff Training

While the crisis team is well-trained to provide direct support, it is imperative to remember that other staff members and stakeholders may be the first to encounter a person (s) in crisis. Therefore, schools should develop and provide comprehensive training for all staff. General staff training should include: 1) crisis response processes and protocols to include roles and responsibilities before, during and after a crisis; 2) effective verbal and non-verbal de-escalation strategies; and 3) trauma-informed/social justice practices.

Crisis Team Roles and Responsibilities

Roles and responsibilities, including processes and protocols, for preventing, responding, and debriefing following a crisis should be explicitly communicated and taught to team members. The primary goal of team members is de-escalation. Team members should provide intentional and strategic interventions that promote de-escalation and support the emotional and behavioral needs of the person(s) in crisis. In addition, team members ensure and secure a safe physical environment for all stakeholders. They also actively communicate with the person in crisis and, at the appropriate time, with the stakeholders who were in the immediate environment at the time of escalation. This should begin with the classroom teacher or staff member responsible for the student. A smooth transition is needed once the crisis is over.

Other Considerations

When developing the procedures for responding to a crisis situation, schools should consider the following:
- How will the need for crisis intervention or progress during crisis intervention be communicated? (classroom

phones, walkie-talkies, cell phones and/or emails);

- Who will respond to a particular crisis? This decision can be based on location of the incident, who has the best relationship with the person in crisis and coverage that may be needed for responders;
- Does the crisis team warrant removing the person in crisis, or removing the audience?

The time to prepare for severe behavior outbursts or crises is before these situations occur. All schools should have a trained crisis team on staff. Effective crisis response is vital for sustaining a positive school environment and a climate of safety. Crisis response planning does not end with incorporating the content discussed into school protocols and procedures. Rather, protocols and procedures are just the beginning of an ongoing training and preparedness initiative. Schools should review crisis processes and protocols, provide training and professional development, and gather and analyze stakeholder behaviors and needs on an ongoing basis. For further guidance or technical assistance, please contact Jerry Nadeau, **jnadeau@buckeyehope.org** or Dr. Carol Young, **cyoung@buckeyehope.org**.

References and Resources:
The National Center for Emotional Wellness: **https://www.nationalcenterforemotionalwellness.org/**
Crisis Prevention Institute: **https://www.crisisprevention.com/**
CASEL: **https://casel.org/**

Buckeye Community Hope Foundation
3021 E Dublin Granville Rd.
Columbus, OH 43231
(614) 942-2030

Get In Touch

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