

FALL 2018 PROGRAM – BREAKOUT SESSIONS

THURSDAY 10:00 A.M. BREAKOUT SESSIONS I

Addressing Culture and Climate through Restorative Practices Scioto A
Darrell Yater of the Northwest Local School District (Cincinnati)

In this session, participants will follow the journey of a district who utilized Restorative Practices as a common language of culture and climate. Throughout that journey, comprehensive wrap around services and staff support aligned to Restorative Practices provide a framework and paradigm for systemic change.

The Whole Child: Schools at the Intersection of Education and Health Olentangy A
Kevin Lorson of Wright State University

Central to our future success is the ability to develop educated and healthy students. The Ohio Department of Education Strategic Plan recognized this by prioritizing the Whole Child. Schools and communities seek opportunities to connect and maximize resources to educate and support the development of the Whole Child. The purpose of this presentation is to present a framework and process connect strategic planning, components and delivery models to support students. The purpose of this presentation is to share a framework and process to provide an integrated system of student supports. We will share how we are engaging schools in a process to create Whole Child Advisory Councils to assess needs, identify priorities, develop a plan to implement programs and services, and methods to measure successful supports for students, families, and educators.

The Biologic Impact of Adverse Childhood Experiences Olentangy B
Robert Shapiro of the Cincinnati Children's Hospital Medical Center

Participants will learn how ACEs impact the developing child's brain development and health. ACEs include stressful experiences during the first 18 years of life including abuse, neglect, exposure to violence and other unpredictable and recurrent stressful experiences. ACEs can cause significant learning challenges and behaviors that result in disciplinary action.

Emerging Issues in School Safety- What we may have missed while focusing on active shooter response Ohio A
Amanda Klinger of The Educator's School Safety Network

THURSDAY 11:00 A.M. BREAKOUT SESSIONS II

Addressing Culture and Climate through Restorative Practices Scioto A
Darrell Yater of the Northwest Local School District (Cincinnati)

In this session, participants will follow the journey of a district who utilized Restorative Practices as a common language of culture and climate. Throughout that journey,

comprehensive wrap around services and staff support aligned to Restorative Practices provide a framework and paradigm for systemic change.

The Health Opioid Prevention Education (HOPE) Curriculum

Olentangy A

Kevin Lorson of Wright State University

The Health and Opioid Prevention Education (HOPE) Curriculum is a free-health education curriculum designed to support Ohio's schools building students' skills to make healthy choices. The HOPE Curriculum provides opioid prevention and can be used to meet the requirements of HB 367. The session will share the HOPE Curriculum lessons, what we have learned about the curriculum, how to build students' skills to make healthy choices and implementing the curriculum.

Emerging Issues in School Safety- What we may have missed while focusing on active shooter response

Ohio A

Amanda Klinger of The Educator's School Safety Network

THURSDAY 1:45 P.M. BREAKOUT SESSIONS III

Building a Safe School Climate using Trauma Informed Strategies to Promote Resilient Learners

Scioto A

Barb Hansen, Traci Tuttle and Rae White of Muskingum University, Mike Masloski of the Ridgewood Local School District, and Shelly Sowers of Brook Intermediate School

The development of strong school partnerships for enhancement of intentional strategies that help students who have experienced trauma to recover and build resiliency will be shared. Muskingum University together with Ridgewood Local and Rolling Hills Local Schools have explored multiple avenues to increase the awareness of our teacher candidates, practicing teachers and administrators, support staff, custodians and bus drivers. Specific success strategies drawn from research have been implemented in classrooms and the P-16 schools. Together we have hosted community forums to broaden the recognition of ACEs (Adverse Childhood Experiences), recovery and restoration for a more holistic approach. We will share interactively and through photographs, video-clips and testimonials why having including student leadership and choice is an important part of a dynamic learning environment.

Positive Behavioral Interventions & Supports (PBIS) in the Era of HB 318

Olentangy A

Amity Noltemeyer of Miami University, Michael Petrasek and Emily Jordan of the Ohio Department of Education

This session highlights how a Positive Behavioral Interventions and Supports (PBIS) framework can be used to enhance school climate, student behavioral outcomes, and academic success.

A Mutually Beneficial University-district Partnership to Support Development of the Whole Child and a Supportive School Climate

Olentangy B

Alicia Crowe and Jennifer Walton-Fisette of Kent State University and Karen Rumley of Kent City Schools

We will discuss a collaboratively developed, mutually beneficial school district-university partnership focused on the development of the whole child and a supportive school climate.

A Triangulated Perspective to Support a Holistic School Climate **Ohio A**
David Brobeck of Walsh University

Considering a holistic approach to school climate and safety, this highly interactive presentation employs a triangulated view from the perspectives of a 10-year veteran classroom teacher/adjunct, a superintendent of schools/graduate professor, and an ed prep professor.

The Faculty Perspective: Embedding Social-emotional Learning into Teacher Preparation **Ohio B**
Rochonda Nenonene, Colleen Gallagher, Rachel Collopy, and Mary Kay Kelly of the University of Dayton

This presentation describes how one teacher preparation program used professional learning communities to foster understanding of and support for social emotional learning in the curriculum.

THURSDAY 3:00 P.M. BREAKOUT SESSIONS IV

Impacting School Culture and Climate through Culturally Responsive Professional Learning Communities **Scioto B**

Rochonda L. Nenonene, Novea McIntosh, and Pamela Cross Young of the University of Dayton

A presentation detailing the work of two researchers facilitating culturally responsive teaching strategies through professional learning communities aimed at developing and strengthening teacher practice in high needs urban settings.

The Impact of Exclusive, Inclusive, and Ambiguous School Security Measures on Student-Related Outcomes **Olentangy A**
Ryan Kapa of the Ohio State University

An exploration of school security measures and their impact on student-related outcomes, such as extracurricular activity participation, perception of drug availability, and academic achievement.

Inclusive Teacher Education: Preparing Educators Who Create Climates Conducive to Learning for ALL Children (An Ohio Deans Compact Presentation) **Olentangy B**

Dottie Erb of Marietta College, Karen Koehler of Shawnee State University, Mary Murray and Mark Seals of Bowling Green State University, and Rae White of Muskingum University

The development of inclusive teacher education programs and innovative P20 partnerships prepares educators to create safe school climates conducive to deeper learning for every child.

Promoting Resiliency and Community in a Purpose Driven School Ohio A
Martha S. Hendricks of Wilmington College and Kimberly Mack of Cincinnati Public Schools

Urban, high poverty, high minority John P. Parker has undergone a total transformation in the last ten years. The principal and community member discuss the strategies and steps to promote the health and resiliency of students and parents.

Using Psycho-social Intake Assessments to Improve School Climate Ohio B
David Leitch of Cedarville University

Psycho-social assessments have been used on an intake basis in many alternative settings. This presentation discusses their possible broader use to promote a more positive school climate in a traditional K-12 environment.