

Principal Chat – Vulnerable Youth



Ohio Principal Leadership Supports
Strong Principals, Strong Schools

October 11, 2023

Ohio | Department of Education

Leadership Supports Webpage

- Administrative Calendar
- Resources



Ohio Principal Leadership Supports

Strong Principals, Strong Schools

The Ohio Department of Education is committed to the support of all educators, and Principals and Assistant Principals in particular. A recent report on principal impact from the Wallace Foundation states, **“Principals really matter. Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.”**



Administrative
Calendar



Educator
Licenses



Professional
Development



Associations



Higher
Education



Resources



Ohio

Department
of Education



Ohio Principal Leadership Supports

Strong Principals, Strong Schools

Agenda

Welcome and Introductions

General Updates from Department

Vulnerable Youth – Speakers: **Betsy Hauck**, *Court-Involved Youth Coordinator*, **Jason Scragg**, *Military & English Learner Education Consultant*, **Susannah Wayland**, *McKinney-Vento Coordinator*

Q&A

Next Chat – November 8: Scheduling



Message from OAESA and OASSA

Now is the time to join your professional organization!

- [OAESA Membership](#)
- [OASSA Membership](#)

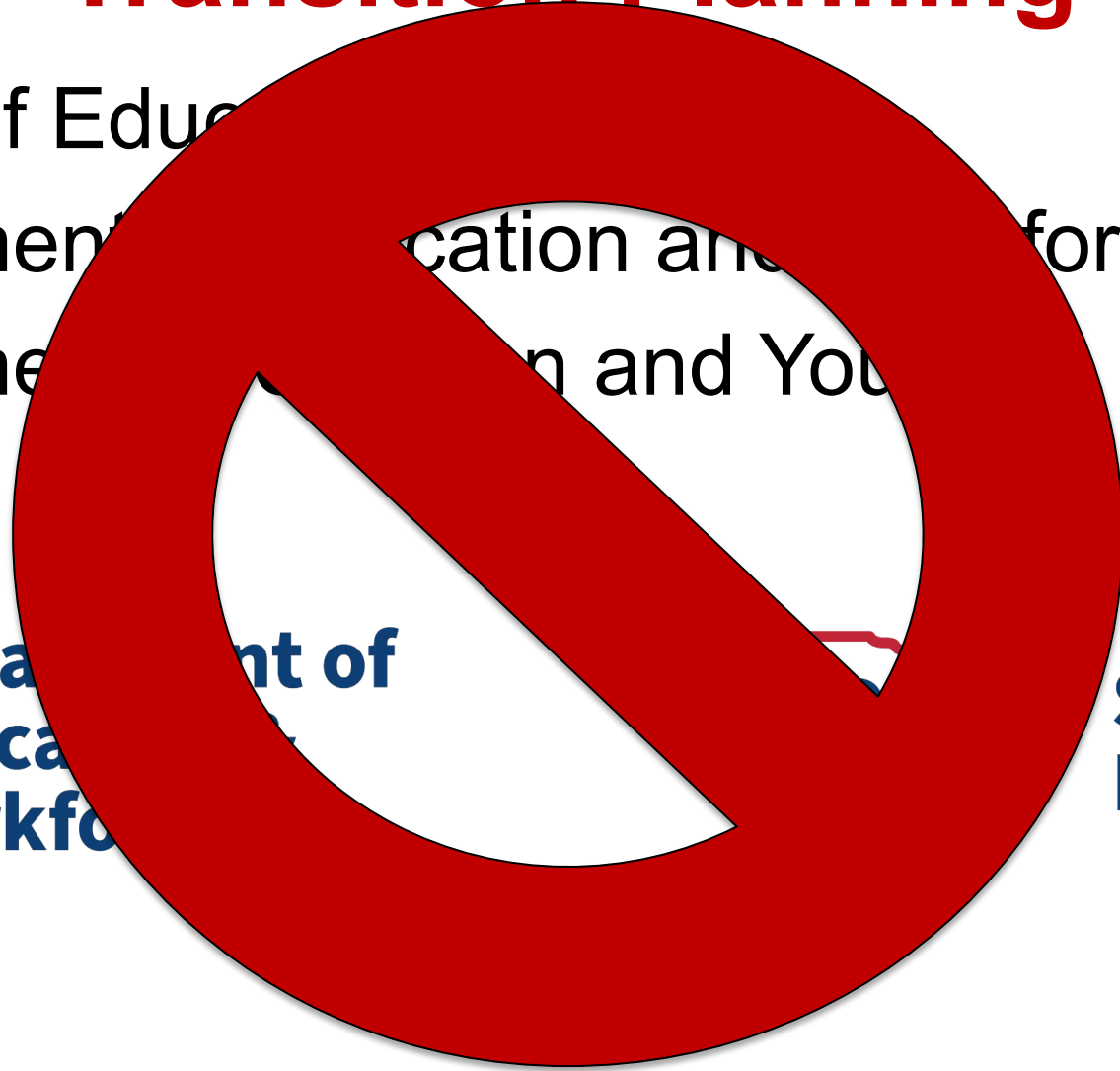
Upcoming Events

- [OAESA Literacy Summit](#) – Nov. 9, 9 a.m. – 2:30 p.m., Virtual
- [OAESA Regional Meetings](#) – Check for date and location for your region
- [OAESA Bus Tours](#) – various dates in October, space is limited
- [OAESA Fall Secretary Conference](#) – Nov. 16-17 at the Hilton Polaris



Transition Planning

- State Board of Education
- Ohio Department of Education and Workforce
- Ohio Department of Public Safety and Youth Services



Department of
Education
Workforce

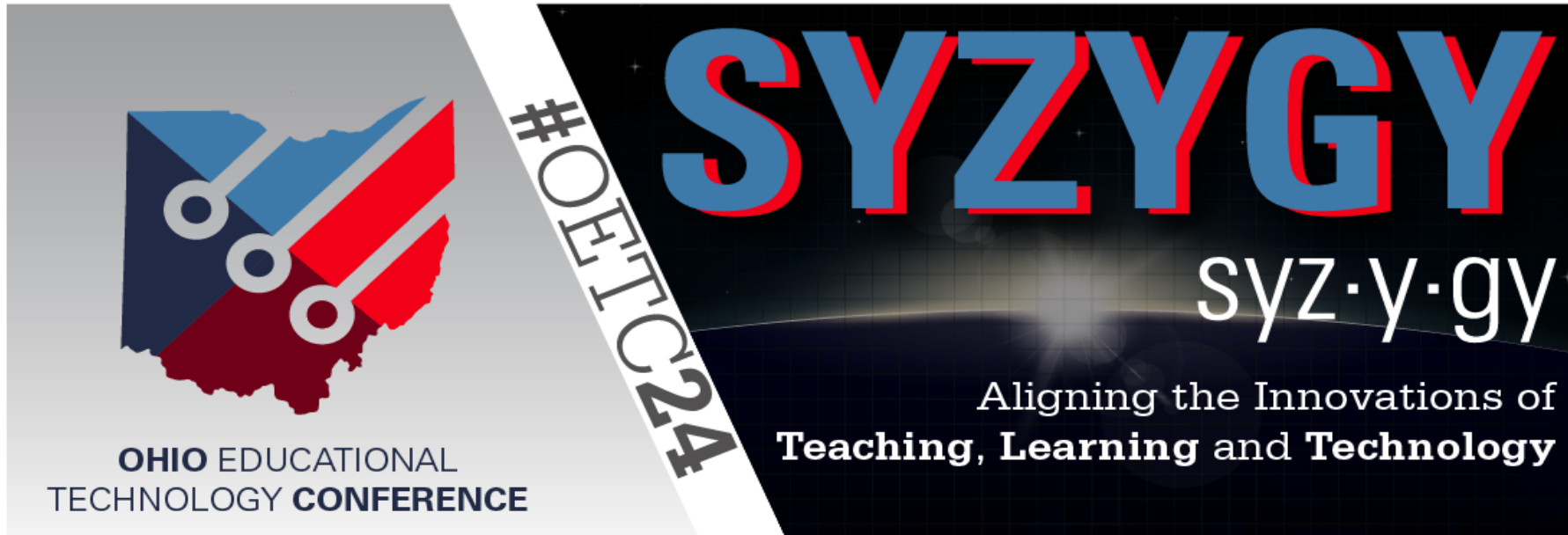
State Board of
Education



Ohio Department of Children and Youth

- New Agency the Ohio Department of Children and Youth
- Governor named Kara Wentz as Director
- Childcare licensure (ODE)
- Early childhood education (ODE & ODJFS)
- Preschool special education (ODE)





<https://oetc.ohio.gov/>

February 13-15, 2024

Greater Columbus Convention Center

Registration is now open!



Dr. Amy Klinger



By Educators, For Everyone

Co-Founder

Director of Programs



Amy@eSchoolSafety.org

www.eSchoolSafety.org

www.linktr.ee/ESchoolSafe

Our podcast is back!!



The image is a promotional graphic for a podcast. It features a dark blue background. On the left side, there is a stylized illustration of an orange apple with a green leaf and a brown stem. In the center, there are two circular portraits of women. The woman on the left has short grey hair and is wearing glasses and a grey blazer. The woman on the right has short brown hair and is wearing a grey blazer over a white shirt. Below each portrait is a caption in orange text. At the bottom, the title 'SCHOOL SAFETY FREE PERIOD' is written in large white letters, with 'FREE PERIOD' on a light blue horizontal bar.

Dr. Amy Klinger





Amanda Klinger, Esq.

SCHOOL SAFETY

FREE PERIOD

www.eschoolsafety.org/school-safety-free-period

Ohio Standards for Principals | 2018

 Leadership	Standard 1: Mission, Vision and Core Values	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
	Standard 2: Ethics and Professional Norms	The effective educational leader acts ethically and according to professional norms.
	Standard 3: School Improvement	The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
 Learning	Standard 4: Curriculum, Instruction and Assessment	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
	Standard 5: Professional Capacity of School Personnel	The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
 Culture	Standard 6: Equity and Cultural Responsiveness	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
	Standard 7: Community of Care and Support	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
	Standard 8: Meaningful Engagement of Families and Community	The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
 Management	Standard 9: Strategic Staffing	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
	Standard 10: School Operations	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.



Today's Presenters

Susannah Wayland

McKinney-Vento Coordinator

Susannah.Wayland@education.ohio.gov

Betsy Hauck

Court Involved Youth Coordinator

Betsy.Hauck@education.ohio.gov

Jason Scragg

Military & English Learner Education Consultant

Jason.Scragg@education.ohio.gov



How does ESSA define homelessness?

Children or youth who **lack a fixed, regular and adequate nighttime residence**, including:

Shared Housing



Bus and Train Stations



Public Places



Shelters and hotels



Camping Grounds



Homeless data

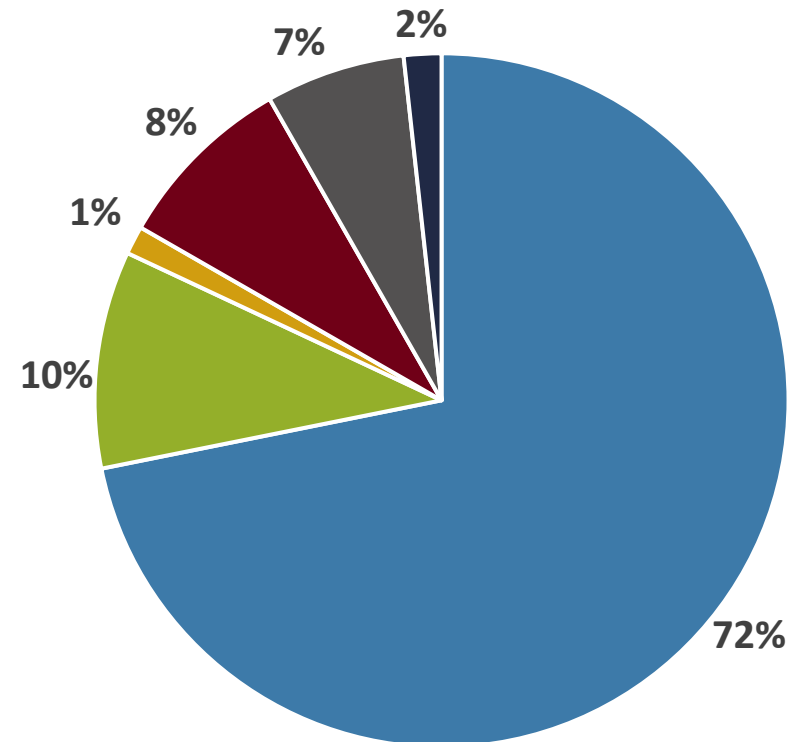
School year 2021 – 2022

Total: 21,395

- Doubled-up: 16,753
- Shelter: 2,364
- Unsheltered: 308
- Hotel/motel: 1,971
- Unaccompanied youth: 1,517
- Pre-school: 408

Students Experiencing Homelessness Type 2021-2022

■ Doubled Up ■ Shelter ■ Unsheltered ■ Hotel/motel ■ Unaccompanied youth ■ Pre-school



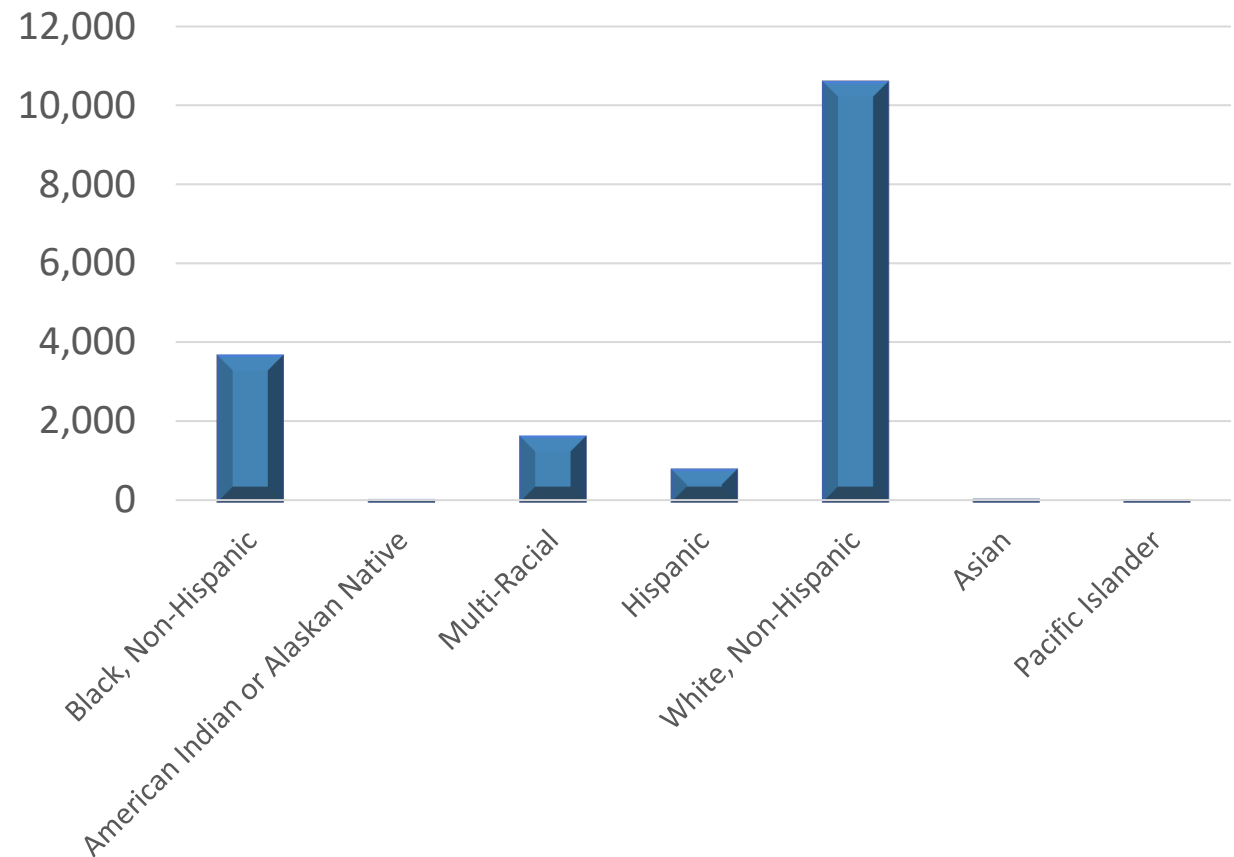
Foster care data

School year 2021 – 2022

Total: 16,722

- Black, Non-Hispanic: 3,669
- American Indian or Alaskan Native: 20
- Hispanic: 797
- Multi-racial: 1,630
- White, Non-Hispanic: 10,566
- Asian: 28
- Pacific-Islander: 12

Foster Care Demographic Data

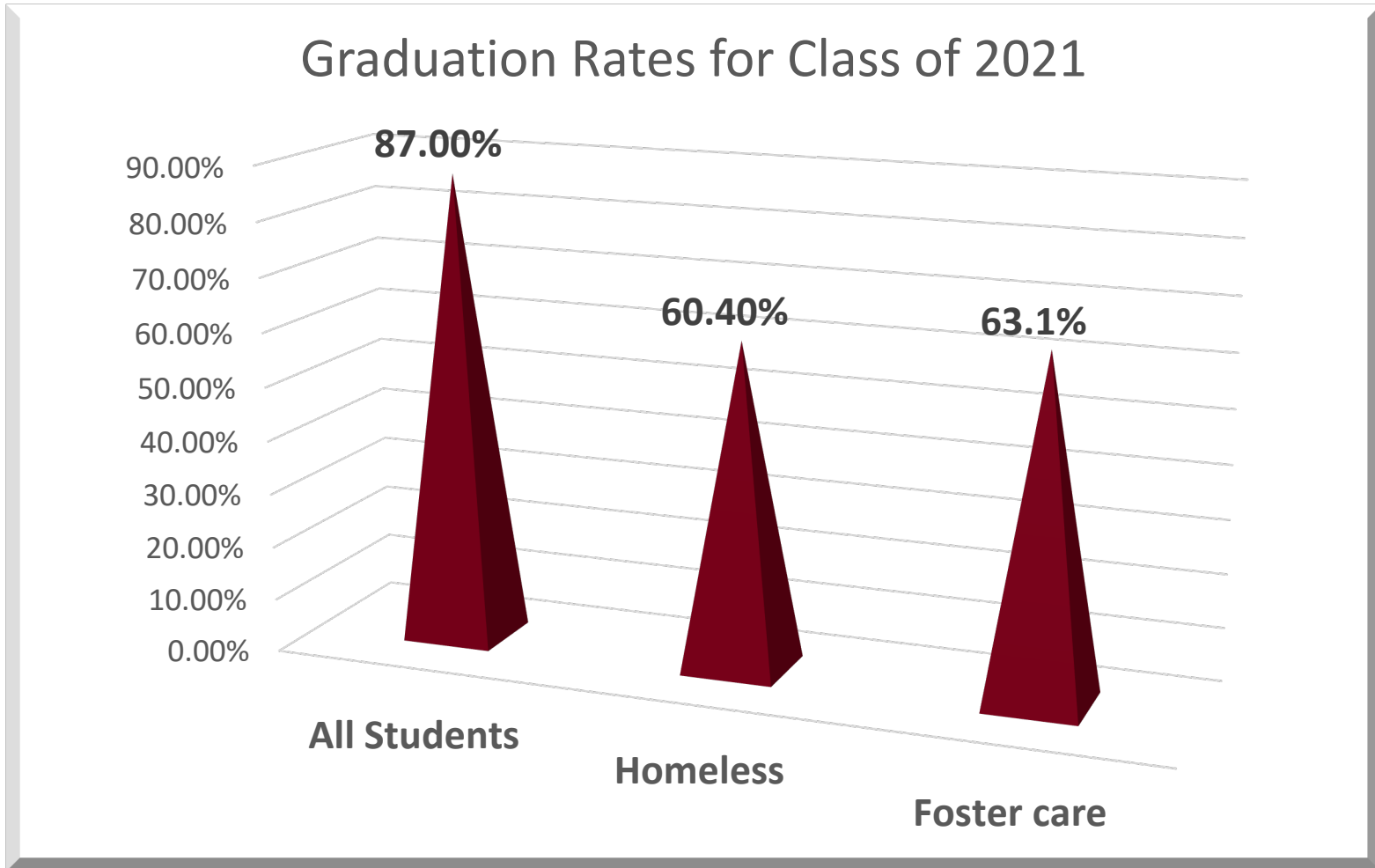


Graduation rate

Class of 2021 – All students: 87.0%

Homeless – 60.4%

Foster care – 63.1%



Chronic Absenteeism

School year 2021 – 2022

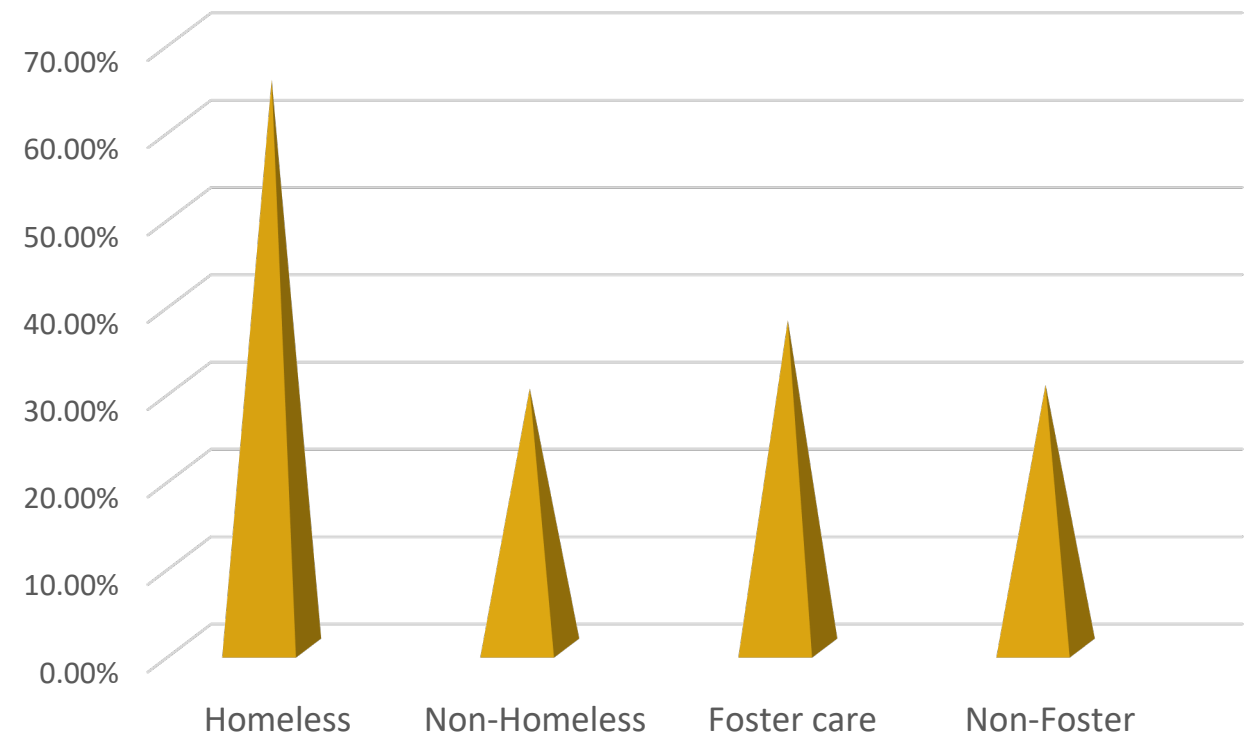
Homeless – 65.1%

Non-homeless – 29.7%

Foster – 37.5%

Non-foster – 30.1%

Chronic Absenteeism Rates

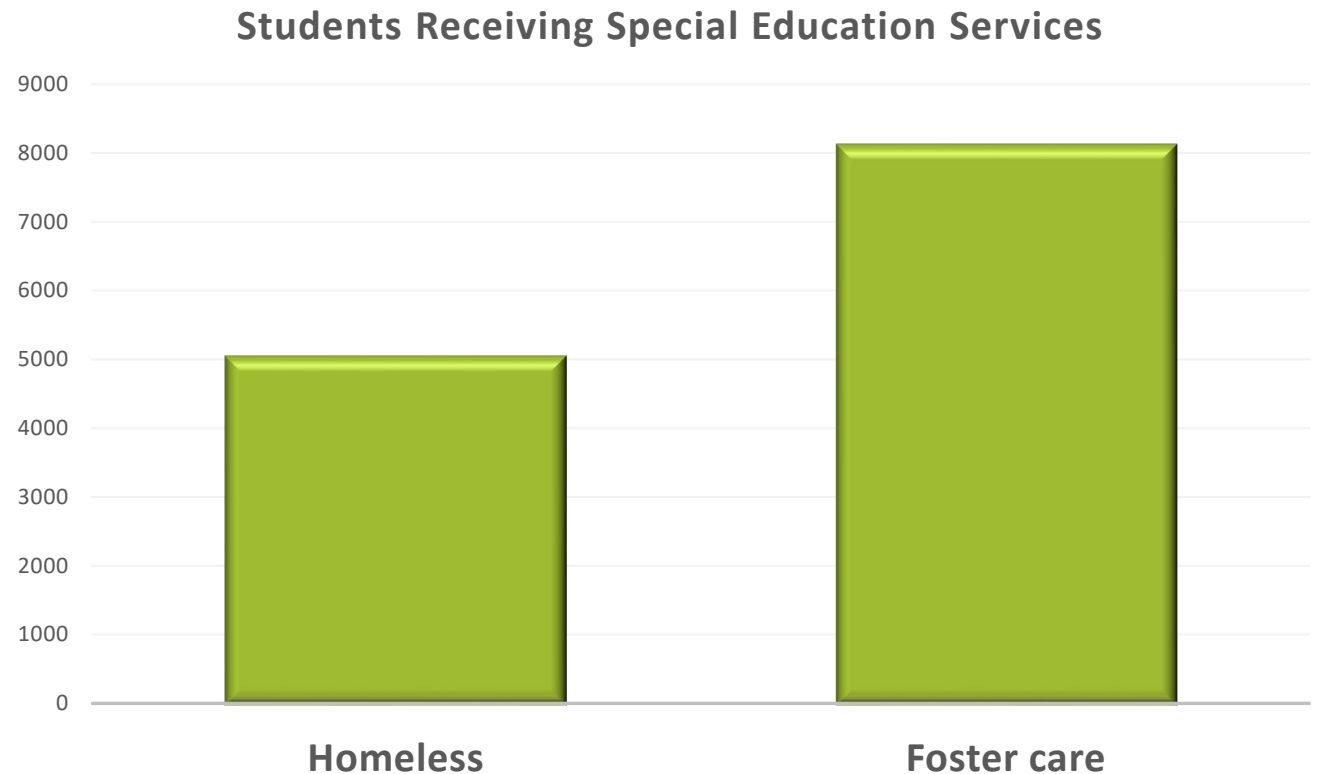


Students receiving special education services

School year 2021 – 2022

Homeless: 5,036
23.54%

Foster care: 8,107
48.48%



Collaboration in your district

- Transportation coordinator
- Enrollment specialist
- EMIS coordinator
- Food service director
- Social workers and counselors
- Attendance officer
- Title I coordinators
- Family liaison
- **Building point of contact**



education.ohio.gov/Topics/Student-Supports/Homeless-Youth

- Overview of McKinney-Vento law
- Supporting resources and tools
- Locate a district point of contact
- Connect with state and federal supports



Foster Care Definition

24-hour substitute care for children placed away from parents/guardians and for whom the child protection agency has placement and care responsibility





**Collaboration
and joint
decision-making**

**Emphasized
educational
stability**

**Educational stability of youth in
foster care is a shared
responsibility between schools and
child welfare agencies**

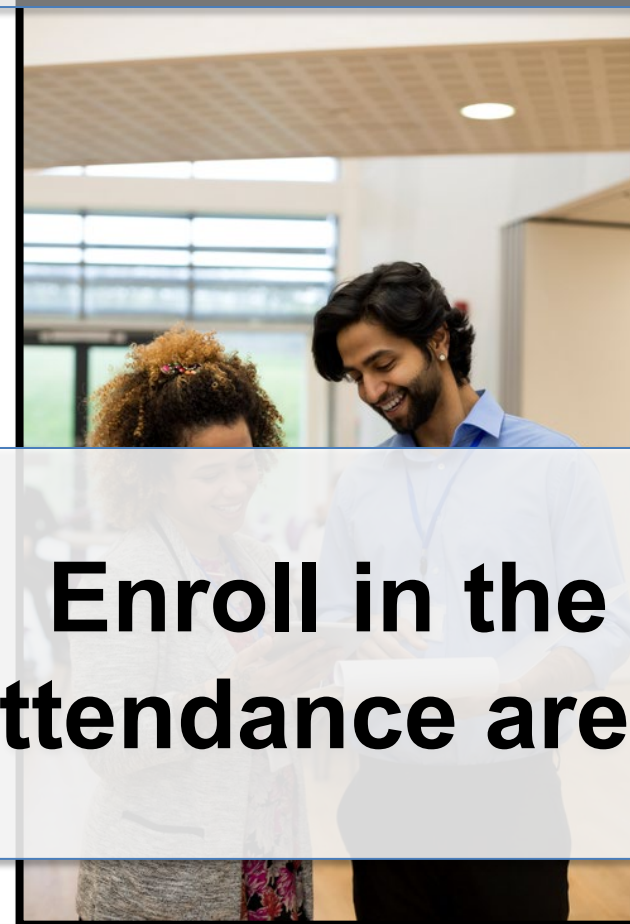


Working Together for Educational Stability

What is in the best interest of the child?

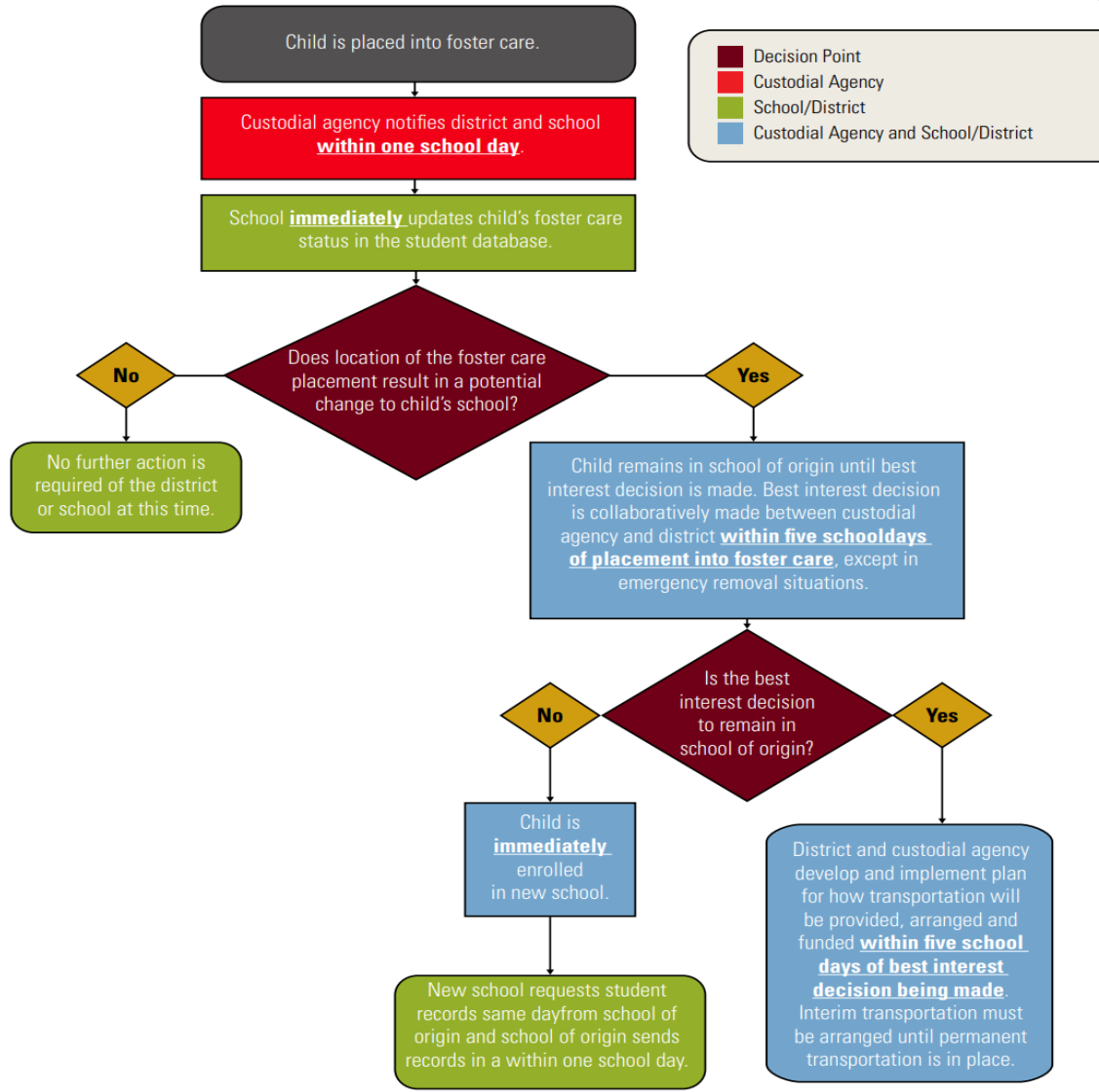


**Remain in school
of origin**



**Enroll in the
attendance area**





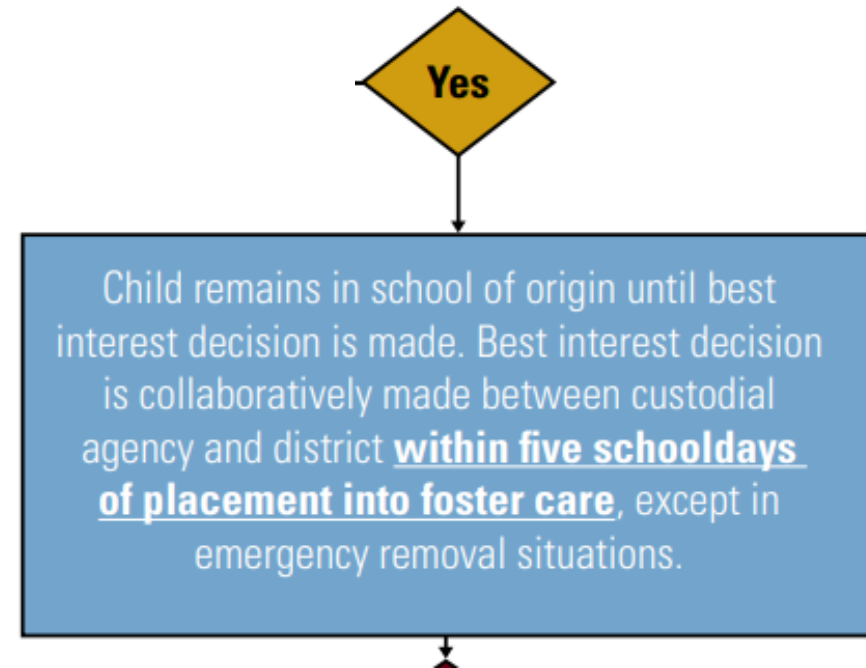
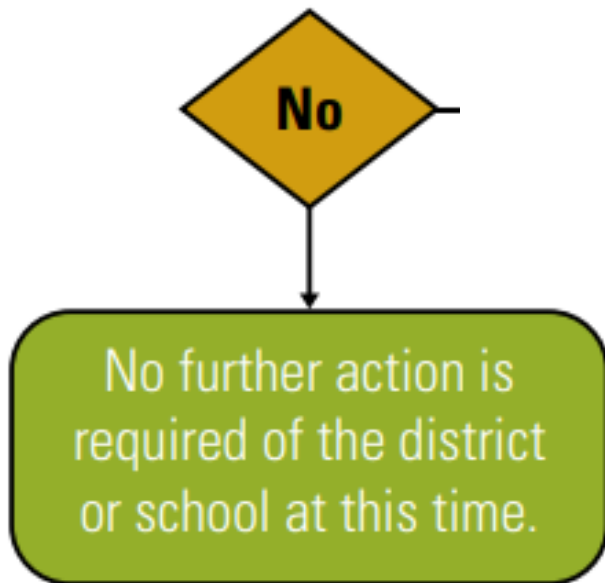
Educational Stability

Processes and Procedures

[Flow Chart Link](#)



Does the location of foster care placement result in a potential change to the child's school?



How to make a best interest determination

1. Know who you are communicating with at the local school district.
2. Notify appropriate parties at district.
3. Include student and family voice in determination.

#EachChildOurFuture

Model Best Interest Determination Form

The presumption is that a student will remain in the current school; a student should only change schools if remaining in the current school is not in the child's best interest. The caseworker or custodial agency point of contact should complete this worksheet in collaboration with school personnel and other supportive adults in the child's life. For continuity of care, this worksheet and all supporting documentation are to be maintained in the child's records.

Best Interest Determination

Child's Name: _____ Grade in School: _____

Custodial Agent Representative and Contact Information: _____

SACWIS Person ID number: _____ SSID number: _____

Current School and District: _____

Potential New School and District: _____

Schools the Student Previously Attended (if known): _____

District of Residence: _____

Date of Meeting: _____ Meeting Facilitator: _____

Supporting Documentation Attached:

<input type="checkbox"/> Report cards and progress reports	<input type="checkbox"/> Discipline records
<input type="checkbox"/> Student achievement	<input type="checkbox"/> Evaluations
<input type="checkbox"/> Attendance data	<input type="checkbox"/> Written input from absent participants
<input type="checkbox"/> IEP or 504 plan	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Transcript with current credits, if in high school	<input type="checkbox"/> Other: _____

Page 1 | Model Best Interest Determination Form | Updated May 2020

Ohio | Department of Job and Family Services

Ohio | Department of Education



School Transportation

1. Collaboration is key!
2. Understand or develop a cost-sharing agreement with your local school districts for foster care transportation.
3. Cost sharing is for additional cost.
4. Utilize Title IV-E funding.



Making A Transportation Plan: Implementing ESSA Transportation Requirements to Ensure School Stability

Introduction and Overview

Per federal guidance, districts should work closely with custodial agency counterparts to tailor transportation processes and procedures to their unique local contexts. The district and custodial agency should collaboratively establish procedures to facilitate prompt transportation to ensure educational stability for students in foster care. The Ohio Department of Education and the Ohio Department of Job and Family Services jointly created this model transportation procedure document that can be used as a reference for local practice. The first section is a sample memorandum of understanding between local agencies regarding transportation procedures, including possible methods of cost sharing. The second is a template to document how transportation will be provided when a student is placed in foster care or following change in living arrangement.

This document is intended to:

- Assist districts and custodial agencies in understanding their obligations under ESSA regarding transportation for students in foster care;
- Outline the necessary steps to take when implementing ESSA's transportation requirements;
- Be used as a sample procedure document for the interagency transportation plan agreement and individual student procedures.

Districts and custodial agencies must have transportation procedures for arranging and funding transportation in place by **Dec. 10, 2016**.



Every Student Succeeds Act Overarching Goals for Justice-Involved Youth

- 1) Improve educational services in institutions
- 2) Improve youth transitions between institutionalization to further schooling or employment
- 3) Prevent dropout

Every Student Succeeds Act Specified Provisions

- Plan and coordinate education between facilities and local districts
- Support reentry to the community for youth returning from juvenile justice placements, including timely re-enrollment in appropriate educational placements
- Create opportunities to earn credits in secondary, postsecondary, or career/technical programming
- Require transfer of secondary credits to the home school district upon reentry
- Prioritize attainment of a regular high school diploma

Every Student Succeeds Act: State Plan

Ohio's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs includes strategies at the state and local levels. The plan addresses **five** key issues:

- Improving communication/coordination
- Ensuring all districts have formalized policies/procedures
- Ensuring plans, informed by a needs assessment, incorporate relevant strategies
- Ensuring districts provide effective services and supports
- Improving data collection and use



Every Student Succeeds Act: District Plans

District plans for educational stability for justice-involved students also answer these key questions:

- support when they leave a detention center or other secure settings?
- provide students with opportunities to participate in grade-appropriate coursework?
- support students in obtaining high school diplomas, participating in career training opportunities and receiving non-academic support to keep them on a pathway to college and career readiness?



Justice-Involved Youth Liaisons

- Work with juvenile detention centers, local juvenile courts, community agencies and community partners to support students involved in court system
- Responsible for the following:
 - Communication regarding student placement.
 - Transfer of student records (including IEPs)
 - Transfer of credits
 - Serving as a liaison
 - Developing transition plans
 - Be informed on supports for students returning



Collaborative Partnerships

Community partners who help students transition from secure care can include:

- Parents, caregivers and families
- District and school-level educators
- Government agencies and representatives
- Community-based organizations,
- Physical health and mental health providers
- Student and youth mentor organizations
- Faith-based organizations



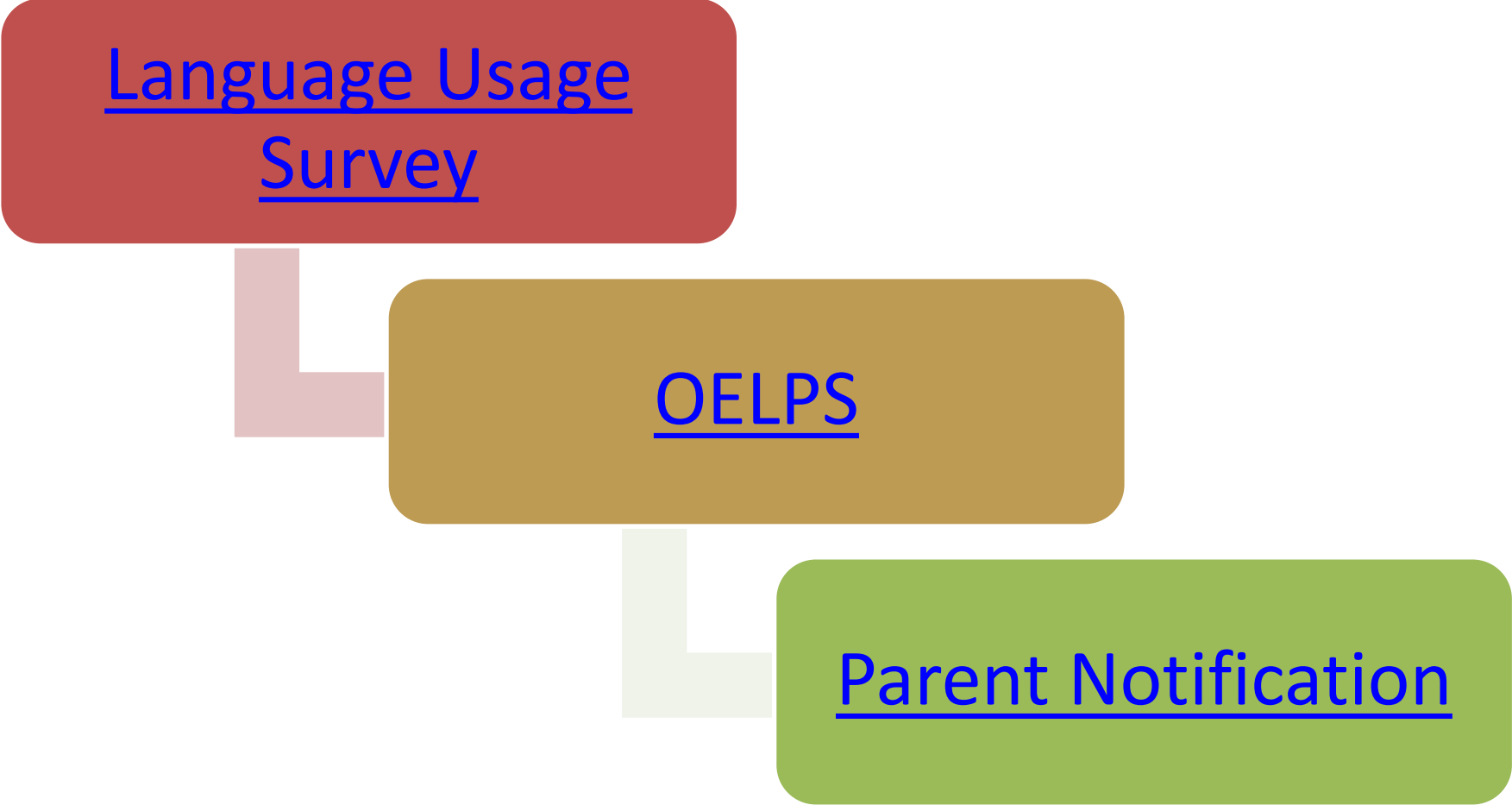
English Learners

Aged 3-21

Enrolled in
elementary or
secondary school

Native language
other than
English

English Learner Identification



Federal Guidance

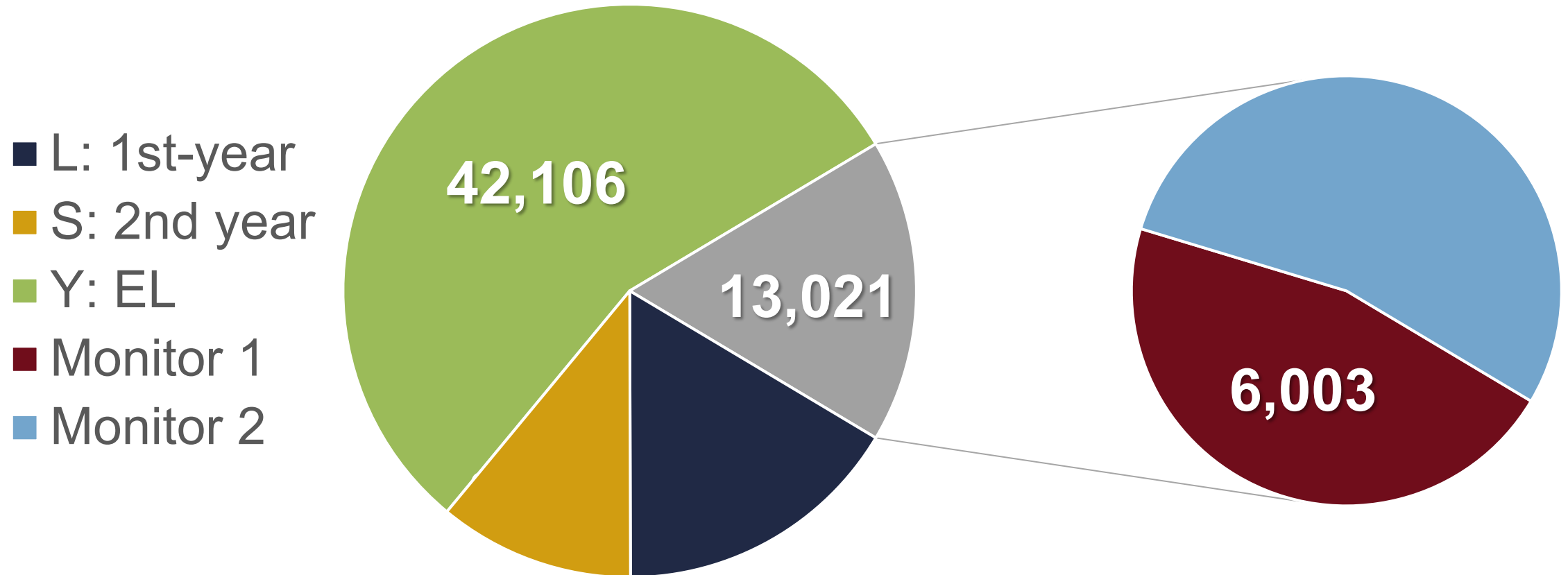
Dear Colleague Letter - Outlines obligations to English learners and their parents/guardians.

English Learner Toolkit - Ten-chapter companion guide to support the Dear Colleague Letter. The EL Toolkit provides state and local education agencies with practical resources to meet their obligations to English learners.

Non-Regulatory Guidance: English Learners and Title III - Provides information to assist states and districts in meeting their obligations under Title III of the ESEA as amended by ESSA.



English Learner Classification



See [EMIS Manual Section 2.5: Student Attributes](#) for descriptions.

English Learner Programs

Dual Language Program

Content Classes with Integrated ESL Support

Newcomer

English as Second Language

Transitional Bilingual Education

Other Program

See [EMIS Manual Section 2.9: Student Program Record](#) for descriptions.

Assessments and Accommodations

- [Ohio English Language Proficiency Screener \(OELPS\)](#)
- [Ohio English Language Proficiency Assessment \(OELPA\)](#)
- [Alternate Ohio English Language Proficiency Assessment \(Alt-OELPA\)](#)
- [Accessibility for Ohio's State Tests](#)

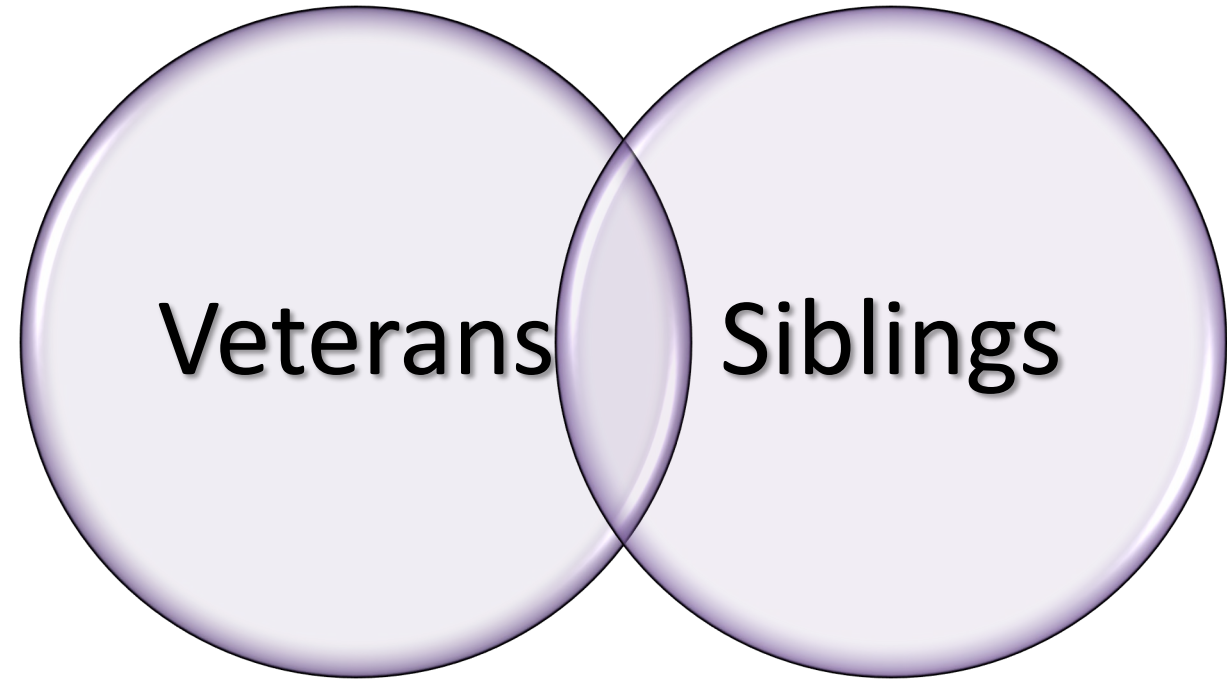


Newcomers

- Newcomers are typically students born outside the USA and in their first or second year in the US.
 - No formal definition.
 - Do not ask about citizenship or immigration status.
 - Provide translation services at registration.
- Initial placements may be temporary and based on local policies.
- Student with Interrupted Formal Education (SIFE)



Military-Connected Students



Impact

Frequent Moves

- 6-9 Moves in K-12
- Every 2-3 Years
- CONUS and OCONUS

Parent Absence

- Activations
- Deployments
- Unaccompanied Moves

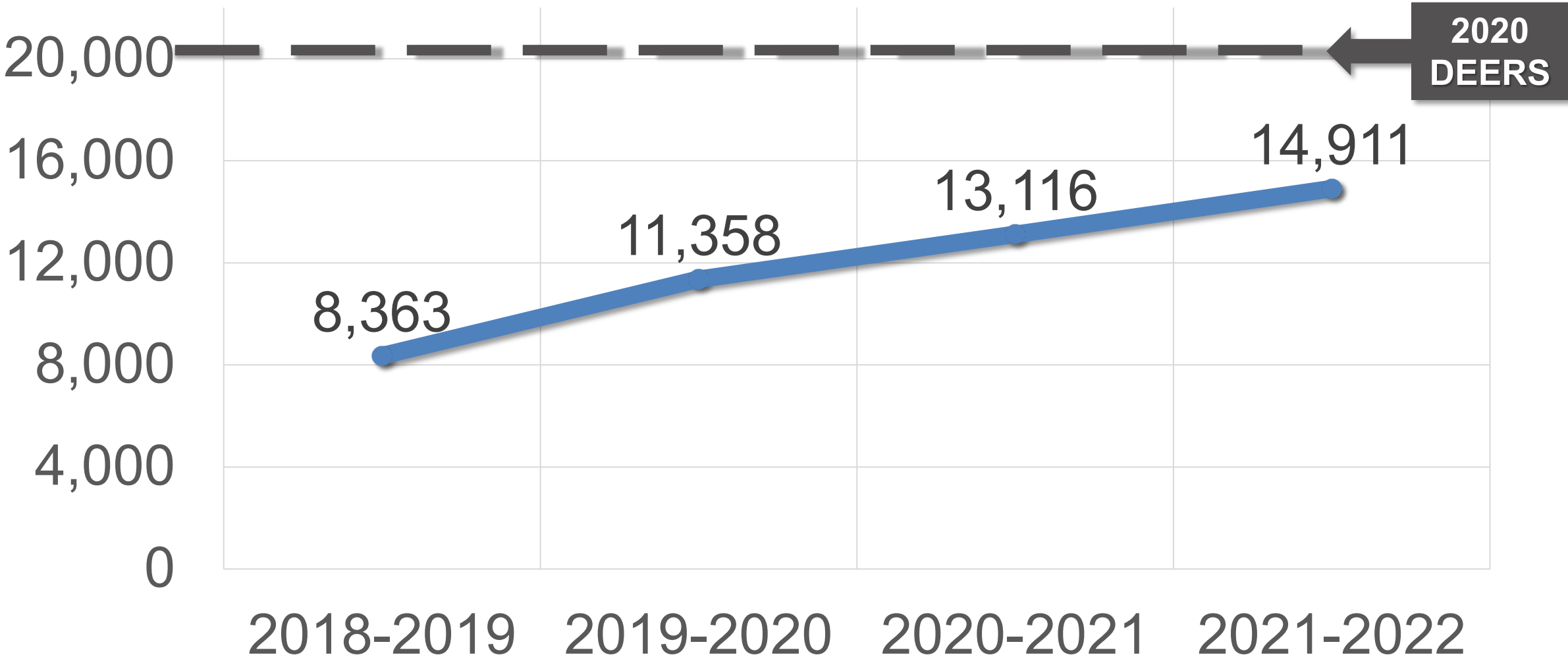
Educational Barriers

- Learning Gaps
- Transferring Credits
- Extracurricular Participation

Social/Emotional

- Lack of Familial Supports
- Military Caregiver
- Separation/Reintegration

Military-Connected Students in Ohio



Identification Requirements

- Required under [Every Students Succeeds Act](#) (ESSA).
- Collect during enrollment or a survey to every family
- Question should:
 - Be clear and straightforward
 - Pertain to parent or legal guardian
- Contain responses for:
 - A. Active Duty
 - B. National Guard
 - C. Reserves



Impact of MSI Collection

- [Interstate Compact on Educational Opportunity for Military Children](#)
 - State law in all 50 states that lowers barriers for military-connected students
- Access to a [school liaison](#)
- A requirement of the [Purple Star Award](#)
- [Academic and student wellness supports](#) during activations, deployments and transitions



Questions?



Next Principal Chat

- Second Wednesday each month at 9:30 – 10:30am
- November 8
- Focus Topic: Scheduling

Contact: schooladmin@education.ohio.gov



Exit Survey

