

SPONSOR UPDATE

APRIL 2021

**Peggy Young,
Director**

**Jennifer Schorr,
Associate Director**

OUR 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.

OUR 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.

Deliberations continue on K-12 funding overhaul bill

The House Finance Primary and Secondary Education Subcommittee has continued to hold hearings on legislation -- H.B. 1, commonly referred to as the Cupp-Patterson bill in recognition of its original sponsors -- to overhaul Ohio's approach to funding its K-12 public education system.

Among those testifying was State Superintendent of Public Instruction Paolo DeMaria, who expressed support for the proposed six-year phase-in implementation process while pointing out that adopting a new framework without providing full support for funding would serve little purpose.

Most of the debate has centered not around the approach, but rather on the increased cost, estimated at about \$2 billion annually.

Under the proposed plan, the pass-through approach to funding charter schools and some private school vouchers would be eliminated, potentially reducing the tension that currently exists between those entities and traditional public schools and districts. According to one of the bill's sponsors, Representative Jamie Callender (R-Concord), the need to implement this provision in a manner that doesn't leave charters vulnerable to future line-item veto has been discussed "at length."

Under H.B. 1, the base per pupil allocation is set at \$7,200. An interim formula would be established for charter schools generally relying on the same calculations as used to determine that of traditional public schools.

In addition to a number of district superintendents and treasurers who have testified in support of the bill, the Ohio School Boards Association, Buckeye Association of School Administrators and Ohio Association of School Business Officials have done so, as well.



BI-PARTISAN BILL TO OVERHAUL STATE REPORT CARD ON HORIZON

Representatives Don Jones (R-Freeport) and Phillip Robinson (D-Solon) recently announced plans to introduce legislation to overhaul Ohio's report card accountability system for K-12 public schools and districts.

The proposal calls for the elimination of the use of letter grades, replacing them with six labels -- significantly exceeds expectations; exceeds expectations; meets expectations; significantly approaching expectations; moderately approaching expectations; and, in need of support - with the Ohio Department of Education granted authority to establish criteria.

According to Representative Jones, the goal is to "simplify the state report card, give it real meaning and to make it more proactive all while continuing to comply with federal guidelines."

"Our current report card system isn't working for schools, students and our communities," Representative Robinson said. "With nearly 60 co-sponsors, this bipartisan legislation will begin to help address the long-lasting, systemic issues in Ohio's education and end the piecemeal changes approach that has been failing our students."

Testing bill approved for immediate enactment

Substitute House Bill 67 moved swiftly through the legislative process over the first three weeks of last month and was enacted immediately upon being signed into law by Governor Mike DeWine on March 20.

The original bill called for a waiver of all state testing requirements but needed changes following the Biden Administration's announcement that states would be granted flexibility on how testing is conducted but no waiver of federal testing requirements.

The new law allows, for the current school year, juniors and seniors to substitute final course grades for end-of-course exams to satisfy graduation requirements.

It also exempts students from taking the American history exam and extends the testing window for federally mandated tests. Additionally, it creates a new graduation pathway for students who earn the OhioMeansJobs readiness seal in the current school year. The deadline for the Ohio Department of Education to report school and district performance data for the 2020-2021 school year is extended by a month, from September 15 to October 14.

The bill -- which included an emergency clause to make it immediately effective -- was passed nearly unanimously in both chambers of the Legislature, with the final vote in the House of Representatives 87-1 and 32-1 in the Senate.



Photo by Ben Mullins on Unsplash

Transportation funding debated

Transportation provisions included in the K-12 funding overhaul bill (H.B. 1) and the state biennial budget bill (H.B. 110) are being considered and debated in the Ohio House of Representatives.

The House Finance Primary and Secondary Education Subcommittee heard testimony from members of the workgroup that developed the K-12 education funding proposal currently under consideration.

Among the group's 14-point plan for overhauling transportation funding and policy are recommendations to increase the state's minimum share of district transportation funding to 50 percent and allocate \$45 million annually to help fund districts' bus purchases.

Three key education stakeholder groups -- the Ohio School Boards Association (OSBA), Buckeye Association of School Administrators

Continued on pg. 3

GROUPS DIVIDED ON FAFSA PROVISION IN BUDGET BILL

The K-12 and higher education communities are divided over language in Governor Mike DeWine's budget proposal which would require all students to file Free Application for Federal Student Aid (FAFSA) to meet graduation requirements.

While key K-12 stakeholder groups -- the Ohio School Boards Association, Buckeye Association of School Administrators, Ohio Association of School Business Officials and Ohio Association of Independent Schools - see the requirement as unnecessary, the Association of Independent Colleges and Universities of Ohio and the Inter-University Council of Ohio testified in support of the language contained in H.B. 110.

Chancellor of the Ohio Department of Higher Education Randy Gardner sent a memo in support of the proposed requirement to community and education leaders throughout the state.



Transportation funding — continued

(BASA) and Ohio Association of School Business Officials (OASBO) – jointly testified before the House Finance subcommittee, calling multiple provisions of H.B. 110 on school transportation “problematic.”

Among the organizations’ concerns is a provision that would require districts to schedule students enrolled in charter and private schools after June 1 within 14 days, recommending changing “14 days” to “as soon as possible.”

A representative of the Ohio Association of Independent Schools told subcommittee members that some public school districts have felt “emboldened to ignore provisions in the Revised and Administrative codes pertaining to their responsibilities” during the pandemic, stating that Governor Mike DeWine’s budget proposal “strengthens the protections for families seeking to receive transportation.”



Photo by Maximilian Simson on Unsplash

Under Governor DeWine’s proposal the deadline for charter schools to notify districts of their intent to transport their students would change from January 1 to August 1. OSBA, BASA and OASBO suggested March 1 as a potential compromise.

The three groups also voiced objection to language in H.B. 110 that would restrict the ability of districts to fulfill their student transportation responsibilities using public transit and a proposed requirement that districts notify the State Board of Education when declaring transportation impractical for a student.

Legislation would expand teacher tax deduction

Bipartisan legislation (S.B. 120) recently introduced by Senators Nathan Manning (R-N. Ridgeville) and Teresa Fedor (D-Toledo) would increase the state income tax deduction for teachers who buy classroom supplies with their own money from \$250 to \$1,000.

“Especially during these unprecedented times, it is crucial that we help ease the financial burden teachers undertake to supply their students with the tools to learn effectively and safely,” Senator Manning said. “By simply increasing this important tax deduction we already have in place, we will benefit both our students and teachers.”

The bill has been assigned to the Senate Ways and Means Committee for consideration.

LITERACY GRANTS AVAILABLE

The Ohio Department of Commerce (ODC) recently announced that it is accepting applications for Financial Literacy Education Fund grants for fiscal year 2022. The \$75,000 grants will be awarded to entities that make virtual programs on financial literacy available to children and young adults.

"Now more than ever, it is important we provide the knowledge needed to be financially successful, as well as prepare adolescents for the uncertainty of the future," said Kevin Allard, superintendent of ODC's Division of Financial Institutions. "We also recognize the need to present this education virtually and want to encourage this type of learning."

The grant application deadline is April 30. Access the program and application guide online at: https://www.com.ohio.gov/documents/FlIN_OhioFinancialLiteracyEducationGrantProgramFY2022.pdf



Teacher receives well-deserved recognition

Those who do what they love are often quite good at it, and that's certainly the case with Rachel Gerwin, college and career readiness coordinator at the L. Hollingworth School for the Talented and Gifted (LHSTG) in Toledo.

Engage with Gerwin for even the shortest period of time and you'll immediately pick up on her enthusiasm for teaching and love for her students. Her positive attitude and willingness to always go the extra mile is appreciated by LHSTG teachers and staff, including Kristin Webb, who teaches kindergarten at the school. She recently nominated Gerwin for Ohio Lottery Partners in Education Teacher of the Month.

"It was a very nice surprise to receive an email from the Ohio Lottery informing me of the honor," Gerwin said. "It's very humbling and quite unexpected. I'm thrilled to accept this award on behalf of every member of the (LHSTG) team!"



Each month, Ohio Lottery Partners in Education recognizes up to nine great students as Academic All Stars and up to nine outstanding educators as Teacher of the Month. Gerwin was among those to receive the honor in February.

"Rachel always – even before the pandemic – goes above and beyond expectations in supporting students and staff," Webb said. "She's pulled in a million different directions but is always willing to do whatever it takes to address others' needs. And she cares deeply about our students."

"Ms. Gerwin's dedication towards student growth and development continues to serve our L. Hollingworth School families very well," said Head of School Terrence 'TC' Franklin. "This could not be more evident as she has done a phenomenal job keeping our technology initiatives intact for our students and staff amid the COVID pandemic. Rachel is a true leader that finds a way to rise above adversarial conditions, a true and inspiring reflection of her character and passion."

Rachel didn't begin her career in education. After earning an undergraduate degree in psychology and working with residents of a group home, she realized it wasn't the best fit for her. She accepted a position as an educational aide working one-on-one with students with behavioral problems and discovered her passion for teaching.

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HELP STUDENTS EXPLORE CAREERS WITH REDESIGNED OhioMeansJobs K-12

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Lieutenant Governor Jon Husted and InnovateOhio, in partnership with the Governor's Office of Workforce Transformation and the Ohio Department of Job and Family Services, recently unveiled a fully redesigned, more accessible OhioMeansJobs website.

OhioMeansJobs K-12 is Ohio's free career planning system that offers comprehensive career exploration tools, online training and resources specifically for students, teachers and school counselors.

OhioMeansJobs.com allows students to learn about their career interests and in-demand jobs, build resumes, search for college and training programs, create a budget based on future expenses, and develop meaningful academic and career plans for high school and beyond.

Access the redesigned website at:

<http://education.ohio.gov/Media/Ed-Connection/March-15-2021/Help-students-explore-careers-with-the-redesigned>

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Well-deserved recognition — continued

When her school was presented with the opportunity to receive a new SMART Board if a member of the team was willing to be trained, Gerwin volunteered and through the experience began to develop her interest in technology.

She went on to earn a master's degree in education and has been employed by the LHSTG for nearly ten years. She is responsible for technology, serves as a member of the administrative team, and teaches introduction to technology to kindergarten through second grade students, and college and career readiness to students in grades three through eight.

Gerwin sees her Teacher of the Month honor as a tribute to the entire LHSTG team – from teachers and paraprofessionals who she says “go way above and beyond expectations,” to office staff, the custodian and the head of maintenance who are “the backbone of our school!”



Her expertise in technology is a real asset to the school and its students, including throughout the COVID pandemic. LHSTG has provided students with Chromebooks and hot spots, and engages students and monitors their progress through i-Ready, Google Classroom, Google Meets and Google Forms.

“Technology isn’t a good replacement for teachers,” Gerwin said. “But it’s a good supplement and has been an important tool in supporting students learning remotely. Having kids here in the building provides better structure – easier access to food, a regular routine and the ability to connect with students – but we’ve worked together as a team to make sure students’ needs are still being met.”

In addition to nominating Gerwin for Teacher of the Month, Webb nominated one of her kindergarten students – Shianne Reneau – for Academic All Star. She, too, was a February honoree.

“Shianne had a bit of a rough start in school, but she really turned things around,” Webb said. “Her attitude improved dramatically and she has a new dedication to academics. I’m so proud of her!”

Webb said that the nomination process is quick and easy. Each winner receives a certificate of excellence, a \$75 gift card and a prize pack. They are also featured on the Ohio Lottery’s website and through social media posts.

Learn more about the Ohio Lottery’s Partners in Education initiative and the nomination process online at:

<https://www.ohiolottery.com/About/SupportingEducation>

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CHARTER SCHOOLS PROGRAM GRANT “INTENT TO APPLY” DEADLINE FAST APPROACHING

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The Ohio Charter Schools Program Planning and Implementation grants strive to increase the number of high-performing charter schools and the percentage of charter school students enrolled in high-performing schools. It also seeks to increase the number of already existing high-quality charter schools that are expanding courses and programs, significantly increasing enrollment or adding grade levels.

Three types of grants are available:

- ◆ Planning subgrants intended for groups of individuals who are developing a high-performing charter school;
- ◆ Implementation subgrants for charter schools in their first and second years of operation; and,
- ◆ Expansion subgrants for high-quality charter schools seeking to expand.

After reviewing the eligibility requirements on the Ohio Department of Education’s website, interested, eligible schools must submit an Intent to Apply form by April 12. Learn more online at:

<http://education.ohio.gov/Topics/Community-Schools/Charter-Schools-Program-Grant-CSP>

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Teacher, school proud of student’s great success

A former Stambaugh Charter Academy student has made her teachers and former school proud. Dayshanette “Day” Harris is now a dedicated second-year student at the University of Pittsburgh and a starting guard for the Panther’s women’s basketball team.

Harris describes herself as “not that well behaved” when she followed in her siblings’ footsteps and enrolled as a student at Stambaugh -- that is until she formed a special relationship with a teacher who helped her turn things around. Today, she credits the K-8 charter school with helping to put her on the path to lifelong success.

“At Stambaugh, I wasn’t just another student – I meant something to the teachers there,” Harris said. “They showed me that they truly cared.”



After graduating from Stambaugh, Harris maintained her relationship with reading and social studies teacher Jennifer Appugliese, better known to students as Apple. She enrolled at Ursuline High School where she developed a friendship with Apple’s nephew who was also a student there.

Harris was a four-year starter on Ursuline’s women’s basketball team, where she set the school and Mahoning County scoring record with 2,428 career points, was named the Division II Northeast Inland District Player of the Year and earned First Team All-Ohio honors as a senior. Apple rarely missed a game.

Harris is the second oldest of six children in the family, some of whom Apple had taught over the years. Her connection to the family and her enthusiasm for Day’s academic and athletic success led to development of a special bond. When University of Pittsburgh women’s basketball recruiters came to talk with Day and her parents, Apple was invited to attend the family dinner.

“I’m honored to have been embraced so warmly by the Harris family and continue to celebrate Day’s success,” Apple said. “She is a gifted young lady with a bright future.”

Harris had an impressive first year as a Panther, being named to the ACC All-Freshman Team, becoming just the second Pitt player in

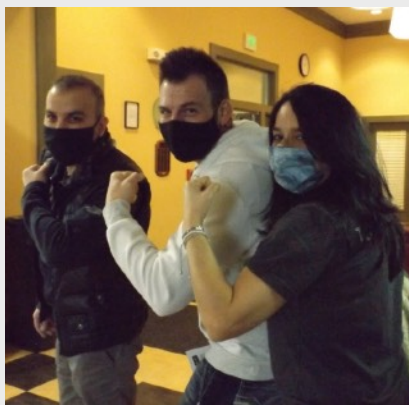
Continued on pg. 7

PREPARING TO RETURN!

Administrators, teachers and staff at Horizon Science Academy (HSA) Youngstown are among the countless school personnel across the state and the nation preparing to safely return students to in-person learning by receiving COVID vaccinations.

On March 4, HSA Youngstown staff took advantage of their first opportunity to receive the vaccine, followed by a waiver day to allow for recovery.

Fortunately, other than a lot of sore arms, no side effects were experienced! The team is eager to welcome students back to the building following Spring break!



Students great success — continued

program history to earn the recognition. She closed out her first season leading the Panthers in scoring, assists and steals as she became the first Pitt freshman and the only freshman at a Power 5 program to lead her team in all three categories.

Her success continued in her sophomore year, averaging 12.4 points per game with a team-leading 70 assists and 20 steals.

Harris dreams of playing in the Women’s National Basketball Association, but she is also focused on her studies and is appreciative of the four-year scholarship awarded to her. Majoring in administration of justice with a minor in legal studies, Harris also imagines a career beyond basketball.

“I want to help bring about societal change that will lead to justice for all,” Harris said. “I want to help ensure justice for black men who are often unfairly targeted. I can also imagine working in law enforcement -- perhaps for the FBI.”

“Day has worked hard to achieve academic and athletic success,” Apple said. “I’m so proud of her and confident she’ll continue to do great things.”

School’s support for teacher recognized by Ohio National Guard

The process was lengthy, but Horizon Science Academy (HSA) Lorain teacher Eric Lamb wanted to show his appreciation for the outstanding support he received from the school by applying for an award from the 437th Military Police Battalion of the Ohio National Guard.

Lamb began his first year teaching at HSA Lorain with a lot on his plate besides starting a new job. In addition to heading off to two weeks of National Guard training, he and his wife were expecting their first child.

“I was starting with a new employer and I had to tell them that I’d be gone during the first two weeks of school when teachers are supposed to be setting up the classroom,” Lamb said.

A nervous Lamb was pleased to discover that his new employer was eager to accommodate him, developing a plan and providing resources to ensure that all his priorities were met.

After completing his National Guard training, Lamb and his wife faced another challenge: the early arrival – two months before the expected date – of their baby, Lochlan. In addition to caring for his wife, Lamb was visiting his tiny newborn at the Cleveland Clinic.

Continued on pg. 8

DISPLAY CELEBRATES WOMEN'S HISTORY MONTH

A new student at Focus Learning Academy of Southwestern Columbus (Focus SW) embraced this year's annual celebration of the contributions of women to events in history during Women's History Month in March.

In keeping with the school's tradition of celebrating various holidays and officially-designated months on a range of topics, Trish Slawson created a display in the lobby of the building featuring female teachers and staff. Intervention Specialist Madison Welker reached out to female Focus SW team members on Trish's behalf, requesting photos that make them feel beautiful and quotes that speak to what it means to be a confident woman in today's world.

Who runs the world? Girls! served as the theme for the display that spoke to female empowerment and featured a number of celebrities and their quotes in addition to Focus staff - from Oprah Winfrey, Janis Joplin and Michelle Obama, to Audrey Hepburn, Marilyn Monroe, Cher and more.



Support for teacher — continued

"People would always ask about the baby when they walked by and they were so emotionally supportive," Lamb said. "We received cards and gift cards, people cooked for us and it was such a big help."

According to Assistant Principal Jayson Bendik, kindness is a part of the school's culture.

"Mr. Lamb is an excellent teacher and we understand that people are human," Bendik said. "We wanted to be able to support him in any way possible. We all go through difficulties in life and have obligations and life outside of our careers."



Two months after Lamb submitted the application highlighting the tremendous support he received from the school, he was thrilled to learn that his school would receive much-deserved recognition from the National Guard.

"It's amazing to know that you always have people in your corner," Lamb said. "The emotional support I receive here is unmatched. It really is a support system and a great place to be."

Students bring home gold, silver and bronze

The first opportunity for students to participate in Concept Schools' annual Science and Engineering Fair is as fifth-graders, and there's always a lot of excitement as they choose interesting, challenging and testable topics with the potential to benefit others.

Given the COVID pandemic and the challenges involved in coordinating virtual events, it would have been easy to simply cancel the 2021 event. But the Concept team isn't focused on what's easy, but rather on providing activities that engage their students.

Staff and students at Horizon Science Academy (HSA) Elementary in Columbus embraced the challenge, earning 14 medals at the February 16 virtual South Ohio Schools Regional Science Fair: four gold, nine silver and one bronze.

Continued on pg. 9

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TIPS TO SUPPORT ATTENDANCE AND STUDENT ENGAGEMENT AVAILABLE

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No matter how students are learning - online, in-person or hybrid - attendance and engagement are critical to success.

Circumstances surrounding virtual learning and the pandemic in general are amplifying previously existing attendance and engagement challenges.

To support educators in addressing them, the Ohio Department of Education has developed a new webpage that features helpful resources including a checklist of preventative and supportive measures that should be taken before working with the court system to resolve truancy issues.

Access the new webpage at: <http://education.ohio.gov/Media/Ed-Connection/March-15-2021/New-webpage-offers-tips-to-support-attendance-and>

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Gold, silver and bronze — continued

“We were 100 percent remote learning as students were preparing for the competition,” said STEM Teacher and Science Director John Hughes. “But teachers and students rose to the challenge, presenting their work using Google Slides instead of traditional presentation boards and presenting via Zoom recordings.”

Students chose topics and began working on their projects after school in December. In the weeks leading up to the virtual

competition, students worked closely with their teachers who made themselves available to help on Tuesday, Wednesday and Thursdays evenings.

“They were excited to share what they’d learned and didn’t let the modified format interfere with their enthusiasm,” Hughes said. “Students love having the opportunity to choose topics that really interest them – that’s the hardest part of the project for most kids but something they really enjoy.”

Categories of the winning projects were diverse – from health, biochemistry, microbiology, physics and chemistry, to behavioral science, material science, environmental science and electronics/ engineering.

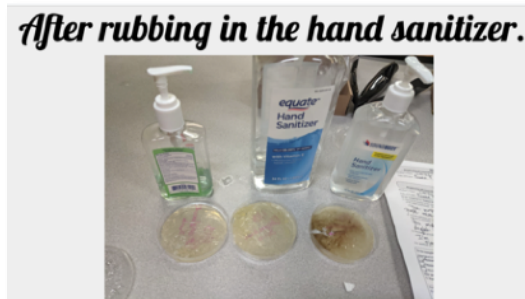
Congratulations to all the winners including the 10 students who qualified to participate in the national competition – Concept Schools Science and Engineering Fair -- which will also be held virtually, on April 24!

Video helps parents protect children from identity theft

In recognition of National Consumer Protection Week, the Ohio Attorney General’s Consumer Protection Section created a video to guide parents through the process of placing a security freeze on their children’s credit reports.

Security freezes are free and may help protect children from identity theft. With more students learning in a virtual environment, student information has become more widely available, leaving children more vulnerable to identity theft.

Parents can access the video online at: <https://www.youtube.com/watch?v=y10sEjOhj8w>



ATTENDANCE WORKS HOSTS SERIES OF WEBINARS

Attendance Works and its partners recently announced the 2021 Attendance Awareness Campaign webinar series. Under the theme campaign – *Rebound with Attendance!* – each webinar will offer insights, strategies and real-world examples illustrating how we can encourage and support student attendance from spring and through the next school year.

The series, scheduled for 2 to 3:30 p.m. Eastern Time, will include:

- ♦ *Committed: Supporting Attendance and Participation to the Very Last Day of School*, April 14;
- ♦ *Engaged: Using Summer to Connect with Students and Families*, May 26;
- ♦ *Welcomed: Embracing Students, Families and Educators in the New School Year*, August 4; and
- ♦ *Fully Present: Leveraging Attendance Data to Ensure Ongoing Success*, September 29

Learn more and register online at:

[https://
www.attendanceworks.org/
resources/webinars/](https://www.attendanceworks.org/resources/webinars/)



UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

Buckeye Community Hope Foundation (BCHF) is happy to announce its new partnership with Frontline Education for professional development beginning in Summer 2021! This will enable the scheduling of conferences, tracking of individual records of attendance and many other wonderful things! Watch for further announcements about BCHF and Frontline Education. Effective April 1, BCHF will discontinue use of its previous registration platform, Eventarc. In the interim, please send registrations via email to schoolimprovement@buckeyehope.org until Frontline becomes operational. Consider participating in the following upcoming events, and please pay special attention to the following temporary registration instructions:

To register for all BCHF PD events, send an email to:
schoolimprovement@buckeyehope.org
Note abbreviated course name (as provided for each session below) in the subject line. Include sponsored school name, full name and email address of each registrant in the body of the email.

BEST PRACTICES IN REMOTE LEARNING – *April 13, 4 to 5:30 p.m.*

In this session, guest presenter Annie Ericson -- a teacher at Village Preparatory School: Woodland Hills -- will explore the tool *Classkick*. Participants will also discuss the future of remote learning post COVID-19. Join BCHF as it continues to build a community of best practice to meet the need for and challenges of remote learning! **Registration email subject line: *Best Practices in Remote Learning***

PHONICS AND DECODING Online course via Moodle – *April 15 to May 15*

This series of four online learning modules, completed collaboratively over the span of one month, will address how to explicitly teach phonics and decoding in the classroom. Participants will explore best practices for teaching phonics and decoding, prepare lessons where they are able to include those practices into instruction, and debrief (write experience blog to share) about how these practices work in their classroom. **Registration email subject line: *Phonics and Decoding***

DYSLEXIA BOOK STUDY -- *Beginning April 15, 3 to 4:30 p.m.*

With the passage of Ohio's new Dyslexia Law (H.B. 436), schools should begin preparing now for the three-year implementation

Continued on pg. 11

COMPLIANCE UPDATE

Transportation

Now that school buildings are re-opening and transportation has resumed, schools that offer transportation are responsible for the following compliance items:

- ◆ Pupil safety training
- ◆ Transportation coordination training (*not needed if training was completed in fiscal year 2020*)
- ◆ Bus driver qualifications
- ◆ Transportation management policies

Please contact your school representative if you have questions.

Title IX

The following is a list of revised Title IX measures. School websites should contain updated statements, reflective of these revisions:

- ◆ Contract information for the school's Title IX coordinator (name, phone and email)
- ◆ Non-discrimination policy for the school
- ◆ PowerPoint or other training materials that the school has used to train staff on Title IX

Continued on pg. 12

UPCOMING PROFESSIONAL DEVELOPMENT EVENTS —*continued*

DYSLEXIA BOOK STUDY -- *continued*

process. A good first step is to make sure school staff understand what dyslexia is and how schools can assist students with the condition. To support this initial professional preparation, BCHF will host a book study among interested leaders and staff from sponsored schools using Sally Shaywitz's book, ***Overcoming Dyslexia*** (2nd Edition, 2020; ISBN-10: 9780679781592). Discussions will be held on April 15 (Parts 1 and 2), May 17 (Parts 3 and 4), and June 15 (Parts 5, 6, & 7). Participants are responsible for obtaining their own copy of the book, which is available in several print and digital formats. ***Registration email subject line: Dyslexia Book Study***

SUMMER LEARNING OPPORTUNITIES FORUM -- April 19, 4 to 5:30 p.m.

As schools finalize plans for extended learning now and into the 2021-2022 school year, BCHF will provide a special opportunity for collaboration and discussion among its sponsored schools. The first of these sessions is the Summer Learning Opportunities Forum. Join in a discussion of considerations and options for summer/extended learning opportunities. BCHF will also provide an opportunity for schools to discuss and share their individual plans. ***Registration email subject line: Summer Learning Opportunities***

NEW TEACHERS' NETWORK MEETING #5 – April 20, 4 to 5:30 p.m.

This series of seminars supports a new teacher, or a teacher needing "refreshed" information, to address the challenges of a school year, from Fall to Spring. Join in the discussion of issues relevant to you and your teaching practice! Attend any one or all of the remaining series meetings. ***Registration email subject line: New Teachers***

NEW SCHOOL LEADERS' NETWORK MEETING #4 – April 27, 4 to 5:30 p.m.

This support network will walk a school leader through the year, covering topics of interest to all: testing; legislation; culture; special education; teacher evaluation; data; recruitment and retention of staff. Plan to attend any or all sessions; register for each session individually. ***Registration email subject line: New Leaders***

SPRING DROPOUT RECOVERY ROUNDTABLE – April 29, 4 to 6:00 p.m.

The roundtable is an opportunity for BCHF's dropout prevention and recovery schools to come together, problem solve and share best practices. Ms. Christine Galvin will return to discuss

Continued on pg. 12

COMPLIANCE UPDATE — *continued*

Other compliance items to be posted on school websites

- ◆ Governing authority member names
- ◆ Regular, special and emergency meeting information
- ◆ Required assessment information
- ◆ College Credit Plus information (annually by February 1)
- ◆ Career advising and student success plans
- ◆ Adequate yearly progress
- ◆ General notice of non-discrimination
- ◆ Right of individuals with disabilities
- ◆ Written summary of verified incidents of bullying
- ◆ PBIS, seclusion and restraint policy
- ◆ Wellness policy



UPCOMING PROFESSIONAL DEVELOPMENT EVENTS — *continued*

DROPOUT RECOVERY ROUNDTABLE – *continued*

graduation questions and issues. In addition, other updates will be provided and participants will be invited to share best practices.

Registration email subject line: Dropout Roundtable

EARLY LITERACY AND K-8 MATHEMATICS NETWORKS *Combined Meeting – May 6, 4 to 5:30 p.m.*

Join in a discussion of priority practices in both literacy and mathematics that come together in the typical elementary or middle school classroom. Participants will discuss how these subject areas interface and how to utilize instructional practices in each area to promote overall student achievement. **Registration email subject line: Early Literacy**

REACHING ALL CHILDREN THROUGH EQUITABLE MEANS (RACE) – *May 11, 4 to 5:30 p.m.*

RACE is a multi-faceted response that supports BCHF's commitment to all students and educators, especially to those of color or who are culturally and linguistically diverse (CLD). The goal of RACE is to help educators become aware of how the interaction of one's biases affects instruction and learning in the classroom and the ability to build supportive relationships with students of color and those who are CLD. Topics in this series include but are not limited to: parent engagement; recognition and reduction of prejudice; and, effective, culturally responsive teaching practices. School leaders, teachers and others may participate in any or all sessions offered. **Registration email subject line: RACE**

SPRING ENGLISH LEARNER NETWORK MEETING – *May 13, 4 to 5:30 p.m.*

This network is designed for school personnel concerned with educating English learners. A portion of the meeting will be devoted to sharing strategies, concerns, best practices and updates in the field. Part of the day will also be dedicated to in-depth discussion and presentations on a topic set by the group.

Registration email subject line: English Learner Support

SUCCESS STRATEGIES IN SECONDARY WRITING *Online Course via Moodle – May 15 to June 15*

How does one institute writing across the curriculum throughout a middle or high school? What are strategies that all subject area teachers can use to assign, critique and assess writing. Learn how much writing can improve the thought process for all students. At the end of the course, participants will be invited to experiment with a "workshop model" in their classrooms to help engage students and deepen their understanding of any subject. This course will be delivered just in time to help plan for the following school year. **Registration email subject line: Success Strategies**

Begin now to prepare for new dyslexia requirements

By Carol S. Young, Ph.D., Department Lead, Accountability & School Improvement

Governor DeWine signed H.B. 436, Ohio's "Dyslexia Law" into state law on January 9, 2021. The bill will be phased in over a three-year period with extensive requirements for schools. Details of the law will be determined by the Ohio Dyslexia Committee, comprised of 11 members, currently being formed by the Ohio Department of Education (ODE). Due to the number of provisions, schools are encouraged to start preparations immediately. Specifically, schools should consider these areas:

K-3 teacher credentialing – By 2022-2023, schools are required to establish a "multi-sensory structured literacy certification process" for K-3 teachers. Schools can begin now to ensure they have research-based, multi-sensory reading programs in place and to train teachers in those programs. The committee will also begin to publish lists of approved dyslexia training providers.

K-3 professional development – The committee will develop an approved list of professional development courses for teachers in grades K-1 and 2-3 with required clock hours between 6 and 18 hours. Courses/content recommended by the International Dyslexia Association (IDA) or Center for Effective Reading Instruction (CERI) will likely be on the list. The law specifically states that "any professional development course completed by a teacher prior to the effective date of this section that is then included on the list of courses ... shall count toward the number of instructional hours [of professional development]."¹

Trained intervention specialists – Intervention specialists providing services to identified students in grades 4-12 will also be required to complete approved professional development. This training is likely to include becoming *certified* in multi-sensory reading instruction. State Support Teams and Educational Service Centers are beginning to offer Orton-Gillingham and Wilson Reading, programs already recognized as multi-sensory. Please note that

certification in most of these programs is a *multi-year* process.

Retention of trained personnel – Charter schools need to be especially mindful of ways to better retain qualified personnel. The committee will make recommendations as to the number of "dyslexia-certified" instructors required for each school based on enrollment.

Universal screening and RTI processes – The Dyslexia Committee will issue guidance on using "tier 1" and "tier 2" dyslexia screening tools beginning with the 2022-2023 school year. All K-3 students are to be screened, and students in grades 4 and above will be screened if they show certain risk factors or upon request of a parent or teacher. If screening identifies a student as being at-risk for dyslexia, the student's response to research-based reading instruction will be closely monitored for six weeks or more.

ETR processes – School teams evaluating students for suspected language-based learning disabilities should be trained in differential diagnosis of dyslexia. Differential diagnosis entails deeper looks at cognitive functioning, listening comprehension and specific reading skills. ETRs should report at least six weeks of progress monitoring data from research-based reading intervention. Schools can begin now to look at their ETR processes to see if sufficient data is being gathered.

Access more information about the law and its provisions online at:

[New law addresses dyslexia screening, intervention and remediation | Ohio Department of Education](#)

Buckeye Community Hope Foundation will host a book study among interested leaders and staff from sponsored schools using Sally Shaywitz's book, ***Overcoming Dyslexia***. See details including registration information on page 10.

133rd G.A., Sub. H.B. No. 436, retrieved from [House Bill 436 | The Ohio Legislature](#).

SCHOOL IMPROVEMENT

Putting a foot back into the water

By Carol S. Young, Ph.D., Department Lead, Accountability & School Improvement

My mother restricted us from going to public swimming pools until we were almost teenagers. **Now I know why.** She could not forget the polio epidemic and young children in iron lungs. My grandmother had similar demons. She kept a flowered hanky over her nose and mouth in crowded rooms. **Now I know why.** She survived the Spanish Influenza Pandemic.

This past month, a wise school leader advised me that COVID will leave us all with a few demons. Many of us have lost someone. Some of us have become highly protective. Others mistrust vaccines. Some just are waiting to see. “About 20 percent of our school families,” the leader said, “are afraid to put that first foot back into the water.” It’s true. Even with schools opening to in-person learning and stepped-up vaccinations, some families remain fearful.

Most educators desperately want students back in person. Teachers and school leaders have done a phenomenal job with remote learning. However, data show most students lagging in both achievement and progress as compared with “normal” school years. Added to concerns about academics, educators fear students are not receiving the social-emotional, nutritional, mental health or overall support they need. Vulnerable groups of students, including students with disabilities, English learners and very young students seem to be suffering the most. Getting back in-person is a priority.

How do we convince reticent parents to bring students back to school? As with most things this year, we are charting new territory. Schools need to work with families to share information about safety, progress and participation. They can also work actively with families to listen and overcome individual concerns. Here are some suggestions:

Share your safety record. Thanks to consistent safety precautions, schools overall have been safe places. Schools’ reporting of COVID case numbers is now very low. Quarantines have been handled seamlessly with most COVID cases arising from community, rather than in-school, spread. Schools have also done an effective job of educating students on hygiene, including how to wear masks, and keep

hands and surfaces clean. Several schools sponsored by Buckeye Community Hope Foundation (BCHF) have published videos of impressive safety and cleaning efforts on their websites.

Schools should continue to highlight their safety procedures. Barring additional surges, newer tools like “instant” COVID testing and eventual vaccines for children will make schools even safer. Schools may consider offering an online town hall for “still-virtual” parents. In this forum, schools can discuss plans for in-person learning and reassure parents of continued safety measures. A local health official may be willing to add support to the conversation.

Meet families halfway. When I was a school superintendent, I learned an important lesson. When our district implemented all-day kindergarten, several parents objected. They felt children would get too tired and need a nap, or that the school was forcing academics too early. We took a flexible approach, “That’s ok,” we said in meetings and newsletters, “We are OFFERING all-day kindergarten. If you want to bring your child for only half a day, that’s ok.” The resistance disappeared. By mid-year, all kindergarten students were coming for the full-day program and none fell asleep!

As schools reopen, families need to experience that same flexibility -- to come into the water slowly. A few schools sponsored by BCHF are offering walk-in Wednesdays or flexible Thursdays -- times when families can schedule individual tutoring appointments or conferences. In addition, some schools have offered laboratory spaces where students can participate in remote learning or live-streamed classwork under supervision. These efforts dispel family concerns about large groups. Families and schools also have the opportunity through these contacts to discuss fears and concerns openly with school personnel.

Discuss progress. Parent-teacher conferencing should intensify if a student is receiving all-virtual instruction. After a year of remote and hybrid

Continued on pg. 15

Back into the water — continued

instruction, we have learned that some students do thrive when learning at their own pace and on their own schedule. Far too many students, however, do not handle the independence and lack of direct contact well. Teachers and parents should engage in honest conversations about student progress. These discussions should include descriptive evidence of meeting grade or course area requirements. If a student is at risk for failing a course or being retained, school administrators should notify parents as soon as possible. School personnel, parents and students should consider a course of action, including a return to partial or full in-person learning, if a student is not progressing.

Follow truancy policies. Truancy policies are still in force for virtual learners. Virtual students must meet participation requirements in order to be counted as “present.” Schools should follow board-adopted attendance, truancy and truancy intervention policies for all students, including virtual students. One truancy intervention option may be a return to in-person learning. In order to hold virtual students accountable, East Cleveland Schools, for example, implemented a policy whereby students returned to in-person learning if their progress or participation put them at risk for failure. In considering similar student accountability options, schools should read and follow their policies carefully and seek advice from legal counsel to clarify any questions about students who are working remotely.

Offer creative solutions. Families may prefer to remain “virtual” for many reasons including health concerns, continued concerns about the virus and its variants, and individual preferences. Families may also have culturally based beliefs about disease, health intervention/vaccination or safety. It helps to know the basis for families’ requests to remain virtual. Some may need, for important health reasons, to remain remote until the pandemic is further resolved. But schools can often find creative suggestions to overcome barriers. A return for a partial day, specific day of the week, individualized appointment or special activity may be a way to work toward full return. Many schools are also planning summer learning opportunities with individual or small group formats — a good way for students to get “one foot back in the water.”

Most families and educators agree, “Let’s get back to school!” But for a few families, this prospect remains scary. Educators and parents should talk with each other about their feelings and consider small steps over a sudden plunge. This way, we all come back together safely.

For most of us, it’s been a difficult year. *And now we know why* — we simply miss the kids!

BUCKEYE COMMUNITY HOPE FOUNDATION
3021 East Dublin-Granville Rd; Columbus OH 43231
(614) 942-2030 www.buckeyehope.org

