

SPONSOR UPDATE

AUGUST 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.

All Schools Meeting to feature Dr. Gholdy Muhammad

Buckeye Community Hope Foundation (BCHF) is pleased to welcome Dr. Gholnecsar (Gholdy) Muhammad as the keynote speaker for the virtual 2021-2022 All Schools Meeting on September 15! Dr. Muhammad will present a foundation for *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Education*.

Dr. Muhammad is a leader who strives to shape the national conversation for educating youth who have been underserved. Currently an associate professor of language and literacy at Georgia State University, she serves as the director of the Urban Literacy Collaborative and Clinic. Her career also includes having served as a school district curriculum director responsible for K-12 literacy instruction, assessments, and professional development, and as a reading, language arts, and social studies middle school teacher.



Dr. Muhammad received her Ph.D. in Literacy, Language and Culture at the University of Illinois at Chicago. Her research interests are situated in the historical foundations of literacy development and the writing practices among Black communities. Additionally, she works with teachers and young people across the United States and South Africa in best practices in equity, anti-racism and culturally and historically responsive instruction. She served as a literacy coach and school board president. She has received numerous national awards and is the author of the best-selling book, *Cultivating Genius: An Equity Model for Culturally and Historically Responsive Literacy*.

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THIRD GRADE READING PROMOTION SCORE APPROVED

As expected, the State Board of Education took action at its July meeting to approve the score third-grade students must achieve on the state's English language arts assessment in order to advance to fourth grade.

By a unanimous vote, the board set the promotional score for the 2021-2022 school year at 683 – the score previously in place, causing some members to voice concern that in doing so the board fails to fulfill its statutory duty to increase the score each year until it reaches proficiency or between 700 and 724.

State Superintendent Paolo DeMaria pointed out that the score of 683 has not been used for promotion decisions in recent years due to COVID-19 legislation.

"The argument could be made that this cut score, since it never really went into effect, does in fact represent an increase," DeMaria said.

All Schools Meeting — continued

BCHF requests that one or more school leaders from each sponsored school participate in the virtual All Schools Meeting, which will be held via Zoom on September 15, 8:30 a.m. to 3:30 p.m. Registration is now open through BCHF's online catalog at [Frontline Education \(mylearningplan.com\)](https://mylearningplan.com). A copy of Dr. Muhammad's book will also be sent to each school leader.

Superintendent to retire in September; deputy chief to assume interim title

State Superintendent of Public Instruction Paolo DeMaria announced last month that he will retire in September.

"After five years as superintendent and 30 years of public service, it's time to start a new chapter," DeMaria said in a recent Tweet. "What an amazing adventure working with so many wonderful people."

Deputy Superintendent John Richard will begin service as interim superintendent on September 25, immediately following DeMaria's last day. From 2013 to 2015, Richard served in the Ohio Department of Education (ODE) as a senior executive director and associate superintendent before leaving to serve as associate director of the Ohio Association of Secondary School Administrators for two years. He returned to ODE in 2017.

Citing a lack of notice to board members and the public, board member Diana Fessler made a motion to postpone the resolution on Richard's appointment. It failed by a vote of three to 14 with the majority of members agreeing that the appointment aligns with the department's succession plan and that from a practical perspective the resolution needed to move forward since the board will not meet again until September.



Paolo DeMaria



John Richard

Bill to prohibit mask mandates introduced

State Senator Andy Brenner (R-Delaware) recently introduced legislation (S.B. 209) to prevent school boards – as well as the State

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BOE MEMBERS QUESTION ODE'S ROLE IN PROMOTING COVID VACCINES

At its July meeting, several members of the State Board of Education (BOE) voiced concern regarding a statement made by Superintendent of Public Instruction Paolo DeMaria that the department would play a role in advocating for COVID-19 immunizations.

"If any of you are seeing television commercials and public service announcements about promoting vaccinations, that's an ongoing effort that all state agencies and local health departments and the health industry, generally, are promoting," DeMaria said.

In addition to backing the state's public service announcements, the Ohio Department of Education is helping schools connect with organizations that can offer immunization clinics now that vaccines have been approved for people as young as 12 years of age.



Mask mandates — continued

Board of Education and state institutes of higher education -- from enacting mask mandates.

Under the bill, businesses could continue to require facial coverings, but notice would need to be posted "in a conspicuous place" and people with certain medical conditions would be exempt.

The American Academy of Pediatrics recommends masking for educators and children ages three and older who return to in-person learning this fall, and the Ohio Department of Health suggests that unvaccinated K-12 students and staff wear masks in school buildings when the new school year begins as the pandemic drags on.

According to the Ohio Department of Health, more than 111,500 cases of COVID-19 were reported among children under 18 years of age, leading to 1,224 hospitalizations and six deaths as of July 21.

Governor signs bill banning mandatory vaccines in schools, continues to encourage vaccinations

Governor Mike DeWine signed legislation (H.B. 244) prohibiting K-12 public schools and state universities from requiring individuals to receive a vaccine not fully approved by the U.S. Food and Drug Administration. The new law also prohibits discrimination against individuals who have not been vaccinated.

Originally focused on school enrollment for military families, the bill was amended in the Senate to address the immunizations, establishing new guidelines for state quarantine powers and requiring the Ohio Department of Health to cover the costs of individuals forced to quarantine.

Senate President Matt Huffman (R-Lima) defended the immunization provisions added to the bill as necessary to ensure consistency at various public schools and universities across the state, while Representative Allison Russo (D-Upper Arlington) issued a statement that the provisions put "political self-interests ahead of good public health policy."

The bill, which becomes law on October 13, is not applicable to hospitals and other healthcare facilities associated with state institutions of higher education.

Despite his signing of H.B. 244, DeWine continues to encourage Ohioans – including children ages 12 and older – to get vaccinated as



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ED BOARD REVISITS RACE, EQUITY RESOLUTION

As previously reported, the State Board of Education passed a resolution more than a year ago condemning racism and mandating implicit bias training for Ohio Department of Education staff which has proven to be quite controversial.

In July, members of the board took action on a proposed resolution put forth by District 8 representative John Hagan – one of five members of the 19-person board to vote against the original resolution -- to request a formal opinion of the “legal authority or lack thereof” of the original resolution by the Ohio Attorney General.

The board’s discussion took place against the backdrop of strong opposition by conservative lawmakers, organizations and individuals to teaching critical race theory, which examines the role of racism in the American legal system, and the introduction of two pieces of legislation (H.B. 322 and H.B. 327) prohibiting schools from teaching that any race is superior to another or that any person is inherently racist.

Vaccines — continued

fewer chose to do so even as the more contagious delta variant of the virus surges.

Dr. Bruce Vanderhoff, chief medical officer at the Ohio Department of Health, offered assurances that the vaccines are safe. “No corners were cut in the vaccine development process, but red tape was,” he said.

During a recent press conference Vanderhoff offered a stark warning: “You only have two choices left: either you get vaccinated or you are going to get COVID-19.”

Updated report card information available

The state’s accountability system and Ohio school report cards for the 2020-2021 school year will look different because of short-term changes in Ohio law and the accountability waiver approved by the U.S. Department of Education. The purpose of the report cards to be released in October is to report all available data for recovery and improvement planning. Many of the impacts, such as federal identification requirements, are waived or paused during this school year.



The state will not assign letter grades or issue rankings, and the data will not factor into any graded measures of components.

Learn more online at:

<http://education.ohio.gov/Media/Ed-Connection/July-19-2020/Updated-Information-for-the-2021-Ohio-School-Report-Cards>

Youngstown mayor celebrates grads!



City of Youngstown Mayor Jamael Tito Brown attended the Academy of Urban Scholars Youngstown’s recent graduation ceremony, congratulating and celebrating the 50 graduates of the dropout prevention and recovery high school and 30 graduates of the school’s 22+ education program.

OHIO TO RECEIVE ADDITIONAL FEDERAL AID

Ohio's proposal for spending more than \$4.4 billion in federal American Rescue Plan funding for primary and secondary education has been approved by the Biden Administration, opening the door to the release of nearly \$1.5 billion in aid following nearly \$3 billion in March.

The Ohio Department of Education's plan prioritizes academics, social and emotional needs, and efforts to enhance in-person, remote and hybrid education.

"The approval of these plans enables states to receive vital, additional American Rescue Plan funds to quickly and safely reopen schools for full-time, in-person learning; meet students' academic, social, emotional, and mental health needs; and address disparities in access to educational opportunity that were exacerbated by the coronavirus pandemic," U.S. Secretary of Education Miguel Cardona said in a statement.



Organizations offer range of supports

The Academy for Urban Scholars (AUS) and its management company – the National Center for Urban Solutions (NCUS) – leave a big footprint when it comes to community service. The organizations face challenges head on, not just surviving the COVID pandemic and most challenging school year in history but continuing to thrive.

"At a time when many schools were forced to lay staff off, we hired more than 60 people," said Kristen Muenster, who serves as vice president of the technology initiative, NCUS TEC. "And we recently obtained a \$200,000 Aspire grant which will enhance our ability to provide an entire team of support in the areas of workforce development, education, and health and wellness."



Federal Aspire grants support programs that assist adults in developing literacy skills necessary for employment and self-sufficiency, obtain educational skills necessary to become engaged partners in their children's education, and achieve the knowledge and skills necessary to the pursuit of a secondary level of education.

"The Aspire grant funding supports goals and initiatives of our dropout prevention and recovery high school, as well as programs offered through NCUS," Muenster said. "It's also a welcome source of revenue for AUS' 22+ program, for which limited state funding is available."

Muenster's responsibilities include oversight of the 22+ initiative, which helps adults of all ages earn their high school diplomas. AUS has served more than 300 adults since launching its 22+ program in 2017. Those currently enrolled in the program – which has graduated adults as old as in their 60s -- range in age from 27 to 42.

The recent graduation celebration honored students from AUS' traditional dropout prevention and recovery high school, as well as those who met the requirements for completion of the 22+ program – 156 individuals, each with their own stories of challenge and success.

"Every graduation ceremony is amazing and this year's event – held at the Columbus Convention Center -- was no exception," Muenster

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STATE BOARD PROTECTED FROM FREE SPEECH LAWSUIT, BUT NOT INDIVIDUAL MEMBERS

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A federal judge recently ruled that a Hamilton County man's legal fight against five members of the State Board of Education can continue. Although the State Board itself is immune from the lawsuit, individual members - President Laura Kohler, Meryl Johnson, Martha Manchester, Antoinette Miranda and Christina Collins - are not.

The lawsuit was filed by Daniel Regenold, who sought to provide public comment on critical race theory at the board's April meeting. He was allegedly told that President Kohler would only allow comments on race-related issues not tied to the meeting agenda to be submitted in writing.

According to Regenold, he "had his political speech directed to the public squelched, which has deprived him of his constitutional rights to freedom of speech ..."

U.S. District Court Judge James Graham, who wrote the opinion allowing the lawsuit to continue against individual members of the board, set August 2 as the deadline for written discovery in the case. A hearing is scheduled for December 6.

Range of supports — continued

said. "It was held June 1, just one day before the state mask mandate was lifted. The convention center provided plenty of room, allowing us to give each graduate up to four tickets and to seat individual groups of family and friends with appropriate social distancing."

Space rental and event setup expenses are always a consideration in selecting a graduation ceremony site.

The AUS event was strategically planned for one day prior to Columbus City Schools utilizing the space for a full week. By planning its

event around the setup requirements of Columbus City Schools, AUS was able to greatly reduce the overall cost.



Word of mouth has always been a key factor in attracting students to AUS and its 22+ program. Family members - teens, young adults and those enrolled in the 22+ program -- have graduated together in the past and continue to do so today.

"This year's celebration included Cortez and Quantez - who are brothers - and Jessica, who is married to Cortez," Muenster said. "All three are former AUS students who dropped out because of ... well, life! They graduated through the 22+ program and are celebrating their accomplishments as a family."

"One of the things that set us (AUS and NCUS) apart is that regardless of your circumstances, we offer an opportunity for you to improve your life," she continued. "Our work is challenging but so very rewarding. And our commitment to those we serve doesn't waiver, even against the backdrop of a global pandemic."

Free premium digital resources available

INFOhio has licensed, high-quality, digital, teaching and learning content for the 2021-2022 school year that all Ohio preK-12 students, their parents and their teachers can use at school, at home and on the go. The digital resources are freely available to Ohio's families and educators on the INFOhio website.



Funded in part by a Library Services and Technology Act grant from the federal Institute of Media and Library Services through the State Library of Ohio, with additional funding provided by Libraries Connect Ohio partners - INFOhio, OhioLINK and the Ohio Public Library Information Network - a wealth of resources is available online at: <https://www.infohio.org/>

GREEN RIBBON SCHOOLS APPLICATION AVAILABLE

Ohio is again participating in the U.S. Department of Education's Green Ribbon Schools program that recognizes buildings doing exemplary work to reduce environmental impacts and costs, improve the health and wellness of students and staff, and provide effective environmental and sustainability education that incorporates science, technology, engineering and math (STEM), civic skills and green career pathways.

Ohio can nominate as many as four schools or districts for this national recognition.

Learn more and apply to be considered as a state nominee by November 19 online at: <http://education.ohio.gov/Media/Ed-Connection/July-2021/Green-Ribbon-Schools-application-now-available>



Students participate in local coloring contest

L. Hollingworth School for the Talented and Gifted (LHSTG) College and Career Readiness Coordinator Rachel Gerwin knew that her students would enjoy participating in the coloring contest sponsored by WGTE Public Media, the Toledo area's Public Broadcasting Service (PBS) and National Public Radio (NPR) member station. What she didn't know was that one of her students would be among the four winners!

"I received promotional information sent to local schools and knew right away that it would be a fun activity for our younger students," Gerwin said. "About 130 of our K-2 students participated."

In promoting the contest, WGTE pointed out the developmental benefits of coloring: helping children develop motor skills, stimulating creativity and developing self-expression – offering children the opportunity to help stimulate the creative centers in their minds. Colors, shapes and imagined stories are all present when a child colors.

Sponsored by the Joseph and Judith Conda Family, Color with WGTE invited children ages one through ten to participate in the contest targeting three age groups: one to four, five to seven, and eight to ten.

"We're so proud of Isabella Hernandez who won in the five-to-seven-year-old age group," Gerwin said. "She's a great kid and based on her big win is clearly a talented artist!"

In addition to her college and career readiness role at LHSTG, Gerwin teaches an introduction to technology class to students in kindergarten through second grade. She viewed the contest as an opportunity for her students to participate in an atypical activity that would allow for exploration of individual creativity.

WGTE's coloring sheet featured characters from the PBS children's show *Daniel Tiger*.

Each of the four contest winners received a prize package which included a tote bag, tee-shirt, art supplies, a family membership to the Toledo Museum of Art and a free museum art course.

"Thanks to WGTE for sponsoring the contest," Gerwin said. "It was a fun activity for our younger kids and a great opportunity to feature our school and students, including announcing our talented winner on social media!"



NOMINATE AN EDUCATOR FOR LifeChanger OF THE YEAR AWARD

The LifeChanger of the Year Award, sponsored by the National Life Group and National Life Group Foundation, seeks to honor K-12 educators, teachers, administrators or school staff members who make a positive difference in students' lives.

To be considered for a LifeChanger of the Year Award, nominees must:

- ◆ Make a positive impact on the lives of students;
- ◆ Enhance the school or district's atmosphere, culture and pride;
- ◆ Demonstrate exemplary leadership at the school and/or district level;
- ◆ Possess a proven record of professional excellence;
- ◆ Show commitment to building a nurturing environment that supports learning; and,
- ◆ Adhere to the highest moral and ethical standards.

LifeChanger awardees and their schools or districts receive prizes valued between \$50 and \$10,000.

Submit nominations - due by December 31, 2021 - online at: [http://
app.lifechangeroftheyear.com/
nominate.cfm](http://app.lifechangeroftheyear.com/nominate.cfm)

Federal appeals court: School board violated First Amendment rights

The U.S. Sixth Circuit Court of Appeals recently ruled in a case involving the Madison Local School District Board of Education and its public comment rules that bar antagonistic remarks at its meetings.

The case resulted from a policy – restricting ‘antagonistic,’ ‘abusive,’ and ‘personally directed’ speech – adopted by the school board after its decision to allow some staff members to carry firearms in school buildings. The board requires individuals who wish to speak at meetings of the board to submit a completed form in person two business days in advance.

The board president may interrupt and prohibit comments that are “too lengthy, personal directed, abusive, off-topic, obscene or irrelevant.”

Local resident Billy Ison, who claimed that the board was pushing a “pro-gun agenda” at a May 2018 meeting, was interrupted twice, and after being asked to end his remarks was escorted from the meeting room by a security officer. Ison filed a lawsuit claiming that the comment policy used “vague and undefined terms,” that the restrictions violated his First Amendment rights, and that the registration requirement is illegal.

Overruling a federal district court, the appeals court ruled in Ison's favor with one exception: his challenge to the board's public comment registration requirements.

OhioMeansJobs survey open

The Ohio Department of Education seeks information on how Ohio's educators use the tools and resources available on the newly redesigned OhioMeansJobs website. Responses to the survey will inform enhancements and future development on the site. The department's annual survey will remain open through August 16. Access the survey online at:

[http://education.ohio.gov/Media/
Ed-Connection/July-2021/OhioMeansJobs-survey-open-until-Aug-16](http://education.ohio.gov/Media/Ed-Connection/July-2021/OhioMeansJobs-survey-open-until-Aug-16)



STUDENT WELLNESS AND SUCCESS FUNDS REPORT SURVEY OPEN

The Student Wellness and Success Funds Report survey for the 2020-2021 school year opens in August. Schools and districts must complete the survey regardless of whether they spent any Student Wellness and Success Funds during that period. Schools and districts in their planning stages can indicate they have not spent any of the funds but still must fill out the survey for at least Initiative 1. Responses to the survey help the Ohio Department of Education complete its Student Wellness and Success Annual Report.

The *Student Wellness and Success: Ideas for Innovation* webpage highlights the work of schools and districts to support the needs of the whole child and inspires ideas for use of the funds.

Learn more and access the survey online at:

[http://education.ohio.gov/
Media/Ed-Connection/
July-2021/Annual-Student-
Wellness-and-Success-Funds-
Report-S](http://education.ohio.gov/Media/Ed-Connection/July-2021/Annual-Student-Wellness-and-Success-Funds-Report-S)

UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

Ready for some new ideas for a brand-new school year? Register for one of the sessions below, or browse to find more sessions, by going to the following link: [Frontline Education \(mylearningplan.com\)](https://mylearningplan.com).

Experiencing difficulty in accessing the catalog or in registering for sessions? Reach out to Frontline Learning by phone at 866.504.8222 (Press any prompt that you hear for "Professional Growth" and when asked, mention "Web Reg") or online at: pgsupport@frontlineed.com.

RESTART READINESS AND THE CENTRALIZED REPORTING SYSTEM – August 6, 9 to 11 a.m., virtual via Zoom
[Frontline Education \(mylearningplan.com\)](https://mylearningplan.com)

This workshop is important for all schools seeking assessments aligned to state tests. Give your students an advantage! Join us for an exciting overview of the State Restart Readiness Assessment and Centralized Reporting System (CRS). The Restart System gives your students several opportunities to take full Benchmark State assessments. Schools and staff will receive actionable data in real time. Learn how teachers will use the Checkpoint assessments to fine tune their instruction to meet the needs of the students. These tests will be administered in the same system as actual OST assessments.

VERBAL AND NON-VERBAL DE-ESCALATION TECHNIQUES USING CPI, CLEVELAND SESSION

August 11, 9 a.m. to 3:30 p.m.

[Frontline Education \(mylearningplan.com\)](https://mylearningplan.com)

A dysregulated adult cannot regulate a dysregulated student. This session will empower participants to apply techniques and strategies used to de-escalate dysregulated stakeholders. Upon completion of the session, participants will be able to apply both verbal and non-verbal de-escalation strategies, recognize when and how to apply safe holds to ensure safety and use release techniques to maintain personal safety while keeping a safe and secure environment. This session is especially for designated school crisis team members, and will be held onsite at Noble Academy - Cleveland.

ACCELERATING LEARNING – August 12, 3 to 4:30 p.m., virtual via Zoom

[Frontline Education \(mylearningplan.com\)](https://mylearningplan.com)

How will schools address "COVID Learning Loss" in the coming 2021-2022 school year? This session will present useful strategies for getting students back on track. Participants will explore teacher clarity, "spaced" practice and checkpoints, and tip-to-tip learning progressions as promising practices. This session relates to the use of Restart and Readiness Assessments, and meets the needs of curriculum planners and leaders, teachers and instructional coaches.

VERBAL AND NON-VERBAL DE-ESCALATION TECHNIQUES USING CPI, COLUMBUS SESSION –

August 13, 9 a.m. to 3:30 p.m.

[Frontline Education \(mylearningplan.com\)](https://mylearningplan.com)

A dysregulated adult cannot regulate a dysregulated student. This session will empower participants to apply techniques and strategies

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TRAVELING EXHIBIT FEATURES AFRICAN- AMERICAN CHILDREN'S ILLUSTRATED LITERATURE

The Miami University Art Museum is making available to schools and libraries a traveling exhibit sharing elements of its original exhibition of art from African-American children's illustrated literature.

Telling A People's Story: African-American Children's Illustrated Literature explores art in children's picture books through the lens of African-American history and cultural identity. First displayed in 2018, the exhibit's impact and popularity led to the creation of a traveling panel version for public circulation. Thanks to a grant from the Martha Holden Jennings Foundation, more than 60 venues across the country have hosted the panel exhibition, including nine Ohio public schools.

Learn more online at:
[http://education.ohio.gov/
Media/Ed-Connection/
July-2021/Miami-University-
traveling-exhibit-features-
Africa](http://education.ohio.gov/Media/Ed-Connection/July-2021/Miami-University-traveling-exhibit-features-Africa)

UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

VERBAL AND NON-VERBAL DE-ESCALATION TECHNIQUES, COLUMBUS— continued

used to de-escalate dysregulated stakeholders. Upon completion of the session, participants will be able to apply both verbal and non-verbal de-escalation strategies, recognize when and how to apply safe holds to ensure safety and use release techniques to maintain personal safety while keeping a safe and secure environment. This session is especially for designated school crisis team members and will be held onsite at BCHF's training room in Columbus.

SUCCESSFUL CLASSROOM MANAGEMENT – *online course via Moodle - August 15 to September 15*

[Frontline Education \(mylearningplan.com\)](http://mylearningplan.com)

This course, BCHF's most popular online offering, 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 via the Moodle learning management system. Participants work at their own pace and are responsible for submitting work products to earn participation credit. Workload is approximately 5 hours per week. Participation is required to earn a certificate of completion.

TEACHER BOOTCAMP – *August 31 & September 1, 4 to 5:30 p.m. each day; virtual via Zoom*

[Frontline Education \(mylearningplan.com\)](http://mylearningplan.com)

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

COLLABORATIVE IMPROVEMENT COHORT:

PROBLEMS AND PROTOCOLS – *September 9, 10 a.m. to 12 noon, virtual via Zoom*

[Frontline Education \(mylearningplan.com\)](http://mylearningplan.com)

American education is referred to as "a graveyard of good ideas" full of "pressure for fast results." This session, the first of BCHF's Collaborative Improvement Cohort, will explore why improvement efforts often fail. We will introduce principles of Carnegie Foundation's networked improvement framework. Specific attention will be given to defining learner centered problems and preventing performance variations. This session is a must for Tier 3 building leaders and those interested in school improvement science.

BCHF ALL SCHOOLS MEETING — *September 15, 8:30 a.m. to 3:30 p.m.*

[Frontline Education \(mylearningplan.com\)](http://mylearningplan.com)

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COMPLIANCE UPDATE

Annual board member training

The Ohio Revised Code requires all board members to complete training on open meetings and public records annually. Buckeye Community Hope Foundation's sponsor contract requires all continuing board members to complete a total of two hours of training per academic year. Boards may schedule training sessions or attend conferences to satisfy the requirements. Please contact your sponsor representative for more information on training opportunities.

Annual review/approval of policies and procedures

The following policies require board review on an annual basis:

- ◆ Academic prevention/intervention
- ◆ Health and safety
- ◆ Conflict of interest

Additionally, all EMIS/SOES coordinators must be approved or re-approval by the board. Also, please check your Safe Schools account for expiration dates on your school's Emergency Plan. If you have questions, please contact your sponsor representative.

UPCOMING PROFESSIONAL DEVELOPMENT EVENTS —*continued*

BCHF ALL SCHOOLS MEETING — *continued*

BCHF is bringing its schools together virtually to kick off 2021-2022! Join us for the virtual, information-packed session. We will begin with a keynote presentation by Dr. Ghody Muhammad, author of *Creating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. The meeting will also include charter school updates, data about school performance, and much, much more! Each sponsored school is encouraged to send a representative.

GETTING TEENS TO WRITE! — *September 21, 4 to 5:30 p.m., virtual via Zoom*

[Frontline Education \(mylearningplan.com\)](https://mylearningplan.com)

Have you ever tried to convince teens that refining their writing skills will be invaluable "in the real world"? Once students reach middle school, formalized and intensive writing instruction wanes while teachers concentrate on content. Learn about the importance of writing for deep comprehension and thinking. Leave the session with strategies and ideas for impactful, but practical implementation. This session will benefit Grades 5-12 teachers of all content areas, school leaders and literacy coaches.

ITEM ANALYSIS WORKSHOP WITH TIDE/ORS DATA—
September 23, 9 a.m. to 12 noon, virtual via Zoom

[Frontline Education \(mylearningplan.com\)](https://mylearningplan.com)

Dig deeper into your spring OST data during this Item Analysis workshop. Find trends using Item Analysis data already available through the Online Reporting System in TIDE. Attendees will organize their school's data into an easy-to-use analysis by standard spreadsheet. Users must have access to the Online Reporting System in TIDE and have access to Google Sheets or Excel. This will be a hands-on session that will benefit school leaders, building leadership team members, data coaches and instructional coaches.

WRITING NETWORK #1: WRITING IN THE PRIMARY GRADES — *September 23, 4 to 5:30 p.m., virtual via Zoom*

[Frontline Education \(mylearningplan.com\)](https://mylearningplan.com)

How do you teach young learners to write when they cannot read? During this session, we will discuss ways to teach writing to young learners, and what effective writing instruction looks like in your early learning classroom. There will be opportunities to share what is working, as well as to ask questions of the facilitator and participants.

EARLY LITERACY AND MATHEMATICS COMBINED NETWORK MEETING — *September 29, 4 to 5:30 p.m., virtual via Zoom*

[Frontline Education \(mylearningplan.com\)](https://mylearningplan.com)

Can we find the right balance between Reading and Mathematics instruction in Early Learners' classrooms? Absolutely! This session will explore how to make certain students are successful and well-rounded. We will share how to include literacy skills in math instruction, and math skills in literacy time. There will be an opportunity to share best practices and to ask questions of the facilitator and participants.

SCHOOL IMPROVEMENT

HERE COMES THE 2021-2022 SCHOOL YEAR – Make it sparkle!

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

Recently I was visiting a school leader. She was getting some grumbles from teachers because she had pulled their key cards for a week. The building was closed for deep cleaning, waxing and shining by custodians. “It has to sparkle on the first day of school,” she insisted. I agreed. A clean, shiny building sparkles. It shouts “Welcome!”

Welcoming students back for 2021-2022 is a joyous occasion. I fondly remember decorating my classroom for the first day of school. I placed Raggedy Ann and Andy dolls around for students to hug and even made matching curtains. Little did I realize that I was reflecting my own culture. There are lots of redheads in my family! In their amazing book, *We’ve Been Doing It Your Way Long Enough*, Baines, Tisdale and Long (2018) go one step further. They report how they decorated their classrooms to appeal to *students’* cultures. Forming a partnership with a school in Sierra Leone, the teachers posted art and artifacts, maps and news articles, pictures of the new partner school, and pictures of the school’s students. Children came into the classroom only to find out that children way across the ocean were waiting to become friends!

The most important preparations for a great school year, though, go beyond the surfaces of our halls and classrooms. The special sparkle of a school year is human connection, something we have acutely missed during these months of pandemic. Prepare your first days of school to be filled with ways to build community and create that sparkle of connection with children and youth.

Not to stereotype redheads but my somewhat-stubborn (redheaded) granddaughter was not convinced she needed to leave her lab school at Ohio Wesleyan to attend a regular first grade. Her attitude abruptly changed when the first-grade teacher called and said she was recently married and had wedding

pictures to share. Wedding or princess pictures on the first day of school? Spark, there was a connection!

Zaretta Hammond (2015) identifies these intentional connection strategies as trust generators. Trust generators are ways to share stories and information about ourselves in a manner that opens up communication. Trust generators emphasize how we are very much alike as human beings. Hammond’s categories of trust generators include connections through selective vulnerability, familiarity, similarity of interests, concern and competence.

We discussed trust generators as culturally responsive strategies at the School Leadership Summit in June. Read the examples of Hammond’s categories below from our participants, and see if you feel the “sparkle” of human connection:

1. *Selective vulnerability* – An educator had an unpleasant experience with the police in Los Angeles. She was so frustrated that she shared the experience with her high school students at an inner-city school. They immediately were “on her side” and opened up more than ever before to her as a teacher.
2. *Familiarity* – A teacher developed an individualized handshake for each of his students. He used the handshake to greet students when they came into class. Each student felt recognized, and class began on a positive note.
3. *Similarity of interests* – A school leader noticed he had some avid basketball players at his school. He went out onto the playground at recess time and shot some hoops with the students. As a result, students found him more approachable and were more likely to talk with him.



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Sparkle — continued

4. *Concern* – A school leader knew that a student’s mother was very ill. She organized a quiet effort among the faculty to deliver meals to the family regularly. The student remained in touch with the leader and was able to maintain grades to get through school despite a challenging family situation.
5. *Competence* – A teacher arranged a collection of attractive paperbacks to welcome her reticent high school readers to class. She enthusiastically discussed the books, pinpointing how they may match specific student interests. Students were impressed when they discovered she had researched books just for them and read them all.

To add sparkle to your school in the new year, wise leaders might ask each educator to plan an activity that intentionally builds trust, community and human connection. Schools can go deeper into trust-building and connection by developing school wide protocols. The Paseo Protocol allows students to share elements of identity, diversity, beliefs and values through dance and movement. The “Where I’m From” template by George Ella Lyon (1993) allows students to build a personal poem through pictures,

words and images. A personal mural activity allows educators and students to contribute pictures from all aspects of their lives, giving immediate insight into all the wonderful “selves” in school.

Remember, yes, to shine the hallways and prepare bulletin boards for the start of school. Even more importantly, though, remember to showcase and connect wonderful people to one another: students, staff, teachers, parents and community members. People are the true sparkle that makes a school welcoming. Welcome back to school, everyone!

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