



## SPONSOR UPDATE

AUGUST 2022

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Visit our Website

[Peggy Young, Director](#)

[Jennifer Schorr, Associate Director](#)

### mission

The mission of the Education Division of Buckeye Community Hope Foundation is to establish strong public community schools by adhering to quality authorizing practices, ensuring responsible oversight, and setting high standards for school performance.

### vision

The Education Division's vision is strong communities of healthy, well-educated students, and a future in which all students have access to a high quality public education. Ohio thrives as increasing numbers of schools graduate students equipped to assume a positive role in society.



**TRANSPORTATION PROBLEMS:  
TAKE ACTION NOW!**



Are you experiencing problems with your students receiving transportation? Is the district in your area claiming you need 20 students in order to receive transportation? Are your students designated as impractical to transport? Take action **NOW!**

In order for the Department of Education to assist with transportation issues, ODE needs a formal complaint on file.

The Official Complaint Form for transportation issues is available [here](#).

In addition to parents/guardians, schools and sponsors may submit a complaint via email to [TransportationCompliance@education.ohio.gov](mailto:TransportationCompliance@education.ohio.gov).

## THE TEACHER SHORTAGE: CAN WE SAVE A PROFESSION I LOVE?

Carol S. Young, Ph.D., Director of School Support



It is a bright, sunny afternoon and I walk away from a second-grade classroom thinking about the wonders of teaching. I have just spent the afternoon reading and sharing the book, *The Turtle with an Afro*, with a group of students. The students had insightful thoughts about the book, and they spoke freely. I repeat my favorite phrase to myself, “This is so much better than being a brain surgeon!”

Today, sadly, not everyone shares the sentiment. Teaching has lost much of its wonder, purpose, and magic. Even in a family of teachers dating back to my grandmothers, the youth wrinkle their noses at the thought of becoming a teacher. An ACT survey in 2015 documented a 16% drop in aspiring teachers among high schoolers. Less than 5% of exiting seniors were interested at all. Moreover, potential teachers tended to be overwhelmingly female (75% overall); white (71%); and below the top 20% in ACT scores (Brenneman, 2015). More recent studies show a 44% decline in enrollment in traditional teacher preparation programs nationwide. In addition, completion rates for finishing a teacher education program have fallen 28% over the past eight years (Will, 2019).

With the pipeline of new teachers narrowing, retention of current teachers becomes critically important. The COVID-era “Great Resignation” forced two-income families to rethink family economics. Given the costs of childcare, long workdays, and ups and downs of remote learning, families weighed the contribution of a teaching salary to their overall wellbeing. Many decided to leave. And teachers approaching planned retirement re-evaluated their choices. Michigan, for example, reported a 44% increase over typical in teacher retirements in 2020-21.

Recruitment and retention issues have combined to cause the most significant teacher shortage in my four-decade career as an educator. Staffing areas once viewed as plentiful, for example elementary education, physical education, and language arts, now are short of candidates. Teachers for content-specific teaching areas, including special education, secondary science, and mathematics, are impossible to find.

What are the solutions to a growing crisis? We need responsive solutions, yes. But beware of quick fixes that will impact learners negatively. Ohio is one of many states to pass enabling legislation allowing candidates without traditional licensure to teach. Even candidates without baccalaureate degrees may teach if they meet local board requirements. Charter schools have latitude to use credentialed substitutes as regular classroom teachers. And, yet, I have visions of the words “fiction” and “non-fiction” misspelled on the whiteboard of a classroom I visited recently. The teacher was on a substitute license and left mid-year, one of four different teachers who served a classroom of fourth graders in one school year. The inconsistency and lack of teaching skill have devastating impact, most devastating to high-need learners from poverty backgrounds.

Research shows that teachers who lack training and credentials are among those most likely to leave mid-year. Teachers who “come and go” break the relationship-trust bond between schools and children. This component is essential to effective instruction. Teachers with less training are also likely to show lowered “value added” scores, or learning gains, with their pupils. What parents want such lowered expectations and instability in their children’s educations?

Studies overall show that, even prior to the pandemic, students in high-poverty schools were the most likely to have inexperienced or untrained teachers. It is no surprise that achievement gaps among the most-needy students and peers in more affluent schools continue to widen. Test pressure, Every Student Succeeds Act (ESSA) goals, and state oversight cannot overcome pervasive effects of poor teaching.

What are the solutions? Solutions with the most potential for success are, unfortunately, not quick. Effective solutions require comprehensive reform of a flagging profession. We must delve deeply into the root causes of poor compensation, stressful working conditions, inadequate support systems, and lack of societal/community respect. Each of these issues is complex. In terms of support systems, for example, teachers tend to stay in schools with strong principals and available counseling and coaching services (Grissom, 2018; Hovey, 2022).

The reform proposals are intriguing: Tuition-free training and internships for aspiring teachers; focused internships; “grow your own teacher” programs for paraprofessionals; teaching practitioners (like nurse practitioner); individualized learning pods taught by generalist teachers with access to remote content specialists; lesson planning experts who regularly “huddle” with teacher practitioners; and flexible work schedules. Proposals must thoughtfully consider causes and something else so very important: restoring the wonder, purpose, and magic.

We all know that teaching today is much more demanding than reading a book with students in a sunlit room. Solutions to saving this wonderful profession are just as challenging. But save it we must. For

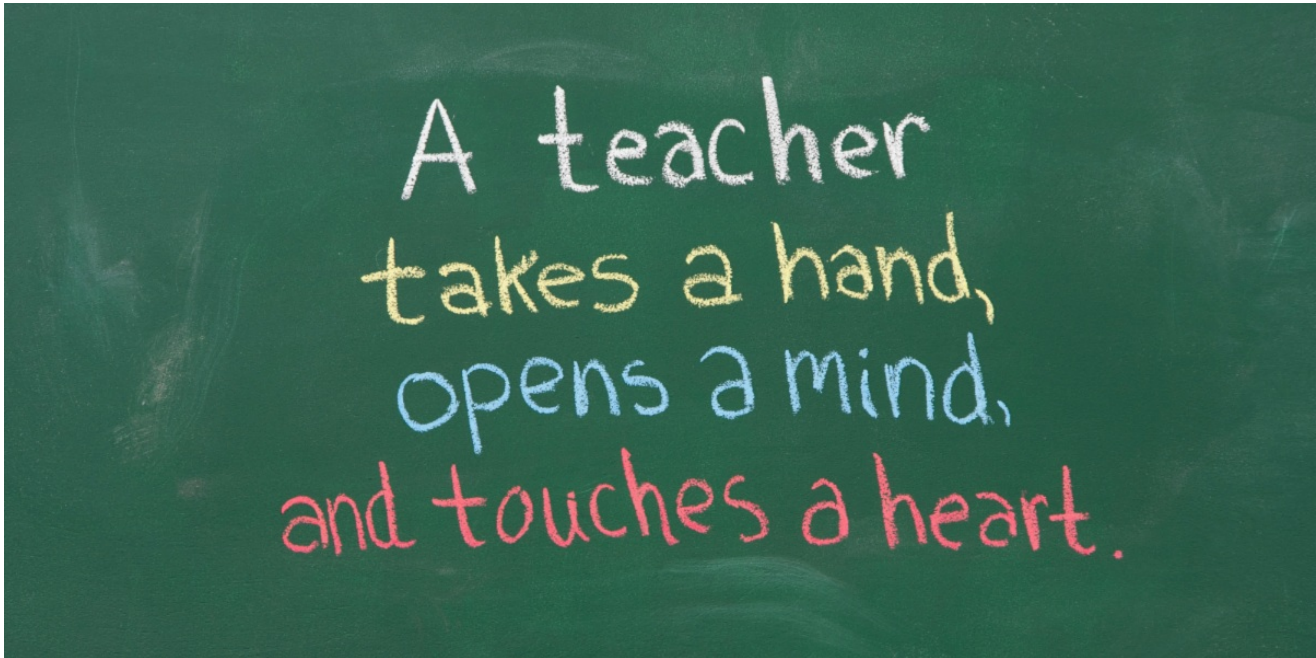
the good of us all, our students must have great teachers, and plenty of them.

## References

Brenneman, R. (2015, April 21). Fewer high schoolers show interest in teaching, Study says. *Education Week*. Retrieved from <https://www.edweek.org/leadership/fewer-high-school-students-show-interest-in-teaching-study-says/2015/04>.

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# BOARD MEMBER

s p o t l i g h t



Buckeye Community Hope Foundation (BCHF) recognizes the important work that governing board members do in supporting their school community. In recognition and support of this hard work, BCHF is highlighting one board member each month in our sponsor newsletter.

This month, we are shining a light on Sean Lehman, president of the Flex High School Columbus board. The mission at FLEX is to:

- Use innovative, data-driven, and research-based strategies to meet the diverse needs of all students.
- Provide wraparound services to ensure students have resources to master their life obstacles.
- Offer a multi-layered education to prepare students for 21st century college and careers through strategic business partnerships, Career-Technical offerings, and our rich academic coursework.

Sean has been a board member for seven years. Outside of FLEX, he is a construction attorney with Bricker & Eckler. He and his wife became parents for the first time this past year and are absolutely

loving it. In his free time, Sean is a hobbyist landscape photographer and plays recreational ice hockey.

**Can you share with us what you've learned over the years about running board meetings, and what changes have you made as a board member that help meetings run more efficiently?**

Running board meetings efficiently is a priority for me. But while efficiency can start with the board chair, it is really a culmination of all participants — the board members, the school leadership, and the other stakeholders involved. For us, the key is in preparation. We circulate meeting materials prior to the meeting and have a culture of members coming to meetings prepared. With everyone prepared to discuss matters, meetings run smoothly. We also have a culture of items coming to the board fully developed and ready for board action. If there is an idea that is not quite fully-developed yet, we'll refer that item to a committee to refine, rather than capitalize the time of the full board.

**How do you solicit and retain new board members?**

We solicit new board members by leveraging our team members' connections throughout the community. Having that connection results in board members that stay with the organization. We're also a fun and energetic board, with efficient meetings, and I think that contributes to us having a fairly low rate of board turnover with most members staying on for many years.

**What are some of the proudest moments you have had as a board member?**

The very first graduation. I've served on the board since the creation of the school, and seeing the hard work of so many individuals come together and achieving the mission we set out on, and of course celebrating the students' hard work and achievements was a moment of great pride.

**What part of the school's mission do you most connect with?**

FLEX is all about removing barriers. The structure of the program and curriculum is to be, well, flexible with the needs of our students. It is important to me (and the school) to recognize that every student comes to us in a unique situation and that we meet them where they are. Every student is capable of success; the key is to find the environment in which that student can thrive and achieve.

All of us in the Education Division of BCHF appreciate the commitment to students that Sean Lehman has shown. We hope, in sharing these stories, others will consider serving as community school governing board members.



SCHOOL  
spotlights

The 22-23 school years marks **Great Western Academy's** 20<sup>th</sup> birthday. They've celebrated the occasion with a few exciting upgrades around the building.



Did you know Focus Learning Academy Southwest had 2 published authors on their staff this year? Check out [\*The Quill and the Spear\*](#) by Mr. Harvey and [\*Dorothy\*](#) by Dr. Clay!



L. Hollingworth School hosted a carnival enrollment fair. LHS staff and volunteers ran the event, which featured games, food, and inflatables.



# BRIDGING COMMUNITY HOPE

REDISCOVERING THE  
*art* IN CHARTERING





Bridging Community Hope (BCH) officially launched at the North Carolina Association of Public Charter Schools Conference. The team, led by Stephanie Klupinski, presented on "Rediscovering the Art in Chartering".

The new division will explore opportunities to support schools outside of Ohio and will seek ways to connect the work done by the housing and education teams.

[View the Presentation](#)

## RECENT SUPREME COURT DECISION COULD OPEN DOOR TO RELIGIOUS CHARTER SCHOOLS

by Stephanie Klupinski, Vice President of Legal Affairs





The United States Supreme Court recently handed down a decision regarding the First Amendment and schools. In *Carson v. Makin*, the Court held that Maine must allow parents to use tuition assistance payments at private religious schools. Some think the decision could offer more legal support for those who believe that the Constitution permits religious public charter schools.

Maine is an extremely rural state, and many of its remote districts do not have secondary public schools. That is why Maine implemented a tuition assistance program, which lets families in towns without secondary schools choose a school—public or private—for their child. Unlike voucher programs, under this program, school districts transfer the funds directly to the schools that families choose. But in accordance with state law, Maine did not allow families to select religious private schools. The Carson's, along with another family, wanted to use the tuition assistance program to send their children to private conservative Christian secondary schools. They sued the state, arguing that excluding religious schools violated the free exercise clause of the First Amendment.

A 6-3 majority of the Court agreed with the families. As Chief Justice Roberts wrote in the opinion, “Regardless of how the benefit and restriction are described, the program operates to identify and exclude otherwise eligible schools on the basis of their religious exercise.” Maine did not have to support private schools, Chief Justice Roberts explained, but once the state decided to support them through the tuition assistance program, it could not discriminate against religious schools.

As a reminder, the First Amendment of the Constitution has two clauses relating to religion: the free exercise, which protects citizens’ right to practice religion, and the establishment clause, which prohibits the government from establishing or endorsing a religion. Here, Maine was trying to avoid establishment clause concerns by ensuring that public funds did not go to religious schools. But the majority found that in doing so, Maine was violating the free exercise clause. Similar tensions between the establishment and free exercise clause have come up in other recent Supreme Court cases.

The dissenting justices in *Carson* expressed a variety of concerns. As Justice Breyer, “Nothing in our Free Exercise clause compels Maine to give tuition aid to private schools that will use the funds to provide a religious education. ...Maine’s nonsectarian requirement is also constitutional because it supports, rather than undermines, the Religious Clause’s goal of avoiding religious strife.” He also noted that the decision forces Maine to fund religious schools that discriminated in other ways, as some of the schools have enrollment policies that allow them to deny students on the basis of gender or sexual orientation.

Some legal scholars have wondered how the *Carson* decision will impact public charter schools. If states that offer vouchers and tuition assistance cannot discriminate against religious institutions, could that also mean religious schools can be public charter schools? The National Alliance for Public Charter Schools doesn’t think so. Its president Nina Rees has been quoted in numerous articles as saying, “The bottom line is: Charter schools, as public schools, can never be religious institutions.” But many in the education law community think *Carson* opens the door to religious charter schools. BCHF is keeping a close eye on this issue and will keep you updated.

# 2022 ALL SCHOOLS MEETING

**Save the date!** Join us virtually September 15th for our all school's meeting! This meeting is so informative and vital that we ask each school to send a representative. We are pleased to welcome Dr. Muhammad Khalifa, author of *Culturally Responsive School Leadership*, as our keynote speaker. Other information will include updates in legislative and sponsor information, innovative ideas about school improvement support, and introduction of new BCHF staff and services to support YOU and your school!



## AUGUST COMPLIANCE UPDATE

There are several policies that require board review annually. Please see list below:

- Academic Prevention/Intervention Policy
- Health and Safety Policies
- Conflict of Interest Policy

Additionally, all EMIS/SOES Coordinators will need to be approved or re-approval by the board. Also check your Safe Schools account for expiration dates on your school's Emergency Plan. If you have any questions, please contact your school's Sponsor Representative.

# WELCOME NEW BCHF MEMBERS

Meet the newest members of our team!



**Illie Massey**

**School Improvement Representative - Special Education Support**

Illie Massey joined BCHF in 2022 as a passionate educator committed to equity in education. With 14 years of experience as an educator in urban environments, Illie aims to further the mission of equitable educational opportunities for all students regardless of zip code. Illie spent 11 years as an educator in various special education settings and has experience providing instruction to students with autism, intellectual disabilities, learning disabilities, and severe behavior needs. As chair of the Special Education department in her former school, Illie offered technical assistance with writing IEPs, implementing behavior programs, and utilizing data to create effective classroom management systems. Illie conducted regular quality audits to ensure IEPs were complaint and high quality. She also created and facilitated professional development around varied special education topics, culturally responsive teaching, bias, and other topics based on need. Illie has also served as a Dean of Curriculum and Academic Manager for Job Corps. She holds a bachelor's degree from Central State University and a Master's degree from Cleveland State University. Currently, Illie is enrolled in the Inspired Leaders Program at Cleveland State University.

**Zoe Plotnick**

**School Improvement Representative, English Learner Support**

A member of the Education Division since 2022, Zoe Plotnick has taught English language learners, special education, at-risk intervention, and English language arts in public and community schools in Ohio, Arizona and Colorado. Zoe obtained a B.A. in English from Washington University in St. Louis and an M.A. in Curriculum and Instruction from Arizona State University. Her areas of expertise include refugee populations, curriculum design, literacy instruction, and English learner assessment.





**Kim Blevins**  
**Regional Compliance Representative**

Kim joined the BCHF team in early 2022. Kim has experience working with preschool-aged children including substitute teaching grades K-12. In addition, she holds a Master's in Organizational Management and a Bachelor of Arts in Psychology.

**Hana Chandoul**  
**Strategic Communications Specialist**

Hana joined the BCHF team in May 2022. She is an experienced communications specialist, social media manager, and marketer who uses her skill set to further the mission and vision statements of organizations. Hana holds a bachelor's degree in Communications with a focus on mass media and design.

She curates the monthly sponsor update and is excited to share stories about students, what's going on at the schools and any events happening. Her goal is to promote BCHF schools and is hopeful to come out and visit your school soon.



# CRIS AND FOCUS NORTH HIGH SCHOOL

Connecting Students to Community Resources



A partnership between CRIS (Community Refugee and Immigration Services) and Focus North High School focusing on the ESL program has helped connect students to valuable community resources while providing them with new opportunities for growth and learning.

CRIS is an independent non-profit organization that serves the refugee and immigrant populations in Central Ohio. With over 50 staff members from all over the world, their programs and services aim to facilitate sustained self-sufficiency and successful integration for the people they serve.

Amna Rustom, a CRIS Resource Coordinator at Focus North, serves as a mentor for students and connects them to resources for food insecurity, housing crises, academic support, pregnancy resources, college and job applications, healthcare and insurance, immigration, and mentorship with CRIS.

Rustom worked with students from 10 different countries who spoke 8 different languages.

“I worked directly with our ESL team which works with a diverse group of immigrant and refugee students,” said Rustom.

Through community partnerships and outreach, the program was able to collect donations for students. The Nest, a donation space at Focus North, was started in 2020 as a single room full of donations and has since expanded to 3 rooms.

“One room is dedicated to a full closet with a range of sizes, shoes, and accessories. The second room is dedicated to hygiene supplies, school supplies, and household goods. The third room is dedicated to baby items and diapers. Acquiring donations for The Nest can happen in a variety of ways, via extra supplies from CRIS, by reaching out to community partners and organizations, collecting donations from personal connections, or utilizing school funds to purchase essential items,” said Rustom.

The program took the students on college visits, coordinated workshops, and hosted cultural events.

“It was such a privilege and a joy to be a part of the Focus North community this year. This role provides a genuine opportunity to make a difference in the lives of young people each and every day, which I think is extremely unique to this work,” said Rustom.



# UPCOMING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Summer 2022

The beginning of the school year is an exciting, exciting time! Buckeye Community Hope Foundation (BCHF) invites you to share the excitement with us as we go back to school. Please check out the professional development offerings that are coming up in August and early September. We ask you to pay special attention to mandatory/required trainings. Register by clicking on the session name, OR register through our professional development catalog [available here](#).

## **Crisis Prevention Institute (CPI) - Central Ohio location – August 5, 2022 – 8:30 A.M. to 3:00 P.M. – in person at the BCHF Training Room, Columbus, Ohio**

### ***Required for all school crisis teams***

De-escalation matters. Participants will learn the key components to the CPI model for verbal and non-verbal de-escalation as well as professional standards for the use of safety interventions. This training will also provide an overview of the ODE policy on Restraint and Seclusion and shall meet training requirements for physical restraint procedures for school crisis teams. Participants should wear comfortable clothing and bring their own lunch. Training manuals will be furnished by BCHF. Those seeking refresher training only should register for the full training but attend from 12:00 to 3:30 P.M. Those who need initial training will receive an email with a link to an online portion of the course to be completed prior to the in-person training on August 5. The instructor will email you to determine if you are seeking initial or refresher training.

*A note about CPI training: BCHF offers CPI training and materials without charge to its sponsored schools. Due to capacity, however, we are unable to offer individual school training and will only offer regional training in 2022-23. Please consult our catalog for regional CPI opportunities. The initial CPI training (3 online hours and 6.5 hours in person) is appropriate for new school crisis team members or those whose training has lapsed over 12 months. Refresher training is required annually for crisis team members who have received full training within the last 12 months. BCHF also offers De-escalation Training without physical intervention for all schools and this training is appropriate for all faculty and staff to complement crisis team training, Please complete and submit a professional development request form if you are interested in De-escalation Training for your faculty and staff.*

## **Re-start Readiness and the CRS – August 9, 2022 – 9:00 A.M. to Noon – Via Zoom**

More and more schools are using the Re-Start Readiness System to assess their student's strengths and weaknesses. The Re-Start system allows schools to administer full or partial OST assessments at any time during the school year. In this session we will learn how to administer the assessments and use the data to direct instruction.

## **Crisis Prevention Institute (CPI) – Northern Ohio location – August 26, 2022 – 9:00 A.M. to 3:30 P.M. – in person at Promise Academy, Cleveland, Ohio**

**Required for all school crisis teams**

De-escalation matters. Participants will learn the key components to the CPI model for verbal and non-verbal de-escalation as well as professional standards for the use of safety interventions. This training will also provide an overview of the ODE policy on Restraint and Seclusion and shall meet training requirements for physical restraint procedures for school crisis teams. Participants should wear comfortable clothing and bring their own lunch. Training manuals will be furnished by BCHF. Those seeking refresher training only should register for the full training but attend from 12:00 to 3:30 P.M. Those who need initial training will receive an email with a link to an online portion of the course to be completed prior to the in-person training on August 16. The instructor will email you to determine if you are seeking initial or refresher training.

**Teacher Bootcamp - August 31 and Sept 1 - AFTER SCHOOL 2 SESSIONS – August 31 and September 1, 2022 – 3:00 to 5:30 P.M. – Via Zoom**

Do you need hints and tips for Classroom Management? How about lesson planning and keeping students engaged? Need a jump start for the new school year? This full day course will focus on the questions that many teachers have at the beginning of every school year. Whether you are a brand-new educator or just need a "reboot" to get you ready for the new year, join us for an interactive and informative day!

**BCHF 2022 ALL SCHOOLS MEETING – September 15, 2022 – 8:30 A.M. to 3:00 P.M. – via Zoom**

Join us online for BCHF's official welcome and "Kick-off" to the 2022-23 school year. This meeting is so informative and vital that we ask that each school send a representative! We are pleased also to welcome Dr. Muhammad Khalifa, author of Culturally Responsive School Leadership, as our keynote speaker. Other information will include updates in legislative and sponsor information, innovative ideas about school improvement support, and introduction of new BCHF staff and services to support YOU and your school!

**[View the 2021-2022 Professional Development Catalog](#)**



# REMINDER ON MANDATORY TRAININGS

School leaders are reminded, as they start the school year, of professional development content and experiences that are required under Ohio rule and law. These include:

## Annual Professional Development Topics

- Safety, Lockdown, ALICE - Annual
- Technology Acceptable Use – Annual
- Test Security - Annual
- Communicable Disease & Bloodborne Pathogens – Annual
- Non-discrimination – Annual
- Sexual Harassment Prevention/Title IX – Annual
- Homeless Students – Annual
- Heimlich Procedure, AED Training – Annual for selected staff
- Crisis Prevention, Restraint and Seclusion – Annual for school crisis team members

## Other Required Topics and their Frequency

- In-service training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development within the first two years of employment then once every 5 years (4 hours minimum). The Ohio Department of Education provides Safety and Violence Prevention Training Modules to address required topics, including:
  - School safety and violence prevention including training about human trafficking
  - Prevention of dating violence (middle and high schools only)
  - Bullying prevention
  - Positive youth development
  - Mandatory reporting
- Positive Behavior Interventions and Supports – Once every three years (for at least 50 minutes)
- Teaching Behavioral Expectations – Once every three years (for at least 30 minutes)

## BUCKEYE COMMUNITY HOPE FOUNDATION

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Get In Touch



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