

BUILDING COMMUNITIES. REBUILDING LIVES.

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.



LEGISLATIVE UPDATE

by Jennifer Schorr

June 2022 has been a busy month legislatively while most of us are winding down the school year and looking forward to some time off this summer. Both the House and Senate are on summer break but busy in their Districts for the upcoming Primary/Special Election for state representatives, state senators, and state central committee members to be held on August 2nd.

Supreme Court Ruling

On Monday, the U.S. Supreme Court sided with a football coach who held prayer on the football field after games supporting his First Amendment rights along with other school employees. This ruling may require updates to your policies and/or handbooks. We encourage you to work with your board counsel to ensure your policies do not contain prohibitions that are not consistent with the court ruling.

Key education initiatives passed in June are:

- HB 583 was signed into law as outlined in our June Sponsor Update.
- HB 99 was signed into law allowing teachers to be armed in the school building. It is up to each

- local school board to determine if they will implement this provision in their buildings.
- HB 687 was signed into law laying out Ohio's Capital Budget. This Bill provides 100 million dollars of American Rescue Plan Act (ARPA) funding to support improved security in schools. Grants can be awarded up to \$100,000 per school building.
- HB340 was signed into law designating September "International Underground Railroad Month". September was chosen to represent International Underground Railroad Month because it was the month that two of the most well-known freedom seekers and Underground Railroad operatives, Frederick Douglass and Harriet Tubman, escaped from slavery.

Other education related legislation to watch:

- HB 616 and HB 327 both address the teaching of "divisive concepts" in schools and contain similar language passed in Florida. These bills have received initial hearings are expected to receive more attention in the legislature when they return from summer break.
- HB 151 includes transgender sports language and has been passed by the House. The Senate is expected to put forth their own version of this Bill in the fall.

BOARD MEMBER

spotlight

by Maureen Barbessi



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 James Vickers, treasurer of the Lincoln Park Academy board. The mission of Lincoln Park Academy is to provide a safe, supportive learning environment and to provide K-8th grade students with high-quality instruction that will ensure student achievement and prepare them to be highly qualified high school and college ready students.

James has been a board member for eight years. He enjoys working and has been a part of several startups in the Cleveland, OH area. When he's not working, he's spending time with his 3 kids helping them with sports, school and life. Leisurely, James loves to run and enjoys traveling in search of great new food.

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?

Coming in prepared and understanding what we need to focus on during the board meeting. Listening to the needs of our students and teachers is essential to having a successful board meeting.

How do you solicit and retain new board members?

Actually, for me, it has been friends, coworkers and those I work with in business. This is how I was recruited several years ago. Last year, one of my coworkers was looking to get involved in the community and I suggested one of our boards that had an opening. So far, that has gone very well.

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

My favorite has been the science challenge at the schools and being a judge. I am so proud of all the students that participate. They are so nervous when we come in, ask them questions and grade them. In the end though, they are so proud of what they accomplished with the awards. It's great to see family there as well in support. I just love seeing kids excited about learning in a fun, creative way.

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

High quality instruction is key. Our teachers are wonderful and of course, our principal who I adore. The care that is put into our students is amazing and takes such hard work. Truly love and appreciate everyone involved in assuring our students get the best education they can in our community.

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

GRADUATION SEASON

BCHF Schools Celebrate their Graduating Classes



Presentation of the graduates at Riverscape Career Tech.

North Shore High School graduates celebrate their achievements.



Summit Academy Transition High School graduates posing for a final photo with their classmates.



Flex High School celebrated their graduating class.



Focus Learning Academy Southwest graduates prepare to move their tassels.

NEW DIVISION

BCHF Explores Opportunities Outside of Ohio



**Bridging
Community Hope**

BCHF is pleased to announce the launch of a new department within the Education Division. Our Bridging Community Hope division will explore new opportunities to support schools outside of Ohio and will seek ways to connect the work done by our housing and education teams. This division will be led by Stephanie Klupinski. Stephanie and Dr. Carol Young will be presenting at the **North Carolina Association of Public Charter Schools** on July 18. Stay tuned for more news and updates!

LEGAL UPDATE

by Stephanie Klupinski, Vice President of Legal Affairs



A federal court recently issued an important decision in the case *Peltier v. Charter Day School* regarding the rights of students in charter schools. Families from Charter Day School in North Carolina sued the school over its dress code, which required female students to wear skirts, jumpers, or skorts, while male students had to wear shorts or pants. As explained by the school's founder, the requirements were based on a desire to preserve chivalry and the view that women should be regarded as a "fragile vessel that men are supposed to take care of and honor." But the plaintiffs felt that the dress code was demeaning and rendered them as not having the same worth as their male counterparts.

The Fourth Circuit agreed, finding that the dress code violated both the Equal Protection Clause of the Constitution and the federal Title IX law, which prohibits discrimination based on sex in any education program receiving federal funding.

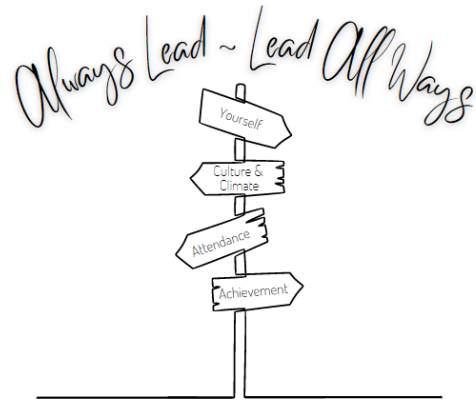
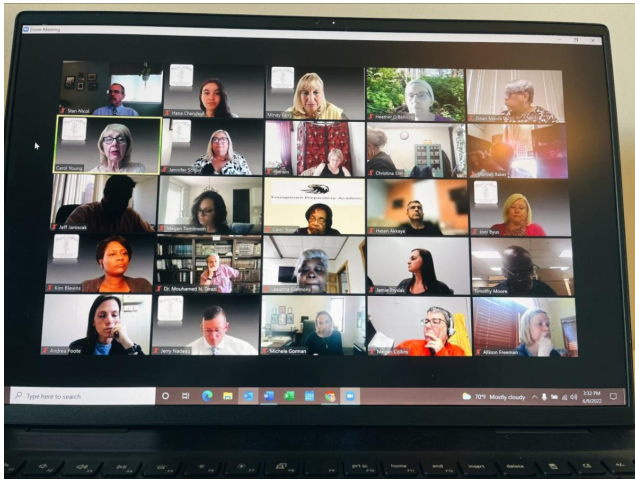
One of the most important questions in the case was whether the charter school was a state actor. In other words, was the charter school acting under color of state law with regard to its dress code, or was it a private actor (which would give it more leeway to have discriminatory practices)? In this case, the court held that Charter Day School was a state actor when enforcing a dress code based on stereotypes and pointed to a variety of factors in reaching this conclusion: North Carolina designates charter schools as public, it treats charter schools as public institutions providing the traditionally exclusive government function of operating public schools, and 95 percent of the funding received by the school was from public sources. As noted in the Court's decision, "[W]e will not permit North Carolina to delegate its educational responsibility to a charter school operator that is insulated from the constitutional accountability borne by other North Carolina public schools."

This was an *en banc* decision by the Fourth Circuit, meaning the full court of appeals reviewed the court's earlier decision, which had been made by a panel of three judges. Charter Day School is now considering whether to appeal the decision to the U.S. Supreme Court.

And although Ohio is in the 6th and not 4th Circuit, this is an important case for all charter schools. The National Alliance for Public Charter Schools had filed an amicus brief in the case, explaining that Charter Day school is a public school and as such, "cannot discriminate against any student on the basis of sex, gender, race, disability, or religious preference in violation of the Constitution." You can read their statement about the case [here](#). Please reach out to Stephanie Klupinski if you have any questions about the decision at sklupinski@buckeyehope.org.

2022 LEADERSHIP SUMMIT:

School Leaders Gain Knowledge and Skills to Fulfill their Deep Commitments to Students.



Buckeye Community Hope Foundation
2022 School Leadership Summit

Our School Improvement Team hosted another wonderful School Leadership Summit, held on June 9 and 10, and had approximately 115 participants with 48 schools being represented. The Summit featured a panel of experts and amazing guest speakers, including Ms. Agnes Albeola, a principal who has turned around failing schools.

This year's summit focused on leadership, a timeless theme in terms of "what works" in schools. Attendees were able to learn skills through 20 breakout sessions, 3 "Stantastics" data sessions, as well as several general sessions.

"In a sense, we were returning to the basics of effective school leadership as a critical ingredient in school success. But, through our brief "Stantastics" (short reviews of critical data), we were able to very much make the summit timely with critical findings on areas of leadership attention: attendance, achievement, school culture, and growing leadership in yourself and others," said Dr. Carol Young.

Attendees made "SMART Goals" throughout the summit to reflect on their leadership learnings. Prizes were awarded to attendees who made the best goals:

ATTENDANCE GOAL:

3rd place: L Hollingworth

2nd place: Youngstown Preparatory Academy

WINNER: Richland School of the Academic Arts

ACADEMIC GOAL:

3rd place: Horizon Science Academy Lorain

2nd place: Constellation Schools: Eastside Arts Academy

WINNER: Promise Academy

CLIMATE AND CULTURE GOAL:

3rd place: Flex High School Columbus

2nd place: Horizon Science Academy Dayton Downtown Elementary

WINNER: Victory Academy

LEADERSHIP GOAL:

3rd place: Horizon Science Academy Elementary Columbus

2nd place: Summit Academy Transition High School Dayton

WINNER: Constellation Schools: Puritas

"We ended the Summit with a relaxing leadership 'self-care' activity and one of the BCHF presenters

from our team fell asleep for 3 hours as a result!" said Young.

Thank you to all who joined us for the 2022 Summit; we are hopeful to see you all in person for next years event!

BLINDED BY THEIR BLACKNESS

by Brit Seward, School Improvement Representative, Math Specialist

As a Black mother raising a Black boy, conversations with other parents and educators about Black youth are common. In a recent conversation, a friend of mine shared the story of DeMarcus, a second-grade classmate of her son. When the two boys started carpooling together for baseball, my friend admitted she had unfairly judged Demarcus based on what her son had told her. Her son had said he was disruptive and was often kicked out of class. "He is bad," her son would say. However, after several car talks and playdates my friend told me, "Demarcus is actually very intelligent." Even my son has begun to speak differently about him: "When you get to know him, he's funny and kind." As I drove home after talking with my friend, my mind was troubled at the assumptions made and treatment of DeMarcus in and out of the classroom. You may be surprised to learn both the teacher and the mother are Black. I was frustrated at how common the story of Demarcus and similar narratives have become in classrooms today.

History forced the integration of schools where Black students were "integrated" into White schools that did not want them (*Brown vs the Board of Education*). Their new school environments were often hostile, combative, and unsupportive. What has changed? Data shows that when the teacher is White, the support for students of Color in the classroom is half that of White students (Id-Deen et. al., 2022). Eighty-five percent of students in the BCHF (Buckeye Community Hope Foundation) portfolio are students of Color - 63% are Black. This is an important statistic because nearly 80% of the teaching force is White (Toldson, 2019). Additionally, Civil Rights leader Bob Moses noted, "economic access and full citizenship depend crucially on mathematics and science literacy." He believed the ability to do mathematics allows a person to work and fully participate in politics. What does this mean for Black students of mathematics in our schools?

It is necessary to recognize "Black boy joy," "Black girl magic," and Black brilliance in our Black students. We must not only be conscious of the environment we create for our Black students, but we must be intentional about the messages we communicate about Blackness. In the article, "From Green Book to Gradebook: Supporting Black Students' Success in Math Class," students share their experiences in mathematics class. One student shared, "I get so mad that I don't want to learn from her. The minute my White teacher thinks I'm sassing her, then she will ask me to leave the classroom. Sometimes I just have bad days and I just want some space...I still want to learn." Another student shared, "Everyone knows she calls on the White students more than the Black students. It's like she doesn't think we know the answers." A classmate commented, "If we don't know the answer, she calls on someone else. But if it's a White student, she will ask the question in a different way." How often have you been guilty of a similar practice?

More than twenty years after the NCTM (National Council of Teachers of Mathematics) released its Equity Principle calling for high expectations and strong support for all students (p.12), student experiences in mathematics show much work still needs to be done. In the previously mentioned article, "From Green Book to Gradebook," identifies three needs of Black students to move toward equity in mathematics:

1. Black students need to belong
2. Black students need to be academically challenged
3. Black students need to have allies and advocates

As educators, it is our responsibility to acknowledge, reflect on, and dismantle the systemic

roadblocks that do not help Black students. Acting on these three things requires an acknowledgement of our own implicit bias. Teachers' perceptions of Black students' behaviors have a negative impact on teachers' intellectual expectations for those same students. Black students need to be challenged and have clear communication about strategies for success. Articulation of high expectations, without strong support and explicit direction, falls on deaf ears. Action also requires an acknowledgment that Blackness is more than skin color. It is a history and culture that is beautifully brilliant, full of genius, vibrancy, and creativity. It is thus unacceptable to say "I don't see color" or "I treat all my students the same." Seeing their Blackness is acknowledging all that makes Black students who they are. It is an act of honoring our students' whole selves. Black students need to feel a sense of belonging and challenge. They must have allies and advocates in their corner. Educators must consider the Demarcus' of the world and decide they are not "bad" or troublesome. Indeed, educators must really see their Black students and their Blackness as they truly are, kind and brilliant.

"Do not be blinded by their Blackness. Black students are not as mature or tough as you may perceive their Black bodies to be. They are children who want to be seen and know they are safe." (Id-Deen et al., 2022).

EMERGING IMPORTANCE OF THE SCHOOL WEBSITE

by Joe Calinger, Northeast Ohio Representative

With an ever-increasing reliance on quickly available information, the school website has become an integral instrument in the operation of your school.

The school website is the initial introduction to the mission statement and goals of your school. Parents use the site as a guide to potential enrollment of their child.

The importance of maintaining a current, informative website is incumbent to the growth and success of your school. The layout should be simple and accessible. A "search" feature is very helpful. It should be constructed cognizant to a mobile-first design.

The school website has become a repository for necessary academic, governance, and legal items. As a part of our compliance efforts, Buckeye Community Hope Foundation will monitor the necessary components of your school's website.

To insure current and relevant content, BCHF will employ a checklist, reviewed twice a year (July & January). **Please see the checklist here.**

In addition to clerical items such as the academic calendar, board meeting calendar, and a list of board members, websites need to provide various policies and contact information.

Federal mandates include Title IX contacts, a Non-Discrimination Notice, a bullying incident summary, and the Child Find Policy.

State mandates include College Credit Plus information, as well as the Ohio Means Jobs initiative.



UPCOMING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Summer 2022

We hope you are relaxing but would like to get these late summer workshops on your schedule for the startup of the 2022-23 school year! Please check them out! Register by clicking on the session name, OR register through our professional development catalog [available here](#).

BCHF New School Leader Orientation 2022-23 – July 26, 2022 – 10:00 A.M. to 3:00 P.M. – in person at our training room in Columbus, Ohio

This is a “must attend” workshop for new school leaders, or school leaders who just wish a refresher. Join us as we welcome all new school leaders (and even returning leaders who may need a refresher)! This in-person learning opportunities will introduce you to the BCHF team which supports you as a school leader. We will review roles and responsibilities of Sponsors and Schools as well as the ABC's of compliance, fiscal monitoring, and school academic incubation/improvement. Previous attendees have felt this orientation was most worthwhile in getting the year started successfully.

Teacher Bootcamp – August 2, 2022 – 8:30 A.M. to 3:00 P.M. – online via Zoom (all day opportunity)

We are bringing back several opportunities for our most-requested “teacher start up” workshop!” 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 many of 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!

Teacher Bootcamp – August 31 and September 1, 2022 – 3:00 to 5:30 P.M. – online via Zoom (after school opportunity)

AUGUST 31 AND SEPTEMBER 1 AFTER SCHOOL! 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 many of 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. – online via Zoom

Join us virtually 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, new 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](#)

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