

Building Communities. Rebuilding Lives.

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.



April Compliance Update

Clarification on Title IX Requirements

- Each school must have a Title IX coordinator.
- The Title IX coordinator must be listed on the website with contact information.
- The coordinator **CAN BE** an employee of an operator that works multiple schools.
- There is also an investigator role, but that person can be chosen at the time of an incident.
- All people involved in the Title IX process must be trained—coordinators, investigators, decision-makers, and those who facilitate informal resolution processes.
- The law does not dictate how often training should occur or how long it should be, but training must cover the scope of Title IX, the new definition of sexual harassment, how to conduct investigations, the grievance process, and how to serve impartially.
- Training documents must be posted on the school website.
- Schools must also provide notice of their grievance procedures and grievance process, including how to file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment.

Example of a Comprehensive Title IX
policy

Career Advisory Policy

Please take a look at the date on your school's Career Advisory Policy. Evidence the policy was reviewed/updated is required every two years. If you have any questions, please reach out to your sponsor representative.

Legislative Update

BCHF Working Hard for YOU

The Ohio Department of Education recently provided both the House and Senate Education committees with updates on the current state of education in Ohio as a result of the pandemic and the overhaul of the school report card. The outlook for student performance across the entire state is dire. At this point, no one has a clear sense of how long it may take to recover the learning loss that occurred due to factors including building closures, remote learning, teacher shortages, and increases in challenging student behavior. You can view the presentations by clicking the buttons below.

ODE Presentation to the Ohio
House

ODE Presentation to the Ohio
Senate

Buckeye Community Hope Foundation is deeply committed to supporting you, our sponsored schools, during this time in as many ways as possible. We recognize that not only are the students struggling, but we adults all need support as well. Over the past few weeks, Associate Director Jennifer has met with over 10 different legislators from both the House and Senate Education committees to propose three main amendments to current law:

- 3-year safe harbor for community schools subject to auto-closure,
- 3-year safe harbor for sponsors from the academic portion of the sponsor evaluation,
- Keeping as permanent the option of virtual school board meetings.

All the meetings were positive. Legislators on both sides of the aisle realize how the pandemic continues to impact students and teachers, and they want to provide any relief they can for time to catch up and heal.

We will continue to meet with legislators to push these items forward. We anticipate we could see amendments related to auto-closure and the sponsor evaluation passed after the election cycle in November.

STATE BOARD CONSIDERS "SAFE HARBOR" RESOLUTION FOR THE 2021-2022SY

In the March 2022 State Board meeting, members considered a resolution to direct the Interim Superintendent to submit a recommendation to the General Assembly to waive the consequences of report card data for the 2021-2022 school year. Although it was not passed,

Board Member Shoutout

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 Margaret Q. Hightower, board member of The Academy of Urban Scholars (AUS). AUS is a dropout prevention and recovery high school located in Columbus, Ohio, whose mission is to produce work ready, college ready, caring, articulate, critical thinkers, and lifelong learners, who are socially responsible, resilient, and productive citizens in an increasingly diverse global community and economy that leads to graduation.



Professionally, Margaret works as a senior manager with Bread Financial, a tech-forward financial services company, formerly known as Alliance Data Systems. Margaret, a founding board member of AUS, has served on the board for 10 years. During her tenure she has served in the roles of Member, Secretary, and President. We asked Margaret to share her story on what it has been like to serve as a community school board member.

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

I have learned following Robert's Rules of Order truly provides order, allowance of open discussions of motions, and respect for each member who has the floor. Having an agenda for the meeting is also key to keeping the meeting on track and timely. It ensures discussions and questions stay relevant to the immediate topic. We have great board members who care about the students, and we strive to make decisions that are in the best interest and wellbeing of the student.

How do you solicit and retain new board members?

Our Management Company, NCUS, works with so many businesses and people in the community, they have recommendations for board members at any given time.

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

My proudest moments are from graduations. This is where I get to see all the hard work of the students, teachers, and support staff pay off. I'm aware of the types of obstacles our students face just to get to school. There's no better moment than seeing the smile on their face at graduation.

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

Producing graduates who are "work ready", ready to be in the work force. That's what the community and businesses need, especially in today's environment. Students need more opportunities to do internships and come out with skills needed to be employed.

All of us in the Education Division of BCHF appreciate the dedication to promoting public education that Margaret Hightower has shown. We hope, in sharing these stories, others will consider serving as community school governing board members.

Program Spotlight on Lincoln Park Academy



New Clubs Help Bring Back Joy to Lincoln Park Academy

With all the changes and disruptions over the past two years, Lincoln Park Academy Principal (LPA) Alissa Clugh knew what she wanted to focus on for the 2021-22 school year.

“One of my main goals for this school is joy. There’s been a lack of joy,” she explained. This was an observation noted on her biannual reviews, she recalled, and by other visitors to the school. “No one smiled,” she said. “There were few celebrations.”

The challenges faced by the school, located in the Clark-Fulton neighborhood of Cleveland, were exacerbated by the declining number of afterschool activities available. Many nearby recreation centers and other after school options closed permanently during the pandemic or offered dramatically fewer programs.

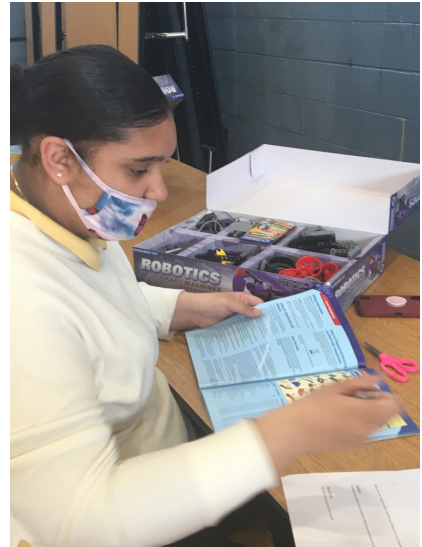
Undaunted, LPA knew what to do. They responded with a smattering of new club offerings. Upper campus students (grades 6-8) can now join puzzle or robotics clubs. There was so much demand for both clubs, Principal Clugh explained, that they had to limit participants. Now, students need to write an essay to get into Robotics club, which led by teacher Alex Evers. Many students, particularly those who are less interested in sports, have thrived in the puzzle club with teachers Brandi Aldrich and Ania Hydzik. “I like going to puzzle club because I can get away from home instead of just wasting time on the internet. You can have fun with your friends, and I love puzzles.” -Jalissa Johnson (6th grade)

Students in grades k-5 on the lower campus are flocking to a new yoga club, under the leadership of Casey Peterson and Leah Kavalec.

Lego club—with teachers Anna Cozzarin and Heather Johnson—is another big hit. “What I like about Lego club,” said first grader Logan Jones, “is I get to work with Ms. Cozzarin

and build Legos, and I get to do fun stuff, build fun stuff, and be creative. “

LPA teachers have really stepped up to make these clubs possible and infuse some much-needed joy in the lives of their students. The pictures and the overwhelming participation in the clubs tell the story. Kudos to Principal Clugh and her wonderful staff for their creativity and dedication in serving their students!



School Shoutouts

BCHF is so very honored to share out some major achievements of our schools.

Noble Academy Columbus has been named a Blue Ribbon Beacon School by Blue Ribbon Schools of Excellence, Inc. Mr. Kadir Parlar, school leader, received notice from April Stansberry of BRSE on March 10. The notification cited the school’s diligent work to engage “their entire community to build on strengths and overcome challenges.” The award will be presented during the Blue Ribbon Schools Conference in Orlando, Florida on December 1, 2022. A definite “shout out” goes to Mr. Parlar and the entire Noble Academy community!

Horizon Science Academy Dayton High School received notice from Central State University that the school has been added to the limited list of schools eligible for tuition scholarships. First-time freshmen from Horizon Dayton High School are eligible to receive up to \$5000 in tuition aid for two consecutive terms. Admissions personnel from Central State visited Horizon Science Academy Dayton High School on February 18 to present the award. We extend congratulations to Mr. Renaldo O’Neal, school leader, and his faculty for their outreach to Central State and for opening doorways to post-secondary education for their students!

Students from **Horizon Science Academy Columbus Middle School** and **Horizon Science Academy Columbus Elementary School** participated in the VEX IQ Robotics competition on March 5. Two elementary teams and four middle school teams competed. Team 2288A from HSA Columbus Elementary has qualified for the 2022 VEX Robotics World Championship - VEX IQ Challenge Elementary School Event! In addition, Team 85403C from HSA Columbus Middle has qualified for the 2022 VEX Robotics World Championship - VEX IQ Challenge Middle School Event! The World Championship events will be held in May, 2022. Congratulations to Superintendent Murat Efe and to school leaders Jessica Shoaf, elementary, and Hasan Akkaya, middle school. We look forward to your

Upcoming Professional Development Events

Spring is not just a time of testing, it's a time of great renewal for schools. We challenge you to join us for stimulating discussion and valuable information as you enter the hectic end-of-year season! To register for a session below, click on the blue title of the session. Or, go to the BCHF Professional Learning Opportunities Catalog online by clicking the link below <https://www.mylearningplan.com/Webreg/catalog.asp?H=1&D=22359>

Dyslexia Update – April 22, 2022 – 3:00 to 4:30 P.M. – Virtual via Zoom

Ohio has passed a law requiring all schools to screen students for Dyslexia, beginning in the 2022-23 school year. A committee is also developing a Guidebook that will specify diagnostic procedures and training requirements for teachers. This session will provide status updates from the committee and outline training and other preparation updates. Plan to join us to hear the latest!

Graduation Roundtable – April 26, 2022 – 3:00 to 4:30 P.M. - Virtual via Zoom

As we begin to resume educational normalcy, we must re-engage high school students to the world of graduation requirements and accountability. This session will provide legislative updates regarding graduation requirements and provide support for schools ensuring that all opportunities are aligned with ODE and graduation requirements. The Roundtable will meet quarterly; please feel free to attend one or all sessions in the series.

Special Education Network-Developing High Quality IEP's – May 3, 2022 – 3:00 P.M. – Virtual via Zoom

How do you make your special education program one of truly high quality? Join our Special Education Network for all or any of the sessions. The goals of the 2021-22 Special Education Network are: 1) provide special education updates and 2) complete a collaborative book-study on creating a meaningful and compliant IEP. The network will meet six times throughout the school year; each session will focus on critical aspects of creating a high-quality IEP. Session 1) Foundations for Understanding the Development of a Meaningful IEP, Session 2: Present Levels of Academic Achievement and Functional Performance, Session 3: Developing high-quality goals, Session 4: Short-Term Objectives Session 5: Measuring and Reporting Progress and Session 6: Least Restrictive Environment and Accommodations and Modifications.

Verbal and Non-verbal De-escalation and Crisis Intervention Training - CPI Full Training – May 12, 2022 – 9:00 A.M. to 3:30 P.M. – In-person at Horizon Science Academy Dayton High School

We are offering the full CPI certification program especially for our schools in Southwest Ohio. 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 Horizon Science Academy Dayton High School near I-75 in Dayton. Please bring a packed lunch. Participants must be willing to comply with school COVID and safety requirements.

Don't Talk About It, Be About It--Cultural Responsiveness in the Math Classroom – May 12, 2022 – 4:00 to 5:30 P.M. – Virtual via Zoom

Imagine what would be possible if all classrooms looked, sounded, and felt culturally responsive to all students. Together, we will identify issues of diversity, equity, and inclusion, and explore their impact on our classroom. Next, we will discover how to move toward actively combating anti-racism and white supremacy culture in mathematics. Finally, we will engage in critical reflections on lessons focusing on student thinking and equity.

Morning Session: Verbal and Non-verbal De-escalation Techniques Using the Crisis Prevention Institute Program-Credential Renewal/Refresher – May 13, 2022 – 9:00 A.M. to Noon – In-person in Columbus

This is a required, 3-hour renewal course for previously-credentialed CPI crisis team members. 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 3-hour 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.

Afternoon Session: Verbal and Non-verbal De-escalation Techniques Using the Crisis Prevention

Institute Program-Credential Renewal/Refresher – May 13, 2022 – 12:30 to 3:30 P.M. – In-person in

Columbus

This is a required, 3-hour renewal course for previously-credentialed CPI crisis team members. 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 3-hour 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

2021-2022 Professional Development
Catalog

School Improvement Update

The Four R's: Reading, 'Riting, 'Rithmetic and Reflection

By Mindy Farry
Buckeye Community Hope Foundation
School Improvement Representat



It has been quite a roller coaster ride these past two years. As educators, we know that careful and consistent self-reflection for our students is vital to their learning. Having students articulate what they learned, how they will use what they've learned, and what struggles they had is the basis of learning that endures.

But how many of us, as teachers and administrators, set aside the time for reflective thinking, planning, and dreaming? I know... you don't have the time, you're overwhelmed, short-staffed, and overworked. But none of those stressors are going to be cured by lack of reflection. Actually, a lack of reflection could increase the likelihood that stress will continue to accumulate.

Establishing a culture of reflection in your school is an important piece to the school improvement process. Administrators, teachers, and certainly students should regularly engage in reflective practice, but the end of the school year is a time that reflection can assist in wrapping up the old year and planning for the new school year.

You can begin reflective practice simply by going back to the original evaluation instrument and/or set of standards to which practitioners are held. For instance, the Ohio Principal Standards contain ten standard areas under four domain areas: Leadership; Learning; Culture; Management. The Standards for the Teaching Profession in Ohio have seven standard areas. You can find the full documents by clicking the buttons below.

Ohio's Principal
Standards

Ohio's Teaching Standards

Think about the ten standards and reflect on two simple ideas: Areas of Strength and Areas of Growth for each of the standards. Then start with areas of strength. It is important to first reflect on areas of strength; we need to be able to recognize (especially in difficult times) the areas where we did experience successes. It is almost guaranteed that once reflecting, you will see more successes than you see in the everyday chaos that may surround you. As a bonus, you may begin to recognize why and how those areas were successful so that you can replicate those strategies in other areas.

Here's the difficult part for educators. We want to change the world. We want to change the world now. However, choosing too many target areas will simply dilute the focus and stall your efforts. Think about the difference between sinking a huge rock in the lake and merely skimming a stone across the water.

Choose one or two areas of focus. When trying to decide between all the areas that need your attention, choose the area that will have the greatest impact on student growth and achievement. Select the area that, if improved, would probably impact some of the other standards with which you had concerns. It is so important to get to the root cause to be able to focus. For instance, the problem is probably not simply student engagement and motivation. Instead, it could be poor planning of engaging lessons which are accessible to all students. It could be lack of strong relationships between teachers and students. It could be learning gaps that prevent students from being engaged in grade level activities. Keep asking "Why?" until you've reached the root cause and then reflect on that.

What obstacles confront you as you try to improve in this area? Some of those obstacles are going to be out of your control (e.g., the current job market). Confront the obstacles over which you do have some control. You'll notice I said, *confront*, not talk about, mourn, complain, or make excuses.

Reflection requires that we let our thoughts incubate for a few days. Put them aside and come back to them when your mind is clear and you're ready to plan. An effective strategic plan consists of a goal statement (the "Why"—the reason you are doing these activities); the activities; the timeline/deadlines; and a step that is often neglected---how will it be monitored and by whom? One example of an action plan is the Professional Growth Plan provided by the Ohio Department of Education. You could use this one or create your own version.

ODE Professional Growth Plan

Any time reflection moves into action planning and then moves into sharing/monitoring, the likelihood of the goal being reached increases substantially. Think about a walking partner who shows up at your door in the morning because you had planned to walk every day. Without that partner, you might have turned off the alarm and gone back to sleep. But when you know your partner is showing up in ten minutes, you roll out of bed and put on your walking shoes. Making your professional growth plans a part of everyday life is a cyclical, reflective process that continues until the goal is accomplished.

How will you end the year in reflective practice and planning? For yourself? For staff? For students?

"We do not learn from experience... we learn from reflecting on experience." — **John Dewey**

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