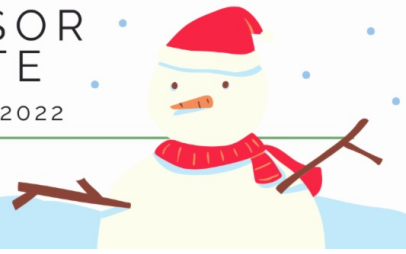




SPONSOR UPDATE

DECEMBER 2022



[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

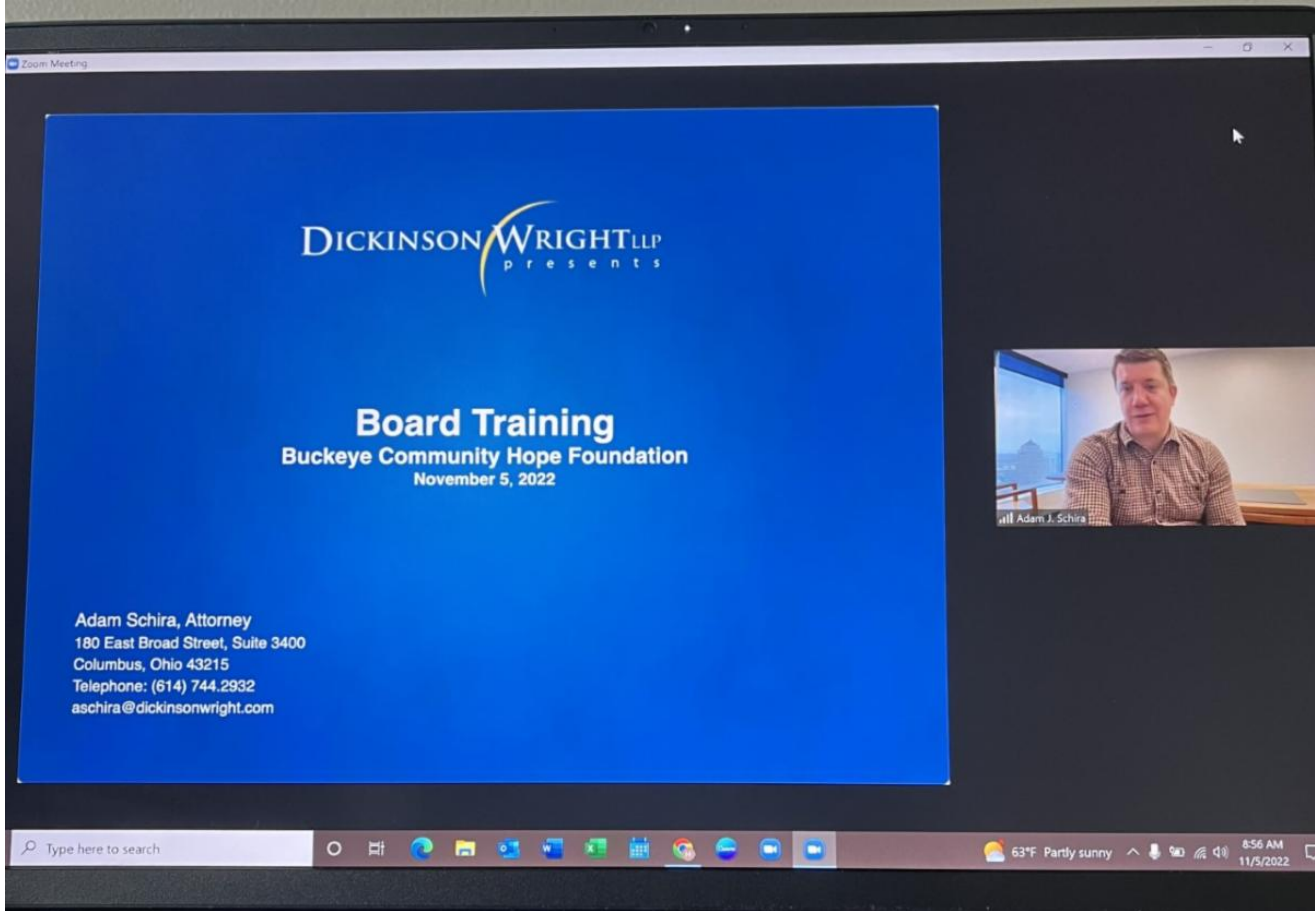
The Education Division's vision is strong communities of healthy, well-educated students, and a future in which all students have access to a high quality public education. Ohio thrives as increasing numbers of schools graduate students equipped to assume a positive role in society.



The BCHF 2021-22 Sponsor Annual Report is out now. [Click below to view the report.](#)

[2021-22 Annual Report](#)

2022 BOARD MEMBER TRAINING



Our annual board member training took place Saturday, November 5th. We addressed 2022-23 training requirements and covered essential topics related to charter school governance.

Attorney Adam Schira covered open meetings and public records for board members and administrators who need to meet annual training requirements on these topics.

Thank you for attending!

ACCEL SCHOOLS HOSTS 2ND ANNUAL TURKEY GIVEAWAY

ACCEL Schools gave away 400 turkeys to Cleveland families at the 2nd Annual Turkey Giveaway on Saturday, November 19. Our Constellation schools and Lincoln Park Academy participated in the event. Held on the campus of Cleveland College Preparatory Academy, the event was open to the public with live radio broadcasts from Z107.9 and 93.1 FM WZAK. Guests were able to drive through or walk up to pick up a turkey.



BOARD MEMBER

spotlight



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 Jason Cooper, President of the North Shore High School board. The mission at North Shore is: to close the opportunity gap by providing a responsive learning environment using differentiated instructional strategies designed to ensure students achieve measurable post-secondary outcomes.

Jason has been a board member for two years. Outside of being a member, Jason enjoys spending quality time with his wife and son. His son keeps them busy with his baseball and football teams. Jason also enjoys woodworking and working on cars.

What have you learned over the years about running board meetings, and what changes have you made as a board member that help meetings run more efficiently?

I try to encourage collaboration between all school stakeholders and provide clear feedback to school leadership about the board's expectations. As a new board, we have worked to ensure the board has time to review school reports and financials prior to the board meeting so when it comes time for the meeting everyone is on the same page.

How do you solicit and retain new board members?

We encourage existing board members to make recommendations and allow potential board members

to observe a meeting before joining the board. We retain board members by ensuring meetings run efficiently and individual board member time is not taken for granted.

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

Starting a new school during the pandemic presented a number of challenges but seeing the growth the school has made, particularly with the number of graduates, has been a point of pride for our board.

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

I come from an education background. Seeing the school develop quality post-secondary outcomes for our graduates is something I connect with and hope to build on in the years to come.

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

DECEMBER COMPLIANCE UPDATE

Trainings needed in the month of December

The following trainings are due by December 31st. Coach certification is required to those who coach OHSAA sports. As always, if you have any questions, please contact your school's Sponsor Representative.

- Coaches Certification
- Bloodborne Pathogens
- School Safety
- Seclusion and Restraint

Vision/Hearing Screenings

Vision and Hearing screening are due by December 31st. Vision and Hearing reports will be reviewed at the December compliance visit. [Click here](#) for the Ohio Department of Health requirements.

Per HB 123 all schools serving grades six through twelve must establish a Threat Assessment Team. Members of the Threat Assessment Team must complete an ODE approved threat assessment training program upon appointment to the team and every three years thereafter. You can find approved training [here](#). Proof of training must be submitted with the School's emergency management plan, and emergency management plans must be updated to include the threat assessment plan and a protocol for the school's Threat Assessment Team. Going forward, emergency management plans will be submitted directly to the Ohio Department of Public Safety for review.

Deadline to implement this team is March 24, 2023.

Additionally, schools are now required to participate in either the SaferOH anonymous tip line operated by the Ohio Department of Public Safety, or contract with a 24/7 anonymous reporting program that is capable of reporting threats to the school's threat assessment team and local law enforcement. Annually, schools will also be required to submit a summary to the Ohio Department of Public Safety and ODE regarding the number of reports received, any disciplinary action taken or mental health referrals made in response to anonymous reports, and the race and gender of the disciplined students.

Questions? Please contact your school's sponsor rep!

WRITING EVERY DAY IN EVERY CLASSROOM

By Joni Byus, Accountability & School Improvement Rep



As the BCHF School Improvement and Compliance team members have been visiting schools for the biannual reviews this fall, school leaders have expressed a desire for information about how to incorporate writing into every classroom. It is imperative that students are writing every day in every class. Writing stamina needs to be established and nourished. The more students write, the more stamina they build to be able to write for longer periods of time on assignments and assessments.

Psychologist, K. Anders Ericsson, states in his research on deliberate practice: “Dedicated guitar players tend to lock themselves in a room, and spend a whole day practicing the tunes or techniques that give them the most trouble... you could call it *deliberate practice*. Writers should take example. “(2016). Deliberate practice has five principles:

- Talent is not enough. Practice is the difference between good and great
- Expert performance is hard work and requires repeated actions
- Focus - break it into manageable parts
- Goal setting and perseverance is key
- Feedback in the moment is essential

Often teachers avoid writing because they are unsure about how to teach writing, how to assign writing or how to assess it. Rest assured, that no one is asking content area teachers to teach writing in addition to teaching the content. Teachers can use writing to assess learning and for students to demonstrate their thinking. However, students should never think that writing is only important in their English Language Arts (ELA) classrooms. Writing is a life skill that they will all need in their futures.

WHY WRITING?

Writing is thinking. Teachers can use writing to help students analyze, process, evaluate, organize...all higher order thinking skills. Writing assists students with understanding of content in the classroom. As they take notes or respond to questions, it allows students to include that tactile component that many students need. When students write about what they are learning, it allows their teacher to determine where the level of understanding is for that skill. Writing allows students to share their thoughts in a way that includes all students. Once the students have a published writing, they may choose to share with the class or in a partner share. This will increase the students' confidence in their abilities.

In addition, writing teaches students to use rubrics, and to understand process. It teaches them to plan, organize, draft, revise, edit, and publish. Writing even assists with teaching sound-spellings – students

are then able to decode words that previously would have been too difficult. Writing allows the conventions of the language to be taught in the context of what the students are writing, instead of in isolated grammar lessons.

WHERE SHOULD TEACHERS BEGIN?

Where should teachers begin? If teachers are not currently incorporating writing skills in their classrooms daily, ask them to begin with whatever writing strategy will enhance the content area as well as given the teacher the ability to check for understanding, assess formatively, or assist student learning by using a multi-sensory approach. If teachers are currently including writing in their classrooms every day, they could explore additional, creative ways to enhance student learning and build writing stamina.

TOOLS TO USE TOMORROW!

This is not intended to be a comprehensive list, but this list is a way to start this process with the teaching staff.

*Bell Work/Bell Ringers/Do Now/Lesson Starters: If you are concerned about trying to fit one more thing in your lesson, include writing as a part of the lesson that is already happening. You can adjust what they are doing for the beginning of the lesson to include writing about what they are learning, summarize the learning from yesterday, or check for background knowledge.

*Shared Writing: This is an effective way to model the expectations for writing and allow the students to be a part of the writing process. Students and teacher write together. The finished product is then able to be used as an anchor chart, to serve as a reference point.

*Open Writes: Ask students to write as much as they can as well as they can. Set a timer and gradually increase the amount of time to build stamina.

*Journaling: This method may be used in many ways. In an ELA classroom, it could involve reading a passage(s) and writing to a prompt with multiple paragraphs. In other content areas, it could be a check for comprehension from the previous lesson or as a comprehension check at the end of a class period.

*Exit Tickets: This may be one sentence that answers an open-ended question about the lesson. Explain the steps you used to solve a word problem. Explain how a math problem could be solved in another way.

*Extended Response and Short Answers: This may be included as a part of summative assessments using an open-ended question.

*Math and Science: Writing may be used to find out how students solve math problems or science experiments. Students should be able to write out their thought processes.

*Explicit Writing Instruction: On nationwide tests, only about 25% of students can write at a proficient level. One major cause of this is that writing is assigned, but not explicitly taught. We need to make certain that our students are taught the skills and expectations necessary to write proficiently.

*3-2-1: Write three things you learned in class today; two questions you still have; one way you could use this new knowledge outside of the classroom.

*RAFT: Role; Audience; Format; Topic (Example: Write a letter home to your parents from a Confederate soldier about your experiences in the Battle of Gettysburg).

*Two-column journals: This connects comprehension with emotions about the reading. On the left side of the paper, students write down facts they learned from the reading. On the right side, students write down reactions (I don't understand this; this is weird; I never knew this)

*Write critiques: Art; Music; Historical Events; A Book

WHAT'S A LEADER TO DO?

School leaders must hold teachers accountable for incorporating writing every day in every

classroom. Leaders must be specific about the expectations and be prepared to scaffold this learning for teachers as well.

One principal in our portfolio started out by requiring that bell ringers would be used in every classroom every day. That principal then did a short professional development session (5 minutes) in a staff meeting before the week began. The principal focused the walkthrough observations for the week on just the bellringer. Randomly throughout the next two weeks, the school leader selected student samples, wrote quick feedback notes to students, and read sample passages over the morning announcements. She praised the students who were writing seriously and highlighted teacher bell ringers that were effective. Two weeks after that first step, the principal moved on to add another writing strategy: Exit Tickets. The same process was then used: short PD on the topic; walkthroughs focused on exit tickets AND bellringers, and feedback to students. By the end of the grading period, the school leader had introduced four different writing strategies to use in all classrooms.

The key is accountability and monitoring. Students need immediate feedback as do teachers on their use of the writing strategies.

JOIN THE CHALLENGE

Buckeye Community Hope Foundation provides the perfect challenge for students in grades 3-12 to practice their writing skills. The 8th Annual BCHF Writing Challenge was just launched on November 30th. The challenge includes writing prompts for Grades 3-5; 6-8; and 9-12. Each school can submit one entry per grade level. The prompts are all scored on the Ohio State Test rubric so that teachers can prepare their students for the OSTs as well as participate in the challenge. Entry packets will be available on the BCHF website: www.buckeyehope.org and entries are due on March 15, 2023. Come join the challenge!

SCHOOL spotlights

Dohn Community High School shot a few scenes for a highlight on their career center's culinary program.



Focus Learning Academy Southwest sold ice cream sundaes as a part of their spirit week. All of the money raised from the sale was donated to METAvivor, a non-profit organization dedicated to increasing awareness of advanced breast cancer and equity in research and patient support.



Great Western Academy celebrates Thanksgiving with a festive lunch!



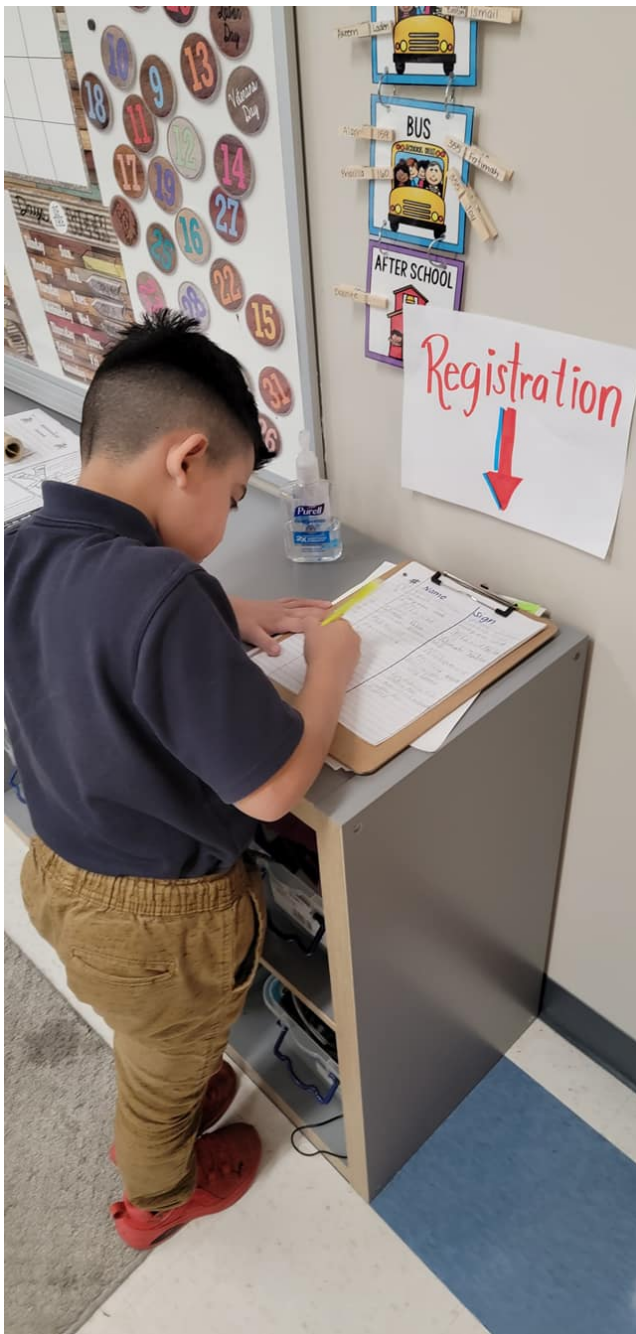
Horizon Science Academy Elementary Columbus participated in Community Hero Day visits. They were visited by Franklin County Common Pleas Magistrate Terrance Scott and Dr. Christopher Murphy of Concept Schools.

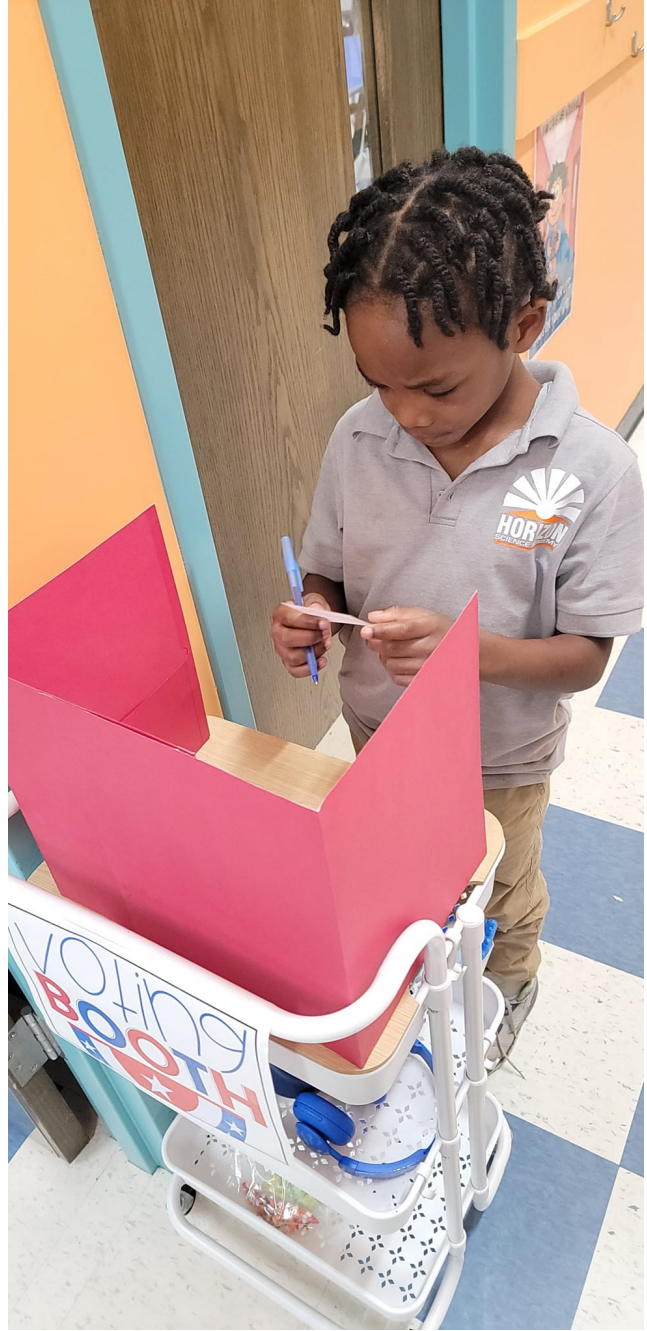
Students were able to learn about the courtroom and Magistrate Scott's responsibilities. They also enjoyed learning about Dr. Christopher Murphy's job responsibilities and his heritage.

The mission of Community Hero Day is to provide students with the opportunity to bring real-world experiences for youth into the classroom to ignite students to become enthusiastic, be inspired, and learn how to make a positive impact in the world as they get older.



Second grade students at **Horizon Science Academy Primary** learned about voting on Election Day. Students had to register to vote, respectfully wait in line, and then cast their ballot for their favorite class reward!





Students and staff from **Imagine Akron Academy** provided grab and go lunches to a local non-profit organization.

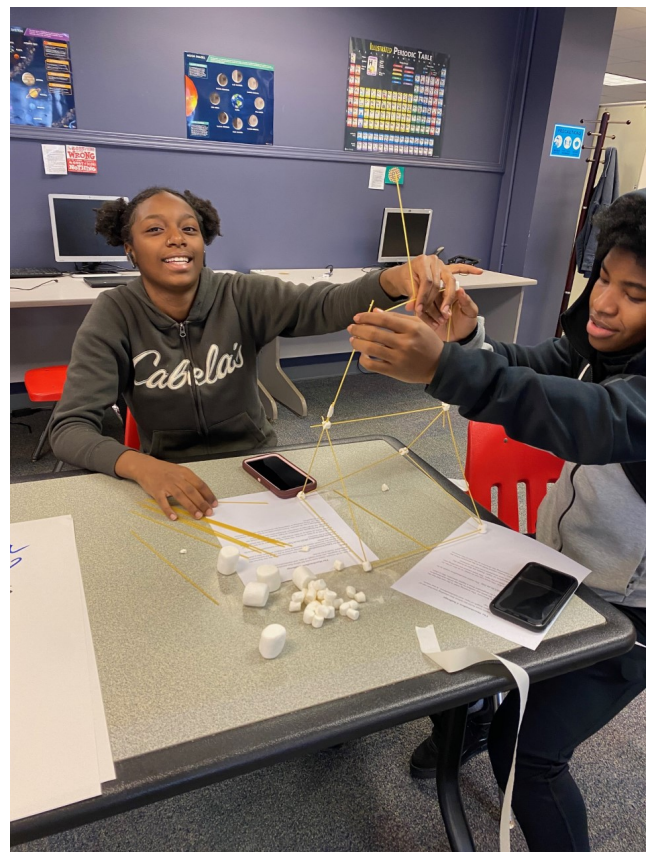
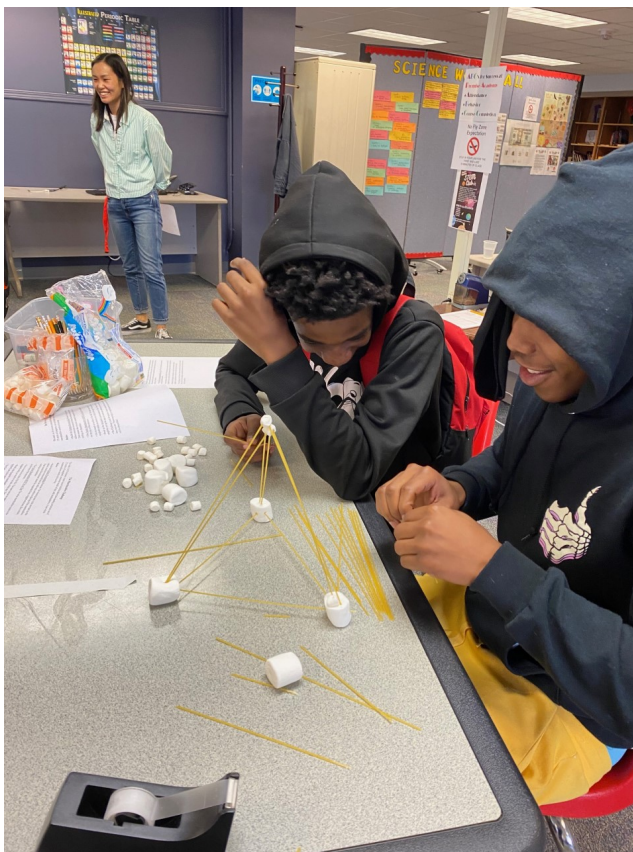


Students at **L. Hollingworth** have new playground equipment, allowing them opportunities for various activities during recess. Congrats on the new playground!





Promise Academy hosted their first STEM club meeting with a gravity defying project. Students competed to build a free standing statue with only spaghetti noodles and marshmallows!

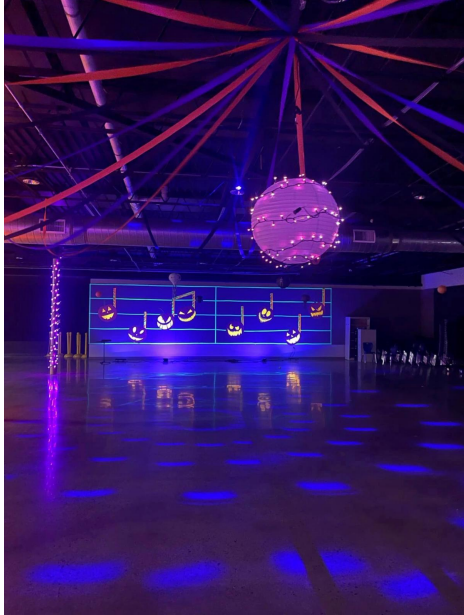


Students at **Riverscape Career Tech** attended the National Conference for Community & Justice of Dayton Teen Summit! This summit provides high school students with resources and skills that they can utilize and prepare them to make changes in their school around topics of diversity, equity and inclusion. This year, the theme was 'The Power of Words: How Words Shape our Community.' The summit encourages students to build networks of passionate youth leaders in their district. As a group, these leaders build projects to impact district and community.



Students at **The Richland School of Academic Arts** performed The Haunted Mansion! You can watch the show here:





The Mayor of Youngstown, Mayor Brown, visited 3rd and 4th grade students at **Stambaugh Charter Academy!** Mayor Brown read a story to students and answered their questions.



GRANT OPPORTUNITY



The [Classics for Kids Foundation](#) believes that playing a stringed instrument can transform a child and give them experiences and skills that can help make them more successful.

To that end, the foundation invites applications for its matching grant program, which will award grants to schools or nonprofit organizations in support of incorporating string instruments in K-12 music education programs. All instruments in the string family are supported (including guitars and ukuleles).

Applicants must have nonprofit status and be based in the United States.

For complete program guidelines and application instructions, see the Classics for Kids Foundation. The deadline to apply is December 31st, 2022.

[Link to complete RFP.](#)

NOBLE ACADEMY COLUMBUS AWARDED GRANT

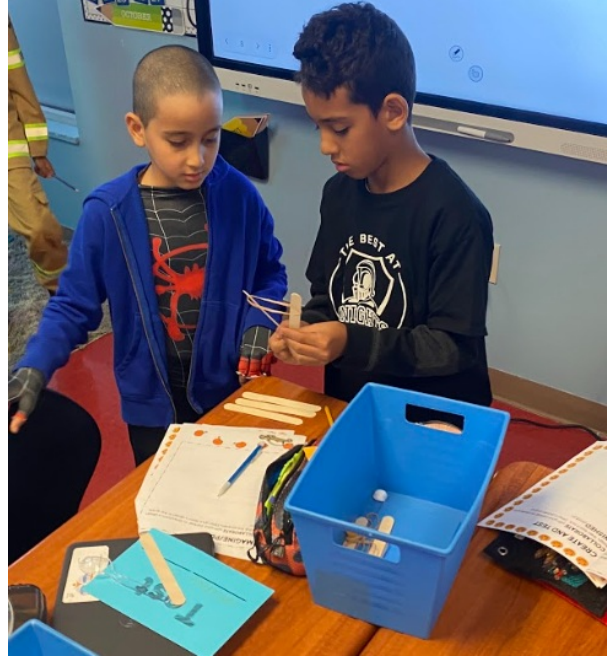
Noble Academy Columbus has been awarded a \$60,000 STEM Grant!

Battelle is funding the Ohio STEM Learning Network's grant program to foster sustainable STEM education programming in classrooms and schools in Ohio. Noble Academy Columbus applied with 18 projects for the Ohio STEM Learning Network STEM Classroom Grant Program to create STEM learning projects this academic year. 14 out of 18 projects were approved.

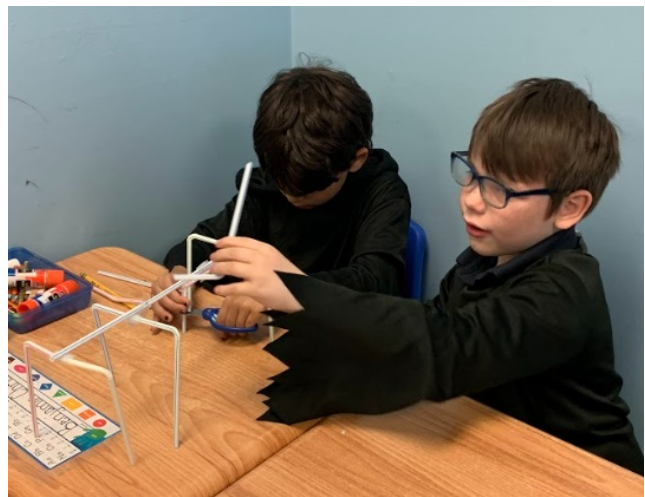
"This year at Noble Academy, we have begun the process of working towards becoming a STEM designated school," said Stephanie Habash, Assistant Principal and STEM Coordinator at Noble Academy Columbus.

"Each month we hold STEM celebrations for all grade levels. Students work together to engage in a variety of design thinking challenges. In addition we are implementing Project Based Learning. To support us in this journey, 14 teachers applied and received STEM grants from the Ohio STEM Learning Network and Battelle totaling \$60,000! We are excited to start these projects after winter break."

Congratulations to the school team!



Building a Launcher - 4th Grade : During the month of October, for STEM, 4th grade focused on the design cycle by building a contraption in teams with a goal of utilizing force, energy, and cause and effect to launch a small object through the air as far as possible. In their teams, they had to create a design and then make a model based upon the design. They then tested the model, received feedback, redesigned their model, and participated in a competition with their creations to determine the effectiveness of their design.



Room on a Broom - 1st Grade: Students did a class read of *Room on a Broom*. Students used straws and tape to make brooms that could fit as many orange pumpkin pom-poms as possible.

BCHF EXPLORING INTERSECTIONS
BETWEEN HOUSING AND EDUCATION



BCHF is continuing to explore ways to align its education and affordable housing work. In November, Stephanie Klupinski, our VP of Legal and Strategic Growth, presented at the Education Law Association conference in Orlando with Carlie Boos, the Executive Director of the Affordable Housing Alliance of Central Ohio, and Graham Bowman, an attorney with the Ohio Poverty Law Center.

Their presentation was called “How a Housing Crisis Becomes an Education Crisis--and How to Fix It,” based on their paper with the same name. The following summarizes some key points from their presentation:

- Three out of five Americans worry about their ability to pay for housing;

- Affordable housing programs are not just for the extremely impoverished but reach a broad band of the income spectrum;
- Stable housing is integral for student success;
- The Low Income Housing Tax Credit program (aka LIHTC) is the largest source of federal assistance for affordable rental housing in the country, having placed around 3.5 million units in service since the program began in 1986; and
- Too many LIHTC units are built in low-performing school districts..

BCHF develops LIHTC properties in twelve different states, including Ohio, West Virginia, Kentucky, and North and South Carolina. We are exploring how states can enhance their application processes for LIHTC developments to improve access to quality public schools for the residents. We know that public charter schools can play a big role in accomplishing this goal. To learn more about this work, please contact Stephanie at sklupinski@buckeyehope.org or at 614-318-9876.

FREE WEBINAR

Take advantage of this FREE webinar - How Can Charter School Boards Best Support Student Learning, Recovery, and Well-being? Register here: <https://tinyurl.com/ypr6dzdc>

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Webinar

MEASURING STUDENT OUTCOMES FROM THE BOARD SEAT

How Can Charter School Boards Best Support Student Learning, Recovery, and Well-being?



SHAWN HARDNETT
CEO, STATESMEN COLLEGE PREPARATORY ACADEMY FOR BOYS PCS



TRICIA NOYOLA
CEO, ROCKY MOUNTAIN PREP AND STRIVE PREP



CYNTHIA ROBINSON-RIVERS
PARTNER, TRANSCEND



OLIVER TRUOG
ASSOCIATE DIRECTOR, STRATEGIC CFO SUPPORT, EDUCATION RESOURCE STRATEGIES

 **Tuesday, Dec. 6, 2022**  **12:00 – 1:00 PM (ET) | 9:00–10:00 AM (PT)**

REGISTER NOW: [HTTP://BIT.LY/3VOXZXE](http://bit.ly/3VOXZXE)

UPCOMING EVENTS

KEEP WARM WITH NEW IDEAS! Chilly days and upcoming winter holidays can be overwhelming. Take a brain and activity break to enhance your knowledge and connect with other educators. Check out the warm and wonderful sessions below. To register for a session, click the session name below OR register through our professional development catalog [available here](#).

[Literacy Cohort 2](#) – December 8, 2022 – 4:00 to 5:30 P.M. Virtual via Zoom

This session is intended for school leaders, literacy coaches, literacy teachers, content teachers, and anyone interested in knowing more about teaching reading, writing, and providing support for students with dyslexia. The series of Literacy Cohorts will provide practical strategies for the Science of Reading and teaching writing. Literacy Cohort #2 will focus on 3 areas: The Science of Reading - The visualization of how the brain looks during reading in typical and dyslexic brain Writing - a) Boosting Reading through the Writing Process b) Improving Organizational and Study Skills Dyslexia - any updates in the law; how we are addressing the dyslexic students' needs in our schools. Dyslexia 1/4 any updates in the law; how we are addressing the dyslexic students' needs in our schools.

[Culturally Responsive School Leadership Session 4 - Chapter 4](#) - Chapter 4_- December 13, 2022 – 10:00 to 11:30 A.M. - Virtual via Zoom

This meeting is a continuation study of Muhammad Khalifa's *Culturally Responsive School Leadership* book, distributed at our All-Schools Meeting. For this session, we will discuss Chapter 4, "I Don't Care Who You Say You Are! Can you Learn?" Mr. Stan Nicol will facilitate discussion. We have been having great conversations, so we invite all to participate even if you missed prior sessions!

[Leadership Cohort #3: Tackling the Tough Conversations with Tough People](#) – December 13, 2022 – 4:00 to 5:30 P.M. - Virtual via Zoom

Courage! School leadership comes with obstacles at every turn. There are saboteurs, detractors, and those that wait to see if the latest change is going to work. Discussion will center around courageous leadership conversations that should and must happen. Any type of turnaround for a school will often be shaken by conflict. Let's talk about strategies and ways to navigate those rough waters.

[Small Group Intervention in Mathematics--Part 1](#) – December 15, 2022 – 4:00 to 5:30 P.M. – Virtual via Zoom

Taking early action is the key to helping struggling students with mathematics. But what does math intervention look like? Part one of this two session series will provide evidence-based practices and practical examples that can help teachers tailor their instructional approaches and/or their mathematics intervention programs to meet the needs of their students.

[Third Grade Reading Guarantee Data and Instruction Ideas](#) – January 4, 2023 – 3:00 to 4:30 P.M. – Virtual via Zoom

The Fall 3rd Grade OST results are in, and you have time to make adjustments before the spring assessment. We will review the results of the fall assessments and discuss ideas to get the most with the time left before the spring OST assessment.

[The Learner as the Teacher](#) – January 10, 2023 – 4:00 to 5:30 P.M. - Virtual via Zoom

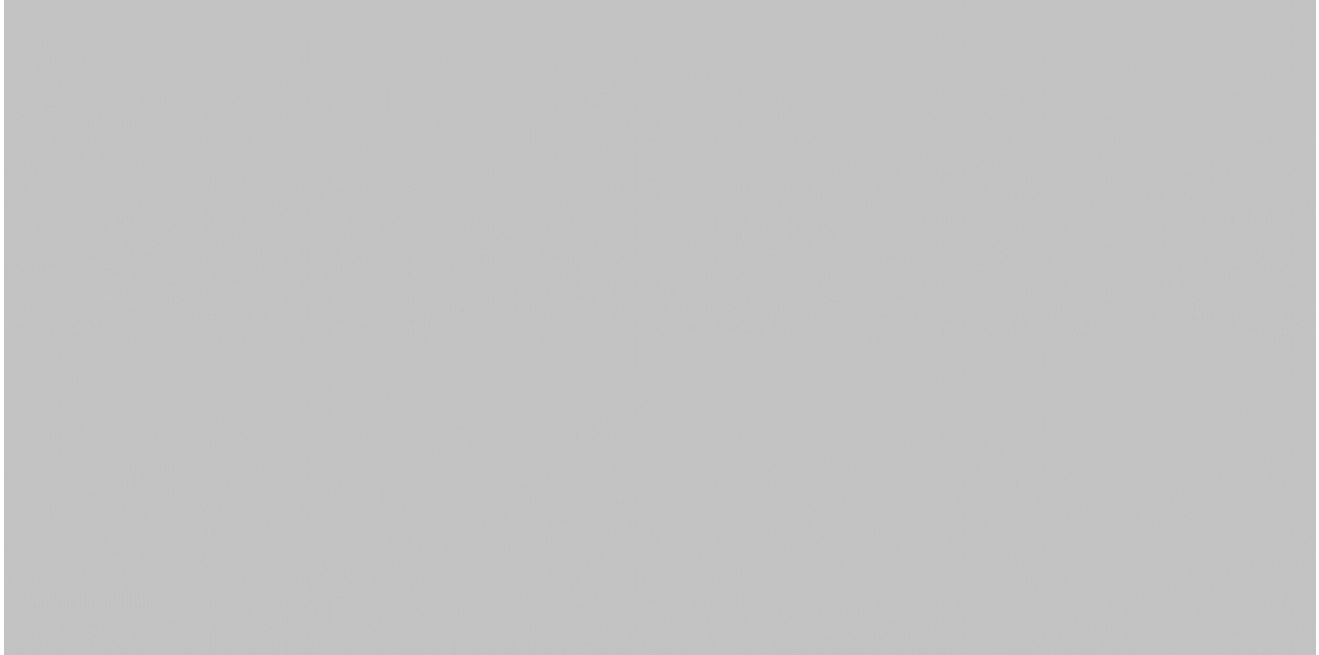
When students direct their own learning...when they go on a journey of discovery...when they are truly engaged in finding their own answers...students learn more deeply, and the learning is more engagement. Let us talk about ways to use self-directed student learning in classrooms K-12! Part 2 of a series on Student Engagement. FYI--Student directed learning shows up in most teacher evaluation rubrics (OTES; Danielson) as keys to upper-level ratings.

[Special Education Update #2](#) – January 18, 2023 – 3:00 to 4:30 P.M. – Virtual via Zoom

Meeting the needs of students with disabilities can be challenging and overwhelming. Educators will discuss roles and responsibilities of all school staff, as well as legal requirements that enhance the quality of services to students with disabilities. We will pre-announce a focused topic of each update session, but all sessions will invite you to share best practices for intervention specialists and other practitioners.

[Winter English Learner Cohort "Gathering"](#) - January 19, 2023 – 3:00 to 4:30 P.M. – Virtual via Zoom
The English Learner Cohort is a dedicated time for sharing amongst educators serving English Learners. We will share best practice suggestions, training updates, and updates from the Department of Education, Refugee Support Groups, and others. The ultimate goal is high quality education and support for our deserving English Learner population! Specific topics will be announced prior to each session.

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



Have a story or event at your school you would like to share? Send it to Hana, Strategic Communications Specialist: hchandoul@buckeyehope.org.

BUCKEYE COMMUNITY HOPE FOUNDATION

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