



SPONSOR UPDATE JANUARY 2023

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2023

H A P P Y N E W Y E A R !

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.

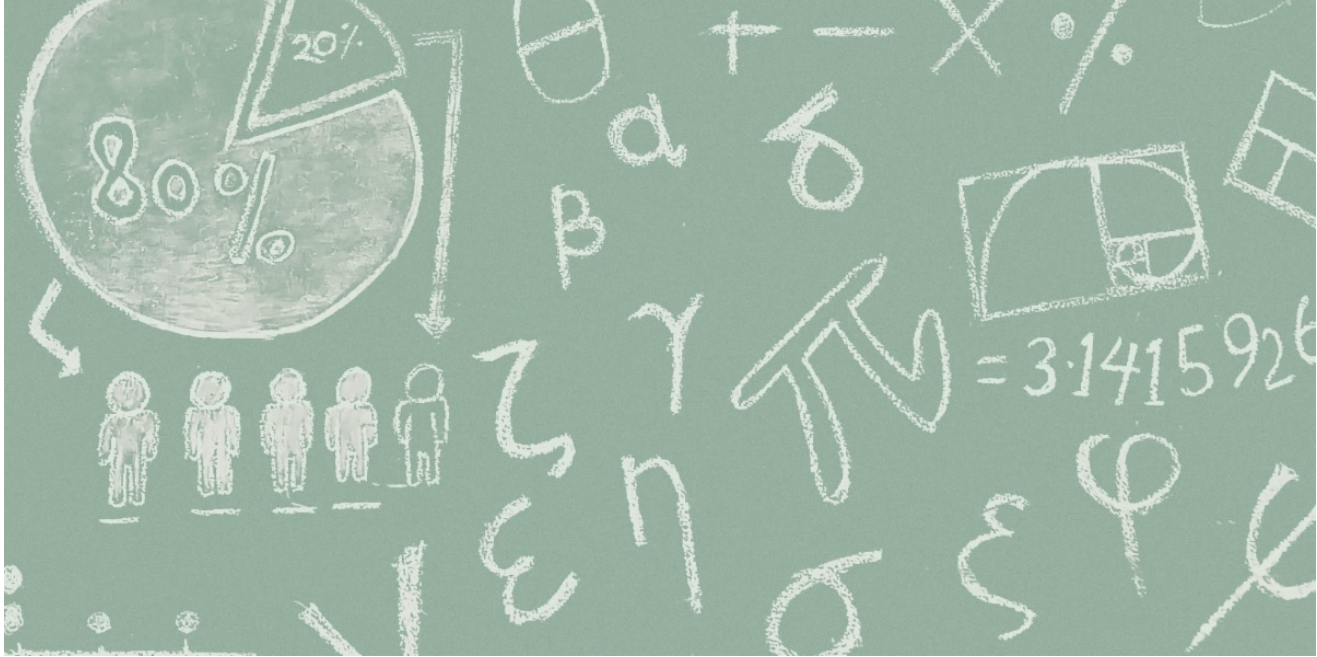


MATH MINUTE



AN OATH FOR MATHEMATICS EDUCATORS – WILL YOU TAKE IT?

by Brit Seward, School Improvement Representative, Mathematics Specialist



Extra! Extra! Read all about it! Largest score declines in National Assessment of Educational Progress (NAEP) mathematics in grades 4 and 8 since initial assessments in 1990.

This dismal headline comes from the [Nation's Report Card](#) released in October 2022. The NAEP Mathematics Assessment measures students' knowledge and skills in five major areas of mathematics, and their ability to solve problems in real-world contexts. Results for the nation reflect the performance of 116,200 fourth graders and 111,000 eighth graders from 10,970 public schools, private schools, the Bureau of Indian Education schools, and the Department of Defense schools. Overall, thirty-six percent of fourth grade students and twenty-six percent of eighth graders performed at or above NAEP proficiency in mathematics. In Ohio, the numbers are slightly better, with forty percent of students in grade four and twenty-nine percent in grade eight performing at or above proficient (NAEP, 2022). Comparatively, Buckeye Hope sponsored schools showed 26% of students at or above proficient in grade four and 22% in grade eight (Nicol, 2022).

In an era when achievement in mathematics seems to continually decline, when teachers are challenged by educational policies and shifts in evidence-based practices, it is time to consider what is important in mathematics. Often, we focus on the observable differentials between countries, states, counties, districts, and schools within districts; however, there are significant differences in learning outcomes that exist within individual schools between teachers of the same grade-level and subject. Even when the same curriculum and standards are used schoolwide, the lack of horizontal and vertical consistency contributes to the varying learning outcomes students experience in classrooms across America (Karp et al., 2021).

In the book, *The Math Pact: Achieving Instructional Coherence Within and Across Grades* (2021), the authors outline how following a Mathematics Whole School Agreement (MWSA) can achieve necessary consistency amongst all stakeholders schoolwide. The MWSA refers to “a unified and consistent approach to preferred and precise mathematical language, notation, representation, rules, and generalizations” (Karp et. Al., 2021). The agreement moves away from a fragmented approach toward collective teaching mathematics. A goal of the MWSA should be to multiply the talent of all engaged in teaching children mathematics by building “collective, viral intelligence” (Wiseman et. al., 2013).

One way to do this is to develop a professional oath for mathematics educators. The President of the United States takes the Presidential Oath, Justices of the Supreme court take the Constitutional Oath and the Judicial Oath, and physicians take the Hippocratic Oath. Phi Delta Kappa proposed an educator's oath (June 1985), and the National Council of Teachers of Mathematics proposed a mathematics teachers' oath (April 2004). Regardless of the profession, position, or person, oath-taking is recognized as a public declaration of acceptance of responsibility and accountability. As educators, we are responsible for providing equitable and high-quality mathematics instruction. Therefore, we should consider an oath to be taken by all stakeholders who engage with students learning mathematics (e.g., teachers, instructional coaches, paraprofessionals, administrators, etc.).

I acknowledge that teaching mathematics is a privilege that comes with great responsibilities. I know that I, like all mathematics educators, must abide by the core values and key purposes for learning mathematics. These values center on broadening the purpose of learning mathematics, creating equitable structures in mathematics, implementing equitable instruction, and deepening mathematical understanding (Catalyzing Change, 2020).

I will create space for students to develop as confident and capable learners who understand and critique the world through mathematics. I will create a sense of community that honors mathematical identity and allows students to experience the wonder, joy, and beauty of mathematics.

I acknowledge the collective responsibility of every adult involved in student learning. I will make every effort to ensure all stakeholders are grounded in the understanding that students learn mathematics more deeply and successfully when everyone knows and follows the same plan. Therefore, I will collaborate to establish a Mathematics Whole School Agreement. I will address each of the central components: correct and consistent language, precise notation, cohesive and consistent representations, evaluating rules that expire, and developing instructional strategies (Karp et. al., 2021). I commit to share my knowledge and will seek additional help ensuring long-term sustainability in the structuring of our MWSA.

I challenge you to join the movement, commit to establishing a Mathematics Whole School Agreement. Click <https://forms.office.com/r/sBFNNL01wS> to take the oath.

References

Karp, K. S., Bush, S. B., Dougherty, B. J., Berry, R. Q., & Larson, M. (2021). The Math Pact: Achieving instructional coherence within and across grades. Corwin.

National Council of Teachers of Mathematics. (2020). Catalyzing change in early childhood and elementary mathematics: Initiating critical conversations. Reston, VA: NCTM.

Nicol, S. (2022). BCHF Portfolio Comparison Summary. Columbus, Ohio: Buckeye Community Hope Foundation.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP)Assessment.

Wiseman, L., Allen, L., & Foster, E. (2013). The multiplier effect: Tapping the genius inside our schools. Corwin

HSA DAYTON DOWNTOWN RECOGNIZED

Horizon Science Academy Dayton Downtown received recognition at the recent Ohio TESOL (Teaching English to Speakers of Other Languages) conference. 93% of the school's English learners met their individual student targets on the Ohio English Language Proficiency Assessment (OELPA), the highest charter results in the state for 2021-22. Congratulations!

Community Schools, 2022

Community School Name	Percent of ELs Meeting Goal	# of ELs in Indicator
Horizon Science Academy Dayton Downtown	93.3%	15
Orchard Park Academy	81.3%	16
Horizon Science Academy Toledo	80.0%	20
Alternative Education Academy	78.1%	32
Ohio Virtual Academy	76.1%	113

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 Anthony Burwell, President of the Imagine Akron Academy board. The mission at Imagine Akron Academy is: "As a family community school we will partner with all stakeholders to promote character and academic success by modeling and setting high expectations for students to S.O.A.R. (Stay on task, Own up to mistakes, Always listen, Respect everyone)"

Outside of being a board member, Anthony currently works as a Bereavement Coordinator with Hospice of the Western Reserve and serves as a ministry leader with St. Ashworth Temple Church of God in Christ in Akron, Ohio.

"I am blessed to be married to a beautiful and brilliant middle school principal who shares the same educational values of doing what's best for kids," said Burwell. "Together we have an adult daughter and a school aged son. I enjoy serving people and watching sports."



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?

As a member of several non-profit and school boards over the years, a few things I have learned about running meetings include: be timely and efficient; ask effective questions to both gain understanding and spark valuable conversation; and engage each member of the board in some meaningful way. Our school leader has gone to presenting all materials electronically rather than making paper copies for each member, which keeps everyone on the same page as we progress through each meeting.

How do you solicit and retain new board members?

We typically leave the solicitation and training of new board members to the school's extended leadership, but all board members are encouraged to be on the look out for individuals who share our passion for helping kids thrive.

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

I'm always most proud with the progress - academically and socially - our students make throughout the school year. The school leader and faculty do a wonderful job hosting activities to

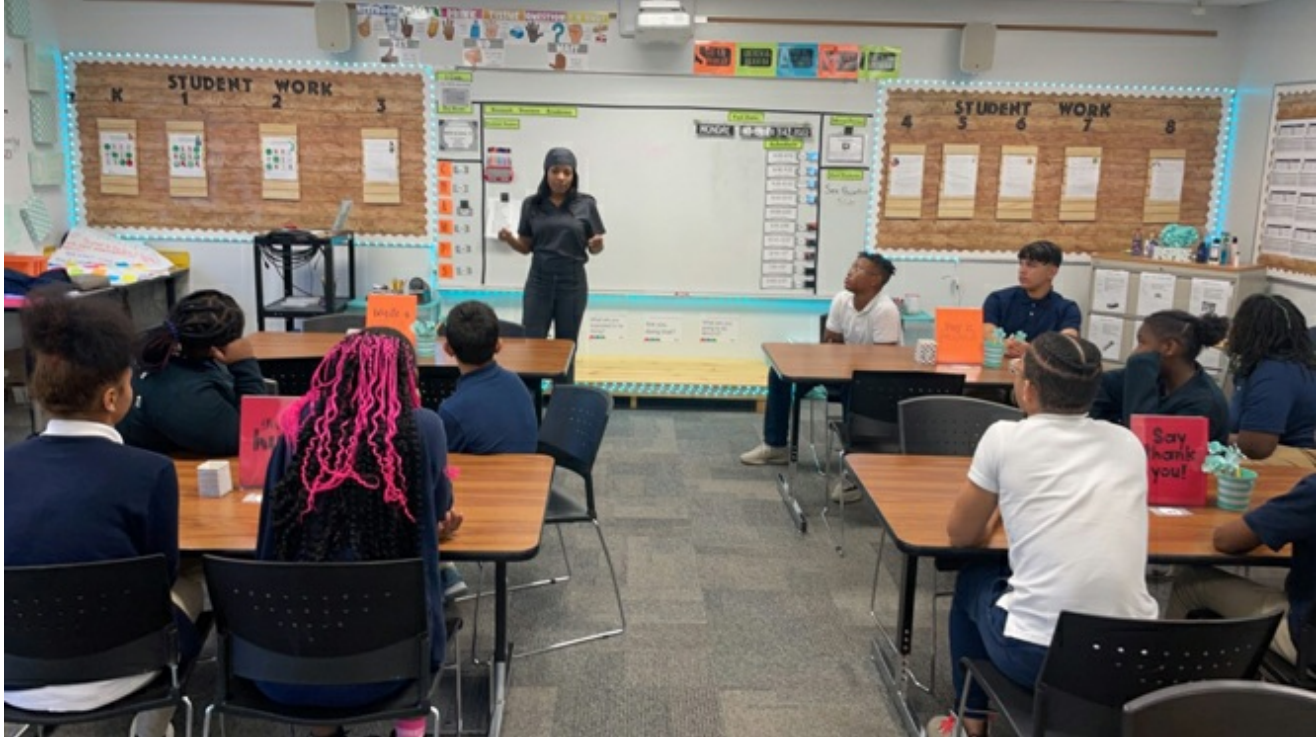
connect with parents and the community at-large.

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

I most connect with the promotion of character and academic success. It makes me and my fellow board members quite proud to be involved in providing the entryway to schooling for many 4-5 year old girls and boys.

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

PEER LEADERSHIP PROGRAM
AT BENNETT VENTURE ACADEMY



Two Bennett Venture Academy teachers saw a need in their middle school and took action. In October, Technology Specialist Tyrone Cleveland and K-8 Moral Focus Teacher Draytonna Overton saw that there were not a lot of leadership opportunities for their older students.

“We wanted to see those scholars use their leadership skills and qualities in a positive way,” Cleveland said. “So, we created a Peer Leadership Program and work with the scholars on various leadership activities.”

Read about the Peer Leadership Program here: <https://www.nhaschools.com/schools/bennett-venture-academy/en/blog/Peer-Leadership-Program-Allows-Students-to-Lead?fbclid=IwAR0KPMhLZG5BZc3IOpKZXAKKR998MoQfXYJ3-UywAndyvN87g75ueHDsJYA>

JANUARY COMPLIANCE UPDATE

Please see the following transportation coordinator training requirements and course offerings from the Ohio Department of Education. These requirements apply to the designated Transportation Coordinator for any school that owns or contracts buses (or vans) for daily student transportation, field trips or other school sponsored events.

Transportation Coordinator/Supervisor Training Requirements

- Newly assigned administrators must complete the classroom portion of the Ohio pre-service driver training program (15 hour course) within one year of their appointment to the position.
- Annual participation in a minimum of 4 hours of in-service, in school transportation-related training.
- Completion of the classroom portion of the Ohio pre-service driver training program at least once every 6 years.

A schedule regional pre-service driver training offerings by region for your reference: <https://education.ohio.gov/Topics/Finance-and-Funding/School-Transportation/Driver-Training/Bus-Drivers/Preservice-Classes-and-Regional-Instructors>

[Preservice Classes and Regional Instructors - Ohio Department of Education](#)

The Ohio Revised Code 3327.10 requires that Ohio school transportation vehicle drivers obtain the appropriate certification to operate a school transportation vehicle. Ohio Administrative Code 3301-83-10 requires new school bus drivers attend a minimum of fifteen (15) hours of classroom instruction, and drivers completing a six-year recertification

If you have not already done so, **Coordinators must submit evidence of completing the pre-service training to your school's sponsor representative.**

School transportation training opportunities for the annual 4-hour training requirement can be found at www.oapt.org or www.oasbo-ohio.org.

Questions? Please contact your sponsor representative for more information.

SCHOOL

spotlights

Akron Career Tech hosted an indoor block party. Students created art, danced, and celebrated the end of the year!



Congratulations to the **Dohn Community High School** winter class of 2022! We love seeing all of the decorated caps!



Students at **Eagle Elementary of Akron** put on their holiday program at the Kenmore Senior Community Center. Ms. Shawn prepared the children to perform in front of over 200 people!





Global Ambassadors Language Academy students celebrate the day before winter break with pajama day.



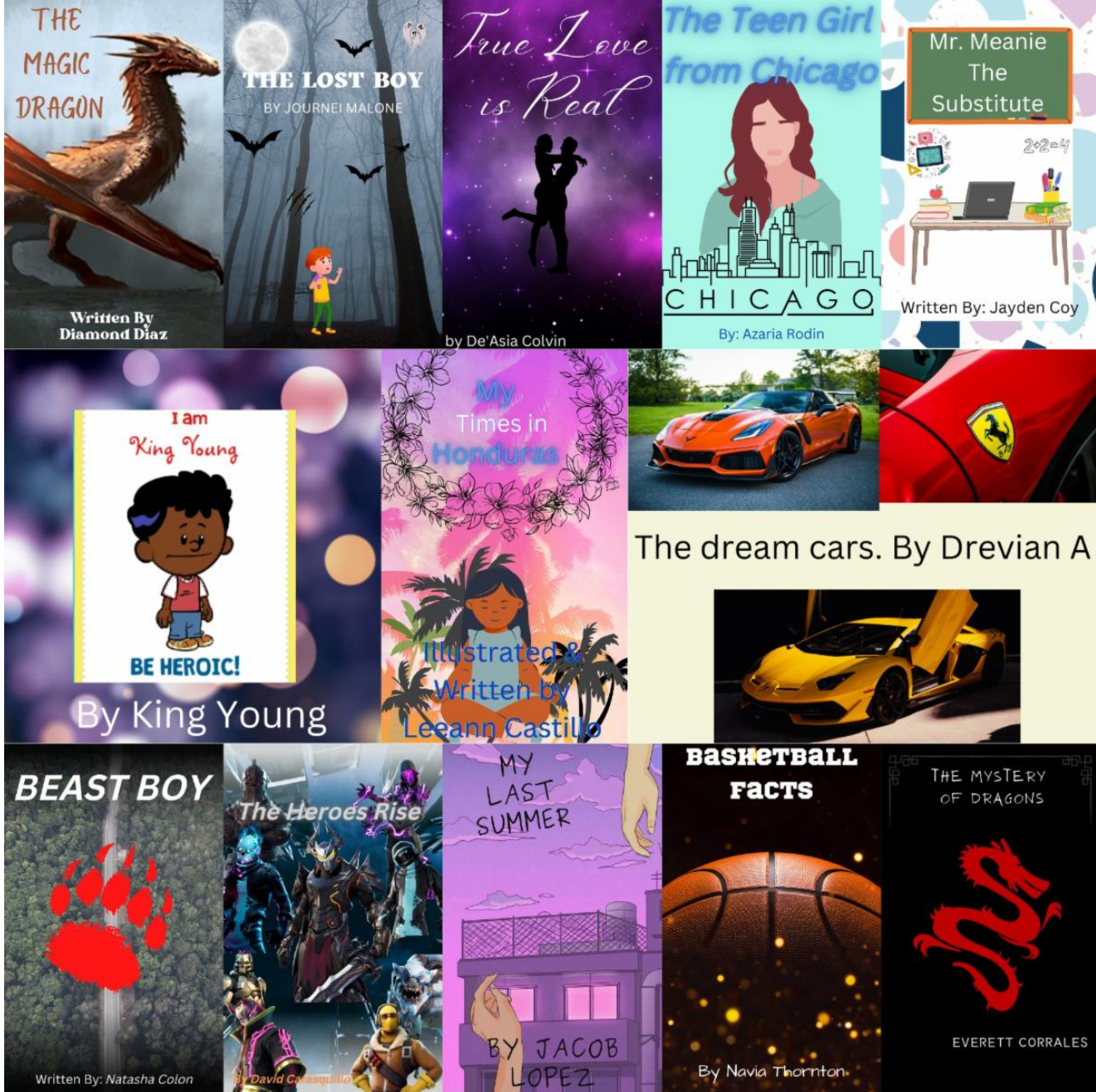
Hamilton County Math and Science Academy hosted a "Math Mania" day. Middle school student ambassadors helped teachers create the games and ran the stations.



Mrs. Bumpers classes at [Horizon Science Academy Dayton Downtown](#) participated in a give back challenge where students helped clean up around the neighborhood and gave affirmation cards to faculty members.



5th graders in technology class at [Lincoln Park Academy](#) wrote their own novels. They then designed their cover art using various programs. Take a look at some of their covers:



Students from **Stambaugh Charter Academy** participated in Fill-A-Cruiser alongside the Youngstown Police Department. Donations of toys were brought to the school for holiday season gifts.

Student/Family Liaison Ron Hardman at Stambaugh Charter Academy was brainstorming ways to help ensure his students would have a present to open at Christmastime with Malik Mostella, Youngstown Police Department's Community Liaison Service Division. They teamed up to have Mostella provide police cruisers and would then invite community members to Fill-A-Cruiser with Christmas presents.

We love the joy our schools are spreading this holiday season!



RHPD WELCOMES NEW FLEX CLEVELAND PRINCIPAL AND AWARDS STUDENT

The Richmond Heights Police Department have been supportive of FLEX Cleveland since the opening of the school. The RHPD recently awarded Khyran, a FLEX Cleveland student, an Academic Excellence award. They came to the school to present the award and interview Khyran.

While at Flex Cleveland, they also interviewed the new school leader, Kim Sterlekar, who worked for the Bedford School system for 19 years. She was a teacher for 3 years and a school administrator for 16 years.

"Being a principal allows me to serve the community, families and students to make connections to last a lifetime," Sterlekar told the RHPD. "My passion is helping people grow and flourish to become the best versions of themselves."

Welcome, Principal Sterlekar!



UPCOMING EVENTS

Happy New Year! We are pleased to announce that BCHF's Professional Learning Opportunities catalog has been refreshed for the beginning of 2023! Check out the new offerings below; you may register by clicking on the session name OR go to our brand new 2023 catalog [available here](#).

[Culturally Responsive School Leadership - Chapter 4 – January 10, 2023 – 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 had great conversations, so we invite all to participate even if you missed prior sessions!

[Parent Parity: What it Looks Like in Special Education – January 10, 2023 – 3:00 to 4:30 P.M. – virtual via Zoom](#)

IDEA requires that schools identify and serve students with disabilities as hand-in-hand partners with parents. Yet, Ohio has been identified by the federal Office of Special Programs as a "needs improvement" state. Educators in Ohio are reminded of the importance of procedural safeguards and parental collaboration in special education. Given all of the demands in special education today, how may we be truly collaborative with parents, even difficult ones?

[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 engaging. Let's 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.

[Student Centered Engagement in Mathematics – January 12, 2023 – 4:00 to 5:30 P.M. – virtual via Zoom](#)

Traditional mathematics teaching engages some students, not all, and the teacher does most of the talking. This can pin students against each other creating a competitive rather than a cooperative classroom. Research supports, cooperative learning strategies like "quiz-quiz trade", "rally coach" and "think-pair-share" will engage

disengaged students, help students learn, and improve learning. In this session, we will explore cooperative learning strategies to engage several students in the same amount of time traditional teaching engages just one!

[A Pinch of PD to Build Teacher Effectiveness: Classroom Management – January 17, 2023 – 4:00 to 5:30 P.M. – virtual via Zoom](#)

This session will cover a "pinch" of each of these areas for your classroom: getting student attention, establishing rules and procedures (and knowing the difference), addressing misbehavior effectively, classroom management tips, biggest mistake teachers make, and simple ways to defuse anger.

[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.](#)

The English Learner Cohort is a dedicated time for sharing amongst educators serving English Learners. In this month's gathering, we'll talk about how to earn full points on the EL state report card progress measure and share some other news and updates. We will then discuss speaking and listening benchmarks and have a conversation with the delightful content expert Mohamed Ahmed about how to help our newcomers experience success at school. Bring all your questions about working with ELs!

[DEI Cohort Meeting 2: Creating a Classroom of Belonging – January 23, 2023 – 4:00 to 5:30 P.M. – virtual via Zoom](#)

Creating a Classroom of Belonging. The purpose of this session is to discuss biases in education that can lead to discrimination against and unjust treatment of particular groups of students. Find out what prejudice in education is and how it affects people, including bias based on gender, culture, wealth, disability, and ethnicity. Learn about the reasons why prejudice in education is a problem and how to stop it.

[New Year's Resolutions: Running a Better Board Meeting – January 24, 2023 – 3:00 to 4:30 P.M. – virtual via Zoom](#)

This session is *especially for Board members*, though school leaders may benefit as well. Is running a better board meeting on your board's list of New Year's Resolutions? It should be! Come discuss board resolutions, Roberts Rule of Order, consent agendas, and other governance topics in this training with Stephanie Klupinski, BCHF's Vice President of Legal and Strategic Growth. We will tackle issues that commonly arise in board meetings and learn about best practices.

[TEACHER BOOTCAMP – January 24 and 25, 2023 – 4:00 to 5:30 P.M. – virtual via Zoom](#)

January 24 and January 25: TWO AFTERNOONS! 4-5:30 p.m. Struggling with classroom management and/or providing engaging lessons? This two-part series will give you practical strategies, especially as you begin the second semester. Let's get it started off the right way!

[Excel 101 – Live Session – January 25, 2023 – 4:00 to 5:30 P.M. – in-person – BCHF Training Room, Columbus, Ohio](#)

Large amounts of data can become intimidating. Understanding the power of Excel will give you the skills to analyze your school's data. Learn calculations which will make you a data guru! This will be an in-person, hands-on introduction to Excel. We will use Ohio State Test (OST) data to create actionable reports. Users should have their own computer with Excel

[Literacy Cohort 2 – January 26, 2023 – 9:30 A.M to 12:30 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.

[Leadership Cohort #4: Building a Culture of Collaboration and Continuous Improvement – January 31, 2023 – 4:00 to 5:30 P.M. – virtual via Zoom](#)

No one stands alone! The job of school leadership is a lonely one, but there are strategies and actions that leaders can take to develop a culture of collaboration that empowers teachers and helps develop them into your school's future leaders.

[Early Intervention in Math--Part 2 – February 2, 2023 – 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 two of this two-part series will provide evidence-based practices and practical examples that can

help teachers tailor their instructional approaches and/or their mathematics interventions to meet the needs of all of their students.

[Crisis Prevention Institute - FULL TRAINING – February 3, 2023 – 8:30 A.M. to 3:30 P.M. – in person – BCHF training room in Columbus](#)

This session registration is for full or initial CPI training. Participants will learn the key components to the CPI model for non-verbal crisis intervention 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 restrictive intervention procedures for school crisis teams. Participants should wear comfortable clothing and bring their own lunch. Training manuals will be furnished by BCHF. Those who register for initial training will receive an email with a link to an online portion of the course (2 hours) to be completed prior to the in-person training on February 3.

[Crisis Prevention Institute - in Columbus - REFRESHER TRAINING– February 3, 2023 – 12:30 to 3:30 P.M. – in person – BCHF training room in Columbus](#)

This session registration is for refresher training for those trained in CPI within the past 12 months. Participants will learn the key components to the CPI model for non-verbal crisis intervention 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 restrictive intervention procedures for school crisis teams. Participants should wear comfortable clothing and bring their own lunch on Feb. 3 at Noon. Training manuals will be furnished by BCHF.

[Supporting English Learners in the Content Classroom Part 1 – February 7, 2023 – 4:00 to 5:30 P.M. – virtual via Zoom](#)

How can classroom teachers meet the unique linguistic, social and academic needs of English learners? In Part 1 of this two-part series, participants will learn how to unpack the linguistic demands of the content standards, identify appropriate language supports, fill gaps in background knowledge, and access your ELs' powerful funds of knowledge.

[View the 2023 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.

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