

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.



Board Member Spotlight

Frederick Boll, The Richland School of Academic Arts by Peggy Young

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 Frederick Boll (Fred), board member of **The Richland School of Academic Arts (TRSAA)**. TRSAA is a K-8 school located in Mansfield, whose mission statement is, “We are committed to providing the best academic core curriculum blended with meaningful integration of the visual and performing arts to build educated, confident students to be future community leaders.”

Professionally, Fred works as the Executive Director at the Little Buckeye Children’s Museum in Mansfield. Fred joined the board in 2015 and currently serves as the board chair. Peggy Young, Director of the Education Division, spoke with Fred in April and asked him to reflect on his experiences 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 have you made as a board member that help meetings run more efficiently?

Our board is very organized, we try to follow recommendations of board best practices. Our sponsor Buckeye Community Hope Foundation has been tremendous in making sure that we follow state rules and the charter contract. We try to be organized, making sure we are clear and concise for our parents, staff, and students. We work closely with our attorney, and we are very transparent in how we work.

How do you solicit and retain new board members?

We are currently looking for a new board member. We are looking at all things that make up our board: age; educational background; where they live; talents they bring. We've asked all board members to complete a survey so that we can create a board matrix of the characteristics of current members. We are looking to see where the holes are in the board and how we can fill the gaps. Most of our members tend to stay, the only members that have left moved out of state, so that's good.

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

I have lots of proud moments! When we built our new school from scratch and paid off the debt was a very proud moment. But I suppose I'm most proud when I go to the school and teachers come up to me and say what a great work environment the school has created and thank me and the board for allowing them to teach in their own style and then seeing how this impacts the students. That makes me proud. Being a school with a focus on the arts, we put on productions often. I am so proud when I go to the school and see that the parking lot is packed full of parents when there's a performance. That makes me the most proud!

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

I am a supporter of education, experiential education. Kids learn through doing, (art, dance, music) not just sitting. And community is important. Kids see at school that they are part of [something], and we are working to build a community. By concentrating on the experiential piece, kids are learning about community and community building. Hopefully, by learning and being a part of building their school community at a young age, kids will take this sense of community building and apply it in their own communities as adults.

All of us in the Education Division of BCHF appreciate the dedication that Fred Boll has shown in promoting public education and the impact the school is making on improving the lives of students in Mansfield. We hope, in sharing these stories, others will consider serving as community school governing board members.

School Spotlight: Great Western Academy

GWA Students Launch New Literary Magazine by Stephanie Klupinski

"To All My Fake Friends..." So begins the opening poem in *The Mirror*, the newly created literary magazine produced and published by middle school students at Great Western Academy, a k-8 school on the west side of Columbus. The poem, written by Sha'lisia Chavis, emphasizes the importance of finding true friendship, advising, "Be careful with whom you share/ Because they will try and disrepair."

The Mirror provides both reflections from and insights into the lives of students. Topics explored include the challenges of middle school, the search for identity, the loss of loved ones, and

Covid and its devastating effects. There are also funny stories, scary stories, and touching personal reflections that reflect the racial and cultural diversity of GWA's students. In one reflection, a student recalls an Eid celebration. In another, a student describes his love of soccer and going to games with his father, who grew up playing the soccer in Mexico. "I like soccer because it's part of who I am. It is part of my heritage," explains author Jonathan Bernal. "Sometimes people don't think I am Hispanic because of my light skin color. Playing soccer reminds me and others of who I am."

Thirty-seven students contributed to the content of the magazine, and nine students served on its editorial board.

The magazine was the product of an extracurricular activity led by Laura Beckwith, an academic support specialist in her first year at the school. She has taught creative writing and composition at Columbus State for over 20 years and has a background in publications. "Our big push was the voice and choice," she explained. "Kids could have some say as to what went into the magazine."

Ms. Beckwith did the layout for this edition of the magazine but plans to work with students so they begin assuming more of those responsibilities. Staples published the magazine, which was then sold at the school for \$2 a copy. All contributors, along with each member of the editorial board, received free copies.

This was the first edition of *The Mirror*, but the school plans to continue it and hopes to have two annual editions moving forward, one in the fall and one in the spring.

Tyler Martin, an eighth grader who has been at GWA since first grade, served as *The Mirror's* inaugural editor-in-chief. His peers elected him to the position. "Picking the writings was the hardest part," Tyler noted. "Some had content that we could not let into the magazine." He worked with the rest of the editorial team to make selections for the first publication. "I think we did well. Many of us were shy at first, but we worked well together as a team."

Tyler will attend Cristo Rey High School next year and dreams of working in the writing field. With this experience behind him, he is off to a great start.

If you are interested in purchasing a copy of *The Mirror*, or learning more about how to create a similar project at your school, please contact Ms. Beckwith at laura.beckwith@imageschools.org.



Left: The Editorial Board of *The Mirror*.

The illustration at the top of this article was drawn by GWA Eighth Grader, Stella Scott



COVID

By Kamryn Miller

Corona, my grandma died from it.

Omicron, just when we thought it was over.

Be **V**ery careful and **DON'T** go out if you're sick.

I'm not sick but you might be.

Delta came right after omicron. Just let it end.



What people see me as

By Anthony Martinez Diego

At school people see me as bright as the sun and positive as a rose who gets his work done

But in reality, I am just a person who is trying to heal from the damage I received and move on

When I'm at home, that's when you get to see the cold and silent me

At school I just act like I'm happy because I don't wanna hear people all the time asking me "Are you ok?"

But eventually at school, I won't be able to put up the act anymore and eventually be cold and silent as a shadow

illustration by Derrious Henry



Teacher Laura Beckwith and Editor-in-Chief Tyler Martin.



Illustrator Derrious Henry and Author Anthony Martinez Diego

Featured Program: Horizon Youngstown

Books Over Bubble Gum: Horizon Science Academy Youngstown Launches Book Vending Machine Program by Joe Calinger



Horizon Science Academy Youngstown has implemented a new reading initiative, spurring reading interest and positive behavior.

Inchy's Bookworm Vending Machine works by rewarding students for good behavior, good grades, and good attendance. But this is not your typical vending machine. This special vending machine is filled with something much healthier for the brain...books!

"The teachers like that it allows students to pick a book of their choice," explained third-grade Language Arts teacher Megan Minnie. "Our students love reading and being able to earn a free book will give them the incentive to work hard, so they can earn their token."

Ms. Minnie is the DonorsChoose Teacher Ambassador for the school and helps with their monthly newsletter. That's how she learned about another teacher at a different school who created a book

vending machine. She reached out to the vendor, Global Vending Group, and raised funds through DonorsChoose.

HSAY uses Positive Behavioral Interventions and Supports (PBIS) to improve school safety and promote positive behavior. Students can earn tokens through consistent positive behavior, making adequate progress towards meeting personal behavior or social-emotional goals. Once the student earns a token, they can take it to the vending machine and choose a book to keep. School administrators are hoping the implementation of this system will increase positive behavior for the students.

“We are using the vending machine as a reward, so we have made it a big deal,” Ms. Minnie said. “The students got their pictures taken with their books once they made their selection and it made them feel extra special. The students were excited to see some of their friends had also earned a book.”

Teachers, parents, students, and other members of the community can donate new books to be put in the vending machine.

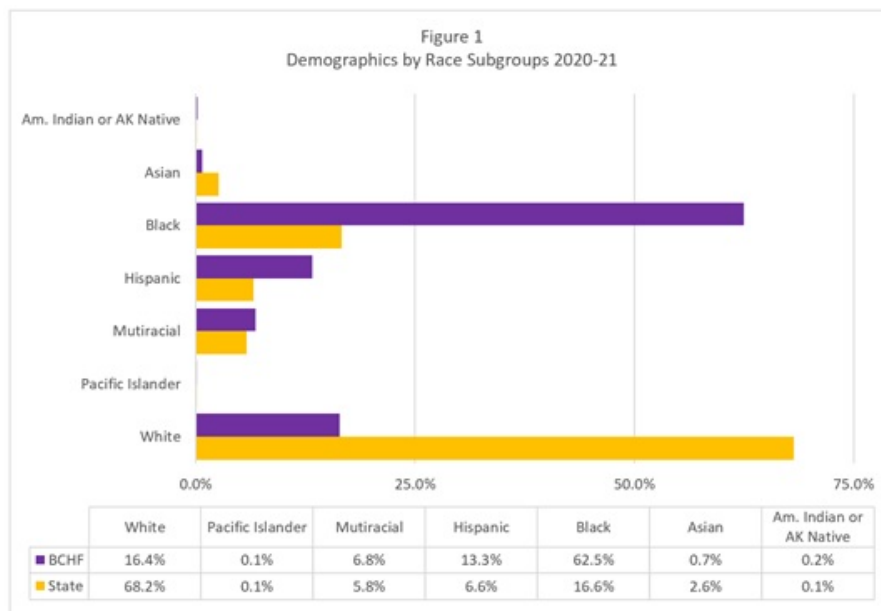
Kudos to Ms. Minnie and HSAY for coming up with such a great way to encourage positive behavior and reading!

Data Dive

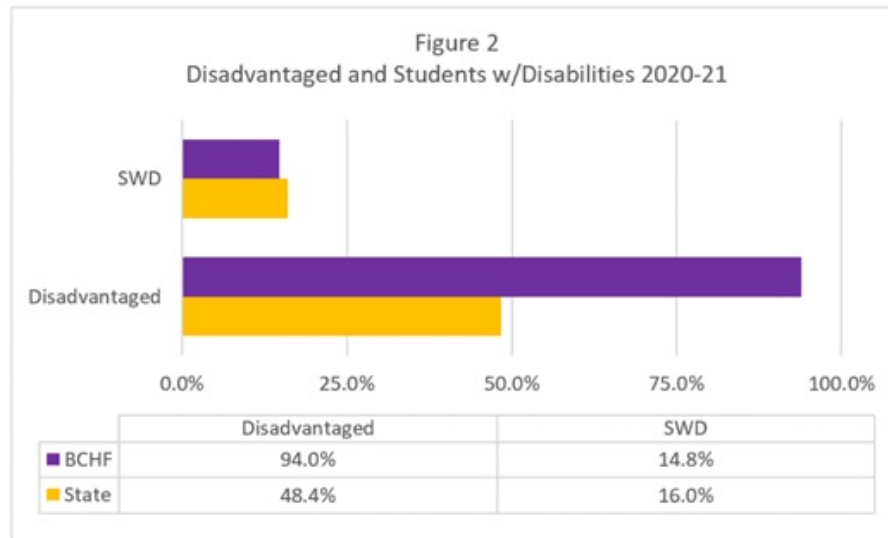
Exploring Our Portfolio Data Profile by Stan Nichol

A tour through the schools which comprise Buckeye Community Hope Foundation’s family of schools reveals a rich diversity of students. How do our schools compare with the rest of Ohio when comparing Demographics and Attendance/Chronic Absences? And, moreover, what do these data on the nature of our students and their attendance mean for successful school programs?

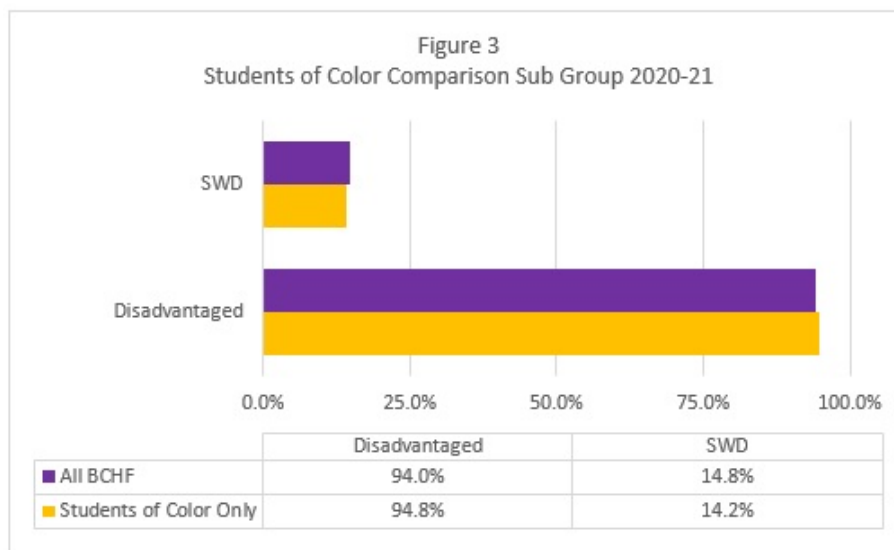
First, we look at the demographic make-up of Ohio’s student population as it compares to the students enrolled in a BCHF school. Figure 1 below shows that, except for Asian students, our students of color subgroups make up larger percentages of our student population than the state averages. Students of color make up 83.6% of our student population, with students identifying as Black enrolled at over three times the state average. When comparing the White student populations, we show the opposite. Our students identifying as White make up 16.4% of our student body compared with 68.2% statewide.



Next, we compare the Students with Disabilities (SWD) and Economically Disadvantaged student populations to the students enrolled in schools sponsored by BCHF. Figure 2 shows that BCHF serves a nearly identical population of SWD. We are slightly below the state average of 16.0% for the 2020-21 school year. Most of the students our schools serve are Economically Disadvantaged. The state Economically Disadvantaged rate is 48.4% compared to our rate of 94%. We know that disadvantaged students face additional hurdles in learning which were only amplified by the pandemic.



We expect to see the percent of Students of Color identified with a Disability (SWD) mirror the overall population. The same is expected when comparing the Economically Disadvantaged populations. Figure 3 shows that the identification of SWD and Disadvantaged by Students of Color does, in fact, match the overall student population in BCHF schools.



Students become Chronically Absent when they miss more than ten percent of the possible instructional time. These include both excused and unexcused absences. Across Ohio, the chronic absence rate increased during the 2020-21 school year. The BCHF family of schools saw a similar rise from 36.7% in 2018-19 to 51.0% for the 2020-21 school year. This includes all school types currently sponsored by the Buckeye Hope Foundation. The state shows an increase in Chronically Absent students of twelve percentage points for Economically Disadvantaged students for the same period. The BCHF schools show a similar increase from the 2018-19 to 2020-21 school year of more than fourteen percentage points. Figure 4 (below) shows the chronic absence rates by identified racial subgroups. Our students have higher chronic absence rates than the rest of the state in each of the measured subgroups. The subgroups show similar rates regardless of race.

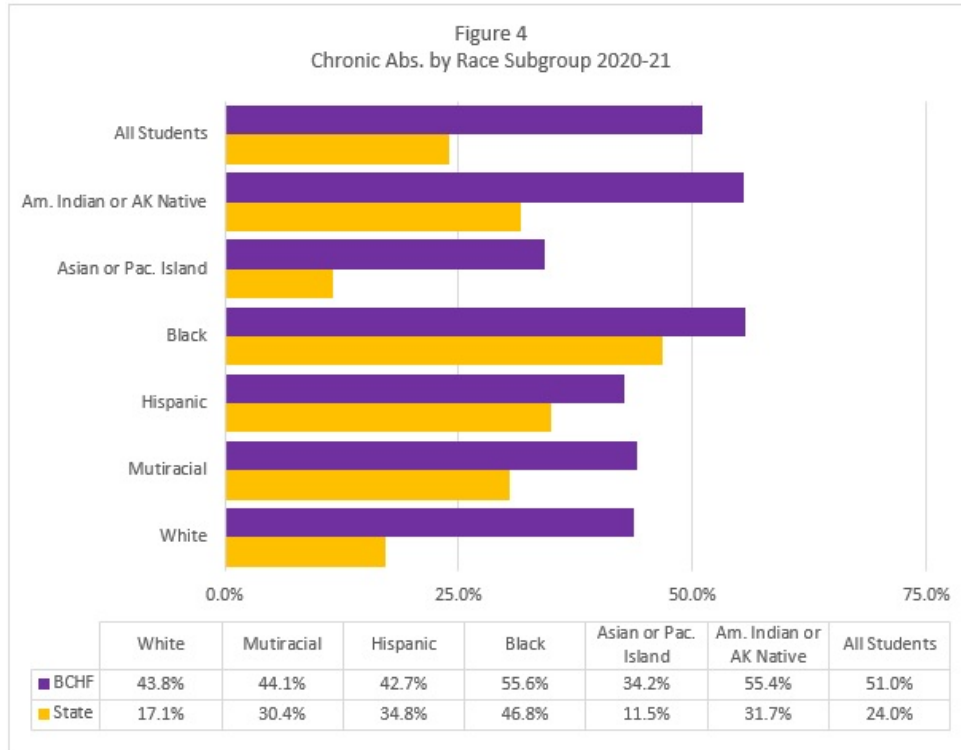


Figure 5 shows the additional subgroups of SWD and Economically Disadvantaged. Here we see that our SWD's chronic absence rate of 65.2% represents the largest difference to the state's rate of 32.8%. Our students with the greatest needs have the highest absence rates. During the 2018-19 school year, the Chronic Absence rate for SWD was also our highest subgroup at 52.4%.

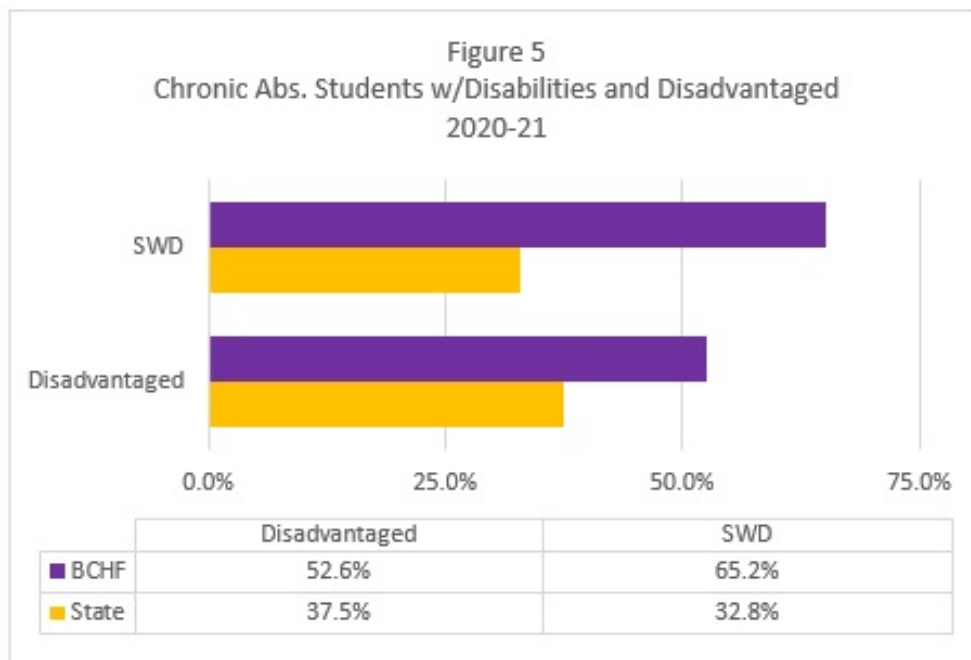


Figure 6 below shows the relationship between the average Spring 2021 English Language Arts scaled scores and student attendance rates. The data supports what we would expect. Students' scores increase with higher attendance rates. The data shows the greatest increase when students reach more than 90 percent attendance. Looking at the "All Students" category, we see an increase of thirteen points when increasing attendance rate to 90 percent or higher.

Figure 6

Attendance Range	All Students	DOPR Only	DOPR Excluded	SWD Only	SWD Excluded
0% to <50%	661.9	663.2	658.4	652.5	664.1
50% to <60%	665.7	663.6	669.1	650.0	669.5
60% to <70%	663.1	662.0	663.8	650.2	666.1
70% to <80%	667.0	664.2	667.9	653.8	670.5
80% to <90%	674.5	668.3	675.2	653.4	678.6
≥ 90%	687.5	677.0	687.9	663.3	690.0
Correlation	0.88	0.86	0.82	0.87	0.88

Attendance is the most important foundational element in student achievement. Students who attend school regularly improve their chances of being academically successful. If a student misses just ten days per year, they will miss a total of 130 days over their k-12 educational career. This would represent 70 percent of an entire school year lost over their k-12 schooling career. We see schools with students missing much more than ten 10 days per year. Once students begin to miss school, we often see them get buried in make-up work, get discouraged, and become at-risk to drop out of school in the future. These data show areas of particular concern, in particular the high rate of chronic absence among students with disabilities, economically disadvantaged students, and students of color.

Schools should strive to create attendance policies that are preventative instead of punitive. Attendance data is perhaps the only data collected daily. This lends itself to information which can be acted upon immediately. Schools should consider a policy which elevates the importance of attendance and strives to address absences as they occur. Waiting until students fall behind will create a hurdle which may be too great for young students to cross. Consider tracking attendance by grade, homeroom, or other such subgroups. Encourage the teachers to make school attendance a top priority. Contact parents personally and convey the importance of good school attendance. Often personal messages, such as “I especially want your child in school today because” are the most effective. Design “tiered” interventions for absences and truancy.

Source:

Meador, Derrick. "Why School Attendance Matters and Strategies to Improve It." ThoughtCo, Aug. 26, 2020, [thoughtco.com/why-school-attendance-matters-3194437](https://www.thoughtco.com/why-school-attendance-matters-3194437).

Upcoming Professional Development Events



Buckeye Community Hope Foundation
2022 School Leadership Summit

BCHF Annual School Leadership Summit - June 9 and 10, 8:30 A.M to 4:00 P.M. – via Zoom

Join us for the premier professional development event of the year! BCHF's School Leadership Summit is designed for school leaders and school leadership teams. The 2021-22 Summit is once again virtual (though we have hopes for the future). We are pleased and proud to announce that our theme for this year is “Always Lead, Lead All Ways.” The Summit will address key areas in which leaders make a difference in the quality of schools. The final day of the Summit will address the personal and professional needs of leaders themselves. Register now!

Special Education Network-Developing High Quality IEP's – May 3, 2022, 3:00 to 4:30 P.M. – 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. This session will address 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 3:00 P.M. – in person

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. – 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 (3 hours, there will be two sessions offered. To renew your credential, you must participate in one three hour training – May 13, 2022, 9:00 to Noon – in person

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.

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

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.

SAVE THE DATES!!!

Please mark your calendars. BCHF's *New School Leader Orientation* will be July 26, 2022, in-person in Columbus. BCHF's *All Schools Meeting for 2022-23* will be September 15, 2022, online via Zoom.

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

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