

## 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.



# FLEX CLEVELAND OFFERS FREE FOOD TO STUDENTS, COMMUNITY

Flex High School Cleveland is helping not only students and families succeed, but the community as well through hosting a food bank.

"We had a lot of kids who were struggling. They were coming in saying 'hey, I need some food. I need help with rent,'" said Rachel Woodward, the school's operations manager. "Because we have some students who are 18 and older, they're living on their own."

Last year, the school partnered with Cleveland Food Bank. They began hosting a drive-thru food bank in front of the school every last Thursday of every month.

"It's four to 5,000 pounds [of food] every time we get food here, so it's a lot of food that we are able to give away to our students and our community," she said.

This greatly helps students in the school, including 18-year-old William Thornton.

"A lot of people can't afford to get food from the store but you come up here, they give you anything, they feed you. It's a good thing," he said.

The bank also assists community members like Yvonne Coman.

"I'm here because I'm a senior and I have cancer, so this food is just hard for me to obtain and I'm very thankful for this organization that is offering this to us," said Coman. "I have to decide if I'm going to buy my medicine or I'm going to buy some food."

We are so proud of the commitment to students and the community that Flex High School Cleveland has shown. The next food bank will be on April 27 in front of the school.

Watch the video feature on News 5 Cleveland [here](#).

## ARE YOU A "DIMINISHER"?

by Mindy Farry, School Improvement and Accountability Representative

How would your colleagues describe your leadership personality? One of the most difficult tightropes that school leaders walk is the fine line between coaching, leading, and supporting teachers, and the essential job of evaluating teachers.

In Liz Wiseman's books, *Multipliers: How the Best Leaders Make Everyone Smarter* and *The Multiplier Effect: Tapping the Genius Inside Our Schools*, her research begins with examining how successful leaders can cultivate and multiply genius in others while some leaders tend to diminish that same intelligence. Diminishers tend to believe there are not many people who are smart enough to lead, and that people will not come to the right conclusions without the leader stepping in or controlling the ideas. On the other hand, Multipliers see their employees and colleagues as intelligent, capable people, and create the right opportunities for each person. Multipliers know that each person has unique skills and talents and can tap into that uniqueness to help the entire school move forward.

There are so many factors post pandemic affecting recent struggles with teacher staffing, that no one aspect can "cure" the problem. Teachers are frustrated by student trauma behaviors, understaffing, increased demands, lack of public appreciation, their own mental health, and much more. One aspect, however, that is within our control is whether we, as school leaders, are being Multipliers or Diminishers. Are we allowing our staffs to grow and flourish or are we stunting their growth? Are we assuming intelligence and good intentions regarding our personnel or are we trying to control every aspect of their behavior? Are we building leaders or followers in our buildings?

Personally, I know what it feels like to have someone who is a Diminisher overseeing my work. Let's call her Ms. D (Ms. Diminisher). Ms. D drove me out of a district where I had been a teacher, a dean, and a principal for twenty-four years. I had grown up as an educator in that school. I loved the community, the families, and the students. Ms. D., who was a newcomer to the district, attempted to micromanage my staff, and the entire building. She had little knowledge of the secondary classroom, yet tried to force her strategies and philosophies on a high school staff. Suddenly, my autonomy as building leader had disappeared. When an opportunity presented itself in another district, I took it. When I left the district that I had considered "home," I felt as if I had abandoned the other district principals. Four out of the five remaining principals did indeed leave the district within the next year. I always regretted not telling my first superintendent how Ms. D. had made my decision easy. However, in my next district, I encountered a superintendent who said to me, "I hired you because I trust your knowledge and decision-making. Just do what you think is best for your building and your students." He consistently guided, suggested, coached, and mentored me. He was an intentional Multiplier. I grew more in those six years than I had in the previous twenty-four.

One of the most fascinating aspects of Wiseman's research is the "Accidental Diminisher." She assumes that most leaders are well-intentioned, have historically decent leadership skills and do not intend to be Diminishers. However, in the chaos of the job, the sense of urgency may manifest itself as a Diminisher. Do any of these characteristics sound familiar? Could you be an Accidental Diminisher?

**The Idea Fountain:** Creative, innovative, constantly spouting new ideas.

**Always On:** Highly charismatic, energetic, and a little draining

**Rescuer:** You step in before people have a misstep and rescue them

**Pacesetter:** Sets the example on how to achieve the task

**Rapid Responder:** Prides themselves on being a quick “fixer”

**Protector:** Being the “Mama Bear”

**Strategist:** The big thinker who reaches too far with little implementation skills

**Perfectionist:** Delays action until everything is perfectly in place

Recognizing the Accidental Diminisher in ourselves is an essential first step. I know that I was especially guilty of being the Rescuer and the Rapid Responder. I thought that made me a decisive leader. Once we recognize those tendencies, either overt or subtle, there are steps to take to decrease the Diminisher profile:

**The Idea Fountain:** Create a holding tank for thoughts and ideas; take all ideas.

**Always On:** Say something once and then sit back and allow others to add ideas.

**Rescuer:** Ask your staff for “fixes” to the problem.

**Pacesetter:** Stay within sight; you might tend to get too far ahead of the team

**Rapid Responder:** Set a mandatory 24-hour waiting period for major decisions.

**Protector:** Expose your team members to the harsh realities of school change.

**Strategist:** Let the team put the puzzle together; don’t complete the puzzle for them.

**Perfectionist:** Make space for mistakes; decide on an acceptable, not perfect standard.

As we think about ways to make our teachers feel valued and respected, assess your leadership style and how you might become closer to a Multiplier and less like a Diminisher. Obviously, there are times when school leaders must act quickly and decisively in a crisis, but in the everyday walk of the school leader, how can you become more of a Multiplier and cultivate all the intelligence in your staff?

References:

Wiseman, L. (2017). *Multipliers: How the best leaders make everyone smarter*. Harper Business, an imprint of Harper Collins Publishers.

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

## MATH MINUTE

Brit Seward, M.Ed., School Improvement Representative, Math Specialist

### Mathematics Professional Development: Purposeful or Pointless?

Let’s be honest – we can all recall professional development (PD) sessions that felt pointless and left us wondering why we were there. Purposeful mathematics PD should improve instruction in order to improve student learning. Two broad categories of instructional practices: a) explicitly attending to concepts (EAC) and b) fostering students’ opportunities to struggle (SOS), have been linked to improving students’ mathematical learning and achievement.

The Math Education Collective (MEC) at Boise State University developed the EAC/SOS framework to aid in the creation process of effective mathematics PD. The framework can be used to discuss EAC/SOS practices and engage participants in activities that make use of those practices during PD. Regardless of the format, content, structure, coherence, and focus should be carefully considered during the design process. The framework provides the construct, features, and strategies to focus on during professional development. It is a framework for discussion as well: Do teachers really know how to discuss the reasoning behind a mathematical process? What if they practiced these kinds of explanations with one another?

The harsh reality of students falling farther and farther behind in mathematics must be proactively and intentionally addressed – starting with high quality PD. Have you taken the time to build out a cohesive

PD program focused on instructional strategies for improving student learning in a teacher centered way?

#### References:

Hughes, G., Carney, M. B., Champion, J., & Yundt, L. (2023). Building Mathematics Professional Development With an Explicit Attention to Concepts and Student Opportunities to Struggle Framework, *Mathematics Teacher Educator*, 11(2), 93-116. Retrieved Mar 30, 2023, from <https://doi.org/10.5951/MTE.2021.0030>

## BOARD MEMBER

### s p o t l i g h t



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 Lewis Macklin, President of The Academy for Urban Scholars Youngstown board. The Academy for Urban Scholars Youngstown 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.

Lewis has been a board member since the founding of the school. Outside of being a board member, Lewis is a family man.

"I pastor a Holy Trinity Missionary Baptist Church," said Macklin. "I'm married to Dorothy and we have five children and eight grandchildren. I'm also studying to be a funeral director."

**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?**

It helps to prepare PRIOR to the meeting so you can ADD to the discussion. Read all the advance materials.

**How do you solicit and retain new board members?**

Our community is loaded with community leaders. Reach out and tap into the assets of your community.

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

I am proud when I see students standing tall, representing the school and our community in such a great way.

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

The entire mission statement speaks to me because that is our quest and our calling. We want to make sure that critical thinking goes beyond "is this simply on the test?", and that they'll develop a curiosity for knowledge.

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



# GALA AWARDED \$1.2M IN OHIO HISTORIC PRESERVATION TAX CREDITS



*Rendering of McKinley School Building*

Global Ambassadors Language Academy has been awarded \$1.2M in Ohio Historic Preservation Tax Credits to rehabilitate the former McKinley school building for use of GALA's future location - the project has also qualified for Federal Historic Preservation Tax Credits in the amount of approximately \$2M.

In addition, GALA recently received \$250,000 from the Cuyahoga County District 3 ARPA Community Grant Fund to support the McKinley school project. Special shoutout to GALA students Katie, Rahyir, Kenneth, and Jasmine, who presented to the County Council.

Congratulations on this exciting adventure!

## APRIL COMPLIANCE UPDATE

### Clarification on Title IX Requirements:

- Each school must have a Title IX coordinator. The coordinator must be listed on the website with contact information. The coordinator **CAN BE** a management company person that covers multiple schools.
- Title IX personnel are to be trained on the definition of sexual harassment, the scope of the school's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, and how to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Please reach out to your school for further information.

## Career Advising Policy

This policy on career advising is to be reviewed at least once every two years and made available to students, parents, guardians and custodians, local post-secondary institutions, and district residents. The policy needs to be posted on the school's website. Please reach out to your sponsor representative with any questions.

# HSA SCHOOLS ADVANCE TO VEX ROBOTICS WORLD CHAMPIONSHIP

The Horizon Science Academy Columbus Elementary Robotic Team participated in the 2023 Ohio VEX IQ Elementary State Championship competition. Team 2288B has qualified for the 2023 VEX Robotics World Championship in Texas!

The Horizon Science Academy Columbus Middle School Robotic Team has achieved a significant milestone by participating in the 2023 Ohio VEX IQ Middle School State Championship competition with three teams. Team 85403F has qualified for the 2023 VEX Robotics World Championship in Texas.

Congrats on these wonderful achievements! We wish you the best of luck at the World Championships!







# SCHOOL

spotlights

**Focus North High School** hosted a bake sale fundraiser to raise money for their upcoming prom!





**Imagine Environmental Science Academy** had their Black History Month performance, organized by their 2nd/3rd grade teacher. The students did a wonderful job!



Deputy Marcy from the Mahoning County Sheriff's Department read to 3rd graders at **Horizon Science Academy Youngstown**.





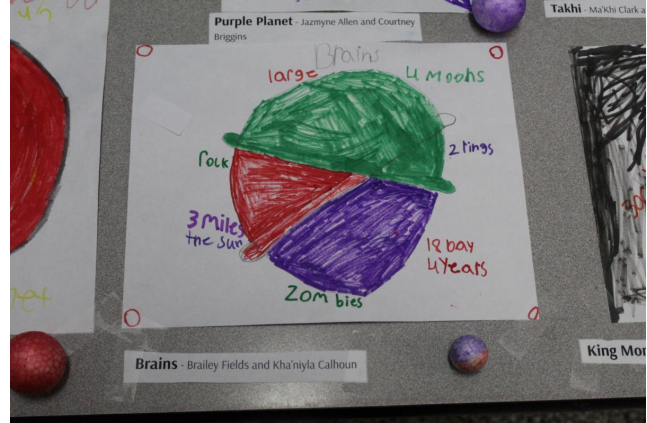
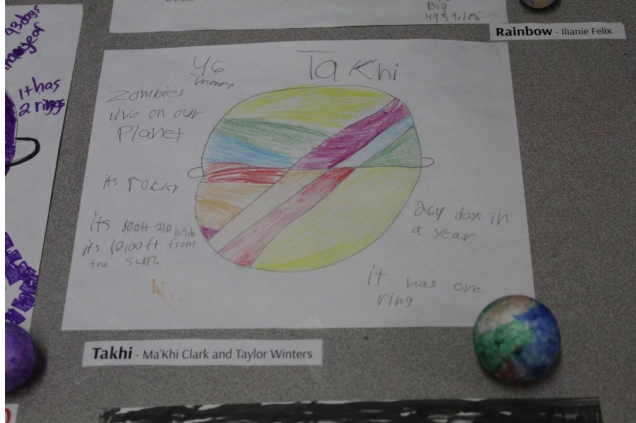
The Capital University Rock Ensemble performed for students and staff at **Horizon Science Academy Elementary**! Also known as C.U.R.E., this group performs a blend of rock, jazz, country, and pop music.



Mrs. Smith's 4th and 5th grade class at **Main Preparatory Academy** learned about the solar system and planets. They created their own planets and listed out the special characteristics about them. They then brought their visions to life with a 3D model! Take a look at some of their work!







7th graders in Mr. Jones class at **The Richland School of Academic Arts** tried their hand at sculpting.

"They studied some of the famous sculptors of the Renaissance. Then they had to find a sculpture they would like to recreate," said Jones. "One of the things that we learned about was that literally in Florence, Creativity bred Creativity. The students, without realizing it, were sharing their masterpieces with each other and were asking "how did you do that" or "how do you make an ear?" They were engaging in the same process that the leaders of the Renaissance did. They had a ton of fun and hopefully will remember this for years to come."

We love the hands on integration of the arts!





## FEDERAL LOW-INCOME COUNT SYSTEM (FLICS) SPRING REPORTING FOR ALL COMMUNITY SCHOOLS

### FLICS Data for All Community Schools Should be Reviewed by April 28, 2023

The Federal Low Income Counting System (FLICS) EMIS Level 2 Report is available now for both community schools and public districts to allow them to review economically disadvantaged community school student data from the School Options Enrollment System (SOES). Anyone with access to the EMIS Data Collector can view the report. Community schools and public districts have until Thursday, April 28, 2023 to review FLICS data in the Level 2 Report before it is pulled for grant calculations.

Based on the community school enrollment data, Title I-A and Title II-A funds are deducted from the student's 2021-2022 district of residence and reallocated to the community school where the student is enrolled as of October 2022. Additional instructions regarding the review of the FLICS Report with a timeline for review can be found [here](#).

FLICS data in Spring 2023 will be used during the Fiscal Year (FY) 2024 allocations for districts. If you have any questions or concerns regarding the FLICS process or FLICS Report instructions, please contact one of these consultants at the Office of Federal Programs or [federalprograms@education.ohio.gov](mailto:federalprograms@education.ohio.gov).

Daphne Rees at [daphne.rees@education.ohio.gov](mailto:daphne.rees@education.ohio.gov)



# PENNY WARS FUNDRAISER DONATES MONEY TO RED CROSS

The Horizon Science Academy of Lorain's annual Penny Wars fundraiser took place throughout the month of February and ended on March 3.

"It's one of the activities that brings the school together," said Student Council President Senior Kennedy Short. "People really like the pizza, of course, but everyone loves the opportunity to pie someone else."

This year, the students raised \$1,947.40. In honor of March being National Red Cross Month, the school donated \$500 of proceeds to that organization.

The event was featured in The Morning Journal - read the full article [here](#).



## UPCOMING EVENTS

Yes, we KNOW what April is like for you, busy school professionals. Take a break though from all of the testing, spring activities, and intensive late-year teaching and join us for a professional

development session. Most of our sessions are brief, AND the networking with other educators in Spring is like a bit of sunshine. You may register by clicking on the session name OR go to our 2023 catalog [available here](#).

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**Math Cohort 3: Building a Foundation of Deep Mathematical Understanding – April; 14, 2023 - 4:00 to 5:30 P.M. via Zoom**

The purpose of this cohort is to provide educators with the tools for creating high-quality and equitable mathematics classrooms. In session three, we will discuss Chapter 5 of NCTM's series, Catalyzing Change in Early Childhood and Elementary Mathematics. We will center our work around building a strong foundation of deep mathematical understanding, emphasizing reasoning and sense making, and ensuring high-quality mathematics education. It is recommended (not required) to have read Chapters 5 and 6 prior to attending this session.

**Literacy Cohort #3 – April 20, 2023 - 4:00 to 5:30 P.M. via Zoom**

What if "Everything I needed to know I learned in Kindergarten" isn't true for your students? What if they consider READ to be a 4-letter word? This session will focus on strategies for filling in the gaps for students who are struggling with reading. We will also focus on using writing along with reading to assist your students with filling in those gaps. Bring your ideas and questions.

**Special Education Update #4 – April 26, 2023 – 3:00 to 4:30 P.M. 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.

**Spring English Learner Cohort "Gathering" – April 27, 2023 – 3:00 to 4:30 P.M. 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.

Please also remember to reserve your spot at this Summer's BCHF School Leadership Summit! The Summit will be in person in Columbus on June 8 and 9. We are so excited and thrilled to "welcome back" school leaders! Watch this newsletter for further announcements and information. The registration link is as follows: <https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=4368934>

[View the 2023 Professional Development Catalog](#) or scan below to access the events!



# BUCKEYE COMMUNITY HOPE FOUNDATION

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