



## SPONSOR UPDATE NOVEMBER 2023

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[Jennifer Schorr, VP of  
Education](#)

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### 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.



## BCHF Annual Board Training

BCHF is pleased to offer its annual, online training **for governing board members and leaders of our sponsored schools**. The training will be offered on Saturday, November 4 beginning at 8:45 AM and proceeding as follows:

**9:00 AM to 10:00 AM - REQUIRED TRAINING FOR BOARDS AND ADMINISTRATORS** on Open Meetings and Sunshine Laws

**10:00 AM to 12:30 PM - GENERAL SESSION** including the following topics to develop and enhance your knowledge and capacity as leaders and school board members: Roles and Responsibility "Hot Topics;" Transportation Update; Science of Reading Overview; Creative Solutions to the Teacher Shortage; and Q's and A's.

Please join us for this important and convenient opportunity to enhance your board and leadership skills. Registrants may participate in the **REQUIRED** or **GENERAL** sessions or **BOTH**, according to your needs and interests.

If you have not yet registered, please do so via Frontline: [\*\*Frontline Education \(mylearningplan.com\)\*\*](https://mylearningplan.com)

## BCHF Writing Challenge Winner Hosts

# Blood Drive



Storeigh Conway, a 7th grade student at Constellation Schools: Eastside Arts Academy organized a blood drive at her school earlier this month. The blood drive was planned after Storeigh wrote an essay for the annual BCHF Writing Challenge. The topic of last year's challenge was: 'What is kindness? What can you do, as one person, to help spread kindness in your community and in your world?'

As a part of the challenge, she and the other 6th grade students were asked to create a "day of service" for the school. Students were asked to find an issue that exists in their community, school, and/or neighborhood.

Storeigh won the challenge for her then 6th grade class. Her day of service was presented to executive principal, Kate Rybak, who was adamant that the school see Storeigh's plan through. Mrs. Rybak, Mrs. Zelek, and Storeigh partnered with Vitalant Blood Donation to host the blood drive.

The day was a success, and Storeigh was even featured in the local news. All of us in the Education Division are incredibly proud of Storeigh's hard work and commitment to her community event. Congratulations, Storeigh, on being proof that one person can spread kindness and make a difference in their community!

## Q&A with Walter Thompson, Imagine Akron Academy School Leader



Walter Thompson, and his leadership team at Imagine Akron Academy, were recognized for their character development efforts from the last school year with a *Measures of Excellence* award. This award is given out to the top performing Imagine schools in each measure:

- Shared Values of Integrity, Justice, and Fun
- Parent Choice and Satisfaction
- Academic Growth
- Character Development
- Economic Sustainability
- School Development

"As a member of the Imagine Schools family, schools share a common culture based on these Measures of Excellence," said Thompson. "The measures of excellence award means a lot to me. Without my team, this would not have been possible. My team put in a lot of work over the 22-23 school year, and I'm grateful and excited that we received this award to show that our hard work pays off."

With 17 years of experience in the education sector, Mr. Thompson completed his undergraduate studies at Urbana University and his master's at Walsh University.

"I began my career as an instructional aide and later taught 1st and 3rd-grade students. Along the way,

I also served as a dean of students before transitioning to my current role as a school leader, where I'll soon begin my fifth year," said Thompson.

### Who or what inspired you to have a career in education?

My grandmother was a great inspiration in my life; she worked as an educator in the school system, and I saw how she sacrificed her life to help others. Every conversation you would have with her was a teachable moment, whether it was school related or about life in general.

### How has working at a charter school shaped your career?

My career has been greatly influenced by my experience working in charter schools. The freedom and flexibility of these institutions have enabled me to follow my passion for helping children grow, not just academically, but also as individuals.

### What do you enjoy most about your role?

Building connections with my students' parents, staff, and the community, while also providing assistance to those who require it.

### What are your primary goals for your school in the next 3 years? How are you working towards meeting them now?

At our school, our primary goal is to build a solid foundation for our students to develop their reading fluency, comprehension, and vocabulary skills. We will utilize guided reading instruction, phonics and phonemic awareness daily to increase our students' skills. The tools and resources we are using are Into Reading by HMH, Heggerty, IXL, and Mylexia. Through these effective strategies, we expect to see the growth in our students.

Mr. Thompson and his team have seen much success the past year, and have received numerous Imagine awards:

*2023 Imagine Schools Top Performer in Math Academic Growth Award*

*2023 Imagine Schools Top Performer in Reading Academic Growth Award*

*2023 Imagine Schools Character Development School of the Year*

*2023 Imagine Schools ELA Academic Achievement Award*

*2023 Imagine Schools Math Academic Achievement Award*

*2023 Imagine Schools Shared Values Achievement Award*

"I am most proud of our Character Development award," said Thompson. "With the implementation of our Social Emotional Learning course during the 22-23 school year, it has proven to be more than a success. For the second year in a row, we have had no Kindergarten office referrals or suspensions. Each student participates in the class once a week through whole-group instruction. We have seen great strides being made this year after launching our Social Emotional Learning course. To be able to educate on an often-neglected area of child development has proven to be beneficial for our students, staff, and families.

Outside of school, Mr. Thompson is a father of three children and enjoys spending quality time with them and his wife. He is actively involved in his church as a youth leader and musician.

"I find fulfillment in working with the youth group, guiding them, and mentoring them to become outstanding leaders in our community," said Thompson.

We commend Mr. Thompson on his wonderful achievements at Imagine Akron. To other school leaders, Mr. Thompson's advice is:

**"To lead with passion and a commitment to constant improvement. Even small progress made each day can have a positive impact on the community we serve."**

# THE SCIENCE OF READING IN OUR SCHOOLS

By Joni Byus, BCHF Accountability & School Improvement Representative, Literacy and Dyslexia Specialization

On July 4, 2023, during the Ohio 135<sup>th</sup> General Assembly, House Bill 33 was passed with an effective date of October 3, 2023. Among other things, HB 33 mandated a shift in school curriculum, teacher training, and reading intervention approaches in the State of Ohio to align to the Science of Reading (SoR). In doing so, Ohio joined about 32 states, all of whom have legislatively prescribed Science of Reading instruction in their public schools.

The requirements of HB 33 for the Department of Education and Workforce include the establishment of a list of core curriculum and instructional materials in English Language Arts (including reading); a list of evidence-based reading intervention programs aligned with SoR; and use of evidence-based strategies for effective literacy instruction. The mandate also requires all teachers and administrators to complete training in the SoR and evidence-based literacy instruction by June 30, 2025.

### **What is the Science of Reading (SoR)?**

According to the Ohio Department of Education (2023) Science of Reading (SoR) is defined as:

1. (SoR) is “a **body of research** that incorporates insights and research from disciplines that include developmental psychology, educational psychology, cognitive science, and **cognitive neuroscience**. The science of reading specifies what evidence-based practices enable students to learn to read.
2. The body of SoR research:
  - a. Informs how students learn to read and write proficiently.
  - b. Explains why some students have difficulty with reading and writing.
  - c. Indicates that all students benefit from **explicit and systematic instruction** in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become effective readers.
  - d. (Ensures instruction) Does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.”

### **What does instruction to the Science of Reading look like?**

The National Reading Panel report in 2000 listed five components that are essential for students to become proficient readers. These components are phonemic awareness, phonics, fluency, vocabulary, and comprehension. The NRP (2000) defines these components, as follows:

Phonemic Awareness – recognizing that words are composed of individual sounds (blended for reading; pulled-apart for spelling)

Phonics – method of teaching students to connect relationships between phonemes (sounds) and graphemes (letters/spelling)

Fluency – reading text with sufficient speed and accuracy to support comprehension. This includes: reading accuracy, reading rate, and reading expression.

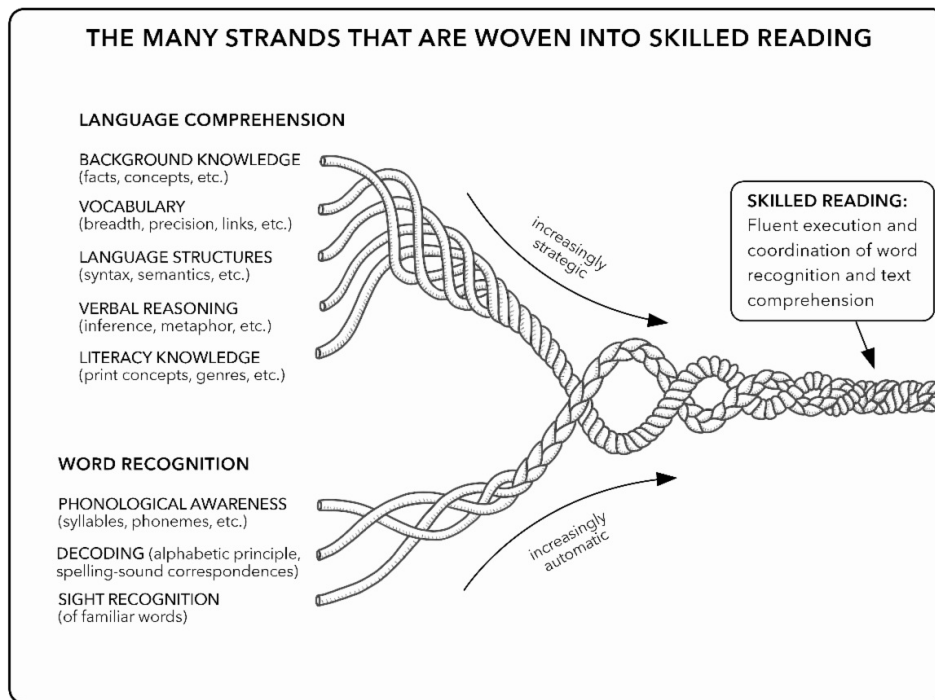
Vocabulary – understanding individual word meanings in a text. Should be developed through direct and indirect instruction.

Comprehension – understanding of connected texts. This is the ultimate goal of reading.

Science of Reading (SoR) initiatives revisit these components but in a manner that emphasizes “code-based instruction,” placing phoneme awareness and phonics at the forefront of learning to read.

Scarborough’s Reading Rope (2001) is a wonderful visual about how the sum of these parts works to develop strong readers, and that the strength is affected when one part is missing.

## **SCARBOROUGH’S READING ROPE**



## Key Points

Some key things to know about SoR:

- SoR applies to ALL students.
- Teaching reading doesn't have to be complicated.
- Teachers need training to implement structured literacy approaches aligned to SoR.

## What will schools need to do?

All schools will need to:

- Develop a plan to transition fully to the Science of Reading for instruction. The Department offers a planning guide for schools entitled *Shifting to the Science of Reading* available on the website at: [Shifting to the Science of Reading: A Discussion Guide for School and District Teams \(ohio.gov\)](https://www.ode.state.oh.us/reading-science)
- As of the 2024-25 school year, use core reading curriculum and instructional materials from the lists established by the Department of Education and Workforce ODE(DEW). DEW is to make these lists available in the second semester of 2023-24.
- Align reading interventions with SoR and evidence-based practices.
- Train teachers. Currently, ODE(DEW) offers a 45-minute course online as well as several other resources. Course link: [The Science of Reading | Ohio Department of Education](https://www.ode.state.oh.us/reading-science)

BCHF is available to provide technical assistance to schools as we journey through this process together. To discuss or arrange technical assistance with BCHF on this topic, please feel free to reach out to Joni Byus: [jbyus@buckeyehope.org](mailto:jbyus@buckeyehope.org)

## References and Resources:

Blevins, W. (2017). *A fresh look at phonics, Grades K-2: Common causes of failure and 7 ingredients for success*. Thousand Oaks, CA: Corwin Literacy.

Ohio Department of Education (2023). *The science of reading*. Retrieved from [The Science of Reading | Ohio Department of Education](https://www.ode.state.oh.us/reading-science).

Jiban, C. (2023). *What the science of reading tells us*. Retrieved from <https://www.nwea.org/blog/author/cjiban/>

Scarborough, Hollis (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In Neuman, Susan B (ed.). *Handbook of early literacy research*. Guilford Press. pp. 23–39.

# 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 featuring Joe Reichert, president of the Shepard School by Eagle Community Schools of Ohio board. The mission of the school is: *to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem solving abilities. We emphasize cognitive, social and emotional growth by engaging children as active learners in an inclusive learning environment. Shepard's mission is rooted in the unwavering belief that all students regardless*

*of zip code or ethnicity deserve high quality educational choice.*

"In May of 2021, I was nominated as school board president in an online board meeting that was very unexpected," said Reichert. "I've never been on a board in my life and was nominated to this position a month before our school board meetings were to begin live in person. (Prior to that date our meetings were on-line due to Covid). It was an amazing challenge that I learned to embrace while my primary focus was getting our school open as soon as we could."

Outside of school, Joe is an active member of the community. He owns a family trophy and t-shirt business that has been operating since 1965. He also works for The City of Columbus Parks and Recreation on a golf course behind his home in the summer months.

"We are lucky to have a few acres in the city where we raise chickens and have a garden. In my spare time I write music and play guitar," said Reichert.

As a board president in a school that started during Covid, Joe has gone above and beyond in his role as a board member to get things done. From taking care of the grounds maintenance to organizing events, Joe is passionate about contributing to the schools success.

"Recently, a sports bar in town hosted a carnival which has a history of raising money for charitable organizations. This year they reached out to our school and held an event raising \$4,000 dollars. I got to sit in a dunk tank and had a great time. These are the kind of things that make you connect with communities and have made my board member experience fulfilling," said Reichert.

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

Being prepared is the number one priority in running a board meeting. I will admit my first board meeting was more than rough! Once I got through it I learned a few things. Review the minutes for the current meeting as well as the last. Once you have an outline of the agenda, its easier to move along and let the meeting flow. I've always strived to let anyone speak and contribute ideas on any topic being discussed.

Always expect the unexpected! In a tech based world with dial in attendees, it's a hurdle to get media up and running before a meeting. In a sense, a board chairman directs traffic and controls the flow of communication.

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

I was born into a home based t-shirt and trophy business which had dealt with local schools since the 1960's. Over those years, I have grown up having coaches, principals, and administrators in our home eating lunch and dinner on a daily basis while placing orders for various school events. When I was named president, I pulled those resources together and formed our board. By tapping into those types of circles and constantly communicating with potential board add-ons, you can generate a great and diverse board which is essential to success.

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

My proudest moment was our 1st opening day. I have 3 children who are older now and I remember when I got to experience their first days of school. Seeing our charter school kids come in for their 1st day made me tear up. At that point, I knew our mission was on track and the school was destined to be a success. While we still strive to get better and bigger, we strive to make our kids as happy and safe as they can be. My second proudest moment comes from the community surrounding our school. Since we opened, there has been a noticeable change in our neighborhood. 3 new housing projects have been approved by Columbus City Council and a new library has also been built. Houses and commercial venues are being remodeled.

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

To be honest, I've read many school missions and the one similar theme in all of them is to provide a safe and comfortable environment that will enhance a child's education experience beyond a public school environment. As a charter school in a diverse, economically challenged region, we do just that. One of our unique qualities is based on technology. Our scholars are pushed from day one to use smart devices in the classroom. Many of our kids would never have the opportunity to experience these options if not for our existence.

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

## Upcoming Board Member Development Opportunities

Please see the below board member development opportunities in November.

### Annual Board Member Training (Virtual)

Buckeye Community Hope Foundation

Date: 11/4/2023

Time: 9:00 A.M. -12:15 P.M.

Register here: <https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=4593681>

### 2023 Sunshine Laws Training

Date: 11/16/2023

Time: 9:00 A.M. -12:20 P.M.

Location: Byxbe Building

Register here: <https://www.ohioattorneygeneral.gov/Legal/SunshineLaws/Sunshine-Law-Training>

### 2023 Sunshine Laws Training (Virtual Webinar)

Date: 11/29/2023

Time: 1:00 P.M. - 4:15 P.M.

Register here: <https://www.ohioattorneygeneral.gov/Legal/SunshineLaws/Sunshine-Law-Training>

## November Compliance Update

### New Ohio law requires individualized seizure action plans and staff training

Effective Oct. 3, 2023, **Ohio law** requires each school district, community school, and chartered nonpublic school to create an individualized seizure action plan for each student enrolled who has an active seizure disorder diagnosis. The individualized seizure action plan should have the following components:

- A written request, signed by the student's parent or guardian, to have seizure disorder prescriptions administered to the student; and

- A written statement from the student's treating practitioner providing information on each drug prescribed to the student for a seizure disorder.

School must designate at least one employee, aside from a school nurse, to receive training on the implementation of seizure action plans every two years. In addition, each person employed as an administrator, guidance counselor, teacher or bus driver must complete a minimum of one hour of training on seizure disorders by Oct. 3, 2025.

The Department's [Supporting Students with Seizure Disorder](#) webpage provides more information.

### OEDS updates and contact information

Please review the Ohio Educational Directory System (OEDS) to ensure that all potential changes have been reviewed and if necessary, approved by the school's sponsor. Changes in grade levels, location, the addition of facilities, and name changes will require amendments to existing contracts and may require a sponsor assurance to be submitted. *Keeping your school's OEDS information complete and update is critical.* The Department of Education uses OEDS information to communicate requirements and important updates.

Also, please be sure the phone and email addresses are marked public for all contracts assigned to roles. The OEDS Administrator can change the settings from private to public in the OEDS. Please contact your BCHF rep if you need assistance with this.

## School Spotlights

Trunk or Treat at [Bennett Venture Academy](#)! Over 400 were in attendance for the event.



The Lady Hawks volleyball team at [Horizon Science Academy Columbus Middle School](#) secured a 2nd place trophy, the first for the school! Congratulations!



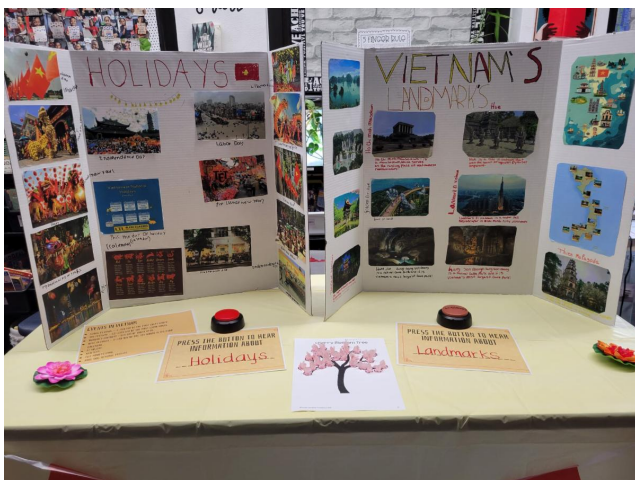


Imagine Environmental Science Academy hosted a Trunk-or-Treat event! Check out some of the fun costumes and setups!



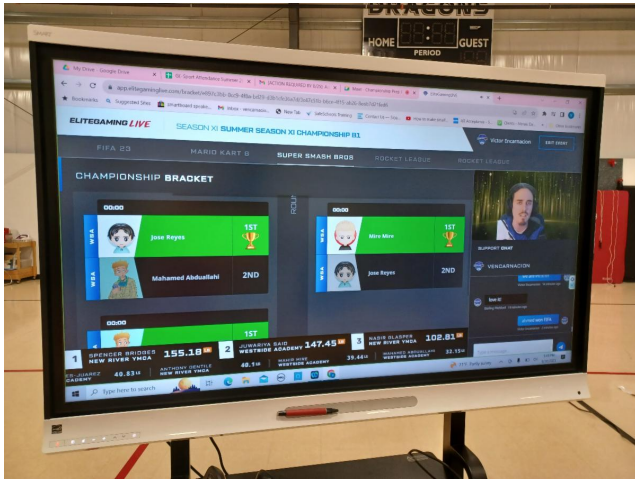


Check out **Noble Academy Cleveland**'s Cultural Night! With over 350 attendees, students learned about cultures all over the world and tried different cuisines...including dried crickets!



The E-Sports team at **Westside Academy** is in full swing! The team consists of 3rd-5th graders. EliteGamingLIVE is a competitive gaming league for grades 3-12. In EGL competitions, players earn

points by playing video games they already love with their peers and by learning about STEM and technology pathways. The top point earners make it to the EGL Championship where they compete to earn prizes.



## Upcoming Events

As we enter that busy holiday time of year, please keep professional learning in the forefront. It will help keep YOU focused on learning and the important academic work of schools! BCHF has many useful offerings coming up – do not miss them! You may register by clicking on the session name OR by going to our catalog [available here](#).

### 1. TEACHER TALK 2--PREPARING FOR YOUR EVALUATION – November 6, 2023 – 3:30 to 5:00 P.M. – Online via Zoom

Is your teacher evaluation process a mystery? Do you understand the matrix and process that is used in evaluating your classroom performance? Regardless of what system your school uses (OTES; Danielson; Marzano; Management company designed), this session will help you delve into the system

to best prepare for a formal evaluation.

## 2. SCHOOL LEADERSHIP COHORT: TEACHER EVALUATION AND COACHING – November 7, 2023 – 3:30 to 5:00 P.M. – Online via Zoom

Are you a coach and an evaluator? Where is the line between mentoring/coaching and evaluating teachers? There is no other school leadership duty more important than evaluating and coaching teachers. This session will cover best practices of teacher evaluation processes and show how that process can be used to also coach and mentor teachers for improved results in the classroom. Whether you use OTES, Danielson, Marzano, a management designed rubric or any other method---Best Practice methods work for all.

## 3. THE TROUBLING 2%--PART 2 – November 9, 2023 – 3:30 to 5:00 P.M. – Online via Zoom

Might 2% of the students disrupt your entire school climate? Perhaps. This session, the second in a series, will cover problem-solving of individual student behavior issues at the Tier 2 and Tier 3 levels of intervention. We will discuss how to use multi-tiered systems of supports to formulate a behavior intervention plan and a plan for intervention. We will use case studies to practice problem solving, behavior goals, and assignment of specific, yield intervention strategies. The session is especially designed to meet the needs of school culture leaders, intervention specialists, and teachers.

## 4. UPPER ELEMENTARY TEACHER COLLABORATIVE: GRADES 3-5 READING AND WRITING ACROSS THE CURRICULUM – November 14, 2023 – 4:00 to 5:30 P.M. Online via Zoom

How can we include reading and writing across all content areas? This session will share questions and strategies for making certain our students are able to read, comprehend, and show understanding of all content areas.

## 5. PRIMARY TEACHER COLLABORATIVE, K-2: MATHEMATICS – November 15, 2023 – 4:00 to 5:30 P.M. – Online via Zoom

This cohort is for elementary teachers, teacher leaders, and support staff in grades K-2. Join us for a rich conversation about challenges and successes in grades K-2 mathematics. Come prepared to share ideas, strategies, and research-based best practices. Leave with something new to try and a network of people with whom you can collaborate. Updates and resources from the National Council of Teachers of Mathematics (NCTM) will be shared by the facilitator.

## 6. MIDDLE SCHOOL TEACHER COLLABORATIVE: ALL LITERACY SKILLS FOR ALL CONTENT AREAS – November 16, 2023 – 4:00 to 5:30 P.M. – Online via Zoom

Did you know that as a 6-12 teacher, you are responsible for also teaching reading, writing, speaking, and listening? Training for content teachers typically emphasized content pedagogy! How are you supposed to teach your content and address literacy? Join us to share strategies and simple additions to your instruction that will increase literacy instruction in all classrooms.

## 7. DYSLEXIA COLLABORATIVE--PROVIDING SERVICES TO STUDENTS WHO MEET CRITERIA – November 28, 2023 – Online via Zoom – 4:00 to 5:30 P.M. – Online via Zoom

In this session, we will be discussing our plans to provide services to those students who have been screened for dyslexia and meet the requirements. We will address questions and discuss what is working and what may need adjusted or revisited.

## 8. Workforce Literacy-November- Implementing a Pilot Program – November 29, 2023 – 2:30 to 4:30 P.M. – Online via Zoom

Trying out a new program, like Workforce Literacy? How do you initiate the project and monitor results from the very beginning? The November Workforce Literacy topic will describe a process for implementing a pilot literacy program in your school. Although intended primarily for Workforce Literacy Project participants, anyone with an interest in pilot programs may join us!

## 9. THE HOUSE WE BUILD: USING A HOUSE SYSTEM TO BUILD COMMUNITY AND SCHOOL UNITY -December 4, 2023 – 3:30 to 5:00 P.M. Online via Zoom

We all know that relationships and a sense of community are the foundations of a positive school culture and improved student learning. This session will walk school leaders through the process of setting up a schoolwide “house system,” step by step.

BUCKEYE COMMUNITY HOPE FOUNDATION

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