



SPONSOR UPDATE JANUARY 2024

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2024

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.



Literacy in the Workplace

Summit Academy Transition High School Columbus and Summit Academy Transition High School Dayton partnered with sponsor Buckeye Community Hope Foundation for the Workforce Literacy Project. The project combines literacy instruction and career preparation.

As part of the project, a panel discussion, “Literacy in the Workplace,” was held at Columbus Transition High School on November 17 for 9th- to 12th-grade students along with school teachers and staff members.

Moderated by Behavior Specialist Rebecca St. Clair, the panel emphasized to students the importance of reading, writing, speaking, and listening as they apply to any job.

“The panelists did a great job of engaging the students and keeping the discussion focused and interesting,” said Dew,

Panelists included Charlie Slutz, SAM Technology Integration Coach and Jordan Payne, Director of Sprouting Minds, a trauma-informed gardening program.

Workforce Literacy is a specialized pedagogy that integrates instruction workforce readiness or career-specific vocabulary with Ohio’s Learning Standards for English Language Arts.

“A strong program of workforce literacy complements career technical education and industry credentialing as we prepare our secondary students for success beyond high school,” said Dew.



Save the Date - 7th Annual Literacy Academy

The seventh annual Literacy Academy, hosted by the Ohio Department of Education and Workforce, will be held June 10-11, 2024, in Columbus. Literacy Academy provides professional learning to support the use of evidence-based language and literacy practices. This event is intended for Ohio districts, schools, and early care and education program professionals working toward raising literacy achievement. There are no registration fees to attend. For more details, keep an eye on the



Literacy Academy 2024

Lucas County Shows Community Support

The Lucas County Prosecutor's office has "adopted" the L. Hollingworth School for the holidays. To provide support for their community, the office spent the month of December collecting food donations to give to the school.

Steven Slivka (Public Information Officer for Lucas Co), Kelly Yakumithis (Office Manager for Lucas Co), and their team delivered non-perishable food items to the school for students to take home with them over break.

"We see the need in the community, and hope this helps the children who rely on school lunches to have food on the table at home", said Steve Slivka, PIO, Lucas County Prosecutor's Office.

Thank you to the Lucas County Prosecutor's office for the heartwarming show of support for students.



I'm Tired of Hearing the Word *Equity*

By Illie Massey, School Improvement Representative - Special Education Support

I never thought I'd say it, but I'm tired of hearing the word equity. The word equity has become so overused to the point where it lacks significance. It is most often being used as a superficial signal of commitment to equity, rather than an actual commitment. The equity trend runs the risk of reducing the concept of equity to mere rhetoric, lacking in substantial impact or real-world application. When it comes to creating real change, educators often fail to follow through on creating and committing to real change, instead getting bogged down by challenges.

Here are 10 ways to go beyond reducing equity to rhetoric and actually creating an inclusive and equitable school environment.

1. Curriculum Inclusivity: Develop and adopt a curriculum that reflects a diverse range of perspectives. This includes incorporating books, materials, and lessons that represent various cultures, histories, and experiences. The goal is to ensure all students see themselves

represented in their education.

2. **Culturally Responsive Teaching (CRT):** Train teachers in culturally responsive teaching methods. This approach recognizes the importance of including students' cultural references in all aspects of learning. It helps teachers to better engage students from diverse backgrounds. A great resource all educators should have related to CRT is “Culturally Responsive Teaching and The Brain” by Zaretta Hammond.

3. **Equitable Access to Resources:** Ensure all students have equal access to school resources. This includes technology, extracurricular activities, advanced courses, and support services. Schools should actively work to eliminate barriers that prevent students from low-income families or underrepresented backgrounds from accessing these resources. Equitable access can be across your school building or throughout your school district. Do some schools have access to more materials, do some subjects receive more materials, etc.

4. **Safe and Inclusive Environment:** Foster a school culture that is respectful and inclusive. This involves anti-bullying policies, support for LGBTQ+ students, and programs that promote understanding and respect for different cultures and backgrounds.

5. **Addressing Learning Gaps:** Identify and address learning gaps, particularly for students from marginalized communities. Implementing targeted interventions and support services can help ensure that all students have the opportunity to succeed.

6. **Student Voice and Agency:** Encourage student participation in decision-making processes. This includes forming diverse student councils and committees that can provide input on school policies and practices.

7. **Professional Development:** Offer ongoing professional development for staff on equity and inclusion topics. This should include training on unconscious bias, culturally relevant pedagogy, and strategies for creating an inclusive classroom environment.

8. **Family and Community Engagement:** Actively engage with families and the community. Schools should strive to build partnerships with parents and community organizations, especially in underserved areas, to better understand and meet the needs of their students.

9. **Data-Driven Decision Making:** Use data to inform equity efforts. Regularly collecting and analyzing data on student achievement, discipline, attendance, and participation in programs can help identify areas of inequity and guide interventions.

10. **Mental Health Support:** Provide robust mental health support to all students, recognizing that emotional and psychological well-being is crucial for academic success and personal development.

In closing, while the term 'equity' may have become diluted in its overuse, the concept itself remains vital to education. Schools must commit to going beyond lip service, actively implementing strategies like curriculum inclusivity and culturally responsive teaching. By doing so, they can ensure equity is not just a buzzword but a living, breathing part of every student's educational experience. It's about turning good intentions into effective actions that foster real change.

The ten strategies outlined—from inclusive curricula to mental health support—provide a roadmap for educators to create genuinely inclusive and equitable school environments. It's about bridging the gap between intent and implementation, ensuring that every student benefits from a system that truly values diversity and inclusivity at its core.

If you're a school leader excited to transcend the mere rhetoric of equity and genuinely embrace equitable practices, we warmly invite you to connect with the Buckeye Community Hope Foundation. Our dedicated team is enthusiastic about partnering with you to ensure that your educational strategies and practices are thoroughly aligned with the core principles of equity. At Buckeye, we believe in collaborative efforts to foster inclusive, fair, and diverse educational environments, and we're committed to guiding and supporting you every step of the way in this vital endeavor.



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 Danielle Eisenberg, who serves as board chair for Village Prep Woodland Hills, and as a board member for all Breakthrough Schools. The mission of Breakthrough Schools is *to provide Cleveland area scholars with an education that empowers them to lead lives full of impact and opportunity. Our network of schools centers joy, curiosity, and individual growth, uniquely positioning Breakthrough Public Schools to cultivate a learning community where all students thrive. At Breakthrough, we are committed to providing scholars with the academic, social, and emotional skills necessary to excel at learning and citizenship from kindergarten through eighth grade promotion. We are committed to the success of every child.*

Danielle has been involved with various boards that support the network of Breakthrough Public Schools since 2016, and has represented all Breakthrough Schools as Chair of the School Board since 2022.

"In my professional life, I run an education consulting company, Ignite Ed, which focuses on helping national education organizations and philanthropies conduct research and evaluations, launch innovative programs, and invest for impact," said Eisenberg. "When I'm not working, volunteering, or trying to learn to garden, I am spending time with my husband Jon and our three children, Solomon, Levi and Selah. We especially love boardgames and traveling!"

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?

The first couple of years were spent learning how to be a good board member, asking the right questions at the right times, and determining appropriate lines between governance and management. Over the last couple of years, our board has gotten much tighter on good committee structures and board prep, which means the board members can get through the typical business of approving consent agendas and hearing committee reports and can spend time digging into the most important priorities and topics during the actual board meeting.

How do you solicit and retain new board members?

Coming out of the height of the pandemic and recovery, which has included some network leadership transitions, we have focused on retaining our existing board. All of our current board members are deeply engaged and committed, serving as active committee members and providing additional guidance and support to school and network leadership as needed. The consistency of the board has allowed us to build deep trust with one another and get aligned during our toughest moments during the last few years. We are now entering an exciting phase of stability and progress and are committed to recruiting new members to join our efforts. Our new governance chair is taking a very thoughtful approach to designing a process that solicits Board Members with necessary skills; for instance expertise in Human Capital and DEI, that are aligned with our needs moving forward.

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

We recently ran a very smooth and intentional process for selecting a new CEO for our organization, Andrew McRae. Andrew has a compelling vision for the future of Breakthrough Schools which centers students and families as partners and sets high expectations for all students and staff in our aims to have all students reach college and career ready levels of achievement.

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

What resonates with me about our new mission is that we're aiming to be a place where "ALL students thrive" and when we say all...we really mean all. We have a ways to go to realize our mission, but the board and the staff are committed to improving not only the sense of belonging and joy each student experiences in our school(s), but also the academic and social emotional outcomes of each and every student.

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

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.

Summit School Invasion

In a heartwarming display of community involvement and support, the BCHF School Improvement Team embarked on a unique mission, aptly named "Summit School Invasion". Their target: a local high school struggling with resource limitations. Their objective: to provide essential support to the 45 seniors poised at the threshold of their futures.

Armed with more than just goodwill, the team arrived at the school, transforming the ordinary day into an extraordinary one. They delivered essential supplies, ranging from necessities like hand sanitizer to personal care items, to fun t-shirts and winter gear all tailored to assist the students in their final year of high school. The seniors, surprised and grateful, found themselves equipped not just with physical items, but with a renewed sense of hope and community support.

The "Summit School Invasion" wasn't just a day's event; it was a testament to the power of community action in shaping brighter futures. It showed that when a group of dedicated individuals come together, the impact can be profound and far-reaching, especially for those standing on the cusp of adulthood and new beginnings.



School Spotlights

Bennett Venture Academy hosted a Gingerbread House event. Family and staff at the school donated items for students to construct gingerbread houses with their families. The event was a success, and students had a great time with a festive activity before winter break.





Jeremy Powell, a member of the Akron community, and his group of donors provided brand new sneakers to every student at **Eagle Elementary of Akron**. A wonderful gesture of kindness!



In October, Ms. Meyers class at **Imagine Environmental Science Academy** started their tower garden. A few weeks ago, the class tried some of the fresh lettuce and arugula that they grew. The tower gardens are a great way to continue implementing math, science, and PBL (Project Based Learning) in the classroom.



Students at **L. Hollingworth** were gifted a book to take home and read over the holiday break!



Students at **North Shore High School** enjoyed some festive activities before break! They built gingerbread houses, watched a holiday movie with hot chocolate, and played a students vs. staff volleyball game.



With the help of their community partners, **Victory Academy** was able to provide gifts to all students in grades K-4 for the holidays!



Upcoming Events

Happy New Year! For 2024, BCHF's professional development calendar is refreshed with new sessions, new topics for existing cohort groups, and new approaches to professional development.

Based on the knowledge that effective professional development is more than "one and done," we will be offering two important series in the second semester. The first, beginning on January 8, will focus on development, tools, and processes for a Multi-tiered System of Supports (MTSS). The series will span five sessions from January to June via Zoom. Join us for one or all sessions; there will be special "perks" for those completing at least four of the five sessions in the series. The second series, consisting of four online workshops in January and February, will present The Writing Revolution, one of the most effective programs of explicit writing instruction. The Writing Revolution is a progression of instruction for any age or capability of student. Participants will want to try and attend all four sessions to get a clear picture of how to use this instructional framework effectively. In February we plan also to initiate trial "on demand" workshops. Check out this newsletter and the BCHF Professional Learning Opportunities catalog for more details, [available here](#).

[Multi-tiered Systems of Support \(MTSS\) Workshop 1: Building a Strong and Purposeful MTSS Team – January 8, 2024 – 3:00 to 4:30 P.M. – online via Zoom](#)

BCHF is pleased to offer a 5-workshop series on Multi-tiered Systems of Supports (MTSS). Participants may attend one or more individual workshops in the series. However, participants in at least four workshops will receive an MTSS micro-credential and MTSS handbook. Learn to truly understand and use the MTSS process to improve student outcomes in academics, behavior, and social emotional status. The first workshop, offered in January, will explore guidelines for building, training, and maintaining a strong MTSS core team and a faculty culture that embraces MTSS problem solving.

[SCHOOL LEADERSHIP COHORT: ASSISTING STRUGGLING TEACHERS – January 10, 2024 – 3:30 to 5:00 P.M. – online via Zoom](#)

If I asked you what part of the school leadership job was the most difficult? Would your answer be how to manage teachers who are really struggling--either out of lack of experience or lack of adherence to professionalism? Let's talk about proven strategies to help assist teachers who struggle. What is your best plan? Do you use improvement plans? What support do you receive from your management company?

[Third Grade Reading Data and Instruction Ideas – January 16, 2024 – 9:30 A.M. to 12:30 P.M. – online via Zoom](#)

The results of the Fall 3rd grade OST have been released. Get your students prepared for the spring administration with the help of the staff at the Buckeye Hope Foundation. Attend this session to review your school results in detail and receive instructional advice from our reading specialist.

[AI for Educators – January 16, 2024 – 3:30 to 5:00 P.M. – online via Zoom](#)

Is Artificial Intelligence (AI) a menace to teaching and learning? Or is it magic? Join us for a lively session exploring ways to approach this topic with students, AI-powered classroom tools, and how AI can help teachers work smarter. Participants will also leave this session with resources that can be leveraged to help students thrive in a world that is becoming more automated every day.

[Dyslexia Cohort #3 – January 16, 2024 – 3:30 to 5:00 P.M. – online via Zoom](#)

In this collaborative session, we will take a pulse of where we are in our Tier 1 instruction and discuss with colleagues what our next steps could/should be. Our goal is to cultivate a professional learning community where people can share their best practices and what is working for them. We will provide updates on any new information that we are receiving about implementation of the state Dyslexia law.

[Math Cohort Session 1 "Chat and Chew": Establish Goals to Focus Learning – January 23, 2024 – 4:00 to 5:00 P.M. – online via Zoom](#)

Join us for a 60-minute "chat and chew" style session on implementing effective teaching practices for mathematics using the resource "Taking Action" from NCTM. In this session, we will discuss Chapter 2, which covers how to establish mathematics goals to focus learning. While it is not mandatory to purchase the resource, it is highly recommended. In advance of the session, we will share pre-work to help guide our conversation.

[The Writing Revolution--Part 1 – January 23, 2024 – 4:00 to 5:30 P.M. – online via Zoom](#)

The Writing Revolution (TWR) aims to enable all students, especially those from historically marginalized communities, to become proficient writers, readers, and critical thinkers. Join us for any or all of our 4-part series helping teachers learn to incorporate writing into every aspect of their teaching.

Start with us from the foundational sentence building block to more complex writing tasks. Appropriate for all grade levels

[Workforce Literacy-January-Effective and Authentic Lessons: High Yield Strategies and Materials – January 24, 2024 – 2:30 P.M. – online via Zoom](#)

This session, from our continuing Workforce Literacy pilot project, will focus on the most effective strategies and materials for teaching and implementing Workforce Literacy skills.

[Increasing Instructional Rigor at a Drop Out Recovery School – January 30, 2024 – 2:30 to 3:30 P.M. – online via Zoom](#)

This workshop will be a collaboration between instructors and leaders to help increase the DOK level of instruction in a dropout recovery setting. We will go over tools and strategies to move from DOK level 1 instruction to DOK levels 3 and 4.

[Mathematical Discourse: Using and Connecting Mathematical Representation – January 30, 2024 – 4:00 to 5:30 P.M. – online via Zoom](#)

Prepare yourself to unleash the full potential of mathematical communication! Join us as we delve into the fascinating world of mathematical representations and explore how they can deepen our understanding of concepts. Engage in a mathematical task using a variety of representations to enrich your understanding and spark meaningful discourse. Reflect on the incredible impact different representations can have on mathematical discourse and discover practical strategies for fostering connections and enhancing mathematical communication skills. This is a unique opportunity to discover the exhilarating possibilities of mathematical discourse!

[The Writing Revolution--Part 2 – January 30, 2024 – 4:00 to 5:30 P.M. – online via Zoom](#)

The Writing Revolution (TWR) aims to enable all students, especially those from historically marginalized communities, to become proficient writers, readers, and critical thinkers. Join us for any or all of our 4-part series helping teachers learn to incorporate writing into every aspect of their teaching. Start with us from the foundational sentence building block to more complex writing tasks. Appropriate for all grade levels

[The Writing Revolution--Part 3 – February 6, 2024 – 4:00 to 5:30 P.M. – online via Zoom](#)

The Writing Revolution (TWR) aims to enable all students, especially those from historically marginalized communities, to become proficient writers, readers, and critical thinkers. Join us for any or all of our 4-part series helping teachers learn to incorporate writing into every aspect of their teaching. Start with us from the foundational sentence building block to more complex writing tasks. Appropriate for all grade levels

[Primary Cohort #3 – February 8, 2024 – 4:00 to 5:30 P.M.](#)

Join us for our collaborative session where colleagues can engage in discussions about current topics in their primary classrooms. Our goal is to cultivate a professional learning community where people can share their best practices, concerns, experiences, and knowledge. During the sessions, we encourage participants to bring any current issues to discuss.

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

BUCKEYE COMMUNITY HOPE FOUNDATION

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