



SPONSOR UPDATE MARCH 2024

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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.



Annual Needs Assessment

Annually, in February, we solicit feedback and suggestions from school stakeholders through BCHF's ANNUAL NEEDS ASSESSMENT. The survey yields valuable insights as to what YOU, school stakeholders, feel about our services and what BCHF can do into the future to be even more responsive to YOUR needs. We build our Leadership Summit and annual school improvement work plan based on YOUR INPUT.

Please give us your thoughtful input and a few minutes of your time by responding to the survey by **March 15, 2024**. Click the link to access the survey: <https://www.surveymonkey.com/r/GRQNYQP>

Hearts Across the Map

First Grade Students Collect Valentine's Cards from all 50 States



First grade students at Horizon Science Academy Lorain had a heartwarming goal for Valentine's Day: they have embarked on a mission to collect valentines cards from every corner of the United States.

This initiative has spread on social media, and the first-graders have not only received cards domestically, but a few have come from all over the world. People from Finland, Puerto Rico, Spain, and Canada have sent the students valentines.

This creative project not only fosters a sense of unity and friendship but also provides a unique learning experience. Geography lessons became interactive as the students pinpointed the locations of the cards on their classroom map.

The class has had an overwhelming success with their project, and have collected cards from 45 states. They are still in need of valentines from Connecticut, Delaware, Louisiana, Oklahoma, and Wyoming.

If you'd like to send a card to help the students meet their goal, valentines may be addressed to: **Horizon Science Academy, c/o Ms. Pilarsh's class, 760 Tower Blvd., Lorain, Ohio.**

Using ESSER/ARP Funds for Long-Term Impact

By Jason Moore, Senior Director, BCHF and Carol Young, Director, Accountability and School Improvement

As a result of the COVID-19 pandemic and its impact on schools, the federal government sent funding to Ohio to support students through a variety of different funding sources, each with their own timeline. Funding went to Ohio's Future Forward initiatives at the state level, but most funding went directly to schools. The deadline for the use of the last of these funds, ARP ESSER III, ARP EANS, and ARP Homeless Children and Youth is September 30, 2024. **Funds must be expended by this date.**

While priorities of ESSER funding programs were to get children back to school, with needed supports, the shift of focus for later ESSER initiatives has been to long-term effects of the pandemic--- significant learning loss, educator staffing, and instructional programming to accelerate learning.

Governing boards and school leaders are now in the position of weighing the issue of how BEST to use remaining funds. With a non-renewable funding source, funds must be used wisely and pave the way for a better long-term future for students.

This article aims to share some guidelines to assist schools in their decision making.

Primarily, schools should devote resources to significant areas of need as outlined in your school's One Plan Needs Assessment. One Plan is part of EdSteps, which requires schools to examine pupil learning data and devote available federal funding to prioritized needs. One Plan reveals the school's academic performance levels and identifies root causes such as student absenteeism, staffing training and capacity, and evidence-based instructional resources for core instruction and intervention.

Post-pandemic, schools have many common emergent needs. These include the following:

RESPONSE TO THE TEACHER SHORTAGE – The pandemic exacerbated a growing educator

shortage in Ohio. ESSER funds may be used to:

- Study and enhance teacher recruitment and retention programs
- Increase teacher and staff compensation. Signing bonuses or other stipends for staff training and extra duties are allowable.
- Improve educator working conditions
- Support the development of an educator pipeline. Funding for training of paraprofessionals or others in “grow your own teachers” programs is allowable.
- Partnerships with universities to fund internships and support training to retain teachers.

For more information on these options, please see: [Addressing Teacher and Staff Shortages with ESSER and ARP Funds | Ohio Department of Education and Workforce](#)

LITERACY INITIATIVES – DEW has stated that “ESSER and ARP funds should be used strategically to support accelerated literacy development in kindergarten through grade 12. Local education agencies are encouraged to consider how they can embed evidence-based language and literacy strategies throughout all content areas to support students in accelerating their reading, writing and communication development.” Areas of literacy support for consideration as best use of ESSER funds include:

- Direct student impact programs such as summer learning programs.
- Evidence-based, high-dosage Reading and ELA tutoring programs, and programs for accelerated literacy learning.
- Development of multi-tiered systems of support for student learning, including materials for improving core literacy instruction and literacy intervention.
- Teacher training in the Science of Reading and implementation of high-quality programs may be funded.

In addition, Ohio’s Dyslexia Support Laws went into effect during the pandemic. DEW specifically encourages schools “to use ESSER and ARP dollars to fund the following dyslexia support law requirements:

- Professional development courses for identifying characteristics of dyslexia and understanding the pedagogy for instructing students with dyslexia.
- Courses and training for a multi-sensory certification process for teachers.
- Tier 1 dyslexia screeners to identify students at risk for dyslexia; and
- Tier 2 dyslexia screeners for students at-risk for dyslexia with no progress observed during the monitoring period.”

Schools should also consider if special education personnel are resourced and adequately trained to use appropriate diagnostic tools in the Evaluation Team Report (ETR) process to differentially identify dyslexia as a component of a disability. For more information about using funds for literacy initiatives, please review information at: [Supporting Local Literacy Efforts with ESSER and ARP Funds | Ohio Department of Education and Workforce](#)

MATHEMATICS IMPROVEMENT – Student learning of mathematics was the hardest-hit academic area of the pandemic. DEW has supported specialized mathematics tutoring through its ESSER/ARP funding this year, and the Department is in the process of preparing a statewide mathematics plan. Accordingly, schools should plan for significant, high-yield improvement efforts in math including:

- Acquisition of evidence-based instructional programs and materials.
- Teacher professional development.
- Specialized tutoring and summer school, along with multi-tiered intervention plans and resources.

**The need to build teacher capacity in effective mathematics instruction is a high priority in all BCHF schools.*

Based on their individual data and plans, schools may also target ESSER funding for support of Workforce Development Initiatives, Wellness Programs, Services for Homeless Students, Positive School Climate, Mental Health and Prevention Education, and Young Learner Initiatives. (See topics at: [Search Results | Ohio Department of Education and Workforce](#))

ESSER/ARP are intended to address student needs and long-range solutions to aspects of schooling impacted by the pandemic. As this funding phases out, governing boards and school leaders should

carefully consider long-term needs and how these funds can have the greatest impact. To provide transparency for the public, each school should update, where needed, its Local Use of Funds plan related to ESSER/ARP funding. For more information or technical assistance in developing school plans, please feel free to reach out to your BCHF representative.

High Quality ELA and Reading Instructional Materials Requirement Effective 2024-25

As a part of Ohio's new Science of Reading law, all schools in Ohio must have high quality instructional materials in place for English language arts and reading instruction by the 2024-25 school year. By this date, schools must have high quality resources for both core (regular class) instruction and intervention for grades K-5. High quality resources, for purposes of meeting the law, are those resources on an approved list from the Department of Education and Workforce.

Community schools, in most cases, will use a combination of programs from the approved list. DEW has organized the approved list to include K-5 core comprehensive English language arts programs, core English language arts programs with no foundational skills, and supplemental foundational skills only programs. Schools will likely use a combination of programs on the approved list to provide educators with a set of materials that meets all literacy needs. In grades K-2 specifically, districts and community schools may choose to use a core comprehensive English language arts instructional program or pair a supplemental foundational skills program, for example in phonics, with a core comprehensive instructional program.

The Department has now released an initial list of high-quality resources but is expected to add to the list again in March. The list may be found at:

<https://education.ohio.gov/Topics/Learning-in-Ohio/English-Language-Art/Resources-for-English-Language-Arts/High-Quality-Instructional-Materials-in-English-La/Approved-List-of-Core-Curriculum-and-Instructional>

Beginning this school year and each year thereafter, community schools will be required to annually report in the Education Management Information System (EMIS) the English language arts core curriculum and reading intervention materials being used in their K-5 programs.

We are awaiting more information on DEW's plan to offer funding to schools to subsidize the acquisition of high-quality instructional materials for ELA and Reading. For more information see the following: [High-Quality Instructional Materials in English Language Arts FAQ | Ohio Department of Education and Workforce](#)

March Compliance Update

Food Service Licenses

Per ORC 3717.41, Ohio schools are required to have a valid food service license. Food service licenses expired statewide on March 1st. Updated licenses for schools and vendors/caterers should be uploaded to SharePoint and posted in your buildings.

UPDATE: Board Member Annual Training Requirements

The Auditor of State has sent notification that the implementation for the requirement for Community Schools that the annual Public Records and Open Meetings laws training must be certified by the Ohio Attorney General in accordance with Ohio Rev. Code § 109.43(B) has been revised until further notice.

All required board members, treasurers, administrative and supervisory staff, and operators are no longer required to take the training offered by the Ohio Attorney General's Office or the Auditor of State's Office. Training on the Open Meeting and Public Records (sunshine laws) can now be completed through other sources such as, board attorneys, other approved training sources. It does not need to be 3 hours in length.

If you have yet to complete open meetings and public records training for the FY24 school year, here are some options:

- The Ohio Attorney General's Office live webinar training. There are 2 sessions currently listed to meet the annual deadline:
 - [Sunshine Laws Certification Training 04.03.2024 \(Virtual Webinar\)](#)
 - [Sunshine Laws Certification Training 06.05.2024 \(Virtual Webinar\)](#)
- Auditor of State's On Demand Training - The AOS Training is a 3 part series and you will receive a certificate after you complete each part (a total of 3 certificates) and all 3 certificates will need to be sent your BCHF compliance rep. This training does not require you take the quiz at the end of the session.
 - [On-Demand CPRT \(on24.com\)](#)

New Virtual Sunshine Training Date Announced

Buckeye Community Hope Foundation will be offering a Saturday morning Open Meetings and Public Records virtual training through Attorney Adam Shira on April 20th at 10 A.M. More details, as well as a registration link, will be sent out soon.

This training is required by law for all community school board members. BCHF offers this training at no cost of any board member of our sponsored schools.

Board Member Development Opportunities

Please see the below board member development opportunity in March.

Ohio Attorney General Nonprofit Board Governance Webinars

Board members play a critical role in protecting the integrity and resources of charitable organizations. This webinar will provide a basic overview of the legal responsibilities that board members of charities have. The webinar will begin at noon, although the system will open prior to that.

Date: Wednesday, March 6th

Time: 12:00 P.M. - 1:30 P.M.

Register here: <https://register.gotowebinar.com/register/1154554711911302232>

Additional dates for this training will be offered on April 3rd and May 1st.

Detroit Pistons Visit Imagine Environmental Science Academy



The Detroit Pistons have partnered with Imagine Environmental Science Academy on Cash for Class, a program where tickets for a game are blocked out specifically for the school community to purchase.

To promote the program, the Pistons mascot came down to visit the school alongside a school coach. They led a staff versus students basketball shoot, dance off with the mascot, and the coach talked to students about the importance of school.

"The coach told students that to be an NBA player, it's more than just being good at basketball," said Victoria Fuller, IESA Academic Coach. "It's about going to school, getting good grades, being a good person. and having good character."

Victoria Fuller organized the event via her brother who works for the team. This is the first year the school has participated in this program, and is also the first time the Pistons have come down to a Toledo-area school.

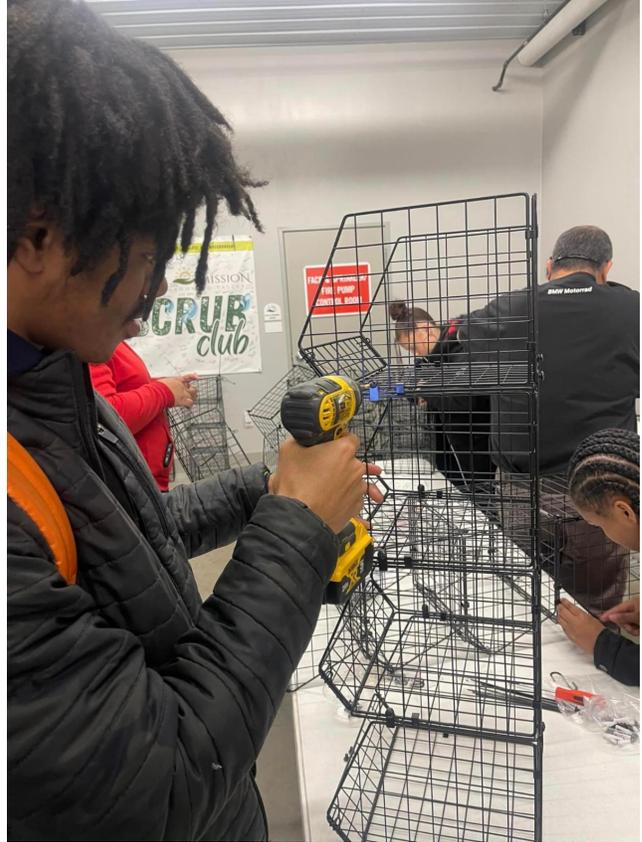
As a part of the assembly, the school coach told students about other opportunities within the NBA. There are careers in sales, merchandising, and leadership. He shared with students that he always dreamed of being an NBA player, but was ultimately led down a different path. The Pistons reached out to him, wanting him to travel to schools to talk to students about working for the NBA.

"The students loved it," said Fuller. "They were so engaged, and it helped them to hear that there is more opportunity within the NBA than just playing basketball. Over 400 people work for the Pistons, and only 15 of them are basketball players."

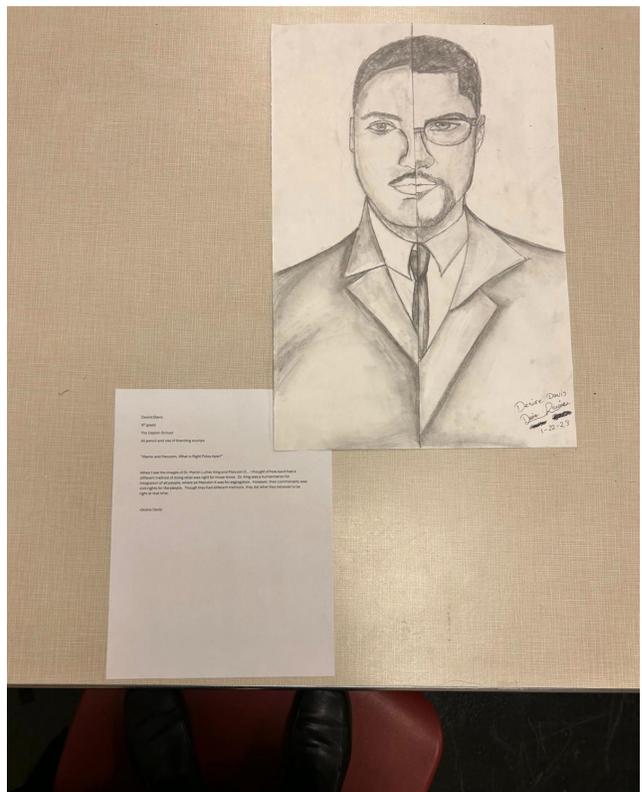
IESA spent the month of February selling tickets, and they are looking forward to attending the game at the end of March.

School Spotlights

Work academy students at [The Academy for Urban Scholars Youngstown](#) visited the Rescue Mission of Mahoning Valley and toured the facility. Students also helped to put together nearly 30 closet organizers.



The Ohio Civil Rights Commission holds an annual statewide Dr. Martin Luther King Jr. art, writing, and multimedia contest. Congratulations to Desire Davis, a 9th grader at **The Dayton School**, for winning the 9th grade state 2024 MLK Art Competition!



Global Ambassadors Language Academy hosted a school-wide celebration for the Lunar New Year. Students enjoyed a performance by Jane Liu, who played the erhu, and a lion dance by Kwan Lion Dance.



The Richland School of Academic Arts sixth-graders had an interactive lesson with Chef Michael Daniels of MD Creative Blends. He taught students a few easy-to-make meals, including hamburger sliders and chicken fettuccine alfredo.



A student advisory committee has been implemented at [Summit Academy Transition High School – Dayton](#).

"We want all members of our school community to have a voice about how their day will look," said Lisa Brown, School Principal.

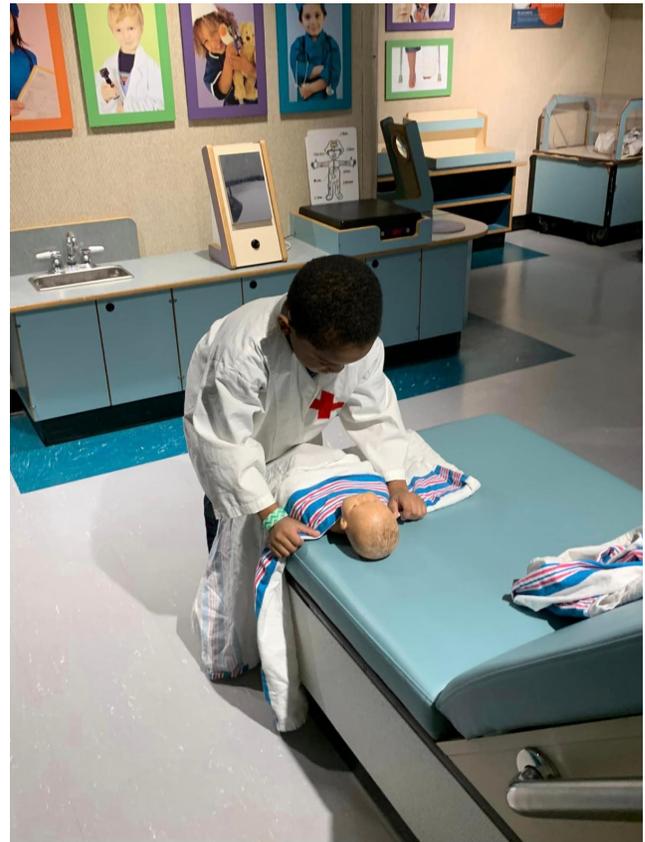
Students Nevaeh Price, Donald Thornton, Kevison Martin, Dorian Brandon, Ja'marion Morris, Samuel Curtis, Hunter Hughes and Alex Pitzer, who comprise the committee, are helping to develop the token component of their school's PBIS program. The committee will determine the number of tickets earned for specific behavior and academic achievements along with price amounts of prizes to be won.

"Other items our student advisors have helped with in the past are the development of PBIS lunchroom expectations, dance themes, field day events and field trip destinations," said Brown.

A new group of student representatives will be selected each school year.



Students at **Victory Academy** took a field trip to Imagination Station, a non-profit, hands-on science museum.



All About Math

Have you checked out BCHF's newest newsletter? Curated by Brit Seward, School Improvement Specialist, MathMinds Monthly is your dive into the world of mathematics.

Click below to check out the latest edition!

Upcoming Events

Join us for some March madness! We are hoping to put a spring in your step with professional development that meets YOUR needs. You may register for any of the listed sessions just by clicking on its title, or you can browse the full catalog of offerings at our Frontline Learning link: [available here](#).

Increasing Attendance at a Drop Out Recovery School – March 5, 2024 – 2:30 P.M. – Online via Zoom

Join us for a workshop that addresses an overriding need of Drop Out Recovery Schools! What strategies work best for increasing attendance? Our collaborative discussions will review models and processes that help spark attendance and participation given the unique needs of students at drop out recovery school.

SPECIAL EDUCATION COHORT 3 Collaborative Models and Coteaching – March 5, 2024 – 3:00 to 4:30 P.M. - Online via Zoom

In this interactive professional development session, we will explore the dynamics of Collaborative Teaching Models, focusing on the integration of effective co-teaching strategies to support intervention in regular classroom settings. Participants will gain insights into various co-teaching models such as team teaching, parallel teaching, station teaching, and alternative teaching, and learn how to implement them in a way that maximizes student engagement and learning outcomes.

Multi Lingual Learners Spring Gathering – March 12, 2024 – 3:30 to 5:00 P.M. - Online via Zoom

If you work with multilingual learners, this session was inspired by questions YOU asked the BCHF MLL specialist this year! We'll discuss best practices in identifying, supporting and advocating for dually identified multilingual students, and also have some real talk about leading TESOL professional development sessions for general education teachers. Whether you are excited to share your expertise with colleagues or dread being "voluntold" to lead a session next fall, you'll be ready!

Math Cohort Session III: Build Procedural Fluency from Conceptual Understanding – March 19, 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 4 which covers how to build procedural fluency from conceptual understanding. While it's not mandatory to purchase the resource, it's highly recommended. In advance of the session, we will share pre-work to help guide our conversation.

Workforce Literacy-March-Growing and Sustaining Effective WF Programs – March 20, 2024 – 10:00 A.M. to 3:30 P.M. – In person in Columbus

Now that planning and organizing has been accomplished, how can we, as school leaders and teachers sustain what we have implemented? This session, especially for our Workforce Literacy participants will begin to grow a sustainable program using the pilot programs as model templates.

Multi-tiered Systems of Support (MTSS) Workshop 3: Data based Decision Making – March 25, 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 third workshop, offered in March, will deal with examination of important data and indicators to make MTSS decisions that truly improve student outcomes.

An Understanding of Phonemic Awareness and Phonics for Upper Elementary – April 3, 2024 – 4:00 to 5:30 P.M. - Online via Zoom

This session is intended for the classroom and content teachers that teach grade 3 and older. Many of you have expressed a desire to understand how to best assist your students in filling in the foundational gaps. In this interactive session, we will talk about the basics and how your students can increase their skills in all areas. We will have opportunity to discuss what you see as the primary needs

and gather information from colleagues about their best practices.

Hacking the ADHD Brain – April 10, 2024 – 4:00 to 5:30 P.M. – Online via Zoom

Your students with ADHD need help tackling complex tasks. Maybe you have ADHD yourself and aren't sure how to thrive in this profession. Either way, the reality is that traditional organization strategies work well.... for neurotypical people. Let's stop trying to force round pegs in square holes! Participants will develop a deeper understanding of ADHD, learn approaches to supporting students (and surviving as educators) with this condition, and learn how people of all ages can make their neurodivergent brains work with them rather than against them.

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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