

# SPONSOR UPDATE

## MARCH 2017

**Peggy Young,**  
**Director**

**Jennifer Schorr,**  
**Associate Director**

### OUR 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.

### OUR 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.

### *Ohio charter school facilities study released*

A study recently released by the National Alliance for Public Charter Schools (NAPCS) and the Colorado League of Charter Schools reveals what Ohio charter school stakeholders already knew: that Ohio charter schools struggle to provide adequate facilities in the face of insufficient capital resources.

The study, *An Analysis of the Charter School Facility Landscape in Ohio*, is based on survey results from 81 percent (277) of Ohio's charter schools.

According to the research and report, Ohio charter schools spent an average of \$785 per full-time equivalent pupil, which represents 13.5 percent of total state foundation funding, on facilities costs. Yet under current law, charters receive just \$200 per pupil in facilities funding.

"When charter schools are spending that much per student, it's obviously coming at the expense of other things, like teachers, salaries, everything else that makes education work," said NAPCS's Kevin Hesla, who contributed to the report.

The report also reveals that:

- ♦ Few Ohio charter schools are able to utilize unused or under-utilized district facilities;
- ♦ Ohio charter school buildings are generally smaller than recommended guidelines;
- ♦ Physical education and recreational options may be limited for Ohio charter school students due to lack of gymnasiums and athletic fields; and,
- ♦ Serving meals can be a challenge for many Ohio charter schools due to lack of full-preparatory kitchens.

*Continued on pg. 2*



.....  
**SAFETY & VIOLENCE  
PREVENTION  
CURRICULUM  
UPDATE**  
.....

State law requires school nurses, teachers, counselors, psychologists and administrators in elementary, middle and high school schools to complete the safety and violence prevention curriculum to fulfill the in-service training requirement every five years.

New employees must complete the training within two years of commencing employment, and every five years thereafter. It is likely that many school staff are due for their five-year retraining in the 2018-2019 school year.

In preparation, the Ohio Department of Education is revising and updating the training; the updated model curriculum will be available June 2017. This training satisfies requirements for professional development.



**Facilities study — continued**

The report is based on survey, measurement and enrollment data collected for the 2014-2015 school year over a period of about 14 months. Data collection was supported by the Charter School Facilities Initiative – a national project developed by the Colorado League of Charter Schools and supported by the U.S. Department of Education’s National Charter School Resource Center.

The timing of the release of the report aligns with Ohio’s budget development process and will hopefully lead to increases in charter school facilities funding over the next biennium.

Access the report online at:

<http://www.publiccharters.org/press/comprehensive-study-finds-ohio-charter-schools-struggle-provide-adequate-facilities-face-insufficient-capital-resources/>

**Legislative update**

Just seven weeks into the new 132<sup>nd</sup> Ohio General Assembly, more than 125 bills were introduced, including several specific to K-12 public education and charter schools.

Although only a small percentage of bills that are introduced in each session ultimately receive consideration and passage by both the House and Senate, Buckeye Community Hope Foundation (BCHF) monitors and tracks all relevant legislation and reports on key bills as they move through the legislative process.



Recently introduced bills of interest to charter school stakeholders include:

**S.B. 3** introduced by Sen. Bill Beagle (R-Tipp City) and Sen. Troy Balderson (R-Zanesville)

According to the bill’s sponsors, this legislative proposal is aimed at creating a “pre-K to workforce system to help Ohioans prepare for the jobs of today and tomorrow.” It aligns with workforce provisions included in Gov. John Kasich’s recently released budget proposal and would require the Ohio Department of Education (ODE) and the Department of Higher Education to collaborate on key initiatives including the development of a Regional Workforce Career Counseling Collaboration model.

**S.B. 34** introduced by Sen. Gail Manning (R-North Ridgeville)

The bill would require schools to delay the start of the school year until after the Labor Day holiday, although an opt-out provision plays deference to local control.

*Continued on pg. 3*

## STRS BOARD TO CONSIDER RECOMMENDED CHANGES

The State Teachers Retirement System (STRS) Board is expected to adopt recommendations made in a report developed by Segal Consulting, which calls for changes that would increase the system's liabilities.

Among the key recommendations is extending the system's funding period beyond the current 30 years. The report also recommends reducing the STRS investment return assumption rate (from 7.75 percent to 7), reducing the inflation assumption (from 2.75 percent to 2.5) and adopting mortality tables that consider the increasing lifespans.

If all of the report's recommendations are approved and implemented, STRS liabilities would increase by about \$11.5 billion and could result in cost-of-living adjustments for retirees.



## Legislative update — continued

### **S.B. 39** introduced by Sen. Joe Schiavoni (D-Boardman)

Reintroduced from the 131<sup>st</sup> General Assembly, the bill proposes a number of changes to current charter school laws aimed at “increasing accountability and transparency.” A key provision would require e-schools to provide (rather than offer) 920 hours of learning opportunities, continuing the debate over tracking of student login times currently the subject of a legal battle between the Ohio Department of Education (ODE) and Ohio’s largest online school. The bill also calls for limiting the duration of contracts between school governing authorities and operators to a maximum of three years.

### **H.B. 21** introduced by Rep. Steve Hambley (R-Brunswick)

This legislative proposal would shift responsibility for tracking and reporting student residency from districts to charter schools. Under current law, districts are responsible for determining which students no longer live in their boundaries and sharing that information with charter schools, which are then left to determine students’ new residences.

### **H.B. 47** introduced by Rep. John Bocchieri (D-Alliance)

Under the bill’s provisions, no district board or governing authority could prohibit a student from participating in an extracurricular activity or any practice, competition or other event because of the student’s absence due to service in the uniformed services (armed forces, inactive duty training, national guard, etc.)

### **H.B. 58** introduced by Rep. Andy Brenner (R-Powell) and Rep. Marilyn Slaby

This bill would require that handwriting instruction be included in kindergarten through fifth grade curriculum, ensuring that students develop the ability to print letters and words legibly by third grade and to create readable documents using legible cursive handwriting by the end of fifth grade.

## Scholarships reach \$2 million

Horizon Science Academy Lorain Director Fatih Sumer proudly announced that scholarship earnings for the school’s second-ever graduating class – the Class of 2017 – have reached an impressive \$2 million. Each of the 31 students has completed their college applications, and many have already been accepted into schools like John Carroll University, The Ohio State University and Indiana Tech. “We’re hoping for a 100 percent acceptance rate,” Sumer said.



---

## ODE REVERSES COURSE ON 21<sup>ST</sup> CENTURY GRANTS

---

After announcing last month that 21<sup>st</sup> Century Learning Center Grant applications would not be accepted this year, the Ohio Department of Education (ODE) has reversed its decision and will begin accepting applications in May.

The grant program provides opportunities for economically disadvantaged students attending low-performing schools to receive academic supports.

ODE, which administers the federal grant program, now has greater flexibility under the Every Student Succeeds Act (ESSA) to approve the competitive grants to expand learning time programming during the school day, week or year, in addition to out-of-school time.

Learn more at:

<https://education.ohio.gov/Topics/School-Improvement/Federal-Programs/Elementary-and-Secondary-Education-Act/Programs-Administered-Under-ESEA/21st-Century>



BCHF Sponsor Update – March 2017

## *Therapy dog benefits Hollingworth students, staff*

The use of therapy dogs in schools isn't common, but "common" has never served as the basis for success at the L. Hollingworth School for the Talented and Gifted, where Head of School Terrence Franklin is always open to innovative ideas.

When adults have problems, their kids often do, too, and for about a dozen Hollingworth students, working with community counselor Karen Willinger provides much needed support. But Willinger doesn't work alone. Her partner, Angel, is a two-year-old Great Dane therapy dog who is deaf and suffers from separation anxiety. The benefits they bring to the school extend well beyond the students Willinger counsels.

Willinger began working at the Hollingworth school three years ago with her beloved therapy dog Colt, a black Labrador Retriever mix, who passed away last year. Now Angel carries on Colt's legacy of helping others.

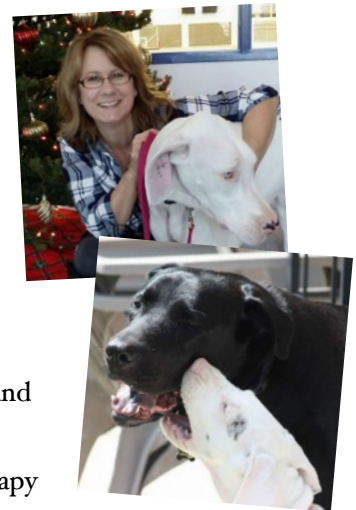
"The kids and staff at the school are Angel's family," Willinger explains. "It is the funniest thing to see Angel on the playground with 40 first and second-graders running around screaming her name. She just loves to be with them even though she is now as big as the kindergartners."

Students who work one-on-one teaching Angel tricks – like fetching a Kleenex box or striking a prayer pose – feel a great sense of pride in their accomplishments, which serve to build and grow their confidence and self-esteem.

But Angel also provides "feel-good" therapy that comes from the simple fact that dogs make people happy. Whether it's laying down for a belly-rub or giving dog kisses, Angel engages with all students and staff in a joyful way.

"Angel is an important part of our school," explains College and Career Readiness Coordinator Rachel Gerwin. "Everyone – students and staff alike – loves her. She even has a place in our school yearbook!"

"People really seem to love being around Angel," Willinger said. "She is great at her job. I just love it. She makes a big difference in people's days at the office (of Family Links Counseling) and in school. She brightens people's and my day, too."



---

**ACT, SAT  
RESOURCES  
AVAILABLE**

---

In March or April 2017, high school juniors will take a free ACT or SAT college admission test provided by the state.

Two important resources can help schools and students with this first state-funded administration:

**ACT/SAT Questions and Answers** captures the topics many schools are asking about and provides guidance from the Ohio Department of Education.

**Free ACT/SAT Practice Tests** are available to share with students.

A remediation-free score on either test is one of three ways Ohio students can meet the requirements for a high school diploma.

Access these resources online at:

<http://education.ohio.gov/Topics/Testing/ACT-and-SAT-Practice-Tests>



***Black History Month provides opportunities for hands-on learning***

Imagine Hill Ave. School Principal Sarah Carstensen always looks for ways to engage students in hands-on, project-based learning.

“I always jump at the chance,” Carstensen said. “Black History Month serves as a great opportunity to engage students not only in learning, but also to encourage them to embrace Imagine Schools’ shared values of integrity, justice and fun.”

In celebration of Black History Month, students and staff participated in a friendly building-wide competition, decorating the doors to each classroom and others throughout the building to highlight the accomplishments and contributions made by remarkable individuals throughout history.

Using an easy rubric to assign points in six categories – like “thinking outside the box” – students currently serving on the school’s Character Court assessed each door.



“Each quarter, teachers nominate students to serve on the Character Court,” Carstensen explained. “One girl and one boy from each grade, kindergarten through fifth, are selected to serve – it’s a real honor to be chosen.”

Character Court members were paired to create teams with one older student and one younger. A second grade student was tasked with choosing the contest winner, with support of her decision by all of the Character Court members.

From Jackie Robinson to Martin Luther King, Jr., students selected honorees to celebrate in their door decorations. African-American physicist and mathematician Katherine Johnson – whose contributions to the U.S. space program were recently featured in the film *Hidden Figures* – was among the most interesting. But the 2015 Presidential Medal of Freedom recipient ultimately lost the competition to the remarkable Rosa Parks.

“The winner wasn’t the flashiest door decorated, but the fifth graders who chose to honor Rosa Parks did a great job,” Carstensen said. “They deserved to win!”

---

---

## **MORE KIDS DEPEND ON SCHOOL BREAKFAST PROGRAM**

---

A record 12 million low-income kids participated in the school breakfast program in the 2015-2016 school year, according to the recently released School Breakfast Scorecard.

Participation is up by nearly 50 percent from 10 years ago. Advocates credit the expansion to the Community Eligibility Provision, which allows all students at schools in which 40 percent of the population qualifies to participate.

If the provision, which is unpopular among majority Republicans, is eliminated, schools will be required to collect applications and determine each student's eligibility based on family income.



## **Students, parents, staff host key policy-maker**

Charter schools do so many great things, yet policy-makers' views are too often shaped by negative news stories and editorials. That's why it's so important for schools to share their success stories with all stakeholders, including legislators.

Concept Schools understands that importance and has lots of good news to share. With an "A" grade in value-added demonstrating strong student learning growth, Horizon Science Academy (HSA) Dayton Downtown recently served as the perfect host to state Sen. Peggy Lehner (R-Kettering), who plays a key role in education policy as chair of the Senate Education Committee.



In addition to its focus on math, science and technology, the school shared its emphasis on reading and use of an accelerated reader program utilized by more than 90 percent of its students.

Lehner's visit to the school began with a meeting with key staff and representatives of Concept Schools, followed by a question and answer session with parents and students. She explained her role as a policy-maker in making meaningful changes to state law aimed at helping to ensure that students are learning what they need to know to be successful adult citizens.

The day's agenda also included a school tour, science fair and STEM demonstrations by students, and a read aloud story with the school's kindergarten students.

"It was a joy to be able to share our school with Senator Lehner and to learn more about how government officials are the catalysts of change in the education system," said Ali Durhan, the school's community outreach coordinator who played a key role in coordinating the event.

## **Free food is back: Kids enjoy another summer of free meals**

The Ohio Department of Education (ODE) wants to increase participation in the Summer Food Service Program, which allows kids across the state to enjoy free, healthy meals while schools are not in session.

ODE seeks local nonprofit agencies to participate as sponsors or sites that provide free meals to children. The meals can be served

*Continued on pg. 7*

## FILM ENCOURAGES GIRLS TO PURSUE STEM STUDIES

State Superintendent Paolo DeMaria recently hosted a screening and panel discussion of the movie *Hidden Figures*, with more than 100 students attending, including girls from central Ohio middle and high schools that have science, technology, engineering and mathematics (STEM) programs. The Ohio Department of Education collaborated on the event with Battelle, COSI, The Ohio State University, Columbus State and Wilberforce University.

The movie tells the story of three brilliant African-American women at NASA who served as critical players in the launch of astronaut John Glenn's first orbital flight. Representatives of the partnering organizations talked afterward about how to continue engaging young people - especially women of color - in exploring STEM careers.



## Free food — continued

at sites such as schools, colleges and universities, nonprofit organizations, parks, camps, community centers, swimming pools, libraries and low-income communities.

Sponsoring organizations receive reimbursement to cover the costs of providing nutritious meals and snacks to children in eligible areas. ODE also encourages applications from nonprofit organizations offering summer activities for children living in low-income areas.

Learn more at:

<http://education.ohio.gov/Media/Media-Releases/Ohio-Department-of-Education-Announces-Summer-Food#.WK4SvxiZP-Y>

## Access resources to support students on path to graduation

The Ohio Department of Education (ODE), the Ohio Education Research Center and Battelle for Kids have developed resources for students who need additional help to graduate from high school prepared for success in life. The online Student Success Resource Library provides proven practices to engage students and keep them on a pathway to graduation including:

- ◆ Student Success Plan Sample Model
- ◆ Career Advising: Activities by Grade Level
- ◆ Step By Step Planning Guide
- ◆ Early Warning System Intervention and Monitoring System
- ◆ OhioMeansJobs K-12 How-To Guide

Access the resources online at: <http://education.ohio.gov/Media/Ed-Connection/Feb-14-2017/Access-Student-Success-Resource-Library-practices>

## State Superintendent: Education policy efforts will extend beyond ESSA

State Superintendent of Public Instruction Paolo DeMaria recently presented Ohio's final plan in response to the federal Every Student Succeeds Act to members of the Joint Education Oversight Committee (JEOC).

With input provided by thousands of stakeholders, it would have been an impossible task to earn universal support for every aspect of the plan. DeMaria offered assurances that finalizing the ESSA plan –

*Continued on pg. 8*

---

## **STUDY COMMITTEE RELEASES RECOMMENDATION**

---

The Ohio Joint Study Committee on Drug Use Prevention Education, created last year by Attorney General Mike DeWine and top House and Senate leaders, recently released its recommendations on steps Ohio should take to help keep kids off drugs.

The use of consistent anti-drug messaging - and providing social and emotional learning opportunities - throughout students' K-12 academic careers is among the committee's 15 recommendations.

The committee also recommends requiring schools to report and explain their approach to substance abuse education. Schools would also be required to implement student and community surveys to monitor for warning signs of substance abuse or mental illness and to measure the success of their substance abuse prevention efforts under the committee's plan.

Access the committee's report online at: <http://www.ohioattorneygeneral.gov/Files/Publications-Files/Publications-for-Schools/Ohio-Joint-Study-Committee-on-Drug-Use-Prevention>

### ***State super: ESSA — continued***

which calls for the administration of seven standardized tests above the number required under federal law -- does not end an ongoing dialogue on key education issues and concerns regarding testing.

“It (the plan) is really focused on those things that the federal government cares about and it’s not comprehensive in terms of all the different features and factors a state or even a local school district would want to include in a plan for its education system or the provision of its education services,” DeMaria said.

### ***Robotics team advances to state championships***

Congratulations to Noble Academy Cleveland’s robotics team -- one of five to advance to the state championship after competing against 28 teams at a recent competition at Kent State University.

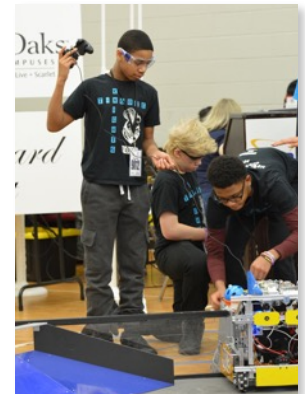
The team overcame challenges on competition day. Despite replacing broken servo motors and an elevator system between two games, the team won all its games during the semi-finals and finals.

T-Noble 9812 also competed at the Southwestern PA Qualifier Tournament where the team earned two awards: the Control Award, and the Winning Alliance Award. They also earned the right to compete in the Ohio State Championship, where they experienced technical difficulties and placed 24<sup>th</sup>.

They had much greater success at the Pennsylvania State Championship, where they rose to the top over 36 teams and earned the right to advance to the next level: this month’s 2016-2017 East Super-Regional Championship Tournament in Scranton, PA. The team also received two awards: Winning Alliance Captain and Judge’s Awards.

“This small team of young warriors fought the obstacles of circumstance and distance to win our hearts,” the judges said. “They performed admirably and battled their way to the top.”

Next up for T-Noble 9812? They will compete against the top 72 teams out of 800 from 14 states where they hope to earn the right to compete at the First Tech Challenge World Championship.





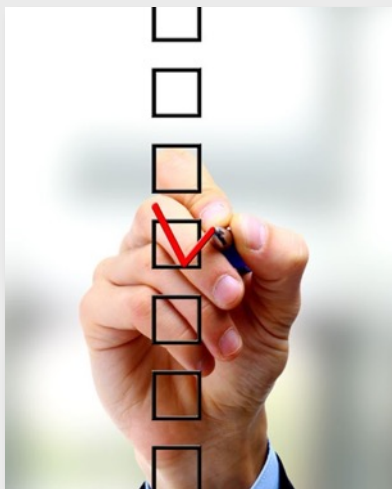
## COMPLIANCE UPDATE

### Board member training

The Buckeye Community Hope Foundation sponsor contract requires all continuing board members to receive two hours of training each academic year by June 30. Boards may dedicate a portion of board meetings to board training, schedule a separate training session, or attend conferences to satisfy the requirement. Online training modules are also available from Buckeye Community Hope Foundation – contact James Devers at [jdevers@buckeyehope.org](mailto:jdevers@buckeyehope.org) for access.

### Tornado drills

Tornado drills must be conducted at least once a month whenever school is in session during tornado season (the period from the first day of April to the last day of July). OFC 409.2



## PROFESSIONAL DEVELOPMENT SESSIONS

### CLOSE READING AND WRITING

Prepare for Ohio's AIR tests by ensuring that students learn close reading and writing skills! Ohio learning standards require students to read and understand more complex text at a much higher level of analysis and application. Close reading strategies can greatly help students read and write with purpose, and identify key evidence in text to increase their comprehension. This seminar will help coaches and teachers to define close reading and writing, and to learn to present strategies to promote close literacy habits in all students. This workshop is designed as a "train the trainer" session and is recommended for instructional coaches, school leaders and lead teachers (department leaders). Due to positive responses at school presentations, a Toledo workshop has been added. The event will be held in the following locations:

Cleveland – March 10 – 10 a.m. to 3 p.m.

Register at: <https://register.eventarc.com/35530/close-reading-and-writing-cleveland>

Toledo – March 23 – 10 a.m. to 3 p.m.

Register at: <https://register.eventarc.com/37454/close-reading-and-writing-toledo>

### EFFECTIVE MATHEMATICS INSTRUCTION

Building upon our effective instruction workshops, this session looks specifically at mathematics and helping students not only achieve surface learning, but master deeper learning and eventually learning for transfer. Using literacy strategies to develop mathematics understanding is emphasized. Video clips will demonstrate implementation of strategies in classrooms. Participants will be engaged in designing applications for their classrooms. *This workshop is also available to schools on site and may be presented in several 1.5 hour sessions instead of a full day.* The full day workshop will be offered on March 9, 9 a.m. to 3 p.m. in Cleveland. Register at: <https://register.eventarc.com/36748/effective-mathematics-instruction-cleveland>

### WRITING EFFECTIVE IEPs FOR SECONDARY STUDENTS

Students aged 14 and older pose special challenges in designing Individualized Education Programs (IEPs). Our experts will guide you through the process, discussing challenges, considerations, and helpful resources for goal development, transition planning and monitoring, and testing considerations. This workshop is offered April 5, 10 a.m. to 3 p.m. in Columbus.

Register at: <https://register.eventarc.com/37455/writing-effective-ieps-for-secondary-students>

### MAPPING A RELEVANT CURRICULUM

This seminar describes the supports, processes, professional development and procedures in mapping and continually renewing a relevant curriculum framework. Emphasis is placed on how curriculum is framed around the needs of learners and how teachers need to be engaged in revising curriculum around student learning results.

*Continued on pg. 11*

# SCHOOL IMPROVEMENT

## Seven strategies for effective math instruction

By Dr. Mike Grote, School Improvement Specialist

**1. Make math lessons inviting.** Many math lessons begin with openings such as “Today we are going to review place value” or “We have a test on Friday, so let’s practice with place value so you can all do well on the test.” Neither of these really engages the spirit of the learner. An alternative might be to say: “I was thinking about our work together, and I noticed that many of us still need to think about place value. We should spend some time reviewing place value so that we know how to determine which of several numbers is greater. This will be very helpful when we are in a store looking at the prices of several items and making a decision about which one we could purchase.” Notice that this third statement conveys to the students that the teacher has been thinking about their learning and how to help them, as well as linking the learning to a practical application.

**2. Math is not a speed race.** Neither fluency nor stamina requires students to work as quickly as possible. Fluency requires flexible, accurate and efficient thinking, as well as conceptual understanding. One would not be considered fluent in a foreign language if one could only mimic without any comprehension. Multiple studies have revealed that speed tests negatively impact students’ views of their ability in math, producing a negative mindset. Great mathematicians are deep, slow thinkers. Students would be better served to practice in developing fluency rather than speed tests.

**3. Math classes need more problems and fewer exercises.** Sure, learning a procedure is important and a few practice exercises are essential. However, most math classrooms have a huge imbalance between the number of problems and the number of exercises. Exercises have a low cognitive demand and are depth of knowledge level one. Textbooks and worksheets are filled with them. Problems, on the other hand, ask students to think about a concept deeply and move the depth of knowledge to level 2 (application problem) or level 3 (a non-routine problem). Few math students get the opportunity to actually “do mathematics,” usually exemplified by non-routine problems. For example, “ $2/3 \times 3/4 =$ ” is an exercise. An example of a problem using that same calculation is: “Create a real-world situation for the problem  $2/3 \times 3/4$ . Solve the problem you created without using the rule and justify your answer’s validity.”

**4. Discourse is more important in math class than it is in language arts!** Many experts claim that 50 percent of the time in math class should be student talk. (Typically, 90% of the talk in math classrooms is teacher talk). Students will, of course, need to be taught discussion skills, norms and protocols for speaking in small groups. Our brains deepen understanding and we self-correct when we have to explain our thinking to others. A great place for a teacher to begin to expand the amount of student talk is introducing “Number Talks,” a procedure discussed in an earlier newsletter. The effect size for quality discussion is .89 which makes it one of the most powerful learning strategies that you can employ!

**5. Group students productively.** Ability grouping has its place at times such as catching up a small group who did not understand the day’s lesson. Locking students into groups based on “ability” has not been shown to be an effective strategy and has negative consequences for those locked into the lower groups. On the other hand, assigning the strongest two students to work with the weakest two students usually does not work well either. A grouping strategy that shows promise is known as “alternate ranking.” The students are ranked and the class split in half. The top two in the high half are grouped with the top 2 in the low half, etc. This ensures a range of skills in each group (promoting discussion and explanation), but not a gap so broad that the quicker students will simply furnish answers to slower students.

**6. Literacy skills belong in math class.** This article has already mentioned the importance of discourse in mathematics. Writing is important as well. Writing seems to deepen thinking, so make everyone write about the thinking that went into a solution—not just a group recorder. Math journals can be productive, especially if the teacher takes the time to respond to students about their ideas. Tier 2 and Tier 3 math vocabulary words should also be a focus of math instruction. Expect students to use math vocabulary both in discussion and in their writing. Ensure that students provide support for their claims and discuss the thinking that led them to their conclusion. Make use of multiple representations including physical models and drawings to complement their writing and discussion.

*Continued on pg. 11*

## *Math instruction — continued*

**7. Feedback to students should motivate learning.** Effective feedback can have a huge impact on student learning, but most feedback given to students is not effective. Feedback must consider: 1) the student's current level of performance; 2) the student's expected level of performance; and, 3) actions the student can take to close the gap. Feedback should emphasize "what's next." Feedback is only effective, however, if the student takes action. Note that a grade (letter or number) is not effective feedback — it lacks information about what the student can do. In fact, research has found that when a grade is combined with solid feedback, the feedback loses its effectiveness. One additional note: Feedback about self (general praise), sometimes given by well-meaning teachers, actually has a negative impact on achievement. Praise effort or amount of work, but do not use statements such as "you are really smart."

## *Professional development sessions — continued*

Help teachers see the big pictures of how content connects to learning! This workshop will be offered in two locations:

Columbus – April 25, 10 a.m. to 3 p.m.

Register at: <https://register.eventarc.com/35520/mapping-a-relevant-curriculum-columbus>

Cleveland – April 26, 10 a.m. to 3 p.m.

Register at: <https://register.eventarc.com/35521/mapping-a-relevant-curriculum-cleveland>

### **SPRING HIGH SCHOOL AND DROP OUT RECOVERY ROUNDTABLE**

New graduation requirements for the Class of 2018 and beyond -- as well as proactive graduation strategies -- will be the focus of the spring roundtable. The requirements are changing! To facilitate understanding among all stakeholders, leadership teams and 1-2 board members are invited to attend this dinner meeting. The event will be held on April 27, 4 to 6 p.m. in Columbus.

Register at: <https://register.eventarc.com/36839/drop-out-recovery-roundtable-spring>

### **LEADERSHIP SUMMIT**

Summer will be here before we know it! The BCHF Leadership Summit, set for June 20-21 in Columbus, is the premier event for school leaders. BCHF staff are currently analyzing your input to ensure an event that meets the priority needs of schools. Be sure and secure a space.

Pre-register at: <https://register.eventarc.com/35527/leadership-summit>

*Please remember to make eventarc a trusted site in your email in order to receive confirmations and email updates on our workshops!*

**BUCKEYE COMMUNITY HOPE FOUNDATION**  
3021 East Dublin-Granville Rd; Columbus OH 43231  
(614) 942-2002 [www.buckeyehope.org](http://www.buckeyehope.org)

