SPONSOR UPDATE
MARCH 2019

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.

legislation provides option for paper testing

Legislation (S.B. 216, 132nd General Assembly) that became effective Nov. 2, 2018, allows schools and districts the option of paper or online test administration only for third-grade state assessments: English language arts and/or mathematics, and Alternate Assessment for Students with Significant Cognitive Disabilities, English language arts and/or mathematics.

Schools that want to administer these assessments using paper must submit certified resolutions from their boards or governing bodies to the Ohio Department of Education (ODE) by May 1 of each year for test administration occurring the following school year.

ODE will release more information about the submission process for the resolutions “at a later date.” Direct any questions to ODE’s Office of Assessment at 614-466-1317 or statetests@education.ohio.gov.

Federal “supplement, not supplant” guidance released

The U.S. Department of Education recently released federal guidance, giving districts and schools more flexibility in spending federal funds than was provided under an Obama administration rule which outlined a number of specific ways to demonstrate compliance.

Continued on pg. 2
**Supplement, not supplant — continued**

The new federal guidance aligns with the Every Student Succeeds Act (ESSA), the successor to the No Child Left Behind Act, which updates the longstanding federal policy that Title 1 funds “supplement, not supplant” state and local dollars for schools serving high percentages of low-income students.

The new proposal deems districts and schools compliant if able to demonstrate they are “Title 1 neutral in that it allocates state and local funds to schools without regard for Title 1 status.”

Access the guidance online at: https://www2.ed.gov/policy/elsec/leg/essa/snstitleiguidance.pdf

**8-year-old student launches career**

L. Hollingworth School for Talented and Gifted students are encouraged to engage in community service and to think beyond their current studies to envision and plan for bright futures. Some aspire to continue their studies after high school graduation, while others are eager to enter the workforce.

One young student – 8-year-old Deontre Martin – has already begun his career journey as an official assistant junior librarian at the Locke Branch of the Toledo Lucas County Public Library.

Deontre spends time at the library every day after school.

“I had nothing to do, so I just asked, ‘how can I help?’,” he said.

“Well, because he helps us so much, we gave him the title of assistant junior librarian, and we made a little tag for him to wear so everyone knows he’s official,” said Youth Services Librarian Robeca Roberts.

Deontre loves to read and hopes one day to be a full-time librarian in Toledo.

**Don’t chuck those markers!**

Crayola’s ColorCycle program encourages recycling – not just of its plastic markers, but of all brands including dry erase markers and highlighters. The company provides shipping labels making it easy to collect and ship dead markers for recycling. Learn more online at: http://www.crayola.com/colorcycle.aspx.

---

**THERE’S ALWAYS A LOT GOING ON …**

At Horizon Science Academy (HSA) Primary in Columbus!

Taking a short break from its usual academic focus, students enjoyed Global School Play Day - no screens, no directions … just free play!

HSA Primary’s recent Community Readers event featured former Ohio State University basketball player Eddie Days, who visited the school and read to its first grade students.

And the school’s Cloudy with a Chance of Meatballs literacy night was a hit with guest reader ABC6/FOX 28 Meteorologist Andrew Buck Michael who shared event photos during the evening and morning newscast!
**SMALL GESTURE; BIG IMPACT**

Imagine Hill Academy second grade student Tamarion Watson has read a book gifted to him by a member of the Buckeye Community Hope Foundation Education Team not once, twice, three or even four times … but five! It’s safe to say that *The Drinking Gourd* by F.N. Monjo is one of Tamarion’s most treasured gifts – one he says he just can’t put down. It tells the story of ten-year-old Quaker boy Tommy and his travels on the Underground Railroad to escape slavery. Tamarion carries the book – written at the third grade level with an afterword explaining the historical context of the Fugitive Slave Law – with him everywhere. Sometimes the smallest gestures have the biggest impact … just ask Tamarion!

---

**Engagement with media nets positive result**

When Toledo Blade reporter Javonte Anderson called Toledo SMART Bilingual Elementary School Principal Jessica Molina, it didn’t seem like a great opportunity. Anderson was looking to write a story comparing the academic performance of Toledo Public Schools to local charter schools – an angle that has, in some cases, resulted in misleading perceptions.

Proud of her school and always welcoming to visitors, Molina invited Anderson to the school for a face-to-face interview. He accepted, and was appreciative that Molina was open to talking with him, unlike some charter school leaders who he said failed to return his calls.

The face-to-face interview went well, and Anderson expressed an interest in returning to the school at a later date for a follow-up story.

When Molina reached out to him several months later, Anderson agreed to return, bringing with him a photographer and videographer. The end result was a very positive, lengthy feature story published in the Toledo Blade and an eight-minute video posted on the newspaper’s website.

Both showcased the school’s mission and its approach to offering both Spanish and English curriculum, and its role in serving the large Hispanic population in Toledo.

“I’m proud of our school and confident inviting visitors,” Molina said. “I created an agenda that included observing classrooms, interviewing parents and talking with staff, and granted him a day of broad access so he could really get a good feel for who we are and what we’re accomplishing.”

Toledo SMART’s enrollment packet includes a photo release form. Molina took steps to ensure that only students whose parents had signed and returned the form were included in any of the still and video shots.

Molina shared the feature story and video with board members and staff, as well as through social media. She plans to use segments from both in the school’s recruitment efforts, recognizing that parent testimonials are especially compelling.

*Continued on pg. 4*
Horizon Science Academy (HSA) of Youngstown recently hosted a science fair featuring middle school students’ outstanding work. Students worked for weeks researching topics, forming hypotheses, and conducting experiments. Topics included volcanoes, elastic energy, battery acid, chemical reactions, infrared light, rockets, the power of magnets and more! Community members helped judge the projects and listened to students’ theories.

**Engagement with media — continued**

“I’ve always had an interest in journalism and served as editor of a school newspaper when I was a student,” Molina said. “So, I invited Javonte to share his knowledge and experience with our students in some way – perhaps an after school program. I’m hopeful he’ll accept.”

Molina’s confidence in the school and willingness to engage with a reporter created an opportunity for positive exposure – a refreshing change from allowing charter critics to tell the Ohio charter story.

Access the Toledo Blade story, “Toledo bilingual school delivers lesson in language,” and video online at: https://www.toledoblade.com/education/2019/01/31/Toledo-bilingual-school

**School hosts NASA engineer**

Horizon Science Academy (HSA) Dayton High School recently hosted a very special guest: Kobie Boykins, a senior mechanical engineer for the Mars Rovers projects at the National Aeronautics and Space Administration’s (NASA) Jet Propulsion Lab in California.

Boykins shared his career experiences with students – working on the Mars Pathfinder project, helping fabricate cleats used on the Sojourner Mars Rover, designing, fabricating and building the solar arrays for the Mars Rover, and serving as the Assembly, Test and Launch Operations (ATLO) engineer responsible for working with the team to build Spirit and Opportunity.

More simply put, Boykins designs and builds the moving parts for the Mars Rovers. He’s part of a team of more than 5,500 people who collaborate to make the Mars Rovers missions come true.

He encouraged students to work hard, and to apply for grants and scholarships to further their education.

During his visit, Boykins met with the school’s robotics team – asking questions about their robots, and pointing out the importance of working together as a team to improve technical and social skills.

Special thanks to National Geographic and the Dayton Arts Alliance for sponsoring Boykins’ trip, and to Boykins for serving as an inspiration to HSA Dayton High School students!
Grant provides funds in support of STNA initiative

The Academy for Urban Scholars (AUS) Columbus has provided four groups of students access to a State Tested Nursing Aides (STNA) program through Ultimate Health Care. The two-week intensive course positions those who successfully complete it to obtain jobs that pay in the $17-20 per hour range, far exceeding the minimum wage typical for most students and unskilled high school graduates.

With limited funds available for the program, which costs about $600 per student, AUS was eager to secure funding needed to continue to provide access to this great program.

AUS pursued a grant opportunity through American Electric Power (AEP), which focuses on education, decreasing poverty and serving communities. Director of Curriculum and Instruction Kristen Muenster met with AEP External Affairs Manager Renee Shumate, who toured and learned more about the school and the STNA initiative.

Shumate shared what she saw and learned with members of her team and, one day later, emailed Muenster with great news: the program aligned with all three of the AEP grant priorities and AUS was approved for a $5,000 grant.

“We’re thrilled,” Muenster said. “The STNA program is such a great opportunity for our students. This grant allows us to continue the initiative through the end of the school year.”

Shumate returned to the school to deliver the grant funding and met with the students who will benefit from AEP’s generous support.

“AEP is proud to support you,” Shumate said. “I expect great things from each and every one of you.”

The pass rate for AUS students taking the STNA assessment has reached an impressive 85 percent.

About half of the students who participate in the program work while going to school. They are good candidates for jobs in nursing homes and other health aid organizations.

---

CONGRATS!

Congratulations to Horizon Science Academy (HSA) of Youngstown’s fifth grade robotics team – the Young Hawks – for its performance at a recent competition among 16 elementary school teams in Columbus. The Young Hawks earned three trophies: First place in Teamwork; the Judges Award; and, first place in Driving Skills & Programming.

Congratulations to Horizon Science Academy (HSA) Lorain, HSA of Youngstown and Noble Academy - Cleveland for receiving Auditor of State Awards for “clean” audit reports. Each of the three schools filed timely financial reports with the Auditor of State’s office via the Hinkle System in accordance with Generally Accepted Accounting Principles (GAAP). Their audit reports contained no findings for recovery, material citations, material weaknesses, significant deficiencies, Uniform Guidance (single audit) findings or questioned costs.
**PBIS GRANT FUNDING AVAILABLE**

Competition for the School Climate State Grant for the 2019-2020 school year is now open. The grant enables the Ohio Department of Education (ODE) to provide financial assistance to implement Positive Behavior Intervention and Supports (PBIS) frameworks and evidence- or research-based social and emotional learning initiatives in eligible buildings.

The grant prioritizes school buildings with an economically disadvantaged rate above the state average and school buildings with high out-of-school suspension rates.

The application window open closes March 21 at 4:59 p.m.


---

**STNA initiative — continued**

To be eligible to participate in AUS credential programs, students must complete a career boot camp – an intensive four-week soft skills crash course that includes resume building, dressing appropriately for the workplace, and dealing with difficult situations that inevitably arise.

In some cases, students have developed relationships through the STNA program that have led to employment.

“One of our students is doing office work in exchange for tuition-free phlebotomy training,” Muenster said. “The program is a great confidence builder and creates opportunities for students as they finish high school and beyond.”

“We’re grateful to AEP for its support,” she continued. “And we’re eager to provide this opportunity to another group of deserving students.”

**School hosts slate of Black History Month activities**

Horizon Science Academy (HSA) Lorain celebrated Black History Month and the contributions of African Americans throughout the month of February. Each day, a student was chosen to share a fun fact relating to the theme of “Rhythm and Relationship.” Every Tuesday morning, a trivia question was featured during the morning announcements, with students given the opportunity to provide answers with prizes for those that were correct.

Every Thursday during lunch, students were challenged to name the artist and title of songs produced and performed by African American musicians and writers, with students making correct identifications entered into a raffle for prizes awarded at the school’s Soul Food Celebration Dinner.

Movies linked to the month’s theme were shown on two early release days, and an assembly was held for K-2, 3-5 and middle/high school students.

Back by popular demand, student Luis Massa created a design for t-shirts worn by students mid-month and at the month-end Soul Food Celebration.
**NOMINATIONS OPEN FOR SCHOOL RESOURCE OFFICER OF THE YEAR**

The Ohio School Resource Officers Association is accepting nominations for the 2019 School Resource Officer of the Year Award.

A chief or sheriff, supervisor, another school resource officer or any school official may nominate an individual.

Nominees must have a minimum of two years experience as a school resource officer (SRO), be a member of the Ohio School Resource Officers Association, and have a strong commitment to other activities involving SROs and the community.

The nomination deadline is April 11.

Access the nomination form online at: [http://osroa.org/online-submission-for-school-resource-officer-of-the-year-nomination/](http://osroa.org/online-submission-for-school-resource-officer-of-the-year-nomination/)

---

**Students dance in celebration of National School Choice Week**

Its fourth annual celebration of National School Choice Week (NSCW) – January 26 to February 1, 2019 – was the best one yet for the L. Hollingworth School for Talented and Gifted.

The school's Dance Club played the lead role in producing a five-minute video which was shot, edited and produced by Head of School Terrance Franklin's son, Ashton, and his friend, Michael Dunbar, 313MAD PRODUCTIONS, who attend a local high school.

The video featured two songs – *Made for Now*, by Janet Jackson and Daddy Yankee, and *Finesse*, by Bruno Mars – and was shot not only in the school and on the school grounds, but also at sites throughout Toledo, including the Toledo Museum of Art and the National Museum of the Great Lakes.

Dance Club Coordinator Monica Villarreal, along with Coaches Amber Lewandowski and Lori Palik, spearheaded the initiative, choreographing the featured dancing and incorporating some of the NSCW dance moves.

“They (the students) started practicing the week of October 15,” Villarreal said. “We practiced for an average of 30 hours, along with the students working together on their own time. They continued to improve each and every practice. They worked as a team, and helped each other out when someone was struggling with a dance move. No one was left out.”

“This year we had the honor of having Mr. Franklin partake in our National School Choice Week as one of the dancers,” she continued. “Mr. Franklin has skills – he can sure move and groove!”

A big screen showing of the video was an opportunity for all the school’s students to celebrate choice in education.

“The power of dance can send such a positive message to our families and to our community,” Villarreal said. “We are not just a charter school ... we are L. Hollingworth School!”

Check the video out online at: [https://www.youtube.com/watch?v=72Kk20rJgc](https://www.youtube.com/watch?v=72Kk20rJgc)
**Student “jobs” program develops leaders**

Imagine Hill Academy School Leader Daphne Williams has developed and implemented a student jobs program based on five of her firmly held beliefs: scholars should take ownership of their school; schools should provide opportunities for scholars to lead; schools should prepare scholars for future real life events; schools should help scholars build civil/performance character; and, schools should help scholars build positive social-emotional skills.

“The jobs program is part of our unique approach to teaching and mentoring scholars,” Williams explained. “We’re helping them build social-emotional skills that serve them well now and hopefully later in life.”

Twice a year, Williams and her team invite scholars to complete extensive job applications for five positions:

✦ **Front door greeters** welcome every scholar, parent and community member who enters the building, making eye contact, offering a handshake, smile and a warm “good morning.” This helps build school culture, and teaches basic social skills and kindness.

✦ **Morning announcers** kick off each school day with a welcome, a reminder of the date, lunch menu for the day, breakfast menu for the following day, character trait of the month—including a definition, examples or quotes—the Pledge of Allegiance, the Imagine Hill Pledge, school activities and lastly, a joke of the day.

✦ **Breakfast/lunch workers** assist in tidying up. They wash tables, sweep the floors, stack trays and put tables away preparing for physical education to take place in the gym.

✦ **Hallway monitors** assist their fellow scholars who need help. Their main responsibility is to ensure hallways and bathrooms are safe. They remind scholars to follow expectations and avoid engaging in horseplay in the halls. They are strategically placed in hallways wearing bright green safety belts from AAA. Four workers are hired for the morning shift at arrival and four for the afternoon shift at dismissal.

✦ **Bus patrol workers** are placed along the arrival/dismissal pathway outside the building. They are tasked with ensuring that expectations are followed and to assist any scholars who may need help.

Continued on pg. 9
**Student jobs — continued**

Williams and her team review scholars’ applications along with their references, which are required. Interviews are conducted before making final hiring decisions.

“Our workers must be on time every day in order to keep their jobs,” Williams said. “If they are tardy, not consistently attending school or failing to model leadership behavior, they can be fired. They understand this when they make the commitment. In a year and a half, I’ve only fired two scholars from their jobs.”

“The jobs program has proven to be beneficial in so many ways,” she continued, “… from solving attendance problems and behavioral issues, to building motivation, a sense of pride and scholars leading their school. It allows adults the ability to be facilitators and role models. Scholars should be the ones going home at the end of the day tired. We should be skipping!”

The student workers are celebrated, receiving recognition for their leadership and service at the school’s awards ceremonies.

---

**The Columbus Dispatch**

**School-lunch indicator sign of better economy**

For the third year in a row, the percentage of Ohio students receiving free or reduced-price school lunches has declined, inching downward to 39 percent in the 2018-2019 school year.

That’s a 1-point drop from last school year and a sign that Ohio’s economy is improving, according to data reported by schools to the state Department of Education.

The percentage of students on the federal lunch program this school year is down from an all-time high of 45 percent in 2011 but remains above the 36 percent before the start of the Great Recession in late 2007.

The number of students qualifying for free or reduced-price lunches is widely considered a strong indicator of the level of poverty and the strength of the state’s economy.
SHARE YOUR STORIES!

There are countless untold success stories within Ohio’s charter school community and the Buckeye Community Hope Foundation family of schools – from outstanding student achievement and personal growth, to unique ways in which parents, boards, teachers, administrators and others are providing meaningful student support.

Have a story to share? Contact your school’s regional representative or send an email to: cwest@buckeyehope.org

UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

SPRING NEEDS ASSESSMENT
The link to complete BCHF’s Spring Needs Assessment has been sent to school leaders and other key school contacts who utilize sponsor-provided professional development services. BCHF thoughtfully uses your feedback to develop its annual School Leader Summit in June, and the accountability and school improvement work plan for the coming school year. If you have not completed the survey, this is a friendly reminder to do so. If for some reason you have not received the survey link, please email Carol Young at cyoung@buckeyehope.org as soon as possible. Survey input is due by March 15, 2019. Thank you in advance for your time and feedback!

SUMMER SCHOOL LEADER SUMMIT
It’s not too soon to register for BCHF’s summer School Leader Summit, scheduled for June 18-19 in Columbus. This event is a marvelous experience that brings together community school leaders from across the state. Please plan to attend— you will not regret it! Register online at: https://register.eventarc.com/41120/leadership-summit

SPRING PROFESSIONAL DEVELOPMENT SESSIONS

Teaching Problem Solving Strategies Across Content Areas – March 13, Cleveland
Students are more engaged in learning when they are challenged by real-life problems. This workshop will demonstrate how to explicitly teach five problem solving strategies not specific to math — systematic listing, drawing diagrams, error analysis, working backward and eliminating possibilities. Ways to develop problem scenarios and evaluate student work will also be emphasized. The workshop is a “hands-on experience” appropriate for teachers, instructional coaches and school leaders. The session is scheduled for 10 a.m. to 3 p.m. with lunch provided. Register online at: https://register.eventarc.com/41097/teaching-problem-solving-strategiesacross-content-areas-cleveland

Continued on pg. 11
**COMPLIANCE UPDATE**

**Tornado Drills**
Tornado drills must be conducted at least once a month whenever school is in session during tornado season -- the period of April 1 to July 31.

**Annual SPR Worksheet**
BCHF has begun the completion of the annual Sponsor Evaluation School Compliance Worksheet for schools within its portfolio for the 2018-2019 school year. BCHF collects most compliance items and confirmation of compliance through its document management system -- SharePoint. Please be aware schools may be contacted for verification or clarification as needed. Responsibility for completion of the worksheet is the sponsor’s as part of monitoring and reporting requirements to ODE.

_All compliance items must be submitted into SharePoint no later than May 30, 2019._

If you also work with another sponsor, please contact them directly for their process and procedures as they may vary. If you have any questions please contact your school's BCHF sponsor representative.

---

**UPCOMING PROFESSIONAL DEVELOPMENT EVENTS — continued**

_Spring Special Education Network Update – Offered regionally_
This session will update special educators and supervisors with information about new changes or interpretations to special education forms, operating standards, and/or policies and procedures. It will also focus on success stories and quality practices. This workshop is intended for special education coordinators and directors, lead intervention specialists and school leaders. Each session is scheduled for 10 a.m. to 3 p.m. with lunch provided.

_March 7 -- Columbus;_ Register online at: 
https://registe.eventarc.com/41118/spring-special-education-updatecolumbus

_March 14 -- Cleveland;_ Register online at: 
https://register.eventarc.com/41119/spring-special-education-updatecleveland

_Spring Dropout Recovery Roundtable – April 30, Columbus_
BCHF’s Spring Dropout Recovery Roundtable will be a combination of “best practices” ideas and supports for your ongoing improvement plan as a Priority school. In addition, we invite you to submit discussion topics to us! The session is scheduled 5 to 7 p.m. with dinner provided.

Register online at: 
https://register.eventarc.com/41048/spring-drop-out-recovery-roundtable

**Important information about professional development sessions offered by BCHF:**

_Inclement weather_ - While we value professional development, we value your safety even more. If schools are cancelled in the city in which a workshop is offered, the workshop will also be cancelled, and we will attempt to reschedule for a later date. Watch your email for important notifications as we will notify all registered participants by email in the event of a cancellation.

_Email settings_ - Don't let reminders go to your spam! Remember to make eventarc a trusted site in your email in order to receive confirmations and email updates on our workshops. Upon registering for an event, you will receive specific location information.

_Trouble registering_ - Please email Dr. Carol Young at cyoung@buckeyehope.org if you have any difficulty registering. Please include names and email addresses of all registrants in the text of your message.

_Workshop offerings and registration_ - BCHF provides all workshops and seminars without cost to personnel from its sponsored schools. However, a minimum number of registrants may be required in order for a seminar to proceed and BCHF reserves the right to cancel or postpone programs due to low enrollment. BCHF also reserves the right to invoice a school for meals or other costs associated with registrants who fail to attend.
Building student capacity by incorporating social and emotional learning in daily instruction
By Jerry Nadeau, Accountability and School Improvement Specialist

As the social and emotional needs of students evolve, educators must evaluate and be willing to incorporate social and emotional skills within the curriculum. According to Frey, Fisher and Smith (2019), by recognizing Social Emotional Learning (SEL) as part of the curriculum, teachers are able to implement it within the classroom. When considering the inclusion of SEL in classroom instruction, teachers must acknowledge the potential to shape student thinking. In order to institute SEL as part of the curriculum, we must first define SEL; for the purposes of this discussion, the following definition will be used:

According to Frey et al. (2019);
Social and emotional learning is a set of social, emotional, behavioral and character skills required to succeed in school, the workplace, relationships and the community. These skills affect academic learning and are often considered “soft-skills”, or personal attributes that enable someone to interact effectively and harmoniously with other people. Socially and emotionally competent people are adaptive, regulate their behavior, respond to situations in appropriate ways, and seek out opportunities to build and strengthen their communities. (ASCD, page 1).

SEL curricular framework

The SEL curriculum discussed below is based on the five tenets of SEL: Identity and Agency; Emotional Regulation; Cognitive Regulation; Social Skills; and Public Spirit. (Frey et al. 2019).

This review will focus on defining Identity and Agency and ways to develop each. Identity is the self-belief and understanding of who we are and the attributes we possess. Identity also includes self-awareness of strengths and weaknesses. Agency refers to personal capacity to act in empowered and autonomous ways (Frey et al. 2019). Both Identity and Agency are fluid, and thus are affected by experiences and interactions. As educators we must strive to provide positive experiences and interactions that enable students to develop a growth mindset. This can be accomplished by integrating opportunities for students to enhance competencies ingrained in both Identity and agency: Strength Recognition; Self-confidence; Self-Efficacy; Growth Mindset; Perseverance and Grit; and, Resiliency. (Frey et al. 2019)

Instructional strategies to build Identity and Agency

According to the authors, incorporating the following strategies provides opportunities for students to build and sustain positive self-perceptions of who they are and the attributes each possesses, and to act empowered and perform in autonomous ways:

Focus student attention to their own talents and abilities: This can be accomplished by having students create a personal inventory. Through completing a personal inventory, students identify their strengths, and reinforcing their Identity and Agency. Teachers are then able to reinforce student beliefs through intentional verbal reinforcement and creating classroom assessments that allow students to demonstrate their strengths.

Focus on student talents and abilities that lead to success: While student growth is dependent upon increasing student capacity and skills in areas of need, teachers can increase Identity and Agency by focusing on student talents and abilities that lead to achievement and

Continued on pg. 13
Social and emotional learning — continued

student successes. By developing a sense of influence over personal successes, one is developing a growth mindset, and thus contributing to continued student success.

*Share and model experiences of taking on and meeting challenges:* Teachers can enhance student Identity and Agency by sharing challenging personal experiences and modeling ways to meet challenges. Once a personal connection is established, teachers provide content specific examples of historical figures, present-day figures and literary characters who demonstrate grit and perseverance.

*Create a classroom environment that feels safe:* In addition to creating and fostering a caring and considerate environment, teachers can create a safe environment by implementing consistent routines providing structure and processes for collaborative classrooms encouraging peer-to-peer learning, thus contributing to positive self-concept. (Frey et al. 2019).

Implementation of structured activities and use of intentional language, teachers can provide learning environments that focus on increasing social and emotional skills while incorporating the rigor required for students to meet increasing standards and requirements.

Reference:
Frey, N., Fisher, D., & Smith, D. (2019). *All Learning is social and emotional: Helping students develop essential skills for the*