**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.

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**BCHF participates in National Authorizer Leadership Team**

Buckeye Community Hope Foundation (BCHF) is proud to be one of eleven esteemed authorizing organizations from across the country to comprise the National Authorizer Leadership Team (NALT) working with the National Charter Schools Institute through a recently awarded federal Charter Schools Program (CSP) grant.

The "A-Game" is a three-year project designed to strengthen authorizing, encourage innovation, and promote rigorous and personalized performance measures for charter schools, with a special focus on alternative -- dropout prevention and recovery (DOPR) -- schools.

Jennifer Schorr, associate director in BCHF’s Education Division, is working as part of the NALT to develop and disseminate open source tools and resources to increase the number of authorizers using quality oversight for alternative schools. The project team will help authorizers across the country evolve their practices towards a performance-based, personalized approach that holistically evaluates schools and focuses on the ultimate goal of ensuring all students receive the education they need to pursue and achieve their dreams.

More information about this work was shared with DOPR schools sponsored by BCHF at the April 30 Spring Dropout Recovery Roundtable.

“We're very proud to have been asked to join this highly focused group of experts as part of this grant,” Schorr said. “We’ll provide our schools with updates on this important work in future issues of the Sponsor Update.”
**JEOLC FOCUSES ON STATE REPORT CARDS**

The Joint Education Oversight Committee (JEOLC) will take an “in-depth look” at Ohio’s district and school report cards, which many education stakeholders agree is flawed and in need of significant changes.

At a recent hearing, JEOLC members heard the results of a 2017 online survey on state report cards conducted by the not-for-profit organization Learning Heroes, as well as findings from a series of focus groups conducted in 2016 by the research firm Saperstein Associates.

State Rep. Bob Cupp (R-Lima), who chairs the committee, called the testimony “very interesting and useful.”

**School funding update**

As previously reported, state Rep. Bob Cupp (R-Lima) and Rep. John Patterson (D-Jefferson) – the chair and ranking minority member of the House Finance Subcommittee on Primary & Secondary Education – have been working for months to develop a new school funding plan.

The Fair School Funding Plan is now being considered in the House as part of the state biennial budget (H.B. 166) process.

The plan calls for an increase of $400 million in additional foundation funding to Ohio’s 600-plus districts in Fiscal Year 2020 and an additional $320 million in FY 2021.

The plan seeks to identify the cost of educating a typical student, analyze districts’ property values and income factors, and establish a fair split between local and state support.

Initial response upon unveiling of the plan was positive, but simulations released about a week later raised concerns that it fails to adequately fund schools in poor rural and urban districts.

It’s hard for the charter community to react to the plan, as it fails to address the charter sector. The work group proposes that temporary funding be put into place for charter schools as it continues efforts to determine an appropriate long-term funding strategy.

But one aspect of the plan is cause for serious concern – direct funding of charters rather than through students’ home districts – as it would leave a charter school line item in the state budget vulnerable to veto by a future anti-charter governor.

The work group’s plan also calls for limiting eligibility for district-provided transportation for charter and private school students to those who attend a school within the district’s boundaries.

House Speaker Larry Householder (R-Glenford) has expressed doubt about the plan’s readiness for inclusion in the budget bill.

“I’m starting to really have concerns about whether or not we can get there,” he said in an interview with Gongwer News Service. “I’ve got some very big concerns about the impact on urban poor and rural poor schools. I don’t see enough of a difference on the equity side, trying to make the funding levels equitable. I think there are things

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School funding — continued

we can do to make it better, but I’m not sure that we can do them within the time constraints that we have with this budget.”

Gov. Mike DeWine (R-Cedarville) likely anticipated that the House would modify the budget bill to include some version of the work group’s plan, as he made no significant changes to Ohio’s current funding strategy in his budget proposal.

However, the governor’s spending plan does include a new program to fund “quality” charter schools – $30 million annually for charters that earn a “community school of quality” designation. DeWine’s proposal would qualify charter to receive the additional funds if:

✦ It is sponsored by an entity rated “exemplary” or “effective;”
✦ Its two most recent performance index scores were higher than the district in which it is located;
✦ Its most recent value-added grade was an “A” or “B” (or it did not receive a grade because it is in its first or second year of operation); and,
✦ At least 50 percent of its students are economically disadvantaged.

Immunization bill introduced

Against the backdrop of increasing numbers of measles cases being reported in the U.S. – 626 in 22 states since Jan. 1 – legislation (H.B. 132) was recently introduced in the Ohio House requiring public and nonpublic schools to notify students’ parents/guardians of the exemptions from immunizations for school attendance.

Current law prohibits students from remaining in school for more than 14 days without written evidence of having received, or being in the process of receiving, the required immunizations, which include:

Chicken pox; Diphtheria; Hepatitis B; Measles; Meningococcal disease; Mumps; Pertussis; Poliomyelitis; Rubella; and, Tetanus.

Exemptions apply if:

✦ A signed statement is provided indicating that the student has had the natural disease (for chicken pox, measles or mumps);
✦ A statement is provided indicating that the student’s parent/guardian declines to have the student immunized for reasons of conscience, including religious convictions; or,
✦ A physician certifies in writing that immunization against a particular disease is medically contraindicated for the student.
ACE QUESTIONNAIRES REVEAL STUDENT RISK FACTORS

Various questionnaires seek to identify student exposure to Adverse Childhood Experiences (ACEs). The National Survey of Children's Health survey used by Child Trends focuses on eight experiences:

- Lived with a parent or guardian who became divorced or separated
- Lived with a parent or guardian who died
- Lived with a parent or guardian who served time in jail or prison
- Lived with anyone who was mentally ill or suicidal, or severely depressed for more than a couple of weeks
- Lived with anyone who had a problem with alcohol or drugs
- Witnessed a parent, guardian, or other adults in the household behaving violently toward another
- Been the victim of violence or witnessed any violence in his or her neighborhood
- Experienced economic hardship “somewhat often” or “very often” (i.e., the family found it hard to cover costs of food and housing)

Team Time expansion supports students’ social/emotional learning

Social/emotional learning has become an important priority within the nation’s education community. In Ohio, the need to address students’ social/emotional needs is particularly pressing, considering that Child Trends recently identified the Buckeye State as one of the top five states in which significant numbers of children have been exposed to three or more Adverse Childhood Experiences (ACEs).

According to Child Trends, one in 10 children nationally has experienced three or more ACEs, placing them in a category of especially high risk. That increased to as many as one in seven students in Arizona, Arkansas, Montana, New Mexico and Ohio.

At Focus North High School in Columbus, students complete an ACE questionnaire as part of the enrollment process. Most of the dropout prevention and recovery school’s students score above the national average for ACE exposure.

As a result, the school recently expanded one of its programs in an effort to better address students’ individual social/emotional needs.

“Our Team Time program assigns each student to a team – Red, Green or Gold – which helps build camaraderie,” said School Director Kelley Straight. “Our students are focused on earning credits and don’t all graduate at the same age. So, they don’t necessarily identify with a class … freshman, sophomore, junior or senior.”

“Our two initial Team Time areas of focus were STEM (Science, Technology, Engineering and Math) and Humanities,” she continued. “Given the significant challenges so many of our students face, adding a “Life” track to the Team Time rotation has proven to be a good decision.”

Students participate in Team Time every day for 40 minutes, with daily rotations of the three tracks. The Life track engages students in various exercises focused on mindfulness, anxiety reduction, relationship building, conflict resolution, and getting to know and love one’s self.

“We asked students to line up in a hallway and to step forward as we posed questions to which they would answer ‘yes,’” Straight

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Team Time — continued

explained. “When we asked if they have adult mentors in their lives, too many didn’t step over the line. It was clear that we needed to identify additional staff support for those students.”

The majority of Focus students live in one-parent homes, and in many cases, that one parent juggles multiple priorities — from work to caring for other children in the home. Not all parents — even the most loving — have the capacity to provide adequate social/emotional support.

“Students are surprisingly engaged in the Life track and open about their life experiences,” Straight said. “As a result, our teachers love the program. It’s proven to be beneficial to both students and staff.”

Pizza and Pages Night a hit with students, families

As a Title 1 school, the L. Hollingworth School for the Talented and Gifted (LHSTG) annually surveys students’ parents and guardians to learn about their literacy habits and preferences, and hosts a literacy night event.

This year, the school’s literacy specialists — Jennie Povenmire and Jessica Salada, who work with kindergarten through third-grade, and grade four through eight, students respectively — took a different approach to both activities.

“We used Google forms, which allowed families to fill out the survey on their phones, for the first time,” Povenmire said. “We also used Google forms for our literacy night RSVPs. It was our best response ever!”

Some of LHSTG’s past literacy night events have been quite elaborate with lots of activities to engage students and parents. But based on input from the survey, Povenmire and Salada decided to keep this year’s event simple and laid back. Students and their family members were invited to come together for pizza — a dinner favorite for many — and to read together.

“It was a very simple event, but one of the most successful we’ve hosted,” Salada said.

Pizza and Pages was the first literacy night event the school has hosted since implementing a new reading curriculum at the beginning of the school year.

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MORE GOOD NEWS!

Horizon Science Academy (HSA) Lorain performed well at the 59th annual Mohican District Science Day recently held at Ashland University, with two students’ projects named “Excellent” and three “Superior.”

The students with “Superior” projects qualified to participate in The Ohio State Science Fair where they will compete for a chance to win scholarship funds. Two of the school’s students have been invited to the Buckeye Science and Engineering Fair to compete in the Intel International Science and Engineering Fair.

Congrats – and good luck in the upcoming competitions!

Pizza and Pages — continued

“We knew we needed a literacy curriculum overhaul,” Povenmire explained. “We involved our teaching staff in the selection and ultimately reached agreement that the American Reading Company’s (ARC) Core Curriculum would be the best fit for our school.”

Teachers use ARC Core to integrate thematic inquiry, independent reading and writing, and formative assessment together to increase student proficiency.

“It creates a culture of readers,” Salada said. “Each student is assessed multiple times throughout the year and assigned to an appropriate reading band. Students have grade-specific goals and are motivated to move up through the various levels – particularly the older students who are reading below grade level.”

The Pizza and Pages event showcased student progress, which has been impressive with some students growing their reading skills one-and-a-half to two grade levels in less than a full school year.

Povenmire and Salada are surprised by – and pleased with -- such significant and quick success.

“And it’s only going to get better!” Povenmire said.

Pizza and Pages wasn’t the only highlight of the day. Students celebrated and hosted a party for the school’s therapy dog, Angel. Though this special canine works closely with a limited number of students, she is well known and loved by all the students and staff.

Congratulations!

Horizon Science Academy (HSA) Lorain junior My’Jia Brown has been invited to participate in the International Festival of Language and Culture (IFLC) for her submission of the song, “Halleluiah!”

My’Jia will participate in three events – in New York, Washington, D.C., and Toronto – late April through early May. The events will showcase cultural performances of students from around the world.

She recently represented her school at the Concept Schools Network Art & Language Festival in Chicago.

Enjoy her performance of “Halleluiah!” on youtube at: https://www.youtube.com/watch?v=huMBSFCQTLM&feature=youtu.be
STATE BOARD CREATES DOPR WORK GROUP

At its April meeting, the State Board of Education voted unanimously to create a work group to study dropout prevention and recovery (DOPR) charter schools, the state DOPR report card, full-time equivalency standards, facility use, blended learning requirements and credit flexibility regulations.

“I think there’s a huge need for these types of schools and we should be learning about what’s working for the most successful ones and using that to guide our policy,” said District 5 board member Lisa Woods, who proposed the resolution to create the DOPR panel.

Creation of the work group is the result of concerns expressed by DOPR stakeholders, in part due to proposed administrative rules that fail to consider the significant challenges DOPR students and schools face. Administrative rules proposed by ODE last year – and submitted to the State Board for consideration and approval – would significantly impact DOPR school performance as measured by state report cards.

The resolution passed by the board to create the panel calls for inclusion of a minimum of four representatives of DOPR schools and one representative of the Ohio Attorney General’s Office to serve as members.

Students honor veterans by cleaning headstones

Career Tech Honor Society students from Focus Learning Academy of Southeastern Columbus, Focus Learning Academy of Southwestern Columbus and Focus North High School recently armed themselves with buckets, soap and scrub brushes to honor veterans buried in Green Lawn Cemetery in Columbus by cleaning headstones dirty after a long winter season.

Students enrolled in the Focus dropout prevention and recovery schools learn the importance of giving back to their communities and being productive members of society as they work to earn academic credits in pursuit of high school diplomas.

According to interactive media teacher Roger Kapes – a 20-year Navy veteran – the students were inspired by a video about a man in Tampa, Florida, who remembers, celebrates and honors veterans by cleaning headstones to reveal their names, ranks and other personal details.

Kapes and Focus Career Tech Director Cordia Bishop spearheaded the field trip to the historic Green Lawn Cemetery where the students learned about the cemetery’s rich history from its director, Randel Rogers, who also provided a demonstration on how to properly clean and care for veterans white marble grave markers.

It was a cold day for a wet project, but that didn't dampen students’ spirits. Some were interviewed by a reporter from the local ABC network affiliate while taking a break from their cleaning tasks.

Feedback on the experience was positive with students eager to repeat the event – entitled In Honor of Our Fallen Veterans – again in the Fall.

Check out the video that inspired the Focus students at: https://www.youtube.com/watch?v=7a_RqNy-qEs.
TRAVEL OFFERS
INSIGHT INTO
TEEN VIOLENCE,
YOUTH BEHAVIOR

The Ohio Peace Officer Training Academy in Richfield is offering the skills development course, “Why Teens Kill - Generation Death,” on Aug. 14. The one-day workshop will feature Phil Chalmers, writer and leading authority on juvenile homicide and mass murder.

Training topics will include:
Causes of teen violence;
Dangerous youth culture;
School safety;
Warning signs, triggers and prevention; and
Myths of serial killers.

Learn more online at:

UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

NEW OPPORTUNITY!
Planning and Writing Effective Action Plans for School Improvement – June 10, Columbus

Schools are continuously engaged in the process of improvement. It’s good to have an effective road map to keep you on track. Many school leaders were asked this year to formulate school improvement action plans. This seminar will explore the action planning process in depth, including: 1) how to use data and evidence to formulate a complete needs assessment; 2) how to formulate high-yield SMART goals based on a theory of action; and, 3) how to write action steps. This workshop will help school leaders facilitate the improvement process with stakeholders and arrive at a really useful road map to improvement. The workshop is scheduled for 10 a.m. to 3 p.m. with lunch provided.
Register online at:
https://register.eventarc.net/e/42712

Annual School Leader Summit: (3R)² = A Formula for Success!

Insightful feedback from school leaders has helped BCHF plan an amazing, upcoming School Leader Summit! The Summit is scheduled for June 18-19 at Quest Conference Center in Columbus. Curious about the title? The Summit will explore more deeply the social-emotional learning concepts of Relationship, Responsibility, and Regulation (the first set of 3 R's). In addition, the Summit will feature a second strand of study sessions dealing with other topics requested by our leaders (we call this the Reading, ‘Riting, and ‘Rithmetic strand, or the second 3 R's).

The Summit has always been a unique opportunity for school leaders to network, work with teams from their own schools or others, and acquire best practices knowledge to begin planning for the 2019-2020 school year. Flex collaboration time and an “ask the experts” workroom will be offered. Please plan to attend, because with all of you there, the Summit will be a truly GREAT experience!
Register online at:
https://register.eventarc.com/41120/leadership-summit

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COMPLIANCE UPDATE

Year-end submission of safety drill log

All schools are required to submit their safety drill logs to the State Fire Marshall at midyear (December/January) and year-end (May/June).

The logs should be submitted via e-mail to Jennifer Smith – Jennifer.smith2@com.state.oh.us – with the Ohio Department of Commerce, Division of State Fire Marshall, Code Enforcement Bureau.

Please copy your BCHF sponsor representative on the submission e-mail.

UPCOMING PROFESSIONAL DEVELOPMENT EVENTS — continued

MARK YOUR CALENDARS!

Please mark your 2019-2020 academic calendars and plan to attend these upcoming events:

July 31, 2019:
BCHF Corrective Action Seminar
August 1, 2019:
New School Leaders Orientation
September 17, 2019:
Fall Dropout Recovery Roundtable
September 18, 2019:
Annual All Schools Meeting

Important information about professional development sessions offered by BCHF:

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, cyoung@buckeyehope.org should 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.
SCHOOL IMPROVEMENT

The teaching and learning environment
By Diana Martin, School Improvement Representative

The teaching environment exists with the confines of the classroom but extends to other areas such as professional development, staff meetings, work sessions, board meetings and community outreach. The teaching environment encompasses more than standing in front of the students each day in the classroom.

The demands of the teaching environment are composed of creating positive working relationships with the administration, teachers and school staff while planning and implementing consistent routines and procedures. Other demands are studying the curriculum and planning lessons; keeping up-to-date with new teaching research and approaches; and, practicing strong pedagogy. Participating in evaluation processes, reaching out to families to meet the needs of students and solve problems; and, creating supportive relationships with the students are also demands of the teaching environment.

When viewing the teaching environment, there are significant interactions that take place outside of the classroom that determine the management and success of the learning environment. The teaching environment also dictates the teaching style that is utilized for the specific teaching assignment.

The teaching environment is one that is formed and maintained by the teaching staff including the culture and climate of the building, the relationships and cooperation between staff, shared best practice and setting teaching goals to ensure student academic achievement.

The teaching environment is one that is formed and maintained by the teaching staff including the culture and climate of the building, the relationships and cooperation between staff, shared best practice and setting teaching goals to ensure student academic achievement.

The various factors and responsibilities of the teaching environment have a direct impact on the creation of a positive, supportive learning environment that meets the needs of all students.

The learning environment has a tremendous impact on the academic achievement of all students, and with the diversity in the classrooms. It is essential that the environment respond to the needs and issues of all students. The principal and other staff members have an influence on the actual environment created by each teacher for their classroom. Because of this, it is crucial for the administration and staff to have shared management of the school. Not all decisions should come from the top but rather be made together as a group. The learning environment is not contained within the classroom but within the whole school building, which indicates that the culture and climate of the building are of utmost importance in the total learning environment.

There are ideal teaching environments, but they may vary depending on the students' needs and abilities. Every learning environment needs a solid foundation of commitment to the health and safety of every student along with their academic achievement.

Review of the literature indicates that the most critical factor in student achievement is the teacher in the classroom. Positive relationships allow students to feel safe and secure at school, which is part of the foundation of a good learning environment. The best learning environments provide emotional and academic support for each

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student while teaching life skills such as respect, empathy, caring and kindness.

“Classroom environment is one of the most important factors affecting student learning. Simply put, students learn better when they view the learning environment as positive and supportive” (Smith, 2014).

Concerning academics in the learning environment, the focus needs to be on rigor, high expectations, and the skills needed for the next levels of schooling. One of the essential organizational factors for a productive learning environment is the creation and implementation of consistent rules, procedures and processes, so all students know the boundaries. This actually creates more instructional time by eliminating the misunderstanding of expectations for behavior and work habits.

Learning environments can be teacher-centered or learner-centered. The learner-centered classroom has shown to be the most supportive of the learner.