Peggy Young,
Director

Jennifer Schorr,
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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.

Final act for JEOC

The Joint Education Oversight Committee (JEOC) recently held its last meeting after losing its future funding in the state biennial budget bill (H.B. 166).

Chairman Rep. Bob Cupp (R-Lima) and Ranking Minority Member Sen. Teresa Fedor (D-Toledo) announced that they would send a letter to the Legislative Service Commission requesting that the committee’s reports and other documents remain easily accessible.

JEOC members Rep. Phillip Robinson (D-Solon) and Rep. Lisa Sobecki (D-Toledo) have introduced legislation (H.B. 336) to reinstate the committee and increase its funding.

Rep. Robinson expressed optimism that bipartisan support for the measure in the House could be achieved. “Our House Primary and Secondary Education Committee works together in a bipartisan fashion,” he said. “I think all of us agree content expertise is needed with the complexity of education.”

If the bill is passed by the House, it seems likely to stall in the Senate in light of the fact that the provision to eliminate funding for JEOC was added to the budget bill by the upper chamber. Senate President Larry Obhof’s (R-Medina) stated position is that the committee creates unnecessary “extra layers of legislative bureaucracy.”
District turns to Supreme Court on bullying case

Unhappy with a ruling by the Sixth District Court of Appeals, Toledo City Schools is hopeful that the Ohio Supreme Court will reverse the decision in a lawsuit involving a four-year-old student bullied by her classmates.

Despite the student’s parents reporting incidents of bullying to school officials, the child was poked in the cheek with a pencil that caused an injury and led to the lawsuit.

“We cannot agree with the trial court’s conclusion that there was no evidence that (the school officials) consciously disregarded or were indifferent to a known or obvious risk of physical harm to A.R.,” the majority opinion reads.

“If this court does not overturn the decision … educators throughout Ohio will be exposed to liability every time they are made aware of teasing before an altercation occurs,” school officials wrote. “This will have a chilling effect on Ohio’s education system, will discourage educators from entering or remaining in the profession in Ohio, and will result in an unwarranted drain on taxpayer funds.”

Income tax deductions for teacher expenses approved

The Ohio House and Senate have approved legislation (S.B. 26) allowing Ohio teachers to deduct up to $250 of unreimbursed expenses incurred each year for professional development and classroom supplies.

The deduction piggy-backs on an existing federal income tax deduction for teacher expenses, including: books, supplies, computers and other equipment, and supplemental materials used in the classroom. With respect to supplies for health or physical education classes, the deduction only applies to amounts spent on athletic supplies. Also deductible are expenses paid to participate in professional development courses related to the teacher’s curriculum or students.

To qualify, a teacher must be licensed in Ohio or hold an Ohio-issued certificate or permit and be eligible for the federal deduction. Individuals eligible for the federal deduction include any kindergarten through 12th grade teacher, instructor, counselor, principal or aide who works in a primary or secondary school for at least 900 hours per school year.
Bennett Venture Academy students welcomed about 300 guests at the school’s recent Grandparent’s Day celebration. Students’ grandparents were invited to enjoy donuts in the school’s gymnasium before walking students to their classrooms. The celebration attracted so many participants this year that the gym was filled to capacity! The annual event serves as a great way to engage students’ family members.

Congratulations, honorees!

Life can be tough sometimes. But at the three Focus schools – Focus Learning Academy of Southeastern Columbus, Focus Learning Academy of Southwestern Columbus and Focus North High School – many students overcome adversity through pure determination. Take, for instance, two former students – James Frazier, who graduated in the spring of 2019, and Lachelle Crouse, the first graduate of the 2019-2020 school year – who were honored by the Huckleberry House as part of its Youth Awards initiative.

James enrolled at the Focus Learning Academy of Southwestern Columbus (Focus SW) short on credits. Impaired hearing – the result of an injury sustained at a young age – contributed to his academic struggles. He made some progress in his first two years at Focus, but knew he needed to make a big change in order to graduate before reaching his 22nd birthday.

James returned to Focus SW for his third year with a fire inside – a determination to change the course of his academic career and personal life. His attitude changed, his attendance improved, and his academic performance skyrocketed. He completed an astonishing 15.5 credits – the equivalent of more than three years of high school – in just one school year.

James also participated in school activities, including joining the Focus SW bowling team. He attended every practice and tournament, and helped his fellow students improve their bowling skills.

In May, James received his high school diploma, joining 163 students from the three Focus schools at graduation. His determination and accomplishments earned him recent recognition by Huckleberry House, which hosted an event on Oct. 29 to honor James and other local youth who have overcome obstacles to achieve success.

Joining James as a Huckleberry House honoree was Lachelle Crouse, whose story is equally inspiring. Lachelle enrolled at Focus SW in the fall of 2018 with a goal of graduating in the spring. She methodically completed class after class, while serving as a school science lab assistant and working part time at Kroger.

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GUIDANCE FOR WELLNESS, SUCCESS FUNDS AVAILABLE

The state biennial budget bill (H.B. 166) passed by the Legislature in July includes significant funding to support student wellness and success, allocated to districts and schools based on poverty levels.

The funds may be used to provide mental health services, wrap around services, mentoring, after school programs and more. Districts and schools will partner with local organizations to determine the most pressing needs in their communities and will use the funds to make the greatest impact for students.

The Ohio Department of Education has developed a guidance document and reporting template to assist districts and schools in the planning and implementation. Access the resources online at: http://education.ohio.gov/Media/Ed-Connection/Oct-15-2019/Guidance-for-Student-Wellness-and-Success-funds-no

Honorees — continued

Although she completed all the required courses, Lachelle needed to take one last AIR test in order to be eligible to graduate. She refused to give up, returning in the summer to take that last required assessment. She is now the first student to complete all the graduation requirements in the 2019-2020 school year.

Her future looks bright! She is now enrolled at Columbus State Community College after taking all her placement tests and completing her application for financial assistance. She’s received her recommended class schedule for spring 2020 and will begin college in January, just two days after celebrating her 18th birthday.

Lachelle is the first member of her family to earn a high school diploma – her mother and two older brothers dropped out of school -- and will be the first to attend college. She is justifiably proud to serve as a role model for her younger sisters, and encourages her close friends to pursue a similar path to success.

Focus is honored to have played a role in James and Lachelle’s accomplishments, and proud to have nominated them for well-deserved recognition by the Huckleberry House.

ODE awarded federal grants totaling $43 million

The Ohio Department of Education has announced that it has been awarded two competitive grants – focused on improving student literacy from birth through grade 12 — by the U.S. Department of Education.

The Comprehensive Literacy State Development Grant represents the bulk of the funds at $42 million over a five-year period. The grant will provide funding to establish model literacy sites across the state in preschools and elementary, middle and high schools. The model sites will concentrate on implementing practices consistent with Ohio’s Plan to Raise Literacy Achievement.

The Model Demonstration Projects for Early Identification of Students with Dyslexia Grant – set at $1.2 million over four years – aims to improve the literacy of students with, or at risk for, dyslexia. Nationally, it is estimated that approximately 10 percent of students have the learning disability.

“Ohio’s success with these grant applications reflects recognition of the great work already happening in the state,” said State Superintendent of Public Instruction Paolo DeMaria. “Everywhere I go, there is energy focused on helping students master reading. It’s essential to each child’s success.”
Students support Sleep in Heavenly Peace mission

Seniors from Horizon Science Academy (HSA) Lorain recently joined forces with other volunteers from the local community in support of a worthy cause: building beds for children in need through the not-for-profit organization Sleep in Heavenly Peace (SHP).

According to SHP, an estimated 2.2 million children in the U.S. sleep on floors, couches and blankets every night. The organization is comprised of volunteers dedicated to building, assembling and delivering top-notch beds to children and families in need.

The HSA Lorain students joined with local Girl Scout Troop 5077, HMSHost, CSL Plasma and others on a recent Saturday in support of SHP’s efforts.

“We have received 500 requests for beds,” said Roger Dorsey, president of the local SHP chapter. “We have built and delivered 210 so far; these requests are just for kids solely in Lorain County. It’s crazy to think how many kids, in this area alone, are in need of beds.”

“We have a great system here of wood that’s cut, sanded and put together to make the bed frames for single and bunk beds,” explained Jason Watchorn, a manager for HMSHost, which provides strong support to SHP. “It’s quite the assembly line here … and HMSHost employees have enjoyed being a part of it. It’s also great to see the work kids have done from the Girl Scouts and Horizon – they’ve done a great job.”

“This was an awesome opportunity and surely one our students will never forget,” said Jayson Bendik, who serves as the school’s assistant principal of academics for high school. “Thank you, seniors, for making the Horizon family proud!”

Robotics team earns “Best Use” awards

Congratulations to Horizon Science Academy Lorain and its Engineering and Robotics Team for its performance at the recent NASA App Challenge 2019 held at the NASA Glenn Research Center in Cleveland. The team earned “Best Use of Science” and “Best Use of Hardware” honors for its drone designed with a 3D printer and controlled by Arduino.
NEW SEL RESOURCES AVAILABLE

Students with social-emotional learning (SEL) skills benefit from increased attention, learning memory and academic success that will put them on the road to a bright future.

The State Board of Education adopted Ohio’s K-12 Social and Emotional Learning standards – meant to be integrated into regular daily school activities – in June.


“I’m one proud teacher”

Danya Claes, a teacher and student council advisor at the L. Hollingworth School for the Talented and Gifted, couldn’t be prouder of her students for their empathy and generosity toward a very sick infant in their community.

The story begins with the school’s assistant dean, Geraldine Brown, who watches the local news every morning. She was touched by a story that aired about a family with an infant, Randy James Ahlers, diagnosed with not one, but two, rare and serious health conditions, and shared it with Claes.

Claes felt compelled to share the Ahlers’ situation and need for financial assistance with members of the school’s student council and students in her seventh- and eighth-grade social studies classes.

On July 9 of this year, little Randy was born with Agenesis of the Corpus Callosum (underdevelopment of the center brain) and Trisomy 9 Mosaic Syndrome (a rare genetic chromosome disease).

Although the family has health insurance, meeting all the needs of their “little miracle baby” has been very expensive. They’ve turned to the local community in an effort to raise funds to ensure that he receives the best medical care possible.

“It was really heartwarming to see how our students responded to the story,” Claes said. “They felt an emotional connection to the family and were eager to help raise funds in support of little Randy.”

The result was a “fun little store” in the back of Claes’ classroom where students purchased candy and snacks, with proceeds earmarked for the Ahlers family.

“We sold out in just one week,” Claes said. “Most of our students are economically disadvantaged – they don’t have a lot to give. It was so touching to see their enthusiastic support of a family in need.”

The proceeds, totaling $172.50, have been donated to the Ahlers family through their online fundraising page: https://www.gofundme.com/f/rj-trisomy-9-syndrome.

“I couldn’t be prouder of our students,” Claes. “They really rose to the occasion – it was our best fundraiser since I starting teaching at the school two years ago.”
STUDENTS LEARN HOW GOOD IT FEELS TO HELP OTHERS

When Lincoln Park Academy Upper Campus students learned about the devastation in the Bahamas from Hurricane Dorian, they were eager to help.

Middle school teacher Yolanda Stone joined students in the gym for daily announcements, explaining the significance of the hurricane’s damage and the needs of those impacted. She invited students to play an active role in supporting victims by collecting personal hygiene products to be delivered to the Bahamas by MedWish International.

Students embraced the service learning project – just as they have done in raising money for St. Jude’s Hospital, collecting socks for the homeless, and participating in neighborhood clean-up efforts – collecting more than 250 items, from shampoo and conditioner, to tooth brushes and paste.

“We want our students to understand the importance of helping others,” explained Principal Lisa Lyons. “Although nearly all our students are economically disadvantaged, they are empathic and eager to support others in need.”

Students, families join in celebration of excellence

Horizon Science Academy (HSA) Primary recently hosted an HS”A” event in celebration of earning an overall grade of “A” on its first state report card.

“We view our staff, parents and students as a team, so this truly was an accomplishment worth celebrating by all,” said Valerie Anderson, who serves as the school’s community engagement coordinator.

At the end of the school day, parents and students were invited to the gym for games, raffles, music and dancing. Students were excited to bring home new books and some lucky families won tickets to the Legoland Discovery Center.

The school’s unique approach to parent involvement – monthly parent events, informal home visits, conferences and constant communication – helps parents feel connected.

“This (success) is in large part due to our literacy efforts to make sure that students are encouraged to read in all aspects of their lives,” Anderson explained. “Partnering with reading programs – like Pizza Hut Book It, Chipotle Readers and Columbus Blue Jackets Book Jackets – allows students to earn prizes for reading books at home with their families. And our community guest readers show students that reading is important if you are a senator, meteorologist, TV personality or athlete!”

Annual event celebrates diversity

Horizon Science Academy (HSA) Youngstown kicked off Hispanic Heritage Month with students – selected for their academic performance, attendance and behavior – participating in Mayor Jamael Brown’s citywide celebration opening ceremony at the courthouse. Students from local schools carried flags representing various Hispanic nations.

HSA Youngstown looks for opportunities to celebrate diversity, encourage empathy for various cultures and promote a worldview

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ATTORNEY GENERAL ANNOUNCES $10 MILLION IN SCHOOL SAFETY GRANTS

Ohio’s schools now can apply for shares of $10 million in school safety grants for the 2019-2020 school year.

Public schools, chartered nonpublic schools and schools operated by county boards of developmental disabilities are eligible to receive either $2,500 or $4.49 per student, whichever is greater.

Funding for the grants comes from money Ohio legislators set aside for school safety in the state biennial budget bill (H.B. 166). The law gives school leaders flexibility to decide how the grant funds can benefit school safety and security efforts. These efforts may include:

✦ Support of school resource officer certification training;
✦ Any type of active shooter and school safety training or equipment;
✦ All grade-level type educational resources;
✦ Training to identify and help students with mental health issues;
✦ School supplies or equipment related to school safety or implementing the school’s safety plan;
✦ Any other training related to school safety.

Applications are due by Dec. 13.

Celebrate diversity — continued

perspective. That tradition served as the basis for the school’s celebration of Hispanic Heritage Month spearheaded by Spanish-speaking teachers and staff.

Students studied and created storyboards on various Hispanic countries that were on display at the school’s Hispanic Heritage Night attended by about 100 staff, students and their families. The storyboards featured interesting facts, geography, famous people and contributions from various Hispanic countries.

“It was a great opportunity to showcase our students’ work,” Community Outreach Coordinator Carie Garris said. “This event is part of an ongoing effort to engage parents and family members – to get them into the building to see how excited our students are about learning.”

Students take a lot of pride in their work and were eager to share their knowledge of Hispanic countries and to be photographed with their storyboards.

Participants enjoyed Mexican food at the event, which began shortly after the end of the school day.

“Feedback from parents and students was very positive,” Garris said. “Our next big cultural event will celebrate Black History Month. We’re always looking for ways to promote diversity.”

Free school safety training available

The Ohio Department of Education is partnering with Sandy Hook Promise to provide threat assessment training at no cost to districts and schools in the 2019-2020 school year, part of a three-year training initiative.

Instruction is based on Safety Assessments & Intervention, a proven, Know the Signs program of Sandy Hook Promise. The sessions teach multi-disciplinary, school-based teams how to identify and respond to threats of violence or at-risk behavior before a tragedy occurs.

Learn more online at: http://education.ohio.gov/Topics/Student-Supports/Stop-School-Violence-Threat-Assessment-Training
COMPLIANCE UPDATE

Mid-year submission of safety drill logs

All schools must submit their safety drill logs to the State Fire Marshall 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 at the Ohio Department of Commerce, Division of State Fire Marshall Code Enforcement Bureau.

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

UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

New Teachers’ Network Meeting #2
November 12, 10 a.m. to 3 p.m., Columbus
This continuous series of sessions (of which this will be the second), hosted periodically throughout the 2019-2020 school year, will walk a new teacher through the “minefields” of the first few years of teaching. Topics include: classroom management; lesson planning and delivery; teacher evaluations; testing; special education; and other “hot topics” in education. A light lunch will be provided. Register for one session, or all. Registration ends November 5 at 5 p.m. Register online at: https://newteachersnetwork2.eventarc.net/e/43119

Fall Early Literacy Network Meeting
November 14, 10 a.m. to 3 p.m., Columbus
The Early Literacy Network is a community of practitioners sharing best practices in K-5 literacy. The Network will meet periodically to discuss updates and best practices in early literacy. A dedicated portion of the time will also be spent in sharing ideas and in exploring a relevant early literacy topic in more detail. The Network is open to anyone with early literacy interests in schools sponsored by BCHF. A light lunch will be provided. Registration ends November 7 at 5 p.m. Register online at: https://fallearlyliteracynetwork.eventarc.net/e/43120

Winter English Learner Support Network Meeting
January 9, 10 a.m. to 3 p.m., Columbus
This network is designed for school personnel concerned with educating English Learners. A portion of the meeting will be devoted to sharing strategies, concerns, best practices, and updates in the field. Part of the day will be dedicated to in-depth discussion and presentations on a topic set by the group. Lunch will be provided. Registration ends January 2 at 5 p.m.; Register online at: https://WinterEnglishLearnerNetwork.eventarc.net/e/43121

Effective Lesson Design – offered online!
January 15 – February 15, 2020
Back by popular demand, this online course examines the direct instruction teaching model championed as most effective by many experts. Participants construct a model lesson to use in their classroom with the following parts: 1) a hook or anticipatory set; 2) modeling and demonstrating; 3) guided practice; 4) adjustment of instruction if needed; 5) Independent practice; and, 6) summative assessment. Participants will explore each of these components and incorporate into their own lesson plans with the goal of improved instruction and results for all learners! Registration ends January 8 at 5 p.m.; Register online at: https://EffectiveLessonDesign.eventarc.net/e/43122
The importance of building and sustaining positive relationships with students can be misunderstood. Establishing positive relationships is more than fostering a positive rapport and exchanging warm regards. In her book, *Culturally Responsive Teaching and the Brain*, Zaretta Hammond states: “Building authentic relationships are the on-ramp to engagement and learning.”

In order to promote student growth and to successfully challenge students to go beyond their comfort zone, educators must build positive relationships that extend beyond rapport and regard to trust and belief. This article is the first in a series that will discuss five of the 20 ways to build and sustain developmental relationships with young people as defined by the Search Institute—a non-profit organization whose mission is to partner with organizations to conduct and apply research that promotes positive youth development and advances equity.

The Search Institute provides 20 ways to build developmental relationships with young people divided into 5 domains: 1) Express Care; 2) Challenge Growth; 3) Provide Support; 4) Share Power; and, 5) Expand Possibilities. Our discussion will focus on defining developmental relationships and examining the first domain, Express Care.

The Search Institute defines developmental relationships as “close connections that help young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them.” (Search Institute, 2018)

Educators are tasked with building and sustaining relationships that foster: belief, trust, respect and accountability. This begins with the first domain, Express Care. Educators can begin to build developmental relationships through expressing care for students. The Search Institute provides five elements to effectively express care:

1. Be dependable, and be someone who students can trust in both words and actions;
2. Listen, pay attention, provide your undivided attention and listen to what students are saying;
3. Believe, make all students feel known and valued, understand individual characteristics;
4. Be warm, show your joy and passion of teaching and being around your students; and,
5. Encourage, give praise for efforts and achievements, celebrate student attempts and successes. Search Institute (2018)

While expressing care for students may look different in classrooms, educators can provide consistency within a school community through implementing the Social Discipline Window. Adapted by the International Institute of Restorative Practices (IIRP), the Social Discipline Window operates on high control, limit-setting and discipline, and high support, encouragement and nurturing. When classrooms operate with both high control and high support, students can be challenged with high expectations and feel cared for, safe and supported (IIRP, 2016).

Educators can begin to build developmental relationships through expressing care for students through using specific and intentional language, which is often embedded in social emotional learning and restorative justice systems of supports. Fostering high levels of control and support (the Social Discipline Window) can maximize the teacher-student relationship for the purposes of being the on-ramp to engagement and learning.

**Bibliography:**


Happy Thanksgiving!

From the Buckeye Community Hope Foundation
Education Division

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