BCHF family of schools to convene Sept. 18

The Buckeye Community Hope Foundation (BCHF) Education Division Team is looking forward to hosting its sponsored schools at the annual All Schools Meeting on Sept. 18!

In addition to keynote speaker Dr. Joelle Hood – who will share her thoughts and experiences *Leading with Courage, Connection & Compassion* – participants will hear from BCHF leaders and staff on a variety of subjects including charter stakeholder roles and responsibilities, legal issues, contracts and renewals, finance, compliance, EMIS, school accountability and improvement, and more.

Dr. Marva Jones, senior executive director for the Ohio Department of Education’s Center for Continuous Improvement, will also provide an update.

Don’t be turned off by the fact that participation is mandatory – it’s going to be a great day to learn, reflect, celebrate, network and kick off the new school year!

If you haven’t already done so, register today! See page 8 for registration details.
Ohio School Safety Center created

As part of his response to the recent mass shooting in Dayton, Gov. Mike DeWine (R-Cedarville) has created through executive order the Ohio School Safety Center as a specialized division of Ohio Homeland Security housed in the Department of Public Safety.

The new center will:
✦ Monitor the Internet for threats to schools;
✦ Offer threat assessments to schools and provide training on how to detect and prevent against threats;
✦ Review school emergency management plans;
✦ Promote use of the SaferOH tip line (844-SAFEROH);
✦ Host an annual school safety summit;
✦ Consolidate school safety resources (saferschools.ohio.gov); and,
✦ Create the Ohio School Safety Working Group -- comprised of educators, law enforcement, mental health experts and others -- which will meet quarterly and provide an annual report on the state of school safety in Ohio.

The executive order is part of a 17-point plan, dubbed STRONG Ohio, aimed at addressing gun violence.

Groups collaborate in launch of statewide school attendance network

The Cleveland Browns Foundation, Ohio Department of Education and Harvard University’s Center for Education Policy Research Proving Ground recently announced the launch of the Get 2 School, Stay in the Game! Network (Get 2 School Network) – a statewide initiative designed to promote the importance of school attendance and put an end to chronic absenteeism.

“The equation is quite simple,” said Cleveland Browns owner Dee Haslam. “The more a student attends school, the more prepared they are for future success beyond the classroom.”

The network’s goal is to increase student attendance, particularly among targeted groups of students including African American, Hispanic, English learners, economically disadvantaged and those with disabilities.
NEW ONLINE EMIS RESOURCES AVAILABLE

The Ohio Department of Education has developed resources, pages and features on the Education Management Information System (EMIS) website in response to work done by the EMIS Advisory Council and its workgroups, as well as other feedback from the field. Access EMIS Alliance Training, EMIS Learning Library, a glossary of terms and phrases, roundup and training videos online at: http://education.ohio.gov/ Media/Ed-Connection/ Aug-5-2019/New-online-EMIS-resources-available

2020 GREEN RIBBON SCHOOLS APPLICATION AVAILABLE

Ohio is again taking part in the U.S. Department of Education’s Green Ribbon Schools program that recognizes buildings doing exemplary work to reduce environmental impact and costs, improve the health and wellness of students and staff, and provide effective environmental and sustainability education that incorporates STEM, civic skills and green career pathways. Learn more at: http://education.ohio.gov/Media/Ed-Connection/Aug-12-2019/2020-Green-Ribbon-Schools-application-now-online

Get 2 School campaign — continued

The network is designed to connect its users to each other, state and national experts, and high-quality, attendance-focused campaign materials, strategies and evaluation tools. The network’s core is its website — https://get2school.org/ — which is available to all Ohio schools at no cost.

Select “action districts” will receive additional supports and resources, with successful improvement efforts to be shared broadly across the network, benefiting all participating schools and districts.

In celebration of the network’s launch, about 500 students, families, community members and dignitaries from across the state gathered for an official kick-off pep rally at FirstEnergy Stadium prior to the 2019 Cleveland Browns Orange & Brown Scrimmage.

Legislators learn about world’s top education systems

Ohio was well represented at the recent National Conference of State Legislators (NCSL) in Nashville with 16 members of the House and five members of the Senate in attendance.

Among the many public policy topics addressed at the conference was education, which included a discussion on the findings of an NCSL international education study group — a follow up to its 2016 report, No Time to Lose, which revealed state primary and secondary education systems “falling dangerously behind the world.”

“States have found little success. Recent reforms have underperformed because of silver bullet strategies and piecemeal approaches,” the report states. “Meanwhile, high-performing countries implement policies and practices and build comprehensive systems that look drastically different from ours, leading them to the success that has eluded states.”

The study group based the following recommendations on its study of educational efforts in Alberta, Ontario, Estonia, Finland, Hong Kong, Japan, Poland, Shanghai, Singapore and Taiwan:
✦ Build an inclusive team;
✦ Review the work of high-performing school systems;
✦ Adopt a statewide vision for education; and,
✦ Set benchmarks.

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FUTURE HS TESTING, GRAD REQUIREMENTS PRELIMINARY GUIDANCE AVAILABLE

The Ohio Department of Education (ODE) has developed preliminary guidance and resources on permanent graduation requirements for the classes of 2021, consistent with new state laws.

Students in the classes of 2021 and 2022 have the option to meet the requirements of one of Ohio’s original three pathways to graduate or meet the new permanent requirements. Students in the classes of 2023 and beyond must meet the new requirements.

ODE’s preliminary guidance document offers an overview of changes to Ohio’s state testing system and high school graduation requirements.

Learn more online at: http://education.ohio.gov/ Media/Ed-Connection/ Aug-12-2019/High-school-testing-and-graduation-requirements-fo

Top education systems — continued

Maryland – consistently named among the best states in terms educational outcomes – was represented, and recommendations were shared from a state commission that reviewed Maryland’s K-12 funding and policies, which included:

✦ Invest more in early childhood education;
✦ Increase wages for teachers;
✦ Boost requirements to become a teacher;
✦ Set college and career readiness standards for end of 10th grade; and,
✦ Spend more on the most disadvantaged students.

School leader, former student cross paths

Dr. Mohamed Tarazi, founder and leader of the International Academy of Columbus (IAC), shared his recent experience at The Ohio State University’s commencement, at which his nephew was graduating.

“At the ceremony, we were waiting ... to take pictures,” Tarazi said. “I heard people calling my name. I turned around to see one of our dear, long time, loyal, IAC families, waiting for someone to come out, as well.

“When I asked who was graduating, I was told, with great happiness, ‘It is Sudi,’” he continued.

Sudi Issa and four of her siblings are IAC alumni, and four more of her siblings currently attend IAC. Sudi graduated from IAC in 2009, and while attending OSU married and had two children. She is now an Ohio State graduate having earned a Bachelor of Science in Social Work.

“One of the great virtues of being an educator is to run into old students and to appreciate the contribution you made to their success,” Tarazi said. “I was so pleased to see Sudi, one of our old students, succeed!”

An investment in knowledge pays the best interest.
— Benjamin Franklin
**Staff meeting celebrates success**

Focus schools’ Executive Director Kathy Williams kicked off an all staff meeting a few days before students returned for the new school year with words of encouragement and acknowledgement of the difference each and every member of the team can make in students’ lives.

Celebrating success was a major theme, as Williams encouraged staff to support students who face significant challenges and have had too few successes in life to celebrate. She needed to look no further than her own team—which includes five Focus graduates who now play important roles at the dropout prevention and recovery schools—to provide real-life examples of student success.

She also encouraged staff to support one another, using the example of geese flying in formation to take advantage of the lifting power of the bird in front.

“If we have as much sense as a goose, we will stay in tune with those people who are headed the same way we are,” Williams said. “Going at it alone can be the hardest thing we try to do.”

Buckeye Community Hope Foundation’s Accountability and School Improvement Department Lead Dr. Carol Young provided training on verbal de-escalation—a much needed skill for staff working with at-risk students, many of whom suffer from toxic stress.

“Most children or youth coming out of toxic environments will show signs of developmental deficits that can lead to behavior that looks ‘bad’ or ‘negative,’” Young explained. “Attention to social-emotional learning skills can boost overall academic achievement 11-13 percentile points.”

Young explained that verbal de-escalation is the use of positive language during an escalating or potentially dangerous, or threatening, situation in an attempt to prevent a person from causing harm to themselves or others. It consists of verbal tactics to help diffuse a potentially unsafe situation and to help a student regulate out-of-control behavior.

Focus staff left the meeting with a renewed sense of commitment, eager to begin another new school year.

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**KEY STEPS IN DE-ESCALATION**

Buckeye Community Hope Foundation’s Accountability and School Improvement Department Lead Dr. Carol Young outlined these key steps in de-escalation to Focus Schools’ staff:

- Regulate yourself first – be calm
- Do an environmental scan – be aware of people, objects, exits or openings, and do not position yourself in a manner that makes others feel trapped
- Approach or position yourself correctly – try to look as non-threatening as possible
- Make a personal connection – use the student’s name if possible
- Ask “what” questions and listen carefully; show empathy – help students talk out angry feelings rather than act on them
- Refocus on the future or “going forward” – using “what” and “we” helps include the student in those future plans
- Find agreement – pose a question that will evoke a “yes” answer
- Debrief using school protocols

Interested in learning more? Contact Dr. Carol Young at cyoung@buckeyehope.org
FIND HIGH-QUALITY TEACHER CANDIDATES THROUGH TROOPS TO TEACHERS

Looking for high-quality teacher candidates? The Ohio Troops to Teachers program supports military veterans beginning new careers as teachers in Ohio’s public preK-12 schools.

The program provides licensure counseling and financial support for eligible military veterans. It partners with Ohio school districts seeking to fill vacancies, particularly in high-needs districts and high-demand teaching fields.

Learn more about why your school should hire a military veteran taking part in the Troops to Teachers program online at: https://education.ohio.gov/Media/Ed-Connection/Aug-5-2019/School-and-district-hiring-officials-Find-high-qu

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Local newspaper highlights school year kick off

Horizon Science Academy (HSA) Lorain’s recent kick off to the new school year was featured in the local newspaper, The Morning Journal, which highlighted its staggered approach to students returning, with those in transitional grades – kindergarten, sixth and ninth – coming back a day early.

“The goal with staggered starts is to give the kids, who are in the transitional grades, that extra day to get them ready,” explained Assistant Principal Jayson Bendik. “We are off to a quick start here in general because we have 185 days which are outlined by Concept Schools, our management company. The goal is to have the extra time to really go above and beyond for our students as we prepare them for college.”

Reporter Zachary Srnis also spoke with the school’s librarian, Angelica Jayaraman, who explained that the focus for kindergarteners – who spent some of their first school day in the library – will be an introduction to reading.

“We have 8,000 books in the library ranging from picture books to adult fiction to nonfiction works,” Jayaraman said. “Kids grades kindergarten through fifth have library as a rotation making it almost a regular class. For the older grades, the library serves as a place for them to stop by during language arts classes.”

Sixth- and eighth-grade math teacher Melissa Gibson met with a group of sixth-graders who offered insight into what they should expect to focus on this school year including fractions, ratios, geometry and graphing.

“This is an adjustment period for them,” she said. “When they are in elementary school, they kind of have their hands held. When they reach this stage, they need to start asking for help and taking the necessary steps to make sure they are prepared.”

“If they have a question or are confused by something, they need to ask; I don't want anyone to fall behind,” she continued. “This is a college-prep school, and they are always being challenged to make sure they are ready. The high school teachers here teach like college professors, so I want to make sure these students are ready for that.”

Bendik highlighted the school’s remarkable growth – from 90 students in 2009 when first opened, to 800 this year.

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House Bill 58, which became effective July 1, required the Ohio Department of Education to include supplemental materials for teaching cursive and manuscript writing for schools and districts that want to teach them.

An instructional supports section is included with the model curriculum. These supports contain instructional strategies, including examples and instructional tools/resources and were created and compiled by the Ohio educators who updated the Model Curriculum.

The Ohio Model Curriculum for English Language Arts Appendix A: Guidance and Supports for Handwriting is available online at:

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**Kick off — continued**

“We have a K-12 building that really gears kids for college,” he said. “It’s not a question of if the kids will go to college, but where they will go. We actually begin working with students at the middle school level to build a place for what it will take to go to the school they want. We are proud to say we had 100 percent of our seniors last year graduate from high school.

**Annual bash attracts students, families**

Stambaugh Charter Academy’s 10th annual Back to School Bash – scheduled more than a week before the first day of school – was a hit with students, their families and the community again this year, and earned the school a positive segment on the newscast of the local ABC affiliate, WYTV.

“It’s a great opportunity for us to connect with students, their family members, and others in the community,” explained Principal Wendy Thomas. “We encourage new and returning students to come in to visit their classrooms and meet their teachers. And it’s an opportunity for parents who may be interested in enrolling their children to walk through the building and meet some of the staff to determine if Stambaugh is a good fit for their kids.”

The event featured a bounce house, a rock climbing wall, face painting and, of course, free food, which is always a big draw. But one of the most popular activities was free haircuts and styling, including braids, which are popular among female students.

Stambaugh serves a very transient student population. Of the 470 students currently enrolled, 250 are new to the school this year. Engagement is important, and the annual bash serves to connect teachers and staff to both students and parents prior to the beginning of the new school year.

The event, scheduled for 4 to 7 p.m., had the feel of an open house, with folks coming and going at their leisure. The school will host an open house in September – a second chance for those unable to attend the bash, and an opportunity for additional contact with parents who did attend the bash and are eager for an update on student progress early in the school year.

According to Thomas, establishing relationships with students helps alleviate disciplinary problems.

“We were pleased to see students returning to Stambaugh this year at the 2019 bash — as well as about 100 new students and their family members,” Thomas said. “There’s great value in connecting with students and their families … that’s why we continue to host the bash year after year.”
DON’T MISS “THE CAREER PATH LESS TAKEN” ON PBS

Whether it’s the workforce, postsecondary education or additional training for a specialty field, Ohio’s career-technical education programs prepare students for success in every pathway.

PBS will showcase the Buckeye State’s vibrant and innovative career-tech learning community in a new documentary, The Career Path Less Taken, debuting in Sept.

The documentary will air on many of the state’s PBS stations on Thursday, Sept. 5, at 8 p.m. and will be available everywhere on demand in the PBS video app.

The Career Path Less Taken takes a deeper look at career-technical education, addresses misconceptions and highlights how these programs are vital to preparing students to compete in an increasingly complex and global marketplace.

UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

FALL ENGLISH LEARNER SUPPORT NETWORK
Thursday, September 12, 10 a.m. to 3 p.m.
School personnel concerned with educating English Learners will share strategies, concerns and issues at BCHF’s update sessions. Network with others regarding your EL concerns! Speakers may be invited to address special topics as identified by participants. The morning meeting agenda will include introductions, announcements regarding ESL in Ohio, sharing and/or speaker, and ESL updates. The fall meeting will focus on monitoring of English Learners in addition to updates. Lunch will be provided.
Registration ends September 6, 2019 at 5 p.m.
Register online: https://fallenglishlearnersregister.eventarc.net/e/42856

FALL DROPOUT RECOVERY ROUNDTABLE
Tuesday, September 17, 5 to 7 p.m.
Join us for an amazing evening with featured speaker Dr. Joelle Hood as she visits with leaders of dropout recovery schools and discusses compassionate leadership in alternative educational settings. A light dinner will be provided.
Registration ends September 10, 2019 at 5 p.m.
Register online: https://falldropoutrecoveryroundtable.eventarc.net/e/43070

ALL SCHOOLS MEETING 2019
Wednesday, September 18, 2019 8:30 a.m. to 3:30 p.m.
The 2019 All Schools Meeting is a required event for all BCHF-sponsored schools! Plan to attend to gain information about community school roles and responsibilities, BCHF’s plan of support for the new school year, and other essential information! BCHF is pleased to announce that its featured speaker, Dr. Joelle Hood, will share on the topic of “Leading with Courage, Connection & Compassion.” Lunch will be provided.
Registration ends September 10, 2019 at 5 p.m.
Register online: https://allschoolsmeeting2019.eventarc.net/e/42765

FALL DATA USER’S NETWORK
Wednesday, September 25, 10 a.m. to 3 p.m.
The Data User’s Network is a professional learning community intended for school leaders, school data coaches, and others who wish to dig deeper into school data including norm referenced testing results, Ohio state testing results, attendance data, and other relevant measures. Sessions will include participant sharing as well as one or more timely data topic. A light lunch will be provided.
Registration ends September 18, 2019 at 5 p.m.
Register online: https://falldatausersnetwork.eventarc.net/e/43113

NON-VIOLENT CRISIS INTERVENTION – CPI FULL TRAINING
Tuesday, October 1, 2019 9 a.m. to 3 p.m.*
*Participants must arrive by 9:00 A.M. as six full hours are required.
Nonviolent Crisis Prevention is a prescribed training program of the Crisis Prevention Institute. This session is for individuals to be newly trained. The training is intended to equip and credential staff with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. Verbal and nonverbal de-escalation as well as physical restraint techniques will be covered. The training meets Ohio

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COMPLIANCE UPDATE

Annual board member training
Buckeye Community Hope Foundation’s (BCHF) sponsor contracts require all continuing board members to complete two hours of training per academic year. All new board members must complete four hours. All board members are required by law to participate annually in training on open meetings and public records. Boards may schedule training sessions or attend conferences to satisfy the requirements. The 2019-2020 deadline for completing board training is December 31, 2019. Online training modules are also available from BCHF. Request access from Anita McCarty at: AMcCarty@buckeyehope.org

Annual review/approval of policies and procedures
Several policies require annual board review:
✦ Academic prevention/intervention policy
✦ Health and safety policies
✦ Conflict of interest policy

Additionally, all EMIS/SOES coordinators must be approved or re-approved by boards. Check your Safe Schools account for expiration dates on your school’s emergency plan. Questions? Contact your school’s sponsor representative.

UPCOMING PROFESSIONAL DEVELOPMENT EVENTS — continued

NON-VIOLENT CRISIS INTERVENTION — continued
Department of Education’s policies on restraint and seclusion. A light lunch will be provided.
Registration ends September 24, 2019 at 5 p.m.
Register online: https://nonviolentcrisisinterventionfulltraining.eventarc.net/e/43114

NEW TEACHERS’ NETWORK MEETING #1
Tuesday October 8, 2019, 10 a.m. to 3 p.m.
This continuous series of sessions, hosted periodically throughout 2019-2020, will walk a new teacher through the “minefields” of the first few years of teaching. Topics will include: classroom management; lesson planning and delivery; teacher evaluations; testing; special education; and other “hot topics” in education. A light lunch will be provided.
Registration ends October 1, 2019 at 5 p.m.
Register online: https://newteachersnetwork1.eventarc.net/e/43009

NEW LEADERS’ NETWORK MEETING #2
Wednesday, October 9, 2019, 10 a.m. to 3 p.m.
This network will walk a school leader through the year, covering topics of interest to all school leaders: testing; legislation; culture; special education; teacher evaluation; data; recruitment and retention of staff. Lunch will be provided.
Registration ends October 2, 2019 at 5 p.m.
Register online: https://newleadersnetwork2.eventarc.net/e/43115

SCHOOL LEADER SEMINAR: FOCUS ON THE REAL STUFF — Online PD course
Tuesday, October 15, 2019 through Saturday, February, 15, 2020
How do school leaders stay focused? What should school leaders focus on to address the variety of needs of their students and their staff? What can be put in place to help students learn at high levels? This online course will enable school leaders to prioritize needs, sustain lasting improvements, and maintain YOUR focus on improvements that will positively affect achievement. Leaders will work and communicate via the online course to build a community of practice that helps keep leaders focused!
Registration ends October 8, 2019 at 5 p.m.
Register online: https://focusonthe真实stuff.eventarc.net/e/43116

FALL SPECIAL EDUCATION UPDATE
Thursday, October 17, 2019, 10 a.m. to 3 p.m.
This session is a networking opportunity for a community of practitioners from BCHF-sponsored schools to share in discussion of best practices in special education. A portion of the update session will be new information from the Ohio Department of Education, Office for Exceptional Children, or other sources. Time will also be devoted to more in-depth discussion of a particular topic and to sharing of information among participants. A light lunch will be provided.
Registration deadline ends October 10, 2019 at 5 p.m.
Register online: https://fallspecialeducationupdate.eventarc.net/e/43117
How can we reduce stress in our schools?
By Kim Jones, School Improvement Representative

The summer between my freshman and sophomore year of college, I had to find a job fast (like most students). At the time, my college was on the quarter system, which ended school in June, giving us the late picks on summer employment. After looking for a few weeks, I found a job working at one of the city pools.

The majority of the job would be working in the dressing room: keeping it clean; passing out towels; renting equipment; and, making sure people were not getting “sticky fingers” on other folks’ property. I had no problem doing those tasks because I was the oldest child in my family and always had to clean up after my younger brother and cousins. However, during the interview, they did mention that I might have to cover for a lifeguard if an emergency came up. I knew how to swim, so I didn't think much of that part of the job. During training, my boss (who was maybe a year older than I was), never focused on the lifeguard responsibilities either because she could not swim.

As I began working, I would look at the faces of the people coming to swim and think, “Is this the person I may have to save?” As the summer went on, my anxiety grew more and more thinking that I was not prepared to save anyone if a situation arose. I needed the job to have money to get things for next year at school, so I did what I think most people would do: I prayed and faked like I was ready to save someone.

I often think of this time in my life during the beginning of the school year, thinking of the job of a teacher. I wonder how many of them are not prepared to save their students through education and are praying and hoping that if a situation arises, they can handle it. Many people might think that it is a stretch to equate teaching with lifeguarding. I do not. I think that education is still the great equalizer, and for many people, a good education is the one thing that can turn a bad beginning into a good ending as it relates to someone’s life.

Just as I was not prepared for the responsibilities of a lifeguard, I wonder how many teachers are not prepared for the challenges that come along with teaching. Let me be clear: I think that teaching is one of the most rewarding careers in the world. If I did not, I would not have spent over 15 years in the classroom in one form or another. But, teaching is HARD! It also can be very stressful to deal with all of the demands that are put on educators today.

When I transitioned from the classroom to administration, my sole focus was to make sure that I removed as many barriers that I had control of out of my teachers’ way so that they could teach. I made sure that every student and parent understood that school was for learning, and that I would not tolerate anything less. About mid-year, I begin to realize that my approach to culture and discipline was very one-sided. My focus put the blame on students and not on other school and outside stresses that prohibited teachers from being their very best on a daily basis.

Did you know that cardiac surgeon, air traffic controller and teacher are ranked as the top three most stressful jobs in the country? All of these jobs are known to cause anxiety, depression and various physical issues. With this in mind, it is very important that teachers and administrators look at ways to relieve stress on the job.

Just like when you are being shown what to do in an emergency on a plane (place the mask on your face first), it is the same in this case. It is easy to say what school leaders should do to help create a healthy school environment, but if you are not taking care of yourself, other initiatives are going on top of a fractured wound. Here are some ideas to start with:

Create clear measureable goals for the year: Goals need to be created for school and for your personal life. Balance is the key. Many of the articles I read suggested mini vacations on the weekend throughout the year. If you have a family, these mini vacations will be great for them as well. Plan to go to a family or friend’s house or even go to a local hotel for a night. The goal is to go somewhere that you can break up your routine of work and home back and forth for a weekend. In the classroom, it’s important to have measurable and attainable goals. I often see teachers who become

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Reduce stress — continued

overwhelmed very quickly because of the classroom goals they have placed on themselves. For example, instead of having a goal to create projects every nine weeks, do it every eighteen. Two great projects a year where you can give useful feedback is powerful. Or you can have a goal to bring in one speaker per grading period versus trying to have one on every topic you cover.

Make planning a PRIORITY: All teachers who are successful plan very well. I cannot tell you how many teachers I have encountered having a difficult time in the classroom and many of their issues could be solved by effective planning. I’ve been in teaching awhile now and I know that the new textbooks and programs have evolved in how they package their resources. That is great, however; there is no way that any program out there can fit every classroom. They don’t know your students’ cognitive needs or any behavior challenges that are present in your classroom. I suggest to many teachers that coming to school an hour earlier or staying an extra hour at the end of the day to plan or grade will give them the opportunity to separate school and home. Having things in order will help to keep the teachers’ stress level down at school and at home.

Take your breaks during the day seriously: I will say it again: teaching is a hard job … a job that requires much patience and stamina. Early in my career, I thought the breaks in the day were times for me to run and get food or chat with my colleagues. Instead of trying to race back to my class, I wish that I would have used that time to breathe, take a walk around the school, listen to music, meditate or engage in a mindless activity. All of these activities represent a mind shift from teaching and helps you relax and unplug for a few moments to recharge.

School leaders can be very helpful in reducing the stress level of teachers in their school. Here are a few things that can be done:

Rearrange staff meeting times: Most schools follow the pattern of scheduling meetings after school, however, a few schools that I have encountered in my travels are now changing the school meeting to first thing in the morning before students arrive. Choosing to do the meeting in the morning allows teachers to be fresh and not exhausted from the day. Most people are more productive first thing in the morning (after coffee or breakfast) and many teachers stated that they would rather have the option (some days) of working in the classroom or leaving after school to make a family appointment.

Make changes gradually: Although change is often necessary for progress, we all know the only person that likes change is a wet baby. It has been my experience that it’s not the change that’s the problem but how the change is presented or the expected implementation that presents the biggest issues. As the school leader, it is your job to find what works best with students and also to find the best way to roll it out for teachers to implement. Receiving a brand new curriculum a week before school and expecting teachers to implement it may not get you anything but frustration. Making sure that your planning is well thought through from the perspective of your implementation personnel will reduce frustration and improve implementation.

Recognize your staff: I’ve often wondered why in the world Teacher Appreciation Week is at the end of school. Most teachers are so exhausted by then that they really cannot appreciate it. As a school leader, I learned pretty fast that my teachers are human and as human beings we like to hear that someone appreciates the hard work that we are doing. That notion of seeing people and recognizing them goes a long way with most people. As a staff, you can decide what you want to recognize and all year or quarterly do just that. Giving awards and “shout-outs” to your staff will help them push through the hard days and continue to focus on the goal of educating their students.

For a third time I will say: teaching is hard – and educators are some of the strongest people I know! We can multitask with the best of them, but we often forget about taking care of ourselves in all of the many tasks that we have to do. Even though stress is inevitable for the work we do, it is also manageable. While it is very important that teachers learn ways to help students cope with their stress to become successful, it is vital that we are intentional with the support that we provide our teachers and staff that support the students. We must also consider shifting our mindset to realize that we need to be proactive in creating a school culture that minimizes stress in teachers, as well as our students, in order to be the successful schools to which we aspire.

Recommended reading:
The Buckeye Community Hope Foundation September Sponsor Update is attached for your viewing.

We have also included a short video message to share with your students about their teachers.

https://youtu.be/fLDp2OePLzM

Thank you for your interest!

www.BuckeyeHope.org

This is a group mailing.