BUCKEYE COMMUNITY HOPE FOUNDATION
Education Division

SPONSOR UPDATE
OCTOBER 2021

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.

COVID Delta variant an increased threat to kids; debate over vaccines and masks continues

Governor Mike DeWine, the state's director of health, and officials from Ohio's children's hospitals remain deeply concerned about the rising numbers of COVID-19 cases and the increased risk to children who are more vulnerable to the Delta variant than the original virus.

Governor DeWine and health experts continue to encourage all eligible Ohioans to get vaccinated and urge schools to implement and maintain mask mandates and social distancing.

"We are in a perfect storm, with COVID, with respiratory disease, with mental health issues," said Dr. Patty Manning-Courtney, chief clinical officer at Cincinnati Children's Hospital during a press conference hosted by the Ohio Children's Hospital Association. "This is really a reality check as we brace ourselves for the other winter viruses."

The governor has declined to issue a statewide health order requiring masks, suggesting that there is little point in doing so given the likelihood that the General Assembly – which passed legislation limiting his authority – would simply overturn it.

From mid-August to mid-September, more than 29,000 cases involving school-age children were reported. Children's hospitals have voiced concerns about staffing shortages and a lack of beds.

"Almost 40 percent of the children in our ICU today have COVID," said Dr. Adam Mezoff, chief medical officer and vice president at Dayton Children's Hospital. "These are numbers we did not see at the

Continued on pg. 2

MILLION CLASSROOM PROJECT PROVIDES FREE MENTAL HEALTH RESOURCES

Nationwide Children's Hospital's *On Our Sleeves* campaign works toward providing awareness and resources for children's mental health. *On Our Sleeves* launched the Million Classroom Project to support the anticipated increase in needs this school year.

The goal of the project is to provide free mental health resources, developed by behavioral health experts, to one million classrooms across the country and every classroom in Ohio.

Registered educators can download the free resource, "How to Support Kids in the Classroom," which includes mental wellness activities and tips for students in pre-school through high school.

Learn more online at: https://www.onoursleeves.org/mental-wellness-tools-guides/educator-sign-up

ON OUR SLEEVES

COVID Delta variant — continued

beginning of this pandemic. Clearly COVID has changed with the Delta variant and we are seeing sicker and sicker children."

Against that backdrop, legislation dealing with vaccine and mask mandates has been introduced in both the House of Representatives and the Senate.

On September 17, Governor DeWine announced that nearly 58 percent of Ohio's K-12 public schools require students to wear masks in school – up from only 35 percent on September 1.

Franklin to serve on standards board

Congratulations to Terrence Franklin, L. Hollingworth School for Talented and Gifted founder and head of school, who was recently selected to serve as the community school representative on the Ohio Educator Standards Board.

Created by legislation in 2004, the board's membership was recently expanded from 21 to 26. As required under state law, the State Board of Education solicited nominations from various stakeholder groups, including the Ohio Association of Charter School Authorizers (OACSA), which recommended Franklin.

Stakeholders were asked to nominate individuals who: demonstrated communication skills and judgment necessary for effective listening, inquiry and expression in a variety of organizational, public, policymaking and media contexts; has the knowledge requisite for understanding educator quality, professional development and student achievement; and, has the knowledge, skills and dispositions for stewardship, including those of advocacy, collaboration and responsible leadership.

"I am honored and grateful for the opportunity to serve on the Ohio Educator Standards Board," Franklin said. "I look forward to my involvement and stand ready for the challenge ahead."

The board meets seven times a year and develops and recommends to the State Board of Education standards for entering and continuing in the educator profession and standards for educator professional development.

OHIO'S EDUCATION SYSTEM EARNS OVERALL "C" GRADE

Education Week released its annual ratings of state primary and secondary education systems, with Ohio earning an overall "C" grade based on an average of scores in three categories:

- Chance for success;
- School finance; and,
- Achievement.

Ohio's overall score of 75.8 compares to the nation's score of 76.2 – significantly lower than the top score of 88.1 by highest ranked New Jersey and higher than the lowest ranked state of New Mexico with a score of 66.7.

QUALITY COUNTS 2021: GRADING THE STATES

Financial literacy bill clears House

A number of changes were made to S.B. 1 – legislation to require high school students to receive financial literacy instruction – by the House Primary and Secondary Education Committee before being passed by the full House.

Among the changes in the substitute bill are provisions that require instruction to be aligned with academic content standards for the subject, and a mandate that an advisory committee responsible for consulting with the State Board of Education on the standards include four or more classroom teachers and one financial literacy instruction expert.

Photo courtesy of Capital Square Review and Advisory Board

Students entering ninth grade on or after July 1, 2022, would be required to complete one-half unit of financial literacy as an elective or in place of one-half unit of math (which cannot be algebra II or another class with a required end-of-course exam).

Educators with valid social studies, business education, and family and consumer science licenses or endorsements are exempted from new financial literacy license validation requirements.

Given the current teacher and substitute shortage aggravated by the COVID pandemic, the committee also accepted an amendment that would extend a law to ease requirements for substitute teachers through the end of the 2021-2022 school year.

Free suicide prevention program available

Leaders of the Ohio Department of Education and Department of Mental Health and Addiction Services jointly remind educators of the *Sources of Strength* suicide prevention program. *Sources of Strength*'s mission is to provide the highest-quality, evidence-based prevention for suicide, violence, bullying and substance abuse by training, supporting and empowering both peer leaders and caring adults to impact their world through the power of connection, hope, help and strength. Learn more about the program – free to Ohio schools – online at:
https://sourcesofstrength.org/

FEDS PROVIDE GUIDANCE ON USE OF COVID RELIEF FUNDS

The U.S. Department of Education released a document as part of its *Return to School Roadmap* to help schools implement plans for use of coronavirus relief dollars aimed at addressing pandemic-related learning losses.

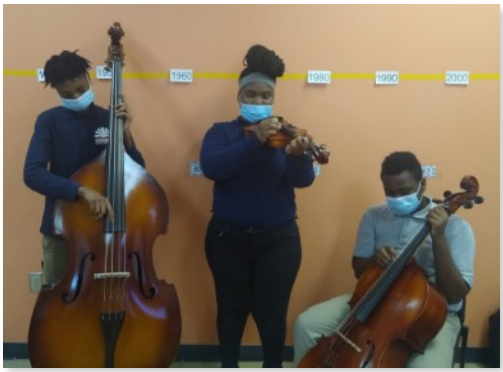
At least 20 percent of funds provided to K-12 public schools must be used to fund evidence-based interventions that address instruction time lost during the pandemic.

Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time focuses on: re-engaging students by meeting their social, emotional, mental health and academic needs; supporting parents and caregivers in their child's success; and, using high-quality assessments as part of understanding students' social and emotional needs.

Access the document online at: https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf

Grant supports school's orchestra program

Concept Schools are best known for their focus on STEM – science, technology, engineering and mathematics – education, and for competitive events including CONSEF, MathCON and RoboCON. But the broader goal is to teach students to be well-rounded, well-educated individuals prepared for success in college and careers, which requires exposure to a full humanities curriculum and an expanded focus on STEAM education which incorporates the arts.



Two years ago, Horizon Science Academy Columbus Middle School established an orchestra program – an opportunity for its economically-disadvantaged students to expand their life experiences through music. Although the COVID-19 pandemic limited the orchestra's opportunities for live performances in the local community, students have enjoyed the benefits of exposure to foundational music skills.

"We were initially limited to just one type of string instrument," said Jamie Gibson, the school's assistant principal of academics, who collaborated with the music teacher to apply for a grant through the Classics for Kids Foundation. "Our goal was to expand our inventory of owned and leased violins to include cellos and double basses to achieve a better overall sound."

Forty students participating in the orchestra program shared 20 violins – eight owned by the school and 12 rented -- when the school applied for the 50/50 matching grant. The goal of the initiative is to become a one-to-one student-to-instrument program and to enhance the orchestra's sound.

Community outreach is a priority at schools managed by Concept. The pandemic limited the orchestra's opportunities for live performances to one at a local senior living facility and another at the eighth-grade graduation ceremony.

"We believe that art is an important component of a student's education," Gibson said. "Many of our students have had limited exposure to the arts – including playing an instrument – and are enjoying this unique learning opportunity. Just as we offer events that showcase students' STEM skills, we'll seek out opportunities to showcase their musical talents."

Continued on pg. 5

RESOURCES FOR EDUCATORS OF ENGLISH LEARNERS AVAILABLE

As schools work to identify English learners, translations of parent and family notification letters are available on the Ohio Department of Education's website, titled *Guidelines for Identifying English Learners* available as PDF and editable Word documents.

Teachers of students who are learning English will also find information and support through the online professional learning series provided by Ohio Teachers of English to Speakers of Other Languages (TESOL). The webinars are recorded live and address critical topics related to English learners.

Learn more about or register for Tuesdays with Ohio TESOL series online at: https://ohiotesol.org/web/events/webinar-series/#purchase-bundles

OHIO TESOL
Ohio Teachers of English To Speakers of Other Languages

Orchestra program — continued

"We're grateful to the Classics for Kids Foundation for their support," she continued. "We have a new music teacher this year and he is eager to work with students to further develop their talents. The additional instruments funded through the grant – three cellos and two double basses -- are greatly appreciated and are being put to good use."

New school leader hits the ground running

When Robert Aitken shared his plans to shift his focus from day-to-day operations of the SMART Academy to building partnerships that would support his students he told Buckeye Community Hope Foundation's *Sponsor Update* that the school's new principal, Yolanda Rodriguez, was a "phenomenal fit."

More than two decades of teaching and leadership experience – including work in large urban district schools – serves her well in the position she assumed on July 1. She exudes confidence and instills it in others, including many of the school's new teachers who are also new to the profession.

"My first priority was to recruit teachers who embrace our focus on putting students first, supporting both their academic and social-emotional needs," Rodriguez said. "All schools are challenged by the current shortage of teachers which has become even worse as a result of the pandemic."

Rodriguez's next priority was student recruitment through social media marketing and hosting events at the school. And then, of course, providing support and professional development for teachers and building trust with students and their families were the next priorities.

"We're in a diagnostic phase with students right now, using short term assessments to identify learning gaps," she said. "COVID has been a disruption for students and it's essential that we regain academic ground lost during the pandemic."

"I was very deliberate in building a schedule that would allow for plenty of opportunities to engage with teachers one-on-one and to allow teachers to share successful strategies with one another," she continued. "Providing strong support to our new teachers – and

Continued on pg. 6

INNOVATIVE WORKFORCE INCENTIVE PROGRAM GRANT WINDOW OPENS

The Governor's Office of Workforce Transformation and Ohio Department of Education announced the list of industry-recognized credentials eligible to qualify for $34 million in incentive payments and start-up grant funds under the Innovative Workforce Incentive Program. Ohio Governor Mike DeWine and the Ohio General Assembly developed the program to create more opportunities for students to earn in-demand, industry-recognized credentials.

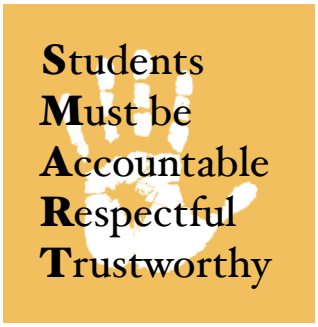
The program includes $9 million in the state's biennial budget for grants to assist schools in establishing credential programs to prepare students for careers in priority industry sectors. The grant application is now open and schools can begin applying for a share of the fund via the state's Comprehensive Continuous Improvement Plan grant application process until October 17.

Access information about the Innovative Workforce Incentive Program online at: http://education.ohio.gov/Media/Ed-Connection/Sept-13-2021/Innovative-Workforce-Incentive-Program-helps-schoo

New school leader — continued

helping them understand expectations – is so important. We're using OTES (Ohio Teacher Evaluation System) as a framework for helping teachers become more effective and relying on data to identify students who are struggling."

Rodriguez said she brings credibility to her new position as she too once was an inner-city student who graduated from Cleveland Metropolitan School District's Cleveland School of the Arts and went on to work hard to earn all that she has accomplished as a school leader. She truly understands the challenges students and their families face. Her parents were just 15 and 17 years old when she was born. She grew up on the lower west side of Cleveland and was one of the first in her family to earn a college degree. She understands what it's like to struggle and recognizes that education is key to finding a path to success.



"I want teachers, students and families to know that my door is always open," Rodriguez said. "I believe in transparency. I encourage teachers to ask questions and to share their failures as well as their successes."

"When I reach out to parents, it's not from a place of judgement," she continued. "I ask what's going on, and what I can do to help. As they say, it takes a village (to raise a child). We're a family and parents are part of the team in supporting student success. I'm proud of how they've responded to me joining the team and how eager they are for their kids to succeed."

It's likely been a huge relief to Aitken to have such an experienced, competent, dedicated school leader in place. He and his wife have a new son, born in September, that they recently welcomed home. Thanks to Rodriguez and the SMART Academy team, Aitken can focus on Owen Michael while taking a short break from serving his school family.

Unique model helps students become global citizens

Among the five schools recently added to Buckeye Community Hope Foundation's portfolio is one that is quite unique: the Global Ambassadors Language Academy (GALA) – a Mandarin and Spanish immersion school on the west side of Cleveland serving students in kindergarten through eighth grade.

Continued on pg. 7

DATA INSIGHTS EXAMINES 2020-2021 ENROLLMENT, ATTENDANCE AND ASSESSMENTS

The Ohio Department of Education recently released *Data Insights: Evidence of the Pandemic's Impact on Students in 2020-2021*. The information includes preliminary data on enrollment, chronic absenteeism and the spring 2021 third grade English language arts test, math and English language arts tests in grades five to eight, and high school end-of-course exams.

The data can support continuous improvement to inform instructional and policy decisions, especially those aimed at addressing recovery needs and learning lags.

Access the report online at: http://education.ohio.gov/Topics/Research-Evaluation-and-Advanced-Analytics/Data-Insights/Data-Insights-Evidence-of-the-Pandemic's-Impact-on

Unique model — continued

The school's founder and executive director, Meran Rogers, is Taiwanese. As a student growing up in Cleveland, she faced challenges attending schools that lacked experience in effectively teaching bilingual students. She was identified as a special education student before attending a school that recognized her as gifted. Her experiences served as the inspiration for GALA, which opened in 2016.

Cleveland is known as a culturally diverse city with well-established Asian and Hispanic communities. GALA serves a highly-diverse group of about 300 students: nearly 10 percent Asian, about 25 percent Black, roughly 35 percent Hispanic, about 25 percent White, and approximately 10 percent Multiracial.

"We embrace all cultures," Principal Ericka Davis said. "We're a close-knit school with highly engaged families. We're collaborative and we share our unique cultural experiences with one another and with classrooms around the globe."

So, how exactly does it work?

The school's youngest students, those in kindergarten through second grade, receive daily instruction in all subjects in the "target" language (Mandarin or Spanish, as chosen by students' parents) for 70 percent of the school day and 30 percent in English. In grades three through five, instruction is provided in the target language for 60 percent of the day with the remaining 40 percent in English; in grades six through eight, the mix is 50/50.

The GALA model was built on the foundation of 18 months of assessing the needs of its target student population, researching national best practices and visiting model schools.

Word of mouth is GALA's strongest student recruitment strategy, but Rogers also promotes the school at various community events and hosts meetings with parents interested in learning more about the school's unique model.

"There are many benefits associated with language immersion programs," Davis said. "Generally, students outperform their non-immersion peers on standardized math and reading assessments starting in third grade. They also develop strong cognitive flexibility, have increased attention control, better memory, strong problem-solving skills and an enhanced understanding of their primary language."

Continued on pg. 8

COMPLIANCE UPDATE

Annual reports

Annual reports are an October compliance item and are due to Buckeye Community Hope Foundation (BCHF) by October 31. School compliance representatives will review each school's delivery method to parents, students, boards, authorizers and the Ohio Department of Education. They will also verify public notice of availability of the annual report in newspapers and/or online methods.

Section 3314.03 of the Ohio Revised Code states that the school governing authority will comply with the following: (g) The school governing authority will submit within four months after the end of each school year a report of its activities and progress in meeting the goals and standards of divisions (A)(3) and (4) of this section and its financial status to the sponsor and the parents of all students enrolled in the school.

Divisions (A)(3)and (4) state: (3) The academic goals to be achieved and the method of measurement that will be used to determine progress toward

Continued on pg. 9

Unique model — continued

"We offer our students unique opportunities that allow them to become global citizens," she continued. "Mastering more than one language and culture will help ensure that they are strong candidates for high-level, high-paying 21st century jobs."

GALA faces the same challenges as most charters, serving a large percentage of economically-disadvantaged students and stretching limited financial resources to provide quality educational opportunities. Funds provided by state and federal governments, and through grants, fund raisers and donations, facilitate the purchase of instructional resources in not just one – but in three – languages.

"Helping our students reach their full academic potential is our top priority," Davis said. "But we also celebrate many aspects of various cultures – from food and games, to music and dance. Our school welcomes and celebrates diversity. We want our students to learn about new cultures without losing appreciation for their own."

Ohio Attorney General opines on State Board's resolution

As previously reported, in July members of the State Board of Education sought an opinion from the Ohio Attorney General on the "legal authority or lack thereof" of a resolution passed in 2020 condemning racism and mandating implicit bias training for all Ohio Department of Education (ODE) staff.

Attorney General Dave Yost recently issued his opinion that the State Board has authority to require ODE employees to participate in the training but cannot required contractors to do so.

Yost cautioned that although the State Board does have the authority to direct ODE staff to review state K-12 learning standards, model curricula and assessments for bias, changes made could violate state or federal law.

"What I can say is this: The curricula and standards will be contrary to law if they treat students differently on the basis of race," Yost wrote.

He also advised against use of the term "critical race theory" in a letter accompanying the opinion, "because of the disagreement about what it is."

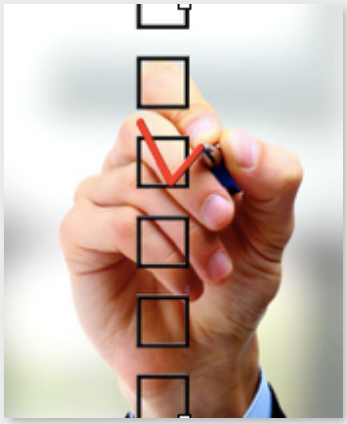
COMPLIANCE UPDATE — continued

those goals, which shall include the statewide achievement assessments; (4) Performance standards, including but not limited to all applicable report card measures set forth in section 3302.03 or 3314.017 of the Ohio Revised Code, by which the success of the school will be evaluated by the sponsor.

Staff trainings due in October

- Bullying, harassment and intimation
- Heimlich maneuver

Questions? Please contact your school's sponsor representative.



UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

Unless otherwise noted, courses are offered via Zoom

COURAGEOUS LEADERSHIP NETWORK #1: FOCUS ON TEACHER COACHING – *Oct. 5, 4 to 5:30 p.m.*
What is the most important aspect of the school leader's job? Teacher coaching and feedback are the heart and soul of every improvement effort. Using a growth model and following best practices, learn about changes in the Ohio law for teacher evaluations as well as a formula for best practices in the art of teacher coaching. This session is helpful for school leaders, management company representatives, and teachers who aspire to the school leader position.
Register online at: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3838818

GRADUATION ROUNDTABLE – *Oct. 6, 3:30 to 5 p.m.*
As we begin to resume educational normalcy, we must re-engage high school students to the world of graduation requirements and accountability. This session will provide legislative updates regarding graduation requirements and provide support for schools ensuring that all opportunities are aligned with Ohio Department of Education (ODE) and graduation requirements. The Roundtable will meet quarterly. Please feel free to attend one or all sessions in the series.
Register online at: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3843474

COLLABORATIVE IMPROVEMENT COHORT: SYSTEM OUTCOMES & MEASUREMENT – *Oct. 12, 10 a.m. to 12 noon*
The simplicity of the one-room schoolhouse is gone today. Education is a complex endeavor. This session, the second of our Collaborative Improvement Cohort, will help building leadership teams see the complexity in educational systems and isolate important improvement outcomes. We will explore how improvement maps, driver diagrams, and logic models can help deal with the complexity of school improvement. This session is a must for Tier 3 building leaders and those interested in school improvement science.
Register online at: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3838876

BOOK TALK: *CULTIVATING GENIUS* – *Oct. 13, 4 to 5:30 p.m.*
Join us for a discussion (in three parts) of Gholdi Mohammed's book *Cultivating Genius*. Each of the three sessions will discuss one portion of the book and ways that educators can implement the ideas into practical strategies for classrooms and buildings.
Register online at: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3890557

FALL ENGLISH LEARNER NETWORK – *Oct. 18, 3 to 4:30 p.m.*
The English Learner Network meets regularly to encourage mutual support among school professionals who work directly with English learners. The Fall Network session will focus on creating an

Continued on pg. 10

ONLINE ASYNCHRONOUS OFFERING:

SUCCESSFUL CLASSROOM MANAGEMENT

October 15 to November 15 -- via Moodle

This course examines the key factors that make a classroom successful in terms of both climate and achievement.

The behaviors of the teacher determine the behaviors of the students. By implementing the procedures and strategies discussed in this training, your students will exhibit model behavior and decorum and they will be prepared to excel academically.

This is an online asynchronous course opening on October 15 and closing on November 15. Participants work at their own pace and are responsible for submitting work products in order to earn participation credit. Workload is approximately five hours per week. Participation is required to earn a certificate of completion.

Register online at: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3830296

UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

FALL ENGLISH LEARNER NETWORK – *continued*
academic, cultural and linguistic profile of your students. Participants will learn how to combine data such as OELPA scores with qualitative information to gain deeper understanding of student assets and needs. Ways for teachers to collaborate in meeting student needs will also be discussed.
Register online at: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3838873

SPACED PRACTICE: WHAT EVERY TEACHER SHOULD KNOW – *Oct. 19, 4 to 5:30 p.m.*
Some things your learners just HAVE to know, right? This session will apply recent information from the science of learning to the foundational skills we know our students need at all levels of learning. Participants will learn why spaced/distributed practice is so important to learning and the human brain. We will discuss why learners often do not enjoy traditional drills and ways teachers can make practice a fun and regular part of learning.
Register online at: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3838874

VERBAL & NON-VERBAL DE-ESCALATION TRAINING, TOLEDO AREA – *Oct. 21, 9 a.m. to 3:30 p.m. – in person*
A dysregulated adult cannot regulate a dysregulated student. This session will empower participants to apply techniques and strategies used to de-escalate dysregulated stakeholders. Upon completion of the session, participants will be able to apply both verbal and non-verbal de-escalation strategies, recognize when and how to apply safe holds to ensure safety, and use release techniques to maintain personal safety while keeping a safe and secure environment. This session is especially for designated school crisis team members and meets Ohio restraint and seclusion training requirements. Participants are asked to bring their own lunch and a mask for this training. This session is for crisis team members of Toledo-area sponsored schools hosted at L. Hollingworth School for Talented and Gifted.
Register online at: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3897225

VERBAL & NON-VERBAL DE-ESCALATION TRAINING, DAYTON/CINCINNATI AREA – *Oct. 22, 9 a.m. to 3:30 p.m. – in person*
See Toledo area session description above. Participants are asked to bring their own lunch and a mask for this training. This session is for crisis team members of Dayton and Cincinnati-area sponsored schools hosted at Horizon Science Academy Dayton Downtown Elementary.
Register online at: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3897227

Continued on pg. 11

ONLINE ASYNCHRONOUS OFFERING:

WRITING IN THE SECONDARY CLASSROOM

Nov. 15 to Dec. 15, via Moodle

Why writing? Writing is thinking! One of the best ways to increase the depth of knowledge in your classroom and to better prepare students for their next steps and for the end of year tests is to focus on writing -- every day -- in every classroom.

Learn impactful and easily implemented strategies for the secondary classroom across all subjects and disciplines.

This session is designed for teachers from grade five to 12 of all subject areas. The course will be offered asynchronously via Moodle courseware.

Register online at: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3838828

UPCOMING PROFESSIONAL DEVELOPMENT EVENTS —*continued*

DYSLEXIA UPDATES & RESOURCES – *Oct. 27, 3 to 4:30 p.m.*
Dyslexia and struggling readers constitute a significant population in schools. What do schools need to do and how do we do it? This session will focus on Dyslexia and the implications for schools. During this session, participants will learn of new requirements, and legal interpretations regarding Dyslexia. Participants will also be provided with updated resources and guides for screening and strategy instruction.
Register online at: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3844155

COURAGEOUS TEACHER NETWORK #2: FOCUS ON PROFESSIONAL GROWTH – *Nov. 2, 4 to 5:30 p.m.*
Teaching -- a calling. An art and a science. Not just a job --- a life's work. Attend this session to investigate professional growth options to help you grow into the teacher and professional that is within your potential. We will examine the upcoming teacher evaluation process and classroom data to help you design a professional growth plan that will take your teaching to the next level. This session is appropriate for all teachers as well as school leaders who will assist their teachers in this process.
Register online at: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3838827

ANNUAL BOARD TRAINING – *Nov. 6, 9 a.m. to 12:30 p.m.*
Join us for a virtual event and opportunity to interact with other board members and the Buckeye Community Hope Foundation Education Division team! Sessions will address required board training with regard to open meetings, public records and board ethics (9 to 10 a.m.) and updates in school finance (10 to 11 a.m.). Breakout sessions for the remainder of the event will include opportunities to learn more about legal issues, COVID learning loss, teacher shortages and other special topics. Join us for all or some of the event, depending on your specific training needs and interests!
Register online at: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3915824

EARLY LITERACY NETWORK #2 – *Nov. 9, 4 to 5:30 p.m.*
How do we meet the needs of our students by starting "where they are?" This session will include ways to provide instruction to students and help them fill in learning gaps. We will share best practices in differentiation and small-group instruction. There will be opportunities to share what is working best in your classroom as well as to ask questions of the facilitators and others in the group.
Register online at: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3841967

SCHOOL IMPROVEMENT

Why and how are we managing?

By Mindy Farry, School Improvement Representative

Classroom management -- why do we call it *management*? Why are we *managing* students and children? Management implies that we are controlling, dictating and organizing other people. Please do not misinterpret me and think that I am in favor of allowing students to exist in chaotic, non-productive classrooms. If you talked to my former students, I would imagine that they would tell you I was strict and that we didn't mess around. However, there is a delicate balance between merely managing a classroom and having one which employs a disciplined, caring approach to education.

It is never too late to start the school year off the right way. Students -- although they will deny it -- crave structure, safety and routine. Think about other activities in which we indulge. We know the protocol for a wedding. We know how to behave at a football game. We understand the rules of the road when driving.

The priority for teachers must be to establish routines and procedures for nearly every happening in the classroom. First, ask teachers to list what their daily non-instructional practices look like: attendance; lunch count; bell work; turning in assignments; moving to centers or carpet time; retrieving a new pencil; asking for restroom permission; transitioning to specials, recess or lunch.

The next step is then simple. Develop a three- to four-step process for the activity. Here's what I used to do as a procedure for entering the classroom:

1. Come into the classroom and get your journal from the lockers in the back of the room
2. Sit at your desk and look at the writing prompt on the screen
3. Begin to write

Then, we practiced it. I showed them (yes, I even showed high school students) the right way. I comedically showed them the wrong way just to get their attention. Then we practiced. We went out in the hall and kept practicing it over and over again until everyone or nearly everyone was doing it the right way. Once implemented, this allowed me to use the beginning of class to take attendance, pass back papers, chat with students about their days, and get a writing assignment out of them daily! Remarkably, tardiness was eliminated because no one wanted to feel left out as they raced into class when others were already hard at work. So, instead of managing students and starting every day or every section of the day upset and desperately trying to get class started, I was able to use time wisely and develop appropriate behaviors by developing habits of mind.

In this first quarter, teachers can do one or two of these per week or as issues arise with classroom tasks. Don't believe, however, that you will not have to review the procedure periodically (for instance after long weekends, they forget everything!). Just remind them of the steps, practice a few times and move along. This process is how we learned to drive; learned a musical instrument; learned an athletic skill. You break it down; see a model of excellence; and, then practice, practice, practice.

Also, during the first quarter of the year, ask teachers what they specifically are doing to establish connections and engagement with students. What do they know about their students, academically, socially and behaviorally? How are they planning lessons, materials and conversations that honor all cultures? Have they had personal one-on-one conversations with every student by now? Have they surveyed students about their interests and how they learn best? Has every parent been contacted with a "getting to know you and your child" phone call?

There is no substitution for relationship building in every classroom. Every behavior has a reason — a reason that is very often not about the teacher or the class. Everyone -- children, teachers and parents -- have experienced trauma over the past eighteen months. When we see adults behaving badly in public, how can we expect perfect behavior from children who understand far less than adults do about the pandemic and have not been in classroom settings for over a year?

When dealing with disruptive behavior, adults need to check their own level of anxiety first. Escalating by yelling, threatening or talking about consequences will

Continued on pg. 13

only increase everyone's anxiety and trauma. Start out by asking the student *what* questions. "What is wrong?" "What do you need?" Use the power of *yes.* Ask students questions you are fairly sure you will get a *yes* answer to? "Do you like puppies?" "Want to see a funny picture of my puppies?" "Can you sit over here for a bit?" "Would you like to listen to music?" Getting that *yes* is a huge step in the right direction.

Be sure to remove the audience or to eliminate how much of it plays out in front of an audience. When an inappropriate comment is made, instead of entering the "volleyball game" with the student where you trade remarks back and forth, try using diffusers. Some of my favorites are, "Thank you for your opinion;" "Nevertheless;" "I argue at 3:15 every day;" "I understand;" "We're moving on." Imagine this scenario: A student blurts out, "This is so stupid, I hate you!" You respond with, "I understand and we're moving on to page 33." You can then work with that student privately -- as others get to work -- about the inappropriateness of that remark. "You know you don't have to like me, but it is not OK for you to shout out mean things to me in class."

Having teachers understand that every time they call the office for help or send a student out of the classroom, they give away a little more of their power and chip away at their relationships with students. Obviously, if there are dangerous or harmful potential threats in the classroom, assistance is needed immediately, but the only thing being harmed by a student's inappropriate comment is the teacher's ego.

In Alfie Kohn's *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's Praise and Other Bribes (1993)*, he cites an impressive body of research that has stood the test of time that says that rewards (stickers, table points, behavior charts) not only do not have any effect on the students you are trying to "control," they actually have an adverse effect on students' intrinsic motivation patterns. By the time students reach middle or high school, they have been conditioned to think that they will receive rewards for simply doing what is expected. We are raising and teaching children to do the right thing for the right reason -- not training dogs with treats. We are developing appropriate behaviors, not managing children.

Relationships matter. No rules, procedures or practicing can replace the relationships teachers build with their students.

If you have staff members who could benefit from an online classroom management course, they can sign up for Buckeye Community Hope Foundation's second quarter session (see description on pg. 10), beginning October 15, online at: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3830296

BUCKEYE COMMUNITY HOPE FOUNDATION
3021 East Dublin-Granville Rd; Columbus OH 43231
(614) 942-2030 www.buckeyehope.org