

# SPONSOR UPDATE

## AUGUST 2020

**Peggy Young,**  
**Director**

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### OUR MISSION

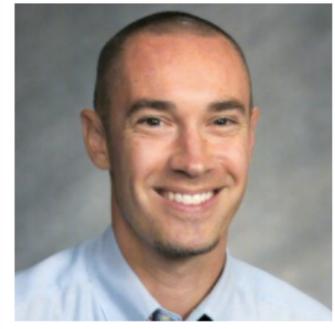
The mission of the Education Division of Buckeye Community Hope Foundation is to establish strong public community schools by adhering to quality authorizing practices, ensuring responsible oversight, and setting high standards for school performance.

### 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.

### ***Pete Hall to present keynote for BCHF's 2020-2021 virtual All Schools Meeting***

Buckeye Community Hope Foundation (BCHF) is pleased to announce Pete Hall as the featured, keynote presenter for the virtual All Schools Meeting on September 16. Hall was selected for this presentation prior to the COVID-19 outbreak because he is an experienced educator and self-described "school capacity builder." Now that educators face an uncertain year ahead, his positive outlook and message on "Creating a Culture of Reflective Practice" is even more timely!



Having served as a principal and teacher in several struggling schools, Hall has first-hand experience in problem-solving and change. When he took over Anderson Elementary in 2002, it was the only school in Nevada to have failed to make adequate yearly progress for four consecutive years. Two short years later, it was the only Title I school in the state of Nevada to earn a "High Achieving" designation.

Hall's approach emphasizes the importance of relationships in effective schools. His message focuses on capacity building on two levels of school organization. The first level is the collective capacity of the entire school community, built through interactions and professional learning communities. The second level is individual teacher capacity, deepened through differentiated supervision, feedback, and coaching support.

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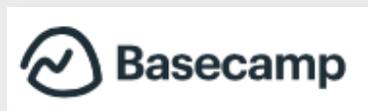
## **BASECAMP FEATURES VARIETY OF USEFUL RESOURCES**

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In April, Buckeye Community Hope Foundation (BCHF) unveiled Basecamp -- a project management and team communication application - to facilitate idea and resource sharing among its sponsored schools during these challenging times.

Organized by topic - boards; educational resources; FERPA; financial; graduation/dropout recovery; social media; and, special education - BCHF's Basecamp initiative now also includes policy/handbook resources featured in the July 28 webinar, *Building a Firm Policy Foundation for a Flexible School Year*, hosted by Vice President of Legal Affairs Stephanie Klupinski.

Interested in checking Basecamp out, but don't have access? Contact Catherine West at:  
[cwest@buckeyehope.org](mailto:cwest@buckeyehope.org).



### ***All Schools Meeting — continued***

Hall holds an Education Specialist degree in educational leadership from University of Nevada-Reno, a Master of Education degree in elementary education from Boston University, and a Bachelor of Arts degree in communications from University of California-Davis. He holds a National Principal Mentor Certificate from the National Association of Elementary School Principals and is a certified trainer and coach for the association's PALS mentoring program.

He has been honored with ASCD's Outstanding Young Educator Award and Nevada's Martin Luther King Jr. Award, and was appointed to the Nevada Governor's Commission on Excellence in Education. Hall was selected to sit on the National Education Association's Great Public Schools Indicators Advisory Panel, among other recognitions.

Hall's publications include more than a dozen articles and eight books: *Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners* (ASCD, 2018), *Creating a Culture of Reflective Practice: Capacity-Building for Schoolwide Success* (ASCD, 2017), *The Principal Influence: A Framework for Developing Leadership Capacity in Principals* (ASCD, 2016), *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom* (ASCD, 2016), *Teach, Reflect, Learn: Building Your Capacity for Success in the Classroom* (ASCD, 2015), *Lead On! Motivational Lessons for School Leaders* (Eye on Education, 2011), *Building Teachers' Capacity for Success: A Collaborative Approach for Coaches and School Leaders* (ASCD, 2008), and *The First-Year Principal* (Scarecrow Education, 2004). He is currently working on his tenth book, *Strive: How Ordinary People Can Live Extraordinary Lives*.

A resident of Coeur d'Alene, Idaho, Hall speaks and consults internationally.

Register for the September 16 All Schools Meeting and/or the pre-conference session on "Coaching to Capacity" – both featuring Hall – using the links provided on pg. 9. Preview Hall's approach to capacity-building online at:  
[https://www.youtube.com/watch?v=mPHL\\_vQeytI](https://www.youtube.com/watch?v=mPHL_vQeytI)

### ***Alliance surveys Cleveland parents***

As part of its ongoing efforts to improve resources that help parents choose great public schools for their children, the Cleveland Transformation Alliance has created a new survey aimed at better understanding how parents choose schools. Parents of students enrolled in Cleveland Metropolitan School District schools and Cleveland charter schools are encouraged to complete the survey online at: <https://www.surveymonkey.com/r/CTA2020FamilyFeedbackV3?platform=hootsuite>



**CARE ALLOCATES  
\$31 BILLION TO  
K-12, HIGHER  
EDUCATION**

Ohio is slated to receive \$489 million in K-12 Coronavirus Aid, Relief and Economic Security (CARES) funding, 90 percent of which must be dispersed to local education agencies based on the existing Title I formula without a requirement that Title I guidelines be followed.

“The districts have very broad authority on how they can spend their CARES Act funding,” Ohio Department of Education’s (ODE) Director of Federal Programs Jeremy Marks recently told members of the State Board of Education’s Continuous Improvement Committee.

In addition to the \$31 billion CARES allocates to K-12 and higher education, the act includes \$3 billion -- \$105 million for Ohio -- in discretionary funds for state governors to use in support of education.



**Senate unanimously approves K-12 safety bill**

Legislation (H.B. 123) introduced in, and approved by, the Ohio House of Representatives earlier this year, originally focused on school threat reporting, assessment teams, assessment plans, and training in suicide awareness and prevention and social inclusion.

During hearings in the Senate, the bill was amended to address e-school funding for fiscal year 2021. The legislation, which now returns to the House for further consideration, would provide qualifying dropout prevention and recovery e-schools with opportunity grant funding between \$1,750 and \$6,020 per student in grades eight through 12 based on hours of “learning opportunities” and courses completed, with additional funding for career-technical and special education, as appropriate.



*Photo courtesy of Capitol Square Review and Advisory Board*

According to e-school funding amendment sponsor Senator Andy Brenner (R-Powell), the intent is to ensure that eligible e-schools receive the same amount of state funding as they would have received before the COVID-19 pandemic.

The bill also provides \$2.5 million to create the funding pilot program to address concerns raised by some members of the Senate Education Committee regarding deducting the funds from students’ home districts. The Senate also added pilot program requirements, limiting participation to schools with non-profit operators and an “exceed standards” rating for the graduation rate component of its most recent report card.

Swift action to move the bill forward seems unlikely, as the House is currently in recess for the summer.

**Deadline for remote learning plans rapidly approaches**

Don’t miss the August 21 deadline for submitting schools’ remote learning plans to the Ohio Department of Education (ODE)! These plans allow schools to use remote learning regardless of whether the contracts between charter school boards and sponsors addresses remote learning. ODE has also released additional guidance about how attendance must be tracked and reported in hourly increments for remote learning. Learn more online at:

<http://education.ohio.gov/Topics/Reset-and-Restart/Blended-and-Remote-Learning-Comparison>

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## **EDUCATION STAKEHOLDERS OPPOSE SCHOOL RE-OPENING BILL**

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Members of the Senate Education Committee, chaired by Senator Peggy Lehner (R-Kettering), heard the concerns of a variety of education stakeholders regarding Senate Bill 320 – legislation aimed at ensuring that decisions regarding school openings are made at the local level.

The two large teachers’ unions – the Ohio Education Association and Ohio Federation of Teachers – both voiced outright opposition to the legislation, while the Buckeye Association of School Administrators, Ohio School Boards Association, and Alliance for High Quality Education voiced more limited, specific concerns.

Limited administrative authority and a lack of protections for schools and districts against liability were among the concerns expressed by the various stakeholders.

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## ***Guides assist in local school opening decisions***

The Ohio Department of Education’s (ODE) *Reset and Restart Education Planning Guide for Ohio Schools and Districts* was released in July in an effort to support local officials’ school reopening decisions. The document stresses the importance of flexibility for Ohio’s 600-plus districts and bolsters K-12 guidelines released by the DeWine Administration.

“As much as we would like to be certain, we just can’t know today what kind of threat coronavirus will pose to our state and our communities come August,” said State Superintendent of Public Instruction Paolo DeMaria. “What we can do is come together to think through the possibilities, design effective solutions and prepare for what challenges we may face this fall.”

Consistent with the DeWine Administration’s guidelines, ODE’s planning guide focuses on general recommendations, rather than specific mandates. It suggests identifying food service models that allow for social distancing, limiting visitors to school buildings, limiting in-person field trips, and adopting policies for extended absences that do not penalize students or staff who are sick or in quarantine.

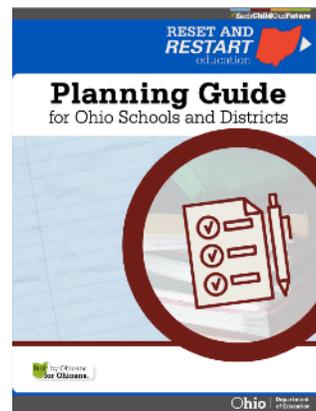
“These precautions may change frequently, and schools and districts should maintain frequent communication with their local health departments regarding these guidelines,” the document states.

The Administration calls on schools to develop plans around the Center for Disease Control and Prevention (CDC) guidelines, including use of masks, maintaining social distancing, encouraging frequent handwashing and disinfecting, cleaning shared surfaces, and wellness assessments.

## ***Debate continues on arming school staff***

The Senate Government Oversight and Reform Committee continued hearings on Senate Bill 317 – legislation introduced in response to a 12<sup>th</sup> District Court of Appeals ruling on allowing school personnel to carry weapons.

Senator Frank Hoagland (R-Adena) introduced legislation – and later an amendment to S.B. 317 – to create a statewide school marshals program that would develop standards around the competency and



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## **ENGLISH, MATH STUDENT READINESS TOOLKITS AVAILABLE**

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The Ohio Department of Education is providing a set of Student Readiness Toolkits for English language arts and mathematics to help educators reflect on their instructional practices and support them in determining each student's acquisition and retention of important knowledge and skills.

The Student Readiness Toolkits include a variety of carefully selected resources designed to support educators in their efforts to identify any instructional gaps that may have occurred during remote learning and continue to support each student's educational journey when schools reconvene.

The toolkits also include assessment literacy tools to help teachers understand and use varied assessments to inform instruction and evaluate and ensure students learning. Access the resources online at: [http://education.ohio.gov/Media/Ed-Connection/July-20-2020/English-and-Math-Student-Readiness-Toolkits now-av](http://education.ohio.gov/Media/Ed-Connection/July-20-2020/English-and-Math-Student-Readiness-Toolkits-now-av)

### ***Debate — continued***

capability of school staff to be eligible to carry a weapon. The bill and amendment also provide recertification and weapons storage requirements.

“I just want to make sure that whoever is going to carry a weapons system in a school that's supposed to help neutralize a threat, understands weapons safety,” Sen. Hoagland said. “They know how to identify a target, and they understand what collateral damage assessments could be if they do discharge that firearm inside a populated area.”

Dozens of witnesses offered testimony in opposition to the bill.

Senator Hoagland's amendment was tabled, but Senator Bill Coley (R-Liberty Twp.), who chairs the committee, said he hopes to consider it at a future meeting.

### ***State Board acts on anti-racism, local control resolutions***

Against the backdrop of continued demands for social justice, the State Board of Education recently passed a resolution aimed at addressing hate speech and other forms of racism and requiring implicit bias training for Ohio Department of Education (ODE) staff and contract workers.

“We must confront our own bias. We must learn about how racism impacts society and how to recognize and eliminate racism, perhaps even in our own hearts,” said Board President Laura Kohler.

In addition to mandated training for “all state employees and contractors,” working for ODE, staff are also tasked with reviewing state K-12 standards, model curricula and student assessments for bias. The resolution also “strongly recommends” an examination of disciplinary strategies, hiring practices and classroom materials in an effort to ensure equity.

The State Board also passed a resolution acknowledging that local education and health officials are best positioned to make decisions regarding the re-opening of K-12 schools for the 2020-2021 school year.



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**ACT/SAT  
SELECTION BEGINS  
AUGUST 17**  
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On Aug. 17, districts and schools will receive a survey link to indicate the choice of administering the ACT or SAT in Spring 2021. The survey will be open until Sept. 15.

ACT will contact participating districts beginning in early November.

The College Board (SAT) will contact participating districts starting in early October.

Districts that will administer the tests online must become vendor-approved testing sites according to steps outline on each vendor's website for Ohio.

Learn more online at:  
[http://education.ohio.gov/Media/Ed-Connection/July-13-2020/District\\_ACT\\_or\\_SAT\\_selection\\_for\\_spring\\_2021\\_begi](http://education.ohio.gov/Media/Ed-Connection/July-13-2020/District_ACT_or_SAT_selection_for_spring_2021_begi)



***Some object to 1619 Project posting on ODE's website***

At its July meeting, State Board of Education members debated the appropriateness of the Ohio Department of Education (ODE) including the 1619 Project curriculum on a list of social studies resources posted on its website.

Inspired by the *New York Times Magazine's* study of the role of slavery in America – and awarded the 2020 Pulitzer Prize for commentary – the 1619 Project is to some a controversial account of history. Its inclusion on ODE's list of social studies resources led to Proclaiming Justice to the Nations, deemed a "hate group" by the Southern Poverty Law Center, voicing concerns at the State Board's July meeting.



The debate led to a broader question regarding who determines which resources are posted on ODE's website.

State Superintendent of Public Instruction Paolo DeMaria said ODE follows a "very careful" process which involves a combination of factors and input from external sources, including teachers.

***New CT guidance available***

The Ohio Department of Education has developed guidelines to address the challenges faced by career-technical programs in providing high-quality educational opportunities during these challenging times. The information is intended to supplement the information provided by the Ohio Department of Education (ODE) in the *Reset and Restart Education Planning Guide for Ohio Schools and Districts* and the Ohio Department of Health's *Health and Prevention Guidelines*. Learn more online at:

<http://education.ohio.gov/Topics/Reset-and-Restart/Reset-Restart-for-Career-Technical-Education>

***New industry recognized-credentials list available***

The 2020-2021 list of industry-recognized credentials has been posted on the Ohio Department of Education's website. State Superintendent of Public Instruction Paolo DeMaria, in close collaboration with the Governor's Office of Workforce Transformation, convenes an array of industry professionals to carefully and thoughtfully review all new industry-recognized credentials, adding to the state's list as appropriate. Access the list online at:

<https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Industry-Recognized-Credentials/Industry-Recognized-Credentials-by-Career-Field>

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## **EDUCATION STAKEHOLDERS ADVOCATE FOR FEDERAL FUNDS**

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The Ohio Education Association (OEA) joined One Ohio Now, American Association of University Professors' Ohio Conference, Policy Matters Ohio, and Coalition on Homelessness and Housing in Ohio in a virtual press conference calling on Congress to finalize and pass another federal coronavirus relief package.

"We need Congress to step up and act, and it's not just for supplies, it's not just for facilities - it's also to make sure that we have the staffing that we need," said OEA President Scott DiMauro. "We're going to need more help in terms of school nurses, in terms of education support professionals to keep kids safe on buses and in classrooms and in school buildings."



## **UPCOMING PROFESSIONAL DEVELOPMENT EVENTS**

### **2020-2021 BCHF Professional Development Plan**

Buckeye Community Hope Foundation (BCHF) supports all sponsored schools in preparing for a positive start to the upcoming 2020-2021 school year. In keeping with guidance related to the COVID-19 outbreak, BCHF will offer professional development through virtual delivery systems. Please refer to the recently released professional development catalog – available online at <http://buckeyehope.org/community-schools/docs/BCHF%20Professional%20Development%20Catalog%202020-21.pdf> -- to see all scheduled events!

### **NEW SCHOOL LEADER ORIENTATION – August 4, 8:45 a.m. to 12:15 p.m. via Zoom**

Are you entering a new school leadership position or just a "new to you" school leadership assignment? Are you wondering about what compliance issues or fiscal issues may confront you? What are the possible pitfalls? And, most of all, how can you get help when you need it? BCHF's New School Leader Webinar will address these issues and give you a sense of the sponsor's role in supporting school leaders. The workshop will acquaint new school leaders with many of the compliance, planning, and leadership issues they will encounter. All school leaders who are new to a leadership position, or new to BCHF sponsorship, are encouraged to attend!

#### **Register online at:**

<https://registernewschoolleaderorient.eventarc.net/e/44292>

### **NEW TEACHER BOOTCAMP – August 11, 4 to 5:30 p.m. via Zoom**

Beginning your first teaching assignment or a new teaching assignment? This orientation session will help you get off to a positive start. Participants will walk together through important steps related to school start up. The following "basics" will be covered: classroom management; lesson planning and delivery; and, typical start-up or Day 1 tasks. The meeting serves also as an introduction to BCHF's New Teacher Network of support for the 2020-2021 school year.

#### **Register online at:**

<https://newteacherbootcamp.eventarc.net/e/44344>

### **REACHING ALL CHILDREN THROUGH EQUITABLE MEANS (RACE) – August 12, 4 to 5:30 p.m. via Zoom**

The title of this series has been updated from "Teaching for Equity," mentioned in the July newsletter, to RACE. Yes, we are going to talk seriously about race and racism. We will explore how the interaction of one's biases affects instruction and learning in the classroom and the ability to build supportive relationships with students of color and those who are culturally and linguistically diverse (CLD). The issue of race and culturally responsive education is complex and requires multiple opportunities to help us grow and develop. The inaugural event, on Zoom, is entitled *An introduction to biases that affect instruction, and ways to build supportive relationships with all students*. Online follow-up sessions will also be offered on October 7; at the All Schools

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## **ATTENDANCE PLAYBOOK UPDATED TO ADDRESS COVID-19 ABSENCES**

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To help educators respond to the challenges of COVID-19 and social unrest, FutureEd and Attendance Works have expanded their Attendance Playbook to include 26 strategies that address student chronic absence, divided into three tiers of intervention, including ways to adapt evidence-based practices when it is not possible to meet with students face-to-face.

The organizations acknowledge that educators face daunting challenges in ensuring students' return to school in the fall – regardless of whether classes are held in person or online – and the frayed bonds between students and schools that impact attendance.

The Attendance Playbook offers ideas for how to encourage and track attendance during distance learning, and includes more than two dozen effective and readily scalable approaches to reducing chronic student absenteeism in the wake of COVID-19.

Access the update playbook online at:

<https://www.future-ed.org/attendance-playbook/>

## **UPCOMING PROFESSIONAL DEVELOPMENT EVENTS —*continued***

### **RACE, August 12 — *continued***

Meeting on September 16; January 20; March 10; and, May 11. Additional events may be scheduled. Some of the topics to be addressed include: parent engagement; recognition and reduction of prejudice; how to talk with students about racism; and, effective, culturally responsive teaching practices. School leaders, teachers and others may participate in any or all sessions offered. The Zoom link will be sent to all registrants in advance of the event.

#### **Register online at:**

<https://registerteachingforequity.eventarc.net/e/44305>

### **SPECIAL EDUCATION UPDATE MEETING 1 – August 13, 3 to 5 p.m. via Zoom**

BCHF's special education update meetings are an opportunity for special educators at sponsored schools to discuss updates and to collaboratively address issues related to serving students with disabilities. This initial network meeting will deal with provision of IEP services under remote learning delivery systems and updates to policies and procedures that may be needed in 2020-2021.

#### **Register online at:**

<https://spedupdate1.eventarc.net/e/44345>

### **ENGAGE! MOTIVATION THAT WORKS – August 15 to September 15, online course via Moodle**

This online course is a natural follow-up to many other BCHF professional development series, including classroom management and effective lesson design. The course is presented over a one-month period in a series of four online learning modules via BCHF's Learning Management System, Moodle. Participants will look at the problems of a reward/punishment system to motivate learning. They will then examine the factors that can be used to build intrinsic motivation for learning: Autonomy; Mastery; Purpose; and, Belonging. Practical strategies are offered for increasing these factors in lessons, ultimately creating lifelong learners. The online course is appropriate for teachers, coaches, teachers, coaches, deans, and administrators. Join this very meaningful and engaging online study!

#### **Register online at:**

<https://engage.eventarc.net/e/44346>

### **NEW TEACHERS' NETWORK Meeting 1 -- September 8, 4 to 5:30 p.m. via Zoom**

This network is one of a series of sessions that will walk a new teacher through the "minefields" of the first few months and year of teaching. Topics include: best practices in remote teaching and learning; classroom management; lesson planning and delivery; teacher evaluations; testing; special education; and other "hot topics" in education. You may attend any or all sessions; register for each individually.

#### **Register online at:**

<https://newteachers1.eventarc.net/e/44347>

*Continued on pg. 9*

## COMPLIANCE UPDATE

### Annual review/approval of policies and procedures

The following policies require annual board review:

- ◆ Academic prevention/intervention
- ◆ Health and safety
- ◆ Conflict of interest

Additionally all EMIS/SOES coordinators must be approved or re-approval by the board. Please check your Safe Schools account for expiration dates on your school's emergency plan. If you have questions, please contact your school's sponsor representative.

### School websites

As a result of school governing authorities holding virtual board meetings due to COVID-19, Buckeye Community Hope Foundation reminds schools to update their websites with the latest meeting links/phone conference numbers and other pertinent information for the public. Please contact your school's sponsor representative if you have questions.



## UPCOMING PROFESSIONAL DEVELOPMENT EVENTS —continued

### SOCIAL EMOTIONAL LEARNING AND SCHOOL RESTART – September 15 to October 15, Online course via Moodle

This course, offered over the span of a month, will explore important principles of social emotional learning and evidenced-based strategies to support and build student social/emotional competency. Participants will be able to: 1) identify characteristics of students who are or have experienced trauma; 2) identify pro-social emotional supports; and, 3) discuss systems of supports for all stakeholders.

#### Register online at:

<https://selrestart.eventarc.net/e/44349>

### COACHING TO CAPACITY WITH PETE HALL – September 15, 4 to 5:30 p.m. via Zoom

This virtual seminar is a unique opportunity for BCHF educators to meet renowned author, Pete Hall (see related article on pgs. 1 & 2). Hall has developed a system of teacher coaching that addresses individual teacher needs and encourages reflection. This session is especially applicable to instructional coaches and leaders involved in developing teaching capacity.

#### Register online at:

<https://coachtocapacity.eventarc.net/e/44350>

### BCHF virtual ALL SCHOOLS MEETING – September 16, 8:45 a.m. – 2:30 p.m.

BCHF is pleased to host its first virtual All Schools Meeting! It's important that at least one leader from each school attend. The meeting will feature renowned educator and author Pete Hall with a message entitled "Creating a Culture of Reflective Practice." (see related article on pgs. 1 & 2). In addition, a panel of school leaders will guide an insightful discussion of *What Do We Tell Students About Racism?* Information on sponsorship and ODE/legislative updates will also be included. Please register now as BCHF will be mailing out complimentary books and materials to schools. (Leaders will have a substantial lunch break offline.)

#### Register online at:

<https://allschools.eventarc.net/e/44351>

### STUDENT VOICE BOOK SERIES – Educator Roundtable – September 23, 4 to 5:30 p.m. via Zoom

Secondary students and teachers are invited to join in a combination book talk/writing challenge with books that focus on the important conversations in our country regarding equity and race. The sessions will include guidance on the writing challenge focusing on one of the book choices, as well as discussions and conversations about the books. Students may only attend with their teachers. BCHF will host an educator roundtable to plan the series on September 23 at 4 p.m.

#### Register online at:

<https://voicroundtable.eventarc.net/e/44353>

# SCHOOL IMPROVEMENT

## *Time for serious change*

*By Carol S. Young, Ph.D., Department Lead, Accountability & School Improvement*

Educators will respond to the murder of George Floyd on many different levels. **Horror.** While we may not have known Mr. Floyd personally, we nurtured students like him. We unlocked the code of phonics, opened cartons of milk, and spoke of a bright future only to know later of a tragic end.

**Confusion.** We taught the story of emancipation and “justice for all” from history books. But the news each day belies the theme of ‘home of the free’ and finds citizens marginalized and unsafe in our own country. **Shame.** Many of us chose our careers with the belief that education could create a more just society. Yet our schools continue to reflect a society of systemic racism and white privilege.

Is this analysis too harsh? Consider everyday scenes in classrooms. If a student is sitting away from the group in a corner, that student is almost certainly an African American male. This is common even in kindergarten classes. In the teachers’ lounge, educators complain that a student’s show of social-emotional angst is an act of defiance called “playing the R card.” Teachers report their underprivileged students “just can’t do” the difficult work associated with rigorous standards. As a result, instruction in too many schools with diverse populations is often characterized by watered-down assignments and ‘drill and kill’ pedagogy. Schools in other demographics, in sharp contrast, feature engaged project-based learning, experienced teachers, and options like advanced placement courses. But, even in these enriched school environments, every child does not get the chance or the encouragement to participate.

Statistics mirror what we see in classrooms. Glaring disparities exist in achievement, discipline and special education placement data. Nationally, results for fourth- and eighth-grade students on the National Assessment of Educational Progress (NAEP, 2015) showed White students

outperforming Black students by 26 points in reading. Similar results were seen in math. The 12th grade NAEP also revealed wide achievement gaps, with only seven percent of Black students performing at or above proficient in mathematics, compared to 32 percent of White students (2015). On the American College Testing assessment (ACT), a majority (61 percent) of African American students met none of four college-readiness benchmarks. African American students

represented 19 percent of the nation’s pre-school population, but they constituted 47 percent of all students receiving repeated out-of-school suspensions (2015). In Ohio, 46 percent of all annual discipline incidents involved African American students (Ohio Department of Education, 2019). African American males were twice as likely as other groups to be identified as in need of special education for intellectual and emotional disabilities, traditionally two of the most stigmatizing categories (Hibel et al., 2010).

In Buckeye Community Hope Foundation’s (BCHF) portfolio of schools, 82.7 percent of students were students of color in the 2019-2020 school year, compared with a statewide average of 31 percent. Based on submitted discipline data, non-White students accounted for 90 percent of all reported discipline incidents. The wider gap, however, can be seen in academic achievement. On state tests of English language arts in the 2018-2019 school year, White students in BCHF schools had a median performance index (PI) of 80, while non-White students’ median performance index was 71. The disparity was more pronounced in math with non-White students at a median PI of 62 and white students at a PI of 75. Clearly, we have a need to

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Educators will respond to the murder of George Floyd on many different levels:  
**Horror, Confusion, Shame, Action and Change.**

## Serious change — continued

serve students of color with more responsive education. This is not a criticism of schools and their hard work; this is a call for our next response,

### Action.

BCHF is committed to supporting its sponsored schools in improved outcomes for students of color and culturally diverse students. We realize, even in the midst of this pandemic, that we cannot wait to address the critical need for equity. To this end, BCHF will start a series of seminars on August 12 entitled *Reaching All Children through Equitable Means (RACE)*. BCHF will enlist the help of many outstanding school leaders from sponsored schools in these discussions. Please join us as we talk and struggle with ways to eliminate systemic racism and better support all students.

BCHF will also incorporate a report on equity and discussion on how to talk with students about racism at the upcoming All Schools Meeting.

Beginning in September, BCHF will sponsor a book series aligned with the annual writing challenge. "Student Voice" will engage teachers and secondary

students (grades seven through 12) in the thoughtful study of literature on racism and equity. Teachers will have an opportunity to meet with BCHF facilitators to plan the series and invite interested students.

The professional development section (pgs. 7-9) of this newsletter has details on registration for the three opportunities noted above.

According to the late Congressman and civil rights activist John Lewis, "When you see something that's not right or fair, you have to do something, you have to speak up, you have to get in the way." Please help us work together to see and change the things that are not right or fair. Our ultimate response as educators will determine whether tragedy can become opportunity. Our ultimate response must be **Change.**

Hibel, J., Farkas, G., & Morgan, P.L. (2010). Who Is Placed into Special Education? *Sociology of Education*, 83:4, 312-332.  
National Assessment of Educational Progress (2015). *The nation's report card*. Retrieved from [nationsreportcard.gov](http://nationsreportcard.gov).

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