

February/March 2023

CMSD SponsorShip

A newsletter for CMSD-sponsored community schools



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More information on CMSD's community school sponsorship and other collaborative initiatives related to community schools in Cleveland is available on the CMSD website, ClevelandMetroSchools.org, by clicking on the "Schools" tab on the main menu and then on "CMSD/Charter School Collaboration."



Happy New Year!

We hope you're rested and ready to finish the next half of the school year strong!

We are currently scheduling spring site visits at all of your schools.

Our team appreciates the opportunity to meet with your staff, as well as parents and students. These visits, in addition to allowing us to verify legal and contractual items, give us additional insight into what is going on at your schools. We also hope they provide you with helpful ideas and feedback related to your school priorities. We will plan to debrief with your boards at the end of the process.

We intend to include profiles of different school leaders in upcoming issues. This issue includes a profile of April Maimone, the principal of Near West Intergenerational School. We hope you take the time to learn more about her and her wonderful school.



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Upcoming Events

PROFESSIONAL LEARNING

Chronic Absenteeism: Two-Part Series (ESC-NEO)

This series, coordinated by the Student Wellness and Teaching and Learning Departments, is designed for school attendance teams Pre-K-12, and for child serving organizations who work to address chronic absenteeism. The goal of these sessions is to target best practices for reducing chronic absences. Participants will have the opportunity to listen to other district partners through a panel discussion and learn strategies that are being successfully implemented in our school district. The keynote speaker will be Dr. Lisa Ramirez, Board-certified Child and Adolescent Psychologist and Director of Metrohealth's Child and Adolescent Department.

Date: February 21, 2023

Time: 9:00 – 11:30 am

Registration Link: [Chronic Absenteeism](#)

Quality Transition Planning (State Support Team)

The transition from youth to adulthood is a critical period for students with disabilities. During this period, they must address questions such as, "How will I work or continue my education after I leave high school?" "Where will I live?" and "How will I spend my free time?"

Transition planning is a process where families, in collaboration with adult service providers, community members and representatives from postsecondary environments work together to answer these questions and assist the youth to achieve his or her desired postsecondary outcomes.

This professional development will assist participants with:

- Creating quality transition plans for youth with disabilities by incorporating the essential elements into the transition planning process, including:
 - o Age-appropriate transition assessments.

(Continued...)

MORE EVENTS ON THE NEXT PAGE

We will be hosting our annual contract review meeting virtually on February 24 at 10:00 a.m., where we will be discussing required updates to our contracts to ensure they are aligned with changes in state law. There are few necessary legal updates this year so this meeting will mostly provide an opportunity for a refresher on the contract and to answer any questions. If you did not receive an invite please email me and I will share it with you.

One important reminder we'd like to share for the rest of the school year is that all board members and select school staff must complete public records and open meetings training by June 30. This training must be one certified by the attorney general, which means it cannot be provided by your counsel, a law firm, etc.

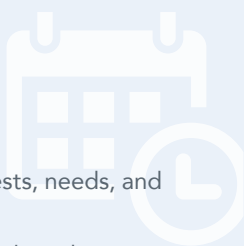
Please visit the page below for more information on available approved trainings:

<https://www.ohioattorneygeneral.gov/Legal/Sunshine-Laws/Sunshine-Law-Training>

Thank you for choosing CMSD as your sponsor. Please let me know if there is anything we can do to support you and your schools.



Upcoming Events



- o Preferences, interests, needs, and strengths.
- o Post-secondary goals and transition services.
- Utilizing a backward planning process to create a multi-year plan for transition-aged youth with disabilities
- Using the indicator 13 checklist to create a monitoring structure to ensure the implementation of the content of the transition plans.
- Using the content of the sessions and the modules to train others within schools, districts and programs to ensure quality transition planning.

Date: February 7 – April 7, 2023

Modality: Virtual (Canvas)

Flier Link: [Quality Transition Planning](#)

Project Based Learning (PBL) 201 Beyond the Basic (ESC- NEO)

In this PBL 201 professional development workshop, we will further develop approaches to designing, implementing, and evaluating project-based curricula. In PBL 201, participants will explore the research and processes for PBL curriculum development that have emerged from collaboration with PBL practicing teachers and researchers. Learn to infuse STEM/STEAM concepts into your curriculum.

Date: March 6, 2023

Time: 8:30 am – 3:30 pm

Cost: \$100

Flier Link: [PBL 201 Beyond the Basic!](#)



Legislative Update

ODE overhaul bill reintroduced in 135th General Assembly

It comes as no surprise that Senate Bill 178 – legislation aimed at restructuring the Ohio Department of Education (ODE) and modifying the responsibilities of the State Board of Education – failed to pass in the House of Representatives after being approved by the Senate on December 7. Some House members support the concept of the proposed overhaul but were concerned that the timeframe provided for their consideration was too short.

Failing to pass both legislative chambers before the end of the 134th General Assembly, it has been reintroduced as S.B. 1 with its passage a priority for Senate President Matt Huffman (R-Lima).

The legislation calls for ODE to be restructured and renamed as the Department of Education and Workforce (DEW) with two divisions: Primary and Secondary Education, and Career-Technical Education. The department director would be appointed by the governor and function as a part of his cabinet. Most of the duties of the State Board and superintendent of public instruction would be transferred to DEW.

There are, of course, arguments for and against the proposed changes. Proponents, opponents and interested parties will have opportunities to weigh in throughout the legislative process. The Senate president has indicated that he plans to pass S.B. 1 as stand-alone legislation rather than amending it into the state biennial budget bill.

Upcoming Events



Inclusive Practices and Social Emotional Learning (ESC- NEO)

This is a two-part session that focuses on establishing an equitable and inclusive classroom environment by aligning the CASEL framework with educational frameworks. Sessions will provide participants with foundational knowledge of social emotional learning. Participants will gain knowledge of the five areas of social and emotional competence and signature practices that can be aligned with and integrated within the academic classroom environment.

Date: March 1 and April 24, 2023

Special Note: *This is a two-part series. You are registering for both sessions now (March 1st and April 24th). Please enter your email carefully.*

Time: 8:30 – 11:30 am

Registration: [Link Here](#)

Strategies for Creating a Trauma-Sensitive Classroom (ESE-NEO)

The ESC of Northeast Ohio, in partnership with the State Support Team Region—3 is offering a unique professional learning opportunity for the 2022-23 academic year, The Whole Child Professional Learning Institute.

Pete Hall, Author, National Speaker, and founder of Education Hall will share research, and how to cultivate a trauma-sensitive learning environment for students across all content areas, grade levels, and educational settings. Participants will understand what trauma is and how it hinders the learning motivation and success of all students in the classroom, as well as how to build relationships and create a safe space to enable students to learn at high levels.

Date: March 2, 2023

Time: 12:30 – 3:30 pm (Virtual)

Flier Link: [Creating a Trauma- Sensitive Classroom](#)

Registration: [Link Here](#)

Legislative Update

The Statehouse will be a busy place for the next few months as Governor Mike DeWine's budget proposal is introduced as legislation in the House. It will, of course, address many funding and policy issues and be subject to many changes before its passage by the June 30 deadline. K-12 education funding will be front and center in the debate as consideration is given to continued implementation of the "Cupp-Patterson" formula put in place for the first time two years ago. The upper legislative chamber is likely to propose expansion of Ohio's voucher programs as the Senate president is a strong supporter.

The 134th General Assembly passed two bills in the year-end "lame duck" session impacting the K-12 education community, including H.B. 554 which:

- Requires the State Board of Education to issue nonrenewable, two-year temporary educator licenses to individuals with expired professional teacher's certificates or professional educator licenses;
- Requires the State Board to issue professional educator licenses to those temporary license holders who complete specified continuing education coursework;
- Modifies the make-up of the Educator Standards Board;
- Extends the upper age limit for a developmentally delayed child to be identified as a "child with a disability" from six to ten years old;
- Includes all children identified as "developmentally delayed" into Category 2 of the special education funding formula, instead of only preschool children;
- Requires that developmentally delayed children attending preschool as of April 6, 2023, who turn six years old on or before June 30, 2023, be permitted to remain in preschool and continue to be identified as having a developmental delay;

Upcoming Events



Title IX Training (ESE- NEO)

- Discussion of sexual harassment complaints and investigations under the regulations.
- Definition of "sexual harassment."
- How to conduct an investigation that complies with the regulations.
- How to comply with the grievance process for addressing complaints of sexual harassment.
- Preparing an investigation report and making a final determination regarding complaints of sexual harassment under the regulations.
- How to serve impartially, address issues of relevance, and avoid bias as a Title IX Investigator, Decision-maker or Coordinator.
- Sexual Orientation and Gender Identity Protected Under Title IX.
- Processing Sexual Harassment Complaints.
- Updates Regarding Sexual Harassment Regulations.
- Title IX Case Law Update.

Date: March 23, 2023

Time: 9:00 – 11:30 am or 12:30 – 3:00 pm

Flier Link: [Title IX Training](#)

Legislative Update

- Authorizes certain community schools to report their student enrollment to the Ohio Department of Education (ODE) on a full-time equivalent basis based partially on credits earned for the 2022-2023 school year;
- Permits those community schools to report attendance to ODE consistent with the attendance policy approved by their governing authorities; and,
- Permits multiple community school facilities to be located in counties adjacent to the county in which the school's primary facility is located.

The 134th General Assembly also passed H.B. 45, which addressed a number of year-end priorities including some relevant to K-12 education stakeholders. The bill:

- Allows districts and schools to conduct raffles to raise money;
- Extends operation of the Afterschool Child Enrichment (ACE) Educational Savings Account Program through fiscal year 2024;
- Increases the amount that a student's account may be credited under the ACE program from \$500 to \$1,000 for fiscal years 2023 and 2024;
- Amends the eligibility requirements for participation in the ACE program;
- Prohibits ODE or vendors participating in the ACE program from reclaiming any funds credited to a student's account, unless funds are misused, until the student graduates from high school;
- For fiscal year 2023, increases the phase-in percentage of funding for disadvantaged pupil impact aid from 14 percent to 33.33 percent; and,
- Permanently prohibits the Board of Building Standards from requiring storm shelters in school buildings.

At the State Board of Education level, members elected Paul LaRue – a retired social studies teacher and wrestling coach appointed to serve on the State Board by Governor Mike DeWine in 2020 -- to serve as president, replacing Charlotte McGuire who did not seek the nomination. Martha Manchester will continue to serve as vice president.

School remains true to its mission

For more than a decade, Near West Intergenerational School has remained true to its mission to connect, create, and guide a multigenerational community of lifelong learners and spirited citizens while striving for – and achieving -- academic excellence.

As so many schools have struggled to address student learning losses from the pandemic, Near West Intergenerational has beat all the odds. Its academic performance is impressive: five-star ratings in the Progress and Gap Closing components; and, three-star ratings in Achievement and Early Literacy. The K-8 school's rating for Early Literacy is particularly impressive as so many schools have struggled to support students learning the fundamentals of reading against the backdrop of a disruptive global pandemic.

So, what's the secret to Near West Intergenerational School's outstanding performance? A highly dedicated team of teachers, and strong, supportive relationships building-wide, according to Principal April Maimone.

"We're a family," Maimone explained. "Our teachers and staff are dedicated to students and their families – we know the challenges they face and have built relationships of trust. Parent engagement is encouraged, and students feel well-supported."

The school's model is unique with multi-aged classrooms that pair students together at tables rather than assigning them to individual desks. Teachers deliver mini-lessons followed by students breaking out into groups which promotes interactive learning. Class sizes are small, with the lower grades limited to just 16 students. Younger students are assigned to homeroom teachers with the same teacher for at least two consecutive years, which provides continuity that supports important relationship building.

Teachers and staff are deeply invested in their relationships with students and their families. Parents are treated as partners who are encouraged to be actively involved in students' educational journeys. The trust that is built and nurtured allows families to share problems they may be experiencing, and access wrap-around



services provided through the school's community partners. The school is a safe haven, supporting student's most basic needs – from clothing and toiletries, to food and basic health care from a nurse.

"There's a special vibe here," Maimone said.

"You can feel it when you enter the building.

Our students want to be here and are excited about learning. We monitor constantly and celebrate growth, which helps build students' confidence. They feel empowered – students want to do well and aren't afraid to ask for help when they need it."

The "intergenerational" component is very real. In addition to volunteers of all ages and various walks of life – from neighboring schools, colleges and retirees – students enjoy visiting local senior communities where they engage with residents through art, games and theater. It enriches the lives of both students and seniors.

"Reading buddies" – pairings of older students with younger – work together throughout the school year, and adults of all ages are routinely in the building serving as volunteer reading mentors.

Social-emotional learning is an important priority, and the school's culture is built around a very simple rule: be kind. Even discipline is handled with sensitivity. Teachers never yell at students and mistakes students make are treated as learning opportunities.

"Kids don't want to leave here," Maimone said. "Many come back as volunteers. We work with the older students to find high schools that will be a good fit for them in the final years of their K-12 education."

Members of the school's governing authority are also part of the Near West Intergenerational family. They understand and embrace the school's mission and culture and are eager to lend their support.

"Our school is truly unique," Maimone said with well-deserved pride. "Every member of our community contributes to our success and is fully committed to our mission."