

October/November 2022

# CMSD SponsorShip

A newsletter for CMSD-sponsored community schools



## Contact CMSD

### **Matt Rado**

Executive Director of Charter Schools  
[Matthew.Rado@ClevelandMetroSchools.org](mailto:Matthew.Rado@ClevelandMetroSchools.org)  
216.496.7976

### **Lesley Wilkins-Valentine**

Director of Charter Schools  
[Lesley.Wilkins-valentine@ClevelandMetroSchools.org](mailto:Lesley.Wilkins-valentine@ClevelandMetroSchools.org)  
216.543.0838

### **Special Education:**

#### **Jessica Baldwin**

Interim Deputy Chief, Student Services  
[Jessica.Baldwin@ClevelandMetroSchools.org](mailto:Jessica.Baldwin@ClevelandMetroSchools.org)  
216.838.0217

### **Academic Accountability:**

#### **Nicholas D'Amico**

Executive Director of School Performance  
[Nicholas.Damico@ClevelandMetroSchools.org](mailto:Nicholas.Damico@ClevelandMetroSchools.org)  
216.838.0112

### **Shemekia Love**

Administrative Assistant  
[Shemekia.Love@ClevelandMetroSchools.org](mailto:Shemekia.Love@ClevelandMetroSchools.org)  
216.838.4966

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](http://ClevelandMetroSchools.org), by clicking on the "Schools" tab on the main menu and then on "CMSD/Charter School Collaboration."



## Happy Fall!

*We hope the beginning of the school year is going well.*

Thank you to everyone who joined our Back to School Kickoff on September 30. It was our first in-person kickoff event since the 2019-20 school year. We hope you benefitted from the various presenters and we will continue to work to share and deliver learning opportunities for all of our schools.

We began our fall site visits in September and will be wrapping them up in November. From October through December we will be sharing our reports from these visits at your board meetings.

As a reminder, during fall site visits our school quality team observes classrooms to create a qualitative look at instruction so schools and leaders can gauge how their priorities and initiatives are working.



1111 Superior Avenue E.  
Suite 1700  
Cleveland, OH 44114  
216.838.0000  
[ClevelandMetroSchools.org](http://ClevelandMetroSchools.org)

## Upcoming Events



### PROFESSIONAL DEVELOPMENT

#### 6th Annual Leadership Institute and Report Card Update (ESC of NE Ohio)

The Art of Leadership: Every Educator is a Chief Empathy Officer (CEO)!

##### Agenda

8:30 am Sign-in

9:00 am - 12:00 pm The Art of Leadership: Every Educator as a Chief Empathy Officer (CEO)

**Presenter:** Dr. Thomas Hoerr, National Presenter, Consultant, and Autism Spectrum Disorder Author

12:00 - 12:30 pm Lunch

12:30 - 2:00 pm Report Card Updates

**Presenter:** Shelby Robertson, Director of Accountability, ODE (Ohio Department of Education)

**Date/Cost:** October 24, 2022/ \$25.00

**Modality:** In Person

**Flier Link:** [6th Annual Leadership Institute and Report Card Update \(ESC of NE Ohio\) - The Art of Leadership: Every Educator is a Chief Empathy Officer \(CEO\)!](#)

[Registration Link](#)

#### Restorative Practices in Action (ESC of NE Ohio)

In this session on Restorative Practices, you will learn fundamental theories and practices for engaging with students, staff, and parents in your school setting. Additionally, we will address many issues related to building relationships and community. Sessions can be attended individually or as an entire series.

**Date:** October 25, 2022  
(Register by Oct. 20, 2022)

**Modality:** Virtual

[Registration Link](#)

These observations are not rated or evaluated, but can be a helpful tool for you and are useful for us as we consider how to best support your buildings for the rest of the year.

There are also a number of compliance elements included in these visits, including a student file review and a review of SPED records, among others.

Best wishes for the next few months of the school year, and please do not hesitate to reach out to us! We are here to help!



## Upcoming Events

### Just in Time: Routine Based Support for Challenging Behavior (State Support Team 3)

This professional development will give you resources and information to assist you in identifying behavior expectations, strategies, and developmental levels of children ages 4-8. You will be able to describe challenging behavior in young children and define what it looks like. You will review your current classroom routines and strategies and complete a plan to support children with challenging behavior in the classroom. As participants of this learning session, you are required to read the resources assigned, respond to questions, and complete the classroom assessment and routines documents. This session is designed to engage participants to think deeper and include personal reflections on the topic.

**Date:** November 1, 2022

**Modality:** Asynchronous, self-paced 2-hour session on Canvas.

**Flyer Link:** [Just In Time Behavior Supports PD](#)

### 2022-2023 Virtual Math Series Session 3: Instructional Delivery and Explicit Instruction (ESC of NE Ohio)

After discussing the elements of instructional design that have the greatest impact on student learning, the next focus will be instructional delivery. Anita Archer highlights the key elements of Explicit Instruction. However, do these components fly in the face of constructivist theory and the 8 Mathematical Practices? This session will focus on discussing how the theory of constructivism and Explicit Instruction play off of one another. \*This registration is for 11/3.

**Date:** November 3, 2022

**Modality:** Virtual

[Registration Link](#)

**Flyer Link:** [Virtual Math Series PD](#)

**MORE EVENTS ON THE NEXT PAGE**



## Legislative Update

### Armed school personnel bill enacted into state law

The Statehouse has been quiet for months and will remain so until after the November mid-term elections as candidates are busy campaigning in their districts. Before recessing for the summer, the Ohio House and Senate approved legislation to allow individuals who meet basic requirements to have weapons in school safety zones. House Bill 99 was introduced in response to an Ohio Supreme Court ruling that armed school personnel must meet the same training requirements as law enforcement officers to bring weapons into schools.

The new law, which became effective in September, allows governing authorities to designate individuals who meet basic requirements to have weapons in school safety zones and requires them to notify the public of the decision to do so.

House Bill 99 creates the Ohio School Safety and Crisis Center within the Department of Public Safety to be operated by the Ohio Mobile Training Team. The team is tasked with developing curriculum, and providing instruction and training, that qualifies a person to be armed in a school safety zone. School governing

## Upcoming Events



### PBIS Tier II Supports (State Support Team 3)

**This one-day training is designed for those that are currently implementing Tier I practices with 70% implementation on the Tier I Tiered Fidelity Inventory.** Positive Behavioral Interventions & Supports is a broad range of systemic and individualized strategies for achieving important social and learning outcomes in school communities while preventing problem behavior. Secondary interventions are targeted interventions designed for students who need additional support beyond (yet in combination with) universal-level interventions. Secondary interventions are implemented in a standardized approach, which means key features of the intervention look similar across all children receiving the intervention. This training is designed for teams to implement PBIS Tier II strategies as part of their school improvement efforts.

**Date:** November 15, 2022 OR  
March 23, 2023

**Modality:** In Person

**Flyer Link:** [PBIS PD Flier](#)

## Legislative Update

authorities may adopt alternate curriculum, instruction and training – subject to approval by the Center – that individuals may complete to qualify for exceptions to convey deadly weapons or dangerous ordnance in a school safety zone. Schools must provide a current list of qualified armed personnel to the Center.

As required under the law, an individual – former director of the Ohio Peace Officer Training Academy Mary Davis -- has been appointed to serve as chief mobile training officer. Sixteen regional mobile training officers will provide support to schools and districts throughout the Buckeye State. These officers must be either licensed peace officers or veterans of the U.S. armed forces and must have met all training requirements.

Governor Mike DeWine, who signed the bill, noted that arming school personnel is an option, not a mandate, and indicated in a letter sent to school superintendents that he thinks hiring police officers to serve as school resource officers is the “much preferred option.”

It’s difficult to predict priorities for the year-end “lame duck” legislative session. Among the bills to watch is H.B. 497 -- bipartisan legislation passed by the House of Representatives to eliminate the retention of students who do not attain the required score in the third-grade English language arts achievement assessment under the Third Grade Reading Guarantee. If approved by the Senate as already passed by the House, schools would only be required to administer the assessment once annually. However, schools would still be required to offer intervention and remediation services to students reading below grade level. Stay tuned...



## Upcoming Events



### Restorative Practices in Action: Affective Language + Circles (Part II) (ESC of NE Ohio)

In this session on Restorative Practices, content includes how to set high expectations while being supportive, how to provide direct feedback and ask questions that foster accountability, and the most effective methods to resolve common conflicts. You will also learn to facilitate circles, an essential process for creating a positive learning environment and school culture. Circles may be used to build social capital, resolve social problems, and respond when harm occurs. Sessions can be attended individually or as an entire series.

**Date:** November 30, 2022  
(Register by November 25, 2022)

**Modality:** Virtual

[Registration Link](#)

### Restorative Practices in Action: MTSS/PBIS Alignment (Part III) (ESC of NE Ohio)

In this session on Restorative Practices, you will explore how Restorative Practices fit within a school wide MTSS (Multi Tiered System of Support) framework. We will specifically focus on the alignment of school-wide teaching systems and data systems as well as those within the classroom. Sessions can be attended individually or as an entire series.

**Date:** December 14, 2022  
(Register by December 9, 2022)

**Modality:** Virtual

[Registration Link](#)

## CLAE focuses on academic rigor, positive school culture, and strong teacher support

If determination and optimism are keys to success, Principal Agnes Aleobua and Citizens Leadership Academy East (CLAE) scholars are well on their way to achieving it in the 2022-2023 school year.

CLAE is part of the Breakthrough Public Schools network of five Cleveland-area campuses serving nearly 3,600 students. Like most schools, its scholars have experienced learning losses during the COVID-19 pandemic. Changes in leadership and the reorganization of four Citizens Academy schools into two have also created unique challenges that Aleobua is confident will be well addressed in what everyone hopes will be a more "normal" school year.

"There are two lanes on our highway," said Aleobua, as she begins her third year at CLAE and her first in the K-8 principal position. "One accelerates learning for scholars who are not grade-level proficient; the second leads our teachers to a place of strong support in terms of professional development and access to resources."

The foundation for both top priorities is building community – focusing on school culture and safety, and helping scholars adapt to a five-day, in-person school schedule and academic rigor. For third-grade students, the 2022-2023 school year will be the first-ever "normal" school year of their short academic careers.

Aleobua understands that students need social-emotional support to achieve academically, and that teachers must build relationships of trust so essential to learning. She promotes restorative practices which help teachers and staff build community and relationships.

"The foundation for classroom culture at CLAE is The No-Nonsense Nurturer," Aleobua said. "We believe that earning student respect is essential, that disruptive student behavior must be swiftly addressed, and that all students have the potential to achieve academic success."

To help scholars who are not grade-level proficient, 45 to 60 minutes each day focus on acceleration – a deliberate, more encouraging term



## CLAE focuses on academic rigor, positive school culture, and strong teacher support *(continued)*

than “remediation.” Small group literacy learning sessions are also a daily priority. Two teachers are assigned to every kindergarten through fourth-grade classroom. Each of these strategies are priorities that Aleobua believes will produce positive results.

In addition to building relationships of trust with scholars, it’s important to do so with their parents and caregivers. CLAE family members are eager to be involved – in events like the recent Annual Fathers Walk – and are kept informed of school activities through weekly updates.

Each school day begins with a brief YouTube morning news show anchored by a dean, a teacher and one scholar. It features the school pledge, reminders of important events including scheduled assessments, and lighter subjects like the lunch menu and a shout out to students celebrating birthdays.

“We want to create opportunities to build student leadership, particularly in the upper grades,” Aleobua said. “I want our young leaders to play a role in problem-solving – to develop problem-solving skills. Peer mediation is another opportunity to help scholars develop as leaders.”

Like many schools, CLAE took full advantage of COVID emergency funding that supported the purchase of IT devices for students that continue to support learning. Each CLAE scholar is assigned two Chromebooks – one for use at home, and one for use at school. Educational games that make learning fun remain popular with students. Additional funding also allowed the school to provide hotspots in homes without internet access.

Aleobua kicked off the new school year feeling well supported – by the Breakthrough network, the Cleveland Metropolitan School District’s sponsorship office, and the CLAE board. Shared goals serve as the foundation for the relationships, and all look forward to celebrating scholar academic gains in the 2022-2023 school year and beyond.