

**Jamie L. Lenzo**  
(e) [jlubylenzo@gmail.com](mailto:jlubylenzo@gmail.com)  
(p) 614-563-6439

### **Biosketch**

My philosophy of education revolves around the notion that leadership is not a role for everyone, as it entails navigating various personalities, mindsets, and obstacles. Successful leadership requires a commitment to best practices, ongoing research, and a willingness to take risks. Embracing systems thinking is crucial for creating sustainable change within educational organizations, as it allows us to address underlying issues rather than merely reacting to surface-level problems. Leaders can empower stakeholders and leverage existing resources for positive outcomes in the 21st-century educational landscape by fostering open dialogue, valuing diverse perspectives, and embracing conflict constructively. I have been in the educational field for over 20 plus years and supported internal teams (42+ staff members) that specialize in supporting diverse learners and getting stakeholder input, to creating learning experiences for districts (200 + educators) as well as educators throughout the state of Ohio and beyond.

### **EDUCATION**

*Doctor of Education*, Educational Leadership and Management, with a concentration in Special Education and Superintendentcy, 2015 **Drexel University**, Philadelphia, PA (in progress)

*Master of Education*, Curriculum and Instruction, Special Education 2013  
**Ashland University**, Ashland, Ohio

*Bachelor of Arts*, Criminal Justice, Minor in Athletic Coaching 1999  
**Edinboro University of Pennsylvania**, Edinboro, PA

### **LICENSURE & CERTIFICATIONS**

**5-Year Professional License**, State of Ohio, *7-12 Int. Social Studies* (Effective until 6/30/2026)

**5-Year Professional Principal License** State of Ohio (Effective until 6/30/2028)

### **EMPLOYMENT AND POSITIONS HELD**

#### **Director of Special Education**

The Graham Family of Schools  
Columbus, OH  
July 2014-June 2023

#### **Secretary**

Ohio Council for Exceptional Children Board  
2021-present

#### **Dean of Students**

The Graham School  
Columbus, OH  
August 2011-July 2014

#### **Social Studies Teacher**

The Graham School  
Columbus, OH  
August 2009-August 2011

#### **Experiential Advisor**

The Graham School  
Columbus, OH  
August 2009-August 2011

### **Assistant Women's Volleyball Coach**

Edinboro University of Pennsylvania

Edinboro, PA

December 1998-December 1999

### **Assistant Girls Track and Field Coach**

South Western High School

Hanover, PA

December 1999- June 2000

- Coached several athletes at Penn Relays and PIAA State Championship
- 6th Place Javelin Athlete at PIAA State Championship

### **Assistant Boys and Girls Jumps and Throws Coach**

Reynoldsburg High School

Reynoldsburg, OH

December 2000-June 2008

Helped to support student-athlete 1st place finishes in the shot put and discus

### **Freshman Girls Volleyball Coach**

Pickerington North High School

Pickerington, OH

June 2008- June 2010

## **GRANTS**

### **Addressing Educator Shortages in Ohio January 2022**

To address shortages in these areas, especially as COVID-19 has negatively impacted and will continue to impact the availability of educators at various levels. Specifically, we see or anticipate shortages in the areas of Special Education, Building Level, and District Level administration due to turnover accelerated by burnout and a decrease in the availability and quality of candidate pools.

### **ESSER/ARP Grant 2021-2022 School Year \$48,672.41 amount based on a number of students receiving Special Education supports via an IEP across three schools**

Utilized grant monies to bridge the gap from "COVID Slide" in students with disabilities. Purchased programming that students could access at home to be able to access support whenever they needed them.

### **OCER Grant November 2020-December 2020**

Isolation and social distancing imposed by the pandemic have forced students, teachers, principals, and parents to adapt to non-standardized remote learning models. Without equitable access to materials, devices, platforms, and engaging learning activities, underrepresented minority and disadvantaged youth students will experience widening opportunity gaps.

### **SDFS Sustainability Grant August 2011- August 2012**

Through a partnership with the Pearson Foundation and the Quaglia Institute for Student Aspirations (QISA), the Ohio Department of Education's (ODE) Center for Education Reform & Strategic Initiatives will soon offer Local Education Agencies (LEAs) a student-centered approach to address achievement gaps and assess professional development needs.

## **HONORS AND AWARDS**

2 Sport NCAA Division II Collegiate Athlete (Volleyball, Track)

NCAA Division II National Championship Tournament: 2-time Volleyball appearance 1996 and 1998

NCAA Division II Individual National Qualifier heptathlon 1998

NCAA YES (Youth Education through Sports) Clinic 1996 and 1998

Edinboro University All time Track team

Alumni Female Athlete South Western High School 1995

PIAA District Three High Jump Champion 1995

PIAA State High Jump 8th place finisher 1995

## **LEADERSHIP**

**2014-2023: Supervisor and Education Trainer Across Different Levels of Experience**  
(K-12, education professionals): Supervised, trained and managed 42 K-12 staff members including Speech-Language Pathologists, School Psychologists, Occupational Therapists, Certified Occupational Therapy Assistants, Administrative Assistants, Intervention Specialists, Paraprofessionals, and Reading Specialists across three districts.

**2021-present:** Secretary for the Ohio Council for Exceptional Children Board

**2014-2023: District Wide Implementation Lead for Special Education: Graham Family of Schools**

- Implemented instructional supports for special education population subgroups, such as emotional disturbance, autism, specific learning disabilities
- Implemented executive functioning goals across three districts (K-14) to support students access to the general education curriculum
- Supported student access to post-secondary educational opportunities and success
- Led Student IEP meetings
- Created district-wide expectations and procedures by training direct reports and aligning communication throughout the district
- Implemented professional development for a district of over 200 teachers and support staff to ensure special education student population (36% of total population) met academic success targets
- Implemented summative and formative assessment professional development for staff, focusing on creating student learning objectives that were aligned with Ohio State standards

## **ADMINISTRATIVE WORK**

Supervised, trained and managed 42 K-12 staff members including Speech-Language Pathologists, School Psychologists, Behavior Specialists, Occupational Therapists, Certified Occupational Therapy Assistants, Administrative Assistants, Intervention Specialists, Paraprofessionals, Reading Specialists across three districts. I also ensured that all contract employees and their respective organizations were involved in our professional development to ensure that all stakeholders were aware of the scaffolds and supports we would be utilizing within each building and grade band.

- Provided training to staff to scaffold student learning to ensure access for all students by understanding how to differentiate grade-level content
- Provided best practices and approaches to all K-12 teachers and building administrators
- Conducted performance evaluation for all teachers using OTES (Ohio Teacher Evaluation System)
- Administration and Coordination all school testing including NWEA MAP (Measures of Academic Progress), Renaissance STAR, OST, PSAT, SAT, ACT testing for general education students and extended testing for special education students.

## **EDUCATION AND RESEARCH**

Philosophy of Education: Be a Voice for Change

In today's rapidly evolving educational landscape, it is imperative to be a catalyst for positive transformation. As an educator, leader, and advocate, my philosophy of education is grounded in the belief that every individual deserves access to high-quality education, regardless of their background or circumstances. My mission is to be a voice in the conversation of making education in America better by championing change at all levels, from policy to accessibility, to teacher training and evaluation.

At the core of my philosophy is the recognition that education is not a one-size-fits-all endeavor. Every student comes with unique strengths, challenges, and experiences that shape their learning journey. Therefore, it is

essential to adopt a student-centered approach that celebrates diversity, fosters inclusivity, and empowers learners to reach their full potential.

As a leader, I embrace a democratic leadership style that values collaboration, transparency, and shared decision-making. I believe in building strong relationships and fostering open communication with students, staff, families, and the community. By taking the time to listen, understand, and respect the perspectives of all stakeholders, we can collectively work toward creating a more equitable and inclusive educational system.

I am committed to being a lifelong learner and staying abreast of the latest research, best practices, and legislative developments in education. My background as a multitasker, rapport builder, and problem solver equips me to navigate complex challenges and find innovative solutions that address the evolving needs of students and educators.

Having experienced firsthand the struggles of navigating the educational system as a parent of a twice-exceptional child, I bring a unique perspective and empathy to all the spaces I enter. Being a first-generation high school, bachelor's, and master's degree recipient helps me to further understand the importance of individualized education, effective advocacy, and supporting families through their educational journey.

As an educational leader, my goal is to change the narrative surrounding education in America. I believe that every student deserves access to a high-quality education that prepares them for success in an increasingly competitive global society. By advocating for policy changes, promoting accessibility, and investing in teacher training and evaluation, we can create a more equitable, inclusive, and effective educational system that empowers all learners to thrive.

In conclusion, my philosophy of education is rooted in the belief that education has the power to transform lives and communities. By being a voice for change, embracing diversity, fostering collaboration, and prioritizing student success, we can work together to build a brighter future for generations to come.

## **EDUCATION CURRICULUM DEVELOPMENT & MANAGEMENT**

Developed Special Education policies and procedures to support intervention specialists, related services, general educators, students, and their families.

Trained intervention specialists, related services, and general educators on how to best meet the needs of students' goals in classroom settings as well as treatment areas.

Implemented co-treating with speech and language and occupational therapists to ensure students learn to generalize the skills they are learning during their treatment plans.

Created templates for student-led IEP meetings for students as young as 5 years old, to ensure they become aware of their disabilities, and how it affects them in all facets of their lives.

- Developed curriculum that addressed different learning styles.
- Inspired and enabled students to become lifelong learners and thoughtful, productive global citizens
- Developed creative, student-centered teaching aligned with Ohio State standards.
- Lesson planning aligned with common core standards and interests of students and self.
- Focused on classroom management goals as well as intentional grouping and inquiry methods.
- Taught Psychology, Criminal Justice, American Dream on Film, Government, and History

## **SERVICE**

**2021** Member of the Disproportionality Work Group for Ohio's Strategic Plan to improve outcomes for students with Disabilities.

**2018-present** Cat Welfare, Columbus, Ohio, volunteer, cleaned cages, and helped to socialize cats. Set up volunteering stations for Cat Caper 5K a major fundraiser for the organization

## **SPECIAL SKILLS**

## **TREP (Trauma Responsive Educational Practices Project)**

### **University of Chicago January 2018-June 2023 Lead facilitator for The Graham Family of Schools**

Focus on becoming more fully trauma informed and sensitive schools emerges from all of our past and present efforts in Restorative Practice, ninth grade success, our counseling, crew and advisory work, and the work that has been done with Dr. Bruce Perry and others. Knowing our students well, their lives and their needs, has been a hallmark of what we do as educators. TREP helps deepened our knowledge base regarding trauma's impact, and learn of and practice techniques and behaviors that enhance our schools and classrooms.

### **Network for College Success: Leading Professional Learning Communities January 2018-June 2021**

#### **Lead facilitator for The Graham Family of Schools**

The UChicago Network for College Success envisions the transformation of public high schools to communities of powerful learning for students and educators. We imagine schools in which all students excel academically and develop the agency, integrated identity, and competencies necessary to have successful lives as adults.

**IIRP (International Institute for Restorative Practices)** The science of relationships and community. Its premise that if you take away from the community, you have to be able to give back to the community to reset the connections and relationships within that community. Utilizing this practice served as an alternative to some infractions that would otherwise lead to students being excluded from their education through suspensions.

#### **EL Education Partnership**

National nonprofit partnering with K-12 educators to transform diverse public schools into hubs of opportunity for all students to achieve excellent equitable outcomes. We're guided by a shared belief in student potential, by a reimagined definition of student achievement, and by research-proven resources and practices, including the acclaimed EL Education K-8 Language Arts curriculum, Core Practices, and aligned professional learning.

- Student advocate
- Designed learning opportunities where students learned naturally about life through their mistakes and successes
- Developed nurturing environment for students to feel safe to grow socially and emotionally
- Served as a mentor and guide for students to help bridge communication with teachers and parents
- Developed rapport with students in advisory
- Guided students with reflection to further enhance their experiences
- Advised a group of students (10-12) at various sites throughout Columbus to engage in community service and service-learning projects (These sites included: LifeCare Alliance/Meals on Wheels, Goodwill Industries, Habitat for Humanity, St. Stephens Community Center, Mid-Ohio Foodbank, Franklin Park Conservatory)

#### **Experiential Advisor August 2009 – August 2011**

- Student advocate
- Designed learning opportunities where students learned naturally about life through their mistakes and successes.
- Developed nurturing environment for students to feel safe to grow socially and emotionally.
- Served as mentor and guide for students to help bridge communication with teachers and parents.
- Developed rapport with students in advisory.
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## **PRESENTATIONS**

CEC (Council for Exceptional Children) Summer Conference Six Stages of Co-teaching, June 2023 Malone University

Supports for Students with Disabilities entering High School February 2022 Middle School Consortium, MTSS (Multi-Tiered Systems of Support): How to get the triangle upside right: presented to The Graham Family of Schools Staff August 2019-August 2022

### **CONTINUING EDUCATION HIGHLIGHTS**

CEC National Conference March 1-4, 2023:

- From ABCs to IEPs: Creating Collaborative Teams for IEP Success
- Engaging Students Using Opportunities to Respond in Co-Taught Classrooms
- Effective and Equitable IEP Meetings
- Interpreting Assessment Reports: What Every Teacher Needs to Know
- All Means All: Navigating Barriers to General Education
- High-Quality IEPs: Using Online Resources to Support Hybrid Professional Development
- Integrating Intensive Intervention Content Within Teacher Education Courses
- Implementation and Assessment of High Leverage Practices
- Compassion Over Compliance: Implications for Trauma-Informed Behavioral Practices

Ohio Threat Assessment Training March 2023

UDL (Universal Design for Learning) Best Practices that Reduce Barriers to Learning May 2023

Leadership Retreat : Educational Service Center of Central Ohio August 4-5 2022

Bridges to Inclusion: Special Education Best Practices June 12-13 2022

Emerging Special Education Leaders Academy Nov 21, 2021

CEC National Conference February 5-8 2020:

Developing Legally Defensible IEPs:

- Special Education Teacher Shortage Toolkit,
- Divas, Disrespect, and Discipline: Reducing School Suspensions Among African American Girls
- Current Profiles of Students with Emotional and Behavioral Disorders
- What Students Really Need in a Co-Taught Classes: Specially Designed Instruction
- Black Children and the Carceral State of Special Education
- Developing Instructional Alternatives to Exclusion in Schools
- Rapid School Improvement: Building an MTSS Framework to Improve Special Education Outcomes
- "I've Got to Finish This Now!" Promoting College Persistence Among Students With Disabilities
- ADHD: Classroom-Based Interventions for General and Special Education Settings

Executive Function Training: A Model for Explicit Instruction: February 8, 2020

TREP Project-University of Chicago: Supporting Students Coping with Trauma October 20, 2020

CEC National Conference: January 29-February 2, 2019:

Executive Functioning Training for Secondary Students: An Explicit Instruction Model

High Quality IEPs: OSEP Resources for Translating Endrew F. Into Practice

Specially Designed Instruction for Co-Teaching

90 Tips in 90 Minutes

Policies vs. Expectations vs., Practice: Navigating the Complexities of High School Co-Teaching

Adapting Evidence-Based Practices for Youth with Emotional and Behavioral Disorders

Endrew F. v. Douglas School District (2017) What the Ruling Means for IEP Teams

Innovative Special Education in Secondary-Level Charter Schools

Writing IEPs That Guide Intervention Practice

When Life Hands You Data, Make Data-Based Decisions!

Truth or Consequences: 10 Tips for Avoiding Due Process Hearings and Professional Liability Lawsuits

Transportation Legal Issues for Students with Disabilities

Addressing Indicator 3C: Reading and Math Proficiency May 2, 2019

Disproportionality Workgroup: Ohio's Plan to Improve Learning Experiences and Outcomes for Students with Disabilities: 5/7/19, 6/11/19, 09/10/19, 09/23/19

Fall into Transition: October 4, 2019

National Dropout Prevention Conference: October 28-31, 2018

EL Education: Management in the Active Classroom: October 22-24, 2018

Community School Regional School Improvement: October 15, 2018

The Zones of Regulation: A Concept to Foster Self Regulation for Students who Struggle with IEP: Train the Trainer: June 11, 2018

Managing their Emotions and Sensory Needs: June 5, 2018