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Jennifer Schorr, VP of Education | Jason Moore, Senior Director of Education

BUCKEYE COMMUNITY HOPE FOUNDATION
Education Division



MISSION

Through strategic authorizing and partnership, we develop educational communities of achievement through innovation, hope, and support.

VISION

We envision a rich ecosystem of community schools ensuring ALL students and families have access to a high-quality public education.

BCHF Annual Board Training - Join Us November 7!

BCHF is offering its Annual Board training to include Ohio Open Meetings and Sunshine Law! The training will fulfill Ohio requirements for community school governing boards and leaders. In addition, we will enhance the training with updates on topics requested by board members in our schools. This virtual, synchronous session will allow you to see, hear, and interact with other Board members from the convenience of your home on a Saturday morning. Please plan to attend!

BCHF Annual Board Training
Saturday, November 7 | 9-11:30AM | Zoom

SPECIAL NOTE: Due to state requirements, you must have a working camera, and it must be "on" during the presentation in order for us to award credit.

Register

Bold Spaces, Better Outcomes

Thank you for joining us!





What an incredible day of learning, collaboration, and inspiration! Our first-ever BCHF K–8 Mathematics Summit, curated by our own Brit Seward, was a success!

Under the theme Bold Spaces, Better Outcomes: Transforming Effective Teaching Practices into Powerful Student Experiences, educators and leaders came together to explore how effective mathematics instruction can transform the student experience.

The summit reinforced an important truth: math really matters, and how we teach it matters just as much.

A special shoutout to our wonderful guest speaker, Mr. Terry Lipford, Director of the REACH program at University School. Your message was impactful and inspiring.

Together, we are committed to creating learning environments where curiosity grows, confidence builds, and every student can experience the joy and relevance of mathematics.
A heartfelt thank you to everyone who joined us, shared ideas, engaged in meaningful conversations, and helped make this event a success. Your commitment to strengthening mathematics education makes a difference!

Supporting New Teachers with Classroom Management

By Illie Massey, School Improvement Representative, Special Education Support

Classroom management is one of the biggest challenges teachers face early in their careers. Most new teachers come in with strong content knowledge and real care for their students. What they are still building is the day-to-day skill of running a classroom, and that takes time, practice, and good support.

I once visited a sixth-grade math class at a large urban middle school. The teacher is in his first year. He gave the directions for a partner activity entirely out loud, four steps in a row, and about a third of the room looked unsure before they even began.

Once students were working, he moved around the room. He crouched beside a multilingual student who was stuck, asked her to tell him what she had tried, and then said, “Say more about that part.” Her posture changed, and she began explaining her thinking with real confidence.
At the back of the room, a group of four had stopped working. He glanced at them twice, tensed, and turned back to the students he was already helping. Near the end of class, he asked for everyone’s attention three times, each a little louder, and the exit tickets were rushed.

After the bell, he said, “That was a rough one.” Then he added, “But she finally got it.”
What stayed with me is that his instincts for connection were strong, and that’s the foundation everything else rests on. What is missing are the routines: written directions, a plan for groups that drift off task, and a calmer way to signal for attention. He was inventing every system on his own while also teaching content, and he measures his day by moments of connection, which means the hard moments land heavily. Our job is to build on what is working and take some of that load off.

Start with safety and trust

Zaretta Hammond's *Culturally Responsive Teaching and the Brain* gave me a useful way to think about moments like this one. Students learn best when they feel safe and connected, a brain on alert is not ready to take in new learning. Management, then, is less about control and more about building trust and predictable routines that let students take on challenging work. It also means holding high expectations while showing students, through steady care, that their teacher believes in them.

Here is what that can look like in practice.

The first minute of class. The teacher stands at the door and greets each student by name. A short task is already on the board, and it is the same kind of task every day, so students know exactly what to do the moment they sit down. There is no scramble and no waiting for instructions. The routine tells students that the room is organized, that they were expected, and that someone is glad they are there.

A warm but firm response to a hard moment. A student pushes back on a difficult assignment and says, "I can't do this." A teacher focused only on compliance might insist or send the student out. A teacher using what Hammond describes as a warm demander approach stays close and calm and says something like, "I know this is hard, and I'm not going to let you give up on it. Let's do the first step together." The expectation does not change, but the student feels supported while meeting it.

Positive and specific language. Small wording changes add up over a day. "Walk, please" works better than "Stop running." "Pencils down and eyes on me in three, two, one" works better than "Quit talking." Students hear what to do, not only what to stop, and the tone of the room stays calm.
In another classroom that same month, I saw what a calm response can do. Halfway through my observation, a student slammed his textbook shut and muttered something sharp at the student next to him. The room went quiet, waiting for the explosion.

The teacher didn't call him out. She kept teaching, walked down his aisle, and placed a sticky note on his desk. I assume it asked him to meet her in the hallway. He got up and left, and a couple of minutes later he walked back in, sat down, and got to work on the worksheet.

Nothing about that moment was dramatic, and that's what made it effective. She protected his dignity in front of his peers, kept the lesson moving for everyone else, and gave him a private place to reset. He came back ready to learn, and the class never lost its footing. That is the kind of trust and predictability Hammond describes, and it is built through routines a teacher has practiced well before the hard moment arrives.

Coach in small, practical steps

For school leaders, the next question is how to help a new teacher build these skills without overwhelming them. Paul Bambrick-Santoyo's *Get Better Faster* makes a strong case for coaching that is frequent, focused, and practical. Rather than giving a new teacher a long list of things to fix, a leader picks one or two high-impact next steps and practices them together.

Here is how that can sound in a real feedback conversation.

Instead of: "Your directions were hard to follow, and the class got a little loud."

Try: "Next week, let's focus on one thing: the directions for partner work. Right now I'd like to practice with you. Give me the directions the way you'd give them to the class, and I'll play a student. Let's cut it down to three short steps and write them on the board so students can look back at them. I'll stop by on Thursday to see how it goes, and we can talk for ten minutes afterward."

That one exchange names a single priority, builds the skill through rehearsal rather than advice, sets a specific follow-up, and keeps the conversation focused on growth rather than judgment.

A few other small, specific action steps work well for early-career teachers:

- Write multi-step directions on the board or a slide, and say them aloud once
- Choose one calm signal for getting attention and practice it with students until it is automatic
- Decide ahead of time what you will do when a group drifts off task, such as a quiet check-in with a clear question to answer
- Visit a colleague's classroom for fifteen minutes to watch one routine, then debrief together

Timing matters as much as content. While doing classroom walkthroughs with a school leader, I watched him give a teacher feedback in a way I have never forgotten. In the middle of her lesson, he noticed she was teaching something incorrectly. Rather than wait for a debrief days later, he stepped quietly to her side and gave her a brief, private note, without interrupting the lesson or drawing the students' attention.

The change was small, but the impact was immediate. In her very next moves, she adjusted her instruction based on what he had said. She stopped teaching in error, and her students got the correct content in that same lesson instead of having to be retaught later.

What stayed with me was how much his delivery mattered. Because it was quiet and in the moment, it protected her dignity and her authority in front of her class, and it protected her students' learning. It showed me that the most effective feedback is often timely, specific, and low-key.

Short, regular cycles of observing, giving feedback, and practicing help teachers improve faster, and they keep feedback from feeling like criticism.

Connecting to our work on restorative practices

Restorative approaches help repair relationships when harm occurs. Strong everyday management helps create the conditions where there is less harm to repair in the first place. Used together, they give schools both a way to prevent problems and a way to respond well when they happen.
Investing in new teachers pays off for students, for staff retention, and for the overall culture of a school.

Support from BCHF

Also, please remember at BCHF, we provide personalized professional development to meet the needs of each school. If classroom management is an area your teachers want to strengthen, reach out to your school improvement representative. They will be happy to design a PD session for you, or connect you with a specialist you can work with to build one around your school's needs.

References

- Bambrick-Santoyo, P. (2016). *Get Better Faster: A 90-Day Plan for Coaching New Teachers.* Jossey-Bass.
- Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain.* Corwin.

Building Stronger Connections Through Home Visits



Staff members at Horizon Science Academy are required by their contracts to conduct home visits. Here Heather Valentine (upper left) sits beside her daughter Scarlet Emmons as they talk with staff members Christian Gossett and Tina Geygan. Scarlet is a new student at the Horizon Science Academy, 3592 Corporate Dr. on the Northeast Side. *Doral Chenoweth/Columbus Dispatch*

At Horizon Science Academy Columbus Middle School (HSACM), building strong relationships with students and families extends beyond the classroom. Through home visits, teachers and administrators take the time to connect with families, better understand each student's unique circumstances, and identify needs that may otherwise go unnoticed.

By meeting families where they are, educators build trust, strengthen communication, and reinforce the importance of family engagement in student success.

As highlighted in a recent Columbus Dispatch feature, these connections play an especially important role in helping students feel safe, supported, and engaged in their education. HSACM continues to demonstrate how meaningful relationships between schools and families can create a stronger foundation for learning and help students plan for bright futures.

Read the Dispatch Feature

BCHF Team Members Share at NACSAcon



Members of our Buckeye Community Hope Foundation team recently attended NACSAcon in Nashville, Tennessee. Jason Moore, Senior Director, and Maureen Barbessi, Director of Compliance, participated in several panel discussions, sharing insights and experiences with fellow authorizing professionals from across the country.

During the conference, Jason highlighted BCHF's innovative, flipped school application model, which puts people first and paperwork second. Rather than beginning with a lengthy application, the process starts with a capacity interview supported by a 10-page executive summary and evaluation rubric. Schools that successfully demonstrate their capacity move forward to complete the full application, allowing the team to focus first on the people and vision behind each school.

We are grateful for the opportunity to share BCHF's approach, exchange ideas, and connect with others who are committed to strengthening the quality of charter school authorizing.

Jason Moore Shares His "Why"

As part of our ongoing strategic planning work with The National Charter Schools Institute, our Education Division has been taking time to reconnect with our "why"—the personal purpose that drives each of us in education. This reflection has reminded us that behind every role and every initiative are powerful stories rooted in service to students and schools. We're excited to share those stories through our Sponsor Updates.

This month, we are featuring Jason Moore, Senior Director.

Can you give an overview of your background?
I began my career in traditional corporate finance. All my educational background and degrees are in finance and business. However, a few years into my career I felt very disconnected from any meaning in my life and profession. I began looking into career change and honestly was very fortunate to land a job with a company that handled finances for schools. I quickly became a Treasurer for schools and



eventually the head of a founding team for 4 different charter schools. I stayed with education all these years because I believe in the difference we can make for young people.

What motivates you to come to work every day?
This might be the easiest answer of all the questions you will ask. The students. I believe in nothing more strongly in my life than the power of education to level the playing field and raise the ceiling of potential for young people. Being in an environment at BCHF where we get to improve education every day is an easy win.

What do you enjoy most about your role at BCHF?
The variety. Through the years I have enjoyed the privilege of holding many roles at Buckeye. Now as Senior Director I am afforded the opportunity to interact with all staff members across all areas of education. I can apply my energy and effort to any and all projects I find meaningful and impactful. This wide scope gives me room to explore personally meaningful projects while improving our overall organization.

How do you define your "why"? Is there a particular moment or experience that reinforced your "why"?
Perhaps slightly restating an earlier answer, my "why" is *Education is the greatest gift we can give young people as it opens the door to a brighter future*. I can remember very specifically the time in my career that crystallized this for me. The very first school I founded and led was a bilingual academy in Columbus. I remember vividly the humbling and powerful experience of realizing how difficult the lives of our students were on a daily basis. Food insecurity at home, language challenges, and being marginalized for simply being different. I remember feeling a sense of gratitude for not having to fight those barriers during my youth and an overwhelming sense of determination to do everything I could to break them down for my students.

How do you reconnect with your "why" during tough times?
Go visit a school. Nothing refreshes the soul of an educator like seeing children enjoy learning and hearing their laughter.

What have you learned about yourself through your work at BCHF?
I thought my career would find meaning in climbing a corporate ladder as most of my family has. Instead, Buckeye has given me a fulfilling and amazing career where I make a true difference for young people. It has been a far more enjoyable journey.

A quote or mantra you live by?
Anyone who knows me at all will respond quickly that my favorite saying is "Nobody Cares, Work Harder". I realize it sounds harsh, but the truth is more about self-reliance and an internal locus of control. I want students and my own children to understand everyone needs help along the way, but you are the conductor of this train. Act accordingly.

Who inspires you in your work?
I think of a few people for different reasons.

1. Dr. Carol Young is an easy person to start with. 100% dedicated to education. If I am ever feeling a little too smart for my own good, I can have a 5 minute conversation with Carol and realize I am still dumb.😊
2. Adam Grant. Just an amazing professor who understands teaching and learning are about helping students learn HOW to think.
3. My three children. Specifically, if I wouldn't allow my child to attend one of our schools then I refuse to accept someone else's child being forced to. Equality means equality.

Who are you outside of your work?
Oh goodness. Well, I am an adjunct professor at Wright State University where I teach all things finance. I have published two books with my most recent being Crazy Money, which is about the Psychology of Money. That is also the topic of my weekly podcast called Money Mixology. I for some dumb reason got suckered into buying a fitness gym. Don't ask. Of course, I have spent 18 years trying to produce three productive adults. So far so good. Lastly, I am married to the most wonderful person on Earth. Sarah inspires me to push every day to be the good human she already believes I am.

We're grateful for the passion, perspective and dedication Jason brings to BCHF and the schools we serve. His "why" is a powerful reflection of the mission that unites our Education Division: creating opportunities for every student to reach their full potential.

November Compliance Update

As a reminder, **Ohio Revised Code (ORC) 3319.226** establishes requirements regarding substitute teaching assignments, including governing board approval for certain extended assignments. These requirements vary depending on the individuals' qualifications and license type.

Please ensure that all assignments comply with applicable Ohio substitute teaching requirements, for individuals that are assigned to regular classroom teaching positions for the 2026–2027 school year, including any required governing board approvals for extended assignments.

Please provide documentation of governing board approval, where applicable, for these teaching assignments. Additionally, please confirm the grade levels assigned to each teacher and the anticipated duration of their assignments.

For reference, please review:

- ORC 3319.226 – Substitute Teaching Licensure
- ORC 3319.102 – Employment of Substitute Teachers Without Postsecondary Degrees

Please reach out to your Compliance Representative with any questions.

School Spotlights

U.S. News & World Report has released its 2026–2027 Best Elementary and Middle School Rankings, as well as its 2026–2027 Best High Schools Rankings, recognizing schools for their academic performance and commitment to student achievement. Three BCHF-sponsored schools earned a place in this year's rankings:

- **Akron Career Tech High School**
- **Horizon Science Academy Columbus Elementary**
- **Horizon Science Academy Lorain**

This recognition reflects the dedication of each school's educators, staff, students, and families. BCHF congratulates these schools on this achievement and celebrates their continued commitment to providing quality educational opportunities for students.

Pictured below: Akron Career Tech High School Principal Williams presents a plaque celebrating this achievement.



Middle school students at **Horizon Science Academy Youngstown** are putting kindness into action! Students created anti-bullying posters and visited Kindergarten classrooms to teach their youngest peers about the importance of kindness and respect. During their visits, they discussed what bullying looks like, how it can impact others, and the importance of treating everyone with compassion.



Stambaugh Charter Academy staff brought creativity, school spirit, and plenty of Halloween fun to their Trunk or Treat Door Decorating Contest.

From Mrs. Mrozek and Ms. Chaney's spooky graveyard to Mrs. Martin's witch-inspired creation, the competition was full of festive creativity. With more than 200 families casting their votes, it was a close contest. Congratulations to Mrs. Martin on taking home the win! We love seeing the Stambaugh community come together to make school celebrations memorable.





A little appreciation goes a long way! **Youngstown Preparatory Academy** celebrated its teachers with a fun “Dress Like Your Favorite Teacher” Day, giving students the opportunity to recognize the educators who inspire, encourage, and make a lasting impact in their lives.







Upcoming Events

Our feature event this month is our in-person Special Education Summit, *Mission Possible: Special Education Systems Edition!* The focus of the event will be educators working together to solve systems issues in special education delivery. As we collaborate, we solve common systems problems that deter our mission of highly effective special education services for our students. The Summit will be held on November 17 from 10:00 A.M. to 3:00 P.M. Registration is full! We look forward to seeing participants in Columbus.

We have many other great learning opportunities for you this month - including our Annual Board Training and continuation of our collaborative learning communities. Review the extensive listings below. Register for sessions via the link in the title, or go to BCHF's Professional Learning Opportunities Catalog, **available here.**

Drop Out Recovery Series: Teaching Biology in a Non-traditional High School Setting – **November 4, 2026 – 3:30 to 5:00 P.M. – Online via Zoom**
ESPECIALLY FOR SCIENCE TEACHERS IN DOR SETTINGS-- How do we encourage our dropout recovery students to tackle the challenging concepts in Ohio's Biology standards? We will talk first about the priority concepts and understandings in Ohio's Biology standards and next about successful teaching and learning strategies. Come prepared to join in and share YOUR best practices!

BCHF ANNUAL BOARD TRAINING – **Saturday, November 7, 2026 – 9:00 to 11:00 A.M. – Online via Zoom**
BCHF is offering its Annual Board training to include Ohio Open Meetings and Sunshine Law! The training will fulfill Ohio requirements for community school governing boards and leaders. In addition, we will enhance the training with updates on topics requested by board members in our schools. This virtual, synchronous session will allow you to see, hear, and interact with other Board members from the convenience of your home on a Saturday morning. Please plan to attend. ***Special Note: Due to state requirements for this training, you must have a working camera on your computer, and it must be on during the presentation for us to award credit.***

Quantum Quickwrites: Micro-Writing Across Content Areas. – **November 9, 2026 – 4:00 to 5:30 P.M. – Online via Zoom**
If "write an essay" makes your students shut down before they even start, it is time to think smaller! This workshop shows teachers how brief, low-stakes writing tasks can be used to build stamina for productive struggle without triggering overwhelm. Participants will learn to design quick "writing to learn" prompts for any subject and leave with ready-to-use strategies that meet students where they are.

Making the Invisible Visible: Visual Representations to Strengthen Mathematical Understanding – **November 10, 2026 – 4:00 to 5:30 P.M. – Online via Zoom**
Visual representations help students make sense of mathematical ideas, reveal relationships, and support conceptual understanding. In this session, participants will explore how representations such as number lines, arrays, diagrams, and models can be used to support reasoning and connect mathematical concepts across grade levels.

RESCHEDULED: All In! Engaged by Design (7:00 p.m. session) – **November 10, 2026 – 7:00 to 8:30 P.M. – Online via Zoom**
High levels of engagement do not happen by chance-they are intentionally designed. This session introduces participants to a variety of Kagan cooperative learning structures that promote active participation, positive interdependence, individual accountability, and equitable student engagement. Through hands-on practice, teachers will experience classroom-ready strategies that increase discussion, collaboration, and academic achievement while ensuring every student has opportunities to think, contribute, and succeed.

MTSS Series #2: MTSS Meetings, Universal Screeners, and Diagnostic Data – N**ovember 11, 2026 – 3:30 to 5:00 P.M. – Online via Zoom**
ALL schools in Ohio are required to provide academic failure prevention and intervention strategies for ALL students. The most effective way to provide these supports is a well-developed Multi-tiered System of Supports (MTSS) process. This session will explore how groups of educators come together for MTSS meetings and how they use data from universal screeners and other sources to review student progress. We will also discuss important record keeping practices for a sound, well-documented system of support.

Teach Like a Champion-Science of Reading #3: Fluency and Ways of Reading – **November 12, 2026 – 3:30 to 4:30 P.M. – Online via Zoom**
Fluency is a prerequisite to reading comprehension at all grade levels. Without fluency, more advanced thoughts are crowded out by the struggle to make meaning of texts. In this session we will focus on how to build prosody, accuracy, and automaticity through intentional reading routines. Participants will leave with strategies that can be immediately implemented into any classroom to improve student fluency. Everyone is welcome to join this session, even if you have not attended previous book study meetings!

SECONDARY SUCCESS COLLABORATIVE LEARNING COMMUNITY #2 – **November 16, 2026 – 3:30 to 4:30 P.M. – Online via Zoom**
As we approach the mid-year point, our focus shifts to transforming the daily classroom experience. This session zeroes in on moving the needle on state performance metrics by replacing passive learning with active, student-led dialogue. We will explore high-yield instructional practices that foster productive struggle, requiring students to articulate their thinking, use evidence, and take ownership of their academic growth. Together, we will share and refine specific discourse strategies that elevate critical thinking, ensuring that readiness for state assessments is driven by deep conceptual understanding rather than rote test-prep.

A Splash into Project-Based Learning (4:00 p.m. session) – **November 17, 2026 – 4:00 to 5:30 P.M. – Online via Zoom**
What's the "buzz" about Project-Based Learning? Join us for a brief overview of the Gold Essential elements of PBL. Participants will learn the basics of planning a PBL unit. Those elements can be used together in a project, or in isolation as "best practices." Interested participants may have the opportunity to pursue further information on completing their first PBL unit of study.

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SPED LEADERSHIP COLLABORATIVE LEARNING COMMUNITIES #3: BUILDING STRONG TEAMS THROUGH COLLABORATION – **November 18, 2026 – 3:30 to 4:30 P.M. – Online via Zoom**
Together we achieve more. Strong teams are built through trust, collaboration, and shared responsibility. This session focuses on strengthening relationships among special education staff, general education partners, related service providers, and families. Participants will share successful practices, problem-solve common leadership challenges, and explore strategies for creating collaborative professional cultures. Leaders will leave with: Fierce Conversation tools for addressing conflict, strengthening relationships, and leading authentic conversations that build trust and improve team collaboration.

LEADERSHIP STRATEGIES COLLABORATIVE LEARNING COMMUNITY #3: Accelerated Learning and Push Planning - 1:30 P.M. Session – **November 19, 2026 – 1:30 to 3:00 P.M. – Online via Zoom**
YOUR FIRST QUARTER DATA IS IN AND SOME GROUPS ARE LAGGING BEHIND. What do you do? This session will discuss approaches to accelerated learning in core instruction and intervention, including "push plans" directed at improvement of individual or subgroup outcomes. How do we use early data to plan and carry out long-term gains? Let us discuss and build confidence before the second semester begins. The Leadership Strategies CLC is a safe space for leaders and aspiring leaders to share, solve, and discuss the strengths and needs of their schools. With a focus on mission fulfillment, this CLC will allow leaders to enhance their capacity to plan, communicate, and implement strategic actions to move their schools forward toward goals. Each session will focus on real-life situations and administrative actions.

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SOCIAL STUDIES COLLABORATIVE LEARNING COMMUNITY #2: ADVANCING STUDENT ENGAGEMENT, OWNERSHIP... – **December 1, 2026 – 3:30 to 4:30 P.M. – Online via Zoom**
How do we cultivate deep student ownership and discourse in the social studies classroom? This circle focuses on analyzing real-time classroom data and sharing evidence-based strategies that boost student engagement. We will also examine how to approach state testing readiness. Bring examples of current engagement levels or formative data. We will workshop student-centered discourse strategies and collaborate on high-yield methods that maintain historical curiosity.

TEACHING STRATEGIES COLLABORATIVE LEARNING COMMUNITY #3: Guided Instruction for the Win! – **December 2, 2026 – 4:00 to 5:30 P.M. – Online via Zoom**
Wouldn't you love your students to move toward more independent learning? Discover how teacher support helps to bridge the gap between modeling and independent learning. This session focuses on questioning techniques, scaffolding, productive struggle, feedback, and formative assessment practices that help students develop confidence and competence. Participants will learn how to provide just enough support to move students forward while gradually releasing responsibility for learning. SIGN UP FOR ALL OF THE TEACHING STRATEGIES CLCs: 1-27; 2-10; 3-10; 4-14; 5-5.

Have a story or event at your school you would like to share? Send it to: **hchandoul@buckeyehope.org**.

BUCKEYE COMMUNITY HOPE FOUNDATION

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