



SPONSOR UPDATE OCTOBER 2023

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[Jennifer Schorr, VP of
Education](#)

[Jason Moore, Senior Director
of Education](#)

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.

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.




All Schools Meeting 2023

Thank you to all who attended our 2023 All Schools Meeting. It was wonderful to be back in person and connect with our community of leaders and educators.

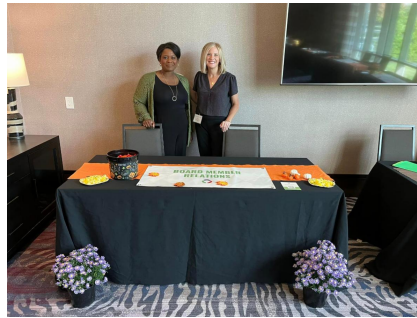
If you didn't get a chance to visit all of the Solution Center tables, you can find all handouts via the QR code below.



Solution Center
Materials



Scan the code above to access
handouts from the All Schools Meeting.



Celebrating Our Schools

We are excited to highlight Horizon Science Academy Youngstown and Noble Academy Columbus for their recent awards!

HSAY has been awarded the Silver Recognition Award for the 2024 Ohio PBIS Showcase by State Support Team Region 5.

At NAC, Mrs. De Biasio and her School Culture Team have received the Silver Recognition Award for the 2023 Ohio PBIS Showcase by State Support Team Region 11.

Congratulations on your wonderful achievements!

Mathematical Modeling and Reasoning

By Brit Seward, School Improvement Specialist, Mathematics

"Why do we have to learn math for 12 years when we will never use it?" As an educator, statements like these should make us wonder why students see no connection between mathematics and their future. Most curriculums are full of "real-world problems," but often as teachers, we rely too heavily on the curriculum to do the work rather than figuring out how to bring it to life (Levy, 2015). How might mathematical modeling improve the mathematics experience for students who do not see the point of mathematics, and how can it help teachers deliver exciting and engaging lessons?

Ohio's Learning Standards (2017) outline eight practices for working with mathematics. Standard 4: Model with mathematics, and Standard 8: Look for and express regularity in repeated reasoning. In 2019, schools in the Buckeye Community Hope Foundation (BCHF) portfolio showed that 46% of students met the standards for Modeling and Reasoning, but now it has dropped to 29%. The overall

Performance Index, which shows how well students grasp math, decreased from 60 to 48 (Nicol, 2023). This decrease in performance index means more than half of the students struggle with basic math concepts. As a result, the overall mathematics goal for BCHF schools is to: "Increase the number of students in each grade performing at or above in the sub-scored area of modeling and reasoning on the Ohio State Test (OST) by 20 percentage points by the end of the 2023-24 school year."

What is MMR?

Mathematical modeling is like building a pretend world with numbers and rules to understand how real-world things work. It involves simplifying a real-life situation in a pretend math world using math tools to describe and predict what could happen. Mathematical reasoning, on the other hand, is how we use our thinking skills to solve math problems and understand math concepts. It involves thinking logically and step by step to determine solutions or explanations. While some only see MMR as a critical aspect of high-stakes tests, the reality is that it has immense potential to make learning math more engaging and understandable. MMR teaches problem-solving skills, connects math to real-life situations, and encourages creativity and critical thinking.

Challenges and Solutions

Students and teachers face several challenges in mastering these skills. For students, these challenges include abstraction, complex problem-solving, critical thinking, depth of understanding, transfer of knowledge, abstract nature of reasoning, lack of confidence, multidisciplinary skills, lack of context, and perseverance. For teachers, challenges include complexity of concepts, diverse learning styles, need for real-world context, shifting from traditional methods, addressing misconceptions, time constraints, encouraging critical thinking, individualized attention, overcoming student resistance, limited resources, and assessment difficulties.

Improving students' success with mathematical modeling and reasoning is a collaborative effort. To overcome these challenges, administrators, teachers, students, and parents must work together to create a supportive environment that values experimentation, critical thinking, and problem-solving.

Achieving collaboration will include:

- **Administrators** who provide professional development, curriculum design, resource allocation, and a supportive environment.
- **Teachers** who use effective teaching strategies, differentiated instruction, feedback and assessment, and collaboration.
- **Students** who engage, be curious, develop a problem-solving mindset, and seek help.
- **Parents** who communicate, support at home, foster a positive attitude, and partner with teachers.
- **Community partners** who conduct workshops and events and showcase student success.

Addressing challenges requires a growth mindset, effective teaching strategies, practice, patience, and collaboration.

References

Levy, R. (2015, May 15). 5 Reasons to Teach Mathematical Modeling. *American Scientist*. **5 Reasons to Teach Mathematical Modeling | American Scientist**

Nicol, S. (2023). Spring Ohio State Testing Data Results.

Ohio Department of Education (2017, February). *Standards for mathematical practice*. Retrieved from **Standards for Mathematical Practice (ohio.gov)**

BOARD MEMBER

spotlight

Buckeye Community Hope Foundation (BCHF) recognizes the important work that governing board members do in supporting their school community. In recognition and support of this hard work, BCHF is highlighting one board member each month in our sponsor newsletter.

This month, we are shining a light on Tarone Claybrook, president of the Stambaugh Charter Academy board. **The mission of SCA is: *We provide students with a strong moral focus program and a rigorous college-prep***



education. Our goal is for students to develop the moral strength, knowledge, and skills they need to succeed in college, work, and life.

Tarone has been a board member for sixteen years. Outside of being a board member, Tarone has been married for thirty years and is a father to four children and a grandfather to five grandchildren.

He is a neuro-developmental pediatric occupational therapist, licensed minister, author, screen play writer, MC/speaker, and a graduate of the University of Southern California and California State University Northridge.

What have you learned over the years about board meetings, and what changes have you made as a board member that help meetings run more efficiently?

What I've learned: Teamwork, reliability, data driven results, student focused, community involvement, financial stewardship, state to local policies, political communications, longevity & retention importance,

budget restraints, love.

Changes: Casual but serious meeting environment, time management, emotional intelligence, retention, diverse skill sets, ethnic input, parental engagement, transparency, pre/post testing for the releasing of funds for offsite student activities, standard grade and test level comparisons.

How do you solicit and retain new board members?

By being aware of and preparation in all items listed in #2 above

What are some of the proudest moments you have had as a board member?

Increasing overall student state and district scores, student graduations, open trustworthy principal/staff communications with conviction, but without condemnation, and a board that appreciates each other.

What part of the school's mission do you most connect with?

All of the details and diversity that comes with "*students to develop*" the way God had/has intended for us to profit withal.

All of us in the Education Division of BCHF appreciate the commitment to students that Tarone Claybrook has shown. We hope, in sharing these stories, others will consider serving as community school governing board members.

Upcoming Board Member Development Opportunities

The BCHF Annual Virtual board training will be held on Saturday, November 4th. Registration details will be sent out soon! Please see the below board member development opportunities in October.

Certified Public Records Training (In Person)

Date: 10/17/2023

Time: 10 a.m. – 1:15 p.m.

Location: City of Maumee Police Department

Register here: <https://ohioauditor.gov/trainings/publicrecords.html>

2023 Sunshine Laws Training (Virtual)

Date: 10.23.2023

Time: 1:00 PM - 4:15 PM

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

October Compliance Update

Annual Reports

Annual reports are an October compliance item. In accordance with the school's Sponsor Contract, the Governing Authority shall create an annual report that includes the School's financial status, a report on all activities and progress in meeting the goals and standards of this Contract, and a statement from the Sponsor regarding the performance of the School. The School must submit a draft of the report to the Sponsor for review within three (3) months after the prior School Year and the School must submit the final report to the Sponsor and parents no later than four (4) months after the prior School Year.

House Bill 33 – Transportation Compliance requires ODE (DEW) to resolve disputes over transportation noncompliance arising after December 1, 2023, within 30 days of receiving notice of the dispute or within 45 days if ODE (DEW) notifies affected parties that its determination will be delayed.

Noncompliance

- Defines noncompliance as five consecutive days or 10 days in a school year.
 - (1) a school bus arrives more than 30 minutes late to school,
 - (2) students are picked up more than 30 minutes after school ends,
 - (3) a bus fails to arrive, or (4) the district fails to meet other transportation requirements.
- Specifies that noncompliance caused by bad weather does not count.
- Requires DEW to notify a district that it is out of compliance and requires the district to develop a corrective action plan within 1 week.

Noncompliance Calculations

1st instance:

- District is notified it is out of compliance and must develop a corrective action plan within 1 week

2nd , 3rd & 4th instances:

- 25% of the district's daily transportation payment for each day 5th & greater instances:
- 100% of the district's daily transportation payment until the district becomes compliant
- Requires ODE (DEW) to calculate per pupil amount that failed to receive transportation and make that payment to the district, community or nonpublic school to pay parent/guardian.
- Deduction is taken from amount that is withheld from district for noncompliance.

School Spotlights

Throughout the month of September, **Akron Career Tech High School** has had motivational guest speakers come to speak to students. The speakers are dedicated to the Akron community and spent time explaining their stories and inspiring hope in the students. A great way to begin the school year!



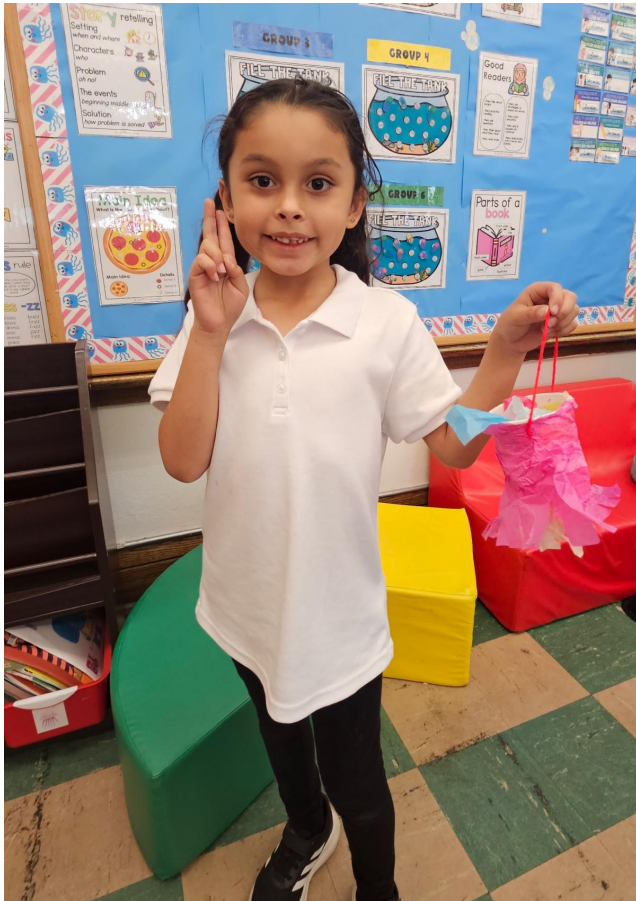


Check out these fun reading houses at [Constellation Schools: Eastside Arts Academy](#)! These structures were built by The Mission Continues, a group of volunteer veterans, for students to relax and read in.

"The vets who came in to build the reading ladder houses didn't know each other," said Principal Kate Rybak. "They shared stories with one another and bonded over building something for the students. They also constructed flower boxes outside!"



Students at [Global Ambassadors Language Academy](#) have been celebrating Hispanic Heritage Month. Students are learning about Hispanic heritage through food, dance, music, and class projects about the history, traditions and practices within Hispanic culture.



Horizon Science Academy of Lorain hosted an International Night! The event showcased diverse cultures and featured countries from around the world. The night was organized by students and the Foreign Language Department at the school. Countries represented included France, Turkey, Puerto Rico, Mexico, Argentina, Lebanon, Ireland, Italy and the United States



Horizon Science Academy Youngstown held an after-school kickboxing class for students as a part of their concept Young Scholars Program. In the program, students focus on character-building, improving academic success, and empowerment through personal development, community service, physical activities, and educational adventures. About 25 students participated in the kickboxing class.

Joe Lantz, owner of the kickboxing studio, has opened his doors to the HSAY students.

“I don’t know that a lot of them always have the opportunity to be exposed to something like this,” Lantz said. “I thought to myself, you know, if one kid gets interested in fitness and fitness business or being more fit themselves, it would be a positive thing.”

The program was featured on WKBN 27. You can read the full feature here;

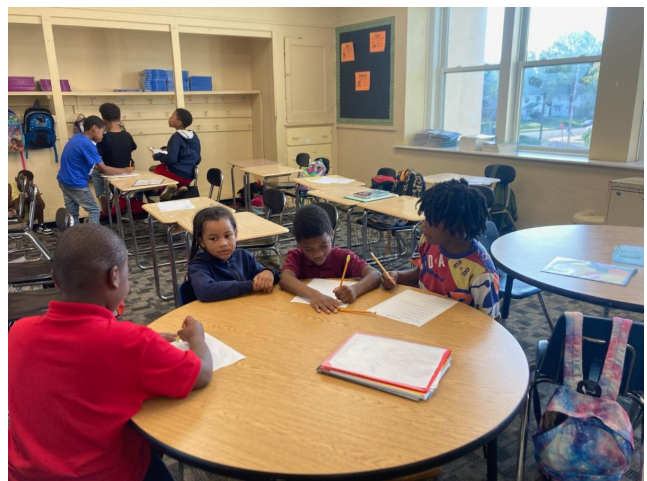
<https://www.wkbn.com/news/local-news/youngstown-news/after-school-program-helping-kids-kick-off-their-future/>



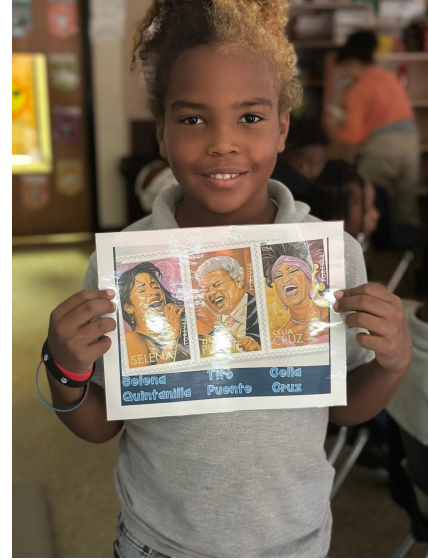
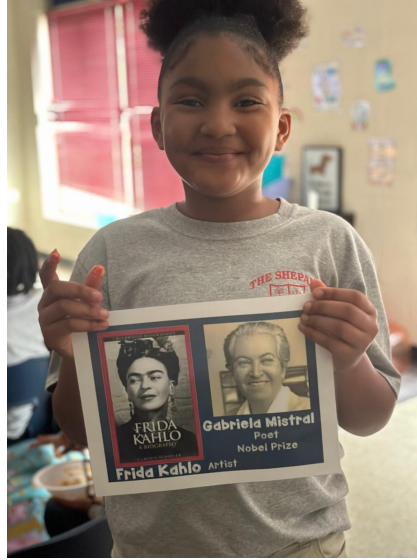
Students from **The Legacy School** went on a scavenger hunt around their community. Students got to know the neighborhood and learn about being important members of their community.



Interview with kindergarteners = a fun writing lesson! 3rd and 4th graders at **Main Preparatory Academy** interviewed kindergarteners and then wrote paragraphs about their new friends.



Students at **The Shepard School by ECS** celebrate Hispanic Heritage Month.



Upcoming Events

Welcome to the beautiful Autumn season in Ohio! BCHF has a full Fall menu of professional development offerings. We encourage you to participate and become a part of a single seminar or an ongoing cohort/collaborative group! You may register by clicking on the session name OR by going to our catalog [available here](#).

BEYOND BASIC PBIS: A Guide for Teachers -October 3, 2023 – 3:30 to 5:00 P.M. – Online via Zoom

Why do I have to keep it positive all of the time, even if students are misbehaving?? This session will explore the true meaning and intended elements of Positive Behavior Interventions and Supports (PBIS) from the perspective of a teacher. We will discuss myths as well as true components of PBIS. In addition, we will isolate strategies that make PBIS effective at the classroom level.

PBL COHORT SESSION #1--AN INTRODUCTION – October 4, 2023 – 3:30 to 5:00 P.M. – Online via Zoom

Have you ever wondered how to make student learning more engaging and relevant for them? Today's students crave relevancy and purpose in their learning. Discover the world of PBL and Expeditionary Learning in this introductory session. This cohort is designed to be attended by a group of teachers who would like to explore Project Based Learning and to actually BUILD their first complete PBL unit for use at any time this school year. This introduction will introduce the Gold Standard PBL elements and assist teachers in choosing an idea or theme for their first project.

GRADUATION SUCCESS COHORT: ASSESSMENTS AND TRACKING NEW METRICS – October 5, 2023 – 3:00 to 4:30 P.M. – Online via Zoom

Which metrics really matter at the high school level? Drop out recovery schools and traditional high schools are held to accountability standards including graduation rates, state test passage rates, progress measures, and post-secondary success indicators. How may each of these measures be used formatively and summative to help improve outcomes? In addition, what other measures are significant as we critically examine whether or not our schools are meeting their mission.

MULTILINGUAL LEARNERS COHORT FALL GATHERING – October 10, 2023 – 3:30 to 5:00 P.M. – Online via Zoom

"Is it a disability, or is it a language difference? Can you help me figure it out?" Given the new guidelines for identifying and supporting students with dyslexia, it is more important than ever for teachers who serve multilingual learners to be effective collaborators. This session tackles two topics: what the new dyslexia law means for teachers serving ELs/MLLs, and resources and best practices for collaborating with other educators. Our friends in special education are welcome to join, too!

PBL COHORT SESSION #2--DRIVING QUESTIONS AND A PLAN FOR THE PROJECT – October 11, 2023 – 3:30 to 5:00 P.M. – Online via Zoom

Here we go! Now that we have learned about the Gold Standard PBL elements, let's get to work! (If you missed session #1, contact mfarry@buckeyehope.org for a recording of the session so you can catch up with us). In this second session, we will develop a Driving Question for the project and begin the drafting process for the project. At the end of this session, you will have a rough draft idea of the elements to be covered in your designed project.

THE TROUBLING 2%--PART 1 – October 12, 2023 – 3:30 to 5:00 P.M. – Online via Zoom

Might one or two students upset a positive school culture? Maybe. This session will explore the characteristics and needs of students who need secondary and tertiary behavioral support to successfully learn and contribute positively to classroom and schoolwide culture. We will explore the nature of behavior, reasons that give rise to significant emotional and behavior problems, schoolwide and classroom approaches to management, and mitigation of effects on students overall. In a follow up session on November 9, we will apply behavioral principles to problem solving and case studies.

ESPECIALLY FOR INTERVENTION SPECIALISTS--BEHAVIORAL GOALS – October 16, 2023 – 3:00 to 4:30 P.M. – Online via Zoom

During the cohort session for Intervention Specialists, we will discuss the significance of creating asset-based behavioral goals and provide practical training on how to develop them. Additionally, we will explore effective interventions and techniques for collecting data that can aid in writing behavioral goals. We encourage participants to come prepared with any questions and or issues they may have regarding behavior goals and data collection, which we will discuss in depth. Towards the end of the session, we will allocate time to discuss individual students and address any difficulties that may arise when setting behavior goals, documenting progress, and collecting data. By the end of this session, you should feel confident in your ability to collect data, monitor progress, and write behavioral goals and interventions

UPPER ELEMENTARY TEACHER COLLABORATIVE: MATHEMATICS – October 17, 2023 – 4:00 to 5:30 P.M. – Online via Zoom

This cohort is for elementary teachers, teacher leaders, and support staff in grades 3-5. Join us for a rich two-way conversation about challenges and successes in grades 3-5 mathematics. Come prepared to share ideas, strategies, and research-based best practices. Leave with something new to try and an increase in the network of people with whom you can collaborate. Updates from the National Council of Teachers of Mathematics (NCTM) and resources will be provided by the cohort facilitator.

PRIMARY TEACHER COLLABORATIVE K-2: READING AND WRITING ACROSS THE CURRICULUM – October 18, 2023 – 4:00 to 5:30 P.M. – Online via Zoom

How can we include reading and writing across all content areas? The session will share questions and strategies to ensure all students are able to read, comprehend, and show understanding in all content areas.

MIDDLE SCHOOL TEACHER COLLABORATIVE: MATHEMATICS – October 19, 2023 – 4:00 to 5:30 P.M. – Online via Zoom

This cohort is for middle school teachers, teacher leaders, and support staff in grades 6-8. Join us for a rich two-way conversation about challenges and successes in middle school mathematics. Come prepared to share ideas, strategies, and research-based best practices. Leave with something new to try and an increase in the network of people with whom you can collaborate. Updates from the National Council of Teachers of Mathematics (NCTM) and resources will be provided by the cohort facilitator.

CPI (CRISIS PREVENTION INSTITUTE) BLENDED CORE TRAINING (NEW CRISIS TEAM MEMBERS) (Central Region) – October 20, 2023 – 8:30 to 3:30 P.M. – IN PERSON in Columbus (at Noble Academy)

This is a FULL 8-hour training, designed to certify new crisis team members. The training will cover prevention strategies, verbal de-escalation strategies, disengagement skills, and holding skills. Participants will complete 2 hours of asynchronous pre-work followed by 6 hours of in-person training. Pre-work will be sent in a separate email with a personalized link and must be completed 3 days before attending the in-person session. Failure to complete pre-work will result in withdrawal. This training meets Ohio Department of Education requirements for Restraint and Seclusion. Blue Card credentialing expires 1 year from date of completion. Please dress comfortably.

CPI (CRISIS PREVENTION INSTITUTE) NON-BLENDED CORE (Central Region) CURRENT BLUE CARD HOLDERS ONLY – October 20, 2023 – 12:00 to 3:30 P.M. – In person in Columbus (at Noble Academy)

This REFRESHER training of 3.5 hours is designed to RENEW credentials for current blue card holders. The training will review de-escalation strategies, disengagement, and holding skills. Participants must verify current credentials by sending a PDF of their current card to Brit Seward,

bseward@buckeyehope.org at least 3 days in advance of the training. Failure to verify current credentials will result in withdrawal. The training meets Ohio Department of Education requirements for restraint and seclusion. Blue card credentialing expires 1 year from the date of completion.

SCHOOL-WIDE VERBAL DE-ESCALATION (Central Region) – October 20, 2023 – 8:30 A.M. to Noon – In person in Columbus (at Noble Academy)

This training will cover research-based prevention and de-escalation strategies. It is designed for all staff to develop a universal language and overall approach to challenging behaviors. Participants will identify and explore causes of behaviors and how to best communicate and respond to individuals in an escalated state.

MOVING AWAY FROM EXCLUSIONARY DISCIPLINE – October 23, 2023 – 3:30 to 5:00 P.M. – Online via Zoom

Students can't learn if they are removed from the classroom! This research-grounded session offers teachers and administrators a deepened understanding of the impact of exclusionary discipline on all students, identifying practical alternatives to inequitable, ineffective practices that can shift their school towards a climate that supports positive behaviors. Participants will leave the session with concrete, actionable strategies for transforming their school's culture and keeping students positively engaged in their school community.

SPECIAL EDUCATION LEADERSHIP NETWORK: UPDATES AND ANNUAL SPONSOR REPORTING – October 24, 2023 – 4:00 to 5:30 P.M. – Online via Zoom

This collaborative session is meant for school and district-level leadership. During this session BCHF will share state-level updates and special education trends in our portfolio. This is a unique opportunity for leaders to engage in respectful and constructive discussions on current challenges and collectively brainstorm innovative solutions.

Workforce Literacy October-Using a Panel of Experts and Planning Units 1 and 2 – October 25, 2023 – 10:00 A.M. to 3:00 P.M. – In person in Columbus

During this session, we will examine ways to use a panel of experts to accelerate Workforce Literacy. We will also introduce the planning process for Units 1 and 2.

22. PBL COHORT--SESSION 3: DRAFTING THE PROJECT – October 25, 2023 – 3:30 to 5:00 P.M. – Online via Zoom

This is "where the rubber meets the road"! In Sessions 1 and 2, teachers developed an idea for a project with a Driving Question. (Please contact mfarry@buckeyehope.org if you missed the first 2 sessions. She can send you a recording to get you caught up!). In Session #3, we will be doing a brief draft presentation and gathering feedback from other colleagues about the content of the project for fine tuning.

FOR PARAPROFESSIONALS: ORIENTATION TO INDIVIDUALIZED BEHAVIORAL SUPPORT – October 26, 2023 – 3:30 to 5:00 P.M. – Online via Zoom

Paraprofessional support complements effective teaching and learning. Paraprofessionals are often engaged to support classrooms of students and/or specific (assigned) students. This session will orient paraprofessionals to support individual students based on their profile of need. We will discuss what the learner profile and assessment information tells us, how to prioritize responses to behavior, and how to implement intervention strategies as a member of a comprehensive team supporting an individual student and his/her needs.

PBL COHORT #4: MANAGING AND ASSESSING YOUR PROJECT – November 1, 2023 – 3:30 to 5:00 P.M. – Online via Zoom

(If you have missed Sessions 1-3, please contact mfarry@buckeyehope.org for recordings so that you can catch up! In our final session, teachers will receive specific strategies for managing projects, managing group work and assessing the project.

Have a story or event at your school you would like to share? Send it to Hana, Strategic Communications Specialist: hchandoul@buckeyehope.org.

3021 E DUBLIN GRANVILLE RD.
COLUMBUS, OH 43231
(614) 942-2030

Get In Touch



Buckeye Community Hope Foundation | 3021 E Dublin Granville Rd, Columbus, OH 43231

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