



## SPONSOR UPDATE OCTOBER 2025

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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.



## 2025 All Schools Meeting

We had a wonderful time connecting for our All Schools Meeting last week! Thank you to all who attended and participated in important discussions. We are grateful for all of the dedicated and talented people who make our schools great. Here's to a fantastic school year ahead!



# Beyond Coverage: Building Coherent and Joyful Mathematics for Every Student

By Brit Seward, M.Ed., School Improvement Specialist, Mathematics

Across our portfolio, mathematics results show small signs of improvement, but proficiency remains alarmingly low. For example, only 9.7% of students scored proficient in Algebra I this fall, compared to 62.7% statewide (Ohio Department of Education & Workforce, 2025). These numbers are not just statistics—they represent opportunities denied. When students lack access to rigorous mathematics learning, their future pathways narrow, and inequities deepen.

For too long, many classrooms have operated under a “coverage culture.” Teachers race through standards to “get it all in,” but students are left with a shallow understanding and little confidence. Coverage has not delivered results. What our students deserve is coherence: instruction that builds deep connections across grade levels, emphasizes reasoning and sense-making, and holds space for both rigor and joy.

Rigor in mathematics does not mean harder worksheets or faster pacing. True rigor is about engaging students in tasks that require them to reason, model, and problem-solve. And when paired with joyful learning—where students feel empowered to take risks, explore, and find meaning—rigor becomes accessible rather than intimidating. As Tutt (2024) explains, there is a “quieter kind of joy that comes from making mathematical connections, and understanding the world in new ways, and grasping the thinking and ideas of others” (p. 2).

The practical question, of course, is how do we get there? Districts across the country provide examples. Piedmont City Schools in Alabama faced steep declines in math performance, but instead of doubling down on remediation, they restructured the system. Leaders lengthened math class time, embedded “data days” where teachers collaboratively analyzed student progress, and prioritized small-group instruction targeted to specific needs (The Associated Press, 2023). Piedmont, a small rural district, reversed its trajectory and celebrated substantial gains. Their story demonstrates that context is not an excuse—deliberate structures and unwavering belief in students can move the needle.

In Ohio, the state’s [Plan for K–12 Mathematics](#) underscores this same urgency, calling on schools to “advance instructional quality and increase access to high-level mathematics learning for every student” (Ohio Department of Education & Workforce, 2025). At Buckeye Community Hope Foundation, we are working toward this vision through our [Mathematics Cohort and professional development](#) sessions. This year, our cohort themes include reframing readiness, reflecting on engagement, rehumanizing assessment, and restoring teacher belief. Each is designed to dismantle deficit narratives and equip leaders and teachers with practical strategies to shift practice.

## What School Leaders Can Do Now

The [National Council of Teachers of Mathematics \(NCTM\) Effective Teaching Practices](#) provides a roadmap for moving from coverage to coherence. For leaders, these practices translate into two powerful actions:

1. **Classroom look-fors:** Signs that students are reasoning, engaging in discourse, using representations, and productively struggling. For example, during a walkthrough, you might see students debating multiple solution strategies instead of quietly filling out worksheets.
2. **Leadership moves:** Coaching questions, PD priorities, and structures that help teachers bring these practices to life. For instance, in a post-observation conversation, you might ask, “How did today’s task create opportunities for reasoning at different entry points?”

When leaders consistently name, notice, and nurture these practices, they create the conditions for coherence, rigor, and joy. (For a detailed table of the eight Effective Teaching Practices with specific classroom look-fors and leadership moves, [click here](#).)

Our students are capable of far more than current outcomes suggest. Moving beyond coverage to coherence—and blending rigor with joy—is not just an instructional improvement strategy; it is a form of equity work. If Piedmont, a small rural district, can rethink structures and accelerate math success, so can we. The time is now to reimagine mathematics for every learner in our portfolio, especially those historically underserved by inequitable systems.

## References

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National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. National Council of Teachers of Mathematics.

Ohio Department of Education & Workforce. (2025). *Ohio's plan for K–12 mathematics*. <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Mathematics/Ohios-Plan-for-K-12-Mathematics.pdf.aspx>

Tutt, P. (2024, November 7). *7 ways to balance joy with rigor in math class*. Edutopia. <https://www.edutopia.org/article/7-ways-to-balance-joy-with-rigor-in-math-class>

## FLEX High School Community BBQ

FLEX High School welcomed families, friends, and neighbors to its Main Street campus for a lively community BBQ. The free event featured food trucks, a radio station setup from WNCL, and a variety of community resources, creating a fun and welcoming atmosphere for all who attended.

The celebration served as a wonderful showcase of the school's commitment to bringing people together and supporting the community it serves. Guests enjoyed good food, music, and meaningful connections in a family-friendly setting.

Thank you FLEX High School for hosting such an engaging event for the community.



Emily Puterbaugh Shares Her “Why” in Education



Our Education Division has been working on strategic planning with The National Charter Schools Institute. A key part of the experience has been reconnecting with our “why” in education, a reflection on the personal purpose that drives our work. We're excited to share our stories in upcoming Sponsor Updates.

This month, we're featuring Emily Puterbaugh, Compliance Representative. For Emily, education has always been about creating a place where people can belong.

**What originally drew you to a career in education?**

I began teaching ESL as a volunteer with a group of non-literate learners from Burma and DRC in 2013. I fell head-over-heels in love with teaching! I added a TESOL program onto my undergrad degrees, even though it changed my graduation date. I graduated in 2014, and immediately began working with adults learning English. I did that work for six years, then started working with a different group of

underserved students - the incarcerated. I spent 2.5 years as an instructor for a technical college program in a prison before moving to Ohio.

**What motivates you to come to work every day?**

I love that we help students who didn't find a home in traditional settings. I like that my role helps support those schools.

**What do you enjoy most about your role at BCHF?**

What I enjoy most in my compliance role is supporting passionate leaders. School leaders are some of the busiest, most hardworking people! It's really satisfying to get to know our school leaders and hear about a problem and think, “Oh, I know the answer!” My favorite thing is being able to take something off of their overflowing plates.

**How do you define your “why”? Is there a particular moment that reinforced it?**

I grew up in a very religious community as the wrong religion. I think that's always created a pull in me towards misfits, and I think you can see that in the kinds of learners I have worked with - usually people who have not seen success in “traditional” education. My why has always been finding a place to thrive for those who feel out of place.

**How do you reconnect with your “why” during tough times?**

For me, “why” is a practice. You can't lose your why, or it isn't your why.

**What have you learned about yourself through your work at BCHF?**

I love checking off Epicenter tasks!

**How do you hope to continue growing in your role?**

As you're learning compliance, you have to ask *a lot* of questions, because so much of it's counterintuitive and wonky and there are just a million tiny details that are easy to forget. Some day, I'd like to have more of those answers myself and I'm working on creating proactive systems for myself.

**What is a quote or mantra you live by?**

“It's supposed to be fun.” Someone once said this to me while I was getting worked up about “what ifs” with fostering a difficult dog. It was the smallest piece of advice; just a gentle nudge to not catastrophize and enjoy the journey even when there are challenges. If I'm not having a good time, I need to either change my actions or change my perspective.

**Who inspires you in your work?**

All of my wonderful colleagues. Everyone brings so much to the table! And of course, the fearless leader of compliance - Maureen!

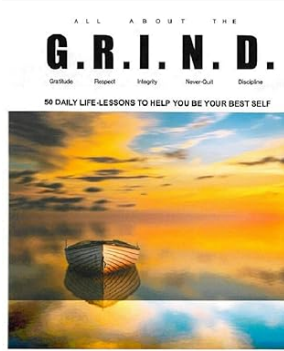
**Who are you outside of your work at BCHF?**

Outside of BCHF, I find time to teach one ESL class a semester at Tri-C. I am passionate about rescue dogs, CrossFit, yoga, and nature!

At the heart of Emily's “why” is a simple belief: everyone deserves a place to belong, and she's determined to help students find it.



# Shoreway High School Assistant Principal Publishes Book on Social-Emotional Support



Peter Viola

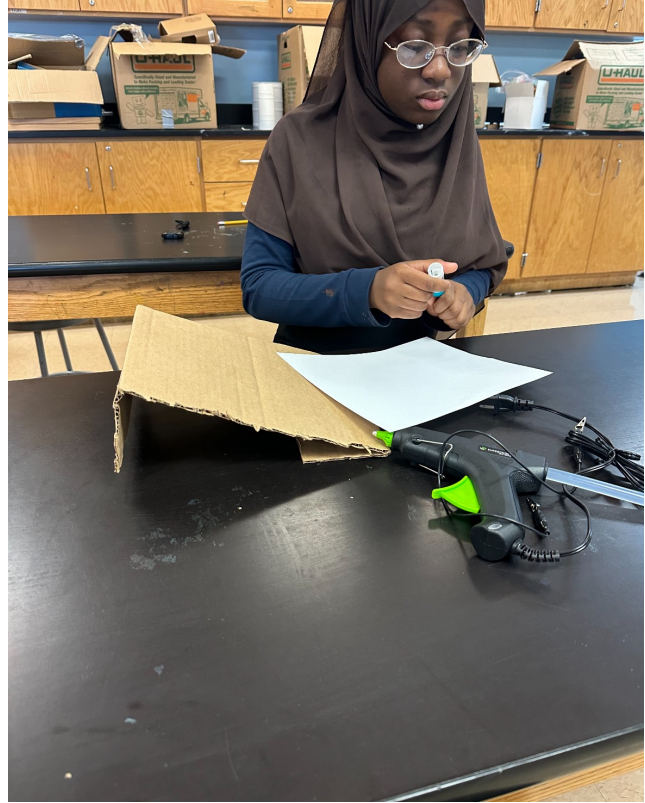
Peter Viola, assistant principal at Shoreway High School, has recently published a book designed to foster social-emotional growth and meaningful connections in both students and educators.

Titled All About the "G.R.I.N.D.": 50 Daily Life Lessons To Help You Be Your Best Self, the book offers a collection of conversation starters and practical lessons that encourage reflection, resilience, and personal growth. Viola's work is aimed at helping educators support not only their students but also themselves in building positive habits and navigating challenges with confidence.

The book is available now on Amazon: [All About the "G.R.I.N.D."](#).

## Horizon Science Academy Columbus Middle School Hosts Tech Design Challenge





At HSA Columbus Middle School, Principal Jamie Gibson recently introduced the first design challenge of the year to students: fixing a long-standing problem with the school's walkie talkie charging bases. Since the switch to digital walkies in summer 2024, the bases had not fit properly, creating an ongoing challenge for staff.

The 7th grade development team, taught by Mr. Araz, rose to the occasion. After taking on the project, the students successfully designed a solution and presented their results this week. They are now beginning the process of 3D-printing their design for installation in all of the school's walkie bases.

"I am incredibly proud of their work and look forward to issuing design challenges to multiple classes throughout the year," Gibson said.

Congratulations to the design team on their hard work!

## Dr. Plotnick Presents at Concept Schools Southern Ohio Regional Staff Conference





Thank you to Concept Schools for welcoming us at the Southern Ohio Regional Staff Conference! The event brought together passionate educators from across the region to collaborate, share ideas, and strengthen practices that support multilingual learners.

One highlight of the conference was a session led by BCHF's Dr. Zoe Plotnick, who guided teachers through an engaging 90-minute workshop focused on turning student data into meaningful instructional practices.

The goals of her session were to:

- Refresh and revisit OELPS/OELPA score reports and learn how to interpret data across domains
- Use formative student data to plan scaffolded instruction
- Develop a shared vocabulary that strengthens building-level conversations about student data and multilingual learning

"The session was a lot of fun—or at least I had fun presenting to that group! Even if the EL teachers who attended secretly hated the experience, they at least did a wonderful job of participating," Dr. Plotnick laughed, "I overheard lots of incredible conversations happening in breakouts."

A total of 18 teachers representing 7 buildings across 4 schools participated in the session, including educators from Horizon Science Academy Elementary's three campuses, Horizon Science Academy Columbus Middle, Noble Academy Columbus, and both Horizon Science Academy Columbus High School buildings.

Throughout the workshop, teachers explored:

- News and updates impacting EL/ML services in Ohio
- Ways to combine OELPS/OELPA data with ELPA21 performance indicators to support planning, goal-setting, and progress monitoring
- Strategies for using formative data to design tiered, high-expectation instruction

The session was a valuable opportunity to learn, collaborate, and leave with practical tools to better

See Dr. Plotnick's Presentation

## 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 highlights one board member each month in our sponsor newsletter.

This month we are featuring Noni Banks, who serves on the Focus Learning Academy Southeast and Southwest board. The mission statement of the schools are: *Focus Schools provide safe, caring learning environments with self-paced, flexible, four-day weekly class schedules. These unique schools provide opportunities for students from all walks of life to earn their high*

*school diplomas and industry recognized credentials, opening the door to fulfilling careers, college and post-secondary education opportunities.*

### Lessons in Board Membership

Noni Banks has served on the board since 2020. Throughout her 5 years, Banks has discovered that the most effective boards are those rooted in trust, shared purpose, and collaboration.

"Over time, I've learned that truly effective board meetings are built on a foundation of shared values and integrity," she shared. "When board members show up with honesty, accountability, and a commitment to the organization's mission, it sets the tone for constructive dialogue and trusted decision-making."

I've also seen firsthand the power of collaboration and teamwork. When individuals put aside personal agendas and focus on a common goal, the board becomes a force for meaningful and lasting change. Equally important is the richness that comes from diversity—not only in perspectives but also in skillsets. Each board member brings unique experiences, strengths, and expertise to the table. When these are leveraged collectively, boards are more innovative, better prepared to navigate challenges, and more effective in creating impact.

Strong boards are those that value integrity, embrace collaboration, and recognize that the greatest outcomes come when diverse voices and skills come together in service of a shared purpose."

### Increasing Efficiency

While Banks hasn't had to make changes to how meetings run, she appreciates the strong structure that was already in place.

"I haven't personally made changes to the way meetings are run, I was fortunate to join a board that was already operating very efficiently and effectively," Banks said. "What I truly appreciate is the board's strong commitment to staying current—whether through ongoing training or staying informed about changes that could affect the school. This dedication ensures that our discussions remain focused, productive, and aligned with the best interests of the students and community we serve."

### Recruiting and Retaining Board Members

Banks believes that attracting and retaining strong board members starts with clarity of mission.

"Soliciting and retaining new board members begins with clearly communicating the mission, vision, and impact of the organization. I believe people are most inspired to join when they can see the meaningful difference the board makes in the community. We also look for individuals whose values, diverse perspectives, and skillsets complement the current board, ensuring balance and depth in our leadership."



Retention, in my experience, comes from creating an engaging and supportive environment where members feel valued and heard. Providing ongoing training, celebrating achievements, and ensuring transparency in decision-making all help board members stay connected and committed. When people feel both their contributions and their time are respected, they are much more likely to remain engaged and invested in the board's work."

## **Proudest Moments**

For Banks, the highlights of board service revolve around supporting staff, students, and the broader school culture.

"Some of the proudest moments I've experienced as a board member revolve around supporting the incredible staff, administration, and students who make our schools such transformative spaces. One of the things I'm most proud of is the board's ability to provide meaningful incentives—whether bonuses for staff or programs that directly benefit students—so that the people at the heart of our mission feel recognized, supported, and motivated.

Equally fulfilling has been witnessing the ongoing evolution of school culture. The dedication, passion, and unwavering commitment of the staff to their students and families is nothing short of inspiring. From expanding mental health services to creating thoughtful community partnerships, the initiatives we've supported are designed to meet the real, sometimes urgent needs of the students we serve—many of whom are among the most vulnerable in our society.

What resonates most with me is seeing how staff make these students feel seen, heard, and valued. It's more than just academic support; it's about fostering a sense of belonging and hope for children who might otherwise feel marginalized. Being part of a board that helps create these opportunities, advocates for these students, and supports the people doing this work is profoundly rewarding. These moments reinforce why I'm so committed to this work and why I believe in the transformative power of education and community support."

## **Connecting with the Mission**

The mission of Focus Schools, to provide safe, caring, flexible environments that open doors to diplomas, credentials, and postsecondary opportunities, deeply resonates with Banks.

"The part of the Focus mission statement that resonates most deeply with me is the commitment to providing safe, caring learning environments and flexible, self-paced schedules that give students from all walks of life the opportunity to succeed. This work is deeply personal to me. I have two sons who did not learn in a traditional way, and I witnessed firsthand the struggles they went through—from spending extended time in school to the countless moments of advocating for them as a parent. Those experiences opened my eyes to how critical it is to have alternatives to traditional learning models.

As an African American mother, I also understand how easy it can be for kids who learn differently to fall through the cracks. That's why it is so important to me to give back, advocate for parents navigating a similar journey, and amplify the urgent need for diverse learning opportunities. Focus represents a way for me to honor my sons' experiences while helping create pathways so that other children and families don't face the same barriers. Being part of this mission allows me to contribute to an environment where every student has the chance to thrive academically, professionally, and personally."

## **Advice for New Board Members**

Banks encourages new and prospective board members to approach the role with openness and dedication.

"My advice to newer board members—or anyone considering joining a board—is to approach the role with a mindset of service, curiosity, and commitment. First, understand that being an effective board member requires more than attending meetings; it's about actively supporting the mission, asking thoughtful questions, and engaging with both staff and the community in meaningful ways.

Take the time to learn about the organization, its culture, and the challenges it faces. Seek out training opportunities, stay up to date on best practices, and don't be afraid to ask questions—even if they seem basic. Your perspective, skills, and experiences are valuable, and bringing them to the table can help the organization grow in new ways.

Equally important is building strong relationships with fellow board members, administration, and staff.

Collaboration, respect, and integrity go a long way in creating an environment where impactful decisions can be made. Lastly, remember why you joined: to make a difference. Staying connected to the mission and the people the organization serves will keep you inspired and motivated to contribute your best."

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

## 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.

### REMINDER: Emergency Management Test (EMT) due by December 31st

Each calendar year between January 1 and December 31st, schools are required to complete an EMT and enter their data into the School Safety Plans portal. To complete:

1. Complete a Tabletop, Functional, or Full-Scale EMT. See our website (<https://ohioschoolsafetycenter.ohio.gov/pre-k-12-schools/emergency-management-test>) for additional helpful information.
2. Log into the School Safety Plans portal at <https://apps.dps.ohio.gov/oss/>.
3. Find the Emergency Management Test (EMT) column and click on Complete by December 31st.
4. Click on the blue Add New EMT button located in the top-right. 5. Fill in the data fields and click save. Additional help documents are available within the portal.

[Emergency Management Tests \(EMT\) & Exercises | Ohio School Safety Center](#)

## Math Minds Monthly

Check out the latest edition of BCHF's math newsletter! Curated by Brit Seward, this is your dive into all things mathematics.

Math Minds Newsletter

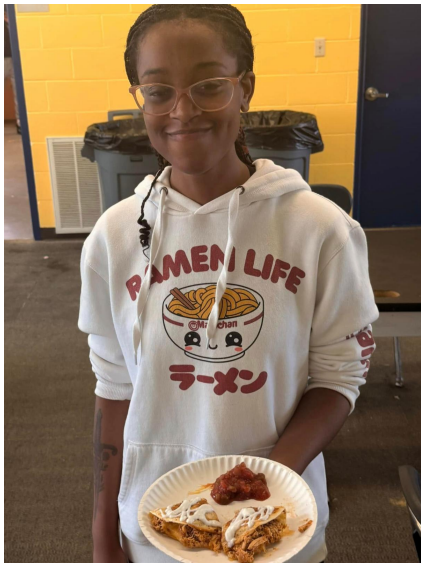
## Governor DeWine Announces Details of Children's Eyesight Program, OhioSEE







Every week, freshmen at **Engage High School** get hands-on lessons in cooking and healthy eating thanks to the CSU Extension nutrition program. From fresh waffles with fruit to learning how to prepare balanced meals, students are gaining skills they can use at home and for life.



The book fair at **Horizon Science Academy Youngstown** was a big success. The students were excited to be able to shop for books, book marks, pencils, journals, and so much more.



The Columbus Crew sponsored **Southern Ohio Career Academy's** "Stay in the Game" program! Their support helps keep students engaged and on the field for learning.





# Upcoming Events

Welcome, Autumn! Autumn in Ohio is a great time for professional learning. We have students settled into classrooms and we have balmy late afternoons to load up a computer and interact meaningfully on a professional development topic! "Trick" and "treat" yourself to some professional "you-time" this month! We offer sessions with a range of learning models – in person, synchronous online, and asynchronous "Hope Hub" sessions you can complete on your own time!

Register for sessions via the link in the title, or go to BCHF's Professional Learning Opportunities Catalog, [available here](#).

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## **REFRAMING MATHEMATICS: Shifting Beliefs, Language, and Expectations** – October 7, 2025 – 3:00 to 5:00 P.M. – Online via Zoom

Too often, students' math potential is limited not by ability, but by the beliefs and language that surround them. This session helps educators and leaders examine how deficit narratives shape expectations and instructional decisions. Participants will reflect on how to use asset-based language, affirm students' math identities, and reframe what it means to be "good at math." Together, we'll develop shared commitments to high expectations and joyful mathematics learning for all students.

## **SIOP (Sheltered Instruction Observation Protocol) Training- Part One--FOUNDATIONS** – October 10, 2025 – 9:30 to Noon – In person in Columbus

Part 1: Foundations 9:30-12:00 - Yes, you CAN boost language development without watering down grade-level content! This interactive two-part session empowers teachers with the tools of the Sheltered Instruction Observation Protocol (SIOP) model to make instruction accessible and engaging for multilingual learners. In this session, participants will explore eight components of lesson design and delivery that make grade-level instruction more accessible for not just English learners... SIOP features will encourage ALL of your students to engage authentically and deeply in class! Teachers who are new to SIOP will benefit most from registering for both Part 1 and Part 2. Lunch will be provided to participants enrolled in both sessions.

## **SIOP (Sheltered Instruction Observation Protocol) Training- Part TWO--SPECIFIC STRATEGIES** - October 10, 2025 – 12:30 to 3:00 P.M. – In person in Columbus

Part 2: Specific Strategies - 12:30-3:00 - Join us to discover new SIOP-informed approaches and fresh activities that invite diverse learners to connect with grade-level content. Teachers who are already familiar with the SIOP Method can jump into this afternoon session to renew and refresh their knowledge. Participants will leave with ready-to-deploy strategies, resources and activities, including responsible ways to leverage AI tools to launch students' academic language skills into the stratosphere!

## **DATA DAY!** - October 14, 2025 – 10:00 A.M. to 3:00 P.M. – In person in Columbus

IN PERSON! Spend the day exploring data. During this deep dive, attendees will review Local Report Card calculations; Achievement; Value-Added Data; and Item Analysis. We will dive into a Longitudinal Data Warehouse. Forming teams, attendees will explore each other's school data to form an outside perspective of your data. School leaders have a wealth of knowledge and having another set of eyes on the data may provide an insight that was not seen before. This session will be held in person at the BCHF Office.

## **COHORT: Special Education 2: Beyond Compliance: Reimagining the IEP Process** – October 15, 2025 – 3:30 to 4:30 P.M. – Online via Zoom

IEPs should be more than legal documents; they should be tools for student success. This session will dive into how to write strength-based, student-centered IEPs that reflect real needs and real goals. Learn how to craft meaningful present levels, measurable objectives, and transition plans that connect to students' lives beyond school. We will also explore ways to make IEP meetings more inclusive and collaborative for families and students. Walk away with practical tools to shift your IEP process from compliance to transformative.

## **DROPOUT RECOVERY ROUNDTABLE** - October 16, 2025 – 2:00 to 3:00 P.M. – Online via Zoom

Working in a dropout recovery school is tough, and no one knows that better than the people doing it every day. This session is for teachers and school leaders who want to dig into what's working, what's not, and how we can help more students stay on track. We'll kick things off with quick updates and promising strategies from across our network, then dive into a roundtable-style discussion where you'll connect with others facing similar challenges. Bring your questions, ideas, and biggest hurdles and leave with fresh perspectives, practical solutions, and new connections to support your work.

**HIGH EXPECTATIONS TEACHING** October 21, 2025 – 4:00 to 5:30 P.M. – Online via Zoom

Do all of your students have a STRETCH goal? Do they need one? Students who are challenged with high expectations for their learning can become more confident, productive, and engaged. This session will explore exciting, classroom-based strategies for raising expectations, identifying stretch goals, helping students get through learning "dips," and overall making your classroom more rigorous and joyful for all students.

**SHARE THE MAGIC: How to Use the Talents in Your Building to Create Magic** – October 22, 2025 – 9:30 to 11:00 A.M. – Online via Zoom

Join us to hear guest speaker, Dr. Landon Brown, an experienced school leader and an expert on shared leadership. Dr. Brown implemented a shared leadership model during his time as a school leader in Ohio that tapped into the strengths of his staff and allowed the students to show tremendous growth. Join us for this session to see how allowing your staff to "share their magic" could bring the personal growth of staff and academic growth of your students.

**HOPE HUB: I Can't Believe You Made That! Canva for the Classroom** – six weeks self-study beginning

**October 27, 2025** - Turn heads with creative, professional-looking classroom materials, presentations and resources - even if you're brand new to Canva! In this asynchronous session, you'll learn to set up a free premium account, master design basics, and discover time-saving hacks and advanced tips. Beginners and experienced users alike will find fresh ideas for enhancing reusable activity templates, assignments, and more. Receive video tutorials and resources on October 27, complete activities over 6 weeks, and choose a project to complete and submit for credit.

**COURSE CORRECTIONS: Making Classroom Culture and Management Changes** – October 28, 2025 – 4:00 to 5:30 P.M. – Online via Zoom

The first quarter is in the books--now what? If your classroom routines or culture are not what you want them to be, it's not too late to make a "course correction," like an airplane headed toward the wrong runway. This session is designed to help teachers reflect on what is working; what is not working and how to make adjustments after the school year has started. Learn practical strategies for re-establishing relationships and re-setting routines without losing instructional time or the trust of your students. Whether you're looking just to fine-tune your classroom culture or make a complete overhaul, you will walk away with strategies to help you "course correct."

**BCHF Annual Board Training** – November 8, 2025 – 9:00 A.M. to Noon – 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!

**COHORT: Workforce Literacy Session 2: Funding, Assessment and Making Learning Count** – November 10, 2025 – 3:30 to 4:30 P.M. Online via Zoom

Authentic learning deserves authentic assessment and sustained support. This session begins with key updates on CTE funding and related initiatives that can help you expand your work. Then, we will dig into what meaningful assessment looks like in a workforce literacy context, exploring creative ways to measure student growth through real-world performance and industry-relevant tasks. As always, we will close with a networked improvement community, give you a space to collaborate, troubleshoot, and share ideas that keep the work grounded and impactful

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

BUCKEYE COMMUNITY HOPE FOUNDATION

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



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