

OCTOBER 2026 SPONSOR UPDATE



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.

All Schools Meeting

Thank you to everyone who joined us for the 2026 All Schools Meeting at The Fawcett Center! We truly appreciate you taking the time to come together as a BCHF school community as we kicked off the 2026–27 school year. Your engagement, participation, and commitment to your schools and students are what make our community so strong. We hope you left the meeting feeling informed, connected, and energized for the year ahead. We're excited for all that we will accomplish together and look forward to a successful school year!

Congratulations to the following schools who were recognized for the 2025-2026 school year:

Most Improved Performance Index: Youngstown Preparatory Academy

Most Outstanding Performance Index in Mathematics: Youngstown Preparatory Academy

Most Outstanding Performance Index in English Language Arts: Constellation Schools Westpark Community Middle

Highest Overall Traditional Report Card Rating (4 Stars): L. Hollingworth School for the Talented & Gifted

Highest Overall Traditional Report Card Rating (4 Stars): Westside Academy

5-Star Rating in Progress: Westside Academy

5-Star Rating in Gap Closing: Noble Academy Euclid

5-Star Rating in Gap Closing: International Academy of Columbus

5-Star Rating in Gap Closing: Hamilton County Mathematics & Science Academy

5-Star Rating in Graduation: Horizon Science Academy Lorain

5-Star Rating in Drop Out Recovery Overall-Exceeds: Auglaize County Educational Academy
5-Star Rating in Drop Out Recovery Overall-Exceeds: The Academy for Urban Scholars
5-Star Rating in Drop Out Recovery Overall-Exceeds: Focus North High School
5-Star Rating in Drop Out Recovery Overall-Exceeds: FLEX High School
5-Star Rating in Drop Out Recovery Overall-Exceeds: Focus Learning Academy Southwest
Highest Attendance Rate: Hamilton County Mathematics & Science Academy
Lowest Chronic Absenteeism Rate: Hamilton County Mathematics & Science Academy



Bold Spaces, Better Outcomes

Spotlight on the BCHF K-8 Math Summit



BCHF is excited to have Mr. Terry Lipford II join us as the keynote speaker for our upcoming Mathematics Summit: Bold Spaces, Better Outcomes!

A native Clevelander, Mr. Lipford is the Director of the REACH Program at University School. REACH is a rigorous summer program for at-risk, African American, middle school boys. The program looks to inspire middle school boys to pursue academic and personal excellence, and it encourages young men to believe in their capacity to achieve greatness. Since 1992, approximately 837 boys have graduated from the program and 100% of these students have gone on to graduate from high school. Many have continued their education by choosing college. Some alumni now have begun professional careers and return

regularly to mentor the program's current students.

Before discovering his passion for mentoring young people and inspiring excellence, Mr. Lipford worked as an insurance account executive where he analyzed risk and managed client relationships. Mr. Lipford articulates a strong belief in the "value of early investment in the intellectual, emotional, and spiritual development of today's youth and in the direct relationship of this critical and necessary investment to the preparation of the next generation of great leaders."

The goal of BCHF's Math Summit is to bring together principals, assistant principals, instructional coaches, curriculum leaders, and teacher leaders to explore how beliefs, instructional practices, and leadership actions shape students' experiences in mathematics. Leaders will leave equipped with actionable tools, resources, and next steps for turning effective teaching practices into meaningful student experiences and lasting instructional improvement.

Wednesday, October 7, 2026
10:00 AM–3:00 PM
CoHatch Polaris

Come ready to collaborate, think differently, and make math real and relevant for students.

Register here:

<https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=5432883>

2026 BCHF MATHEMATICS SUMMIT

BOLD SPACES, BETTER OUTCOMES:

TRANSFORMING EFFECTIVE TEACHING PRACTICES INTO
POWERFUL STUDENT EXPERIENCES.

Math really matters! Join an engaging discussion of what effective mathematics instruction looks like. Explore how we make it real and relevant to our students. Collaborate with fellow educators to build curiosity, confidence, and joy. After all, "Mathematics is the most beautiful and most powerful creation of the human spirit." (Stefan Banach)

WEDNESDAY
10.07.2026

COHATCH
POLARIS
10AM-3PM

Designed especially for:

PRINCIPALS

ASSISTANT
PRINCIPALS

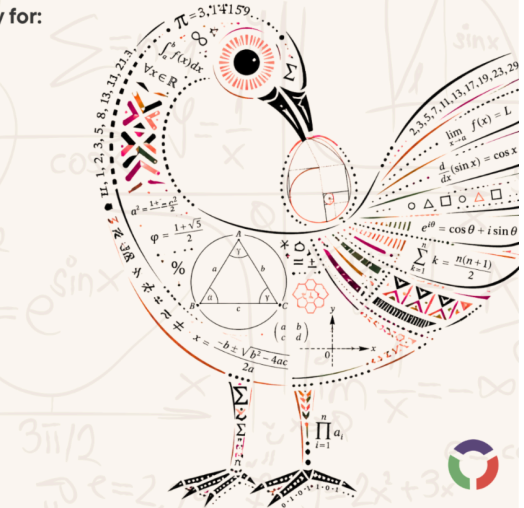
INSTRUCTIONAL
COACHES

CURRICULUM
LEADERS

TEACHER
LEADERS



bit.ly/bchfmath



Mission: Possible! BCHF Special Education Summit

When special education systems break down, it's rarely about one person—it's about the system. And every gap in that system creates a gap for a student counting on us.

This November, we're bringing school and district teams together for the 2026 BCHF SPED Summit: Special Education Systems Edition.

Your mission, should you choose to accept it: work through a live case as a team, identify where systems break down, and leave with practical tools for building stronger systems that support better outcomes for students.

Tuesday, November 17, 2026
10:00 a.m.–3:00 p.m.
CoHatch Polaris

Your toolkit will be waiting at check-in via QR code, so bring your laptop and come ready to work the case.



Register for the Special Education Summit

Don't Call Me Coach If You're Not Willing to Be Coached

By Brit Seward, M.Ed., School Improvement Representative, Mathematics Support

My coach often says, "Don't call me coach if you're not willing to be coached." That statement stays with me because coaching only works when you are coachable. Being coachable means listening, reflecting, understanding, adjusting, celebrating wins, and taking responsibility when the results are not what we hoped for. Ultimately, the teacher, the coach, and school leadership share accountability for coaching outcomes.

Effective coaching cannot be reduced to encouragement, resources, and comfortable conversations. Coaches must be willing to have difficult conversations, and teachers must be willing to hear them. The key is remembering that the conversation is about instructional practice, not the person. Correction can feel like criticism when trust is weak or emotion overtakes the purpose of the conversation. Strong coaching keeps the focus on the problem we are trying to solve.

Knight (2021) argues that learning requires seeing reality as it is, not as we wish it to be. He also emphasizes that coaching should be connected to meaningful, student-focused goals. This becomes especially important when student outcomes show that something is not working.

Across many of the schools we support, large numbers of students are performing below grade-level standards. When most students are struggling, we cannot keep explaining the problem by pointing to individual students. Nor is simply blaming teachers productive. We must examine instructional practice.

We cannot intervene our way out of weak core instruction.

Intervention has an important place, but when widespread learning gaps persist, strengthening Tier 1 instruction must be part of the response. That requires honesty. Coaches must be willing to identify instructional weaknesses, provide meaningful support, follow up, and hold educators accountable for engaging in the coaching process.

At the same time, coaches must examine their own practice before labeling someone “uncoachable.” Have we built trust? Have we listened? Have we clearly identified the problem? Have we modeled effective practice? Have we provided opportunities to practice and receive feedback? Have we celebrated growth? Effective coaching depends on clear goals, trust, communication, reflection, and opportunities for development (Psychology Today, n.d.). If we expect teachers to be coachable, coaches must be willing to be coached, too.

Once meaningful support has been provided, however, persistent refusal to reflect, engage, or adjust becomes more than resistance to coaching. **It becomes an accountability issue.**

Teachers must also be willing to become students of their profession. Humanizing students means seeing them as capable, investing in them, taking time to know them, and giving them what they need to grow. We should see students with the same care, patience, and possibility we would want someone to see in our own children. No one is suggesting this work is easy, but it is human work.

We cannot spend more time talking about what students do not know than figuring out how to teach them what they need to know. When most students are not getting it, our professional response should be: **What can I change? What can I teach differently? What does this student need from me?**

After all, teaching is coaching. Our responsibility is not simply to identify the gap, but to help students close it.

Every educator should have a coach and be a coach. That includes building leaders, who should be among the strongest instructional coaches in their schools. Good coaches know their craft and know their people. They listen, motivate, observe, discern, adjust, and recognize that one approach will not work for everyone. They are not merely flexible; they are fluid. They adapt when the landscape changes.

Our students are changing. Our challenges are changing. Our practice must continue to evolve.

So, what are we coaching? And are we willing to be coached?

References

Knight, J. (2021). The learning zone: Hey instructional coach, what do you do? *Educational Leadership*, 79(1).

Psychology Today. (n.d.). *Coaching*.

Grant Award Recipients

We are proud to celebrate two of our sponsored schools on receiving significant grant awards that will support their continued growth and success:

Horizon Science Academy Elementary School – Facilities Grant

Congratulations to Horizon Science Academy Elementary School on being awarded through the Charter School Facilities Incentive Grant (SFIG) from the Ohio Department of Education and Workforce.

The three-year award will support allowable activities outlined in the school's approved grant application. The grant period runs through September 2029, providing an important investment in the school and the students it serves.

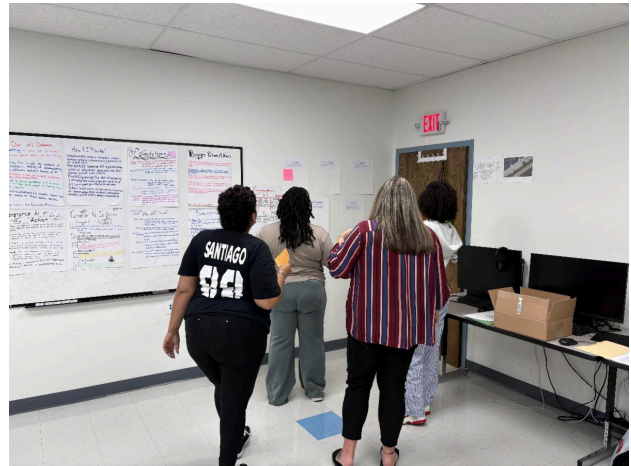
FORWARD Girls Leadership Academy – Charter School Program Grant

We also congratulate FORWARD Girls Leadership Academy on receiving a Charter School Program (CSP) subgrant from the Ohio Department of Education and Workforce.

The award will support allowable grant activities over the three-year grant period, which runs from July 2026 through September 2029, helping FORWARD continue its important work.

These awards represent meaningful investments in our schools and the students, educators, and communities they serve. Congratulations to Horizon Science Academy Elementary School and FORWARD Girls Leadership Academy on these outstanding accomplishments!

BCHF Team Members Share Expertise at Concept Schools Regional Professional Development



Buckeye Community Hope Foundation was proud to have several members of our team invited to present during the Concept Schools Regional Professional Development event. From data analysis and instructional leadership to compliance, multilingual learner support, and multi-tiered systems of support, BCHF team members led sessions designed to provide practical knowledge and strategies that school teams can take directly back to their buildings.

Dr. Zoe Plotnick, School Improvement Representative and Multilingual Learner Support Specialist, presented Teaching Toward What's Next: Responsive Assessments for Multilingual Students, focusing on how responsive assessment practices can help educators better understand and support multilingual learners.

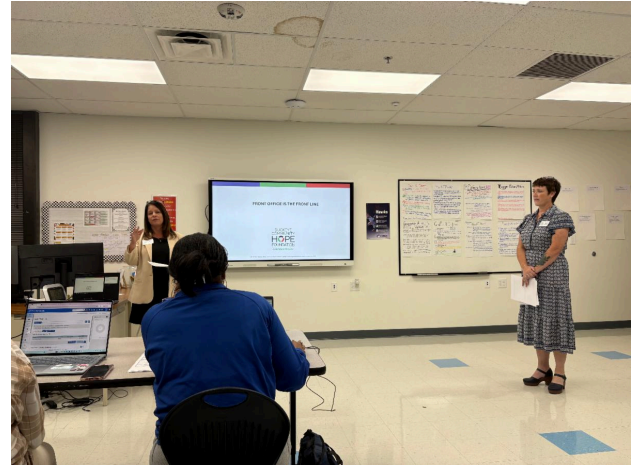
Stan Nicol, Director of Analytics, and Tabatha Varner, Data Analyst, brought BCHF's data expertise to several sessions, including Getting to Know Your Local Report Card (LRC), i-Ready Data Interpretation, and Working in the Centralized Reporting System (CSR) to View Your School's Data Down to the Teacher Level and Use in the Assessment Authoring Program. Their sessions provided educators and school leaders with tools for understanding and using data to inform instruction and school improvement.

Mindy Farry, School Improvement and Accountability Representative, led Beyond the Office: Transforming Assistant Principals into Instructional Leaders, highlighting the important role assistant principals can play in instructional leadership and school improvement.

The BCHF team also provided professional learning focused on Multi-Tiered Systems of Support (MTSS). Dr. Carol Young, Director of Accountability & School Improvement, led sessions including What is MTSS?, Providing Support at Tier 1 and Tier 2, and What's Under Your Umbrella?, offering participants practical guidance for understanding and implementing systems of support for students.

BCHF's Compliance team also shared their expertise through multiple sessions. Heather Carney and Tara Cioffi, Regional Compliance Representatives, joined Maureen Barbessi, Director of Compliance, to present Introduction to Compliance and Compliance in Practice. These sessions provided participants with an opportunity to deepen their understanding of compliance requirements and how those requirements translate into day-to-day practice.

We are proud of our team members for sharing their expertise, collaborating with educators, and helping school leaders build the knowledge and tools they need to support student success.



Anna Bolger Shares Her "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 Anna Bolger, Project Manager & Events Coordinator.

Can you give an overview of your background?

My background mirrors my role at Buckeye—a bit of a mixed bag! I have many years of experience in project management and executive and personal assistant work. In addition, I have experience working in marketing and event coordination.

What motivates you to come to work every day?

What motivates me to come to work every day is being a part of seeing a project and vision through to completion. I really enjoy the process of a project or event starting as just an idea or vision, and being a part of the action plan that helps bring it to life.

What do you enjoy most about your role at BCHF?

I would say it’s a tie between the team we have and the outcome and opportunities the work brings to the community.

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

For me, my why is defined by what I am passionate about, paired with the impact I can have. My why was reinforced after a recent event when an event manager from an external venue told me that working with me was a joy. It was a small comment, but it really stuck with me and reminded me that the way I show up and work with people can have just as much of an impact as the work itself.

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

I try to “zoom out” and remind myself of the impact not just I have, but BCHF has as a whole. I step outside of the tough time and take a big-picture view of how this tough time is most likely teaching me something, on a micro or macro level.

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

I have learned the importance of being a part of a team that fosters what you're naturally good at and what you enjoy doing. I have grown in my role through the support, trust, and knowledge of my team.

A quote or mantra you live by?

"Don't take life too seriously, no one makes it out alive." And the Golden Rule: treat others how you would like to be treated.

Who inspires you in your work?

Mindy Weiss inspires me in the work I do. Not only is she a household name when it comes to event planning and projects, but she keeps a calm demeanor, brings a sense of innovation to her work, and sees events for what they are: so much more than a cocktail hour or swag bag.

Who are you outside of your work?

Outside of BCHF, I find a lot of joy in slower mornings, going to a café with a book or podcast, enjoying a walk in nature, curating my Spotify playlists, spending time with my cat in the backyard, lifting weights at the gym, gardening, seeking out live music, and enjoying quality time with my friends and family. I love the simplicities of life!

Whether she's bringing an event to life, helping move a project from vision to reality, or simply being a supportive teammate, Anna brings a thoughtful, people-centered approach to everything she does. Her passion for meaningful work, appreciation for life's simple moments, and commitment to treating others with kindness make her an important part of the BCHF team.

October Compliance Update

ORC 3313.7110 Updated Epinephrine Delivery Device

The Ohio Department of Education and Workforce (ODEW) recently released an update regarding **free and reduced-cost epinephrine resources and changes to Ohio law** that became effective August 26, 2026.

Under the updated law, schools may now procure or receive donations of **any type of epinephrine delivery device**, including traditional autoinjectors and epinephrine nasal sprays.

ODEW has provided the following resources to assist schools in obtaining free or reduced-cost epinephrine:

- **EpiPen4Schools** – Free or reduced-cost epinephrine autoinjectors.
- **Auvi-Q** – Epinephrine autoinjector resources for schools.
- **Neffy in Schools** – Epinephrine nasal spray resources.

Important Information for Schools

Schools are encouraged to review their current emergency medication procedures, food allergy policies, and staff training to ensure they align with applicable Ohio law.

Additional information regarding procurement, food allergy management, student and staff training, and school requirements can be found through the following resources:

- **ORC 3301.135 – Free and Reduced-Cost Epinephrine Resources**
- **ORC 3313.7110 – Epinephrine Delivery Systems**
- **ODEW – Supporting Students with Food Allergies**
- **ODEW – Food Allergy Policy and Education Requirements and Guidance**

For additional questions regarding this update, schools may contact Christina May at **WholeChild@education.ohio.gov**

Please review this information and share it with the appropriate school personnel responsible for student health services and emergency preparedness.

School Spotlights

The scholars at **Academy for Urban Scholars Youngstown** are making a difference right in their own neighborhood! They recently rolled up their sleeves and partnered with the Youngstown Neighborhood Development Corporation (YNDC) to plant trees outside the school. This hands-on service project gave scholars the opportunity to learn through service, strengthen their community, and make a lasting impact.



Horizon Science Academy Youngstown kicked off the school year with a fun-filled Back-to-School Bash! Families came together to enjoy games, laughter, and quality time with their students outside the classroom. It was a wonderful opportunity for the school community to connect and celebrate the start of a new school year. Mayor Derrick McDowell stopped by to spend time with students and families, joining in on the games, and visiting with parents.



Imagine Great Western Academy brought families together for a fun and engaging Literacy Night! Families had the opportunity to connect, enjoy literacy-focused activities, and spend time together as part of the school community.



Exciting news for **L. Hollingworth School for the Talented & Gifted (LHSTG)**! LHSTG recently made the front page of The Blade, highlighting the important work taking place on behalf of students and families. The feature also spotlighted Head of School Mrs. DeSloover and LHS's outstanding performance during the 2025–2026 school year. Congratulations to the scholars, staff, families, and school leadership on this well-deserved recognition!

Read the feature: <https://www.toledoblade.com/local/education/2026/09/27/community-schools-range-state-report-cards/stories/20260924008>



Upcoming Events

Don't allow the momentum of a great school year to "fall" along with the leaves! BCHF has many amazing professional development opportunities awaiting you and your registration. Register for sessions via the link in the title, or go to BCHF's Professional Learning Opportunities Catalog, [available here](#).

Teach Like a Champion-Science of Reading #2: Attending to Attention – October 6, 2026 – 3:30 to 4:30 P.M. – Online via Zoom

Winning the battle for a student's attention is the foundational prerequisite for all learning. This session dives into the first strategy, exploring how to manage and repair our ruptured attention spans in a high-distraction world. We will study the science of attention and strategies for improvement. Participants will learn techniques to build stronger attention skills in their students and how to create a classroom culture of deep focus. Everyone is welcome to join this session, even if you have not attended previous book study meetings!

LEADERSHIP STRATEGIES COLLABORATIVE LEARNING COMMUNITY #2: Proactive Responses to Student Behavior - 1:30 P.M. Session – October 8, 2026 – 1:30 to 3:00 P.M. – Online via Zoom

BY NOW, THE HONEYMOON MAY BE OVER! The climate of your school may be unduly influenced by a few students with behavior needs. How do you handle behaviors proactively to keep a positive overall school climate? How do you help students with behavioral needs? Let's discuss some tough cases and some smart solutions! 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.

LEADERSHIP STRATEGIES COLLABORATIVE LEARNING COMMUNITY #2: Proactive Responses to Student Behavior - 3:30 P.M. Session – October 8, 2026 – 3:30 to 5:00 P.M. – Online via Zoom

BY NOW, THE HONEYMOON MAY BE OVER! The climate of your school may be unduly influenced by a few students with behavior needs. How do you handle behaviors proactively to keep a positive overall school climate? How do you help students with behavioral needs? Let's discuss some tough cases and some smart solutions! 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.

New Leaders Series #2 – October 13, 2026 – 4:00 to 5:30 P.M. – Online via Zoom

It's that time of year when compliance gets complicated and we are all moving into "evaluation season." Learn the latest in compliance updates for this fall as well as best practices for observing, coaching and evaluating teachers.

EARLY LITERACY STRATEGIES COLLABORATIVE LEARNING COMMUNITY #2: Science of Reading Strategies for First Grade – October 14, 2026 – 4:00 to 5:30 P.M. – Online via Zoom

The Early Literacy Strategies Collaborative Learning Community (CLC) is a teacher-centered space for examining literacy practices, sharing strategies, and reviewing outcomes as we all navigate the Science of Reading and the needs of Ohio's youngest learners. This session will focus on First Grade learners and their needs. We will enjoy exploring strategies and activities and discuss how to develop essential, foundational reading and writing skills for first graders!

Writing to Learn (4:00 P.M. SESSION) – October 15, 2026 – 4:00 to 5:30 P.M. – Online via Zoom

Writing isn't just for the ELA classroom and writing isn't just for assessing knowledge. Students can use writing to build knowledge, not just demonstrate it. In this session, educators will explore how brief, purposeful writing tasks can deepen thinking, increase engagement, and strengthen content understanding across disciplines. Participants will learn practical, classroom-ready strategies to embed writing into daily instruction without wasting time. Walk away with tools that help students process ideas, clarify thinking, and use writing as a pathway to meaningful, lasting learning.

Writing to Learn (7:00 P.M. SESSION) – "Night Owl Session" – 7:00 to 8:30 P.M. – Online via Zoom

Writing isn't just for the ELA classroom and writing isn't just for assessing knowledge. Students can use writing to build knowledge, not just demonstrate it. In this session, educators will explore how brief, purposeful writing tasks can deepen thinking, increase engagement, and strengthen content understanding across disciplines. Participants will learn practical, classroom-ready strategies to embed writing into daily instruction without wasting time. Walk away with tools that help students process ideas, clarify thinking, and use writing as a pathway to meaningful, lasting learning.

SPED LEADERSHIP COLLABORATIVE LEARNING COMMUNITIES #2: DATA THAT DRIVES DECISIONS – October 19, 2026 – 3:30 to 4:30 P.M. – Online via Zoom

Turn data into direction. Data tells a story-but leadership determines the ending. Participants will examine meaningful special education data to identify trends, celebrate successes, and prioritize areas for improvement. Together, leaders will explore how to use data to drive instructional decisions, allocate resources effectively, and support continuous improvement while maintaining a student-centered focus. Leaders will leave with: Fierce Conversation techniques for using data to facilitate honest, solution-focused discussions that build accountability without creating defensiveness.

MATHEMATICS STRATEGIES COLLABORATIVE LEARNING COMMUNITY #1: Seeing the Thinking – October 20, 2026 – 4:00 to 5:00 P.M. – Online via Zoom

What can student work reveal about mathematical understanding? This Collaborative Learning Community provides educators with a structured opportunity to examine student thinking through authentic classroom evidence. Participants will collaboratively analyze student work, discuss common misconceptions, and consider instructional resources that move learning forward. Through professional dialogue and shared reflection, educators will deepen their ability to interpret student reasoning and identify meaningful next steps for instruction. Participants will leave with practical strategies for gathering and using evidence of student thinking to inform Tier 1 mathematics instruction.

TEACHING STRATEGIES COLLABORATIVE LEARNING COMMUNITY #2: Focus on the Bullseye!

– October 21, 2026 – 4:00 to 5:30 P.M.

Learn how intentional teacher actions establish the conditions for successful learning. Participants will explore strategies for developing clear learning intentions and success criteria, modeling thinking through think alouds, building background knowledge, and checking for understanding. Teachers will discuss and leave with practical techniques that improve instructional clarity and ensure students understand what they are learning, why it matters, and how success will be measured. SIGN UP FOR ALL OF OUR TEACHER STRATEGIES CLCs: 12-2; 1-27; 2-10; 3-10; 4-14; 5-5.

Introduction to Restorative Practices – October 22, 2026 – 3:30 to 4:30 P.M. – Online via Zoom
Restorative practices offer a way to address conflict and harm in the classroom without relying solely on exclusionary discipline like suspension or removal. This session introduces the core principles behind restorative approaches, including community building and repairing relationships, and gives teachers practical starting points for bringing these practices into their daily routines.

AI Resistant Tasks for Thinking and Learning – October 27, 2026 – 4:00 to 5:30 P.M. – Online via Zoom

If students are getting the answers from ChatGPT, then it's time to ask different questions! Teachers can raise the bar by asking students to reflect on their learning, make personal connections, and tap their creativity in ways that make it harder to bypass original thinking. Even better, these tasks are engaging enough to lessen the temptation to seek shortcuts in the first place! Participants will leave with ideas for tasks and prompts, as well as ways to anchor assignments to contexts that belong to students, not LLMs.

All In! Engaged by Design (4:00 p.m. session) – October 29, 2026 - 4:00 to 5:30 P.M. – Online via Zoom

High levels of engagement don't 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.

All In! Engaged by Design (7:00 p.m. session) – October 29, 2026 – “Night Owl” Session – 7:00 to 8:30 P.M. – Online via Zoom

High levels of engagement don't 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.

MULTILINGUAL LEARNERS COLLABORATIVE LEARNING COMMUNITIES #2: SPEAKING AND LISTENING SKILLS FOR ACADEMIC SUCCESS

– 4:00 to 5:30 P.M. – Online via Zoom
Your students' essays and assignments reveal plenty about their reading and writing growth... but what data are you collecting to shed light on speaking and listening? This session introduces checklists and tools for monitoring these often-overlooked skills, alongside strategies for building structured academic discourse into any lesson. Participants will leave with ready-to-use tools and ideas for progress monitoring, plus techniques to lower anxiety around oral participation.

Student Choice: Chaos or Community? 4:00 p.m. session – November 3, 2026 – 4:00 to 5:30 P.M. – Online via Zoom

Student engagement increases dramatically when learners have meaningful opportunities to make decisions about their learning. In this session, participants will explore practical ways to incorporate student voice and choice into daily instruction without sacrificing standards or structure. Teachers will examine strategies for increasing student ownership through flexible learning pathways, authentic decision-making, and opportunities for reflection, resulting in classrooms where students are more motivated, invested, and accountable for their learning.

Student Choice: Chaos or Community? 7:00 p.m. session – November 3, 2026 – “Night Owl Session” - 7:00 to 8:30 P.M. – Online via Zoom

Student engagement increases dramatically when learners have meaningful opportunities to make decisions about their learning. In this session, participants will explore practical ways to incorporate student voice and choice into daily instruction without sacrificing standards or structure. Teachers will examine strategies for increasing student ownership through flexible learning pathways, authentic decision-making, and opportunities for reflection, resulting in classrooms where students are more motivated, invested, and accountable for their learning.

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!

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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