

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.



BCHF All Schools Meeting

Thank you to all who joined us for our 2024 All Schools Meeting! It was wonderful getting to kick off the school year with our community of educators. Congratulations to our awards winners on their incredible achievements:

Overall Report Card Rating of Four or Five Stars:

Imagine Schools of Akron
Constellation Schools: Stockyard Community Middle
Main Preparatory Academy
Horizon Science Academy Primary School Columbus
Horizon Science Academy Youngstown

Overall Drop Out Recovery Program Rating of "Exceeds":

Auglaize County Educational Academy
FLEX High Ohio (Columbus and Cleveland)
Focus Learning Academy East
Focus Learning Academy Southwest
Focus North High School
North Shore High School

Highest Performance Index and Achievement Rating:

The Richland School of Academic Arts

Most Significant Performance Index Improvement:

Youngstown Preparatory Academy

Highest Gap Closing Rating:

Constellation Schools: Stockyard Community Middle

Hamilton County Mathematics and Science Academy

Horizon Science Academy Elementary Columbus

Horizon Science Academy Youngstown

Imagine Akron Academy

Highest Early Literacy Rating:

Horizon Science Academy Youngstown

Highest Progress Rating:

Main Preparatory Academy

Constellation Schools: Stockyard Community Middle

Highest Graduation Rating:

Horizon Science Academy of Lorain

Summit Academy Transition High School

Columbus

Best Social Media:

Global Ambassadors Language Academy

Most Stories for Sponsor Update:

Bennett Venture Academy

Most Creative Event:

Horizon Science Academy Lorain





National Principals Month

October is National Principals Month, and we want to express our heartfelt gratitude to the amazing principals who lead our schools. Their dedication, passion, and commitment shape the educational experiences of our students and foster positive school cultures.

Every day, principals inspire teachers, staff, and students to strive for their best. They navigate challenges with grace and create environments where every student can thrive.

We're featuring a few of the incredible leaders in our BCHF portfolio of schools. Click here to read their stories: <https://bchf.org/blog/>

"Being at a charter school has made me have a serious work ethic, and made me more compassionate. You're constantly reinventing the wheel and helping people become better. It's made me a better instructional leader, mediator and facilitator."

Deborah Rotolo
Executive Principal, Westpark
Community Middle School

"Working at a charter school has provided me with the flexibility to implement innovative educational strategies tailored to the needs of our students."

Ferhat Kapki
Principal, Horizon Science
Academy Youngstown

"As a school of choice, it's special to me knowing that adults in the community make the decision to send their children to our school. They recognize that they want to advocate for their child and take the next steps to figure out the appropriate way to serve them."

Kristen McClanahan-Parkes
Principal K-12, Summit Academy
Schools- Middletown

STRENGTHENING THE CORE: Where Does Math 'Muscle' Really Start?

By Brittney Seward, Accountability and School Improvement Representative; Math Specialist

"I need support with implementing small group intervention" is the statement I hear more frequently as school leaders focus on improving mathematics achievement. The overwhelming desire to improve Tier 2 targeted intervention comes from a good place, but are those efforts misplaced? Most would agree that small groups are the glorious place where the magic of learning mathematics occurs. However, too many of our students demonstrate a lack of understanding of their grade-level standards. For mathematics learning to improve, leaders must honestly answer the question: Does core instruction need to be more focused since many students have not reached proficiency?

Core instruction is where ALL students are effectively exposed and explicitly instructed in the grade-level math standards. Core instruction is, then, the backdrop for all other learning. When characterized by universal design and differentiation strategies, core instruction will support diverse learners and most struggling learners. The RTI Action Network (2024) provides the benchmark that effective core instruction should reach 80% of learners' needs. When the percentage is significantly lower than 80%, buildings should intensify their focus on improving Tier 1 instruction because they do not have the

resources to intervene with many students. They cannot "intervene" their way out of ineffective core instruction (Metcalf, 2024). Small group intervention will be most successful when accompanied by high-quality teaching.

Components of Tier 1 instruction

Is core mathematics instruction effective at our school? A careful analysis of time, materials, and delivery tells which components of the Tier 1 system are working well and which items need improvement. The Center on Multi-Tiered System of Supports at the American Institute for Research (AIR, 2021) identified seven actions to intensify Tier 1 instruction:

- Increase strength,
- Increase dosage,
- Consider alignment,
- Support transfer of learned skills,
- Improve comprehensiveness,
- Enhance behavioral and/or academic support and
- Offer opportunities for individualized instruction.

By intensifying Tier 1 instruction, school leaders can meet diverse learner needs, prevent or address deficits, and sustain a strong core curriculum. This approach ensures all students access to high-quality instruction that builds a solid foundation for mathematical understanding. Strengthening Tier 1 addresses gaps early, reducing the need for Tier 2 or 3 interventions. Effective Tier 1 teaching emphasizes essential skills, fosters collaboration, and promotes peer learning. It also optimizes resources by impacting more students and enhancing teacher capacity. Prioritizing Tier 1 instruction lays the foundation for long-term student success, especially for struggling learners.

What should Tier 1 Mathematics Teaching and Learning look like?

The National Council of Teachers of Mathematics (NCTM, 2014) outlines [Effective Mathematics Teaching Practices](#) to guide high-quality instruction. These include setting clear mathematical goals, using tasks that promote reasoning and problem-solving, facilitating meaningful discourse, and building procedural fluency from conceptual understanding (NCTM, 2014). These practices help students develop deep mathematical understanding, moving beyond rote learning to engage critically with math concepts.

School leaders should share evidence-based practices with teachers to ensure consistent instruction that fosters student success. By offering professional development, regular feedback, collaborative planning, and coaching, leaders can support teachers in implementing these strategies and creating a unified approach to math instruction for better student outcomes.

Key Components of a Mathematics Lesson

School leaders should also focus on the components of an effective mathematics lesson, which is vital to student engagement and mastery. A well-rounded lesson should provide multiple opportunities for students to build understanding, practice fluency, and apply their knowledge to solve problems. The essential elements of a mathematics lesson include:

1. **Learning Objective and Success Criteria:** Establish a clear learning objective and success criteria so students understand what they are working toward.
2. **Engaging Launch (Warm-Up/Number Talk):** Use a brief activity to activate prior knowledge and spark interest in the lesson.
3. **Explicit Instruction (Mini-Lesson)** Deliver focused, direct instruction lasting 10-15 minutes. Model strategies, introduce key concepts, and demonstrate problem-solving approaches.
4. **Guided Practice** Allow students to practice skills with teacher support, addressing misconceptions as they arise.
5. **Independent or Group Practice (Math Stations)** Math stations allow students to engage in differentiated practice, working independently or in groups, while the teacher works with small groups for more personalized support.

In conclusion, improving small group interventions starts with strengthening Tier 1 instruction. High-quality core teaching lays the foundation for success, reducing the need for interventions and ensuring all students build a strong mathematical foundation. By focusing on robust Tier 1 practices, schools can prevent learning gaps, enhance student outcomes, and optimize resources. Prioritizing core instruction creates a more effective and cohesive learning environment for all students.

References

American Institutes for Research (2021). *Tips for intensifying instruction at Tier 1*. Retrieved from [Tips for Intensifying Instruction at Tier 1 \(mtss4success.org\)](https://www.mtss4success.org).

Reed, M. & Staton, C. (2024, September 16). *6 Keys to Math Station Success*. [Webinar]. EdWeb.

Metcalfe, T. (n.d.). *What's your plan? accurate decision making within a multi-tier system of supports: Critical areas in tier 1*. MTSS | RTI Action Network. <https://www.rtinetwork.org/essential/tieredinstruction/tier1/accurate-decision-making-within-a-multi-tier-system-of-supports-critical-areas-in-tier-1>

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

High Dosage Tutoring Requirement for Students Not on Track in Reading (Grades K-5)

In accordance with Ohio's Third Grade Reading Guarantee, students identified as Not-on-Track and eligible for a Reading Improvement and Monitoring Plan must be offered high dosage reading tutoring (Third Grade Reading Guarantee Manual, p. 6). High-dosage tutoring opportunities must be aligned with the student's classroom instruction through either a state-approved vendor or locally approved opportunity that aligns with high-dosage tutoring best practices. High-dosage tutoring must include additional instruction time either: 1) Three days per week; or, 2) At least 50 hours over 36 weeks.

How do schools pay for these services? Community schools may leverage allowable federal, state, and local dollars to procure services from providers on the Department's High-Quality Tutoring Provider Vendor Directory or in establishing locally approved high-dosage tutoring programs that follow best practices for high-dosage tutoring. The [U.S. Department of Education webpage](#) lists grant funding sources for high-dosage tutoring.

In addition, districts and schools use Disadvantaged Pupil Impact Aid and Student Wellness and Success Funds to provide vital wraparound services to help students overcome obstacles to learning, accelerate learning and prepare for future success. Allowable use of these funds includes providing high-dosage tutoring that aligns with the science or reading before or after school.

Districts and schools can view Disadvantaged Pupil Impact Aid and Student Wellness and Success Funds funding amounts on the [School Payment Reports](#) website. Districts and schools are advised to contact their federal grants consultant for guidance on the use of these funds.

Academy for Urban Scholars Awarded

The Academy for Urban Scholars was among only eight programs in Ohio to receive awards from Chancellor Gary Cates and the Ohio Department of Higher Education. Out of 120 providers statewide under the Aspire Grant, AUS has been recognized with two awards:

- Performance-Based Improvement
- Measurable Skills Gains (MSG) & Persistence

Congratulations on your hard work and success!



Key Contacts Survey

Attention School Leaders: At this time of the year, we hope that your staffing is close to being finalized and that we may gather information from you about key contacts in your schools. This helps us as your Sponsor to target our communications and outreach about upcoming professional development and informational updates.

Please complete (or delegate someone to complete) the brief "key contact" survey found at the following link:

<https://www.surveymonkey.com/r/5W3QBKS>

The survey will be open until **October 10, 2024**. Please try to complete within that time frame. Thank you for your time and assistance.

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 featuring Laurie Pangle, who serves as Secretary on the L. Hollingworth board. The mission of L. Hollingworth is: *to guide ALL students to develop character and maximize their full intellectual potential by empowering them to use their unique gifts and talents. This will lead to academic excellence and a new generation of high-character, contributing members of a Global society.*

"I met Terrence Franklin in 2017 when the school was purchasing a large industrial building that had sat vacant for many years" said Pangle. "I was so impressed by Terrence Franklin's vision for the school and his dedication to serving a challenging neighborhood in East Toledo. When I was invited to join the board in 2018, I immediately

accepted, encouraged by the school's mission."

Outside of being a board member and her practice as an attorney, Laurie is actively involved in her church, where she leads worship and retreats for various congregations. She loves to bake, which is a hobby greatly enjoyed by her family and friends.

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?

I have served on several nonprofit Boards, bringing my experience in effective leadership. As secretary since 2018, I typically prepare a template before each meeting based on the agenda. This helps me smoothly navigate the discussion and record the key points for the minutes. I am well-versed in Robert's Rules of Order, enabling me to assist the President in ensuring necessary motions are passed.

How do you solicit and retain new board members?

As a Board member, I am seeking individuals who are committed to the School's mission and ensuring diversity among Board members. The actual recruitment process is handled by the administration.

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

It's wonderful to hear about the progress being made! Seeing students excel and achieve academic excellence is incredibly rewarding. The Board's dedication to providing new curriculum and resources clearly makes a significant impact. Celebrating these successes is a proud moment for everyone involved.

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

Every student should be provided an opportunity to meet their full potential. Providing our students with a safe, respectful learning environment is my primary goal of serving on the Board. Students today face many challenges that do not encourage learning and excelling. L. Hollingworth School tries to minimize as many challenges as possible to offer the students the best possible learning environment.

All of us in the Education Division of BCHF appreciate the commitment to students Laurie Pangle 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.

School Spotlights

Students at **The Academy for Urban Scholars** have taken part in classes at NCUS TEC to boost their

job skills and work readiness. Here are some of them participating in Mr. Leimbach's construction class, where they are working on building a model house.



3rd-5th graders at **Bennett Venture Academy** participated in the Dreambox and Lexia assembly. At the assembly, students were recognized on their academic success. Congratulations!



The **Horizon Science Academy Columbus Middle School** orchestra has been hard at work practicing for the upcoming school talent show. We can't wait to see their incredible performance!



The recent ribbon-cutting ceremony for the brand-new gym and cafeteria at **Horizon Science Academy of Lorain** has been officially recognized by the Ohio Senate. Congratulations on this wonderful achievement!



HONORING
HORIZON SCIENCE ACADEMY OF LORAIN
ON ITS RIBBON CUTTING

On behalf of the members of the Senate of the 135th General Assembly of Ohio, we are pleased to commend Horizon Science Academy of Lorain as it celebrates the ribbon cutting for its new gym and cafeteria, August 29, 2024.

This special event is a fitting time to pay tribute to Horizon Science Academy of Lorain, for it has played a valuable role in preparing countless young people for the future. Over the years, the organization has gained the appreciation of many families for its commitment to best serving its community, and this new gym and cafeteria reflect the institution's stellar reputation. Indeed, the school welcomes these updates, which stand as a testament to the dedication and foresight of the academy as a whole.

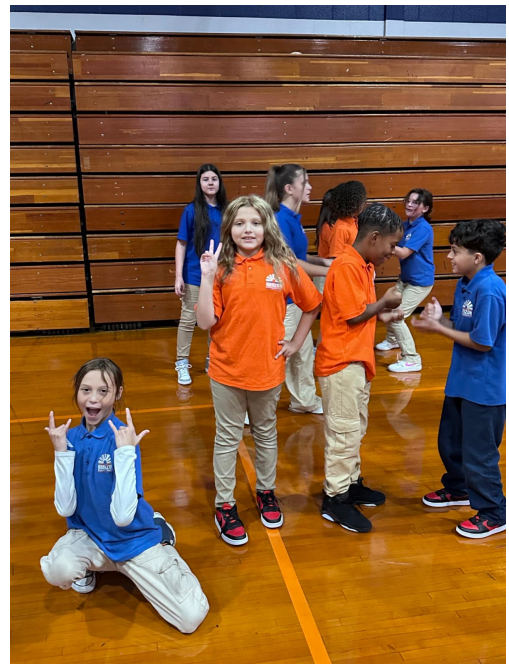
Scholastic, athletic, and social enrichment is vital to our nation's continued well-being, and the needs and demands for our system of education present a variety of challenges. Since its establishment, Horizon Science Academy of Lorain has consistently and effectively met these obstacles, and we are certain that it will maintain its unwavering dedication to helping all students become capable, well-rounded individuals.

Thus, it is with genuine satisfaction that we congratulate Horizon Science Academy of Lorain on its new gym and cafeteria and offer best wishes for the years to come.

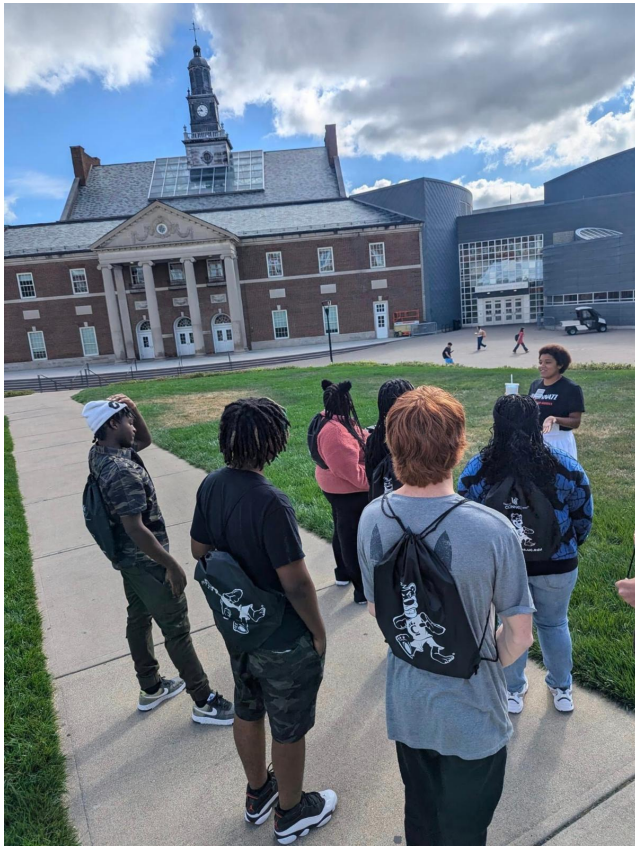


Matt Huffman
Senator Matt Huffman
President of the Ohio Senate

Nathan H. Manning
Senator Nathan H. Manning
13th Senatorial District



Students at **Riverscape Career Tech** took a visit to the University of Cincinnati. They had the opportunity to take a tour of the campus and see what college has in store.



Upcoming Events

Don't fall behind this Fall! BCHF Professional Learning Opportunities are designed to keep you and your teaching staff up-to-date and interested in all aspects of education. Please browse the sessions below and join us. Register for sessions via the link in the title, or go to BCHF's Professional Learning Opportunities Catalog, [available here](#).

BUILDING CULTURE THROUGH COACHING – October 3, 2024 – 9:30 to 11:00 A.M. – Online via Zoom

Every successful team has an intentional coach. How do you coach your "players" to win the instruction game? In this session, we will overview coaching strategies and styles that you can employ with your staff to make sure that your team is functioning to win.

COHORT: SOCIAL STUDIES – October 3, 2024 – 3:00 to 4:00 P.M. – Online via Zoom

Welcome to BCHF's first cohort especially for social studies educators! The cohort is designed to help you improve instructional practices, increase test scores, and empower students to be effective citizens. Through this collaborative group, we will be discussing the future of social studies with the advent of AI; test preparation; and turning students into citizens.

COHORT: SPECIAL EDUCATION NETWORK – October 7, 2024 – 3:00 to 4:30 P.M. – Online via Zoom

This cohort equips intervention specialists with essential skills across three focused sessions. Session 1 guides participants in exploring effective communication strategies to build trust and respect with families and the community. Session 2 establishes a solid understanding of special education laws, including IDEA and ADA, and imparts practical advocacy techniques. Session 3 centers on cultural competency and equity in special education, equipping participants with tools to support diverse student needs and promote inclusive educational practices. By the cohort's conclusion, participants will possess a comprehensive toolkit to enhance family engagement, navigate legal requirements, and foster inclusive learning environments.

COHORT: LITERACY AND DYSLEXIA – October 8, 2024 – 4:00 to 5:30 P.M. – Online via Zoom

The Dyslexia and Literacy Cohort is designed for classroom teachers and anyone who provides instruction on Dyslexia or Literacy. This cohort is designed with those instructors in mind. The cohort will meet 4 times this year (2 in the 1st semester and 2 in the 2nd semester) with a focus on Best Practices for Dyslexia and Literacy. The focus for this session will be “Providing Effective Instruction through Best Practice Strategies.”

THE TROUBLING 2%: STUDENTS WHO LIGHT THE MATCH. -PART 1 – October 8, 2024 – 4:00 to 5:30 P.M. – Online via Zoom

This session is intended to engage, discuss and deepen our shared understanding of children and youth with significant behavior needs. We also hope through our discussion to renew commitment as educators to meeting needs and problem-solving behavior that disrupts positive school climate.

AI FOR EDUCATORS – October 10, 2024 – 4:00 to 5:30 P.M. – Online via Zoom

Is AI a menace to teaching and learning? Or is it magic? Join us for a lively session exploring ways to approach this topic with students, AI-powered classroom tools, and how AI can help teachers work smarter. Participants will also leave this session with resources that can be leveraged to help students thrive in a world that is becoming more automated every day.

COHORT: MATHEMATICS LEADERSHIP – October 15, 2024 – 10:00 to 11:30 A.M. – Online via Zoom

This program is designed for mathematics leaders at every level (e.g., principals, academic coaches, grade team leaders, and master teachers). The program aims to assess the impact of leaders on improving student learning by examining their current mathematics situation in terms of instruction, structure, and culture. Participants will become familiar with the National Council of Supervisors of Mathematics (NCSM) framework for leadership in Mathematics Education. You will be guided through developing a mathematics program improvement plan (MPIP) through assigned learning activities and deliverables designed to support progress through various stages of the MPIP. Participants are expected to attend meetings fully prepared to contribute to group learning. The primary resource for this year will be NCSM Essential Actions: Instructional Leadership in Mathematics Education. Session topics are: 1. Preparing Your Program (instructional focus); 2. Planting Seeds of Security (structural focus); 3. Cultivating a Healthy Mathematics Garden (cultural focus); and 4. Celebrating Improvement (sustainability focus).

LAUNCH YOUR FUTURE: APPRENTICESHIPS 101 WITH SPECIAL GUEST ROB GONDA – October 17, 2024 – 2:30 to 3:30 P.M. – Online via Zoom

Curious about helping your students launch a successful career straight out of high school? This session explores the exciting world of apprenticeships in Ohio. You'll discover the benefits of pre-apprenticeship programs, learn about a variety of in-demand apprenticeships available across the state, and understand the recent changes in apprenticeship laws that open up even more opportunities for you.

COHORT: LEADERSHIP – October 16, 2024 – 2:00 to 3:30 P.M. Online via Zoom

The BCHF Leadership Cohort is designed with school leaders and their priority needs in mind. The cohort will meet 2-3 times each semester with a focus in 2023-24 on building support for inexperienced and non-traditional teachers. Session topics are as follows: September 11 - Building your Faculty by Building Relationships; October 16 - Student and Staff Attendance; November 13 - How Leaders Improve Pedagogy Please join us for all or some of these sessions as you are able. Leaders who attend at least four cohort sessions through the year will receive a special certificate and free book:)

COHORT: TEACHER EMPOWERMENT – October 17, 2024 – 4:00 to 5:30 P.M. – Online via Zoom

TEACHER POWER! Do you sometimes feel powerless to control anything in your classroom? Join us for a year-long journey as we investigate together major topics that teachers want to know about. Session One will discuss De-Escalation; Session Two will provide hints and tips to increase student engagement; Session Three will give helpful hints to improve student agency; and Session Four will discuss providing deeper learning in your lessons. Join the teachers' family and ride with us this school year! Our teacher cohort is a place to learn and share ideas and strategies for helping you not only manage your classroom but make it a safe and energized space for both the students and you.

DETECTIVE PERSPECTIVE: CLARIFYING HIGH-QUALITY MATHEMATICS TEACHING AND LEARNING – October 22, 2024 – 10:00 to 11:15 A.M. – Online via Zoom

As a school leader, can you detect what high-quality mathematics teaching and learning look, feel, and sound like? Is your personal vision for exemplary teaching and learning consistent with that of your mathematics teachers? Leaders who clarify what needs to be done and provide ongoing support help

their staff succeed. This session will discuss strategies for developing a shared vision of exemplary mathematics teaching and learning and how to activate that vision.

COHORT: SUPPORTING MULTI-LINGUAL LEARNERS – October 23, 2024 – 4:00 to 5:30 P.M. – Online via Zoom

Join us to stay updated with the latest research and news in multilingual education, learn innovative strategies tailored to your classroom, and engage in meaningful networking with peers. In this supportive community committed to enhancing language development and academic achievement for all students, we meet to share ideas, strategies, and ready-to-use instructional resources. Each session is a blend of learning, sharing experiences, and building a collective knowledge base to effectively support emergent multilinguals in their educational journey. Each session will focus on different topics: September 26: Data Management / Newcomer Q&A December 12: Collaborating with Classroom Teachers / Games We Love.

WHY DON'T STUDENTS ACHIEVE? – October 23, 2024 – 4:00 to 5:30 P.M. – Online via Zoom

After longer classes and more intervention, students still are not achieving in mathematics and many other subjects. Why? What does it take to move the student achievement needle? Latest research from cognitive and behavioral psychology provides teachers with some direction in moving the achievement needle and facilitating clear learning gains. Join us as we discuss this powerful research and how it can impact on your classroom!

THE TROUBLING 2%: STUDENTS WHO LIGHT THE MATCH-PART 2 – October 24, 2024 – 4:00 to 5:30 P.M. – Online via Zoom

This session is intended to engage, discuss and deepen our shared understanding of children and youth with significant behavior needs. We also hope through our discussion to renew commitment as educators to meeting needs and problem-solving behavior that disrupts positive school climate.

IMPLEMENTING RESTORATIVE PRACTICES – October 29, 2024 – 3:00 to 4:00 P.M. – Online via Zoom

Building on the foundational knowledge from Session 1, this session focuses on practical implementation strategies for restorative justice practices. Participants will learn about different models of restorative processes, such as circles and conferences. Through role-playing and scenario analysis, participants will gain hands-on experience in facilitating restorative dialogues and managing conflict resolution using restorative principles. This session aims to equip participants with the skills and confidence to apply restorative justice practices effectively in their own contexts.

PBL IN THE DIGITAL AGE - 3 PART SERIES – October 31, 2024 – 3:30 to 5:00 P.M. – Online via Zoom

Join "real life" teacher Dan Jones for a series of three workshops on his new book, *Modern PBL: Project-based Learning in the Digital Age!* Participants will come away from these discussions with new ideas for teaching that create more meaningful learning experiences. They will examine many ways to encourage students and motivate learning, build passion into the teaching and learning experience, and support and implement a PBL learning approach that helps students develop the knowledge and skills necessary for living and learning in a 21st Century World. Sessions will meet once a week for three weeks (October 31, November 7, and November 14) at 3:30 P.M. Attendees will receive a free copy of Dan's book!

BCHF ANNUAL BOARD TRAINING 2024 – November 2, 2024 – 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!

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

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