

FALL 2022

THE ESC CONNECTION

A DIGITAL MAGAZINE OF THE EDUCATIONAL SERVICE CENTER OF NORTHEAST OHIO



Creating Communities of Life-Long Learners

Educating our Youngest Learners



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SUPERINTENDENT'S MESSAGE

By Dr. Bob Mengerink, *Superintendent*

Dear Friends and Colleagues,

Welcome to this year's fall newsletter! Whether you are a veteran educator or this is your first year teaching, we have so many opportunities for you to engage with others or invest in some new ideas. As you read through this newsletter, I hope you'll think about other ways we can be helpful to you. Our work only exists to serve all of you and the more we hear from each of you about what you need to help your district and students succeed, the more we improve. We have spent the last several months reorganizing and increasing our capacity to better meet your needs. You can access our entire [Staff Directory](#) to reach out to any one of us for assistance. There is no wrong door and we will make sure you get the support or answers you need. While each year may bring new challenges, it also brings so many new opportunities. We are excited about our new initiatives this year and we sincerely look forward to helping you in any way we can. Please don't hesitate to reach out at any time.

Sincerely,

Bob

Bob Mengerink
Superintendent



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Cover photo: Bay Village Schools' new Superintendent Scot Prebles introduces himself to the district's "Little Rockets" at the Glenview Center for Child Care & Learning. The Glenview Center celebrates its 40th anniversary this year. Story on page 24.

National Blue Ribbon Schools

U.S. Secretary of Education Miguel Cardona has recognized 297 schools as National Blue Ribbon Schools for 2022, including 13 schools in Ohio. The recognition is based on a school's overall academic performance or progress in closing achievement gaps among student subgroups. Among Ohio schools named as National Blue Ribbon Schools and a member of the ESC of Northeast Ohio is Grace L. Roxbury Elementary School, Solon City Schools. Congratulations!



CUYAHOGA COUNTY AWARD-WINNING PBIS BUILDINGS AND DISTRICT

Each year, the Ohio Department of Education and the Ohio PBIS Network recognize schools and districts for their quality of Positive Behavioral Interventions and Supports (PBIS) implementation. PBIS involves teaching students expected behaviors in a consistent and positive way, modeling and acknowledging those behaviors, and helping all students meet expectations and be successful. PBIS has been shown to improve student achievement, student behavior and school climate. PBIS aligns with Ohio's Whole Child Framework by creating safe and supportive schools and prioritizing its five components.

Schools are eligible to receive awards at the bronze, silver or gold levels of distinction. In 2022, 375 schools across Ohio received recognition. Additionally, 16 districts received recognition at the district level. State Support Team Region 3 and the ESC of Northeast Ohio are excited to congratulate the 50 schools awarded bronze, silver or gold level recognition and three districts awarded district level recognition for their work in implementing PBIS. In Cuyahoga County, there are a total of 50 award-

winning schools recognized at these levels: Gold (6), Silver (13), or Bronze (31), and three districts recognized at a district level. See the full list at this [link](#).

	Bronze	Silver	Gold	District	Total
Number of awards	30	13	6	3	52

These buildings will be honored at the 2022 Ohio PBIS Showcase, which is held annually in conjunction with the Ohio Leadership Advisory Council (OLAC). The virtual conference will take place on December 6, 2022 with the theme being ALL IN: For Ohio's Schools, Students & Communities. The event is FREE to all who register. More information about the Showcase is available at the Ohio Leadership Advisory Council website.

For information on professional development and support related to PBIS and student wellness, check out our websites - Professional Development Calendar of Events, Student Wellness and Positive Behavioral Interventions and Support.



Richmond Heights Secondary Mathematics (Grades 6–12)



The Richmond Heights Middle School and High School mathematics educators launched the 2022–2023 school year with several new data-driven initiatives to strengthen their students' problem-solving and self-assessment skills. Bob Glavan, an ESC of Northeast Ohio instructional coach and curriculum consultant, has assisted with Richmond Heights math and science programming for several years.

The district is utilizing data obtained from diagnostic testing using the NWEA MAP assessments in reading, math, and science, which are administered in fall, winter, and spring. Specifically in math, teachers are helping students with goal setting aimed at improving their math MAP scores during the school year.

At the middle school, Nick Alcantar is teaching seventh-grade math and eighth-grade math, as well as Algebra 1 to accelerated eighth graders. Taylin Reynolds is supporting mathematics instruction in both seventh grade and eighth grade by meeting students at their current achievement levels and helping them make progress by intervening to plug learning gaps as well as enriching students who are exceeding grade-level expectations. They work together to plan instruction and to select bell work emphasizing prerequisite skills to help students succeed in Alcantar's math classes.

The Richmond Heights High School Math teachers are Lori Gecina, Gabi Kisner, Delbert Patterson, and Robert Antczak. To promote team building, the

teachers engaged students in a friendly competition to start the year, pitting students in Algebra 1, Geometry, and Algebra 2 tasked with completing as many lessons in the ALEKS digital platform after an initial knowledge check. ALEKS places students at their current knowledge level and allows them to make progress on their own, encouraging self-assessment and perseverance. Patterson's Algebra 2 class won this initial competition. Kisner is hosting after-school study tables for students who seek additional help. She has observed more students making the effort to seek help after school this year. In addition, she is establishing collaborative learning communities in her Geometry and Advanced Quantitative Reasoning (AQR) classes, facilitating students being responsible to and learning from their peers.

As a first ring district, Richmond Heights has access to virtual reality technology (Prisms VR) borrowed from the ESC of Northeast Ohio. Glavan facilitated teacher training on the Oculus headsets in May, and the district secondary math educators will use this technology to promote spatial reasoning and abstract learning, beginning with the Honors Geometry class in late October. Parents and other community members interested in exploring this technology may access basic information at <https://www.prismsvr.com>.

Collectively, the middle school and high school math teachers are working to help Spartan students become more self-sufficient, lifelong learners.

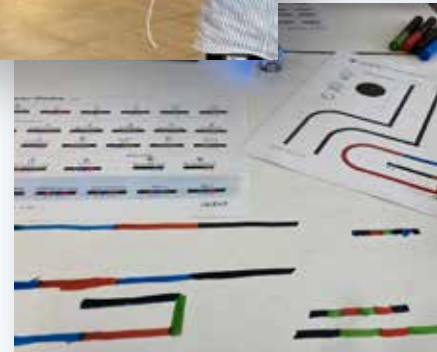
Teaching and Learning with Technology

Dr. Vicki Turner, Director of Technology at Berea City Schools, led participants in the first Teaching and Learning with Technology workshop through the T3 Framework, which deepens innovation in education through translational, transformative, and transcendent technology use. Participants applied the framework using translational technology with ozobots and 3D MergeCubes. Bob Glavan, ESC science and mathematics consultant, guided participants using VR Prisms technology for teaching high school Algebra and Geometry, an example of deeper transformative technology.

The Teaching and Learning with Technology workshops continue during Fall in collaboration



with the Cuyahoga County Public Library technology specialists guiding participants in hands-on applications with circuitry and coding. In Spring, Kent State Design Innovation Hub faculty will share design principles and latest technologies for educator training and classroom use.



For information, contact Nadine.Grimm@escneo.org

Chardon Schools Administrative Team Committed to Being Instructional Leaders

Chardon's District Leadership Team, led by Superintendent Dr. Mike Hanlon, started their year focusing on making data driven decisions. Time at their retreat centered on using data driven discussions to revisit teaming structures and set common goals to move student learning forward. This teaming reset will continue throughout the year in quarterly sessions.

In addition to using data for teaming and goal setting, the administrative team has three sessions on the calendar to grow their knowledge about data provided by the state. They took part in the HQSD Support Series - an opportunity for district and building leaders charged with preparing and delivering professional learning to support the implementation of High-Quality Student Data within the OTES 2.0 evaluation framework. Additionally, they met to review the new state report card to plan for ways to fine tune their systemic instructional and

assessment practices. They also will meet this month to review the EVAAS redesigns to better understand how to analyze and interpret the information for the greatest student impact.



Learning happening at the leadership level is directly connected to the teachers' growth during their professional development days. Teachers will have the opportunity to fortify the work of the PLC process while they review common data to support students' growth. While teachers will initially participate in a large group, there will be opportunities for them to work in their PLCs to fine-tune their common assessments and plan actions around data based decisions.



Bedford City Schools Committed to Improving Student Learning Through Meaningful Professional Development



Bedford City School District, led by Interim Superintendent Dr. Cassandra Johnson, has started the 2022-2023 year providing professional development that focused on teacher, and administrator growth. Dr. Johnson was highly visible during the three-day OTES (Ohio Teacher Evaluation System) training, and fully engaged as a learner and district leader during the two-day OPES (Ohio Principal Evaluation System) training. Her presence and input was a powerful example that Bedford values the benefits of a strong evaluation process and recognizes that the impact of their evaluation system has a direct impact on student learning.

District and building level administrators engaged as teams in the Ohio Department of Education's

OTES 2.0 and OPES 2.0 training with facilitators from the ESC of Northeast Ohio. During these training sessions, the administrators actively participated in collaborative activities, rich conversations, and deeply analyzed evaluation scenarios. Anyone entering the room could see and hear the passion each administrator had to make the evaluation process meaningful and individualized. Administrators felt strongly that the evaluation system, when effectively implemented, is a collaborative coaching process that empowers the evaluatee to set goals, monitor their progress and continuously align to district, school, and student goals and outcomes.

To continue Bedford's professional development focus, the district will conduct an in-depth analysis of state testing data. The administrators will analyze the OST (Ohio State Test) results to identify district, building, and student strengths and areas for improvement. The next step of the data analysis will be to lead teachers through a deep dive into OST data to identify implications on instructional practices.

Bedford City Schools is committed to the growth of their administrators, teachers, and students. Congratulations Bedford on a great start to your 2022-2023 school year!

Independence Primary School Creates New Report Card System

Over the past year, the staff at Independence Primary School (IPS) has worked closely to review the structure of their report cards with support from Teaching and Learning Consultants, James “Ike” Holzapfel and Jamie Smith, from the Educational Service Center of Northeast Ohio. Standards-based report cards allow teachers to gather information on a student, come together as a team, and more authentically communicate student growth throughout the year. Districts across the country are turning to this new form of reporting. For the IPS teachers, it has led to collaborative conversations, a better understanding of grade-level standards, discussions on common assessments, reflection on how they assess their students, and the development of assessment rubrics. Standards-based reporting ultimately allows parents and caregivers to know more deeply how their child is progressing and in the ways they need to improve on specific year-long learning.

The goal is to provide families with a report card that better reflects a child’s progress towards mastery of key skills in each grade and subject. Previously, IPS used check marks with M/I and +/- in kindergarten, first grade and second grade with third and fourth grades using letter grades. Report cards with grades only provide a periodic glimpse of “a point in time” performance on year-long learning standards. Beginning this school year, kindergarten through third grade will use a “new” report card system to reflect students’ learning progress and they will be released in November. To ensure consistency in grading practices, fourth-

grade students will not make the transition until the 2023-2024 school year. The fifth and sixth-grade teachers are currently working to align their grading philosophies and practices to support a seamless transition as students graduate to Independence Middle School.



The following letter scale will be used to communicate student progress:

B - Beginning - Student requires adult guidance and support to achieve the objective and/or standard being introduced.

D - Developing - Student can achieve the objective with guided practice and/or is able to achieve the objective with some support. Student performance may be inconsistent.

S - Secure - Student consistently demonstrates the objective independently or with minimal support and can generalize the skill beyond a specific task/lesson.

Independence Primary School has found a far more informative method to communicate how students are developing throughout the school year, placing the focus right where it needs to be—on the learning.

SST3 AND EUCLID CITY SCHOOLS PILOTING EACH CHILD ON TRACK

State Support Team 3 (SST3) is excited to be participating in Each Child On Track, Ohio's new State Systemic Improvement Plan (SSIP). This five-year plan will expand upon the early literacy focus of previous plans and pivot into high school to ensure students with disabilities are making progress toward graduation and successful post-school outcomes. Increased graduation rates and post school outcomes require everyone's investments. While the focus for this SSIP is on graduation for students with disabilities, this effort includes all grade levels, content, and educators as outlined in this [tree of influence](#) infographic. The theory of action for the new SSIP is focused on five strands - Family Partnerships, School Personnel Capacity, Collaborative Structures, Multi-tiered Systems of Support, and Characteristics of Effective Schools. The theory of action proposes that focusing on actions in these five strands will result in:

- a higher percentage of students with disabilities graduating with a regular diploma
- fewer students with a disability dropping out as measured by Indicator 2 and ultimately,
- more students with a disability engaged in competitive integrated employment, post-secondary education or a meaningful, self-sustaining vocation.

Throughout the course of the plan, five cohorts of districts will be involved in state level training and receive coaching from State Support Teams to use Ohio's Early Warning System Tool and Progress Toward Graduation Reports to identify needs, select and monitor interventions to help students earn a diploma by standard requirements. Six State Support Team regions, including SST3, are currently participating in the initial pilot phase.

A team from Euclid City Schools has joined as a cohort 1 district supported by a team from SST3. They will be participating in state level training conducted by a team from the Ohio Department of Education Each Child On Track Project Team and supported by SST3 through fall and winter. The Euclid SSIP team will begin developing their early warning indicators system in spring 2023.

SST3 will be working with additional Local Educational Agencies (LEAs) through the spring of 2026 as additional cohorts are brought on board. For more information contact SST3 consultants Angie Chapple at angie.chapple@escneo.org or Robert Ross at robert.ross@escneo.org.



Each Child on Track Theory of Action



Disrupting poverty **IN OHIO NETWORK**

OHIO'S BEHAVIORAL HEALTH WORKFORCE

Are you aware that 21% of Ohioans live with a mental health condition or substance use disorder? The average delay between symptom onset and treatment is 11 years. The demand for behavioral health services increased 353% from 2013 to 2019, but the workforce does not keep up with demand.

At the Disrupting Poverty in Ohio Network meeting on October 6, participants learned the facts about Ohio's behavioral health crisis and the programs being put in place to support the health and well-being of Ohioans. Lori Criss, Director of the Ohio Department of Mental Health and Addiction Services, and Clare Rosser, Chief of Strategic Initiatives for the ADAMHS Board of Cuyahoga County, explored how state and local service providers are increasing and supporting [Ohio's behavioral health workforce](#).

The State of Ohio is working to increase career awareness and the pathways leading to careers in the behavioral health field with a commitment of funding to support students working towards associate and bachelor degrees with internships, stipends, and scholarships. A task force is working with educators to develop best practices, enhanced training, certifications, licensures, as well as peer support training to increase the numbers of behavioral health workers. The ADAMHS Board has created brief career [videos](#) about jobs like Art Therapy, Psychiatry, Social Work, and Nursing to interest youth in the career field.

The next Disrupting Poverty Network meeting will be February 1, 2023, on the topic of Student Mobility.



Lori Criss

Director, The Ohio
Department of Mental
Health and Addiction
Services



Clare Rosser

Chief of Strategic
Initiatives, ADAMHS
Board of Cuyahoga
County



PROFESSIONAL DEVELOPMENT PROGRAM FOR DISTRICT LEADERS

The First Ring Leadership Academy is a year-long professional development and leadership training program for Teacher Leaders in the 16 districts that surround the Cleveland Metropolitan School District. Participants are nominated by their superintendents each spring to become part of the cohort the following school year.

The Academy meets for nine full days throughout the academic year with a focus on building capacity to address the unique challenges of First Ring districts: Poverty, Student Mobility, Diversity, and Closing the Achievement Gap. Participants engage in a variety of learning activities including on-site presentations and discussion, readings and reflections, and coordinating and mentoring a team



of high school Student Leaders within their district. Sessions are held at the ESC of Northeast Ohio, district sites, and area colleges.

[Click here for the 2022-23 brochure.](#)





EMPOWERING STUDENTS

The First Ring Student Leadership Institute empowers high school sophomores and juniors to become leaders of change in their schools and communities. Every fall, high school principals in the 16 school districts surrounding the Cleveland Metropolitan School District nominate a team of five sophomores to attend the Institute. When they become juniors, these students have the option to return for a second year to further their leadership skills.

Participants attend a total of seven sessions held at district locations and area colleges during school hours. At the Institute they will:

- » Hear from dynamic speakers in fields like professional sports, the sciences, finance and education
- » Learn about a social justice framework called Youth Participatory Action Research (YPAR) and use that knowledge to solve an issue of importance to them in their school or community
- » Develop the skills to lead and inspire others
- » Share their ideas and experiences with students from other First Ring districts

SOLVING IMPORTANT ISSUES

In Year 1 at the Institute, high school sophomores work as a team to investigate an issue in their school or community.

- » Using a YPAR framework, five students from every First Ring high school research the nature, causes & potential solutions to an issue of importance to them.
- » Each team collaborates with a teacher or administrator from their district who acts as a guide.
- » At the final meeting in May teams share their findings and present their recommended solutions to their superintendent and principal.

Students who have completed Year 1 move on to Year 2 as high school juniors to put their recommendations into action and mentor incoming students.

- » Participants learn how to raise awareness and influence decision-makers to act on their recommendations.
- » Teams attend a youth research symposium to present their research and project outcomes.
- » Students earn undergraduate credit for their work and participation in the program.

[Click here for the 2022-23 Brochure.](#)

For more information on the First Ring Schools Collaborative, contact:



Bill Wagner
Co-Director
bill.wagner@escneo.org

Jennifer Dodd
Co-Director
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STUDENT WELLNESS DEPARTMENT

The Student Wellness Department (SWD) strives to enhance the health, well-being, and safety of every student through effective consultation, support, linkage, and navigation of resources. Additionally, the SWD provides legislative guidance around state initiatives for school district implementation. During the summer of 2022, the Ohio Department of Education entered into a contract with Dr. Dewey Cornell, the creator of the evidence-based Comprehensive School Threat Assessment Guidelines (CSTAG), to provide free training opportunities for school threat assessment teams as they work to prevent violence and promote safety.

Working in partnership with surrounding ESCs, the ESC of Northeast Ohio is the lead organization for the Northeast Ohio region for coordinating and delivering CSTAG to school districts.

In our region, the ESC and the Ohio Schools Council (OSC) are partnering to deliver this training to multidisciplinary school teams beginning in the fall of 2022. Districts can register for upcoming CSTAG training [here](#). CSTAG is an approved training as identified by the Ohio Department of Public Safety to meet the requirements of HB 123, and is considered the “gold standard” by Governor Mike DeWine.

The ESC launched the State CSTAG initiative September 20-22 led by a national trainer who on the first day trained districts, and on the subsequent two days trained trainers across the state. More than 85 participants from districts and ESCs throughout Ohio learned strategies to support student safety.

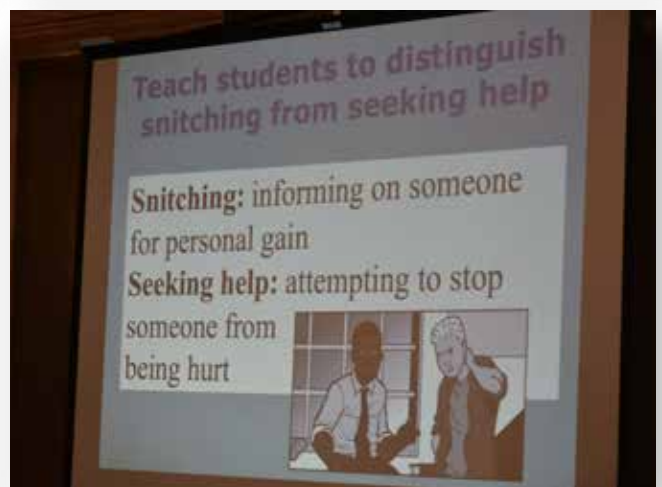
The Family and Community Partnership (FCP) Liaison program, which was established through the federal CARES Act, is designed to meet the increased needs of vulnerable youth by connecting schools, families, and youth to community resources and local systems of care. The SWD dedicated a full-time consultant, Carrie Sullivan, to the role of Family and Community Partnership Liaison. Ms. Sullivan's primary focus is to build the capacity of the ESC and local education officials to identify, engage, support, and meet the needs of Ohio's most vulnerable students and their families.

For more information on HB 123, Threat Assessment Training, FCP Liaison or other SWD consultant services or programming, please contact Kristine Kozlowski, Project Assistant, at kristine.kozlowski@escneo.org.



[Sign up to receive our Student Wellness Department E-Newsletter.](#)

[For archived issues, click here.](#)





LOCAL SCHOOLS LAUNCH OHIO PERSONALIZED LEARNING NETWORK

Teams of educators from area schools including Kirtland, Twinsburg, Chagrin Falls, Invictus, Medina, Canton, Saint Albert the Great, Revere, Fairport Harbor, Field, iSTEM, Perry (Lake County), Riverside, and Tallmadge Schools joined over 200 educators across the state of Ohio to grow personalized, student-centered learning! The first of four in-person Launch cohort convenings was recently held for schools in the Northern part of Ohio. Teams consisting of three to four teachers alongside other educators such as their principals, instructional coaches, curriculum coordinators, superintendents, guidance counselors, or special education directors reviewed their school goals, vision, and mission statements to determine their why for personalized learning and the degree to which their school and district guiding principles support personalized learning. Goals for the teams include building a collaborative cohort of school leaders to support personalized learning in Ohio schools, distinguishing common

language for personalized learning, recognizing essential elements of personalized learning, and self-assessing where their school is in their personalized learning journey.

Marcia Roach, Curriculum Coordinator from Revere Schools stated, “The first goal of our Strategic Plan is Student Agency. An objective that we want to achieve is to ensure every student has access to rigorous experiences that promote intellectual growth and future readiness. We believe that this LAUNCH cohort will support us to look for opportunities for student choice in our instructional units and allow us the collaborative time to not only plan for those teaching and learning experiences, but also to strategically plan for





our team to provide professional learning to their colleagues.”

Chad VanArnhem Superintendent from Kirtland Local Schools added, “A focus for the Kirtland Local School District has been a return to best instructional and assessment practices. Within these practices, we feel strongly in providing our students with a personalized learning approach to improve their engagement and academic growth. We are excited to be a part of the personalized learning cohort as we continue to improve these opportunities for our students. “

Courtney Davis, Director of Curriculum for Tallmadge Schools shared, “We are excited to begin our personalized learning journey in Tallmadge. We are passionate about providing authentic, student-driven experiences that actively engage students in the learning process.”



Dr. Betty Jo Malchesky, Assistant Superintendent at Perry Local Schools stated, “At Perry we are a small and vibrant community focused on world-class opportunities for our students. Our learner

profile sets the compass and vision for the student experience. May every student who walks through our doors experience a learning culture that supports them to become the very best version of themselves to the extent you leave Perry inspired, engaged, and ready for life.”

To support Ohio educators' work to create learning environments that ensure the success of every student, the Ohio Department of Education has partnered with Ohio's regional Educational Service Centers and KnowledgeWorks to create the Ohio Personalized Learning Network (OPLN).



The OPLN offers multiple professional learning pathways to help Ohio educators personalize learning for each student and support to help educators expand personalized learning from the classroom to the district. Educators have the option of completing free online modules through the www.personalizeoh.org website and access to a peer online community to learn and collaborate with educators across Ohio and the United States working towards personalized learning. Regional Personalized Learning Specialists are available locally through the Educational Service Center of Northeast Ohio, Summit Educational Service Center, and the Educational Service Center of the Western Reserve. All Ohio educators can participate in the Explore modules and the network is recruiting school design teams for the next Launch cohort for the 2023-2024 school year and beyond!

PEP PHOENIX STUDENT FEATURED IN STATEWIDE NEWS STORY

On Monday June 13, Spectrum News Channel 1 ran a story as part of its “Building Resilient Communities” series that featured a student from Positive Education Program. Omar El Sabe, a PEP Phoenix student in eighth grade who is in the process of transitioning back to his public school, talked to reporter Brian Calfano about trauma and how he overcame it at PEP.



Omar had made a lot of mistakes before he came to PEP and was very disappointed in himself. His self-esteem was very low. “I thought there was no point. No point in doing anything,” he said of his mindset when he first started attending PEP Phoenix. “If my reputation was done for, then I might as well say the book ended there.”

Calfano explained that for Omar the trauma-informed approach at PEP helped him gain the resilience to push back negative thoughts. Today, thanks to his hard work and the hard work of his teacher-counselors, Omar is enjoying a new-found confidence and eagerly preparing to transition back to public school.

KIDS CELEBRATE PEP’S 50TH WITH BIRTHDAY PARTIES

During the 2021-2022 school year, Positive Education Program took several occasions to celebrate its 50th anniversary. To cap off the year, kids and staff from each Day Treatment Center and PEP Connections had the chance to celebrate together at special PEP birthday parties. Central Office staff, including PEP Early Childhood Plus and PEP Assist were invited to join the celebration of their choice. Each program had a birthday cake and special activities tailored for their kids.



Crossroads Day Treatment Center

For information, contact:
Robin Kline
ESC Crossroads Program
robin.kline@escneo.org

The students in the younger two classrooms at Crossroads Day Treatment Center currently are participating in an eight-week therapeutic horseback riding program at Fieldstone Farms in Chagrin Falls. Students and staff attend each Tuesday afternoon with students spending time riding and caring for horses that have been assigned to them for the eight-week duration. In addition to riding the horses, the students groom and feed the horses, while also participating in lessons and projects pertaining to horses and horse care. This is a very special opportunity which the students look forward to each week.



PASSPORT

School Program

Guiding Extraordinary Individuals Toward a Future of Hope

For information, contact:

Lisa Adler, Director

lisa.adler@escneo.org

440-688-1280

As part of the curriculum, students participate in extracurricular activities such as the Horticulture Club. They plant, compost, water and manage the entire growth processes of the plants and vegetables. They will transplant these plants to the greenhouse for the winter where they will continue to attend to the garden and its winter survival.



They will transplant these plants to the greenhouse for the winter where they will continue to attend to the garden and its winter survival.



Micaiah helps Rob water the last of the tomato plants for the summer growing season.



Ja'Meela, Mary, Aniya and Rhonda are learning about parts of a plant playing Bingo.



Ayden is playing an “Object” pictured Bingo game to learn the shapes.



Mary helps Rayvon with a ring toss activity to help strengthen his extremities.



Retta tosses the ball to Mark during a physical therapy exercise to encourage stretching.



The learning gets even more fun when they make guacamole.



Julie is reading to her class about Hispanic Heritage month.

CAPSTONE ACADEMY

For information, contact:

Mary Wideman, Program Administrator

mary.wideman@escneo.org

330-732-8249

The Capstone Academy program is housed within the Hattie Larlham (HL) residential facility in Mantua, Ohio. This nonprofit agency provides medical, therapeutic, and vocational services to children and adults with significant developmental and physical disabilities as well as profound medically fragile conditions. Capstone Academy collaborates with the HL therapy staff to provide a multi-disciplinary approach to education. Each student's Individualized Education Program (IEP) incorporates content, concepts, and activities that foster cognitive, language, physical, and adaptive functioning development through the integration of multiple disciplines that allow students to experience personal, academic, and therapeutic success.

Our therapy team is comprised of speech language therapy, occupational therapy, physical therapy,

and massage therapy. They provide educationally relevant services and activities for students, develop meaningful IEP goals, and collaborate with Intervention Specialists to support student success across the school environment. Therapists and teaching staff have a collaborative partnership in which they plan and adapt instructional activities to support student access and purposeful student participation throughout the educational day.

The therapy gym is a lively place full of music, multisensory experiences, and fun. When asked what the therapists love most about working with the students at Capstone Academy, they responded that it's the joy in helping the students make progress and celebrating the successes together. Everyone agrees that working with the students at Capstone Academy is a unique and fulfilling experience.



Faith exploring multisensory items during an occupational therapy session.



Ayanfe working on her standing goal with the Physical Therapist.



Nicholas in massage therapy enjoying a multisensory experience.



OHIO ONLINE LEARNING PROGRAM

EARLY COLLEGE INFORMATION TECHNOLOGY (IT) PROGRAM

Responding to IT talent shortages by expanding career pathways for students

With the shortage of qualified information technology professionals in northeast Ohio, in the state, and nationally, this new Early IT program offers high school students a direct pathway towards college admission at the University of Cincinnati.

Districts partnering with the ESC OOLP can offer the Early IT opportunity to their 9-12th grade students.

UNDERGRAD SPECIALIZATIONS AT UC'S SCHOOL OF IT

Undergrad Specializations

- » BSCyber Cybersecurity
- » BSIT Data Technologies
- » BSIT Game Development & Simulation
- » BSIT Networking/Systems
- » BSIT Software Application Development



Co-op

- » Integration of a 20 month paid work experience (co-op) with average pay of \$45,000 during the IT bachelor's degree program

DISTRICT INFORMATION

If your students are interested in this opportunity, the next available courses are Fundamentals of Information Technology and Database Management I, starting in January 2023.

An agreement between the district and the ESC/Ohio Online and UC must be completed.

Once that is done, students will need to submit their application by November 14, 2022.

Student Benefits

- » Automatic admission regardless of GPA or ACT
- » Preferred admission for partial completion of courses
- » Reduces the time to complete and total cost of a bachelor's degree
- » Develop in-demand communication, problem solving and technical skills
- » Participate in SoIT events and activities
- » Meet additional graduation requirements
- » Begin first paid co-op* in the summer after high school

* Students wishing to complete their first co-op the summer after high school are required to complete the Introduction to Co-op course as well as complete all pre co-op activities in fall of their senior year

CONTACT US TODAY

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2022 Teacher of the Year Kurt Russell Visits U.S. Cities – Shares Story of Hope

In year's past, Oberlin High School History Teacher Mr. Kurt Russell would be busying himself creating lesson plans, scheduling field trips and organizing special guests at the beginning of the school year. However, since being named National Teacher of the Year 2022 in April, Mr. Russell's plans have changed. Rather than being in Room 200 at Oberlin High School, the United States has become his classroom; and he now spends his time sharing with educators his message of hope.

Mr. Russell has spoken at various conferences in Chicago (NEA Keynote Speaker); Aspen, Colo. (think-tank); Washington Harbor, (National PTA); Washington, D.C. (testified on Capitol Hill); spoke with educators in Verona, Wis.; met Ohio First Lady Fran DeWine at the Lorain County Imagination Library Coalition event on Aug. 30; and spoke at the Lorain High School Family Summit on Sept. 17.

"The foundation of this country and the greatness of this country begins with a teacher," Mr. Russell said. "Teachers are hope personified. Teachers provide inspiration. Teachers give hope. And, all it takes is just a little bit of hope."



Throughout the fall, winter and early spring, Mr. Russell will continue sharing his message with others around the United States.

"It is an honor to be chosen to speak to delegates. Being a teacher is one of the most difficult careers, but it is truly one of the most rewarding," Mr. Russell said. "I have invested time and energy into creating a conducive learning environment for students. It's important to me, and many other teachers, to ensure students have a worthwhile school experience."



Mr. Kurt Russell speaks at the first Lorain High School Family Summit.



Mr. Kurt Russell (far right) with guests and Ohio First Lady Fran DeWine (holding book) at a luncheon to promote the success of the Lorain County Imagination Library Coalition.



Mayfield City Schools
EVERY STUDENT. EVERY DAY.

Mayfield High School Service Immersion

Over the summer, 10 Mayfield High School students and 4 staff members participated in their first Urban Plunge Service Immersion trip in Ohio City. Over the course of four days, students and staff lived in the community and worked with a variety of service agencies to assist and learn more about various issues facing our CLE community such as homelessness, environmental awareness, food insecurity, and refugee empowerment. Some of the service agencies the group worked with included Trials for Hope, the Refugee Response, Corner 65, the Ohio City Farm, Trashfish_Cle, and the West Side Catholic Center. In addition to working with these nonprofit agencies, the MHS Service Immersion group was also able to share some meals with leaders in the community during which they learned some of the deeper and more complicated challenges that the people they met in CLE are facing.

As teacher Mr. Friel said, "Ultimately, our group was able to get out of their comfort zone and connect with some of the complex

social issues facing our community through direct action, effective dialogue, and meaningful reflection. This experience had a huge impact on students and staff alike, and we witnessed the group grow in their willingness to take a leadership stance on these issues as they spread more awareness upon reentering our community at Mayfield."



Mayfield Middle School Principal Named OMLA Educator of the Year



Congratulations to Mayfield Middle School Principal Paul Destino who was named the 2022 EDUCATOR of the Year by the Ohio Middle Level Association. The honor was revealed to Mr. Destino during an all-grades surprise assembly attended by educators, community leaders and Mr. Destino's wife, children and parents.

"What an incredible honor," said Mayfield Superintendent Dr. Michael Barnes. "You are a leader of men, of women, of children. You epitomize what it means to lead from the heart. Never, ever change, my friend. We salute you."



South Euclid Lyndhurst Schools Celebrate SEL Appreciation Day

South Euclid Lyndhurst (SEL) Schools aligned with community partners, stakeholders, families, staff and students for the resumed annual SEL Appreciation Day. On the afternoon of September 24, Charles F. Brush High School Marching Band and cheerleaders kicked off the event and evoked spirit and “Arc Pride” with those in attendance.

Afterwards, attendees enjoyed a variety of booths and activities that lined the main thoroughfare of Legacy Village. The Brush High School Alumni Association, Robotics and S.T.E.M. opportunities, AVTV, the Orchestra organization, ArcFit, the PTA groups and more provided Arc swag, fun activities, and opportunities to enjoy a little bit of Arc Pride.





Cuyahoga Valley Career Center's Certified Production Technician 4.0 and Machining Technology Programs Ready to Upskill and Train

With such a demand for workers in the machining industry, the job market has restricted a company's ability to upskill their staff, let alone try to have new employees shadow more experienced workers, as they are too busy making products, unable to slow down to "training speed." While most companies can't accommodate training for multiple people at once at their own facility, several companies might be willing to upskill one or two employees at a time, by outsourcing said training to Cuyahoga Valley Career Center (CVCC). This format will ultimately not interfere with current production or the workload of more experienced staff. CVCC has built upon this concept with the introduction of the Certified Production Technician (CPT) 4.0 Program and the Machining Technology Program. The Certified Production Technician 4.0 program is 180-hours and has employers eager to hire its completers, as this short-term training results in certification and being career-ready. The Machining Technology

program is 650-hours, which involves attaining skills for multi-level employment in the machining industry, including: machining fundamentals and tool introduction, computer numerical control (CNC) milling and turning, CAD/CAM systems, and advancing machining.

CVCC's Certified Production Technician 4.0 program is offered on-demand based on specific needs, while the Machining Technology program starts at the beginning of each month and runs three evenings a week. There is eligibility for scholarship and grant opportunities, as well as TechCred and additional funding options. This training format can accommodate larger groups of trainees from single companies, as well as members of the public that wish to invest in themselves, to make production and machining their career choice. For further information on these lucrative endeavors, please visit www.cvccworks.edu/adulteducation_home.aspx email aeinfo@cvccworks.edu, or call 440-746-8230.



Bay Village Schools' The Glenview Center Turns 40

Bay Village City School District has a lot to celebrate in 2022.

Bay High School honors its centennial anniversary, the Rockettes high school drill team celebrates 60 years, Bay High Memorial Stadium turns 50 and now the Glenview Center for Child Care & Learning celebrates its 40th birthday.

The Glenview Center – home of Bay Village Schools' "Little Rockets" – invited past and present students and staff to attend a 40th anniversary celebration during Homecoming Week, from 5:30-7 p.m. on Thursday, October 6. The celebration included tours of the facility, free frozen treats from the Kona Ice Truck, balloon entertainment, photo memories and more.

Alexa Davey, director of The Glenview Center, said she hoped alumni and community members would attend to show pride and support for all that Glenview has done over the past 40 years.

"We had photos from the 1980s, when The Glenview Center first opened up until present time," Davey said. "Our staff enjoyed seeing alumni students and colleagues, as well as new families."

The Glenview Center, located at 28727 Wolf Road, is a child care center and preschool affiliated with the Bay Village City School District. Glenview Center provides care for children 18 months to 5 years. In addition, it offers a before/after care and summer program for school-age students in grades K-4. The Glenview Center also houses the district's special education preschool

program, SEED, that provides preschool services to students with special needs alongside their typically developing peers.

"We take pride in offering high-quality care and early education for the 204 children we serve in the Bay Village community," Davey said. "The fact that The Glenview Center is celebrating 40 years shows the amount of success we have had and the value it has for our families."



Bay Village Schools' new Superintendent Scot Prebles introduces himself to the district's "Little Rockets" at the Glenview Center for Child Care & Learning. The Glenview Center celebrates its 40th anniversary this year.



Parma City Schools' Historical Museum Celebrates Historic, Iconic Past

The Parma City School District (PCSD) believes in honoring its past while building their future. To preserve this history, a group of dedicated alumni came together and opened the PCSD Historical Museum.

A grand opening ceremony was held on September 15 with PCSD Historical Museum Trustees, Board of Education Members, School District Officials, City of Parma Leaders, and community members coming together to celebrate.

"After years of moving memorabilia around from place to place, to finally have a 'home' to showcase some memorable and noteworthy artifacts, it feels great," Nancy Fedak, a PCSD Historical Museum Trustee expressed. "Our history reminds us of all the people and events that have taken place within the confines of our district, and boy, do we have some awesome alumni and events that we can be very proud to say 'they were products of the Parma City Schools'."

All the schools of our district, past and present, are represented at the museum, which currently is located on the second floor of Parma Senior High, across from the Red Rees Conference Room. There are plans to move the museum to a more permanent location in the proposed new high school, which would be built at the current location of Parma Senior High with voter approval.

"The work that has gone into this museum and the resources to make this come to fruition is incredible," PCSD Superintendent Charles Smialek shared. "The trustees have really gone above and beyond to really have a place to capture the history of our iconic school district."

City of Parma Mayor, Timothy DeGeeter, honored the event with a special certificate of appreciation to the trustees and their work to open the museum. "One of the best things in life that we can do is go down memory lane," he said at the event. "It's fun to reconnect with old classmates and old friends and relive those great memories. Thank you for all that you do."

PCSD Board of Education President Steve Vaughn said the museum is "truly outstanding and awesome to see," and Board Member Cyndee Bratz was proud of the work that has been done to preserve our history.

"Over the last several years, I have been from building to building seeing so much precious memorabilia of our school district in boxes, leaning up against walls and shoved on shelves," Bratz expressed. "Nancy Fedak has always wanted a museum and worked to make this vision become a reality. I know this will grow and be built upon far into the future. It really is a spectacular accomplishment." The Museum will be open on Fridays from 9–11 a.m. as well as by appointment.



Richmond Heights Local Schools Launches New After-School Drone Program

Richmond Heights Local Schools launched a new after-school program this year for 6-12 grade students. The Drones in Flight program teaches the students how to safely fly and operate unmanned aerial vehicles on Wednesdays after school. The pilots in training test their flight skills through challenge-like activities, learn about different types of drones, how they work, how they are built, and about other aerial aircrafts as well. The 10-week program is run by the Cuyahoga County Public Library system.

One of the students in the program has decided that this is a career field he would like to pursue post graduation. “It gives the students another activity to do and explore beyond athletics,” said Curtis Boykins, Wraparound Coordinator, Richmond Heights Local Schools. “It allows the students to take their brain in another direction.”

Richmond Heights has introduced drones to the students through drone activities during their summer school program the past few years.





Brecksville-Broadview Heights Teacher Contributes to National Publication

The Brecksville-Broadview Heights City School District recognized Middle School Health and Life Skills Teacher Maria Schneider for her contribution of an article in the Society of Health and Physical Education's (SHAPE America) publication called "Momentum." The feature piece, which centers around emotional learning and building appropriate connections to drive learning, can be linked to in the fall 2022 edition [here](#).

Within the article, Schneider shares her thoughts on the idea of focusing on the EQ among student

development, the "Emotional Intelligence," in addition to a student's IQ, or scholastic aptitude only. She discusses the importance of always being open minded and prepared for meeting students at whatever emotional juncture they might exist.



Rocky River City School District Earns National Distinction for Student Data Privacy Practices



The Rocky River City School District was awarded the Trusted Learning Environment (TLE) Seal by The Consortium for School Networking (CoSN), becoming just the second district in Ohio to earn the TLE Seal. The honor is a national distinction awarded to school districts that demonstrate a tangible commitment to protecting student data through modern, rigorous policies and practices.

The CoSN TLE Seal Program is the only privacy framework designed specifically for school systems. TLE Seal recipients are currently protecting the privacy of over 1 million students annually and providing privacy training for almost 70,000 teachers nationwide. Earning the TLE Seal requires that school systems take specific steps to implement strong data privacy practices in the following areas:

- **Leadership**, by providing the guidance, frameworks and resources to direct the use and governance of student data in a manner that is transparent to all stakeholders.
- **Business**, by establishing vetting processes and contracts for technology providers that, at a minimum, comply with applicable laws while supporting innovation.
- **Data security**, by implementing strong data protection practices across all media and auditing regularly to maintain high thresholds over time.
- **Professional development**, by requiring school staff to conduct privacy and security training and offering related resources to all community stakeholders.
- **Classroom**, by implementing educational processes and procedures to ensure transparency and build privacy knowledge while advancing curricular goals.

"We applaud the work of our latest TLE Seal recipients and of the school districts nationwide that continue to leverage the TLE Seal Program to support development and maturity of organization-wide student data privacy programs," said Keith Krueger, CEO, CoSN.



New Chagrin Falls High School Mathematical Modeling and Reasoning Course Provides Creative and Interactive Spin on Math

Chagrin Falls High School is currently in its first year of participating in the Ohio Department of Education (ODE) Mathematics Modeling and Reasoning (MMR) pilot course. This course is currently taught by Steve Hass-Hill and Mike Sweeney, who participated in a week of training this summer to prepare for this hands-on, high-interest course. Both teachers have worked hard to be best-prepared to implement this course in the 2022-2023 school year and are excited about this new course.

This course was initially pursued by the District to fill a void for students who may not be interested in enrolling in AP Math coursework, but needed a fourth year of math. "Through our research, we found that this course could also serve as an Algebra II equivalent course and/or may be of interest to students prior to 12th grade," said Director of Curriculum and Instruction Becky Quinn. "Students who succeed in this course may take an Algebra II course, College Credit Plus course or AP math course their fourth year. Thus, it is truly a great addition to our high school math program."

The Mathematical Modeling and Reasoning course is designed to promote reasoning, problem-solving and modeling through thematic units focused on mathematical practices, while reinforcing and extending content in Number and Quantity, Algebra, Functions, Statistics and Probability, and Geometry. Through a partnership between ODE, the Ohio Department of Higher Education, and the Ohio Math Initiative, MMR was developed as a math

transition course with the purpose of preparing Ohio high school seniors who have not earned a remediation-free score for a college entry-level mathematics course. The Mathematical Modeling and Reasoning course curriculum was created by Ohio postsecondary and secondary math faculty.

Purchasing supplies in summer 2022 for use in the MMR course was quite an interesting feat. The non-traditional supply list provided by the ODE included everything from play money, Barbie dolls, Lego gears, and Monkey String, to spaghetti, marshmallows, and Oreos.

Students in Chagrin Falls High School's MMR course estimated the height of the flagpole in front of the school.

MMR student Samantha Brownell took a photo of teammate Tamara Birola Castillo beside it and edited the photo to stack her up several times next to the pole. They multiplied Tamara's height by the number of Tamara's in the tower to find a solution.





Polaris Career Center Presents Southwest General Health Center with First-Ever Outstanding Partnership Award

In October, Polaris Career Center presented Southwest General Health Center (SWGHC) with the first-ever Outstanding Partnership Award during its bi-annual Associate School Boards Dinner. This new award honors outstanding partners that go above and beyond to support Polaris programs and provide unique opportunities for students.

This was a milestone year for Polaris and Southwest General. For the first time ever, SWGHC hired Polaris student interns into their Middleburg Heights campus. In fact, it was the first time they had ever allowed student interns under the age of 18. This past summer, 13 Polaris students representing three programs, Pre-Nursing, EMT/Fire Training and Heating, Ventilating, Air Conditioning & Refrigeration, participated in a six-week internship. These real-world experiences gave the students access to many departments within the Southwest campus including the emergency room, surgery, wound care, hyperbaric oxygen therapy, catheterization lab, critical care unit and facility maintenance departments.

"We're thrilled that Southwest hired our students. They were able to provide true real-world learning experiences for our interns. We are thankful for this opportunity and excited about what the



future holds," says Robert Timmons, Polaris Superintendent.

Bill Young, President and CEO of Southwest General Health Center, along with Joni Edwards, Vice President, Human Resources, Alex Morris, Division Leader HVAC, and Sharon Paizs-Wilk, Director of Nursing Professional Practice, were on hand to receive the award. Each were instrumental in making this new partnership a possibility.

Some of the students who participated have already been offered positions at Southwest. This is just the beginning as both institutions are committed to continuing the internship program into next summer and beyond.



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