

SPRING 2022

THE ESC CONNECTION

A DIGITAL MAGAZINE OF THE EDUCATIONAL SERVICE CENTER OF NORTHEAST OHIO



FIRST RING STUDENT LEADERSHIP INSTITUTE HEADS TO COLUMBUS FOR DAY OF LEARNING



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SUPERINTENDENT'S MESSAGE


By Dr. Bob Mengerink, *Superintendent*


Dear Friends and Colleagues,

It's impossible to believe that we are nearing the end of another school year – and another year that has pulled you in so many challenging and unexpected ways. I'm so inspired by how much you have all navigated and accomplished this year, keeping kids at the forefront of everything you do. During this year, our team has been energized by developing new, creative programs and projects for educators and students – some of which you'll read about in our newsletter. We are excited to see our friends and colleagues back in our building and welcome the opportunity to reconnect. As you read through this new issue of our newsletter, please think about other ways we can be helpful to you as you wind down this year, delve into summer planning and launch a brand-new school year in August. As we head into spring and summer, please remember to take care of yourselves and your staff or colleagues. If we have learned one thing over these last two years, it's the importance of our own well-being and the value of our personal and professional relationships.

Sincerely,

Bob

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Cover photo: The First Ring Student Leadership Institute students joined the Ohio State Student Leadership Research Collaborative consisting of 20 Central Ohio Schools on March 9 to support leadership, advocacy and research at the Workforce Development Center of Columbus State Community College. The keynote speaker for the day was Warren Moon, the only Black quarterback in the NFL Hall of Fame and the only player in league history to be named to both the National Football League (NFL) and Canadian Football League (CFL) Halls of Fame respectively. Read more on pages 16 and 17.

SST 3 REGIONAL EARLY LITERACY SPECIALISTS

State Support Team Region 3 (SST 3) collaborates alongside the Ohio Department of Education in supporting the implementation of Ohio's Plan to Raise Literacy Achievement. Each SST has a Regional Early Literacy Specialist (RELS) who has received extensive training in the science of reading, assessment practices and evidence-based literacy strategies to support the continuum of learners in schools across the region. The role of the RELS is to serve as the regional facilitator for numerous state grants, which are aimed at leveraging a variety of resources. These resources include parent and community partnerships, teacher capacity, and state systems of support, over the next several years to achieve high student results. The goal of this work is to attain high-quality instruction that is more accessible; a language-rich environment

in and outside of school; a system that delivers appropriate academic and behavioral supports; and effective literacy instruction and interventions for students with disabilities in less restrictive settings. The aim is to have all Ohio students reading proficient or above by the end of third grade, and to have all students ready for college, career and/or independent living.

An important, additional component of the RELS work during the spring of 2022 will be providing information, resources and technical assistance to districts as they prepare for implementation of House Bill 436, also called the "Dyslexia Law" or the "Right to Read Law" beginning in the fall of the 2022-23 school year.



Stephanie VanDyke, (RELS, left) with Shantelle Barhorst, (Reading Specialist at Whitney Young Elementary, right) pose with Scarborough's Reading Rope: A groundbreaking infographic that physically shows the complexities involved in learning to read.

STUDENT WELLNESS DEPARTMENT

The mission of the Student Wellness Department (SWD) is to enhance the health, well-being, and safety of every student within the educational community. In response to the impact of the pandemic, the SWD has been providing school districts with training and coaching to increase attendance, school safety, and trauma-informed strategies.

The Student Wellness Department is in its third year of implementing Project Prevent. The five-year grant, awarded by the U.S. Department of Education, focuses on decreasing the impact from trauma and pervasive violence, while increasing grantees' capacity to assist schools and communities with tiered supports and partnerships. This year, our department is thrilled to be working with Midwest Positive Behavior Interventions and Supports (PBIS) Co-Director, Kelly Perales. Through her coaching in the Integrated Systems Framework (ISF) we are better able to assist districts in integrating their PBIS frameworks and mental health tiered supports. We are currently consulting and coaching with seven districts in PBIS, Suicide Prevention/House Bill 123, and Handle with Care. Our department also focuses on various grant initiatives and partnerships with schools and youth-serving organizations.

Professional development offerings include a Multi-tiered Systems of Supports (MTSS) 4-part series: The Integration of PBIS and Mental Health, Universal Screening, Data Collection, and Selecting a Social Emotional Learning Curriculum. This, and other current and on-demand training opportunities, can be found at <https://www.escneo.org/TrainingsWebinars.aspx>.

For more information about any of our activities or programming, please contact:
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[Student Wellness Website](#)



EDUCATIONAL SERVICE CENTER of Northeast Ohio

student WELLNESS

A bi-monthly e-newsletter from the ESC of Northeast Ohio Student Wellness Department

Project Prevent Grant Funded by the United States Department of Education

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

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



Kent City Schools Build Capacity and Share Learning Through Curriculum Mapping

The Kent City School District is committed to improving its educational practices through collaboration and team learning. Several of the administrators are participating in leadership coaching through The Ohio Leadership for Inclusion, Implementation, and Instructional Improvement (OLi-4). OLi-4 is a two year process of administrative coaching on a monthly basis to build capacity of district leaders to share leadership within the system.

In addition to building administrative leadership capacity through OLi-4 coaching, Director of Instructional Program Karen Rumley is leading the district on the curriculum mapping process to revise and update maps as means of deepening the collaboration among Professional Learning Communities (PLCs) and aligning the design and

delivery of instruction across classrooms. To ensure every student in Kent City Schools has access to high quality standards-based instruction, the teams are analyzing the standards, developing learning progressions, and common assessments during PLCs. The administrative team at Kent Roosevelt High School is collaboratively supporting the high school PLCs. Together with Stanton Middle School, teacher leaders are utilizing the Teacher Clarity Playbook to build capacity and understanding of the components of curriculum mapping in order to leverage their teacher leadership in the process of leading teacher-based teams. By connecting individual leadership coaching with teacher team support, the Kent City School District is building collective efficacy and a collaborative culture of continuous improvement.

Richmond Heights Local Schools Focus on Spartan Nation Middle School Team

"It's a New Day for The Richmond Heights Way." This is the motto for Richmond Heights Middle School as it focuses on rebranding their Spartan Nation middle school team and creating interdisciplinary connections for students. Led by Assistant Superintendent and Secondary Principal Marnisha Brown and supported by Superintendent Renee Willis, the middle school team learned about differences between the middle school concept and a junior high school to help create a vision for what they want to become for their 6-8 grade students at Richmond Heights Middle School. They plan to establish team norms, core values, and design positive experiences specific for their

middle school students through subject-integration based on the recommendations of Rick Wormeli, middle school guru and author of *Meet Me in the Middle*. With common team planning time in their master schedule, the team can collaborate both departmentally and cross-curricularly in interdisciplinary teams. With clarity and teamwork, the team can further develop their collaborative structures, review common data, and continue their implementation of the middle school concept in order to contribute to the Richmond Heights mission to prepare individual learners to navigate an evolving global community using 21st century competencies.



CONSERVATION CAREER EXPO SHOWCASES ENVIRONMENTAL SCIENCE CAREERS

On February 15, the ESC of Northeast Ohio and the Cuyahoga Soil & Water Conservation District hosted nearly 150 students representing 10 high schools in Northeast Ohio for a Conservation Career Expo. Attendees were able to learn about exciting careers in the environmental sciences. The expo connected students from communities that are historically underrepresented in conservation with information about pathways into the field.

Districts represented include Richmond Heights Local Schools, Cuyahoga Heights Local Schools, Maple Heights City Schools, Fairview Park City Schools, Bedford City Schools, Westlake City Schools, East Tech.

There were more than 15 exhibitors who shared information on the different career opportunities at their organizations. Students also were involved in an outdoor hands-on experience. Veronica

Walton, Executive Director at NEO Restoration Alliance, provided the keynote presentation to the students. Her experiences and perspectives were both informative and encouraging, even for those not interested in science. It was inspirational to hear her ask our students to "act like a root and dig really deep" in the things they care about.

Panelists included Brad Perkins, executive director of the Ohio Forestry Association; Jasmine Pierce, intern, Ohio Department of Natural Resources, Division of Forestry; Joe King, environmental scientist, activist and botanist, Rustbelt Riders; Audrey Atzel, NOW Corps member hosted by Cuyahoga Soil and Water Conservation; and Breoni Turner, community science assistant, Cleveland Metroparks.

For more information on school programs, [click here](#).



NEtworkED: Creating Communities of Equity and Opportunity in Northeast Ohio

This fall, the ESC of Northeast Ohio was awarded a grant for approximately \$9 million from the United States Department of Education Office of Elementary & Secondary Education to develop a Teacher and School Leadership Program.

Called TSL-NEtworkED, the program will directly impact 18 high-need schools, 50 administrators, 742 teachers, and 9,974 students in East Cleveland City Schools, Garfield Heights City Schools, Maple Heights City Schools and Warrensville Heights City Schools. The grant will give the networked districts an opportunity to work together for three years on critical levers for improvement.

The goal of NEtworkED is to build infrastructure around continuous improvement that serves as a catalyst to recruit, develop, retain and support strong teacher leaders in these districts, with a focus on recruiting, supporting and retaining a diverse workforce that reflects the students being served. It also will focus on increasing student achievement and well-being for students while creating sustainable systems of constant improvement for all of these areas.

NEtworkED will bring educators together into a Networked Improvement Community (NIC), allowing these small districts to benefit from the support and resources that would typically be found in a large district. This project builds upon the districts' current human capital management system (HCMS)—putting an effective and aligned HCMS in place across the districts so that schools in the network can improve individually and collectively. Donald Jolly, Superintendent of Warrensville Heights City Schools, enthusiastically joined the network

remarking, “Our organization understands that teacher quality and growth are the most impactful components to ensuring our scholars learn at the highest level. This grant provides us an additional pathway to provide individualized professional development and our scholars will benefit by learning from great teachers and great leaders.”

By focusing on the greatest school-related influencers on student achievement—recruitment, development, support, and retention of teachers, teacher leaders, and principals—the project seeks to elevate teaching and learning in every participating school and close the achievement gap between high- and low-performing students.

The ESC will be providing coaches to work with the districts in achieving these goals. In addition, each of the four districts will receive funds to improve some of their current structures to create new staff positions, groups, and implement their own professional development. Dedicated district staff will work with demonstration teachers to implement the key components of professional learning. This practice will build a bridge from professional development to implementation with a personalized touch in each district.

“Having four districts work together to improve instructional systems is an approach that will strengthen the efforts of each partner. This is exciting work that has the potential to impact our region by creating robust supports and structures that will be a magnet for innovation,” said Andratesha Fitzgerald, director of NEtworkED for the ESC.

For example, in Maple Heights City Schools, they will be using their Ohio Improvement Process, Teacher Based Teams, Building Level Teams, and District Leadership Teams to support teacher leadership. The district will be hiring two full-time, out-of-the-classroom lead teachers. They also will be providing stipends to 10 demonstration teachers. These stipends will be provided to teachers who are currently in the classroom, and those selected will have gone through training to serve as models for equitable, rigorous and effective instruction.

A group of Aspiring Leaders also will receive training, support and professional development through the grant. This new group will be for those teachers who are thinking about becoming a teacher leader or administrator in the future.

“Having four districts work together to improve instructional systems is an approach that will strengthen the efforts of each partner. This is exciting work that has the potential to impact our region by creating robust supports and structures that will be a magnet for innovation.”

- Andratesha Fitzgerald,
Director of NEtworkED,
ESC of Northeast Ohio





OHIO ONLINE LEARNING PROGRAM

EARLY COLLEGE INFORMATION TECHNOLOGY (IT) PROGRAM DETAILS

The Educational Service Center of Northeast Ohio (ESCNEO) and its Ohio Online Learning Program (OOLP) are excited to announce the new Early College Information Technology (IT) Program, a partnership with the University of Cincinnati's School of Information Technology (UC-CECH).

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.

The following Early IT courses are fully online, asynchronous semester courses that count for 1 credit (courses are not for dual credit):

- » Fundamentals of Information Technology
- » Fundamentals of Web Development

- » Computer Networking
- » Database Management
- » Computer Programming
- » Systems Administration

Students who successfully complete the Early IT program by earning a C or above in all six IT courses, plus college English and math and an approved elective, will have completed the equivalent of the freshman year and are guaranteed admission into the University of Cincinnati-CECH Bachelor of Science in Information Technology (BSIT) or Bachelor of Science in Information Technology (BS Cyber) program. Students who do not complete the entire program are not guaranteed admission but may receive preferred admission and request advanced standing with equivalent credit if enrolled at UC. If the student enrolls at another Ohio college or university, the student must request a credit transfer and it is up to each institution on what may be accepted.

At a Glance

STUDENT ADMISSIONS CRITERIA

- » Student Application
- » High School Transcript (*minimum 2.5 GPA*)
- » Current Grade Report
- » Student Essay (prompt provided on student application)
- » Letters of recommendation (2)

TECHNICAL REQUIREMENTS

- » Personal computer recommended supplied by school district
- » Strong Internet connection
- » Microsoft Office Suite and Google Docs
- » Screen recording/casting tool (*Kaltura preferred*)
- » Sandbox (*access provided when admitted to the program*)

WEEKLY COMMITMENT

- » 5 hours per week or more as required to successfully complete the course
- » Meet with the instructor during weekly virtual office hours when necessary
- » Weekly phone check-in with Student Learning Advocate

EARLY COLLEGE LEVEL (IT) PROGRAM DETAILS

Complete the following 6 early IT college level courses through OOLP with a minimum grade of C:



IT1050
Fundamentals of
Information Technology



IT1090C
Computer Programming I



IT1080C
Computer Networking



IT2040C
Fundamentals of Web
Development



IT1081C
System Administration



IT2060C
Database Management

Plus three additional college level courses:



ENGL
English Composition



MATH
College Algebra or
Precalculus



An approved college-level
elective

The courses are offered as articulated credit with UC. Students successfully completing them will be awarded advanced standing once they matriculate to UC. These courses would not be considered dual enrollment or College Credit Plus (CCP).

DISTRICT INFORMATION

Districts offering this opportunity to their students will sign a bilateral agreement and Memorandum of Understanding with UC and a separate Memorandum of Understanding with the ESCNEO.

Responsibilities for each party will be further outlined in the agreements, but in brief:

- » UC provides the IT curriculum.
- » ESCNEO/OOLP provides the credentialed instructor, content, and wrap-around support.
- » The high school is the credit-granting institution.
- » OOLP will provide districts with the UC course name, course number, and teacher of record information that schools will need to set up courses.
- » The cost to districts will be listed on the ESCNEO MOU.
- » **There are several variables which affect eligibility, and we recommend schools refer to the NCAA Eligibility Center to make determination for athletic eligibility.**

CONTACT US TODAY

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www.OhioOnlineLearning.org

Ohio Online Learning Program
Essex Place
6393 Oak Tree Blvd.
Independence, OH 44131

2022-2023 SCHOOL YEAR

- » Students take one asynchronous course per semester
- » Course One: IT 1050 Fundamentals of Information Technology (*minimum grade of C*)
- » Course Two: IT 2040C Fundamentals of Web Development (*pre-requisite IT 1050*) (*minimum grade of C*)

Courses require a minimum of 10 students enrolled.

MEETING THE NEEDS OF GIFTED LEARNERS

The ESC of Northeast Ohio offers a professional development series for educators who focus on meeting the needs of gifted learners. Workshop presenters are Kathy Frazier and Deb Walker, who are authors and educators of the gifted, teaching in K-12 districts and providing teacher preparation at the university level. During sessions, participants learn creative strategies to help gifted students reach their fullest potential. Differentiated learning experiences will challenge all students to think at higher levels, to analyze, evaluate, and create. Workshops explore problem solving, creativity, communication, collaboration, and arts integration.

On February 10, participants learned about Meeting the Social and Emotional Needs of Gifted Learners. One strategy, “With-it-ness,” emphasized awareness and being alert to students’ needs in both group and individual

settings. Teachers received resources for helping students apply creativity and integrated thinking. On March 8, a group of 40 educators learned Engaging Strategies to Meet the Needs of Gifted Learners. Participants engaged in activities to introduce models of differentiation that incorporated kinesthetic movement to teach concepts of processes, patterns, and products. The concept of Synectics developed creative responses to forced associations using analogies and metaphors for learning in mathematics, science, social studies, and English language arts. The final session in the series for Educators of the Gifted is scheduled for April 4.

For information, contact:
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EDUCATOR QUALITY

EVALUATION SYSTEMS UPDATES

The Educator Quality Department continues to be responsive to district needs regarding evaluation systems.

OPES 2.0

OPES 2.0, the state evaluation system for principals and assistant principals, is required to be implemented beginning with the 2022-23 school year by all Ohio school districts. State training for New Evaluators and Bridge training (for those who were already credentialed in OPES 1.0) have begun in earnest. Trainings are offered in multiple formats to meet the needs of participants. In-person, virtual, and asynchronous courses have been developed and scheduled through October 2022.

In addition, specific training to support the implementation of OPES 2.0 is being offered. The major shifts in the framework surround the use of high-quality student data and an update to the Principal Standards and OPES 2.0 rubric. A deep dive into the 2018 Principal Standards is being offered in half-day virtual sessions this spring. High-quality student data trainings to support various types of assessments and data analysis for administrators also are being offered virtually beginning in May.

For information about OPES 2.0 credentialing trainings or the OPES 2.0 supports trainings, please contact:

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ESC NORTHEAST OHIO BUSINESS ADVISORY COUNCIL

On February 11, the ESC of Northeast Ohio hosted a joint meeting of its Business Advisory Council (BAC) and Business & Industry Leadership Teams (BILTs) with 36 participants representing education and business organizations.

Jim Trutko, a market research and economic analyst, consultant, writer, public policy analyst, and data visualization professional, presented Economic Trends 2022. He has held positions with The Plain Dealer, Cleveland Growth Association, and writes for Crain’s Cleveland Business.

Participants learned about the region’s economic strengths and weaknesses prior to and through the pandemic and as Northeast Ohio slowly begins economic recovery. Generally, the economy has been in a downturn due to Covid with jobs lost, particularly in goods and services areas and hospitality.

Unemployment averaged 51,000, which is considered moderate, but 45,800 jobs were added in 2021 pointing to a slowly expanding economy. The drop in the regional labor force persists with an historic low percentage of workers actively seeking employment. Factors affecting the drop in labor force include lack of child and elder care, remote education, the rise in home-based businesses and virtual employment, closing of traditional businesses, and early retirement with 60% of unemployed persons age 55 and over.

The next BAC meeting is planned for May 3, 2022.

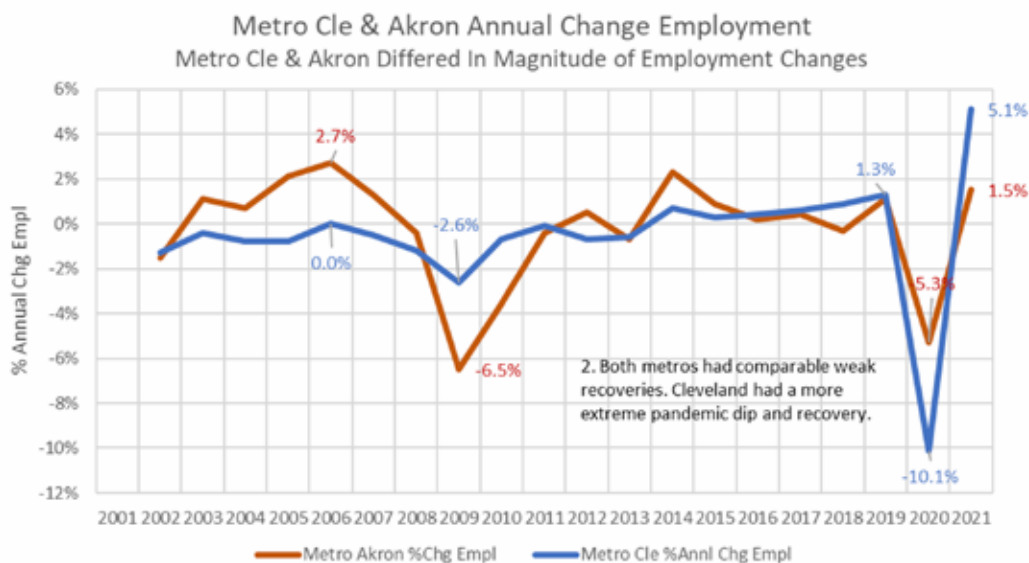
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Cleveland & Akron Respond Similarly to Major National Trends, But Often Differ Somewhat in Magnitude of Responses





Bright Beginnings is excited to announce its new **Parent Support Department**, providing both parent and child development support to meet the broad array of early childhood needs in Cuyahoga County.

The department will include three new core programs:

1. Parents Connect, designed to reach and connect local families through social media, serving as a front door for parenting information and resources while developing an online support community;
2. Triple-P Positive Parenting Program, providing short-term education and strategies for everyday parenting challenges; and
3. The Parent Support Lead Project (PSLP), providing information and connections to parents of children ages three to five with elevated blood lead levels.

In addition, the Parent Support department will include Bright Beginnings' existing, evidence-based Parents as Teachers Home Visiting program. The department's three new programs will build upon Bright Beginnings' existing work.

Parents Connect is an expansion of previous social media efforts made by the Parents as

Teachers' local Facebook group, and will grow to include a presence on other social media platforms, video content, live conversations, and more. The PSLP builds upon Early Intervention services already available for children birth to age three impacted by lead exposure. The project will provide information on nutrition, cleaning, and developmental screenings, as well as referrals to a variety of resources in the county. Finally, Triple-P is another evidence-based program, offering individual consultation, workshops, and parenting groups that could open the door to other services such as Home Visiting and early childhood mental health services.

The Parent Support department also plans to provide father-specific services through these core programs in its near future.

Bright Beginnings leadership is now in the process of hiring key positions within the department, and hopes it will be fully operational by the end of 2022. Visit www.BrightBeginningsKids.org for more information and further announcements on the new department.



First Ring Schools Collaborative
Student Leadership
INSTITUTE

The First Ring Student Leadership Institute students joined the Ohio State Student Leadership Research Collaborative consisting of 20 Central Ohio Schools on March 9 to support leadership, advocacy and research at the Workforce Development Center of Columbus State Community College. The keynote speaker for the day was Warren Moon, the only Black quarterback in the NFL Hall of Fame and the only player in league history to be named to both the National Football League (NFL) and Canadian Football League (CFL) Halls of Fame respectively. He spoke to more than 200 high school students and guests on strategies to become effective student leaders. Members of the Ohio State University football team, coaches as well as former NFL players and other special guests were on hand to hear the speaker.

Through instructional partnerships with Cleveland State University Department of Urban Education and Ohio State University Department of Education and Human Ecology, student teams select a problem in their schools, develop a research question for that problem and present their findings/ recommendations through a capstone presentation to school district administrators in the spring. Students worked collaboratively across school teams to develop, refine and complete these projects throughout the remainder of the day.





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



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PASSPORT School Program

Guiding Extraordinary Individuals Toward a Future of Hope

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440-688-1280



Evan joined the Passport School Program on November 1 from Mentor City Schools. He is beginning to warm up to the staff, students and the daily schedule. He likes to do goal work and is getting much better at pointing to pictures. When he has finished his work, he looks forward to using the iPad.

Ayden is a new student who joined our school program in January. He is a W. Geauga Local Schools student and is in Rob's classroom. He enjoys being in a classroom with other students and getting immersed in the activities around him. Ayden especially likes to go to the gym with the class and play football and basketball.



Retta (PTA), Ja'Meela, Rhonda (OTA) and Gabe do a lesson in science – learning about keeping warm in cold weather as they color scarves and mittens.





Mark gets a kick out of story time in Rob's classroom.



Dae'Shon and Kishan play the maracas as they participate in the weekly online music class with Miss Carol.



A warm bonus day in the fall means some fun on the adapted swing for Aniya.



On the swing together in the vestibular room is Ayden, Cody, Gabe and Kishan.



Mary is working with Aniya in her stander in the gym as Santa pedals past them on his adaptive tricycle.



Lisa, Program Supervisor, helps Gabe identify and match numbers to the calendar as Evan and Retta (PTA) watch during morning group.

CAPSTONE ACADEMY

Capstone Academy's preschool and elementary classes have been learning the properties of solids and liquids and the characteristics of sound and light. They have also been learning about inventions created by Ohioans, such as light bulbs, golf balls, chewing gum, and Quaker oats.

The middle school students have been researching how arctic animals stay warm during the winter months and researching whales, penguins, and polar bears. They have also been learning about the Winter Olympics through the research of different winter sports, the athletes competing, and the history of the Olympics.

The students from the high school classes have been studying about the layers of the Earth. They watched videos depicting what it would be

like to travel miles through the crust, lithosphere, asthenosphere, and mantle to get to the Earth's core. They have also been learning about famous and historical speeches and how to write a speech that will gain the listeners' attention using various organizational strategies.

In our specials, the Adapted Physical Activity (APA) classes have been learning about nutrition, the



Nathan uses a voice output device to answer questions about the Winter Olympics.

food groups, and the food pyramid. They have also been learning about our circulatory and digestive systems. Art instruction and projects have focused on the work of Yayoi Kusama. Inspired by her infinity rooms and endless polka dots, students have been creating hanging mobiles using a variety of materials, including CDs, fabric, plastic, and clay. In the music classes, students have been exploring songs about the weather, snow, chilly days, and winter animals. Rhythm instruments and visual aids enhance the students' participation.

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Ayanfe explores an Ohio invention...
the cash register.



Kierra displaying her mixed media mobile
she created in art class.

Crossroads Day Treatment Center

For the students at Crossroads Day Treatment Center, Friday afternoons are always unique. Students participate in activities that assist them in their social skills in the school and community settings.

Some weeks the students remain in the building and participate in group activities to build teamwork and social skills. Other weeks, the students leave campus and participate in many fun community activities including bowling, roller skating, shopping, the park, the YMCA, ice skating, trampoline park, out to eat, and miniature golf.

In December, students from the two classrooms with older students went to Cleveland State to meet with the Cleveland State girls' basketball team as part of the university's Day of Service project. The players provided the students with a tour of their facilities including the locker room, practice gym, media room and other areas of campus. They listened to a motivational speech by the basketball coach and then participated in breakout sessions for a question-and-answer period.

Before leaving, each student received an autographed picture of the Cleveland State girls' basketball team.



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Cuyahoga Valley Career Center Celebrates 50 Years

The 2021-22 school year marks Cuyahoga Valley Career Center’s (CVCC) 50th anniversary. Alumni spotlights and events, the showcasing of CVCC’s history, staff appreciation occasions, community service efforts, and student activities will all take place this coming year to commemorate CVCC’s 50 years.

To start off the year of celebrations, a 50th anniversary mural highlighting images of CVCC’s past and present is now featured within the building. CVCC’s Graphic Imaging Technology program, instructed by Mr. Ruebensaal, designed, edited, and printed the mural. CVCC alumni assisted in the building and placement of the anniversary mural as



well. Additionally, local company Becker Signs Inc. provided the 50th logo signage and backlighting to make the design pop even more. For an in-depth look into this incredible development, please refer to CVCC’s Fall 2021 Catalyst publication that can be accessed at: <https://www.cvccworks.edu/News.aspx>.

Cuyahoga Valley Career Center is located in Brecksville and serves the public school districts of Brecksville-Broadview Heights, Cuyahoga Heights, Garfield Heights, Independence, Nardon Hills, North Royalton, Revere, and Twinsburg. Student workshops and adult education courses are open and available to all residents of Northeast Ohio.



Music, Art, Physical Education and STEM: All Being Taught to Cleveland Heights- University Heights Preschoolers



Flexibility and patience are the name of the game in teaching, especially with preschoolers. And thanks to some shifts in scheduling and staffing, Cleveland Heights-

University Heights preschool students now have access to the same related arts classes as their older elementary peers.

Gearity's related arts team, those who teach music, art, physical education, Spanish and STEM, now offer those same classes to the full-day preschool students at Gearity, Noble and Oxford for 40 minutes each week.

For STEM teacher Sean Sullivan, it's all about hands-on experiences. "I try to provide as many artifacts as possible, things they actually see and touch" as they focus on investigation, exploration and inquiry. He uses the Ohio Science Standards for pre-K as a guide, all the while throwing in as many fun, real world experiences as possible.

They've taken nature walks, used artifacts from the Cleveland Museum of Natural History to compare fur and feathers, and incorporated music and chants to remember concepts. "I have an advantage" he says of teaching youngsters,

"because I run a soccer camp for kids as young as 4. But it definitely requires a mind shift."

Art teacher Brian Stern agrees. "It's tough to keep preschoolers engaged in one project for 40 minutes," so he splits lessons up into multiple projects and relies on the teaching assistants to help with classroom behavior.

"I bounce ideas off of them to see what they're learning in class and focus on things like dexterity and fine motor skills." Some students have never held scissors before while others have plenty of experience so every lesson requires differentiation as well.

Early Childhood Instructional Specialist Danielle Foran believes that participating in art, music, P.E.,

STEM and Spanish help lay a strong foundation for future growth and success. "Children are offered intentional learning experiences that build on the classroom curriculum and offer additional opportunities to practice skills. This early exposure to new experiences and language is key to ensuring that children are prepared to be successful in school and life in the greater community."





Parma High School Students Become Mental Health Ambassadors at Mental Health Summit



The health and safety of students and staff at Parma City Schools will always be one of the top priorities in the district. This past fall, the district held a Mental Health Summit for student leaders at all three high schools at Parma Senior High School.

The summit invited approximately 75 high school students in all grades to participate in this special event. These students were selected by their peers to be part of Hope Squad and become mental health ambassadors. Hope Squad is a nationwide peer-to-peer suicide prevention program that helps reduce youth suicide through education, training, and peer intervention. (<https://hopesquad.com/>)

“Wellness is part of teaching the whole child,” said Marian Armstrong, a counselor at Parma High who helped organize the Mental Health Summit. “We are teaching these students life-long skills on how to take care of themselves and how to take care of others.”

Students participated in team-building exercises, lessons and training covering several mental health

topics with representatives from Ohio Guidestone and Recovery Resources. They also became QPR Certified, which is a training required by the Hope Squad program and was presented by the Cuyahoga County ADAMHS Board.

QPR (Question, Persuade, Refer) Training helps reduce suicidal behaviors and save lives by providing innovative, practical and proven suicide prevention training. This training helps recognize signs of crisis and gives students the tools and resources they need to help get a peer to a trusted and caring adult.

“We aren’t teaching them to be therapists,” said Armstrong. “We are teaching them how to recognize signs of a mental health crisis, how to be a trusted peer, and how to get help for someone in need.”

Students also worked on self-care and positive affirmations while at the event.

“Wellness is part of teaching the whole child. We are teaching these students *life-long skills* on how to take care of themselves & how to take care of others.

- Marian Armstrong, counselor at Parma Senior High School

“All three schools have been working hard on their Hope Squad Programs, and it’s just a fun day,” Armstrong added. “My hope for students is that they take away the importance of us needing to take care of each other. Just saying ‘hi’ to someone might make their day and save their life.”

Gage Wellman, a tenth-grader at Normandy High School, said the event was filled with great resources that he will use throughout his life.

“Covid really took a big hit personally for me and this is a really hard time for a lot of people, so I think this event is a great thing to have,” he expressed. “It was really outstanding to see all these resources in our hands. I really appreciated that.”

Viviana Cabrera, an eighth-grader at Parma Senior High School, felt hopeful after attending the event and was honored to be seen as a trusted friend and peer in her school.

“You really have to be patient with people and give them the chance to not only open up but also be

able to understand them and put yourself in their shoes,” she described. “That’s one of the biggest things I took away from this day. We need to give everyone a chance. I hope other people can also get trained and have the opportunity to help others.”

Adonia Vlahopoulos, an eleventh-grader at Valley Forge High School, attended the district’s Mental Health Summit before and was happy to see PCSD bring it back again.

“I think it’s really great that schools are putting a focus on mental health,” she shared. “There are a lot of things on the internet that might not be totally correct. It’s nice to have the schools working with us to have trusted resources to learn what’s real and what’s fake and how things really work, especially when dealing with the human mind. With Covid going on, we were isolated and had a chance to self-reflect, but now we can come together and help get through this together. It’s really nice to see this happen.”



Polaris Career Center Students Explore Healthcare in Cleveland Clinic's ASPIRE Nurse Scholars Program

Three Polaris Career Center Pre-Nursing students Hannah Odetallah, Jayanna Evans and Ravin Nickels, all juniors from Strongsville High School, recently earned coveted spots in the Cleveland Clinic ASPIRE Nurse Scholars Program. ASPIRE is a 12-week career exploration program sponsored by Cleveland Clinic and the Howley Foundation in collaboration with the Ursuline College Breen School of Nursing and is designed for high school juniors interested in pursuing careers in nursing. This year, over 100 students applied and only 28 were admitted into the program.

ASPIRE focuses on providing participants with career information and critical healthcare-specific skill sets to support their pathway through higher education, nursing school and beyond. Students who successfully complete the program receive a \$500 monetary stipend. In addition, select participants will be invited to return for a second year as mentors, as well as to build on the foundation of skills and concepts learned their junior year. Returning seniors also have the opportunity to earn a scholarship to attend Ursuline College to complete their Bachelor of Science in Nursing.

The program officially started on February 5th. Throughout their 12-week experience, the students will develop an understanding of the nursing profession with a focus on the following:

- » Profession of Nursing
- » Relationship Based Care
- » Personal Brand
- » Simulation Skills Lab Experience
- » Health Literacy/Health Care Disparities
- » CPR Certification
- » Shadow Experience
- » Healthcare & Technology
- » Diversity & Cultural Competence
- » Nursing and the Community
- » Research and Evidenced Based Practice
- » Professional Communication/Presentation Skills



ASPIRE is an excellent stepping stone for young people interested in the nursing field. This unique experience gives students the opportunity to learn from some of the best healthcare practitioners in the country in some of the best healthcare facilities in the world.



New Promethean Boards Create Expanded Learning Opportunities for Students



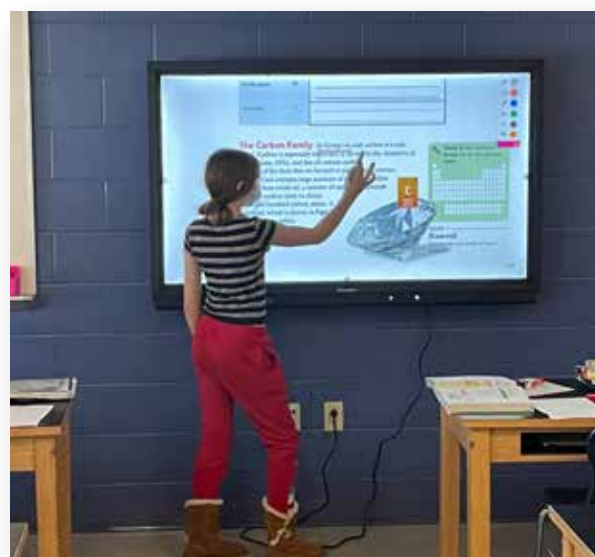
The introduction of an innovative technology into several classrooms in the Brooklyn City Schools is creating expanded learning opportunities for students. Featuring an interactive interface and easily accessible apps, tools, and files, the new Promethean Boards are a significant upgrade from screens and digital projectors that enable teachers and students to capture and crop images, draw, annotate over content, and much more.

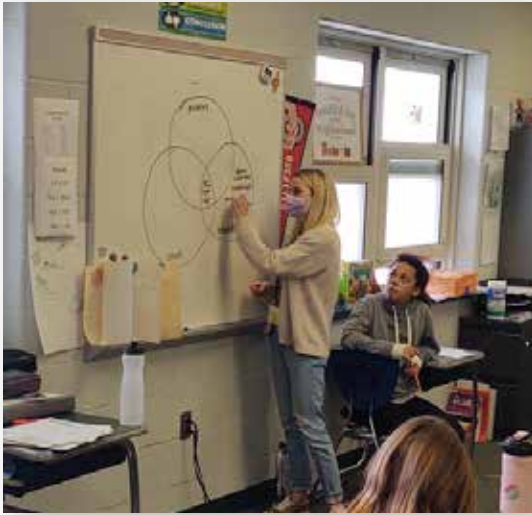
During the first few weeks of the new year, students in Mrs. Holko's Spanish classes used the board to present as peer teachers and interact with their classmates on practice activities. Students in Spanish 4 presented vocabulary stories they had created and demonstrated their vocabulary use in context for the class. Spanish 3 course students worked together in small groups at the Promethean board to complete a grammar maze activity as well as demonstrate grammar examples and make peer corrections. Students in Spanish 1 delivered

a presentation after researching various Winter, Christmas, and New Year traditions celebrated in Spanish speaking countries throughout the world.

Brooklyn School currently has four new Promethean Boards which are empowering staff and students to go beyond the traditional classroom. In Mrs. Ralph's classroom, students were able to identify the families of elements from the periodic table by making annotations and using the writing tools on the board.

"The integration of new Promethean Boards into our classrooms is a prime example of the district's focus on creating an environment that promotes teaching and learning through innovation," said Superintendent Dr. Theodore Caleris. "This new technology has increased student engagement and provided new learning opportunities that promote creativity, critical thinking, collaboration, and academic growth."





Crestwood Local Schools Partner with Kent State University for Student Teaching Opportunities

Crestwood Intermediate School (CIS) partnered this year with students at Kent State University's College of Education, Health and Human Services (EHHS) to connect teacher candidates with middle education level teachers.

Each semester, CIS welcomes around 20 soon-to-be teachers into their halls and gives them hands-on classroom experience. In total, between fall 2021 and spring 2022, 40 Kent State students have had the chance to work with students in grades four and five at CIS. "The KSU pre-service teachers have been wonderful in our classrooms," said fifth-grade math teacher Karli Poole. "They have been a huge help in providing differentiated instruction to all of our students. They have delivered engaging lessons in our classrooms and have helped our students grow. The students love interacting with our KSU pre-service teachers and they have served as positive role models in our students' lives. We were lucky to be a part of their journey to becoming teachers!"

The participating teachers at CIS are paired with two Kent State teacher candidates for the duration of the semester with some of their placements are determined by their subject area such as math, science, or English. "The KSU teacher candidates have been such a positive

experience in our classrooms," said fourth-grade math teacher Mackenzie Vanaman. "We have been able to do more group work that allows us to meet each student at their level. The KSU teacher candidates are always eager to jump in to help and well prepared when it is their time to teach. They collaborate with us to create high-quality experiences for our students. Our classrooms are lucky to have them!"

The student teachers spend their Wednesdays during the semester at CIS and gradually work up to leading the entire class. "We have been so lucky to have the KSU pre-service teachers in our classroom," said fourth-grade English and social studies teacher Cassidy Powers. "We have been able to group students and teach small group lessons. The KSU pre-service teachers are so enthusiastic about jumping in and helping our students. They have been meeting with students 1-on-1 to reteach and help students make connections to help them understand the material."

The pre-service teachers have reached the point in the semester where they will teach full units. "Over the semester, they teach and learn little things like hands-on activities and pull-out sessions, but the next few weeks they are teaching based on standards," said Principal Patrick Griffis.



Cleveland Metropolitan School District Scores Big During NBA All-Star Game

Stephen Curry scored big in Sunday night's NBA All-Star Game at Rocket Mortgage FieldHouse -- both for Team LeBron and Cleveland Metropolitan School District's (CMSD) K-8 basketball program. The Golden State Warriors star raised \$108,000 for the program by racking up 50 points, including a record-breaking 48 on 3-pointers, and with Curry being named the game's most valuable player. The Under Armour sportswear company and the Curry Brand had pledged to donate \$1,000 for every point he scored in the All-Star Game, an additional \$3,000 for every 3-pointer and \$10,000 if Curry was named the game's MVP.

Desiree Powell, executive director of health, physical education, interscholastic athletics and student activities, was hoping Curry would turn in an outstanding performance. It was that and

more. "This far exceeded our expectations," she said. "The money will go a long way. "

The donation will enhance programming offered to CMSD students in middle-school grades. That will include working with the Cleveland Parks and Recreation Department to provide Positive Coaching Alliance Double Goal Training for coaches. Double Goal Training is designed to create a positive environment for athletes.

"Through his philanthropic efforts, including his work with Curry Brand, Stephen has remained steadfastly committed to giving back to local communities, creating opportunities for young athletes, and generally changing the game for good," Under Armour posted on its website last week.

The All-Star Weekend involved CMSD in a number of ways.

On Saturday, retired NBA and WNBA players, including former Cleveland Cavaliers Austin Carr, Jim Chones and Campy Russell, braved frigid temperatures while passing out boxes of fruit, vegetables and other items to CMSD families at the East Professional Center. They were joined at the drive-up distribution by crews from the Greater Cleveland Food Bank, Sherwin-Williams and CMSD.

Former Cav Anderson Varejao headlined an event that Spectrum, State Sen. Sandra Williams, State Rep. Terrance Upchurch and City Council President Blaine Griffin hosted at Sunbeam School.

The Stay Connected K-12 All-Star Celebration promoted digital inclusion and featured laptop and other giveaways from Disney, ESPN and NBA TV. CMSD works with Spectrum and the nonprofit DigitalC to provide internet access to District families in a city that has been ranked as the worst connected in the country.

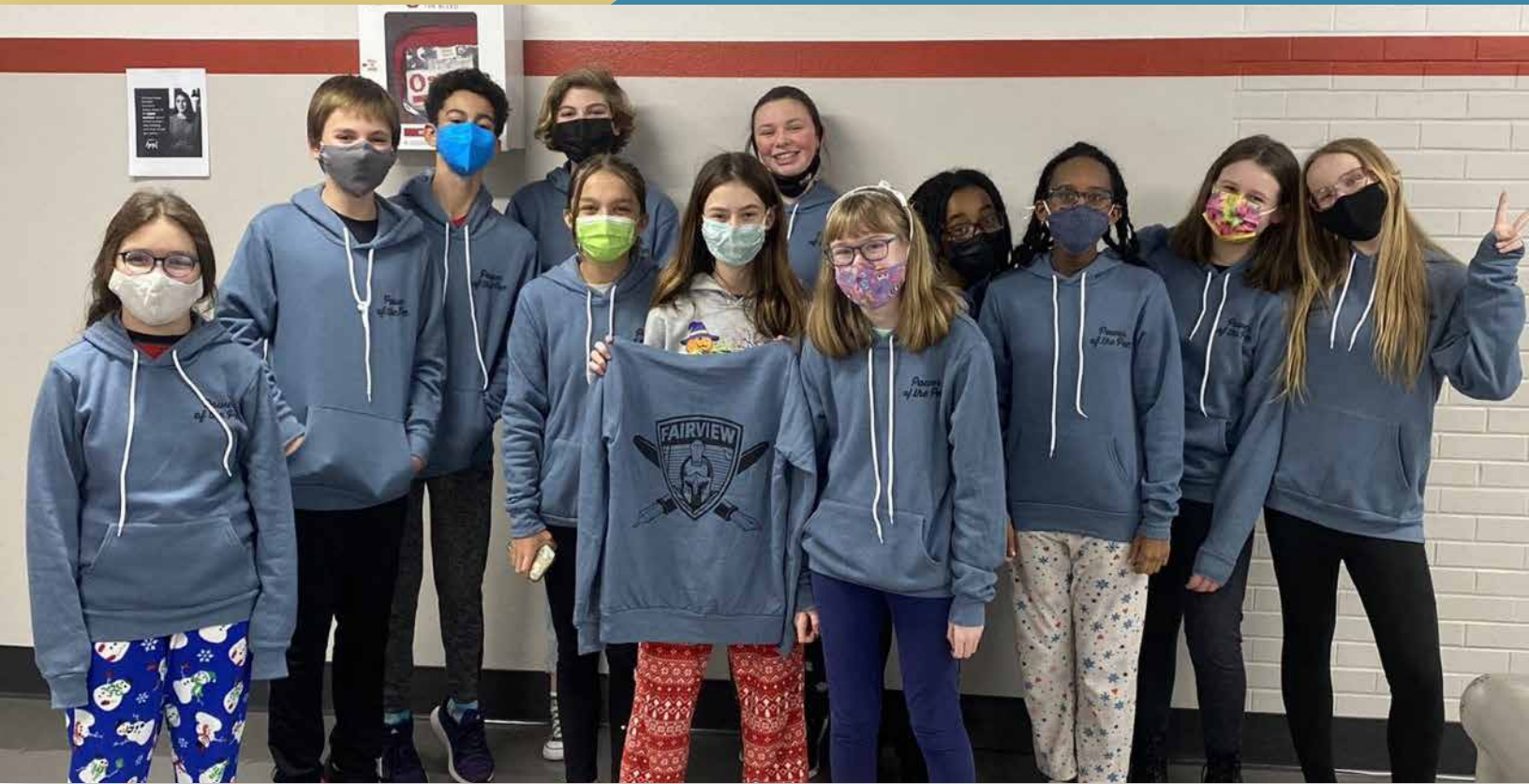


As part of NBA All-Star Weekend, CMSD and Spectrum hosted a celebration of digital equity today at Sunbeam School. The event featured an appearance by former Cleveland Cav Anderson Varejao, student performances and a laptop giveaway.

CMSD students attended a program featuring actress, Keke Palmer, founder of the nonprofit Saving Our Daughters, talk about mental health and self-esteem during a program that was held at the Huntington Convention Center.

Other District students attended the Open Court All-Star Male Youth Summit at Cleveland State University. Former professional athletes and others talked about life skills and career pathways. The City of Cleveland, NBA and other partners sponsored a COVID-19 vaccination clinic and test kit giveaway at the Tower City Skylight Concourse. Former Cleveland Cavalier Campy Russell and retired player and NBA Cares ambassador Jason Collins and NBA hall-of-famer Dikembe Mutombo made appearances.





Fairview Park Middle School Students Find All the Right Words with Power of the Pen

Competition is heating up this year at Mayer Middle School. But, it's not happening in the gym or at the pool, but with a pen and a computer.

Fourteen middle school students are members of the school's Power of the Pen team, showcasing their creativity and writing skills in an interscholastic competition setting. According to their website, Power of the Pen empowers students to "find and develop a creative voice that is uniquely their own" and to "truly embrace the art of creative expression through writing as a life skill."

"We wanted to have more interscholastic programs for students at the middle school," Kate Chevalier, an English Language Arts teacher at Mayer

Middle School explained. "It's good to get more interscholastic teams going for the kids that maybe don't play sports, but they want to be involved with a team."

Power of the Pen challenges students to engage in creative writing by providing three prompts over the course of one competition. Each student has 40 minutes to write a piece based on the prompt, with a short break between rounds.

"We had a lot of fun just being there with each other," Ella Dodd, an eighth-grader on the team explained of the competition. "I liked the overall environment. There was really a lot of positive energy that day. We all just had our time and our

little area, and no one would talk. It was really nice, and everyone focused on what they needed to write.”

Chevalier holds practices for the team each Tuesday, guiding students on writing skills, styles and what judges look for. Nearly every writing style is available to students, which suits Dodd, who loves many genres. Dodd particularly enjoys writing fiction in a variety of styles, in addition to writing screenplays and even dabbling in romance. She currently serves as one of the writers for the school’s middle school news video broadcast.

“Usually, you’re told what you have to write in a classroom,” Dodd said. “With Power of the Pen you get a prompt, and you have to follow some strict rules. But, you can pick your own genre that you want to write in. It could be a prompt that focuses on fiction, but, you could write it from a scientific point of view, or historical. There are just so many different styles and directions that you can take. No one is going to have the same story you’re going to write.”

“I just teach them to go with their strong points,” Chevalier added. “You need to have a clear beginning, middle and end. And they need to remember some of the important things that are taught in their English Language Arts classes.”

Dodd also enjoys participating in Power of the Pen due to its competitive nature.

“I’m definitely a competitive person,” Dodd explained. “I play volleyball and softball. I go skiing. I like to write, and I really love the thought of winning. I’m not saying I will, but I like the idea of doing something that’s not athletic that is for a competition that I could win. I like the idea of winning something that I like to do that isn’t sports.”

In January, students had their first round of competition, held virtually in the Innovation Center at the school. Four out of the six students on the eighth-grade team qualified for regionals, while all of the seventh-grade team qualified. The seventh-grade team finished in second place overall. Two students also placed in the top 12 for their grade.

The next round of competition will be at Baldwin-Wallace University in March, with winners moving on to state competition in Columbus in May.

“It really gives students a chance who love to write to be creative and share their thoughts and experiment with different styles, like Ella did,” Chevalier expressed.



Lakewood High School Pilots African American Studies AP Course

Lakewood High School has been chosen as one of 60 schools across the nation to pilot an Advanced Placement course on African American Studies. The AP course will be in addition to the current LHS Studies in Black American Studies elective that was instituted with the 2021-22 school year and has been very popular with students. If the pilot is successful, the high school is committed to offering the course for at least the next three school years starting with the 2022-23 school year.

The course content will cover four areas:

- Unit 1—Origins of the African Diaspora (8th-16th century)
- Unit 2—Freedom, Enslavement, and Resistance (16th century-1865)
- Unit 3—Practice of Freedom (1865-1960s)
- Unit 4—Movements (1960s-early 2000s)

The interest in the course is high among students with 64 registered to take it next year.

Director of Teaching and Learning, Steven Ast, felt that Lakewood High would be a perfect fit for hosting the pilot course.

“I know our social studies department would do this new program justice and help become a model for the AP community,” Ast said.

Lakewood High Principal Mark Walter is thrilled to be able to add to the school’s already expansive 200-plus course selection, including 18 AP courses. “We are always looking for opportunities to increase our Advanced Placement options for our students,” Principal Walter said. Next year, the high school will boost its AP numbers to 20 with the new pilot course and also an AP Photography course to be added.

The AP course and the newer Studies in Black American Studies and Studies in Native American History are part of the district’s increased efforts surrounding diversity, equity, inclusion, and belonging (DEIB) that include providing a curriculum content that better reflects the perspectives of all of its students.

The district has embraced DEIB work both researching and working to address systems and to impact the classrooms directly such as the high school Black and Native American history electives and expanding elementary classroom libraries to include diversity rich literature. Lakewood City Schools has committed as a district to use the lens of DEIB and Social Emotional Learning to all of its work and recently devoted a full day of professional learning to the topic.

Bay Village Schools Teams Up with Bay Alumni Foundation to Celebrate 100 Years of High School in Bay Village



Did you know that Bay Village has offered high school for 100 years? It's true! Parkview School was completed in 1922, and served grades 1-12. The two-story brick building was built where Bay Middle School now stands, with land purchased from the Cahoon Park trustees. A third story was added to the building in 1925.

Here are some other historical snippets, as shared by Bay Village historian Kay Laughlin...

Blue and white started being used for Parkview athletic uniforms soon after the new school was built, and Parkview High School became Bay High School in 1947, thanks to a name-change petition by the Class of 1947. (The Class of 1947 graduated with Bay High School on their diplomas.) Then, in the fall of 1947, a Bay High School sports team took the field under the name Bay Rockets for the first time.

"Bay High School has a longstanding history in our community, and we are excited to share its story with our students, alumni and residents," said Bay High School Principal Jason Martin. "Partnering with the Bay Alumni Foundation, we are excited for all the activities and events we have planned throughout the year."

In honor of Bay High School's centennial celebration, an official 100 years logo has been created, and events will be held throughout 2022 honoring the school and its many alumni. Highlights include a virtual Town Hall sharing the school's complete history (January 26), local Bay Village history being shared with students on the 100th Day of School (January 27), the annual Snoball Run



(February 5), a Talent Show that will include alumni acts (February 26), a special alumni night during Bay High School's spring play (April 8), a community picnic this summer, alumni performances with the Marching Band this fall and an extended Homecoming celebration (October 7-9).

"We are excited to partner with the Bay Alumni Foundation to highlight this special anniversary of Bay High School," said Interim Superintendent for Bay Village Schools Char Shryock. "Together, our two organizations will share the history of our beloved Bay High School, while bringing back alumni to participate in these special commemoration events."

Bay Alumni Foundation President Jim Joyce agrees.

"We are excited to celebrate all the wonderful traditions and success of the past 100 years – decades of excellence in academics, arts, sports, community involvement and philanthropy," Joyce said. "At the same time, we look forward to all that our future offers."



Helping Hands Friends Club Creates Inclusive Environment at Chestnut Intermediate School in North Olmsted City Schools

Celebrating differences is the mantra that the Helping Hands Friends Club at Chestnut Intermediate in North Olmsted City Schools follows. The Helping Hands Friends Club includes over 60 students in third grade through fifth grade. The group meets once a month to plan projects and activities that help create a school environment that celebrates the differences and individuality of all students and staff.



Vickie Lofton, Administrative Assistant at Chestnut Intermediate, spearheaded the formation of this group after hearing about it from another school district. “Here at Chestnut, we like to use the term special abilities instead of disabilities,” Lofton said. “When I saw this program, I knew it would be a great way for our students to learn and engage more with our students who have special needs and abilities,” she added.

In December, the group organized a Disability Awareness Day. With this event, students throughout the entire school took part in activities and stations that represented various disabilities an individual might have. At one station, students learned how their name would be written in braille and then practiced how to read and write letters in braille. Other stations included physical challenges such as limited mobility or motor skills.

When students returned from winter break, the students in Helping Hands Friends Club quickly began working on an “Acts of Kindness Chain”

where each link represents an act of kindness observed by a student. The chain, which runs through the halls of the school, was originally planned to be just for the month of February, but the students wanted to see how far they could get the chain to stretch and decided to continue their acts of kindness through the end of the year.

In addition to their Acts of Kindness Chain, the students are busy putting a mural together that will be a permanent fixture inside the school. Each student and staff member in the school will design and create a self-portrait tile. The tiles will be put together to create a mural with the name “We are each unique and beautiful, but together we are a masterpiece.”

Other activities the group has organized include Celebrating Differences Week and a visit by the Wheelchair Cavaliers. While still in its first year, the group has already had a positive impact throughout the school community and is looking forward to doing even more in the future.

“It’s been a great success to have this program in our building,” said Principal Monnin. “We’ve noticed our students really going out of their way to help those with special needs and even volunteering to go and help in some of our specialized classrooms.” The feedback from our teachers and staff has been positive,” he added.

“This group keeps growing! We had five more students just join in the last month,” said Lofton. “My ultimate goal is to do a helping hands scholarship for a graduating senior that is really involved with helping out those with special abilities,” she added.



Kenston Family Ties Night

Schools across the country remain a hub of activity long after classes end and the buses pull out of the parking lot to take students home. Many students return in the evenings to participate in extracurricular activities and youth athletic practices.

Kenston Schools Superintendent Nancy Santilli recognized how hectic life could be for families and designated two nights on the school calendar for “Family Ties Night.” On these evenings, no homework is assigned, no tests are scheduled the next day, and no practices, meetings, or activities are held in the District after 4:30 p.m.

Family Ties Night is a time to pause and enjoy time together as a family during the school week. Tell a few stories, share a laugh, or learn something new about each other while enjoying a meal together, either prepared by the entire family or from one of our local restaurants.

Mrs. Santilli shared, “We know our families are very active and busy. Family Ties is an opportunity for them to take a break from their busy weekly schedules and savor time together. Have a game



night, read a favorite story, or snuggle up and watch a movie together. Take a time-out from the hustle of life.”

Kenston’s Nutrition Services Department provides family-friendly recipes that foster teamwork in the kitchen, as children can help with meal preparation. If that doesn’t fit into a household’s plans, the District has also partnered with local and Kenston family-owned restaurants and businesses to provide deals and discounts with various dining choices.

This program continues to grow in its third year at Kenston as more businesses and organizations like the local library become involved and partner with the District. Jessie Corcoran, a parent of a 7th and 10th grader, said, “I genuinely appreciate this night and my kids look forward to it. We make sure to play games, watch a movie or have a special dinner.”



Strongsville High School's Marketing Program, DECA, Embraces Ways to Develop Key Skills for the Workforce

Teachers are continually figuring out ways to provide opportunities for students to be creative, think critically, solve problems, and communicate effectively. All are skills that employers say are vital to the success of those entering the workforce. Strongsville High School's DECA (Distributive Education Clubs of America) program is embracing ways to develop these skills, as students gain experience in marketing, entrepreneurship, sales, and other business-related topics.

Recently, DECA students at Strongsville High School had an opportunity to be problem-solvers

in their very own classroom. As part of a project-based learning (PBL) experience, Mrs. Jenna Naymik challenged her students to develop a solution for hanging backpacks in their learning space. "This project-based learning experience was actually inspired by a problem the students identified in the classroom. In my room, students sit on tall stools at high-top tables. They felt that their bags were getting in the way and wanted some other way to store them, so we turned the problem into a project to help create a solution," said Mrs. Naymik, who is a marketing teacher and the advisor to Strongsville's DECA program.

The project asked students to form groups and assume the role of entrepreneurs for a startup company. Each group planned, invented, designed, and 3D printed a backpack hook that could be installed at their classroom high-top tables. The prototype for their backpack hooks was created in Strongsville High School's Makerspace. The final step in the project was a "Shark Tank" pitch competition, giving groups the opportunity to "sell" their backpack hook to potential stakeholders. The panel of stakeholders (judges) included a variety of high school personnel, including an assistant principal, a media specialist, a classroom teacher, and an engineer.

Justin Wypasek, a student in Mrs. Naymik's class explained the impact of this project. "I gained the ability and learned how to effectively differentiate my group's project from the competition. Learning selling tactics and putting them into practice helped me persuade the stakeholders to choose our product. My favorite part of the project was the selling aspect, specifically, trying to convince the judges to see why my group's product would be the most beneficial for their needs. This project has helped me in other classes by allowing me to better be able to express my ideas and communicate them in a more effective way."

Mrs. Naymik continually looks to make "real life" connections for her students. "A lot of what students learn in our marketing program is used by marketers every day in the real world. This project seemed like the perfect opportunity for students to take everything they had learned in the first semester, connect the pieces together, and apply it to a real-world situation."


"Adding in the design and prototyping component to the project enhanced student learning by pushing students outside of their comfort zone. They had to learn how to use design programs, troubleshoot when the print didn't turn out like they planned, and make adjustments in order to get their vision to come to life. Using the Makerspace allowed students to walk away with a tangible piece of their project."


These PBL experiences create lasting learning moments for students and build skills that they can carry not only into other courses and classrooms, but also prepare them for their next opportunities in life after graduation.




Free Summer IT Career Camp for High School Students

Pathways Toward Success: Information Technology (IT) and the 4Es

 June 13, 14, 15, 2022

 9 a.m. to 12:30 p.m.

 ESC of Northeast Ohio
6393 Oak Tree Blvd.,
Independence, OH 44131

In this camp, students entering grades 10, 11, and 12 will:

- » Learn about Information Technology (IT) pathways and explore IT in the 4Es (Education, Employment, Enlistment, Entrepreneurship)
- » Develop skills for employability and lifelong success
- » Engage with interactive technologies
- » Participate in field experiences with businesses in the IT Sector

No cost to participate. Students must attend all three days.

Day 1: Monday, June 13 Introducing the World of IT *Preparing for Success*

- » IT Pathways and Roles
- » Exploring Virtual Reality

Day 2: Tuesday, June 14 Connecting IT and the 4Es *Employability Skills*

- » Meet IT experts from Employment, Education, Enlistment, Entrepreneurship
- » Employment Skills and Personal Branding

Day 3: Wednesday, June 15 IT and the World of Work *Site Visits*

- » Rocket Mortgage Fieldhouse
- » TechElevator
- » Celebration Lunch and Awards



Student Application for ESC NEO Summer IT Camp Pathways Toward Success: IT and the 4Es

Jun. 13-15, 2022 | 9:00 a.m. – 12:30 p.m. | Location: ESC of Northeast Ohio, 6393 Oak Tree Blvd., Independence, OH 44131

Space is limited to first 25 applicants. The application deadline is May 27, 2022.

Student First & Last Name: _____

School District: _____ High School: _____ Current Grade level: _____

Student's School Email: _____ Student Phone: _____

Parent/Guardian First & Last Name: _____

Parent Email: _____ Parent Phone: _____

Student special dietary needs if any (lunch Jun. 15): _____

**Parent/Guardian/student is responsible to provide transportation daily to and from the ESC of Northeast Ohio, 6393 Oak Tree Blvd., Independence, OH 44131. Roundtrip transportation will be provided by the ESC NEO on June 15 to and from the business site visits.*

I give my permission for _____ (student name) to participate in the activities of the ESC NEO Summer IT

Camp on June 13-15, 2022. _____ (parent/guardian signature)

Scan and email this application to Nadine Grimm, Coordinator of 21st Century Learning; Nadine.grimm@escneo.org or fax to 216-901-4249. Questions? Call Nadine Grimm at 216-901-4243.



We build bridges for ...

Educators, Districts, Agencies, Organizations, Universities & Colleges,
Students, Adult Learners, Families & Communities, Businesses

CURRENT CLIENT DISTRICTS:

Akron Public Schools
Aurora City Schools
Barberton City Schools
Bay Village City Schools
Beachwood City Schools
Bedford City Schools
Berea City Schools
Brecksville-Broadview Heights City Schools
Brooklyn City Schools
Chagrin Falls Exempted Village Schools
Chardon Local Schools
Cleveland Heights-University Heights
City Schools
Cleveland Metropolitan Schools
Crestwood Local
Cuyahoga Heights Local Schools

East Cleveland City Schools
Euclid City Schools
Fairview Park City Schools
Garfield Heights City Schools
Independence Local Schools
James A. Garfield Local Schools
Kenston Local Schools
Kent City Schools
Kirtland Local Schools
Lakewood City Schools
Maple Heights City Schools
Mayfield City Schools
Mentor Exempted Village Schools
North Olmsted City Schools
North Royalton City Schools
Olmsted Falls City Schools

Orange City Schools
Parma City Schools
Ravenna City Schools
Revere Local Schools
Richmond Heights Local Schools
Rocky River City Schools
Shaker Heights City Schools
Solon City Schools
South Euclid-Lyndhurst City Schools
Streetsboro City Schools
Strongsville City Schools
Twinsburg City Schools
Warrensville Heights City Schools
Westlake City Schools
Wickliffe City Schools
Willoughby-Eastlake City Schools

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