

SPRING 2024

# THE ESC CONNECTION

A DIGITAL MAGAZINE OF THE EDUCATIONAL SERVICE CENTER OF NORTHEAST OHIO



## CREATING AN OPPORTUNITY FOR RESTORATIVE PRACTICES PD



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## SUPERINTENDENT'S MESSAGE

**By Dr. Bob Mengerink, *Superintendent***

Dear Friends and Colleagues,

It is hard to believe that we are already talking about spring breaks and graduations. I hope that your year has been as positive and productive as you have hoped. Yet I know there is always more to do, new things to learn about and challenges to address. There are never enough hours in the day or days in the year to do all that you need. Knowing this, we truly appreciate the time you take to become involved in our programs, projects and networks. Our work is driven by each of you and your involvement and investment makes it more meaningful for all who participate. As you look through this spring newsletter, please don't hesitate to share ideas with us or let us know other ways that we can help you.

In the meantime, I wish all of you a safe and enjoyable year-end. I look forward to seeing you soon.

Sincerely,

*Bob*



@ESCNEastOH

[WWW.ESCNEO.ORG](http://WWW.ESCNEO.ORG)

# Award-Winning Business Advisory Council

The ESC of Northeast Ohio's Business Advisory Council has received the 2024 Business-Education Leader Award for Excellent Business Advisory Councils three-star award from the Ohio Department of Education and Workforce. In addition, the ESC also received a special award, the 2024 Award of Excellence in Building Partnerships.

The ESC's Business Advisory Council promotes partnerships among education and business leaders to engage in dialogue, build trust and identify strategies that transform student learning experiences. Such collaboration can result in a more responsive education system based on regional economic drivers and needs, more relevant learning experiences for students that include work-based learning opportunities and enduring partnerships between schools and local industries.

★ ★ ★ **Three-star councils implement many quality practices throughout the year to create a culture of career-focused opportunities for all students.**



## Ringling in Excellence!

As the year drew to a close, Northeast Ohio educators gathered at the ESC of Northeast Ohio for a day dedicated to the art of teaching mathematics. "Ringling in Excellence: Improve Math Instruction in 2024" was a resounding success, drawing in 140 passionate educators eager to elevate their teaching practices. The atmosphere buzzed with enthusiasm and collaboration, with participants engaging in thought-provoking tasks and reflective discussions.

Their voices, as highlighted by the feedback form, were the heartbeat of the day. When asked about their favorite part, responses such as "Morning session! Hearing 150 voices," "Discussing with my table," and "Whole group collaboration" echoed the vibrant and inspiring learning environment created by their active participation.

Committed to supporting ongoing professional growth, the ESC utilized Extended Learning Plan grant funds to gift participants with the NCTM

book, "Taking Action: Implementing Effective Mathematics Teaching Practices," tailored to their grade bands. The session concluded with educators pledging to implement a new strategy in the upcoming year. Popular resolutions emerged, including utilizing vertical white spaces, asking better questions, fostering productive struggle, promoting movement in the classroom, integrating manipulatives whenever possible, and incorporating success criteria daily.

The learning momentum seamlessly transitioned into the new year with the math series titled "From New Year's Resolution to Math Evolution." This four-session series offers a deep dive into High-Yield Instructional Routines, Math Fact Fluency, Orchestrating Math Discourse, and Pi Day Preparations. The ESC expresses gratitude for the dedication and commitment of local math educators, who continue to invest their time and energy in collaborative learning and mutual support.

## Strengthening Leadership & Learning through Collaboration

The Teacher School Leadership (TSL) grant is a federally funded competitive grant that was awarded to the ESC of Northeast Ohio to improve leadership development, human capital systems, and instructional coaching. The ESC partnered with four school districts: East Cleveland, Garfield Heights, Maple Heights, and Warrensville Heights to strengthen these systems.

- » In East Cleveland, coaches are participating in a book study on "Student-Focused Coaching" by Daryl Michel and Jan Hasbrouck. The district is using this opportunity to develop clarity around coaching practices.

» In Garfield Heights, the coaching team developed an Instructional Playbook that outlines instructional strategies utilized throughout the district. The playbook includes a strategy description and checklist, the research behind it, and videos of teachers modeling the strategy.



» Maple Heights redesigned their new teacher orientation program and added coaching support for new teachers to strengthen their recruitment and retention practices. In addition to a three-day orientation, new teachers had monthly check-ins for ongoing support and collaboration.



» Warrensville Heights district leaders created a walkthrough tool on Explicit Instruction to build knowledge and strengthen implementation. Leaders used the tool in walkthroughs to give feedback and provide coaching support. Demonstration teachers modeled specific elements. The District Leadership Team used the tool to grow their understanding of Explicit Instruction by observing instruction and calibrating their observations.



All four districts have strengthened district leadership through a Coaching Network, an Aspiring Leaders' Academy, a Leadership Academy for principals and participating in Instructional Rounds. This cross-district collaboration has helped districts learn from each other and strengthen their practices.



# Creating an Opportunity for Restorative Practices Professional Development

Restorative practices is the science of relationships and community.

Humans are hardwired to connect. Just as we need food, shelter, and clothing, we also need strong, meaningful relationships to thrive. Restorative practices is a field within the social sciences that studies how to strengthen relationships between individuals and social connections within communities.

In November 2023, the ESC of Northeast Ohio Student Wellness Department partnered with Garfield Heights School District to host the International Institute for Restorative Practices (IIRP) for a two-day Restorative Practices for Educators training. Dr. Keisha Allen from IIRP provided the training to 45 educators from the ESC and four school districts, including Garfield Heights, Richmond Heights, Maple Heights, and Twinsburg City Schools. The Restorative Practices for Educators training focused on using restorative practices to foster a positive classroom and school culture. Restorative practices are essential for creating a positive learning environment, building social capital, and resolving relational

issues. During this training, educators learned the fundamental theory and practices for engaging with students, staff, and parents with restorative practices in a school setting. The training focused on facilitating circles, a key element in creating a positive learning environment and school culture.

In March 2024, the ESC Student Wellness Department hosted IIRP a three-day "Restorative Practices Training of Trainers" professional development opportunity. Dr. Allen provided the training to 10 educators from three school districts, including Garfield Heights, Richmond Heights, and Maple Heights. Topics included the importance of being explicit about restorative practices. Educators learned how to apply the restorative practices continuum and understand which restorative processes are best for achieving certain goals or responding to particular situations.

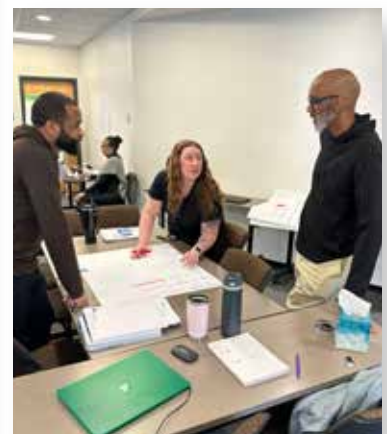
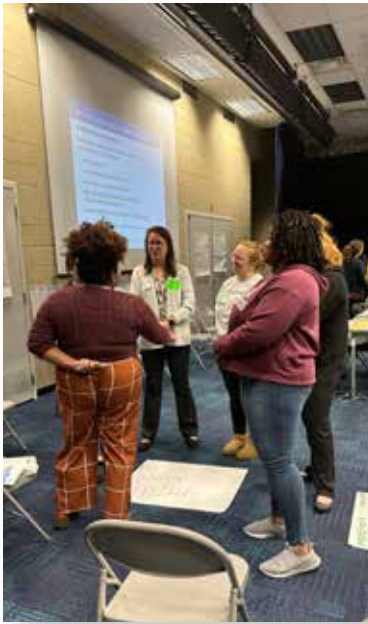
For more information on restorative practices programs or supports, contact Anthony Pizzutti, Student Wellness Director, at [anthony.pizzutti@escneo.org](mailto:anthony.pizzutti@escneo.org) or Leah Euerle, Student Wellness Consultant, at [leah.euerle@escneo.org](mailto:leah.euerle@escneo.org).

## SIGN UP TO RECEIVE OUR STUDENT WELLNESS E-NEWSLETTER!

Contact Nyeshja Malone at [nyeshja.malone@escneo.org](mailto:nyeshja.malone@escneo.org) to sign up.

[View archived issues](#)





# SST3 Supports for ReadOhio

ReadOhio is a statewide literacy initiative that Governor Mike DeWine introduced in August of 2023. ReadOhio is focused on supporting literacy instruction in Ohio's schools based on the science of reading and providing resources to schools and families to raise literacy achievement for all learners. Visit the [ReadOhio website](#) to learn more and explore the Science of Reading Toolkit.

In support of the ReadOhio initiative, State Support Team 3 (SST3) literacy consultants offered five different professional development multi-day series this fall - Improving Adolescent Literacy (2 cohorts), The Literacy Improvement Pathway (2 cohorts), Emergent Literacy, LETRS Facilitators Network and The Road to Reading Achievement Plans. In addition, SST3 and the ESC of Northeast Ohio Teaching and Learning literacy consultants collaborated on a monthly virtual Literacy in Action Network, the Literacy Leaders Network, and a book study on "The Writing Revolution" (Hochman

& Wexler, 2017). Educators from over 40 districts and community schools in Cuyahoga County were in attendance at these professional development events. As part of the support offered to targeted districts in Cuyahoga County, SST3 literacy consultants also conducted 41 in-district literacy professional development events.

Stay tuned to the Professional Development Calendars on the [SST3](#) and [ESC NEO](#) websites for information on upcoming literacy-related professional development events.



# NEO Adult Education Providers Network



The ESC of Northeast Ohio hosts the Northeast Ohio Adult Education Providers Network that is comprised of a broad

spectrum of adult education providers across our region, such as nonprofit organizations offering basic literacy, districts offering alternate education, providers of Aspire and GED programs, career centers providing certificates, and higher education institutions offering associate and bachelor degrees.

On March 20, Mike Kahoe from the Governor's Office of Workforce and Transformation presented about the supports offered by various state

agencies for adult learners engaged in education and employment training. Network attendees engaged in small group discussions to propose strategies for increasing collaboration among network partners as the group works towards a systems approach to the adult education and workforce continuum.

Ohio's Adult Education Week event for Northeast Ohio is scheduled for June 12, 2024, 10 a.m. to noon, at Project Learn Summit County located in the Akron Public Library main branch.

For information, contact: Nadine Grimm  
Coordinator of 21st Century Learning  
[nadine.grimm@escneo.org](mailto:nadine.grimm@escneo.org)





# HIGH SCHOOL SENIOR HIRING FAIR EMPLOYER INVITATION

This hiring fair is designed for high school seniors who plan to go straight into employment after graduation. Please consider attending where you will be able to interact with high school seniors seeking immediate employment. Students will be encouraged to bring their resumes.



APRIL **30** 2024



FROM **9 AM - 4 PM**

OPEN HOUSE

Holiday Inn-Rockside  
6001 Rockside Road  
Main Ballroom  
Independence, 44131

**CLICK HERE  
TO RSVP BY  
APRIL 12**

## More Info:

Tippi Foley, ESC Consultant  
[tippi.foley@escneo.org](mailto:tippi.foley@escneo.org)

Shonte Smith, Administrative Assistant  
[shonte.smith@escneo.org](mailto:shonte.smith@escneo.org)





# PASSPORT

## School Program

Guiding Extraordinary Individuals Toward a Future of Hope

For information, contact:

Lisa Adler, Supervisor

[lisa.adler@escneo.org](mailto:lisa.adler@escneo.org)

440-688-1280

Located at the Metzenbaum Center at 8200 Cedar Road in Chesterland, Passport School serves students ages 5-22 with multiple disabilities and significant medical needs in a separate facility providing intensive educational, behavioral, and medical programming.



Aniya sees herself in the mirror and will follow steps using the illustration board to wash her face. It is part of her Occupational Therapy curriculum. Mary is helping Ja'Meela (above left) and Rhonda is helping Bryson (above right) follow steps to complete a snowman. The students learn to use school tools (glue, dabbers, and pieces of colored paper) to produce an assembled project. Staff, students and visitors enjoy the art projects on the walls of our hallways.



Both Julie's and Rob's classes are learning about the science of weather and what is appropriate to wear for Northeast Ohio's ever changing weather. They are working on matching parts of the body to the correct outer wear.

*Congratulations,  
Graduate!*



Micaiah is a Richmond Heights Local Schools student who has attended the Passport School since she was in second grade. Micaiah loves to spend time tending to all the vegetables and flowers that the classroom plants during horticulture class. She also loved to go on field trips, especially the nature center. Relaxing on her bean bag was a favorite. One of Micaiah's jobs was to get the mail and distribute it. She will transition to adult services through Rose-Mary Center. Richmond Heights Local Schools will be presenting her diploma.

# CARRINGTON SCHOOL

For information, contact:  
Jerlisa Calhoun, Ed.D.  
Principal of Carrington School  
[jerlisa@calhoun@escneo.org](mailto:jerlisa@calhoun@escneo.org)

With the successful implementation of the blended learning model, Carrington scholars have been busy at work. The academic program fosters independent learning skills and creativity, while gearing students for successful post high school outcomes. Pictured here are male residential students practicing public speaking while presenting their fall projects. Other school notable mentions include RTA travel training, the piloting of a state recommended math supplemental program, STEM projects, and one high school graduation.



## Teachers of the Visually Impaired Pilot New Groundbreaking Device



Last month, two of ESC of Northeast Ohio's teachers of the visually impaired (TVI), Candice Evans and Amy Yoho, attended an adaptive technology conference.

They were chosen to pilot the [Monarch](#), a revolutionary new device that will allow students to be able to read and have graphics at the same time. This piece of technology is allowing for both graphics and tactiles to be in the same piece of technology, which has never been done.

The ESC will be able to give feedback to American Printing House on how well this will help and affect the

education of children who are visually impaired. The ESC's TVIs each received one of these devices to pilot and share with their team. This is a groundbreaking piece of technology throughout the United States. They will be holding a professional development for their team in March.



For information, contact:  
Dana Lambacher,  
ESC Special Education Supervisor  
[dana.lambacher@escneo.org](mailto:dana.lambacher@escneo.org)

# CAPSTONE ACADEMY

For information, contact:  
Mary Wideman, Program Administrator  
[mary.wideman@escneo.org](mailto:mary.wideman@escneo.org)  
330-732-8249

The Capstone Integrated Arts program provides students opportunities to explore a range of music, visual art, and dance activities. The integrated experience of music, movement, and art making was designed to foster sensory integration, relaxation, and personal expression. Classes meet weekly with our Art Specialist, LaSontia Sharlow, MA, ATR-P, LPC. Mrs. Sharlow incorporates content, concepts, and activities that foster cognitive development through the integration of multiple modalities that allow students to experience success. Mrs. Sharlow uses developmentally appropriate strategies designed to actively encourage independent, creative, and critical thinking. A variety of instructional techniques, materials, and artistic styles are incorporated into projects to stimulate and challenge students.

Mrs. Sharlow starts class with warm-up activities. This semester, the classes added to their "greetings and movement" song lists with the songs, "Water and Air" by Alex Isely and "Be Nice" by the Black-eyed Peas. Throughout the class period, students experience full class, small group, one-on-one interactions, and independent learning facilitated using various adaptive equipment. This Spring, classes have been learning about the origin and history of pottery as well as glazing and alternative glazing techniques preparing for a clay project. They created functional and non-functional sculptures and "Wheelchair Candy Dangles." Each month, an overarching theme is highlighted. The most recent theme is "Gratitude, Hope, and

Imagination," featuring artist Yayoi Kusama and indigenous arts and crafts. Students recently completed Georgia O'Keeffe inspired flowers sculptures called, "What My Hand Holds." This was a gratitude mixed media project. Projects are on display in the Capstone Academy hallways.



Student artwork from Georgia Okeeffe inspired flower sculptures "What My Hand Holds."



Nicholas with his "What My Hand Holds" project.

# Crossroads Day Treatment Center

For information, contact:  
Robin Kline, ESC Crossroads Program  
[robin.kline@escneo.org](mailto:robin.kline@escneo.org)

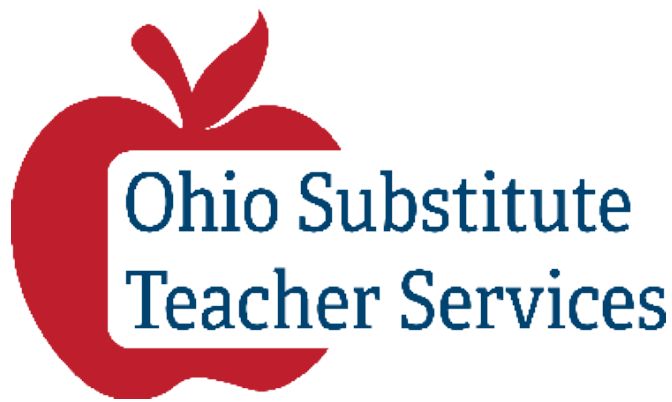


Throughout the school year, staff from Lake Metroparks have visited Crossroads School multiple times to provide educational programs to the students. They participated in "Barnyard Goes to School," where the students learned about the daily lives of farmers and their animals. From the care provided to the farm animals to turning wool into yarn, students gained insight into the interconnectedness of their lives with agriculture.

Students also took a school-wide field trip to the Farm Park and participated in the "Pizza Farm." During this field trip, students actively participated in a farm-wide hunt, unraveling the journey of pizza making from seed to slice. This was a hands-on encounter where students could make their pizza and enjoy the fruits of their labor. They learned to make everything from the dough to the cheese put on top.

Students are looking forward to learning about the total solar eclipse. In this program, Metroparks will come to Crossroads to show students the science behind the eclipse, explain why total darkness envelops the day, and teach them how to observe it safely on April 8.





Established in 2013, Ohio Substitute Teacher Services (OSTS), formally North Coast Shared Services Alliance, provides school districts in Ohio with quality substitute teachers. We are a collaboration of the Educational Service Centers of Northeast Ohio, Lorain County, and Medina County. Ohio Substitute Teacher Services expands into Southeast Ohio where our affiliate partners, the ESC of Columbiana County and the ESC of East Central Ohio, provide substitute services to school districts in their respective areas.

OSTS partners provide the following substitute management services:

- Recruitment and Screening
- Compliance
- Training
- Schedule Management
- State Teachers Retirement System (STRS) Management Services
- Payroll Services and Risk Management

Ohio Substitute Teacher Services represents approximately 52 school districts in 13 counties including Cuyahoga, Lake, Lorain, Medina, Summit in Northeast Ohio and Belmont, Columbiana, Coshocton, Guernsey, Harrison, Jefferson, and Tuscarawas in Southern Ohio.

**OUR MISSION IS SIMPLE:** To place substitute teachers in classrooms who provide consistent delivery of quality instruction in a safe and productive learning environment during the absence of a regular classroom teacher.

## Contact Us

Please contact us at [info@ohiosts.org](mailto:info@ohiosts.org) to speak to a representative and learn how we can help your district.

## Our Commitment

Ohio Substitute Teacher Services works to relieve your administrators' stress of teacher absences and place the highest quality substitute teachers in your classrooms.

### RECRUITMENT & SCREENING

- Take care of applications, interviews, and reference checks.
- Local and regional job fairs
- On-Site recruiting in districts
- Large talent bank of available substitutes
- Custom-designed marketing materials for districts

### COMPLIANCE

- Ensure all federal, state, and local employment requirements are met.

### TRAINING

- Conduct employment orientations, classroom instruction for subs who are not educators by degree, online safety compliance and regulatory courses.

### SCHEDULING

- Schedule your substitutes, both day-to-day and long-term.

### PAYROLL & RETIREMENT

- Manage payroll and retirement (STRS).

### PERSONNEL MANAGEMENT

- Provide discipline and remediation if needed.

### RISK MANAGEMENT/AFFORDABLE CARE ACT

- Manage unemployment and workers' compensation claims.
- Manage Affordable Care Act.

Two videos have been produced to help in the OSTs marketing efforts to not only recruit more qualified substitute teachers, but also share with school districts who are not using OSTs services yet. These videos are on the OSTs website, are played at job fairs and educational conferences, and also have been shared with OSTs districts for their own marketing efforts.

### Marketing Video to Recruit Substitute Teachers for our Member School Districts



### Marketing Video to Recruit Districts who are not Members of OSTs





# 2024 SUMMER SCHOOL OPPORTUNITIES AT OHIO ONLINE LEARNING PROGRAM

## SUMMER 2024 COURSE LIST



### IMAGINE LEARNING CREDIT RECOVERY COURSES

The self-paced learning and pretesting allow students to spend more time on what they need and less time on what they've already mastered. These are fully asynchronous and DO include a teacher (does not guarantee state specific certified teacher)

#### English Language Arts

- » English Language Arts 6-12

#### Mathematics

- » Mathematics 6, 7 and 8
- » Pre-Algebra
- » Algebra I
- » Geometry
- » Algebra II
- » Pre-Calculus
- » Math I, II, III
- » Mathematical Models with Applications
- » Financial Math
- » Trigonometry - semester only
- » Statistics
- » Concepts in Probability & Statistics

#### Science (Part A & B for all)

- » Science 6, 7 and 8
- » Biology
- » Chemistry
- » Physics
- » Physical Geology
- » Physical Science
- » Environmental Science

#### Social Studies

- » Social Studies 6, 7 and 8
- » Middle School Survey of World History
- » Middle School Modern World History
- » American Government - semester only
- » American History
- » Contemporary World Issues - semester only

- » Economics & Financial Literacy - semester only
- » Modern World History
- » World Geography
- » Civics and Citizenship - semester only

#### Electives

- » Art History I
- » Contemporary Health
- » Introduction to Art
- » Psychology
- » Strategies for Academic Success - semester only
- » Career Planning and Development

### CLOSE LEARNING GAPS

#### Booster Courses

##### English Language Arts and Math | Grades 6-12

Booster Courses are built around power standards in math and English language arts to help ensure students learn the most essential content and skills. Students begin by taking an upfront diagnostic to determine their understanding of the overall course content. Each lesson begins with a pretest to assess the student's proficiency of the skills covered in that lesson, enabling them to focus on skills they have yet to master to boost their knowledge. Courses are designed to be completed in eight weeks, but can be completed more quickly depending on prior knowledge.

#### Programs

##### High School

- » Prep for Language Arts 9
- » Prep for Language Arts 10
- » Prep for Language Arts 11
- » Prep for Language Arts 12
- » Prep for Algebra 1
- » Prep for Geometry
- » Prep for Algebra 2
- » Prep for Pre-Calc or Calculus

##### Middle School

- » Prep for Language Arts 6
- » Prep for Language Arts 7
- » Prep for Language Arts 8
- » Prep for Math 6
- » Prep for Math 7
- » Prep for Math 8

#### Summer Smarts

##### Reading and Math | Grades K-8

Expand your elementary and middle school students' skills through a Summer Smarts program. At the beginning of a Summer Smarts program, students are assessed for placement in the academic continuum. Students are then able to progress through the program independently, with individual pathways that maximizes help in the student's area of need. Throughout the summer, students in the program will be invited to participate in weekly hands-on activities for further engagement in math and reading.

#### Programs

- » Reading (K-2)
- » Reading (3-5)
- » Reading (6-8)
- » Math (K-2)
- » Math (3-5)
- » Math (6-8)

#### Targeted Small Group Instruction K-12

This program begins with adaptive diagnostics to understand each student's needs, and then students are grouped with other students with similar abilities. During the synchronous sessions, the teacher will focus on reteaching and remediation. During the asynchronous sessions, students will work on their individual paths.

For additional details and pricing, please contact the program coordinator at [kajal.brazwell@escneo.org](mailto:kajal.brazwell@escneo.org).



# 2024 SUMMER SCHOOL OPPORTUNITIES AT OHIO ONLINE LEARNING PROGRAM



## SUMMER 2024 PRICING

### PEARSON

Summer Smarts (ELA and Math) – \$220 per course

Initial/Original Credit – \$350 per course (fully asynchronous; does not guarantee specific state certified teacher)

### IMAGINE LEARNING

Booster courses (ELA and Math) – \$220 per course

Credit Recovery – \$250 per course (fully asynchronous and includes certified teacher)

Initial/Original Credit – \$350 per course (fully asynchronous; does not guarantee specific state certified teacher)

### EDMENTUM

Targeted Group Instruction – Contact Program Coordinator for pricing.

### RETURN POLICY

Pearson – no returns/no refunds

Imagine Learning – 7 days drop grace period for credit recovery and Booster courses; 14 day drop grace period for initial credit

Edmentum – no return policy

## SUMMER ENROLLMENT PERIOD MAY 13 – JUNE 14

Credit Recovery, Booster and Initial  
Credit Courses begin June 1-15

Summer Smarts Courses begin  
June 3, 10, and 17

Summer Courses End August 1

For questions, call 216-236-5569

Email enrollment forms to:  
[oolpenrollment@escneo.org](mailto:oolpenrollment@escneo.org)

CONTACT KAJAL BRAZWELL IF YOU ARE INTERESTED IN SUMMER ENROLLMENTS



[www.OhioOnlineLearning.org](http://www.OhioOnlineLearning.org)

Sponsored by:





# Cuyahoga Heights Schools “Spread the Word” and Pledge to be Inclusive of All Students

*“You Are Welcome.” “You Are Capable.”  
“You Are Appreciated.”*

These were just a few of the signs teachers held as they greeted students entering the Cuyahoga Heights Schools on Thursday, March 7. The teachers’ greetings kicked off the district’s all-day celebration of World Inclusion Day 2024.

The day is celebrated around the world by advocates for individuals with intellectual and developmental disabilities who join together to “Spread the Word” about the power of inclusion within our schools and communities. In the Cuyahoga Heights Schools, staff and students vowed to “Take Inclusion to New Heights.”

*“You Are Worthy.” “You Are Strong.”  
“You Are Valued.”*

As a show of support, each staff member wore a specially designed t-shirt with the words “To the Heights of Inclusion” and greeted students entering the building beginning at 7 a.m. Students were invited to sign a large banner that the cheerleaders made to pledge to be inclusive of their peers. Students were also presented with inspirational stickers.

High school students in the creative productions class and students from the Middle/High School Resource Room produced a video in which staff members shared how they help their students “reach new heights.” The video was shared with all students and staff in the high school auditorium to get them motivated for the school day.

*“You Are Smart.” “You Are Brave.”  
“You Are Resilient.”*

The recently renovated Resource Room was also made available to view the recent improvements. The district used Career Technical Education grant funds provided by the Cuyahoga Valley Career Center which some Cuyahoga Heights students attend, to remodel the former classroom into a life skills learning space for middle and high school students with intellectual disabilities. The room features a bed, washer and dryer, oven, dishwasher, and other appliances that are used to help students learn practical daily living skills to prepare them for independent living after graduation.

“We are excited to join together to show our support for World Inclusion Day and we look forward to continuing what we do best - helping all of our students reach new heights,” said Superintendent Tom Evans. “It was a great opportunity to show our students how much we care about them and want them to be successful in school and beyond.”

In partnership with Special Olympics and Best Buddies, “Spread the Word” is a global engagement campaign dedicated to people being respectful in the words and actions taken towards people with intellectual and developmental disabilities. They help empower grassroots leaders to change their communities, schools, and workplaces through a call to their peers to take action for inclusion.



[Click here](#) to watch the student-produced World Inclusion Day/Reaching New Heights video!





## Chagrin Falls Schools' Educators Share AI Innovation at Statewide Ed Tech Conference

A team of forward-thinking educators from Chagrin Falls Schools took center stage at the Ohio Educational Technology Conference in Columbus on February 15. Director of Technology and Innovation Mike Daugherty, Director of Student Advancement Jarrod Mulheman, Technology Integration Coach Molly Klodor, and Library Media Specialist Angie Jameson captivated a large audience with their pioneering integration of generative AI into the classroom.

While artificial intelligence is still an emerging technology in education, Chagrin Falls Schools is at the forefront of harnessing its transformative potential. The District has strategically rolled out various AI tools to enhance learning experiences, streamline administrative tasks, and push the boundaries of personalized instruction.

During their engaging conference session, the Chagrin Falls' team shared insights from the District's AI implementation journey. From critical staff training initiatives to the development of robust guidelines and protocols, the educators illuminated their comprehensive approach to responsibly integrating this cutting-edge technology.

Captivating attendees with compelling examples, the presenters explored AI's profound impact on the modern classroom. They highlighted how the strategic adoption of these tools has catalyzed more interactive, personalized, and innovative learning opportunities for both teachers and students.

Looking ahead, the Chagrin Falls' team outlined their ambitious vision for continued AI integration, including planned expansions that will further unlock its potential in the years to come. Attendees left energized by the possibilities AI opens for transforming education in student-centered and future-focused ways.

By sharing Chagrin Falls Schools' pioneering work at the statewide conference, this dynamic team positioned both themselves and their District as true thought leaders in the realm of education technology and AI implementation. Their presentation stood as a powerful testament to Chagrin Falls Schools' dedication to providing cutting-edge learning experiences that empower students to thrive in an AI-driven world.

Teacher Matt Volk and Molly Klodor presented earlier in the week at the conference. During Matt Volk's presentation, "Make Your Space Engaging," attendees were introduced to the story of the Chagrin Falls Creation Lab. Highlights included the introduction of machine and skill certifications, seasonal projects, and library collaborative fests. These initiatives showcased the excitement and engagement of Chagrin Falls' students. His discussion also highlighted the evolution of classroom curriculum projects, showcasing both past achievements and future initiatives. Molly Klodor's presentation, "Teaching with a Bit of AI Magic," covered strategies and lesson ideas for students using Generative AI tools.





## Entrepreneurial Trailblazers Ignite Ideas for Chardon Sixth Graders

Chardon Middle School sixth graders got a master class in entrepreneurship last month from local business leaders and innovators. Through an inspiring guest speaker series, students learned the real-world steps for turning creative ideas into successful companies.

The lineup of entrepreneurial trailblazers shared invaluable insights on key ingredients like leadership, financial savvy, community-building, confidence, adaptability and more. Speakers didn't just lecture - they engaged students through collaborative activities, hands-on product demos, and brainstorming sessions that pushed Hilltoppers to start pitching original business concepts.

Young founders like Ethan Holmes of Holmes Mouthwatering Applesauce and Evan Delahanty of Peaceful Fruits LLC outlined their own inspirational startup journeys from pie-in-the-sky visions to

viable enterprises. Holmes traced his company's roots to perfecting applesauce recipes as a teen using his grandfather's methods. Delahanty discussed how his own winding path through the Peace Corps and Shark Tank shaped his approach.

Now inspired and equipped with entrepreneurial tools, CMS sixth graders are developing inventive business plans of their own. They'll compile pitches to enter the Young Entrepreneur Institute's K-12 Pitch Challenge video contest—an annual tradition blending English, social studies, and real-world skills.

The speaker series lit a spark in students to start thinking like CEOs. Chardon can't wait to see which ambitious ideas take shape from its youngest innovators.



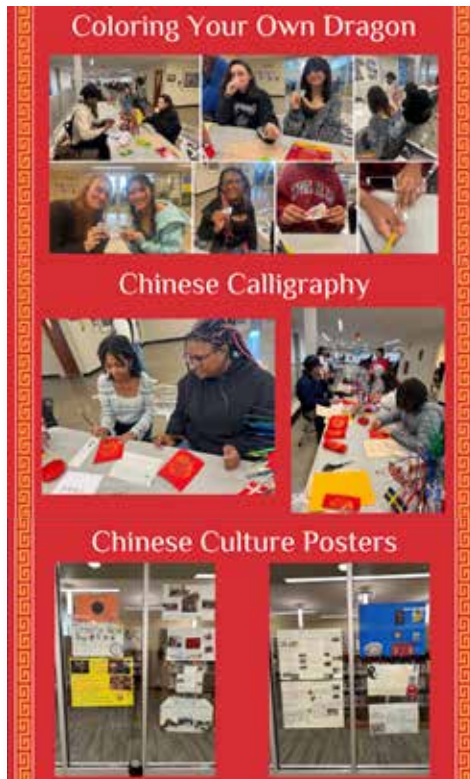
*(left to right) Ethan Holmes, CEO and Founder of Holmes Mouthwatering Applesauce and Evan Delahanty, CEO and Founder of Peaceful Fruits LLC speak to Chardon Middle School sixth-grade students last month about their journeys in entrepreneurship.*



# Cleveland Heights-University Heights High School Chinese Language Students Celebrate Lunar New Year

An important part of learning a language is also understanding the culture and traditions that accompany it. In February, the Chinese Language and Culture classes at Heights High did just that by hosting a Culture Showcase and Chinese Culture Project to give the students and their peers a taste of the Chinese New Year. The Chinese New Year is celebrated by people across the globe.

The Culture Project allowed students to create posters depicting several aspects of Chinese culture, including various festivals, art, Chinese medicine, architecture, fashion, Taoism, and the Four Great Inventions. The Cultural Showcase was presented by the Chinese students and included fun, hands-on activities in the cafeteria to share the beauty of the Chinese language and culture with other students. Activities included practicing Chinese calligraphy, a chopsticks contest, students coloring their own dragons, a Boba tea stall, and writing red envelope greetings for attendees of the Chinese New Year Performance. These activities taught other students the cultural importance of Chinese art. Dr. Lin's students facilitated the activities and



invited other high school students to experience those activities.

The Chinese Language and Culture students also hosted an after school performance in the auditorium that featured many aspects of traditional Chinese New Year celebrations. The Dragon Dance opened the event and is often performed at the opening of most celebrations for the Chinese community and was followed by a Kung Fu demonstration. The students learned about both traditional and modern forms of Chinese dance as well as

demonstrated their language proficiency as they sang several folk songs. The event also included a fashion show of students dressed in traditional Chinese Cheongsam before ending with the telling of the Story of the Chinese Zodiac.

Dr. Shu Hui Lin is the Chinese Language and Culture teacher for Heights High School. She was happy with the positive input from parents and staff about the showcase and performance. "I was pleased with the students' performance and they were excited and proud of the work they displayed to the school and community," said Dr. Lin.

# KENSTON N

## New INCubatoredu Course Hopes to Create Entrepreneurs

Students at Kenston High School can become entrepreneurs this school year thanks to a new, one-semester course in the Business Department. INCubatoredu (formerly Business Management) is designed to give students the opportunity to create and fully develop their own products or services. About 50 students have signed up to take the new class this year.

This past summer, teachers Patrick Murphy and Jeff Kepreos participated in three days of training in Chicago to learn how to teach the course, which covers everything from marketing to accounting to the legal aspects of starting a business. “It is a perfect fit for the Business Department at Kenston,” said Murphy.

The business ideas the students are working on are wide ranging. They include development of a low fat healthy ice cream, an app for finding barbers that create desired hair styles; ornaments and decorations to customize different looks for shoes (such as a Kenston logo to promote school spirit); a weightlifting app, and a sports app complete with tutorials, videos, and expert testimonies for athletes new to a specific sport.

Real-world entrepreneurs and business experts will serve as coaches and mentors, guiding student teams through the process of developing an idea,

conducting market research, and developing a business plan. The mentors will meet with the students once each week via Zoom video conferencing, in person, or by phone to support the students with their business ideas. Coaches will teach short lessons for some of the units, such as marketing and finance.

Students will have the opportunity to sell their product during Pitch Week, which is modeled after the popular Shark Tank TV show. “Students will pitch their product before a panel of actual investors who will ask questions. If interested, the investors can invest and come to a deal after the presentations,” noted Murphy.

“INCubator has been a great way for me to explore different facets of business while being creative.” said student Emily Phillips about taking the INCubator course. “It's been really fun to brainstorm our ideas and problem solve to figure out how we can turn our ideas into a real, profitable business. Our classroom has been very collaborative, so it's a great environment to work in!”

**incubator**edu.

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## Inaugural LHS Philanthropy Club Pays Off

A new club at Lakewood High School, funded by a grant from the Healthy Lakewood Foundation, recently wrapped up its work this school year and in doing so, left several Lakewood nonprofits richer for it. Lakewood City Schools parent and development professional Jason Weiner proposed the idea and was able to secure \$5,000 through Healthy Lakewood Foundation's Neighborhood Opportunity Grant Program to fund the club. Weiner was aware of private schools having philanthropy-focused clubs and thought Lakewood High students should have the same opportunity.

Weiner teamed with Lakewood High teacher Alison Gliozzi to guide a small group of game sophomores and juniors who wanted to learn about philanthropy and all its facets. The students worked with their advisers through a months-long philanthropic decision making process that resulted in purposeful and mission-aligned grants awarded via the Healthy Lakewood Foundation to Colors+ (\$1,200), Gigi's Playhouse (\$1,300) and Lakewood Young Filmmakers Academy (\$1,500). Club member Stevie Williams said they were "happy to be able to support organizations doing work that they thought was important."

Gigi's Playhouse site director Lizz Maxwell said she was thrilled with Gigi's grant: "We are incredibly honored to receive important funding from Lakewood High School's Philanthropy Club! I was highly impressed by their diligence and



*Members of the Philanthropy Club with advisers Jason Weiner and Alison Gliozzi (center).*

professionalism and appreciate their intent to learn more while seeking out the needs of their community, Gigi's site director Lizz Maxwell said.

According to Weiner, the students explored what they care about (and why), what kind of impact they wanted to have with the funds available to them. Through the process, they gained an understanding about work being done in the nonprofit sector, and made difficult- but informed - decisions when it came time to award grants. Two of the students are digging even deeper and now serving as student representatives on the board of the Lakewood Rangers Education Foundation, of which Weiner is also a board member.

"I couldn't be more proud of these students, who knew almost nothing about nonprofits and philanthropy when we got started last spring," Weiner said. Weiner hopes that philanthropy and community engagement will now be a part of their lives in the future.

As far as Healthy Lakewood goes, the foundation executive director Kate Ingersoll said she was eager to learn more about "what endeavors students would prioritize when given the opportunity to engage with philanthropy, learn about the social determinants of health, and respond to the needs of our community." Ingersoll said the foundation hopes to expand this type of engagement with students moving forward.



## Early Learning Exploring STEM Education at Euclid Schools

Because play is an important part of growth and development, “fabricating” projects that involve playing, tinkering, designing and creating begin at a young age. The FabLab at the Early Learning Village at Euclid City Schools was specifically designed to revolutionize play-based learning, introducing STEM principles to students in a fun and engaging way.

The FabLab is more than just a typical classroom—it’s a dynamic space that features state-of-the-art 3D printers, vinyl cutters, lasers, robots and other tinkering toys and devices.

In the FabLab, students as young as four years old are introduced to the wonders of science, technology, engineering and math through engaging, age-appropriate activities and projects.

From designing and building simple structures to experimenting with coding and robotics, the students are introduced to STEM concepts early in their education.

Lately, ELV Students have been using DASH Robots and Code-A-Pillars to learn about the basics of coding and Tinkering Stations (hammers, screwdrivers & drills) to get hands-on experience working with tools and basic concepts of building.



## Community-Based Learning Program Unveiled at Beachwood Schools

Beachwood Schools has launched a community-based learning program designed to prepare students with special needs for a successful transition into the workforce and independent living after graduation. Supported by grants from the State of Ohio and the Educational Service Center of Northeast Ohio, the program offers real-world work experience and skill development in both education and healthcare environments.

Thanks to a partnership with University Hospitals Ahuja Medical Center, students are working side-by-side with hospital staff in diverse roles such as reception and nutrition services. Students interested in education are acquiring practical experience by assisting in classrooms at Bryden Elementary and Fairmount Early Childhood Center. As the program grows, Valerie Parker, Beachwood Schools’ transition coordinator, envisions involving more community partners. “We are excited about the



## Sharing Their Story: Olmsted Falls City Schools Debuts New Video

Olmsted Falls City Schools always is seeking new ways to share information about the exciting things happening in their district and how they all interconnect to help them achieve their mission of inspiring and empowering their Bulldog students. This school year, they debuted a new animated video that tells their district's unique story.

This video, [Olmsted Falls City Schools: Our Story](#), provides an overview of the powerful components that make the district such a special place for students and families including the "Triple A" experience, their Portrait of an Olmsted Falls Graduate, core Positive Behavior Intervention Support tenets (Safe, Respectful, Responsible,

Kind), the importance placed on getting to know students—all key components of what they frequently refer to as The Bulldog Way.

This video also formally introduces the new Benefits-Based Accountability system.



prospect of branching out into more opportunities within the community," says Ms. Parker. "We're starting on a small scale to ensure that we're building a program based on integrity."

Launched in January, the community-based learning opportunities are already showing clear benefits, with students developing not only technical skills but also essential soft skills. Job Coach Joseph Marino notes, "Students are learning to take initiative, make appropriate judgments, and advocate for themselves."

A student participating in the program shared her excitement about the hands-on learning opportunities at Ahuja. "I like getting to talk to

different people and learning what they do," she said. "This is a good opportunity for students to have an experience that they probably have never had before."

This initiative reflects Beachwood Schools' commitment to transition planning within students' Individualized Education Programs, benefiting students who may not fit into traditional vocational routes and strengthening community ties. "The opportunity to keep our students engaged within our community is fantastic," says Jennifer Polak, director of pupil services at Beachwood Schools. "It opens up wonderful prospects for their future, particularly in terms of securing competitive employment after graduation."

# OHIO ONLINE LEARNING PROGRAM



## EARLY COLLEGE INFORMATION TECHNOLOGY (IT) PROGRAM DETAILS



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

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.

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.

### 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.
- » Schools should refer to the NCAA Eligibility Center for questions about athletic eligibility.

### 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

#### 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*)



## 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 IT courses currently are offered as articulated credit with UC, not dual credit or College Credit Plus (CCP). Students successfully completing the courses will be awarded advanced standing once they matriculate to UC, or students may request a credit transfer if enrolling at another Ohio college or university.



## CONTACT US TODAY

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[www.OhioOnlineLearning.org](http://www.OhioOnlineLearning.org)

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

## SCHOOL DISTRICT CONTACT INFORMATION

Name: \_\_\_\_\_

District: \_\_\_\_\_

Email: \_\_\_\_\_

Courses require a minimum of 10 students enrolled.



*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  
Berkshire Local 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  
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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