

INSIDE  
What you'll find  
in this edition...

# the perry way

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FEBRUARY 2016

## 2016 DISTRICT SPELLING BEE

### SELF-DIRECTED



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Perry Local Schools is pleased to announce the District Spelling Bee Champion for 2016. Perry Middle School seventh grader, Gabriella Krepshaw has claimed this year's title. Gabriella won the competition by correctly spelling words such as, calico, hubbub, worrywart, platoon and finally, astronaut.

Other participants in the contest were fourth graders, Scott Cousineau, Jacob Merrill and Callie Thompson, fifth graders, Maddy Hutson, Calvin Peters and Emma Pietrzak, sixth graders, Ethan Hicks, Tyler Larson and Jake

Morton, fellow seventh graders, Bradley Peters and Jack Schultz, and eighth graders, Christian Hernandez, James Lucha and Tristian Miles. All contestants were excellent spellers and are to be congratulated.

In February, Gabriella will travel to Auburn Career Center to compete against the other Lake County winners. The winner at Auburn will move on to the Tri-county Bee at Kirtland Public Library in March, from which the top speller will head to the National Spelling Bee in Washington, D.C.

Good luck Gabriella!



*Flanked by Spelling Bee advisors, Mrs. Amy Stavar (left) and Mrs. Cindy Pinter, seventh grader, Gabriella Krepshaw is the 2016 Perry District Champion.*

## WE ARE HERE TO SERVE!

by Jack Thompson, Superintendent

Welcome to 2016!

I hope you are laser-focused on what you plan to accomplish in the coming year. At Perry Schools, we remain committed to providing an environment conducive to all students achieving personal excellence. This means continuous improvement is an embedded part of our professional practice. On January 4th and 5th our staff did just that by engaging in professional development centered on self-directed learning. The truly exciting part of this mission is that personal excellence is a moving target; highly



dependent on the varying abilities and interests in each of us. How mundane would it be if we were charged with developing everyone to be the same? Our economy is quickly changing. To be highly employable today,

you must meet the increased demand for innovation and creativity. It's time to stop talking about 21st Century skills and ensure we are capable of putting them to use. After all, we have been

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## WHAT IS SELF-DIRECTED LEARNING?

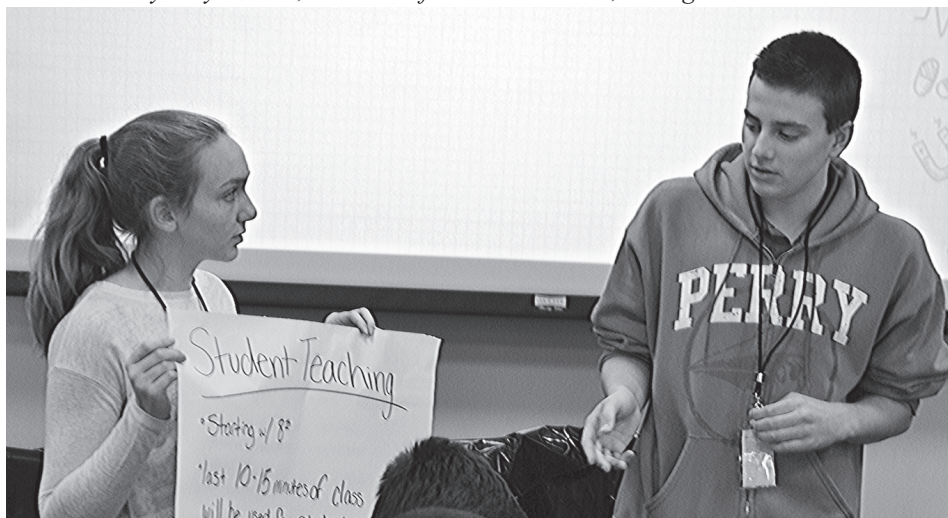
by Amy Harker, Director of Student Services, College and Career Readiness

While our students enjoyed a few more winter break vacation days on January 4th and 5th, all Perry teachers were engaged in learning more about student-led learning. The two day learning event began with a viewing of the documentary currently circulating around the nation called "Most Likely to Succeed" by Ted Dintersmith, based on a book by Tony Wagner. This documentary depicts a need to change our current public education system to incorporate a more problem-based learning (PBL) approach with our students.

PBL is a teaching method where students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Project-based learning (PBL), an example of self-directed learning has been implemented throughout Perry Schools in our Design Learning (STEM), Robotics, Engineering, Entrepreneurships and Service Learning classrooms, as well as in several elementary classrooms.

In addition, some of our students were immersed in the ALPHA Project funded by Martha Holden Jennings Foundation, which was a collaborative PBL working with two other school districts to create solutions for problems identified by the students.

A specific example of a PBL is the middle school STEM students addressing the issue of the need for more physical movement at that level. The students are planning the creation of an outdoor fitness/recreational area at the middle school. Students identify the need, research, budget, and create a plan for the solution. The plans for the area will be presented to the Supervisor of Maintenance and



Operations as well as our Superintendent as the authentic audience.

The key components of PBL are as follows:

- Key Knowledge, Understanding, and Success Skills - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.

- Challenging Problem or Question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.

- Sustained Inquiry - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.

- Authenticity - The project features real-world context, tasks and tools, quality standards, and impacts or speaks to students' personal concerns, interests, and issues in their lives.

- Student Voice & Choice - Students make some decisions about the project, how they work and what they create.

- Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.

- Critique & Revision - Students give, receive, and use feedback to improve their process and products.

- Public Product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

In this type of environment, students are not only developing their academic skills, but their life competency skills as well. Skills such as collaboration, communication, problem-solving, creative/critical thinking, time management, resiliency and global awareness are being built through this type of learning. These critical skills are needed, as they are the tools our students require to be successful.

## BRIDGING THE GAP TO HIGH SCHOOL

Unlike any other time in the past, our students have nearly free and unlimited access to information and content. It often appears that their entire lives focus on technology and networking with friends, and sometimes even strangers. Research, collaboration and communication should be skills that our students have mastered – yet they often lack these. Schools have done a good job accelerating students through curriculum. Algebra is taught earlier and earlier, as are foreign languages, yet our

students seem to struggle with problem solving and complex linguistic tasks. How do we ensure that our students are entering college or careers with the skills vital for success?

College and Career Readiness (CCR) means that a graduate has the knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing postsecondary job training or the education necessary for their chosen career (i.e. community college, university, technical/vocational program,

by Robert Knisely, PMS Principal apprenticeship, or significant on-the-job training).

To be college- and career-ready, high school graduates must have studied a rigorous and broad curriculum grounded in the core courses, but also consisting of other subjects that are part of a well-rounded education. Academic preparation alone is not enough to ensure postsecondary readiness, but it is clear that it is an essential part of readiness for college, careers, and life in the 21st century.

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## PLANNING YOUR FUTURE: LEARNING THROUGH INTERNSHIPS

—by Todd Porcello, PHS Principal



Graduates of any high school across the country face some major decisions and a competitive market for jobs. The job market continues to evolve and students and families face the difficult decision of “what’s next?” At Perry High School, we have taken great strides in providing the proper guidance, tools and opportunities to make this decision easier and ultimately prepare students for the next step in their journey of

lifelong learning. In January of 2015, we began providing opportunities for incoming freshmen and their parents to meet with a high school staff member to discuss the transition to high school and beyond. There are endless opportunities for students to understand their strengths and interests, select a pathway for success, personalize opportunities and save money in the process. If any student or parent needs

additional information, the guidance department is a great place to start.

One of the newer opportunities at PHS includes our “Learning Through Internship” course. Students take a semester long course and spend time on-site developing skills and learning about life in a specific career field. Students can earn general elective credit and real world experience in a field connected directly to their personal interests and future professional and academic goals.

We believe these authentic experiences through partnerships with community businesses will help students and families answer the question “what’s next?”

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## WE ARE HERE TO SERVE ...continued from page 1

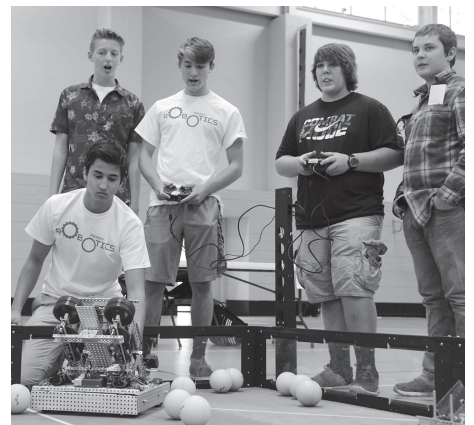


living in the 21st century for over 16 years now! Great! So what are 21st century skills? Do some research, or ask your phone, and you may be surprised to learn 21st century skills are numerous and varied. And, the way I see it, these so-called 21st century skills have always been valuable in our society. So why do we carry such a sense of urgency to foster creativity, critical thinking,

perseverance, communication, and team-working skills, just to name a few? I believe it is about competition. Today’s world is more competitive than ever. We are being challenged like never before to maintain our relevance as productive citizens. Routine work will continue to be replaced by automation, making entry-level jobs much harder to come by. This leaves educators with a daunting task to help students understand the world they are entering and why it is critical they accept our challenge to rigorously achieve. We will continue working to provide our students with the learning options that will maximize their skills. In turn, our students need to increase their self-directed learning after reflecting on who they want to become. By better understanding their passions and knowing the “why” of their learning,

we can help students make the right curricular connections toward their pursuits. Perry Schools will continue to expand and creatively develop personalized plans directly related to student interests and needs.

We are here to serve. May I interest you in some history, physics, or how about robotics and coding?



## LUBRIZOL LAKE COUNTY SCIENCE TEACHER OF THE YEAR

The Lubrizol Corporation, in partnership with the Lake County Educational Service Center, announces the winner of The Lubrizol Corporation Lake County Science Teacher Award. Each year, a Lake County, Ohio science teacher at the elementary or secondary school level in a public, private or parochial school is recognized for their excellence in teaching science. Local school administrators and faculty nominated 14 teachers for this school year's award. A selection committee from the Lake County Educational Service Center and Lubrizol chose the 2015–2016 award winner, Ms. Angela Germano at Perry Middle School, who will receive \$5,000 for science-related teaching expenses of her choice, financial support up to \$2,000 to attend the National Science Teachers Association (NSTA)

Conference on Science Education, and sponsorship to attend the Ohio Chemistry Technology Council (OCTC) Teachers, Industry and Environment (TIE) Conference. Perry Middle School also receives an award of \$5,000 for scientific equipment.

"Ms. Germano brings real-world science into her classroom on a daily basis," explained Perry Middle School principal, Mr. Robert Knisely. "She has her students think and act scientifically. It is not often that the research that is done in a 6th grade classroom is highlighted by major companies looking to solve their own real-world problems."

Last year, Avery Denison awarded her a grant to continue her students' study of research into plastic bottle recycling that was being conducted by their company.



*Perry Middle School science teacher, Angela Germano, is presented with the 2014-2015 Lubrizol Lake County Science Teacher Award by Dr. Chris Ciolli (left) and Dr. Robert Graf of the Lubrizol Corporation.*

## BRIDGING THE GAP TO HIGH SCHOOL ...continued from page 2

College and Career Readiness (CCR) has been a focus in high schools now for a few years; however, it is clear that success lies at the middle level. Recent changes to curriculum and standards result from the need for teaching and learning that is rich in 21st Century skills at ALL LEVELS of education. As a matter of fact, the General Assembly has now passed legislation requiring the Ohio Department of Education (ODE) to establish guidelines for CCR and CTE (Career Technical Education) at the middle level. Some of these requirements call for the identification of students "at-risk" of not graduating (grades 6-7), as well as the implementation of career research and guidance/advisement on specific careers. "Ohio Means Jobs" and a pending data dashboard will allow for teachers, guidance counselors, and principals to identify and monitor Student Success Plans.

At Perry Middle School we have created a bridge to those pathways which we hope will allow all of

our students success regardless of whether they are college or career bound.

Today, students encounter the skills critical for success in all areas of curriculum. Students are able to engage and interact with art, poetry, and literature in many different parts of their lives. From museum paintings to the wallpaper on their devices, our students are constantly interpreting written and visual information. The arts (both fine and performing) and the humanities teach this skill set to our students and allow them to interact with information in a way that is meaningful to them in any field of study.

When combined with Design Learning, Problem Based Learning (PBL), and other student led learning practices, the skills learned through math, science, art and the humanities allow for true innovation. Middle schools, by their nature and structure are designed to create a collaborative culture with lessons and courses that recognize individual course content often complementing multiple areas of study. Because students encounter this overlapping content often without

recognizing the connections, we need to be better at showing them the connections. For example, students in mathematics will learn fundamental shapes and angles, while in art they will learn about perspective. In science, students study the effect of light on pupil response in the eye, and in a history class, the way Renaissance artists viewed the world is examined.

All of these lessons focus on the idea of changing scale and proportion. Many of our teachers at Perry Middle School are already moving in this world of collaboration. In grades five and six, teachers have begun to blend the literature and writing of language arts into the social studies curriculum and vice versa.

Connections and collaboration occur with exploratory arts courses and the core. STEM teacher teaming with grade level science to implement Problem Based Learning in the science classrooms, and the integration of graphic design into the art curriculum, are examples of the opportunities that allow us to connect and embed CCR skills.



## PURSuing WORLD CLASS STANDARDS

by Betty Jo Malchesky, Director of Curriculum, Instruction and Assessment

As we welcome in the second semester of the 2015-16 school year, Happy New Year to each Perry family. In every edition of The Perry Way, we are reminded of the district goals at Perry and take inventory of results and efficient use of our resources. Our goals are:

### Inspire Personal Excellence:

Maintain a positive, caring culture that is responsive to the communities we serve, support, and teach.

### Pursue World Class Standards to Become Self-directed, Lifelong Learners:

- Increase student engagement and achievement using best

instructional practices (standards-based grading, school-wide systems for intervention/enrichment).

- Facilitate instruction through inquiry and relevant work so that authentic learning, student voice/choice, and public audience are options for instruction.

One best instructional practice listed above is standards-based grading, district work that began during fall 2007 and researched further this school year. Standards-based learning defines which objectives in our K-12 curriculum are essential for students to know at a deep level of understanding before moving on to the next grade

level or course. Our purpose is to provide meaningful information in a consistent manner about students progress and learning.

Our community can find the learning objectives for each course on the “Academics” tab of the district website (click “Curriculum”). We continually work toward a shared vision for grading that has an emphasis on reporting the progress of students toward the learning objectives rather than simply a grade based on point accumulation.

The visual below compares traditional grading with standards-based grading practices.

Traditional Grading	Standards-Based Grading
1. Based on assessments (quizzes, tests, homework, projects, etc.). One grade/entry is given per assessment and points are averaged, even if the student masters the objectives by end of grading quarter.	1. Based on learning objectives and performance standards. Each learning objective taught during the grading period is reported, so that stakeholders understand on what objective the student is “proficient” and what objective the student is not. Effective feedback to students results.
2. Assessments are based on a percentage system. Criteria for success may be unclear.	2. Grades have meaning. Criteria and targets are made available to students ahead of time (regardless of the teacher).
3. Use an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra credit.	3. Measures achievement and application only OR separates achievement from effort/behavior. No penalties or extra credit given.
4. Grading represents every score, regardless of when it was collected. Assessments record the average – not the best work.	4. Grading represents the most recent evidence of learning.
5. A course grade is based on points, not mastery (or proficiency) of the learning objectives taught.	5. A course grade is based on mastery (or proficiency) of the learning objectives taught. The rubric used to communicate proficiency of learning objectives taught:  P – Proficient; demonstrates the objective IP – In Progress toward demonstrating the objective NM – Does not meet the objective

Parents/Guardians are able to monitor students’ achievement and progress daily via the Infinite Campus Parent Portal. We are working to design a more improved system, so that parents can quickly locate the progress in each course without scrolling and scrolling to locate.

Our community partners and area workforce report to educators regularly, that the life

competency skills (i.e., oral/written communication, reading comprehension, problem solving, team work, attending to timelines, adaptability) are essential in the work place. Therefore, Perry teachers are researching to define how these life skills will be developed, monitored, and reported within our courses.

Standards-based grading is one step forward for providing effective

feedback to students on their learning, so that they understand what exemplar work looks like and how they are progressing toward proficient levels of understanding.

We welcome your questions and/or comments related to this goal. Please contact your building principal or Dr. Betty Jo Malchesky, Director of Curriculum, Instruction, Assessment.

## PAC NEWS

### Happy New Year!!

If one of your goals for the year is to “get in shape”, make sure you stop in to the Pirate Athletic Center and sign up for one of our memberships. We offer annual or monthly\* memberships at a fraction of the cost of most fitness centers. Please check out our website at [www.PirateAC.com](http://www.PirateAC.com) for more information on our hours and group fitness classes!

We look forward to seeing you!

\*Monthly memberships need to be secured with a debit or credit card.

## PERRY AREA JOINT RECREATION YOUTH AND COMMUNITY PROGRAMS

### 2016 SUMMER REC

Our Summer Rec Day Camp provides a safe and supportive environment for kids to stay active, explore new interests, get creative, and discover the world around them, all while making new friends. Our program is half-day, intended for participants in pre-school-6th grade (4-12 years old). Registration packets will be available on-line March 1st.

### UPCOMING PROGRAMS

*Visit [www.perryrec.com](http://www.perryrec.com) for registration information, as well as program descriptions.*

**Spring Volleyball: (girls grades 4-6):** similar to our fall program, this program will run early March through April.

Registration is now open - registration deadline, February 27th, program to start March 2016.

**“Bump-Set-Spike” Volleyball Program:** (girls grades 2-3) “Bump-Set-Spike” is intended to offer fun, age-appropriate volleyball instruction to younger players. Participants will be taught the rules, skills and strategy of volleyball. The entire program will have the opportunity to practice together instead of being broken into teams. Along with skills development, the emphasis of the Perry Recreation Youth Volleyball program is good sportsmanship, teamwork and fun. Registration deadline for our 2016 Spring Bump-Set-Spike Program is February 27th.

**Tball (Co-ed-PreK/Kindergarten):** program will run May-June (Monday/Wednesday).

**Coach Pitch** (Boys Grades 1&2): program will run April-June (Tuesday/Thursday).

**Baseball (ages 9-14):** programs start in late March. These are kid pitch baseball programs (8 yr. olds can play up) - Minors (ages 10 & under), Majors (ages 12 & under), Juniors (ages 14 & under).

*In addition to our Recreation Baseball League, we will provide our participants with the opportunity to tryout for tournament baseball teams at the 8U, 10U, 12U and 14U levels. These tryouts will take place prior to the start of our recreation season. Check [perryrec.com](http://perryrec.com) for tryout dates! Those players selected for tournament teams will still be placed on regular season recreation teams; however, they will have the opportunity to compete in several local recreation/community-based tournaments on weekends throughout the summer months (more information available on the website).*

**Softball (ages 7-14):** member of North Coast Fast Pitch Softball. Half of the games will be at a neighboring community's park. We will offer teams at the 8U, 10U, 12U & 14U levels (program runs May-July).

**Girls Softball Coach Pitch (8U):** (May-July) We are proud to announce that we will allow female participants to play in a girl's softball league. Teams will be a member of the North Coast Softball League; games may be played in neighboring communities.

### 2015-16 Basketball Program:

Perry Rec offers youth basketball programs for boys and girls grades 1-6.

This year we had 185 participants. Special Thanks to our volunteer coaches!

**Division 1 Boys:** Lundon Albrecht, Paul Algier, Dana Brewster, Mike McClure, Andy Meikle, Marty Stevenson, Nicole Trefzger

**Division 1 Girls:** Jim Bartlett, Tara Lynch, Greg Newsome, Kristen Winters

**Division 2 Boys:** Bill Eppich, Ryan Pfeister, Chandice Richards, Bear Rupert, Art Zentgraf

**Division 2 Girls:** Tara Lynch, Robbie Rideout, Ashley Rupert

**Division 3 Boys:** Deonte Powell, Tim Gourley, Jeff DeFisher

**Division 3 Girls:** Tammy Arcaro, Michael Arcaro, Ally Nelson, Brittany Deas

**PERRY COMMUNITY CORN HOLE TOURNAMENT, FRIDAY MARCH 18, 6:30 PM, MANCHESTER WEST**

*More info at [www.perryrec.com](http://www.perryrec.com).*

FOR INFORMATION ON CURRENT & UPCOMING PROGRAMS & EVENTS VISIT [WWW.PERRYREC.COM](http://WWW.PERRYREC.COM).

Director: David F. Sarosy

## PERRY MIDDLE SCHOOL PRESENTS THE LION KING, JR.

"The Lion King, Jr."  
PHS Goodwin Theatre

Friday, February 19th at 7:00 pm  
Saturday, February 20th at 7:00 pm  
Sunday, February 21st at 2:00 pm

Reserved seating tickets will be available for pre-sale this year, through the Perry Middle School office, beginning February 4th, between the hours of 8:00 am and 3:00 pm.

Adults - \$8.00  
Seniors and students - \$5.00

Checks are to be made payable to Perry Middle School.



## PERRY RECEIVES AUDITOR OF STATE AWARD

Perry Local School District is pleased to announce that a recent financial audit of the Perry Local School District (Lake County) by Auditor of State Dave Yost's office has returned a clean audit report. The district's excellent record keeping has qualified it for the Auditor of State Award with Distinction.

"Good finance is important to everything government does," Auditor Yost said. "Sound budgetary decisions depend on clean and accurate books."

The Auditor of State Award with Distinction is presented to local

governments and school districts upon the completion of a financial audit. Entities that receive the award meet the following criteria of a "clean" audit report:

- The entity must file timely financial reports with the Auditor of State's office in the form of a CAFR (Comprehensive Annual Financial Report);

- The audit report does not contain any findings for recovery, material citations, material weaknesses, significant deficiencies, Single Audit

findings or questioned costs;

- The entity's management letter contains no comments related to:

- o Ethics referrals
- o Questioned costs less than \$10,000
- o Lack of timely report submission
- o Reconciliation
- o Failure to obtain a timely Single Audit

- o Findings for recovery less than \$100

- o Public meetings or public records
- No other financial or other concerns exist that involve eligible entity.

## PHS STUDENTS PARTICIPATE IN GRAND RIVER STUDY

The PHS Environmental Science class recently participated in the annual Ohio Stream Quality Monitoring (SQM) Project as volunteers in aquatic macroinvertebrate monitoring to compile biological and water quality data on the Grand River. Students were guided by staff from the Lake County Soil and Water Conservation District in the monitoring.

Perry's Environmental Science class is an upper level (junior/senior) science class. Students investigate current environmental issues by using scientific reasoning, analysis and real-world applications.

The field data collected by students will become part of the Stream Quality

Monitoring annual report, which documents the health of the Grand River, one of Ohio's scenic, wild and recreational rivers.

Under the direction of Perry's Environmental Science teacher, Mr. Bill Crow, the class volunteers each year to collect small aquatic organisms from a stream and survey to determine which types are present, and how frequently they occur. The organisms are returned to the water and the data are used to determine the health of that portion of the stream. The process is repeated in the same area 3-4 times a year.

For more information about the Ohio Scenic Rivers program, please visit: <http://watercraft.ohiodnr.gov/sqm>.



Natalie Gertz-Young, (left) with Lake County Soil and Water Conservation District, studies water samples with PHS students (left to right) Jacob Schultz, Alejandro Preza, Zack Neuhofts and Alex Plisko.





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