



The PERRY Way

www.perry-lake.org

Spring 2022

Featured Events

APRIL

- 15 Good Friday
No School
- 18 Day After Easter
No School
- 21 Jazz Band & Buccaneers
Performance, 7:00pm,
Goodwin Theatre
- 26 HS Spring Concert, 7:00pm,
Goodwin Theatre
- 27 5th & 6th Grade
Spring Concert, 7:00pm,
Goodwin Theatre
- 28 7th & 8th Grade
Spring Concert, 7:00pm,
Goodwin Theatre

MAY

- 16 Staff Development Day
(Grades 9-12 Only)
No School
- 22 Commencement, 2:30pm,
Competition Gym
- 27 Kindergarten Celebration,
2:00pm, Goodwin Theatre
- 30 Memorial Day,
No School

JUNE

- 1 Last Day of Classes

Mission Statement:

"Inspire all students to achieve personal excellence, pursue world-class standards and be self-directed, lifelong learners."

Connections are Critical

by Dr. Jack Thompson, Superintendent

Schools, or any organization as successful as Perry, rely on strong connections both past and present to set examples of high standards. These connections serve to provide various resources and support for our continuous pursuit to get better every day. On January 18th, we lost a great Perry alumnus when Ralph A. Rockow passed away at 88 years old. Graduating from The Ohio State University in 1958 as a mechanical engineer, Mr. Rockow had an amazing life full of achievement and philanthropy. In 2016, we were fortunate to have Mr. Rockow speak to us at our opening convocation ceremony where we got to hear him tell the story of how he, along with his team, was responsible for the design and development of the Lunar Excursion Module that landed Neil Armstrong and Buzz Aldrin on the moon. That same engine, retrofitted, was used to bring the three astronauts in the damaged Apollo 13 back to earth safely. Distinguished alumni Mr. Rockow graduated from Perry in 1951. His graduating class made its mark on Pirate history by establishing the G.I.F.T. '51 Scholarship. The 27 alumni, men and women living throughout the United States, had long been a group defined by contributions to their alma mater. In 1986, they established themselves as true philanthropists by creating a gift that would give in perpetuity. Each year the scholarship is presented to one or more students who have made a genuine commitment to self-improvement and to bettering the community. G.I.F.T. '51 emphasizes disciplines for a successful life. The acronym G.I.F.T. stands for four principles, setting Goals, seeking Intelligence, having Faith, and always Trying. The '51 represents the Perry alumni who made the scholarship possible. Thank you, Mr. Rockow, for providing us with an example of how to pursue greatness and live a life all of us may benefit by following. Let me also take this opportunity to remind all of our graduating seniors that a number of scholarships, in addition to G.I.F.T. '51, are available. Information for these can be found on our website under the Perry Foundation or at the PHS guidance office.



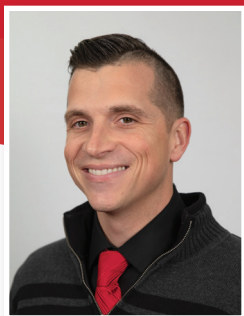
State Representative Jamie Callender speaks to the AP Government class.

A present connection we are fortunate to have is with Representative Jamie Callender. Since being voted into office, he has listened to our concerns and supported legislation to keep the Perry Plant open and maintain our state funding. Thanks largely to the work of Board of Education member, Mark Welch, Representative Callender visited the Perry

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High School

Todd Porcello
HS Principal



The Importance of Extracurricular Activities at Perry High School

The four years of high school and the experience a student has often serves as a launch pad for success in the future. At Perry High School, we strive to provide a rigorous academic program, experiences to explore potential future careers, and opportunities to develop many of the soft skills necessary to excel in today's society and economy.

The forming of soft skills and reinforcement of lessons learned in the classroom are further developed after the traditional school day through extracurricular activities. We are fortunate to have a wide range of extracurricular offerings through student clubs, fine arts, academic clubs, and athletics. Students are encouraged to participate and get involved to build an understanding of teamwork, perseverance, work ethic, and leadership.

The thrill of victory or the agony of defeat, whether in an athletic contest, science Olympiad event, or a music competition, helps students deal with the highs and lows of life and to assess the next steps. When students compete, they often learn more from failure than victory. Having an adult, whether a coach, teacher, or advisor in addition to a parent or grandparent supporting a student

on a journey, maximizes the life lessons we can learn through extracurricular activities.

Currently, we have 68% of our students participating in at least one extracurricular this school year with 50% of our students involved in at least two extracurricular activities. We continue to work with incoming students to raise awareness and match them with an activity that they would enjoy and learn many of the life lessons available. Every fall, we host an activity fair to showcase the many opportunities and to connect students with an area of interest. A goal of ours is to grow the percentage of students participating in at least one activity.

It is common to see our students volunteering for the Perry Recreation Department or at Perry Elementary School to mentor and guide the next generation of students as they explore interests in activities that take place outside of the traditional classroom. 68% of our students complete their volunteer hours on our campus with programs such as Perry Rec, Perry Preschool, Footprints Center for Autism, and the Perry Center. Not only are they encouraging and supporting future Pirates, but they are using many of the skills and life lessons to give back and make our community even stronger.

We all play a role in encouraging students to participate in extracurricular activities. High School can be a wonderful four years and it often starts with students being involved and building lifelong relationships.

Todd Porcello, Principal
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Elementary School



Arianna Neading
ES Principal

As we begin to think about the upcoming school year, providing the best class placement for your child in the 2022-2023 school year is a very important part of the academic process.

At Perry Elementary School, we have a variety of class environments for our students. These environments include:

1. **Conventional Classroom:** One teacher with one class. (Grades K-4)
2. **Co-Taught Classroom:** One larger classroom space with two teachers and two classes of the same grade level. (Grades 2 and 4)
3. **Perry Ingenuity Institute:** Grades 1-4 STEM and Design Learning School where students build skill in language arts

and math at their own pace utilizing small group instruction and apply these skills in design opportunities.

In 2022-2023, students will be assigned class placements using a multitude of factors including test results, academic achievement, and social needs. If you have any concerns or requests regarding your child's placement, please let the office know in writing by the end of April. Explain your child's specific needs and/or specific environmental requests and every attempt will be made to accommodate. *We ask that you do not request a specific teacher* but we do welcome information about your child's needs to help us place your child. We share a common goal: to place students where they will be most successful.

In addition, as we begin planning for the 2022-2023 school year,

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Connected and Authentic Learning

In the Fall 2021 issue of the Perry Way we introduced you to our work in Connected & Authentic Learning (CAL) at Perry Middle School. The purpose of our work is to “connect” the Perry Ingenuity Institute at PES to the Personalized Learning Experience at PHS. Students involved in our Connected & Authentic Learning Academy at PMS will fully engage with their learning through authentic content experiences, collaboration with teachers & peers, and engagement with the greater community.

Our students have instant access to a massive amount of information at their fingertips and acknowledging that students have access to information from sources other than the teacher is the first step in creating the Connected Classroom. Teachers

move from being the source of information to the guide and coach for the students’ learning as well as providing them with models of how to identify misinformation and use content wisely. In order to make this approach to learning

more engaging and relevant for the students it has to be done in a way that is authentic (real-world) to them.

As the previous issue of the Perry Way was being finalized, our teams at PMS were beginning their work with students in interdisciplinary and connected projects in each of our grade levels. Each team, with the input from students, selected a different theme to work around. Grade 5 selected Community Service/Giving Back, Grade 6 focused on Historical/Cultural Appreciation, Grade 7’s theme was Entrepreneurship/Business, and Grade 8 integrated Geography and Geology with the physical science of volcanoes.

Students in Mrs. Dasinger and Ms. Morgan’s class undertook a challenge to create an Egyptian Museum to showcase their learning around Ancient and Modern Egypt, while also incorporating knowledge of rocks and mineral compositions. Their challenge required learning about the geography, religion, cultural beliefs, and government while also being able to design and create a museum exhibit as a curator. Students worked in small groups to research and build their exhibits, and their work included working with a curator from The Western

Reserve Historical Society to make sure they authentically looked at style, composition, and how they relayed information on their Egyptian artifacts to potential visitors. At the end of their project timelines, all students met in the PMS Media Center to present their exhibits to their peers and teachers, incorporating standards from Social Studies, Language Arts, and Science in cross curricular collaboration. Students also learned skills around leadership, collaboration with peers, overcoming the frustration that research can often impose, and the importance of clear communication to ensure understanding of information by others. It was a remarkable experience enjoyed by students and teachers, as shown in their post project reflections.



Mrs. Roberts and Mrs. Harvey worked with students of Perry High School’s PSL program to thank some of our local organizations by providing them with home-made cookies prior to the Holidays in their “Cookies for a Cause” project. These 5th grade students were tasked with meeting with the “bakers” of their families to come up with the best family-style cookie recipes. Students worked in teams to take their concepts from recipe to finished product and had to present to a panel of judges to determine which recipes would move on and which would not. The winning team had their cookies made on-site with PSL students and were delivered to the Perry Public Library. All of the other teams were able to donate their cookies to the Perry Fire & Police Departments.

As we grow the CAL Academy, students will have even more opportunities for this type of learning along with offerings like Alpha Project, Entrepreneurship Learning, and STEM/Design Learning.

Elementary *continued from page 2*

we are excited to redesign our Design Learning exploratory to focus on PEEP (Peaceful Environment for Everyone at Perry), service learning, and design thinking. This redesigned course will begin the year with PEEP lessons to learn about their social/emotional development and foster the skills needed to make a difference. Throughout the year, we will then work on designing service projects to show our school and community how we, as Perry PEEPs, can make a difference together!



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4325 MANCHESTER ROAD
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U.S. POSTAGE

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PERRY, OH 44081

Superintendent *continued from page 1*

campus on February 2nd. While on campus, he was able to tour our Center for Civic Engagement and talk with teachers, Mr. Mark Soeder and Mrs. Allison Trentanelli. He also spoke with a few of their students in response to letters that were written to him prior to the pandemic. Next, Representative Callender stopped into our Advanced Placement Government class where our students provided many outstanding questions that led to interesting discussions on how legislatures represent their districts and also stay true to their core beliefs. Government teacher, Mr. Jeff Goodman, had this to say about the visit: "It was wonderful having Representative Callender visit with my AP Government class! It's always great when our students get a chance to interact directly with someone involved with local or state government. Too often the news only focuses on federal and presidential politics, when usually our day-to-day experiences with politics, power, and the law are more directly influenced by folks serving at the local and state level of government." The connection we have fostered with Representative Callender and other government officials remains imperative to ensure our voice and concerns are heard and considered when legislation is vetted and ultimately voted into law.

These are but two examples of the numerous connections we rely on to ensure Perry Local Schools continue to be

successful. Whether currently volunteering as an active alumnus or serving on a support organization such as the Academic Boosters, Athletic Boosters, Alumni Association, Band Boosters, Business Advisory Council, Perry Teachers Association, Perry Foundation, Theatre Guild, or Wellness Committee, to name a few, thank you for the vital connections you provide. Go Pirates! Perry Inspired.

CXP Career eXploration in Perry

CXP provides opportunities for Perry students to connect their classroom learning with authentic experiences both inside and outside of the classroom.

Here's how you can get involved:



Level 1: Guest Speaker

Join students and teachers in the classroom. Tell the story of the opportunities available within your industry and organization.



Level 2: Job Site Visit/Shadowing

Collaborate with individuals and/or whole classrooms to visit your place of work to learn about opportunities available within your industry and organization.



Level 3: Project Partnership

Provide students or groups of students (5th-12th grades) with a problem to solve. Team up with teachers and students to address a specific issue in your industry or community.



Level 4: Internship/Service Learning

Mentor a student (2-4hrs/week) in the context of a high school course focused on career exploration and future planning or service learning and social justice.



Rita Soeder
College and Career Exploration

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