

The PERRY Way

www.perry-lake.org

Featured Events

APRIL

- 3-10 Spring Break,
No School
- 20 HS & MS Jazz Bands
& Buccaneers Concert
- 24-28 District Art Show
- 25 HS Spring Concert
7:00pm
Goodwin Theatre
- 26 5th & 6th Spring Concert
7:00pm
Goodwin Theatre
- 27 7th & 8th Spring Concert
7:00pm
Goodwin Theatre

MAY

- 6 Prom
- 12 Seniors' Last Day
- 24 Spring Sports Award
7:00pm
Goodwin Theatre
- 31 Last Day of School

Mission Statement:

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

We have been working with Tom Speaks, founder of the Impact Group, to assist us in taking a deeper look at our communication plan and the message we want to convey about Perry Schools. In his seminars, Tom reminds us of the positive power that comes from focusing on all the good things that are constantly happening in our schools and in our daily lives. He also stresses that it is not only the heroic events our staff do every single day like safely transporting students, providing emotional support, supplying a nutritious breakfast/lunch, and transformative teaching that brings the positive power. It is also all the small stuff people do that make other folks' day just a little bit brighter that goes a long way to creating a positive caring culture. Something as simple as saying hello with a smile, allowing someone to pull in front of you in traffic, unjamming the copy machine, or holding a door open is so important for sustaining a positive culture. Thanks for all the small acts of kindness you do everyday to help others; it matters!



Dr. Jack Thompson, Supt.

Perry Schools has so many legendary alumni who have modeled this spirit of gratitude, kindness, and appreciation over the years. One such person was Dr. George Tarbuck, a legendary assistant superintendent who served Perry Local Schools for over 23 years, and continued to serve the school and community after his retirement in 1996. Sadly, Dr. Tarbuck passed away on February 7th. During his tenure at Perry, he made a lasting and positive impact on the school district and its students. Dr. Tarbuck began his career in Perry Local Schools as the assistant superintendent/curriculum director in 1973. Dr. Tarbuck was an outstanding instructional leader who focused on improving student achievement and providing a quality learning environment for all students. He worked tirelessly to ensure that every student had access to the necessary resources to succeed, and he was unyielding in his dedication to equity and excellence in education.



Dr. George Tarbuck

During his time at Perry Local Schools, Dr. Tarbuck was instrumental in transforming the district. He was a leader in implementing new curriculum, improving staff development and professional learning opportunities, and utilizing technology to enhance learning and instruction. His commitment to excellence and student achievement earned him the respect of students, staff, and administration. In 1997, the district honored Dr. Tarbuck by renaming the Perry administration and preschool building the Tarbuck Educational and Community Center.

Dr. Tarbuck loved his family dearly and was devoted to his faith. When I recently spoke with his family, it was heartwarming to notice that Dr. Tarbuck passed on his soft spoken conversational style to his son Jeff. Mrs. Tarbuck shared that her husband considered it a "privilege to serve the students and parents of the Perry School District." Thank you, Dr. Tarbuck, for being an outstanding educator and providing us with a fine example of what it means to live with great commitment and integrity. You and your contributions to Perry Local Schools will be long remembered and admired.



Personalizing A Student's Future

At Perry High School, we strive to provide a wide range of opportunities that help students explore, gain experience, and consider what they may want for their future. Ultimately, every path might be slightly different from the next as every student has numerous variables that impact their future as well as different strengths, weaknesses, and interests.

Our goal is to provide personalization opportunities for all students. Personalizing is a process that involves tailoring educational experiences and opportunities to meet the unique needs, interests, and goals of each individual student. This includes:

1. **Identifying strengths and interests:** This can help inform decisions about academic courses, extracurricular activities, and career exploration opportunities. At PHS, students work with staff to complete numerous assessments such as You-Science, an aptitude-based guidance platform.
2. **Providing personalized learning opportunities:** Includes individualized instruction, project-based learning, and op-

portunities for self-directed learning. By allowing students to work at their own pace and pursue topics that interest them, they can be more engaged and invested in their learning. Students can complete a Credit Flexibility opportunity in a self-directed environment.

3. **Offering career exploration programs:** Utilizing internships, site visits, and mentorship programs, students explore career options and gain experience in their field of interest.
4. **Developing a post-secondary plan:** Personalizing a student's future involves developing a plan for their post-secondary education and career goals. This may include researching different colleges or vocational training programs, setting academic goals, and developing a plan for gaining work experience or pursuing advanced degrees.
5. **Providing social and emotional support:** Personalizing a student's future also involves providing social and emotional support to help them navigate the challenges of high school and beyond. This can include counseling services, mentoring programs, and support groups. Our school counselors work closely with students to provide this level of support.

When students have a clear understanding of their career goals and the steps they need to take to achieve them, they are more likely to be motivated and engaged in their academic work.

Personalizing a student's future is an important aspect of ensuring that each student can achieve their full potential. Our guidance staff is ready to help students down a personalized path. Contact our school counselors for additional information, support, or a one-on-one planning meeting.

Assistant Superintendent



Dr. Betty Jo Malchesky
Assistant Supt.

World-Class Opportunities & Hometown Pride

This year marks the 30-year anniversary of our mission statement, "To inspire all students to achieve personal excellence, pursue world-class standards and be self-directed, lifelong learners". Set in 1993, this mission statement has withstood the test of time.

To uphold this mission, we continue to grow in unique areas that include not only academics, but also in wellbeing, career interests and aptitudes, and in self-directed growth. The path toward growth is unique for every student as teachers and guidance counselors use student and parent input to understand the best learning environments and course options for students.

This year we expanded the Perry Ingenuity Institute (PII) in the elementary school. PII is a STEM and design school for multi-

age students in grades 1-4. Students build skill in reading, writing, communication, and math at their own pace. Students use these skills to complete design opportunities and to solve science and social studies problems that are authentic and motivating.

At the middle school, staff have designed Connected Authentic Learning (CAL) where the learning environment combines personal interests, supportive relationships and opportunities with authentic experiences. Learning standards are taught through real-world challenges or opportunities to serve and solve.

In high school, families are encouraged to understand their student's career aptitude and interest data and schedule specific high school or college courses, exploratory courses, or career certification courses. Students polish skills and talents, and explore college and career goals and internships. From our partnership with Auburn Career Center, HVAC certification through Lake Erie College, medical/health certification with Lakeland College, an internship course, our home renovation course, and excellence in core subjects, to Guidance Counselor programming aimed at teaching safety, prevention, and social/emotional skills, our student offerings are world-class.

At Perry, our mission for personal excellence and helping each student become the BEST version of themselves is a key part of the District's mission.

For more information, see Personalized Learning Family Guide on our district website, www.perry-lake.org, under the "academics" tab.

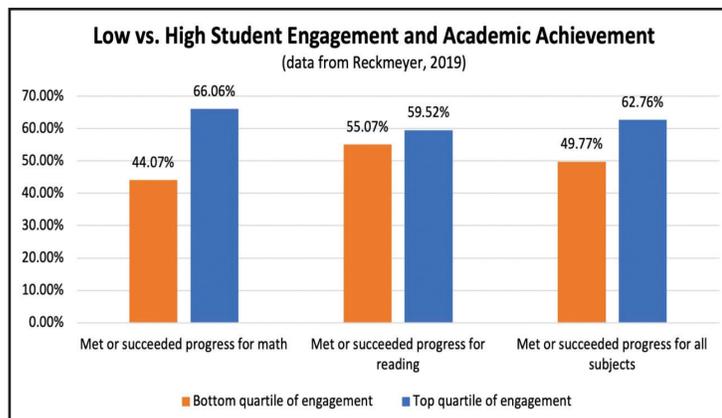
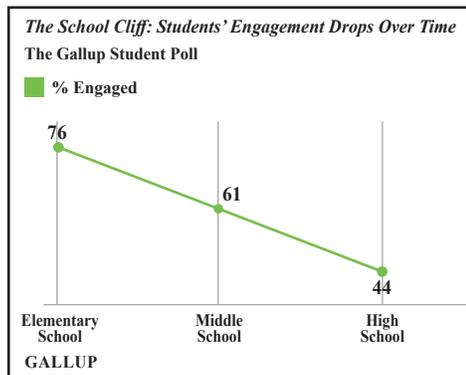


Authentic and Personalized Learning to Combat Student Disengagement

Middle and high school teachers are experiencing a growing crisis in student engagement. Schools across the country are trying to implement strategies to counter what they perceive is lack of motivation, apathy, and generalized disengagement from school. The data supports this perception; however, not at every level of schooling. Annual Gallup and Pew surveys show the engagement decline from elementary to high school.

The decline in engagement across time is not a new phenomenon. Survey data collected from the early 2000s through 2019 confirm this trend. The decline increased significantly after schools returned to normal operations post-pandemic. An EdWeek research survey found that student and teacher perceptions of motivation and student morale were significantly affected post-pandemic with 87% reportedly experiencing low student motivation and engagement.

Although we have an idea of the effects of low-quality remote instruction on student achievement gaps, we don't yet fully understand the effects of social isolation, inconsistent structures, and personal trauma on student engagement.



What we do know is that student engagement remains important to learning and achievement, and it's likely that teachers will need to find new ways to motivate and engage their students. The importance of student engagement cannot be underestimated; engagement affects student achievement, students' futures, and positive student outcomes. A Gallup study which involved 128 schools and more than 110,000 students found that student engagement had a significant positive correlation to student growth (See Reckmeyer, 2019).

How We Aim to Shift the Engagement Paradigm:

Our schools began a journey to create authentic and personalized learning opportunities for students in hopes of more deeply engaging our students. Teams have been hard at work in our elementary, middle, and high schools to create the environment necessary to develop the skills needed today for college, careers, citizenship, and the military.

At Perry Middle School, our Connected and Authentic Learning Academy (CAL) is a research based teaching project that was taken on by a team of our teachers. Our CAL Academy provides a learning environment within our school at all grade levels and core content. Our team works collaboratively to implement and improve their professional practices through regularly scheduled meetings as well as targeted professional development with our Personalized Learning Specialist at our Educational Service Center. They also coordinate with staff experts for college/career readiness, and instructional literacy to ensure that our students are ready for high school. We are excited about the relationship forged this spring with the Institute for Personalized Learning and the resources they are able to provide.

Authentic Learning will continue to be a focus of our work. Our students have the ability to take classes where Connected Authentic Learning drives the classroom environment as well as those that require a more traditional format (think algebra). Authentic Learning opportunities will also continue to permeate our exploratory programming where this work has been happening for many years. Students are active in the work of music, art, and physical education, as well as in the design courses of STEM, Explore, Alpha Project, and Entrepreneurial Leadership. We are also looking for ways to ensure that this approach is afforded to all students regardless of course or class. School/Grade wide Authentic Learning Experiences are being incorporated that incorporate interdisciplinary content with essential competencies of *communication, collaboration, creativity, and critical thinking*.

We are honored to be a part of the initial cohort of schools that have committed to this work in the state of Ohio and to be part of the Ohio Personalized Learning Network to provide advice on sustainability and field level guidance for Ohio. To see what this looks like, I urge you to view the following video from ODE on a recent site visit to Perry and what is happening in our elementary, middle, and high schools. <https://youtube/m6gZpoqo82Q>.

We would also welcome any questions you may have of where we are in our journey or if you would like to see this in action, please contact me - KniselyR@Perry-Lake.org.

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Elementary School



Jim Chisholm
ES Principal

One of the most special things about Perry Elementary School is that students receive 60 minutes of SPECIALS class every day. In many schools, students often lack access to Physical Education, Music, Art, and Library. Our students attend all these classes, plus PEEPS Service-Learning, every week.

Perry Schools has a long history of incorporating design instruction into their curriculums. While PES has historically included a successful design instruction course into their specials' rotation, this year that course welcomed a new teacher and a new direction.

So, what exactly is PEEPS Service-Learning? When envisioning what the curriculum might look like, veteran teacher, Mrs. Darnell, wanted to show students how others are using design thinking to make a difference in their community. Mrs. Darnell was hoping that the study around service-learning would ignite a spark in our students to make their own positive impact on the community around them. Suffice to say, it most certainly has.

Anchored by a solid curriculum for character development, Mrs. Darnell has implemented lessons from a variety of resources which target skills such as: emotional regulation, making good choices, communication, collaboration, being a good friend, respecting yourself and others, advocating for what's right, and affecting positive change in your community.

Their biggest projects this year included contributing to the Florida Hurricane Relief, which consisted of supply and monetary collections. Students also connected with residents at Danbury Senior Living, acting as pen pals, hosting zoom meetings, and visiting. Students collected pop tabs for Ronald McDonald House and have

written letters to Justin's Frogs, which is an organization that saves rainforest acreage. Finally, students also collected money to support a preschool student in need. We are SO PROUD of our PES students and Mrs. Darnell for all their incredible accomplishments this year!

PEEPS Service-Learning Through Design Instruction; By the Numbers

- 210 Christmas presents made and delivered to Lake County Senior Citizens
- \$3061.25 collected to help a preschool student
- 120,000 pull tabs for Ronald McDonald House so far this year
- 346 letters written to Justin's Frog Project. Each letter received was given \$3 by a donor organization to protect rainforest in Ecuador. Our letters were able to protect 3.8 acres
- 324 pounds of food collected for the Perry Center with the help of student council
- 150 books organized in the Giving Library
- 56 senior citizen pen pals
- 80 high school pen pals
- 40 thank you letters to the National Guard
- 5 boxes of supplies and 450 cards sent to Florida for those affected by Hurricane Ian
- 23 ZOOM meetings with Senior Citizens
- 2 visits to Danbury and 3 more coming up
- 2 visits to the Perry Center/ Thriving Threads

