



Our Mission

The purpose of the Marietta High School Alumni and Friends Foundation is to promote the quality of academic and extracurricular life by enhancing or initiating those exceptional programs or projects which are not, or will not normally be underwritten by the Marietta City Schools.

www.mhsalumnifoundation.org

115 Academy Drive, Marietta, OH 45750

The Marietta High School Alumni and Friends Foundation is an affiliate of the Marietta Community Foundation's family of funds, a 501 C (3) public charity and donations are tax deductible to the full extent allowable by law.

2015/2016 Educator / Advisor Grant Program

The Marietta High School Alumni and Friends Foundation, Affiliated with the Marietta Community Foundation, initiated the first year of the Educator/Advisor Grant Program for the 2015/2016 School year. The grants were facilitated by the donation of \$3,000 from Peoples Bankcorp.

Teachers were notified of the opportunity to write a grant for a need or dream of a learning opportunity for their students in classes K-12.

Seven grants were awarded to the Marietta City School's educators and advisors. Two to Putnam, three to Harmer, one to Marietta Middle School and one to Marietta High School.

The Marietta High School Alumni and Friends Foundation is looking to expand the grant offering for the 2016/2017 school year and help to improve the quality of our most precious resource, our children.

Putnam Elementary – Multi-Message Communicators

Angel Weiker – Intervention Specialist – Special Education Resource Class.



Angel Weiker, an Intervention Specialist in the Special Education Resource class at Putnam Elementary was provided a grant for \$480.70. One student is medically fragile, with significant delays that hinders their ability to participate in many activities.

Ms. Weiker’s grant application asked for available devices that would assist in the communication for this student, as well as provide opportunities for more task involvement by this student with their classmates.

Angel stated, “These products would benefit future students needing assistance as it would open up more opportunities for communication in my already specialized lessons”.



When asked where she learned of the multi-message communicators, she said she had prior experience with devices, such as these, and had information from other intervention specialists. She also consults with the speech therapist in her building concerning communication needs in her classroom. The different communicators provide the means for “Yes and No” responses, multiple responses, such as colors, numbers, letters and directions.

Harmar Elementary – Second Grade Math Night

Brianna Schaad – Teacher – 2nd Grade



Brianna Schaad – Second Grade Teacher at Harmar Elementary was provided a grant of \$499.61. The grant was to implement the Second Grade Math Night at Harmar School. The evening was offered to the second grade parents with a dozen attending with their students.

The purpose of the grant was to give each family a dictionary of math skills explanations, word meanings, and directions on second grade math problems their students were expected to do. The directions would help parents to explain to their student how to do their homework pages. Ms. Schaad also gave prizes, games and math puzzle books with subtraction, multiplication and division problems approached in easy and fun ways. The goal is to get the parents to use the book on every homework assignment.

The two girls were very positive about the book. They said that sometimes it was very helpful and they like to pick it up and read it. They also used it to play school with their friends. Ms. Schaad said the opportunity to receive a Math Dictionary would be presented to next year's parents.



to next year's parents.

Harmar Elementary – Forbrain Headphones

Katelyn Ekrote – Intervention Specialist – Grades 1 and 4



Katelyn Ekrote – Intervention Specialist for grades 1 and 4 at Harmar Elementary was awarded a grant for \$415.95. The grant was for the purchase of a set of Forbrain Headphones and Environmental Surface Wipes.

Harmar is continuously looking for different opportunities to best reach the students. Some of the students in attendance have difficulty with auditory processing. Through Forbrain, extensive research has been conducted relating to the auditory processing cycle of the brain. The headphones are designed to block out environmental noise, isolate the user's voice, and enhance long vowels critical to the construction of language. This delivers sound through the bone conduction to the nervous system and brain. This process is designed to improve reading and writing; verbal and short-term memory; fluency; and motivation, self-esteem, and self-confidence.

Jeryka, one of Katelyn's students, demonstrated the use of the headphones, identifying consonant and vowel sounds, blends and phonetic word pairs. She would do motions and dances to help her remember. Once a student uses the headphones, they are very possessive of them and don't want to give them up. Presently there are three students using the set in five teacher's classrooms.

Putnam Elementary – Strive and Thrive in Reading

Jordan Caldwell – Teacher – Grade 5



Jordan Caldwell – Teacher – Grade 5 at Putnam Elementary was awarded a grant of \$272.00. Most of the book sets in her classroom were either badly ripped, or were “out of date” with the times. Her students have a hard time relating to the books

that are written to take place in the 1940’s or 1960’s and generally will not read them. Her proposal was to get new sets of books in the classroom that are more current, with modern themes and situations. She ordered ten titles of books and six of each so that she could use them in small reading groups.

When visiting the classroom, a group of three students, Minise, Kristen, and Tyler were reading the book, “Wonder”. The main character liked people who did not like him. He stood up for himself but would go home crying. He was different and didn’t want to go to school and didn’t feel like a real person. The three students related to the characters as bullying behavior is known to them. It is best book telling the story line. The students related, “It is our age! You are really wonderful and we can overcome our fears!” Other small groups of three use the books in similar fashion.

The last chapter is from Julian, the boy’s point of view. The overall strategy is called Literature Circle. You have a discussion director with a list of steps, a word wizard for information on new words and meanings, a passage performer for some creativity, a cool connector for relating to other similar or different books or stories, and an artful artist for making the print real.

Harmar Elementary School – Lego Club

Christopher Van Reeth – Intervention Specialist – Grades 3 to 5

Christopher Van Reeth, Intervention Specialist at Harmar Elementary School for Grades 3 thru 5, was awarded a \$500 grant to establish a Lego Club at the building. The objectives and plan of action were to begin the project with a Lego Club Committee consisting of parents, teachers, and administrators to develop a mission statement, a purpose and goals. After defining the structure of the Lego Club sessions, develop a plan for selecting students for the Club. The committee would then identify academic areas of focus for future intervention, creating targets for upcoming activities, determine assessment procedures and data collection procedures. An emphasis in grade level reading, writing, and mathematics would allow students to practice the core skills with a hands-on approach.



During the visitation, students were given a collection of story starters from which to choose. Once each team of students read the selection, they collaborated and used the Lego parts to creatively design and solve the specific challenge in the story starter. They sometimes have the

opportunity to follow a predetermined plan for construction or they design their own approach. While working in the Lego Club, students have developed new friendships and connections that would not otherwise have developed as a result of working in changing teams. These connections play a critical role in the academic and social development for these students. Students will use a range of communication skills during Lego Club and that is yet another very practical and powerful outcome of the program. Next year will involve more alignment with the core standards in math, problem solving, and creativity, as well as, students writing their own creative ideas for story starters.

Marietta Middle School – Discover DC Now!

Elizabeth Houck and Debbie Keifer – Special Education



Left to Right, First Row, Ronnie, Kira, Kate, Angel, Ali, Carolyn, Brandi, Alyssa, and Bill. Back Row, Brittney, Alex, KayDen, Issiah and Jason.

Elizabeth Houck and Debbie Keifer, Special Education Teachers at Marietta Middle School were awarded \$500.00 for Discover DC Now! The grant helped cover the cost of their 6th, 7th and 8th grade students trip to Washington DC.

These educators have developed a Washington DC Discovery Journal for each student to record the facts and information they are learning on their own and through their fellow student's research. There are 20 subjects, a Historical Timeline and a map in the handbook.

The visit to the Middle School Special Education classroom was very memorable. Among things done at the very beginning of the Discover DC Now! Was a Gallery Walk with students looking at pictures and articles about the monuments and key sites in Washington, DC that they would visit on the trip. Each student picked three sites. The explanations on each site in the Gallery Walk had songs and rhymes to help the students understand and remember the place. They made

posters, were assigned Chrome Books and did research. They presented their work on display card books by using Google slides and powerpoint. They used these as centerpieces on the tables at the fund-raising Spaghetti Dinner at Spagna's. Some of the presenters during the visit showed their poster display or their individual Discover DC Now! Book, a book and powerpoint they made projected on the screen, describing each picture with details, facts, and history.

Alyssa chose the Korean War Veterans Memorial. She learned that there was a Memorial Design Contest to choose the design and Cooper Lecky was the winner

KayDen chose the Iwo Jima Memorial. She learned that the island was only a refueling station for the Japanese so that they could travel farther from the island of Japan to reach their targets.

Carolyn's choice was the Lincoln Memorial and Reflecting Pool. The designer was Daniel Chester French from New Hampshire.

Randi wants to tour the Pentagon Memorial. The attack on the Pentagon produced victims ranging in height from 30" to 71", sizes which are portrayed in the design.

Ronnie is interested in Ford's Theatre. He wants to see the bullet that taken from Lincoln's skull. He said John Wilkes Booth shouted "Kill the Tyrant" as he shot Lincoln.

Alex chose the World War II Memorial. He spoke of the global aspect of the war and the involvement in the Atlantic and Pacific Oceans.

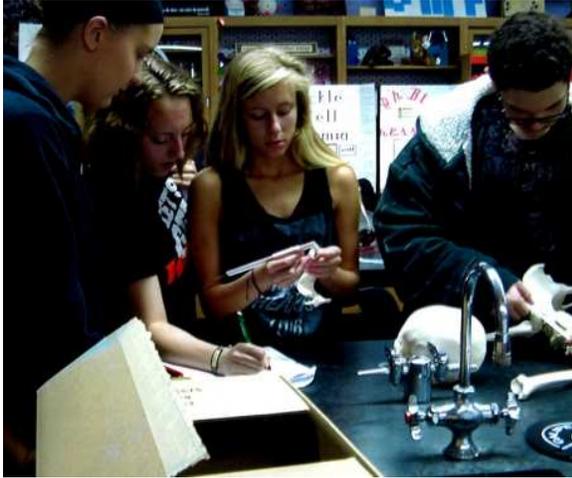
Kira wants to focus on the Jefferson Memorial. She was interested in the work and deeds that Jefferson did for our nation.

Bill chose the Smithsonian Institute to concentrate on for his report. He shared his poster board of the important displays in the Institute.

Ms. Keifer stated that this is the first time a class of hers has been able to take an extensive field trip. Their degree and dedication of preparation, their attention and behavior skills, and their desire to visit their Capital is their goal. A group of people in Zanesville sent each student a light blue T-Shirt with Discover DC Now! Another group of people sent personal bags with items for the trip when they heard of their goal. They are ready for DC!

Marietta High School – Anatomy and Physiology

Vickie Hall – Science Teacher – Marietta High School



Vickie Hall, Science Teacher at Marietta High School was awarded a \$500 grant to implement the proposal of adding skeletons of different ethnicities and genders to the Anatomy and Physiology Class at Marietta High School. The more realistic skeletons will help her students to learn more about the variations of the human body and what role gender and nationalities will have on the skeletal

system. The opportunity to learn the skills and techniques to understand skeletal systems right in front of them is so much more valuable than learning the information out of a textbook.

Hands-on learning helps students achieve up to 20% better on standardized testing than their counterparts who only used textbooks. However, the greatest gains occurred in creativity, attitude, perception, and logic. The National Assessment of Educational Progress (NAEP) or “The Nation’s Report Card,” revealed that teachers who performed hands-on learning activities on a weekly basis out-performed their peers more than 70% of a grade level in math and 40% of a grade in science (U.S. Dept. of Education, 1999).

During the visitation to the class, they were asked how many were interested in the medical field when applying for college, two-thirds of the class raised their hands. In this particular class, the various parts of two skeletons were distributed to five teams of four students, along with Vernier calipers that forensic anthropologists use in the field to measure skeletons.

Each team of students used a thirty-eight paged illustrated student guide, [Sherlock Bones: Identification of Skeletal Remains Lab Activity](#) sharing pages and reaching consensus of a response for each question and/or page and fully recording each conclusion. Ms. Hall plans to continue offering this experience in the future.

Marietta High School Alumni and Friends Foundation

Is looking for help to expand the grant offering for the future
and help improve the educational opportunities within
Marietta City Schools.

Please consider making a donation to help our mission.

Contributions can be made via PayPal on the website.

www.mhsalumnifoundation.org

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115 Academy Drive, Marietta, OH 45750

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