Cleveland Metropolitan School District

PARENT HANDBOOK
TO STRIVE, TO SEEK, TO FIND, AND NEVER TO YIELD
## 2010-2011 CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Day for 9&lt;sup&gt;th&lt;/sup&gt; grade</td>
<td></td>
</tr>
<tr>
<td>August 23, 24, 25</td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>August 31</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; Grade Open House</td>
<td></td>
</tr>
<tr>
<td>September 1</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; Grade Open House</td>
<td></td>
</tr>
<tr>
<td>September 2</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; Grade Open House</td>
<td></td>
</tr>
<tr>
<td>September 6</td>
<td>Labor Day</td>
<td></td>
</tr>
<tr>
<td>Sept 13 – Oct 1</td>
<td>Fall Break</td>
<td>No school</td>
</tr>
<tr>
<td>October 11</td>
<td>Columbus Day Observed</td>
<td>No school</td>
</tr>
<tr>
<td>October 21</td>
<td>Parent Meeting - College Planning/Info Night</td>
<td>6:00 pm @ GLSC</td>
</tr>
<tr>
<td>October 25-30</td>
<td>10&lt;sup&gt;th&lt;/sup&gt;/11&lt;sup&gt;th&lt;/sup&gt; Grade OGT</td>
<td></td>
</tr>
<tr>
<td>November 2</td>
<td>Election Day</td>
<td>No school</td>
</tr>
<tr>
<td>November 9</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; Grade Parent/Teacher Conferences</td>
<td>4:00 – 7:00 pm @ Health Careers</td>
</tr>
<tr>
<td>November 10</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; Grade Parent/Teacher Conferences</td>
<td>4:00 – 7:00 pm @ GE</td>
</tr>
<tr>
<td>November 11</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; Grade Parent/Teacher Conferences</td>
<td>4:00 – 7:00 pm @ GE</td>
</tr>
<tr>
<td>November 18</td>
<td>Parent Meeting - Safety Awareness Night</td>
<td>6:00 pm @ GLSC</td>
</tr>
<tr>
<td>November 24-26</td>
<td>Thanksgiving Break</td>
<td>No school</td>
</tr>
<tr>
<td>December 3</td>
<td>Dance – Holidays Around the World</td>
<td>7:30 pm</td>
</tr>
<tr>
<td>December 13 – 31</td>
<td>Winter Break</td>
<td>No school</td>
</tr>
<tr>
<td>January 17</td>
<td>Martin Luther King Day</td>
<td>No school</td>
</tr>
<tr>
<td>January 20</td>
<td>Parent Meeting – Report Card Q &amp; A</td>
<td>6:00 pm @ GLSC</td>
</tr>
<tr>
<td>February 1</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; Grade Parent/Teacher Conferences</td>
<td>4:00 – 7:00 pm @ Health Careers</td>
</tr>
<tr>
<td>February 2</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; Grade Parent/Teacher Conferences</td>
<td>4:00 – 7:00 pm @ GLSC</td>
</tr>
<tr>
<td>February 3</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; Grade Parent/Teacher Conferences</td>
<td>4:00 – 7:00 pm @ GE</td>
</tr>
<tr>
<td>February 17</td>
<td>Parent/Student Meeting–Engineering Careers</td>
<td>6:00 pm</td>
</tr>
<tr>
<td>February 18</td>
<td>School Closed</td>
<td>No school</td>
</tr>
<tr>
<td>February 21</td>
<td>President’s Day</td>
<td>No school</td>
</tr>
<tr>
<td>March 10</td>
<td>Parent/Student Meeting – Meet the Engineers</td>
<td>6:00 pm</td>
</tr>
<tr>
<td>March 14 – 18</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; – 11&lt;sup&gt;th&lt;/sup&gt; OGT</td>
<td></td>
</tr>
<tr>
<td>March 21 – 25</td>
<td>Tentative 10&lt;sup&gt;th&lt;/sup&gt; grade Arizona Trip</td>
<td></td>
</tr>
<tr>
<td>March 28–April 11</td>
<td>Spring Break</td>
<td>No school</td>
</tr>
<tr>
<td>April 22</td>
<td>Good Friday</td>
<td>School Closed</td>
</tr>
<tr>
<td>May 19</td>
<td>End of Year Banquet/Bash</td>
<td>6:00 pm</td>
</tr>
<tr>
<td>May 30</td>
<td>Memorial Day</td>
<td>No school</td>
</tr>
<tr>
<td>June 3</td>
<td>Bowling night</td>
<td>7:00 pm</td>
</tr>
<tr>
<td>June 9</td>
<td>Last day of 2010-2011 school year</td>
<td></td>
</tr>
</tbody>
</table>

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

*Margaret Mead*
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Forms to Complete (see main office)
• Community Service Hours
• Student Emergency Form
• Student Information Sheet
• Media Consent Form

MC² STEM High School Mascot
Atom the Maniac
Jeff McClellan  
Head of School  
jeffrey.d.mcclellan@cmsdnet.net  
(216) 744-1512 / (216)780-6455

Nick DiGiorgio  
Asst. Head of School  
Nicholas.Digiorgio@cmsdnet.net  
(216) 858-1267/ (216)288-1084

9th Grade Location  
Great Lakes Science Center  
601 Erieside Avenue  
Cleveland, Ohio 44104  
Tel: (216) 858-1267  
Fax: (216) 858 -1264

10th Grade Location  
General Electric, Nela Park  
1975 Noble Road, Bldg. #336  
East Cleveland, Ohio 44112  
Tel: (216) 744-1512  
Fax: (216) 733-1530

11th Grade Location  
1740 East 32nd Street  
Cleveland, OH 44114-4514  
Tel: (216) 592-6875  
Fax: (216) 592-6879

Recruitment Coordinator  
Clifford Powell  
Tel: (216) 858 -1264

Chief Secretary  
Patricia Smith  
Patricia.e.smith@cmsdnet.net  
Tel: (216) 218-1083

Guidance Counselor  
Kimberly Younger  
Kimberly.younger@cmsdnet.net  
Tel: (216) 744-1525

School Website:  http://www.mc2stemhs.com/  
CMSD Website:  http://www.cmsdnet.net/

Parking:
Free on-site parking is available at all site locations.

9th Grade Location-- For daytime visits and activities park in the Science Center parking garage and ask for a parking voucher at the school desk. For evening activities, park in front circle. Special privileges will be provided for evening events.

10th Grade Location-- Gate personnel will direct you to the front security office to get a visitor pass, your drivers license will be held until you return the pass.

11th Grade Location-- Lot and Street parking is available, please check in at the main office.

Visitors:
Due to the nature of our facilities and to protect the safety of our students, all visitors must enter each building through the main entrance. Visitors are required to sign in at the main office. Please provide advance notice of your arrival when possible so we may notify security at our locations.

Absences:
Please contact the school site for absences and provide documentation for doctor visits and excused absences. For an advanced absences please work with teachers and administration to take the proper actions to communicate the absence and complete missing work.
The Cleveland Metropolitan School District in partnership with regional industry, higher education, and community leaders, has designed a STEM “incubator” high school that will set the stage for ongoing reform. The school features a year-round school calendar that models professional employment and smaller quarter breaks to reduce lost learning and model many college schedules. The Metropolitan Cleveland Consortium STEM High School (MC² STEM High School) has been strategically designed to provide students with an integrated core curriculum that is informed by field experiences, fellowships, and apprenticeships in the areas of STEM. Students can also elect to participate in a dual enrollment program and earn college credit when they are ready.

MC² STEM High School fills a very specific need in our city, region, and state. This generation of workers will have a major impact on our local economy and must be prepared to compete globally. MC² STEM High School focuses on creating a pipeline of students prepared, knowledgeable, and skilled in the areas of science, technology, engineering, and mathematics. STEM high school graduates will be critical-thinkers, problem-solvers and prepared to reach their fullest potential. Each grade level offers students a uniquely designed learning experience.

MC² STEM High School opened in August 2008. This project-based, transdisciplinary high school grows by one grade level each year. Ninth, Tenth, and Eleventh grade students are embedded in different regional STEM industry campuses; the ninth graders are hosted at the Great Lakes Science Center where they will work intensely with both the Great Lakes Science center and NASA Glenn Research Center in program development. Ninth grade students travel to NASA Glenn Research Center to experience job shadowing, internships. The tenth grade students attend school at General Electric (GE) Nela Park Campus and work intensely with GE engineers. The focus in the first two years is a rigorous integrated curriculum that is informed by a breadth of industry experiences. Students will participate in multiple field experiences on the STEM industry campus where they will be immersed in a world of hands-on learning and exploration. By the end of tenth grade, students will have participated in several meaningful experiences in the STEM Fields. In addition, teachers will participate in one week PDs, collaborative planning, teacher internships to ensure that teacher practice matches industry needs.

The Eleventh grade curriculum is designed to offer students a more in-depth experience. Downtown Cleveland will serve as the campus for students. Each student will continue to receive a rigorous core curriculum, but it will now be informed by an intense one-to-one internship in a STEM business or industry the student is most interested in pursuing. Teachers will continue to have collaborative planning time, internships, and training to ensure that their instructional practices match industry needs.

In the fourth year students will have the opportunity to complete all senior year high school requirements while attending either a college campus or becoming a full-time apprentice through the dual enrollment program. These students will be required to participate in structured seminars and ongoing counseling to ensure a successful transition to college or employment before graduating high school.
Project-Based Learning

"Project-based Learning requires students to go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student “voice and choice,” rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations." (Buck Institute for Education, 2010).

- Projects, or “Capstones” are created to engage and motivate students through hand-on transdisciplinary learning experiences.
- Each capstone is organized around a specific theme and essential questions. Teachers work together to plan the instruction and class schedule for each week of the capstone. This often means that students don’t attend classes the same way every day. Because the teachers are working together, rather than in traditional departments, schedules are very fluid and flexible.
- Capstones incorporate benchmarks from every subject area.
- Students learn state-mandated benchmarks as well as 21st Century Skills, such as critical thinking and problem-solving, collaboration, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination (Wagner).
- Given the same guidelines for a specific capstone, each student may use their unique ideas, designs and choices to obtain their desired outcome which may vary dramatically from other students.
- During a typical school schedule, performance is variable while time is constant. At MC^2 STEM High School performance is the constant while time is the variable.
- Some students may take a little longer than other to complete given tasks in a project and others may be given more challenging options to pursue if they complete a task in a shorter amount of time.


Differentiation

We will differentiate instruction for students in the following ways:

**Pace**
All students begin with a similar topic/project, performance together. Students who do not satisfactorily complete the work are given additional instruction until they succeed. Students who master the topic early engage in enrichment activities until the entire class can progress together.

**Interest**
Students can choose topics according to their own inquiry structures. These are opportunities where the teacher is measuring a benchmark skill and the content can vary.

**Learning Style or Multiple Intelligences**
Learning Style - Students approach the project topic based upon their learning preferences. Visual learners learn through seeing and watch the visual clues (body language, video, pictures, flow charts, etc.) to determine importance and meaning. Auditory learners learn through listening and need to hear the information (lecture, discussion, dialogue, etc.) to determine importance and meaning. Kinesthetic learners learn through moving, doing, and touching with a heavy emphasis in doing the work for themselves.

Multiple Intelligences—Spatial Intelligence, Linguistic Intelligence, Logical Intelligence, Kinesthetic Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Naturalistic Intelligence, or Musical intelligence

**Process**
Students may be assigned different performance tasks based upon the mastery components needed to be measured. For instance, in one project a student may be in charge of the presentation where mastery is measured according to their ability to communicate and sway audience perception. In another project, that same student may be in charge of conducting the experimental design process. The process is the measurement standard when differentiating by process.

**Product**
All students may be working on the same project, and may be measured on the same process mastery but the product or outcome may be different from child to child. For instance, students working on their individual energy footprint may all have the same thinking skill measurements, but one might display their learning in a skit where another uses a series of diagrams in a PowerPoint.

**Content**
Students are working on different content while being measured on their performance skills. In this case, a student may be working on a multi-disciplinary project where the outcomes are that they produce a sustainability white paper. One student may choose to work on their energy footprint while another chooses to work on their economic footprint. The content is different, but the process and products are the same.
Mastery

Grading structure for 9th and 10th Grade Students

MC² STEM High School uses Mastery for 9th and 10th Grade students.

**Benchmarks:** are the specific skill sets and proficiency levels that a student must meet in order to successfully earn a credit in subject. Each subject has a different number of benchmarks and students must master all benchmarks to earn their credit and advance to the next level.

- At the beginning of each 10-week capstone, students are given a rubric that states all of the benchmarks they must master during this capstone.
- Specific tasks are assigned for students to gain the necessary knowledge to master the benchmarks.
- Students receive a grade for each task
  - M Mastery 90% achieved
  - I Incomplete < 90%
  - 0 No Work
- A student must master all benchmarks in a specific content area to receive credit
- If a student does not master all benchmarks, they will be given the opportunity to complete the non-mastered benchmarks in a later capstone or participate in additional activities designed to re-teach and re-assess the students' performance on a particular benchmark.

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**ENG WRTP 5-10 F** Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

**Benchmark**

Students will create a Display Panel that accompanies the Pyramid of Light Display.

**Activity**

Student created an aesthetically pleasing display panel. At least 7 accurate facts are displayed on the panel. The panel includes all required elements as well as additional information.

**Student Work Looks Like**

**Grade Received**

- M If a student completes the assignment in a manner that shows they understand the benchmark, they receive a grade of “M”
- I If a student attempts the assignment, but does not show full understanding of the benchmark, they receive a grade of “I”
- 0 If a student does not attempt the assignment, they receive a grade of zero.

---

**Student did not turn in an assignment.**

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**In this case, teachers will retest student understanding in a later project or assignment.**

---

**If a student does not attempt the assignment, they receive a grade of zero.**

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For more information go to: edutopia.org/stw-college-career-resources
College Preparatory

Grading structure for 11th and 12th Grade Students

MC² STEM High School uses a College Preparatory (College Prep) Structure for 11th and 12th Grade students.

In order to prepare students for the credit and class structure they will experience in college, the 11th and 12th grade system shifts to traditional letter grades.

- Students earn a letter grade in each course taken.
- In all courses, grades of “A” (excellent), “B” (good), “C” (satisfactory), “D” (deficient) or “F” (failing) are given.
- In order for a student to earn credit for a course they must earn a grade of “C” or better.
- If a student does not receive credit they will be required to retake the course.

It is important to note that even though the grade scale changes, this is still a project-based school. Students will still be required to learn all of the content necessary to complete a Capstone.

College Prep Structure and Internships

Many students will be participating in internships throughout the year at different times, structures will be in place to allow students to complete their work. Teachers will work on scheduling with students to ensure students are able to maximize all of their opportunities. It is the student’s responsibility to keep track of assignments and maintain an active level of communication with his/her teachers.

College Prep and PSEOP

Many students will be participating in PSEOP throughout the year at different times. In many cases, the credit students earn in their college level courses will also be accepted for high school credit. To verify which classes apply, students must work with our guidance department when scheduling.
Credit

Process for Obtaining Credit

As schools and districts are working through their local credit flexibility policies and procedures, many questions arise regarding high-quality, effective assessment of new instructional delivery models. In particular, performance assessments and mastery-based systems provide the greatest challenge in the context of traditional assessment models.

MC²/STEM High School awards credit when 100 percent of the benchmarks have been mastered. In another departure from traditional assessment models, students who do not meet the expectations for mastery during a specific capstone are not required to retake that course. Instead, teachers work together with the student to integrate those benchmarks into subsequent capstones.

Transcription

Unlike courses in a traditional curriculum, MC²/STEM High School capstones are organized by large thematic concepts and are broken down into specific units that address benchmarks. When students transfer to a new district, the high school is able to convert its mastery-based system into a traditional transcript.

The grade cards provide a real-time picture of student progress toward mastery of benchmarks. In cases where a student leaves the school and there is some question in regard to a letter grade equivalency, the teachers and administration meet to discuss the student’s performance before assigning a grade.

High School Graduation Requirements

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>MC² STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits (English 1, 2, 3, and 4)</td>
<td>4 credits (English 1, 2, 3, and 4)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1 credit</td>
<td>2 credits</td>
</tr>
<tr>
<td>Health</td>
<td>0.5 credit</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits (Int. Math 1, 2, and 3)</td>
<td>4 credits (Algebra II, Geometry, Statistics, Pre-Calculus)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0.5 credit</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits (World, American, Govt)</td>
<td>3 credits 3 credits (World, American, Govt)</td>
</tr>
<tr>
<td>Senior Seminar</td>
<td>0.5 credit</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Electives</td>
<td>5.5 credit</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Engineering</td>
<td>N/A</td>
<td>3.0 credits</td>
</tr>
<tr>
<td>Portfolio</td>
<td>N/A</td>
<td>1 unit</td>
</tr>
<tr>
<td>Sophomore Project</td>
<td>N/A</td>
<td>1 unit</td>
</tr>
<tr>
<td>Senior Project</td>
<td>N/A</td>
<td>1 unit</td>
</tr>
<tr>
<td>College Acceptance Letter</td>
<td>N/A</td>
<td>1 unit</td>
</tr>
<tr>
<td>Community/STEM Service</td>
<td>20 hours</td>
<td>60 Hours</td>
</tr>
</tbody>
</table>
Report Card Information

9th and 10th Grade Sample Report Card

Course Information: You will receive a grade card for each course.

Quarter & Print Date: This information allows you to verify that you have the most up-to-date information.

Capstones are listed on the report card. Students will receive a capstone grade that indicates whether or not the capstone benchmarks were met.

Benchmarks are listed below each capstone; these are codes for the specific benchmarks associated with each capstone. Most capstones test multiple benchmarks.

Foundational Assignments: In some cases, students need some fundamental skills in order to complete the Capstones. These are called Foundational Assignments. Students must earn a grade of "M" on foundational assignments as well as Capstones.

Teacher Comments will provide you with information regarding behavior, attendance, and attitude.

Teacher Contact Information is available if you have any questions about a student's grades.

Grade Key to remind you what each letter grade means.
MC² STEM High School web site is a valuable tool in keeping track of everything going on at the school. Click on the tabs to find all the information you need right at your fingertips. Different tabs will link you to different locations.

**Home** will give you a calendar and upcoming school events.

**News** will provide you with media clips and highlights from MC² STEM High School

**About Our School** contains history, partnerships, and policies

**Capstone Projects** will provide you with information about the projects our students are currently working on, as well as give you an overview of past projects.

**Parents** tab will list important announcements for the parents, while also providing up to date information from our parent organization.

**Students** tab will link you to each subject area class. Subject links will provide you with class information often including a list of assignments and grades.
Ohio Graduation Test

Ohio Graduation Test (OGT)

All high school students in the state of Ohio are required to pass the Ohio Graduation Test (OGT) in order to earn a diploma.

Ohio Graduation Tests (OGT) are a key part of Ohio's education reform to establish an aligned system of standards, assessments and accountability for Ohio schools. The testing requirements were established by the Ohio General Assembly in 2001 based on recommendations by the Governor's Commission for Student Success. Tests in reading, writing, mathematics, science and social studies make up the OGT.

While most students in the state of Ohio take the OGT in their 10th grade year, students who attend STEM schools are permitted to take their test in the 9th grade. Students at MC²STEM High School take the OGT for the first time in the spring of their freshman year. Students can continue to take the tests in the fall and spring of their sophomore, junior, and senior years and during the summer. Students who do not pass one or more tests on their first attempt will retake the tests they need to pass during their sophomore, junior, and senior years. Ohio Graduation Tests are administered each fall and spring, with an optional summer administration available within some school districts.

MC²STEM High School has enlisted the help of tutors from both NASA and GE to help prepare students for OGT testing, College Board testing, and mastery assessments. In addition to tutoring, students may access OGT practice websites provided by the Ohio Department of Education. Students may create a new account, or access practice questions without signing up.

Website:  http://ogt.success-ode-state-oh-us.info/studentsOGT.htm
College Planning

What is Prep HeadQuarters?

Prep HeadQuarters is a secure internet program that helps high school counselors manage the college planning process by combining up-to-date college information with powerful technology. PrepHQ allows counselors to communicate more effectively with students and parents, track student progress and activities, and report school-specific data to administrators. PrepHQ is a versatile web tool that makes college planning much, much easier!

With PrepHQ You Can:

• Research over 4,200 colleges by location, type and study area
• Develop a personalized college plan and monitor student process
• Stay informed about college and career events such as college visits
• Utilize interactive tools to learn about financial aid and scholarships
• Use the SuperAPP feature to save time, complete college applications, and submit documentation requirements electronically
• Keep track of college

PARENTS – Be involved in your student’s college and career planning!

Your High School guidance office utilizes a comprehensive online solution from ConnectEDU called PrepHQ to help you and your students manage the college and career planning process. In PrepHQ, students can keep track of their college information and deadlines plus receive messages about colleges and scholarships from counselors. Parents can receive these messages as well by adding your email address to the PrepHQ account. Counselors will be instructing your student to register for the program. Encourage your child to get going right away!

Here’s how you can help –

If your student HAS registered in PrepHQ:
1. Ask your student for his/her Username and Password
2. Log on to your school’s PrepHQ Website
3. See your counselor for assistance
4. Click on Settings on the lower left hand side and enter the Password again
5. Enter Parent Email addresses
6. Click Save Changes

If your Student HAS NOT registered in PrepHQ:
1. Log on to your school’s PrepHQ Website
2. See your counselor for assistance
3. Select “Click Here to Register” on the left
4. Your Student’s Last Name, School Student ID number, and email are required for registration
5. Enter the required profile information and include both student and parent email addresses

Website:  http://www.prephq.com/index.php
Student Checklist

Freshman Year

___ Develop good study habits
___ Learn about extra-curricular activities - many colleges consider talent and leadership
___ Get to know your Cleveland Scholarship Advisor
___ Develop a 4 year academic plan
___ Attend the College Fair in April
___ Start community service hours/volunteering
___ Take OGT (Ohio Graduation Test)

Sophomore Year

___ Complete Sophomore Project
___ Take the PSAT test
___ Update 4 year academic plan
___ Be certain you are fulfilling all course requirements to graduate
___ Consider taking a Study Strategy course or a PSAT Test Prep course
___ Attend the College Fair in April
___ Begin to research some college choices

Junior Year

___ Research college choices - use the resources in the College Resource Center
___ Register to take the ACT/SAT:II/SAT:II - check for winter and spring dates
___ Attend Workshop on College Planning for parents & students in November
___ Explore SAT/ACT Review Courses
___ Review 4 year academic plan, graduation and college entrance requirements
___ Scholarship searches in the College Resource Center
___ Schedule an appointment in the spring with counselor - invite parents
___ Complete student information sheet for recommendations during April
___ During the summer, work on college essays

Senior Year

___ Finalize list of colleges to apply to by November
___ Complete Senior Project
___ Submit all applications - watch deadlines
___ Visit with College Representatives all fall
___ Register for SAT:II and ACT if necessary
___ Pick up financial aid form to register for the "Profile" if required by college
___ In December notify Counselor if 7th semester grades are to be sent to colleges
___ Request final transcript to be sent to the college you will be attending
___ Notify Guidance Counselor of all college decisions
___ Apply for housing early - check refund policy
___ Don't develop "senioritis" - colleges have been known to revoke admissions
___ Graduation
Student Opportunities

Post Secondary Enrollment Option Program

Post Secondary Enrollment Options (PSEOP) is a program where Ohio’s high school students may opt to take college courses for both high school and college credit. The PSEOP program is intended to complement rather than replace the high school preparatory curriculum.

Students who are interested must first meet the grade and credit qualifications through MC² STEM High School, and then additionally meet the college entrance requirements. Students who qualify for the program may enroll in college courses and tuition, books and fees are paid through Ohio Department of Education funds.

Ohio offers many great programs that enable academically advanced and talented high school students to enroll in college courses. In all instances, college credit is awarded and may be used at the college they attend or for transfer to a college or university of choice after high school graduation.

For more information, or to see if you qualify, students and parents should contact our College Guidance Office.

Internship Opportunities

Each year MC² STEM High School participates in several High School Internship Programs. The purpose of these programs are to introduce high school students to career opportunities in the fields of Science, Technology, Engineering, and Math while allowing them to gain valuable work experience with many reputable companies within and outside of Cleveland, Ohio.

All students are encouraged to participate in an internship in their eleventh grade year. Internships vary by location. Students are eligible to participate in both paid and unpaid internships. Due to the flexible nature of internship employment, some internships last for a summer while others continue through the school year. MC² STEM High School Staff and faculty will work with each student to create an arrangement that allows for internship experience and academic success.
Guidance Services

Guidance Services are available to all students at MC² STEM High School.

Guidance Services may help students make decisions about their personal and educational needs while providing information about colleges and other life choices. Counselors may counsel students individually or sometimes in small groups. A guidance counselors job can range from leading a classroom discussion to administering placement tests. They also meet with students, parents, teachers, and other members of the school staff to discuss important issues.

The guidance department is responsible for assisting with implementation of the testing dimension of the competency-based educational program. As part of the District’s guidance services, guidance staff shall establish a guidance resource library. The guidance staff shall also assist the instructional staff and administration in developing and implementing intervention programs to assist students to realize academic improvement. Counseling services are provided by certificated school counselors.

The Board views guidance as helping students understand their abilities, aptitudes, interest, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential and their decisions relating to personal, educational and vocational matters.

Guidance is based upon the following broad fundamental principles.

Individuals are different from one another in their capabilities, aptitudes, interests, needs, goals, desires and values.

Conditions are improvable. Equality of educational opportunity benefits the individual and society.

Guidance is a continual and developmental process. Every experience of the individual influences him/her in some way.

Guidance does not propose to program an individual’s course of action but rather tries to assist the individual in arriving at his/her own satisfactory solutions.

Guidance should assist the individual to understand his/her circumstances and opportunities and to plan his/her life in a satisfactory manner to serve himself as well as society.

Guidance services include a wide variety of testing programs and interpretation of results to students, parents and staff. These programs assist students in developing good study habits and personal guidance which is in keeping with the principles of human dignity and equality.

If you are interested in receiving guidance services, please contact the school office at your site location.

Guidance Counselor
Kimberly Younger
Kimberly.younger@cmsdnet.net

9th Grade Location
Tel: (216) 858-1267

10th Grade Location
Tel: (216) 744-1512

11th Grade Location
Tel: (216) 592-6875
Teacher Commitment

The Staff of MC² STEM High School Commit to the following

Commitment to MC² STEM Mission and Vision

We believe in the mission and vision of MC² STEM High School. As active members of this community we will work to fulfill its vision.

We choose to support all students as they develop as thinkers, activists, and community members.

Commitment to Student Achievement

We believe in curricula that begin with the Ohio Academic Content Standards and Indicators and ends with successful participation in college level work without remediation.

We believe in curricula that employ essential questions and are aligned with developing “Habits of Mind”.

Commitment to Progress

As instructors we are committed to providing a variety of instructional strategies and assessments that support the development of habits of mind for all students.

Our classroom activities are structured democratically so that students are able to play a variety of roles, in a variety of settings with confidence and skill as each student fosters collaboration and independence of thought.

We believe that it is our responsibility to identify clear and measurable goals for all students and know where all students are in relation to those goals. Therefore, demonstrating our belief that all students can learn to use their minds well.

Commitment to Partnership

We believe in forming learning environments that encourage trust and respectful behavior among all stakeholders.

We are committed to the provision of curriculum and activities that give students choices and numerous opportunities to succeed.

We are committed to provide opportunities for teachers, parents, and students to interact in a variety of settings (inside and outside the classroom), making effective partnerships on behalf of students.

Commitment to Personal Responsibility

As instructors we are committed to analyze our teaching practices (i.e. ratio of teacher talk to student talk, opportunities for student initiated intellectual pursuits, quality and variety of learning activities, opportunities for multiple learning styles) an use a curriculum that is flexible enough to allow for independent exploration, student generated questions, and student reflection.

We are committed to the promotion of students based on their demonstration of mastery, not by time spent in class.

We believe that our role as a facilitator of learning goes beyond the classroom, or subject area. We are advisors, counselors, coaches, and learners.

We believe that understanding various student cultural differences (such as ethnic, gender, economic, linguistic) is a fundamental part of being a teacher.

We believe that it is our responsibility to help students see themselves as change agents in their own lives and in the world.
Parent Commitment

As a family, we fully commit to MC² STEM High School in the following ways:

Commitment to MC² STEM High School’s Mission and Vision
We believe in the vision and as members of the learning community, we will work to fulfill its promise.

We are dedicated to the academic success and overall well being of all students in the MC² STEM High School community in addition to our own.

Commitment to Policies and Attendance Requirements
We understand that our child must follow the MC² STEM High School policies to contribute to his/her individual successes as well as that of the greater community.

We understand that the performance based and collaborative nature of the curriculum makes missing school time very difficult for our child. We will make careful decisions when allowing our child to miss school and will work with the school to engage in work that was missed.

Commitment to Progress
We understand that the school has chosen Mastery Learning as its instructional performance methodology. We understand that this means that our child will not advance to a subsequent set of learning objectives until he/she has demonstrated proficiency with the current one.

We will ensure that we review our child’s performance feedback carefully and will do our best to stay informed about daily assignments, projects and portfolio/exhibition work. We will help our child maintain the consistent effort required to thrive at MC² STEM High School.

Commitment to Partnership
When our child is struggling in any class we will get in touch with his/her faculty advisor instead of waiting for an update from the school.

We will do our best to attend MC² STEM events and participate in the democratic governance afforded through the Student Parent Organization and meetins.

We will be active partners in MC² STEM High School by sharing ideas and resources that benefit the school.

Commitment to Personal Responsibility
We will help our child understand that his/her success rests with his/her own choices and that s/he also has responsibilities to strengthen and add value to the MC² STEM community.
Student Commitment

Students of MC² STEM High School Are Committed to the Following:

Commitment to Demonstration of Work
As a student, I demonstrate that learning is purposeful and that I have developed habits of mind by: questioning my work; taking ownership of my work; directing my own learning; reflecting on my work; assessing my work; revisiting my work; solving complex problems; sharing my understanding; making connections; finding and assessing evidence for ideas; asking critical questions of others; using a variety of tools (i.e. technology) to conduct research; conducting action research; and performing at a high level in assessments.

Commitment to Making Connections
As a student I seek to deepen my understanding of subject areas by making connections between my academic and personal lives by applying knowledge gained and essential skills developed in school to my activities outside of school.

I am committed to demonstrate internal (intrinsic) motivation by becoming an increasingly independent learner.

Commitment to Policies and Attendance Requirements
I understand that I must commit to follow the MC² STEM High School policies and will accept the consequences for my own choices.

I understand and recognize that the school applies high standards to all students and the performance based and collaborative nature of the curriculum makes missing school time very difficult for learning. If I am absent, I will take full responsibility for making up missed work and staying up to date with current work. This means that I will make the appropriate arrangements to get caught up with missed work outside of specified class time.

Commitment to Progress
I am committed to work with the guidance of adults in the school to set academic and personal goals which are tailored to my individual strengths.

I will safely, respectfully, and persuasively articulate my ideas and opinions.

I will contribute to classroom, school and community decision making and problem solving through student governance.

As a student, I will create a portfolio throughout my academic career which demonstrates the evolution of my skills and knowledge.

Commitment to Partnerships
As a student, I will be an ally to all students in our community, I will not bully, tease, exclude others, or physically fight. I will speak up if I witness others being mistreated and will offer my strengths to others through tutoring and collaboration. If I have a problem with another student, together we will find a peaceful solution.

I care for shared spaces and will help keep those spaces clean even when the mess is not of my doing.
Student Expectations

The following are our core values and operating principles. These are targets by which measurement data will be consistently collected:

1. Own your own potential
2. Master your own path
3. Make a difference
4. Recognize that problems are sources for innovation
5. Accept that it is your responsibility to take on issues of sustainability

Classroom Expectations
Follow all the rules outlined in the Cleveland Metropolitan School District Student Code of Conduct book.
- Respect everyone and work towards building trust.
- Copying, cheating and plagiarism will not be tolerated.

Professional Expectations
Students have the privilege of interacting with STEM professionals on a daily basis. This is a unique opportunity and students are expected to conduct themselves in a professional manner at all times. These expectations include appropriate dress code, active participation in all activities, and behavior fitting for a professional community.

Consequences
Discipline will be handled in a documented three step procedure and then handed over to the principal. For the first offense, the student will fill out a “Plan of Action” form and outline a plan to help them from repeating the behavior that warranted the form. The student will sign the form and the parents/guardians will be contacted to inform them of the student’s plan. For the second offense, the student will fill out a “Disciplinary Action Form” on which the student will summarize the offense and then suggest an appropriate consequence for the action. Parents will be contacted and informed of the situation and the students’ proposed consequence. The teacher and parent will discuss if this is an appropriate consequence for the action. A third offense will result in parents again being contacted and a conference will be set up. The conference will be with the student, parent/guardian, teacher, and administrator. Should a fourth occurrence happen, all documentation will be turned over to the administrador for his or her review and decisions will be made regarding appropriate disciplinary actions. Any issues that may occur in the presence of a substitute teacher will result in an automatic move to the disciplinary action form.

Absences
When a student is absent it is his or her responsibility to get any make-up work that must be completed from each teacher. If a student is absent on the day of an assessment they will be required to take/perform the assessment the day they come back from their absence. Alternative assessments may need to be completed depending upon course.

Electronic Devices
All electronic devices including cell phones, ipods, mp3 players must be put away. These devices will be confiscated if heard or seen in use during the school day. On the first offense students will be able to pick the item up at the end of the day from the office, all subsequent offenses will require a parent/guardian to pick up the device. Any device that is lost or stolen is not the responsibility of MC² STEM high school.

Dress Code
MC² STEM High School Dress Code is different from the Cleveland Municipal School District dress code. See attached form for details.
# MC^2 STEM Dress Code

## MC^2 STEM High School

### K-12 School Uniforms

**What Can We Wear?**

Due to our exposure to the community and our partnerships with General Electric, Great Lakes Science Center, and NASA we follow the dress code guidelines listed below.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FEMALES</th>
<th>MALES</th>
<th>COLORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tops/Shirts</strong></td>
<td>Blouses with collars, polos with collars, oxford tops</td>
<td>Dress shirts, polo shirts, Oxford button-down shirts with collars</td>
<td>Any solid color, No insignia or logos, Approved solid colors</td>
</tr>
<tr>
<td>No hoodies</td>
<td>No hoodies</td>
<td>No hoodies</td>
<td>Dark blue/navy/black/gray/tan All solid colors</td>
</tr>
<tr>
<td>All shirts tucked in</td>
<td>All shirts tucked in</td>
<td>All shirts tucked in</td>
<td>Uniform dress</td>
</tr>
<tr>
<td><strong>Bottoms/Pants</strong></td>
<td>No jeans or sweat suits for either males or females</td>
<td>No jeans or sweat suits for either males or females</td>
<td>Any solid color, No insignias or logos</td>
</tr>
<tr>
<td><strong>Sweaters</strong></td>
<td>Cardigans, pull-overs or vests No Hoodies</td>
<td>Cardigans, pull-overs or vests No Hoodies</td>
<td>Cardigans, pull-overs or vests No Hoodies</td>
</tr>
<tr>
<td><strong>Belts</strong></td>
<td>Required for all slacks</td>
<td>Required for all slacks</td>
<td>Black, navy, light or dark brown No other colors, insignias or logos on belts</td>
</tr>
<tr>
<td><strong>Headgear</strong></td>
<td>No headgear, including but not limited to, scarves, hats, naps or wraps</td>
<td>No headgear, including but not limited to, scarves, hats, naps or wraps</td>
<td>No headgear, including but not limited to, scarves, hats, naps or wraps</td>
</tr>
</tbody>
</table>

To learn more about the uniforms, visit [www.cmsdnnet.net/216, 574-7199](http://www.cmsdnnet.net/216, 574-7199)

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"The primary goal of the Cleveland Metropolitan School District is to become a premier school district in the United States of America. Principals shall have the authority to determine proper attire for the schools, including proper attire when school uniforms are not worn - CMSD Student Code of Conduct."
The School Parent Organization (SPO) is the officially recognized parent group of the Cleveland Metropolitan School District. The primary role for parents and guardians in each SPO is to support the academic achievement of all students within that particular school. The SPO encourages and supports parent involvement in a variety of ways including basic parenting skills, volunteering, leadership, helping students learn at home, school parent communications and collaborating with the community. Every parent/custodial caregiver is a member of their respective school’s SPO by virtue of having a student at that particular school. There are no fees, membership dues or costs to members of the SPO.

2009-2010 MC²STEM High School SPO board members are:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Debra Mardenborough-White</td>
<td>(216) 323-5435</td>
<td><a href="mailto:dtrin10@yahoo.com">dtrin10@yahoo.com</a></td>
</tr>
<tr>
<td>Vice President</td>
<td>Toni Colon</td>
<td>(216) 633-2376</td>
<td><a href="mailto:tonicolon36@yahoo.com">tonicolon36@yahoo.com</a></td>
</tr>
<tr>
<td>2nd V. President</td>
<td>Tanya Hamerter</td>
<td>(216) 392-6221</td>
<td><a href="mailto:thameter2000@yahoo.com">thameter2000@yahoo.com</a></td>
</tr>
<tr>
<td>Secretary</td>
<td>Karen Lip nichan</td>
<td>(234) 380-1428</td>
<td>k_lip <a href="mailto:nichan@mc2stemhs.net">nichan@mc2stemhs.net</a></td>
</tr>
</tbody>
</table>

SPO General Goal:
Empower, assist and strengthen our students and parents so that we all can excel in our academic and personal lives.

2010 – 2011 SPO Goals:
• Welcome at least two 9th grade parents to the SPO Board
• Host monthly meetings on the 3rd Thursday of each month at GLSC from 6:00 – 8:00pm unless otherwise noted
• Potentially raise funds for a school-wide educational trip during a school break
• Continue resource closet clothing drive
• Accept suggestions for potential events
Core Operating Principles

Own your own potential
Students will be responsible for ensuring that their efforts and goals maximize their unique skills and dispositions
• Measurement standard: engagement

Master your own path
Students will hold themselves accountable for matriculation towards their career ambition
• Measurement standard: core literacy skills, digital portfolio (learning plan and evidence of performance)

Make a difference
• Measurement standard: exhibitions of research, growth, and development
• Measurement standard: sustainability and personal action

Recognize that problems are potential for improvement
• Measurement standard: persistence
• Measurement standard: design, inquiry, invention, and teamwork

Accept that it is your responsibility to take on issues of sustainability
• Measurement standard: examination of sustainability and global impact
• Measurement standard: social action

www.mc2stemhs.com/
www.cmsdnet.net/