

A publication of Ottawa Hills Local Schools for alumni, families, and Villagers

AROUND these HILLS

SPRING 2021



The artistry of STEAM

Courses, programs add
creative depth



Inside this issue:

3 student teachers share classroom insights

Diversity, equity, and inclusion take center stage

Hafemann, Dever announce retirements

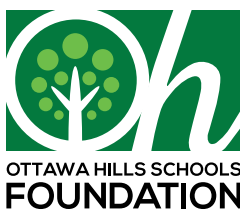


Photos courtesy of Kristin Johnson

Molding New Realities

Whether learning in person or remotely, students now have more opportunities to model clay and create art. They are the beneficiaries of 13 new mini pottery wheels purchased for the Junior/Senior High School art program with a grant from the Ottawa Hills Schools Foundation's Annual Impact Fund.

Now that's hands-on learning.



ohschoolsfoundation.org

insidespring2021



5

INITIATIVES TRANSFORMING DISTRICT OPERATIONS

From a curriculum review to changes in how the Board of Education governs, the district has started several initiatives on the topics of diversity, equity, and inclusion.

6

RATING RECOGNIZES YEARS OF FINANCIAL GOVERNANCE

Years of stewardship and financial discipline paid off for Ottawa Hills as the district received a near-perfect credit rating from Moody's in preparation for a bond sale.

11

YOUNG TEACHERS TAKE FIRST STEPS IN OH CLASSES

The district's three current student teachers talk about selecting their careers, lessons learned so far from the classroom, and adapting to COVID-19.

DEPARTMENTS

District Letter	4
Campus News	5
Art Gallery	7
Sports	10
Foundation News	18
Alumni News	19
Calendar	20

AN AWARD-WINNING DISTRICT



Learn more about our awards at ohschools.org/honors

ABOUT THIS PUBLICATION:

Around These Hills celebrates the students, faculty, and alumni of Ottawa Hills Local Schools, and the donors making possible many of their achievements. It is published four times a year by the district's Office of Communications in partnership with the Ottawa Hills Schools Foundation. It is mailed to all homes and businesses in the Village, alumni, and donors to the Ottawa Hills Schools Foundation.

WE WANT TO HEAR FROM YOU:

Around These Hills welcomes letters from readers at info@ohschools.org.

ADDRESS CHANGE REQUESTS:

Around These Hills, 3600 Indian Rd., Ottawa Hills, OH 43006

On the cover

The district is fortunate to have three talented and passionate art teachers. We spoke to them about today's art education, future trends, and being the 'A' in the STEAM curriculum at the Junior/Senior High School. See Page 14

LOOKING AHEAD: SUMMER 2021

Our next issue will take a look at the Class of 2021 and their plans for the future after Commencement.



Defined by excellence. Supported by tradition.

BOARD OF EDUCATION: Rob Gnepper (president), Maara Fink (vice president), Corey Hupp, Kate Pixler, Adam Smidi

MISSION: In partnership with our community, Ottawa Hills Local Schools will challenge and inspire each student to realize his or her unique potential; to embrace learning as a lifelong process; and to become an active, responsible citizen.

CONTACT: Ottawa Hills Local Schools
3600 Indian Rd., Ottawa Hills, OH 43606
ohschools.org | 419-536-6371

EDITOR: Kevin Merrill



EXECUTIVE BOARD: George Lathrop (president); Dee Talmage (secretary); Scott Estes (treasurer)

TRUSTEES: Jackie (Hylant) Berenzweig ('93), R. L. Berry ('76), Dr. Adam Fineske, Maara Fink, Rob Gnepper ('91), Jennifer Griffin, Austin Irving ('02), Mike McCullough ('93), Ben McMurray, Phillip Mintun, Judd Silverman ('74), Mark Wagoner ('90), Andrew Westmeyer ('87)

MISSION: The mission of the Ottawa Hills Schools Foundation is to permanently enhance and extend the unique experience of excellence that defines Ottawa Hills Local Schools.

CONTACT: Ottawa Hills Schools Foundation
3600 Indian Rd., Ottawa Hills, OH 43606
ohschoolsfoundation.org | 419-214-4838



DISTRICT LETTER

A 'shot' out to a wonderful team

What do you remember about early March 2020? I remember sharing the excitement generated by our students' recent successes in music and theater.

And there were many to celebrate: the Symphonic Band's trip to Toronto, the Choraliers' Carnegie Hall appearance, and students in grades 4-8 singing and acting their way through "Aladdin Jr."

And then everything stopped. Literally.

On Thursday, March 12, I sent an email to 2,000-plus parents and guardians announcing that in-person school was ending temporarily under a state mandate (Ohio's first COVID-19 case was reported three days earlier). It would be 165 days until our students and teachers returned to in-person instruction.

As we mark the one-year anniversary of those disruptive events, I am thinking more about our pre-coronavirus world. Its arrival forced the district (and every family) to transform in ways small and large. We are all stronger and more resilient ... but also more apprehensive and uncertain.

Our resilience and strength are growing more evident, such as when we reopened for in-person



instruction Aug. 24; pulled together through two weeks of remote-only instruction in early December; and forged ahead with our Jan. 11 in-person reopening to start 2021.

But no action has made a bolder statement about our hope and determination as

a community and district than when more than 150 teachers and staff received their first of two vaccine shots in mid-February. They were jubilant volunteers; perhaps pioneers is a more apt description.

Their courage is a fitting coda to 12 months of sorrow and disruption. Their actions remind us that lessons—in this case, about humanity and sacrifice—can be taught outside the classroom, too. We thank them for caring enough about our students and each other to participate in this great national journey.

Superintendent Dr. Adam Fineske
afineske@ohschools.org

AdamFineske fineskeadam



A family affair: Paul (Junior High science) and Lianne (5th Grade) Genzman receive their first COVID-19 vaccine shots.



PROMOTING CHANGE

Initiatives transform our district

FROM A REVIEW OF THE CURRICULUM

to changes in how the Board of Education governs, Ottawa Hills Local Schools has started several initiatives on the topics of diversity, equity, and inclusion.

“Whether you are a student, teacher, or school system, it’s important to always seek new ways of improving,” said Superintendent Dr. Adam Fineske. “These initiatives represent a district and community effort to do just that.” Here are the projects and programs under way:

PERSONAL DEVELOPMENT: The district purchased an online course in 2020 titled “Racial Equity and Education: Informing Ourselves, Transforming our Schools.” Developed by the Equity Literacy Institute, the voluntary course was made available to every teacher and staff member.

More than 40 had completed the 10-chapter course as of late February. The course includes videos, reading materials,

SUMMARY OF INITIATIVES

- 10-chapter voluntary online course for faculty and staff
- OH STAND involvement in diversity programming
- New Board of Education governance committee
- Professional Development Day focus on diversity themes
- OH STAND, district leadership working on diversity statement

opportunities to process the content through written journal entries, and opportunities to start or join discussion boards.

STUDENT INVOLVEMENT: The new student group OH STAND hosted a virtual book discussion in January of *I’m Still Here: Black Dignity in a World Made for Whiteness*. The 2018 book by Ohio native Austin Channing Brown explores race in America and her growing up black, Christian, and

female in middle-class white America. OH STAND formed in 2020 with the goal of dismantling racism through education at the Junior/Senior High School, and is also playing a role in the Home to Home program with Scott High School.

EXPANDING GOVERNANCE: In mid-February, the Board of Education created a new superintendent committee titled “Diversity, Equity, and Inclusion.” And in a first for the district, the committee will include non-board members. The district sought applications in late February and plans to place two parents on the committee to expand the experiences and voices offering guidance and direction.

The new committee and others like it advise Dr. Fineske in operating the district. Other superintendent committees are Finance and Audit, Personnel, Curriculum, Buildings & Grounds, Policy/Legislation, and Community Relations.

PROFESSIONAL DEVELOPMENT: Also in mid-February, issues of racial equity were the focus of teachers’ Professional Development Day activities. During the events, the founders and other members of OH STAND hosted a training titled “Racism in the Student Experience.”

The presentation highlighted anonymous personal narratives from Ottawa Hills students who have experienced a racially charged experience (positive, negative, or questionable). At that same session, the students shared the spotlight with Village community group This is OH. The groups’ presentations focused on the work that is and can be done to prioritize racial equity within the school community.

MAKING A STATEMENT: OH STAND is working with administrators to draft a district diversity, equity, and inclusion statement.

Aa1 RATINGS

Stewardship pays off for district

OTTAWA HILLS LOCAL SCHOOLS AND

its upcoming debt sale received initial Aa1 ratings from credit agency Moody's Investors Service. The ratings are the second-highest possible from Moody's.

Moody's reviewed the district's finances as it prepares to sell \$8.5 million in bonds for several construction projects at the Junior/Senior High School. Voters approved the sale of those bonds at the election on Nov. 3, 2020. The high rating allows Ottawa Hills to lower its borrowing costs. Currently, the district has no debt and therefore no pre-existing credit rating.

"We are extremely happy with the Moody's rating as it validates not only our internal controls and processes, but the ongoing financial trust and support from our community," said Brad Browne, the district's treasurer and chief financial officer. "This is great news for our bond project and the students and teachers at the Junior/Senior High School."

Design and other planning related to those projects is already under way; construction is expected to start once students and teachers leave for summer break at the end of May.

According to Moody's, the Aa1 issuer rating reflects the district's credit quality and ability to repay debt and debt-like obligations. The rating incorporates very strong resident incomes, strong financial reserves, and growing enrollment trends with good prospects for sustained demand given the district's consistently strong academic performance.

In 2020, the district received the "Auditor of State Award," which is given to less than 8 percent of the approximate 5,900 entities across Ohio that spend taxpayer money.

Winter Fest delivers outdoor fun



COVID-19 HAS TAKEN AWAY OR ALTERED

many OH traditions. But it also may have spawned a new one: Winter Fest. Conceived by students, teachers, and administrators, the Saturday evening event in January was filled with Midwest staples such as donuts, bonfires, and ice skating. Thank you to the Ottawa Hills Schools Foundation for its support of this event and to the many parent volunteers who gave donations and their time. The purpose was to provide Junior/Senior High School students a safe outdoor space to hang out, eat, and laugh.





ART GALLERY

The annual Elementary School Art Fair went virtual this year, as hundreds of pieces of student art were displayed in hallways and digital galleries. Thanks to the parent volunteers who helped to keep this tradition alive. Here are two of the many excellent works.

FAR LEFT: Daniel Kang (3): A marker rendition of a Keith Haring abstract. **LEFT:** Aurora Puskala (6): A chalk pastel rendition of a flower by Georgia O'Keeffe

NEWS BRIEFS

Board appoints Adam Smidi



The Board of Education has unanimously selected Villager Adam Smidi to fill its open position. He is serving through Dec. 31, 2021. "My work and life are all about serving others," he said. "I love to

see people coming together for important causes that result in better lives." He and wife Rana, a local pharmacist, moved to the Village in June and have two children attending the Elementary School and a pre-K child at home. He fills the vacancy created by the resignation of Lisa Brown.

Students achieve honors

Second-grader **Bismann Singh** earned the "Distinguished Speaker Award" for his age group (ages 6-8) at the Sikh Youth Symposium, a speech and discussion competition with participants from across North America. The award came for his performance at the International level.

Juniors **Bazil Frueh** and **Natalie Timmerman** earned regional high marks at the Scholastic Writing Awards. Bazil earned a Silver Key and Natalie earned four Gold Keys.

Senior **Ishan Khare** was named one of 251 Regional Finalists nationwide in the 2021 Coca-Cola Scholars Program. More than 99,000 students applied from which 1,609 were named Semifinalists.

Senior **Ella Langenderfer**, who won this year's Ohio Turnpike's "#W82TEXT High School Video Contest," awarded her \$500 winner's check to the district's instrumental music program.



New teacher contract OK'd

The Board of Education has approved a new three-year contract with the Ottawa Hills Education Association. The contract runs through Dec. 31, 2023. Among the changes: the addition of a work day for professional development. The ratification votes were unanimous by both the teachers' union and the board.

Abbott earns educator award

English teacher Sam Abbott received an "Outstanding Educator Award" from the Alliance for Young Artists & Writers, which organizes the national Scholastic Art & Writing Awards. Mr. Abbott was one of three teachers from northeast Indiana and northwest Ohio selected in the Writing Category.



Superintendent Fineske receives contract extension

The Board of Education unanimously extended the contract of Superintendent Dr. Adam Fineske for five additional years. His employment now lasts through July 31, 2027.

"Dr. Fineske has provided remarkable leadership during these most challenging times," said Rob Gnepper, president of the Board of Education. "He has led our efforts to keep schools open, to pass two voter levies, and secure multi-year contracts collaboratively with our unions. Our future remains bright with him at the helm."

"I am truly humbled, honored, and thankful to the Board for this decision," said Dr. Fineske.



Green Bear kindness benefits local charities

- Officers of the Class of 2024 organized a holiday mitten and sock drive for residents of Family House of Toledo.
- The Junior/Senior High School Student Council raised \$235 through a holiday food drive to support local food banks.
- The Choraliers raised about \$1,450 over the Valentine's Day holiday for the American Cancer Society. They sang outside at 11 stops and provided small, private concerts to individuals, families, and businesses.
- The girls' basketball teams raised \$3,433 for the Seagate Food Bank, including a generous \$1,000 donation from Lambie's Legacy, as part of its annual "Hoops for the Cause" event. In addition, team members collected pajamas, socks, slippers, blankets, and stuffed animals.
- Parent-support group OH21 and the Jr./Sr. High Challenge Crew organized a successful winter coat drive for the Cherry Street Mission. The drive produced 114 pounds of donated material.



CHRISTINE DEVER

Elementary School
5th Grade

"I try to foster this love of writing in my students and encourage them to keep a journal that will then become a permanent record of their lives."

CAREER SUMMARY

Mrs. Dever grew up in Chicago and Philadelphia; family reasons brought her to Toledo in 1980, where she has spent her entire teaching career. She earned a bachelor's degree in 1981 from the University of Toledo and later a master's degree from UT in 1991. In 1982, she began teaching junior high (grades 6-8) at St. Catherine of Siena in Toledo, where she also served one year as principal. She then taught junior high English at St. Joseph Catholic Parish in Maumee for a year. As she started her family, she switched to teaching writing and children's literature night courses at Monroe County Community College for two years. She joined Ottawa Hills in 1993, and has taught 6th Grade (seven years), 2nd Grade (16 years), and 5th Grade (five years).

WHY DID YOU BECOME A TEACHER? WHAT WAS YOUR MOTIVATION?

I always wanted to be a teacher and a performer. When I was a little girl, I would play school and make up jingles and songs to help myself study for tests. I have been thrilled to be able to blend my excitement for teaching and acting into my daily classroom lessons. I use different accents, characters, costumes, and songs when I'm teaching to instill a love of learning in my students.

My passion is teaching writing. I tell my students that writing is a powerful form of communication that transcends time and space. Even though I lost my mom to cancer when I was 20, I can hear her voice and feel her love in the letters she wrote to me throughout my life. I try to foster this love of writing in my students and encourage them to keep a journal that will then become a permanent record of their lives.

BIGGEST DIFFERENCES BETWEEN THEN AND NOW?

I started teaching in 1982 with a chalkboard, some overheads, and a slide projector. Having to learn and incorporate all the new technological advances in teaching tools and apps has really helped keep my mind young and active. It's also been a blessing to my students, because they can access so much

information and revise and edit their writing without using "correction tape" like I had to do. However, I still love to see students collaborating face-to-face on a project in the classroom. Machines can never replace the importance of human interaction.

FAVORITE MEMORIES?

I have so many amazing memories from my 28 years at the Elementary School! Most of all, I just simply loved teaching and being with my students: telling them stories about the crazy things that have happened in my life, helping them edit and revise their writing, and watching them act out skits using my cupboard full of costumes. I will also treasure the supportive parents, teachers, administrators, and school board members who have made OH the best place I could have ever dreamed of spending my teaching career.

RETIREMENT PLANS?

When the world is safe, I want to travel again. My husband Tim and I love New York and especially Paris. We're looking forward to visiting our older son Jack, and his wife Julia, in Washington, D.C., and our younger son Tom, and his wife Megan, in Los Angeles. Luckily, we love both coasts from Atlantic to Pacific. Seeing our family again will be terrific!



MARY KATE HAFEMANN

Chemistry
High School

"Students from 20 years ago leaned toward a mindset that they were smart or not smart. Today, we view every student as having potential for greatness."

CAREER SUMMARY

Mrs. Hafemann graduated with a bachelor of science degree in 1981 from Bowling Green State University (BGSU). During summers in college, she worked for companies conducting titrations and lab testing. From 1981-1986, she taught science at Byrnedale Junior High and then at Bowsher High School (Toledo Public Schools). After a few years off to have and raise a family, she taught science courses for 10 years at Cardinal Stritch (and along the way, earned a master of arts degree in teaching physics from BGSU). She started teaching chemistry (including Honors Chemistry and AP Chemistry) at Ottawa Hills High School in 2005.

WHY DID YOU BECOME A TEACHER?

I started college wanting to be a doctor, but soon realized I didn't want to attend college for eight or more years straight, nor did I have the money. I was wondering what to major in my freshman year of college and my dad simply said, 'You should be a teacher.' From the time I was a little, I would make my brothers and sisters play school. I suppose I have talents and personality that shaped me toward becoming a teacher. My dad saw it in me and I think he was right.

WHAT WAS YOUR MOTIVATION?

I didn't become a teacher to make money. I would have gone into industry for that. My first-year teaching salary was \$18,000. I became a teacher to share my love of science with young people, to inspire them to love science, and to help them be well prepared for college. Teaching is a job where you give of yourself every day from the heart, and that's what I wanted to do. After 31 years, I still love what I do.

BIGGEST DIFFERENCES BETWEEN THEN AND NOW?

Technology has obviously changed tremendously, but there has also been a change in the students. Students from 20 years ago leaned toward a mindset that they were smart or not smart. Today, we view every student as having potential for greatness. They are all capable of being so smart, being the best. We just need to shape and mold them, to challenge them and bring out their best.

FAVORITE MEMORIES?

No snow days! (Well, very few at least). Teaching Daniel Liu ('19) and other amazing students, leading workshops at Ohio State and BGSU, watching students blow up hydrogen gas and really get into chemistry, and mostly, being part of an amazing and talented staff.

RETIREMENT PLANS?

Ray (her husband) and I would like to be close to our grandkids, so maybe a move to Reno, Nev., is in our future.

BEAR NECESSITIES

TOP: Lightweight long-sleeve shirt from Anvil. \$30 (S-M-L). BOTTOM: Fancy bucket hat from Ethos; OH logo added by Pretty Bands by Marla. \$30.



Whatever the season, you don't need a reason to support OH athletics. Shopping at The Bear Cave is the best way to share Green Bear pride and support our sports teams and athletes. (The Cave is inside the Junior/Senior High School by the flagpole entrance.)

Dance Team advances to states: The Dance Team earned A's from both judges on its new Hip Hop routine and qualified for Ohio's 29th Annual Cheer & Dance State Championships in March.

OH Boosters raise \$11K-plus: The OH Boosters generated more than \$11,000 in support of Green Bear athletes and teams. The parent support group raised \$8,140 in December from its "Beary Merry Hauliday Giveaway" raffle. Its "Super Bowl Square" fundraiser brought in \$3,675 (and paid out \$2,000 to lucky winners).

Jackets honor state appearances: The OH Boosters purchased state jackets to honor the girls' tennis, boys' soccer, and girls' cross-country teams for advancing to state-level competition. (The soccer and tennis squads advanced to the Final Four of their respective sports.) Also included in the recognition: Riley Nixon (9), who advanced as an individual to States as a cross-country athlete.



Stadium features one-of-a-kind turf

A new turf and track are coming to Niedermeier Stadium this summer. And the turf will be one of a kind. It's the first installed nationally in the "Kelly Green" color by Maumee Bay Turf, a local company with national clients, including NFL teams. Both the turf and track have survived years past their life expectancies. Originally envisioned as a one-sport surface, the turf's popularity grew to be the location of choice for games and practices of OH soccer, lacrosse, football, track and field, and field hockey programs. The turf also is used by youth soccer, football programs, and the baseball and softball teams. Thank you to the Ottawa Hills Schools Foundation, Ottawa Hills Schools Parent Association, and OH Boosters for funding for this one-of-a-kind upgrade and explosion of color.



ABOVE: Relay team members Zoe McCarthy (9), Sophia Stone (12), Liz Lathrop (10), and Annika Padhye (10).
LEFT: Emme DeMilt (9) on the balance beam.

NEW KIDS ON THE BLOCK

Congratulations to athletes on two "new" OH sports: the **swimming team** (moved up from club to varsity) and **gymnastics** (which began its first year as a team club sport; several individuals have competed in past years). The co-ed swim team was led by the girls' 200M medley squad, which set an OH record at Districts. The gymnastics team placed 14th out of 22 teams at Districts; Emme DeMilt (9) received an All District Award for placing in the top 10 on the balance beam.



Real-World Lessons

Three student teachers share classroom insights

PROFILE

SH

Shantel Hunt

Age: 25

Major/institution: Master of arts in teaching at Western Governors University (undergraduate degree from Bowling Green State University)



Why are you interested in becoming a teacher? Did you have role models?

I enjoy not only working with children but teaching them as well. I want to be a part of their learning and help shape them into remarkable individuals. I hope that when I leave this experience, the children are able to say that I served an important role in their lives by being there and helping them in their academics. I want to be remembered for being not only a teacher, but a role model as well.

Why have you chosen your particular subject matter and grade level?

I chose elementary education (K-5 licensure) because it is such a fun and innocent age group. I feel I can have fun at their level and make endless memories with them.

How has COVID-19 changed your approach to student teaching? Are there any positives from doing student teaching during a global pandemic(!)?

COVID-19 has allowed me to work technology a little better. Before coming back to in-person, I was able to learn how to work with Google Classroom, which is a good skill to have in case teaching ever goes back to virtual. COVID-19 allowed me to be flexible with teaching and made me appreciate my students' presence even more.

What is one thing they definitely didn't teach you in college that you've learned so far in "the real world?"

How fast everything moves! In my classroom, there's never a time to sit down. We jump from one subject to another and then the next. Luckily, the kids can keep up. I am still getting used to that part.



MAKING MEMORIES: "I want to be remembered for being not only a teacher, but a role model as well."

PROFILE

GS

Gracie Storm

Age: 22



Major/institution:
Early childhood education at
the University of Toledo



**Why are you interested in becoming a teacher?
Did you have role models?**

I have always loved learning. When I was in elementary school, I looked forward to school each day and was always so excited to come home and talk about my day and what I had learned. My 4th Grade teacher made a huge impact on my decision to become a teacher. She went above and beyond both inside and outside of the classroom. She gave me and others the opportunity to come to class early to review material and ask questions. She always went the extra mile to lend a helping hand. She knew how to make every one of her students feel special every day. She has inspired me to take on the role as an educator. I want to be that teacher who is there for my students. I want to be able to help them grow to the best of their abilities. I've always loved learning and I want to help children find their passion for learning whether it be about dinosaurs, the solar system, or whatever it may be.

Why have you chosen your particular subject matter and grade level?

The elementary years are so special. This opportunity to build a strong foundation helps children as they continue to learn and grow. Elementary school is such a fun period of life and I just love being a part of it.

How has COVID-19 changed your approach to student teaching? Are there any positives from doing student teaching during a global pandemic(!)?

Social distancing has forced more whole-group instruction to happen and less small-group and partner work. Although not ideal, it has taught me how to adapt lessons to best meet the needs of my students. One positive is being able to learn along with my cooperating teachers. These are unprecedented times for everyone. We are all learning how to navigate them together. Being able to problem-solve, work with remote students, and learn new skills to best meet the needs of students has been the most important things during the global pandemic.

What is one thing they definitely didn't teach you in college that you've learned so far in "the real world?"

How to quickly work on my feet. You can write an elaborate lesson plan and have all the details ready to go, but you cannot predict the future of what that day may entail. Students may pick up on the information more quickly and be ready to move on or dive deeper into a topic. Sometimes, students may not get it and you have to take extra time to review. Knowing when something is working or not and being able to identify "What is my next course of action?" has been the biggest lesson learned so far.

INSPIRING PASSION: "I've always loved learning and I want to help children find their passion for learning."

Why are you interested in becoming a teacher? Did you have role models?

I have a passion for helping kids and pushing them to find their dreams. As a younger student, I was smaller than most and also had ADHD and dyslexia. But when I was in 7th Grade at McCord Junior High, I had Mrs. Leslie Gill for mathematics. She was an amazing innovative teacher and saw my passion for math. She allowed me to help teach her class and practically take on a student teaching role. From then on, I knew I wanted to be a teacher. My other role models are my parents who have been educators for more than 35 years in Sylvania Schools. I guess you could say I inherited the teaching gene. The opportunities and experiences I learned from them and my other role models affected my dream of becoming a teacher.

Why have you chosen your particular subject matter and grade level?

I chose these subjects because my mother gave me the “math brain,” so it has come easily ever since I was a kid. My father taught history for many years and that’s where I gained my interest in social studies. Numerous teachers influenced me, too, in choosing these subjects because of how much fun they made learning those subjects.

I chose this grade level because my junior high life was awful, from bullying because of my size to my struggles with ADHD and dyslexia. I knew I could connect with every kid because I went through the worst experiences. I know how to help others learn from my experiences and become better prepared for the future. People don’t realize how important a teacher is until you are older and reflect. If I can impact these kids and show them they can do anything, I will have completed my job as a teacher.



PROFILE



MH

Michael Hildebrandt

Age: 21



Major/institution:
Middle childhood education
(concentrations in math and social
studies) at the University of Toledo



How has COVID-19 changed your approach to student teaching? Are there any positives from doing student teaching during a global pandemic?

I did not expect to be student teaching with a mask. Because of COVID-19, I feel prepared for anything. It’s helped me build the confidence to implement technology in the classroom, accommodate virtual learners, and create assignments with multiple differentiation that target specific tasks to work to each kid’s strengths. Even if we cannot do collaboration work in tight groups, there are ways around it.

What is one thing they definitely didn’t teach you in college that you’ve learned so far in “the real world”?

I have learned that in the real world, no matter how prepared you are and how in-depth your planning is, something will happen that changes everything. We were always told you have to be ready for anything and I never believed that until I got in the “real world” and I was put into multiple situations that made me throw out the playbook.

FAMILY BUSINESS: “I guess you could say I inherited the teaching gene.”

Inspiring Creativity

Exploring evolution in the district's art programs

The art journey for Ottawa Hills students begins from the earliest days in kindergarten and for many continues another 18 years. The journey includes field trips, art shows, and artist talks—all supported by parents, alumni, and the community.

Throughout the elementary grades (K-6), students discover and experiment with different media and learn about artists and historical periods. Often, their individual artworks are linked to topics being explored in other classrooms, such as science and history. Special events such as the annual Elementary School Art Fair bring even greater emphasis and attention to the subject of art.

At the Junior High (grades 7-8), students' exploration of art becomes more complex and introspective. The projects are often complemented with personal essays and artist talks in front of peers. In essence, students begin evolving from artists who create to artists who create and explain.

By the time students reach the Senior High (grades 9-12), course offerings begin to resemble a college curriculum. Courses range from Digital Photography and Ceramics to Stained Glass and Drawing and Painting. In addition, content deepens through a more demanding curriculum in Advanced Placement and Honors courses.

Many projects produced in those courses debut at the smART Show, an annual celebration of art (and music) now in its 15th year. (The show, after being canceled last year, will be smaller in 2021 due to COVID-19 restrictions; more details on dates, times, and exhibits will be released later this spring.) Lastly, students considering art as a college major receive assistance in curating a portfolio that reflects their skills and interests.

For the student inspired by art not only as a subject but as a vocation, it's possible to have an art class for 13 straight years in the district.

In recent years, the creative and practical applications of the discipline have given it entry into the fraternity of disciplines known by the acronym STEM (Science, Technology, Engineering, and Math). Those fields were first grouped together in 2001 by the U.S. National Science Foundation. And the subject of art isn't limited to traditional definitions encompassing painting and drawing, but includes expressive arts as well, including music, dance, and theater.

In fact, the integrated STEAM curriculum at the Junior/Senior High School is the driving force behind the building's many classroom upgrades and expansions. The building's smaller size has always required these five disciplines to share resources and ideas. Now, those informal relationships are being formally integrated as part of the synergy coming to The Foundry. (The Foundry is the new name for what was previously known as the "Learning Commons.") Its purpose is to centrally locate and enhance the myriad academic and social-emotional support systems in place for students in grades 7-12.

To better understand STEAM and where art education is headed, we met virtually with the district's three art teachers: Cindy Bodziak, Hannah Lehmann, and Kristin Johnson. We discussed a range of topics, from innovations taking place in their classrooms to the accommodations being made because of COVID-19. Here is an edited transcript of that discussion.

Meet our panelists:

Cindy Bodziak

joined the district in 1986 and teaches K-6 art (although this year, kindergarten instruction is being coordinated by kindergarten teacher Wendi Danzeisen). She has 38 years of teaching experience; she earned a bachelor of arts degree in art, English, and education from Siena Heights College and a master's degree in education from the University of Toledo.



Hannah Lehmann

joined the district in 2005 and teaches Junior High art (grades 7-8) as well as many elective courses for students in grades 9-12. She has a master of arts in education degree from the University of Toledo; a bachelor of fine arts degree from the University of Toledo; and a bachelor of arts degree in biology and art history from Earlham College.



Kristin Johnson

joined the district in 2000 and teaches High School art (grades 9-12), including many elective courses. She has a master of arts in education degree from the University of Toledo and bachelor's degrees in arts education and fine arts from Bowling Green State University.



Q. What are the trends you see in art education and how are they transforming your classrooms?

Hannah Lehmann: There's a collective interest in inclusivity and diversity in the artists, art forms, and cultures that we teach. Along with all educators, we're mindful about bringing new voices from different backgrounds to the front of the classroom. I'm also seeing a movement toward choice-based learning, which gives our students the opportunity to make independent decisions informed by their learning. These opportunities allow students to create work that is relevant to their interests.

Cindy Bodziak: What I see is a big shift to historical understanding—not just a different variety of artists but artists from hundreds of years ago. At the elementary level, it used to be all about producing art and creative expression. Now, we're focusing more on the art or the artist from the past—on the Renaissance, Egyptian art, classical Greek and Roman art—and finding connections between past and present. We're including artists and civilizations from all over the world and from multiple time periods. The art curriculum I created for Ottawa Hills has always stressed classical art, so we're ahead of the trend.

Kristin Johnson: When I first started teaching, it was all about production. You would talk a little bit about an artist for a project here or there. But it was more about the product, process, and building skills. I 100 percent agree with what Cindy and Hannah said in terms of learning more about art, learning more about artists, learning more about history, and learning more about diverse kinds of art from diverse kinds of people.

But I also think there's a shift in art to make it relatable to real life. How does art follow you after high school? How do people live and exist in the arts? And why is what you are doing in the art classroom important to you and your life beyond the classroom?

Q. Regarding these trends, do they reflect culture and society percolating down to your profession or has it been the profession itself that has brought these issues to the surface and integrated them into the classroom?

Mrs. Johnson: Both. A lot of the standards in the visual arts curriculum incorporate those things. But I also think some of those shifts occur because of

what people want and need as well as how societal views change over time.

Mrs. Bodziak: I think the standards are higher, too. People expect more. There's more assessment now. I've always done assessment, but I think the expectations from parents are greater. I think it's great because it elevates us. So, it's not just they're painting today or making clay today. It's an actual subject. It's on a parallel with math and science. We're trying to make it more equitable with those other content areas.

Q. Hasn't it always been part of a central element of a well-rounded K-12 education?

Mrs. Bodziak: At Ottawa Hills, yes, because the art teachers and community insist upon it.

Ms. Lehmann: The arts are absolutely essential to teaching the creative process. Creative thinking and creative problem-solving are prerequisites for success. Sure, some of that skill-based learning can be replicated in other subject areas, but I truly believe that the arts remain the single, most important discipline for cultivating creativity in our children.

Mrs. Johnson: Arts are still often the first thing to be cut. So part of these standards in the visual arts that came about 10 years ago were to help validate and say, 'Hey, look, this is a real subject that everyone should appreciate and it's teaching kids so much more than what you might think or know.' We have standards that we follow just like math or science. It's something that's meant to help keep the arts included and viable so that they are not cut first or second or ever.

Ms. Lehmann: The arts is also a highly collaborative discipline that doesn't exist in an isolated bubble. It is simply impossible to separate the arts from the student experience when so much of what we do in art class helps kids understand their other subjects better.

Mrs. Johnson: In ceramics, it's all chemistry. It's all chemical reactions and how it comes together. So when we are talking about glazes, I make sure to say that to the kids. And talk about when things get to a certain appropriate temperature, it's really about the mixture of the chemicals that determines the outcome. So it's supporting other core curriculum and showing kids how it's applicable in other areas, how there is overlap.

Mrs. Bodziak: There's a lot of cross-curricular activity, particularly at the elementary level. I create lessons on fossils and endangered animals with the 2nd Grade. We do weather and climate with the 1st Grade. So we mesh beautifully with what they are doing in the classroom—cooperating, problem-solving, organizing our lessons together as much as we can.

And at this time, the arts are also therapeutic. For my kids, this is a release for them. For them to come to art, they get to paint or express themselves, that is huge. This pandemic is messing with their heads and they just need a release. Art class is valuable time for our kids right now.

Ms. Lehmann: Learning to be okay with not being great at everything is so important in the art room. My classroom is all about having a safe space to



Cindy Bodziak

Inspiring Creativity

experiment with new techniques and reworking your ideas until you're happy with the results. And I've seen how important this process can be for my students' creative growth.

Mrs. Johnson: We also make use of Multi-Tiered Systems of Support, which is being deployed across the district. We practice things so kids can make better guesses and learn the process before investing themselves in something big. The importance of that is in the actual self-discovery, putting together something you feel comfortable with and good at and that is going to be your best work. So I feel it's also important that they try and they fail and they learn how to fix. And learn how to grow from all of that.

Q. What are some of the impacts of technology in the classroom?

Ms. Lehmann: Students love technology and it's an essential component of many of my classes, but especially Graphic Design I and II. I am forever in awe that we have the entire Adobe suite at our fingertips. It's a tremendous resource and we're able to do so much more than many other high schools in this region because teachers and students have access to these design apps.

Another example of amazing technology is our Wacom tablets, purchased by the Ottawa Hills Schools Parent Association. It's a tablet that replicates the sensation of drawing with a real pen. OH students are using the same tools and technology that professionals in the field use and they're so excited about it. Kids love technology and having access to all these resources, but there's still a place for making things by hand and the students appreciate having a balance of learning opportunities through traditional methods and innovative technologies.

Mrs. Johnson: The new Makerspace tools are exactly that. They are things we can use to just expand our opportunities in terms of what we can do with kids.

In my Ceramics class, instead of having them create a texture with a wooden tool or something like that, I had them design something in Photoshop and then we etched or engraved that pattern into MDF, which is kind of a wood substance. Then they can roll their clay slabs into that negative relief and it can pick up that pattern. And then those slabs of clay with the pattern on it can be formed into a mug or a box or something they designed. It's another tool to help us try something in a different way that we weren't able to before.

In my Jewelry class, we talk about



becoming a production jeweler. So I had kids look at different kinds of production. We studied how those jewelers sell and market their works. They had to come up with a design in Photoshop and then we converted the files so they could be cut out into wood or acrylic on the laser cutter. Then they designed a card on which it was going to hang as if it was going to be sold in a store. So it was the whole package: the research, the design development, using technology to create the design, and then using it to sell or market it later on.

In the past in that class, we would have only done traditional metalsmithing like sawing, forming, texturing, and joining metal. But now with the laser cutter, we have a lot more materials we can use in different ways that might be more valuable to kids. If they are not going into metalsmithing as an artist, maybe they could have a side job making earrings and selling them on Etsy because now they know part of that process.

Mrs. Bodziak: Our elementary kids go to computer class every week, so art is usually a time to unplug. But there are times when our content overlaps. Our art theme one year was Picasso and I talked about cubism. So students went to computer class and designed a self-portrait of themselves in cubist style. And when our building received a 3D printer, my 5th graders all designed a stamp. They sketched it out on their Chromebooks and then we sent them off to the 3D printer. They each made a little stamp they could use on their clay project. It was a great practical connection between art and technology.

Q. What is the role of parent volunteers and community outreach in our art programs?

Mrs. Bodziak: Pre-pandemic, I had parents in my room every week. They come in and help display art and work with the kids. They help when we do sewing with kindergarteners. We have about 30 parents who come in each month and help take photos of student art work for Artsonia, the online art gallery. Parents love it. It's fabulous. For the Art Fair, we always have an abundance of

parents willing to come in and sacrifice their time and talent. We also have guest artists who live in the community who come and share their talents with the elementary students, perhaps teaching homemade book-binding or painting acrylics on canvas.

That level of involvement is not typical. We are blessed to have these parents give their time. We are very lucky to have the volunteers in our classrooms helping us as much as they do.

Mrs. Johnson: There just aren't parent volunteers at the Junior/Senior High School. It's a different environment. But the way we do incorporate community involvement is by having alumni come in and talk about work they do in the creative fields. And then we have village residents like Todd Kime who always helps out with the smART Show by doing a sculptural addition on the front lawn that kind of announces the show to people.

Ms. Lehmann: It's true that the rotating schedule makes it difficult to plan field trips without conflicts. That said, in the few instances we do need a volunteer chaperone on a field trip, I am always able to find at least one parent that is incredibly excited to help. Aside from trips to the Toledo Museum of Art for scavenger hunts, the AP Art History students always love to review at the Detroit Institute of Arts before the College Board exam.

Mrs. Bodziak: My second year teaching here, I began taking students to the art museum. I take all students in grades 1-6 every year. I'll take 80 kids at a pop. Those





Hannah Lehmann

kids are prepped and primed and they know what they are going to see. It's like a scavenger hunt, finding certain artworks and then sharing their knowledge with the docents. It is essential that children are exposed to true, beautiful museum-quality art. Art that has been here for thousands of years. The art of masters. We have an amazing art museum and I want my students to love and appreciate art for the rest of their lives.

Mrs. Johnson: Even though we are not taking field trips, we are looking at and talking about art. Students discover and research artists that speak to them and then present that information to the class so we can all learn from each other. There is still that art appreciation component to get them interested in art as a lifelong love. It's just slightly different.

At the smART Show, the advanced kids, whether they are in Art History or in Studio Art, when they talk about their art and what they've learned, you can see the depth that has come from kindergarten all the way up. They really are invested in it and really understand it. There's just a lot of depth in the whole package. It comes together at that point when you hear them talk about their work.

Q. What are the accommodations you made because of COVID-19 and what do you see as lasting effects from it?

Mrs. Johnson: It allowed me to look at the curriculum and be creative in my own ways. Where are the gaps? What am I missing? What's something that could be done at home that would still be valuable? It gave me the opportunity to reflect and adjust, to be innovative in my approach to delivering content.

For example, I hadn't asked my Digital

Photography students to investigate potential careers in the field before. So I came up with something where they could do a little research and report back. Am I truly interested in this field? What does a typical day at the office look like? Does it make enough money? Their research then became a springboard for creating a project aligned with what they learned. Little things like that are actually really valuable to the course but could be done anywhere.

Ms. Lehmann: One accommodation I have come to appreciate and will continue after the pandemic is over is recording my class instruction and content material. I used to only record my AP Art History class for absent students, but now I record all my classes and if anyone wants to review or catch up, I just forward them the Google Meet recording. It's simplified my life and the lives of students who may be struggling or have an unexpected absence. In short, the pandemic gave me the perfect excuse to create more opportunities for flipped-classroom learning experiences so students can learn on their own schedule.

Mrs. Johnson: Flipped learning is when students watch an instructional video at home and then come in ready to work the next day. It makes me more of a helper or a coach in the classroom. It can also be a support if someone is absent or if they need to watch a video to better understand a concept. It's kind of there for the teacher as a backup so you're not ping-ponging all over the place trying to help 15 kids with the same question.

Ms. Lehmann: So true! And to add to that, flipped learning gives students more responsibility in directing their educational experiences while providing them with the same support system. It's a win-win.

Mrs. Bodziak: I noticed something really

cool from the pandemic: I got the whole family involved when we were all remote. I would have little brothers and sisters, moms and dads, babysitters sitting down and doing the lesson with me. It was a great family time. I've had parents email me and say we love when you are on screen because we just all do art with you. It's more of a community art class than just a 2nd Grade art class.

I've gone through my curriculum and asked what is absolutely necessary, to trim the fat as much as I can to make it work. Educating is also a theater art. You are performing. That really sunk it during the pandemic. You learn what to say and what not to say—keep it simple and add a flair.

Ms. Lehmann: I had to completely change a significant portion of my curriculum last spring to accommodate remote learning. That said, students were able to do some really exciting projects, many of which would have been impossible to create in a traditional classroom setting. I've tried to incorporate components of some of these projects into our now slightly more traditional semester.

Mrs. Johnson: Reflection on artists and art happened more in our classroom and that's a really necessary component. When they are here in person, I haven't always had them write and reflect as much. That's probably something they should be doing more of because it just boosts that brain power and that connection to what they are making.

Mrs. Bodziak: When I taught Arcimboldo this past spring, I said 'Go to your kitchen and find fruits and vegetables, but you gotta put everything back!' And we made faces and the kids loved it. It was a joy. That's stuff you don't have laying around the classroom, but they have it at home. It allowed for much more creativity and personal expression.

Ms. Lehmann: Yes, being restricted in materials can force creative decisions. Not having the supplies available to us that we would typically have in the art room encouraged students and teachers to become more innovative and flexible. I think the experience really challenged everyone in positive ways, many of which provided us with opportunities to grow.

Mrs. Johnson: It was healthy for me to reevaluate and do something different. In the art world, I'm changing lessons every year. There are some standbys that have been worked to the point where they are good and so I keep them the way they are. In some ways, it was refreshing to be pushed into a different creative mental place. It's made me a better teacher.

foundationnews

FOUNDATION LETTER

Supporting 'cool' ideas

Support from the Ottawa Hills Schools Foundation is more important than ever in these extraordinary times. So we remain dedicated to helping Ottawa Hills Local Schools pursue its mission. And through its ongoing adaptive responses to COVID-19, the district is finding new ways to keep students engaged, inspired, and healthy.

One such example was Winter Fest 2021, which a Foundation grant made possible. This outdoor extravaganza—the first of its kind—allowed students to enjoy hot chocolate, sweet snacks, a bonfire, ice skating, a DJ, and a photo booth on the front lawn of the Junior/Senior High School. Students were able to unwind, connect, and enjoy a beautiful Midwest winter night.



Making this unique experience possible advances

our longstanding goal of supporting students' health and social-emotional wellness as well as their academic needs. By doing so, the Foundation empowers students to reach their full potential as well as adapt to a complex and interdependent world.

We are grateful to donors like you—alumni, parents, and grandparents—for coming together to provide additional resources to our students. Your assistance is essential to our traditions and pursuit of excellence.

The need, and our work, is never-ending. As we head into the final quarter of this most unusual and challenging academic year, we must continue to invest in our academic and extracurricular programs.

Experience the power of giving by donating today in support of Ottawa Hills students.



George Lathrop is president of the Ottawa Hills Schools Foundation. **Erica (Gatchel) Silk ('89)** is the district's director of development and alumni relations.



GREEN BEARS, START YOUR ENGINES! Thanks to a Foundation grant from the Annual Impact Fund, the district's eSports Team has expanded its competitive lineup with the addition of iRacing, a multiscreen program that literally puts students in the driver's seat. The grant covered the cost of a high-quality resistive steering wheel and pedal combination; an adjustable seat for different sized drivers; and a three-monitor setup for a fully immersive experience. The setup will be used to practice weekly as well as participate in competitions across the United States and possibly the world.

RECENT GRANTS

HELP WITH SUPPLIES

Breathing a bit easier

The OHbreathe program at the Junior/Senior High School now has the funding to purchase supplies for its many monthly workshops. For the past four years, supplies came from parent, teacher, and community donations. The funding also allows students to take on a new initiative: a service project creating blankets for animals at the Toledo Humane Society. The grant also will transform OHbreathe's offerings by creating more opportunities for sponsorship of service projects, workshops, and learning from outside speakers. The grant came from the Foundation's Annual Impact Fund.

MINI POTTERY WHEELS

Supporting mobile artists

Students in Junior/Senior High School art classes now have the coolest take-home appliance: a mini pottery wheel. The wheel is compact and mobile enough to enable remote learners or students in quarantine to create projects. A Foundation grant from its Annual Impact Fund made it possible for the building's art program to acquire the 13 wheels.

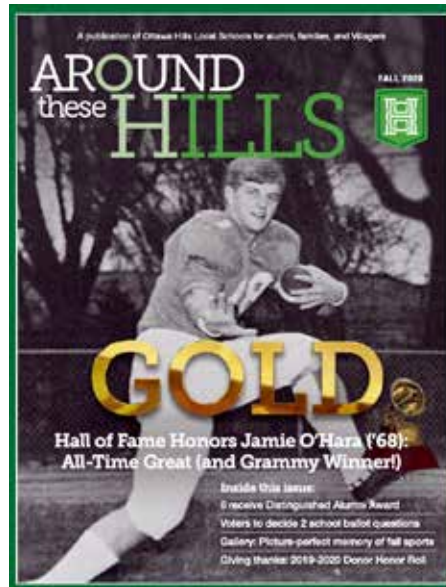
Jamie O'Hara ('68): 1950-2021

Many alumni became familiar with Mr. O'Hara from our fall 2020 issue, when we featured him on the cover of *Around These Hills*. That story chronicled his athletic achievements in high school and college and professional accomplishments as a songwriter and performer. If not for a football knee injury he sustained as a sophomore at Indiana University, Mr. O'Hara had hopes of reaching the NFL.

"The injury was the biggest blessing in my life," he said in an interview last fall. "I thought it was the worst thing that could have happened to me. But it opened me to music and my life totally changed."

He won a Grammy in 1987 for "Grandpa (Tell Me 'Bout the Good Old Days)." The song was a No. 1 hit for The Judds; that same year, the group won a Grammy for "Best Country Performance by a Duo or Group with Vocal" for their rendition of it.

In 1988, Mr. O'Hara and his musical partner Kieran Kane (together they performed as The O'Kanes) were finalists for a Grammy in the "Best Country Performance by a Duo or Group with Vocal"



category for a song they co-wrote titled "Can't Stop My Heart from Loving You." That song became their first No. 1 hit on the Billboard country charts. Mr. O'Hara's songs were performed by many country music stars, including Tammy Wynette, George Jones, Tanya Tucker, Trisha Yearwood, Randy Travis, Dolly Parton, and Linda Ronstadt.

competing in the Lightning Class, and winning a world championship along the way. Never one to take a day off, later in life he and his wife Jo spent three years in the Peace Corps in Suriname, South America, helping citizens of small villages improve their living conditions.

His greatest legacy was his infectious humanity. He breathed life into every day through his energy, kindness, and humility. Whether attending a state dinner at the White House, testifying before Congress, passing along his passion of sailing by teaching the youth of today to sail, or helping everyday citizens meet a challenge, Bill engaged all with grace, respect, and an abiding belief that each person in this world deserved a hand up.

Bill is survived by his wife Jo; son Greg (Heather); daughter Halley (Kevin) Coyne; sisters Catherine (Buzz) Mather ('64) and Becky (Rick) Powell ('67); brother Blair (Karen) ('69); and five grandchildren.

H. David White ('55): 1937-2021

For anyone who has driven on Monroe Street or heard local radio jingles, then the name Dave White should be familiar. He and his family arrived in the Toledo area when he was very young. He later graduated in 1955 from Ottawa Hills High School and in 1959 from Denison University. He also attended law school at Ohio Northern University.

It was in high school that he met his wife of 47 years, Dana (Diemer) White ('55), who was Homecoming Queen. In honor of her memory, Mr. White in 2020 donated property on the corner of Dorr Street and Richards Road to the Village of Ottawa Hills. The Village is now developing it into soccer and lacrosse playing fields for the benefit of OH student athletes and their families.

Mr. White and younger brothers Tim Sr. and Jim Jr. remained best friends and entrepreneurial business partners throughout their lives. Mr. White was a key figure in the family business (White Family Companies Inc., started by grandfather Hugh White in Zanesville, Ohio), which ultimately has reached \$1 billion in sales in its 106th year of operation. The business includes 23 car dealerships in multiple states. And that's where the radio jingle comes in: "The place to go is Alexis and Monroe — Dave White Chevrolet." (Mr. White bought that dealership from his father.)

"To his family, friends, and employees he was universally acknowledged as a dependable, trustworthy, and extremely loyal individual. He kept his word and always followed through on his promises, at times to his own personal distress," his obituary continued. "No one who knew him doubted he could be counted on to show up (usually early) and offer his best."



Friends honor a beloved classmate

Friends Doug Smith ('61) and Gretta Laskey ('63) submitted the following in honor of their friend Bill Mauk ('61), who died Jan. 22, 2021:

Bill was an outstanding student and leader. As an athlete, he was co-captain of the football team, starting point guard on the conference champion basketball team, and a member of the district champion track team (taking fifth in the state in the pole vault). He was also president of the Varsity Club his senior year.

After college, he worked for the Agency for International Development in Vietnam for three years. His government and business career was a metaphor for solving problems, creating positive change, and most of all, improving the quality of life for those in his care.

An avid lifelong and world-class sailor, Bill used his retirement years to literally sail all over the world by

In Memoriam

Barbara Kampfer Haarbauer ('69)

Passed away Jan. 7, 2021.

Bruce Jennings ('67)

Passed away Jan. 19, 2021

James Johnstone ('59)

Passed away Dec. 19, 2020.

Robert J. "Bob" Rowe Jr., ('73)

Passed away Dec. 12, 2020.



Ottawa Hills Local Schools

3600 Indian Road
Ottawa Hills, OH 43606

NONPROFIT
ORGANIZATION
U.S. POSTAGE

PAID

TOLEDO, OHIO
PERMIT #311



stayconnected

As Ohio and the nation slowly reopen, Ottawa Hills Local Schools is adjusting its calendar of events accordingly. We will share dates of art, music, athletic, and academic events as soon as we can. The fastest way to receive updates is through our social media and electronic news platforms.

CARRY US AROUND

Download the OH app from Google Play or Apple's App Store. Our app is part of the "Stay Connected" platform. After downloading the app, search for Ottawa Hills Local Schools to see our website.

BE SOCIAL WITH US

Facebook: ohschools
Twitter: @ohschools

IT'S IN THE MAIL!

Subscribe to OH Connections, a community email service within the Village of Ottawa Hills. General school district and building-specific emails are sent regularly from it. The service is also used by the Office of Village Life and these parent-support groups: Ottawa Hills Music & Theatre Association, OH21, and OH Boosters.

upcomingevent

You're going to love this beautiful and quirky musical by Amelia Lefevre (director) and Joshua Dufford (music director). Step "Into The Woods" to see why you should "be careful what you wish for."

Synopsis: The story follows a Baker and his wife, who wish to have a child; Cinderella, who wishes to attend the King's Festival; and Jack, who wishes his cow would give milk. When the Baker and his wife learn they cannot have a child because of a witch's curse, they set off on a journey to break the curse. Everyone's wish is granted, but the consequences of their actions return to haunt them later with disastrous results.

James Lapine and Stephen Sondheim take everyone's favorite storybook characters and bring them together for a timeless yet relevant piece and rare modern classic. The Tony Award-winning book and score are enchanting and touching. One of Sondheim's most popular works, "Into the Woods" is a musically sophisticated show with the opportunity to feature actors adept at dark comedy. Designers will especially enjoy highlighting the fantastical elements of this magical world.



PERFORMANCES:

- Thursday, April 22 7 p.m.
- Friday, April 23 7 p.m.
- Saturday, April 24 2 and 7 p.m.
- Sunday, April 25 2 p.m. (possible 7 p.m. show)

RATED: PG-13

TICKETS: More info to be released closer to show dates