



The Morgan Reader

A Public Information Publication of the Morgan Local Schools
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COLLEGE OR CAREER READY?

It is the goal of Morgan Local Schools for every student to be college or career ready when they graduate. This means that every student will have the academic skills to enter college without the need to take remedial courses or to enter into a career with the skills needed to begin the job and be ready to take additional training if needed.

We are extremely fortunate to be one of four school districts in the State of Ohio to have our own career tech program on our high school campus. In this issue of the Morgan Reader we are highlighting our career tech program as a way for our students to be career ready when they graduate. In addition, on page 3 there is an article on The Rural Ohio College High School (ROCHS) that will give our students the opportunity to not only be college ready, but to earn college credit before they graduate from high school!

Health Technology:

A two year program where students can begin their health care career journey.

The initial goal of the program is to prepare students for a seamless career pathway that leads to a health care education or a health care job. Some qualifications that students achieve during the 1st year of the program include CPR and AED certification, and a certificate that allows the student to take the Ohio Department of Health's Nurse Aide Exam. The students seek employment at area nursing homes the spring of their junior year and take the State Nurse Aide Exam. The current pass rate is over 95%.

The second year of the program allows students to earn college credit for Medical Terminology, and Pharmacology Math, for a total of six credits at Washington State Community College. Our seniors also complete a college course entitled "Success" for a one hour credit to prepare them for college entry expectations.

Highland Oaks and Riverside Country Care partner with the program and currently employ many of our students. Former graduates of the program are now employed as LPNs, RNs, and STNAs. We appreciate our stake holders and support. Washington State Community College remains our academic partner for the Tech Prep Showcase and academic articulation opportunities. We wish to say, "thank you", to our stakeholders for their loyal support.

More on page 7 and 14



Providing Community Service, Carley Powell is assessing blood pressure at the Senior Center



Deidre Lemon, a Health Tech Student, is assisting in the Community Service Project Blood Drive with Marietta Memorial Hospital

General Information



**Lori S. Lowe,
Superintendent**

TOOTING OUR HORN!

During our February District Community Engagement Panel (DCEP) meeting, I was lucky enough to hear from a community member who felt I should do a better job of “tooting our horn”. According to our DCEP member, we don’t sing our praises about staff and school success and this gentleman kindly reminded me that I needed to do a better job of “tooting our horn”.

Consequently, I felt this article was as good a time as any to “toot our horn”!!

Our staff members truly work as a team and are dedicated to ensuring the success of each and every child in our district. If you think about a child’s school day, you realize they come in contact with almost every staff member on a daily basis. The day begins by a friendly greeting by a bus driver. The child then enters the building to see the overwhelmed, yet smiling office staff members who welcome them into the building. Next, a quick stop for breakfast and a kind word from the cafeteria staff (and of course, again at lunch time). Then finally, a warm, inviting teacher starts the instructional part of their day. They notice the custodial staff making sure that the facilities are “spic and span” so that our students take great pride in their surroundings. Lastly, they receive another greeting from their bus driver as they are escorted safely home. Every single staff member in our district has an opportunity to make a difference in the lives of our students and here at Morgan Local, they do just that!!

In addition to our teamwork, I need to “toot our horn” about our incredible academic success. Our ability to increase our students’ academic growth levels on a yearly basis is outstanding. All students learn differently and at different rates. Consequently, the ability to differentiate the learning needs of each student and to accelerate their growth at the necessary levels is commendable. Our teaching staff has consistently proven that these difficult tasks are possible!

I am proud to be a part of such a fantastic district and I hope you are too!

Ask Ichabod

*Dear Ichabod,
I have been hearing news reports about cell phones being used in bullying and sexting. What can a parent do to control this problem?*

*Sincerely,
Concerned Parent*



Ichabod Crane

Dear Concerned Parent, Technology is a powerful tool. The more powerful the tool, the more dangerous it can be if used improperly. A gun is a good illustration of a powerful tool that can have devastating results if used improperly. Cell phones can be just as dangerous. We have all heard news reports of cell phones leading to suicides when used to bully or embarrass others.

Today’s cell phones are actually small computers with cameras capable of taking revealing and embarrassing pictures that can be distributed on the internet for everyone to see. Slanderous text messages can be sent about anyone to everyone. Many cases of bullying and sexting (sending sexually oriented pictures or messages) have ended up in court. Parents are often held liable in such cases.

We believe, in a very short time, every student will need to have an “individual digital learning device” like a smart phone, a laptop, an iPad, or similar tablet device, for use in school in place of a traditional textbook, to access digital library books, and to access the Internet. These devices have unimaginable power to access information useful for learning. In order for us to take advantage of the power these devices offer for education, schools and parents must work together to teach our students how to use this powerful tool safely, and for their benefit. We suggest the following:

Monitor closely how your child is using their digital devices.

Discuss the legal problems they can get into if they use their digital devices improperly.

Restrict or remove the privilege of having a digital device if it is improperly used.

Contact your school principal if you know of cases where digital devices are being used improperly or if you need assistance in controlling the use of digital devices.

*Sincerely,
Ichabod*

The Morgan Reader is published quarterly during the school year and is delivered to every household in Morgan County. The Morgan Reader is a report to the community about their schools. Your comments, questions, and suggestions are welcomed. Questions and issues raised by readers will be addressed in future editions of The Morgan Reader. Send your comments, questions, and suggestions to Howard Troutner, 65 West Union Avenue, PO Box 509, McConnelsville, Ohio 43756, or call 740-962-2377, or e-mail mc-troutnerh@seovec.org. The publication of The Morgan Reader is supported by grant funds.

ROCHS (The Early College High School)

A collaborative of three school districts in southeast Ohio has received a Race to the Top Innovative Programs Grant in the amount of \$561,000 over a four year period to establish an Early College High School. The collaborative includes Crooksville, Morgan and New Lexington school districts. This collaborative will produce the first Early College High School in Ohio that does not center on a brick and mortar school building. The Early College High School will be a multi-campus school using interactive video and the internet to deliver much of the course work to the participating high schools. The school will be named, The Rural Ohio College High School (ROCHS).

Since ROCHS will serve a rural area in two counties, it could become a replicable model for other rural areas in Ohio and across the nation. As a multi-campus school, students will spend most of their time on their own high school campuses with the opportunity to continue to participate in normal high school activities with their classmates. ROCHS is unique from most other early college high schools since it will not have its own separate building. The vision of ROCHS is:

“We will provide students the opportunity to earn college credit during high school with the goal of earning an associate degree, or college junior standing, along with a high school diploma”.

Through curriculum compacting and dual credit courses, cohorts of students have the opportunity to reach their high school junior year with their high school credits completed. These students will continue at their home high school, taking college level courses taught by the ROCHS faculty and partnering college faculty, using interactive video, the Internet, and Blackboard. On a regular basis, cohorts of students will get together at one of the high schools, or on college campuses, for face-to-face activities, instructional sessions, or lab courses.

The ROCHS faculty will be high school teachers from the three school districts who are qualified to teach college level courses. Partnering colleges will participate in this program by providing courses to qualify high school teachers to teach college level courses, by providing course credit that is transferable, and by providing faculty where necessary. One or more colleges will be selected to participate in providing these services.

The ROCHS program will begin in the summer of 2012 with the selection of three cohorts of students at grades 7, 9, and 11. These students will participate in a summer “bridge” program to prepare them to participate in ROCHS. It is anticipated that ultimately as many as 180 students could be enrolled in the program with 60 students in each cohort from the three school districts.

The 11th grade cohort will be students at the three high schools who are already on a college track and through dual credit are able to begin taking college level courses. The 7th and 9th grade cohorts will begin curriculum compacting so they will be ready for college courses when they reach 11th grade. The ROCHS program will be promoted to 7th, 9th, and 11th grade students through parent/student meetings in March/April 2012 to encourage students, and particularly those who are first generation college enrollees, to participate in the program.

Timeline for Implementation

March 2012

**Curriculum structure agreement for all three cohorts
Staff involvement
Cohort identified and formally invited to be a part of the program

June 2012

** Summer programing
7th graders
Freshmen
Juniors

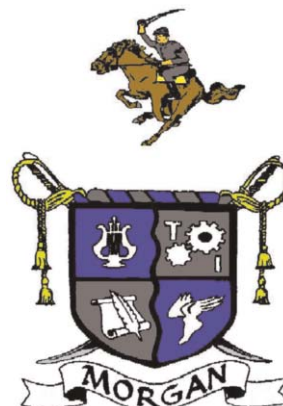
August 2012

**Class of 2018 (7th Graders) Start Acceleration
Cohort design
Curriculum
Blended Learning Class, Career
Exploration though Southeast Ohio VSP

** Class of 2016 (Freshmen) Start/Continue Acceleration

**Class of 2014 (Juniors)

Parents of this next year’s juniors, freshmen, or 7th grade students should call the high school principal, Anita Eldridge at 962-2944 to express their interest or to seek additional information,





Susan Troutner, Curriculum Director

Blizzard Bag Status

Morgan Local School District was approved by the Ohio Department of Education to participate in an alternate way to make up three calamity days this year, if needed. It looks as though the Blizzard Bags and On-Line Lessons will be put on hold until next year and we will wait to see what Ole' Man Winter brings next year.

Testing

As you look at the calendars for March, April and May you will notice that testing time is upon us. MHS sophomores and those students in 11th and 12th who have not passed all parts of the OGT (Ohio Graduation Test) will begin their tests the week of March 12th. Students in grades 3-8 will take (OAA's) Ohio Achievement Assessments in reading and math beginning the week of April 23rd. In addition, students in grades 5 and 8 will take a science test. Beginning the week of May 7 students in grade 2 will take the Terra Nova battery of tests, and students in grades 3-9 who have not had a test in Science and Social Studies will be administered those tests. At MHS in May students will take End of Course Exams in May. These tests are based on individual course requirements.

You may ask, "Why so many tests?" The answer is that we must be able to determine whether or not our students are making the yearly gains they need to make. The expectation is that all students will make at least one year's growth in this one year of schooling. Our data shows us that as a District we are giving students more than a year's growth. These tests are one of the tools we use to determine whether the "what" and "how" of teaching are on the right track.

How do you help prepare your children for this testing? It is important that they be present on the day the test is given. Although "make-up" days are scheduled we find that students do best if they take the test the same time as their classmates.

Make sure your child gets adequate rest and a good breakfast on the morning of the test.

Assure them that we only expect them to "show us what they know" and "do their best". We don't want children stressing

over the tests. Most of the State tests allow two and one-half hours for completion. We have found that it takes most of that time to do well. Students have been taught "testing strategies" to assist them in test taking. An example is that teachers encourage students to carefully read each question. If it is a reading test, for example, they are taught to look back in the story to find the correct answer. Encourage your children to use what they've been taught, relax, and do their best.

You will be seeing major changes in testing in Ohio over the next three to four years. Ohio has adopted new standards that will drive the "what" and "how" of teaching. Testing will not be just one big test at the end for elementary age children. You will be invited to parent meetings over the next couple of years to explain the changes and what they mean to your children. The Morgan Local staff is working hard to help our students be prepared for their futures. Please call my office (962-2377) if you have questions that relate to curriculum or testing and I'd be happy to answer any questions you might have.



Students develop a 4-point rubric to evaluate their work.



Two students at West Elementary use an iPad to illustrate a fable they wrote.



A student adds a design to a pottery project in art class.



Mrs. Sherman, a pottery expert, answers student questions about pottery.



Students prepare their pottery plates for glaze.



Students in Electronics and Networking work on circuit boards.



Mr. Abel, instructor in Precision Machining, helps a student set up a machine for a project.

Student Learning

Fostering a Learning Community

Mrs. Pierce's fifth grade students studied The Midnight Ride of Paul Revere and created a graphically designed collage of key words using the website www.wordle.net. Her students then shared their published wordles with Miss Wilson's second grade students. The second graders were asked to infer the main character, setting, problem, and resolution based on the fifth graders' wordles. Then, Miss Wilson's students took their fifth grade partner(s) into the hall where they shared the wordle they had previously created about Dr. Martin Luther King Jr.



Haley Simpson and Maxim Ramirez develop a Wordle on Paul Revere's ride.

Notes to a Hospitalized Friend



Jaden Mount is shown here putting a note in the backpack of Adria Bogue who is recovering from hospitalization for leukemia. The bear was placed by the hospital to "Sit in" while Adria was absent.



Formative Instructional Practices



Amanda Pierce, a fifth grade teacher at West, who also serves part time as the district Collaborative Learning Practitioner is shown here with a display she created for a regional meeting to show what we are accomplishing at Morgan Local in developing 21st Century Learners.

She is also a leader of the Formative Instructional Practices teams in each Morgan Local school building.



Sylar Powell, Health Tech II, Growth and Development.

Health Technology

Continued from Page 1

Health Technology covers a broad range of topics with on-the-job experience that prepares the students to enter a health service career as soon as they graduate from high school. They are also prepared to seek advanced training at the college level.



In Health Tech I, Michelle Foreman, a Dental Hygienist gives, Instruction on oral care and dental x-rays



Tiffany Shaver, Josie Johnson, Josh Amspough FSEd, Health Tech I, Fire School Training, Patient Evacuation.



**Health Tech I, Learning Essential Skills
Tiffany Shaver, Lynna Hreha, Alisha Mayle
Josie Johnson, Kelsie Bosner, Kelsi Haines,
Kelsey Newsom**



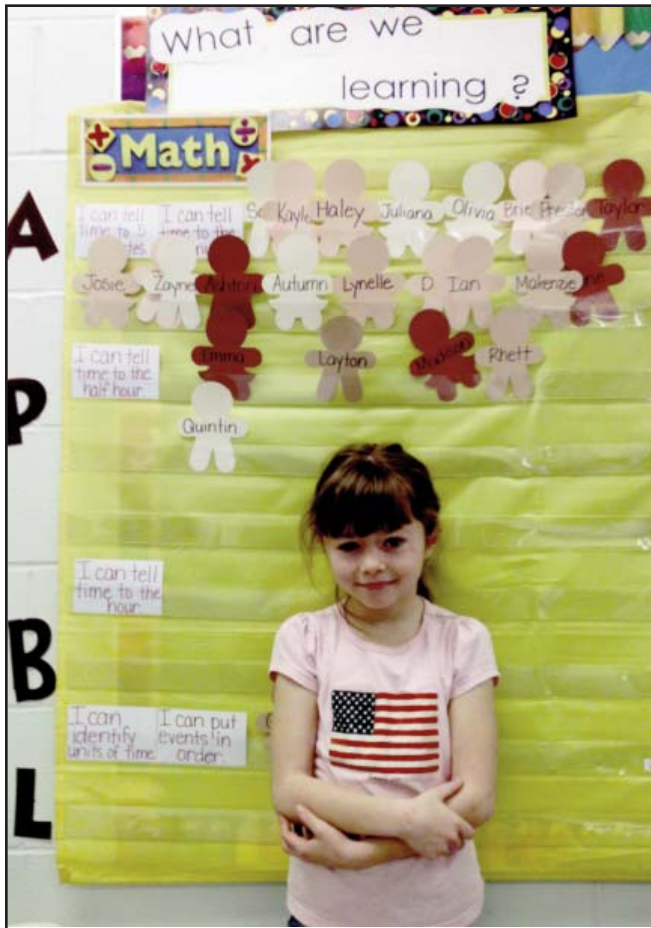
Senior co-op students, employed at Highland Oaks Nursing Facility are, Mary Stine, Carley Powell, Coronia Pavol, Brittney Page, Alexis Wilson, and Lacie Webb

East Art Classes Learn About Pottery

A special guest visited the art classes at East Elementary on February 17th. The guest was Susan Sherman and her helper, Brittany. Susan makes her living by making pottery. It was a great experience for the students to meet someone who makes their living by making art. Her pottery is called Blue Bird Pottery, and her shop is called Marietta Run Clay. She teaches pottery classes and also has a bed and breakfast where one can learn how to “throw on the wheel”. Her website is mariettarunclay.com.

Mrs. Sherman demonstrated her work to all fourth grade classes at East Elementary. First she demonstrated how to throw on the wheel. Then the students picked numbers out of a basket and one student got to try to throw on the wheel. Susan brought little clay plates for the students to decorate. She showed them how to stamp a picture on the plate then how to add different glazes to decorate them. Mrs. Sherman took the students' plates with her and is going to add a clear glaze to them and fire them for the students. Each student will have their own finished piece of pottery. The kids really enjoyed this experience.





Olivia Sheets in Mrs. Gifford's first grade tracks her progress using the ladder system.



Rose Kennedy graphs test results in her data notebook.

Students Take Responsibility For Evaluating Their Own Work

Students at Morgan South Elementary are learning more than just your average reading, math, science, and social studies. They are learning how to evaluate their own work so they can be successful at school. Teachers are no longer the only ones responsible for tracking student work; now students in many classrooms are doing that on their own. This leads to discussions about areas in which they are successful and areas for improvement.

Recent collaborations at South Elementary have focused on formative assessments. These are assessments teachers give throughout the learning process so that they can quickly pinpoint and focus on problem learning areas. This will ensure that all students are successful. Teachers are quickly learning new strategies for keeping track of student progress and many of these strategies include student input.

For instance, third graders are using red, yellow, and green colored cups to indicate their level of understanding. If a student turns his cup to yellow or red during an assignment, the teacher knows to work with that student in a small group or individually so that the student gets more instruction on the topic. In fourth grade, students are working with "two stars and a wish" to help them look critically at their work. After looking at a completed assignment, students write two things they did well (stars) and one thing that could be better (wish). They also use "stairs" to show them the steps they need to take to improve their work. Fourth graders are also graphing their results on tests in a data notebook and creating rubrics to evaluate work.

These strategies also work in the primary grades. First graders are using a ladder system to keep track of their progress. As they move up the ladder, they are closer to reaching their goal. They are also coloring in grids to keep track of sight words that they know and ones on which they still need to work.

It is important for students to have an active part in their own learning. These practices help students identify their own knowledge, set goals for learning, and build a positive attitude towards education.

See Page 14 for more on student evaluation

The iPad Revolution Starts

The addition of an Apple iPad has been a positive experience for Miss Wilson and her second grade class since its integration into their room in late November. While a classmate was in Children's Hospital, Miss Wilson's class was able to video chat on Skype by using the iPad. The class has viewed and interacted with online books. Many free educational games have helped students to apply and sharpen their math, spelling, and reading skills. Using an app called Qwiki, students have viewed short informational video clips on a range of topics from three dimensional shapes to a biography on Rosa Parks. The iPad has been an engaging and interactive tool for Miss Wilson's class.

The iPad has given students the opportunity to take the application of their learning one step further. One example would be the use of a free app called Toontastic. Miss Wilson's students have been studying fables, creating their own retelling of a fable, and publishing their fables using the computers in the school library. The free app on the iPad has given students the opportunity to take their learning one step further by creating an animated cartoon of their fable.



Mr. Spence demonstrates the iPad to students



Converting Fables to Cartoons



Levi Offenberger and Isabella Hutchison work on a cartoon for their fable.

Formative Assessment Practices



Mrs. Poling, Principal, Mrs. Pierce and Mrs. Price, teachers at West, discuss practices that give immediate feedback to teachers as they instruct students. For example, "fist to five" tells a teacher immediately at what level students understand what was just discussed. The teacher may ask, "How well do you understand measuring perimeter?" The students all raise their hands displaying a fist if they don't understand or the number of fingers up to five to show their level of understanding. Teachers are learning many such practices that give immediate feedback to direct their instruction.

On the left, Hunter Fuller and Riley Pierce work on a cartoon for their fable.

iPads Invade the Junior high

Morgan Junior High School students are excited about the four new iPads they now have for the after-school program. Students love technology, and when the technology is the latest popular device on the market, they become very enthusiastic. A math problem that appears mundane in a textbook comes alive for students when presented on an iPad, especially with all of the interactive capabilities of the device.



MJHS students (left to right) Andrew Shropshire, Deseray Rinehart, Austin Hampton, and QuaShawn Tyson are working with the newly purchased iPads during the after-school program.



Sheldon Norman is using an iPad outside to work on an indirect measurement problem.



Introduction to Technology Class

A new high school class called Introduction to Technology is now being offered at Morgan Junior High to both the 7th and 8th grade students. The new computer lab has 24 new computers with updated versions of Microsoft Office Suite. All students must earn a ½ credit as a requirement to graduate from Morgan High School. Earning their ½ credit while at the junior high allows the students more time in their schedule at the high school level to complete their courses and possibly take additional courses of interest, or college level courses.

This course covers keyboarding and numeric keypad skills, personal finance/banking skills, and Microsoft Office Suite 2010. The course runs for a 12-week period for 40 minutes a day. Students need to develop proper keyboarding skills for the 21st Century. The class will cover the basics of keyboarding techniques, maintaining a checking account, ATM/Check card basics, and creating documents for business/personal use while introducing the basics of word-processing, spreadsheet, and presentation software. Speakers from local businesses have been invited to present information on banking basics. Students enrolled in and passing the course will earn ¼ of a credit for each 12-week class. Students will take one 12-week class during their 7th grade year and one 12-week class during their 8th grade year.

Almost all assignments require the use of the computer, so attendance is critical to stay caught up in the class. Due to the limited time schedule, some students may need to complete work outside of the class time.

Completion of an Acceptable Internet User Policy is required to participate in this class. Please be sure your child has completed their form and returned it to the office before their class begins.



Kristin Gray – 7th grader working on test with help from Mrs. Bragg.

Writing is a "Pizza" Cake!

To finish up their unit on persuasive writing in Mrs. Susan Pratt's English 11 class, students had to write a letter to Domino's Pizza explaining why they deserved to be rewarded with three large pizza gift certificates. Some, willing to share the award, worked in pairs. Others flew solo in hopes of individually reaping the delicious award.

The letters were then taken back to Domino's Pizza for manager Loretta McGee and supervisor Dave Enochs to choose a winner. They had such a hard time deciding on a winner and felt that all the students did a great job persuading them to be chosen. Finally, student Sam Galloway's letter was chosen as the best. He received the certificates in class and shared his letter (but not the pizzas!) with his classmates. His winning letter can be read below.

Domino's contacted Mrs. Pratt again and remarked upon how impressed they were with the letters and how hard it was to choose a winner. They wanted to reward the entire class with a free pizza party! Domino's surprised the students with the party on December 20th.

Student Zack Jenkins remarked, "Wow, Mrs. Pratt, think of what might have happened if we had written a letter to the bank!"

Mrs. Pratt commented that "our next order of business will be writing thank you notes. It was wonderful for Domino's to support our students in this way! It is tough getting students to write. They have definitely learned that good things come to those who write!"

Sam Galloway's Winning Letter
The Modest Receiver
By Sam Galloway

I am not asking for the certificates, and that is exactly why I deserve to receive them. This statement may seem strange or striking at first but as you read on then it may become clearer to you just how right I am.

You will undoubtedly be getting plenty of papers in an attempt to convince you that the writer of said paper deserves the gifts offered because they've earned it by doing this that or the other. But what does all this mean if they do not have what we have come to know as character? Character was defined to me as the great deeds done when none are looking. And so, what is the point in performing said deeds of great-

ness if they are done in the eye of the beholder. Those are not the deeds of good, only they strive to appear better and therefore achieve a level of greatness they do not rightfully deserve, the ideals of material successes are in their sights. Nothing more.

I know, before you say it, things may appear that this paper itself may be my way of shining light on a righteousness meant to remain in the dark for a deeper more idealistic purpose in a straw grab for the same unethical greed of the others turning in this assignment. But please, let me explain. I am only writing this paper to point out who shouldn't get the prize, not to give direction as to who should.

Though flashy word-play and fancy handwriting may seem appealing on the box of another pizza delivery, I'm sure even you know that it is the determination that is the sunlight allowing the plant of a business to flourish and thrive.

This will be my final statement. All I say to you is to pick the writer who does not receive because he or she asks for it. But rather the writer who has the goal to earn it.



Sam Galloway, whose winning letter is reproduced on this page, plans to go to college, after graduating from high school, to study creative writing.

In this issue of Morgan Reader we have highlighted the importance of our Career Tech program in providing career-ready opportunities for our students. Most of the information dealt with the Health Technology Course. On this page we are illustrating the many Career Tech courses we offer. They include:

- Auto Mechanics
- Electronics and Networking
- Cosmetology
- Health Technology
- Precision Machining
- Vocational Agriculture
- Business Education
- Woodworking and Cabinetry
- Consumer Science



Mr. Abel, Instructor in Precision Machining helps a student set up a machine for a project.



Students demonstrate their skill in Auto Mechanics.



This student is working on a circuit board in Electronics and Networking class.



Welding is just one of the skills taught in Auto Mechanics and Vocational Agriculture.

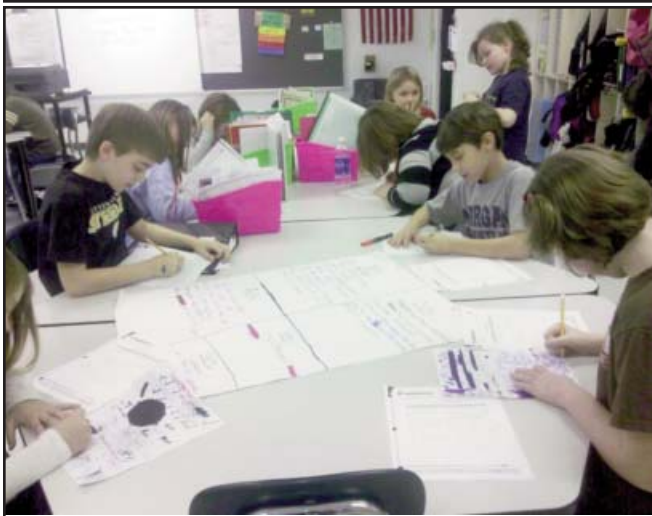


Learning to braze is an important skill in Auto Mechanics.

More Student Learning

Continued from page 9

Students evaluating their own work is one of the Formative Instructional Practices we are implementing in all of our schools. The more students are held responsible for their own work and know where they stand in their learning progress, the more engaged they become in their own learning. This leads to realistic goal setting and a feeling of accomplishment as their learning goals are met.



Mrs. Young's 4th grade class evaluates their short answer responses using the rubric they created.



Mikasa Mayle evaluates her work using 2 stars and a wish.



Preston Coleman colors in boxes to show sight words that he knows.



DJ Dodd shows how he keeps track of his sight words by coloring in boxes.

Calendar

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6 East 4th Grade Field Trip State House & Supreme Court Columbus, Ohio MHS 5:30 pm Morgan Archery Boosters MHS 6:30 9 th Grade Orientation	7	8	9	10
11	12 MHS OGT	13 MHS OGT East PTO Meeting 3:45 South PTO Meeting 4:30	14 MHS OGT	15 MHS OGT	16 MHS OGT	17
18	19 MHS OGT WEST-Women's Farm Bureau 2-2:30:Kdg-3rd 2:30-3:00:4th-6th 4-H Meeting Caf. 6:30	20 MHS OGT East Spring Pictures	21 MHS OGT	22 MHS OGT Spring Pictures WEST	23 MHS OGT End of 3 rd . 9 Weeks South Spring Concert 2:00 p.m. West Spring Pictures MHS FFA Banquet	24
25	26	27	28	29 Parent/Teacher Conf. MHS and MJHS Elementary 4:00 - 7:00	30 South Lifetouch Spring Pictures and Group Pictures	31

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April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 MJHS Book Fair	3 Parent/Teacher Conf. 4:30 - 8:00 MJHS Book Fair during School and P-T Conferences	4	5 East Easter Egg Hunt 1st grade 1:20 Kindergarten 2:00 2nd Grade 2:40	6 NO SCHOOL EASTER BREAK	7
8	9 NO SCHOOL EASTER BREAK	10 Kindergarten Registration A-I at Malta Methodist	11 Kindergarten Registration J-Q at Malta Methodist	12 Kindergarten Registration R-Z at Malta Methodist	13 Kindergarten Registration Anyone who couldn't make it the other days	14 WEST Carnival 4:00-7:00 p.m. Talent Show 3:00-4:30
15	16 West 4-H Mtg.-Caf.6:30pm	17	18	19 Last day for "After School" East Whole School Pic. 2:00p.m. South Whole School Picture 10:45	20 East OAA Dance 1:15-2:15 3rd & 4th Grade 2:15-3:15 5th & 6th Grade	21
22	23 OAA Testing Starts	24 MJHS OAA Testing 7th Grade Reading	25 MJHS OAA Testing 8th Grade Reading	26 Elementary OAA-Reading MJHS OAA Testing 7th Grade Math	27 MJHS OAA Testing 8th Grade Math	28 MHS Prom
29	30					

2012

Calendar

May

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
		1 Elementary OAA Math MJHS OAA Testing 8th Grade Science	2	3 Elementary OAA Science MHS 7:00 p.m. Band and Choir Awards Banquet	4 East 4TH GRADE TO FAIRGROUNDS MORGAN SOIL AND WATER	5
6	7 Terra Nova Testing begins in grades 2 - 9	8 East PTO Meeting 3:45	9	10 7:00 p.m. Spring Music Program Elem., JH & HS Bands & Choir at MHS	11 MHS 8:00 a.m. Scholarship Awards Assembly South 6 th grade field trip to Coco Keys 9:30 – 5:30	12
13	14 WEST-"Back to Beatles" 1:00-1:50 p.m. MHS Senior Final Exams	15 West Hook Lake Field Trip MHS Senior Final Exams	16 MHS Senior Final Exams	17 WEST Spring Program 4th grade & Choir 7:00 p.m. MHS Senior Final Exams	18 MHS Senior Final Exams East Fun Day PS - Kdg 10:00- 11:30 1st & 2nd Grade 1:30-3:00 West Fishing Day-Field Day MHS Senior Graduation 6:00 p.m.	19
20	21 East Track & Field 3rd & 4th 9:30- 11:30 5th & 6th 1:00- 3:00 WEST-Kdg. Grad. 10:00a.m.	22 East Kindergarten Graduation 10:00 a.m. South Kindergarten Graduation 1:30	23 LAST DAY FOR STUDENTS	24 Waiver day for staff development	25 Waiver day for staff development	26
27	28	29	30	31		

2012

Check Out Our Website

The Morgan Local Website is: www.mlsd.k12.oh.us/

Here you will find links to:

- ** Information about each building
- ** Staff Directories
- ** School Calendars
- ** Lunch menus for each building
- ** Athletic schedules
- ** Blizzard Bag Lessons for Snow days
- ** Parent/Student Handbooks
- ** On-line Library Catalog
- ** Forms
- ** A copy of this issue of Morgan Reader