Catholic schools are at the heart of the evangelizing mission of the Church. It is my honor to lead our Office of Catechetical Formation and Education, which strives to ensure that irresistibly Catholic, academically excellent schools are available throughout the eight counties of the Diocese of Cleveland.

The Catholic schools in our diocese transform the lives of children in their care. Centered on the Gospel of Jesus Christ, focused on both academic excellence and personal growth, and welcoming of all who seek to grow in a caring, Christian environment, they develop students to be lifelong learners and critical thinkers who serve and lead those around them.

For the 2018-19 school year, we are blessed to have 110 Catholic schools educating more than 40,000 students across the Diocese of Cleveland. This year also marks the biggest growth to date in our efforts to promote more inclusive Catholic schools. What began as a series of programs to support specific needs has blossomed into a movement, thanks to the support of the wider Catholic community, resulting in the most diverse Catholic school population to date.

The Better Together pilot program commenced last spring, infusing 47 schools with knowledge, procedures, and physical resources to assist in their journey toward welcoming students with mild to moderate disabilities. This year we initiated the position of inclusion coordinator at each of the pilot schools, funded by the generous support of last year’s Alleluia Ball, to implement the strategies and best practices at each site. And this fall we welcomed our first ever diocesan coordinator of special education, Mrs. Molly Bullock, who provides overall strategic direction as well as implementation support for all schools, those in the pilot as well as the numerous others who already provide special education.

Growing, too, are the numbers of students served from economically disadvantaged backgrounds. Our schools remain anchors of faith in sometimes turbulent communities, welcoming those newest to our country, or on the margins of society—those most in need of the warm embrace of love and the opportunity for growth. Our schools’ strong cultures and family atmospheres provide high expectations as well as the individual supports, where necessary, to help students meet them.

We believe that all students are made in the image and likeness of God, and the principle of human dignity that animates our Catholic social teaching implores us to stretch the boundaries of who we can educate with our limited resources. We are all called to community in God’s limitless love.

I invite you to read on to discover our schools’ latest innovations as they prepare young people with the knowledge and skills necessary for success in life and the values and virtues necessary for life everlasting.

Yours in Christ,

Frank W. O’Linn, Ed.D.
**ENROLLMENT HIGHLIGHTS**

1. Diocesan preschool numbers are showing an increase, and there are more preschoolers enrolled in Catholic schools than in any other grade (2,925 students).
2. High school freshmen numbers are also on the increase. Ninth grade has the largest enrollment of any grade in high school (3,260 students).
3. The total number of students in preschool through grade 12 is 40,303.
4. Twenty-seven of our schools have a waiting list.

**TOTAL NUMBER OF SCHOOLS IN DIOCESE OF CLEVELAND**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>69</td>
</tr>
<tr>
<td>Elementary</td>
<td>89</td>
</tr>
<tr>
<td>Secondary</td>
<td>19</td>
</tr>
<tr>
<td>K-12</td>
<td>1</td>
</tr>
</tbody>
</table>

**NUMBER OF IDEA B ELIGIBLE STUDENTS**

(INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT)

<table>
<thead>
<tr>
<th>Eligible Students in Cleveland Diocese Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>1,700</td>
</tr>
<tr>
<td>1,900</td>
</tr>
<tr>
<td>2,100</td>
</tr>
</tbody>
</table>

**PROFESSIONAL STAFF EXPERIENCE**

(INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT)

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1 year or less</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - 10 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 - 25 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 25 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PROFESSIONAL STAFF EDUCATION**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degree</td>
<td>45%</td>
<td>53%</td>
<td>53%</td>
<td>53%</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>53%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate Degree</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Catholic Community Foundation of the Catholic Diocese of Cleveland made a distribution of $2,457,600 in tuition assistance granted to 3,503 students across the diocese. Of that number, $124,200 was distributed from the new School Employee Tuition Assistance Fund to 621 qualifying students.

The total number of applicants for tuition assistance was 10,500 with a combined need of $49,187,719 (as assessed by FACTS Grant & Aid).

The total amount of emergency-assistance funds given this year was $86,962.34, benefitting 60 families.

The Bishop’s Scholarship Fund gave sixteen $1,000 scholarships to elementary students and eight $3,000 scholarships to secondary students.

### NUMBER OF STATE SCHOLARSHIPS FOR 2018–2019

<table>
<thead>
<tr>
<th></th>
<th>Cleveland Scholarships</th>
<th>Ed Choice Expansion</th>
<th>Ed Choice Vouchers</th>
<th>Jon Peterson Scholarships</th>
<th>Autism Scholarships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>4,284</td>
<td>757</td>
<td>2,016</td>
<td>657</td>
<td>129</td>
</tr>
<tr>
<td>Secondary</td>
<td>2,139</td>
<td>0</td>
<td>761</td>
<td>405</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>6,423</td>
<td>757</td>
<td>2,777</td>
<td>1,062</td>
<td>173</td>
</tr>
</tbody>
</table>

### AVERAGE DIOCESAN TUITION FOR 2018–2019

<table>
<thead>
<tr>
<th></th>
<th>National Elementary School Tuition</th>
<th>Cleveland Diocese Elementary Tuition</th>
<th>National Secondary School Tuition</th>
<th>Cleveland Diocese Secondary Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,841</td>
<td>$4,861</td>
<td>$11,239</td>
<td>$13,211</td>
<td></td>
</tr>
<tr>
<td>Per pupil cost</td>
<td>Per pupil cost</td>
<td>Per pupil cost</td>
<td>Per pupil cost</td>
<td></td>
</tr>
<tr>
<td>$5,936</td>
<td>$6,909</td>
<td>$15,249</td>
<td>$15,989</td>
<td></td>
</tr>
</tbody>
</table>

Students at St. Michael School enjoy the benefits of flexible seating. A student at St. Angela Merici School works with an intervention specialist.
ACADEMIC HIGHLIGHTS

1. Elementary schools in the Catholic Diocese of Cleveland surpassed the national norms on the MAP assessments for supporting student growth in Language Arts for all students in K-8.

2. Our elementary schools surpassed the national norms on MAP assessments for supporting achievement growth in our K-8 lower level learners in Math, Reading and Language Arts.

3. During the 2017-2018 school year, students in K-8 demonstrated High Achievement on MAP assessments throughout the Catholic Diocese of Cleveland.

4. 69% of schools scored in High Achievement range for Math.

5. 82% of schools scored in High Achievement range for Reading.

6. 93% of schools scored in High Achievement range for Language Arts.

7. Of the 2,934 Catholic school 8th graders in the Diocese of Cleveland, 76% entered Catholic high schools.

8. More than $270,467,014 of college scholarship assistance was awarded to our high school graduates.


10. Of the 3,070 Catholic high school seniors in the Catholic Diocese of Cleveland, 97% went on to higher education.

Twelve students started a new program at St. Joseph Academy, Opening Minds through Art. They worked with residents at EnnisCourt, a senior living community which offers assisted living and skilled nursing care. The program is designed to engage their residents with dementia and other cognitive challenges. “Opening Minds through Art” (OMA) is an award-winning, evidence-based, intergenerational art-creating program developed by The Scripps Gerontology Center at Miami University.

In Seton Catholic’s Crusader Creativity Lab, children who learn differently can find their unique skills and abilities. Taking a religion test on a Chromebook allows options for students who find writing to be a challenge.
School Awards and Designations

The Ohio Governor’s Thomas Edison Awards for Excellence in STEM Education
Holy Trinity, Avon
St. Raphael, Bay Village
Notre Dame Elementary, Chardon
Academy of St. Bartholomew, Middleburg Heights
Beaumont High School, Cleveland Heights
St. Jude, Elyria
St. Francis of Assisi, Gates Mills
St. Paschal Baylon, Highland Heights
St. Francis Xavier, Medina
St. Peter, North Ridgeville
Incarnate Word Academy, Parma Heights
St. Rita, Solon

Ohio STEM Designation Equivalent
Gesu School, University Heights
Mater Dei Academy, Wickliffe
St. Mary of the Immaculate Conception, Avon
St. Joseph Parish School, Amherst
St. Sebastian Parish School, Akron
St. Gabriel School, Mentor
St. Vincent de Paul Parish School, Akron
St. Mary, Chardon
St. Vincent–St. Mary High School, Akron

Ohio STEAM Designation
St. Ambrose, Brunswick

Step Up to Quality
Metro Catholic, 5 Stars
St. Mary, Elyria, 5 Stars
St. Ambrose, Brunswick, 5 Stars
St. Francis Xavier, Medina, 5 Stars

National Blue Ribbon Schools Award
Notre Dame-Cathedral Latin High School, Chardon

Green Ribbon School
Magnificat High School, Rocky River

P21 21st Century Learning Exemplar
St. Ambrose School, Brunswick

Students from St. Joseph Academy participate in an engineering project.
The schools in the Catholic Diocese of Cleveland are embracing the Better Together initiative, which began last year with 47 pilot schools who made the commitment to work together through the program to grow in their capacity as inclusive learning environments. Members of 21 additional schools have also attended Better Together professional development meetings and have taken steps to implement the materials and information discussed at the meetings in their buildings as well. Funds for Better Together were generated by the Catholic Community Foundation’s Alleluia Ball in 2017, which raised $860,000 for the project. In addition, a Better Together special project raised an additional $106,000.

The Better Together funds have been used in three main areas:

- **School resources and training:** The 47 pilot schools were given kits, specific to either high school or elementary students, which contained a variety of resources to help schools expand their ability to accommodate various learning needs. Kits included items to allow for flexible seating; sensory items, such as noise reduction headphones; and tools for academic needs, such as reading highlight strips. Since January of 2018, the Better Together Council held four professional development meetings with two additional meetings planned for early 2019. These gatherings provide ongoing training and information to assist schools in meeting the needs of exceptional learners.

- **Public relations:** The pilot schools were also given a “Better Together” banner to display within the school and make known its commitment to inclusive education. In addition, the diocese produced a video featuring several pilot schools participating in the Better Together initiative to display on school websites.

- **Personnel:** The 47 pilot schools are receiving stipend funds in the 2018-2019 and 2019-2020 school years for the responsibilities being fulfilled by their Inclusion Coordinator. The newly created position of Coordinator of Special Education for the Catholic Diocese of Cleveland is also funded through these dollars. Molly Bullock assumed this new position, the first of its kind in the Cleveland Diocese, in August of 2018.

The key duties of the Coordinator of Special Education for the Catholic Diocese of Cleveland are as follows:

- Provide daily guidance and support to schools in the implementation of best practices for exceptional learners.
- Oversee the Better Together Council, an advisory council that meets bimonthly to ensure that the initiative is cohesive and effective. Its members include general education and special education teachers and principals, diocesan representatives, and members of the community involved in meeting the needs of exceptional learners.
- Plan, organize, and present diocesan-wide professional development meetings as well as in-services for the specific needs of a particular school.
- Visit schools to observe classes and provide consultation for educational teams.
- Communicate with families and members of the community who are looking for information about the services for exceptional learners provided by our schools.

“I have spoken with families within our diocese, members of the community, and teachers and administrators at our schools who are very thankful for the opportunity to expand our schools’ capacity to serve the needs of exceptional learners,” said Molly. “It is a mission deeply rooted in our Catholic identity. Through the committed efforts of our school and parish communities, our students are growing and learning ‘better, together.’”

In the coming year, Molly plans to continue to provide support and resources to diocesan schools for expanding their ability to meet the needs of more diverse learners. She also hopes to expand the number of schools who are providers of the Jon Peterson and Autism Scholarships, establish professional learning groups comprised of pilot school members seeking to collaborate in their inclusion efforts, and secure continuing education opportunities for diocesan faculty who wish to earn additional credentials or degrees within the field of special education.

Many students with learning differences in the diocese are experiencing successes as our schools grow in their capacity to meet the needs of these exceptional learners. The following examples give a glimpse into the expanding services and support offered by our schools.

**Julie Billiart School’s Beyond Camp** expanded its programming in the summer of 2018 to include a vocational program for high school students with learning challenges to serve as Junior Counselors. Seven students benefited from this program. Five were former Julie Billiart students. Julie Billiart’s service to disabled individuals ends after eighth grade, yet the future during and after high school can be uncertain. Self-advocacy, cooperative social skills, and executive functioning were the major foci of the vocational program. Junior Counselors completed an application, interviewed, and
Better Together

independently submitted the request for accommodations paperwork. Junior Counselors had Individualized Education Plans (IEP) or Service Plans (SP) at their high school. These counselors assisted in developing summer learning goals based on their desired areas of improvement as well as the IEP or SP. Executive functioning skills were developed through the use of daily checklists for task completion and assistance with prioritizing and time management. They also learned to cooperate and work together as a team, while taking direction from both the vocational education supervisor assigned directly to them and intervention specialists in charge of the group to which they were assigned. They are now excited about a future working with children, where they previously felt unsure of their futures and what they were capable of accomplishing.

A staff member who was focused entirely on the Junior Counselors was able to develop better outcome measures by incremental growth on the IEP and SP that can be communicated to the high schools. Outcomes can be measured by numerical data but also by anecdotal observations. For example, during the past summer one of the Junior Counselors said, “I love this—it doesn’t feel like work at all.”

Intervention specialist Kailyn Koberling is starting her second year at Incarnate Word Academy. In her role as intervention specialist, Kailyn has embraced the Better Together initiative and is facilitating the Response to Intervention (RTI) program at Incarnate Word Academy. She has assisted with the identification and implementation of the proper services for students with learning disabilities, developmental disabilities, ADHD, and selective mutism. The RTI program extends beyond differentiation in the classroom to specialized services, such as tutoring, individualized programs, and in-classroom intervention. “Incarnate Word Academy has always provided resources to ensure students can succeed,” said Kailyn. “It is my hope that the RTI process will provide the continued support and resources so that students succeed in primary, preparatory, and eventually transition to the high school of their choice.”

Metro Catholic School boasts some successful graduates from its special education program. For example, Kenneth Murray Medina, class of 2004, now has a degree in architecture and a minor in anthropology, and Kenneth hopes to “leave a monument in society” that will outlive him. Carol Creter, class of 2008, graduated from Notre Dame College in South Euclid and is now a special education teacher. Fred Johnson, class of 2018, went on to St. Edward High School and decided to join the armed forces. He has completed boot camp and now drives troops and supplies.

Bree McNeill, a science teacher for the upper grades at Sacred Heart School in Wadsworth, is the 2018 Conservation Teacher of the Year and was honored by the Medina County Soil and Water Conservation District. She is using her environmental talents in her classroom, for both traditional and gifted learners. For example, an old school garden was overgrown at Sacred Heart, and Bree arranged for the school’s gifted class to adopt the garden.

At Seton Catholic School, Amy Mineo is the new inclusion coordinator who is collaborating with all classroom teachers in implementing best practices in inclusion, developing appropriate accommodations for students, assisting in collecting data about students who are at risk, and serving as a liaison to parents who apply for the Jon Peterson Scholarship. This new position at Seton allows the school to better serve students both behaviorally and academically to the fullest extent possible within the classroom setting.

Seton Catholic School also offers American Sign Language for the middle school years to expose students to an expressive way of communicating when faced with cultural, learning, and hearing differences.

St. Angela Merici School provides a menu of educational options for gifted and talented children and youth, those of high potential or ability, whose learning characteristics and educational needs require qualitatively differentiated educational experiences and services that are respectful of
individual differences. These include classroom differentiation, pull-out gifted classes, acceleration, early entrance, online course work, contests and competitions, and partnering with other schools to meet the needs of advanced learners.

Project Challenge is St. Angela’s pull-out gifted program for grades 1-8. Identified students meet twice a week with the trained gifted intervention specialist Deb Gennarelli to explore advanced projects designed to strengthen the students’ creative and critical-thinking skills. Some examples of completed studies in Project Challenge include designing and building scale models of world landmarks and designing and building an 18-hole miniature golf course that St. Angela students played to raise money for charity.

Finally, the gifted services at St. Angela Merici School include an important focus on meeting the social and emotional needs of gifted learners in the regular classroom. Deb Gennarelli partners with teachers to help support the gifted characteristics that could impede a student from making progress in school, like perfectionism, anxiety, making friends, or being twice-exceptional.

St. Bernadette School’s Tier II Intervention for first graders who struggled with reading was to provide a double dose of Fundations Wilson Language Training. The students met four days a week for 30 minutes at each meeting. When the students arrived in their small group to the Auxiliary Service room, the students would drill the Fundations letter cards as well as the trick word cards. Depending on the day, students would build words with letter tiles, focusing on the skill that was taught in class. Other days, students would write words with dry erase boards and markers or paper and pencil, again focusing on the skill learned in the classroom. Some days the students would play word games, like Four in a Row or Go Fish, still focusing on the skill that was taught in the classroom. Other games played included Crack the Egg, where students were given letter tiles to build words. Some days students would practice phrasing as well as reading words in phrases. Repeated reading of poems was used to build word automaticity and each student would pick a poem to read to the group.

In September there were four struggling readers in the group. Students who achieved below the 30th percentile on NWEA’s MAP assessment in October were added to the group, so eight students were added and two of the original four were dismissed, bringing the total to 10 students who were receiving the intervention. In January and after the winter MAP assessment, the team looked at the data trends and dismissed three of the ten students, bringing the group to seven, then added four more students, bringing the total to 11. At the end of the year, after the spring MAP and the DIBELS end-of-the-year assessment, only three students were identified as needing service to start the next school year. That class showed 14% growth from the fall 2017-2018 MAP reading test.

In addition to academic interventions, St. Bernadette School also provides social skills interventions. The school psychologist Megan Baeker teaches
the Zones of Regulation® curriculum (or “The Zones” for short) to classes and small groups. The Zones are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help students gain skills in the area of self-regulation. In addition to understanding self-regulation, the St. Bernadette students have gained an increased vocabulary of emotional terms, skills in reading other people’s facial expressions, perspective about how others see and react to their behavior, insight into events that trigger their behavior, calming and alerting strategies, and problem-solving skills.

St. Gabriel School makes use of the items contained in the Better Together resource kit from the diocese in their inclusive education program, such as flexible seating. Some of the benefits they see with the flexible seating include improved behavior as students take ownership for their learning, increased comfort which equals increased time on task, increased collaboration, and sensory input for students. They also use sound phones to help children learn to read and enhance speech.

St. Mark School provides a supportive environment for Brianna Kazy, a student with Down Syndrome, who reads well, enjoys singing in the school choir during Mass, and plays percussion in the band. Dorothy Janis, Brianna’s aide, and Robin Micko, Brianna’s tutor, have been instrumental with the growth Brianna has shown over the years. After having done their own research on Down Syndrome, both have taught her life skills, such as how to manipulate a calculator to assure her future success. Mary Krisko, her current homeroom teacher, challenges Brianna daily with problem-solving skills. All three of these women have provided Brianna with tools to be successful in life.

Andrew Klein joined St. Jude School in the sixth grade. According to his mother, Brenda Klein, she was seeking a school that could simultaneously challenge her son in the area of mathematics and provide additional help with his English and writing skills. That is just what she found at St. Jude School. Andrew has Asperger Syndrome. Like many others, he experiences difficulties with understanding and processing language. He sees the world literally. Andrew’s teachers saw a bright student with enormous academic potential, and they welcomed the opportunity to help him with his learning differences.

Mrs. Klein remembers how happy Andrew was after his first day at St. Jude School. She attributes this to the rigorous coursework, challenging electives, and many opportunities in the areas of art and music that allowed Andrew to develop into a well-rounded student. She praised the patient, caring faculty and staff who worked with Andrew daily.

Andrew is now a sophomore at Elyria Catholic High School. He is part of the debate team, a member of the band, and continues to love art and theater. While these activities are impressive for a young man with Asperger Syndrome, perhaps his most significant accomplishment so far is earning the privilege of participating in Honors English. Mrs. Klein continues to be amazed at how accommodating and responsive his teachers have been over the past few years. She credits the outstanding intervention specialist that worked as a team with his classroom teachers at Elyria Catholic High
The Elyria Catholic community embraces the various needs and learning differences of all students, as can be seen with Andrew’s experience. Intervention specialists work in tandem with general education teachers through co-teaching/team teaching to provide needed supports, modifications, accommodations, and differentiation of instruction. Students receive support periods five days a week and are able to work with a tutor and/or intervention specialist. The data results from MAP testing and teacher identification further direct instruction in the classroom. Through response to intervention, students receive support at Tier II or Tier III. This combination of assistance builds the students’ confidence and gives them the tools to be successful.

At Saint Joseph Academy, the Student Support Services Department offers co-teaching and team-teaching in many of the freshmen level classes because it recognizes that teachers of freshmen have a huge job. Not only are there learning differences, but teachers also deal with the wide range of skill gaps and habits of students from 60 different schools. This model means that there are often two teachers who can answer questions, work with small groups, provide skill instruction in the context of the classroom, and help work on organization and self-management skills. The goal is to make sure that all students’ needs are met, and the best way to make that happen is to work with everyone in the context of the classroom.

Despite learning differences, students at St. Joseph Academy succeed. One of their students who is significantly visually impaired is succeeding in a challenging schedule and applying to colleges both in and out of state. This student is successful because she takes advantage of all the help that is available, communicates with her teachers and those in the Student Support Services Department, and is always diligent and willing to do more than expected. The student has become successful by taking advantage of the following services offered at Saint Joseph Academy: Writing Center consultations, teacher and peer tutoring, online practice suggested by her teachers and the College Counseling Department, asking questions, additional guided practice in co-teaching situations, extended-time testing accommodations, and electronic materials if font adjustments or visual appearances need to be made to enable viewing of the materials more easily. This student has blossomed with the encouragement and support offered at Saint Joseph Academy.

Saint Joseph Academy is the first high school in the Diocese of Cleveland to have a signed Mass, a way to meet the needs of those with hearing impairments. Members of the deaf community were invited to attend this special Mass, which was performed entirely in American Sign Language. CarrieAnne Pataky ’20 signed part of the Mass, adults from the St. Augustine community signed, and Sr. Corita Ambro, CSJ ’53 attended Mass and signed along with the sign language interpreter.
A CATHOLIC SCHOOL GRADUATE IS

A FAITH-FILLED DISCIPLE OF CHRIST WHO IS:
Called by Baptism and nourished by the Eucharist;
Active in the sacramental life of the Church through weekly participation in the Eucharist and regular participation in Reconciliation;
Centered in Gospel values;
Prayerful.

*As we describe the faith commitment of the Catholic school graduate, we understand that students of other faiths express these values in alternate faith commitments.

A CHRISTIAN LEADER WHO IS:
A decision maker whose conscience is formed by the teachings of the Catholic Church;
A witness to the FAITH;
A person of integrity; Respectful;
Committed to Justice;
Collaborative;
A community builder;
A steward of the environment;
Active in parish life.

A CENTERED, WELL-ROUNDED PERSON WHO IS:
Self-confident; Self-disciplined;
Open to growth; Responsible;
An active and productive citizen.

A LOVING PERSON WHO IS:
Compassionate; Kind; Forgiving;
Appreciative of diversity;
Welcoming;
A peace-filled mediator;
Respectful of the talents and abilities of others.

A LIFE-LONG LEARNER WHO IS:
Articulate; Creative; Technologically literate;
Academically and spiritually competent;
A critical thinker;
A problem solver.

A HEALTHY PERSON WHO IS:
Respectful of life;
Practicing good health habits;
Committed to reaching one’s full potential;
A good sport.