

# Application Form

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## *Organization Information*

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### **School Name\***

Archbishop Hoban High School

### **Grade Levels Served\***

9-12

## *Contact Information*

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### **Team Members\***

Please list the names, titles, and email addresses for each member of your core team.

Mrs. Amie Mancine, Theology Teacher and Icon Mentor, [mancinea@hoban.org](mailto:mancinea@hoban.org)

Mrs. Mary Bulgrin, Theology Teacher and Theology Department Chair, [bulgrinm@hoban.org](mailto:bulgrinm@hoban.org)

Mr. Zach Feador, Art Department Chair, [feadorz@hoban.org](mailto:feadorz@hoban.org)

Catherine Perrow, Asst. Principal, [paerrowc@hoban.org](mailto:paerrowc@hoban.org)

### **Principal Name\***

Please enter the name of your school's principal here.

TK Griffith

### **Principal Email\***

Please enter your principal's email address here.

[griffitht@hoban.org](mailto:griffitht@hoban.org)

### **Treasurer Contact Information\***

Please provide the name and mailing address of the treasurer for your school district.

Jon Dunay  
1 Holy Cross Blvd  
Akron, Ohio 44306

## ***Request Information***

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### **Project Name\***

Mindfulness Through Iconography Year II

### **Amount Requested\***

This number should match the total on your EIG Budget spreadsheet.

\$4,990.00

### **Project Overview\***

Please write a brief, two-sentence description of your project and desired outcome.

Iconography is a semester-long elective offered to students interested in continuing to develop mindfulness techniques. Students will work at their own pace, discover how to live with imperfection and find success by trusting the process.

### **Project Description\***

Please write a brief description of your project. What are your needs? What do you want your students to achieve?

temperaIconography is the method of bringing together the natural elements of wood, cloth, minerals, clay and eggs in an art form known as “tempera painting.” Creating a finished Icon mirrors the spiritual and emotional growth all human beings undergo in order to become healthy and whole person.

As a result of grant funding from EIG, Iconography is currently being offered during the enrichment period approximately twice a week. Students participating chose to eliminate their study hall to learn icon writing taught by Educator, Amie Mancine. Unfortunately, the enrichment period can be inconsistent.

Even with disruption, the “pilot” enrichment class has been a positive experience and very successful for our students. With that being said, Iconography will now be offered as a semester-long elective course for the 2023-24 school year.

The overarching goal of iconography is to aid students in growing mature, thoughtful and stable in relationships with themselves and others.

Junior Emma Boring is happy to be part of the pilot project and says, “Iconography has helped me connect spiritually and is a time to remember to take a break and relax.”

Registration for the 2023-24 school year is currently underway. Open to all grade levels, this newly added elective is seeing positive interest. Students that register for this class will now have additional activities available, more opportunities to visit local museums and churches as well as the ability to complete more than one icon.

Additionally, students will be able to take digital photos of their completed work and create prints, notecards and much more. This is a chance for the icon artist to give gifts to friends or family as well as an option for the entire Hoban community to purchase. Proceeds of sales would be utilized to replenish supplies used throughout the semester.

Practicing iconography teaches students a skill they can continue long after the initial process is complete. Students will be encouraged to use this as a tool for relieving stress and other frustrations they encounter as they move on to higher education and life-long learning.

Although the final product is a visual image with deep symbolism and meaning, students currently participating in the pilot program say the creative process is the most impactful. Actually, many of them want to take the course again.

## Compelling Story\*

Why do you believe in this project?

I have embraced the techniques of iconography as a way to center and destress myself. I have experienced first-hand the benefits of participating in this sacred tradition. I have led annual week-long iconography retreats for adults and have had the honor of piloting the iconography class at Hoban this year. Every enrichment meeting time, I see our students progress through their personal journey of living in the moment and learning to let go of everyday stress. They find peace as they have never experienced and it is so special. My students have told me they want to take this class again. They want more time to destress during the school day and develop their creativity.

I believe this is a unique opportunity to share an ancient form of artistry and mindfulness methodology with the Hoban community. Increasingly, we know that our students struggle in their transition to adult life due to the busyness and distractions they face in their everyday class work, co-curricular and family life. I recognize from my own experience that Icon writing is a traditional way through which those involved may focus their energies and stress toward a specific goal, through a journey that helps them to process their experiences and grow in mindfulness while lowering stress.

To our knowledge, nothing like this exists in Northeast Ohio. Offering this as an elective course compliments the core curriculum with an option to aid students in the areas of self-reflection and mindfulness; instilling a deep understanding that perfection is never the end goal. We can be happy with things and others who are not perfect. This activity will provide a level of relief and balance from the stress and anxiety students feel based on the often-inflated goals and expectations that are imposed internally or externally upon them during their high school years.

## Cradle to Career Continuum\*

At which transition point/indicator on the Cradle to Career Continuum does your project fall?

College and career readiness

## Student Impact\*

How will this project impact your students? Describe any secondary audiences that will be affected, including other classrooms or teachers. What will you do to ensure your project supports equity and inclusion in a diverse and inequitable society/world? Please include any practices or impact that focus on social emotional learning, and any outcomes that affect diverse populations (racially, LGBTQ, immigrant, other-abled, etc).

Students participating in this project will grossly improve their sense of mindfulness, self-confidence, stress management and community building through their creativity. This type of artistry becomes a life-long activity for the students and is something that can be shared with others.

Once icons are complete, students will display their Icons in the hallway. This will naturally spark conversations and reflection among visitors, faculty, staff and non-participating students. Several of our colleagues have expressed interest in participating and/or incorporating this type of project within their own curriculum because they have seen the changes in the students who have gone through this process.

Students from seven counties currently attend Archbishop Hoban. These students come from all socioeconomic backgrounds, cultures, academic abilities and gender identities. This activity is a natural fit and aligns with Hoban's inclusivity mission.

Because iconography is about bringing diverse and seemingly disconnected pieces into a coherent whole, all students will have the option to participate. This is evident in each completed project. No icon is ever the same even if the starting pattern was the same as another. In a sense, this allows students to connect with each other through the lens of their peers; to see the world through someone else's eyes and their icon. SEL standards supported by this project include self-awareness and self-management.

### **Sustainability/Replicability\***

How will other teachers in your building learn about the project and its outcomes? How will your project empower, inspire and/or support your colleagues?

It's This year's pilot program has already brought interest to the art of iconography. Non-participating students as well as faculty have witnessed the stages of progression of student icons. Science teacher, Candace Bates says, "It's enlightening to see these students working on their icons. To know they choose to participate in this activity as opposed to using it as a study hall or to meet with student clubs they may be involved with is inspiring and contagious."

The project's success and inspiration are evident knowing the pilot program has evolved into a semester-long elective in the 2023-24 school year all because the students simply stated they wanted more.

Project lead, Amie Mancine, continues to discuss opportunities to work with other schools or youth organizations outside of Hoban. Potential partnerships with after-school programs will be explored and offering training in the craft of iconography will continue to have a positive impact on the community. Mancine is also willing to participate in local and national conferences. In fact, she was requested to speak at the First Friday Club of Greater Akron (FFCGA) on incorporating iconography in the classroom.

Year 2 of the project also incorporates opportunities for students to create digital prints of their icons for the Hoban community. Proceeds from sales will be utilized to replenish icon supplies.

### **Technology\***

What technology (if any) is necessary for the success of this project? Explain how it will be used and why it is critical to the project. If technology is not needed as part of this project, then please describe why and how objectives will be achieved without added technology.

Technology is not a necessity, but student-issued iPads will be used to enhance their experience. Students may listen to Gregorian Chants, or ethereal music to reduce stress while creating. They could also be used to zoom in on color plates of icons to see the minute details they are trying to create in their own work.

In year 2, a digital camera will allow students to capture the stages of progression and can be used as an educational tool. Digital images can be utilized in YouTube videos for tutorials if students were out sick as well as shared with other schools interested in this type of artistry. Students have also expressed interest in digital prints and framed digital art.

Although tech is beneficial, the goal is to limit its use allowing students to take a break from using their iPads/phones, which are a large part of their day. It will be less stressful, and more mindful to put them away, allowing students to find ways to unplug and center one's self.

## *Attachments*

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There are two required attachments to complete your application. **No other attachments will be accepted.**

### **Endorsement Form\***

This form must be completed by the Superintendent (or Head of School) and Principal. [Click here to download the Endorsement Form.](#)

[Iconography\\_Endorsement.pdf](#)

### **Project Budget Form\***

Use this form to provide an itemized list of all expenses that you expect to incur in connection with the project. Please use actual cost quotes that reflect the best available prices on materials. [Click here to download the Project Budget Form as an Excel spreadsheet.](#)

[Click here to access the Project Budget Form in Google Sheets.](#) Please note that if you complete the budget in Google Sheets, you must upload it here as an xlsx or pdf. Google Sheets files (.gsheets) will NOT be accepted.

[2023-EIG-Budget-Iconography.pdf](#)

**GAR Foundation 2023 - 2024 EIG Budget**

**Please round all amounts to the nearest dollar. This spreadsheet will automatically round up your TOTAL PROGRAM EXPENSE to the nearest \$10. The AMOUNT REQUESTED in your application should match the rounded TOTAL PROGRAM EXPENSE amount. Please include an Explanation for all of your line items.**

<b>School &amp; Project Title:</b>		<b>Hoban High School: Mindfulness Through Iconography Year II</b>		
<b>PROGRAM EXPENSES</b>	<b>Cost Per Unit</b>	<b>Units Needed</b>	<b>Total Cost</b>	<b>Explanation</b>
<b>Technology</b>				
<i>Up to 40% of budget</i>				
Digital Camera	\$500	1	\$500	Nikon COOLPIX 40x Optical Zoom Digital Camera includes case, software and memory card will be used for photographing the stages of art work as well as the completed icon
Photo Printer	\$600	1	\$600	Epson EcoTank Photo Wireless Printer with Scanner will be used for printing digital photos of icons
Laptop	\$870	1	\$870	HP Envy customized with 1TB SSD, includes Windows 11 Home/Intel Core and Intel Iris Xe graphics
<i>Technology Subtotal</i>			\$1,970	
<b>Professional Development</b>				
<i>Projects with technology are expected to allocate at least 10% of their total project budget to PD</i>				
Trainings/Workshops				
Books/Publications	\$ -		\$ -	
Coaching	\$ 400.00	1	\$ 400.00	Ongoing PD will be offered throughout the year for faculty and staff interested in using iconography in their own departments.
Technology Professional Development	\$ 150.00	3	\$ 450.00	Local expert in digital photography will teach students and project lead how to effectively use digital cameras and digital software to best capture icons. Professional will offer PD instructions throughout the semester (3 sessions)
Other: PD Speaker	\$ 100.00	2	\$ 200.00	A local guest speaker/iconographer will be invited for PD.
Mindfulness Online Inservice	\$ 500.00	1	\$ 500.00	Online Institute (July 10-14) Making Mindfulness Work for Your School includes tools for the classroom teacher as well as for the faculty
<i>Professional Development Subtotal</i>			\$ 1,550.00	
<b>Materials/Supplies</b>				
Identify each:				
Photo Editing Software	\$200	1	\$ 200.00	Adobe Photoshop or similar editing software for students to manipulate artwork for more creative uses
gold leaf paper	\$ 10.00	30	\$ 300.00	A type of medium used for ornamental design
Duck eggs	\$ 3.00	20	\$ 60.00	Used for mixing pigments to create color and texture
Hot Plates	\$ 150.00	1	\$ 150.00	Hot plate and boiler needed to mix pigments
Double Boiler	\$ 40.00	1	\$ 40.00	Hot plate and boiler needed to mix pigments
Light Box	\$ 105.00	1	\$ 105.00	24 " by 24" Light Box with LED lights to evenly distribute light into every corner to capture digital art
Colored Ink for Printer	\$100	1	\$ 100.00	EPSON Colored and Black ink 70 mL bottles for photo printer. Ink will allow for 30 - 35 high quality 8" by 10" prints
Multi Card Reader	\$ 20.00	1	\$ 20.00	7 in 1 USB card reader and Memory cards allowing multiple projects at one time
Photo Paper (4 by 6)	\$ 10.00	1	\$ 10.00	Photo paper will be used to print digital images for notecards or prints.
Photo Paper (5 by 7)	\$ 20.00	1	\$ 20.00	Photo paper will be used to print digital images for notecards or prints.
Photo Paper (8 by 10)	\$ 35.00	1	\$ 35.00	Photo paper will be used to print digital images for notecards or prints.
Frames			\$ 130.00	Frames to display digital icons throughout the school building
<i>Materials/Supplies Subtotal</i>			\$ 1,170.00	
<b>Miscellaneous</b>				
<i>Substitutes</i>				
<i>Up to 10% of budget</i>				
Other: Field Trips	\$ 50.00	6	\$ 300.00	Students will visit the Cleveland Museum of Art and an Orthodox Church. Sessions are for Social Emotional Learning through Art: Self Awareness and Self Management (These will be afterschool trips using the school van)
Other: Transportation				
<i>Miscellaneous Subtotal</i>			\$ 300.00	
<b>TOTAL PROGRAM EXPENSE</b>			\$ 4,990.00	<b>This amount is automatically rounded up to the nearest \$10 (eg, \$542.50 will round up to \$550). Your AMOUNT REQUESTED on your application should match this number.</b>