



**Brentwood
Borough
School
District**

SUPERINTENDENT'S MESSAGE

BY DR. AMY M. BURCH



From Pandemic to Partnerships



LEADERSHIP PITTSBURGH INC.

cohort XXXVI offered to assist the Brentwood Borough and the Sto-Rox school districts with distance-learning challenges, it was a bright light in an otherwise dark time. The goal for LPI's class was to develop a collaborative, civic-minded partnership between business and some of our region's school communities. The team was able to engage generous support from Dollar Bank, which funded \$22,000, covering the entirety of Phase One of the project.

The team of Leadership Pittsburgh graduates, co-led by Adam S. Ennis, attorney with Steptoe & Johnson PLLC and Pam Selker Rak, president of the marketing firm, CommuniTech, LLC, learned of Sto-Rox's and Brentwood's needs through The Allegheny Intermediate Unit, who put the team in direct contact with the two school district superintendents.

"We had a very productive discussion about both short-term and longer-term challenges, and the one thing both schools were struggling with in the near-term was getting enough cases for our students' Chromebooks. Brentwood is a walking school district and

It is no secret that the pandemic placed a significant amount of stress on school district budgets. So, when Leadership Pittsburgh, Inc. (LPI) graduating class of 2020 graduating,

the cases will significantly lengthen the useful life of the hardware that our students need to continue to grow in distant learning settings" said Amy Burch, Superintendent and LP alumni.

Further collaboration is planned with both school districts to help address longer-term challenges, including technical support of the devices, assisting with connectivity packages and business mentoring programs for all students. These initiatives will roll-out as part of Phase II and Phase III of the project.



The Leadership XXXVI team is comprised of:

- Denise Abbott, Fedex Ground
- Michael Abriatis, PNC Bank
- Bradley Balmert, Huntington National Bank
- Kurt Barshick, United States Steel Corporation
- Stacey Brodak, Waynesburg University
- Karen Brown, Baldwin-Whitehall School District
- Thomas Engler, JP Morgan Chase & Co.
- Harold W. Ennulat, Carnegie Mellon University, Software Engineering Institute
- Timothy Love, People's Gas
- Randy Lutz, Baldwin-Whitehall School District
- Nathan Rhea, Burson Cohn & Wolfe
- Brian Rider, Michael Baker Corporation
- Christine Robinette, Fragasso Financial Advisors
- Kelly Schaeffer, Premier Medical Associates
- Pam Selker Rak, CommuniTech, LLC
- Jaime Szoszorek, Pittsburgh Zoo & PPG Aquarium
- David Weber, Dollar Bank
- Philip Woods, Federal Home Loan Bank of Pittsburgh
- Jason Wrona, Buchanan Ingersoll & Rooney, PC

BOARD OF DIRECTORS



COVID

The Brentwood Borough School District continues to tackle COVID-19 and the impact it has had on our community. During the month of January, the district closed its buildings and instruction went fully remote for students due to the increased uptick of positive cases in our district. This was done to keep both students and staff safe.

The administration held webinars so that the families of our students could learn more about the changes to going fully remote and moving back to a new synchronous hybrid model that started in February. Students who are at home can be in class with students in the school building at the same time. The inclement weather in January and February led to the use of multiple Flexible Instruction Days. The good news was that students did not experience a disruption in the closing of school due to the severe weather.

The CDC released updated recommendations and guidelines in February. After consultation with the ACHD, PDE and the AIU, we are pleased to report that only minor adjustments need to be made to the Brentwood Health and Safety Plans.

We were able to go fully remote thanks to all students receiving Chromebooks. Our technology staff and a host of other volunteers were able to set up the new Chromebooks and distribute them to our many students in a quick and efficient manner. A special thanks goes out to Leadership Pittsburgh for the protective bags that were distributed with each Chromebook.

The district continues to monitor COVID information from county, state and federal agencies to ensure the safety of the children of the community and the district staff. While it is our hope that we can return to a 5-day a week in-person instruction model soon, it will depend on the availability of the vaccines.

Budgeting

The school district has started the budgeting process and takes into account the impact that the pandemic has had on our community. The final draft of the budget will be posted on the school district website for all to review. As of January 31, 2021, the Business Manager's report indicated that real estate collections were down by 38% due to the pandemic. The impact on the collection of delinquent EIT taxes will not be known until the audit is completed for the 2020-2021 school year.

Staff and Student Achievements

Even during the pandemic, the Brentwood Borough School District continues to shine. Our winter sports have been able to continue, although on a modified schedule with opponents. The Spartans have had great success during the season, and we look towards the WPIALs. Spring sports are just around the corner and with spring fast approaching should be able to continue the momentum from the winter sports teams.

College Board Names Katy Phillips an Advanced Placement Reader

Brentwood High School mathematics teacher Katy Phillips was informed by College Board that she has been selected as a reader for the upcoming Advanced Placement (AP) Exam year. Mrs. Phillips currently teaches AP Calculus AB and AP Calculus BC at Brentwood High School. College Board requires that all readers have at least three to five years of experience teaching AP courses in their content area to be a test reader. Mrs. Phillips submitted her application and resume supporting her qualifications as an AP instructor. She has been selected to read and score the Calculus AB and BC test. During non-COVID years participants are invited to Kansas City, Missouri for the grading process. This year the test grading will be conducted virtually. Teachers who are selected as readers are provided professional development and they are presented with the testing rubrics and a discussion of common errors are conducted. Each year more than 500,000 tests are graded during this session. Mrs. Phillips being selected for this honor will provide her with a deeper understanding of the Advanced Placement process. Reader have a better understanding of how the questions are written and how students are expected to formulate their responses. This is excellent opportunity for Mrs. Phillips, and it provides an opportunity to improve instruction for the students at Brentwood High School.



Brentwood Middle School Teacher Nominated for National Award

Lynne Golvash, Brentwood Middle School math teacher and National Junior Honor Society adviser, was recently nominated for the prestigious Edward Rynearson Adviser of the Year Award. This award was established to recognize outstanding National Junior Honor Society advisers for their leadership and commitment to the purposes of NJHS.

Mrs. Golvash has served as the Brentwood Middle School NJHS chapter adviser for the past 14 years. Each year, students are inducted into NJHS based on their commitment to the ideals of Scholarship, Leadership, Service, Character, and Citizenship. In order to be eligible for inclusion into NJHS, students must maintain a grade point average of 3.5 or above and complete a minimum of 15 hours of community service. Mrs. Golvash helps the students meet the community service requirements through their annual participation the MS Walk in downtown Pittsburgh to raise awareness in the fight against multiple sclerosis as well as several other local community outreach programs.

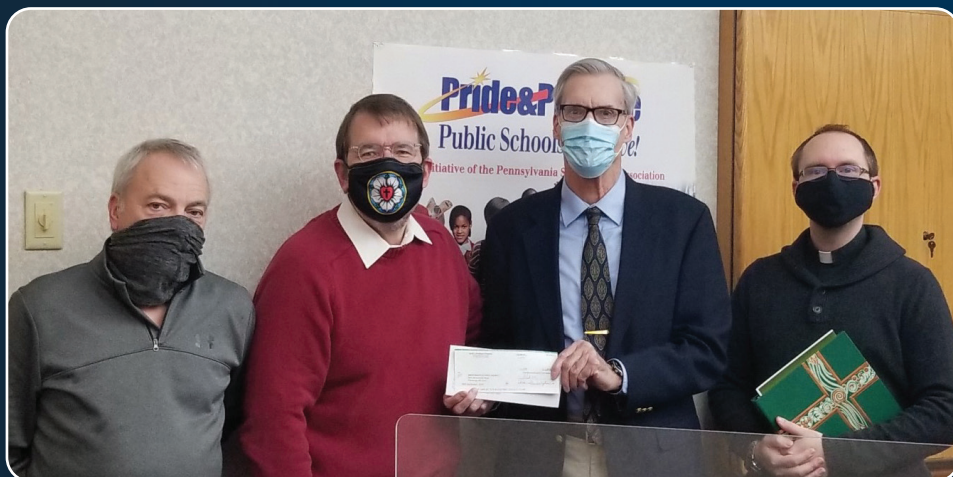
Mrs. Golvash was nominated for the award by Brentwood Middle School Principal, Mr. David Radcliffe, and Brentwood 9th grade student and past member of NJHS, Maryam Al Mrayani. Both wrote nomination letters describing the positive impact that Mrs. Golvash has on the members of NJHS as well as her students in the classroom. According to Mr. Radcliffe, Mrs. Golvash "has made immeasurable contributions to our school community and has served as an amazing mentor for our students. She is the epitome of the teacher/mentor/adviser that we all want students to have in their lives." In the student nomination, Maryam wrote, "It is safe to say that Mrs. Golvash has helped and inspired every one of us to reach our goals...She has not only inspired me to be a better NJHS member, but to be a better person."

The students and staff at Brentwood Middle School wish Mrs. Golvash the best of luck as she is considered for the Rynearson Adviser of the Year Award!



Donation

Representatives from the Zion Lutheran Church attended the Brentwood Borough School Board meeting and presented Dr. Burch (and others in the photo) with a \$5,000 donation to be used to cover the outstanding food-related balances of students. This donation assisted over 180 students/families across the district. The Brentwood Borough School District students and families are very appreciative of this special gift.



Student Honored with Multiple Art Awards

Scholastics, is a national art and writing competition. "To have work accepted into the competition is a pretty big deal", said Mr. Benjamin Miller, art teacher Brentwood Middle High School. The competition opens on a regional level with the best work moving to the national competition. Baily Wertz entered seven individual pieces and two portfolios (which are collections of her work but judged as a single piece). Bailey uses mixed media, but she primarily works with oil paint. Some of them include color pencil, charcoal, and pastels.



The highest award is known as the Gold Keys in which, Bailey earned six awards. She also won two Silver Keys, and one honorable mention, meaning that every entry received an award. Her Gold Key pieces will move on to the national competition. This is an accomplishment to be celebrated and Bailey has a very bright future.



TSA (Technology Student Association)

The TED (Technology Engineering and Design) Honors class at Brentwood High School provides the opportunity for students to compete in the TSA (technology Student Association) competition annually. Students compete in the PA Region 6 competition in the winter and the PA State competition in the Spring. This year for the Regional competition a group of students competed in various engineering and design competitions against hundreds of local students from Allegheny county.



Ashley Mingrino and Abbey Czerwien competed in what is called the board game design challenge where students are to create and develop a board game. Using Autodesk software and 3D printers in the TED room the students developed a shark-based children's game. They placed third place overall and we be competing in the State final in April. Anton Brunick competed in the

Engineering CAD competition and won second place overall. Anton had a week to design and develop a multipurpose tool for a bike using the Autodesk software. Brenden Wertz competed in Architectural CAD design and won first place overall by designing a floor plan for an emergency structure made from a train car. Both Anton and Brenden will now be competing in the State final.



Of course, these students have been working at home and at school when permitted during the pandemic time and the competitions are all remotely offered. So, the dedication of the students to place in their respective categories is not an easy task. Many students use the TSA opportunity to bolster their resumes and ultimately give them real world experience before they venture into careers or college.

Oh What Fun It Is...To Collaborate!

In the midst of the constantly evolving school year, media literacy teacher, Ms. Cosner, and music teacher, Mr. Sherman, decided to work together to create a unique way to engage students and lift spirits! Both teachers taught their own individual classes all year, but when the holiday season was near, and the annual concert had to be canceled due to COVID-19, the colleagues (who both play musical instruments) knew they wanted to collaborate and create a fun video to reach the students! After all, research has shown that listening to music can cause the brain to release dopamine, which is a feel-good chemical. Mr. Sherman and Ms. Cosner decided that performing and recording a duet to share with the students and teachers at Elroy and Moore Elementary Schools would be a way to create some joy and happiness. Mr. Sherman selected the holiday pieces to play, and then he and Ms. Cosner played their oboe-bassoon duet that was edited and shared with the schools. The other specials teachers were included in the video as well!

Apart from working together on planning new lessons, Mr. Sherman and Ms. Cosner have each committed to improving their individual classes. Music can be such a wonderful tool to heal during dark times. Due to restrictions that kept students from singing, Mr. Sherman shifted gears to

create a curriculum filled with music appreciation over the last six months. Whether that be leading individual instrument lessons over Microsoft Teams or creating "Note Pizzas" with fourth graders to hone in on vital musical concepts, the overarching goal was to show that music can help heal. We can count on music to remind us to take a moment to breathe and put us in an appropriate mindset. To aid with these concepts, Mr. Sherman is working on an American Sign Language music video with students to bring light to the hardships that the deaf and hard-of-hearing community has faced during the pandemic.

Reading, even 20 minutes a day, is incredibly important. It can spark imagination, help develop children's brains, and improve social and communication skills. Before the holiday break in December, Ms. Cosner put together "mystery bags" for all students who were online, hybrid, or were not able to come into the library to check out books due to COVID-19 regulations. Each student was given the chance to pick up a bag containing two library books and a book report. Ms. Cosner aimed to choose books that would interest each individual student. Upon returning to the fully online schedule in January, students were able to discuss



Katie Cosner and Jordan Sherman



the books they read over break, and many of them decided to share about the books from the library.

Even though learning looks much different in the 2020-2021 school year, the teachers have worked together to connect with their students in meaningful ways. They will continue collaborating and brainstorming for future videos and projects. Stay tuned!

F1 in Schools



The Covid-19 pandemic has clearly made the school year challenging for everyone, especially students wanting to do more with their academic careers at the Brentwood High School. A group of six engineering and communication students; Cecilia Foley, Paige Mortimore, Kellie Bruschi, Samir Kadariya, Ava Barker and Bailey Herrera competed in the F1 in Schools National competition in late December 2020. These students had to compete completely remotely against 15 other teams from all around the country. The top three teams would be invited to the World Final in the United Kingdom in June.

The competition requires the team to create an entire company from scratch that produces a formula one model racing car that had to be produced and raced remotely in Florida. This was a daunting task with the Covid restrictions, but these

students worked throughout the school year and came in during the summer to utilize CNC machines and 3D printers to produce the cars. In addition to the production of the cars, the students are required to create webpages, professional portfolios, pit displays, marketing strategies and presentations.

After a whole day of competing remotely the students ended with the following awards; fastest, car, knock racing champions, best presentation, and 2nd place overall at the competition. The team will be the highest-ranking team in the USA that has agreed to compete in the United Kingdom world final. The team has now changed to a different look by adding senior Ashley Mingrino and freshman Maryam Al Mrayani to the group and they are working diligently to represent the USA this summer.

ANXIETY OVER RETURNING TO SCHOOL

An important piece to keep in mind is that kids are resilient. Many kids already have adapted to the stressors and current challenges of our situation. However, kids respond to big emotions, and worry more when they see others worrying. Keep in mind that anxiety is contagious, and we need to keep ourselves calm and have a strategy for speaking with our children and preparing for the second half of the school year.

Kids have many concerns right now, and they differ by age and schooling type. Younger kids may not be as worried and may be more annoyed or worried about wearing a mask. Older kids may have greater worries about returning to school and understanding the health risk of Covid-19. For those with virtual schooling, adolescents may be more worried about accessing the curriculum, falling behind, and having multiple stressors/distractors at home.

Regardless of age or school type, as parents, we need to equip our kids with proper coping skills and supports, but for the most part, many adjust and are glad to be back.

How can we talk to our kids about anxiety and returning to school?

Early elementary – Keep it brief with simple info about COVID-19, “Keeping safe from germs.” Provide reassurances that adults and behaviors keep them healthy. Say things like “adults are working hard to keep you safe,” and “wash hands to keep germs away.”

Upper elementary – Assist the child in distinguishing reality from rumor/fantasy, discuss what plans leaders and teachers are doing to keep them safe, remind them of how they keep each other safe and how important it is to take care of one another.

Anxiety can affect education

The educational cost for students with anxiety is considerable. That’s because these students experience more absences from school, poorer connection to school, lower levels of belonging and less engagement with schoolwork.

If your child throws a tantrum about going back to school, try to stay calm and avoid getting angry or upset. This can be really hard to do. But keep in mind that tantrums are an attention-seeking

behavior. So do your best to ignore the tantrum, and praise your child when you see calmer behavior. Then ask when would be a good time to talk about why your child was upset.

The best way to cope with back-to-school anxiety is by easing the transition. Here are some steps that can help both of you feel less anxious:

- **Project a sense of confidence and understanding.** It may seem like a small thing. But when kids know that you know what they’re going through, it can make a big difference: “I see that you’re anxious about the new school year. But I believe in you and will help you get through it.”
- **Practice morning and evening routines.** This includes school wake-up times, bedtimes, and mealtimes.
- **Plan extra time to get out the door in the morning.** It gives you extra time to deal with tantrums or other avoidance tactics without your child being late for class. Having extra time can also reduce your stress, which makes you better equipped to help your child.
- **Get everything in order ahead of time.** Gather needed school supplies the night before school, and work on organizing your child’s backpack. Get to know the class schedule.
- **Give your child choices.** Letting kids choose what clothes to wear or breakfast to have can provide a sense of control and excitement about school. You can pick out a few options, then let your child choose a favorite.



• Reach out to others for support.

Talking to other families about their own back-to-school struggles and successes is a good reminder that you’re not alone.

It’s very common for kids to worry and feel anxious about going back to school. But it’s also possible that other things could be concerning your child. Here are a few questions to consider:

- Has anything else happened recently that could be contributing to the anxiety? This could include the loss or illness of a family member or a fight with a close friend.
- Is your child getting enough sleep and eating well?
- Does your child get stomachaches before school?
- Does your child have trouble separating from you at other times, like with a babysitter?
- Has your child been throwing tantrums for other reasons?

Talking to your child and taking steps to ease concerns can smooth the transition back to school. But if these strategies don’t help and the tantrums continue or get worse, keep an eye on what you’re seeing. You can use an anxiety log to take notes. The notes will come in handy if you decide to reach out to someone, like a health care professional, for help.

Another strategy is to practice coping skills:

- Make deep breathing, meditation, yoga a part of the daily school routine
- Talk about emotions and how they impact our behaviors
- Focus on the positive
- Establish and maintain routines, especially routine when walking in the door from school, everything from hand washing, maybe removing clothes, to snacks and homework
- Know when concerns are escalating and begin to impact daily functioning, and reach out to your pediatrician or mental health provider.

We feel anxious at different times for different reasons, but we are going to get through this together.

Source: Jennifer Katzenstein, Ph.D., *Managing Anxiety for Return to School*, John Hopkins Medicine, August 21, 2020.

An Homage to Elementary Schools

"Oh, that is so elementary," is often used in our vernacular to mean easy. However, that is quite the misnomer. On the contrary, the things that are taught in elementary school are actually quite difficult to learn. People often equate elementary with easy because they have so fully internalized those early lessons that they no longer recall the deliberate and explicit instruction their teachers provided.

In our elementary classrooms teachers are laying the foundational pieces for all further instruction. Learning the alphabet and counting to 100 are the keys to all future learning. When students are learning the alphabet they are actually learning to encode language. In other words they are learning to take the spoken and use symbols to translate ideas. When students are learning phonics they are not only learning how to 'sound out' words, they are also learning how to decode written language. In spelling class, students master patterns and the encoding of messages. Elementary mathematics starts with counting to 100. As that skill has an intrinsic relationship to quantity. When students understand quantity, they can grasp value. When you understand the value of numbers you can determine if addition and subtraction problems arrive at reasonable answers. The skills elementary students acquire in the early years of learning provide the foundation that all subsequent learning builds upon. You cannot build a home if you do not have a solid foundation. The same is true about learning. You cannot learn advanced concepts-algebra, statistics, Shakespeare... without learning to count to 100 and recite your ABC's first!

Elementary school lessons go beyond teaching foundational concepts. Elementary teachers are tasked with teaching students how to learn. The next time you pick up a pencil, pen, or even that stylus for a tablet, at some point, a teacher taught you how to hold it. Printing letters and writing in cursive are important skills for taking notes. Typing and mouse or track pad skills enable older students to code and create. Binders, color-coded folders, and tabs are used with students to organize information. Teaching students how to organize gives them a system for easily finding and retrieving information. When we can find and retrieve information, we create mental systems for building and organizing our minds. That, in turn, facilitates the acquisition of more knowledge and allows us to see patterns and apply generalizations to new situations.

Organization, study skills, and reading and math are important lessons. However, one of the most important lessons we learn in school is how to be kind to others. In elementary school we encounter people who have all sorts of different skills and talents. We learn to take turns, listen to others, and share. Our teachers model compassion and caring in our classrooms every day. Is it fair to equate elementary with easy? I would think not. For if we do not learn these 'elementary' lessons we do not have a foundation upon which to build future success. Reading, numeracy, and organization are supremely important. Kindness is what makes us human. And those are lessons learned that are not always 'easy.'

KINDERGARTEN REGISTRATION For 21/22 School Year IS OPEN

Registration for students entering kindergarten at Brentwood Borough School District has begun through the enrollment portal on the district's website. Parents/guardians of children who will be 5 years old as of September 1 are invited to begin the enrollment process by visiting the district website at www.bb-sd.com and clicking on the REGISTRATION tab in the lower left side of the screen. You will be directed to a link where you will pre-register by typing your name, phone number, and active email address. The system will then send you an email containing a username and password for use to register your child.

Once you enter the district portal, you will enter other demographic information and complete eight (8) custom forms. Upon completion of those custom forms, you will be asked to upload several documents including: the child's birth certificate; a copy of your current lease/mortgage/deed for a residence in Brentwood Borough; proof of your child's up to date immunizations; and two (2) proofs of residency. Proof of residency may include: current utility bills in the parents name and address within the district, IRS statement or other wage and tax statements, Voter Registration card showing current address, recent employer pay stub showing current address, recent letter from a government agency with the parent/Guardian's name and current address, current PA Driver's License with current address, vehicle registration with current address, current credit card bill with current address, recent bank statement with current address.

The district has tried to streamline the process and make it as user-friendly as possible. It is estimated that if a parent/guardian has collected all necessary documents, this process can be completed in under thirty (30) minutes.

If a parent/guardian were to encounter any difficulties while completing the registration process, please contact Dr. Winiarski at (412) 881-4940 ext.2215 and she will be happy to assist. Once a parent/guardian submits all necessary information, the district reviews the application and contacts the parent/guardian via email to let them know if the registration is complete or if additional information is necessary.



Brentwood is Working on Becoming a Trauma-Informed School District

Trauma: a state of great unhappiness or shock. Fact: Research suggests that about half of the country's children experience at least one traumatic event before the age of 17. Studies now show that nearly every school has children who have been exposed to overwhelming traumatic experiences, such as witnessing domestic violence or being the direct targets of abuse. If we add those who experience periods of homelessness, live in an area affected by community violence, flee war-torn countries, or undergo multiple invasive medical procedures, the number of children affected by significant trauma grows even larger. Now, we can add living through a world-wide pandemic where schools were shut down, families may have been impacted by unemployment, movement in the community was limited, and children may have first hand experience with a family member who became ill or died from COVID 19.

Experts explain that trauma is not an event itself, but rather a response to one or more overwhelmingly stressful events where one's ability to cope is dramatically undermined. These experiences in childhood can lead to social, emotional and academic difficulties. As students get older, exposure to traumatic experiences can also lead to self-medicating behaviors such as substance abuse, smoking, and overeating. All of these responses to traumatic events can interfere with a child's ability to learn at school.

Studies have shown that traumatic experiences in childhood can reduce concentration, memory, and the organizational and language abilities children need to succeed in school. For some children, this can lead to problems with academic performance, inappropriate behavior in the classroom, and difficulty forming relationships. Learning about the impacts of trauma can help keep educators from misunderstanding the reasons underlying some children's difficulties with learning, behavior and relationships.

Learning to read, write, take part in a discussion, and solve math problems depends on many things—organization, comprehension, memory, the ability to produce work, engagement in learning, and trust. Trauma has the power to disrupt a student's development of these foundations

for learning. It can affect the development of language and communication skills, compromise the ability to attend to classroom tasks and instructions, interfere with the ability to organize and remember new information, and hinder the understanding of cause-and-effect relationships—all of which are necessary to process information effectively. Trauma can also interfere with the capacity for creative play, which is one of the ways children learn how to cope with the problems of everyday life.

Once schools understand the educational impacts of trauma, they can become safe, supportive environments where students make the positive connections with adults and peers they might otherwise push away, calm their emotions so they can focus and behave appropriately, and feel confident enough to advance their learning—in other words, schools can make trauma sensitivity a regular part of how the school is run.

All educators (including teachers, administrators, school board members, counselors, school nurses, cafeteria workers, custodians, athletic coaches, advisors to extracurricular activities, and paraprofessionals) must share an understanding that traumatic experiences in the lives of children are more common than many of us ever imagined and that trauma can impact learning, behavior, and relationships at school, and that a "whole school" approach to trauma-sensitivity is needed.

Schools must support all children to feel safe physically, socially, emotionally, and academically. Children's traumatic responses, and the associated difficulties they can face at school, are often rooted in threats to their safety that undermine a sense of well-being in fundamental ways. Therefore, the first step in helping students succeed in school, despite their traumatic experiences, is to help them feel safe—in the classroom, on the playground, in the hallway, in the cafeteria, in the gym, on the walk to and from school. This includes not only physical safety but also social and emotional safety, as well as the

sense of academic safety needed in order to take risks to advance one's learning in the classroom.

Research tells us that if schools develop children in four key areas—relationships with teachers and peers; the ability to self-regulate behaviors, emotions, and attention; success in academic and non-academic areas; and physical and emotional health and well-being—we can maximize their opportunities to overcome all kinds of adversity in order to succeed at school.

Brentwood Borough School District is currently in the process of developing policies to support a school-wide approach to trauma informed practices in the classroom. This is being done to comply with Act 18 of 2019 which established new requirements and initiatives for school safety and security. The State legislature has designated funds to help schools achieve these goals and it was through a grant from the Pennsylvania Commission on Crime and Delinquency (PCCD) that the Brentwood was able to start this process and purchase a curriculum that focuses on developing the social and emotional skills of elementary age students. This grant also was utilized to hire an elementary school counselor. The district hopes to maintain this partnership with PCCD and continue to extend opportunities to increase school safety and security measures beyond what is currently in place.



Construction and Capital Projects

The Brentwood Borough School District received bids to replace outside doors, windows, and lintels and remove asbestos in the old lintels at the high school and middle school. Because of the number of windows involved it is expected to take more than a year to replace all of them and to keep any disturbance to instruction at a minimum. The new windows will reduce energy costs. In addition, the masonry of the Middle High School will receive a significant amount of work to prevent water, snow and ice from forming and seeping into the walls.

At the time of printing, the district continues to work with the Catholic Diocese on the potential purchase of the former St. Sylvester school building. Updates will continue to be discussed at school board meetings. All are welcome to attend and hear the status of this project and other topics.



Existing Elevation



Existing Elevation



Proposed South Elevation

21 Days of Fitness: Challenging Students to Build Good Habits!

Three months into the New Year and resolutions should be in full swing. Year after year the number one resolution that Americans strive for is to become more physically fit and to eat healthier. Sometimes we might have a negative association with exercise whether it be the inability to perform a pushup or the time when you felt like you were going to pass out after trying to run a mile. Sometimes we just need to take "baby steps" to work toward larger goals. By achieving and setting more micro goals we can achieve larger goals in the future. Mr. Ohm wanted to use a similar approach with my students for the new year keeping fitness in mind.

As the physical education teacher at Moore Elementary School, he wanted to challenge his students to build fitness into their daily routines. He accomplished by challenging each student to complete a 21 Day Fitness Challenge alongside him. This challenge was a short high intensity workout that started off very easy and gradually became more difficult as the 21 Day Fitness Challenge progressed. Each day of the week was associated with a different group of exercises. For example, week 1 started with just 15 jumping jacks, 10 alternating lunges, 20 crunches, 5 push-ups and a 30- second plank hold. By the time week 3 started students were doing 40 jumping jacks, 30 lunges, 30 crunches, 10 pushups and a 40- second plank hold. Each day for 21 days he posted a video of himself performing the workout whether it be from my own home or at school to my Canvas page for students to follow along, which is the medium in which students and teachers use for remote instruction.

Not only did he want his students to build more physical activity into their daily routine, but he wanted this to become a habit much like brushing your teeth. Mr. Ohm summarized his thoughts with, "By making fitness a daily habit for my students, this will help create healthier individuals for the years to come."



Teachers Are Using New Technology to Instruct Students

DonorsChoose is a nonprofit organization that allows individuals to donate directly to public school classroom projects. The organization has been given Charity Navigator's highest rating every year since 2005. In January 2018, they announced that 1 million projects had been funded. In 80% of public schools in the United States, at least one project has been requested on DonorsChoose. It has been noted that repeat donors on DonorsChoose typically donate to projects they have no prior relationship with, and most often fund projects serving financially challenged students.

DonorsChoose enables teachers to request materials and resources for their classrooms and makes these project requests available to individual donors

through its website. Donors can give \$1 or more to projects that interest them, which are searchable by school name, teacher name, location, school subject, material, and keywords. DonorsChoose then purchases necessary supplies and ships them directly to the schools. Every project contains a line-item budget and a description of the project. All donors receive photographs of the project taking place in the classroom and a letter from the teacher. Donors who contribute \$50 or more to a project also receive hand-written thank-you notes from students.

The operations of DonorsChoose are 100% supported by an optional 15% donation to overhead, teacher outreach, maintenance and build-out of the DonorsChoose website. 85% of individual



donors opt to include this donation. DonorsChoose national corporate and foundation partners include The Bill & Melinda Gates Foundation, Google.org, PNC Bank, Staples, and Target.

With the pandemic this year, teachers had to get creative with their instruction for our remote learners. Three teachers from Elroy placed their ideas and projects on DonorsChoose and received their technology to help the students at Elroy. We are proud to have teachers who are willing to go above and beyond to make Elroy a great school and a great place to be.

Walking in Someone Else's Shoes

During a global pandemic, it is easy to get lost in one's own feelings. Feelings of isolation, loneliness, fear, anger, and grief bombard us daily. And, while all those feelings reflect a natural response to such insecure and volatile times, dwelling in those dark spaces for too long takes a toll—especially on children. At Moore Elementary School, the third grade ESL (English as a Second Language) class decided to look to heroes of the past to give us strength and courage today.

In Harper Lee's great classic *To Kill a Mockingbird*, Atticus Finch says, "You never really understand a person until you consider things from his point of view, until you climb inside of his skin and walk around in it." While this quote is usually used to illustrate the need for empathy, it also reminds us to consider how people find their resolve in times of great darkness. With the help of crowd sourcing through DonorsChoose, Katy Kennedy-Rodriguez was able to purchase biographies of individuals who exhibited the traits that encourage us to continue on even when it seems impossible. From the biographies purchased, students selected the stories that spoke to them. Students selected Jackie Robinson, Abraham Lincoln, and even Mary Ball Washington for their reports. And, while this assignment will challenge students as readers and writers, the accompanying discussions and analysis will show the kids that they have within them the same strength and resolve to survive and to emerge on the other side with skills and confidence that they never knew that they had.

Fantasy writer George R. R. Martin wrote, "A man who reads lives a thousand lives before he dies." It is a teacher's prayer that students read and grow as they live vicariously through the lives on the page.

ATHLETICS



**BASKETBALL
SENIOR GIRLS**
Paige Miller and Taylor Davis



**BASKETBALL
SENIOR BOYS**
Chase Rosing and Reley Brendel



SWIMMING
Seated l-r: Willow Sandusky, Brielle Woods
Standing l-r: Mel Noi, Nick Milius, Qulik Evans, Steven Bakowski