



Mount Vernon City Schools DISTRICT NEWS

Spring 2022

Connecting Our Community



An Educational Vision for the Future

*A message from Superintendent
William Seder Jr.*

It is during the quiet of a morning walk at the field house or an afternoon stroll on the Heart of Ohio Trail that I take some time to think about the future of the District. What will our students need to know and be able to do to be successful in a future yet to be determined? An educational vision is knowing who you are (your purpose), knowing where you're going (your picture of the future), and knowing the principles you need to guide your journey (your values). I like to think of a vision as our North Star, guiding our purpose and providing direction, especially during chaotic and challenging times.

The COVID challenges of the past couple of years sidelined the initial development and implementation of a renewed educational vision for Mount Vernon City Schools. As challenging as the pandemic was for so many reasons, it gave us a chance to reflect on and refine a simple yet encompassing educational vision for the future, with student success at the center of that vision.



Mount Vernon City Schools will be a Student-Centered, Future Focused District with a Growth Mindset anchored by High-Quality Instruction preparing students for success both now and in the future.

A student-centered district emphasizes the 'Whole Child'. When students are healthy, feel safe, and supported, they are more likely to enjoy learning, develop positive social skills, and achieve greater success. A student-centered district can personalize learning paths for each student anytime, anywhere.

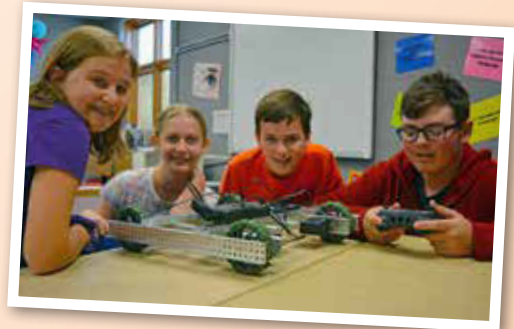
The district has embraced additional school social workers, health aides, and added a behavioral specialist. Working with

Nationwide Children's Hospital and local health officials, the district is currently in the process of developing a 'School-Based Health Center' to provide primary pediatric care, social-emotional health support, and dental and vision care for students grades K-12.



A future-focused district puts a stake in the ground five years into the future to more clearly define the knowledge and skills students will need to be productive and successful. The district will be strengthening additional college and career pathways, including the stem-related fields of computer science and engineering. With the recent announcement by Intel to invest \$20 billion to construct two new leading-edge semiconductor chip factories 20 miles from Mount Vernon, we must be ready to meet the educational, technological, and employability needs of our students and community.

Future-focused districts continually review, and address facility needs. Before the pandemic, the district developed a facility grade card and invited the community to engage in a facility 'Thought Exchange'. The importance of operational efficiency and optimizing a 21st-century learning environment will be another focus this coming year as we develop a 'Facility Master Plan' with the help of facility planners.



A growth mindset district celebrates effort, rewards resiliency, and remains committed to learning through differentiation and inquiry. It reframes an "I can't" statement to an "I can't yet" statement. In a growth mindset, district challenges are exciting, not threatening. Failure is a part of

An Educational Vision continued on page 11

Grants Provide WiFi Access

Matt Dill, Director of Technology and Gifted Education

Over the last year, The Mount Vernon City School District applied for and was awarded approximately \$1.2 million in Federal Grants through the Emergency Connectivity Fund (ECF). These grants will allow the Technology Department to replace 2,839 outdated Chromebooks for students and staff. The additional funds will enable us to provide connectivity for students between school and home if the need ever arises.

These grants have also allowed us to provide filtered WiFi access on all 23 regularly used school buses. Both school-owned and personally owned devices can gain this internet access. Without question, the internet filtering system on our buses meets the standards of The Children Internet Protection Act (CIPA). WiFi access on all MV buses allows students to work on their assignments while traveling to and from school daily. It will also enable the district to use these buses strategically throughout the community if we ever work in a total remote learning environment. Students are already benefiting from these upgrades.

This federal grant program aimed to allow schools to better prepare for a total remote learning environment if that need would ever arise again. These grants have positively impacted Mount Vernon City Schools with approximately \$1.2 million dollars, allowing MVCSD to pay for this periodic cost instead of using tax dollars from the general operating fund. As a result, our students and staff have updated devices, improved WiFi access to and from school, and our students are now better connected to the school in a remote environment.



CLASS OF 2022 GRADUATION
SUNDAY, MAY 22, 2022
3:00 p.m.
ENERGY FIELD HOUSE



Adopting a Senior

Andrew Thompson, *Columbia Principal*

The Christmas season is typically a magical time of year for most kids. Walking into the doors of Columbia, you can feel that "magic." Hallways are decked with strings of lights, a Christmas Croc and elves have been mischievous the night before, and the older students practice for the holiday concert. Excitement abounds; kids are looking forward to Christmas break and the long-awaited Christmas morning.... and students walk by a tree and watch gifts added to it daily.

These gifts, though, aren't for them. The kids know this, and they don't mind at all. They get excited about it. Our students take this magical season of giving to heart and bring in gifts for others in our community every year. And the joy that you can see on their faces as they do it is contagious. In past years, classes have each adopted a child in the community whose family might be experiencing a difficult time. It's a pretty fun and easy task; picking out a gift for another child. But this year, we decided to go a little further and teach our students about some special people in our community who sometimes get forgotten.

Each classroom adopted three residents at Brookdale Senior Living. At first, the idea was a little confusing to them. Buying a gift for another child made sense, but a senior? Someone so much older than them and most likely, older than their grandparents? So it took some time, some explaining, and a few stories to inspire them.

With the help of the teachers, the morning announcements crew, and some personal staff stories, "Operation Adopt a Senior" took off. Gifts under the



tree grew daily. Classrooms took time to make homemade cards for each resident. The news crew filmed students sharing hopeful messages; those messages and the filming of our Holiday Concert were made into a video Christmas card and sent to Brookdale Senior Living. Several staff members delivered a gift bag for each resident during winter break, filled to the brim with gifts from the students.

The question is, was our Adopt a Senior project worthwhile? The answer is yes! Our students showed kindness to a generation entirely different from them, a generation of people who often get forgotten. They learned some life lessons along the way. I think Reese Hubbard summed up the experience perfectly.

"My favorite thing about the senior Christmas program is that I got to show so much kindness and had so much fun doing it. I was looking at how to show some Christmas spirit, and then when the program popped up, I was so excited. That night I went with my mom to go get supplies. We had so much fun getting them; we got to show so much kindness and bring joy to the older people. My family has actually decided to make that a family tradition because we love it so much." - Reese Hubbard, Columbia 5th grade student.

And the lessons didn't stop at the elementary students. I believe that the residents of Brookdale Senior Living learned a few things as well. I think they realized that they have not been forgotten, that a group of young kids cared for them, and that there is hope that a bright light is shining in the generation of tomorrow.

"It was truly a heartwarming experience to see the enormous amount of love and dedication that the students of Columbia Elementary gave to our community during the holidays of 2021. Our residents felt special because of their servant hearts! We are grateful for everything you made happen." - Kimberly Phillips, Resident Programs Coordinator.

Extended Learning Plan and ARP ESSER Plan

Eric Brown and Kathy Kasler, Directors of Elementary and Secondary Curriculum

Following the disruptions in schooling due to COVID-19, our district has developed two important plans to respond to COVID-19's impact on student learning. In Mount Vernon, we believe all children can learn. But it goes beyond that. It is our vision to be a student-centered, future-focused district with a growth mindset anchored by high-quality instruction preparing students for success both now and in the future.

The purpose of the Mount Vernon City Schools Extended Learning Plan is to help students advance and make up for learning that may have been lost or delayed because of the coronavirus pandemic. The plan was created with stakeholder input and was developed by analyzing data to determine gaps in learning, reasons for absences, and impacts on emotional well-being. The MVCSD Extended Learning Plan is driven by student needs, and as such, it will be monitored for effectiveness and modified to address emerging needs and situations. The funding for this plan comes from the federal CARES Act for the Elementary and Secondary School Emergency Relief (ESSER) Fund.

The district also received funding from the American Rescue Plan Elementary and Secondary School Relief ("ARP ESSER") Fund. These funds were also given to districts to safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. The plan for these funds was also developed from the input provided by stakeholders.

The Mount Vernon City School District has posted its Safe Return to In-Person Instruction and Continuity of Services Plan and its ARP ESSER Plans on the district's website. To read these plans please visit our website at: <https://www.mvcsd.us/communications.aspx>



Lumio by SMART Technologies

Eric Brown and Kathy Kasler, Directors of Elementary and Secondary Curriculum

Lumio by SMART Technologies is a tool that transforms static lesson delivery with game-based activities, formative assessments, and student collaboration to enhance learning experiences on any device.

Classroom teachers have the option to share a copy of activities, assessments, and lessons with each student's device. This allows students to complete tasks at their own pace and learn individually, in small groups, or as a whole class. This program also features activities such as Instant Page and Shout It Out! These activities are engaging to students while delivering the lesson. These activities also provide teachers with instant results that guide instruction. Teachers can import existing SMART Notebook, PowerPoint, and PDF content and enhance it by adding collaborative activities, formative assessments, and annotations. Students can work synchronously or asynchronously through lessons depending on teacher settings and they can contribute and co-create together from their devices using the Lumio whiteboard.

Mount Vernon City School teachers are embracing this program as it helps students advance and make up for learning that may have been lost or delayed.

Spring District and State Assessments

Eric Brown and Kathy Kasler, Directors of Elementary and Secondary Curriculum

Last year schools across Ohio were able to complete state testing with flexibility given to ensure students' safety. With this in mind, we are preparing for Spring 2022 testing. Mount Vernon City School District will continue to keep students' safety as a priority during these upcoming assessments.

The pandemic has had an impact on all students' learning. Data on students' educational experience is more important than ever in supporting a student-centered education. District and state assessments will help us to analyze data to address learning disruptions resulting from the pandemic and delivery of instruction.

Mount Vernon City Schools is using the Restart Readiness Benchmark and Checkpoint assessments provided by the Ohio Department of Education to assist with identifying student learning gaps and addressing student learning needs.

MVCSD district and state testing windows are:

ELA - March 21st through April 14th (minus Spring Break)

Math, Science, and Social Studies - April 11th through May 2nd (minus Holiday)

District NWEA MAP testing is May 3rd through May 20th



Captain Kindness: A Story of Inspiration

Margy Arck, Dan Emmett Principal

It's enough to stop you in your tracks and give you that feel-good, heartwarming sensation that only comes from something truly special and unforgettable. Joe Gill is definitely that person, and he knows just how to be amazing.

We are proud to highlight Joe Gill, a 4th-grade student at Dan Emmett Elementary, who has been an inspiration to both students and staff! Joe has been at Dan Emmett since the 1st grade and has shown us all that Autism isn't something that holds him back! Instead, it's an opportunity to be uniquely himself while making a difference in his own way.

Recently, Joe brought to the staff's attention that Thursday, February 17, 2022, was National Random Acts of Kindness Day. He was so excited that he wanted to do something special at Dan Emmett. Along with staff help, Joe planned a whole week of kindness activities! We had *Manners Monday*, *Thankful Tuesday*, *What Can I Do To Help Wednesday*, and *Thoughtful Thursday*. Joe hung signs around the building with random acts of kindness ideas and reminders. All classrooms colored a kindness-themed picture and Pizza Hut coupons were given to the winners! Classrooms did some additional spreading of kindness, such as special notes to other classes and notes for teachers. Staff also recognized students all week long if they were 'spotted' doing a random act of kindness, and we created a kindness tree to spotlight these acts and the students who did them!

To understand just how special this event was, let me tell you a little more about Joe. When he came to Dan Emmett in 1st grade, he struggled to adjust. He did not want to be at school, did not want to do schoolwork, did not know how to make friends, and rejected forming relationships with staff. He was often dysregulated and acted out. He felt like no one understood him, and instead of feeling safe and cared for at school, he felt threatened and uneasy. Joe is diagnosed with Autism Spectrum Disorder. In working with Joe, staff members worked to build a relationship with him, embracing his way of thinking, and understanding what he needed to stay regulated throughout the school day. Joe now can verbalize what he needs and how he feels, whereas before, he could not. Over the years, his social and emotional growth has been tremendous. Not only can he reflect on his experiences, but he truly strives to make Dan Emmett a better place and help other students who may struggle just like he did. He has embraced his Autism diagnosis and has achieved things that once seemed unachievable. Joe has a fantastic support team at home and at school, and now he's becoming a support to others!

Over the last few years, Joe has had lunch with Dan Emmett's Principal (and one of his biggest advocates!), Mrs. Arck. Every day, he settles in at her conference table to eat lunch and decompress. This school year, he has been helping other students at lunchtime in the Principal's office by offering them advice, companionship, and a "seat at the table". Joe has also become our "local weatherman", and reports the daily weather on the morning announcements.

When asked what Joe would like to share in his own words, he said, "Bullying is a problem in this world. Spreading kindness is like a bandage to that wound. Dan Emmett helped me rebuild my education and get me through school. Everyone is accepted at Dan Emmett no matter what they need. Autism is not a difference. I can do normal things just like anyone else. Dan Emmett helped me by teaching me to show empathy towards others and helped me spread kindness to everyone I see."

At Dan Emmett Elementary, the staff strives to meet the students where they are and help them build the skills they need to be most successful. We understand that students may have gaps that we have the opportunity to help fill – academically, socially, and emotionally. Christy Danzuso, our school social worker, is working toward completing training called the

Neurosequential Model in Education. This model focuses on being trauma-informed and sensitive to our student's social and emotional needs and gaps. As a building, we hope to implement more ideas from this certification to assist our students in removing obstacles that interfere with their ability to learn to their full potential. We want our students to continually gain the skills they need to be most successful at school, starting with a focus on self-regulation so that the students' brains are ready and able to learn. The school staff has participated in various book studies to help learn and understand at-risk students. Youth like Joe are just as capable as their peers; they just need the opportunity to be themselves.

We should all consider offering someone a "seat at the table" in honor of Joe's efforts.



Stinger Marketing a Go at MVHS

Cory Caughlan, High School Principal and Anthony Savage, Business Teacher

It is always a goal at Mount Vernon High School to provide high-quality learning opportunities that can directly correlate to the workforce. The faculty works hard to simulate real-world activities within their curriculum, and this type of learning increases relevance to students which leads to improved engagement.

Mr. Savage, a business teacher at MVHS, is looking to take this real-world, problem-based learning to the next level. Beginning in the fall of the 2022-23 school year, Mount Vernon High School will be offering an Entrepreneurship class instructed by Mr. Savage. The design of this course introduces students to the realm of small business ownership and management. Students will build skills in all facets of entrepreneurship, including idea generation, product creation, branding and marketing, developing relationships, and sales.

Learning will go beyond a textbook or on-line curriculum because students will learn the process through the process. The Entrepreneurship class will be a fully hands-on experience. Students will be running a business within Mount Vernon High School. The variety of activities involved in this course will allow students to learn the basic skills necessary to succeed in a constantly evolving environment. Junior, Ben Bridges stated, "I am taking the class to gain general knowledge to learn how to run a business." "I signed up for the class to get valuable work experience for my future career," said Ella Conway, also an eleventh grade student.

"MVHS is excited to offer our student body an intensive hands-on, student-led business experience. Introduction to basic business concepts such as product creation, sales, marketing, and finance will provide invaluable real-world ventures to those participating students."

- Anthony Savage, Business Teacher

STINGER

Marketing & Printing

A Mount Vernon High School Student-Led Business

All profits generated will go directly back into the program or be used on the students of MVHS. Some of the products that the class will offer include:

- ✦ Indoor and outdoor Posters
- ✦ Decals
- ✦ Bumper stickers
- ✦ T-shirts
- ✦ Hats
- ✦ Mugs

If you are interested in placing an order or learning more about the program, please contact Anthony Savage at asavage@mvcasd.us.



Mr. Savage and junior Ben Bridges load paper into MVHS's new large format printer.

Juniors Ella Conway and Ben Bridge guide a finished product from the large format printer.



Along with the new printer, MVHS was also able to purchase a precision cutting machine. Junior Ella Conway learns how to utilize this machine to create high quality decals.

A Caring Educational Community Results in Caring Students

Darin Prince, *Middle School Principal* and Walt Lewis, *ELA Teacher*

"Students don't care how much you know until they know how much you care."

John C. Maxwell, American author and leadership expert

This quote from John C. Maxwell reflects the growing influence of the Positive Behavior Interventions and Supports (PBIS) program at Mount Vernon Middle School, which was implemented at the beginning of the 2017 school year. Under the guidance, organization, and direction of a volunteer PBIS committee made up of teachers, counselors, administrators, and stakeholders, MVMS has made great strides at improving the school environment.

PBIS Rewards, a nationally recognized Social Emotional Learning (SEL) system, provides a web platform that allows quick communication for students, teachers, and staff alerting them to student emotional needs. The platform also assigns "PBIS points" for tracking positive student behaviors. The points are often awarded based on our MVMS keyword PRIDE: Perseverance, Respect, Integrity, Determination, Excellence.



A key area for students is to focus on their emotional needs. An unfortunate outcome of the pandemic has been the emotional burden that students have been experiencing. The nature of this pandemic has created feelings where students feel isolated, depressed, or struggle to connect with friends and others in socially healthy ways. Through the PBIS web platform, students can communicate how they feel daily by simply clicking on their feeling level for that day. If they experience "At Risk" feelings on a given day, the system automatically alerts critical staff, including counselors, who will follow up with that student throughout the day. As Kristine Tier, one of the counselors at MVMS says, "PBIS and the SEL checks done each morning have helped us keep in touch with the kids who might not speak up." Students feel more comfortable and connected because of these checks.

PBIS points are earned by the students and tracked through many teachers' phones using the PBIS Rewards app. Students love to earn the points and trade them in for items in our school store. Katie Smith, seventh-grade math teacher shares, "I love seeing how hard the students work to earn their points. When they 'purchase' something out of a school store, there is a sense of pride that they EARNED it through positive behavior. It's powerful." Another significant outcome of the school store is that all items are prepared, tracked in spreadsheets, and delivered by eighth-grade students led by the Work and Family Life teacher, Sabrina Pugh. It has become a great community service opportunity, too. Additionally, many teachers have their own "class stores," which they use as opportunities for students to trade in points on items for themselves. Popular items include savory and sweet snacks, water bottles, wristbands, water bottle stickers, and even dill pickles!

PBIS is all about relationship building, and Officer Armstrong's therapy dog in training, Nova, is doing just that. The therapy dog is becoming an integral part of the MVMS school climate. The presence of a trained dog provides an atmosphere of acceptance for students and often helps to calm a student who may be having an incredibly challenging and emotional day.

School assemblies have a renewed focus on promoting and increasing school spirit because of PBIS. Christine Gottermeyer, an eighth-grade science teacher, sums up school spirit well: "It focuses on the 'good' things that are happening at school instead of the 'bad.' The assemblies also strive to increase school spirit. It can help make kids want to come to school, feel like they are an important part of this school, and be proud of their school."



Caring about what is happening in a student's life can turn a bad day into a good day. Because administration and staff are working together to make positive behavior interventions and supports a common practice at Mount Vernon Middle School, it turns more students' challenging days into successful days.

Reading Grows Tomorrow's Leaders

Teresa Weaver, Pleasant Street Principal

Margaret Fuller once said, "Today a reader, tomorrow a leader."



Every day, one can journey the halls and classrooms of Pleasant Street Elementary School and find many Junior Jackets striving and growing to be tomorrow's leaders. Within each of the various Jacket colonies (homerooms), there is quite a buzz of activity surrounding the acquisition of reading skills. Teachers have been working hard to examine their craft of literacy instruction and continue to grow professionally to provide the highest level of academic opportunities based on research and data. Title tutors, reading specialists, classroom teachers, and intervention specialists embrace a multi-modality / multi-sensory approach to literacy instruction.

They certainly keep their students busy with incredibly engaging lessons and activities. You can close your eyes and listen to the singing, rapping, phrasing, chanting, and stretching out of letter sounds and words. You can watch children use motions to help them put letters together to decode what a word is. Using their sense of touch, students tap, draw in the sand, or pop on a "pop it" the various sounds they hear. Students

manipulate magnetic letters or letter tiles and feel the shape of each letter. Phonics Dance and Hunks & Chunks chants give students the movement opportunities to reinforce their learning. Long gone are the days of Dick, Jane, and Spot. Building a solid reading foundation has genuinely become an active process.

As our striving readers work on their foundational literacy skills, students build academic endurance, learn to persevere, and discover the joy that comes from reading various types of texts and literature. They soon realize that they can read for enjoyment, a beautiful lifelong skill. They also recognize that they have moved from learning to read to the phase of reading to learn. Our goal for every student is to become a lifelong reader and learner. Every day, it brings us great joy to watch our Junior Jackets on their literacy journey.



The Love Quilt Project

Adam Mowery, Twin Oak Principal and Aimee Humphrey, Fifth Grade Teacher

Millions of South African children live in poverty as orphans due to the HIV/AIDS crisis and the remaining effects of apartheid. Access to quality education for these children continues to be a struggle in an unbalanced system within South Africa. The Love Quilt Project's mission is to provide warmth, love, and educational support to these precious children.

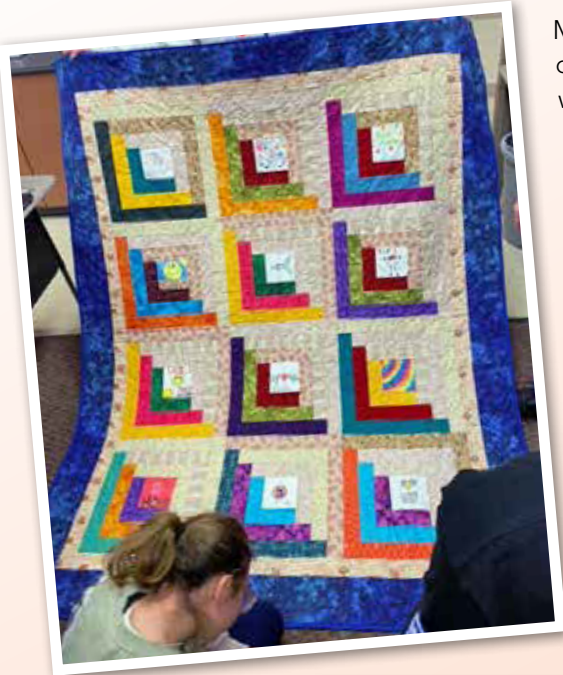
The Love Quilt Project uses the power of love to change the lives of vulnerable and orphaned South African children. Children worldwide send messages of love expressed through art to brighten lives and help heal these children.

In November, Joanne Streby, a retired kindergarten teacher, and Mrs. Humphrey's aunt brought this project to the fifth-grade class at Twin Oak. Being the holiday season, the students jumped at the opportunity to give something to less fortunate children.



Mrs. Humphrey's students designed quilt squares, with each square adorned with encouraging phrases and illustrations. Joanne and her sister, Peggy Streby, then took each square, pieced them together in a log cabin design, quilted them, and returned to the classroom to display the final products to the students. The students were able to create two quilts to send to African orphanages. The log cabin design is specifically used for the project because it contains dark colors representing times of hardship, light colors on the opposite side for the good times and at the center is the love and hope expressed by our squares.

The students sent a picture to the African Orphanage of the class holding the quilt. Hopefully, the African children who receive the quilt can connect with the Twin Oak students, who are anxious to hear back from those children.



Wiggin Street and Kenyon Students Benefit from Collaborations

Christy Grandstaff, Wiggin Street Principal

"Alone we can do so little; together we can do so much." – Helen Keller

Collaborations with Kenyon College are a significant reason for Wiggin Street students' success. About 114 Kenyon students are currently volunteering their service for the Spring Semester, along with three work-study students providing support in critical areas. According to Madeline Russell, Kenyon College work-study student, "It is such a different environment than Kenyon and provides me with so many skills that I would not otherwise get in a college setting. I am so grateful for the college's close relationship to Wiggin Street and the elementary school's welcoming attitude that invites so many different ideas."



Julie Brodie, professor of dance and former Wiggin Street parent, has a history of collaborating with teachers at Wiggin Street, using dance as a vehicle for learning about content. Kenyon dance students began this winter working with a variety of classes on basic movement concepts and are moving into the theme of the life cycle of bees. Before Spring Break, students visited Brodie's farm to view their little apiary and learn more about bee-keeping, including some movement outside. Students will learn more about bees following the field trip, and then share and perform for the entire school at the end of the semester.

Fifth-grade technology classes have had the opportunity this winter to work with Kenyon Computer Science students on a Software Design project to build a learning game. The first step was a brainstorming session where students shared content learned at school and the computer games they enjoy playing. "We were impressed by their maturity and plethora of ideas," expressed Connor Dailey, Kenyon student, and former Wiggin Street student. The college students then created a project proposal to detail their initial plans for the game to share with students. They shared this plan as well as a game developed by James Skon, Kenyon Professor of Mathematics and Computer Science. "I found the complexity of the coding and all they do to create the game very cool!" said 5th-grade student, Calvin Heithaus.



Students at Wiggin Street have also been invited to view some of the artwork in Kenyon College Gund Gallery's 10th-anniversary exhibit entitled, Call-and-Response. The collection features artwork in which artists have responded to other works of art and encourages viewers to use critical thinking while interpreting the artwork. The elementary students have held conversations about what they experienced during art class. They have explored several themes in their discussions: family, ancestry, self-identity, memories, and time as well as different styles and mediums in art -- abstraction, realism, photography, and collage. Students were then encouraged to choose one of the themes discussed to create artwork to tell a story of their own using whatever medium(s) they would like. 5th-grade student, Natalie Hoffman, shared, "I created artwork that connected to my brother and my own self-interests." These artworks, along with other local elementary students' artwork, will be on display at the Gund Gallery this Spring.

According to Christine Laymon, "As a Wiggin Street parent, I realize how lucky we are to have such a resource available. Also, as a Kenyon alumna and program coordinator for the Office for Community Partnerships, I can attest to just how valuable it is for the Kenyon students to have the opportunity to give back and engage with the community through volunteering at the elementary school."





Kindness Boomerangs at East Elementary

Karly Watterson, East Elementary Principal

You know the old saying: "What goes around comes around"? This saying has become the inspiration behind a fifth-grade project presently underway at East Elementary, and the students are excited.


Mrs. Japikse, the new music teacher, showed fifth-grade students a charming short film depicting the ripple effect of kind acts called "Kindness Boomerang." The film tracks an act of kindness passed from one person to another and eventually boomerangs back to the person who set it in motion. When asked why she was drawn to this project, Mrs. Japikse stated, "I think it's essential for our fifth graders to be good role models for our younger students in the building. And having created and produced their own kindness video gives them ownership of displaying those kindness behaviors that are so important in school."

After viewing the film, the fifth-graders were so excited and inspired; that they voted to start their own kindness


boomerangs. So, Mrs. Japikse jumped right in to help them accomplish this task. Students broke into groups to decide how to best present their scenario in a video. "The students will be in charge of directing and filming each scenario, including the background music. The intent is for their video to share this with the younger students at East Elementary," Mrs. Japikse explained.

The Kindness Boomerangs should be complete in April. If you are interested and would like to view the short film "Kindness Boomerang," please visit: <https://www.youtube.com/watch?v=nwAYpLVyeFU>

Please continue to check East Elementary's website and social media platforms to view all of the fantastic things our students are accomplishing!

 @East-Elementary-School

 @East_Elementary

 @east_elementary



An Educational Vision continued from page 1

learning, and your attitude will determine your altitude. In the past, we have found ourselves operating far too often with a fixed mindset limiting our potential.

A district focused on high-quality instruction emphasizes rigorous, relevant, and engaging instruction. Benjamin Franklin once said:

"Tell me and I forget, Teach me and I may remember, Involve me and I will learn".

The district is working with the International Center for Leadership in Education utilizing the Rigor/Relevance Framework of instructional excellence. We must move beyond rote memorization of facts and empower students to analyze and apply information to create solutions to real-world situations.

An educational vision gives you clarity of the future while directing your attention to the present. It has been said that "Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world."



We can change the World!



RESIDENTIAL CUSTOMER

SPRING 2022

UPCOMING EVENTS

APRIL 21 6:30 pm

Twin Oak Spring Music Program K-2
Memorial Theater

APRIL 22 7:00 pm

HS Spring Drama Play MVHS Theater

APRIL 23 2:00 pm and 7:00 pm

HS Spring Drama Play MVHS Theater

APRIL 26 6:30 pm

East Spring Music Program K-2 MVHS Theater

APRIL 28 6:30 pm

Dan Emmett Spring Music Program K-2
MVHS Theater

APRIL 29 7:00 pm

Tops & Pops Jazz Band Concert MVMS Theater

MAY 2

Fifth Grade Outdoor Education Camp
Twin Oak & Columbia Elementary
Heartland Conference Center

MAY 3 6:30 pm

Kiwanis Awards Night MVHS Theater

MAY 4 7:00 pm

High School Orchestra Spring Concert
MVHS Theater

MAY 9 6:30 pm

Fifth Grade Outdoor Education Camp
East & Dan Emmett Elementary
Heartland Conference Center

MAY 9 7:00 pm

Middle School Choir Concert MVHS Theater

MAY 9 7:00 pm

Academic Awards Night MVNU Chapel

MAY 11 7:00 pm

Middle School Spring Orchestra Concert
MVHS Theater

MAY 12 7:30 pm

High School Choir Concert MVHS Theater

MAY 14 8:00 pm

Prom Ariel Foundation Park

MAY 16 8:00 pm

Fifth Grade Outdoor Education Camp
Wiggin Street & Pleasant Street Elementary
Heartland Conference Center

MAY 17 7:00 pm

High School Band Spring Concert MVHS Theater

MAY 18 6:30 pm

Middle School Band Spring Concert
MVMS Gymnasium

MAY 19 6:30 pm

Senior Awards Night Energy Field House

MAY 22 3:00 pm

High School Commencement Energy Field House

MAY 23 - 26

Eighth Grade Trip Washington, DC

MAY 26

Last Day for Students Early Dismissal