

The Tornado Connection

Director of Communication Launches Improved Social Media

By Emily Campbell

Butler Area School District strives to keep parents, community members, staff, and students informed about programs and events. As a result, the district leans on Ms. Kara Droney, the district's Director of Communication. Ms. Droney attended Syracuse University, where she majored in Public Relations and minored in Political Science. She then went on to Carnegie Mellon University, where she earned her Master's degree in Professional Writing with a focus in Web Communication.

Before she was hired in Butler, Ms. Droney worked in the marketing department at Carnegie Mellon University, and although her majors didn't reflect it, she has always had an interest in education. "Growing up, I always wanted to be a teacher. Then in high school, the communication industry piqued my interest. I ended up majoring in public relations, but I never lost my interest in working with kids. For me, serving as the Director of Communication at Butler Area School District is the best of both worlds," she commented.

Her favorite part of working at Butler is being able to share positive new stories with the Butler community. Beyond that, she enjoys the varied nature of her position. "Every day is different. I'm responsible for the district's internal and external communication, which includes our website, social media, and media relations. I also write news stories and create publications and newsletters. In addition, I write grants for the district, among other things," she said.

The faculty and staff also help Ms. Droney with the website. "Our faculty and staff have been great about sharing positive news for the website and social media. I share

just about everything that is brought to my attention, as long as it's relevant to our school district in some way," she said. Ms. Droney seldom needs to censor or regulate the school's social media because a lot of the time, the comments are positive and encouraging. Community members, in her eyes, are always welcome to comment on the posts. If somebody posts a concern, it gives her a chance to hear from the community and address the situation.

According to Ms. Droney, the district had a Twitter account when she started, but it had not been used in a quite a while. She started posting on Twitter and launched Facebook last year. "It didn't take long for our following on both to start to grow," she commented. This fall, she launched Instagram, which has been a lot of fun. "One thing I like to do is survey our community to get a pulse for how we are doing. I will continue to offer opportunities for our community to share their feedback and use that information to grow and evolve our communication efforts, including our social media presence," Ms. Droney added.

Before Ms. Droney switched the website, she took a survey of our community and the staff to see what they wanted in a website. Then, she assembled a website team that included faculty, staff, board members, and parents. The team participated in two different website demonstrations and voted on their favorite. She wanted to highlight the district's calendar, as well as news and events. So far, she has heard a lot of positive feedback and is making changes with the information she receives.

Links to all of the district's social media accounts are located on the district's website at www.basdk12.org.

Volume 22 Issue 1 Fall 2018


Keeping the lines of communication open






Makerspace Lessons Challenge Students


By Maeley Cornetti




The Intermediate High School is participating in a new Makerspace initiative this year. According to the dictionary, "A Makerspace is a place in which people with shared interests, especially in computing or technology, can gather to work on projects while sharing ideas, equipment, and knowledge." It provides an opportunity for children to build their creativity and problem solving skills.



Most Makerspace activities take place on one side of the library, an area that is open to everyone in the school. Entire classes often create something in their subject area. The entire class goes down to the Maker section of the library and completes a hands-on activity to reinforce a learning objective. It is a place where students can be creative and look at things from a different perspective.




The Makerspace educational movement encourages innovative thinking, which addresses the concern that many Americans coming out of college are not good problem solvers. Some of Butler's elementary schools had previously set up Makerspaces and Dr. White came from a school that used this program, so when he came to the BIHS, he suggested the idea. Last spring, some secondary teachers observed other schools with Makerspaces on a professional development day. When they returned, they agreed that Makerspace projects would be a good way to enrich students' life skills.




The most challenging part about the new program is gathering materials for the projects. Since last year, Dr. Morgan-Davis and the Makerspace committee have collected various materials, such as building and


art supplies, from district families and faculty.




Currently, Makerspace is located in the library, but next year it will move to the new small group instruction area, which is now Cafeteria A. "It is a bigger space and has hard floors instead of carpet so messes are not as big of a concern," commented Dr. Morgan-Davis. The school may try to find staff to work at Makerspace as their full time job. This way, the designated staff could teach the students how to use unusual materials and could help teachers come up with project ideas for the students to do in Makerspace.



Makerspace lessons are normally graded and do have some boundaries and rules. Normally, teachers use rubrics to define the expectations that students must meet to earn a good grade. Also, these projects must have clear time limits, so that time isn't wasted. Overall, the main goal of any Makerspace lesson is to teach a process or new way of thinking.



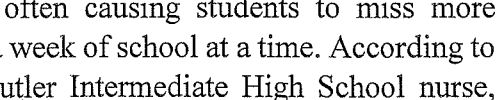
According to Mrs. Snyder, a math teacher and one of the teachers on the Makerspace committee, "Maker lessons allow students to be creative and use skills that are not normally practiced in school. It is educational and fun."



Dr. Morgan Davis added, "Makerspace is a place where students have the resources to be creative." Makerspace can widen the minds and ways of thinking of all BIHS students.

Surviving Flu Season: Tips and Tricks

By Ella Christy and Ashley Figlioli



Flu season affects many people each year, often causing students to miss more than a week of school at a time. According to the Butler Intermediate High School nurse,

BIHS

Mrs. Halter, there are many ways to help prevent the flu in and out of the schools.

One major way to avoid the flu is to wash your hands. "Everyone should take at least 30 seconds to wash their hands, and they should wash frequently," said Mrs. Halter. Washing your hands is the most important step to prevent the flu because it gets rid of most germs. Another very important step when averting the flu is avoiding other people that may have any form of sickness. Remind your children that if they think someone is sick, they should not touch or get too close to them. Getting close to someone that is sick easily spreads germs among people. You should also remind your child that if they are sick to stay away from other people.

Touching your face can also cause any sickness to spread. Your eyes, nose, and mouth are the easiest place for germs to enter your system. All surfaces are dirty, especially door handles and railings, and the germs on them can infect anyone. Many people touch surfaces every day and your child can't make sure that the people touching them aren't sick. To prevent those germs from spreading at school, the janitorial staff cleans surfaces nightly. However, that does not mean that students should think it is acceptable to eat directly off desks or put their faces down on the desktops.

Another important tip to staying healthy is getting plenty of sleep and eating well. If your child does not sleep well enough, then their body can be infected more easily. When someone does not eat right, they do not only have a higher chance of the flu or any other sickness, but there are other health risks that may end up compromising the immune system.

According to the Center for Disease Control, there are a few ways to expedite the journey back to health. Obviously, seeing a

doctor is a step in the right direction. Not only should you go to the doctor, but also you should listen to what they say and recommend for your children. Beyond visiting a trained professional, parents can help at home as well. Clean and disinfect often. When someone has any sickness, drinking water is still very important. Drinking water helps to flush bad germs out of your system. Your children should also eat a little bit here and there. Eating too much food or not eating enough can both make you feel worse, so make sure what your child is eating is balanced. Another important step is to get rest. While your child is home from school, they should be mostly resting. When you are sick, you can take certain medication if allowed.

There are many ways to tell if you or your child has the flu. One very easy way to identify the flu is having a fever. Other symptoms of the flu include a sore throat and body aches. Having any of these symptoms doesn't mean you have the flu. A fever is a reason for your child to stay home from school, unlike a sore throat or body aches unless they are a sudden onset. According to Mrs. Halter, "Students should be fever free for a full 24 hours without the use of Tylenol or ibuprofen before returning to school."

Flu season typically starts as early as October and does not end, at the latest, until around May. The peak, or highest percentage, of the flu is usually from December to February.

BIHS Art Curriculum Fosters Creativity

By Katie Hortert

The Art Curriculum at Butler Intermediate High School entertains students and enriches their studies. Students in seventh and eighth grade take general art courses and their ninth grade peers have the opportunity



art

to register for art electives to further their artistic knowledge with four different teachers.

The general art teachers include Mrs. Kemp, Mrs. DeVanney, and Mrs. Reich. All of the teachers design their own projects, but they all revolve around sculpture, painting, drawing, and printmaking. The drawing and painting materials are colored pencils, oil pastels, soft pastels, pens, watercolors, and acrylics. The sculpting projects use clay, paper, wire, and plaster.

Mrs. DeVanney, a seventh grade art appreciation teacher, used to be a day care teacher and took a lot of art classes in college. Her education and experience led her to a life filled with art students for the last 12 years. She said, "The kids I have in class make it interesting and fun. I enjoy when my students are proud of themselves and the things they make." Mrs. DeVanney assigns many projects in her classes, but one of her favorites is printmaking. Printmaking is "fun and enjoyable," and each day is different, providing her students experience with different techniques.

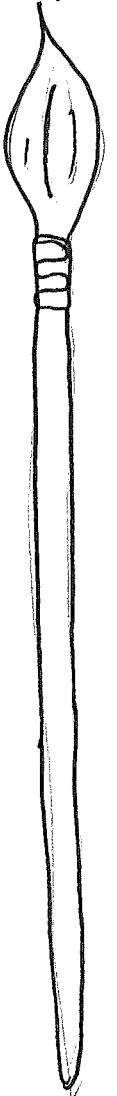
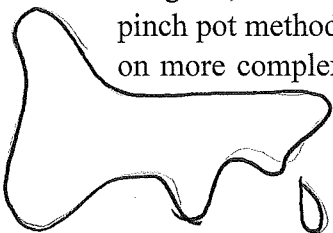
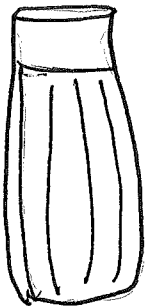
All of the projects incorporate measuring, note-taking, reading, writing, and hands on activities. She creates detailed rubrics that the students must follow to achieve an exceptional looking product and grade. A typical day in her classroom includes her classes completing a five-minute bellwork or a short independent activity. She then demonstrates their project, and they work independently on the projects or handouts.

In addition to general art, Mrs. DeVanney also teaches a couple of electives, Intro to Sculpture and Advanced Sculpture. In both classes, students create several clay projects, slab, coil, wire sculpture, plaster, upcycling art, and different techniques like the pinch pot method. The advanced class works on more complex projects, but every day is

different. Some days have a demonstration; others are spent working on the project. After the project is completed, they reflect and contrast their work. To schedule for Intro to Sculpture, students don't have to have any skills except creativity; Advanced Sculpture students must take Intro before moving on. Just like the general art classes, detailed rubrics guide her grading, but she holds students to a much higher standard. Pieces of art can be selected for the FAB Showcase, but only if the students are okay with selling their work.

Another general art teacher, Mrs. Kemp, enjoys getting to know the seventh and eighth grade students. She teaches them lessons in artistic culture, along with the numerous projects they work on. One of her favorite projects is a self-portrait, an assignment where students can share how they view themselves and other interesting personal facts. Kemp enjoys the Egyptian society and style, so as a result, she incorporates it into many of her projects. In order to earn a good grade in her class, students need to show observation, accuracy, and effort.

Mrs. Kemp, also the ninth grade Drawing and Sculpture teacher, has been teaching since 2003 because she loves the arts. Her kids had past art teachers who lacked meaning and creativity in their projects. She wanted to see more technique in her children's work, so she became certified to teach to make sure other art students did not have that problem. Her drawing classes use colored pencils, oil and soft pastels, and ink/pen. Painting uses acrylics and watercolors, while sculpture applies clay, paper, wire, and plaster techniques to student's knowledge. Her classes teach art history and creativity, encouraging her students to observe different appearances. According to Mrs. Kemp, art increases motor skills and



concentration. "The importance of art is to increase a child's self-expression, confidence, and to improve to a high level of thinking," she commented. A typical day in her elective class is for students to get instructions and supplies, find out the art's background, and work on improving their products.

Mrs. Reich has been teaching for 17 years. She has always been extremely good at art and enjoyed it, so her high school teacher really pushed her to pursue it as a career. Mrs. Reich stated, "The art curriculum broadens all students' educational experience and encourages creative thinking." Her general art classes experience a wide range of art styles and techniques. Students work independently on teacher-approved projects that will eventually be evaluated with an assessment rubric based on creativity and clean up. For students' works to be displayed in the FAB Showcase, they must be appealing to the eye and exhibit optimal effort.

Other than general art classes, Mrs. Reich also teaches Sculpture, Photography, and Graphic Design. Her elective classes teach ninth grade students creative thinking, and they calm some students acting as a "therapy." According to Mrs. Reich, she enjoys all the projects students work on. "I have been teaching so long that I know what works with my students," she said. Like all other art classes, Mrs. Reich's students are graded on effort with assessment rubrics, and if the students permit it, artwork can be displayed in the FAB Show and the Butler Intermediate hallway.

Mrs. Manges is a photography teacher for our school. She loves to work with students in a creative way on a subject she loves. Her class works on portfolios, photo shoots, T-shirt designs, and printmaking. She has been teaching this class for 15 years.

"Photography gives students an opportunity to do something they could do as a professional career," she commented. They work hands on with Adobe Photoshop, a 35 mm camera, and the darkroom. Her students can often be found outside taking pictures (photos can also be taken in the classroom with a studio light), and they use the computer to edit.

Clearly, the art curriculum is thriving at BIHS. If your child is looking for a creative outlet, one or more of these classes may be the perfect choice for next year's schedule.


Teachers Offer Tips for Student Success

By Carson Boden and Madden Clement

Parents don't always know how to help their children with homework once they are in the Intermediate. The students are more independent now, but when they need help, their parents don't know what to do or how to help. Here are some tips you should know to help your teenagers succeed in their classes.


First, you should always remind your children that they can do anything if they work hard and try. "I would ask parents to encourage their students to ask for help when they have questions. So often, students are scared to ask questions in class because they don't want other students to know that they are struggling," said Dr. DeThomas, a math teacher and gifted coordinator at BIHS. You should encourage your kids to go to math help so they understand the topics before class that day. Math help is offered before school and during students' study halls, allowing them to review questions with a teacher and boosting their confidence.

Mrs. Porter, from the social studies department, suggests parents spend time helping their children to get organized and stay that way. "I suggest that parents do a



'back pack dive' to pull out all the papers, sort them by class, and then examine them. Then, praise kids for doing their best work. Encourage them to complete work they missed," she advised. This is a helpful tip because students could be missing points in class because they lost their homework, but if they stay organized, it will be much easier to find homework.

According to Mrs. Neely Aldridge and Mrs. Waseleski, you shouldn't be afraid to reach out to your child's teacher and ask them for help. Also, let them learn from their mistakes. "If they miss a lot of questions on their test, go over the answers with them so they understand what they got wrong," said Mrs. Waseleski.



"Make sure you and your child check Tyler frequently so you can see your student's grades, and to see if there are any missing assignments," Mrs. Neely Aldridge said. Always keep up with what your children are doing and where they are struggling. "Encourage your child to read, participate in class, and ask questions," she added. Attendance is also key; if students miss a lot of days, they will fall behind and have a hard time catching back up.

Outstanding students also have some advice on studying. According to Ryan McLister, preparation is key. "Students can write the vocabulary words, or important facts, down on a different piece of paper which will help them remember everything."

Lorena DiDomenico echoed Mrs. Neely Aldridge and Mrs. Waseleski's views about asking for help. "If their parents don't know how to help students with their homework, they can ask the teachers for help on the topics they are confused on," she said. Also, make sure your child goes in a quiet place and reads over all the classwork, study guides, and take notes to be prepared for tests.


Parents can help their students in many ways to help them succeed. Reminding teens that they can do things if they work and try hard is so important.

Butler Students to Perform in Junior District Choir

By Carter Spack and Evan Cammisa

Selected choir students in grades 7-9 will perform in the Junior District Choir Concert at 7:30 p.m. on January 16 at Grove City High School.

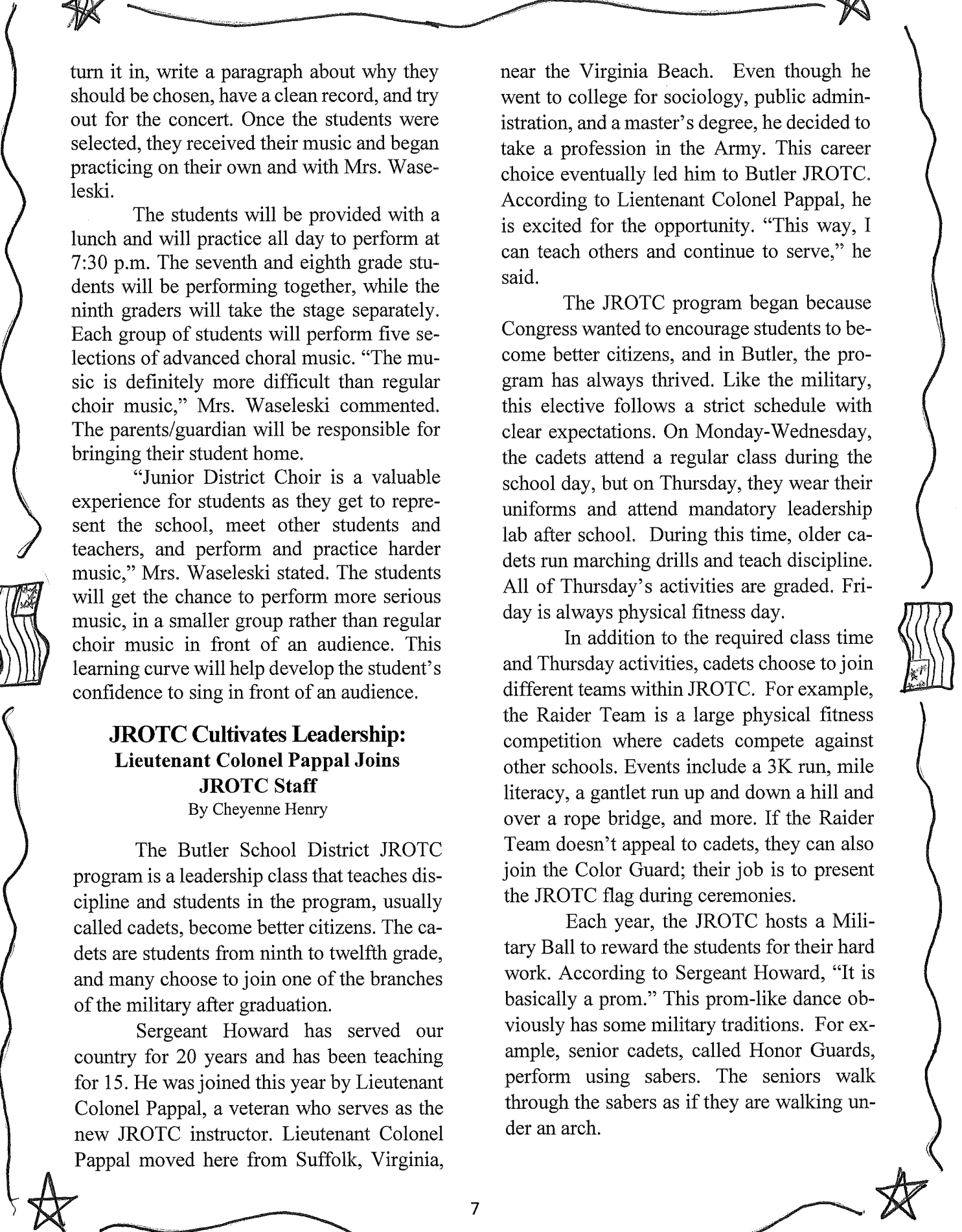

According to Mrs. Waseleski, the seventh grade choir teacher, "It is amazing that we have the opportunity to send 17 students this year!" Those students include six sopranos: Isabella Freedline, Kendall Froilan, Riley Grecco, Megan Pennington, and Katie Smith. Singing alto are: Grace Nichols, Delaney Ray, Corey Stoner, and Taylor Temple. Finally, the bass and baritone include: Nathan Adams, Owen Denny, Alano Dicerbo, Logan Emerick, Brett Hildebrand, William Johnson, Ardan Oniboni, and Charles Simms.



The students will arrive at school on their regular transportation. After going through school security, they will load onto a bus at 7:30 a.m. and drive to Grove City. Once in Grove City, the Butler students will join students from Beaver, Butler, Lawrence, and Mercer counties and rehearse for the concert.

Mrs. Waseleski has been participating in the Junior District Choir concert for nine years and thinks it is a great experience for her students. "I don't see any reason why we wouldn't keep doing it," Mrs. Waseleski stated. Her love for music and teaching motivated her to do this. The students were also excited for the event. Typically, about 15 students audition for the concert, but this year she had more than 50 singers tried out.


In order to audition, the students were required to fill out a form for the concert and



turn it in, write a paragraph about why they should be chosen, have a clean record, and try out for the concert. Once the students were selected, they received their music and began practicing on their own and with Mrs. Waseleski.

The students will be provided with a lunch and will practice all day to perform at 7:30 p.m. The seventh and eighth grade students will be performing together, while the ninth graders will take the stage separately. Each group of students will perform five selections of advanced choral music. "The music is definitely more difficult than regular choir music," Mrs. Waseleski commented. The parents/guardian will be responsible for bringing their student home.

"Junior District Choir is a valuable experience for students as they get to represent the school, meet other students and teachers, and perform and practice harder music," Mrs. Waseleski stated. The students will get the chance to perform more serious music, in a smaller group rather than regular choir music in front of an audience. This learning curve will help develop the student's confidence to sing in front of an audience.



JROTC Cultivates Leadership: Lieutenant Colonel Pappal Joins JROTC Staff

By Cheyenne Henry

The Butler School District JROTC program is a leadership class that teaches discipline and students in the program, usually called cadets, become better citizens. The cadets are students from ninth to twelfth grade, and many choose to join one of the branches of the military after graduation.


Sergeant Howard has served our country for 20 years and has been teaching for 15. He was joined this year by Lieutenant Colonel Pappal, a veteran who serves as the new JROTC instructor. Lieutenant Colonel Pappal moved here from Suffolk, Virginia,


near the Virginia Beach. Even though he went to college for sociology, public administration, and a master's degree, he decided to take a profession in the Army. This career choice eventually led him to Butler JROTC. According to Lieutenant Colonel Pappal, he is excited for the opportunity. "This way, I can teach others and continue to serve," he said.

The JROTC program began because Congress wanted to encourage students to become better citizens, and in Butler, the program has always thrived. Like the military, this elective follows a strict schedule with clear expectations. On Monday-Wednesday, the cadets attend a regular class during the school day, but on Thursday, they wear their uniforms and attend mandatory leadership lab after school. During this time, older cadets run marching drills and teach discipline. All of Thursday's activities are graded. Friday is always physical fitness day.

In addition to the required class time and Thursday activities, cadets choose to join different teams within JROTC. For example, the Raider Team is a large physical fitness competition where cadets compete against other schools. Events include a 3K run, mile literacy, a gantlet run up and down a hill and over a rope bridge, and more. If the Raider Team doesn't appeal to cadets, they can also join the Color Guard; their job is to present the JROTC flag during ceremonies.

Each year, the JROTC hosts a Military Ball to reward the students for their hard work. According to Sergeant Howard, "It is basically a prom." This prom-like dance obviously has some military traditions. For example, senior cadets, called Honor Guards, perform using sabers. The seniors walk through the sabers as if they are walking under an arch.





If you or your high school student would like more information about the JROTC program, check out the JROTC tab under “clubs and organizations” on the school’s website. The site offers information about everything you need to know for JROTC including required physical appearance, types of awards, course content, training plans, the promotion system, and other background.

Dress Code Policy Updated

By Lorena DiDomenico and Anna Hindman

Since the beginning of the school year, Butler Intermediate High School has experienced many changes including new teachers, new security precautions, and an improved dress code. The new dress code is the interesting for the students. Now that the dress code allows clothing with holes and rips, the students of Butler Intermediate have been very pleased with it.

Students can now wear fashionable jeans with holes as long as the holes are below their fingertips. Previously, the school dress code did not permit rips or frays at all, which caused a lot of controversy.

According to Dr. Carrie Morgan-Davis, “The new dress code allows the students to express themselves more freely. However, the most common violation with the new dress code is holes above the fingertips.”

She added that enforcing this new change is not always easy because many students have limited resources, which results in the pupils not following the dress code. Dr. Morgan-Davis commented, “It breaks my heart when students come in with the same shirt or pants as the day before. I try my best to help them as much as I can.” She also said if it were up to her, she would require school uniforms to solve most of these problems.

Students’ opinions of the change in the dress code vary. Eighth grader Carson Boden commented that the new dress code gives kids more choices because they can wear more of a variety of jeans. “Nowadays, all that’s in stores, like American Eagle, are ripped jeans,” she said. She also wishes that the dress code allowed off the shoulder shirts because they are trending and “real fashion statements.”

Another eighth grader, Autumn Gall, does not like the new dress code or its improvements. “Ever since they allowed ripped jeans, teachers are cracking down on students more,” she said. According to Autumn, the teachers have been looking for high holes because the students think they can get away with it. She thinks all jeans in stores either have no holes or holes that are too high for the dress code.

Following the dress code is very important. It keeps students out of trouble, and if everyone followed it, there would be limited controversy and problems. However, sometimes it’s not very easy to follow it. Carson observed, “It is hard because, for girls, their straps may show or their shorts may be too short.”

Consequences of not following the dress code start with having to change. If students decide to break the dress code a second time, they have to wait in the office until someone brings them clothes. A third time offense involves detention and possibly in-school suspension. If the student refuses to fix it, they sit in the in-school suspension room until they do. Even though the dress code is a new and important change, it can come with serious consequences when not followed.

Drama Club to Perform "Young Sherlock"

By Colten Vietmeier

On December 7, the Drama Club will entertain audiences with their presentation of "Young Sherlock" in the auditorium at 3 p.m. and 7 p.m. Tickets will be available at the door, \$5.00 for adults and \$3.00 for students. "Young Sherlock" is directed by Mrs. Caton and Mrs. Tepper, and the student director is Andre Brooks.

The show follows the adventures of Sherlock Holmes, played by Victor Eberle, when he was a young man at a boarding school, revealing the origin of his career as a detective. During the play, two girls disappear, and it is up to Holmes to figure out why. Teachers and officials are devastated because the reputation of the school and the safety of the girls could be destroyed. The local constable, who isn't used to real crime, is only in the way of Sherlock and his friend. Can he solve the case?

According to Mrs. Caton, she chooses the school play by looking at sample scripts over the summer, getting an overview, and buying the rights. This year, she also considered the Wizard of Oz from Toto's point of view and a Christmas play. Mrs. Caton said, "We don't try to find scripts from a specific genre, just ones with wacky characters." In the future, she mentioned that she would be interested in looking at a student-written script. In total, the show costs about \$500 for the script and royalties, as well as supplies needed for the set.

Students have to audition for the club at the beginning of the year. Mrs. Tepper and Mrs. Caton look for students based on how well they will fit the roles available that year. They also try to get two understudies in case the actual actors are sick or absent during the performance.

During rehearsal, actors read through the script, run scenes, work on the character

exploration, design costumes, and work on blocking.

Mrs. Caton has been directing plays in Butler for about 10 years and graduated from Grove City College with a theater minor in 2003. Mrs. Tepper has been involved for about 40 years, and even performs herself sometimes.

Even with their extensive theatrical backgrounds, the directors agree that putting on a show can be stressful. Sometimes, the actors talk too much during rehearsals or bring personal drama with them to Drama Club. Ultimately, though, both teachers agree that the experience is very rewarding. "I enjoy seeing the students thrive and share their talents on the stage," commented Mrs. Tepper.

She added, "Acting is a very good outlet for students. It is also a great place to form lasting friendships." Mrs. Caton agreed. "Drama teaches people to be self-confident. I have seen so many students learn to shine on the stage," she said.

Don't miss these talented students in "Young Sherlock" this December!

Teaming the Intermediate

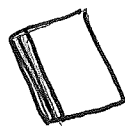
By Brea Birckbichler and Paige Burke

This school year, students, teachers and parents have been curious about the shifting of teachers to start teaming during the 2019-2020 school year. Classrooms have been rearranged to allow for grade levels to be grouped in their own areas of the building, but actual teaming of students won't begin until next year. After much research, the principals have decided that a teamed approach is the right direction for our building. According to Dr. Morgan-Davis, "Teaming improves conversation among teachers about learning topics and offers better ways to help students."

With teaming, teachers will know what their students are learning in their other



classes. For example, the history teacher can give less homework if they know that the math teacher is giving a big test the next day. Teachers will also support each other, by reinforcing skills and standards in several subjects. In addition, different teachers can tie their projects together.



Some have expressed concern about what the shift to teaming will mean to class offerings and programs. The teamed approach will be used in seventh and eighth grade only because ninth grade offers electives and additional academic levels that would make scheduling too difficult. In addition, ESP and academic levels will stay the same. For English, students in seventh grade and eighth grade academic level students will still have double periods, or block.

According to Dr. Morgan Davis, teaming will benefit the students immediately. "The students will know the other members of their team well, providing a small school feeling in a large building. They will also not have to walk as far for classes," she commented.

Prior to working in Butler, Dr. Morgan-Davis taught in a district that was teamed. She misses the teams, and know that it will work here at Butler Intermediate. She looks forward to seeing the students in teams, and the teachers working to tie their curriculums together.

Current seventh and eighth grade students have mixed feelings about the plan to team. Eighth grader Maeley Cornetti, thinks it is a bad idea. "The transition from the Intermediate to the Senior High will become more stressful. Students won't be used to walking distances, and it will be difficult for them to get to class on time," she commented. "More importantly, since we are teamed in fifth and sixth grade, students want more



freedom at the Intermediate. Teaming will take that away," she added.

Cheyenne Howe, another current eighth grader, is all for the teaming situation. "Since less students will be in the hallway, there would probably be less fighting and inappropriate actions," she said. She went on to say, "Also, students will get more one on one time with their teachers. That way they could understand the subjects better, resulting in a better grade on their report card." Cheyenne also believes that students will help their classmates on their team if they are not understanding the homework, or something in class, because they will know each other better.



As the year goes on, teachers and principals will continue to plan for the teaming transition to make it as smooth as possible for the students at BIHS.

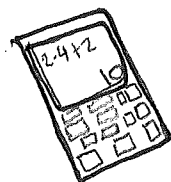
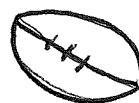
Butler Fall Sports Finish with Pride


By Cheyenne Howe

This fall, the Golden Tornado teams represented our school with pride. These fall sports included football, volleyball, boys' and girls' soccer, cross country, and golf.

The coach of the freshman football team is Coach Frank Jendesky, who had been coaching for 20 years when new varsity football coach, Eric Christy, asked him to coach ninth grade. Coach Jendesky commented on his team's season: "We had a rough year but the kids are learning a lot about football. This years' team is made up of a great bunch of kids, and I have enjoyed coaching them this year." According to Coach Jendesky, if the majority of the team goes to the off-season workouts, the future looks bright for Butler football.

The freshman football team practiced four times and had one game per week. Practices lasted about two hours a day, just to get





stronger and faster. The football team's typical practice is stretch, football drills, and offense/defense.

According to Coach Jendesky, football is a great way to learn to work together toward a common goal. "It is also a great sport because there are so many different types of roles for athletes to play. It's a fun, physical game," he said.

The seventh grade volleyball team finished 14-4, and the eighth grade volleyball team finished 16-2, both enjoying outstanding seasons. Hannah Williams, the seventh grade coach, is new to coaching and Nikki Maloney, the eighth grade coach, started coaching in 2017. Both coaches agree that if the players practice their skills with volleyball and stay active during the off-season, they will come back even better than this season.

The volleyball team practiced daily for two hours this fall if they didn't have a game. In the summer, the coaches offer summer gym sessions a few times a week to get prepared for the season before tryouts. A typical practice starts with warming up, then going through drills that help with form; afterwards the players scrimmage in their game rotations. Friday practices were always special because the coaches brought the players a snack; the team calls it "Fruit Fridays."

According to Coach Maloney, "This sport is a great team sport that teaches kids to work together and rely on others. Volleyball isn't a sport where you can have one good player and win a game; it has to be a team effort."

Coach Williams added, "Volleyball is fast paced and exciting! It is unique because most players start the season very inexperienced at organized volleyball, but nearly every girl has played a game in gym class or attempted to keep a balloon off the ground in a volleyball-esque game. Most of all, volleyball gives kids confidence to try something new."

The coach of the boys' soccer team is Coach Mike Zirpoli. Coach Zirpoli started coaching in 2002 when his daughter first said she wanted to play soccer. This season, Coach Zirpoli led the boys to a 11-2-1 overall record with 11 shutouts. During the off-season, Coach Zirpoli wants the boys to rest and recover, stay in shape, and develop good nutritional habits.


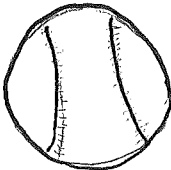
The soccer team started practice before summer ended, and they practiced every day for two hours, except on game days. A typical practice included warming up with a mile run or interval training, followed by individual and team drills.

Coach Zirpoli commented, "Soccer is a great sport because it's the most popular sport in the world. Plus, soccer is usually the first sport kids learn to play when they start to walk." He believes his team's stellar record is a testament to the hard work of his players. "Some of the teams' strengths are a very strong defense led by Chase Depew, Mickey Kreinbucher, Andrew Lucas, and Nick Kilgore and some of the fastest strikers in the entire league led by Evan Schoettker and Noah Nichols," he explained.

Coach Buzzard and the girls' soccer team had a winning season for the first time in his coaching career. He commented, "I started coaching in 2010 because I enjoy sports and helping young athletes develop." He hopes that, now that the season has concluded, the girls will work during the off-season to hone their ball skills and get faster. Coach Buzzard stated, "Any eighth grade girl that wants to be in the soccer team, don't be afraid to try out for JV next year."

The girls' soccer team normally practiced four times a week. A typical practice included warming up, skill drills, and then the team plays a game for fun. In the summer, the team has optional open gyms.

According to Coach Buzzard, "Soccer is a great sport because it is fun and active. Kids also make friends on the team."



Coach Davanzati, the cross country coach, led his team with to a "great season overall." Coach Davanzati started coaching in 1978 because he wanted to give back to the community by sharing his love of running.

The cross country team practiced six times a week in season and then four times a week in the off-season. During the summer, the team meets four times a week on Monday, Wednesday, Thursday, and Friday. They practice for about an hour and a half to two hours. "We practice for this amount of time because these kids need to be in top condition, and we need to make sure of that," Coach Davanzati explained.

Obviously, he feels strongly about the benefits of cross country. "This is a great team to participate in because it combines team and individual runs, and it helps athletes understand that hard work pays off. The cross country team has desire to be there and participate."

The boys' golf coach, Coach Shingleton, also reflected on his team's season. "Overall this year the season went okay, but one junior player, Brayden Setnar, was qualified WPIAL champ at Oakmont." Coach Shingleton started coaching in 2010 because he used to play for Butler, and he wanted to get involved again.

The golf team practiced five days a week during the school year and three hours a week in the summer at Aubrey's. A typical practice involves hitting golf balls, swing mechanics, and playing the course. Coach Shingleton stated, "It takes about two and a half to three hours to play nine holes."

According to Coach Shingleton, "Golf is a great sport because it is the most challenging sport in the world to play and the only sport you can play when you are ninety-five years old. Kids might as well get good while they are young."

Congratulations on a successful season to all of the fall sports teams!

Tornado Connection Staff

Chief Editor

Katie Hortert

Editors

Cheyenne Howe
Colten Vietmeier

Advisor

Mrs. Minch

Staff Writers

Breanna Birckbichler
Paige Burke

Emily Campbell
Madden Clement
Lorena DiDomenico
Cheyenne Henry
Carter Spack

Carson Boden
Evan Cammisa
Ella Christy
Maeley Cornetti
Ashley Figlioli
Anna Hindman