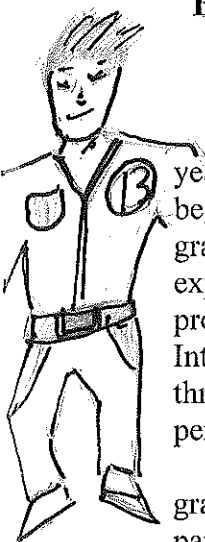


The Tornado Connection

BIHS Students Prepare to SOAR PBIS Program To Launch This Fall

By Grace Seybert



Starting in the 2019-2020 school year, Butler Intermediate High School will begin the first phase of a research-based program designed to spread positivity and teach expectations in all areas of the school. This program, called PBIS or Positive Behavior Interventions and Supports, has been proven throughout the country to improve student performance and behavior.

A committee made up of teachers in grades 7-9 has been working tirelessly to prepare for the school-wide rollout in August. The acronym they have chosen to represent our school is S.O.A.R., the same acronym used in the PBIS programs of some of the district's elementary buildings. S.O.A.R. stands for Safety, Ownership, Attitude, and Respect. Each of the words has detailed student expectations to go along with it; these expectations will be posted throughout the building and explicitly taught in classrooms.

The purpose of S.O.A.R. is to help students look up to better people and to promote positive behavior by rewarding those who do what is asked of them. Every classroom will have a reward system in place, and the entire building will be participating in the "Principal's 200 Club," where students are recognized on a larger scale for their positive efforts. Those recognized through the 200 Club will receive rewards such as lunch parties, gift certificates, and field trips. eliminate bullying and bad behavior.

"We want the students to step in the right direction to help our school continue to be a positive place to be," commented Mrs. Chwalik, a seventh grade reading teacher and S.O.A.R. committee member. Mrs. Chwalik, along with Mrs. Neely Aldridge and Mrs. Herzog, have been working on lesson plans that teachers can use to clearly teach the students expectations of each area of the school, a task that has taken hours to complete.

Beyond the rewards and recognitions, some of the committee members have been hard at work on establishing clear consequences for students who fail to meet expectations. "Change is always good, but it may not always work out," according to Mr. Rock, who has been working on the discipline procedures committee with Mr. Craig. "It is important that when students do make mistakes, consequences are clear so that students are discouraged from making the same mistake again," he added.

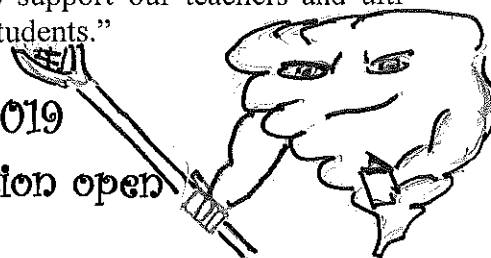
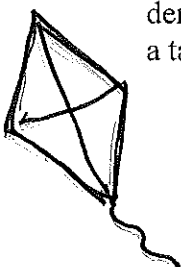
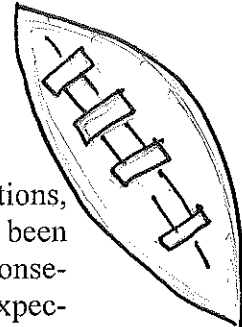
In order for this program to be a success, it will take an investment from the entire staff, the students, the parents, and the community. "Like anything else, if we are all on board, this program can make a huge impact," commented Mrs. Minch. Parents and community members are welcome to volunteer at assemblies, make donations, or simply reinforce positive behavior at home. If you are interested in contributing rewards for students or staff, please contact email dawnielle_minch@butler.k12.pa.us or call 724-214-3400 ext. 5427.

Butler Advances Instruction With New Coach Positions

By Megan Baggetta

During the spring semester, the district administration completed an extensive interviewing process to fill three new instructional coaching positions within our schools. In the end, three of Butler Area School District's top teachers, Mr. Andrews, Mrs. Robb, and Mrs. Lewis, will now serve students in a different capacity, by coaching teachers in the areas of student engagement, mathematics, and reading.

According to Ms. Julie Hopp, Director of Curriculum, Instruction, and Professional Development, "We are creating these positions based on the needs of the district. The hope is that more coaches will be added over time to support our teachers and ultimately our students."



Volume 22 Issue 3 Spring 2019
Keeping the lines of communication open

The goal of the new program is to make the school a better environment by working with the teachers throughout the district. The coaches will meet with teachers either one-on-one or in small groups. These meetings are for coaches to give teachers another point of view and to help teachers plan lessons and activities. They are there to help teachers get frustrated students back on track and to help prevent students getting frustrated in the first place. "Sometimes teachers just need another set of eyes or a chance to bounce ideas off of others who understand," commented Mr. Andrews.

The coaches will also be looking at data so they can fill any gaps in the curriculum. "We are here to support the staff!" said Mrs. Robb. The coaches can be successful in supporting the staff by listening, communicating, being willing to help, and working together as a group. To start, the coaches will be working primarily at the elementary level, but their support will eventually extend to the secondary buildings as well.

Mr. Andrews, Mrs. Lewis, and Mrs. Robb recently attended a three-day conference in State College specifically designed for instructional coaches across the state. In addition, they will have training days over the summer, read professional sources, and attend monthly meetings that focus on coaching.

Although the instructional coaching position is new to all three educators, they have no shortage of experience. Mr. Andrews, the student engagement coach, has taught in Butler at the old junior high and the intermediate high school for 21 years, and he has also emerged as a lead teacher in the state, participating on testing committees, writing various grants, and working with outside agencies. Mrs. Lewis, the reading instructional coach, has her master's in reading and a reading specialist certification. She has worked most recently at Center Township in third grade, but has been a teacher in Butler

for the last 12 years. Finally, Mrs. Robb, the mathematics coach, has served as a middle school math teacher and the elementary mathematics department chair. She has a master's degree in mathematics and science, and she has been teaching for 19 years.

Leaving the classroom was a difficult decision for all of them, but they agree that it was an opportunity to serve the district that they couldn't pass up. Mrs. Robb loves to get ideas from other teachers and share her own ideas. She also said, "This job is a perfect avenue for continuing to help teachers help their students become better students."

Mrs. Lewis said, "I am passionate about learning, teaching, and helping others." The former teachers are also excited to start coaching teachers instead of instructing students, even though they will miss the kids and the classroom. However, the coaches will still be interacting with students in different ways, such as joining group discussions or talking to the class as a whole.

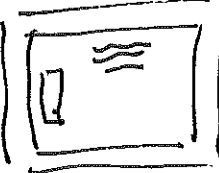
The coaches have visited more than half of the district's buildings talking to as many staff members as possible about the new program. According to Mr. Dobransky, "Instructional coaches are a tremendous resource for our district. We are looking forward to the guidance their expertise can provide."

Transitioning to BIHS

By Lillian Tirado and Tiffany Laue

Sixth grade students will be moving up to the Butler Intermediate High School on the first day of school, August 29, for seventh grade. The thought of switching schools may be nerve-racking to students and concerning for parents. So, the school makes sure to provide a lot of help and a welcoming environment for students.

When moving to a new school, it is a new environment and can be a challenging to get around. Getting home with new bus dis-



missal patterns, navigating lunchrooms, locating classrooms, and having different teachers for each class can be hectic. With all these thoughts racing through both children and parents' minds, the teachers and principals of BIHS try to think of ways to lessen these fears.

To give parents and students a general idea of how the school functions and the specifics that occur on the first day of school, there is an orientation during the summer. During this event, students can receive their schedules, meet the principals, and navigate the school to find classrooms. This orientation usually helps students calm their nerves and answers some of their general questions. This event will occur this year on August 20.

After this event, the first day of school quickly approaches. When arriving to school, the students will either be dropped off by their guardians or be driven to the school by bus. They will then pass through the metal detectors. After this, depending on what time they arrive, they will either go to a location used for holding room or homeroom if arriving a little later. When the first bell rings, the students should report straight to their homeroom.

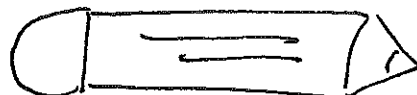
On the first day, seventh grade students will attend a short principal's assembly in the auditorium right away. The principals will talk briefly about rules, bussing, and expectations. After the brief assembly, students will return to homeroom where teachers will review handbooks and assign lockers. Many homeroom teachers pass out locks while in the classroom so that students can practice their combination before heading out to the lockers. Because lockers are the property of the school, students must use a school-issued lock on their lockers. Most students also share their locker with another student in their homeroom, so it is very important that all students keep their locker combinations confidential.

After these events, the bell for first period will ring. Teachers will be in the hallway helping students find their classrooms. This will continue for five periods, and before or after sixth period will come lunch. On the first day, all students will report to period 6 to find out if they eat lunch before or after that class. Cafeterias will be assigned by sixth period class. This means, all of the students in that same sixth period class will eat in the same cafeteria. Some times the first day of lunch can seem short by the time new seventh graders get into their lockers and find the cafeteria. Don't worry! All students will have enough time to eat their lunches before heading onto the second half of their day.

After lunch, students will continue through their normal class schedules until the bell concluding eighth period. Next will come dismissal; busses will be arriving earlier than usual on the first couple of days to give students more adjusting time. Different from the middle school, the buses are in waves meaning they will arrive at different times. All students will have a map, and the procedures will be carefully explained in the morning and again at the end of the day. Extra teachers will be stationed outside to assist students who need it for the first few days.

According to the guidance office, many students have common concerns when starting their BIHS careers. "We receive a lot of questions dealing with swimming in gym class, lockers, and lunches," commented Mrs. Porter, the guidance office secretary. "No question is silly. If you have a concern, please ask! We are here to help!" she added.

The teachers expect students to have a positive attitude and a desire to learn. If new students arrive with these two things, they are sure to succeed at BIHS.



The Red-Eyes Are Coming! Cicadas and What You Need to Know

By Maxwell Channells

In the middle of May, cicadas will burrow out of the ground and make many chrysalides on trees, and after the adults eclose from the chrysalides, the cicadas will begin to make sounds. *Loud* sounds. The sounds, and even the bugs themselves, may potentially frighten some people, but that is because they may not know much about the bugs.

According to science teacher and gifted coordinator, Mr. Casher, "Insects in general are necessary as food, but they can be a pesky nuisance sometimes. Cicadas, specifically, are cool, but they are not attractive."

This may end up being a common opinion, as the cicadas have large red eyes and can be one to two inches long. That's a big bug! However, while big, they are absolutely harmless. In fact, Mr. Casher's advice to people worrying about cicadas is: "Don't. They'll be here for such a short period of time." The only possible harm a cicada may cause to a plant or animal is when they eat leaves off of bushes or lay their eggs in a young tree, which may kill the tree.

There are actually about 4,000 species of cicada, but not all of them are periodical cicadas like Brood Eight, the brood hitting Butler. According to cicadamania.com, there are actually yearly cicadas along with species that come out every two, three, five, 13, and, of course, 17 years. They spend these 17 years eating nutrients from roots until they crawl out of the ground and begin their adult stage in mid-May.

The cicada's closest insect relative is bark lice, which are not lice at all and eat things that can harm trees. Mr. Casher's first experience with cicadas was when he was 16 years old, and he only remembers how loud it was that year. In fact, cicadas can be so

loud, that if there's enough of them, they can damage hearing.

So how do they make this loud chirp? Well, they actually move their abdomen to make the noise, not too different from crickets, which rub their legs together. Unfortunately, the risk of hearing damage is unavoidable, as the noise is usually amplified enough to damage hearing, but with proper protection, it should only be mildly annoying.

Cicadas are often called locusts, which are a species of grasshopper that swarm and eat all the plants that they can. "I think they're confused almost all the time," Mr. Casher said. They also tend to eat lots of plants, but cicadas are not nearly as destructive as locusts. They are a great food source for birds, but the number eaten will barely make a dent in the population, as there will be millions of them in Butler.

In the last few days of their life, they lose coordination and fly all over the place, occasionally bumping into people or diving into the sidewalk. This is called "senescence," and it signifies that they have mated and are preparing to die. They won't be around long, in fact, they'll be gone by the middle of June at the latest, but it'll seem like forever. For more information, check out www.cicadamania.com.


Musicians Perform Annual Spring Concerts

By Skylar Miller




Is your child interested in singing or playing an instrument in seventh, eighth, or ninth grade? If so, Butler Intermediate High School's Spring Concerts are great places to go and see what the experience would be like.

All of Butler Intermediate's Spring Concerts were held in the month of May at the BIHS auditorium in the evenings.




The seventh grade chorus concert was held on May 21 at 6 p.m., with eighth and ninth grade following on May 21 at 7:30



pm. The seventh, eighth, and ninth grade orchestra concert was held on May 22 at 7 p.m. The seventh and eighth grade band concert took place on May 14 at 7 p.m. The ninth grade band and percussion ensemble followed on May 15 at 7 p.m. as well.




The seventh grade chorus was taught by Rebekah Motta, a long term sub for Em-malynne Waseleski, who at the time was on maternity leave for her baby girl. "It was challenging to come in and fill someone else's shoes," Mrs. Motta said. "Mrs. Waz is well liked, and it has been fun to come in and learn some of the things she did as well as teach new concepts. The students have been great and have adapted quickly to having a new teacher."



Songs performed in the concert included *Africa* by Toto, *Cantamos* by Poco, *O Sifuni Mungu* by First Call, *Glorious* by David Archuleta, *Blue Skies* by Willie Nelson, *Elijah Rock*, a song passed down by generations of enslaved Africans, *Dreamkeeper* by John Fusco, *Never Enough* from the Greatest Showman, and *Lion King* by Elton John and Hans Zimmer. The songs were selected to demonstrate a variety of styles, different languages, new vocabulary, and varying difficulty. Students also have some input in song choices.

Mrs. Motta herself has conducted two concerts total, and this was her first spring concert. She knew that her group would be performing to the best of their ability. "The students should be proud of themselves, knowing that their hard work this year has paid off," she said. The concert also featured approximately 15 student soloists, vocally and on the drums.

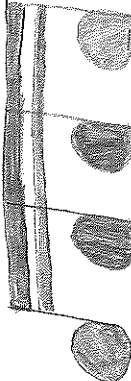
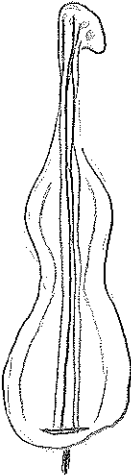


Mrs. Motta hopes it will encourage younger students to consider chorus as something to do musically in the BIHS. "Singing is something you can do for the rest of your life," Mrs. Motta claimed. The group advertised their performance by posting it on social

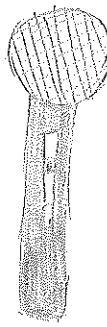
media, giving out invite cards, creating signage, and telling people personally. To improve over the summer, Mrs. Motta recommends her students to keep singing, stretch their voices, and challenge themselves to sing outside their comfort zone.

Mia Tepper leads the eighth and ninth grade chorus. She likes showcasing her students at the concerts and has been hosting the spring concert for six years now. Mrs. Tepper believes that it's important to sing. In her words, "It's a good discipline, outlet, and you can be creative."

Mrs. Tepper promotes her concerts by making announcements, putting it on the School District's website, social media, and putting up posters around the school.

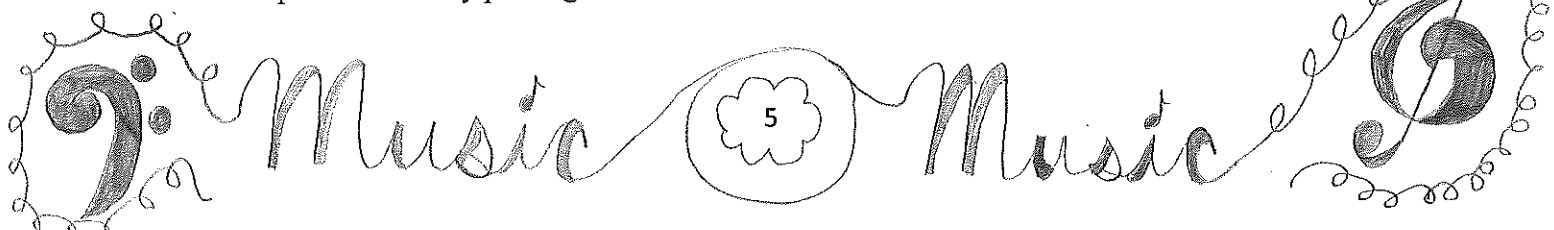



The songs in the concert were chosen for the variety of styles, student suggestions, educational purposes, and for the fact they appeal to the audience. These songs included: *This is Me* by Keala Settle, *Blackbird* by the Beatles, *Africa* by Toto, *What a Wonderful World* by Louis Daniel Armstrong, *Jazz Kyrie* by Andy Beck, *Will you Teach Me* by Victor C. Johnson, *Fix You* by Coldplay, *Tum Kuja* by Fanuel Sedekia, *Everlasting Melody* by Rollo Dilworth, *Down by the Riverside* by Louis Daniel Armstrong, and *Didn't my Lord Deliver Daniel* by Paul Robeson.



The biggest improvement of Mrs. Tepper's class is their vocal quality, vocal technique, and maturity. Their biggest accomplishment in the year, however, was learning more difficult music and for some, performing additional songs in a separate concert.

Mrs. Tepper admitted that she was a little worried about the performance, but the chorus classes did amazingly well. Unique factors to her concert included soloists, piano, and 3-4 featured people. She said that she has high expectations. "I want the stu-





dents to be happy about what they accomplished and see how all the year's work finally comes together," she commented.


To improve over their summer, Mrs. Tepper advises her eighth and ninth grade pupils to keep up vocal exercises, work on posture, breathing, and their amisher. She also recommends that her students listen to many styles of music.

Katherine Black's seventh, eighth, and ninth grade orchestra also hosted a concert to show off at the BIHS. She has looked forward to the spring concerts for the last four years. According to Mrs. Black, "Playing an orchestra instrument allows for musical expression, teaches students to work as a team, and encourages development of a new skill."

Mrs. Black's songs were chosen in a variety of styles and difficulty. The songs in the concert included *Pink Panther* by Henry Mancini, *Peter Gunn* also by Henry Mancini, *The Way We Were* by Alan and Marilyn Bergman, *American Landscape* by Soon Hee Newbold, *Danny Rocks* by Bob Phillips, *Soon I Will be Done* by William L. Dawson, *Stomp It* by Corigliano, *Motown Forever* by Larry Moore, and *Samba de Coco* by Grant Hull.

Mrs. Black promoted her concert by hanging posters in the school and posting it on the school website and social media. She was looking forward to the first note of the entire concert when her students play it all together because it sounded so powerful. A drummer joined the other musicians, and the rock orchestra concluded the show. Mrs. Black commented, "The concert was a good time to showcase all of the year's hard work in one end-of-the-year concert."

Her group's biggest improvement was shifting their fingers note to note and song to song. However, their biggest accomplishment was playing in different key signatures, and showing more musical expression.



To improve over the summer, she recommends that her students take private lessons and practice.

Todd Karenbauer is the band director for seventh, eighth, and ninth grade band, along with the percussion ensemble. Mr. Karenbauer has been holding spring concerts since the beginning of his career, around 23 years! He believes that playing an instrument is very important. In his words, "An instrument uses creative thinking, time management skills, and helps create a well-rounded student."

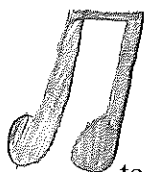
All songs for each concert were chosen for learning purposes, to tie to the curriculum, for a musical and scientific standpoint, to meet student needs, and to get to the needed level for the next grade.

The seventh grade band played *Counndrum* by Robert Sheldon, *As Twilight Falls* also by Robert Sheldon, *Andrew Lloyd Webber in Concert* arranged by Michael Sweeney, *Alamo* arranged by James Swearingen, *Some Nights* arranged by Michael Brown, and *Synchronized Energy* by Greg Fhiaras.

The eighth grade band played *Jungle Dance* by Brian Balmages, *The Ash Grove* arranged by Mark Willims, *Carry on Wayward Son* arranged by Paul Murtha, *Boom and Bust* also by Brian Balmages, and *Big Four March* arranged by James Swearingen.

The ninth grade band played *American Cameos* by Jay Dawson, *Endless Rainbows* by Brian Balmages, *Fate of the Gods* arranged by Matt Conaway, *American Big Top* also by Brian Balmages, *The Blues Brothers Revue* arranged by Jay Bocook, *Semper Fidelis March* by John Philip Sousa, and *Apollo Arise* by Travis J. Weller.

The percussion ensemble played *Don't be Blue Mon* by Lalo Davila, *Popcorn* by Gershon Kingsley, *Thank You* by Ivan Trevino, *Tubs and Buckets* by Chris Brooks, and *Hidden Dreams* by Matthew Curley.



Mr. Karenbauer always looks forward to seeing the looks on his students' faces at the end of the concert when they see all their hard work pay off. He claimed he knew they were collaborating, working together, and were going to perform amazing from the start.

The biggest improvement in seventh grade was watching the conductor and supporting their notes. Eighth grade's biggest improvement was doing a combined concert with ninth grade somewhere in the year, and ninth grade worked on getting a full sound and improved their instrumentation.

Seventh grade's biggest accomplishment, however, was working on their rhythms, eighth grade's was their sound in the show, and ninth grade's biggest accomplishment was putting their hearts into the music.

Congratulations to all of our musicians and their directors on a successful spring concert series. We are so proud of your talent and hard work!

Attendance Key to Academic Success

By Ben Buser and Connor Rensel

Butler Intermediate High School's current attendance rate averages at 90%, which is above average on the state scale. However, Mr. Dobransky always feels like there is room for improvement.

He is aware that most students miss a day or school due to illness, but overall, he wants students present. "When we make every day meaningful as a faculty, students want to be present," he said.

Ms. Succop is the Home School Visitor. She makes sure to keep track of students when they might have missed too much school, and she tries to get to the root of the issue. Hired by the district, Ms. Succop makes home visits about three times a week. "The visits are based on individual issues,"

she said. "They could be struggling with issues at home, which could then lead to school attendance problems."

Not only has Ms. Succop been working with the Intermediate High School for 13 years, but she also spends time at different elementary schools, such as Emily Brittain, McQuistion, Center Township, and Center Avenue. She also works at the senior high and middle school routinely. If a student misses school for more than six days without turning in an excuse, the parents of the student may be fined. An unlawful absence is when a student misses school and forgets to turn in an excuse for the absence.

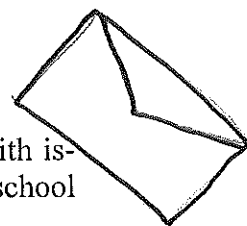
Mrs. Hepfl is the Attendance Secretary for Butler Intermediate High School. She tallies up the attendance each day and marks the student tardy when he/she might have come to school late.

According to Mrs. Hepfl, days when an incentive is offered for attending, more students are usually present. "The students can be encouraged to come to school because of spirit weeks and prizes for perfect attendance at the end of the year," she said. She commented that normal attendance is 90% daily at the school; she also mentioned that PSSA weeks are usually more attended than normal days.

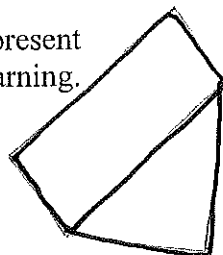
With the switch to Tyler, the teachers now enter if a student is present or absent each period, and this information is sent to attendance where Mrs. Hepfl receives it. Then, if a student is tardy and comes in late, she puts it into the program.

If a student misses school, they will get a phone call home so the parents are informed. The ways the school reminds students to turn in an absence excuse include: homeroom teachers asking for excuses, reminders on the announcements, and Tyler reminders as well.

Ultimately, when students are present they make greater strides in their learning.

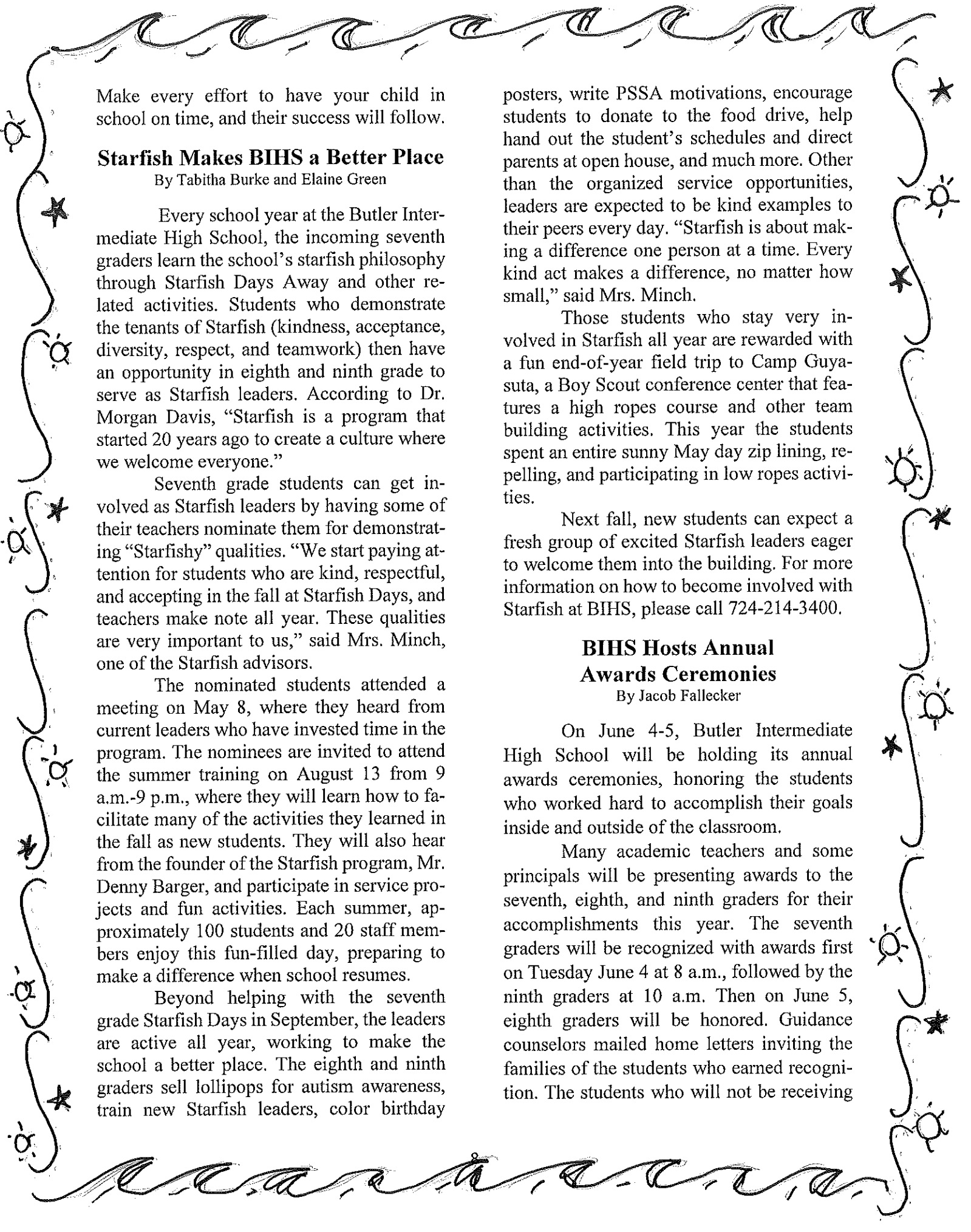


ATTENDANCE



MUSIC





Make every effort to have your child in school on time, and their success will follow.

Starfish Makes BIHS a Better Place

By Tabitha Burke and Elaine Green

Every school year at the Butler Intermediate High School, the incoming seventh graders learn the school's starfish philosophy through Starfish Days Away and other related activities. Students who demonstrate the tenants of Starfish (kindness, acceptance, diversity, respect, and teamwork) then have an opportunity in eighth and ninth grade to serve as Starfish leaders. According to Dr. Morgan Davis, "Starfish is a program that started 20 years ago to create a culture where we welcome everyone."

Seventh grade students can get involved as Starfish leaders by having some of their teachers nominate them for demonstrating "Starfishy" qualities. "We start paying attention for students who are kind, respectful, and accepting in the fall at Starfish Days, and teachers make note all year. These qualities are very important to us," said Mrs. Minch, one of the Starfish advisors.

The nominated students attended a meeting on May 8, where they heard from current leaders who have invested time in the program. The nominees are invited to attend the summer training on August 13 from 9 a.m.-9 p.m., where they will learn how to facilitate many of the activities they learned in the fall as new students. They will also hear from the founder of the Starfish program, Mr. Denny Barger, and participate in service projects and fun activities. Each summer, approximately 100 students and 20 staff members enjoy this fun-filled day, preparing to make a difference when school resumes.

Beyond helping with the seventh grade Starfish Days in September, the leaders are active all year, working to make the school a better place. The eighth and ninth graders sell lollipops for autism awareness, train new Starfish leaders, color birthday

posters, write PSSA motivations, encourage students to donate to the food drive, help hand out the student's schedules and direct parents at open house, and much more. Other than the organized service opportunities, leaders are expected to be kind examples to their peers every day. "Starfish is about making a difference one person at a time. Every kind act makes a difference, no matter how small," said Mrs. Minch.

Those students who stay very involved in Starfish all year are rewarded with a fun end-of-year field trip to Camp Guyasuta, a Boy Scout conference center that features a high ropes course and other team building activities. This year the students spent an entire sunny May day zip lining, rappelling, and participating in low ropes activities.

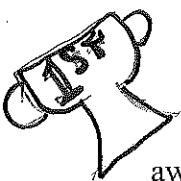
Next fall, new students can expect a fresh group of excited Starfish leaders eager to welcome them into the building. For more information on how to become involved with Starfish at BIHS, please call 724-214-3400.

BIHS Hosts Annual Awards Ceremonies

By Jacob Fallecker

On June 4-5, Butler Intermediate High School will be holding its annual awards ceremonies, honoring the students who worked hard to accomplish their goals inside and outside of the classroom.

Many academic teachers and some principals will be presenting awards to the seventh, eighth, and ninth graders for their accomplishments this year. The seventh graders will be recognized with awards first on Tuesday June 4 at 8 a.m., followed by the ninth graders at 10 a.m. Then on June 5, eighth graders will be honored. Guidance counselors mailed home letters inviting the families of the students who earned recognition. The students who will not be receiving



awards will be in their regular classes during the assembly.

Some of the awards will be presented by outside agencies, like the American Legion. The American Legion award recognizes one girl and one boy from eighth grade for demonstrating the qualities of courage, honor, leadership, patriotism, and service. All eighth grade teachers were asked to nominate two students; then, the entire faculty voted for the winners. The guidance office made sure no disciplinary infractions were accrued during the year for the nominees.

Two eighth grade students will be honored with the Good Citizenship Award as well. To be considered for this honor, students must write essays on why it is important to be a good citizen, why it is good to serve the community, and how they have made a difference. In addition, applicants had to ask their history teachers for a letter of recommendation.

Athletes in all three grades who work hard on and off the field/court will be honored with the Scholar Athlete award. Honorees must participate in a district-sponsored sport, complete a full season of that sport, and have a GPA of at least 4.0.

High honor awards will also be distributed in all three grades. For the high honors award, the students will have to have at least a 3.95 GPA. GPA is calculated starting in seventh grade but classes taken in 7-8 do not count towards high school class rank. Class rank is calculated from 9-12 grade. GPA is calculated as follows: A=4.0 B=3.0 C=2.0 D=1.0 E=0. Additional weighting is given for each class of 0.0125. According to the curriculum guide, "Class rank calculations shall begin when a student's enter ninth grade. Algebra 1, Geometry, Basic and Ad-

vanced computer programing, and world languages taken in grades 7 or 8 will not affect class rank."

BIHS staff will also award students who have shined in specific subjects. For example, the math, science, and history classes have students take a qualifying test to earn their awards. In English, teachers select their best writers and readers based on year-long performance and data. The qualifications vary, but the bottom line is: teachers want to recognize as many students as possible for their outstanding work. "It is important to recognize the students hard work they have done throughout the year," commented Dr. Morgan-Davis.

New Bell Schedule Adjusted to Meet Student Needs

By Rhyan Deal

A new bell schedule will be used at Butler Intermediate High School during the 2019-2020 school year to provide a common time for students to complete tasks during their school day.

The change will allow for three separate lunches, instead of two, along with 21 minutes of common time that gives teachers and students the opportunity to get work done, conference, make up tests, take advantage of tutoring, or go to the library. Students are only allowed to go places during this time with a pass, which must be given and signed by a teacher or adult in the building.

As far as lunches go, all ninth graders will eat first in the building, and their lunchtime will be from 10:49 – 11:19, and then they will continue on with their normal day. Seventh and eighth graders will eat either second lunch, which goes from 11:35 – 12:05, or third lunch, which is from 12:21 – 12:51. All class periods will remain their normal 42 minutes even with the lunches being



changed, and the school day will start and end at the same times as normal.

The common time for students throughout the building will be held from 12:55 – 1:16, which is the beginning of seventh period. During this time of the school day, students are able to do what they need to get done for the day. “Students can do everything from tutoring, library time, clubs, advisory, and study hall,” Dr. Morgan-Davis said. A pass with a destination and teacher signature will be required for a student to go anywhere in the building during this time.

This new addition does bring back the possibility of several school clubs. According to Dr. Morgan – Davis, “Whichever ones people want to see brought back,” could make a return to the BIHS. A variety of clubs are already being talked about, and a list of possible returning clubs is in the making. “The list will include anything students show interest in and teachers are willing to sponsor,” Mr. Dobransky said.

As for assemblies, which are commonly held in the morning, the bell schedule may need to be modified. This modification would include not having the common time that students would usually have before seventh period that day. “Assemblies will be held similar to this year, but with a modified bell schedule and no 21-minute common time,” Mr. Dobransky said.

Both Dr. Morgan-Davis and Mr. Dobransky feel the new bell schedule will be beneficial because of the common time for students to get work done every day. “You consistently have a time every day to get work done and a better lunch schedule,” Dr. Morgan-Davis observed.

Summer Camp Provides Students for the Challenge of Algebra

By Coleton Welter and Andrew Lucas

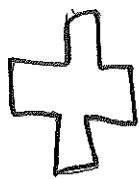
This summer on August 5-9, Butler Intermediate High School will be hosting an

Algebra Camp for students enrolled in the class for this coming school year. Mrs. Bodamer, one of B.I.H.S.’s algebra teachers and the mathematics department chair, has been planning and teaching the camp for 18 years. This year, however, the camp is extra important because so many students will be enrolling in algebra next school year. According to Mrs. Bodamer, the camp, which offers a morning session from 8-11:30 a.m. and an afternoon session from 12:30-4 p.m., “provides students with summer enrichment and gives them a jump start on algebra concepts for next school year.”

On average each year, 40-50 students attend the camp, which gives the students a chance to work on chapters two, four, and five before the school year starts. “Also, Algebra Camp can give the students more confidence in algebra and it is a fun learning experience,” Mrs. Bodamer said. She added that Algebra Camp can “push out any cobwebs from the summer.”

Each day includes fun activities, problem solving, and an opportunity to explore the new school. “If parents of students feel worried that their child or children might get lost in this big new school, this camp provides a good experience to explore the school,” Mrs. Bodamer commented. Due to summer vacations, some students may not be able to attend this fun camp. If that is the case, please contact the office for materials that can be completed at home.

Hunter Swidzinski attended Algebra Camp last summer. According to Hunter, “It was welcoming and fun. I would go back in a heartbeat if I could.” He recommends it because he learned to solve problems that were included in worksheets, stations, and fun activities. “It wasn’t all hard work. We would have free time, snack breaks, and fun games,” he added.



$$A^2 + B^2 = C^2$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



Another person that attended Algebra Camp was Noah Kollinger. Noah said, "If you pay attention to the lessons that Mrs. Bodamer is teaching, then you will learn and understand algebra." Noah's favorite activity was when he was walking around the school doing lessons on the walls.

For more information on Algebra Camp, please contact the principal's office at 724-214-3400 or email Mrs. Bodamer at amy_bodamer@butler.k12.pa.us.

Juuling, the New Trend:

What Parents Need to Know

By Emma Sherwin and Sophia Archer

Juuling, a type of e-cigarette that looks like a USB drive, has become very popular among teenagers. Many teenagers use Juuls without knowing the harmful effects of Juuling, and many parents are not even aware of this new trend.

Juuls are battery powered and convert liquid into a vapor, which you then inhale. They can be flavored, and on average contain 20 cigarettes worth of nicotine in one Juul pod, which makes it very addicting. Mr. Walten, a security guard, and Mrs. Halter, the school nurse, have strong opinions when it comes to Juuling.

There are many harmful effects of Juuling. According to Mrs. Halter, Juuling "definitely does have an impact on the development of the brain, and of course, the lungs." With or without nicotine, the vapor can increase inflammation and disable cells that protect lung tissue. This makes the cells vulnerable to dust, bacteria, and allergens that can lead to COPD (Chronic Obstructive Pulmonary Disease). COPD can make breathing difficult and block airflow.

"The nicotine in a Juul can affect the part of the brain that is responsible for decision-making and impulse control," added Mrs. Halter. The nicotine can also impact the

formation of synapses which control attention and learning. This is why mood swings and tiredness seem to be common effects of Juuling. Shakiness and irritability can also be symptoms of Juuling.

A huge effect of Juuling is that the nicotine makes them very addictive. Juuls often contain more nicotine than cigarettes. "A lot of kids don't even realize that there's nicotine in it," said Mrs. Halter. "When someone becomes very addicted to nicotine, it makes the withdrawal process very hard," she added.

Many teenagers are curious about Juuling and just want to see what it is like, while others are pressured by their peers. Sometimes teenagers even think that if they Juul, it will make them cooler or more popular. Others simply Juul because they think it is harmless.

Juuling can also make some teenagers more likely to use tobacco products as an adult. When teenagers get addicted to nicotine, they start to think that they need more of it. This can cause them to resort to a product that contains a higher amount of nicotine, or even drugs.

Juuls are easily accessible and are discrete. "Some of them are so small that they don't go off in the metal detector," stated Mr. Walten. This makes it easier for teenagers to sneak Juuls into school without being caught. Some teenagers have older siblings that are able to purchase a Juul for them, and others will even fake their age or use a parent's credit card to purchase one.

Juuling can be prevented in a few ways. Parents and teachers can make students aware of the harmful effects of Juuling, since most kids don't know the effects of Juuling. Mr. Walten suggested to just "show them the harmful side of it." Parents can also discuss consequences for their child if they are caught Juuling. Sometimes, even just talking to your child can change their views on Juuling.

Algebra

Don't

Vape



3.141592116535897932 X



Source: The Medical Minute, Penn State News (www.news.psu.edu)

Fall Sports Season Is Just Around the Corner

By Kaela Malis and Andraes Austin

Since summer is nearing, Mr. Mylan, the athletic director, and fall sports coaches are getting ready for the upcoming season and making sure that their players are ready to rock this fall.

The first day for fall sports is August 12, when most tryouts will take place. To try out, players must have a physical, pay the \$75 player's fee paid, and complete all papers. One item that PIAA requires to play sports is the concussion testing. "To find all the information on the testing and the testing dates for fall sports, go to Butler Area School District athletic website, www.basdk12.org, under the athletics tab," commented Mr. Mylan, the athletic director. Forms and important dates are all available under the "fall sports" tab. All paperwork and fees must be submitted each year, except for concussion testing, which must be completed every two years.

Mr. Mylan has been the athletic director in Butler for the last 10 years. Before that, he was a physical education teacher and coach in the district, and he was a three-sport participant in high school. He understands the value of interscholastic athletics and starts every season with overall goals in mind. "Obviously, we want to win. Most importantly though, we are teaching life lessons that student athletes can carry with them throughout their lives." His commitment to those goals guides everything he does each day. "My main role is to find quality coaches and support them and their programs," he said. He also schedules events, promotes programs, interacts with athletes and their parents, and assists athletes who hope to compete at the next level. His office is located in the senior high school near the gym.



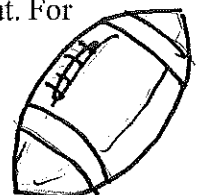
During the summer months, most coaches organize open gyms/practices. When this information is available, it is usually posted to the athletics website too. The coaches recommend bringing normal practice attire to open gyms, such as: water, tennis shoes or cleats, and the special materials your child will need for that sport and any paperwork he/she will need for that season.

Coach Christy, encourages all potential players to prepare in the summer by attending as many workouts as possible. "To be 100% ready for the season, athletes need to be mentally and physically fit," said Coach Christy. Technically, there are no tryouts for football but only the best on the team will play in a game. The workouts for junior high are on Tuesday and Thursday from 3-4:30 p.m. According to Coach Christy, "I would love to have 40-60 players per grade throughout our entire district." The trainers will be at every game and practice as they are required to do; Lisa Anderson will most likely be the varsity trainer.

As the team goes through the season, the coach would like each player to follow the "five F's": faith, family, friends, field(job), and football. He feels that football teaches players a lot of life lessons. "Football teaches teamwork and how to get along with a group of players who have the same goal. If all 11 on the field have the same goal, then special things can happen," Coach Christy observed.

Coach Williams, one of the girls' volleyball coaches, would really like to have each player work on their skills during the off-season and try to play another sport to stay in shape. The open gyms will start sometime this summer. There also will be volleyball summer camp at the High School for \$50.

Soccer, tennis, and cross country all roughly have the same needs for the season. They will all have open practices and summer training. Most of these will have a tryout. For





these sports, athletes need to stay in shape and be prepared.

Please feel free to visit www.basdk12.org/athletics for more information.

PJAS:

An Opportunity for Everyone

By Mackenna Loch and Abbey Cornish



PJAS, or Pennsylvania Junior Academy of Science, is a competition in which students design, test, and present an experiment. It teaches students the value of research and presentation along with learning something new. Mrs. Sankey, the coordinator for PJAS, truly believes in PJAS and what it teaches. The Butler Intermediate High School has been competing in the PJAS competition for over 27 years, which is longer than Mrs. Sankey has been the advisor.

Students can complete a number of different types of projects in the areas of math, engineering, science, chemistry, physics, and biology. It usually takes anywhere between a few days or several months to complete a presentation, depending on the project.



There are several requirements students have to meet for their project to be valid. These include: researching information on the topic, designing an experiment by one's self, recording the information, and organizing it into a presentation that is less than ten minutes long. The projects are scored by how well the students presented their project, how well they followed the scientific method, how thoroughly the students understanding of their project, and if it was at or above their expected level.

This year PJAS had overwhelming participation in Butler. An amazing 85 students went to regionals, and 51 of them qualified for and went to states. Slippery Rock University hosted regionals on February 23. The schedule for the day of regionals included attending a short meeting, reporting to

one of the presentation rooms, showing the projects, then eating dinner and attending the awards ceremony.

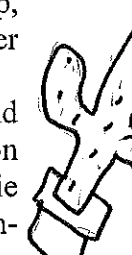
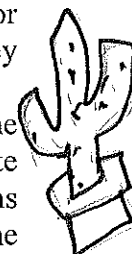
At the awards ceremony, students were recognized for first place, second place, third place, perfect scores, honorable mentions, and the director awards. Jennifer Cichra received the math award and \$100. Jenna Capriotti earned the director's award for engineering, and Hunter Swidzinski received the director's award for chemistry. For students to progress in the competition, they had to receive a first place award.

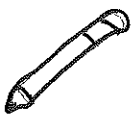
The students who qualified for the state level competition traveled to Penn State University on May 19 and stayed in dorms there through May 21. The schedule of the first day of states consisted of driving approximately four hours to Penn State, checking into the dorm rooms, and attending an informational meeting. On the second day, students presented their projects and awards took place in the evening. An impressive 37 Butler students earned recognition for their projects at the state level.

First place awards went to Maxwell Drosjack, Addison Geibel, Hayleigh Gorog, Lauren McKean, Brycen Seth, Hunter Swidzinski, Katherine White, Olivia Culp, Lily Hillard, Saxon Stoner, and Jennifer Cichra.

The following students earned second place recognition: Lauren Beggs, Carson Bish, Drake Burke, Carter Simko, Katie Smith, Colten Vietmeier, Breanna Bircbichler, Jenna Capriotti, Maeley Cornetti, Rhyen Deal, Maisy Gibson, Cameron Hanratty, Owen Maharg, Dylan McKean, Braden Mitchell, Morgyn Paul, Payton Slagle, Emma Steadman, Maquire Brady, Kaylin Homa, and Peyton Pry.

Third place awards were given to: Abigail Cornish, Mackenna Loch, Isaac Boring, Mark Collins, and Bailee Kauffman.





Congratulations to all of the students who participated in PJAS this year. Mrs. Sankey looks forward to even more participation in the future!

Students Traveling to the Trout Field Trip

By Sarah Szebalskie

Students in Trout and TV Video Production enrichment classes (E.S.P.) participated in the annual Trout Field Trip on May 21. Approximately 50 seventh and eighth graders, chaperoned by Mr. Andrews and Mr. Cochran, ventured out to John Pyzdrowski's property on Thorn Creek shortly after 9 a.m. to release the fish that they had been raising all school year.

The main activity of the day was the careful release of the rainbow and brook trout that have been growing steadily all year in tanks at the BIHS. Once the students let the fish go, then they completed water testing and a macroinvertebrate study, which means they looked for bugs on the bottom of the stream. Then, the students helped to do an electroshocking, which revealed what kinds of species are already living in the stream. In addition to their various scientific jobs, Dr. Slamecka also taught his traditional fly rod casting lesson to the students.

For many of the students, this was not the first trip to this location. In the fall, they planted trees at Thorn Creek. As a result, they checked for tree growth in the environment while they were there on May 21.

One of the teachers that organized the trip is David Andrews. According to Mr. Andrews, "This field trip makes a great connection between what we do in the Trout in the Classroom (TIC) program with our fish and what is actually happening in the real world."

The TIC program is funded through The Golden Tornado Scholastic Foundation and several local sponsorships and grants. The Connoquenessing Water Shed Alliance and XTO energy also support the trip and

equipment. All of the companies enjoy what students are doing to help with the trout community.

Mr. Andrews originally brought the program to Butler Area School District because he knew it was a great learning experience for his students. "When I heard there was a TIC Program starting in Pennsylvania, I volunteered the school district to get involved," he said. Due to a change in his role at Butler, Mr. Andrews will not be working with the Trout class next year.

"We are not exactly sure who will run the program next year at the intermediate. We will see if the program will go to the high school or will stay here," he said.

Many students enjoy the class. One student, Stella Scialabba claimed, "Trout is not like other classes because this class is hands on. It is very fun to be able to see the fish grow and do activities with groups. When we are able to actively do something to improve the environment, it is much more enjoyable than reading or doing book work." Stella's opinion is shared by many. The entire group were thankful for the opportunity to contribute to the local ecosystem and learn more about our environment.

Students Speak Out on State Testing

By Alexis Eggleston

Spring always means testing for students across Pennsylvania. Seventh, eighth, and nearly all ninth grade students took at least one, if not four or five, standardized exams in April and May.

The planning and time that goes into each year of testing a building the size of the intermediate is unbelievable. A carefully organized schedule insures that students who are testing have a good location to concentrate and students who are not can carry on with their learning as usual.

Although students have been preparing all school year for these tests, students



like Rhyan Deal admit that these tests make them nervous. Every student is different, and unlike Deal, Megan Bortmes feels the opposite. Bortmes said, "If I do bad on it, it increases my confidence because I want to do better on the next one and push myself to be a better test taker." With the tests being on subjects they already know, many students review the topics before taking the exam.

With three different exams for eighth grade, students find certain tests to be easier than the others. Students such as Christian Pettinato find English the hardest, due to the writing task, a TDA. Other students, including Paige Burke, say they find mathematics to be the hardest. Lastly, many student this year found science to be the hardest. Bortmes stated that science is the hardest because "it covers material we have learned over a four year period, and I don't remember things from three or four years ago."

Although the test is a requirement, many students collectively agree some of the test is non-beneficial. Each exam is designed to show student growth and to identify weaknesses in current curriculums, students say it feels unnecessary or it causes stress. Students like Temple say it makes her feel as if she has to fit into the proficient or advanced group. She commented, "If you're not proficient or advanced, you're not smart."

Most students agree that the PSSA test are too long, with some students believing the tests is at a good length. Students such as Burke say the test is "too long." Temple believes that there shouldn't be other classes on testing days. "We would just have testing days, and then we would head home or have a reward day." Instead of making the test shorter, Deal believes there should be breaks where students are able to talk with each other.

Each year during testing, school attendance is at its highest. According to Pettinato, "Students know they will be pulled from their normal classes to make it up, so they don't want to miss." Most students would agree they would rather get the test over with, and not have to make it up. Interestingly, some students also feel as if the test should be for a grade. Mark Collins said, "If anything, it feels like we worked all year and get this." Many students agree and feel this type of testing should be for a grade; they work most of the school year to prepare for this and get very little credit toward school for completing it.

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