

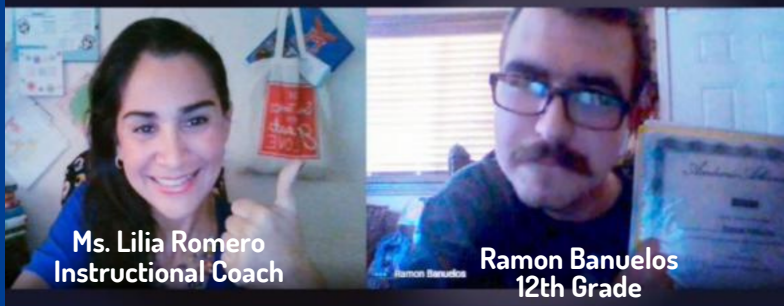
Marshall Fundamental



Fall Semester 2020 Communicating, Connecting, & Caring



Feilita Kealing, Editor in Chief



The Power of Perseverance by Ms. Lilia Romero, Instructional Coach

The English Learner program at Marshall is made up of teachers, district staff, and families working together to support students as they strive to meet the reclassification criteria set by the state. Reclassification is the process whereby a student is reclassified from an English learner to a Fluent English Proficient (RFEP). This criterion is most difficult to attain in secondary school. For students with Individualized Education Plans (IEP), the journey is one with additional challenges but also great opportunities in demonstrating growth.

One shining example of this is Ramon Banuelos, a 12th grade student. Ramon grew up in a Spanish speaking home. He had to learn English at school as well as all other academic subjects. Due to Ramon's constant perseverance, he has received recognition from teachers and principals from elementary to high school. Ramon's favorite school subjects are Art and English. He credits his ELA teachers for helping him improve his listening, speaking, reading, and writing skills.

In a recent virtual interview, I asked Ramon

about his favorite school activities. He stated, "I like the assemblies because they are entertaining and sometimes, I learn new things. I really enjoyed the last Hispanic heritage assembly, especially when they talked about the culture, like music, dances, and foods."

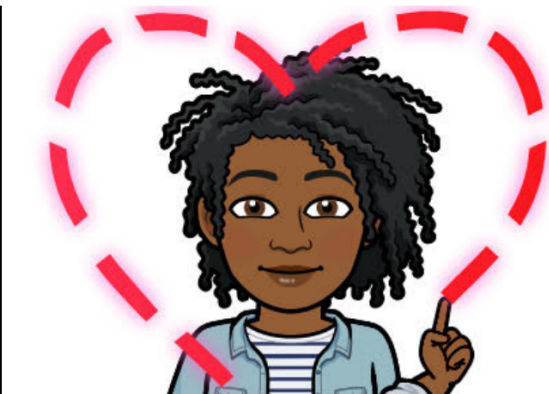
Ramon is very proud of his Mexican-American heritage and has grown up in a family that has shared this cultural pride with the community since 1995, when they founded the "Los Hermanos Bañuelos Charros" team of Altadena. Los Hermanos Bañuelos is an authentic Mexican charro team that celebrates Mexican culture and heritage at community parades. They also participate in the annual Rose Parade and many other events throughout southern California. Their impressive charro horse shows highlight the rich Mexican culture. Most importantly, the team promotes respect as the key to success and growth. Ramon certainly lives up to this ideal. His teachers hold his character in high regard and his academic progress every year indicates he is always growing and learning new skills. Ramon is

close to his loving, supportive family.

He helps prepare for their performances and assists with horse cleanup and care. There are other activities he enjoys. Ramon mentioned, "I like playing basketball with my cousins or my brother and watching the Golden State Warriors games."

When asked about what he will miss most from Marshall, Ramon was quick to say "My friends! Some of them graduated last year, but Christian Soto, Alexander Bazaz, Gabrielle Roper, Ricardo Burgos, Valerie Honorato and David Perez made my experience at Marshall a happy memory." After graduation, Ramon plans to enroll in a community college "I'm good with computers," he gladly exclaimed. "I want to study computer technology." Ramon understands it will not be easy, but he will continue to try his best in school. "I don't give up, never!" he quickly adds.

Marshall is proud of Ramon Banuelos for his academic effort and his personal perseverance. As part of the English Learner program, he inspires our entire school community!



Greetings! My name is Catherine Charles and I would like to introduce myself to you as the Multi-Tier System of Supports (MTSS) Coordinator/ Counselor at John Marshall Fundamental Secondary School. I am entering my 21st year in Pasadena Unified School District, including 18 years as an Academic Counselor. I am thrilled to be working with Ms. Lanisha Kelly, Assistant Principal of Discipline and Safety as a part of this new counseling endeavor.

In addition to providing counseling I am assigned as the counselor for our 7th grade students. As you know, these are some very challenging times for our students and having social emotional support has become essential. I look forward to working with you and your child this year, and I will make every effort to see that your child receives as much personal assistance as possible. The School Counseling program at PUSD is based on the American School Counseling Association Model and our district standards. It includes a variety of services for ALL students and is designed to assist with interests and issues related to the stages of student growth in the areas of academic, career, personal, emotional, and social development. Upon our return to campus, the following services will be offered for the 2020-21 school year: Small group counseling sessions, with parent permission, for students focusing on: divorce, grief, study skills, friendship/social skills, and anger management.

If you feel that your child needs assistance in any of these areas please let me know. Individual meetings to help students adjust to school or help with personal issues on an as needed basis. Classroom guidance lessons with emphasis on personal/social skills, bullying prevention, child protection, academic development (study skills), and career awareness. Ms. Kelly and I will see every student on a behavior contract once a month. Referral assistance to other programs and services in the community as needed. In the meantime, I am available via the internet to assist with any social emotional needs your students may have. If you have any questions regarding the counseling program, please email me at charles.catherine@pusd.us. You can also access parent resources and make referrals on my Canvas page. I look forward to working together with you this year to help ensure your child's success in school and life in general. We are going to have a great year! Contact by email: Charles.Catherine@pusd.us



AP Computer Science

by Mr. David Lee, Teacher AP Human Geography, US History, & APCSP

Whether it's the task of finding the imposter in Among Us, using Snapchat Filters, navigating with Google Maps, or taking classes with Cisco Webex, we have come to terms with the harsh reality of a new life that we have taken on due to COVID-19. Technology has taken on a bigger role in our everyday lives and it is important to understand them on a deeper level. AP Computer Science Principles is an introductory course not only into coding, but designed to provide an overall understanding of computers and the social impact of technology. Students learn how to code at a basic level, create programs through block-based coding along with actual programming languages, and delve into the relationship between humanity and programs. Instead of looking at computers as a block that displays a screen with buttons to press, students will truly understand the components and the dynamic relationship between them.

In the class, we emphasize the importance of cooperation through pair-programming and try to provide an exact replica of the environment that one might run into in a tech company. The curriculum is also supported with an Amazon sponsorship called Edhesive, where they provide a general framework for curriculum, online textbooks for the students and even support for the teacher as we progress throughout the year. The program incentivizes students to be creative with their projects, but also implements critical thinking skills when analyzing the technological implications. The class provides students the tools and foundation that they need in order to navigate this increasingly technological dependent world that we are in."



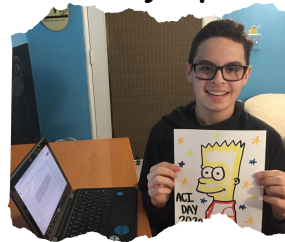
Student Teaching During Distance Learning by Mr. Jacob Lopez, Teacher Residency Program at Alder Graduate School of Education

Oh boy, did I choose an awkward time to pursue a career in teaching. When I signed up to become a student-teacher, I was prepared to learn the in-and-outs of the classroom, get my Master's Degree in teaching, and learn what it means to be a good teacher. Now I also have to learn the ins-and-outs of Canvas, Webex, and the troubleshooting of bad wifi problems, but even with the extra responsibilities, I am finding this to be a very fulfilling experience. Every week I take on more responsibilities normally assigned to a solo teacher, but with the help and support of my Mentor, Ms. Seo, I am able to navigate them much more smoothly than how I probably would if I had decided to go directly into teaching.

I co-plan lessons. I create quizzes. I grade quizzes just like a normal teacher would. That being said, I could do without the massive amounts of homework I have in pursuit of my Master's degree. Learning all these theories, and techniques centered around teaching takes a lot out of me, but so far it's been worth it. I imagine what it would be like to get my teaching credential and just start teaching right away without getting my master's degree. I probably wouldn't have been nearly as good of a teacher, so as rigorous as my days are, I know I am exactly where I need to be to be an exceptional teacher.

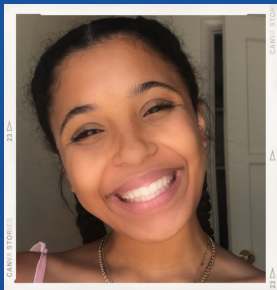
Academy for Creative Industries (ACI) Day Experience by Ethan Hatum, 9th grade

My ACI Day experience was absolutely amazing! I participated in the graphic design presentation with Edwin Aguilar, a Simpson animator. I really enjoyed listening to Edwin and his life story about chasing his dreams and achieving them. I learned how interesting graphic design can be and how it is not as easy as people think. I learned how to draw Simpsons



characters such as Bart and Homer. Learning about the shapes and ways animators see their creations differently from other people is awesome. Edwin was determined, and went after opportunities that came up. He spoke about his time working and learning from other animators. I could tell that Edwin really enjoys what he does and that animating makes him happy.

My VIPS Experience by Jeannine Briggs, 11th grade



When asked what I value most about Marshall, I have always answered the same: the diversity. I'm biracial with two cultural backgrounds that shape and influence who I am. Marshall's partnership with the University of California Los Angeles' Vice-Provost Initiative for Pre-College Scholars (VIPS), has greatly expanded and developed my understanding of social justice and diversity through scholarship and focused instruction.

VIPS is designed to give underrepresented students in Los Angeles and Pasadena equitable paths to colleges and universities. After an extended application and interview process, I and a select group of Marshall rising junior students, were chosen and invited to spend the summer in the VIPS three-week program. This year it was held virtually. Despite the restrictions of Zoom meetings and online classes, I was able to meet nearly 45 other students from nine other schools and ended up developing relationships and forming strong bonds.

Our main focus of study was minority struggles, both past and present. Ms. Leslie Poston's Writing and Critical Thinking class provided me with one of my most memorable discussions while exploring self-definition through blackness and what it means to identify as black. As a student of mixed parentage - being half African American, half Caucasian - I was not alone in our cohort. Nor was I alone in uncovering and identifying what we learned to be microaggressions. Adults calling me "eloquent," for instance, for something I said that was not particularly impressive by regular academic standards was less the compliment it may have been intended as and more a demerit - an implication that I was more intelligent than what was expected of me because of how I looked. These types of intimate and sometimes uncomfortable realizations brought my VIPS peers and I closer together, further opening our eyes and ears to the shared experiences we come up against every day. VIPS provided us a safe space where we felt comfortable not only talking about social and historical issues but asking for academic input on our projects and essays. It is my sincere belief that attending VIPS - and attending Marshall - has allowed me to embrace my background as well as those of my peers. I look forward to bringing my new understanding of social justice issues in my community back to Marshall thanks to the support and inspiration of my VIPS cohort.



Girls Scout Gold Award and Foundation by Christina Hannah, 12th grade

This past year I have been working towards my Girl Scout Gold Award, which is the highest award a Girl Scout can receive. For my project, I provided Marshall Fundamental School with 50 emergency buckets that include supplies such as emergency blankets, whistles, flashlights, edible items, etc. These buckets are placed inside Marshall classrooms to prepare teachers and students with the needed supplies in case of an unexpected emergency.

My Community Partner, Ms. Lisa Collins, communicated with the school to confirm and approve my project. To get donations, I sent emails and I also advertised my supply list on social media. I got many generous donors who provided the supplies which are placed inside the buckets. I hosted a donation drive to collect the donations. I purchased all the additional supplies I needed for my project from Home Depot, Vons, CVS, and Amazon using the fundraising money that I had earned from nut and cookies sale.

I used my leadership skills to lead a team of people to help me accomplish my goal of 50 buckets. I instructed them on how to attach the supply list and the Marshall logo onto the buckets, fill the buckets with supplies, and write the expiration dates of the food items. In addition, my volunteers assisted me during my donation drive by collecting the items and managing who donated which items. I communicated with PTA (Parent-Teacher Association) and they agreed to replace and replenish the buckets as needed. This will allow my project to be sustainable and last a long time. I also explained my project to the students at Marshall Fundamental by being featured in an Eagle Eye News video.

In addition, I presented my project to the teachers explaining the process behind my project and all the work to manage this project. Throughout this project, I have learned that it takes a lot of communication, research, and time commitment to organize this big of a project. Hopefully, these buckets will inspire people to implement buckets similar to these in their own homes or school community. I have created a checklist for students to see which materials are needed for their own emergency buckets. I'm so happy that I completed this project that is going for a good cause and will make students and teachers at Marshall Fundamental feel more prepared for an unexpected emergency.

extracurricular activities

Civic Engagement

Student Government

CLUBS

Volunteering

Communication, Connection, and Caring by Elisa Kim, 12th grade

Hello Marshall Eagles! I am your ASB President Elisa Kim. I know undoubtedly that we are all pushing ourselves to achieve academic endeavors during distance learning. I also most certainly understand how hard it is to communicate with teachers and fellow peers. As a student leader here at Marshall, there have been many ups and downs trying to organize club meetings and events. ASB especially has been working hard to bring back a sense of normalcy to the Marshall community by hosting Virtual Pep Rallies, WebEx Movie Nights and Game Days.

In the Broadcasting Club, my team and I create videos to connect different parts of the Marshall community. Our last episode gave a space for students to share stories on the current Armenian Genocide and also featured a short segment on our school's own mini entrepreneurs. Asian Club is trying to shed light on certain minority groups in Asian countries while the Chamber Orchestra is developing a concert video with their talented musicians. Even in the midst of distance learning, I have first hand experience in all of these clubs and am proud to state that with the help of communication, connection and care, participation in our clubs and classrooms have seen great positive results.

As for keeping in contact with teachers and advisors, checking your emails daily is a must! Our teachers also understand the importance of engagement. Personally, some of my teachers start the class off by choosing random students to share a rose, thorn or fun fact about any topic. Some students have also been receiving postcards with small notes on them from teachers. These helped encourage many of my peers to be thankful for their teachers and made it easier to ask questions whenever they needed help.

This has been an interesting process and as the first quarter ends, the process will only get easier. With your active participation in the three roles of communicating, connecting and caring, the community will only bring about great splendor for all associated on this journey. Keep it up Eagles! I applaud you for your efforts in playing an active role in the Marshall community.



Support Nursing and Healthcare Club by Alexia Dowell, 12th grade



The Nursing and Healthcare Club is for members to learn more about the healthcare and medical fields they are interested in. Last year the club was tiny when I became the fifth member. This year I am one of 74 members and the club is stronger than ever. One of the best things the club had to offer were the field trips we took in various fields to create exposure in the range of healthcare and STEM professions. For example, we traveled to Pasadena City College to view their Nursing Program. We went to the California Institute of Technology to learn about earthquakes and seismology and got to go inside the media room where press conferences are held.

There were many opportunities to get exposure outside of school, but my favorite experience was when the women in the club were invited to the STEM Goes Red for Women Conference held in Pasadena. Those who attended got the chance to participate in STEM related group activities, were served a delicious meal, played a table game to spread awareness for heart disease, and the chance to talk to a panel of women who are successful in their respective fields. Back at school, we also got the chance to have talks with people currently going through college in healthcare related majors and graduates who are now working in their fields.

This year, we have an array of people that we are going to talk to who have been in the shoes we are so close to filling ourselves. But right now, our work never stops. In November, we partnered with the American Heart Association to host a school-wide fundraiser for heart disease. Our goal was to raise \$5,000. I hope you were able to participate. If you are interested in nursing, healthcare, or even STEM, this may be a club for you!

Cold & Flu Season by Daly Odvina, School Nurse

Cold and Flu Season: We have come to the time of year to expect cold and flu symptoms. Some of these are unavoidable, but there are several things you can do at home to help prevent illness and keep everyone feeling healthy. Practice good hygiene habits: WASH, WASH, WASH YOUR HANDS! Frequent hand washing is one of the best ways to avoid getting sick and spreading illness. Wash hands with soap and warm water for at least 20 seconds. If soap and water are not available, use hand sanitizer. Avoid touching your eyes, nose, and mouth with unwashed hands. Always cover your nose and mouth with a tissue every time you cough or sneeze. If you don't have a tissue, use the inside of your elbow. Avoid close contact with people who are sick. When you are sick, keep your distance from others to protect them from getting sick too. The CDC recommends for everyone age 6 months and older to get a flu vaccine every year with rare exceptions.

Mental Health During the Pandemic: The Essentiality of Self-Care: Right now, taking care of yourself, your body, health and mental well-being, is more important than ever. It's really just doing the things you like, and that leave you feeling happy, healthy, and energized. Without self-care, it will be hard for you to function at your best. Some self-care ideas: Try a breathing exercise. Make your bed. Watch a funny movie. Listen to music/podcast. Read a book. Start a journal. Stay hydrated. Learn something new. Disconnect from the internet. Focus on the good. Focus on your growth.



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One. Month. One month has passed since September 27, 2020 by Armine Sahakyan, 11th grade



One month of pain, One month of worry. One month of survival. For the past month, this is what every Armenian worldwide has been feeling, ever since Azerbaijan declared war with Armenia by attempting to take over the de facto region of Artsakh.

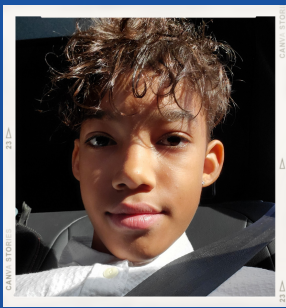
The world is aware of the Armenian Genocide that occurred in 1915, when more than 1.5 million Armenians were marched to their death by the Ottoman Turks. Armenians have fought constant wars and have had numerous armed conflicts to protect not only their land, but also their culture and heritage.

Now there is a new conflict facing the Armenian people: Artsakh. Nagorno Karabakh, also known as Artsakh, is historic Armenian land, but the land was given to Azerbaijan by Joseph Stalin in 1923. In 1991, Artsakh declared independence from Azerbaijan and wanted to join the Republic of Armenia. Azerbaijan declines to recognize Artsakh as Armenian land, and claims the land to be its own. Turkey is Azerbaijan's strongest ally and

sides with the Azeri people. There has always been tension between the two neighboring countries, violent clashes have frequently occurred and have led to what is happening today.

On September 27, 2020 Azerbaijan conducted a full-scale war between Armenia and de facto Artsakh in hopes to finally take over the land. Thousands of Armenian men and women from Armenia and the diaspora have volunteered to leave the comfort of their homes to fight for what is rightfully theirs. Hundreds of young soldiers are passing away daily, causing a significant strain in the progressive direction Armenia was headed toward. These soldiers not only serve as soldiers, but they are university students, aspiring doctors, musicians, and more. Armenia has a population of 3 million people in their small landlocked country and 11 million total worldwide. Armenians living in the Diaspora are fundraising as much money/aid as possible as well as holding peaceful protests worldwide.

The war between Armenia and Azerbaijan is older than the soldiers that are fighting it. Artsakh, aka Nagorno Karabakh, will continue to be a recurring issue between the two neighboring countries if it is not resolved soon. With the help of the international community a second Armenian Genocide can be stopped. (written October 2020)



Transitioning To Middle School with Virtual Learning by Bricen Brooks, 6th grade

Hi, my name is Bricen Brooks and I'm a 6th grader at Marshall. When I was promoted from 5th I was super happy and couldn't wait until 6th grade. Being a 5th grader, I had heard a lot of great things about Marshall and I was excited to get in. My brother kept telling me how great middle school was, and even though I was going to miss my old school, I couldn't stop thinking about how great 6th grade was going to be.

Then I realized that the first semester of school was going to be virtual. It felt like the worst thing possible to start 6th grade. Immediately I was shocked, I couldn't understand how I was going to get through a whole other semester virtually learning. I was stressing about how I was going to socialize with my classmates through a screen and more importantly how I was going to adapt to 6th-grade standards online.

When the first day of school came I was super nervous and didn't know what to think. I logged into the meeting and immediately I heard this polite, welcoming, voice. It was my teacher, Ms. Serrano.

The day went very smoothly and Ms. Serrano let everyone know that the first couple of weeks of school would be a learning curve for us, and she made it clear that she was going to support and help us as much as she possibly could.

The first 3 weeks of school was a huge adjustment, and I was so stressed out even though Ms. Serrano kept reminding us that we didn't need to stress out because everyone was having problems. My parents constantly reminded me that everyone was adjusting to this new way of learning just like me.

I'm happy to say that now in the 11th week of school, it is still stressful at times, but I am starting to get the hang of it. Not to mention, I have the best teacher ever, who is constantly patient and kind to me and my classmates 100% of the time. I can't count how many times during our class we were doing a lesson and I couldn't understand a problem or new concept. Ms. Serrano always took the time out of her lunch break to explain it to me.

As school goes on, I am getting more and more comfortable with the idea of online learning. I feel like online learning is making me a better student especially in English. Being in my home environment makes it easier to write and for whatever reason helps me come up with good ideas for my writing assignments.

So, all in all, if I had to give distancing learning a grade for my experience, I would give it a "C" as far as my learning preference, but an "A+" based on my teacher, Mrs. Serrano, making it as great as possible, for a distance learning experience.



Rhino Club by Federico Calchi Novati, 6th grade

Some people have asked me, why did you decide to start the Rhino Club? Well, it all started with a story in the heart of the world of Stuart Gibbs. Let me go back a bit. The Rhino Club is the club I created here at Marshall to try and save the rhino species. In case you didn't know, two of the rhino species have less than eighty members in the world!. But why? Well, I'm getting to that part.

Recently, I'd read 'Big Game', a middle school novel by Stuart Gibbs, one of my favorite authors. It was a fiction story, but its plot enormously brought forth the delicate balance between the rhino species and extinction. In case you didn't know, rhinos are mostly poached for their horns, which are said to have magical healing properties. One ounce of a rhino horn costs more than one ounce of gold in some countries! 'Big Game' showed me that the rhino situation was real.

Of course I'd known about endangered species before, but this was the first time one had really hit me in the face. I felt real sympathy for our innocent horned friends. For sometime I remained in an unable-to-help form, but then I realized that I could bring the problem of the rhino population to light and help it at one of my favorite places in the world: school. And here we are.



7th Grade Team



6th Grade Team

Destination Imagination by James Shopbell, 8th grade

I love a good competition - soccer, football, Math Field Day, trying to beat my twin brother at almost anything. You might not have heard about it but, Marshall has an award-winning Destination Imagination team. What is DI? A competitive tournament that makes you act, use critical thinking, problem-solving, artistic, and musical skills to solve problems and create performances.

With a team of seven people, we competed in the 2020 Fine Arts Division challenge "Picture This". All the DI challenges include problems to be solved and a performance to go along with it. "Picture This" asked us to find a stock photo then plan, design, and present a performance and props that describe what we think is the story in the photo. Our team met almost every week for most of the school year to develop the performance - we even included musical numbers and shadows dancing! There are a wide range of challenges and another Marshall team chose the Improvisation challenge. That challenge required less planning in advance, but a lot more practice as they don't find out their objective until the day of the event. Last year's engineering challenge was to build your own drone (no kit), fly it along a basketball court and pick up and deliver packages. There are a lot of possibilities to choose from but DI doesn't tell you how to do it.

One of my favorite things about DI is that almost anything is possible if you can convince the rest of your team to go along with your idea. The team, together, solves the problem and designs everything with no parent involvement. Parents can answer questions, but can't do the work for us. We won First Place for the Renaissance Award of excellence in Engineering, Design, and Performance. Our team "Yippee DI-Yay" was Ryley Aquino, Audrey Bradley-McKinnon, Alessandro DiClaudio, Sophia Hammer, Tova Rosenbaum, Daniel Shopbell, and James Shopbell. Our parent coach was, Mr. Patrick Shopbell.

When I first started DI, I was adamant about joining, but once I started participating in the activities and getting to know my teammates, I realized how much fun DI really is. It's a way to be yourself. You can use your imagination and create these amazing performances. Out of all the extracurricular activities, I've done, DI has been my favorite by far!

Class of 2021

National AP Scholars

AP Scholars



Ava
Bronkar

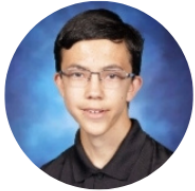


Matthew
Duong



Gyda
Nawarungruang

AP Scholars with Distinction



Aaron
Boecherer



Madeleine
Chen



Sadie
Cowing



Valentina
De La Pena



Lucia
Edmonds



Fabian
Enriquez



Nathaniel
Frederick



Colson
Kishimoto



Simone
Kuo



Henry
Lamborn



Bora
Lim



Avery
Redfearn



Emily
Seger



Alexis
Torres



Pamela
Trujillo



Adrian
Vega



Alexandria
Velasco



Chloe
West



Helen
Windsor



Katherine
Yan



AP Scholars with Honor

Cassandra Aquino
Peter Devletyan
Tory Laster
Rowan Mead
Andrea Navarro
Hannah Owen
Kai Repella
Amanda Salas

AP Scholars

Jeanette Archila Ponce
Aram Ashkaryan
David Baghdasaryan
Kylee Banks
Samuel Bliss
Aresha Echols
Celeste Favela
Aidan Fessenden
Haroutioun Kabaian
Lily Kaplan

Celia Kebbeh
Tylr Kennedy
Amanda Kiesel
Elisa Kim
Ivan Kowalyk
Lauren Loussinian
Elijah Patricio
Lily Pendleton
Bethmin Perera

Diego Ramirez
Alejandro Ramos
Adriana Rios-Sahagun
McKenna Robbins
Jocelyn Sanchez
Will Tamrowski
Diego Villaneda
Malia Wilson
Diana Zambrano

AP SCHOLAR: Passed 3 or more exams with a score of 3 or higher

AP SCHOLAR W/ HONORS: Passed 4 or more full-year exams with a score of 3 or higher and a 3.25 average for all exams

AP SCHOLAR W/ DISTINCTION: Passed 5 or more full-year exams with a score of 3 or higher and a 3.50 average for all exams

NATIONAL AP SCHOLAR: Passed 8 or more full-year exams with a score of 4 or 5 and a 4.0 average for all exams



A Letter from Principal, Mark Anderson, PhD

Moving to Distance Learning suddenly in March and remaining in Distance Learning has emphasized the importance of building and maintaining connections. At Marshall, the work we do is centered on 4 core beliefs: (1) Engaging students in rigorous instruction aligned to standards, (2) Supporting students with high expectations, (3) Partnering with parents for student success, and (4) Connecting with students both professionally and personally. It is our work in connecting to students and partnering with parents that has become the most important to me during this time.

Our hallways used to overflow with staff and students hustling and bustling: middle schoolers darting through the crowd rolling over toes and hitting shins with their rolling backpacks; and high schoolers walking as

slowly as possible trying their best to appear to not be in a hurry because who needs class when you already know everything?

It is funny the things we miss. And miss you all, I do. I miss saying good morning to everyone and having most the students side eye me wondering who could be so happy and energetic so early in the morning. I miss hearing the laughter of students when they think no one is watching. I miss hearing the music the students create in choir, band, and orchestra. I miss watching the athletes compete and cheering alongside their parents and friends. I miss watching students in the classroom have an "aha" moment after struggling with a concept. I miss the music at lunch, the assemblies in the auditorium, and the rallies in the gym. I miss hearing morning announcements. I miss the energy that the students and staff brought each day.

While it is great to reminisce and smile as I reflect on what was, I remind myself that we still have each other right now. Even though we cannot all be together, we can still connect and partner with each other. Physical distance does not have to keep us from motivating, uplifting, and encouraging each other. Kind words and messages can still be shared. We can still sing, laugh, and dance. I am still here. We are still here. Marshall is still here. And we are all Marshall. We are still one school, one family, and we are still connected.

I look forward to the day when we can start to bring students and parents back to campus. Until then, we will continue to focus on connecting with students and partnering with parents. I cherish Marshall. I cherish the parents who are trying to work from home and monitor the schoolwork. I cherish the office staff and custodians who come in to work so someone can answer phones, help the students, and maintain the campus cleanliness. I cherish the teachers who are working tirelessly to still engage students and make sure the students are learning while loved. I cherish the students who have maintained upbeat and optimistic outlooks while coming up with creative ways to stay in touch and keep Marshall traditions going. I cherish my memories for how things were and hope for how things will become.

I want you to all to know that if you feel alone, if you feel frustrated and want to give up, if you struggle to find love for yourself - we are here to cheer for you, to champion your work, to lift you up, to love you.

Marshall is more than just a school. We are a diverse family - a place where each of us can belong. Be the person who reaches out to connect with others. Share laughter, smiles, and kindness with each other. Be the person that makes someone else's day better. Know that you matter. Know that you belong. Know that you are loved. Know that you are Marshall.

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