



October 2008

# Core Team



## At the Core of Our Mission Are Children



### The School District of Philadelphia Core Beliefs

Children come first.

Parents are our partners.

Victory is in the classroom and facilitated  
by a strong instructional leader.

Leadership and accountability  
are the keys to success.

It takes the engagement of the  
entire community to ensure the success  
of its public schools.



**Do you know this person?**  
See page 4.

## FOOD FOR THOUGHT

"Our goal is to remind educators of the dreams and aspirations of the children who come to school, the parents who send them there, and the teachers and principals who entered the profession to make a difference in the lives of students. None of these constituencies strives for failure. Each yearns for success. Hope has a human face."

**Rick DuFour**, Author of "Leading Edge," a series of columns on the role of the leader in school communities

## At the Core

With

Superintendent Arlene C. Ackerman

### A Dream Deferred

by Langston Hughes

What happens to a dream deferred?

Does it dry up

like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over—

like a syrupy sweet?

Maybe it just sags

like a heavy load.

Or does it explode?

### The Dreamkeepers

In 1994, former educator and writer Gloria Ladson-Billings published a groundbreaking book entitled, "The Dreamkeepers." Ladson-Billings discussed the educational inequities plaguing poor children and children of color, shifting the conversation from one of despair to a hopeful dialogue of triumph. The metaphor of this book is powerful beyond measure as our children in The School District of Philadelphia expect that we too will uphold this sacred covenant and keep their dreams. So, what is the sacred covenant that we must all uphold? It is the covenant that positively contributes to academic achievement, safe and intellectually stimulating learning environments, high expectations and accountability, fun and culturally relevant classrooms, strong interpersonal relationships with adults, ongoing open and consistent collaboration with their families, and a world in which



they will realize their purpose and accomplish their dreams.

This is the magnitude of the mission that we must achieve. How will we achieve this mission? Firstly, we must demonstrate the will to influence student learning by placing and supporting teachers where we most need them, by engaging families and communities, by modeling within the District office adherence to accountability and to values of excellence and integrity. Secondly, we must remain relentless in our quest to give to the children of The School District of Philadelphia what we want for our own.

Finally, we must usher in the promise of the American dream for our students, by serving as advocates who speak on their behalf, ensuring that their schools are fertile institutions that transmit knowledge, develop intelligence and produce dynamic, global, and responsible citizens. Our children's dreams have been deferred long enough. Together, let us keep their hopes and dreams alive!

Respectfully,

Arlene C. Ackerman, Ed.D.  
Superintendent

The School District of Philadelphia

# Victory Garden

## Two Philadelphia schools garner national attention

Congratulations go out to Russell Conwell Middle School and George Washington Carver High School for Engineering and Science. They have been honored by U.S. Secretary of Education Margaret Spellings as 2008 *No Child Left Behind-Blue Ribbon Schools*.

The award distinguishes and honors schools for helping students to achieve at very high levels and for making significant progress in closing the achievement gap. A total of 320 schools across the country were chosen for the award.

Located in the Kensington section, Conwell Middle School enrolls 860 students in grades five to eight. Carver High School enrolls 600 students in grades nine to 12. It is located in North Philadelphia.

Carver Principal Linda Ahmed said Carver's 2008 PSSA scores for 11<sup>th</sup>-grade students show that nearly 82 percent achieved at either Advanced or Proficient in both math and reading. Carver High School has achieved Adequate Yearly Progress (AYP) every year since 2003.

Principal Edward Hoffman at Conwell Middle School notes that his school is achieving in the top 10 percent of Pennsyl-

vania public schools on the PSSAs. Since the 2004 school year, the eighth-grade graduates' scores on the exam have risen dramatically. Ninety-seven percent of all Conwell graduates are scoring Advanced or Proficient in reading and 93 percent are scoring Advanced or Proficient in math. Conwell has achieved AYP every year since 2003.

Since 2006, two other Philadelphia public schools have received the national Blue Ribbon Schools designation. They are Joseph E. Hill/Sampson L. Freedman (Hill Freedman) Academy of the Humanities (2006) and Robert Blair Pollock Elementary School (2007).

The Pennsylvania Department of Education nominates the schools from Pennsylvania. The schools are then invited by Secretary Spellings to submit an application for a No Child Left Behind-Blue Ribbon School designation.

In Philadelphia, the School Reform Commission is scheduled to present a citation of honor to the two school families at its October 15 meeting. The national recognition will occur during the No Child Left Behind-Blue Ribbon Schools Conference in Arlington, Va., on October 21.

## Winning Ideas



With two successive lunch periods in the same room that also serves as the gym and auditorium, trash had become a real issue. "It was too much,"

says Principal Elmer Boehringer of Bridesburg Elementary School.

"Between the lunch periods and after, which is also right before the gym class begins, we had to thoroughly sweep and clean the floor," he said. "The mess on the floor was the result of students leaving their assigned seats to throw out trash, or missing the trash basket on their way out of the lunchroom."

The solution? "Put two or three colorful small trash tubs on each lunch table. Now, all the children have to do is reach out and place their lunch trash in a plastic container," Boehringer explains. "The tubs are emptied by lunch assistants throughout the lunch period. At the end of the second lunch period, the assistants collect the tubs and wash them in the back to be ready for the next day."

The containers, which are replaced about once a year, are a **winning idea**. The assistants do a quick sweep of the floor, move the tables...and the room is ready for gym class!

## Newly built and renovated buildings welcome students and staff

Students, parents and school staff around the District are enjoying the benefits of several new facilities which opened for the fall 2008 semester.

Last month's *Core Team* highlighted the new Barry Elementary School. However, several other newly constructed school buildings are now in use. They include Audenried High School and the primary education center at Forrest Elementary School. Major renovations to the former Rush Middle School resulted in the building that now houses the newly created Arts Academy at Benjamin Rush. In South Philadelphia, the District's fourth athletic super-site, located at 10<sup>th</sup> and Bigler Streets, is now in use for fall sports.

Other schools where both additions and major renovations were completed include Ziegler, Lawton and H. A. Brown Elementary Schools. Major renovations were accomplished at the following schools:

Gratz, Roxborough and Parkway at Sulzberger High Schools; West Philadelphia High School Automotive Academy; AMY at Sulzberger Middle School; and McDaniel Elementary School.

Schools with phased completions and major renovations this fall are Carver, Mastbaum Technical, Academy at Palumbo and Girard Academic Music Program High Schools.



**Audenried High School**

Vitetta

# Mayor Nutter Delivers Education Policy Address at South Philadelphia High School

Joined by Superintendent Arlene C. Ackerman and members of the School Reform Commission, Mayor Michael A. Nutter delivered his first Education Policy Address to a full house at South Philadelphia High School on September 12, 2008. The Mayor was introduced by Superintendent Ackerman. The audience included members of the School Reform Commission, regional superintendents, teachers, students and administrators, as well as parents and community leaders.

Speaking in a packed auditorium, the Mayor restated and detailed his administration's commitment to education. The Mayor pledged to achieve two specific educational goals within seven years: halving the city's high school dropout rate, and doubling the number of Philadelphians who earn college degrees.

The Mayor stressed his willingness to confront head-on the issue of education even though he has been warned to focus on the more traditional municipal tasks—such as filling potholes and picking up the trash—and to stay away from the intractable



Mayor Michael A. Nutter

hope to do in this city.”

To help accomplish the goals outlined in his speech, the Mayor promised to reallocate up to \$200 million in City money currently targeted for after-school programs and

issue that is education. His response was, “I can’t do that, and I won’t do that because education is the linchpin for everything we

youth services. Instead, these resources will be used to provide intervention strategies for students in the middle grades and early high school years who display the early warning signs of becoming drop-outs. The Mayor also called on universities and colleges in the region to fund 1,000 full scholarships for Philadelphians and he spoke about creating a new college-prep program, “CollegeReady Philadelphia,” that will assist high school students in getting ready for and applying to college.

The Mayor emphasized that the City or the District cannot accomplish these goals alone. He called for “all the adults of this city” to take on the responsibility to teach and guide our students.

For the full text of the Mayor’s address, visit the City of Philadelphia web site, [www.phila.gov](http://www.phila.gov). Click on “Mayor’s Office,” then scroll down to “Philadelphia’s Educational Promise.”

## Seeds of Success

### Office of Specialized Instructional Services offers services for homeless children

**T**he Office of Specialized Instructional Services provides comprehensive special education, behavioral health, school health, and prevention/intervention programs which are aligned with the District’s educational and organizational goals.

Among its many key functions, the department is the focal point for providing services to homeless children and their parents/caregivers. In 07-08, more than 6,000 children, from infants through age 18, were served during the course of the year through initiatives delivered or funded by the District.

According to Dorette Ligons Ham, Coordinator of Services for Homeless Students, just a few of these services were:

- Assistance with school enrollments and transfers;
- Through Title 1 funding, the provision of items such as school uniforms, shoes, gym wear and musical instrument rentals;
- Services to children and families at more than 40 locations of transitional housing and shelters;
- After-school and summer programs;
- Transportation to the school of origin in the event that the child’s shelter or transitional housing is one mile or more from the school;
- The Homeless Student Initiative provides donated items, such as backpacks and winter coats.

The District also partners with the City and other providers to deliver targeted supports. For example, with funding from the District, the City’s Office of Supportive Housing runs a program for homeless children at 1420 Cherry Street that keeps

them engaged while their parents are awaiting placement in shelters. In addition, the Philadelphia Health Management Corporation operates an intensive case management system for homeless children ages 13 to 18.

Homeless teens receive special attention from the department itself. For the past several years, the Office of Specialized Instructional Services has collected age-appropriate gifts to give to homeless teens at the winter holidays. According to Al Quarles, Special Assistant in the Office of Specialized Instructional Services, last year staff members from other departments on the third floor of the Education Center joined in. The result was donated gifts for approximately 200 teens. If you would like to participate this year and donate a holiday gift for a homeless teen, contact Quarles at 215-400-6045.



## District employees urged to “tip the scales” with United Way Campaign

The School District’s annual United Way Campaign to support the families we serve is now underway. The campaign kicked off on September 24 with a mid-day rally at the Education Center at 440 N. Broad Street.

During the rally in the atrium, music by the CAPA Jazz Combo set the upbeat tone. Employees were pumped up by supportive comments from Superintendent Arlene Ackerman and testimonials from representatives of the PFT, CASA, Local 1201 and the Cafeteria Workers. All of the speakers urged District staff to share with those less fortunate through the campaign. The United Way of South-eastern Pennsylvania’s President and CEO, Jill Michal, noted that her organization brings \$54 million into our region for much-needed services.

Dr. Ackerman made an on-the-spot pledge of \$1,000, which was immediately matched by Jerry Jordan, the president of the PFT, and Dr. Michael Lerner, the president of CASA.



“We know that potential contributors may hesitate to give in this economic climate. To help ‘tip the scales,’ there will be a raffle once the campaign closes,” said Sue Gilbert, Executive Director of Employee Support Operations and the District’s United Way Campaign chairperson. “For each \$10 an employee contributes, his or her name will be entered in the raffle. The prizes include: two Swiss Army watches (one man’s and one woman’s); two global positioning systems (GPS), and two gift certificates for 1- or 2-day professional development seminars offered by the National Seminars Group. There are also gift certificates for restaurants and various entertainment venues.”

This year’s District goals are campaign contributions totaling \$120,000 and a five percent employee participation rate. Last year, four percent of our employees contributed \$106,000. The campaign ends on October 31, 2008.

### United Way Campaign Fast Facts

- You are urged to consider giving to the organization or organizations of your choice through payroll deduction.
- Contributions are deducted from one paycheck a month, spread out over 10 months (January through June 2009, and September through December 2009). The minimum total contribution for payroll deduction is \$20, or only \$2 a month.
- The payroll secretary at each location is asked to ensure that all campaign materials are distributed and collected in a timely manner.
- The completed pledge forms will be collected by the designated staff member at your school or office.
- She or he can mail the completed materials directly to the United Way in the provided business reply envelope, or to the District’s United Way Team in Suite 202 of the Education Center, 440 N. Broad Street.



## Faces and Facts



**A salute to our School District’s unsung heroes and their work. This issue spotlights:**

**Yvonne Scott, Clerk Receptionist**  
Office of Student Placement,  
The School District of Philadelphia  
Education Center,  
440 N. Broad Street, Room 114

**Face:** If the election were held today—not for President—but for the most acclaimed “unsung hero,” the winner of the popular vote would be...Yvonne Scott from the Office of Student Placement. Yvonne was singled out by name by no fewer than 10 customers who recently took the time to fill out District Customer Service Comment/Suggestion Forms. She was described as “professional,” “helpful” and “informative.” One satisfied customer even wrote, “She can soothe your day even if you’re having a bad (one).” The Student Placement staff in general also received many positive comments from appreciative customers.

**Facts:** The Office of Student Placement is the focal point for parent inquiries about educational options for their children, including opportunities to transfer to schools outside their neighborhoods. The office manages all aspects of various transfer processes, including voluntary transfers, persistently dangerous school transfers and No Child Left Behind school choice transfers. Student Placement also monitors extenuating circumstances transfer requests.



# Honor Roll



Congratulations to the principals, teachers, staff, students and parents of the following District schools, which posted some of the largest one-year gains, statewide, on the Pennsylvania System of School Assessment (PSSA) test. The gains are based on the percentage of students scoring advanced/proficient in 07-08, versus the percentage at those schools in 06-07.

### Top Gains Reading and Math Elementary and Middle Schools

- Logan Elementary**  
(+33.5% reading, +23.4% math)
- Frederick Douglass Elementary**  
(+20.4 reading, +24.3 math)
- Nebinger Elementary**  
(+26.8% reading, +14.7 math)
- Ludlow Elementary**  
(+14.0% reading, +17.4% math)
- Stearne Elementary**  
(+15.2% reading, +16.9% math)
- Webster Elementary**  
(+15.8% reading, +22.9% math)
- Lingelbach Elementary**  
(+14.3% reading, +18.4% math)
- Barratt Middle**  
(+20.5% reading, +17.3% math)
- Tilden Middle**  
(+18.6% reading, +22.7% math)

### Top Gains Reading Elementary and Middle Schools

- McDaniel Elementary** (+21.2%)
- Harrington Elementary** (+17.3%)
- Waring Elementary** (+16.2%)
- Fitzpatrick Elementary** (+15.6%)
- Kinsey Elementary** (+14.6%)
- Gillespie Middle** (+15.9%)

### Top Gains Math Elementary and Middle Schools

- Willard Elementary** (+27.9%)
- Mitchell Elementary** (+18.9%)
- Cramp Elementary** (+16.7%)
- Hill Elementary** (+15.7%)
- Blaine Elementary** (+15.1%)
- Thurgood Marshall Elementary**  
(+14.2%)

### Top Gains Reading and Math High Schools

- Carroll High**  
(+30.2% reading, +10.6% math)
- Lankenau High**  
(+29.7% reading, +22.2% math)
- Communications Technology High**  
(+24.2% reading, +27.1% math)
- Philadelphia Military Academy/Leeds**  
(+14.4% reading, +15.0% math)

### Top Gains Reading High Schools

- Robeson High** (+14.2%)
- Strawberry Mansion High** (+13.4%)
- Bok High** (+12.7%)
- Benjamin Franklin High** (+12.7%)
- Kensington Culinary Arts High**  
(+12.2%)
- Randolph High** (+12.0%)

### Top Gains Math High Schools

- Saul High** (+28.9%)
- Douglas High** (+22.2%)
- Motivation High** (+21.4%)
- FitzSimons High** (+13.2%)
- Swenson High** (+11.2%)
- Franklin Learning Center High**  
(+8.4%).

**Emlen Elementary School**  
**Principal Richard Raisman** was acknowledged in September when he received the "2008 Distinguished Educational Leader Award," sponsored by State Representative Cherelle Parker, at the second annual Northwest Community Appreciation Awards Dinner. Raisman is also to be honored by the School Reform Commission at its October 8, 2008 meeting for being an outstanding community partner.

**Assistant Director of Public Engagement Quibila Divine, Office of Parent and Family Services**, received the "Highest GPA Award" in May 2008 from Lincoln University's Graduate School of Education and graduated summa cum laude with a degree in Elementary Education. More recently, ING Financial awarded her a \$2,000 grant to start an entrepreneurial program with students from five District high schools—Dobbins, Gratz, Strawberry Mansion, Rhodes, and FitzSimons. The project, called *SuccesStories*, is currently competing for an additional, higher award.

## How to submit items for a future "Honor Roll" column

*Honor Roll* is a forum to recognize the accomplishments and awards won by District employees, schools, administrative offices and programs/initiatives. If you have an item that you would like to be considered for the *Honor Roll*, please e-mail your information to [coreteam@philasd.org](mailto:coreteam@philasd.org) and write "*Honor Roll*" in the subject line.

We invite staff to submit the names of any employee, department, school or program/initiative that won local or national honors or awards from June 2008 to the present.

*Core Team* would also like to acknowledge staff members who have helped students achieve recognition or awards. Examples may include employees working with after-school clubs and academic and athletic teams.

Please forward the following details: the name of the staff member, school, department or initiative to be recognized; the school or department where an individual honoree works; phone numbers where the nominator and the honoree may be contacted during business hours; and the full name (no acronyms, please) of the organization sponsoring the award. If you have a high quality, high resolution color photograph, please include it as an attachment to your e-mail message and identify by name(s) and title(s) the persons pictured.



Core Team is distributed monthly to employees of The School District of Philadelphia. Please send comments or questions to [coreteam@philasd.org](mailto:coreteam@philasd.org)

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## 15 Empowerment School Response Teams trained to assist

# Empowerment School support includes intensive resources

If you are on the staff of one of the 85 Empowerment Schools, help is on the way. To accelerate progress in these schools, the District has developed an ongoing support system that includes increased resources, additional school personnel and support from the central and regional offices. This initiative is modeled on a successful program which Superintendent Arlene Ackerman created in the San Francisco Unified School District.

Schools are classified as Empowerment Schools if they have not achieved Adequate Yearly Progress (AYP) targets under the No Child Left Behind guidelines and are in Corrective Action Level II (CA-II), including those making progress in CA-II for the 2008-9 school year.

All Empowerment Schools will receive differentiated professional development, monthly walk-throughs, quarterly assessments in reading and math, a parent ombudsman, a student advisor, additional volunteers, and the assistance of Empowerment School Response Teams. However, 23 of the 85 schools will receive even more additional supports, including a social service liaison; an instructional specialist assigned to that school; a full-time, site-supported substitute teacher; a part-time retired principal assigned to that school; increased nursing services; and additional monthly walk-throughs.



**“We’re all in this together: one team, one goal—children first.”**

Marla Spivey  
NW Region Instructional  
Specialist/Data-Driven Instruction



Throughout September, school-based instructional specialists and special services case managers—all members of 15 Empowerment School Response (ESR) Teams—were trained in an intensive program called “boot camp.” These teams will be assigned, one each to the nine geographic regions of the District and to the Comprehensive High School Region. The other five teams, deployed out of central office, will focus their efforts exclusively on the original 23 Corrective Action II schools. All of the teams will conduct needs assessments of selected Empowerment Schools and review academic and professional development plans, assessment data, school and student schedules, all programs and staffing, and the condition of the building and grounds.

“We’re all in this together: one team, one goal—children first.” That sentiment, expressed by Marla Spivey, Regional Instructional Specialist, Data Driven Instruction, for the Northwest Region’s ESR Team, summarizes the collective attitude of the members of all 15 ESR Teams.

The process in September also included initial conferences involving the principals of selected Empowerment Schools, their regional superintendents, the members of ESR Teams, and the members of the schools’ instructional leadership teams as well as informal school walk-throughs. The teams also conducted practice walk-throughs, visiting schools that have made AYP. In October, the teams’ regularly scheduled visits to the schools are to begin.

What can the school staff gain from this ongoing support process? “The teams are providing to the Empowerment Schools the benefits of hundreds of years of experience. These (the ESR team members) are the people who wrote the curriculum, these are the people who designed the professional development,” Spivey said.

For more information on Empowerment Schools, visit the District’s web site, [www.philasd.org](http://www.philasd.org), and under the “What’s New” column on the left, click on “Presentation on Empowerment Schools.”

## Real Deal

*Rumors have swirled around the future of Barratt Middle School, prompting one Barratt staff member to ask, “What’s the Real Deal?”*

Under the previous administration, a variety of proposals were considered, system-wide, to further expand the District’s K-8 conversion model through school closures and relocations.

At the present time, under the new administration, no final determination has been made regarding Barratt Middle School. Given the advent of a new District administration, the District is conducting a comprehensive review of all

capital improvements. This review needs to be completed before any recommendations are submitted to the School Reform Commission or to the community at large.

There are several factors to be carefully considered before rendering any decision to consolidate, expand or close schools. These factors include: the growth or loss of neighborhood and student populations; the condition of school facilities and costs necessary to repair or renovate; building capacity relative to enrollment; and the success of a school’s academic program.

# Back to school means stronger administrative support in our schools

## Adopt-a-School Program, Core Team campaign are unveiled

September 4—the first day of school for students in grades 1 through 12—marked the unveiling of a new kind of Adopt-a-School Program. It is not the same old program of the past.

On that day, central office managers fanned out across the city, visiting schools and offering assistance as partners in the new Adopt-a-School Program. That was only the beginning.

The Adopt-a-School Program exemplifies Dr. Ackerman's Core Beliefs that to ensure victory in our classrooms—and to show that it takes a community to ensure the success of public schools—all employees must be involved. Over the summer, managers were asked to choose a school to adopt. On opening day, all participants joined with school personnel to greet and assist parents and welcome the students back to school. During the year, they will lend a helping hand to school principals by undertaking a variety of assignments and services to assist in educating the children.

Adopters meet regularly to report on "best practices." The Office of School Operations has established a system by which the adopters can "tickle" with central administration a broad array of issues on behalf of their schools—from

conked-out computers to textbook shortages, and from lingering work orders to parent involvement challenges.

## Superintendent reaches out to schools and community

While Superintendent Arlene Ackerman had the opportunity to make some school visits in June, she began the 08-09 school year in a manner that signifies that she will be a regular visitor in District schools and a presence in the communities they serve.

On September 2, Dr. Ackerman visited with staff and teachers at King High School and Harry Elementary School, and with faculty at Widener Memorial School on September 3. The Superintendent hosted a special Back to School Welcome Reception at Strawberry Mansion High School on September 2, with two representatives of each school invited. All attendees received apples to signify the District's five Core Beliefs in education.

On September 4, Mayor Michael A. Nutter joined Dr. Ackerman at the new Barry Elementary School in West Philadelphia. The Superintendent began this official first day of school in Philadelphia by meeting the Burns children at their home and walking with them to the newly built school. The family was chosen for this honor because the entire Burns family is involved in the school and community.

After all, parental involvement in the school is a Core Belief that Dr. Ackerman hopes will catch on. Once at the school, the entire Barry school

"family" participated in a bell ringing, ribbon cutting and parent reception.

The old Barry Elementary School was destroyed in a boiler fire, and Barry students were then bussed across town to have classes in a school building that had been decommissioned.

During the first week of school, Dr. Ackerman also visited University City High School, McDaniel Elementary School, Mastbaum Technical High School and Bridesburg Elementary School. Throughout the year, Dr. Ackerman plans to make frequent visits to schools to get a first-hand understanding of their strengths and challenges.

## Focusing all of us on our core mission

The first week of school was also marked by the kickoff of the District's Core Team campaign which reinforces the five Core Beliefs (see page one).

All teachers had a special surprise on September 4: each received a traditional "apple for the teacher," a fresh red apple, as a mark of appreciation from the Superintendent for their work as education professionals and an affirmation that "victory is in the classroom." The apples were donated to the District by US Foodservice and Maramont Corporation. Adopt-a-School managers brought the apples, along with Core Beliefs posters and business cards, to each school as the Superintendent's ambassadors.

The Core Beliefs campaign is intended to focus all of us on the District's core mission to serve children first, to fully engage our parents and communities, to demonstrate leadership and accept accountability, and to achieve victories in our classrooms.



# Where in the World is Janice Smith, RN?

Caring for our students is a big responsibility, and Janice Smith, one of the District's school nurses, puts on her running shoes and rises to the challenge.

An undiagnosed vision problem can be a genuine detriment to a student's progress. Smith leads a student through another version of "the alphabet."



Monday

Tuesday



Wednesday

Arriving at LaBrum Middle School, which is one of Smith's two school assignments, she capably carries out day-to-day administrative and care-giving responsibilities and responds to whatever unexpected situations may arise that call for her skill and compassion.

Thursday



Friday



On Thursdays and Fridays, Smith is at Crossan Elementary, ready for whatever challenges come her way.

As with all of the District's degreed and certified school nurses, Smith not only takes care of skinned knees, she also is a key member of her schools' teams which address matters pertaining to students' physical, emotional and mental health and well-being.

**Where in the world are YOU?**

In future issues, don't be surprised if our Core Team camera bugs catch you as you go about YOUR work on behalf of our children.