



# Greene Central School

# NEWSLETTER

Volume XXXIV, Number 1

November/December 2013

## Superintendent's Message

The 2013-2014 school year is off to a great start. Instructionally, we continue to refine our instructional practices aligning with the Common Core as it is rolled out. Clubs and activities are in full swing and our Fall athletic seasons are coming to a close. For our teams who qualify for Sectional play we want to wish you the best. During this season, as we celebrate Thanksgiving, I hope you share in my appreciation of our school and community. Greene CSD is an exceptional school supported by interested and involved parents and surrounded by a deeply caring community.

As recently recognized by Buffalo's Business First school rankings, Greene, for the second year in a row, has been selected as one of the four highest performing schools in the Binghamton/Elmira region. This honor is made possible through the dedication of our faculty and staff who are deeply committed to the children we serve. Our students themselves, their parents and/or guardians and the Greene community as a whole all play an integral part in this success and therefore deserve recognition.

On the academic front, our students are seeing changes in expectations, instructional practices and in some of their assessments. Schools across NY State continue to adjust to the adoption of the Common Core Learning Standards. These standards serve as a consistent set of expectations for what students should learn and be able to do, so that we can ensure that each student is on track for college and career readiness. You will find, in this newsletter, additional information outlining the Common Core Learning Standards as well as the Shifts associated with English Language Arts and Mathematics. Additional information will be forthcoming as this year progresses. Our administrators and teachers

continue to work hard to adjust to these changes and we are confident that we will maintain the level of excellence that has come to define Greene CSD.

The 2014/2015 budget development process has begun and will once again be a very challenging process. New York State continues to face fiscal challenges that impact school funding. These challenges have resulted in reductions of funding to Greene and many other New York State schools. This reduction in funding together with increased costs and implications of the Property Tax Cap create considerable challenges in maintaining the programming our children deserve. As in the past, I will work with other Superintendents, the State Council of School Superintendents, State School Boards group and other advocacy groups to voice concerns to our legislators and governor and advocate for the funding needed by Greene and other upstate rural schools.

As a society, we are facing a myriad of challenges today. Academic expectations are evolving, fiscally, our state and the Federal Government continue to struggle with greater demands and fewer resources and the rate that societal changes impact us and our children is probably greater than ever. I know it can be easy to let these challenges and changes get us down. Please resist this temptation and instead, focus on what is good. This is a time of year when we are reminded to be thankful and appreciative. I am hopeful that the content of this letter and other pieces of this publication remind you of the many blessings we enjoy here at Greene. It is my heartfelt wish that you will find much to be thankful for this Thanksgiving and as we move into the winter holiday season.

—Jonathan R. Retz, Superintendent of Schools

### Mission Statement

*Greene Central School, in partnership with the community, will inspire students to learn the skills and behaviors necessary to become productive citizens.*

- Provide quality programs to prepare all students with skills and knowledge to become responsible citizens, productive workers, and lifelong learners.
- Provide safe, quality facilities, which enhance the programs for the District's students and community.
- Ensure long-term fiscal stability in order to provide the necessary programs and facilities to educate the children of the Greene Central School District.
- Communicate effectively with all members of the community to promote quality education in the Greene Central School District.

## GREENE CENTRAL SCHOOL Greene, New York 13778

### BOARD OF EDUCATION

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## BUS STOP SAFETY



### HOW PARENTS CAN HELP IMPROVE BUS STOP SAFETY

- Please have your child ready and at the bus stop at least five minutes early.
- If your child is not riding that day, a courtesy call to the transportation department is very much appreciated! (607) 656-4161, ext. 223.
- Provide your child with a backpack to keep school items safely inside and reduce the chance of something dropping near or under the bus.
- Check your child's clothing for long drawstrings or other dangerous items that could get snagged in the bus door or in playground equipment. Long drawstrings are very dangerous and should be removed from clothing articles.
- Provide brightly colored outerwear for your children whenever possible. Brightly-colored jackets and jackets with reflective tape help drivers see your children in low-light conditions.
- Insist on safe behavior at the bus stop - children should wait in an orderly fashion, safely back from the roadway. They should NEVER move toward the bus until it has come to a full stop and the driver signals that it is safe.
- Review safe loading and unloading procedures with your child – remind your child to wait for the bus driver's signal before crossing the street.
- Reinforce safe ridership – remind your child to not distract the bus driver.

### WE CARE ABOUT YOUR CHILD'S SAFETY!

—Mr. Lilley, Transportation Supervisor

## Emergency Reminder

Please notify the appropriate school office if there is any change in your child's emergency contact information. In the event of student illness, injury or an early dismissal, this information may be needed.

Thank you!

## STAR Registration Program

New legislation requires all homeowners receiving a Basic STAR exemption to register with the New York State Tax Department in order to receive the exemption in 2014 and subsequent years.

- Homeowners will not have to register in order to receive their 2013 STAR exemptions.
- Homeowners will **not** have to re-register every year. Based on the information provided in the registration process, the Tax Department will monitor homeowners' eligibility in future years.

### HOW TO REGISTER

You can register for the STAR exemption online. You'll need to:

- provide a STAR code (we're mailing codes to all Basic STAR recipients; or you can use the STAR code lookup)
- provide the names and social security numbers for all owners of the property and spouses
- confirm that the property is the primary residence of one of its owners (married couples with multiple residences may only claim one STAR exemption)
- confirm that the combined income of the owners and their spouses who reside at the property does not exceed \$500,000
- confirm that no resident owner received a residency-based tax benefit from another state

[REGISTER ONLINE](#) 

- OR -

You can register by calling (518) 457-2036 Monday-Friday 8:30 a.m.-8:00 p.m., Saturday 9:00 a.m.-1:00 p.m.

### REGISTRATION PERIOD

Registration started on August 19, 2013 and will continue through December 31, 2013.

### SENIOR CITIZENS

Senior citizens receiving Enhanced STAR benefits are not affected by the new registration requirement, which applies to Basic STAR benefits only.

Seniors must, however, take steps to ensure that they continue receiving Enhanced STAR.

Seniors receiving Enhanced STAR who reside outside of New York City must continue to apply annually, or participate in the Income Verification Program

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## In Case Of Bad Weather - GCS Closing Policy

Adverse weather and/or road conditions may cause school closings or delays. Often, a one or two hour delay for our buses will allow road crews enough time to sand or clear roads, and provide a much safer transportation situation.

Parents should be advised that our bus drivers are instructed to not travel any road that appears to be in a hazardous condition. Therefore, even when school is in session, isolated groups of students may not receive bus transportation. Parents are asked to please be extremely cautious when having young students exposed to the cold or wind for lengthy periods of time.

In addition to our webpage ([www.greenecsd.org](http://www.greenecsd.org)) and our automated call system, announcements of delays, school closings or early dismissals are given to all area radio and television stations. You may also access school delay or cancellation information by calling our automated voice system at 656-4161 and following the prompts.

### IN THE EVENT OF A DELAY:

- A) BOCES Occupation School Students—In the event of a one-hour delay in opening, morning BOCES occupational school students will be sent to the area center in Norwich, arriving for class one hour later than usual. In the event of a two-hour delay in opening, morning BOCES students will not be sent to the area center.
- B) UPK—If there is a morning delay there will *NOT* be UPK that morning. If there is an early dismissal there Students attending any special class or parochial school will be transported to their respective schools, but with a one or two hour delay in arrival time.

PLEASE KEEP IN MIND that if our school day begins with a one-hour delay, depending on the weather, one of four things could happen:

- We may open;
- We could go to a two-hour delay, then open;
- We could go to a two-hour delay, then close; or
- We could close.

It is important to continue to watch and listen for updates!

### EARLY DISMISSALS

In the event of a forecast that indicates approaching weather that may cause hazardous driving conditions, we may have an early dismissal. In this event, radio and television stations are notified. We urge parents to alert caregivers of this possibility to ensure that younger children are not left at home unsupervised. Parents of elementary children, please contact the school at your earliest convenience with baby-sitter information, so that the students are loaded properly on their bus.

—*Transportation Department*

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## Parent Instruction Sheet For Head Lice

To Parents: If your child comes home with head lice, don't panic. Millions of school children contract head lice each year. Children play in close contact with each other. A simple exchange of hats, clothing, brushes, combs, and other personal articles can result in transmission of head lice from one child to another. Lice can be easily and effectively treated. You should ask your pharmacist for an effective head lice shampoo or ask your doctor for advice.

- Please send the box top from the head lice shampoo back to school with your child as proof of treatment, along with a short note describing the treatment.
- Check all members of the family for lice and their eggs. Lice are small grayish-tan wingless insects. Lice lay eggs called nits.
- Nits are firmly attached to the hair shafts, close to the scalp and are much easier to see than live lice. They are small white specks which are usually found at the nape of the neck and behind the ears.
- Apply the lice treatment to all infested family members, following instructions carefully.
- After shampooing, remove the nits with a fine tooth comb (nib combs come with some head lice shampoos). Application of warm water with vinegar (1:1) or clear warm water may help nit removal. Nits may need to be removed by using your fingernails or tweezers.
- Use hot water and detergent to wash sheets, pillowcases and clothing (at least 20 minutes).
- Hot dry or dry clean blankets, bedspreads, hats, and sleeping bags; or seal in a plastic trash bag for at least two weeks.
- Soak combs and brushes, head bands and barrettes in the treatment shampoo or hot water for at least 10 minutes or wash in dishwasher.
- Thoroughly vacuum carpets, upholstery, pillows, and mattresses and discard vacuum cleaner bag.
- Bike helmets, head phones, stuffed animals should be placed in a plastic bag and tied for 10 days.
- Remember to retreat in 7 days.

Please call the school's Health Office if you have any questions or concerns.

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## College Application Do's and Don'ts

### BEFORE YOU APPLY TO COLLEGE DO:

- Continue to get high grades and score well on standardized tests. "Senioritis" is tempting, but grades and test scores are some of the first things a college will use to screen applicants.
- Obtain or maintain an active role in your activities.
- Continue to take rigorous academic courses. Take challenging classes that will help you grow academically.

### DON'T:

- Don't overload your personal schedule to impress an admissions office. You may end up doing more harm than good if your grades and overall quality of life suffer because you're burned out or involved in too many activities.

### ON THE GENERAL APPLICATION, DO:

- Follow the rules. If an application asks you to choose one essay, don't answer them all. Read the application questions completely before answering any questions.
- Include everything. Verify that all forms have been signed, your essay is complete and your letters of recommendation are ready to be mailed. Double check that you haven't left out anything important. Make copies for your own records.
- Pay attention to deadlines. Note when the application deadline is and submit it early.

### DON'T:

- Don't let anything go until the last minute. Procrastination might mean leaving something out or making mistakes on the application.

### ON YOUR APPLICATION ESSAY, DO:

- Show without telling. Don't just list your attributes, be specific. For example, saying you're helpful is not as dynamic as relating your experiences with helping younger students learn how to read.
- Demonstrate your creativity. Avoid clichés or standard essay topics. Try to come up with something an admissions office hasn't seen a million times before.
- Let your personality shine. The essay section is an opportunity for you to show an admissions office what makes you unique.

### DON'T:

- Don't rely on spell check. While it's a good idea to use the spell check tool, don't count on it to catch every mistake. Read through your essay to catch usage mistakes and have a parent or teacher read through to catch grammatical errors.
- Don't write about a delicate or controversial topic, if you can't get the tone right. Religion, a bout with depression, or an issue with a boy or girlfriend can all be fine subjects for an essay, but handled wrong; the essay could end up in the trash.

- Don't treat an online application like an instant message or e-mail. An admissions office has no need to see a smiley face or im slang. Treat an online application with the same seriousness as you would a paper application.

### IN YOUR INTERVIEW (IF YOU HAVE ONE), DO:

- Arrive early and dress the part. Know where the interview will be held ahead of time. Dress on the conservative side.
- Reveal your identity. Admissions offices want to know you as a person. When discussing accomplishments, highlight why they were meaningful or what you got out of them.

### DON'T

- Don't show up without any knowledge of the school. Come prepared with questions or impressions you have about the college to demonstrate your interest level. Place less emphasis on your plans after graduation and more on what you want to learn and accomplish as a college student.

## Financial Aid Informational Meeting

There will be a Financial Aid Informational Meeting on December 11 in the auditorium at 6:00 p.m. Doug Lukasik, Financial Aid Director at SUNY Broome will be coming to speak to parents and students about the types of financial aid available and how to apply. He will also explain TAP and PELL Grants, Work Study Programs, types of loans available to parents and students, and more.

## High School Calendar

### NOVEMBER

- 2 Father/Daughter Dance
- 4 JV/Varsity Winter Sports Start
- 8 End of 10 Week Marking Period
- 12 School Picture Retakes
- 15 Report Cards Mailed
- 18 Eligibility Begins
- 22 Area All State (Band/Chorus)
- 27-29 Thanksgiving Recess

### DECEMBER

- 2 Canned Food Drive Begins
- 3 High School Band/Chorus Concert, 7:00 p.m.
- 4 Interact Blood Drive
- 13 End of 15 Week Marking Period
- 17 End Canned Food Drive
- 20 Progress Reports Mailed  
Tentative Fund Day
- 23 Eligibility Begins
- 23-Jan.3 Holiday Recess

# FAFSA: Step-By-Step

## WHAT IS IT?

FAFSA stands for Free Application for Federal Student Aid. The Federal Government uses this form to determine your eligibility for financial aid, which includes: grants, work-study, scholarships, and loans.

## WHY FILL IT OUT?

The FAFSA is used to determine how much aid you're eligible for. Think of it this way:

FAFSA → EFC → Financial Need → Financial Aid

EFC stands for Expected Family Contribution. Your family must contribute this amount in the coming year to your college costs, according to the government's calculation.

## HOW DOES IT WORK?

Your prospective college will try to meet your financial need through aid made up of funds from federal, state, school, and private sources. This may include loans, grants, scholarships, and student employment.

## FAFSA PROCESS: 1-2-3

### The three steps to apply for federal aid:

#### Step 1: Assemble forms needed to complete FAFSA

You'll need the following to fill out the form:

- Social security number
- Current bank statements
- Driver's license (if any)
- Current mortgage and investment records (if any)
- Alien registration card (if not U.S. citizen)
- 2011 federal tax return (estimates are OK on tax questions)
- 2011 untaxed income records (if any)
- 2011 W2 forms and other record of money earned
- Parents' 2011 income tax return (if considered dependent)

#### Step 2: Complete the FAFSA

- Complete the FAFSA on the web: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- In order to maximize your amount of aid, fill out the FAFSA as soon as possible after January 1st.
- Once finished, print the FAFSA summary (step 6 online) as well as the "Submission Confirmation" page (or write down your confirmation number and date). If completing the paper version, make a copy for your records.

#### Step 3: Review your Student Aid Report (SAR)

The SAR is proof that your FAFSA was received. You should receive your electronic SAR in 1-3 days if signed with your PIN (paper: 2-3 weeks).

#### What if I find errors on my SAR?

- Report errors immediately to your financial aid office. You can also make corrections online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
- If you don't receive your SAR in 3-4 weeks, call 1-800-433-3243.

## FAFSA TIPS

- ✓ Fill out the FAFSA as soon as possible after January 1st and each successive year once you're in college. Early submission maximizes chances of receiving aid.
- ✓ Fill out a "FAFSA on the Web" worksheet: Click "Before Beginning a FAFSA," then "Print a Pre-Application Worksheet." Use the print-out as a guide before committing answers online. DO NOT enter online questions directly from the paper FAFSA! Web vs. paper FAFSA questions are in a different order!
- ✓ Sign the application: If you are filing as a dependent, make sure your parents sign too. You can use your PIN if signing electronically.
- ✓ Save your FAFSA online if you can't finish it in one session: Click the "save" button at the bottom of each step to save information for 45 days.
- ✓ Don't leave a field blank. If a question doesn't apply, enter "0."

*Remember that FAFSA is free! If you need help, ask the college's financial aid office or call the FAFSA Help Desk at: 1-800-4-FED-AID.*

## Facility Use Requests

*Making the process easier, faster, and work for YOU!  
We have gone 'LIVE' as of October 25*

ALL facility use request process will be on-line and accessible from the Greene CSD web site. We will be using FSDirect [MySchoolBuilding.com](http://www.myschoolbuilding.com), a web-based facility usage scheduling tool for managing educational facility usage requests, tracking event schedules, and accounting for usage expenses. The new system will allow for the following:

- request a system ID for system use
- enable event requesters to check facility availability and submit usage requests online
- display scheduled events on an interactive calendar
- track facility usage costs & automatically generate invoices
- automatically route usage requests through the approval process
- provide timely feedback to the requester

ALL facility (including internal District requests) use requests will be through this system and process.

Please check the *new* District website for system access, including instructional guidelines and a 6-minute video.

Link to the 6-minute video—<http://www.screencast.com/t/yzoHspP7>.

Link to the MySchoolBuilding page for Requesters—[http://www.myschoolbuilding.com/myschoolbuilding/myscheduleneu\\_wiz1.asp?acctnum=234188999](http://www.myschoolbuilding.com/myschoolbuilding/myscheduleneu_wiz1.asp?acctnum=234188999).

## Common Core Standards

In 2009, the National Governors Association and the Council of Chief State School Officers convened to write curriculum standards in the area of mathematics and literacy instruction. The initiative’s stated purpose was to “provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.”

The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers,” and

increase competitiveness in a global economy. In June of 2010, standards were released for ELA and Mathematics while work continues on Next Generation Science Standards and Social Studies Standards.

For a snapshot of standards for ELA and Mathematics and how this is impacting instruction, please refer to the following SHIFTS. Additional resources for a deeper understanding of the Common Core Learning Standards can be found at [www.engageny.org](http://www.engageny.org) and [www.PTA.org](http://www.PTA.org).

### Shifts in ELA/Literacy

1	<b>Balancing Informational &amp; Literary Text</b>	<i>Students read a true balance of informational and literary texts.</i>
2	<b>Knowledge in the Disciplines</b>	<i>Students build knowledge about the world (domains/content areas) through TEXT rather than the teacher or activities.</i>
3	<b>Staircase of Complexity</b>	<i>Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.</i>
4	<b>Text-based Answers</b>	<i>Students engage in rich and rigorous evidence based conversations about text.</i>
5	<b>Writing from Sources</b>	<i>Writing emphasizes use of evidence from sources to inform or make an argument.</i>
6	<b>Academic Vocabulary</b>	<i>Students constantly build in transferable vocabulary the need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.</i>

### Shifts in Mathematics

1	<b>Focus</b>	<i>Teachers significantly narrow and deepen the scope of how time and energy is spent in the classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.</i>
2	<b>Coherence</b>	<i>Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.</i>
3	<b>Fluency</b>	<i>Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, though repetition, core functions.</i>
4	<b>Deep Understanding</b>	<i>Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.</i>
5	<b>Application</b>	<i>Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.</i>
6	<b>Dual Intensity</b>	<i>Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.</i>

## Sylvia Fletcher Visits

On October 10 primary students were entertained by the ventriloquist Sylvia Fletcher. The performance was the kick-off to our OLWEUS anti-bullying program. It also was the introduction to this year's Primary School Arts in Education theme of using puppets to express emotions. Sylvia Fletcher exposed us to the art of ventriloquism and puppetry with her two well-known characters, Smolder and Carly.

She also invited our students, **Haggen Truesdail** and **Harlee Montgomery**, to participate as characters in her show. Her message to the students was to laugh together, and treat others as you would want to be treated.



*Haggen Truesdail and Harlee Montgomery  
with Sylvia Fletcher*

## Primary School Needs Information

The Greene Primary School is compiling a list of all 3-year-olds and 4-year-olds in our district. This information is required for state reports and will be used for mailings of Universal Pre-K applications and Kindergarten registration packets.

If you are not sure if we have your child's information, please call the Primary School at 656-5174, ext. 1 between the hours of 7:30 a.m.-3:30 p.m.

## Yearbooks on Sale

High School yearbooks will go on sale the week of November 18-22 during the HS lunch periods. Students will receive a yearbook order form before that week to use or you can also order online at [YBPay.lifetouch.com](http://YBPay.lifetouch.com) with Yearbook ID Code: 9935614.

Yearbooks are \$50 if purchased in full or a down payment is given before Christmas. After Christmas, the price increases to \$55. All seniors have the opportunity to have their name on the cover of their yearbook for free if they purchase or give a down payment before Christmas. See Mrs. Schieve with any questions.

## Jared Campbell Performs



Students at the Primary school started their school day on October 11 with an engaging performance from Jared Campbell. As a singer and songwriter, Jared Campbell uses his music to inspire students to be respectful, have leadership skills, and practice practical life lessons. His presentation focused on anti-bullying behaviors through songs in which he invited students to sing along as he played the guitar. Jared inspired all students to become "superheroes" in one of his songs, letting students know they all can make the right choices to stop bullying in our school. Students then continued the morning learning more about the OLWEUS anti-bullying program through interactive stations that included a class meeting, a read-aloud, an art project, and cooperation activities.

The third to fifth grade assembly focused more on making dreams into a reality, and how one act of kindness can change the world. He sang a tune about history icons Rosa Parks, Michael Jordan and Rachel Joy Scott. Campbell concluded the show with a message of anti-bullying. "School should be an amazing experience, but sometimes it's not because of the actions of others," said Campbell. He told students that by realizing their self-worth, a bully's words are just words. The Intermediate student's also participated in activities to reinforce the OLWEUS anti-bullying program. It was a great day for all, with many positive comments from both students and staff!

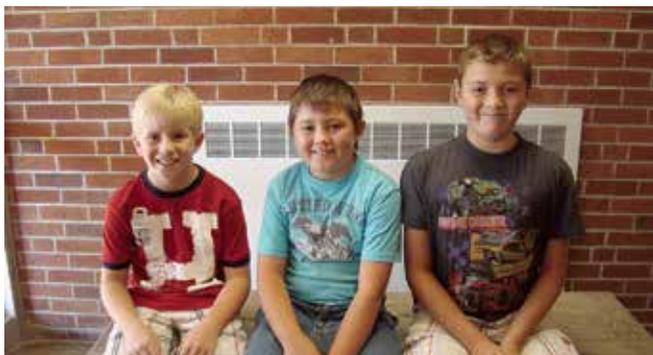
## September Student Citizen of the Month

**3RD GRADE**



*Taylor Tynon – Mrs. Browning  
McKenzie Scott – Mrs. Erickson  
Alyssa Carlin – Mrs. Russ  
Robert German – Mrs. Whittaker*

**4TH GRADE**



*Riley Howerter – Ms. Hunter  
Jakob Cook – Mr. Komperda  
Dallas Roe – Ms. Sanderson*

**5TH GRADE**



*Riley Stanton – Mrs. Giannetto  
Jonny Lee – Mrs. McDermott  
Jessica Unkel – Mrs. Novitsky  
Jenna Albin – M. Tallman  
Angel Sloat – Mr. Evans*

## October Student Citizen of the Month

**3RD GRADE**



*Lydia Duman - Mrs. Browning  
Isabella Tierno - Mrs. Erickson  
Paul Starliper - Mrs. Russ  
Kadance Waltz - Mrs. Whittaker  
Sam Cowan - Mr. Evans*

**4TH GRADE**



*Pipher Reid - Ms. Hunter  
Absent: Kasey DaCosta - Mr. Komperda  
Sarah Sexton - Mrs. Sanderson*

**5TH GRADE**



*Josh Titus - Mrs. Giannetto  
McKenzie Drew - Mrs. McDermott  
Clinton Orzell - Mrs. Novitsky  
Leah Decker - M. Tallman*

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## Intermediate School Special Area Students of the Month for September



*Art—Slavek Kovalev, Andrea Trifunovic, Paige Estabrook, Jakob Cook, Karina Grabovetskiy, Tristan Austin;  
Music—Paul Starliper, Kasey DaCosta, Jessica Unkel; Computer—Cassie Butler, Robert German, Olivia Kennedy,  
Davin Miller, Alex Pinney, Broc Sherwood; Reading and Math—Lucas Torres, Brei Wells; Chorus—Quintin  
Pezzino; Library—Mikayla Trost; Band—Wyatt Ingraham; Girl's PE—Paige Roe, Emma Braman, Alex Pinney;  
Boy's PE—Maeric Barrows, TJ Wiggins, Broc Sherwood*

## Students of the Month for October



*Art—Olivia Byam, Joseph Gibbs, Anjouliena Rose; Music—Clayton Leonard, Scout McCumiskey, Alicia Garcia;  
Computer—Payton Yahner, Phipher Reid, Kathleen Becker; Reading and Math—Sean O'Donnell, Leah Decker;  
Chorus—Dallas Roe; Library—Alexandria Brown; Band—Riley Stanton; Girl's PE—Alyssa Carlin, Sarah Sexton,  
Angel DeVaul; Boy's PE—Robert German, Scout McCumiskey, Gabriel Blasko*