

# Arnold Post

Home of the South Loup Bobcats



Volume: 6

blog.arnold.k12.ne.us

Issue: 7

Date: March 2011



*Bobcat's Mats Complete!*



## Congratulations Boys!

Going to state wrestling is Coach Coleman, Clinton Fauss, Austin Fauss, Dylan Chesley, Wyatt Eggleston, Logan Glendy, Coach Johnson. Not pictured: Coach Atkins Good luck boys! Hope you have a great weekend and have fun with your meet! Go BOBCATS!

Mr. Mohr, Brady Weinman, Ryan Moninger, and Brent Urbanovsky along with the other School House Graphics employees shaped out the words onto the mats after they were painted black.



The Graphic Design team has been working on the mats for quite some time. Now, they are finally done. Other schools have spent anywhere from \$4,000 to \$12,00 depending on mat size, but we only spent about \$460 for both Callaway and Arnold. To re-dye the mats, football goal post pads, volleyball standard pads, and the sideline chairs. Arnold spent another \$800 to redo both the pads in the new gym with the graphics.



By: Cindy Nisolle, Senior

On January 24th, the seniors were glad to welcome a new student into their class: **Maricela Alvarez**. She is 19 and comes from North Carolina where she was born. She is living now in Arnold with her fiancée, Francisco, who got a job here.

Maricela has an older brother, Noel, who is still living in North Carolina. She has an aunt and an uncle who has been living in North Platte for one year.

“The weather here is much different than in North Carolina,” Maricela said. “There, it is much hotter and we don’t get so much snow than here.” But she thinks that she will get used to this new weather. About the food, she said that is not so different from where she lived.

Her first language is Spanish and she learned English at school. She would like to

use this skill to become an interpreter after her graduation or she would like to work in a bank.



*View of Winston-Salem*

During her free time, Maricela likes to read about babies, to shop, to go to the movies and to cook.

Maricela

said Arnold is a small, but quiet and nice town.

The city from where she moved, Winston-Salem, has 230 thousand habitants. She said that “Winston-Salem has more buildings, really big buildings, more restaurants and more activities at school such as golf, hunting, dance class, ...”

However, even if Arnold doesn’t have as so many opportunities, she said that the teachers are nice and helpful. She also said that her favorite subject right now is Art.

We hope that Maricela will enjoy her last semester of high school in Arnold and we wish her good luck for her future!



*Maricela and her best friend celebrating “Our Lady of Guadalupe” in traditional costumes last December.*



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# 'Speechies' In Season Again

By: Rachelle Preston, Senior

It is the season for speech again, and the students are excited to be competing again. The speech students have excelled, with many already placing in the early meets.

The speech team has gained a lot of members since the last year. The speech team consists of two duets, two O.I.D.'s, two serious prose competitors, and a competitor in entertainment.

The coaches, Debby Moninger and Darlene Rimpley, worked hard to schedule different meets so that the basketball players and wrestlers who participate in speech will be able to attend at least one large meet and one smaller meet.

Not many people, outside of thespians, have attended a speech meet. The whole experience of a speech meet is meeting other speech participants from different towns and the interaction and competition with them. The team has enjoyed several social aspects of it in different ways.

For example, it is a tradition for the team to get an ice cream cake at the North Platte meet, and share with the other teams who have homerooms near theirs. At the Kearney meet, the "speechies" enjoy dancing and socializing before the finals and awards are announced.

"One of the aspects of speech that is the most fun involves getting to know the members of other teams and watching their talent. We have a lot of creative, outgoing students who are really supportive both of their teammates and others. The more people who participate, the better it is for building team spirit. It's really fun working at Arnold school because the students always challenge the

typical stereotypes of thespian interest. Each of the participants have improved as the season progressed and I'm really excited as we get closer to conference and districts," said Debby Moninger.

The coaches and team would like to invite everyone to the Rialto theater for Speech Community night on March 3rd at 7 o'clock. The presentation will be about an hour and a half long. Everyone is also invited to attend Loup Valley Conference speech meet on February 28th at Sandhills, and District speech at Ansley on the 15th of March.



**When Maricela translates, she needs to know that milk is translated to leche in Spanish. She will also tell them to drink milk to keep their bones and minds strong!**



# Karen Hoover *Skyping Author*

By: Korrie Miller, Arnold High School Senior

“How do you know he is dead? It’s magic... you never really know.” On February 7th Karen Hoover, the author of *Sapphire Flute* from The Wolfchild Saga, signed into Skype to talk to the fourth grade class. This was set up through Debby Moninger because her sister is close friends with Karen Hoover.

“When my dad was sick, my sister and I talked about my job as a school librarian and hers as a teacher. She mentioned that she had a good friend ask her to help edit her book. It was a fantasy book. She sent me her copy, which the fourth graders have right now and are reading. Then she sent me a limited edition book that had a number on it. The limited edition books were to choose how got to be a character in a future book,” Debby Moninger states. They facebooked and set up a date for Hoover and the fourth graders to talk.



Very Top: Leighton Bubak, Lydia Connell, Matthew Corbin, Cooper Taylor, and Tatum Cool.

Second Row: Jarret Buchholz, Tayten Eggleston, Cole Gracey, and Logan Coleman.

For over 45 minutes they discussed her current and future books, decided who the fourth graders were because they were dressed up in their favorite book’s characters, and learned a little bit about Hoover’s writing process.

*Sapphire Flute*’s jacket cover summer states: is: It has been 3,000 years since a white mage has been seen upon Rasann. In the midst of a volcanic eruption miles outside of her village, Ember discovers she can see magic and change the appearance of things at will. Against her mother’s wishes, she leaves to the mage trials, only to be kidnapped before arriving. In trying to escape, she discovers she has inherited her father’s secret that places her in direct conflict with her father’s greatest enemy. At the same time, Kayla is given guardianship of the Sapphire Flute and told not to play it. The evil mage C’Tan has been searching for it for decades and the sound alone is enough to call her. For the flute to be truly safe, kayla must find its birthplace in the mountains high above Javak. The girls’ paths are set on a collision course . . . and C’Tan will do whatever it takes to keep them from fulfilling their destiny.

Karen Hoover came up with the characters’ names by looking for a flow. She states “I used to be a musician and a poet so I like the flow of the names and, well, I thought they were just cool. I mean being an author you have the freedom to pick weird names or common ones.” The novel was inspired by a dream about a lady standing out by a pup tent, a two sided triangle tent, when a beautiful light shined. The lady took out the crystal flute and started playing it.



Karen Hoover the author of *Sapphire Flute*.

A white wolf came out and howled, almost singing with her.

Hoover started writing the story years after she had the dream, as it developed in her mind. She kept rewriting the first four chapters because she just wasn't satisfied with it, but when she started to attend writing workshops she finally finished it to perfection, an 18-year process. One of her friends from the retreat was a publisher so she came to Hoover and asked if she would like to publish it.

"It's a fantasy book, but it is also based on reality because when you write, you write yourself or, part of your life, into the story. So I kind of stole a little part of my life and incorporated it into the book," she said with a small chuckle.

When Karen Hoover and Debby Moninger started discussing the meeting, she said that she would have one of the fourth-graders names as a character in the book. They were talking through it and the fourth grade class came up with the idea of incorporating them all into the book. Three students want to be put as the 'bad guys' part and the other six want to be the shape shifting good guys. It's up to Karen Hoover to pick who and where the class will be put. She says they will be written into the third book. So keep your eyes on the books to find out which one of the fourth graders or all of them, are characters in the book.

Cole Gracey was Brian from *Hatchet*, Lydia Connell was Kayla from *Sapphire Flute*, Jarret Buchholz and Logan Coleman were Gregg from *Diary of A Wimpy Kid*, Cooper Taylor is a kid from *Night of Twisters*, Leighton Bubak was Percy Jackson of the *Lightning Thief Series*, Tayten Eggleston was Chad from *Sapphire Flute*, Tatum Cool was Laura from *Little House On The Prairie*, and Matthew Corbin was Jag from *Magic Tree House* series. Mrs. Hoover was very impressed with all of their costumes.



The fourth graders listen vigorously as Karen Hoover speaks of her next book coming.



Tayten Eggleston and Lydia Connell pose as their characters from the *Sapphire Flute* to show Karen Hoover how good their costumes were.



Lydia Connell plays the flute to show her how alike she is to Kayla the main character in *Sapphire Flute*.

# Anything Can Happen In A Book

By: Korrie Miller, Arnold High School Senior

First off the whole school would like to thank Meridian Library System and Sharon L. Osenga for setting up Cowgirl Peg to come and talk to our school. Sharon set up the meeting with Mrs. Moninger to have her come, so thank you so much for the great opportunity our school was allowed to have.

If you haven't heard about Cowgirl Pegg then you'll love what you're about to learn. She grew up in Texas. When she was 5 years old her grandma gave her money to ride on a pony and fell instantly in love with horses. That's when she wanted her own horse. So she became a gowgirl with all her friends. They would ride around town. Still to this day she has horses and loves to ride. She also takes in horses and dogs that need a good home. She is also a dog lover. She has 3 dogs named Muffen, Harley, and Jasmine that has recendly passed..

She is very imaginative so the stories come very easy to her. She's always had a dream to grow up and write stories that have meanings and lessons. About 9 years ago that dream came true. She started off with *Lonesome The Lonely Horse*, which was a true story, and then coninued on since. At the end of *Lonesome The Lonely Horse*, there is a section for the little readers to pick some names for Lonesome since he isn't Lonesome anymore. Some picked; Handsome, Mike, Lucky, and even Loco from the weed he eats in the

book. *Jasmine*

was another true story, but the rest of the books are ficiton. Both of these books tell the students to listen to their mothers and to treat people with kindness.

She gives adive to future writers too. She states, "An author must always check

his or her work. The first copy won't be the final print either. As an author you rewrite your story multiple times until it's perfect."

The teachers stated that the writing emphasis really supported twhat they teached in class for the writing assessments and student treasure books.

She read *Lonesome The Lonely Horse*, *Jasmine*, and *Oaky-Doaky Oakey*. She even had pictures of the real animals to show them. All the animals she had rescued have had a long happy life. Her book that will be released in March is about a large race with all the animals from the other books. It will teach kids how to eat healthy and get excersise.



Cowgirl Peg signs a book for Bryn Schwarz.



Cowgirl Peg showing off Lonesome while telling the story of him to the preschool to third graders.



Debby Moninger and Cowgirl Peg pose for a picture together.

# Elementary on Stage



*Narrator 1 - Jasmine Nelson*

*Narrator 2 - Jennifer Barraza*

*Ernestine - Lydia Connell*

*Ida - Ashton Weinman*

*Elton - Anthony Olson*

*Burt - Logan Coleman*

*Lou the UPS Guy - Jace Connell*

*Witch - Toni Oberg*

*Evil Queen - Sky Linegar*

*Fairy Godmother - Savanah Weinman*

*Big Bad Wolf - Hunter Weinman*

*Luis - Cole Gracey*

*Antonio - Cooper Taylor*

*Paprika - Tatum Cool*

*Rapunzel - Madison Reed*

*Bill - Jarret Buchholz*

*Gloria - Angelina Harter*

*Andrew - Tayten Eggleston*

*King Edwin - Dylan Nelson*

*Queen Edwina - Laykin Wilkins*

*Prince Rupert - Leighton Bubak*

*Princess Iphigenia - Avery Atkins*

By: Cindy Nisolle, Senior

Coming up this spring, Mrs. Crow will present her fifth play: "A Hairy Tale" by Charlie Lovett. She is glad that Mrs. Meyer, third grade's teacher, agreed to be her co-director.

The play will first take place in the gymnasium of Arnold school for a matinee on Thursday, March 31st, 2011 at 2:30 p.m. open to the students and parents who can come. Then, there will be a dinner theater on Saturday, April 1st, 2011 at 6 p.m. followed by the performance at 7 p.m. The dinner is likely to be spaghetti.

"We are hoping that parents will help for the meal," said Mrs. Crow, "We will ask parents of the cast members to bring supplies for the dessert."

The directors have to pay for the costumes and the props that the kids need. Moreover, every year, Mrs. Crow orders t-shirt for the play. So, they will appreciate some help for the costs.

The play features Rapunzel as a character, but that's where the similarity with the original ends. Evil Queens, lowly peasants, bratty royal children, and a mysterious celebrity combine to make this a fairy tale romp. Through "A Hairy Tale," you will learn the meaning of true love, true sacrifice and truly hilarious storytelling.

The cast members are the third graders through the sixth graders. The tryouts were held on January 27th. Each one will have at least 20 lines to memorize, but a maximum of 30 in order that everybody has an equivalent part. They will practice after school twice a week during about two hours.

Mrs. Crow thanks to "the drama class of Mrs. Moninger for helping with the set and props. Many high school students have also offered their help for the make-up."

## Coke Cap Collection



You can help out the school by collecting your Coke Product bottle caps. Coca-cola is refreshing its commitment to supporting education by enabling schools to collect donated points and then redeem them for a variety of school rewards including playground equipment, supplies, classroom materials, and more. You can send your Coke caps (and other coke products) to the school office and they will redeem them. For more information go to <http://www.mycokeRewards.com/schools>. Thank you for your support!



Rachelle uses her mind to help others understand theirs. To do this, she drinks milk to keep her mind sharp!

# How Do You Spell Entrepreneur?



**By: Dayna Larreau, Senior**

The Arnold spelling bee was held on February 2, 2011.

This was the first oral spelling bee. In previous years, only a written test had been given for competition in the Custer Country Spelling Bee. They gave both an oral and written test this year so the contestants could compete at advanced levels.

Dawn Lewis began the spelling bee by handing out the awards and naming each student from grades K-8 who had won. The names included Silas Cool, Colbi Smith, Landyn Cole and Jadeyn Bubak (who tied), Anthony Olson, Lydia Connell, Avery Atkins, Jasmine Nelson, Morgan Eggleston, and Grace Magill.

Lydia Connell, Morgan Eggleston, Blake Schwarz, Logan Coleman, Grace Magill, Jasmine Nelson, Avery Atkins, and Tatum Cool were the written winners from grades 4-8 and will represent

Arnold at the Custer County Spelling Bee in Broken Bow, on February 8th.

In the oral bee, the words were set up to be in random sets of 25, with each new set becoming harder. A few words from the first round included abnormal, yearning, and clench.

The top four written winners from each class were entered into the oral bee.

The contestants included Ashton Weinman, Claire Beshaler, Trevor Halstead, Cole Gracey, Isaak Cole, Dalton Nelson, Alex Sandoval, Blake Schwarz, Savanah Weinman, Morgan Eggleston, Tatum Cool, Haley Reed, Lydia Connell, Cade Connell, Grace Magill, Jasmine Nelson, Madison Reed, Avery Atkins, Sky Linegar, and Logan Coleman.

After eliminating all but two of the contestants, Lydia Connell and Morgan Eggleston, the judges moved to the final rounds. The final round rules said that if one misspelled a word, and then the other misspelled it, then they were both still in. If one contestant spelled a word correctly, and the other misspelled their word, then the first had to spell another word correctly. Both contestants stepped up to the microphone and proceeded to do their best. The entire spelling bee took 38 rounds to complete, and Lydia Connell



won by spelling the word entrepreneur.

Berni Crow served as the pronouncer, and the judges were Margaret Mills, Lynne Ayres, Clint Lewis, and Dawn Lewis.

Later the school found out that Morgan Eggleston made it to the final round in the Custer County Spelling Bee.

## From Blue to Green: St. Patrick's Day

**By: Dayna Larreau, Senior**

Saint Patrick's Day is a holiday on the 17th of March. It is named after Saint Patrick, the most commonly recognized of the patron saints of Ireland. It began as a purely Catholic holiday and became an official feast day in the early 17th century. Throughout the years though, it has started to become more of a secular holiday.

The Irish Society of Boston organized the first recorded Saint Patrick's Day Parade in the world on March 18th, 1737. It was held in the colonies and it involved Irish immigrant workers marching to make a political statement about how they were not happy with their low social status and their inability to obtain jobs in America.

Throughout the years, both the Irish and non-Irish in America started to celebrate the holiday. It is typically one of the busiest days of the year for bars and restaurants, and many people wear green clothing and items. Typically, those who are caught not wearing green will get pinched.

Originally, the color for Saint Patrick's day was blue, but over the years, the popularity of the color green grew. Green ribbons and shamrocks represent it because St. Patrick is said to have used the shamrock to explain the Holy Trinity to the pagan Irish. In the 1798 rebellion, the Irish soldiers wore full green uniforms on March 17th to catch public attention. This



inspired the color green to become the predominant color.

Traditions in the cities for St. Patrick's day include painting the traffic stripe of their parade routes green. Chicago dyes its river green and has done so since 1962. Indianapolis dyes its main canal green, and Savannah dyes its downtown city fountains green. Many other cities also dye their rivers, canals, and fountains green.

### Question:

Can you guess the top 10 cities that have held a St. Patrick's Day parade for the longest amount of years?

Answers: Boston, Massachusetts; New York City, New York; Philadelphia, Pennsylvania; New Jersey; New Orleans, Louisiana; Buffalo, New York; Savannah, Georgia; Chattanooga, Tennessee; Connecticut; Milwaukee, Wisconsin; Pittsburgh, Pennsylvania; New Haven, Connecticut; New Orleans, Louisiana; Buffalo, New York;



Reagan Cool, Raylee Downing, Stella Lewis, Carly Gracey, Faith Bierman, Zane Kreikemeier, Jake Halstead, Devin Peterson, Chester Obeig, Shayla Tickle, Colbi Smith, and Silas Cool show funny faces as they show off their 100 day hats and glasses.

On January 24th the elementary celebrated the 100th day of school! The second graders started off the celebration by drawing pictures to make into a large blanket.

The kindergarten got to make glasses that were in the shape of a 100 and decorate hats showing off their 100 stickers.

The children really had fun when there were given the chance to explode 100 balloons in the gym. Then they got a story read to them by Mrs. Gracey. By the end of the day the children had mixed their 100 snack packs together, taken recess, and danced upon the desks for 100 seconds. It was fun for the kids to be able to do things they normally wouldn't do.



Above: Shayla Gothard, Colby Smith, dance with the rest of the kindergarten while they had 100 seconds of dancing on their desks. Right: The Second Grade School bus they drew about their 100 favorite things.



Top: Raylee Downing jumps as she goes to stomp on the balloon so she could pop it.

Top Middle: Jace Connel tries hard to pop the balloon with his hands when the kids were given the time to pop 100 balloons.

# Spaghetti For Snack is Healthy!

By: Cindy Nisolle, Senior

“Every food can be a snack,” said Jessye Goertz, a nutritionist from the extension office at Broken Bow for the University of Nebraska. She came to Arnold on February 9th, 2011 to teach the fifth and sixth graders how to eat healthier snacks.

“We usually eat cereals, cookies, candy bars, and junk foods for snack because we don’t think of other things,” explained Mrs. Goertz. But people don’t need this kind of food for snack and especially kids because they get all the sugar and the fat they need in their traditional meals during the day. That’s why, “when you are starving after school, you need to choose a healthy snack,” said Mrs. Goertz.

To have a healthier snack, you need to check the nutrients. For example, spaghetti has more nutrients than cookies. That’s why it is considered as a good snack. Corn is also a good snack, but we don’t think of it.

Plain yogurts are better than yogurts with flavor because there is not added sugar. Also for the cereals as oatmeal, they are better than cereals with marshmallows and the added sugar. It is the same with chocolate milk. Even if the chocolate

has calories in it, there are still nutrients.

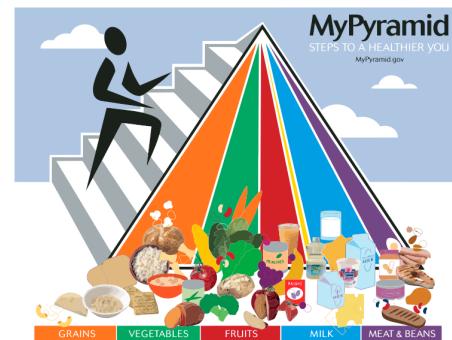
A pizza is in the low level of the nutritional pyramid but even if it contains a lot of calories. It is healthier than a candy bar because it contains more nutrients and no added sugar.

Eggs in the morning are good for you and they will keep you away from hunger until lunch and they will bring you as many proteins as the meat does.

However, be careful, yogurts, fruits, cereals and all the food rich in nutrients are healthier ONLY if you do not add sugar or cream on them because if you do, the food goes higher in the pyramid.

At the end of the presentation, the kids got a “healthy snack” from Mrs. Goertz: an orange juice all natural and with 100% of juice and a chewy chocolate granola bar. The kids enjoyed this snack and ate healthy because of the nutrients in the natural juice and in the grains.

Mrs. Goertz will come back in Arnold two more times during the month of February. She will then teach the kids how to compare the labels of the different food of the groceries store and the last time, how to choose healthier beverages.



## Did you know?

Why has the nutritional pyramid this shape?

Because in a pyramid, the vertical stripes are not the same on the top than on the bottom. Everything on the top of the pyramid should be eaten the less and the food on the bottom should be part of our daily meals.

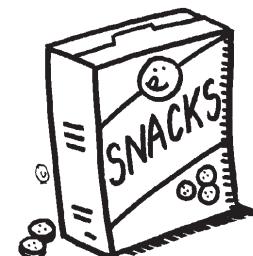
## Advice for kids between 6 and

12

- Eat a variety of foods
- Choose several colorful fruits and vegetables each day
- Make at least one of your daily vegetable choices green or orange.
- Choose whole fruit instead of fruit juice
- Make water your beverage of choice
- Be physically active for 60 minutes most days

From left to right:

Mr. Lewis, Sky Linegar, Savanah Weinman, Jasmine Nelson, Jennifer Barraza, Cade Connell, Catie Davis, Blake Schwaz, Madison Reed, Jessye Goertz, Avery Atkins, and Jarod Nelson.





## Jr. High Basketball Coaches Pleased With Season

By: Dayna Larreau, Senior

### Girls Go 6-1

The South Loup Bobcat girls' junior high basketball team ended their season in an exciting game against Brady on February 12th in the SMC tournament. Both teams went into the game undefeated.

"Brady came out, and we were a little intimidated with the height that they had," said Clay Mohr, who coached the team with Jarod Rush. "We were down as much as eight points in the first quarter, and ended up being 10-4 at the end of the first quarter. In the last three quarters we actually outscored them, but still fell one point short from tying the game up. We were really pleased. They were also undefeated, and our girls played extremely well, and put us in the chance that we could have won the game at the end."

Coach Mohr said that South Loup had three seventh graders that made the A team. Haley Reed played a lot at the varsity level. Even though she didn't start, she was a big contributor, especially at Stapleton. Emma Badgley, who had never played basketball before, really came a long way and did good things. Sadie

Christensen made varsity midway through the season.

"All three of those girls gave us a pretty good base to start things off for next year," said Coach Mohr. "We're really pleased with the way that the B team girls improved throughout the season, also."

Eight grader, Rachael Smith, who played the A team, said, "I thought the season went great. Besides our one loss against Brady, we were undefeated, and that was my, and probably the whole team's, goal for this season."

Playing for the A team were: Shayla Dockweiler, Sadie Christensen, Haley Reed, Emma Badgley, Kelsey Hidle, Jordan Rush, Tiffany Potter, Keeley Witthuhn, Erin Johnson, Stephanie Ellison, Bailey Mach, Rebecca Still, Claire Beshaler, and Rachael Smith. Playing for the B team were: Emily Kimball, Hallie Conroy, Jamie Patterson, Bobbi Jo Barnes, Morgan Eggleston, Jaden Lutz, Grace Magill, Klarissa Randall, Corrin Murphy, Alexandra Sandoval, and Brooke Blowers.

### Boys Go 3-4

The South Loup junior high boys' basketball team concluded their season with a win against Wallace in the SMC

tournament on February 12th. The boys' A team ended their season with a 3-4 record, and the B team ended their season with a 1-4 record.

"This year's basketball season was a trying one, due to the fact that we had a hard time getting together to practice," said Jeff Cole, who coaches the junior boys with Mike Weverka. "With only seven practices together as one unit, I thought that the boys played extremely well. The boys gave us everything they had and concluded the year with a third place finish in the SMC tournament."

Playing for the A team were: Conner Sullivan, Clayton G'Schwind, Trevor Halstead, Chase Forrester, Brandon Moninger, Isaak Cole, Leighton Dockweiler, and Sully Lewis. Playing for the B team were Dalton Warren, Tristan Harris, Dakota Seng, Ty Rieker, Jacob Mason, Lafeyette Loper, Cody Berndt, Lanny Smith, Noah Edgington, and Hunter Wilkins.

"I want to thank the boys for their effort they displayed throughout the season, and I look forward to working with those who choose to play high school basketball," said Coach Cole. "GO BOBCATS!"

### Girls Junior High Basketball Record

Game	Win/Loss
South Loup vs. Sandhills Thedford	W
South Loup vs. Anslemo-Merna	W
South Loup vs. Ansley	W
South Loup vs. SMC	W
South Loup vs. Maxwell	W

#### SMC Tournament

South Loup vs. SMC	W
South Loup vs. Brady	L

### Boys Junior High Basketball Record

Game	Win/Loss
South Loup vs. Sandhills Thedford	L
South Loup vs. Anslemo-Merna	L
South Loup vs. Ansley	W
South Loup vs. SMC	L
South Loup vs. Maxwell	W

#### SMC Tournament

South Loup vs. SMC	L
South Loup vs. Wallace	W

# D.A.R.E

Every year a DARE officer comes in once a week to teach the 5th and 6th graders about drugs, nicotine, and alcohol. This year the Custer County Sheriff, Dan Osmond, comes in on Wednesdays.

"It's difficult to be the Sheriff and the DARE officer because being the Sheriff you have a lot more responsibilities, so you have to find time for both of them. DARE is very important to help kids understand how bad drugs really are," he states.

For three years, he has been teaching DARE. He had to go through two weeks of DARE officer Training (DOT) to become a teacher. It consists of long hard working days, every day.

His favorite part of teaching Arnold and Callaway kids is the interaction with the kids. He likes getting to know their personalitys and knowing he makes an impact on someone's life to choose the right way.

His funniest situation while being a DARE teacher is when he pulled over one of his student's mother's She called him 'Mr. Spectacular' based upon what the student was calling him. It was ironic to him because he never expected to have someone respond to him like that for being a student's mom.

Did you know he brought in a very sealed bag of Majuana to show the kids how disgusting it looked and smelled? Every student said it smelled disgusting and they would never want to put something that gross in their bodies. He's doing a great job!



## From Your Counselor - Ms. Ayres

Seniors have all chosen their colleges, made their college visits, applied, been accepted and are excitedly writing scholarship essays to help pay for this new endeavor of post secondary education. Scholarships are listed on my website if you need reminders of due dates check on Power School to see what I expect to see.

Hopefully, seniors have already or are nearly ready to submit FAFSA forms (Fee Application for Federal Student Aid) After you file your forms here's what will happen next:

Expect your SAR and Award Notification - You will receive a Student Aid Report (SAR) after you submit the FAFSA. This acknowledges that your form was processed and can be used to make corrections to your FAFSA. You'll need the PIN you used to file the FAFSA to make corrections online.

The colleges you listed on the FAFSA will send you a financial aid award notification (by mail or email ) detailing the assistance they're offering. They may offer a combination of scholarships, grants, work-study and student loans.

Compare award notifications from the colleges. Calculate your out-of-pocket expenses for each school to get the whole financial picture. Use the Award Letter Comparison Calculator at EducationQuest.org to determine which school offers the best financial aid package. Respond to each notification keeping in mind that most students accept all award packages until they make their final college selection.

KEEP THOSE SCHOLARSHIP COMMITTEES BUSY READING APPLICATIONS!!!!!!!

# Bungee Eggs !

By: Cindy Nisolle, Senior

Gravity, force, acceleration, and elasticity are Newton's laws that can be studied with a bungee cord and an egg. This is what Mr. Swingle and his physical science class of freshmen, including Leah Smith, Eamon Schwarz, Wyat Eggleston, and Michael Larreau, tried to demonstrate on February 8th, 2011.

Each threw an egg tied to a bungee cord from a beam of the school's gym into a pool filled with 6 inches of water.

Their assignment was to calculate the length of the cord in order that the egg will touch the water without touching the bottom of the pool or it will break. To calculate it right, they had to take in account the cord's elasticity, the egg's weight, the beam's height, and the water's stretching in contact with the egg. So, all of them had different answers.

Each one had one attempt, except if the egg didn't touch the water the first time "because when you do bungee jumping from a bridge, you want your first attempt to be right," said Mr. Swingle.

It was Mr. Swingle who threw the eggs from the top of the scaffolding because some students get nervous so high. The students sent the eggs to the top with a little bucket tied to a string to lift them.

Alex Streit, second grader, watched the experience and enjoyed doing the countdown before Mr. Swingle dropped each egg.

Leah was the first to test her experiment. She had a cord of 312.5 cm (centimeters are required for scientific measures). Her drop was successful even if she "did zero math to get it. It was a random guess," she admitted.

Then, Michael sent his egg with a length's cord of 320 cm. The egg didn't touch the water. So, he tried again with 325 cm and it was a success.

Wyatt came next with 342 cm of cord but the egg hit the bottom of the pool and cracked. He said, "the reason that my egg got a concussion is because when I changed my measurements from centimeters to

inches, I messed up on my division. This caused my string to be longer than it should have been, and my egg to hit the bottom of the pool a little too hard. My egg did not break completely; it only received a fractured skull and concussion. It was then rushed to the hospital and put into intensive care."

In the end, Eamon tried with a cord of 310 cm but it did not come close from the water. So, he added five cm but it was still not enough. With 325 cm, the egg finally touched the water, but not the bottom and so, it didn't not break.

Mr. Swingle was pleased of his students because only one out of four eggs broke.



Michael Larreau is showing Mr. Egg.



Wyatt Eggleston is helping Leah Smith to tape the cord to her egg.



Eamon Schwarz is putting his egg in the bucket.



Mr. Swingle is lifting an egg with the bucket.



Leah Smith's egg hitting the water in the pool.





# Time For Carnival in Belgium!



By: Cindy Nisolle, Senior

Carnival is a festive season that occurs immediately before Lent. It is the kind of feast widespread in Europe and in South America. More specially, in Belgium, it takes a big place in the national folklore. Events related to the carnival begin up

to seven weeks prior to the primary celebrations. Street performances and public displays traditionally occur on the Sundays approaching Ash Wednesday, consisting of musical acts, dancing, and marching. Giant puppets and various other groups also take part in the parades and festivities.

The carnival of Binche, a Belgian town located in the southwest part of the country, is the most known of several others that take place in



Belgium at the same time and has been proclaimed as a Masterpiece of the Oral and Intangible Heritage of Humanity listed by UNESCO (United Nations Educational, Scientific and Cultural Organization). Its history dates back

to approximately the 14th century.

The biggest feature of this carnival's proceedings is boys and men known as "Gilles." Those are men wearing outfits of linen suits with red, yellow and black designs (the colors of the Belgian flag), trimmed with large white lace cuffs and collars. The suit is stuffed with straw, giving the Gilles a hunched back. They

also wear wooden clogs and have bells attached to their belts. They carry "ramons," tied bunches of twigs, and baskets in which to carry the oranges. Their sticks are said to ward off evil spirits. There are around 1000 Gilles in Binche, all male, some as young as 3 years old.

On Mardi Gras, peak of the carnival, the Gilles start to go to each other at four in the morning to gather. When they are all together, they walk to their room to eat breakfast that includes oysters and drinks as a tradition. In the late morning, the Gilles go to the town square to do their early "rondeau" (they form a circle and dance) with their wax mask that symbolizes equality for everybody. After some dance in the street, the Gilles go back to their house to eat a substantial dinner and to have some rest before the biggest part of the day.

A Gilles never walks alone. He is always with a drummer to announce him in the streets.

Around 3 and 4PM, people mainly from the town, but also from everywhere in or outside of the country start to gather at the town square. During the procession, some Gilles remove their mask and wear large, white, ostrich feathered hats and throw oranges with red pulp to the crowd. Groups of people keep walking around until about 9 p.m. Everybody gathers then at the town square for the final rondeau. The Gilles start to hit the ground with their hooves

accompanied by the drummers to knock out the evil spirits. Finally, there is the so-called "Brûlage des Bosses" (burning of the humps), where a puppet dressed as a Gilles is burnt to

symbolize the end of carnival and beginning of a new life. Then, everybody leaves to be home before Ash Wednesday.





# When NEW technologies invade Arnold Schools

By: Cindy Nisolle, Senior

At the beginning of January 2011, Ms. Graney, the Spanish teacher via distance education to Arnold, Hershey, Brady, and McPherson County, ordered the new Bamboo drawing tablets for her students. She wrote a grant to the John Russell Applegate Foundation which is administered by the Mid-Nebraska Community Foundation.

The Bamboo tablets are little black tactile rectangles on which students draw with a pen and the drawing appears immediately on the computer screen. The program used with it is called Animation-ish. It allows students to create a sequence of drawings and to make them move as an animated short film. Ms. Graney would like for her students to use the Bamboo tablets to create a tutorial for younger Spanish students.

To learn how to use this new program, the Spanish students

of Arnold: Rachelle Preston, Kali Blevins, Brandon Peterson and Cindy Nisolle, went on Wednesday, January 26th, 2011 to the Educational Service Unit 16 in North Platte. There, they met all Ms. Graney's Spanish III students and spent the day to get used to the new software.

They took advantage of that day to bring home-made food from South America: non-alcoholic sangria from Spain, fried bananas from Peru, kiwi cobbler from Chile, flan from Colombia, churros from Argentina and bunuelos from Peru.

About that day spent with her students, Ms. Graney said that "it was fantastic! It was fun to have all my Spanish 3 students "together" in one room where they could fi-

nally meet each other in person. The training on the Bamboo pads went exceptionally well. All the students were excited to learn how to use the new technology and it was personally gratifying to give them that opportunity."

Students told that it was an efficient and interesting day. They are really excited to use those Bamboo tablets for their last quarter project!



*Kali Blevins and Brandon drawing with their new Baboo Tablet.*

## FOR SALE

The Arnold Public School has for sale, by sealed bid, a **Yanmar 155D compact tractor with blade and mower**. The tractor, blade and mower, is being sold as a unit with no warranties expressed or implied. The tractor can be seen behind the metal building by the track. If you have any questions, contact Superintendent Pat Osmod. Sealed bids will be accepted until 3:30 PM on Monday, March 7. Mailed bids should be sent to the following address:

**Karen Jacobsen  
Arnold Public School  
P.O. Box 399  
Arnold, NE 69120**

## From the Nurse's Desk Chicken Pox Shots Needed

Beginning July 1st, 2011 and thereafter, ALL students enrolled in school in the state of Nebraska will need 2 DOSES of VARICELA VACCINE (Chicken pox) if they have not previously had the chicken pox disease. This second vaccine is needed BEFORE your child(ren) begin(s) the 2011-2012 school year. Please call your child's physician to arrange for the second varicella vaccine, as documentation is needed BEFORE the first day of school in August 2011. Please return the proof/documentation that your child has the second vaccine (or has had the chicken pox disease) to the school nurse as soon as it is completed.

# Seniors 2011

## Eugene Walker



Parents: **Ben and Sue Walker**

What are your future plans? **Attend Mid-Plains Community College for Autobody.**

What is your favorite memory from school? **Having the Halloween party and the Christmas party out in the Sped Room.**

If there were no restrictions on money, what would you do after high school? **I would start a tractor pulling team, called Walker Racing.**

Parents: **Dru and Jack Magill**

What are your future plans? **I'm planning on going to UNL to work towards making it into medical school so I can eventually become a Physician's Assistant.**

What is your favorite memory from school? **My favorite memory includes pretty much any time during my junior year when I was in Team Physics. Some specific times would probably include 'defying' physics during a glass bottle lab, making pancakes, and invading Mrs. Ayres room to steal coffee.**

If there were no restrictions on money, what would you do after high school? **If I had enough money I would go to college in Denver or Boston, which would be awesome because I could go to school without having anxiety about money and loans. Also, every summer break I would go to a foreign country.**



## Sarah Magill

# Seniors 2011



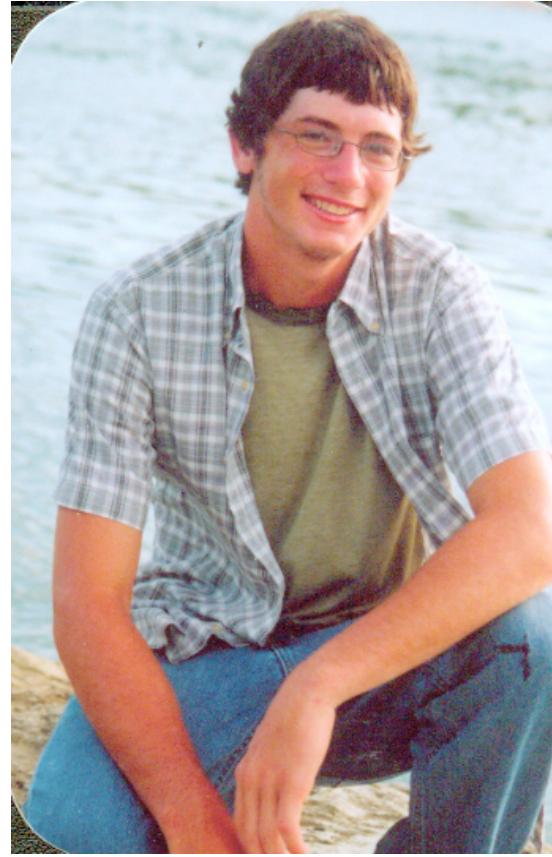
## Shawn David Bellew II

Parent: **Shawn Bellew**

What are your future plans? **At this time, I am trying to stay in Arnold, working with Voc Rehab, to try to get the skills to do a job and be employed, hopefully in Arnold.**

What is your favorite memory from school? **I like to play basketball during lunch hour with Eugene and Terry, and the other high school boys. I also liked doing the Christmas and Halloween parties.**

If there were no restrictions on money, what would you do after high school? **I would do bike races, like the Tour de France, or BRAN. I would go see my uncle in California.**



## Brent Urbanovsky

Parents: **Stan and Cindy Urbanovsky**

What are your future plans? **I am planning on going into building construction.**

What is your favorite memory from school? **It is hard to choose, but I think it was when we went on the Outdoor Education Trip.**

If there were no restrictions on money, what would you do after high school? **I would go to college for a few years and then I would start my own construction business.**

# From the Principal's Desk

As I write this article, Spring is in the air, both inside and outside school. I am happy with it outside; inside it becomes a problem. Some students fall behind in school this time of year, and I want to enlist your help in keeping them focused at home. Ask your children about homework every night, and check their grades on a regular basis. I was very pleased with our turnout at Parent/Teacher conferences, so I know you care!

Recently we have had some violations of the school dress code and behavior policies in the handbook. Please review this section of the handbook with your children. Remind them that indecent items of clothing and jewelry are not appropriate for school. Anything that has a reference to drugs, alcohol, or sexuality is prohibited. Your child will be asked to change clothing if necessary, or remove offensive items if found in violation. It bothers me when highly respected organizations market tasteless items to teenagers to raise funds for causes that I believe in, but it does happen. Please be aware of what your teenagers are wearing to school, and support us in our efforts to produce cultured and educated young people.

Congratulations to Coach Coleman, Coach Johnson, and Coach Atkins on a successful Wrestling season. Five boys qualified to



wrestle in the State Tournament in Omaha. Also, to Coach Cole and Coach Weverka (Boys Basketball) and Coach Hinman and Coach Croghan (Girls Basketball) for showing great heart, determination, and sportsmanship all season long.

We are proud of our student athletes, and the way they conduct themselves on and off the court.

The Spelling Bee team was a great source of pride in our elementary recently. Our first Oral Bee was a real crowd pleaser, going 38 rounds! The team of eight that represented APS at the county bee consisted of: Lydia Connell, Tatum Cool, Logan

Coleman, Avery Atkins, Blake Schwarz, Jasmine Nelson, Morgan Eggleston, and Grace Magill. Morgan advanced to the final round at the county level before elimination.

The elementary play is in the works! Thank you parents for sacrificing time with your children after school to see that this is successful. The play will be presented for the community on April 1 at 6:00 pm, and there will be a school matinee on March 31 at 2:30. The elementary children are also preparing their books for publication, so be watching for those. They were inspired greatly by their visit with author "Cowgirl Peg" Peggy Sundberg. Thank you to Mrs. Moninger for organizing the visit.

Enjoy your Spring Break coming up on March 10-11!

## Daily Announcements

The Daily Announcements are posted on the main page of school web site by Mrs. Lewis. They show the school lunch menu for that day and the next. The updated times and locations of upcoming events also appear, along with any other pertinent announcements for students and parents.

The school web site can be found at: <http://blog.arnold.k12.ne.us/> To suggest items for the announcements please send an email to [dawnlewis@esu10.org](mailto:dawnlewis@esu10.org)

## Weather Closings

School weather cancellation information will be available on the following stations: Television-KHAS, KOLN/KGIN, NTV and Radio-KX104, KRVN, KODY, KCNI-KBBN. The closing information will also be posted on the Announcement page of the school website, <http://blog.arnold.k12.ne.us/>. Please refer to these sources when inclement weather is upon us. When possible, the decision made to cancel school will be made by 6:00 am.

## Calendar

Attention! The school calendar is now online and updated regularly by both activity directors (Mr. Rush and Mr. Cole), as well as Mrs. Lewis. By visiting [highschoolsports.net](http://highschoolsports.net) and entering "Arnold" and "69120" in the search bar, you will be linked to an updated calendar of all school events.

You can also go to the school web site <http://blog.arnold.k12.ne.us> and click the Calendar Link. Announcements are posted daily by Mrs. Lewis.

# Wait... what time is it?

Four months. Wait.. 4 months? That's 16 more weeks? 112 days? 2688 hours? Oh dear lord. Where has the time gone? That's the question. It seems like just yesterday I was walking into the gym with Mr. Harvey speaking about what we, the freshman, were going to be doing throughout the year. I remember that I couldn't wait to get the four years over with. But now I'm here. On my last semester of high school.

To tell the truth, I'm scared. I can't wait to go to college and experience something new, but I'm afraid still. I'm mostly afraid of failing if something were to happen. For example if I'm sick in high school they give me two days to get it turned in, but in college it has to be turned in on time or you get a zero.

I'm excited to get into college though. To study what I love and to live with my sister. I think it's going to be a lot of fun. Hanging out with my sis all day, working hopefully at an art store, and going to college to play with little kids! How great is that?

But then there's the graduation part.. I started planning my graduation party in August, only because my parents wanted to get it started and finished fast. I thought I had so long to plan it, but now I have nothing planned besides the theme and it's coming up soon.

Not to mention that I might combine my after party with Cindy Nisolle if she chooses to. So that means combining two themes, two families, and two cakes. I have so much to do in the next four months.

Nonetheless I'm super excited for the 14th of May. It's going to be pretty amazing. The past four years were pretty good to me. I found who I am, where I should go, and what I should look for. That's the most important thing in your life to find and I was fortunate to find it early in life.

Now all I have to do is actually plan my grad party... Phhhuuueewww I've got a lot to do.

**Through My Eyes**  
By: Korrie Miller, Senior



## Art Club Staff

President:  
Korrie Miller,  
Senior



Vice-President:  
Haley Jacobson,  
Junior



Secretary:  
Dayna Larruea,  
Senior

On the 7th of January the Art Club choose three new staff members to carry out the year until August. The President and Secretary will serve only until August when the new school year will start. The Vice-President will gain the title of President on the first day of school and will hold a meeting for the next Vice-President and Secretary.

So far they have been planning to carry out some activities for the upcoming month. There is a possibility that a mural within the school's walls will be painted, custom made buttons for anything you would like, community service with the whole high school, and the art car in the Forth of July parade.

Those are few of many idea's that will bounce from member to member. As the staff would like to raise quite a large amount of money for art supplies for the upcoming years. It would not only help get the school better supplies for art, but it will help inspire other students to stand up for their own dreams.

# LVC ART SHOW

By: Korrie Miller, Senior



The metal panels that Mrs. Mohr got from the grant.

On February 4th Arnold hosted the LVC Art Show. Members of the Art Club were hostesses. Sarah Magill, Dayna Larruea, Haley Jacobson, Cindy Nisolle, and Korrie Miller helped set up, organize and hang up the art work.

“I was amazed by all the things that the students have made. It was a lot of work, especially for the pottery and ceramics,” stated Cindy Nisolle, senior

The judges from UNK came, the Art Club students followed them from picture to picture in each category until they decided which they thought would best suit as the winner. For four and a half hours they got the opportunity to hear the opinions of art professors and one graduate student.

The Arnold art students won ribbons. From Junior High: Claire Beshaler got first in the special project and an honorable mention in her pastel painting, and Grace Magill got third in the special projects and an honorable mention on her 3D project.

In High School: Casandra King got first on her pencil drawing and third on her special project: and Korrie Miller got second on her pencil drawing and third on her pen and ink drawing.

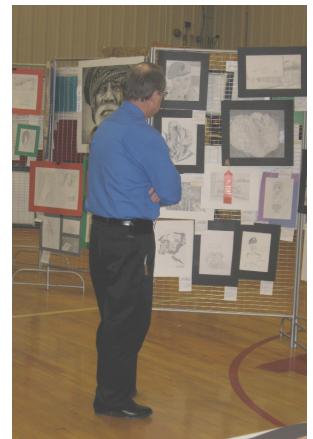
Also Trevor Halstead entered a special project, Brokke Blowers put in a Photography, Cindy Nisolle put in a Photography, and Mariah Strasburg put in two Photographys. Congratulations everyone!

This year Mrs. Mohr made it special by writing Custer County Foundation a grant for 36 display panels.

The panels are available for use for any community in Custer County or LVC schools.



Judges talking to the kids about their opinions.



Mr. Osmond studying the pieces of art.



Cassandra King and Korrie Miller excited about their winnings.



# WeAreWhoWeAre



Everyone tells me that I will miss high school when I'm done with it. That high school is supposed to be some of the best days of my life. But I do have to say that if these are the best days of my life, then I don't have anything to look forward to. I don't think that I will miss high school to be honest.

I don't want to say that high school was my worst experience, but I refuse to believe that it is my best experience. I guess that the only thing that I can say that I will miss is not being able to just go home and talk to my mom whenever I feel like I'm going to pop. She always has something to say that makes me feel a little bit better, and even though she can tell me this over the phone, she won't be able to hug me after we're done talking.

She won't be able to surprise me with a bag of the Christmas Hershey kisses, she'll have to mail them to me. When I get sick, I'll have to call her to ask her what I should do to feel better, where as when I'm here, she'll bring me a glass of water and tell me to go lay down.

I think that what I'll probably have the most problems with is actually making phone calls to people that I don't necessarily know. Something that most people don't know about me is I am actually very shy. I can't call in to order food for supper. It's a miracle that I can even call my friends to ask them what the plan is for the night. But even though she might roll her eyes and ask me what I will do without her

next year, my mom will still pick up the phone and order the food, or call the doctor or whatever I can't do. I'll miss that.

With every good, there is bad. It's inevitable. Everything has its good and its bad. High school is not left out of that. There is so much from high school that I won't miss.

"Did you hear that that one kid got sucked up by aliens, and last week he kissed that one girl, and now he's in the hospital because he had infection in his leg and stuff?" Really?

I won't miss rumors. But I will miss laughing with my friends because of those ridiculous rumors.

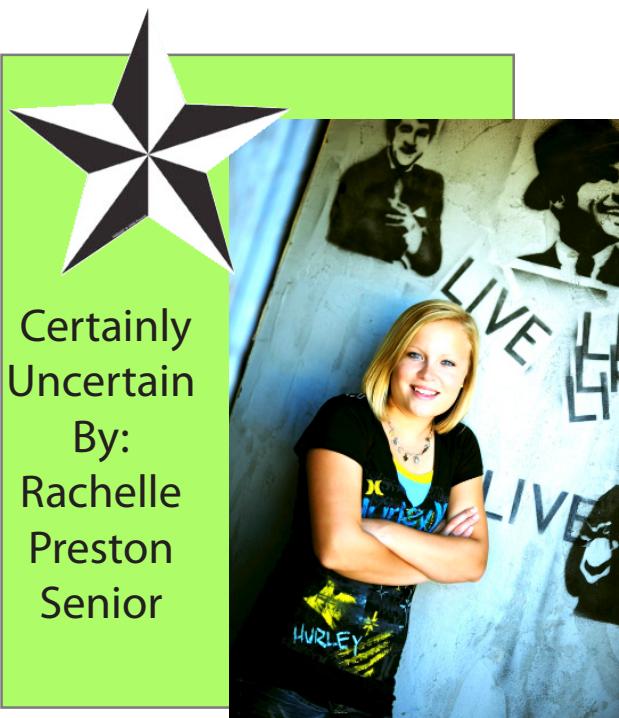
I'll miss driving around with my friends and not really worrying about anything except which road we should cruise on. When you've been friends with those people for your entire school career, there isn't much that you don't know about each other.

I won't miss when we stop somewhere, and we hear whispers of people around saying "those are the girls that..."

I'll miss the people who come up to me and say that they liked the article I wrote in the paper. Or the ones who come up to just chat with me. I'll miss them.

I'll miss my family. I'll miss going into Mrs. Badgley's room and talking and getting feedback because she understands me. I'll miss driving around and being free. But how much of it will I actually miss?

In all reality though, I embrace the bad with the good. Everyone needs the bad in life, because the bad is what really makes us appreciate the good.



Certainly  
Uncertain  
By:  
Rachelle  
Preston  
Senior

I won't miss the rumors that go around, faster than the flu. You know how it is. When you come to school and someone comes up to you and says "is this true?" And in high school there is a 30% accuracy rate when it comes to rumor. Thirty percent of the rumor may be somewhat correct, and the rest is completely false and may make your jaw drop that anyone in their right mind would believe that.

# Seventy or Sixteen?



By: Rachelle Preston, Senior

Teens. Many of you have just gotten your license to drive. Many of you are getting ready to graduate high school. Some are already going off to college. So here is the ultimate question: why risk your life, your graduation, your college experience, and the rest of your life for that **text message**?

There are three types of distraction: visual, manual, and cognitive. When using a **cell phone** while driving, drivers are distracted on all three levels. A driver is visually distracted by taking their eyes off the road. The driver is manually distracted by taking their hands off the wheel. The driver is also cognitively distracted by taking their minds off what they are doing.

Now, statistics say it all. Teens are accused of **texting** and driving because it has been shown to be true. Teens say that **texting** is the number one distraction while on the road, and to prove that, 21% of all fatal crashes involving 16 to 19-year-old's are due to **cell phone** usage. That percentage is also expected to rise every year by 4%.

Adding to that, it is questionable as to why teens would want to **text** and drive. It is said that a young driver's reaction time may be slowed to that of a 70-year-old's, while using a **cell phone**. While in youth, why would teens want to spend any percentage of their time in the same mental state as a 70-year-old?

The percentage of teen drinking is slowly declining, but

this has no effect if teens are **texting** while driving. **Texting** while driving, at any age, makes a driver six times more vulnerable to have an accident than driving while under the influence. The University of Utah found that it makes any driver's reaction time just as slow as if they have a blood alcohol level of .08 percent.

Teens. Many of you have just gotten your license to drive. Many of you are getting ready to graduate or go to college. Why risk your life for that **text message**? Is it really worth your life? Your best friend, sitting in the seat next to you, is it worth their life? For more facts on **texting** and driving go to [www.Keepthedrive.com](http://www.Keepthedrive.com). Be a real hero. Keep your hands on the wheel, and your eyes on the road.



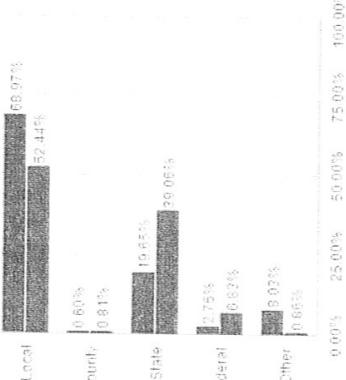
Arnold Schools Annual Report

Each year schools are required to provide a report to the public on the state of the school. This report is information that is provided to the state. The charts will compare this district to the state average or national average where appropriate. State Standards Information is reported only when students are in the 4<sup>th</sup> or 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades. If a standard was assessed at levels other than those given above, it will not be reported this year.

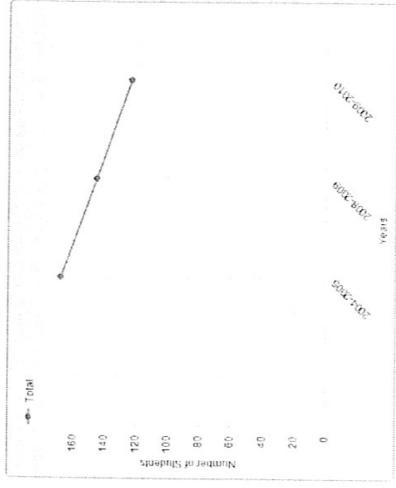
Information is based upon 2009-2010 school year information.

Improvement Goals provided by the school district:

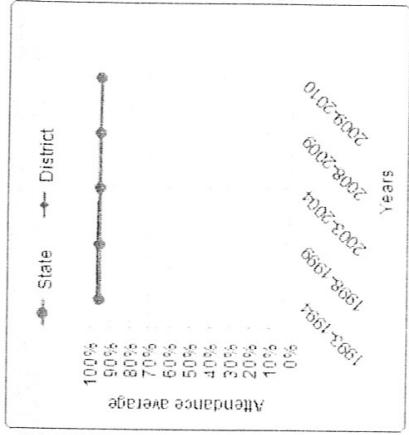
- All students will improve their ability to read and understand reading related concepts.
- All students will improve their understanding and use of technology through integration of technology into the curriculum.
- All students will improve their understanding and usage of mathematical concepts.
- All students will increase communication between community and school, elementary, high school administration, and faculty in order to optimize student-learning opportunities.



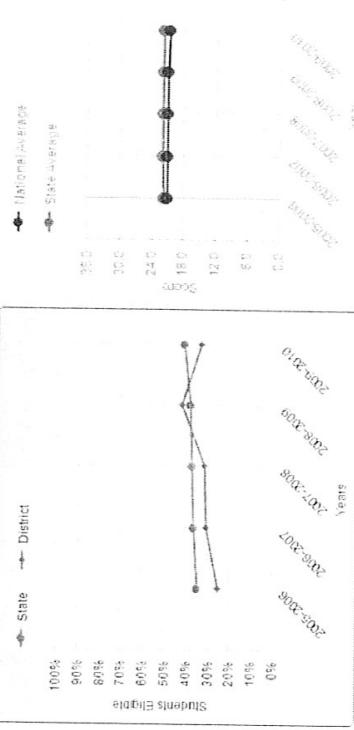
## Receipts



Eligible for  
Free/Reduced Meals

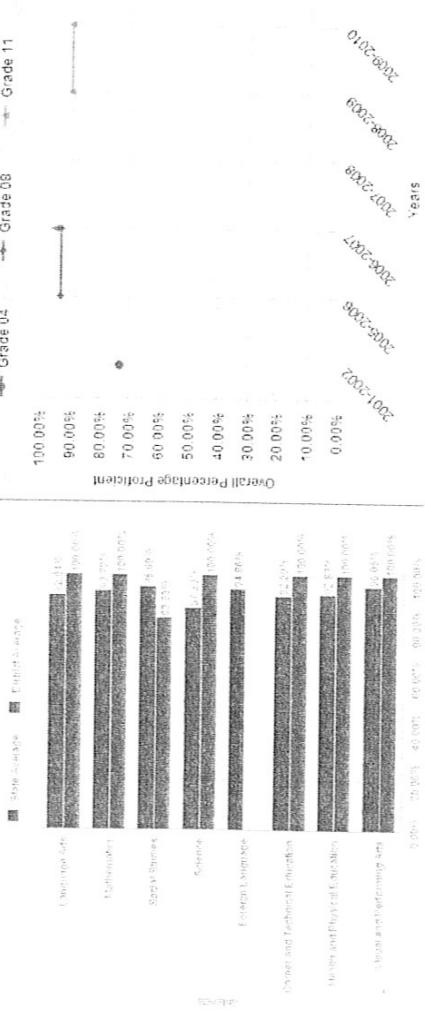


## ACT Scores



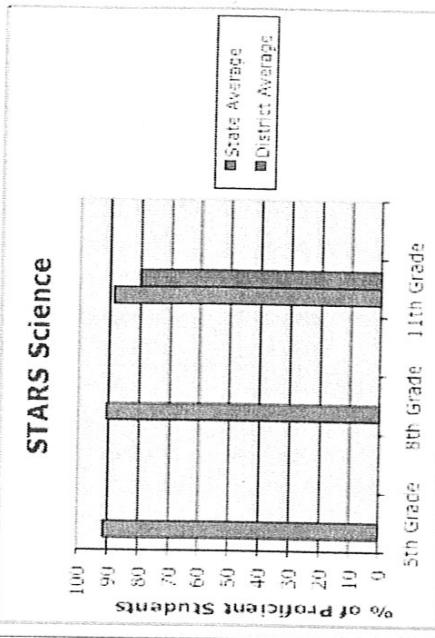
## Highly Qualified Teaching Staff

## NeSA-W Nebraska State Assessment for Writing



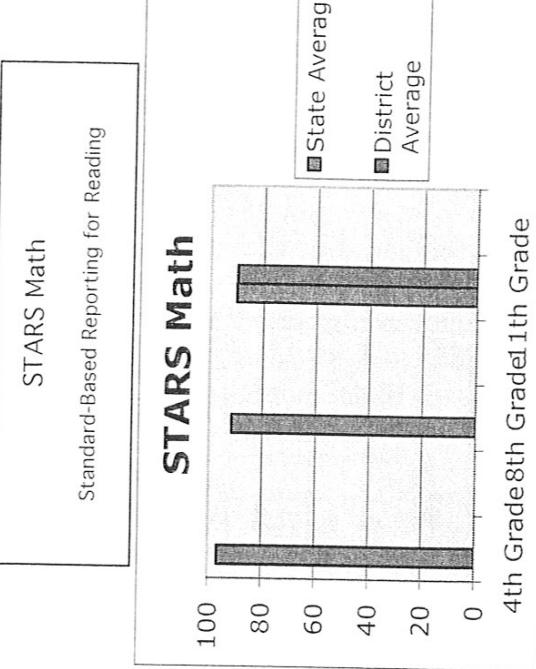
## STARS Science

### Standard-Based Reporting for Science



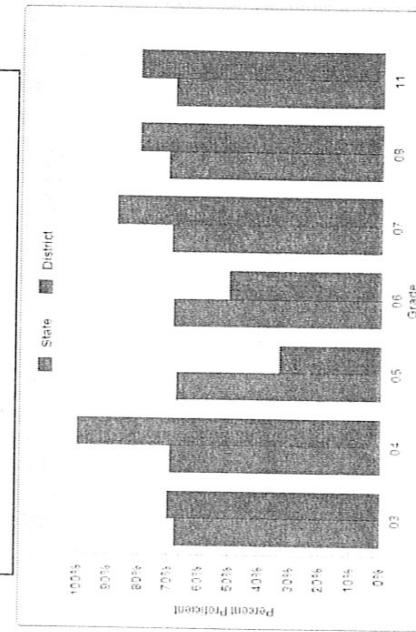
## STARS Science

### Standard-Based Reporting for Science



## STARS Math

### Standard-Based Reporting for Reading



## NeSA-R

### Nebraska State Assessment for Reading

# Early Development Network: Babies Can't Wait!

## Do you have concerns about your child's development?

Most parents wonder at times if their child is growing and developing like other children the same age. Since each child develops differently, this is not a question with an easy answer. Below is a chart that gives general guidelines for child development from birth to age 3.

All children develop at different rates. Listed below are some guides to see how your child is developing:

### 0-1 Years

- ✓ Holds head up by four months
- ✓ Picks up objects by six months
- ✓ Responds to sounds by six months
- ✓ Makes some of the sounds made by others by nine months
- ✓ Uses furniture to pull self to standing position by 12 months.

### 1-2 Years

- ✓ Holds out arms & legs while being dressed by 18 months
- ✓ Points to objects he/she wants by 18 months
- ✓ Walks without help by 18 months
- ✓ Says two words by 18 months
- ✓ Drinks from a cup by two years
- ✓ Shows one body part (eyes, nose) when asked by two years

### 2-3 Years

- ✓ Speaks in 2-3 word sentences by three years
- ✓ Walks up and down stairs without help by three years
- ✓ Plays with an adult by three years
- ✓ Undresses self by three years
- ✓ Asks some questions by three years
- ✓ Speaks so non-family members understand most words by three years

If your child's growth or learning is slower than that of other children the same age, it is best to check it out as soon as possible. The same is true if your child has a health condition that could be long lasting. Some children need extra community services and support to live healthy and successful lives.

## How can the Early Development Network help?

- ❖ provides services and supports based on the needs of children birth to age 3 and with the belief that parents know what is best for their families
- ❖ services provided may include special instruction, speech/language therapy, physical therapy (gross motor skills), occupational therapy (fine motor skills), psychological services, assistive technology devices, transportation, hearing and vision services.
- ❖ helps families to understand their child's disability and provides assistance in dealing with situations that interfere with the child's development
- ❖ connects families with other families who have had similar experiences

\*The Early Development Network is a collaborative effort shared by co-lead agencies:

Nebraska Department of Health &  
Human Services  
P.O. Box 68509-5044  
402-471-9310

Nebraska Department  
of Education  
P.O. Box 68509-4987  
402-471-2471

The Arnold Public Schools Special Education Staff is dedicated to serving the needs of all children ages 0-21 who qualify for services. Part of our responsibility is to make sure the general public knows that there is help available for children in our community who have not yet reached school age, but may have special needs. If your child attended the Christmas Around Town on December 11, your child brought home a goody bag with a candy cane along with a pen or notepad from the Early Development Network. You may have also seen our "CHILDFIND" information board at the community center. Future newsletters will continue to provide more information in this area. If you have concerns about your child, please contact Sheri Jones, Early Services Coordinator, at 308-872-6699 or 308-870-2536 or Mrs. Dawn Lewis, our school principal, at 308-848-2226.

Nebraska CHILDFIND  
1-888-806-6287  
[www.nde.state.ne.us/edn/](http://www.nde.state.ne.us/edn/)



# Helping Children Learn®

Tips Families Can Use to Help Children Do Better in School



March 2011

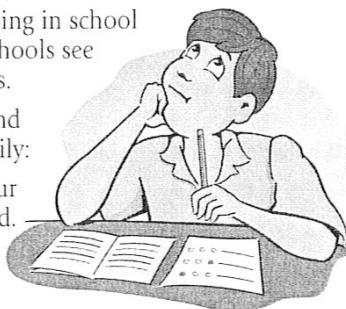
Title I Cooperative  
Educational Service Unit 10

## Prepare for standardized tests

You already know that standardized tests are important. But what you might not realize is exactly *why* they're so important. Standardized test results help you see how your child is doing in school compared to his peers. And they also help schools see how they're doing compared to other schools.

But don't let that importance get to you and your child! To ease the pressure on your family:

- **Learn about upcoming tests.** Ask your child's teacher what subjects will be covered. Ask about preparation. The teacher may send home a "practice test," for example, or provide information to review.
- **Practice following directions.** When studying at home, have your child read directions carefully. Check to make sure he understands them.
- **Use a timer.** Set a timer during math homework to help your child get comfortable with "timed tests." Turn it into a game—race to see if he can complete a certain number of problems before the timer goes off.
- **Brush up on skills.** Do reading, writing and math activities at home, but go beyond the basics. Look up new words. Write about a unique topic. Make graphs.
- **Relax.** Make sure your child gets plenty of sleep and nutritious food in the days leading up to a test. Provide happy distractions from stress, such as family walks.
- **Understand the results.** Find out how the scores will be used. How might a particularly low or high score affect a student?



Source: "Standardized Test Success." Family Education, <http://school.familyeducation.com/educational-testing/teaching-methods/37502.html>.



## Rate your response at report-card time

Report cards inform parents about their children's progress in school. At report card time do you:

- **Remain calm?** If you're upset about poor grades, wait until you cool down to talk with your child or her teacher.
- **Ask what your child thinks?** Does she agree with the grades she received? Why or why not?
- **Develop a plan?** Even if your child has all A's, there will

be some things she wants to improve.

- **Contact the teacher** if you have questions or concerns? Together, work out a way to help your child improve.

During the next grading period review your child's work regularly. Report cards won't be a surprise if you check homework each day.

Source: Ball State University, "How to Handle Report Cards—The Good, the Bad, and the Ugly," [www.newsweek.com/articles/view/510639](http://www.newsweek.com/articles/view/510639).

## Don't tolerate disrespect

Children who are expected to be respectful at home treat classmates and teachers with respect at school. *Never* tolerate disrespectful behavior. Say, "We don't talk like that in our family. Take five minutes to cool off. Then we can talk about what's upsetting you."

## Organized students may have better attendance

Students who miss just one day of school each week miss more than two and a half years of class time before they graduate. And most lost hours of instruction can never be made up. Common excuses for absences and tardiness include:

- **Getting up late** and missing the bus.
- **Forgetting** an assignment at home.
- **Not being able** to find needed books.

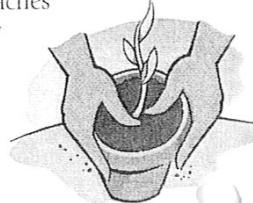


These excuses have one thing in common: disorganization! Encourage your child to stick to a steady homework routine, pack her backpack the night before and wake up at the same time every day.

Source: "School Attendance: Helping Your Child Make the Best Start," [www.direct.gov.uk/en/Parents/SchoolsLearningandDevelopment/YourChildsWelfareAtSchool/DG\\_067554](http://www.direct.gov.uk/en/Parents/SchoolsLearningandDevelopment/YourChildsWelfareAtSchool/DG_067554).

## Spring into gardening fun!

Spring is just around the corner. For some seasonal fun that teaches responsibility, allow your child to pick out some seeds, like marigolds or radishes.



Help your child plant his seeds in potting soil and place his pots in a sunny spot. Expect him to be responsible for the watering and care of the plants.

# Helping Children Learn

Tips Families Can Use to Help Children Do Better in School



ELEMENTARY SCHOOL

March 2011

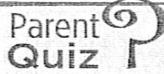


## How can parents show the importance of hard work?

**Q:** My daughter's teacher says she does the bare minimum at school—and her grades reflect her lack of effort. If I ask her to do anything at home, it takes so much nagging it's easier to do it myself. How can I help my child develop a work ethic?

**A:** There's a saying that the parent has to teach the child how to work before the teacher can teach the child how to learn. Clearly, your daughter hasn't learned that first lesson—and as a result, her teacher is having trouble with the second! Here's what to do:

- **Rule out any health issues** first. Then start helping her develop a good work ethic. Household chores are a great way to do this.
- **Hold a family meeting.** Explain to your daughter that she is an important part of your family. You need her to do her share. "Dad's busy at work. I have a new job. We need your help." Putting it this way will make chores seem important and not like a punishment. They're actually a way to make the household run more smoothly. First, have her work with you. When you're fixing dinner, have her tear the lettuce. When you fold laundry, have her help. Later, she can do some chores on her own.
- **Be sure to share your thanks** and show your gratitude. Say, "You really helped our family." That praise will make her want to do more.



## Are you supporting independent work?

Every child asks for help once in a while. But if your child asks for it every day, you may need to help him become more independent. Answer the following questions *yes* or *no* to see if you're encouraging self-reliance:

1. **Do you let** your child know you believe he's capable? "I know it's hard. But you've done hard things before."
2. **Do you help** your child break big projects into smaller pieces?
3. **Do you remind** your child of the importance of effort? "You couldn't ride a bike the first time you tried. But you kept at it. You'll learn this if you keep at it."
4. **Do you ask** your child questions when he gets stuck? "What did you learn when you read the chapter?"

5. **Do you try** to keep your child motivated with an occasional small treat?

**How did you do?** Each yes answer means you are helping your child learn how to work on his own. For each no answer, try that idea from the quiz.

"The greatest oak was once a little nut who held its ground." —Author Unknown

## Celebrate the joy of reading

Who can resist Dr. Seuss? From *The Cat in the Hat* to *Horton Hears a Who!* every child loves the rhymes and the whimsy found in his books. To celebrate Dr. Seuss's birthday on March 2nd:

- **Choose books** that both you and your child will enjoy. Ask your librarian to recommend titles.
- **Use funny voices.** Your child will love it when you use a squeaky voice for a mouse or a really deep voice for an elephant.
- **Take turns.** If your child struggles, read the page first. Then have him read the same page.

## Spend dinner time with family, not the television

According to one survey, more than half of all people watch TV while they eat dinner.

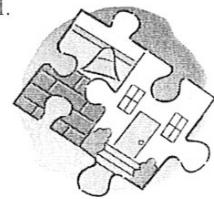
But experts know that dinner table conversations matter. It's a time when families can connect. Ask about your child's day. Tell funny stories. Regular table talk can keep the lines of communication open.

## Stay connected with school

Research shows that when parents and schools work together, children are more likely to succeed in school.

Be sure to:

- **Review** homework. Ask your child about school every day.
- **Check out** the school website. Find out about resources provided for parents.
- **Tell** the teacher if you suspect your child is struggling with schoolwork.



Source: National Coalition for Parent Involvement in Education, [www.ncpic.org](http://www.ncpic.org).

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P.O. Box 7474, Fairfax Station, VA 22039-7474

1-800-756-5525 • [www.parent-institute.com](http://www.parent-institute.com) • ISSN 1527-1013

# Helping Students Learn®

Tips Families Can Use to Help Students Do Better in School

MIDDLE SCHOOL



March 2011

Title I Cooperative  
Educational Service Unit 10

## Bullying heats up in middle school

The middle school years can be stressful enough. And now research shows that this may also be the time students and parents need to worry most about bullying—especially in the early years.

Studies show that boys who bully in sixth grade tend to be popular. But as middle schoolers get older, they start to get fed up with bullies. In seventh grade, bullies are much less popular. By eighth grade, they are not popular at all.

The researchers stressed that bullying is serious. Don't look at it as "part of growing up," even if the bullying is not physical. And whether done in person or electronically ("cyberbullying" via cell phone or computer), consider any of the following to be bullying:

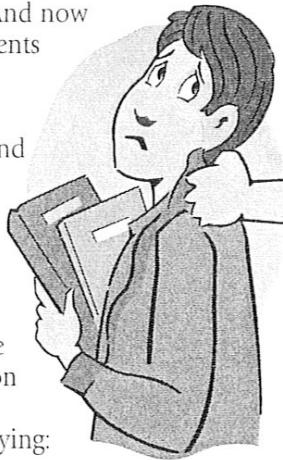
- **Name-calling** or other insults. (This is different from light-hearted, good-natured teasing between friends.)
- **Spreading gossip.**
- **Making threats.**

It is important to act immediately if you think your child is being bullied. Children who are bullied are more likely to:

- **Feel anxious.**
- **Feel depressed.**

Report bullying to your child's school. Most schools have strict policies against bullying. Work with school officials to help your child.

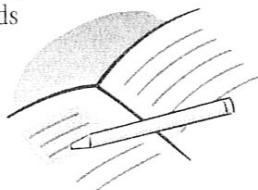
Source: "Middle School: Popularity and Bullying Often Connected," University of Illinois at Urbana-Champaign, [www.newswise.com/articles/middle-school-popularity-and-bullying-often-connected](http://www.newswise.com/articles/middle-school-popularity-and-bullying-often-connected).



## Give a guide to test success

Your child will benefit from knowing how to make his own study guide—even if the teacher tends to provide one. Help him consider these resources:

- **His textbook.** Your child should focus on the highlights in the chapter—words in bold, chapter questions and chapter summaries.
- **His binder.** Class notes, vocabulary lists, and handouts that introduce new concepts and ideas are important.



Remember, there's no rule that says a study guide *must* be written. Your child may want to record and play back his notes. Or he may want to create drawings and diagrams.

Source: Ron Fry, *How to Study*, ISBN: 1-56414-229-9, Career Press.

## Redecorating can promote children's self-expression

Your middle schooler is probably becoming more independent. She may be trying new ways of dressing, behaving and thinking.

To help your child express herself without causing you too much stress, let her redecorate her room. She might rearrange her furniture or add some new items, such as posters or sheets. Remember to respect her choices. This shows respect for her.



## Help your child 'wake up' tired writing

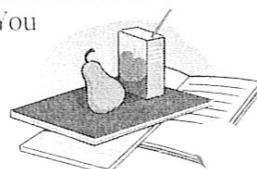
Does your child "hate to write?" You can help by offering a few strategies to instantly brighten up her writing. Suggest that your child:

- **Tell a story.** This can be something that really happened or something she made up.
- **Apply humor.** This can be her favorite joke, or a story about a funny experience.
- **Quote someone.** "You can't judge a book by its cover," my Grandpa always said. I never

knew what he meant until I met Charlie."

- **Play with language.** She could start several words in a row with the same letter (*alliteration*). "The ball bounced in the balmy breeze."
- **Use a thesaurus.** Replace tired words like *said* or *walked* with words like *mumbled* or *sauntered*.

Source: Jane Bell Kiester, *Blowing Away the State Writing Assessment Test*, ISBN: 0-929895-93-2, Maupin House.



## Support learning at home

Your child may have several hours of homework each night. You know you can't do the work for her, but you can help by providing:

- **Snacks** and drinks for refueling.
- **Lots** of loving support. "You finished that essay! How about a break?"

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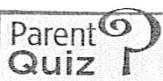
## How can parents get middle schoolers to open up?

**Q: I want to communicate better with my seventh grader, but when I try talking to her, she looks at me like I'm from another planet! Where do I start?**

**A:** You've found the magic word: *communicate*. It may be tougher now than ever to communicate, but it's vital that you keep trying. The middle school years are full of emotions, physical changes and academic challenges. Whether she admits it or not, your child needs you now more than ever.

To encourage effective communication with your child:

- **Be very clear** when you talk about your values, but don't lecture her. Instead, briefly explain why you feel something is right or wrong, and then let it go.
- **Don't assume** your child's issues are identical to the ones you faced in middle school. Times have changed. So acknowledge that you may not always know exactly what she's going through at times.
- **Be clear about your expectations.** It's important that your child know what you expect from her both at school and at home.
- **Never let her forget that you love her.** Make sure she knows you're still on her side. Your support and guidance are everything to her.



## Are you supporting your child's health?

Your middle schooler's health affects his ability to learn and retain information. Answer the following questions *yes* or *no* to see if you are supporting habits for your child's best health and well-being:

1. **Do you make sure** your child eats fruits and vegetables, whole grains and lean protein?
2. **Do you encourage** your middle schooler to get at least nine hours of sleep each night?
3. **Do you promote** exercise for the whole family?
4. **Do you talk** with your child about the dangers of underage drinking and illegal drugs?
5. **Do you encourage** your child to have fun in safe, healthy ways to relieve stress?

**How did you do?** Each yes answer means you're helping your child achieve maximum health, well-being and learning potential. For each no answer, try that idea from the quiz.

"The greatest wealth is health." —Virgil

## Keep tabs on video games

Research shows that teens who play mostly violent games do worse in school than those who don't. They're also more likely to have arguments with teachers and others.

So limit the time your child spends playing computer and video games. Learn about games before buying them, and explain why certain games are off limits.

Source: "Managing Video Game Playing in the Home," Media Awareness Network, [www.media-awareness.ca/english/parents/video\\_games/videogame\\_play\\_at\\_home.cfm](http://www.media-awareness.ca/english/parents/video_games/videogame_play_at_home.cfm).

## Put a spin on volunteering

Volunteering is a very rewarding activity for you and your child. To put a twist on this meaningful activity, try something that's out of your comfort zone. For example, if you are outdoorsy people, you might stock shelves at the library. You and your child may discover some hidden talents!

## Family fun is still important

Middle schoolers can be reluctant to hang out with parents. Special activities can make a difference. Here are some ideas:

- **Super snacks.** Buy or make something delicious together. Discuss life while you enjoy the treat.
- **Hip happenings.** Check the newspaper for local events, such as fairs or concerts.
- **Friendly fun.** Do something new, such as hike a mountain, and let your child bring a friend along.
- **Child's choice.** Have your middle schooler pick where to go, what to see or what to do—within reason, of course. This should give his enthusiasm a boost!



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P.O. Box 7474, Fairfax Station, VA 22039-7474

1-800-756-5525 • [www.parent-institute.com](http://www.parent-institute.com) • ISSN 1527-1021

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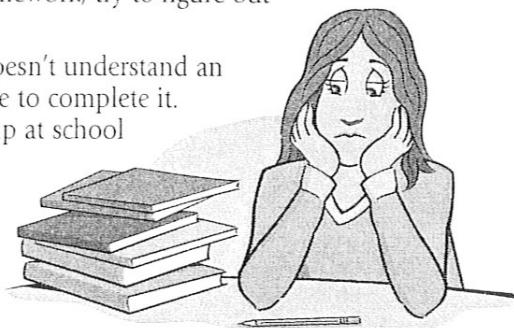
Title I Cooperative  
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## Is homework not getting done?

Completing homework is key to your teen's success in school. If your teen constantly refuses to do her homework, try to figure out why. Some reasons may be:

- **Frustration.** If your teen doesn't understand an assignment, she won't be able to complete it. See that she asks for extra help at school when needed.
- **Disorganization.** Have your teen choose a regular time and place to do her homework—and a spot to keep completed homework so it makes it back to school.
- **Forgetfulness.** Teach your teen to use reminders, such as daily to-do lists and a planner, to keep track of what she needs to bring home to complete her homework.
- **Distractions.** Encourage your teen to stick to a schedule—for example, 30 minutes of homework, then 5 minutes of checking her email.
- **Lack of time.** It's great if your teen has a part-time job or is involved in extracurricular activities. However, homework still needs to be her number one priority.
- **Stress.** Severe procrastination can be a sign that your child is angry or depressed. Consulting a school counselor can help.

Ask your teen what she sees as the problem. Is she overscheduled with too many activities? Is she tired from staying up late? Is she distracted by TV, text messages or the computer? Discuss what she can do to get back on track.



## Awareness combats bullies

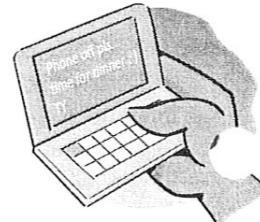
Incidents of bullying have increased in recent years. Read the school policy on bullying with your teen. Stress that if he observes a bullying situation, he should report it immediately to you, a favorite teacher or the principal.

## Dine together once a week

Dinner is a great opportunity to reconnect with your teen. Family dinners strengthen relationships, teach good eating habits, and help prevent substance abuse.

So try to make one night a week "Family Dinner Night." Here's how:

- **Turn off** your phones.
- **Consider** letting your teen choose what to eat. Or have her help you cook the meal—she'll learn an important life skill, and you'll squeeze in some extra time together.
- **Keep** conversation light. Try to avoid topics that could lead to arguing. Ask your teen about her day, and talk about your own.



## Monitor school progress

Don't wait for the next report card. Monitor your teen's progress often. Here's how:

- **Stay informed.** Check teachers' websites. Know when tests are scheduled and projects are due.
- **Check returned homework,** quizzes and tests. If you see low grades, talk with your teen and his teacher. Ask what your teen can do now to bring his grades up.



## Share tips for success on math tests

If an upcoming math test has your teen stressed out, suggest some simple strategies to use during the test. Encourage him to:

- **Estimate.** Using "educated guesses" is a good way to narrow down the choices for multiple choice questions.
- **Compare.** Have your teen compare a test problem to others he has solved. What is similar? Will those strategies work on this problem?
- **Draw.** If your teen is a visual learner, drawing a picture may help him "see" how to go about solving the problem.
- **Evaluate.** Your teen should ask himself if the answer makes sense. For example, if he is solving for  $x$  in  $x + 1 = 4$  and gets an answer of 372, he may have done something incorrectly. He should go back and check his work.

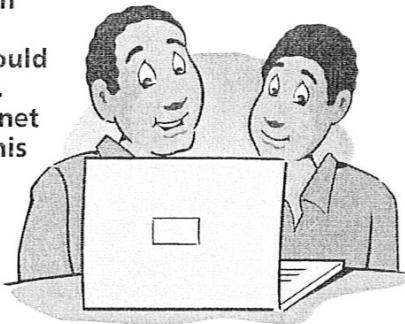
Source: Ron Fry, *Acc Any Test*, ISBN: 1-4018-8912-3, Delmar Cengage Learning.



## Q&A How can parents keep an eye on technology use?

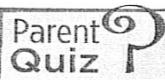
**Q:** My son is a great kid, but with all the stories I hear about teen behavior today, I wonder if I should be monitoring him more closely. Should I check to see what Internet sites he visits? Should I look at his Facebook site?

**A:** Technology offers a whole new world to today's teens. But teens may not realize that what they do online now can affect them forever—after all, Google never forgets.



Remember, there's a fine line between keeping track of your son and spying on him. To keep your son safe while respecting his growing independence:

- **Keep the computer where you can see it.** Talk to your son about what you see. Ask him to show you his Facebook page or to tell you with whom he's chatting.
- **Establish rules about cell phone use.** Don't allow texting late at night. Tell your teen that you reserve the right to look at his phone whenever you want to. This doesn't mean that you have to check it every afternoon (or even *ever*). The idea that you *might* see what he sends will make him think twice before sending inappropriate texts or explicit photos.
- **Keep the lines of communication open.** Spend one-on-one time with your son. It may seem old fashioned, but it is still the best way to keep track of his life.



## Is your teen avoiding 'senior-itis'?

There's no official medical disease called "senior-ititis." But teachers see its symptoms—seniors don't want to study or come to class. Answer the following questions *yes* or *no* to see if you're helping your teen avoid this ailment:

1. **Have you talked** with your teen about keeping her grades up? Colleges do take back their offers of admission!
2. **Are you making sure** her attendance doesn't slip?
3. **Are you keeping** rules in place? ("I know you may be doing different things next year. But our rules will still be enforced this year.")
4. **Is your teen trying** some adult experiences—interning in an office, volunteering for a cause she believes in?
5. **Are you trying** to relax and enjoy your teen's senior year?

**How did you do?** Each yes means you're trying to keep your teen from a bad case of "senior-ititis." For each no answer, try that idea from the quiz.

“Graduation is not the end—it's the beginning.”  
—Orrin Hatch

## Avoid power struggles

Power struggles with your teen can be exhausting. Instead of arguing, look for ways to involve your teen in making decisions. Asking, "When can you do the dishes so you still have time to watch your TV show tonight?" may eliminate a fight—and still get the dishes washed.

## Watch for warning signs

Could your teen be at risk of dropping out? Contact the school when you see:

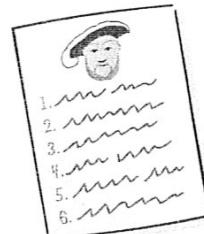
- **Absences.** Teens who fall behind in their studies may be tempted to give up entirely.
- **Poor grades.** Failing math, science, English or social studies may keep your teen from being promoted.
- **Behavior problems.** These can signal disengagement with school.

Source: "Approaches to Dropout Prevention: Heeding Early Warning Signs with Appropriate Interventions," National High School Center, [www.betterhighschools.org/docs/NHSC\\_ApproachesToDropoutPrevention.pdf](http://www.betterhighschools.org/docs/NHSC_ApproachesToDropoutPrevention.pdf).

## Self-testing leads to success

One easy way to review for a test is to test yourself. Suggest that your teen:

- **Learn the facts.** A certain number of questions will likely be on straight facts. For example, she may quiz herself on the names of the wives of King Henry VIII.
- **Pose questions** that make her think critically about the facts. How did King Henry's divorces change the view of divorce in his time? How does that differ from the way we view it today?



Source: J. S. Schumm, Ph.D., "How to Predict Test Questions," About.com, <http://teenadvice.about.com/library/weekly/aa030501a.htm>.

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# BOXHOLDER

## Mystery Pic

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By: Korrie Miller, Senior

Each month we like to share an interesting, yet rarely noticed aspect of the school with our readers.

Can you guess what this is and where it's at?

**Last month's picture** was the clips on a Speech stand in the Art Room.

?

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