

Varsity Tennis

First WPIAL team playoff appearance since 2002: Angie Pelehac is the Section Singles runner up and she finished the regular match play undefeated. Sarah Shashura is the Section Singles champion, WPIAL Singles runner up, PIAA third place winner, and she finished the regular match play undefeated. Standing: Angela Becker, Sarah Shashura, Ashtyn Guty, Gina Swetz, Megan Yocabet. Kneeling: Payton Ferguson, Sari Yuhas, and Julia Shumar. Front: Angela Pelehac.



Varsity Volleyball

First ever Brownsville Volleyball team to qualify for the WPIAL playoffs. Standing: Summer Stoken, Franchesca Legros, Asya Settles, and Whitney Ptak. Kneeling: Karly Peton, Karmen Bruschi, Emily Konter, Chevelle Stoken, and Katlyn Kovachick.

The Lady Falcons finished second in their section with an overall record of 10-6.



2010 Homecoming Queen
Chevelle Stoken



Varsity Cross Country

Second consecutive section title. Standing: Brandon Myrga, David Heckman, Christian Seseck, Nick Simcoke, and Brandon Simcoke. Kneeling: Anthony Toulson, Corey Peton, and Wade Strickler.

LEGAL NOTICE

It is the policy of Brownsville Area School District not to discriminate on the basis of race, sex, religion, color, national origin, age, handicap, or limited English proficiency in its educational programs, services, facilities, activities, or employment policies as required by Title IX of the Civil Rights Act of 1964 as amended, Section 504 Regulations of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Section 204 of the Carl D. Perkins Act, or any applicable statute. Any questions, concerns or comments regarding this matter should be directed to the District's Title IX Officer, Mrs. Linda Marcolini at (724) 785-2021 extent ion 130.



Brownsville Area School District

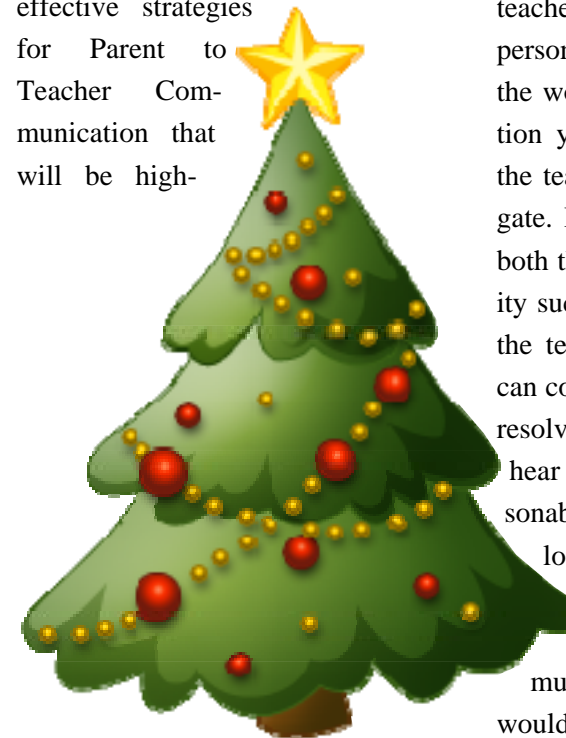


Winter www.basd.org 2010-2011

Assistant Superintendent Corner: Linda Marcolini

Happy Holidays Everyone! The Brownsville Area School District works hard keeping the lines of communication open daily to Parents. Beginning the second week of December, teachers will be trained in Effective Communication Strategies by Mrs. Linda Marcolini, Assistant Superintendent, for the Brownsville Area School District. Beginning second semester, trainings will be held for parents and dates will be posted on the districts website.

I would like to share some effective strategies for Parent to Teacher Communication that will be high-



lighted in the trainings. If you need to contact your child's teacher, keep in mind that the teacher does need a lot of information, but does not have a lot of time. Because of time constraints, it is best to contact your child's teacher in writing, either on paper or through email. Be sure to include all the facts, as objectively as possible, as you understand them. Be clear when stating what your expectations of the outcome should be. Provide the teacher with a way to return the contact and the best time to contact you; be sure to let the teacher know if you cannot receive personal emails or phone calls during the work day. In the case of a situation you are concerned about, give the teacher adequate time to investigate. If you feel the need to contact both the teacher and a higher authority such as the building principal, let the teacher know so that he or she can coordinate with administration to resolve any conflicts. If you do not hear back from the teacher in reasonable amount of time, send a follow-up note or email.

Effective strategies for Teacher to Parent Communication is very important and I would like to highlight what will be

covered in those trainings. Parents expect to hear from their child's teacher often. An effective strategy for making sure that teachers communicate with the parents of all their students is to keep a resolving schedule. Begin each parent contact with something positive and continue with open lines of communication throughout the year. Positive contacts early will change and make it easier if and when the teacher needs to contact the parent about something negative. Teachers can prevent a potential conflict by communicating with parents before the situation has had a chance to be colored by negative emotions on the teacher's part, parent or the student. Keep parents schedules in mind when making contacts. Have parents at the beginning of the year fill out a form requesting the best time to contact them and ask for updates through out the year.

Have a great rest of the school year! I am looking forward to working with everyone in the Brownsville Area School District and community. I will see you at the upcoming trainings. Happy 2011 New Year Brownsville!

Manufacturing Technology 3



Manufacturing Technology 3 classes recently completed the Falcon Garden Style Bench with a CNC nameplate displaying a personal message or saying.

If any person is interested in purchasing a Falcon Garden style bench for \$40.00, he or she may contact the High School and Instructor, Mr. Dan Kupets. Photo: Manufacturing technology 3 students display their benches: Fred Heiser, Ed Molek, and Corey Meeks.

Our Future Falcons

Cox - Donahey is proud to present our future Falcon football players and cheerleaders. Although part of separate teams now, these students hope to one day join together as members of our Falcon high school teams. They represent their teams with pride and are eager to continue to do so throughout their school careers. School spirit is evident as these students are brought together for a group picture and discussion on the joy of their sport.

A few even offered their feelings on why being part of a team are important to them. "I like football and my brothers play." (Damarion Brown Kindergarten). "I'm going to continue to play football forever with Brownsville." (Zion Howard Grade 5). "All of my friends cheer, and it is fun." (Makayla Williams Grade 1). "I joined it because I love to cheer." (Daejia Thomas Grade 5).

Way to go boys and girls! The staff of Cox - Donahey is proud of you and wishes you the best of



Cheerleaders: Kindergarten – Jalynn Hodge, Ciara Williams, Casey Moats. 1st Grade – Samantha Ziglear, Jacole Brown, Makayla Williams. 2nd Grade – Royona Lewis, Amari Fowler, Ashanti Michaux, Kala Mapstone. 3rd Grade – Aniya Tarpley, Kayla Costello, Kala David, Payton Hall, Divine Grooms, Kasee Baker, Maqaria Isaac. 4th Grade – Taylor Rockocy, DaTaiya White, Brooklyn Grant, Kayla Moats, Destinie Olesko. 5th Grade – Kortney David, Daejia Thomas, Taylor Grant.



Football Players: Kindergarten – Derrick Tarpley, Damarion Brown, David Timko. 1st Grade – James Sawyers, Treshawn Butts, Tyler Cable, Brayden Aldridge, Jonah Perkins. 2nd Grade – JaVaughn Dove, Ross Swords, Troy Pellick, Daniel Grant, Samuel Pataski, Cameron Walters, Solomon Brown, Leonard Harris, Robert Page, Jeremiah Fortune, Shawn Spohn. 3rd Grade – Derek Timko, Joshua Hodge, Christopher Moats, Jonathan Wynn, Cochise Ryan, Rocco Frisco, Isaac Michaux. 4th Grade – Patrick Barry, Brian Boyd. 5th Grade – Antwuan Butts, Zion Howard, Kisheem Husband.

Engineering at the High School

Students at the high school now have the opportunity to take engineering courses. The course curriculum includes: mechanical, technical, and architectural drafting, bridge physics, modeling, and robotics. The class was Computer Aided Drafting and Design, but the Engaging Through Technology grant allowed for the high school to purchase Vex Robots from Carnegie Mellons Robotics Academy, so the curriculum was modified and the course title was changed to Pre-Engineering. The curriculum was redeveloped following Science Technology Engineering Mathematical guidelines.

Pre-Engineering students will demonstrate their knowledge of physical concepts while calculating mechanical advantage when including: gears; showing

knowledge of basic circuitry, digital, and analog electronics when incorporating sensors; speed when motors are running; and friction when the robots are moving.

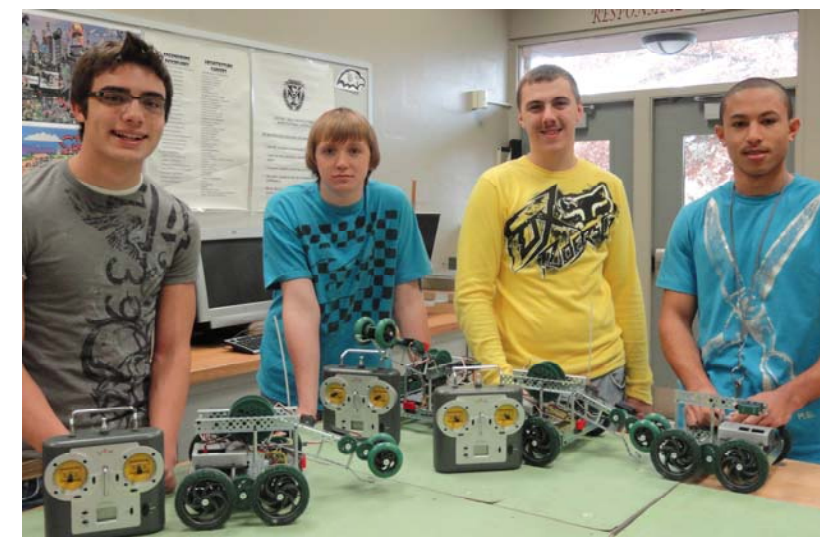
The students will use their knowledge of technology when completing the robotics engineering design challenges. These are linked to real world problems that use technologies to accomplish tasks that fulfill a social and/or economic need.

During the courses the students will follow the Residential and Commercial building codes to build models. This year's design project will be developing a scaled model of an elementary building for the district. The students will use their engineering skills to develop this model. They will also have the opportunity to design robots to solve problems developed by the

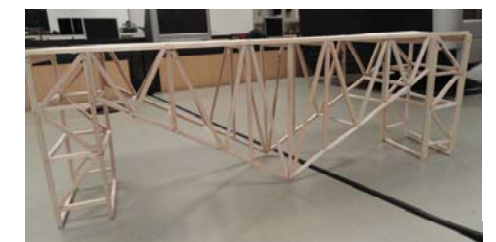
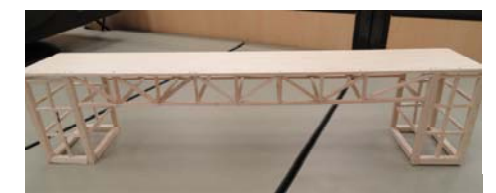
National Robotics Engineering Center and CMU.

Students will utilize numerous mathematical concepts while designing and building their robots: inequalities for conditional statements; circumference for wheel rotations; discrete combinations of radii for gear calculations; linear measurements for distance; and proportions relating to gears and speed.

Why were robots added to our curriculum? "Robotics challenge students in activities using today's technologies. It is an excellent tool to teach systematic problem solving and design strategies. It introduces students to the concept of systems and system analysis. It integrates math, science, technology, and communications standards into one class." Carnegie Mellon University Robotics Academy.



Pre-Engineering students; Garrett Rohrer, Anthony Rhodes, John Olesko, and Cameron Smith pose with their Vex Protobots.



Deck Truss Designer's Challenge- The top bridge was designed and built by Garrett Rohrer and held 810 pounds, the bottom bridge was designed and built by Cameron Smith and held 784 pounds.