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Board asks residents to vote on zero-tax-rate-increase bond issue
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Board of Education
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Ruth Petrov, Treasurer
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Science of light

Seventh graders at Holman Middle School used lasers and gummy bears of different colors in Natalie Walker’s Challenge Science class to learn more about wave transmission and absorption. They determined when the color of the laser matches the color of the gummy bear, more light is transmitted. Shown above, Brylon Jones shoots a laser through a green gummy bear during the recent lab. At left, students experiment with lasers and gummy bears of different colors. They are, from left, Zarhiya Hayes, Whitney Agnram, Riley Dye and Joshua Colvin. Read more stories about what’s happening in Pattonville schools on the inside pages of this newsletter.
Five administrative changes announced for new year

The following administrative changes were discussed at the Dec. 14 Pattonville Board of Education meeting and will become effective July 1.

David Besgrove has been named chief human resource officer for the Pattonville School District, replacing Dr. Barry Nelson, assistant superintendent for human resources, who will become superintendent of Pattonville on July 1. Besgrove was selected as Pattonville’s personnel coordinator in 2002 and later named director of human resources. Prior to Pattonville, Besgrove worked 14 years recruiting employees, coordinating human resource activities and monitoring employee performance in the private sector. Besgrove holds a bachelor’s degree in journalism from the University of Missouri-Columbia. He is a 1981 graduate of Pattonville High School.

Dr. Tori Cain’s position will be reclassified to assistant superintendent for student services. She previously worked as principal of Parkway North High School and as an assistant principal at Parkway North, Park Hill and Lee’s Summit West high schools. Cain holds a bachelor’s degree in biology and general science and a master’s degree in general science, both from the University of Arkansas-Pine Bluff. She earned an education specialist degree in educational administration from the University of Missouri-Kansas City and a doctorate degree from Saint Louis University.

Kelly Gordon has been named chief communications officer, replacing Mickey Schoonover, APR, upon her retirement at the end of the school year. A 2006 Pattonville graduate, Gordon has served as community relations specialist in Pattonville’s school-community relations department since 2010. In 2018, she took on added responsibilities as secretary to the Pattonville Board of Education. Gordon holds a bachelor’s degree in journalism and a master’s degree in media communications from Webster University. She also has minor degrees in photography and mass communications, as well as a professional writing certificate from Webster.

Gene Grimshaw was named associate principal of Pattonville High School, replacing Bob Thompson, who is retiring at the end of the school year. Grimshaw has been an assistant principal at Pattonville High School since 2012. He joined Pattonville in 2001 as a teacher. Grimshaw holds a bachelor’s degree in secondary education from Westminster College and a master’s degree in secondary administration from William Woods University.

Dr. Mark Houston was selected as the principal of Pattonville Heights Middle School, replacing Dr. Scot Mosher, who is retiring at the end of the school year. Houston has served as assistant principal at Pattonville Heights since 2005. Prior to joining Pattonville, he served as an assistant principal in the Riverview Gardens School District and taught social studies in the same district. Houston holds a bachelor’s degree in education (secondary education, social studies) from the University of Missouri-St. Louis and a master’s degree in educational leadership from Saint Louis University. He earned his doctorate in educational leadership from Maryville University.

Board approves calendars for next two school years

The Pattonville Board of Education on Jan. 11 approved calendars outlining important dates for the next two school years. The calendars for the 2022-2023 and 2023-2024 school years were drafted by Pattonville’s calendar committee, which included parent, student, teacher, support staff, board member and administrator representatives. The calendar committee took into consideration survey feedback from parents, students and staff. The calendars also comply with Missouri public school law requiring school to start no earlier than 14 days prior to Labor Day. Features of the new calendars include: five staff professional development days before the first day of student attendance; a three-day fall break for all students; no school for students and a non-work day for certified staff and 10.5 month employees the day before Thanksgiving; high school finals completed before winter break; and six potential make-up days included at the end of the school year to be used in the event of snow or emergency days during the school year.

IMPORTANT DATES IN NEW SCHOOL CALENDARS

<table>
<thead>
<tr>
<th>2022-2023 School Year</th>
<th>2023-2024 School Year</th>
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</thead>
<tbody>
<tr>
<td>Aug. 22 - First day of school</td>
<td>Aug. 21 - First day of school</td>
</tr>
<tr>
<td>Sept. 5 - No school for Labor Day holiday</td>
<td>Sept. 4 - No school for Labor Day holiday</td>
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<tr>
<td>Oct. 28 - No school following parent-teacher conferences</td>
<td>Oct. 30 - No school following parent-teacher conferences</td>
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<tr>
<td>Oct. 31 - No school for fall break</td>
<td>Oct. 31 - No school for fall break</td>
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<tr>
<td>Nov. 1 - No school for staff development</td>
<td>Nov. 1 - No school for staff development</td>
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<tr>
<td>Nov. 23-25 - No school for Thanksgiving break</td>
<td>Nov. 22-24 - No school for Thanksgiving break</td>
</tr>
<tr>
<td>Dec. 23 - Jan. 2 - No school for winter break</td>
<td>Dec. 25 - Jan. 1 - No school for winter break</td>
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<tr>
<td>Jan. 3 - No school for staff collaboration day</td>
<td>Jan. 2 - No school for staff collaboration day</td>
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<tr>
<td>Jan. 4 - School resumes</td>
<td>Jan. 3 - School resumes</td>
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<tr>
<td>Jan. 13 - No school for staff development day</td>
<td>Jan. 12 - No school for staff development day</td>
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<tr>
<td>Jan. 16 - No school for Martin Luther King Jr. holiday</td>
<td>Jan. 15 - No school for Martin Luther King Jr. holiday</td>
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<tr>
<td>Feb. 17 - No school for staff development day</td>
<td>Feb. 16 - No school for staff development day</td>
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<tr>
<td>Feb. 20 - No school for Presidents Day holiday</td>
<td>Feb. 19 - No school for Presidents Day holiday</td>
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<tr>
<td>March 17 - No school following parent-teacher conferences</td>
<td>March 15 - No school following parent-teacher conferences</td>
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<tr>
<td>March 20-24 - No school for spring break</td>
<td>March 18-22 - No school for spring break</td>
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<tr>
<td>April 6 - No school for staff development day</td>
<td>March 29 - No school for spring holiday</td>
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<tr>
<td>April 7 - No school for spring holiday</td>
<td>April 5 - No school for staff development day</td>
</tr>
<tr>
<td>May 25 - Pattonville High School graduation</td>
<td>May 23 - Pattonville High School graduation</td>
</tr>
<tr>
<td>May 26 - Last day of school for students in grades K-11</td>
<td>May 23 - Last day of school for students in grades K-11</td>
</tr>
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Find out more

Find more details, including printable calendars for the next two school years, online at bit.ly/PSDcalendars22-24.
Kindergarten registration for 2022-2023 school year is here

Welcome!
We’re looking forward to teaching your little one. Here’s what you need to register:

- **Birth Certificate**
  If you do not have a birth certificate prior to the time your child begins school, you may call (314) 615-1720 (county) or (314) 613-8016 (city) to request a birth certificate.

- **Proof of Residency**
  1) Mortgage statement dated within the last 30 days, 2021 paid real estate tax receipt and/or dated signed lease; and
  2) Two monthly utility bills, dated within the last 30 days; if you reside with someone else, please contact the student services office at (314) 213-8000 regarding residency verification forms.
  For more details, go online at www.psd3.org/enrollment.

- **Immunization Record**
  Missouri law requires immunization of school children against polio, diphtheria, rubella, measles, mumps and other illnesses. Immunizations are available through the St. Louis County Health Department or your child’s doctor.
  All students must meet immunization requirements before they may attend school.

Find out more
Pattonville’s enrollment website www.psd3.org/enrollment
Get to know Pattonville
bit.ly/ChoosePattonville

How to register
- **Registration will be held ONLINE on the following dates and times:**
  * 8:30 a.m. to 3:30 p.m. Tuesday through Thursday, March 1, 2 and 3.
  * A Zoom video conference is required to complete and verify all enrollments.
- **Prior to your Zoom appointment:**
  * Complete your child’s online registration at bit.ly/RegisterNowforPattonville.
  * Upload all required residency documents to the online registration portal.
- **You will be contacted by a representative from the student services department regarding the status of your enrollment or to schedule your Zoom appointment after you’ve submitted your online registration and uploaded residency documents.

Who registers?
All children attending kindergarten during the 2022-2023 school year. Kindergarten students must be 5 years old on or before July 31, 2022, to enroll. Students enrolled in Pattonville’s early childhood program who are entering kindergarten do not need to complete online registration but must submit proof-of-residency documents by email to kindergartenenrollment@psd3.org or by dropping it off at the Learning Center in the “Enrollment Drop Box.”

Registration after March 3
Registration after March 3 will take place online. Please complete your child’s online registration at bit.ly/RegisterNowforPattonville and upload all required residency documents to the online registration portal.

School starts

What school will my child attend?
If you are unsure which school your child will attend, go online at www.psd3.org/map and click on Find My School under Bus Routes. You can insert your child’s grade (kindergarten) and your address to find your neighborhood school.

Remington Traditional School
Enrollment for Remington Traditional School, Pattonville’s only K-8 school, is a lottery-based system open to any family in the district. Parents interested in the lottery drawing should enroll in their home school first and then turn in an application for the lottery. Applications are available Feb. 7 in Remington’s school office or online at remington.psd3.org. Applications are due to Remington by March 31. The lottery will take place on April 5. For more information, call Remington at (314) 213-8016 or go online at bit.ly/ChooseRemingtonTraditional.

Free kindergarten screenings
For a free kindergarten screening, go online to ec.psd3.org and click on “Sign up for a Screening.”

Lavell Crawford, Class of 1986 - Crawford’s album “The Comedy Vaccine” has been nominated for a 2022 Grammy Award for best comedy album. The Grammy award winners will be announced during an awards show on April 3. Crawford is a comedian and actor known for his roles in the TV shows “Breaking Bad” and “Better Call Saul.” He also played a role in the Netflix original movie “The Ridiculous 6.”

Michael J. Cargill, Class of 1990 - Cargill won a Daytime Emmy for outstanding preschool, kids or family program. He was producer on the show, “The Power of We: A Sesame Street Special, HBO Max.”

Kaleb Eleby, Class of 2018, and Marquise Hayes Jr., Class of 2017 - Eleby and Hayes recently announced on social media they will be entering the 2022 NFL Draft, which will be held April 28 through 30. Eleby is a quarterback for Western Michigan University’s football team who earned Second Team All-Mid American Conference honors and led WMU to an 8-5 record, including a victory in the Quick Lane Bowl. Hayes is an offensive lineman for the University of Oklahoma. He has missed just one game over three seasons as the Sooners’ starting left guard. He was selected to the All-Big 12 second team by both the coaches and Associated Press and was also a member of the 2021 Academic All-Big 12 team. The Sooners finished the season 11-2 with a victory in the Alamo Bowl.

Rachel McCormick, Class of 2021 - McCormick was featured on the Girl Scouts of Eastern Missouri social media platforms in honor of National Read a New Book Month. For her Girl Scout Gold Award, McCormick created a hand-painted, inspirational-themed bookshelf in the Megan Meier Foundation resource center and filled it with donated books in which she and her volunteers had written positive messages. She also started a book club/support group centered around mental health.
Four Pattonville schools earn Energy Star ratings for energy-efficient buildings

Four schools in the Pattonville School District have earned Energy Star certification from the U.S. Environmental Protection Agency (EPA) for superior energy performance. Earning recognition were Parkwood and Rose Acres elementary schools, Pattonville Heights Middle School and Pattonville High School.

Energy Star-certified buildings are verified to perform in the top 25% of buildings nationwide, based on weather-normalized source energy use that takes into account occupancy, hours of operation and other key metrics. Energy Star is the only energy-efficiency certification in the United States that is based on actual, verified energy performance.

Parkwood and Rose Acres’ Energy Star scores were 91, meaning that they are more energy efficient than 91% of similar properties nationwide. Heights’ score was 75, and the high school’s score was 79.

On average, Energy Star-certified buildings and plants use 35% less energy, cause 35% fewer greenhouse gas emissions and are less expensive to operate than their peers, without sacrifices in performance or comfort.

Over the past several years, Pattonville has updated heating and cooling systems, lighting and plumbing fixtures to reduce energy consumption and improve the environment in each building. The heating and cooling improvements also allowed the district to enhance building ventilation and filtration, which are recommended mitigation strategies during the pandemic. These improvements are controlled by a districtwide energy management system, which continually monitors all equipment to ensure it’s operating correctly. Pattonville partnered with Navitas to help achieve its energy conservation goals. These efforts included:

• Working with ESCO, an energy service company, to help manage and improve energy performance;
• Installing energy-efficient lighting systems and controls that improve light quality and reduce heat gain;
• Upgrading heating and cooling equipment to more energy efficient units;
• Using an energy performance contract to guarantee energy savings from upgrades;
• Performing monthly maintenance of heating and cooling equipment to guarantee efficient operation throughout the year;
• Measuring and tracking energy performance; and
• Setting back thermostats at times when the buildings are unoccupied.

Pattonville will continue to use savings from energy efficiencies to pay for building improvements to enhance the learning environment.
High school classes, club focus on growing the next generation of educators

Jayla McCall quietly circled the classroom, pausing periodically to check in with a student. The fifth graders in Allison O’very’s classroom at Bridgeway Elementary School were discussing predictions and writing their thoughts about a book passage O’very had just read. McCall, a senior at Pattonville High School, rotated among their desks, assisting with the conversations or prompting a student who needed a nudge. Two weeks into an internship with O’very, McCall was learning what it’s like to be a teacher and reinforcing her plans for the future.

“I realized how much teaching comes with students, and I like how you grow a connection with children, with the students. I like challenging things and teaching is very challenging, especially getting to know each child and their personalities,” she said. “Right now, I’m trying to get to know each and every student and I try to help if they need help.”

McCall is one of 12 students interning in schools throughout Pattonville as part of the district’s efforts to grow a new generation of educators and support students in their goals for the future. The students are enrolled in the College Credit Education and Teaching Internship class at Pattonville High School, the second half of a two-course program designed for students considering the teaching profession.

“These classes give students an opportunity to see if this is what they really want to do,” said Janet Kuhn, who teaches the internship course, along with the first-semester College Credit Education and Teaching course. First semester, students learn about the art and practice of teaching, while in the second semester, students intern with Pattonville personnel and apply what they learned in the first class. Students can earn college credit through the University of Missouri-St. Louis for each semester course. During the internship, students complete reflection journals, prepare and present lessons and work closely with students and their assigned supervising teacher.

“I require my students to teach at least one lesson to the class where I go observe and grade them, and the supervising teacher grades them,” Kuhn said. “We’re two weeks in and the kids love it. They come up to me all day long, and say ‘You’re not gonna believe what I got to do today.’ It’s so fun to see how much they love it.”

Kuhn also advises a chapter of the Educators Rising club, which helps foster interest in the profession. As part of the club, students shadow teachers in the classroom and take part in other activities that help them better understand the education profession.

“We’re trying to put students in the classroom as soon as we can to help them experience a day in the life of a teacher and support them in narrowing their focus to what level they want to teach,” Kuhn said. “We hope this encourages them to come back and teach at Pattonville.”

Last November, the Missouri Department of Elementary and Secondary Education (DESE) launched a teacher recruitment effort to address the need for qualified and diverse teachers in Missouri schools. According to DESE, enrollment in Missouri teacher preparation programs has declined more than 25% over the past decade. While Pattonville has long been able to attract highly qualified teaching candidates, the district has had a years-long focus on growing the profession from the inside out. These programs help students make life-changing decisions.

“For me, I’ve always wanted to be a teacher, and having the opportunity to job-shadow and work with other teachers, it made me realize even more how excited I am to teach,” said senior Jessie Stark, who interns with Rose Acres Elementary School third grade teacher Michelle Wagner. “I didn’t expect to have that confirmation.”

The classes and club open students’ eyes to what’s involved in teaching. For McCall, she was surprised to see that each student learns in a different way.

“The way students interpret things surprised me,” she said. “You’ve got to get into the kids’ minds and be like, ‘how are you thinking?’ So that’s something that’s surprising and difficult at the same time.”

Stark said, “I learned how to manage a classroom better. There are different personalities in every classroom. I’ve learned, especially through the class, that there’s different ways to teach. Some students learn better with kinesthetic learning, moving around. Some are better at learning a different way. Things like that that I would have never paid attention to before. You get to have more of an insight into what teachers do.”

O’very believes the internship is a valuable experience.

“When you get that perspective and insight, it makes you reflect and think about whether this is something I’m ready to handle. Is this a challenge that I’m up for?” O’very said. “When you’re able to have that kind of program here in your own district, it increases the likelihood you’ll have students return as your teachers. There’s a beauty in that, that the atmosphere and culture that you enjoyed as a student, you now get to be a part of creating that same environment for your learners that you will now be teaching.”

Pattonville’s human resources department also works with the high school education program and assists with connections and resources. Kuhn is also reaching out to educators at the middle school and working on developing Educators Rising clubs for younger students to build interest at an early age and a pipeline into the high school education classes. She envisions the middle and high school students doing projects together.

“I’m trying to feed students as much information as I can to prepare them,” Kuhn said.
Motion unit teaches engineering process

Sounds of cheers, groans and overall enjoyment recently filled the third grade classrooms at Bridgeway Elementary School. Each day for a week, a third grade class used the school’s chain reaction machine materials, transforming simple materials to create their own exciting movements.

Third grade teachers Vanessa Gray, Vicki Martin, Rebekah Schneider and Miranda Wilkes were completing a science unit titled “How Things Move.” During the unit, students learned about push, pull, gravity, air resistance, friction, static electricity and magnetism. Students worked on designs for their chain reaction machines throughout the unit, adding new components of force as they learned about different concepts. The culminating project allowed students to use these forces and the knowledge they gained to create a working chain reaction machine.

“The goal is to have students use the information they have learned throughout the unit in a hands-on way,” Martin said. “They get to see the forces they have learned about in action. It is a chance to put what they think they know to the test.”

When it came time to test their designs, students worked in groups to create a chain reaction machine using dominos, toy cars, marbles and cups. The goal was to send the car or a marble into the cup using force. Students could use up to 50 dominos, and also had magnets, wooden ramps and pieces of carpet to make their project work. Each of the groups came up with their own unique chains, whether they started with pushing one domino, releasing a car down a hill or other creative ideas.

Despite working as a group, each student had to conduct a successful chain run. Each group member was responsible for recording a run of their chain on their iPad and making notes about their group’s chain. This allowed each group member to be involved in the design and implementation process.

After completing their chain reaction, students used the information, photos and videos they gathered during a writing activity. They wrote about their successful chain reaction and the process of creating it and included a video of a successful run.

One of the most important aspects of this project was learning about the engineering design cycle. The classes discussed what engineers do and how they respond when they try an idea and it doesn’t work. The students learn to “redesign,” make changes and try again. The teachers discussed the importance of this process throughout the unit. When a chain reaction didn’t lead to a desired result, the students took time to consider why it may not have worked and what they could do to rectify their design.
**PARKWOOD ELEMENTARY SCHOOL**

Dalmatian celebration marks 101st day of school, reinforces math learning

The first graders at PAW-kwood ... 101, Parkwood Elementary School celebrated the 101st day of school with a 101 Dalmatian celebration.

“I think that it’s a great opportunity for students to celebrate the skills they’ve been practicing all year long and for them to feel accomplished with working with the number 101,” first grade teacher Abby Beckermann said.

A first grade standard is to write and count numbers up to 120.

“Students worked on writing numbers to 101 and they also practiced writing 101 tallies and using the number word 101 and looking at patterns on a hundreds chart,” Beckermann said.

Princess Leahman said she’s learned a lot in her 101 days of in-person instruction this year. She said, “The best thing has been working and learning and practicing how to read and getting better with my writing.”

Students had a dress-up day and wore black and white clothes and created their own dalmatian headbands and Froot Loops dog tags in the morning.

First grader Raylan Smith dressed the part and wore a Halloween costume of Marshall from “Paw Patrol” while working on a dog tag made of 101 Froot Loops cereal pieces.

“I’m taking my time on my dog tag because I knocked my hand and all my Froot Loops fell off once already,” he said. “I want to make sure I get it right with 50 on one side and 51 on the other.”

The day’s lessons also had several math and literacy activities that were centered around the number 101. The students brought in a collection of 101 items from home and presented them to the class. They also participated in a writing assignment in the afternoon completing the prompt, “If I were 101...”

Other first grade teachers are Mallory Hamilton, Tiffany Laughlin and Belinda Rainey.

**REMITTONG TRADITIONAL SCHOOL**

Schoolwide mock Caldecott Awards program emphasizes books and reading

An annual awards program for children’s literature provided an opportunity for Remington Traditional School students to learn about books, reading and writing. Each year, the Caldecott Awards are given by the American Library Association (ALA) to the most distinguished American picture books for children.

In January, Remington students learned about the Caldecott and participated in their own mock Caldecott Awards program as part of their school’s Classroom Book a Day program. Classroom Book a Day is a national initiative with the goal of reading a picture book aloud to students every day of the school year. All classes at Remington read the same picture book each day.

For the mock Caldecott program, Remington staff selected eight books they thought could win a Caldecott Award this year, and classes read the books over a two-week period. Students then voted online for a school winner before the actual winner was announced.

“The week before we started the mock Caldecott, the lessons in the library included looking at the requirements and criteria used to decide the Caldecott Award,” said Jill Ramig, Remington library technology specialist. “Students then looked at a variety of past Caldecott winners. They then had the opportunity to look at a picture book from the library and evaluate it based on the criteria in kid-friendly language. As the books were read, the students discussed the illustrations and reviewed the criteria.”

Students also learned other lessons.

“Younger children definitely learned the definition of illustrator through the process, while older children were critiquing, evaluating styles and different mediums of art,” said Ramig, adding, “Plus it is just great fun to vote and see if our vote matches the actual winner.”

The official winner of this year’s Caldecott Medal was one of the eight books the students read, “Watercress,” illustrated by Jason Chin and written by Andrea Wang. But that wasn’t the one Remington students chose as their winner. The students chose “Stroller Coaster,” illustrated by Raúl the Third and Elaine Bay and written by Matt Ringler, which tells the story of a loving father who averts his toddler’s temper tantrum with a joyous adventure around the neighborhood.

**PATTONVILLE EARLY CHILDHOOD CENTER**

Preschoolers create self-portraits to help support development of fine motor skills

The Jellyfish room is home to several incredible artists like Ethan Krings and Penny Russ who have signed original artwork hanging on the wall by the doorway as you enter their Pattonville Early Childhood Center classroom. The artworks includes student self-portraits that teacher Jenni Gruendler says are more than just art projects.

“I’m able to observe fine motor skills and see how they’re holding a pencil or marker,” Gruendler said. “I’m also able to assess language skills by listening to them reflect on their past drawings or by making connections to something else.”

The students do the self-portrait activity three times throughout the year and completed their second drawing in February.

“Adding more details each time is key,” Gruendler said. “It might be just a scribble at the beginning of the year, but over time, they’re including more and having more control of the writing utensil.”

Russ’s artwork displays a young girl with buns in her hair and My Little Pony characters on her sweatshirt.

“My eyelashes are like my mom’s and my hands each have five fingers,” she said, as she started to count them one-by-one to 10.

Creating the perfect self-portrait for Krings was no easy task and involved a lot of focus.

“It’s hard to draw my face because I have to get the right shape,” he said. “I looked in the mirror and then added all my body parts and some legs.”

Gruendler points out that self-portraits are a wonderful way for children to explore their self-identity and uniqueness.

“We have books in the classroom that have characters with different hair, different skin and different body types,” she said. “We can connect how we are all different to the literature and conversations we have.”

Doing this assignment over the entire school year also gives a vision of the growth of each student.

“Over time, they add more details and you see what they think is important to draw,” Gruendler said. “We’re also able to see how much better they get at writing their name on their work.”
**WILLOW BROOK ELEMENTARY SCHOOL**

**Students offer encouragement through notes**

A bulletin board inside a second grade classroom at Willow Brook Elementary School is covered in colorful slips of paper, folded in half and bearing different student names. It’s part of a new encouragement board in Katie Eilermann’s class, brainstormed and led by Casey Mitchell, a Willow Brook paraprofessional who is filling in for Eilermann as a long-term substitute.

“I started an encouragement board for my class because I noticed that a lot of my students were feeling overwhelmed and frustrated,” Mitchell said. “A big part of our school year has been about building relationships and turning our classroom into a safe and caring environment.”

Mitchell was inspired by an encouragement board at her college dorm.

“I decided I wanted to try it with my students because it helped create such a loving and positive environment on our dorm floor,” she said. She wrote every student a letter of encouragement and tacked the letters to the bulletin board.

Before students could retrieve and read their letter, they had to write a note of encouragement to another classmate. When they placed their note on the board, they could retrieve the one written to them. Then the cycle repeats.

“We use it during our writing time and it fits really well with our current nonfiction unit because our focus is on using descriptive words to make our writing more interesting and they are finding very creative ways to explain why they think their classmates are awesome,” Mitchell said.

One recent morning, students settled down at their desks to write their notes, and then a steady stream of students tacked their writing to the board and retrieved their notes. Many wrote notes about friendship, such as “You are so kind. You are so nice, and I would like to know you,” and “I think you’re a great friend to me.”

“They loved the idea and have been so excited about it,” Mitchell said. “We talk about making sure that we write to everyone at least once, not just people we are close to in the classroom. They have done an amazing job of writing sweet and encouraging things to each other. They will even write notes asking someone new to play during recess or just letting someone know they would like to get to know them. It can be daunting for some students to try and make friends or to connect with new people and this is a low risk way for them to ask for that connection, to communicate and show care for one another.”

**HOLMAN MIDDLE SCHOOL**

**Unique problems supports math learning, foster creative thinking skills**

Students at Holman Middle School stared at the screen in the front of their math class. Colorful dinosaurs filled the screen, with math symbols such as addition and subtraction between them. Students were asked to determine which number each colored dinosaur represented in the problem. While the exercise included simple math concepts, the greater purpose was to encourage students to think creatively and test theories.

Several times a month, math teacher Denise Thomas presents her students with unique problems. Not all are math related, but all ask them to think about things in a unique way. When sharing problems, Thomas frequently reminds students to start with their first instincts.

“You’re just jumping right in and trying something to see what happens. Use that attempt to help you adjust for your second attempt or third attempt,” she said. With the dinosaur problem, if students didn’t immediately start writing, she prompted them to test out a number, any number, for each colored dinosaur, and go from there. “If I see a student staring at a problem for longer than 30 seconds, I tell them that they’re not thinking divergently, meaning guessing and checking or trying multiple times. You keep making attempts until you can converge into the correct answer.”

After the students work on the puzzles individually, the class spends time discussing them, talking not only about the answers, but what students tried and whether or not they got to the right answer right away. They talk about their thought process and why something did or didn’t work.

“The whole idea is to get them to the point where they are comfortable trying,” Thomas said. “A lot of our kids shut down as soon as they see something with which they are unfamiliar. We’re trying to get them to the point where they’re not so afraid to take risks and be wrong. Try things multiple times. And if you don’t get it right at once it’s OK. The whole idea of please don’t shut down; please don’t be afraid to fail. It’s OK to not be right the first time.”

Incorporating creative thinking into her classroom was something Thomas knew would benefit students. In the past, when she talked about incorporating the five Cs - critical thinking, creative thinking, communication, collaboration and citizenship skills - she felt like she never had a great grasp on how to add creativity to math. A class she took last spring on creativity changed that.

“It really opened my eyes about my own creativity because I always kind of thought, like a lot of people think, creative means artistic, right? That’s not necessarily the case,” she said. Thomas did her final paper on how to cultivate creative thinking with students. “I spent a lot of time during the first two weeks of school defining to the kids what creativity is and how you can improve your creative thinking skills.”

The class activities don’t always involve math. A popular activity is word association puzzles, often called Rebus puzzles, which include drawings and words that mean something more, like a picture of an apple and the numbers 3.14, which combined mean apple pie.

Thomas said these activities are important for building resiliency when the content is challenging.

“Students tend to think that math is right or wrong. And if you’re not right, straight out the gate, then it can’t be fixed,” Thomas said. “This gives them tools to think through a problem that they don’t remember how to do or maybe even an alternative way of working through a problem.”

Thomas has also found that students are making connections to things they’ve done in previous units.

“They remember,” she said. “They’re retaining the information. But they’re also applying what they learn in different situations better now. I think that’s awesome.”
Above, Pattonville Heights Middle School physical education teacher Sammie Bezzole, shown right, leads students through exercises during the after-school boot camp program. Below, Bezzole guides students through stretches at the end of their work out. She is shown with, from left, eighth grader Favour Abunaw, sixth grader Malia Robinson and eighth grader Aidan Haughton.

** PATTONVILLE HEIGHTS MIDDLE SCHOOL **

**Boot camp builds skills, camaraderie**

After a day of working hard in the classroom, students at Pattonville Heights Middle School have to work even harder in the gym during one of approximately 20 after-school clubs offered to students.

“Kids Boot Camp is an hour-long workout where we learn about the importance of fitness and wellness,” physical education teacher Sammie Bezzole said. “We focus on all levels of exercise, whether you are a beginner or an advanced participant.”

When it comes to personal fitness, working out in group settings can boost motivation and make exercise fun.

“It’s all about camaraderie and working together as a team, as a squad, whatever you want to call it, and building relationships with each other because I feel like we’ve lost that since COVID,” Bezzole said.

During Week 3 of the six-week program, she focused on military-type workouts. In the past, she’s highlighted using resistance bands and exercise stations.

Sixth grader Hailie Jackson has never played a sport before but is joining classmate Isabella Sanfilippo’s softball team this spring.

“I’m just trying to exercise and do all the workouts so I’m ready to play,” she said. “It’s a lot of fun to do all the workouts.”

Already a proven athlete, sixth grader Tyler Gordon is participating in the Kids Boot Camp to get stronger for his basketball team.

“I just want to get in shape and this is helping me with it,” Gordon said. “It’s also a lot of fun to be here with everyone and some of my friends are in here, too.”

There are students that attend for physical needs, but Bezzole recognizes there are some who come for emotional needs as well.

“It just makes my heart really full because there are some kids who are struggling being back in the hallways and interacting with everybody in a classroom since the pandemic,” she said. “We have kids from every grade level here and they are all encouraging each other. That goes a long way.”

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** ROSE ACRES ELEMENTARY SCHOOL **

**Students focus on “better together”**

The concept of “ubuntu” started with the Boston Celtics 2008 title team. A team-oriented concept derived from a Nguni Bantu term meaning “humanity” is sometimes translated to mean “I am because we are.”

Rose Acres Elementary School principal Steve Vargo and instructional technology specialist Sarah Funderburk both watched an ESPN documentary within weeks of each other and decided it was perfect for the school’s Leader in Me program.

“At Rose Acres, we simplified the word to mean ‘better together,’” Vargo said. “Staff are working with students to help them understand that caring for and taking care of each other is an important role in life as well as at Rose Acres Elementary.”

Staff knew after the challenges of the 2020-2021 school year, they needed something different.

“We needed something that would unite us, give us focus and provide a theme that reflected who we are and what’s important to us,” Funderburk said. “‘Ubuntu’ has been provided all of that.”

The concept has permeated many of the students’ activities. Fifth graders in Carrie Heine’s class raised $400 during their Market Day event and donated all the proceeds to Loaves and Fishes, a local charitable organization, and members of Safety Patrol greet students every morning as they get off the bus and enter school. Another example was when fourth graders delivered thank you letters to health care workers at SSM Health DePaul Hospital after school in January. They chose to write letters of gratitude to health care workers for a class project as part of a month of kindness and practicing their letter writing skills.

Their fourth grade teachers are Grace Burgos, Kirstie Hummert and Mary Spitzmiller.

Vargo said being better together means many things.

“It just means being better together when we’re synergizing in the classroom, it means being better together when we’re helping each other with work, it means being better together when we’re focusing on behavior,” Vargo said. “COVID messed up a lot of things, but the bottom line is we’re lucky because we are getting better together as a whole group if we respect each other and truly want the other person to do well.”

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Rose Acres teachers prep fourth graders to deliver their notes to health care workers.

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ROSE ACRES ELEMENTARY SCHOOL
Clifford Poster Contest
Three third graders from Rose Acres Elementary School earned recognition in Clifford’s Big Red Movie Poster Contest through the Scholastic Reading Club. DJ Hopson was named a grand prize winner by placing in the Top 5 and received a movie screening party for his class. Pearl Krieger and Evelyn Yakel placed in the Top 15. They all will receive a DVD of the “Clifford the Big Red Dog” movie and a copy of a graphic novel. To participate, students examined a synopsis and movie trailer and brainstormed as a class to come up with enticing imagery and connected text with dramatic effect. These students are taught by Robin Chang and Tracey Robinson.

St. Louis Writers Guild Contest
The St. Louis Writers Guild selected short stories from five Rose Acres Elementary School students for publication in its Young Writers Awards Contest Anthology. Jackson McCullough received first place. Donald McCullough, Nafas Parsang and Adelaide Pagel were named finalists. Eva Pulley received honorable mention. Robin Chang, Tracey Robinson and Nicole Youngquist are their teachers.

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HOLMAN MIDDLE SCHOOL
Honors choir selections
Holman students selected for the 7/8 Grade Honors Treble Choir are Dylan Blassingame, Morgan Booth, Robye Bozeman Nettles, Riley Dye, Ava Flores, Mackenzie Miller, Olivia Monroe, Madison Prine, Cheyenne Scheer, Chloe Stokes and Hannah Wansing. Larry Knowbel is the Holman choir director. Students performed as part of the Honors Treble Choir at Ritenour High School on Jan. 22.

SLSMEA Merit Award
Holman band teacher Steve White was awarded the St. Louis Suburban Music Educators Association (SLSMEA) Merit Award. The award recognizes excellent contributions to the advancement of music education.

PATTONVILLE HIGH SCHOOL
Congressional App Challenge
With her Envo Recycle app, sophomore Sai Dorasani placed second in the 2nd District of Missouri’s Congressional App Challenge. The app challenge is a national competition highlighting the value of computer science and science, technology, engineering and math (STEM) education. It allows students from across the country to compete by creating and exhibiting their software application, or app, for mobile, tablet or computer devices. Congresswoman Ann Wagner and a representative from LaunchCode, a non-profit organization that helps people enter the technology field, presented the awards in December.

All-State choir honors
Senior Keilah Wilkes was named All-Metro second team and earned All-State honors for the third year after placing 10th in the 5K at the Class 5 state competition. She also placed second at districts and was selected All-Conference first team. She was coached by Margaret Hall, with the assistance of Katie Gengler and Kyle Hall.

All-State coach selection
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All-State cheerleading
Six varsity cheerleaders were selected to the All-Suburban Orchestra. They are Charley Bennight for violin 2, Kenedi Jenkins for cello and Elly Lu for violin 1. They are taught by orchestra teacher Paul Rueschhoff.

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Girls cross country honors
Senior Lindsey Meyer was named All-Conference second team for singles. She was coached by Jeff Grass with the assistance of Emily McDaniel.
Boys swimming and diving honors
Members of the boys swimming and diving team qualified for multiple events at the state competition. Wyatt Martin placed sixth at state and broke the school record in the 50 yard freestyle. He also placed 16th at state and broke his own school record in the 100 yard breaststroke and qualified for state, was named conference champion and broke the school record in the 200 yard individual medley. He also broke the school record in the 100 yard backstroke. He was also part of the team that qualified to swim the 200 and 400 yard medley relay at state. Isaac Reddy qualified for state and was conference champion in the 50 yard freestyle and placed 16th to advance to the finals at state and was named conference champion in the 100 yard freestyle. He was also part of the team that placed 18th in the 200 yard medley relay and 400 yard freestyle relay at state. Additionally, the 400 yard freestyle relay team placed 28th at state and also consisted of Isaiah Loparco, who also participated in the 200 yard medley relay, and Ty Procter, who also participated in the 200 yard freestyle relay. Other members of the 200 yard freestyle relay team that placed 28th at state are Jack Pfister, Adam Reddy, who also participated in the 200 yard medley relay and qualified for districts in 1 meter diving, and Michele Venturato. The team was coached by Anna Braswell with the assistance of Nathan Jones and Justin Thompson.

Drill team invitational honors
The Pattonville varsity team placed first place in pom and hip hop and took home a precision award in pom at the Lindbergh Invitational. Varsity drill team members are Kaycee Carman, Nicole Cobbs, Kaylee Cofer, Reilly Edmonds, Riley Johnston, Camryn Peebles, Zaria Purvey, India Reed, Katie Ridings, Laura Rockwell, Isabelle Tucker and Kamauri Younge. The team is coached by Kristin Riggs with the assistance of Lindsey Puviance. The junior varsity team placed second in the hip hop and pom categories in the 1A division of the Lindbergh Invitational. Members of the JV team are Hannah Fisbeck, Sophia Knize, Skyler McCaa, Addison Swanson, Taylor Volmert and Aserina Woodard. Kate Greenwell is the head coach and is assisted by Grace Bowman and Allison Brown serves as practicum coach.

Softball honors
All-Conference first team honors in softball were awarded to Sami Green as an outfielder, Samantha Heine as a catcher, Madison Leckrone for infield and Allison Schrumpf as a utility player. Sarah Rizzello was named an All-Conference second team pitcher. Allison Pearia received the All-Conference Sportsmanship Award. The softball team was coached by Rob Simpson with the assistance of Victor Fink.

Girls volleyball honors
The girls volleyball team placed second at districts after being named conference champions. Six players earned individual honors. Reagan Nelson was named All-District and All-Conference first team. Kylie Surratt was named All-District first team and All-Conference Player of the Year. Paige Rowland was selected All-District second team and All-Conference first team. Gabi Chan and Sarah Pieper were selected All-District and All-Conference second team. Charlie Heiligenstein received the All-Conference Sportsmanship Award. The team was coached by Jenell Franken with the assistance of Alexa Kramer.

Field hockey honors
In girls field hockey, Mia Baugher and Tamia Dockett were named All-Conference second team. Lauren Barton, Emily Cremer, Dockett, Amy Prueitt, Ashley Santel and Gabrielle Turner were named Academic All-Conference. The team was coached by Jess Hale, with the assistance of Carolyn Overton.

Girls golf honors
Macy Hanford and Zelletta Wyatt were named All-Conference second team in girls golf. Mackenzie Cain, Tehya Cox Potter and Jordyn Maryas were named All-Conference honorable mention. They were coached by David Gross with the assistance of Scott Hutson.

Boys volleyball honors
Boys swimming and diving honors
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Boys soccer honors
Devin Holzclaw and Christopher Magana Toledo were named All-Conference first team in boys soccer. Players named All-Conference second team were Kyle Kaemmerer, Carlos Llamas and Jadon Trice. They were coached by Marcus Christian with the assistance of Tomi Benney.

DISTRICTWIDE
Bach Society performance
Tracy Baker, a choir teacher at Pattonville High School, and Kurtis Heinrich, choir teacher at Pattonville Heights Middle School, performed with the Bach Society of St. Louis during its annual Christmas Candlelight Concert at Powell Symphony Hall in December. The Bach Society is dedicated to performing choral works by Johann Sebastian Bach and other classical and contemporary composers. The Christmas concert has been a tradition since 1951.
Pattonville Proposition S

Pattonville’s $111 million zero-tax-rate-increase bond issue on the April 5 election ballot

If approved, Prop S will provide:
- Additional classrooms to address enrollment growth and maintain class sizes at acceptable levels (several schools are already at capacity);
- Safety and maintenance improvements; and
- Building updates to meet the teaching and learning needs of students, including STEM rooms and collaborative learning spaces.

Approval of Prop S will not increase the district’s tax rate.

Find out more: bit.ly/PattonvillePropS

District projects
- Upgrade Wi-Fi and security cameras
- Repair structural columns in bus ports at transportation facility
- Replace lighting in bus ports
- Renovate Holman Middle School detached Gym B for use by transportation and printing
- Renovate and add to existing transportation building
- Reconfigure parking in upper lot near transportation facility
- Demolish existing print shop building to improve traffic flow and reconfigure parking at Pattonville Heights Middle School
- Renovate maintenance facility

Pattonville Early Childhood Center
- Upgrade building-wide HVAC systems
- Complete plumbing repairs
- Install projection system for multipurpose room
- Add 40 parking spaces
- Improve exterior playground
- Create indoor play space in multipurpose room

Bridgeway Elementary School
- Construct two-story addition with music room, STEM lab, library and restrooms
- Replace kitchen flooring
- Renovate classrooms, including spaces for collaborative teaching
- Purchase new furniture
- Repair/upgrade mechanical, electrical, plumbing and HVAC
- Renovate existing library into two classrooms, one office
- Construct outdoor learning space
- Renovate 10 restrooms
- Add stage to school gym
- Install fire suppression system and fire access lanes
- Add stormwater treatment area on west side of building

Drummond Elementary School
- Improve/repair HVAC
- Divide open corner quad areas into pull-out learning spaces
- Repair roof and install snow/ice guards
- Install shade structure in courtyard playground

Parkwood Elementary School
- Construct two-story addition with four classrooms
- Replace kitchen flooring
- Renovate classrooms for collaborative teaching
- Complete improvements to courtyard
- Correct water ponding in playground
- Purchase new furniture
- Improve corridors and provide dividing wall between main corridor and cafeteria
- Expand and reconfigure front office
- Renovate nine restrooms

Rose Acres Elementary School
- Renovate classrooms for collaborative teaching
- Renovate flex room into space for paraprofessionals, testing and meeting; move library door
- Relocate reading to second-floor room and provide partition
- Create first floor conference room
- Install door between multipurpose room and classroom wing

Willow Brook Elementary School
- Construct library and classroom addition
- Build smaller south classroom addition
- Install retaining wall by new additions
- Install fire suppression system
- Add courtyard between new additions
- Add stormwater treatment area at west side of building
- Expand cafeteria
- Renovate classrooms for collaborative teaching
- Install blinds in classroom windows
- Reconfigure restrooms in kindergarten rooms
- Add awning to courtyard entrance
- Install high fence around playground
- Purchase new furniture
- Complete plumbing repairs/upgrades
- Renovate six restrooms
- Reconfigure office and Special School District (SSD) rooms, including main entry

Remington Traditional School
- Construct building addition to provide classrooms and commons learning space
- Install fire suppression system
- Enclose courtyard near cafeteria to create commons area
- Renovate classrooms to integrate with special education
- Purchase new furniture
- Renovate classrooms for collaborative teaching
- Construct expansion for music, additional classroom space
- Reconfigure front office/entry
- Redesign sitework to improve drop off and dismissal, with car traffic going north to exit on Fred Eller Drive
- Renovate nine restrooms

Holman Middle School
- Construct new gym adjacent to existing main gym
- Renovate basement below existing main gym (locker and health rooms)
- Install fire suppression system
- Add new stormwater treatment area for new gym
- Add gate or door to separate gym from rest of school
- Renovate additional collaborative learning spaces between classrooms
- Upgrade library, including new exterior windows and entry enhancements
- Renovate east side of electives corridor (across from band)
- Improve elementary gifted education wing (ALPHA)
- Install additional security cameras
- Install new building clock system
- Purchase new furniture
- Repair/upgrade mechanical, electrical, plumbing and HVAC
- Reconfigure and renovate offices
- Extend parent drop-off lane at west side of building to improve traffic
- Build ramp for Americans with Disabilities Act access to west door at drive level
- Renovate eight restrooms
- Renovate second six grade science classrooms
- Improve signage and wayfinding

Pattonville Heights Middle School
- Construct three-story addition with science labs, restrooms, relocated lockers and multipurpose/planetarium space
- Renovate cafeteria (students and staff)
- Renovate classrooms on sixth grade and seventh/eighth grade floors
- Replace some lockers with two-tiered lockers
- Install elevator to service weight room area above gym
- Purchase new furniture
- Paint interior spaces
- Renovate library offices and storage to provide a new hallway that bypasses the library
- Improve parking lot and entrance plaza
- Expand existing stormwater treatment area
- Renovate 11 restrooms

Pattonville High School
- Enclose bridge and build addition with multipurpose/performance space, music rooms and outdoor plaza
- Renovate second-floor bridge classes
- Renovate existing front entrance lobby and guidance office
- Renovate gym lobby and cafeteria/commons area/serving lines
- Renovate family and consumer science (FACS) food labs
- Install taller fence around athletic complex for improved security
- Purchase new furniture
- Install fire loop
- Renovate science labs

Pattonville Heights Middle School
- Install door between multipurpose room and classroom wing
- Replace kindergarten playground equipment
- Complete plumbing repairs/upgrades
- Renovate six restrooms

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“Pattonville Highlights” is published throughout the school year for residents of the Pattonville School District by the Pattonville School-Community Relations department, 11097 St. Charles Rock Road, St. Ann, MO 63074, (314) 213-8025. Paid for by the Pattonville School District, Dr. Tim Pecoraro, superintendent. Website: www.psd3.org.