



SUCCESS



SPRING 2021

QUARTERLY UPDATE FROM SHELBY CITY SCHOOLS

SUPERINTENDENT'S MESSAGE

Shelby Proceeds With New Athletic Complex

Dear Resident:

After many, many months of research, meetings, discussions and planning, the Shelby City School District (SCSD) is moving forward with the financing of a new, \$4 million dollar athletic complex that will be located at the site of the present-day track facility.

The new athletic complex will allow us to provide a turf field for our football and soccer teams, new (and safer) bleachers for home and visitor spectators, handicap accessibility throughout the stadium, a locker room facility that will also house restrooms for those in attendance, a spectator plaza, additional on-site parking, altering the location of the roadway from the tennis courts to Championship Drive to improve traffic flow, as well as relocating the field event venues for track and the baseball field.

Also, while not part of the \$4 million project, please know that the track and eight existing tennis courts will be resurfaced and the softball field will receive a facelift.



"The district will have 2,000 students on our campus who can walk to this facility from their classrooms and use it on a daily basis."

- Tim Tarvin, Superintendent
Shelby City Schools

As the superintendent of the Shelby City Schools, I recognize the significance that Skiles Field has played in the history of our school district and of the community. However, I also recognize the importance of having all of our students and facilities on one campus and our board does as well. As a matter of fact, I'm grateful that the SCSD has a board of education that has done their due diligence with regard to looking at the costs associated with this project and all the benefits we can provide for our students, staff members and the community and then making the determination to move forward with this project.

As our district inched closer and closer to making this decision, it was always imperative to the board and our administration that we continue to be good stewards of district money, just as it is in every financial decision that is made. With that being said, I want to emphasize that the financial burden of financing this athletic facility will not be passed onto the community in the form of

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ATHLETIC COMPLEX CONSTRUCTION TIMETABLE





Welcome to Our New Treasurer, Beth Lykins



Beth Lykins, New Shelby City Schools Treasurer

Shelby City Schools is excited to introduce our new Treasurer, Beth Lykins. She comes with great experience; first acting as Willard City Schools assistant treasurer for 12 years, serving as South Central Local Schools treasurer in Greenwich, Ohio for four years, and most recently serving Crestview Local Schools in Ashland, Ohio as treasurer for four years. We are excited to have her as part of our Whippet community.

COVID-19 has affected every facet of life. The Shelby financial roadmap is no exception. In the spring of 2020, Governor Mike DeWine significantly reduced state funding for the 2020-2021 school year. The good news is that Shelby received a partial return of the reduction in early 2021 - \$160,131 of the \$291,946.

Another promising development on the horizon; we are set to receive our second round of CARES Act funding, \$1.1 million to be used toward COVID-related expenses.

Rover Pipeline is currently challenging the valuation rates set by the Ohio Department of Taxation and an appeal hearing has been set for November 2021. We will keep a watchful eye on the determination, as this could potentially have a negative impact on the district revenue.

This has been a year of uncertainty and big changes. But we are **#WhippetStrong**. With the experience of our new treasurer at the helm, we will overcome fiscal challenges as they head our way.

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new or increased taxes. As a matter of fact, when dissecting the financing of this new project, it's important to remember that a reduced interest rate on Shelby's PK-8 facility project saved the district \$4 million to put towards the athletic complex project.

Fortunately, the school district has the financial wherewithal to fund the project in the same manner in which we are financing the construction of the PK-8 building and that is via Certificates of Participation (COPS).

Hopefully in the next 8-10 weeks, our COPS transaction will be completed and the initial stages of the project will begin in June, 2021 and the overall project will be completed in August of 2023.

When this athletic complex and the PK-8 building are completed, all of our academic, and the majority of athletic facilities will be situated on one campus. The number of opportunities and the benefits that this will afford our students and staff is, quite frankly,

countless. The district will have 2,000 students on our campus who can walk to this facility from their classrooms and use it on a daily basis. That has never happened before in Shelby, ever. For our staff and students, that is very, very exciting and they are grateful for the opportunities it will afford.



Architect's rendering of the new Shelby City Schools' Athletic Complex.



Art Allows for Out-of-the-Box Thinking

Art is an outlet for people and fifth- through eighth-grade Shelby Middle School teacher, Tracy Mathys, enjoys seeing her students be creative as they take a break from their everyday routine.

While Mathys loves “making a mess and getting paid to do it,” fifth- through eighth-grade art is very intentional in its teachings.

Fifth- and sixth-grade students are not as in-depth in their art instruction as the upper middle school grades, but the curriculum for fifth grade is all things food, while sixth grade follows a home theme. Seventh- and eighth-grade students are working hard on projects to align and prepare students for high school.

In seventh grade, students are currently focusing on a medieval art unit and an illuminating letter project. Eighth grade art is an advanced independent study course. Students participating in eighth-grade art must come up with three to five pieces of artwork to create a cohesive gallery show to put on display at the end of spring semester.

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explained, “It gives the brain a different workout.” Art allows students to use their out-of-the-box thinking, something Mathys believes will be a very marketable skill regardless of the students’ career path beyond high school.

In Shelby City Schools, students choose one staff member to hand them their diploma. Mathys disclosed, “My life goal is to give a kid their diploma.” Even if students do not pursue art as a career, she hopes students find art to be an outlet they enjoy.

Auburn Students Celebrate Black History

Each week, Auburn Elementary librarian Michelle Shuler selects a new topic to celebrate. It is a fun way to touch on topics of interest to students and a great way to shine a spotlight on important subjects in a targeted way.

Recently Shuler celebrated Black History Month with her students. While she teaches Black History throughout the year as the opportunity arises – in fact, Martin Luther King Jr Day was a weekly theme in January – setting aside an entire week for Black History allowed students a more thorough focus on Black writers, illustrators, characters and heroes.

Shuler engaged students in a multitude of ways to celebrate the week. Each student took home a paper book they folded. The students were all assigned Black heroes to study as well. Using

the Google Classroom page, students found their hero, watched a video about the hero, listened to a song about the hero (a great review of the content learned), and read a book about their hero. The students were quizzed on the content at the end.

Shuler loves to share and engage kids in books, authors and illustrators. She makes a connection with students to help unlock the reading interests of each individual student. She does this through everyday encounters with her students through morning duty and lunch.

Above all, Shuler says “I hope they understand that books can lead them places when they can’t go anywhere else” – an especially essential outlet in recent months.



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Classroom Store Combines Learning and Motivation for Positive Behaviors

How can you teach math and foster motivation for positive behaviors in one activity? Callie Callender, intervention specialist at Dowds Elementary used her creativity to do just that in the form of a classroom store, stocked with items donated by staff and the community.

This store is a behavior motivation system where students can earn money to support positive behaviors (like raising hands and walking into the classroom quietly). Teachers do a lot of positive modeling to help the students learn the wanted behaviors. The students each get their own wallet. And with positive behavior, they have the opportunity to fill their wallets!

For many of Callender's students, coin skills can be very difficult. The store has created excitement around counting coins. The students practice coin skills with the money in their wallets throughout the week. With the end of the week comes the great motivator: shopping!

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Students Learning Important Life Skills for Positive Behaviors



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Shelby Middle School students in Gwen Schwemley's family and consumer science class are learning life skills. Schwemley, a satellite instructor from Pioneer Career Center, covers a wide variety of topics to prepare students to be independent, self-functioning young adults.

The focus is on real life: food and nutrition, finances and budgeting, and both verbal and non-verbal communication. Through hands-on experience, these students learn important skills in a safe environment.

For instance, Schwemley asserted "students need to know how to be safe and how to make healthy choices." Some students

have never prepared a meal for themselves. Some students are preparing meals often for siblings. Teaching students safety and sanitation in the kitchen is an essential life skill.

Career is another of the topics covered in the course. Schwemley tells her students that their career choice is one of the most important decisions they will ever make. She enjoys helping them explore careers that match their interests.

Middle school students can choose to take this course as an elective. Students not enrolled in a music elective will automatically be enrolled in this course.



Feeding Shelby Students is More than a Job

For Kelly Stanford, acting as food service director for the students of Shelby City Schools, is more than a job – it's a service. Stanford explained "When they come into school on Monday, we look forward to serving them."

Last spring, when the governor mandated all schools to close their school building doors, Shelby City Schools quickly pivoted to ensure the students of Shelby were receiving meals.

Stanford said, "We have had to evolve quite a bit in order to serve kids in the best way possible." To start, kids collected food by entering the school building. Food service then transitioned to a daily pick-up, allowing parents and students to drive around the back of their school building to pick up their meals. Toward summer, food service determined the community could be best served if meal pick-up moved to one location, the middle school building.

Volunteers really stepped up. Teachers, recess monitors, secretaries, custodians, administration, anyone available to help was at the ready.

In a community with 50% of the population qualifying for free or reduced lunch during a typical year, Shelby recognized the need was greater than the scope of the reach of the schools. Over the summer, Shelby extended free meals to anyone in the community ages 1-18.

On meal pick-up days, each person received a hot meal and 4 meals to take home. From March to June, Shelby City Schools food service served 87,000 meals.

When school re-opened, new modifications were necessary. Many of the modifications such as individually wrapped cutlery and individually packaged condiments, were time consuming. They were also necessary in the interest of safety.

Food service pivots again any time there is a change in learning models. Any time the district goes remote, there is a plan in place to make sure students have access to food. Staff came into each building kitchen allowing parents to pick up at any school they could. To-go bagged meals were provided.

To increase accessibility, bus drivers delivered to locations where large

groups of kids typically catch the bus. This allowed students to continue to build relationships with the bus staff while collecting meals.

This effort was bigger than the food service department. It was bigger than Shelby City Schools as well. Community members were also a part of the effort to feed Shelby amid the global health crisis.

Stanford said, "I have worked with several different schools, and I don't know that I have ever seen any community that has pitched in like I have seen here." When the weather was bad, people just dressed accordingly. The superintendent, assistant superintendent and teachers were all out there. Stanford recalled, "We tried to have fun with it. We had music on the dock." Teachers were excited to see the kids when they were in the parents' cars.

The efforts of Shelby Schools food service team have not gone unnoticed. They continue to adapt as things change during this unprecedented school year.

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A Week of Kindness at Auburn and Dowds

Kindness is always encouraged in everyday life at Auburn and Dowds Elementary Schools. However, for the past four years, School Counselors Elizabeth Eyring and Molly Fairchild have been making a week of it!



During the last week of January, students participated in a great kindness challenge. Students worked on kind acts at home, school and the community and tracked their kindness on “Kind Acts” worksheets. Students were motivated to engage in acts of kindness at school during Kindness Week by completing worksheets to earn a prize.

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Fairchild is excited to watch how the schools continue to build on the week each year. While she teaches kindness year round in various lessons, focusing on kindness in a targeted way is really fun and impactful. The week includes a Classroom Kindness challenge board, spirit days, in addition to the worksheets.

Furthermore, the third-grade students of Auburn Elementary School made little hearts to warm up community members’ days. Ivory Bean Coffee Shop put the heart on coffee mugs to lift the spirits of others with kindness.

Eyring was so impressed with the “kind and beautiful” hearts of Auburn fourth-grade students. The students learned that many residents at Crestwood Center were unable to visit with family due to COVID. The students made cards to lift their spirits.

Eyring emphasized the importance of kindness among students, staff, and teachers. Her goal is to teach students that kindness makes everyone feel good – the people on both the giving and receiving ends of a kind act.





High School Students Prepared for Life After Shelby



Shelby City Schools is committed to helping students graduate with a plan. Edie Lerback and Bobbi Weaver, school counselors at Shelby High School, emphasize the three Es – making sure each student is employed, enlisted in the armed forces, or enrolled in training or education needed to pursue a career.

Anita Ream, career coach at Shelby High School is also committed to making sure every student graduates with one of the three Es.

In a typical year, Ream would arrange speakers, field trips, and career fairs. Due to COVID, that is not possible, but she continues to guide students through the process of pursuing a career.

Ream teaches sophomore students skills that will offer a better chance for success in any career field; they cover work ethic, interest surveys, attitude and attendance. She emphasizes the importance of students working on their brand; ways to make themselves more employable.

Every junior who does not attend Pioneer Career Center meets with Ream one on one for approximately 90 minutes. This in-depth interview helps Ream to identify resources needed for the students to find success: scholarship applications, College Navigator, test preparation, military recruiters, apprenticeships. For those undecided students, she is willing to meet with them multiple times, providing them more information for their decision.

Lerback and Weaver, serve students based on last name. When it comes to guidance, Lerback said, “Name something and we probably do that.” This spans from pre-exploration with freshmen, helping them find a pathway to graduation, to helping seniors make post-secondary plans. Lerback wants students to understand she and Weaver are there for every student, whether they are assigned to them or not. She emphasized, “our door is always open.”



First Graders Engaged Through STEAM Projects

Students in Brittany Ream’s first-grade class love incorporating math and science into their lessons. Building LEGOS®, boats, cars and analyzing the effect of wind speed on pinwheels are all activities the students have enjoyed.

Ream stated “they are so excited and engaged!” Many days the students will be making guesses as soon as they walk through the door. They begin hypothesizing about what might happen and they assess whether that hypothesis is true throughout the day.

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Shelby City School District
25 High School Avenue
Shelby, Ohio 44875

Phone (419) 342-3520

Website: <https://www.shelbyk12.org/>

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CONSTRUCTION PHOTOS OF PreK-8 BUILDING

