

# rank&file

A student wearing a grey hoodie, a black baseball cap, safety glasses, and a black face mask is working on a robot. The robot has a black frame and several green and blue striped cylindrical components. Another student in a blue hoodie with 'GONZA' on it is visible in the background.

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The Build: A look  
inside robot design

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See 'Soccer tryouts' p. 14



# rank&file

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## *Letter from the Editor*

On Feb. 24, Marshall was selected as a First Amendment Press Freedom Award winner for the first time. Marshall joins two other Fairfax County schools, McLean and Chantilly, among the 17 recipients nationally. Three FCPS schools winning this award out of 17 nationwide shows the strength of freedom of expression and student journalism in Fairfax County schools.

This recognition is a testament to the privileges and freedoms our school administration grants our journalism program and school as a whole. It is also a major recognition for the work that goes into our yearbook, literary magazine, newsmagazine and gcmnews.net website.

Not every school enjoys the freedoms we do at Marshall. Over the past several years, I have been able to speak with other journalism students and leaders across the country, many of whom struggle with prior review and conflict with their school leadership. We are appreciative of the cooperation and help we receive from Principal Litz and the school administration, without which this award would not be possible.

Theo Schmidt  
Editor in Chief  
Rank&File



# March marks two years since shutdowns

by rebecca paz

From the transition to virtual learning, to coming back in person, case counts, quarantine, changing mask mandates and changes to curriculum, the pandemic has had many academic side effects.

Thinking back on the two year anniversary of school closing due to the pandemic, learning disabilities teacher Laura Champe Mitchell expressed her amazement.



ART BY AITANA WELLS

From the transition to virtual learning, to coming back in person, case counts, quarantine, changing mask mandates and changes to curriculum, the pandemic has had many academic side effects.

"It's like, has it been two years, four years or 10 years?" Champe Mitchell said. "It's just surreal. Like, did that really happen to us?"

The new challenge, Champe Mitchell said, is overcoming the masking obstacle and overcompensating the

missed socializing.

School structure has changed since March 2020, with the new fourth period schedule introducing Advisory and Return Periods, which Champe Mitchell voiced her approval towards.

Fourth period "has helped me as a teacher, especially because I'm out in the trailer, so I have some kids that I wouldn't see otherwise," she said.

Senior Abby Brunner said she wishes the old daily Learn schedule would return.

"I do often miss the everyday Learn, because I valued the time to work on homework and collaborate with my peers and teachers," Brunner said.

For some teachers, much of the past school year was focused on reviewing what was missed during virtual learning, and making sure their students get as much out of the in-person experience as possible.

"Many students had trouble learning virtually, and there are many learning gaps out there, so academically we've had to focus on what those gaps are, and slowing down teaching," math teacher Alan Altschuler said.

Brunner said daily class structure has also changed over the last two years.

"I would definitely say that in

////////////////////////////////////  
*"I believe the pandemic has taught us all valuable lessons about ourselves, our family and friends as we have lived through and continue to live through something that continues to change our perspectives about what life is and means to all of us."*  
 - Senior Abby Brunner  
 //////////////////////////////////////

March of 2020, classes were very structured around PowerPoint activities and lectures," she said. "Now, many classes focus on class discussions, group projects and collaboration and less so [on] lectures and presentations"

In addition to the academic changes, social aspects have changed too.

"I think our school has become more social because of how much social

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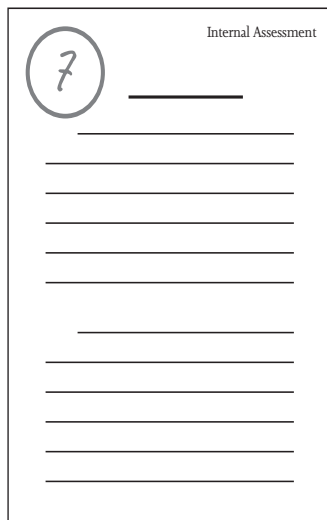
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# The IA: Tips and Tricks from IB Teachers

Rank&File talks to teachers to find out how juniors and seniors can write their best Internal Assessments (IAs), research papers that students taking some IB courses are required to write and make up a portion of their final IB score.

• compiled by emma mobley



ART BY JOSIE HAMILTON

## IB Psychology SL

Although IB Psychology is an elective, it also has an IA component

"The introduction section and the evaluation section are the parts offering the highest potential for marks, although most of the sections are close in total," IB Psychology teacher

Wanlace Yates said.

To have the best possible IAs in psychology, Yates said, students need to have all of the required elements.

"Having a clear experiment result is less important than showing understanding of the research process," Yates said.

## IB Environmental Systems and Societies SL

IB Environmental Systems and Societies teacher Luke Konopka said the highest scoring papers have a strong context section.

Konopka said the connection between the research question and an environmental issue creates the base for this section.

"When you go down to the library, you get a bunch of primary sources," Konopka said. "It's pretty easy to write about environmental issues. That's what usually scores pretty well."

For students writing

their first IA, the way a student tackles it can be an effective way to get a higher score.

Konopka said it is helpful to divide the assignment into multiple smaller pieces.

"When you have a situation where you haven't started and you're looking at this huge thing that you have to write, [it] is very intimidating and hard to get by," Konopka said. "It's a lot easier to manage if you break the IA up into smaller components while looking at the rubric."

## IB Biology HL 2

The best way to a high scoring biology IA is a strong exploration, analysis and conclusion, IB Biology teacher Michael Osborn, said.

"I have had excellent feedback from the IB and have had a few sections from former students get singled out as world-class examples—that was awesome to read," Osborn said.

Along with students developing their IA writing skills when they write science fair papers in their junior year, Osborn said he developed an IA writing guide to help students. Similar to the other IAs, it is important to not do it all at once, create a strong question and not wait until the last minute.

Coming up with a reliable and interesting experiment "really sets a stage for success," Osborn said.

"Helping students come up with a good experiment is one of the best parts of my job," Osborn said. "A boring, off-the-shelf experiment is

hard to get excited about and shows little planning."

Most importantly, Osborn said, students should not wait until the last minute.

"Doing so allows for no troubleshooting and optimization," Osborn said. "Sometimes things work great the first time—but students need to consider what to do if they don't."



COURTESY OF TOMMY DELTA

Senior Malcolm Burbano participates in senior Tommy Delta's biology IA, which is investigating the effect of electrical stimuli on grip strength.

## IB Chemistry SL and HL 2

Both SL and HL students need to write an IA.

"A student uses a specific chemistry technique that allows the student to control the independent variables and the constants so the dependent variable has a reliable result," chemistry teacher Cynthia Thomasson said.

The trial process to get the data a student needs to complete their IA can take multiple tries, but Thomasson encourages students not to get discouraged.

"Students struggle picking an IA topic, and my best suggestion is not to get

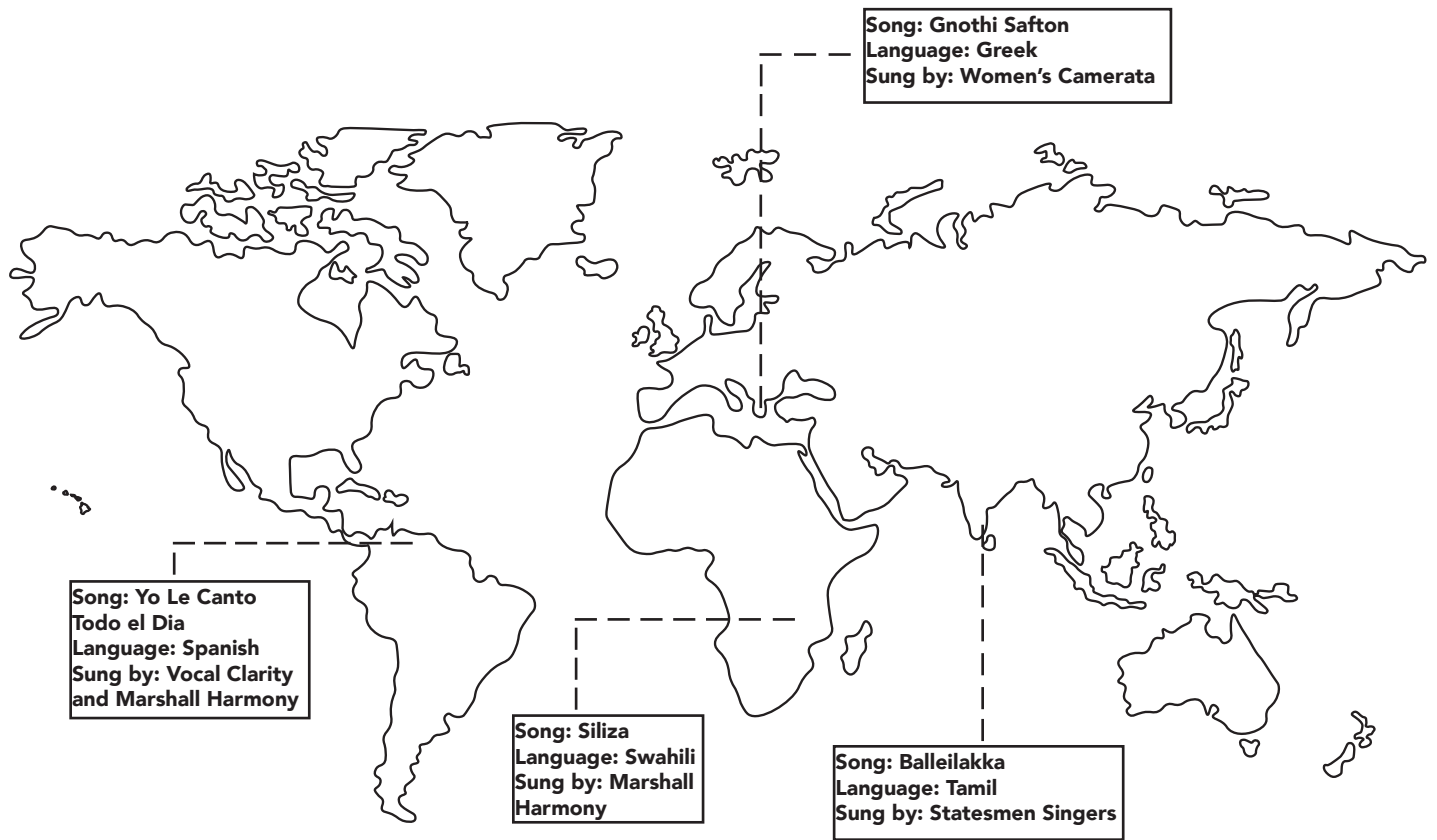
discouraged when a student realizes their first ideas will not result in a good IA topic," Thomasson said.

The second suggestion, she said, is having good time management skills.

"Expect setbacks," Thomasson said. "Start early so you have time for the setbacks but still be able to have enough time for data processing and analysis after you are done collecting your data from your experiment."

Thomasson said high scoring IAs address the uncertainties from data collected and processed.

# Broadening Horizons: Choir students prepare foreign songs for assessment



ART BY KIRTANA SATHISHKUMAR

by kirtana satishkumar

For the past several weeks, passersby may have heard the sounds of boomwhackers, chanting and foreign lyrics emanating from the choir room.

In preparation for the assessment concert on March 18, choir students have been learning songs in different languages.

"I always try to have a foreign language piece on the program that is contrasting in nature to [the choir ensembles'] other selections," choir director Kelli Pierson said.

This year, students will be singing four songs in languages other than English: "Sililiza" in Swahili, "Yo Le

Canto Todo el Dia" in Spanish, "Gnothi Safton" in Greek and "Balleilakka" in Tamil.

"The most challenging part is memorizing the songs in a foreign language and having authentic pronunciation," Pierson said.

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*"I think it's great to experience singing songs that are unique and very different to the English songs we usually sing."*

- choir student Sophia Rader

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Choir member and freshman Sophia Rader agreed.

"Pronouncing the words in different languages can be difficult and frustrating at first, but eventually, it's not an issue," Rader said. "Most

choral arrangements I've sung in African languages are really upbeat and lively, so they're usually really fun."

Rader said she believes all singers should learn songs that are different from what they are used to.

////////////////////////////////////

*"I think it's great to experience singing songs that are unique and very different to the English songs we usually sing,"* Rader said. "Exposing us to new and different techniques can be very beneficial."

////////////////////////////////////

Pierson said she thinks learning songs from around the world is an important part of musical education.

"I always hope that my students can come out of assessment with a newfound appreciation for all that you can get out of a piece of music and how it can help us all become better musicians," Pierson said.

Performing with memorized dynamics and articulations while also performing with stage presence is the next challenge, Pierson said.

Before assessment, students will have a chance to practice in front of the Marshall community at the March 8 pre-assessment concert taking place in the auditorium.

# The Build: A look inside robot design

The robotics team will be attending their first competition this year on March 6 and 26. The team's task is to build a robot capable of navigating through a course, shooting a ball and hanging off monkey bars. The team had to troubleshoot before getting a functioning robot that fit the competition's parameters.

• compiled by rhea newnaha

## Pneumatics System

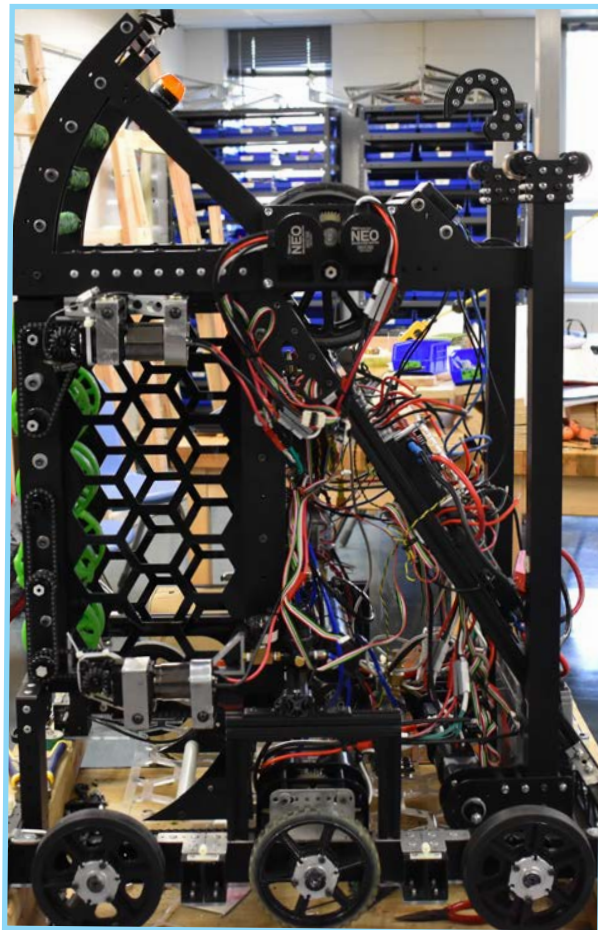
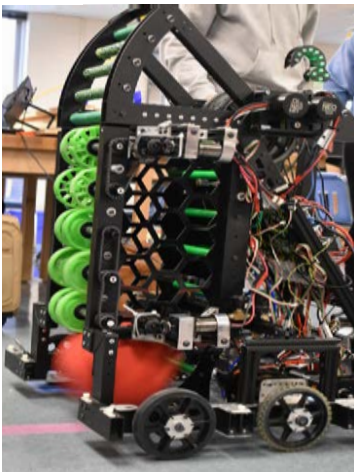
One aspect of the robot is the pneumatics system, which allows the robot to change gears to move with increased force.

"You see [the system] in other robots and you're like, 'wow, that's really cool.' So it took a lot of time, but we were able to get it together," robotics administration captain and senior Azalea McMillen said.

## Tower

The team wanted a design that curved the ball up a tower but realized that plan was impossible due to the frame of the robot being too small.

"What we ended up designing [was] a straight tower that picks up the balls and moves it directly up to the shooter," robotics captain and senior Simone Gillott said.

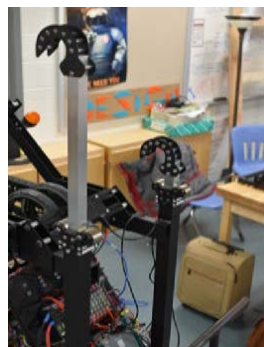


PHOTOS BY RHEA NEWNAHA

## Hooks

The final component of the game is to have the team's robot hang from an inclined monkey-bar-like structure for at least five seconds after the timer ends.

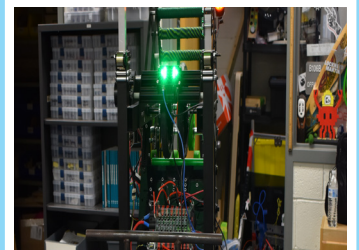
"I mean, these are heavy robots," McMillen said. "To have it lift itself is really cool."



## Limelight

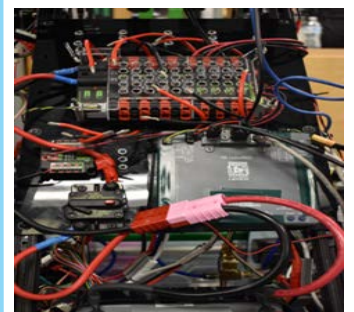
On the back of the robot is a bright green light called the limelight. The limelight helps the robot both aim the shooter and guide the robot.

"When we get to our competition, right next to where we would want to aim our shooter is the reflective material, so we programmed our limelight to be able to track it," McMillen said. "This will help turn and navigate the robot and get it where we want it."



## RoboRIO

The roboRIO functions as the brain of the robot, acting as a transmission between the computer and the robot. It tells all the other components what to do.





# Through the Halls

*New hall passes raise mixed emotions with students and staff*

by reyna berry and eleanor mcaden

In early February, hall passes complete with specified room numbers started making their way around the school in an effort to prevent students from wandering the halls.

Security officer Scott Devine said he believes the change came from an idea he had last year.

“I recommended a certain color pass for the second floor, because if a student’s assigned to the second floor, they shouldn’t be on the first floor and vice versa,” Devine said. “I believe that’s how it got implemented.”

Devine previously worked at Justice High School, where a similar policy was in place, and said he is optimistic the hall passes will work.

However, freshman Megan Ice said she is concerned with the cleanliness of bringing a pass into the bathroom.

“It’s gross,” Ice said. “You’re going into the bathroom with something, and then handing it back to another kid who has to go.”

Devine said he believes the policy is sanitary if students practice proper hygiene.

“If students use hand sanitizer and wash their hands, or even get wipes just to wipe the lanyards off, spreading germs shouldn’t really be a factor,” Devine said.

New official passes will also decrease the need for teachers to come up with alternate hall pass procedures.

Sophomore Coryn Cohen said some teachers have chosen unusual items as passes, like a plunger.

“Carrying it is so embarrassing,” Cohen said.

Senior Connor Scinto was also familiar with the plunger hall pass, as well as other awkward alternatives like a backpack shield inspired by Zelda.

“There are these big things that are hard to take into the

bathroom,” Scinto said. “So I like the smaller [passes] that are easier to walk around with.”

Devine said he likes to stop and spend some time talking with students roaming the halls with strange items like plungers.

“Even though we’re security, we try to create bonds with students and make them laugh,” Devine said. “Especially with you guys taking tests in subjects and wanting to get good grades, sometimes you just need a little laugh.”

Still, Devine said security personnel wants to push students to stay in the classroom as much as possible.

“At the end of the day, the goal is for students to get a good education,” Devine said. “And you can’t learn in the hallway.”



WILL BLACKBURN/RANK&FILE

Students now need official Marshall hall passes to be in the hallways during classtime, replacing the plungers, backpack shields, and other objects some teachers had been using.



Learn about the hall passes from your peers!  
Scan the QR code below.



<p><i>“It’s gross. You’re going into the bathroom with [a pass] and then handing it to some other kid.”</i></p> <p>– freshman Megan Ice</p>	<p><i>“I like the smaller [passes] that are easier to walk around with.”</i></p> <p>– senior Connor Scinto</p>	<p><i>“The goal is for students to get a good education. And you can’t learn in the hallway.”</i></p> <p>– security officer Scott Devine</p>
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# Choir teacher's six-year stint comes to end

by aitana wells

As Kelli Pierson's six-year run as choir director comes to an end, James Madison University student Anna Valentino will take over for the remainder of the year as a long-term sub.

Valentino enters the choir program coming from a situation mirroring that of Pierson when she first arrived.

"It was a little overwhelming," Valentino said. "When I first found out, I was so excited. I mean, this is the dream."

Pierson was also a student at James Madison University and became the choir teacher after filling in as a long term sub. Her successor now faces the same opportunity.

"At first I was like, 'Oh my gosh, this is a lot of music, and it's hard music,' and I took some time and really thought about it," Valentino said. "Then I just hit the

ground running, and I said this is what I want to do, and here's how I can do it."

After six years of teaching, Pierson found it emotional to leave her students.

"It hit me like a truck when I got home," Pierson said. "It was just like everything kind of hit me at once."

Valentino expressed her gratitude towards the welcoming community.

"The community has been so welcoming," Valentino said. "Ms. Pierson has welcomed me with open arms and showed me all the ropes. I am so prepared, probably over prepared," Valentino said.

Valentino will take over a job that Pierson described as her dream coming out of James Madison.

"It's exactly what I wanted to do out of college," Pierson said. "The community is amazing. The students are amazing. They work hard. They care a lot. They're

very passionate. The administration is really supportive. Our principal is a musician, and the parent boosters organization is really great. We have a lot of fundraising and financial support in this area, which is also helpful."

Pierson said she will not be dissociating from Marshall entirely, and she sees herself finding her way back to the classroom.

"I would say it has shown me the power of music, the power of creating a culture in your classroom and a safe space for students," Pierson said.

While Pierson plans to leave, she will return to conduct pieces for the final concert and graduation.

"[Students can] forget about [academics] for an hour and a half every other day and sing and make music," she said. "It's always fun to see people come out of their shells."

## Table Talk: Coach Alex Stenseth

Rank&File sits down with Stenseth before Winter Guard's show

• compiled by melanie george

### How long have you been doing Guard?

I started Winter Guard in seventh grade when I lived in Nevada, and I loved it. It was so much fun because it combined my favorite things, music and sports. I was Color Guard Captain at Marshall my junior and senior years, so I know the program well. I'm back to help out now.

### What's difficult about Guard?

In terms of endurance, it takes a lot: keeping your flexibility in check, making sure you're strong enough to toss high and spin well and be able to run and dance and throw things all at the same time. Sometimes, we only touch on things once, but for good remembrance, you need to hear things multiple times.

### What did you look forward to the most?

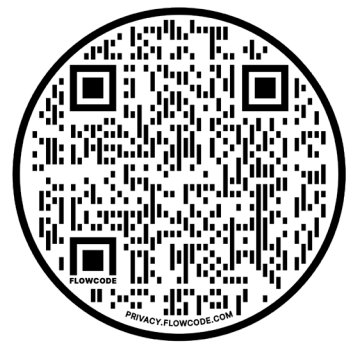
What I'm most looking forward to is seeing the improvement [from] show to show and listening to what the judges have to say. It's just really fun to watch, especially with some of the beginner guards, seeing the progress they make from truly a beginner guard to a more advanced guard.

### What were you the most nervous about with the show?

We've had some people leave, so I've had to change the whole show and we've had some people miss drill camp so they had to figure it all out on their own. But I think they can do it. They just got to think it through before they go on the floor and they'll be just fine.



ART BY REYNA BERRY



Scan the QR code above to view the video featuring the Winter Guard's Feb. 5 show.

# Opinion: Mob chants are self-sabotage

by marie kah and theo schmidt

School spirit is a goal which every group seems to strive for, from administration to student government to student groups like Marshall Mob.

The Marshall Mob brings together students to make us a community, but a small handful of students have caused disruptions for administration and opposing teams.

Last March, the #PlayFairNow movement emerged from the alleged racially motivated abuse of Wakefield athletes by the Statesmen football team. Play Fair is no longer not just a "Marshall thing," but has become a push against harassment and racial intolerance in athletic settings.

For members of the Marshall Mob to continuously chant Play Fair while black athletes shoot free throws makes a mockery and joke of the main goal of the Play Fair Now.

When the Mob crosses the line, as it did in this case and has on other occasions, students across all grade levels start to feel alienated, reducing participation and attendance at games.

Administration is also forced to respond, as we have seen through new policies which hurt the student experience at games. Arguably most importantly, our school gains

a reputation throughout the area, and not the reputation we want.

If we as Statesmen are trying to put the allegations last March behind us, it would be in our best interest not to bring continuous attention to the event by making a mockery of it. The mocking also doesn't project innocence or racial sensitivity from the Marshall students whatsoever.

Participation and interest are good across the board. They bring our school together, help fund our athletic programs through ticket sales and boost our teams on the court or field.

Although high turnout and school spirit school should always be a goal for both staff and students, when the line is crossed, the repercussions can rock our school harder than low interest.



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# Leadership team expands on wellness plan

Administrators and counselors introduce Student Support Groups to complete a three-tier plan for addressing post-pandemic academic, mental health challenges

• compiled by melanie george

## The Plan

With over 2200 students who have different needs, wellness coordinator Katie Sokolove said individual counseling is not enough to help everyone.

One plan established during the pandemic to address mental health was a student wellness model including three tiers with increasing specialization.

"Prior to two years ago, we didn't really have tier one," Sokolove said. "We didn't have tier two, we always had tier three, but that was it. Everybody had to go to one individual."

Advisory, Student Support Groups and individual counselors work together to provide mental health services for every student.

"We know that we have students who feel like their negative thinking is getting in their way," Sokolove said. "So we

want to make sure that students have options to develop those parts of their whole person as well and get the support they need."

A student survey determined the support groups.

"Most of the time it's actually students identifying within themselves what they might need," counselor Jenna Mollura said. "So we're trying to offer different avenues for that, so that's why we're offering several different types of groups."

From Advisory to Student Support Groups and individual counseling, Sokolove said students have more options to fit their needs.

"Hopefully by spreading it out that way, students have more access to mental health support," Sokolove said.

## Advisory and Return Period

FCPS established "tier one interventions," or Advisory, with government funding to promote student wellness.

Although the goal is to strengthen the Marshall community and provide support for all students, wellness coordinator Katie Sokolove said she saw mixed reviews from both teachers and students.

"I would say just because something's uncomfortable doesn't mean it's not worth doing," Sokolove said. "But I think it reflects, as a community, that's where our work is. We've got to be able to walk into rooms where there are people that are different from us and find something in common."

Return Period is another piece of

the leadership team's support model, which came to be due to FCPS making school schedules uniform alongside the Academy programs. Sokolove said Return Period was mainly designed to help kids with "a low sense of self-efficacy."

"There are the kids who are failing in class, but they're also the kids who aren't going to go anywhere for Learn," Sokolove said. "The teacher needs to see them, and they never come."

Assistant Principal Heather Sondel said Return Periods were also created for teachers feeling the need for more one-on-one time with students after the virtual year.

"The Return Periods were sort of an interesting compromise because

for all the teachers who said [they had] lost some learning time last year, they wanted the extra time to help kids catch up," Sondel said.

Although some teachers allow students to go to different classes during Return Periods if necessary, it is not official for every teacher.

Sondel acknowledged the challenges students and teachers are facing, and said the leadership team is using this year as a trial run for Advisory and Return Periods.

Sondel added that leadership team will see what needs to be tweaked in the future.

"I think we have something for everybody, but it's not perfect for anybody," Sondel said.

"I think Advisory is ineffective because we don't really do much, and I would want to use that time to go to classes that I would need help on."

— freshman  
Emily Kim

"I actually like [Advisory] because my teacher and the students make it fun, and I think the contests we do are actually fun."

— sophomore  
Kinza Zeb

"I like Advisory for the most part because we can de-stress ... However, sometimes it's hard to juggle homework and everything else when we don't have time to work on it."

— junior  
Tatum Scarborough

"Advisory is not really a good use of time, because I would like time to prioritize what I need to do rather than 'prioritizing mental health' in a forceful way."

— senior  
Keerthi Chakravarthula

## Student Support Groups Available

### Alphabet Mafia



"It is an after school counseling group for LGBTQIA+ students with an emphasis on hope, resilience and unconditional positive support and acceptance."

— support group co-leader  
Katie Sokolove

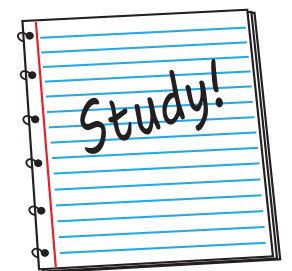
### Becoming Yoda



"We're focusing on helping students restructure negative thoughts and implement positive thinking. So when students are feeling anxiety and stress, we want to help them."

—support group co-leader  
Alexandra Breiner

### School Master



"The ultimate success is if students learn something about themselves, a new strategy to support their goals, and report feeling more confident in their ability to grow as students."

— support group Sco-leader  
Brooke Kirtner

ART BY KIRTANA SATHISHKUMAR, RISHI VANKA, REYNA BERRY

## Is This Enough? Rank&File's Proposals

• staff editorial

### Advisory Goals

Advisory's goal is to unite the community. It's already the third quarter, and Advisory doesn't seem to be reaching that goal.

The issue with the current Advisory model is the reliance on serious discussion between students and teachers.

The only positive feedback is from classes who do fun activities, not a forced group therapy session.

Forcing interactions to eventually build trust is overly optimistic. It creates unnecessary tension between students and teachers. It does not strengthen the community, but strengthens the teacher versus student mindset that has even bled into Advisory, which is supposed to be stress-free.

There is a much more natural way for our community to take care of each other. Give students freedom to choose between two groups within the class: academic support or emotional support depending on their current needs.

In terms of academic support, students could tutor each other, which

would create a genuine bond between students. It would cause a more positive dynamic between upper and lower classmen by giving the older students a chance to be leaders.

If a student needs a break, rather than seeking refuge with social media, some students can play board games.

This way, when students are stressed, they can decide what will be the most beneficial for them at the moment, either getting in-school academic help from peers or taking a break.

It is hard to talk about feelings and issues in any group, especially one randomly assigned to us, and both teachers and students have said this. A new perspective on group activities can build a strong community.

### Return Passes

Return Period is perfect for teachers to address the whole class and give one-on-one interventions outside of class. However, due to its scheduled nature, if a student needs to retake a test or ask a time-sensitive question to a different teacher, they are stuck.

If teachers gave written permission

for students to go to another class, students wouldn't have to find time after school to meet with their teachers.

Teachers would be able to control when their students use "Return Passes," so if teachers have announcements or specific students to talk to, they can hold off on the passes for that moment.

### Club Learn

Twice a month, when there are three blue days a week, the last block should be Learn and a time for club meetings.

Many students are in more than one club, but because there are only one or two Learns per week, students must fit both their academic and extracurricular endeavors in this time, which leads to multiple club meetings on the same day. For students not interested in clubs, or if their clubs are not meeting on that day, they can have time to talk to other teachers or take a break. An alternative idea is that they could go to their Advisory class if they are not in a club. This "Club Learn" allows students to be members in many clubs while also managing academics.

# Soccer tryouts see interest skyrocket

by **josie hamilton and emma mobley**

Going into first full season in three years, both girls and boys soccer saw a spike in tryout numbers.

Over 115 boys were registered to try out for soccer, within their usual range of 100 to 120 players. Girls soccer, however, had a record number of registered athletes this year, with over 85 girls signed up. According to varsity coaches from both programs the teams saw an obvious increase from last year's number when less than 100 boys and 50 to 60 girls tried out.

"I think people are trying to get more involved in activities [since] coming back to school," girls varsity head coach Shane Kellogg said. "I think more people are more willing to come try out for different sports."

Boys varsity head coach Patrick Ander said he thinks soccer's increasing popularity across the country is correlated to the rising number of people trying out.

"It's becoming bigger in the U.S." Ander said. "It's easier to watch European leagues, FIFA of course is a huge thing. So the more kids that are getting exposed to soccer in general, they want to

tryout and try to play in real life."

This growing interest excites Ander. "I coach soccer because I love soccer and I've played soccer forever," he said. "It's exciting to have people be interested in the sport and want to try out and want to play soccer."

Kellogg argued it's not the number of girls trying out that excites him the most.

"I'd say it doesn't make me more or less excited," he said. "Kind of excited just to get back out there anyways, but the numbers to me individually don't make that."

While the number of people trying out can be stressful for players, coaches also face challenges.

"Physical space is limited," Ander said. "You have one field that you can have 120 people on, and so it can be difficult at times to really see everybody and give them the best chances."

While there are positive aspects to having more interest in soccer, there may be negative repercussions once teams are formed.

"I think the team community is going to change," sophomore Sophia Ergener said. "Friends will be separated on different teams because of the levels

everyone is at."

For some players, making the team may depend on outplaying 80 to 100 peers.

"I think it's a good thing," junior Sebastian Vasquez said. "It shows that people have a lot of interest in the sport and I think there are a lot of good players out there."

Kellogg said the increased competition has strengths and weaknesses for his program.

"From a program standpoint, [competition] is always a good thing," he said. "However, at the same time, that means more likely I'll have to make more cuts which is never a fun point."

Ander said that when he cuts someone, he always encourages them to keep playing soccer.

"You never know when you're gonna hit that spark that gets you to the next level, so that's always our first encouragement when we talk to a kid who's not going to make the team," Ander said.



Boys scrimmage at Jimmie Miller stadium during soccer tryouts on Feb. 23.

MARIE KAH/RANK&FILE

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# Behind the Books: A day with Krissy Ronan

## A deep dive into the daily life of a high school librarian

by rhea newnaha

Librarian Krissy Ronan said her daily routine is more than just answering emails behind a computer. "A lot of the things that happen behind the scenes are what takes up my day," Ronan said. "I'm perhaps building a lesson that we're teaching next week. In another tab, there's some book orders."

✓ **The library opens at 7:30 a.m.**, and students start to trickle in once the buses arrive. Ronan said the library gets about 150 kids in the morning, making the library almost silent when students leave for class.

✓ **Throughout the day**, Ronan supervises students who filter in and out of the library for various reasons. "If [librarian Elizabeth Toledo and I] aren't teaching any classes, there's still lots of classes that come through just to have a different space to work," Ronan said.

Outside of the library, Ronan said she works with other county librarians and teachers planning and attending meetings. "It's actually why I wanted to be a librarian when I was a classroom teacher," Ronan said. "I had a great librarian who helped me and I was like, 'Oh, I can do this.' So I went to library school to help teachers."

In addition to staff, Ronan said she enjoys helping students. "One of my favorite things to do as a librarian is to find that person who says that they hate reading and help them find a book that they actually enjoy," Ronan said.

✓ **After school hours**, Ronan said she and Toledo continue helping visitors as well as maintain the library's condition. "We might be teaching, we might be helping people print, we might be straightening up [the library], building a new display and there's a lot of ordering more books," Ronan said.

Outside of work, Ronan said she enjoys reading, cooking and spending time with her family and roommates. "It's nice to go home and have some quiet time to myself and then maybe make some dinner and then [my roommates and I] laugh around the dinner table," Ronan said. "That is a very typical weeknight for me."

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