Coming Up

**Wednesday, February 5**
LSAT Meeting
6 - 7:30 p.m.

**Friday, February 7**
CommUNITY Dance
6 - 7:30 p.m.

**Tuesday, February 11**
Report Card Distribution K - 5th

**Wednesday, February 12**
PTA Board Meeting
6 - 7:30 p.m.

Jefferson Academy Open House
801 7th Street SW
6 - 7 p.m.

**Friday, February 14**
Spirit and Club Day
No uniform day

**Monday, February 17 - Friday, 21**
February Break
No school for students and staff

**Tuesday, February 25**
Black Wax Museum
1 - 3:15 p.m.

**Wednesday, February 26**
Brent Community Meeting
6 - 7:30 p.m.
Childcare and ASL interpreters provided

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**Family CommUNITY Dance this Friday**
The fifth Brent Family CommUNITY Dance is this Friday, February 7th from 6:00 – 7:30! The Diversity Working Group plans this event in honor of Black History Month and as a celebration of UNITY within the Brent community. Family members of all ages are invited to come enjoy mingling, high-energy music and dancing, and refreshments in the Brent cafeteria. Children must come together with their adults, and child supervision is the responsibility of those adults. This year we will have crafts and activities to celebrate the Black History Month theme – voting. The entire event is in the multipurpose room (the rest of the campus, including the playground, is closed). It can get warm, so water bottles are recommended. Admission is free, and volunteers are needed to make the event a success. Able to volunteer? Sign up here: [https://tinyurl.com/famillydancevolunteer](https://tinyurl.com/famillydancevolunteer)
Club Day #3 - Friday, February 14
Brent’s 3rd Club Day of the year is Friday, February 14th. The day will begin with an all-school morning meeting led by our second grade students and faculty. Clubs will meet together in the afternoon. This is a no uniform day. Community members are instead encouraged to “wear what you love.”

Important - Brent Health Alert
Brent continues to have several cases of the Strep throat, influenza A and B. Please note, the common symptoms of influenza include: Fever(100.4F) or feeling feverish- not everyone may experience fever, runny or stuffy nose, sore throat, cough, tiredness, headache. Younger children may have nausea, vomiting and diarrhea.

If you suspect your child is ill with flu symptoms, please keep your child home from school. Please contact your healthcare provider with any concerns. Students need to remain home for at least 24 hours after the fever is gone without the assistance of fever-reducing medication.

Please follow these steps that prevent the transmission of respiratory infections.
- Cover your coughs and sneezes with a tissue or into your sleeve, not your hands.
- Avoid touching your eyes, nose, and mouth.
- Wash hands often for at least 20 seconds, especially after coughing or sneezing. Use alcohol-based hands sanitizer if soap and water are not available.
- Stay home if you’re sick, especially with a fever.
- Avoid people who are sick.

Please notify the school nurse, jlee6@cnnmc.org if your child is diagnosed with the flu or if you have any questions or concerns.

Save the Date for our 1st Brent Book Club Meeting
Join us Feb 6th at 7:30 p.m. for our inaugural Brent Book Club meeting. We will be reading *The Dutch House*, by Ann Patchett. All Brent members are welcome to participate but space is limited so secure your spot by emailing brentbookclub@gmail.com. A special thank you to the Gorman family for hosting our first gathering.

School Store Reminder
All orders placed through the Brent Online School Store should be picked up from the front office. This is a change from previous years designed to eliminate lost merchandise. All items sold in the school store are uniform approved and proceeds benefit the PTA! Show your Brent Pride, shop now: https://bit.ly/397MfqP

Girls on the Run Spring Season!
Registration is now open for the Girls on the Run spring season. Part of a national organization, Girls on the Run welcomes 3rd – 5th grade girls who want to become more active and learn more about the 5Cs: Confidence, Competence, Caring, Connection and Character. Practices begin on March 2nd and will be held on Monday and Wednesday afternoons from 3:30 to 4:45. The Girls on the Run culminating 5K will be held on May 17th at Anacostia Park. This season all runners must be able to commit to attending both practices weekly. Questions: Email Coach Kadash at emily.kadash@k12.dc.gov.

Registration link: https://www.raceplanner.com/register/index/GOTRDC-Spring2020

Everybody Wins DC (EWDC) is Looking for Reading Mentors
Do you have one hour a week to volunteer as a reading mentor at Brent? Everybody Wins DC has been an integral part of the Brent Community for 25 years. In fact, EWDC launched its first Power Lunch at Brent in 1995 after Senator Paul Simon (D-IL) and Senator James Jeffords (R-VT) brought together a bipartisan coalition of 30 Senators and Senate Staff to launch a reading-based mentoring program. EWDC currently serves students in 12 elementary schools across the Washington DC. metropolitan area. We need more mentors and are looking for volunteers throughout the Brent community. There are only two requirements: the desire to spend one hour per week (your choice of day) from 11:45 to 12:45 p.m. with a Brent student sharing a love of reading, and a DCPS security clearance. Parents, grandparents, aunts, uncles, community members, everyone is welcome. For additional information, or to volunteer for a reading mentor experience, please contact Andrea Castula and/or Renee Perkins, EWDC School Coordinators, at brent@everybodywinsdc.org.
Brent’s Indoor Track Team Sprinted Towards Medals and Personal Records!

Brent’s indoor track team wrapped up their season at the elementary school championship meet on 1/15/20! Coaches Dunn and Laskowski are so proud of all the hard work runners have put in over the season. Every single team member pushed themselves to do their personal best, and it showed during the last meet. Your Brent Bears brought home 4 medals and more than 30 personal records.

Girls
55m- Khloe Kelly-Bell, Symbul Logan, Nora Paxson
200m- Nora Paxson, Gabriella Sutherland
400m- Khloe Kelly-Bell, Natalie Wilson, Nora Paxson
800m- Symbul Logan, Natalie Wilson, Peyton Chada
1600m- Peyton Chada

Boys
55m- Kian Ash, Dylan Higginbotham, Isaiah Parker
200m- Alex Kozolchyk, Ethan Kozolchyk, Sam Menorca
400m- Dylan Higginbotham, Grant Christian
800m- Jacob Kozolchyk, Grant Christain
1600m- Kian Ash, Ethan Kozolchyk
3rd Grade Visits the Capitol
To support third grade’s study of Washington D.C. and government, third grade legislators visited the U.S. Capitol. In class, students have been learning about the history, architecture, and significance of the Capitol building and how many features of the Capitol building reflect American history. A huge thank you to Congressman Jodey Arrington and Anne Arrington for arranging our Capitol tour and a special visit to the House of Representatives Floor. The third grade is so appreciative of this unique opportunity. Also, another huge thank you to all of our wonderful chaperones who joined us on our trip! See photo on front page.

African American History Month Reading Spotlight
Please find below some reading suggestions for African American History Month 2020.

Underground: Finding the Light to Freedom by Shane W. Evans
A family silently crawls along the ground. They run barefoot through unlit woods, sleep beneath bushes, take shelter in a kind stranger’s home. Where are they heading? They are heading for freedom by way of the Underground Railroad. (From the Publisher)

Lillian’s Right to Vote: A Celebration of the Voting Rights Act of 1965 by Jonah Winter
As Lillian, a one-hundred-year-old African American woman, makes a “long haul up a steep hill” to her polling place, she sees more than trees and sky—she sees her family’s history. She sees the passage of the Fifteenth Amendment and her great-grandfather voting for the first time. She sees her parents trying to register to vote. And she sees herself marching in a protest from Selma to Montgomery. (From the Publisher)

Preaching to the Chickens: The Story of Young John Lewis by Jabari Asim
John wants to be a preacher when he grows up—a leader whose words stir hearts to change, minds to think, and bodies to take action. But why wait? When John is put in charge of the family farm’s flock of chickens, he discovers that they make a wonderful congregation! (From the Publisher)

Before She Was Harriet by Lesa Cline-Ransome
We know her today as Harriet Tubman, but in her lifetime she was called by many names. As General Tubman she was a Union spy. As Moses she led hundreds to freedom on the Underground Railroad. As Minty she was a slave whose spirit could not be broken. As Araminta she was a young girl whose father showed her the stars and the first steps on the path to freedom. (From the Publisher)

Let It Shine: Stories of Black Women Freedom Fighters by Andrea Davis Pinkney
Includes biographies of Sojourner Truth, Biddy Mason, Harriet Tubman, Ida B. Wells-Barnett, Mary McLeod Bethune, Ella Josephine Baker, Dorothy Irene Height, Rosa Parks, Fannie Lou Hamer, and Shirley Chisholm. (From the Publisher)

Dream Big Dreams: Photographs from Barack Obama’s Inspiring and Historic Presidency by Pete Souza
With behind-the-scenes anecdotes of some iconic photos alongside photos with his family, colleagues, and other world leaders, Souza tells the story of a president who made history and still made time to engage with even the youngest citizens of the country he served. (From the Publisher)

Betty before X by Ilyasah Shabazz
Betty Before X is the story of Dr. Betty Shabazz before she became a figurehead for the Civil Rights Movement. (From the Publisher)

All titles are available at Brent’s and/or the DC Public Library. Happy Reading!
Brent Top Spellers Compete for Spot at DC Spelling Bee Regionals

On Friday January 24th, 21 spellers competed in Brent’s Annual Spelling Bee. We gave words such as “colonist”, “disinfectant” and ending with “Mars.” Two of our spellers went five additional rounds battling for first place. Our first place winner went to fourth grader Jacob Kozolchyk, second place was fifth grader Bea Applegate and in third place fourth grader Kashmala Mamanzay with our alternate being third grader Zoe Bender. Thanks to all of our contestants, their families and staff members who helped make this annual event possible. See photos.

Principal’s Corner

Reminder -

Dear Brent Families,

Thank you to the parents and community members who attended last Wednesday’s State of the School meeting. In partnership with the project team, we focused on the status of Brent’s modernization and expansion. The presentation came in three parts and with three big messages:

1) Historical Background/Why Brent Requires a Modernization and Expansion

Though we have had small renovations over the last decade, building capacity and condition require a modernization and expansion in the near future. We have been methodical and strategic over the last two years, taking the process step by step, and now have assigned architects and are in last stages of a feasibility study.

2) Project Team Presentation of Conceptual Designs

A feasibility study examines the practicability of a construction proposal. In our case, the purpose is to help planners focus on the project and narrow down the possibilities for constructions given our site, zoning regulations, and DCPS’ Educational Specifications. The Project Team presented three concepts, one of which will guide our vision even as we take pieces of other concepts or introduce new ideas to be carried to schematic designs.

3) Next Steps for Feedback, Discussion and Community Action

Learning from our experience thus far, our core principles guide us as we launch our advocacy campaign and as we further discuss concepts (and future designs/process):

- We are shaping the future, not just for the children now at Brent but for the long-term future of our community. It is an enormous privilege and responsibility.
- Stay curious. Stay optimistic. Stay informed.
- The time is now.

We want to have a clear and unified advocacy stance, and we will launch the dissemination of that message following the February 26th Community Meeting, which will be structured as a discussion.

Thank you for all those who attended our first, post State of the School engagement: this morning’s Principal’s Coffee. If you were not able to attend these events and/or have feedback to provide, please visit this survey:

https://docs.google.com/forms/d/e/1FAIpQLScvkdGmlt7bScsX7WddfPNfqT3tocOPoqOeWmnT7DJP487d6_g/viewform

The survey includes visuals of each conceptual design to inform your feedback; results go directly to the DCPS/DGS project team and will also be shared with Brent’s SIT. If you have questions or feedback best suited for internal review, please email Brent.school.sit@gmail.com.

Sincerely,

Norah Lycknell
February 4, 2020

Dear Families,

This year, as part of our community’s recognition and celebration of Black History Month, we’re proud to join more than 500 educators from 150+ schools and organizations across the DMV who are participating in the Black Lives Matter (BLM) at School Week of Action from February 3rd- 7th, 2020.

Last year, on March 20th, 2019, the District of Columbia State Board of Education officially passed a ceremonial resolution recognizing the Black Lives Matter at School Week of Action, CR19-6. You can read more about the resolution at www.dcareaeducators4socialjustice.org/news.

Black Lives Matter (BLM) at School www.blacklivesmatteratschool.com is a national committee of educators organizing for racial justice in education. This year, to raise awareness about this movement, we’re introducing both students and families to the thirteen guiding principles of the Black Lives Matter movement. The Black Lives Matter movement is a powerful, non-violent peace movement that systematically examines injustices that exist at the intersections of race, class, and gender. The D.C. Black Lives Matter at School Week of Action is coordinated by Teaching for Change www.teachingforchange.org.

As educators, we regularly challenge ourselves to think about the stories we use to help students understand the world around them. Throughout our careers, we’ve found that the most powerful stories are those that model the power of service and collective action to counter injustice – groups of people working together to help make our world a better place. In addition to empowering students and building the habits of proactive citizens, these stories illustrate empathy, equality and equity. BLM at School provides educators with a contemporary movement which illustrates that our shared desire for equity and justice is not yet met. It’s comforting when stories, or lessons taught, have satisfying endings – where problems are solved and justice prevails. In our time, this is not yet the case. As our society continues to grapple with issues of race, we challenge the narrative that the civil rights movement ended in the 1960s and want to inspire students to grapple with ideas about how we can, and have a responsibility to work toward a more just world.

Beginning on Monday, February 3rd families are invited to visit the Black Lives Matter at School table in the front hallway to learn about the guiding principles. Each day, 2-3 new coloring pages will be available for students and families to take and use. Students who are proud to share their work with their peers can turn their completed coloring sheets in to Ms. Hairston’s mailbox or office. Work submitted will be displayed on a bulletin board.

Families who are interested in learning more about how they can continue this conversation with their children at home are invited to read the article titled, How to talk to young children about the Black Lives Matter Guiding Principles by Laleña Garcia.

Sincerely,

Dayon Hairston      Jon Berg
Behavior Tech      2nd Grade Teacher
Member of the Diversity Working Group  Member of the Diversity Working Group
GET READY TO VOTE FOR BRENT’S ICE CREAM FLAVOR SENSATION TO JOIN THE ICE CREAM JUBILEE ELEMENTARY SCHOOL COMPETITION

The BRENT community has certainly engaged with Ice Cream Jubilee’s elementary school competition! Thank you to the Brent families who submitted twenty (20!) different ideas for wonderful, delicious—and in many cases BEAR-friendly ice cream flavors. Everyone attending the CommUNITY dance on Friday will have a chance to vote for their favorite. It’s a perfect activity given that VOTING is this year’s them and it will help us select our flavor. Here’s the full list of “nominees” provided before 4 pm on Friday Jan 31:

<table>
<thead>
<tr>
<th>Grizzly Growl</th>
<th>Chocolate and mint chocolate combo with an oreo crust over the top.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choco-Cherry Pecan</td>
<td>Chocolate, cherry, and pecan ice creams, with green sprinkles on top.</td>
</tr>
<tr>
<td>CinnaCub Cookie Party</td>
<td>(alt name: Teddy Bear Tracks) cinnamon ice cream with cookie dough</td>
</tr>
<tr>
<td>Bear Brew</td>
<td>Coffee ice cream with Oreo</td>
</tr>
<tr>
<td>Bear Claw Breakfast</td>
<td>Apple cinnamon ice cream with cinnamon toast crunch pieces (or donut pieces)</td>
</tr>
<tr>
<td>Winnie’s Whimsy</td>
<td>Vanilla ice cream, honey swirl, toasted &amp; spiced nuts</td>
</tr>
<tr>
<td>Hair of the Bear</td>
<td>A chocolate raspberry ice cream with chocolate chips and raspberry with chocolate drizzle and sprinkled coconut with raspberries on top.</td>
</tr>
<tr>
<td>Bearly Chocolate</td>
<td>Chocolate ice cream with Honey Teddy Graham Bear Crackers</td>
</tr>
<tr>
<td>Bears in the Woods</td>
<td>Lime ice cream flavored by real lime juice and spiced with dark chocolate chips (made by pouring melted dark chocolate in while churning) and chunks of real candied lime peel. Never has nature tasted this good</td>
</tr>
<tr>
<td>Honey for Bears</td>
<td>Ice Cream Jubilee’s classic Chocolate Chocolate ice cream with dark chocolate chips (made by pouring melted dark chocolate in while churning), honey caramel swirls, and crunchy honeycomb candy. The perfect flavor for waking up from a long winter’s nap.</td>
</tr>
<tr>
<td>Bear Food</td>
<td>Vanilla ice cream with berries, nuts, and honey swirls</td>
</tr>
<tr>
<td>X Park Crunch</td>
<td>Chocolate ice cream with peanuts, raisins, and the x’s from Lucky Charms cereal</td>
</tr>
<tr>
<td>Folger Park Macchiato</td>
<td>Coffee ice cream and sweet cream ice cream swirled together</td>
</tr>
<tr>
<td>Brent BEARy Mint</td>
<td>Made with blueberries, strawberries, raspberries, blackberries, and mint. Green Bears Green apples, honey, cinnamon cookie crumble, mint and vanilla ice cream.</td>
</tr>
<tr>
<td>Brent Over Backwards</td>
<td>Yummy Maple Pecan: Bears live near maple trees and surely like pecans!</td>
</tr>
<tr>
<td>Grizzly Bear Snack Food</td>
<td>Chocolate chip cookie dough ice cream with chunks of dark chocolate and gummy bears mixed in</td>
</tr>
<tr>
<td>Berry Minty Brent</td>
<td>Strawberry and mint chocolate chip ice creams swirled together</td>
</tr>
<tr>
<td>Honey Bear Munch</td>
<td>Chocolate ice cream with banana, peanut butter and honey swirled in.</td>
</tr>
<tr>
<td>Honey Bear</td>
<td>Honey ice cream with chunks of honeycomb</td>
</tr>
<tr>
<td>Green Bears</td>
<td>Green apples, honey, cinnamon cookie crumbs, mint and vanilla ice cream</td>
</tr>
</tbody>
</table>
Notification of Parents’ Right-To-Know Statewide Testing Participation

Under the Every Student Succeeds Act (ESSA), a federal law, parents or legal guardians have the right to request information from DC Public Schools (DCPS) about their students’ participation in statewide assessments required by the DC Office of the State Superintendent of Education (OSSE) as part of DC’s ESSA plan. The statewide assessments required by the OSSE’s ESSA plan are the Partnership for Assessment of Readiness for College and Careers (PARCC), DC Science, Dynamic Learning Map (DLM), Multi-State Alternate Assessment (MSAA) and ACCESS for ELLs 2.0. To obtain a copy of the OSSEs ESSA plan, please visit https://osse.dc.gov/essa.

ESSA also requires DCPS to make additional information on each statewide assessment publicly available. This information includes:

(i) the subject matter assessed;
(ii) the purpose for which the assessment is designed and used;
(iii) the source of the requirement for the assessment;
(iv) the amount of time students will spend taking the assessment and the schedule for the assessment; and,
(v) the timeline and format for disseminating results.

This information can be found on the DCPS website at https://dcps.dc.gov/assessments.

If you would like to request additional information about your child’s participation in the assessment(s) mentioned above for the current school year, please complete the section below and email it to dcps.testing@k12.dc.gov. You may also mail it or drop it off at 1200 First St NE, Washington DC 20020, Attention: Assessments Team, Office of Data Systems and Strategy. Please expect a 10 day turnaround time.

Student First and Last Name (please print): ________________________________________________

Student ID #: ___________________________ Student Grade: ___________________________

Student School: __________________________

Parent/Legal Guardian Name (please print): ________________________________________________

Information requested: ________________________________________________________________

Signature of Parent or Legal Guardian of Student: __________________________________________

Date: __________________________________________