

Eagles Newsletter



SLW Centennial
High School

Our Mission Statement

St. Lucie West Centennial High School provides a safe environment wherein students are engaged in a rich and rigorous curriculum resulting in responsible, contributing citizens of a diverse and dynamic world.

2020 Young Floridian Candidates

The following students have been selected to represent Centennial in the Young Floridian Scholarship Competition.

Please congratulate them .

| | |
|----------------------------------|-------------------|
| Academic Excellence | Amaya Crichton |
| Athletics | Kadeem Cuffy |
| Academies and Certifications | Kyle Wright |
| Career and Technical | Valerie Delgado |
| Computer Science and Engineering | Alanas Senkus |
| Drama | Natalie Ruppert |
| Foreign Language | Destinie Pinho |
| Human Services | Angelo Magana |
| Journalism | Ja'Asia Alexandre |
| Language Arts | Mia Irizarry |
| Mathematics | Malaki Oliver |
| Music | Ana Reyes-Obando |
| Science | Kalyssa Hunte |
| Social Studies | Jessica Lee |



Trauma-sensitive schools help children feel safe to learn.

Once schools understand the educational impacts of trauma, they can become safe, supportive environments where students make the positive connections with adults and peers they might otherwise push away, calm their emotions so they can focus and behave appropriately, and feel confident enough to advance their learning—in other words, schools can make trauma sensitivity a regular part of how the school is run. Trauma sensitivity will look different at each school. However, a shared definition of what it means to be a trauma-sensitive school can bring educators, parents, and policymakers together around a common vision. We define the core attributes of a trauma sensitive school to include the following:

A shared understanding among all staff—educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals—that adverse experiences in the lives of children are more common than many of us ever imagined, that trauma can impact learning, behavior, and relationships at school, and that a “whole school” approach to trauma-sensitivity is needed.

The school supports all children to feel safe physically, socially, emotionally, and academically. Children’s traumatic responses, and the associated difficulties they can face at school, are often rooted in real or perceived threats to their safety that undermine a sense of well-being in fundamental ways. Therefore, the first step in helping students succeed in school, despite their traumatic experiences, is to help them feel safe—in the classroom, on the playground, in the hallway, in the cafeteria, on the bus, in the gym, on the walk to and from school. This includes not only physical safety but also social and emotional safety, as well as the sense of academic safety needed in order to take risks to advance one’s learning in the classroom.

The school addresses students needs in holistic ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being. The impacts of trauma can be pervasive and take many forms, and the way in which a child who has experienced traumatic events presents him or herself may mask—rather than reveal—his or her difficulties. A broader more holistic lens is needed to understand the needs that underlie a child’s presentation. Researchers tell us that if we bolster children in four key domains— relationships with teachers and peers; the ability to self-regulate behaviors, emotions, and attention; success in academic and non-academic areas; and physical and emotional health and well-being—we maximize their opportunities to overcome all kinds of adversity in order to succeed at school. A trauma sensitive school recognizes the inextricable link that exists among these domains and has a structure in place that supports staff to address students’ needs holistically in all four areas.

The school explicitly connects students to the school community and provides multiple opportunities to practice newly developing skills. The loss of a sense of safety resulting from traumatic events can cause a child to disconnect from those around him or her. Typically, children who have experienced traumatic events are looking to those at school to restore their feeling of security and to help reconnect them with the school community. Schools can meet this need if they foster a culture of acceptance and tolerance where all students are welcomed and taught to respect the needs of others. Individual support services and policies that do not pull children away from their peers and trusted adults, but rather assist children to be full members of the classroom and school community, are also essential.

The school embraces teamwork and staff share responsibility for all students. Expecting individual educators to address trauma's challenges alone on a case-by-case basis, or to reinvent the wheel every time a new adversity presents itself, is not only inefficient, but it can cause educators to feel overwhelmed. A trauma sensitive school moves away from the typical paradigm in which classroom teachers have primary responsibility for their respective students to one based on shared responsibility requiring teamwork and ongoing, effective communication throughout the school. In a trauma-sensitive school educators make the switch from asking "what can I do to fix this child?" to "what can we do as a community to support all children to help them feel safe and participate fully in our school community?" Trauma sensitive schools help staff—as well as those outside the school who work with staff—feel part of a strong and supportive professional community.

Leadership and staff anticipate and adapt to the ever-changing needs of students. In a trauma sensitive school, educators and administrators take the time to learn about changes in the local community so that they can anticipate new challenges before they arise. They do their best to plan ahead for changes in staffing and policies that are all too common in schools. Trauma sensitive schools also try to adapt to all of these challenges flexibly and proactively so that the equilibrium of the school is not disrupted by inevitable shifts and changes.

*Information reproduced
from traumasensitiveschools.org*



HOSA Students Learn About the Importance of Organ and Tissue Donation

Did you know that 95% of U.S. adults support organ donation but only 58% are registered as donors? Currently, there are 5,938 people in State of Florida waiting for an organ. St. Lucie West Centennial HS HOSA students are looking to change those statistics.

All too many times, we hear of a friend, a family member, a neighbor needing an organ transplant. Occasionally, our community loses someone too early to a tragic accident. The St. Lucie County Tax Collectors office along with their Chief Deputy and long-time school administrator, David Washington, have forged a partnership with St. Lucie County Schools to encourage teens to consider becoming organ donors when they go to their local tax collector's office to get their driver's license or state ID card.

Allied Health program students from St. Lucie West Centennial High School recently invited Cynthia Hacker, a representative from Life Alliance Organ Recovery Agency, University of Miami to speak in classes and at the school's quarterly blood drive.

"Because our students are interested in a healthcare field and because they are of driving age, we thought it would important to educate them about this topic," explained Allied Health teacher Elizabeth Durkee. "Our goal is to help them make a more informed decision on becoming a registered organ donor."

The HOSA-Future Health Professionals chapter will also help spread the word about the importance of organ and tissue donation by sharing this important message around campus.

If you would like additional information, please go to the registry link www.donatelifeflorida.org. You can also use this link to sign up to be a donor. If you would want to schedule a presentation go to laora.org/request-a-speaker/.



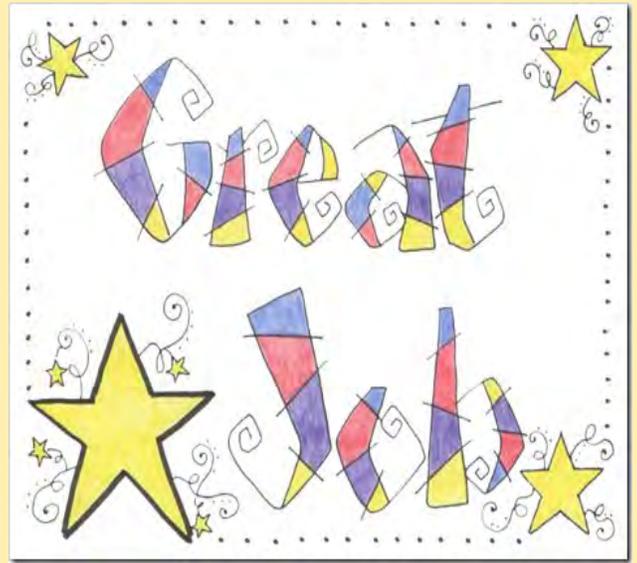
Eagle of the Month



The following staff members were nominated for the Eagle of the Month for **October**:

Linda Haynes
Jaime Siminski
Shawn Tausch
Elizabeth Durkee
Glen Magrane
Amaris Danner
Jennifer Register
Greta Wester
Calvin Lewis
Maryse Joseph
Rachael Brown
Kathy Dare
Sandra Meding
GySgt. Jose Rodriguez
Beth Bowden
Emilio Gonzalez
Kathy Ryan
Lea-Ann Willems
Jarrah Garner
Robin Aleszczyk
Kristen Plec
Marianna Lewis
Tracy Hogan
Fred Almade

Teresa Bonna
Pamela Dixon
Mena Doyle
Roseann Nelson
Pat Mansfield
Hardy White
Shirley Lott
Francine Raneri
Heidi Pinder
Colleen Majorossy
Carol Burrell
Kimberly Pugh
Bernice Wyche
Susan Helms



The faculty Eagle of the Month goes to: [Lauren Walker](#)

The staff Eagle of the Month goes to: [Richard Vasquez](#)

Indian River State College Representatives Meet with Seniors to Provide Information on Various Programs and to Assist With the Application Process



Criminal Justice Students in Mrs. Baumgarten and Mrs. Oliveira's classes visited the Federal Court House in Fort Pierce. Students learned about federal laws and cases, civil discourse, and participated in a mock argument presentation.



ESOL Fall Festival

SLW Centennial celebrated its third annual ESOL Fall Festival. Information was presented about ESOL programs, student and teacher talent was showcased and delicious foods from various countries were enjoyed.



ESOL FALL FESTIVAL

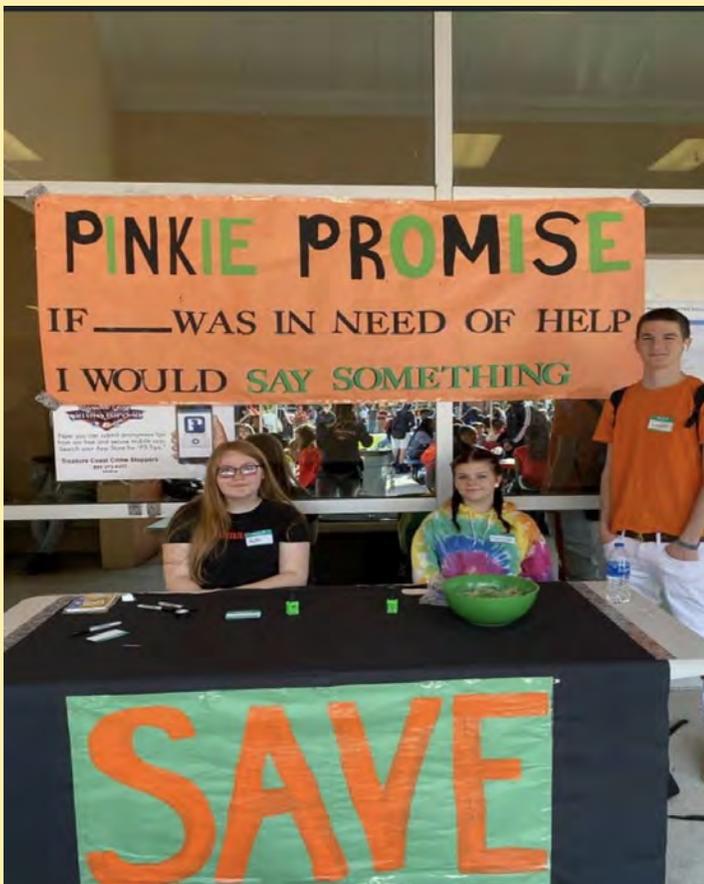


SAVE Club

For November, Save Club members made a “Pinkie Promise” to “Say Something” if they knew somebody that needed help. Students who participated received a green pinkie to symbolize their promise.



EAGLES HELPING EAGLES



**Congratulations to
Kailey McKnight for
being selected as
MaxPrep Player of the
Year.**



**Superintendent Gent
stopped by Centennial
to acknowledge James
O'Campo's
participation in the
Grand Opening
Ceremony of the new
St. Lucie County
District Office.**



SENIOR MOVIE



SLW Centennial Eagles received the Crosstown Championship Trophy for the win against the Jaguars. SLWCHS 22 to PSL 15.

WAY TO GO EAGLES!

CONGRATULATIONS!



SEMESTER EXAM SCHEDULE

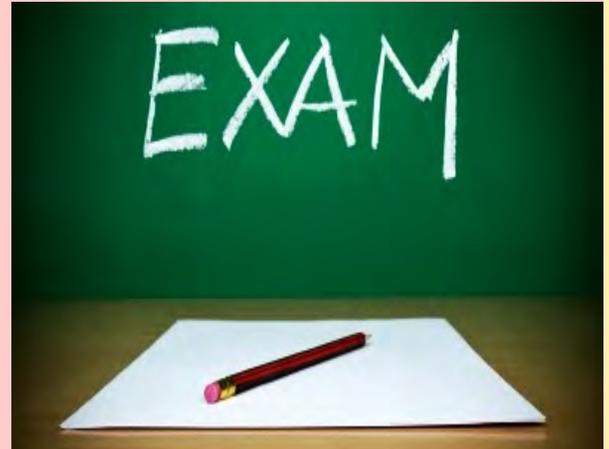
Monday, December 16: Periods 1 and 5

Tuesday, December 17: Periods 2 and 5

Wednesday, December 18: Periods 3 and 7

Thursday, December 19: Periods 4 and 6

Friday, December 20: Make Ups.



Time
for
Exams