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THE TOWSON PRIDE

On a bi-weekly basis, we acknowledge the outstanding efforts of our staff and students. We encourage our staff to submit accolades for recognizing the dedication of others. The accolades appear on the first pages of our newsletter. As contributing members to Towson High School, we represent 5 STAR Generals.

We appreciate our staff and students for demonstrating leadership, citizenship, scholarship, and integrity. If you would like to submit an accolade for one of our students/staff members for the great work that they do within our community, please submit the information to cdmino@bcps.org and cc dlauten@bcps.org. Help us recognize the outstanding efforts of our students and staff.

★ **STARS to the THS Re-Entry Team** for their efforts with planning and preparing for the reopening of school.

★ **STARS to Ms. Yelton**—It is National School Social Worker Week. We appreciate her efforts and dedication to our students and staff.

★ **STARS to Ms. Bridges** for her leadership with the Re-Entry Team.

★ **STARS to Mr. Stevens** for his efforts and

time with building operations.

★ **STARS to Mr. Esbrandt, THS Building Supervisor** on his retirement from Baltimore County Public Schools.

★ **STARS to Mr. Lane** on his promotion to THS Building Supervisor. Mr. Lane has been with us for several years and we look forward to continuing to work with him in this leadership role.

★ **STARS to Ms. Raley and Ms. Yelton** for

leading a session aimed at supporting our staff.

★ **STARS to Mr. Buick** for his thoughtfulness.

★ **STARS to the members of the Faculty Council** for providing questions and information for consideration by the THS Re-Entry Team.

★ **STARS to Delia and Chase from Ms. Muirhead's class** for their participation and use of the target language.

Important Upcoming Dates

March 22.....9th graders return to the building

March 29—April 5Spring Break

April 610-12 graders return to the building



MODEL CONGRESS

Congratulations to the Model Congress Team for their outstanding presence at the University of Maryland Model Congress Conference on Saturday, March 6th. Our student delegates played the roles of members of Congress as they participated in selected committees. They wrote and debated on their own unique bills. Kudos to the following members who were recognized with awards: Eloise Buchler, Rose Deguet Delury, Estelle Gerber, Royce Hartin, Gabriel Itriago, Emilie Lane, Lindsey Lark, Emma Lohr, Noah Rich, Hannah Stoitchkov, Allie Tobian, and Brandon Yoon. The Team is led by Seniors Cate Hutson & Noah Rich, along with Advisors David Hoefler and Julie Kromsky.

AP ECONOMICS

AP Economics students have been learning how to measure the economy. *Real Gross Domestic Product* provides a measure of a nation's productivity. The *Consumer Price Index* measures changes in the average price level of goods and services in the economy (typically *inflation*). The *Unemployment Rate* measures the number of unemployed workers *actively looking for work* out of the labor force. Understanding how to calculate each measure and interpret the results provides insight on the current state of the economy. The current unemployment rate is misleading because it does not include *discouraged workers*, or those who have *stopped actively looking for work* and therefore are not considered unemployed. Learning how to calculate and interpret these measurements is a challenge during normal times. Interpreting the data during the pandemic has provided students the opportunity to visualize the economic impact the Covid virus has had on the U.S. The real challenge for students will be the next Unit of study in which students determine how to fix the economy. Their teachers, peers, families, nation, and world have great confidence and hope as all wait - breathlessly - for their solution

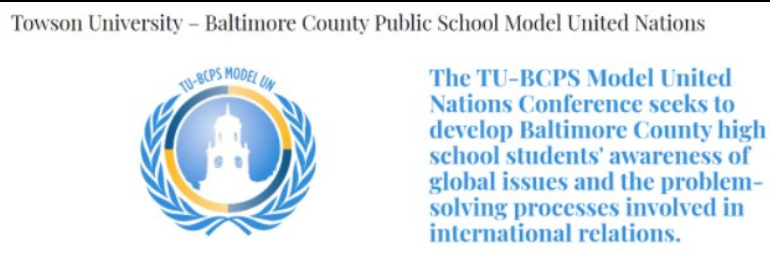
LPP

The LPP class of 2021 completed a Public Policy course in first semester. Through this course, they not only learned the public policy process, but actively became participants. Students' policy projects were seen and discussed at the State and local level. The excellence of the class of 2021 was recognized by several state delegates for student work on voting policy in Maryland as well as school and school building funding. Numerous students were recognized by BCPS Board Members, led by Ms. Cheryl Pasteur, for their efforts to make a better community not only at Towson High School, but throughout the Baltimore County Public School system. Students also worked with various policy makers and influencers throughout the Greater

Baltimore area, including Mayor Brandon Scott, in an effort to help influence, shape, and rewrite varying and numerous policies that affected not only their lives, but the general public's lives. Congratulations to all fifty-five members of the LPP class of 2021 not only for successfully completing the LPP program, but also in finding your voices and serving your role within the community. I am sure you all will go on to greatness, you've already shown your capabilities here.

MODEL UN

The only Model UN in the Greater Baltimore Region with a dedicated day to training and educating students about the United Nations, international relations, and Model UN Towson University partnered with



BCPS to provide a unique experience. Towson High School students, Lily Harrison and Claire Shi, represented Poland winning 2nd place as best delegation and 2nd place best negotiating team. Yemen scored 3rd place in best position paper represented by Sophia Nowlan and Casey Timlen. Congratulations to all our Generals!

THSMUNC – Towson High School Model United Nation Conference

Towson High creates its own Model United Nations, a note from Ms. Randi Jones.

Last March has become known as a time “when life dramatically changed.” Students were stuck at home with time on their hands adjusting to “the new normal.” Six rising seniors took advantage of the extra time to bring to life a budding idea to leave a legacy and impact the Towson High School community. Grace Parcover, Elliott Morton, Noah Rich, Evelynne Stins, Helen Wang, and Caleb Chastain wrote a forty-five-page proposal to create THSMUNC – Towson High School Model United Nation Conference.

In April, these six students amazed me with a detailed proposal that included marketing strategies, implementation timeline, and a process to support high school students in the endeavor of building a Model United Nations conference. I really should not be shocked by how thorough and detail-oriented these students were when presenting their idea. My limited time at Towson High School has been characterized by students like Grace, Elliott, Noah, Evelynne, Helen, and Caleb. These Law and Public Policy students have proven to be dedicated learners, but more importantly, dedicated community-members.

On April 17, 2021, THSMUNC will become a reality. The six students who created the conference now lead an organization of around thirty-five students. They have adapted their in-person conference to be implemented entirely virtually with over 140 attendees.

They have researched, written, debated, trained, and persevered this year to create a high-quality experience for the attendees. The feedback they have received from MUN advisors has made THSMUNC stand out amongst the many other high school MUN conferences in the area. As the advisor for THSMUNC, I could not be more grateful for every one of our members and their hard work and dedication. It has truly become a saving grace for them, and me, during this trying year. I congratulate and praise ALL students involved with THSMUNC as we enter the home stretch of making this dream a reality! Ms. Randi Jones

MOCK TRIAL

Mock trial participated in our first ever virtual season. Starting in January and running through early March, our team took part in the mixed team schedule, pitting us against participants from around the state. For the first time, students got to experience the Mock Trial Competition with schools from outside Baltimore County! Our students, led by captains Isabelle Zhang, Elliott Morton, Kristina Nie, Helen Wang, and Emma Lohr, were able to put together successful cases on the path to a 3-3 season. Our team, which also includes Nic Oke, Max Abubucker, James Kemp, David Klein, Anna Miller, Kendal Perkins, Khumari Burgess, and Toyosi Dada, worked hard to overcome the challenges of meeting, practicing, and crafting a case exclusively online. The team did a great job persevering against the numerous challenges faced and looks forward to another, hopefully in-person, season next year.

AP HUMAN GEOGRAPHY

Authenticity in the AP Human Geography classes...

Students study culture, both popular and local to identify just what they're made of. In this examination of material and nonmaterial components, the concepts of cultural appropriation, commodification, and ***authenticity*** are the focus of study.

We see how local cultures find themselves trying to keep their customs for themselves, to prevent others from appropriating their customs for economic benefit. We identify how cultural components, which previously were not regarded as objects to be bought and sold in the world market, are now available through commodification and how that impacts local cultures. When commodification occurs, the question of ***authenticity*** follows. When local cultures or customs are commodified, usually an image or experience is typecast as the authentic image or experience of that culture, and that is the image or experience that the tourist or buyer desires.

Students were asked where they have travelled with family or on their own and experienced ***authenticity***.

Many students shared their travels to Jamestown and Williamsburg Virginia. Other locations included:

- The Great Wall of China
- Old San Juan, Puerto Rico
- New Orleans, LA
- Chinatown, Washington, D.C.
- London, England
- Paris, France



Mr. Sonneborn shared his childhood experiences with ***authenticity*** as well. Above, right, you can see him (center) with his siblings getting that Old West authentic experience at Frontier Town near Ocean City, MD and another authentic experience at Williamsburg, VA (left).

Cultural appropriation is a relevant topic for exploration in current events. Students identify how celebrities are often identified as appropriators and how marketing of products uses cultural icons to sell goods. Recently the leader of the Native America Cherokee people called for the Jeep corporation to drop the name Cherokee from its most popular SUV. The use of native American names and images has been in the news quite often and students learn that some entities pay certain cultures for the use of these cultural icons (Florida State University) while many do not.

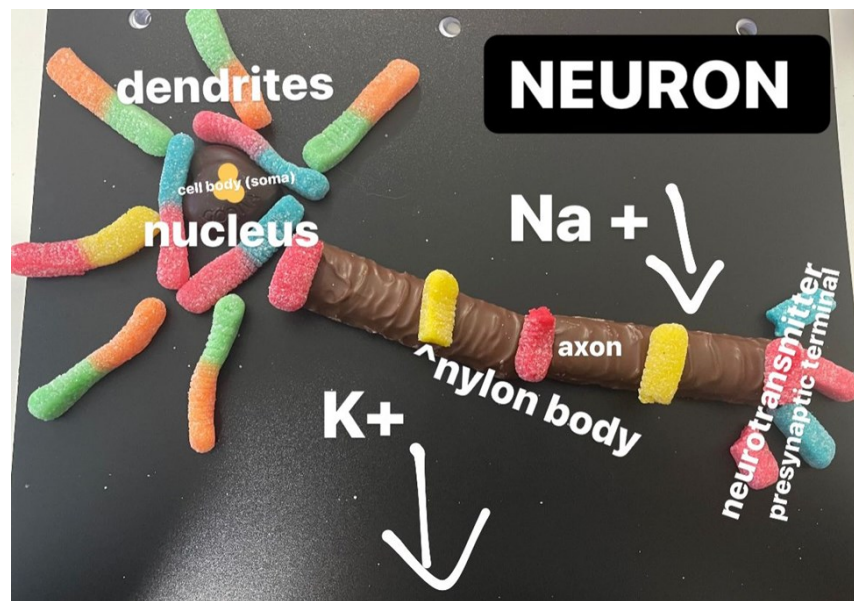
HONORS PERSONAL FINANCE AND ECONOMIC THEORY

Students in Mr. Stange's Honors Personal Finance and Economic Theory classes got a chance to test their personal finance skills by making it through a hypothetical month of ups and downs in the budgeting game SPENT.

AP PSYCHOLOGY

Great things are happening in AP Psychology. Students have been tasked with a variety of fun projects to complete along with their studies.


Build a neuron out of candy to show neural transmission? Why not? Submission by super student Yanaiza Avillo.



Not to be outdone by mere neurons, students were tasked with the creation of super heroes! This time we modified brain parts and the endocrine system to create heroes and villains alike. Below you can see the work of Amelia Balkin rocking the psych world with Big Man, sidekick Bilingual Boy, and the villain.

SUPERHERO:	Big man
	Being able to change body sizes: Big man has control of his pituitary
	Gland, allowing for him to grow in size to act threat-
muscle	ening, or to shrink in order to disguise himself.
	Super Relaxation: Big man has control of his Adrenal Glands,
	allowing him to stay extremely calm in times of stress.
Super strength:	Big man has control over the release of Adrenaline in his
body, & heightened	Adrenaline allows for him to develop ^{Super strength} when necessary

SIDEKICK: Bilingual Boy

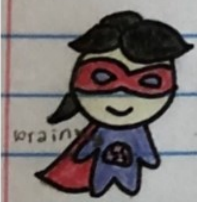


Being able to speak in different languages: Bilingual Boy has a very strong Broca's Area, allowing him to be able to speak every language possible.

Being able to also understand other languages: HC also has a very strong Wernicke's Area, which allows him to understand any language spoken.

Super Hearing: Bilingual Boy also has very strong Temporal Lobes, allowing him to be able to hear far away conversations & remember them forever.

VILLAIN: madam memory



overly Aggressive Behavior: madam memory has a very strong amygdala, which influences her very aggressive behavior & actions.

Super memory: madam memory has an enlarged hippocampus, which allows her to learn facts about her victims quickly & remember them forever.

Nearly invincible: madam memory releases a very dramatic amount of Endorphins so that when she gets hurt, she feels no pain & is able to continue fighting her victims/enemies.

PSYCH STUDENTS

Currently, Psych students are engaged in the Learning Project. **This project consists of six steps:**

- (1) Choose if you are going to condition yourself, pet, or willing participant OR implement a self- modification program.
- (2) Identify and describe the desired behavior for yourself, pet, or willing participant.
- (3) Take a day or 2 to observe and describe the baseline behavior (without modification).
- (4) Decide which type of conditioning you will use – classical or operant and design an experiment to change the baseline behavior.
- (5) Implement the Program (2-4 days).
- (6) Create a report or presentation of your experiment and findings.

Be careful! Your child may very well be trying to condition you!!



Towson High School

Re-Entry Plan

Focus Area	Descriptor	Plan	Link(s) for Resources	Next Steps/ Follow Up
Scheduling	The scheduling team will monitor cohort assignments, class sizes, and room assignments to ensure health and safety standards are satisfied to the greatest extent possible.	<ul style="list-style-type: none"> Phase 3 students are scheduled to return on March 15th. Of the 50 (SEL & FALS), 15 opted to return. As of 3/1, the numbers for the Cohorts are as follows: <ul style="list-style-type: none"> - Cohort A: 423 - Cohort B: 402 - Cohort C: 852 Parents can make changes to re-entry survey via the school website. Ms. Culbertson is working to keep class sizes limited. Some room assignments had to be adjusted to accommodate space for specific courses and to give as many teachers as possible full-time classrooms. New bell schedule will be shared soon. 	Re-entry survey on our website THS Bell Schedule	<ul style="list-style-type: none"> Ms. Culbertson will continue to monitor the re-entry survey responses and update cohort assignments on FOCUS. Ms. Culbertson will continue to monitor class sizes. Ms. Culbertson will adjust room assignments based on class sizes.

<p>Health & Safety</p>	<p>The THS Health & Safety Re-Entry Team will promote the health, welfare, and safety of our students, staff, and families, and ensure implementation • Mitigation Strategies of Face coverings – enforce masking of staff and students; extra masks at points of entry and in teacher kits o Daily screening – staff and students/families provided screening form</p> <p>Social Distancing: Signage/Stickers/Desktop spacing per Common DisplayFile.aspx (bcps.org) (Screening form) DisplayFile.aspx (bcps.org) (Mask FAQs) DisplayFile.aspx (bcps.org) (Social Distancing) DisplayFile.aspx (bcps.org) (Contact Tracing)</p>	<p>The THS Health & Safety Re-Entry Team will promote the health, welfare, and safety of our students, staff, and families, and ensure implementation • Mitigation Strategies of Face coverings – enforce masking of staff and students; extra masks at points of entry and in teacher kits o Daily screening – staff and students/families provided screening form o Social Distancing: Signage/Stickers/Desktop spacing per Common DisplayFile.aspx (bcps.org) (Screening form) DisplayFile.aspx (bcps.org) (Mask FAQs) DisplayFile.aspx (bcps.org) (Social Distancing) DisplayFile.aspx (bcps.org) (Contact Tracing)</p>	<p>Ventilations FAQs</p> <p>Face Covering Guidelines Final 02 09 2021.pdf</p>	
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Classroom Protocol & Procedures	The Classroom Protocol and Procedures Team will develop plans and communication for social distancing and other mitigation processes in classroom spaces to maximize the health and safety of students and staff.	<ul style="list-style-type: none"> Teachers will receive a check list of <u>classroom</u> set up expectations Hand sanitizing practices will be introduced as a daily practice for students entering the classroom Students will receive wipes to clean their desk and chair Posters reinforcing social distancing, hand sanitizing, and mitigation processes. Extra trash cans will be placed in the classrooms Hall passes will consist of an electronic sign out sheet. A similar form will be used to trace students traveling to other locations such as the resource room, counselor, etc. 	<p><u>THS Hall Pass</u> – student facing example.</p> <p>Link for teachers to create their bathroom pass in Schoology – create a copy and edit for each period. <u>https://docs.google.com/forms/d/1JwwVahQ8A9ucgRvoMybQvHS8CYzwG5bsUAtovPb761g/copy?usp=sharing</u></p> <p>Form for teachers if a student is leaving and not returning to the classroom. <u>https://docs.google.com/forms/d/1X65Srv9hFNao1pHwG2bnTZQwnY5wHqW27bGrKd6oNS0/copy?usp=sharing</u></p>	Finalization of the check list
Technology & Instruction	The Technology and Instruction Team will focus on providing all students with equitable, personalized, customized, and rigorous instruction in the hybrid setting. We will review expectations for hybrid instruction as	<ul style="list-style-type: none"> Model different models of Hybrid Teaching. Resources will be provided via departments to support the various hybrid models including templates specific for various content levels. Bell Schedules are being modified to address additional transition time and time for cleaning. 	<p><u>Instruction PPT</u> <u>THS Bell Schedule</u> <u>SEL Brain Breaks</u> <u>SEL Brain Breaks #2</u></p> <p><i>Hybrid Learning Tab @</i> <u>Towson High School</u> <u>Library Website</u></p>	<ul style="list-style-type: none"> Continue to address tech. needs as they arise in the classroom. Continue to provide PD materials for teachers regarding implementation on hybrid instruction.

	well as assist with technology in the classroom.	<ul style="list-style-type: none"> • Bell Schedules are being modified for the adjustment of both synchronous and asynchronous instruction time in the classroom. • Bell Schedules are being modified to include asynchronous time for both independent and SEL specific activities to promote student achievement. • Technology Needs addressed for Phases of teachers returning to the building. 	https://innovationhub.bcps.org/hybrid-learning-support-resources https://bcpsotechnologyliaisons.pbworks.com/w/page/12789352/FrontPage https://www.bcps.org/tech_support	
Social Emotional Learning (SEL)	To acknowledge we are a collective community and offer supports to our staff and students to prioritize and support their social emotional learning competencies.	<ul style="list-style-type: none"> • SEL crisis room will be available • Support materials for teachers • Suggestions for how to support students • SEL lesson plans • Staff check ins • Wellness Wednesdays • Morning Announcements-Daily Motivation • Weekly Incentives and morale boosters for Staff 	Please see 2 Schoology Resource Folders: SEL PDs & Mental Health Resources SEL Classroom Resources	The SEL Team will continue to create our staff PD Presentation, reach out to staff about our weekly staff support forums and check-ins, finesse our Schoology resource folders, and will continue producing Wellness Wednesday videos, flyers, activities.
9th Grade Transition	The 9 th grade transition team will promote a smooth transition from virtual to in-person learning by anticipating 9 th grade student needs and working to foster community.	<ul style="list-style-type: none"> • Orientation video on first day • Schoology resource folder for freshmen • Non- teaching staff will assist with students transitioning between classes • Directional signs will be posted • Welcome gift bags will be given to freshmen • Cohort A- 122 Cohort B- 120 	Please see the Schoology Resource Folder '9th Grade Orientation Resources'	The 9th Grade Transition Team will focus on creating the orientation video for the students' first day in the building, producing detailed maps for students to utilize, and collaborating with other re-entry team groups to get critical information out to families.

Common Areas & Restrooms	The Common Areas and Restrooms Team will develop plans and communication for social distancing in shared spaces to maximize the health and safety of students and staff.	<ul style="list-style-type: none"> • Social Distance markers will be placed in common areas (Lobbies, library, etc.) • Signs reinforcing social distancing and hand sanitizing practices will be posted • Bathrooms will only be used during classes; alternating stalls and sinks closed • Faculty bathrooms assigned to teachers • Room capacity signs will be posted on bathrooms and commonly shared areas • One-way hallways and stairwells will be identified and labeled • Dividers will be used in common hallways that must be 2 way • Trailers will have specific entrance/exit procedures • Classroom doors should remain open during transitions in locked position • Staff will assist with students in halls during classes • What to expect video will be created to support staff and student understanding of new procedures and protocols 	<ul style="list-style-type: none"> • stairwells and halls plan • THS Covid Sign Order 10-13-2020 • THS "What To Expect" Video Outline for Students 	<ul style="list-style-type: none"> • Preparing Bathrooms- room capacity sign, station for bathroom duty, signs/ caution tape indicating closed stalls and sinks • Up/ Down Signs for Stairwells- printed and posted • Hallways- tape to indicate direction and walking lanes
Cafeteria	The Cafeteria Team will develop accessible plans, resources, and guidelines for staff and students to safely utilize the cafeteria for meal services.	<ul style="list-style-type: none"> • Students that choose to eat breakfast will receive a grab and go meal to eat in the cafeteria. • Each Lunch shift will have about 100 students • Students will be seated in desks 6' ft apart facing away from the lunch lines 	THS Food Services Reopening Plan	<ul style="list-style-type: none"> • Checklist for Teachers on Duty • Seating Chart and Map • Posters • Rules Sheet • Welcome Back/Positive Visual • Social distancing decal placement for lunch lines

		<ul style="list-style-type: none"> Students will be assigned seats and called to get in line by class Markers will be placed on the floor to support social distancing in lunch line Extra time for transition between lunch will be implemented Specific cleaning routines will be employed by custodial staff Students will be asked to put their mask on immediately after eating Students will not be permitted to eat in classes or library during lunch 		
Transportation	The Transportation Team will continue to monitor the safe and orderly entrance and exit of students into and from the THS building to align with health and safety monitoring.	<ul style="list-style-type: none"> Cohort information is now available to families through FOCUS. 2 main entrances- Cedar Ave will be used for walkers and car riders only. These students will be transitioned into the Gym upon arrival. Aigburth entrance will be used for bus riders and seniors that drive. Only seniors with valid and visible pass will be authorized to park in the Aigburth lot. These students will be stationed in the cafeteria upon their arrival. Bagged Breakfast will be available in the gym and 	Transportation PPT	<ul style="list-style-type: none"> Continue to monitor Cedar Ave. drop off for Car riders. Adjustments may need to be made for traffic. Identification of monitors for Aigburth and Cedar entrances as well as lobby monitors for late arrivals. Students from Aigburth wait in cafeteria instead of auditorium.

		<p>cafeteria for students who choose to eat.</p> <ul style="list-style-type: none"> • Monitors will be assigned to the lobbies checking for face masks and hand sanitizing stations will be set up in various areas. • Visitors will not be permitted in the building. • Early dismissal process will be altered to accommodate pick up from parents from outside the building. Parents will call into the building to pick up students. • Late arrival students should access Cedar Ave only. Aigburth lobby will not be accessible after 8:00 a.m. • Student dismissal will occur by floor (top down). All stairwells open currently. 		
Communication	To provide clear and consistent information to our school families regarding the re-opening of Towson High School.	<ul style="list-style-type: none"> • Focus is to get accurate information out to staff and families • Modes of communication are THS website, THS newsletter, school messenger, Naviance, phone calls, and mailings • Frequently Asked Question and Re-Entry page will be added to the website • Phone calls have been made to encourage families to complete the survey. 	<p>Click here to access letter and information page</p> <p>Click here to access FAQ section</p>	<p>Assist 9th grade Transition Team, as needed</p> <p>Continue to make adjustments to "Frequently Asked Question" page and "Re-entry" page</p>



As the time draws near for schools to re-open, you are surely wondering what to expect. Rest assured that the teachers, staff, and administrators at Towson High School are working hard to make our students' return to the classroom a safe and successful experience. But for now, here are a few answers to some frequently asked questions to ease your mind.

• **What should I bring when I return to school?**

When you return to school, you will be expected to bring your fully charged device and charger, along with other necessary supplies such as pencil and paper. Your teacher will let you know what additional supplies will be needed. It is also recommended that you bring an extra mask just in case. A strong reliable backpack would also be helpful because students will not be able to use lockers. Hand sanitizer and soap will be provided, however, students are welcome to bring their own for their personal use only. Water bottles are permitted for there will be limited use of the water dispenser.

• **How will the classrooms be set up?**

Each classroom will be arranged with desks positioned 6ft apart. Classes have been scheduled with no more than 15 students. Classroom doors will be open to limit contact with commonly touched surfaces such as doorknobs. When students enter the room, they will be required to sanitize their hands and will receive wipes to clean the surface of their desk and chair.

• **Where will I eat lunch?**

Students will eat lunch in the cafeteria. The cafeteria will be arranged for students to sit 6ft apart. Markings on the floor will assist with social distancing when in the lunch lines. Lunch is free to students. Students can bring their lunch if they prefer. Immediately after eating, students will be required to put their mask back on.

- **Will breakfast be provided?**

Yes, breakfast will be provided and students will eat breakfast in the cafeteria.

- **Will traveling in the hallways be safe?**

To support social distancing, the hallways will be designated as one-way. Hallways and stairwells will be labeled to direct students with traveling in one direction. Hallways that are unable to be deemed one-way will be divided using partitions.

- **How often will the bathrooms be cleaned?**

Bathrooms will be cleaned between classes. To avoid gathering in bathrooms and allow for cleaning, students will not be able to use the bathrooms between classes.

- **What do I do if I forget my device?**

Students will be allowed to use their personal cell phones to access the Google Meets.

- **Can I bring my personal computer to school?**

No. Personal computers are not allowed at school.

More information on Towson High School's re-opening plan will be shared soon. Please be sure to look out for emails, messages, and future newsletters for weekly updates and tips for preparing for the re-opening of schools.



THS Daily Schedule

Beginning March 15, 2021

Mod 1	7:35 a.m. – 8:55 a.m.
Announcements	8:55 a.m. – 9:10 a.m.
Mod 2	9:15 a.m. – 10:35 a.m.
Mod 3	10:40 a.m. – 12:35 p.m.
Mod 4	12:40 p.m. – 2:05 p.m.

Teachers will provide directives specific to lunch times and independent work opportunities.

Asynchronous Wednesday Schedule

Time	Mod (ALL STUDENTS)
9:00-9:30	Mod 1
9:30-10:00	Mod 2
10:00-10:30	Mod 3
10:30-11:00	Mod 4

Modified Schedules For the Week of March 15

As we continue to plan for our re-opening, it will be necessary to adjust the schedule for select teachers and their students during the upcoming weeks to allow for planning time. Our schedule will begin at 7:35 a.m. and end at 2:05 pm beginning March 15, 2021 for all students. However, please note that there will be some variances to the schedule. Next week's modified schedule appears below and applies to select teachers and students. *(NOTE: The schedule for Friday, March 19, 2021 has been revised from our previous communication to accommodate the start and end times of the regular school schedule.) We will update our families regarding the week of March 22, 2021 next week. Thank you very much for your patience during this challenging time.*

WEEK OF MARCH 15: Teachers of Freshmen and Their Students

Monday, March 15, 2021	Tuesday, March 16, 2021	Wednesday, March 17, 2021	Thursday, March 18, 2021	Friday, March 19, 2021
Asynchronous Classes	Virtual Classes in accordance with bell schedule	Virtual .5 hr. class meets 9:00 a.m. – 11:00 a.m. Asynchronous Afternoon	Virtual Classes in accordance with bell schedule	MOD 1: 7:35 a.m. – 8:20 a.m. Mod 3: 8:25 a.m. – 9:05 a.m. MOD 2: 9:10 a.m. 9:50 a.m. MOD 4: 9:55 a.m. – 10:35 a.m. <i>Teachers of Freshmen and their students</i>



If you haven't yet uploaded your student's portrait for the yearbook, please visit the yearbook page on the Towson High website as soon as possible. You will also find information on how to place orders for this year's yearbook or for senior ads. Remember that if you place an order for a senior yearbook, you will get free shipping on your order!

The Maryland Special Education Parent Involvement Survey Frequently Asked Questions



What is the purpose of the Maryland Special Education Parent Involvement Survey?

- The purpose of this Survey is to determine how well your child's school is partnering with you and promoting parent involvement in your child's education.
- States must collect this data as part of their State Performance Plans, as required under the Individuals with Disabilities Education Act (IDEA).

Who completes the Maryland Special Education Parent Involvement Survey?

- Parents or guardians of children ages 3 to 21 who are receiving special education and related services through their local school system.
- Parents or guardians of children ages 3 to 21 who are receiving special education and related services who are placed in a nonpublic special education facility by the child's local school system.

What's in it for me?

- This is your opportunity to provide direct feedback to your local school system or public agency.
- Survey results will be available to the public and used to highlight strengths and identify possible areas for improvement in engaging and involving parents in the special education process (<http://mdideareport.org>).

How do I complete the Survey? How can I make sure that my answers are counted?

- Complete one Survey for each child receiving special education services.
- Complete the Survey EITHER on paper OR online at <https://www.mdparentsurvey.com>.
- If you wish to complete the Survey online and do not have Internet access at home, check with your local school or library.

How do I return the paper Survey?

- Return the completed Survey in the enclosed, postage-paid envelope by May 21, 2021.
- If you lose the postage-paid envelope, please mail the completed Survey to:

Maryland Special Education Parent Involvement Survey

ATTENTION: Joyce Shelton
530 Galther Road, Suite 500
Rockville, Maryland 20850

Do I have to participate? If I choose not to participate, will it negatively affect my child's services?

- Participation is completely voluntary; however, we encourage you to participate to make your opinions and experiences known.
- Your child's services will not be negatively affected in any way.

Who will have access to the Maryland Special Education Parent Involvement Survey results?

- The State-level report will be published on the Maryland State Department of Education (MSDE) website (www.marylandpublicschools.org).
- A summary of the Survey results regarding parent involvement in special education will be provided to each local school system.

Thank you for completing the Maryland Special Education Parent Involvement Survey. Your feedback is extremely important to your local school system and MSDE!

For additional information, please contact Mr. Kenneth Hudock at MSDE at 410-767-7770 or Kenneth.Hudock@maryland.gov.

Encuesta sobre la Participación de los Padres en la Educación Especial de Maryland

Preguntas más frecuentes



¿Cuál es el propósito de la Encuesta sobre la Participación de los Padres en la Educación Especial de Maryland?

- El propósito de esta encuesta es determinar qué tan bien la escuela de su hijo está involucrando y promoviendo la participación de los padres de familia en la educación de sus hijos.
- Los estados deben recopilar esta información como parte de su Plan de Rendimiento Estatal, según lo requiere la Ley para la Educación de los Individuos con Discapacidades (Individuals with Disabilities Education Act, IDEA por sus siglas en inglés).

¿Quién completa la Encuesta sobre la Participación de los Padres en la Educación Especial de Maryland?

- Los padres o guardianes de niños entre 3 y 21 años de edad que reciben servicios de educación especial y otros servicios relacionados por medio de su sistema escolar local.
- Los padres o guardianes de niños entre 3 y 21 años de edad que reciben servicios de educación especial y otros servicios relacionados y que el sistema escolar local del niño los ha colocado en un centro de educación especial no público.

¿Cómo me beneficia el completar la encuesta?

- Esta es su oportunidad para hacer llegar comentarios directamente a su sistema de educación local o agencia pública.
- Los resultados de la encuesta estarán disponibles al público y se utilizarán para resaltar los puntos fuertes e identificar las posibles áreas de mejora en la participación e inclusión de los padres en el proceso de educación especial (<http://mdideareport.org>).

¿Cómo completo la encuesta? ¿Cómo puedo asegurarme de que mis respuestas cuenten?

- Complete una encuesta por cada hijo que recibe los servicios de la educación especial.
- Complete la encuesta ya sea en papel o por Internet en <https://www.mdparentsurvey.com>.
- Si desea completar la encuesta en línea pero no tiene acceso a la Internet en su hogar, consulte a su escuela local o biblioteca pública.

¿Cómo devuelvo la encuesta en papel?

- Devuelva la encuesta completada en el sobre adjunto con estampilla prepagada antes del 21 de mayo del 2021.
- Si pierde el sobre con estampilla prepagada, envíe por correo la encuesta completada a nombre de:

Maryland Special Education Parent Involvement Survey

ATTENTION: Joyce Shelton

530 Gaither Road, Suite 500

Rockville, Maryland 20850

¿Estoy obligado a participar? ¿El no participar afectará de manera negativa los servicios que recibe mi hijo?

- Su participación es completamente voluntaria; sin embargo, le alentamos a que participe para que sus opiniones y experiencias sean escuchadas.
- Los servicios que recibe su hijo no se verán afectados de manera alguna.

¿Quién tendrá acceso a los resultados de la Encuesta sobre la Participación de los Padres en la Educación Especial de Maryland?

- El informe a nivel estatal será publicado en el sitio web (www.marylandpublicschools.org) del Departamento de Educación del Estado de Maryland (MSDE, por sus siglas en inglés).
- A cada uno de los sistemas escolares locales se le dará un resumen de los resultados de la encuesta sobre la participación de los padres en la educación especial.

Gracias por completar la Encuesta sobre la Participación de los Padres en la Educación Especial de Maryland. Su participación es muy importante para el sistema de educación local y el MSDE!

Para información adicional, comuníquese con Mr. Kenneth Hudock, MSDE, llamando al

410-767-7770, o enviando un correo electrónico Kenneth.Hudock@maryland.gov.



Towson Generals 2021

You can now purchase your items online in 3 easy steps:

1. Go online to <https://towsongenerals21.itemorder.com/>
2. Choose your items and add them to your cart
3. Securely checkout with your credit card

Online Store Deadline: Sunday February 28th, 2021 (11:59pm EST)

**Gildan Dryblend 50
Cotton/50 Poly T-Shirt 8000
(S) SENIORS LOGO**



2 Colors

**Gildan Dryblend 50
Cotton/50 Poly Long Sleeve
T-Shirt 8400 (S) SENIORS
LOGO**



2 Colors

**Jerzees Nublend Crewneck
Sweatshirt 562M (S)
SENIORS LOGO**



2 Colors

**Gildan Dryblend Pullover
Hooded Sweatshirt 12500
(S) SENIORS LOGO**



2 Colors

**Next Level Unisex Pullover
Hood 9303 (S) SENIORS
LOGO**



**District Perfect Tri Tee
DM130 (S) T STAR LOGO**



3 Colors

**Gildan Dryblend Pullover
Hooded Sweatshirt 12500
(S) STAR LOGO**



**District Perfect Tri Long
Sleeve Tee DM132 (S) T
STAR LOGO**



2 Colors

powered by **ORDERMYGEAR**

Questions?
Rick Krivda
4102480068
Rkrivda@timeoutforsports.net
<http://www.timeoutforsports.net/>



CLASS OF 2024 APPAREL SALE!



ONLINE STORE LAUNCH: DECEMBER 18TH

ONLINE STORE CLOSE: JANUARY 10TH

Support your Class of 2024 and *elevate* your closet with some new THS gear! Great for holiday gifts and these cold winter days!

Items will be available for shipment to your home or pick up at the Time Out for Sports warehouse (9716 Belair Road, Nottingham MD.)



More items online...check it out!



2 Colors

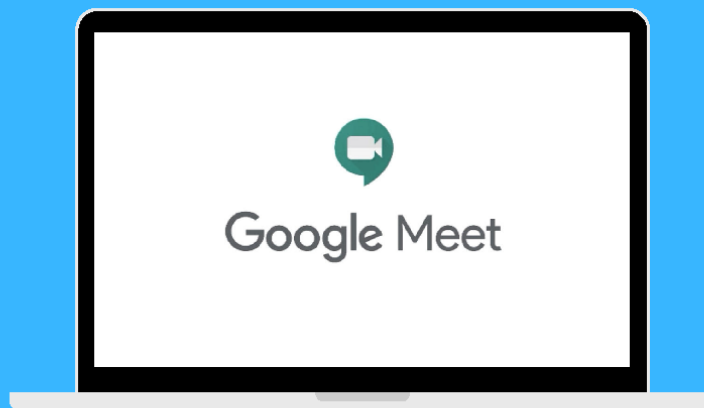
Get yours Now!

NEED TUTORING FOR ANY SUBJECT?
COME TO...

NATIONAL HONOR SOCIETY TUTORING!

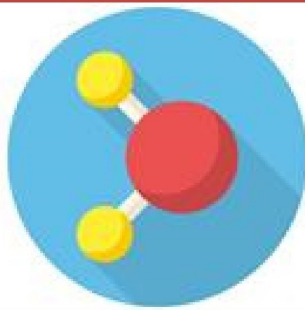
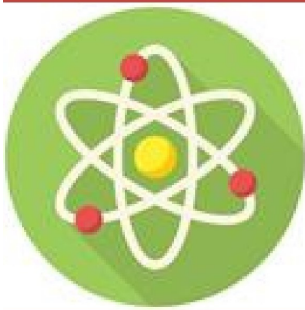
EVERY FRIDAY FROM 3-4PM
STARTING OCT. 23RD

GOOGLE MEETS CODE: THSNHS2020TUTOR



Every Tuesday & Thursday! From 2:15-3:15

SNHS TUTORING!



Do you need help with any science class?
Sign up for Science National Honor Society
tutoring!

Meeting code:
[thssnhstutoring](https://www.zoom.us/j/91985520000)

Email or talk to your
science teacher to have
them sign you up!

LIVING SYSTEMS

Drug: Opioids



Short Term Effects:
 - Pain Relief
 - Euphoria/ Calming
 - Drowsiness
Long Term Effects:
 - Muscle and Bone Pain
 - Insomnia
 - Tolerance
 - Cold Flashes with Goosebumps

Intended Use:
 - Pain Relief (pre-surgery or injury)

Forms:
 - Prescription drugs and illegal ones like heroin

How it Works:
 - Opioids block pain receptors in brain and body to numb pain and make one feel calm

Effect on Bodily Systems

Nervous System:
 The nervous system is the main system affected by opioids since they block receptors in brain that send signals expressing pain. They also can give the user a feeling of calm and euphoria since they directly affect the brain as well. This feeling of Euphoria is what can make them so addictive.

Endocrine System:
 Opioids can affect certain complex hormones released by the hypothalamus, specifically gonadotropin, this will typically result in lowered testosterone in men.

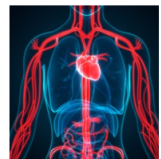
LOWER TESTOSTERONE MEANS OPIOIDS DISRUPT THE ENDOCRINE/REPRODUCTIVE LINK!!!!

Effect of Alcohol on Circulatory and Respiratory system



Effect on Respiratory system: Alcohol can impact the respiratory system by interfering with the system's ability to deliver oxygen to the body by depressing or slowing the breath. This can lead to respiratory failure, oxygen deprivation of the brain possibly resulting in brain damage or death. It can also cause cancer, choking or lung diseases.

Effect on Circulatory system: Drinking alcohol can cause a temporary or long-term increase of one's heart rate and blood pressure, weakened heart muscles, irregular heartbeat, possible alcohol caused heart attack or stroke.



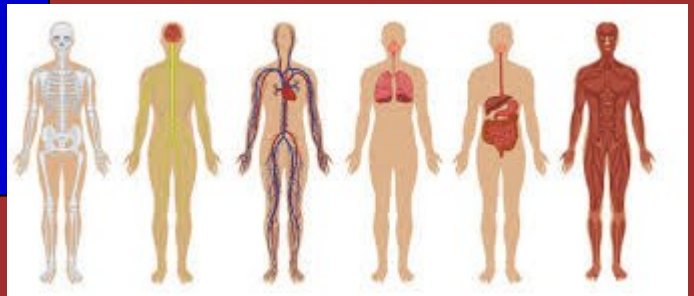
How the interaction between the two systems is affected: the interaction between the circulatory and respiratory system is affected because when someone takes alcohol, which is a depressant, it can slow ones breathing which doesn't allow the respiratory system to bring in as much oxygen to oxygenate blood that is demanded by the circulatory systems increased heart rate.

What type of drug is Alcohol: Alcohol is a drug that would be categorized as a depressant, specifically a central nervous system depressant. This type of depressant slows down brain functioning and neural activity, some side effects of this depressant are slurred speech, lack of quick reflexes, unsteady movement (inability to walk in a straight line etc.). More serious affects of this depressant is when it you consume alcohol to quickly in a short period of time your central nervous system can be depressed to the point of coma, respiratory failure or death.

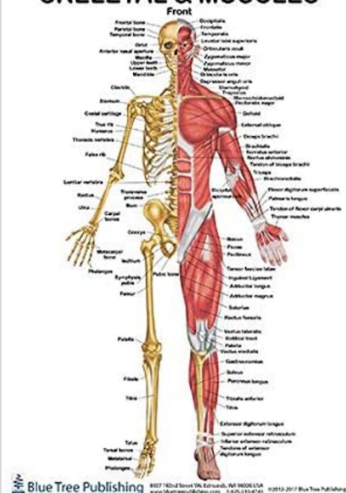
Short term effects of alcohol: possible short-term effects of Alcohol are,

- Problems walking
- Slurred speech

Students in Mrs. Schrader's Living Systems Class explained the impact of different classes of drugs on systems of the human body. Student used various modes of presentations to describe the impacts on homeostasis. Check out a few examples here!



SKELETAL & MUSCLES



2 body systems effected by these drugs

- The first body system is the skeletal system, this system is effected in a very bad way taking these steroids impact the way calcium and vitamins help the bones grow in fact many people that take these steroids experience bone loss very rapidly and this can cause osteoporosis and broken bones
- The second body system is the muscular system, while the skeletal system is being damaged the muscular system is doing great, the steroids help with reducing muscle damage and improve muscle growth and lastly it helps people to work out more frequently

SCIENCE DEPARTMENT

The Science Department would like to recognize the following students for their participation, collaboration, and hard-work in their science classes.

Congratulations!!!



Week of February 22, 2021 to March 5, 2021

Kate Sirota	Living Systems (Schrader)
Khyri Dorsey	Living Systems (Schrader)
Sirius Pope	IPC (McCusker)
Emily Davis	IPC (McCusker)
Gavin Dickerson	IPC (McCusker)
Luca Boucher	IPC (McCusker)
Melody Miller	Earth Systems (McCusker)
Jesse Van Doren	Earth Systems (McCusker)
Hannah Collins	Living Systems (Damon)
Kate Herbert	Living Systems (Damon)
Dario Ruci	Living Systems (Damon)
Kallie Macchi	Living Systems (Damon)
Ibrahim Orabi	Living Systems (Damon)
Manish Pandya	Earth Systems (Hanford)
Gabriella Cox	Forensics (Hanford)
Matthew Nice	Forensics (Hanford)
Isabella Ehrhardt	Forensics (Hanford)
Gabrielle Sovich	Living Systems (Drake)
Helen Wang	AP Biology (Drake)
Noah Rich	AP Biology (Drake)

Avery Zellweger	NSHS Service (Drake)
Charlotte Sutton.....	Earth Systems (Rdige)
Elliot Libit.....	Earth Systems (Ridge)
Henry Wagner	Earth Systems (Ridge)
Aziz Bishop	Earth Systems (Ridge)
Eleanor Frisch.....	Physics (Ridge)
William Oetel.....	Physics (Ridge)
Amelia Dinsmore.....	Anatomy (Geckle)
Mikaylay Gaddy	Anatomy (Geckle)
Julia Byers	GT Chemistry (Geckle)
Precious Nwanna	GT Chemistry (Yff)
Amelia Hans	GT Chemistry (Yff)
Ori Zalzman.....	AP Chemistry (Yff)
Julie Granruth	AP Environmental Science (West)
Alan Mao	AP Environmental Science (West)
Kristi Merashoff	AP Environmental Science (West)
Griffin Mekler-Culbertson.....	AP Environmental Science (West)
Owen Pierce.....	AP Environmental Science (West)
Ryan Sears	AP Environmental Science (West)
Linna Zhu	AP Environmental Science (West)
Joe Mecchi.....	Living Systems (Schrader)
Norah Sorensen.....	Living Systems (Schrader)
Kaitlyn Cote.....	Honors Physics (Jochmans)
Sarah Carney.....	Honors Physics (Jochmans)
Hunter Askin.....	Honor Physics (Jochmans)
Elizabeth Keys.....	Honors Physics (Jochmans)
Brandon Yoon	AP Physics (Jochmans)
Amelia Dinsmore.....	AP Physics C (Jochmans)
Leo Vong.....	A Living Systems (Damon)
Andrea Noguera.....	AA living Systems (Damon)

Carmen Munoz	AA Living Systems (Damon)
Eyan Greenberg	AA Living Systems (Damon)
Zuhak Butt	AA Living Systems (Damon)
Sydney Swift.....	AA Living Systems (Damon)
Jared Bell	AP Bio (Drake)
Kayla Yup	AP Bio (Drake)
Avery Zellweger	AP Bio (Drake)
Catherine Hutson	AP Bio (Drake)
Joey Amoroso	GT Physics (Kemper)
Aaron Prem.....	GT Physics (Kemper)
Katherine Robinson	GT Physics (Kemper)
Ethan Korman	GT Physics (Kemper)
Guthrie Specht	GT Physics (Kemper)
Lila Barber	IPC (Kemper)
Gabrielle Riess.....	IPC (Kemper)
Yuna Nonogaki	Honors Earth Systems (Karsos)
Aiden Ladota	Honors Earth Systems (Karsos)
Isabell Reed	Honors Earth Systems (Karsos)





CCBC

The incredible value of education.
www.ccbcmd.edu

GENERALS,

READY FOR COLLEGE?

*Instant Admissions
Session*

MARCH 18, 2021

2 PM - 3 PM

[HTTPS://MEET.GOOGLE.COM/BYS-EBBN-JGV](https://meet.google.com/BYS-EBBN-JGV)

**CCBC**

The Community College of Baltimore County

CCBC will be hosting a Virtual Instant Admissions event for Seniors on Thursday, March 18, 2021 from 2:00 pm - 3:00 pm. This is an opportunity for seniors to get help with submitting applications, as well as, get answers for any questions about CCBC.

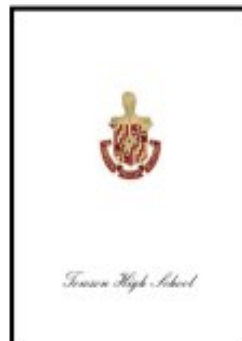
The GoogleMeets link is:

<https://meet.google.com/bys-ebbn-jgv>



Attention Towson Students & Parents Graduation Ordering Time!

Greetings parents! We aren't able to get into school this year due to Covid, but we have set up everything online for you to order and purchase your graduation materials and announcements!



ORDER TODAY!

To order other graduation products—go to www.balfour.com

Catalog available [HERE](#)

Questions??

randy.bowers@balfour-rep.com

32 WEST ROAD, TOWSON, 21204

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THS Graduation

May 27th

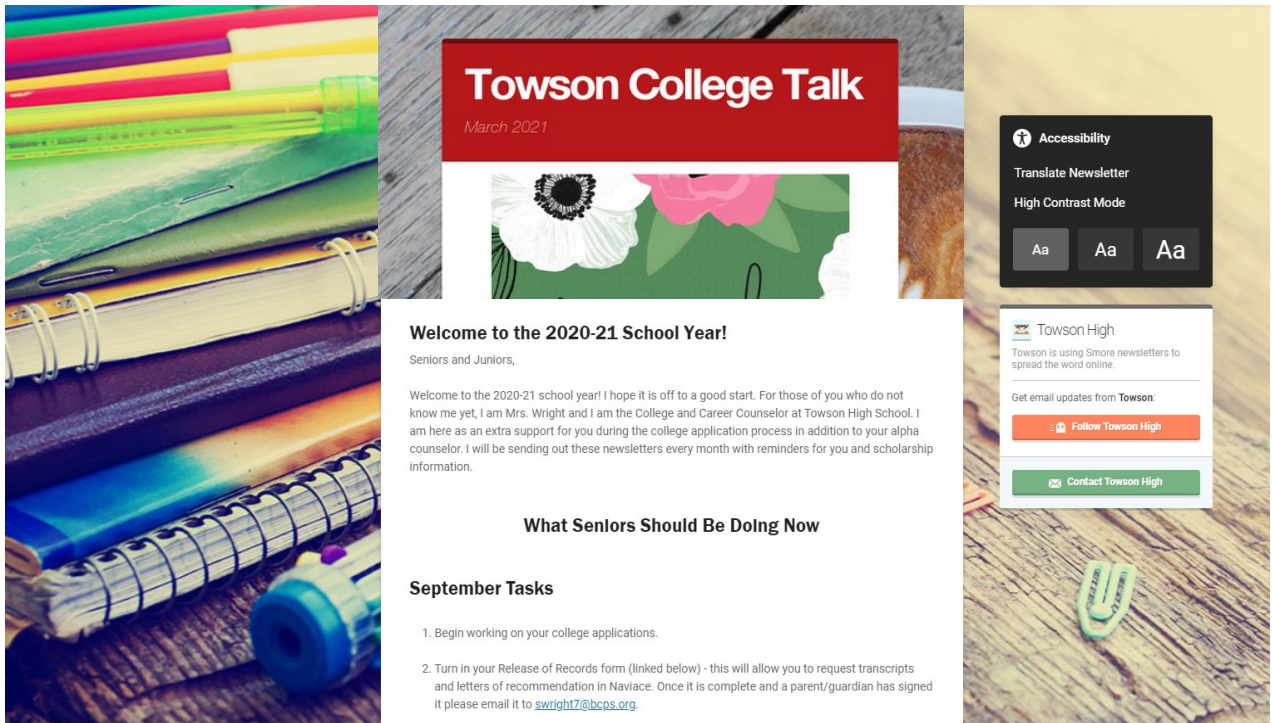
7:00 pm

Location: TBD

Towson College Talk

September 2020

Ms. Wright has created a “senior/junior college newsletter” on Smore with lots of links and info for seniors and juniors.



This is a great resource for the college application process and support. Check it out!

Here is the link: <https://www.smores.com/e6h39>

Senior 2021



MID-YEAR TRANSCRIPTS ARE NOW AVAILABLE

We are only sending mid-year transcripts for those students who complete the request form.

Many colleges and universities do not require mid-year transcripts. Check with the admissions office of your college **BEFORE** completing the form. Only add colleges that require a mid-year transcript.

Link to access the form:

<https://docs.google.com/forms/d/e/1FAIpQLSd5cHckSrex67qG64705oX-FzHRAdKjDqscMFgBz-kvHcAlkQ/viewform>

UPCOMING EVENTS

March, 2021

- 22 9th Graders return to the building
- 25 Maryland Day
- 26 Spring Break Begins at the end of the School Day

April, 2021

- 5 State Mandated Holiday - Schools & Offices Closed
- 6 Schools Reopen - Grades 10-12 return to the building
- 16 Third Marking Period Ends - High Schools in Session Full Day
- 29 Report Cards Distributed



Towson High School

69 Cedar Ave

Towson, MD 21286

PHONE: 443-809-3608



