



LOCKPORT CITY SCHOOL DISTRICT

WINTER 2023

MEET THE NEW SUPERINTENDENT



Dr. Mathis A. Calvin III will be a Lockport Lion officially on March 18, 2023, becoming the next Superintendent of Lockport City School District. Dr. Calvin brings with him nearly fifteen years of experience in child-centered leadership, strategic planning, and diversity, equity, and inclusivity.



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MESSAGE FROM INTERIM SUPERINTENDENT



Mr. Michael Bonnewell,
Interim Superintendent of
Lockport City School District.

Opportunity is what education is all about. It opens doors and creates possibilities! This winter newsletter highlights some of the many opportunities available to our students. In the few months that I have been here, I have been impressed with the many opportunities the Lockport City School District provides its students.

Opportunities alone are not successes and they do not ensure success. Opportunities must be paired with an effort to be turned into successes. We see examples every day of student effort. From athletic contests to arts achievements, from club leadership roles to academic learning, our Lions celebrate successes because of their efforts in the opportunities our community provides them.

I would ask that, as a family, you take time to think about the year since September and that you celebrate the efforts and successes of your children thus far. As a family, I am sure that you can identify opportunities that, because of your children's efforts, resulted in a number of successes—new friends, new knowledge, and new skills that they didn't have just a few months ago. Each of these is certainly worthy of celebration! Take a moment to celebrate these—they will remind your children what they have accomplished and what they are able to achieve.

Then look forward to the year ahead. "If you did all that, how much will you achieve the rest of this year? And how much will you achieve in the future?" Examine the opportunities available to set goals for your family and your children—goals that take advantage of the opportunities available to them. With their continued effort you will be able to celebrate together in June and for a lifetime!

I want to take a moment to again thank you for the opportunity to share in your children's school lives in the role of Interim Superintendent. I have enjoyed tremendously visiting our schools, cheering for our student athletes, attending their concerts and plays, and meeting our students along the way. It has been my privilege to serve them, as it has been throughout my career.

I wish each of you and every one of our students many opportunities and the successes that our combined efforts—student, family, school, and community—will afford them.

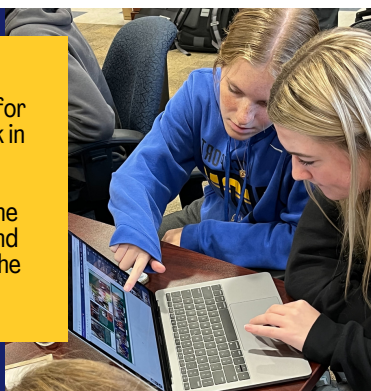


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Students work to complete pages for the LHS yearbook in **Yearbook Club**. Students are responsible for the photos, layout, and information for the yearbook.

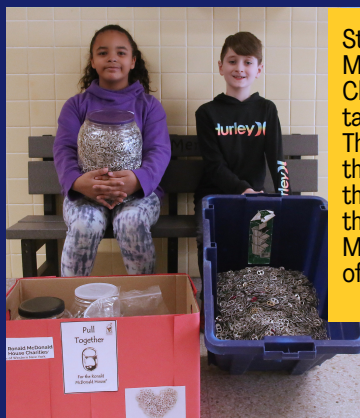


The idea that there is something for everyone carries through all eight schools in the District.

Lockport High School West runs an impressive student newspaper called **West Express** produced solely by West students.

Aaron Mossell has an **anti-bullying club** for those who have felt bullied in the past or for those who want to help take a stand against bullying.

Not to mention every building has a **kindness club** whose purpose is to help kids feel connected to their peers, teachers, and their community in a special way.



Students at Anna Merritt Kindness Club collect pull tabs to recycle. They then donate the money from the pull tabs to the Ronald McDonald House of WNY.

FAILURE IS WHEN YOU DON'T TRY

On Principal Wylke's desk, there is a plaque that reads 'Eight Pieces of Wisdom That Can Change Your Life'. Number four of eight is as simple as the rest, "failure is when you don't try." Principal Wylke and Lockport City School District strive to provide an environment at our schools where there is something for every student to try.

Interested in video games? Stay after school with the **Game Club**. Over 45 students play Dungeons and Dragons, board and video games, and participate in an e-sport BOCES pilot program. It's important to remember that gaming has become a way for youth to make personal connections, build relationships, and further interpersonal skills.

Are you more of the quiet type who values curling up in a blanket with a good book? **Page Turners** is where students gather as lovers of reading to discuss what they've read. Students attend competitions throughout the year where they work in teams to answer detailed questions regarding a list of books.

Looking to find peers who share similar beliefs and practices? **Cultural Studies/Unity Club** promotes awareness, acceptance, and appreciation of diverse cultures. Providing an enriching and social environment to promote the advancement of multicultural learning within Lockport High School is the core of the club and they're pretty creative in how they do this. This holiday season the club gathered in the school auditorium inviting students to come and watch *Jingle Jangle: A Christmas Journey* and celebrate Kwanzaa.

Failure is when you don't try. It's certain that Lockport City School District gives our students numerous opportunities to try. There are over 75 unique clubs and activities that students can participate in so failure, as defined here, is not an option!

NEW OPPORTUNITIES PROVIDED FOR STUDENTS

Lockport High School is focused on bringing students a wide range of up-to-date academic offerings. Beginning in February of 2023, students have the opportunity to participate in two, brand-new studies developed in collaboration with The University at Buffalo.

Black History Course

The Lockport community felt strongly about including a course at Lockport High School that offers and acknowledges the often unrecognized history of African Americans. A diverse group of stakeholders including students, parents, educators,

and community partners met beginning May 2022 through January 2023 to research and plan a cutting-edge Black History course. The University at Buffalo Professor, Dr. LaGarrett King, Director of the Center for K-12 Black History and Racism Literacy Education Association consulted with our stakeholders in the development of this course. Designed to activate, engage, connect, and respond to the needs of our students, the major purpose of this course is to develop an understanding of the role and contributions of African Americans to the growth and development of the United States. The course offers opportunities to examine the historical significance of African Americans from African Origins through present times.

Making With Code After School Program

The program, Making With Code, focuses on creating animations, data science discoveries, and games designed by participants, learning powerful techniques and ideas along the way. This introductory computer science experience is facilitated by Dr. Chris Proctor of UB's Graduate School of Education with the support of an LHS teacher. Students do not need to have prior computer or coding experience to partake. The program will focus on learning how to make art, games, tools, and toys with computers. Students will learn the fundamentals of programming and discover how to develop, draw, and animate visuals and text with code.

INTERVIEW WITH THE NEW SUPERINTENDENT

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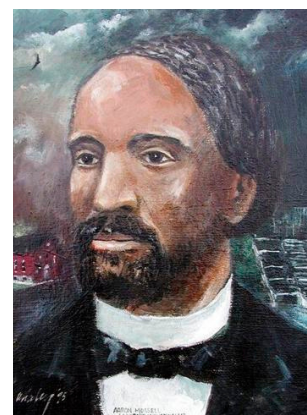


Lockport's close-knit community is what appealed to Dr. Calvin the most when applying for the position. "It's a community that regularly demonstrates care and concern for its students and staff," Dr. Calvin expressed. Beyond this, Dr. Calvin is committed to ensuring well-rounded yet rigorous academic programs for all students and is dedicated to ensuring student achievement, growth, and preparation for both college and career.

On February 9, Dr. Calvin was introduced to the community where he personally greeted each attendee. "I can't help but be excited to be here," Dr. Calvin said. He is looking forward to and is committed to partnering with all of Lockport's community stakeholders starting on March 18, 2023.

CELEBRATING AARON MOSSELL

February is Black History Month and was created to focus attention on the contributions of African Americans to the United States. Aaron Mossell was an extremely successful, philanthropic business owner in Lockport whose brick business was where Aaron Mossell Junior High School sits now. He was self-educated and advocated that education was the key to success and equality, a new concept in the late 1800s. In 1872, wanting everyone to have the same access to education as their white peers, he initiated the process to desegregate the Lockport City School District. In 1876, his perseverance resulted in the desegregation of the Lockport City School District nearly 80 years before the landmark Supreme Court decision (*Brown vs Board of Education*, 1955) eliminating segregation in schools in the United States. His legacy is one of humility, honesty, integrity, inclusion, perseverance, and success. His children went on to achieve prominence in medicine, law, science, and education. All of his children and generations of others are benefactors of the contributions and sacrifices he made to provide access for quality education to all.



UNDERSTANDING DIFFERENT DEPARTMENTS

Recently three key administrators were hired in the early months of the 2022-2023 school year. **Erik Vohwinkel** is the Director of Special Education, **Amanda Bennett** is the Director of Student Services, and **Aaron Beville** is the Director of Diversity, Equity & Inclusivity.

What exactly does **student services** entail? Amanda explains, "in a nutshell, it is anything that directly impacts student learning besides curriculum and special education." Some of the larger areas in which student services can assist are Response to Intervention, 504 plans, Homeless Youth, Central Registration, English Language Learners, and Academic Intervention.

The goal of the **Special Education Department** is to ensure educational equity and excellence of instruction for students with disabilities. A student's academic, social, emotional, physical, and management needs are supported through a variety of special education services. Specialized programs include preschool-aged and school-aged Individualized Education Programs (IEP), Committee on Special Educations Meetings, and Related Services. Erik urges parents to "Just be there. Allow our children to work through challenges, but stand beside them. Let them know that no circumstance is irreparable."

The **Diversity, Equity & Inclusivity** Director position is new to the district and its duties will not be done in isolation. Stakeholder groups are currently being created so that multiple perspectives will be gained from all invested in educating the students of Lockport. Aaron's educational philosophy is rooted in collaboration, "I believe that education must be a collaboration between home, school, and community so that students are equipped to become active participants in society who will seek to improve social conditions and create cultural unity".

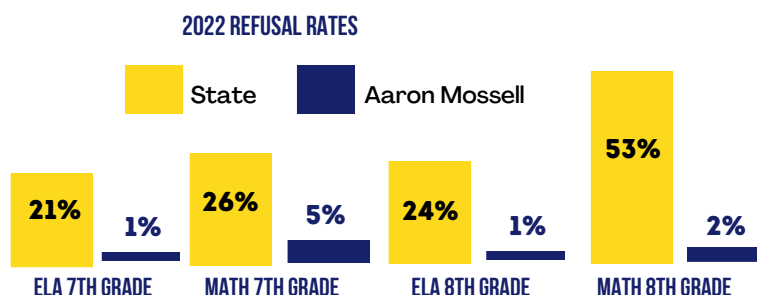
IMPROVING STATE TESTING

“I like to focus on the things we have control over,” Dr. Smith, Principal at Aaron Mossell Junior High School explains, “quantitative versus qualitative.” If you have ever attended a faculty meeting with Dr. Smith at AMJHS you know about the Data Analysis Plan (DAP). DAP is the process of categorizing, transforming, and interpreting data into useful information for decision-making.

“**I like to focus on the things we have control over. - Dr. Bernadette Smith, Principal at Aaron Mossell Junior HS**”

When Dr. Smith began as principal at AMJHS the school had recently been put on a watch list from NYS. With high refusal rates of standardized testing came low test scores. Just four years ago refusal rates were near 40% at AMJHS, with every student choosing not to test receiving a 0 that is counted in the overall performance of each grade level.

Dr. Smith came to AMJHS with a plan where interpreting data was part of the process. “If we improve refusal rates, the scores should go up but how can we help families understand the importance of taking a standardized test?” Dr. Smith began to create buy-in for her process of improving refusal rates. If students take the state assessment at the end of the year, they do not have to take a final exam in class. Also, standardized tests will not count in a student's average and are not listed on a report card, whereas final exams do both.



The changes in refusal rates are powerful but there is more to the story. The school now has benchmark assessments every quarter and they did even throughout the pandemic, virtually. “We look at those assessments and ask; what is working and what do we need to reteach? It is a cyclical pattern continuing all school year,” Dr. Smith explains.

Once the school year is finished, the administration and instructional coaches use those benchmarks to plan for the next steps. The topics they are teaching are directly related to the benchmark results for each grade level and individual student.

“There is definitely a lot of number crunching and analyzing going on but so far, it’s working,” Dr. Smith points out. Working it is, even throughout the pandemic years, AMJHS’s improvement in test scores has been steadily increasing against the state.



Benchmark assessments are assessments administered periodically throughout the school year to evaluate students' knowledge and skills relative to an explicit set of longer-term learning goals.

AROUND THE DISTRICT



An Anna Merritt fourth grade student shows off her research project on Native American Culture to Principal Patricia McMahon.



LHS Teacher Mr. Hall and Board Member Kristina Schutt celebrate homecoming with Lisa Schrader, Assistant Superintendent for Personnel, and Marianne Currie-Hall, Executive Director of Educational Services.



LHS SUNY Environmental Science students participated in the annual fall water quality monitoring event with the help of GM Lockport and the Niagara County Soil & Water Conservation District.



John Lang, also known as Bills Elvis, visited Lockport schools. He walked the halls and posed for pictures around the school spreading Bills cheer. GO BILLS!

ATTENDANCE: WHY IS IT IMPORTANT?

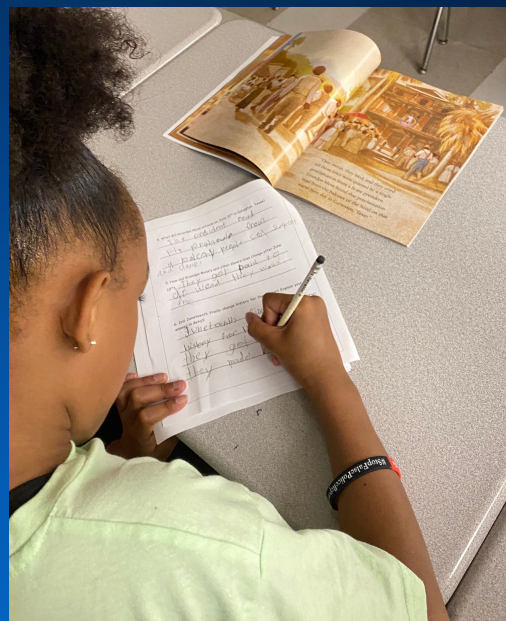
Over the last two years, nationally, school districts have seen fewer than 70% of students consistently. You may have heard that attendance is important, but why is it important?

A missed school day is a lost opportunity for a child to learn. Numerous studies show the relationship between student attendance and student achievement. Students who attend school regularly achieve higher levels than students who have poor attendance. Furthermore, children who have good attendance are more likely to read proficiently by the end of a third grade than those with poor attendance.

We are not talking about the absence here and there because of sickness. We are talking about chronic absenteeism. When students miss just ten percent of the number of days they're enrolled in school, that is about 18 days. It averages out to missing a month of school per school year! Chronic student absenteeism reduces even the best teacher's ability to provide adequate learning opportunities. Chronic absenteeism has been linked to higher dropout rates, lower academic achievement in reading and math, and school disengagement.

The COVID-19 pandemic has disrupted education systems around the world, including causing an increase in absenteeism in schools. Many students struggled with the transition to online learning. Now as we are transitioning back to in-person schooling, many students have experienced stress and anxiety related to the pandemic, all of which have affected attendance.

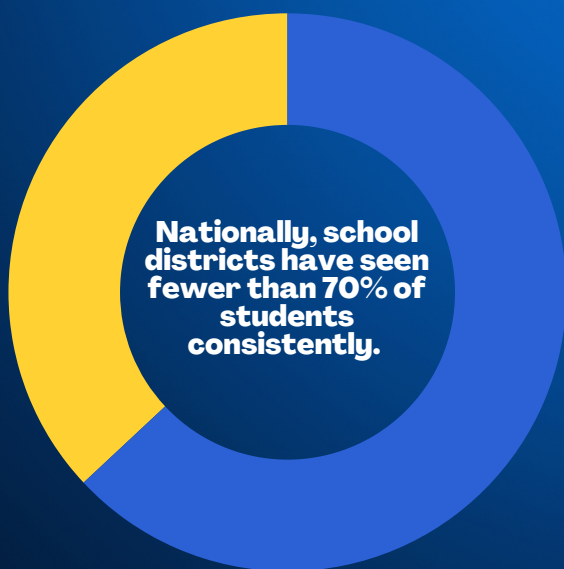
Our schools need to take a holistic approach that addresses the root causes of absenteeism. This has included providing support for students who are struggling with the transition back to school or who are facing other challenges as a result of the pandemic. We have been implementing strategies to improve student engagement and motivation, such as offering additional academic support or even extracurricular activities.



A missed school day is a lost opportunity for a child to learn.

Absenteeism can also create problems for students when they reach the workforce. Absenteeism from the workplace can have an impact on a whole organization. It can decrease productivity, disrupt team dynamics, and increase the workload for other team members who have to cover for the absent employee. In addition to the impact on the organization, absenteeism can also negatively affect an individual's career progression and may even lead to job loss.

In Lockport, we strive to be proactive in combating the increasing problem with absenteeism across our country. Together, as students, school, and community we must find promising ways to combat absenteeism and support academic success that will support a workforce that needs to be educated and reliable.



18

When students miss just ten percent of the number of days, that is about 18 days. It averages out to missing a month of school per school year!

PROVIDING A STRONG COMMUNITY AT EMMET BELKNAP



Each house has its own characteristics. Here, Altruismo's symbol is the snake. Students use this hand symbol to alert others of their house.



“The House System is a way for kids to make new friends even if they are shy. House meetings are where you feel like you can be heard. - Kavon Smith, 6th Grader, House of Unity - Onraka”

Starting this school year, much like the characters of J.K. Rowling's Harry Potter series, students at Emmet Belknep have been assigned to social houses. Placed at random, students and teachers are assigned to one of eight houses. The house system divides students into multiple social units rather than separating them academically. Each house is a team that works together and has its own identity and theme. Houses earn points for positive behaviors like participation, effort, and growth, as well as achievement.

Emmet Belknep Intermediate serves all of the district's fifth and sixth-grade students. Students are usually at ages 10 to 12 and are introduced to their whole community of peers at this early age where, besides natural developmental issues, attendance, fighting, and suspension rates are typically problematic.

The new house structure, adopted from UK schools, provides a strong sense of community and identity. The house system gives children the opportunity to interact with more teachers and classmates by creating smaller communities within the larger community. The hope in smaller groups is to reduce insecurities and lessen anxiety in students. It's these relationships that can be incredibly important when dealing with trauma, behavior issues, low attendance, and more.

Other schools that have adopted this system have seen growth, producing academically motivated students with social and emotional competencies including highly developed citizenship skills, and a greater sense of identity. Although still new to Emmet Belknep, it may be too early to see these sorts of influences. However, the first half day of the school year brought an increase of over 10% in attendance rates that day, which was a goal that the administration had while implementing the program.



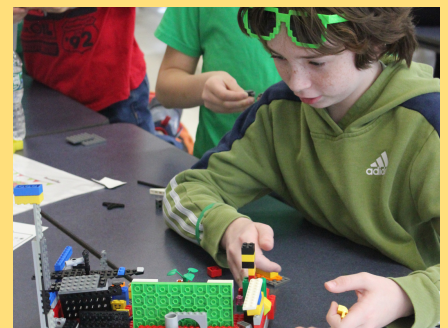
Individual students and houses collect points all year in hopes to be named the house with the most points. Students can earn points through a number of different activities or by being kind or going above and beyond.



Teachers participate in the houses too. Each house has about 11-12 teachers and 70 students.



Each house has its own crest with a special meaning to it.

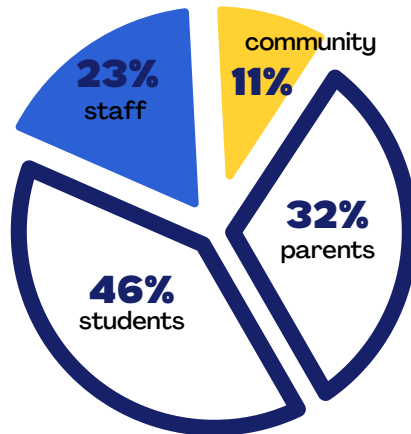


This lego activity was planned during a house day where one house started building an assigned lego design and the next house added to it and so on until it was complete. House activities focus on STEM, art, physical fitness, and more!

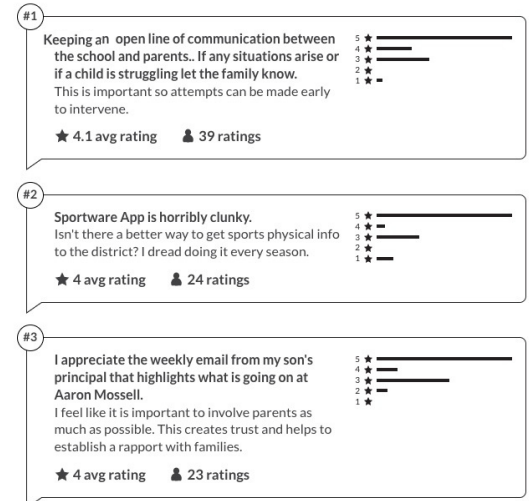
THE ROAR: CREATING TWO-WAY DIALOGUE BETWEEN THE COMMUNITY AND LCSD

The Lockport City School District is committed to creating opportunities for two-way dialogue between our District and the community we serve. We have begun to regularly engage our community by gathering input on various topics through **The Roar**. As a District, we plan to use the results to gauge the most popular opinions and prioritize our work accordingly. Within the results, questions do arise. We answer some of those questions monthly in The Roar: Feedback series at www.lockportschools.org/roar.

The most recent topic we've asked the community about is communication; As you consider the efforts to maintain community engagement and communication between home and school, what is going well, and what suggestions do you have? The results are in.



Participant Breakdown



WE WANT TO HELP YOU STAY IN TOUCH!

If you are a community member and do not have children in LCSD, we encourage you to sign up to get the latest LCSD news by phone, text, or email.

- The latest news and information from the Lockport City School District and our schools.
- Important notifications like emergency alerts, school closures, and early releases.

You don't need to register if you are the parent/legal guardian of a student or a current employee. You're already in the system!

Follow us on social media!

- You may get a glimpse of someone you know.
- Keep up to date with notifications.
- This year, over winter recess, we showed you a peek inside our school buildings, something the public doesn't get to see often.



Read Lion Bytes:

- Lion Bytes is a monthly newsletter from Interim Superintendent, Mr. Bonnewell, made to show the intense lion pride we have in this district.
- Watch social media for the posting of this or go to lockportschools.org/lionbytes to read past issues now!

ATTENTION PLEASE!

SOCIAL EMOTIONAL LEARNING IN THE CLASSROOM & BEYOND

What is Social Emotional Learning (SEL)?

Social emotional learning (SEL) is the process through which children and adults develop the skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL is an important aspect of education, as it helps students to develop the skills they need to succeed in school and in life.

STUDENT SOCIAL AND EMOTIONAL LEARNING COMPETENCIES INCLUDE:



Why is it important?

Research has consistently demonstrated that SEL programs can lead to a variety of positive outcomes for students, including improved academic performance, increased prosocial behavior and reduced problem behaviors, better social skills and relationships, and improved mental health and well-being. Studies show that SEL programs found that students who participated in them had an average 11 percentile-point gain in academic achievement compared to control groups. SEL programs in K-12 schools found that students who participated in these programs had improved social skills, better relationships with their peers and teachers, and a decrease in problem behaviors.

Amid the pandemic, children lost the ability to socialize and interact with others. These barriers showcased an urgent need for social-emotional learning to help promote positive mental health for children whose daily lives have been disrupted by the COVID-19 pandemic.

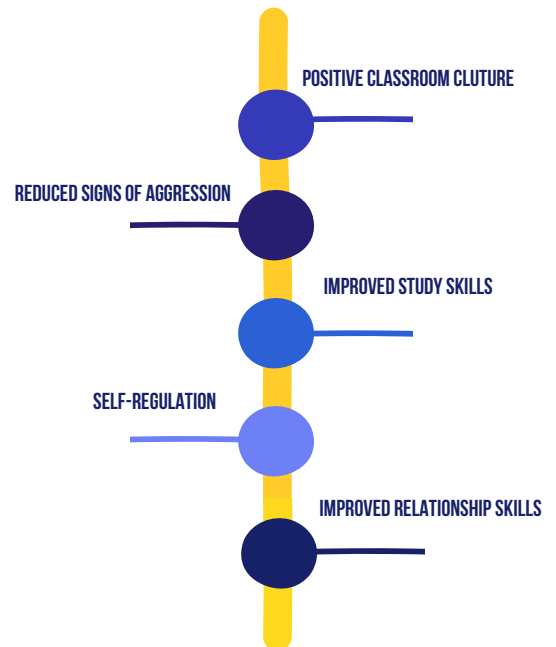
Understanding Social Emotional Learning.

Sam is a second grader who worries that he doesn't read fast enough. Sam's teacher has him and the class meet in small groups weekly to discuss their lives. Through empathetic listening, Sam sees that everyone worries sometimes. Sam's teacher and the group regularly chat about how he can support others through their challenges. In doing so, Sam feels better about his own insecurities. And, because he can openly discuss his fears about reading, he is also able to receive help from his teacher and from his classmates to find a method that helps him read better, not faster. This is just one simple example of SEL.

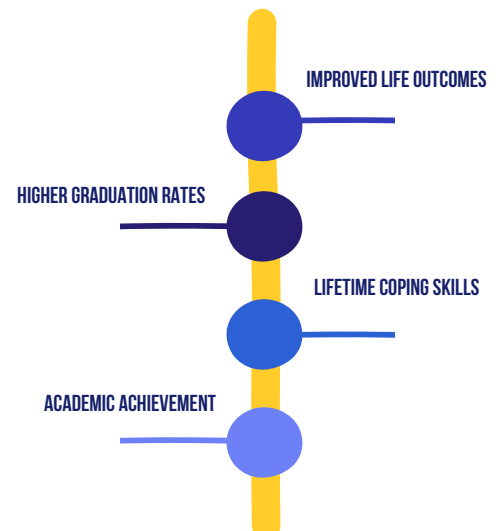
What is LCSD doing in our elementary schools post-pandemic to aid in SEL?

LCSD has committed to SEL education long before COVID-19. There are many ways in which SEL can be supported in schools. One approach is to incorporate SEL instruction into the existing curriculum, such as by teaching social-emotional skills as part of language arts. Other schools may opt to create a dedicated SEL program that is integrated into the school's culture and climate. In addition, many evidence-based SEL programs and interventions have been developed and tested in schools. LCSD has instituted a number of these techniques in hopes to aid in the recovery since the pandemic.

SHORT TERM BENEFITS OF SOCIAL-EMOTIONAL LEARNING



LONG TERM BENEFITS OF SOCIAL-EMOTIONAL LEARNING





Promoting Togetherness

Each of the four elementary schools in LCSD specializes in a “theme” to improve social and emotional learning. Charles Upson uses the “Bucket Filling” approach. It is based on a simple concept where everyone has an invisible bucket with the singular purpose of holding good thoughts and feelings about ourselves. When we are happy and good to others, our buckets become full. The school holds assemblies about bucket filling, gives rewards for it, and generally expects bucket-filling behavior: be kind, help others, and pay someone a compliment.

Similarly, Roy B Kelley has adopted a superhero approach where the hero in superhero stands for **H**ardworking, **E**xtraordinary, **R**espectful, and **O**rganized. Students earn "brag tags" for participation in clubs and proficiency in reading and math. They too have assemblies that focus on being a superhero complete with songs and recognitions.



Common language, routine language that is used on a regular basis, can aid in the theming at each school. Remind your child to be a 'Bucket Filler' before their day begins at school or ask your child what "brag tags" they've earned and why.



Beyond the classroom, social-emotional learning prepares students for tomorrow's workforce, giving them the tools for successful careers. SEL prepares employees to solve work-based problems, manage emotions, and communicate effectively.

It Takes a Village

Anna Merritt Principal Patricia McMahon explains that SEL “takes a village.” Schools within LCSD have numerous opportunities to provide individual and group assistance with SEL. Support staff members in school buildings, post-pandemic, include school psychologists, school counselors, social workers, peer mediators, behavior specialists, and Lion's Den teaching assistants. Sessions include teachings on building self-esteem, coping with stress and anxiety, and resolving conflicts with peers.

Learning From One Another

Just as Emmet Belknap has adopted the social house approach to aid in social development, George Southard has begun its process of implementing a vertical den showcase at their school. Each student and teacher is assigned a country to represent throughout the year. The first vertical den showcase was held in December where students in each grade level presented facts about the country they represent. It is a new way for students to meet one another in different grade levels and also build on their social skills.



Research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning.

WE HAVE SOMETHING FOR YOU!



SPRING SPORTS ANNOUNCEMENT:

Spring sports start March 13, 2023. Watch for dates of sports physicals in your email, on our website, and on our social media pages.

LOCKPORT HIGH SCHOOL MUSICAL: ALL SHOOK UP

Performances will be held on
March 24 & 25 at 7:00 PM
March 26 at 2:00 PM
in the Lockport High School
Visual and Performing Arts Center

AARON MOSSELL JUNIOR HIGH SCHOOL MUSICAL: ONCE UPON A MATTRESS



Performances will be held on
March 9 at 7:00 PM
March 10 at 7:00 PM
March 11 at 2:00 PM
in the AMJHS Auditorium.

ELEMENTARY SCHOOL MUSICALS:

Anna Merritt: The Granny Awards

April 29, 7:00 PM at Lockport High School Visual and Performing Arts Center

George Southard: Jukebox Time Machine

April 14, 6:30 PM at Lockport High School Visual and Performing Arts Center

Roy B. Kelley: 101 Dalmatians Kids

March 23, 10:00 AM & 7:00 PM and March 24, 7:00 PM at Palace Theatre

WORKSHOPS AVAILABLE!



In an effort to create pathways of opportunity for students and families, the Lockport City School District (LCSD) has opened the Family Empowerment Center (FEC). The FEC, a school-community "living room", is available to Lockport families as a space for information sharing, learning, and communication with the goal of leveraging school and community strengths to empower families and community members to support student growth and achievement. It is located on the 1st Floor of the Cornerstone Arena at 1 Grigg Lewis Way, Lockport, NY. Workshops available:

The Special Education Process - Parent Network of WNY

Wednesday, March 1, 2023, from 6:30 to 8:00 pm

Who: Parents and professionals

Healthy Lifestyles for Teens - Physical Activity and Creating

SMART Goals - Lockport Family YMCA

Wednesday, March 8, 2023, from 5:30 to 6:30 pm

Who: Lockport students and parents

Making Transition Stick - Parent Network of WNY

Wednesday, April 12, 2023, from 6:30 to 8:00 pm

Who: Parents and professionals

Register or find out more information at
www.lockportschools.org/FEC.

THINGS ARE HAPPENING AT LCSD



11 students made first team All-League this fall season out of **11** varsity sports and **360** student-athletes. **Four** school records, pool records and league records were broken and **one** section record was broken.



Savanna Shaft scored the first goal ever recorded in Lockport's Girl's Ice Hockey history! The Girl's Ice Hockey team formed this year with Kenmore and Grand Island High Schools (now known as KenGI-Port).



LCSD students were given a chance to learn from the greatest! **Buffalo Bandits** players came to physical education classes and taught students how to play lacrosse.



Emmet Belknap 6th-grade students were given the chance of a lifetime recently. The students traveled to Highmark Stadium to participate in a **Fuel Up to Play 60** Photo Shoot featuring Isaiah McKenzie himself.

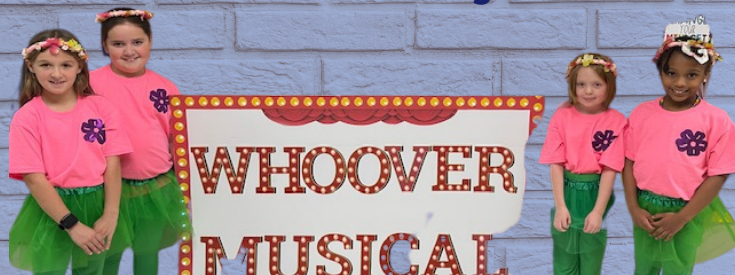


Music students from across Niagara County were recently selected, by audition, to NCMEA All-County honors ensembles. The Lockport City School District had 100 total students selected from grades 5-12! This is a testament to the hard work and dedication of our students and music teachers.

Congratulations!



100% of our fall varsity teams are **scholar-athletes**. That means that each varsity team during the fall had more than 3/4th of the roster with a 90% average or higher.



Congratulations to the cast and crew at **Charles Upson** for their production of **The Grunch: A New Children's Musical** and **Emmet Belknap** for their production of **Charlie and the Chocolate Factory Jr.**



Lockport City School District
130 Beattie Avenue, Lockport, NY 14094

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Michael Bonnewell

Assistant Superintendent for Personnel

Lisa M. Schrader

Assistant Superintendent for Finance & Management Services

Deborah A. Coder



MISSION STATEMENT

We believe: All people can learn. Schools create conditions for success: academically, socially, emotionally, physically, and aesthetically. Teaching and learning are the shared responsibilities of home, school, and the community. Our mission is to assure comprehensive learning for all so that each person will be a lifelong learner.