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'My favorite part of the week': William & Mary students tutor W-JCC students, a partnership that's lasted more than 25 years

By EM HOLTER
VIRGINIA GAZETTE | NOV 12, 2021



FEEDBACK



William and Mary freshman Jules Colombo, left, helps tutor sixth-grader Jayden Basilico, right, at Lois S. Hornsby Middle School on Wednesday. (Mike Caudill/The Virginian-Pilot)

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For most students, their weeks are spent in anticipation of Friday and what their weekends have to offer. But, for Lois S. Hornsby Middle schooler Nyalee Done, her favorite days of the week are Wednesday and Thursday.

FEEDBACK

On those days, when the final bell rings and most of her peers have flocked to the carpool lane and onto their buses, the eighth-grader finds herself back in the classroom.

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Unpacking her bag, Nyalee lays her laptop on the desk and pulls out the day's homework and materials. Soon, the room begins to fill with other students who follow suit.

Excited chatter breaks out as they wait in anticipation for their mentors to arrive. For the next two hours, they will dive back into their studies and get one-on-one tutoring from William & Mary students.

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“They really help me out with my work and my grades have went up because of this. Like it’s easier working with them because they understand where we’re struggling and most teachers can’t teach us one-on-one because we have such a big classroom,” Nyalee said. “I look forward to it; like this is my favorite part of the week.”



William & Mary freshman Jules Colombo, right, helps tutor sixth-grader Jayden Basilico, left, at Lois S. Hornsby Middle School on Wednesday. (Mike Caudill/The Virginian-Pilot)

For more than 25 years, W&M has collaborated with Williamsburg-James City County Public Schools through its Griffin School Partnership, offering students the opportunity to learn and grow together.

According to W&M's Education and Youth Development Programs Coordinator Joy Jackson, the partnership, run by W&M students, welcomes peer volunteers who aim to encourage student confidence, academic growth and emotional well-being through four different avenues: classroom assistance, mentorship, literacy programs and after-school tutoring.

FEEDBACK

With nearly 200 W&M students participating in the partnership from different classifications and majors, the division features tutoring opportunities at all of W-JCC's elementary and middle schools.

“We have found that this gives them some real-world experience and they’re also able to see some educational issues that are going on in their local community and then be a part of supporting those issues,” Jackson said.

For the partnership’s enrichment coordinator and Emmy Jankowski, what began as a chance sign-up at the college’s activities fair, soon helped shape her future career path as an educator.

Every Wednesday, Thursday and Saturday morning, Jankowski, a junior history and secondary education major, volunteers her time with the middle schoolers.

At Lois S. Hornsby Middle School, they begin with individualized one-on-one tutoring, often focused on subjects the students are struggling with.

For Nyalee, her afternoons are mainly spent tackling math problems and working on her French verb conjugations.

Sometimes, the students break into groups and work together on subjects. In the open classroom at the front of the school’s main entrance, tutors call out multiplication problems and are soon met with an echo of responses from their students.

Once they finish the bulk of their work, the rest of the afternoon is filled with enrichment activities designed to be fun but also promote critical thinking.

FEEDBACK



William and Mary students Emmy Jankowski, left, and Jayla Ahverdiyeva, second from left, lay out scrabble pieces on the ground with middle school students Nyalee Done, center, and Jayden Bosilico at Lois S. Hornsby Middle School on Wednesday, November 10, 2021 in Williamsburg, Va. (Mike Caudill/The Virginian-Pilot)

On nice days, the students work together outside, sometimes putting words together for a game of Scrabble or testing their memory with card games and other activities.

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For sixth-grader Deven Meekins, this is his favorite part of the day. For the otherwise reserved student, who began the program a few weeks prior, it gives him the opportunity to get to know his fellow classmates and his tutors.

While dividing fractions has given him trouble in the past, Deven said doing the various activities and working with his tutors has helped him better his grades. Now, he is getting the hang of math.

“If we’re learning something hard, and I don’t understand they sit down with me and might do a problem first and then show me how to do it and then it’s easy,”

saying the same question. They actually have time to just sit down with me.”

The partnership allows its tutors to be creative with the activities. According to Jackson, some like to incorporate their own interests, including chess, sign language or even an instrument, into their after-school activities curriculum.

While it might not pertain directly to their studies, Jackson said it helps them in other ways like learning critical thinking, problem solving and engagement.

“These are great opportunities for them to teach what they’re passionate about,” Jackson said. “And those are the type of activities that help build confidence, and while, it might not be necessarily academic, it supports academic thinking.”

On Saturdays, certain students have the opportunity to come to the W&M campus to sit down with their tutors for additional help.

According to Jankowski, it’s just another way to build relationships with the kids. During the week, she joins them in their element and during the weekend, they get to see a glimpse of what it’s like for a college student. Oftentimes, they are amazed by the dorms and the amenities the college has to offer.

Regardless of where they are learning, Jankowski said it is the one-on-one that makes the biggest difference and the students appreciate the help. Often, when they receive a high grade, they show them off and celebrate with their tutors.

FEEDBACK

“Last week, I went through a kid’s binders and helped organize it for them and they just came in today and was excited to show me that they had kept it organized,” Jankowski said. “So, I think we celebrate their achievements together.”



William & Mary sophomore Grace Ferrara tutors eighth-grade student Jayden Campbell at Lois S. Hornsby Middle School on Wednesday in Williamsburg. (Mike Caudill/The Virginian-Pilot)

To be considered for the partnership, students must be chosen by their respective schools and parents must sign off on it, the division's Family and Community Engagement Coordinator Felicia Highland said.

This is in part because the two institutions want to ensure students receive that one-on-one attention. In order to do so, each tutor undergoes several required training courses to prepare them for the classroom.

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They participate training on child abuse and neglect recognition, how to build relationships and other education-based sessions. While the Griffin School Partnership is all-extracurricular and does not provide college credit to the student participants, it offers them the opportunity to learn civic engagement regardless of major or career path.

For W&M freshman Aaron Gardos, the program has allowed him to explore teaching and continue his love of working with children despite his future dreams of working in government.

The former camp counselor said he does not mind volunteering his time because he enjoys the work he does and the reassurance that he is helping students learn.

“The college students are just a little older than them, so they feel like OK, that’s my big brother or big sister, so they see a different type of relationship, and sometimes that gives them a different motivation level,” Highland said. “In this setting, you have someone who is pushing you to say you can do this and here are some ways that I can show you how to be successful.”

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Em Holter, emily.holter@viriniamedia.com, 757-256-6657, @EmHolterNews

Topics: Williamsburg, City of Williamsburg, James City, James City County, Williamsburg James City County Public Schools, Williamsburg James City County School Division, W-JCC, William & Mary, William and Mary, W&M, community partnership, Virginia Gazette, Em Holter

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THE VIRGINIA GAZETTE

'Teaching is my passion, but Billsburg is one of the best jobs.' Williamsburg, James City teachers serve grades by morning, beers by night

By EM HOLTER
VIRGINIA GAZETTE | MAY 27, 2021



FEEDBACK



Tammy Underwood helps a customer at Billsburg Brewery in Williamsburg, on Wednesday, May 19. Underwood is a Wellness Integration Specialist for WJCC Schools and works part-time at the brewery. Kristen Zeis/Staff (Kristen Zeis/The Virginian-Pilot)

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JAMES CITY COUNTY — By the time Jamestown High School teacher Maeghan Christie begins her evening shift at her second job, she has already clocked at least eight hours that day. Between running clubs and coaching lacrosse, Christie said, some days, she works more than 14 hours.

But, as a single mother and a teacher, she said the hard work is crucial in order to live in the Williamsburg area. And she said most days hardly feel like work.

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“While sometimes I have 14-hour days, it doesn’t feel that long when you have so much support and positivity from your company,” Christie said. “Teaching is my passion, but Billsburg is one of the best jobs.”

By morning, Christie instructs grammar exercises, discusses themes and motifs in novels and grades papers. But, when the evening bell rings, she heads out to Billsburg Brewery, where she trades her grade book and pen for a bar towel and a beer glass, pouring brews for customers. And, she isn’t alone.

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Billsburg Brewery in Williamsburg on May 19. From its fruition, one of the most unusual aspect of its operations has always been its staff. According to Billsburg's General Manager Eric Williams, the brewery has made it a priority to hire educators. (Kristen Zeis/The Virginian-Pilot)

Billsburg Brewery rests adjacent to the Jamestown Settlement along the James River. For three years, it has served up lagers, Indian pale ales, sours and as of late, hard seltzers.

But, from its fruition, one of the most unusual aspect of its operations has always been its staff. According to Billsburg's General Manager Eric Williams, the brewery has made it a priority to hire educators.

FEEDBACK

“We have five teachers on staff. They range from elementary to high school, and some of them are even coaches,” Williams said. “The maturity that they bring to a job, whether it’s in education or here, it’s really phenomenal because they have that work ethic instilled. With so many having a hard time hiring, it’s something we haven’t really had to worry about.”

For Wellness Integration Specialist Tammy Underwood, this year will mark her third working at the brewery — an experience she said has been like no other in her life. With flexible hours, she said she can easily juggle the many hats she wears.

With two kids in college, she said a lot of her time is spent at various sporting events. When she isn't out with her family or teaching nutrition at the schools, she's at the brewery making new friends along the way and teaching customers about beers.

“There's sort of a transfer of skills, you know because a lot of times you're teaching people about the brewery and the beers, but at the end of the day, you're still sharing your knowledge with them just like as a teacher you share your knowledge with students,” Underwood said.

When Berkeley Middle School English teacher Nat Elliott heard a brewery was opening in walking distance from his home, he said he knew he wanted to be involved. After a casual interview with former owner Dave Baum, Elliott joined the team — a decision he said he will never forget.

“I live right around the corner, and when I had heard that there was going to be a brewery opening up just right around the corner from my house I knew that I wanted to be a part of it,” Elliott said. “I thought it was going to be something cool and it's turned out to be something really amazing.”

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A few days later, Stonehouse Elementary School Computer Resource teacher Scott Brown followed suit. After brewing his own beers at home, Brown said he wanted to learn more about the business.

So, he applied. Now, after three years, he said he is working with some of the best people, including a former student in his first year of teaching, and the brewery has become an integral part of his life.

Tammy Underwood pours beer for a customer at Billsburg Brewery in Williamsburg on May 19. (Kristen Zeis/The Virginian-Pilot)

From there, the wheels began to turn as word of mouth and interest brought more educators to the team, Williams said.

“So, it started out just because some of them knew the owners and investors and came on board, but, it’s kind of evolved, where we get teachers who are either friends with them or have been here as guests and realize it’s a good job to pick up extra money,” Williams added.

FEEDBACK

After hearing about Brown’s experience at the brewery, Underwood decided it was time she joined the brewery staff.

Christie is the latest educator to join the team. But, she said, its quickly become a family.

“Once you find out there’s a fellow teacher in the room, there’s an unspoken understanding and you immediately click,” Christie said. “Education has so much turnover, especially now, so, working at a place with loyal employees who bend over backward to support one another, I knew I wanted to be a part of it.”

Beer available for sale at Billsburg Brewery in Williamsburg on May 19. (Kristen Zeis/The Virginian-Pilot)

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Despite the long hours, the close-knit crew of educators all said on most days, the job doesn’t feel like work. At times, it is a relief from their day jobs and they try to have fun with each shift.

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From hosting trivia nights to getting to know the customers to naming specialty education-themed beers — their proudest titles, “Silent Lunch,” “Zoom Bomber,” “Distance Learning” and “Pandemic Fatigue.”

While the crew said they’ve found camaraderie with each other, they also love the customers who come through the brewery’s doors — often, they are former students and families of their current students.

“You get to meet all kinds of interesting people and you really feel like you are a part of their lives,” Underwood said. “How many people can say, they have the ability to hang out with their friends who are also their coworkers?”

Em Holter, emily.holter@virginiamedia.com, 757-256-6657, [@EmHolterNews](#).

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Topics: Williamsburg, City of Williamsburg, James City, James City County, WJCC, Williamsburg-James City County School Division, Billsburg, Billsburg Brewery, teachers, education, Business, Virginia Gazette, Em Holter

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THE VIRGINIA GAZETTE

As vitriol on critical race theory continues at W-JCC School Board meetings, expert offers facts on topic

By EM HOLTER
VIRGINIA GAZETTE | NOV 03, 2021



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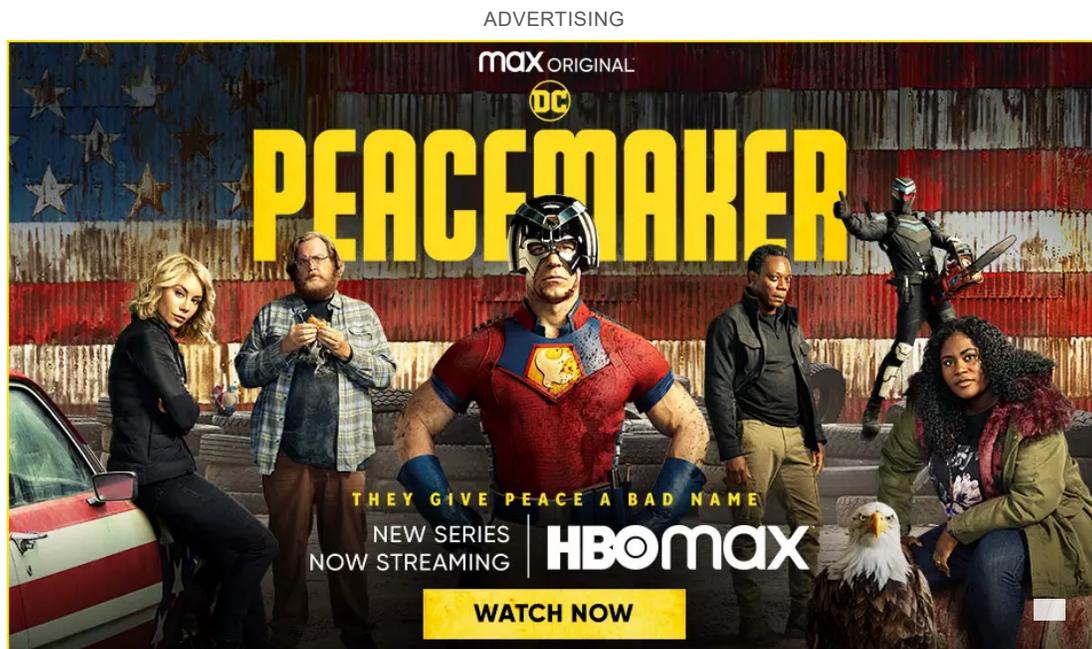
W-JCC School Board headquarters

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WILLIAMSBURG — At nearly every meeting since June, parents have lined up at the podium to address the Williamsburg-James City County School Board on the subject of critical race theory.

One speaker referred to the so-called teachings as a leftist, Marxist indoctrination tactic. Another parent compared it to the Holocaust. Another parent refused to send her student back to school saying the topic as “downright abusive” and “dangerous nonsense.” Another speaker claims she and her student will not apologize for being white.



School Board member Sandra Young, despite fellow members advising against making a statement, [said she was not in support of the teachings at a June meeting.](#)

Tye Lageman, while running for School Board, based his campaign primarily on denouncing the “newly implemented” curriculum. [In previous Virginia](#)

[Gazette reporting](#), Lageman said, if elected, he will not allow such lessons to be taught.

Conversations around the topic, along with anti-masking discussions and subsequent disruptions from the audience, have led the School Board to limit its comment period from 3 minutes per person to 90 seconds **after consideration to do away with the section, altogether.**

Each meeting averages roughly five to 10 speakers aimed at addressing the topic with School Board members. Often, public comment periods remain tense with parents calling out the School Board, saying they are to blame, causing some School Board members to push back.

At the board's October meeting, member Lisa Ownby addressed the dwindling crowd during member's end-of-meeting final comments regarding CRT and other recent discussions.

“The disconnect for me, and I've said this since June, is hyperbolic national bipartisan political issues are being brought before this dais that have zero to do with what is going on in this community,” said Ownby, who did not run for another term on the board. “The issues are not CRT, which our superintendent has made very clear is not being taught. I encourage the community to understand what that is and it's not happening within our division.”

FEEDBACK Williamsburg-James City County is not the only division to find the topic of CRT hotly contested by parents during School Board meetings. Across **Hampton**

long into the early morning. In Loudoun County, rallies protesting CRT have continued for weeks resulting in numerous arrests.

“National attention to the topic and heated exchanges in school divisions outside of Hampton Roads prompted citizen comments at W-JCC School Board meetings,” said former W-JCC Communication Specialist Eileen Cox in an October email. “It has not been a topic of discussion prior to this.”

Despite Superintendent Olwen Herron’s numerous assurances the division is not teaching, nor has it ever, taught critical race theory, misinformation on the topic continues to come up during meetings.

Several questions remain as to what exactly is the theory’s origin and purpose and how did it become the source of vitriol across the division, which remains steadfast in its assurance that it is not implementing it into its curriculum.

“It is not part of the W-JCC schools’ curriculum,” Cox reasserted in her email.

What is critical race theory?

Critical race theory is not a new concept. Its origin can be traced back more than 40 years and it has served as a theoretical concept primarily in graduate law school programs.

According to William & Mary Associate Professor of Education Jamel Donnor, the basic tenets of the theory explore, particularly in the post-civil rights era, how laws and policies serve to construct and preserve inequalities, not in just a racial sense, but across an array of social and political positions, including gender, sexuality and class.

Former Harvard University constitutional scholar and NAACP legal defense lawyer Derrick Bell first coined the term critical race theory, which served as a way to bring white people into the conversation regarding racial injustice and other social inequities, Donnor said.

It is rarely taught at the college level because this comes out of law school, you typically find critical race theory employed at the graduate level, taught by people who are significantly more mature, with more life experience and substantive educational backgrounds,” Donnor said. “It is disingenuous to assert that you’re going to teach such a high-level, theoretical concept to children at the elementary, middle and high school level. That’s just a flat-out lie.”

Cultural competency confusion

According to Cox, the Virginia Department of Education uses the standards of learning to guide the curriculum of local school divisions. With specific objectives for learning, the division has a set framework to follow.

While the division does have some leeway as to how to support those instructions, such as the type of textbooks, online programs and other resources, it must teach within those guidelines.

As a result, it is unlikely that the division could implement the in-depth, high-level concept into its classrooms with the additional demands from its core curriculum objectives.

To date, the division has not mentioned adding a new curriculum to its instruction, there has been no change in the VDOE’s guided curriculum and the School Board’s meeting agendas do not mention any implementation of CRT.

In the last several years, efforts have been made on behalf of the state and the division to promote equity and inclusion. In 2019, Gov. Ralph Northam’s administration prioritized racial justice including efforts to change the way Black history is taught. The VDOE’s equity framework prioritizes strategies that increase the cultural competency of state educators, including recommended teacher readings on the subject.

The school division’s strategic plan features a core goal to foster a learning environment that respects the diversity of students and provides targeted,

division and promoting equal access to resources for everyone.

According to Cox, while the division is not teaching critical race theory, it is committed to recognizing inequities and ensuring every student has an equal opportunity — which could be where the confusion lies.

While several parents have denounced the practice and said every student has the same opportunity, division data shows otherwise.

The division's 2019-20 SOL results show non-white and students from lower-income households score significantly lower than white students — in some instances a difference of 20%. The division's inclusion plan aims to bridge that gap in test scores.

“We work very hard to provide rigorous and meaningful opportunities and access to resources for all students regardless of the color of their skin, how they learn or how much money their parents earn. That is what equity means to us,” Cox stated in an email.

According to Donnor, there is a reason as to why these discussions began in the spring.

Former President Donald Trump and his administration made the theory a target last fall, citing in an executive order that it is **“divisive, anti-American propaganda.”** Donnor said discussions began to take hold following Trump's loss in the 2020 election.

“People are looking for a reason not to be held accountable. They think there's no reason he could have lost the election, so it has to be something else, it can't be that our democratic process worked,” Donnor said. “So, rather than accept it, they have to manufacture a crisis that is in all respects, a big lie.”

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In recent months, right-wing organizations have put out playbooks as to how supporters can pressure school boards to denounce critical race theory. If they don't comply, the plan is to remove officials from office.

Virginia history records similar attempts to stifle discussions by utilizing hysteria-rooted misinformation dating back to before the Civil War, Donnor said.

Opponents of school desegregation rationalized their views arguing it would lead to miscegenation or diluting the races. The Lost Cause, an ideology that says that the Confederate states during the Civil War were heroic and not centered around slavery, is an example of this type of rhetoric, Donnor said.

“This notion that this is some sort of political boogeyman is significantly detrimental because it automatically puts meaningful, well-intentioned conversations on the back burner,” Donnor said. “So, those committed to diversity and inclusion have to now defend their position instead of articulating how this is mutually beneficial to everyone.”

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VA Gazette

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