



# YOUR EVERGREEN SCHOOLS

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Evergreen Public Schools

## 21ST CENTURY EDUCATION

# Imagine Tomorrow competition garners \$41,000 for Heritage High School and students



Today's Ideas for Tomorrow: Students from the Heritage High School (HHS) Biochar program were among 120 groups who presented their ideas at the Imagine Tomorrow competition.

The Heritage High School (HHS) Energy Smart team won a total of \$41,000 in individual and school prizes at the annual Imagine Tomorrow competition at Washington State University. This year's competition was themed "Power the Energy Revolution." HHS entrants included the Oil Collection and Biodiesel Distribution team who took home the grand prize of \$20,000 and an additional \$5,000 for the school. Team members Joseph Dejony, Tyler Bradley, Scott Maxfield and Zachary Schulling were thrilled to hear their team announced as the top finisher out of 120 entries. Their winning idea was a plan to procure oil from farmers and then package and resell it to restaurants at a low price. The used oil would then be recollected from the restaurants, converted to biodiesel and resold to the city. The project was more than just an idea for tomorrow, as Dejony

put it, "We're not just imagining tomorrow, Heritage students have been working on the biodiesel program for four years, trying to move it where we want it to go. This was just the next step."

Heritage teams also took first and second place in the Interdisciplinary Category. First place honors went to Taja Brown, Artem Kapkayav, Stephen Wu and Skylar Wilson for their holistic presentation of all energy smart initiatives at HHS. The team received \$5,000 to split among team members and an additional \$5,000 to the school. Second place went to Seth Jordan, Greg Makar, Hannah Chae and Connor Heinz for their presentation of "Pyrolysis: Carbon-Negative Process," commonly known as "biochar." Team members won \$3,000 with an additional \$3,000 for Heritage.

HHS students have won awards each *continued on page 8*

## QUALITY EDUCATION

# Engineering competition transcends language barrier

Mountain View High School (MVHS) students Arnikan and Arranan Baleswaran, Dilshan Mendes and Jonathan Wu received third place for their technical paper at the national MESA (Math, Engineering, Science Achievement) competition in Boulder, Colorado. The students qualified for the national competition after receiving first place at both the regional and state MESA competitions for their wind energy challenge entry. Competitors also compete in mathematics and structural engineering challenges on the day of the event.

What made the wins so extraordinary was not only the high level of achievement demonstrated by the students, but the fact that none of them have been in the United States for longer than two years. All of them are enrolled in ELL (English Language Learner) classes. Mendes and his family came from Sri Lanka two years ago. "Education is very important to my family," said Mendes. "My parents heard about the reputation of MVHS and they moved our family to the district so I could attend here."

The Baleswaran brothers also moved

from Sri Lanka for the educational opportunities. "In Sri Lanka education is very different," explained Arnikan. "You go to school all day long and then you have to pay so you can study late into the evening. The competition is very high. Everyone is trying to become a doctor or engineer, so the university may only accept six new students a year. Here there are more opportunities to study those fields and be accepted to a college."

Jonathan Wu, who came to MVHS this past January from Taiwan, said that his parents wanted him to get a great education, but also to have a varied high school experience. "There *continued on page 7*



Outstanding Engineering: Mountain View High School students (L-R) Arnikan Baleswaran, Jonathan Wu, Dilshan Mendes and Arranan Baleswaran placed third for their technical paper at the national MESA (Math, Engineering Science Achievement) competition. The team placed first at state and regionals for their wind tunnel design.

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## A MESSAGE FROM THE SUPERINTENDENT

## Past year provides strong foundation for future



John Deeder  
Superintendent

As a student of history, I have learned that by looking back, often we can move forward in a more positive manner. So as we prepare for the 2010 – 2011 school year, I'd like to highlight a few things that happened this past year that will have a direct impact on the

future for our students and staff.

We started the school year having trimmed the district's budget by \$11 million, on top of the \$4 million reduction the previous year. This month the school board approved the new budget with an additional reduction of \$2.9 million. In spite of trimming our budget by more than \$16 million the past three years, we have kept our promise to protect the classroom and not cut any teachers. However, this may not be the case this next year. The state used \$800 million of federal stimulus to help fund education this year – those dollars most likely will not be available in the future. We

are predicting that we may be forced to reduce an additional \$15 million for the 2011-2012 school year. If that is the case, I do not see how we can continue to protect the classroom – we just don't have any more that we can cut. As in the past, we will be holding a series of community forums in the spring to get your input and ideas. Stay tuned.

In February, two things happened that will have a positive impact on our students. First, thanks to the generosity and support of voters, our maintenance and operations levy passed. Second, the district was awarded a \$17,445,000 Qualified School Construction Bond which will be used to build a Health and BioScience Academy next to Southwest Washington Medical Center.

This new high school will open in the fall of 2013. In addition to the bond, the district will qualify for matching funds from the state since we still have more than 1,800 high school students in portables. Beginning this next year, the district will annually put approximately \$1 million in an interest bearing account to pay back the bond in 2026. By structuring the financing of the high school in this way, we do not have to ask our voters to increase their taxes to pay for this state of the art facility. In addition, because of the interest

that will be earned over the next 15 years, we will only have to pay a little over \$13 million from general fund dollars. Not a bad investment for the future of our community.

Another good investment is the district's decision to go to full-day, everyday kindergarten this fall. As you may know, this past year the kindergarten schedule was a full day A/B schedule. We made this switch for economic reasons, but after hearing from parents and staff, we determined that moving to full day, everyday will have the most positive impact on these young students. We are excited that we are able to provide a strong educational foundation for the incoming kindergartners and look forward to watching their academic success in the years to come.

This past year we adopted two new ways for Evergreen Public Schools to communicate with parents, staff and the community. By harnessing the power of Facebook and Twitter, we are able to get information out quickly and efficiently to our patrons. If you aren't following the district on Facebook or Twitter, I'd encourage you to sign up – you can do so via the district's website at [www.evergreenps.org](http://www.evergreenps.org).

## COMMUNITY CONNECTIONS

## Youthful giving

If you had \$10,000 to give away, what would you choose to support? From January through May, 16 high school students from across the area were tasked with that question through the Youth Philanthropy program sponsored by the Community Foundation for Southwest Washington. The goal behind the program was to take high school students through every step of the grant process, including clarifying grant parameters, drafting and reviewing grant applications and then awarding individual grants.

*“Throughout the process, my main goal was to make sure that it was driven by the students.”*

Heritage High School (HHS) teacher Kera Farrell was asked to lead the project and come up with some basic curriculum and structure for students in the program. “Throughout the process, my main goal was to make sure that it was driven by the students,” explained Farrell. “It needed to be their vision and programs they were passionate about in order to make it a successful experience. My role was more as a facilitator than decision maker.”

The students involved came from five high schools, Mountain View (MVHS), Heritage, Union, Fort Vancouver, and Jesuit High School in Portland. All were either juniors or seniors. Some students heard about the program from their principal, others were connected to the Community Foundation through parents or prior volunteer work. “As soon as I heard about it I knew that I wanted to be involved,” said group member Yarenni Mendoza who will be a senior at Fort Vancouver. Former HHS student Alexis Huss agreed. “I had no

idea what philanthropy was until I joined this group. I felt like we had the chance to help make a difference in the community and to see what a granting process really looked like.”

In order to complete the process in the short time frame allowed, students met several times a month for two hours at HHS. Farrell said that it was definitely a commitment for these students, all of whom were involved in extracurricular activities such as band, mentoring and athletics. “Almost everyone was taking advanced placement classes and tests and had other activities,” said Farrell, “but they really took the time to sit down and be very thoughtful about the process.”

The process of going through and evaluating grants was one of the most appealing parts of the program for MVHS senior Jack Bernatovicz. “We began the process with a community needs assessment to make sure we were on the right track,” explained Bernatovicz, “and then we went through and identified which areas we really wanted to focus on supporting, which were primarily programs that served youth in the community.” The group was very specific about which programs met their criteria, including programs that were already established and had proven sustainability and those that had asked for funds specifically for materials versus staff. “We realized quickly how much more effective a grant was when it listed a dollar amount with the specifics of what it would buy versus a dollar amount and the word ‘other’ next to it,” said Bernatovicz.

Farrell said it also became apparent what

## Youth Philanthropy program educates youth on how to be lifelong givers



Youth Philanthropists: Local high school students and their advisor Kera Farrell, awarded grants to five community organizations through the Community Foundation for Southwest Washington's Youth Philanthropy program.

*“We began the process with a community needs assessment to make sure we were on the right track.”*

kinds of issues were facing students at each of the separate schools. Substance abuse, childcare, employment, community centers and basic needs were all hot button topic that students

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## 21ST CENTURY EDUCATION

# Junior Achievement "BizTown" teaches students economic reality

Fifth grade students from Orchards Elementary School had a great day at Junior Achievement's (JA) BizTown in Portland last spring. The students spent a day putting economics into practice by running different "businesses" on site, such as a medical clinic, bank, construction office, restaurant and even a mayor's office. Students took turns being a worker versus being a consumer, and were able to see firsthand how daily commerce works.

*"It helps students connect the dots between what they learn in school and the real world."*

"The program combines in-class learning with a day-long visit to this fully-interactive simulated town facility," explained JA Director of Programs, Barb Smith. "It helps students connect the dots between what they learn in school and the real world."

The JA program teaches school-age students about workforce readiness, entrepreneurship and financial literacy through hands-on programs. There is curriculum for every grade level in grades K-12. The program relies heavily on classroom volunteers to teach the material to students. Volunteers are often business people, who are able to use real life examples from their own experiences while teaching.



The Business of Learning: Evergreen Public Schools' Board of Director's member Todd Yuzuriha volunteered at Orchard's Elementary School's visit to Junior Achievement BizTown.

A key tenet of the JA curriculum is that it is designed around the skills and competencies identified by the Partnership for 21<sup>st</sup> Century Skills. Providing students with a quality, 21<sup>st</sup> century education that will prepare them to be world-competitive upon graduation, is part of the Evergreen Public Schools' declaration and beliefs. "We believe that programs like JA, that provide supplemental learning and opportunities for our students, are invaluable to what we're trying to accomplish here in the district," said Evergreen Public Schools' Board of Director's President Victoria Bradford.

Though the curriculum is

presented to the classroom at no-charge, there is a cost associated with attending BizTown, which in this economic climate can prove prohibitive to some schools and families. This is why the Orchards PTA (Parent Teacher Association) stepped forward and agreed to fund the fifth-grade trip. Orchards PTA President Corrina Keebaugh explained the value the PTA saw for students. "The fifth grade teaching team presented a grant to the PTA board for the JA BizTown transportation and scholarships. We found it to be such a valuable learning tool for our students, that for the upcoming year we have added an official line item under

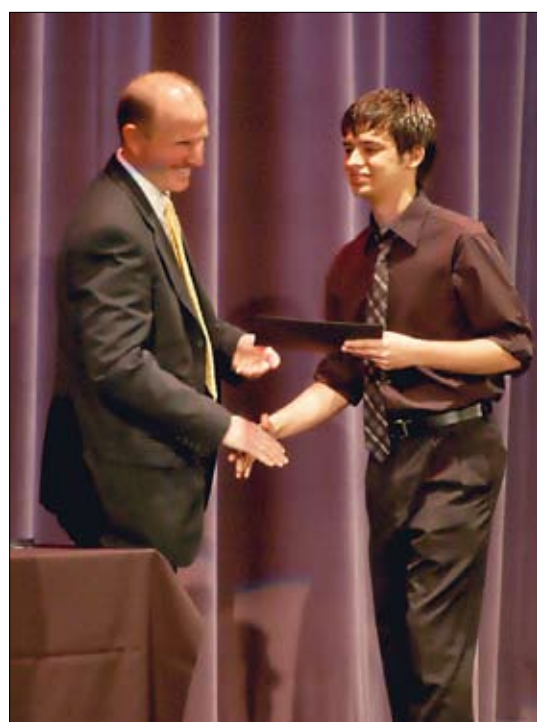
our student enrichment budget specifically for this activity. This is another piece that we can contribute toward building the foundation of creating lifelong learners."

*"This is another piece that we can contribute toward building the foundation of creating lifelong learners."*

On the day of the event, half the students worked, while half of them shopped, received medical care and ate, and then everyone switched midday. Students received two paychecks for the day which they had to use to open a checking and savings account at the bank. They then could use their money to purchase merchandise to take home with them. Adult volunteers, including school board member Todd Yuzuriha, were on hand at each location to help students with questions or tasks as needed. At the end of the day, everyone was grateful for the opportunity for students to learn firsthand how daily business operates. "This was a great experience for our kids," said Keebaugh. "We are always looking for ways to build a bridge between education and our community."

## QUALITY EDUCATION

## Evening of Excellence celebrates student success



Honored Excellence: More than 250 students from the Evergreen and Hockinson School Districts were recognized at the 2010 Evening of Excellence.

The 2010 Evening of Excellence honored the most students to date with 286 students in the Evergreen and Hockinson School Districts recognized with 344 awards. More than 500 parents, students and community members filled the Union High School Auditorium on May 27<sup>th</sup> to celebrate outstanding civic and academic achievement.

As a testament to the caliber of these students, VIPs from across the state participated in the event. Schuyler Hoss from the Governor's Office brought greetings, Vancouver Mayor Timothy D. Leavitt provided a welcome and State Representative Tim Probst gave a succinct and stirring keynote address to students on the value of education.

Though musical accomplishments are not recognized as part of the event, the award-winning Heritage High School Women's Ensemble opened the event with the National Anthem and performed a striking piece during the program.

Principals from each of the high schools read the award categories and called the names of students. As each name was called, the student walked across the stage and received a certificate from school board members from both districts. Each student also received a personalized letter from Governor Gregoire.

Categories honored included Advanced Placement, National Merit Scholar, Washington Aerospace Scholar, Educational Service District 112 Art Show winners, U.S. House of

Representatives Page and winners of competitions such as We the People, DECA and Future Business Leaders of America. Following the award ceremony, a reception was held courtesy of Hockinson School District's food service provider Sodexo Marriott.

"We are so pleased to continue offering this event," said Evergreen Public Schools Board of Director's President Victoria Bradford. "The opportunity to recognize students at this level for all that they've achieved is outstanding. It's an important reminder of why we work so hard to advocate for quality, 21<sup>st</sup> century education every single day."

# Fire Cadet program gives students education and skills for the future



Cadet Training: Students in Evergreen Public Schools have the opportunity to participate in the two-year cadet program through the Vancouver Fire Department. Students learn about fire science, hone their fire fighting skills and learn discipline and teamwork.

Some students have been thinking about it for years, others found out by chance, but for almost every student who enters the Vancouver Fire Cadet program, the opportunity to spend two years learning firefighting skills from professional firefighters has a deep impact on their lives, no matter what career path they pursue.

All four comprehensive high schools in Evergreen Public Schools can send students to the fire cadet program, which is run in partnership with the Vancouver Fire Department. Students spend several hours each school day at the firehouse, studying fire science and learning skills. Firefighting is an extremely competitive field, requiring a degree and many hours of training. The average age that a firefighter is hired is between 28-30 years old. A single opening can garner 100 applicants. Most

students in the program dream of firefighting as a career and this opportunity gives them an early chance to learn the skills and gain experience that many of their counterparts would have to wait for.

The cadet program can hold close to 50 students. It is a two-year program with students typically entering as juniors and leaving when they graduate high school. The added benefit of a two-year program is that newer students learn from their more seasoned counterparts. For those who go above and beyond, there are also leadership positions. The cadets have their own captain and assistant captain, both of whom are nominated by their classmates and selected by the program leaders. Union High School students John Benedict and Katie Lamb will serve next year as captain and assistant captain respectively.

Both students have excelled at

the program, finding a place of belonging, but also an intense challenge that has strengthened them physically and mentally. For Benedict, this was a surprise, since he entered the program on the recommendation of a friend. He never could have imagined that it would enhance his life and learning experiences the way that it has. "I really enjoy the environment," he said. "It has been really good to be able to step outside the drama of school and be in a place that emphasizes respect, hard work and discipline. I thought it would just be an interesting class, what I've found is an experience that really sets you up for the future. I was not expecting that."

Lamb was not surprised by the environment, she has known about the program for years and was eager to enter as soon as she had the opportunity. What has surprised her is how varied the experiences have already been. "One day you're sitting in class and the next day you're climbing a 100 foot aerial ladder," she enthused. "Every day is so different. We get to do really cool things, things that I never imagined I'd get the chance to do in high school."

Aerial ladder climbing experiences aside, the cadet program emphasizes personal discipline in addition to teamwork. Students are required to keep their uniforms neat, to be on time, to respectfully work out conflicts with one another and to learn the true meaning of what it means to be a team. Penalties for lateness can include push-ups for everyone except the person who was late, stressing the impact of one

person's actions upon the whole team. The ability to work on a team is a vital skill for firefighting and both Lamb and Benedict agree that this is an area where they both have grown a lot.

"I did not realize how close I'd be to everyone," said Lamb. "I really trust these people, even the ones that I wasn't sure of before. We've become like family, we're very comfortable with one another." Benedict agreed that it was hard at first to move past first impressions. "When you walk into the room, you immediately judge the people you see. In the end, you have to learn to respect everyone. That's one of the greatest challenges of the program. Learning how to deal with people and still successfully work with them."

Both students plan to pursue firefighting as a career, though they will go about it differently. Lamb plans to enter the military and spend several years there learning more in the field before applying for a traditional firehouse. "I'm one of those people who always wants a new challenge," she said. "Becoming part of this program was a way to prove to myself and everyone else that I could do this. I'm planning on continuing that and becoming stronger and more refined through additional experiences." Benedict plans to enter college and get his degree in fire science before applying to the program.

Regardless of career choices, Benedict believes the program is a great thing for all students. "It's not really just about school," he said. "It's really about preparing you for life."

## COMMUNITY CONNECTIONS

# Golden Ticket Raffle raises \$22,400 for Foundation

The Evergreen School District Foundation's (ESDF) first annual Golden Ticket Raffle wrapped up on Saturday, May 22, 2010 at a gala dinner which included a drawing for ten college scholarships, a performance by the popular local group Five Guys Named Moe and a paddle raise that garnered additional funds for grants throughout the district.

The Foundation gives out a little more than \$50,000 a year in grants to programs in Evergreen Public Schools. They replaced their annual auction fundraiser this year with The Golden Ticket Raffle, which gave anyone the opportunity to purchase as many

tickets as they wanted for a drawing for ten scholarships. The scholarships could be awarded to any student, regardless of age or where they lived. Tickets were sold through Parent Teacher Organizations, Parent Teacher Associations, booster clubs and other school organizations. Those organizations that participated, received a portion of the sales. "Overall, approximately \$5,300 went to support school organizations at nearly 24 of the district schools," said ESDF President Kris Greene.

On the night of the event, ten lucky ticket  
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Foundation for Education: Students demonstrate how their school used Foundation grant money to enhance their education.

## 21ST CENTURY EDUCATION

# Science on Wheels makes science accessible to communities

For a few days in May, Cascade Middle School was given the chance to host the Pacific Science Center's (PSC) traveling Science on Wheels display. The interactive exhibit contained nearly 50 separate exhibits and activities along with two live shows and demonstrations. PSC staff were on hand to answer questions and help attendees engage in the activities. Science on Wheels travels throughout the state and can be reserved at a cost by different schools, organizations or community centers. However, through a generous grant by the Office of Superintendent of Public Instruction (OSPI), Science on Wheels was brought to Cascade and offered to the community for free. The Cascade event was held after school.

Cascade Associate Principal Tim Dotson worked with PSC to coordinate the event set-up, marketing and on-site logistics. Flyers were sent out to the community and notices placed on all Evergreen elementary and middle school websites. Other districts were also invited to the event. "This was such an amazing opportunity for the community, that we and the folks from PSC wanted to ensure that as many kids from the community were able to come as possible," said Dotson. "The Science on Wheels exhibits include activities for all ages, so we wanted not only students but their whole families to come and engage." The far-reaching invitations worked, since Dotson estimates that on the Thursday night they had about 400 attendees and Friday night saw between 500-600.

According to the Pacific Science Center, those are some of the largest attendance numbers they've seen at an event.

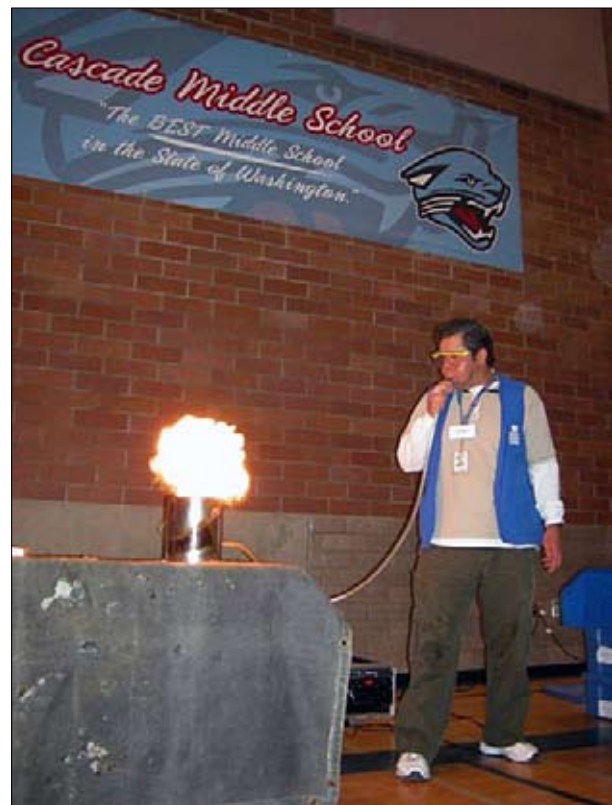
Students who attended the event agreed that it was instantly appealing and interesting. Sixth grade Cascade student Rees Alferd said the first thing he saw was a PSC staff member holding a real human brain. "It immediately got me interested," he said. "I wanted to see more and I was disappointed I couldn't stay longer and look around. There were a ton of things to see."

Lenei Myers agreed that the scope of offerings was perfect for the whole family. She attended with her family including her three-year-old cousin and said that they both were able to find plenty of activities to hold their interest. "Everything was very hands-on which my cousin liked and I felt like the staff was really great about doing question and answer sessions."

Eighth grade student Caleb Fasionar noted that his favorite part was the live chemical demonstration put on by a staff member. "The explanations were clear and simple, even a little kid would have been able to understand it."

Cascade science teacher Dena Bicconi was thrilled that her students were able to have the opportunity to see and experience these types of engaging exhibits. "This is a chance for our kids to be exposed to some really cool science things that they would not get to see every day in class," she said. Dotson added that the exposure to different areas and activities in science is one of the best parts of the exhibit. "For kids

to be able to engage with this level and variety of scientific concepts and experiments is outstanding, especially for our younger students. We know strong science and math classes are vital to a quality education. We want kids to see how accessible and engaging science can be so they'll be interested in studying it. Once they have that interest, it's our job to keep it."



Radical Reactions: Pacific Science Center staff members demonstrated chemical reactions at the live science shows held at Cascade Middle School. The visit was part of the Science on Wheels Program.

## COMMUNITY CONNECTIONS

## District Art Show raises \$800 for art grants

*First show at Barnes & Noble featured art demonstrations and live music performances*



Centennial Sunset: Tyler Tolman's painting was one of more than 300 student-created art pieces displayed at the annual District Art Show.

Student art was displayed for a wider public audience than ever before at the 2010 District Art Show. Historically the art show has been held at Heritage High School (HHS) with the art being displayed there for public viewing for a week. This year, organizers partnered with the Vancouver Plaza Barnes & Noble to have the artwork displayed in the store instead. An additional benefit was that customers could mention Evergreen Public Schools and a portion of the proceeds of their

purchase went towards a fund to help support art grants in the district.

"We have extraordinary talent in the district through our arts programs," said Fine and Performing Arts Manager Don Nelson. "We felt that this partnership with Barnes & Noble was a great way to give our students even greater recognition for their work and allow the community a very accessible place to view the art." Artwork was displayed on walls, windows and display boards throughout the store. Ceramic pieces were showcased on shelves behind the checkout counter. "When the art was displayed at HHS, very few visitors came to the school to see it," said Nelson. "By placing it in a public venue like Barnes & Noble where it's very accessible in both hours and location, there was much greater public exposure."

Students from various art programs, including the widely popular Art Discovery program,

gave special presentations and performances throughout the week to help highlight the programs and skills that they are learning through the district music and art programs. Sharon Springer, Art Discovery Coordinator for the district, arranged to have 13 elementary schools participate in presentations for three nights. "It's a great opportunity for the general public to get a taste of the Art Discovery program," said Springer. "Many of the great artists we see here today were products of the Art Discovery program. It is a program that gives students an introduction to art in a very simple, fun, yet educational way." Nelson added, "We're offering exposure and appreciation of art to all our students. Art in the district isn't just students drawing, there are programs in all our schools that afford students the opportunity to explore their love of art, visually and musically."

Music groups from both Image

Elementary School and Frontier Middle School performed during the week. They were joined by student calligraphy demonstrations from HHS and drawing demonstrations from Evergreen High School. Mountain View High School also brought in a group of students to do a series of poetry readings. The response from students, parents and the public were very favorable. Many parents and relatives of students stopped into the store during the week to see the art displayed and students were thrilled to have their hard work rewarded by such public accolades.

All told, for a first year event, the \$800 raised will be a welcome addition to supplement the art programs throughout the district. Organizers hope that next year will be even more successful both in bringing in more funds and also creating a dynamic week for students to celebrate art and showcase their talents to the community.

# State budget deficit will continue to affect school district

The state of Washington once again faces a looming budget deficit that will affect all public services, including education. Despite a commitment to responsible use of resources and the willingness to make cuts in every area, Evergreen Public Schools will continue to face budget challenges for at least the next couple years.

Evergreen Public Schools Chief Operating Officer Mike Merlino explained some of the financial challenges facing the district in the upcoming year(s). “The most immediate financial issue facing the state, is that the state budget was based on the receipt of some federal Medicaid funds that did not materialize. In order to fill that shortfall, one of the areas that the state may look at cutting is levy equalization dollars which would significantly impact Evergreen.” Levy equalization funds are given to districts that have lower assessed property values, often from a lack of commercial property taxes. Not all districts receive levy equalization and thus it is not a proportional cut. Merlino noted that Evergreen is one of the largest district in the state to receive these funds and that a cut could mean, “A loss close to \$13 million.”

Federal stimulus money will also be gone this year, \$800 million of which went to fund education. “We are facing some difficult years,” said Merlino. “What will happen is that we will bring forward a list of proposed cuts and hold a series of community forums like we did the last time. Despite the shortfall, our priority remains on making decisions that are in the best interest of students.”

Evergreen has been making a series of budget reductions over the past three years in preparation for state shortfalls. These include the following by year:

Evergreen School District Budget Reductions 2008-09 through 2010-11			
	2008-09	2009-10	2010-11
Administrative Service Center - Staff	\$ 380,000	\$ 2,842,000	\$ 200,000
ASC - Non-employee Reductions	\$ 1,470,000	\$ 745,000	\$ -
Utility Reductions	\$ -	\$ 300,000	\$ 700,000
Building Custodial Reductions	\$ 450,000	\$ -	\$ -
Transportation Reductions	\$ 400,000	\$ 1,200,000	\$ -
Summer School/Teen Quest	\$ 350,000	\$ -	\$ -
Building Budgets	\$ 100,000	\$ 500,000	\$ -
Athletics	\$ 150,000	\$ 650,000	\$ -
Instructional Assistants	\$ -	\$ 1,013,000	\$ 1,100,000
Extended Days Counselors	\$ -	\$ 120,000	\$ -
Clerical Reductions	\$ -	\$ 700,000	\$ -
Certificated Staffing Formula Changes	\$ -	\$ 1,322,000	\$ -
Building Administration	\$ -	\$ 110,000	\$ 400,000
<b>Total</b>	<b>\$ 3,300,000</b>	<b>\$ 9,502,000</b>	<b>\$ 2,400,000</b>

## COMMUNITY CONNECTIONS

# School supply donations needed



The beginning of the school year is an exciting time of fresh starts, high expectations and reunions with friends. However, for some students and families in the district,

the start of school is also marked with stress due to heavy financial strain. For these families, providing the necessary school supplies for their children to start school can be prohibitive. In order to help meet these needs,

the district accepts school supply donations throughout the year for direct re-distribution to students in need.

Students are referred to the district Community Relations Department by counselors or school offices. Donated supplies are packaged together and handed out to each individual student based on their school’s supply list.

The district relies solely on donations from local businesses, organizations and individuals to meet these needs. And the need is growing. Last year more than 175 students were served and the need is projected to be even greater this year.

“Every donation helps students,” said Meeka Kullberg, Public Information Coordinator for the district. “Even if we can’t provide every item on a school supply list,

if a parent doesn’t have to buy notebooks, pencils and a calculator for their student that means they have the money to buy a backpack or pens. Our goal is to have every student walk into school fully prepared to learn.”

If you are interested in donating new, unused school supplies to the district school supply drive, please contact Meeka Kullberg, [meeka.kullberg@evergreenps.org](mailto:meeka.kullberg@evergreenps.org) or 360.604.4088. Please visit [www.evergreenps.org](http://www.evergreenps.org) for a list of the top needed supplies. Supplies can be dropped off at the Administrative Service Center, 13501 NE 28<sup>th</sup> St., Vancouver – Burgundy Complex.

### Golden Ticket

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holders each received a \$1,150 scholarship. Prior to the paddle raise, representatives from schools throughout the district spoke about the difference that Foundation dollars have made to the quality education they are able to offer students. Heritage High School Principal Anne Sosky in particular, had attendees in tears as she spoke about the hugely influential Achievement Via Individual Determination (AVID) program that works with typically underserved student populations to help them realize their dreams of pursuing higher education. School displays around the room demonstrated how grants had made a difference over

the past years.

The Foundation plans to continue the raffle for next year, though Greene mentioned some important changes that will be made. “We plan to reevaluate the cost of tickets for the raffle, get started a lot earlier and make the website a more dynamic part of the information process,” he explained. The kickoff event for the upcoming Golden Ticket Raffle will be held on September 17<sup>th</sup> to begin getting schools and school groups involved. The Foundation is also holding their school supply drive this month and will put on their annual phonathon beginning the last week in September.

### Giving

*continued from page 2*

were passionate about. “We all came from different areas and neighborhoods and it was amazing to see how diverse the needs are in just the Vancouver/Portland metro area,” said Bernatovicz. “I had no idea that our areas were all so different from one another.”

In the end, the group awarded grants to five organizations and partially funded two other grants. Students were invited to attend the Community Foundation’s annual luncheon where the grants were announced. “We each got to sit with the representatives of one of the organizations we funded,” said Huss. “It was cool to see how grateful and happy

they were for the money. It was probably the best part of the experience for me.”

The program is planned to continue next year and Farrell will again serve as the advisor. A majority of the students who did not graduate have expressed interest in coming back and Farrell envisions that they will take on more of a leadership role next year. “The goal of the program is that students will understand philanthropy and learn how to engage in that process,” she said. “I believe this process has definitely accomplished that while also creating a sense of investment in the organizations that are being supported.”

## MESSAGE FROM THE SCHOOL BOARD

# We must get better at math



Todd Yuzuriha  
School Board Member

Whether you are talking about our country, our state, or our Evergreen Public Schools, we must improve student results in math.

Why? Math is essential to maximize the potential of every student in the district. This is true no matter the career path after high school.

Mathematics is a tool used in everyday life. Knowing math well provides a foundation for science, engineering, and technology, but it also helps you to shop for food,

clothing, electronics, a car, and a house. Knowing math well helps you cook and to make choices with investing your money.

An experience that changed my life at 12 was I realized I could use math to analyze companies--trends in sales and profits and tons of graphs. That started my interest in stock market investing.

Knowing math well is essential in order to manage your health and to start and run a business. Knowing math well helps you build things and repair things. Knowing math well helps you with fun activities like getting better at sports, art, music, and playing video games.

Knowing math well is essential for all students, and we're falling short.

### Math as a Priority

Our district and state recognize the need to improve student results in math, but more must be done and with more urgency. In 2008 the state of Washington developed new K-12 math standards in

order to set more challenging and rigorous expectations. Starting with this year's sophomores, the number of high school math credits required for graduation increases from two years to three. The new standards help connect math to other subjects taught in school and to situations outside the classroom. The Evergreen School District's math curriculum team is working hard to better align our curriculum to these standards. We are also working with Clark College to align our curriculum and better prepare our students for post secondary math education.

We have substantially increased teacher collaboration in our district in order to share best practices for teaching math. The workshop model is employed to engage students in discussing math, but a balance needs to be struck in order to optimize engagement and learning.

This fall we are rolling out all-day, every day kindergarten for all

kindergarten students in Evergreen Public Schools. Our district findings and external research show this is the most effective way for students to get a tremendous start in many areas of school, including math.

### Call to Action

As a district and a community, we need to continually strive to show students the relevance and applications for math. These connections are crucial for our children to truly become 21st century learners and world-competitive problem solvers. More focus is needed here.

I encourage you to engage in discussions with your children or children you know. Point out how math is used in everyday life and stress its importance. Teach through examples, and refresh your math skills by learning side by side with your children. And look for ways to get more involved with our schools.

I welcome your feedback at: [board.directors@evergreenps.org](mailto:board.directors@evergreenps.org)

## MESA

*continued from page 1*

are nine periods of school in a Taiwan school day," he said. "Here there is a chance to be involved in more activities than just studying all the time. One of the reasons my parents sent me here was for the experience of doing more than just school work."

MESA has been the best of both worlds, since the students found it both academically challenging and personally enjoyable. "I really like figuring things out, testing them and finding a solution," said Arnikan. "There was a lot of development and testing of our machine and at the competitions, figuring out what we could do better. It's like a sport to us."

MESA is in eight states, each with multiple

regions. The Washington state competition was held at the Microsoft campus in Redmond and organized by the University of Washington's Office of Minority Affairs and Diversity which administers Washington MESA. "MESA Day is the culmination of the rigorous academic work and hands-on learning instruction that our MESA students have been involved in all year," said Washington MESA Senior Associate Director Lucy Casale.

Despite the challenge of writing a paper and presentation in English, Wu credits his time working on the MESA project as significant to his developing English skills and understanding. "Tests are trouble for me, but working with these

guys and having a project to focus on, really helped me with my English. I still have a hard time, but it's getting better."

MESA advisor Emika Allen said that the dedication and enthusiasm demonstrated by the team was admirable and inspiring. "These are wonderful students, they have a great work ethic and are well-respected for what they've accomplished. They've spent hours discussing, testing and working after school on this project and they've worked to challenge themselves. What people don't realize is that at a lot of schools MESA is a class you can take. What our students achieved they did all on their own time in between their other classes."

## YOUR EVERGREEN SCHOOLS

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Evergreen Public Schools



PARTNER OF THE YEAR

# Making history their own



Historical Champions: Wy'east Middle School students in Michelle Annett's class, qualified for the National History Day competition in Washington D.C.

Wy'east Middle School students in Michelle Annett's social studies classes combined history and research skills with their own interests and passions. The result? Award winning projects that garnered them recognition on a national level at the National History Day competition.

National History Day is a nationwide academic competition for students in grades six through eight. In Evergreen, Frontier, Wy'east and Shahala Middle Schools participate. Students compete in groups or individually and choose from a variety of competition categories including website, essay, performance, documentary and exhibit. Though the specific competition requirements for each category differ slightly, the main focus is that students find as many primary and secondary research

sources as possible, examine them and come to their own conclusions.

"I have all my students complete projects for National History Day because it provides them an opportunity to study a subject in depth," said Annett. "There is so much curriculum to cover in a year that they don't always get to spend as much time on an individual topic as they would like. This gives them the chance to study what interests them personally."

The personalized topic choice is what appealed to Wy'east student Brittany Beaudoin, who competed at the national competition with teammates Hayley McCarthy and Cassie Bliley. "One of the things I enjoyed the most was that you got to choose what you're interested in and make it your own," explained Beaudoin. "There is a lot of freedom to do it your own way and

even though you're doing a lot of research, you also get to include a little of your own opinion."

Beaudoin, McCarthy and Bliley chose to study television and the impact on education. They narrowed it down to children's television and the end result was an entry in the performance category entitled, "Sesame Street: A New Chalkboard for Education." Each year the competition has a different theme that groups are tasked to integrate, this year's was Innovation, Impact, and Change. "We really felt like our topic connected to this year's theme," explained Beaudoin. "Sesame Street changed the way children's television was presented and perceived." Added Bliley, "As we studied the topic in depth, I was amazed at how such a little thing [such as a children's show] can impact the world. The creators of Sesame Street were innovative."

*"I have all my students complete projects for National History Day because it provides them an opportunity to study a subject in depth."*

The group put together a presentation that involved a script of background information, historical context and skits. Bliley said, "As part of our script we

integrated a lot of muppets into the performance and recreated some of the scenes from the actual show." The group's performance also included re-enactments of the writers of Sesame Street discussing topics and controversial feedback from the community. Their hard work paid off. The group took first place at the state competition, which ensured them a place at nationals. The second and third place finishers in the group performance were also from Wy'east.

*"One of the things I enjoyed the most was that you got to choose what you're interested in and make it your own."*

At the national competition The Sesame Street group took second in their first round and advanced to the finals, ultimately placing 12<sup>th</sup> in the nation. Regardless of their success at the national competition, McCarthy said that the experience has helped her in many areas of study. "It's helped me a lot with my communication skills," she said. "And it's much easier to talk in front of groups." Bliley said the most beneficial part of the process for her was the research experience. "I have much better research skills now. I definitely know how to look for information effectively."

## Imagine

*continued from page 1*

of the three years they have entered the competition. Not only has the number of entrants grown larger each year, but the scope of disciplines and projects has increased as well. "HHS staff deserve a lot of credit for their work across multiple disciplines and their willingness to embrace and model collaboration and partnership," said HHS Principal Anne Sosky. "We have teachers from chemistry, biology, small engines, marketing and computer science all working on these projects with their students. They have been willing to step outside their own classrooms to help our students work together to create a challenging and rigorous energy smart program."

The strength of the program has had the side benefit of not only engaging students academically, but inspiring them for a future post-high school. "I love biodiesel," said Dejony. "I took this class (small engines) for an easy credit, but now I plan to become a biodiesel

technician." Sophomore Schulling agreed. "This is a fantastic program," he said. "There are so many future applications for what we're learning here." The senior on the team knows how to build his own biodiesel process from the ground up. "I've learned so much already and I know this is something that colleges are really going to like."

The prize money designated for the school will go to continue to support the energy smart initiatives and programs that are currently in place. These include recycling, composting, gardening, and the installation and use of solar panels, in addition to the biodiesel program and biochar project. "It's important that kids have these kinds of opportunities," said Small Engines teacher Jim Neiman. "It not only builds their self-esteem and shows them what they can do, but it inspires them to higher levels of innovation to have this kind of success. That's what a quality education is all about."



Big Ideas, Big Money: As part of their presentation at the Imagine Tomorrow competition, the Heritage High School Biodiesel group brought their biodiesel processor and biodiesel powered go-cart for demonstrations.