



# YOUR EVERGREEN SCHOOLS

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Evergreen Public Schools

## RESPONSIBLE USE OF RESOURCES

# Evergreen Public Schools receives ENERGY STAR Partner of the Year Award



Partner of the Year: (L-R) Evergreen Public Schools Executive Director of Facilities Reg Martinson, Evergreen Public Schools' Board of Director's President Victoria Bradford, ENERGY STAR Commercial and Industrial Branch Director Jean Lupinacci, and Evergreen Public Schools Energy Resource Conservation Manager Dave Cone at the award ceremony for ENERGY STAR Partner of the Year.

“In nine months Evergreen Public Schools designed and implemented an energy management plan that saved the district \$723,000,” reads the Environmental Protection Agency’s (EPA) ENERGY STAR report. “That’s equivalent to the resources required to support 14 teachers or almost 20 support staff members.”

Despite having only begun its energy saving initiatives last year, the district, under the leadership of Energy Conservation Manager David Cone, has achieved benchmarks and savings in an almost unheard of time frame. The change has not gone unnoticed and Evergreen Public Schools was among 40 organizations across the United States to be honored with an EPA ENERGY STAR Partner of the Year Award at the annual EPA ENERGY STAR Profiles in

Leadership event on March 18, 2010 in Washington D.C. The swift drop in energy use and the corresponding dollars saved, were two of the reasons that ENERGY STAR selected the district as a recipient. Overall, more than 100 organizations across the nation were recognized for their energy-efficient approaches and practices.

Cone, Evergreen Public Schools’ Board of Director’s President Victoria Bradford and Evergreen Public Schools’ Executive Director of Facilities Reg Martinson all traveled back to Washington D.C. to receive the award. They joined the CEOs (Chief Executive Officers) and representatives of national and international companies such as Ford Motor Company, J.C. Penney Company, DIRECTV, Inc., and Samsung Electronics Co., Ltd., who were also being honored for their work in reducing energy

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## 21ST CENTURY EDUCATION

# Evergreen Public Schools receives \$17.4 million bond to open new Health and BioScience high school

*New school will prepare students for entry into medical and scientific fields*

Evergreen Public Schools is taking another step towards providing students in the district with a 21<sup>st</sup> century education. The Superintendent of Public Instruction has notified the district of its approval of a \$17,445,000 Qualified School Construction Bond which will be used to build a high school Health and BioScience Academy.

“The Health and BioScience Academy has long been a goal of Evergreen Public Schools,” said Reg Martinson, Executive Director of Facilities. “The biotechnological field is growing rapidly and is one of the most significant emerging fields in the state of Washington. This bond enables us to move forward with our goal of preparing students to graduate with a world-competitive 21<sup>st</sup> century education by honing their

classroom experiences and skills for these careers.”

The bond, which did not need voter approval, is part of the American Recovery and Reinvestment Act of 2009 (federal stimulus) and will cover a significant portion of the project, which is projected to cost approximately \$24 million. The remaining funds will

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BioScientific Future: Evergreen Public Schools plans to open a Health and Bioscience Academy in 2013.

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ECRWSS  
RESIDENTIAL PATRON

# District proud of accomplishments



John Deeder  
Superintendent

Schools (EPS) refinanced a portion of its 1999 and 2002 bonds which will save the taxpayers of the district nearly \$4 million over the next nine years.

This was a good opportunity to save taxpayers money with the savings going directly to taxpayers through lower future tax collections. The district has been monitoring the refinancing opportunity for the past several years and this is the first time that interest rates were low enough to hit the district's saving target. For more on this, see the article below.

A little over a year ago the district hired an Energy Conservation Manager to help reduce our energy consumption. Our efforts have netted major savings and a prestigious award. Recently the U.S. Environmental Protection Agency (EPA) named EPS as a 2010 ENERGY STAR Partner of the Year for outstanding energy management and reductions in greenhouse gas emissions.

We saved more than \$1 million in 2009 by implementing numerous energy conservation practices. These include: utilizing demand

This has been a busy year in Evergreen Public Schools. We started the school year by trimming \$11 million from our budget due to a shortfall from the state – but that didn't stop us from seeking out additional ways to save. In January, Evergreen Public

meters at 15 sites to access real-time data for troubleshooting problem solving; removing more than 20,000 lamps (lights) throughout the district; paying close attention to HVAC scheduling; implementing a district-wide incentive program to focus attention of all building users on their role in conservation; partnering with Clark PUD for lighting and HVAC retrofit projects; and installing web-based thermostats in a number of portables throughout the district, allowing the district to save up to 30 percent on energy use in those portables. (See related article on page 1).

In February we were notified by the Superintendent of Public Instruction that the district has been approved for a \$17,445,000 Qualified School Construction Bond. Money for the bond is part of the American Recovery and Reinvestment Act of 2009 (federal stimulus) and will be used to build a Health and BioScience Academy in close proximity to Southwest Washington Medical Center. The school will be built for approximately 500 high school students and will provide a comprehensive and challenging academic and health-related educational program.

In addition to the bond, the district will also qualify for state matching funds because there are currently more than 1,200 un-housed high school students (students taking classes in portables) in the district. EPS has already received a \$1 million grant from the Washington State Department of Community, Trade and Economic Development (CTED), which along with proceeds from land the district has previously sold, will pay for the purchase of

land for the school. For more about the Health and BioScience Academy, see the article on page 1.

The district was also honored by School Bus Fleet magazine when they named our transportation department as one of its '2010 Great Fleets Across America.' The annual series profiles five outstanding pupil transportation operations around the country and highlights their safety practices, innovative training programs and open lines of communications.

I'm very proud of these accomplishments. I am also very proud of the voters in the district for showing their support by approving our levy request. Numerous people worked on the levy campaign. I'd like to take this opportunity to recognize two – Joni McAnally and Lora Taylor, co-chairs of Evergreen Citizens for Schools (ECS). Joni and Lora volunteered countless hours to get the word out about the levy and to help voters understand the impact levy dollars have on our schools. They, along with their volunteer committee, attended hundreds of meetings, made phone calls to voters to remind them to get their ballots mailed, waved signs on street corners throughout the district and organized a march in support of the levy and our schools. We couldn't have done it without their hard work and dedication.

We are once again faced with a shortfall from the state and are looking for ways to reduce our budget. I invite you to attend one of our budget forums to hear what EPS is proposing and to share your ideas on how we can continue to be fiscally responsible while providing a world-class education to all of our students.

## RESPONSIBLE USE OF RESOURCES

# Evergreen Public Schools saves taxpayers nearly \$4 million

Evergreen Public Schools refinanced a portion of its 1999 and 2002 bonds and will save the taxpayers of the district nearly \$4 million over the next nine years. New lower interest bonds were sold in January through a competitive bidding process approved by the school district's Board of Directors.

*"This was a good opportunity to save our taxpayers some money."*

"This was a good opportunity to save our taxpayers some money," said John Deeder, Evergreen Public Schools' Superintendent. "The district has been monitoring the refinancing opportunity for the past several years and this is the first time that interest rates have been

low enough to hit the district's saving target. Because the bonds can only be refinanced one time, we wanted to make sure to use the opportunity wisely." The savings will go directly to taxpayers through lower future tax collections.

Interest rates on these types of bonds are at a 40 year low according to the district's financial advisor, Mark Prussing of Public Financial Management. "These are the most attractive interest rates I have seen in my 25 year career," said Prussing. "I am very happy the district was able to capitalize on the recent drop in rates."

The bonds were sold through a competitive sale where the district received 11 bids from underwriting firms across the country. The cost of the new bonds will be 2.46 percent as

compared to 5.40 percent on the old bonds. Deputy Clark County Treasurer John Payne said, "We believe that the district's use of competitive bond sale will increase savings to taxpayers."

*"Because the bonds can only be refinanced one time, we wanted to make sure to use the opportunity wisely."*

As part of the sale, Moody's Investors Service affirmed the district's credit rating of Aa3, making Evergreen Public Schools one of the highest rated districts in the state. According to Moody's, the strong credit rating "...reflects the District's sizable tax base despite near

term declines, prudent financial management and stable reserve levels, and manageable debt profile."

*"We believe that the district's use of competitive bond sale will increase savings to taxpayers."*

The refinanced bonds were part of a package of projects approved by voters in 1999 and 2002. The proceeds of the original bonds were used to build Heritage and Union High Schools, Shahala Middle School, and Illahee, York, Columbia Valley and Endeavour Elementary Schools. In addition, the bonds paid for the remodel of Evergreen High School and the rebuild of Cascade and Covington Middle Schools and Orchards Elementary School.

## RESPONSIBLE USE OF RESOURCES

# Evergreen Public Schools' transportation department wins national recognition

*Department honored for its use of technology*

The Evergreen Public Schools' transportation department continues to make news for its advances in safety, cost-efficiency and most recently, its use of technology. Evergreen's transportation department was one of only five districts in the nation to be honored by being named to the '2010 Great Fleets Across America' list published by School Bus Fleet magazine. Evergreen was by far the largest fleet on the list with 240 buses. The next largest fleet on the list was from Nags Head, North Carolina with only 46 buses.

Evergreen's transportation department faces daily challenges as it transports 16,000 students over close to 600 routes. However, through the use of technology and precise management, the department continues to provide excellent service to students and families. Despite its fleet size, Evergreen's transportation department has impressed state safety inspectors for 20 years with its commitment to improvement and maintenance which is why the state nominated the district for the award.

"Evergreen was nominated



Great American Fleet: Evergreen Public Schools' Transportation Manager Gary Thomsen and his staff were recently honored with national recognition as one of five "Great Fleets" across the nation.

for this award by the state transportation department," said Transportation Manager Gary Thomsen. "In particular, because of our use of technology in scheduling field trip requests and special education bus routes which have enabled us to increase both our first priority, which is safety and our second priority, efficiency."

By utilizing technology to schedule field trips, teachers are able to submit field trip requests to

transportation from their school computers. Once approved, the system also handles proper billing and prints out maps for drivers. It seems simple, but it makes the system move much more efficiently. The same goes for scheduling special education routes. Special education students move in and out of the district on a daily basis, so by using the automatic system, the department is able to take that information and automatically

recalculate routes in order to make sure all students are safely picked up and dropped off and that drivers are using the most efficient route.

In addition to technology, the district was also recognized for its commitment to green efforts and reducing emissions. Transportation policies include a no-idle policy at schools, five-minute warm-ups and proper disposal and recycling of oil, tires, antifreeze, metal and dirty bus water. The department also received a grant from the Washington Green Air Agency which allowed for the retrofit of 80 pre-2007 model buses with particulate traps and filtration systems to significantly reduce emissions.

"We were very honored to be recognized on a national level," said Thomsen. "It's a great testament to the hard work that the staff here does every day." Superintendent John Deeder agreed, "We are extremely proud of our transportation department," he said. "Our drivers and mechanics are well aware of the precious cargo being transported each and every school day. They all work hard to keep our students safe and they deserve this honor and recognition."

## 21ST CENTURY EDUCATION

## Full-day, every day kindergarten will begin 2010-2011 school year



Beginning next fall, all Evergreen Public Schools' elementary schools will offer full-day, every day kindergarten. Over the past two years, Evergreen has been forced to trim close to \$15 million from its budget. In order to save on transportation costs this year, school start times were adjusted and the kindergarten schedule was changed from a half-day, every day schedule to a full-day A/B schedule. This saved the district an additional \$500,000.

The district is still facing a budget shortage and the state of Washington only funds half-day kindergarten. In order to achieve this necessary change, certain adjustments will have to be made. The first will be that for K-5, every Wednesday will be early release in order to give teachers necessary planning time. However, even with this change, each elementary school student will have as much, or more, contact time with their classroom teacher. Since there will be twice

as many kindergarten students at school each day, the district has taken into account a tremendous amount of feedback from parents and staff, as well as additional research and study of the results from the current full-day, every day kindergarten which is offered at three of the elementary schools. The academic and social results of those students who have been in full-day, every day kindergarten convinced the district that re-prioritizing resources so that all students can have that opportunity is a must.

as many kindergarten students at school each day, the district will need to hire 42 additional kindergarten teachers and provide additional classroom space at some schools. The teacher's association will work with the district on how to enhance the transition to full-day, every day.

"Additional changes will have to be made in order to free up funds for this important and vital change," said Evergreen Public Schools' Board of Directors' President Victoria Bradford. "However, we are absolutely committed to doing the very best that we can to provide a quality education for students and based on the research, it has become clear that this is what is best for kids."

All elementary school parents received a letter from Superintendent John Deeder outlining the initial change. As more information becomes available, it will be communicated to parents. "We know that this is an adjustment for families," said Deeder, "and we're doing everything we can to minimize the impact on schedules, at the end of the day, our first priority is always going to be providing the very best education we can for students. We're looking forward to the results of the great foundation this is going to provide for students. We believe it will be a positive change that will filter throughout their entire educational career."

# Historical witness

## U.S. Congressional Page program offers life-changing experiences



Page in History: U.S. Congressional Page Zak Binshaieg poses outside the Library of Congress during his junior year serving in Washington D.C.

Every day Zak Binshaieg witnesses history being made. And he's savoring every minute of it. The Mountain View High School (MVHS) student has spent his entire junior year in Washington D.C. serving as a United States Congressional Page under the sponsorship of Congressman Brian Baird. Binshaieg left for D.C. in August of 2009 with the expectation of returning in January at the end of the semester. However, after the first semester was over, Binshaieg was

invited to stay for the next semester as well and finish out the year in D.C.

"There are only 70 pages total and each semester a few are invited to stay an additional semester in order to keep some pages with experience in each group," explained Binshaieg. "My first semester I served as a runner, or page whose primary job is to run co-sponsor sheets to different members. My second semester I'm working as a documentarian page which means I ring the bells to signal to members

it's time to vote, get water, set up posters and easels, deliver bills for discussion and put up and take down the flag to signal that the house is in session."

Being a page is a rigorous commitment; since students are required to attend school in addition to performing their page duties. "Essentially you're going to school while working a full-time job," said Binshaieg. All the students are at least 16 years old and attend a fully-accredited high school in the Library of Congress. A typical day begins at 6:00 a.m. and can last late into the night depending on the congressional schedule. For Binshaieg, a self-confessed leadership junkie since second grade, it's a dream come true. "This experience has been full of moments you can't replicate or even fully explain to anyone. The things I've been able to see and be involved in are in the news the next day. It's surreal."

Such surreal moments include shaking President Obama's hand after the State of the Union address and being present when the German Chancellor arrived to speak to the House for the first time since before World War II. He has seen the Dalai Lama and had the opportunity to chat with members of Congress from around the country. Most significantly, Binshaieg was the page

who pushed the button for members to vote on the historic health care bill. "It's a moment I will never forget," he said. "Walking through the protestors carrying the health care bill to the lobby of the Speaker of the House and then pushing the button for the vote, it was the single most impactful moment of my life."

For other students considering the page program, Binshaieg absolutely encourages them to pursue it. "The program isn't well-known," he explained. "I only knew about it because my brother was a page two years ago. I actually called Congressman Baird's office and asked if there was a spot available."

Binshaieg will return home this summer and enter into his senior year at MVHS, already full of plans for varsity football and hopefully class president. However, the transition won't be simple. "I've absolutely changed," he reflects. "I've made some lifelong friends with other pages, I've been able to witness the humanity of Congress and the legislative process and I've learned how to make mistakes and improve while managing the stress of school and a full-time job." Though he's not sure if he will end up back in Washington D.C. Binshaieg is sure of one thing, "It is the most amazing experience of my life. The chance to be a part of history."

# Great debate:

## Shahala Middle School debate club fosters confidence



Debating Excellence: Shahala Middle School's Speech and Debate club prepares each week to hone their speaking and debate skills.

Sixth grade Shahala Middle School student Haeun Jung used to often be at a loss for words. Just three years after moving to the United States from Korea, Jung still has a hard time always finding the right word, but through the after-school speech and debate club, she and 19 other students are learning how to debate with the best of them. "I used to be really shy, but debate has given me a lot more confidence," she said.

Shahala teacher Nicole Garrio began the club last year with

on how to research and prepare different arguments. Since last year it has grown to 20 students, all of whom are responsible for choosing which events they want to enter and then preparing their arguments or monologues accordingly. "It's all about preparation," said student Tiffany Chen. "I enjoy the interpretive category the most, but you have to spend a lot of time reading through the piece that you're presenting to get a true feeling about what the character was thinking and feeling.

an average attendance of seven students. In order to learn how to teach speech and debate, she contacted the speech and debate coach from Portland State University who came out to the school and worked with students

It's a lot of analysis."

Only three middle schools in the district have speech and debate teams, Cascade, Covington and Shahala. This year they have competed against one another at three Saturday morning events. Students compete in teams in the public forum debate and then as individuals in the categories of expository, impromptu, interpretation and oratory. "We'd like more students and schools to participate," said Garrio, "but right now it's just the three middle schools (listed) and mainly sixth and seventh grade students." Shahala student Austin Jang became interested in debate because of his sister who is on the speech and debate team at Union High School. "I've wanted to do it since she started telling me about it," he said. "I was excited when they started one here." Despite being new to debate, the students have embraced the challenge. Jang lists impromptu, in which the debater does not know the topic beforehand, as one of his favorite events. "The most recent question was whether cartoons are good or bad for you," he said. "I

said they were good for you, some of my reasons were that they make you creative because of the characters and that everyone needs a good laugh sometimes."

At each event a panel of judges uses a ballot sheet to evaluate competitors. There is a place to write comments and give feedback to help students for the next time. Patricia Chen, who described her reason for joining the club as "A love of talking and arguing," has found that the research and preparation required for each competition have made her a stronger student. "I don't mind the research at all. It's great to find out what other people think about topics. On a recent topic we spent probably 10 hours researching, but it was well worth it."

Jang agreed that not only does the club give you confidence to speak, but helps you to present things in a way that causes others to listen. "You're judged at competitions on how well you speak, the flow of your argument and how well you organize it," he explained. "Those are all things that help you every day in class."

## 21ST CENTURY EDUCATION

# Wikis at Pacific Middle School help students teach each other

While looking for a way to help his computer technology students learn and collaborate more effectively, Pacific Middle School teacher Pat Kutkey stumbled upon Wikispaces ([www.wikispaces.com](http://www.wikispaces.com)). The site offers ad-free, no charge wikis to educators and Kutkey believed it was perfect for what he was looking for. “A wiki is a website that can be edited online by a number of users,” he explained. “It’s a great tool for students to learn how to use technology to share information. I had two classes that I felt it would work well for, my Introduction to Computers students and my Advanced Computer programming students who were all about to start projects that I felt would really benefit from student collaboration.”

In order to begin the process, Kutkey had all his students watch an introduction to wikis video which gave them a basic idea of what a wiki is and how they could be used to ask questions of classmates and help others by sharing their own knowledge. Nearly 100 of Kutkey’s students worked on a Bridge Construction wiki for their Introduction to Computers class. They were tasked to build an easy, medium and hard bridge. As they went through the process, it enabled them to share tips and screenshots with one another to help each other. “This was a one time project that was very successful,” said Kutkey. “It added another element to the class and the experience of learning.”

For his Advanced Computer programming class, Kutkey also set up a wiki, this time



Wiki Work: Eighth grade students at Pacific Middle School collaborate on their wiki for their Advanced Computer Programming class.

focusing on the software RPG (Role Playing Game) Maker XP. Students each built their own games, but as they went through the process they also added tips and information onto the wiki. The RPG software allows users to customize everything about their games from character appearance to abilities to backgrounds. By building a game, students were inspired to use their own creativity and by utilizing the wiki were able to find and share information that they may not have had access to before. “There was limited documentation on this particular software,” said Kutkey, “so it was a situation where I really felt that students could benefit from one source of shared knowledge. Additionally, anyone in the world can benefit from the site, and many have.”

Wikis are public, so anyone in the world can

see the data, however, only members can edit the data and the administrator (Kutkey) controlled both content and members. “It’s a great safe way to share information,” he explained. “We completely control the content and in addition to that, I get an email every time something is changed. It’s been another added benefit for the wiki to be public because we’ve had people worldwide from Australia to Hong Kong looking at it. That’s a huge motivator for students.”

Eighth grade Pacific student Hunter Grimm who worked on the RPG wiki has found that wikis really enhance student learning. “If you don’t know how to do something, you can just look at the wiki and see if someone has posted the answer or tips,” he said. “It saves a lot of time, but it’s also cool because it gives you the chance to make it your own and gives you additional ideas.”

Grimm has taken his experience a step further and searched out other wikis on Wikispaces. He now regularly visits several for receiving and sharing homework help. “It’s a great way to help others,” he said.

For Kutkey, the experience has been another way to help enhance student learning in non-traditional ways. “We’re working to provide students with a quality education and every time we can find tools like this that add another facet of learning I think it does that much more to help them down the road.”

The Pacific Middle School RPG wiki can be viewed at <http://pacifiwiki.wikispaces.com>

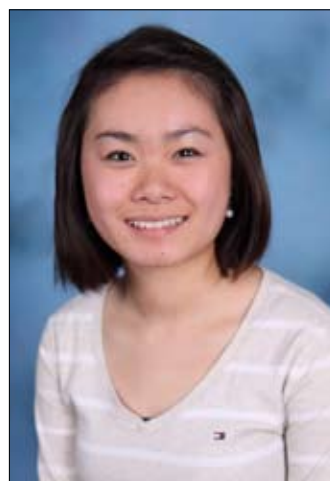
## COMMUNITY CONNECTIONS

## Two Evergreen Public Schools’ students honored at Women of Achievement event

Mountain View High School (MVHS) student Jing Xue was honored by the YWCA Clark County and Clark College as a 2010 Young Woman of Achievement. Xue was one of only three students chosen throughout Clark County. Heritage High School (HHS) student Shailah Ricketts was selected as one of five students to receive a community service award. Both young women received their awards at the annual Women of Achievement luncheon which recognizes Women of Achievement, Young Women of Achievement and Community Service honorees.

Xue, who received the \$1,500 Donna Roberg-Nozel scholarship, was selected for her outstanding academic and community achievements. Xue spoke no English when she and her parents moved to the United States when she was eight years old. Despite the language barrier, she enrolled in school and received help from classmates, tutors and friends to become fluent in the language.

Now a senior at MVHS, Xue has spent her entire high school career giving back to the community and challenging herself with a rigorous academic schedule. She has contributed almost 200 hours of service to the Southwest Washington Medical Center, is a representative for the Southwest Washington Red Cross Youth Council and the Upperclassman Director of the MVHS Key Club. In addition to her volunteer activities, Xue has set the bar high academically and been nationally recognized for it. She was one of two MVHS students designated a National Forensic League Qualifier, She is an Advanced Placement Scholar with Distinction and a national qualifier on the MVHS Speech and Debate team. When asked how she keeps such a



Jing Xue



Shailah Ricketts

strong commitment to both school and her work in the community, Xue said, “I realized how much teenagers can do to make a difference. It is important for me to gain knowledge so that I can help my community.”

HHS senior Shailah Ricketts was recognized with a Community Service award for her leadership in the community and at school. Ricketts is a member and president of the Youth NAACP, volunteers regularly with the Forest Service’s Urban Youth Program and is the team captain of the HHS varsity volleyball team.

## QUALITY EDUCATION

# Union High School Liberal Arts Academy affords students a second chance at graduation



**Pace Yourself:** Students in the Union High School Liberal Arts Academy work at their own pace in a hybrid model of online and traditional classes to recover credits and get back on track for graduation.

For some students, falling behind in school their freshman and sophomore year can mean an extra year of high school. Oftentimes students opt to drop out if they get too far behind, especially if their peers have already graduated. Union High School (UHS) has committed to reaching out to these students with another option, the Liberal Arts Academy, which includes a modified schedule and series of online courses to help students recover credits and graduate on time.

There are a variety of reasons students fall behind on credits. Family issues, health problems and lack of motivation or focus can quickly affect a student's ability to keep up and receive the number of credits they need to stay on track. In order to make these up, students must take credit recovery classes, but for the more extreme cases – students who are missing a significant number of

class credits – traditional credit recovery classes don't allow students the time to make up what they need in order to graduate on time.

*“The structured model of the academy works for me and I can move at my own pace, whether that's faster or slower than what other people are doing.”*

That's where the Liberal Arts Academy's hybrid of traditional and online class options, give students the flexibility to move quickly through multiple credit recovery classes, as well as stay on track with their current credit requirements. Teacher Aaron Reilly is one of the three

academy teachers. He explained how the academy works. “Students begin school halfway through the day, usually at 10:00 a.m. and take three of their traditional classes. At approximately 2:30 p.m. they begin academy classes which include an hour of online class, and two hours of classroom instruction with either myself, Brandee Lapointe or Tim Hinds. There are only three teachers

*“It allowed me to realize my schooling priorities and I'm excited to know that by the end of the year, I'll be back on track.”*

in the academy which is why we can only enroll 65 students.” There are also regular meetings scheduled between the student, the student's lead teacher and parent to ensure the student's academic goals are being supported.

Because of the limited space, students are required to apply in order to attend and the academy is only available to juniors and seniors. For juniors Angelica Lonero and Nate Crawford, the academy will allow them to be caught up by the end of the year and enter their senior year in the traditional model. Both Lonero and Crawford admit to being unfocused their first two years of high school. Eager to get on track now, the academy model has not only helped them catch up, but appeals to their learning style as well. “I feel like a lot of my time in class I was

being distracted by other students. The structured model of the academy works for me and I can move at my own pace, whether that's faster or slower than what other people are doing,” said Crawford, who plans to rejoin his mainstream class for his senior year.

Lonero believes that the ability to move at her own pace has been the most helpful piece for her. “I want to do Running Start next year and this has enabled me to get caught up on all my classes. I will be fully caught up next year and that opens up more options for me.”

Students can also join the academy as seniors and for these students this is truly their last chance at an on-time graduation. No one feels that more keenly than Michelle Francis and Ashley Moxley, both who are working feverishly to graduate with their class. Francis joined the class to catch up after researching online classes through other sources and

*“I want to do Running Start next year and this has enabled me to get caught up on all my classes. I will be fully caught up next year and that opens up more options for me.”*

realizing she could do the same thing through the school without having to pay for it. The ability to take online courses but also spend time in traditional class with other

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## COMMUNITY CONNECTIONS

## \$150,000 worth of instruments gives more students the chance to play

Students at Covington Middle School and Orchards Elementary School received an unexpected gift earlier this spring when representatives from The Amphitheater at Clark County and the Mr. Holland's Opus Foundation dropped by with a donation of musical instruments. In all, seven schools in the Vancouver/Portland area received more than \$150,000 worth of new and refurbished instruments.

The Mr. Holland's Opus Foundation works with sponsors such as The Amphitheater to provide musical instruments to school and after-school music programs that cannot afford to replace instruments lost to attrition, depreciation and wear and tear. The new instruments also help provide for students who are on waiting lists or who are sharing instruments.

“All of us at the Amphitheater could not think of a better way to give back to the community

than by working with The Mr. Holland's Opus Foundation to bring much-needed instruments to music programs,” said Amphitheater representative Steve Braun. “Budget cuts are resulting in schools having to reduce or in some cases eliminate their music programs; it is essential that we support music education and all the benefits it brings to children.”

Orchards received 20 instruments including flutes, clarinets, trumpets and trombones. Covington received five new instruments, an alto saxophone, chimes, and three double French horns. “This means a great deal to our students and our music programs,” said the district's Fine and Performing Arts Manager Don Nelson. “We have strong music programs in Evergreen and we want every student to be able to be involved if they want to. Donations like this are vital to ensuring that every student has the opportunity to play.”



**Gift of Music:** Students at Orchards Elementary School pose with their newly donated instruments courtesy of The Mr. Holland's Opus Foundation and The Amphitheater at Clark County. Covington Middle School also received instruments.

## MESSAGE FROM THE SCHOOL BOARD

## Full-day, every day kindergarten part of 21st century education



Troy Thomas  
School Board Member

Moving a school system with close to 27,000 students from the old model, which has been part of public education since the beginning of the last century, forward into a 21<sup>st</sup> century educational culture takes methodical

thinking, timing, and community support.

Over the years your Evergreen Public Schools' Board of Directors has had numerous discussions regarding the advantages of a full-day, every day kindergarten program for all students. Getting to the end result required a great deal of research on best practices to align buildings, teachers, parents, community, and other staff to provide a quality program.

Orchards Elementary School has received grant money for the past two school years (2008-09 and 2009-10) which has allowed that

school to provide full-day kindergarten every day to all students in their kindergarten program. In addition, Sunset Elementary School has offered full-day, every day kindergarten to some of its students for the past two years and Crestline Elementary School has had a similar program this school year.

The academic progress of the students that have had the benefit of a full-day, every day program further validates the research. When those students advanced into first grade they were prepared. Students required less support interventions and less re-teaching of basic concepts. This is a direct result of full-day, every day kindergarten.

Evergreen Public Schools was forced to trim our budget by \$11 million due to a shortfall in state funding. As a result, this school year the district implemented a full-day alternating A/B kindergarten schedule – which saved the district \$500,000 in transportation costs by eliminating the need for mid-day runs.

The district began receiving feedback from parents that felt the new schedule was unsatisfactory and was not meeting the needs of all students. Concerns were expressed that the

new schedule was confusing; children were not learning skills as quickly as students who went through the prior half-day, every day program; and that many of the children were not ready for the rigor of the program.

Due to the initial feedback, the district sent a survey to all parents of kindergartners and to all of our kindergarten teachers. The results confirmed that parents and teachers found the current schedule unsatisfactory and that most favored a full-day, every day program.

Evergreen Public Schools is pleased to announce that next school year the district will offer a full-day, every day program for all kindergarten students. In the current economic climate, this will present a financial and facilities challenge for the district. Yet the benefits our children will receive, which will increase their chances for academic success, is well worth the costs. Thank you to parents, teachers, community and staff for their continued support of the school district and our children's future.

For those who would like more information about the research regarding full-day, every day kindergarten programs, visit the district's web site at [evergreenps.org](http://evergreenps.org)

## COMMUNITY CONNECTIONS

Community budget forums  
scheduled for May

Due to the state budget shortfall, Evergreen Public Schools is once again facing budget cuts for the upcoming 2010-2011 school year. Though the exact amount is not yet known, the Evergreen Public Schools' Board of Directors and Superintendent have scheduled a series of community budget forums this month.

This is an opportunity for the community to come ask questions and discuss potential cuts. The schedule is as follows:

**Monday, May 3, 6:00 p.m. – 7:30 p.m.**

Cascade Middle School, 13900 NE 18<sup>th</sup> St., Vancouver.

**Monday, May 10, 6:00 p.m. – 7:30 p.m.**

Covington Middle School, 11200 NE Rosewood Rd., Vancouver.

**Wednesday, May 19, 6:00 p.m. – 7:30 p.m.**

Shahala Middle School, 604 SE 192<sup>nd</sup> Ave., Vancouver.

## BioScience Academy

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be made up of a \$1 million grant from the Washington State Department of Community, Trade and Economic Development (CTED), proceeds from the district's previous land sales and state matching funds.

The district qualified for matching funds because there are currently more than 1,200 unhoused high school students (student taking classes in portables) in the district. Overcrowding is still a problem in the district and it is hoped that the approximately 500 student school will ease this and avoid the necessity of building another comprehensive high school in the next few years.

Evergreen hopes to begin construction as soon as a building site location is secured. "We are working closely with Southwest Washington Medical Center to locate a site on or near the medical campus," explained Martinson. "This will provide the opportunity for students to access local industry professionals and providers and extend the classroom to the world of work."

The district plans to open the Health and BioScience Academy in the fall of 2013.

## YOUR EVERGREEN SCHOOLS

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Evergreen Public Schools

If you would like copies of this document or any other Evergreen Public Schools material provided in an alternative format, such as large print, Braille, cassette tape or on a computer disk, please contact:

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Evergreen Public Schools



# Frontier Math Night creates a winning combination of games and curriculum



Number Games: Students from Frontier Middle School earned extra credit, enjoyed ice cream and played math games with parents and school staff during the annual Frontier Math Night.

There are numerous events celebrating reading, art and athletics, but Frontier Middle School's annual Math Night is focused on making math fun for students, and parents. "The purpose of math night is to bring in students and their families to engage with math in a fun way," said Frontier math teacher and event organizer Bob Kencke. "Students can come and bring their families and friends, win some prizes, and earn extra credit, all while using math concepts that are already in their curriculum."

Math night began four years ago and met with an enthusiastic response. It has continued to grow. "We had around

150 people the first year and it's grown every year," said Kencke. "It was clearly something people were interested in." The Parent Teacher Association at Frontier donates the ice cream, while the Washington Educators Association (WEA) funds the prizes. The teachers at Frontier volunteer their time to come to the event and help students.

The event is held in the gym where tables are set up with games focused on different math concepts. Seventh grade student Kayley Johnson has attended twice and feels that it has enhanced her learning. "It's the same concepts we learn

in class," she said, "but this way if you don't understand something you can see it again in another way and a lot of times that helps you."

Johnson also said that having parents be involved is a great aspect of the night, "It helps my dad to see and understand what I'm doing at school." Kencke agreed that is one of the goals of math night. "We know that if parents talk to their students about what's going on at school,

then kids are more interested in what they're doing. This is a great opportunity for parents to engage with their students about what they're learning."

Frontier parent Syliva Newbill said she wished math night was around when she was in school. "I think this is great, math is so difficult for some kids and this is a great way for them to get some extra help and have some fun at the same time. We'll definitely be back next year."

## Join Evergreen Public Schools' Board of Directors for coffee and conversation

District instructional and operational staff will also be on hand to answer specific questions about district operations and curriculum.

### Thursday, June 3, 2010

6:00 p.m. - 7:00 p.m.  
Evergreen High School Media Center  
14300 NE 18<sup>th</sup> St., Vancouver

### Thursday, July 15, 2010

12:00 p.m. - 1:00 p.m.  
Heritage High School Media Center  
7825 NE 130<sup>th</sup> Ave., Vancouver



## Academy

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students has added an aspect she didn't realize would be so important. "I like it a lot because you're with the same classmates throughout. It's a smaller group and it leads to a lot of collaboration, but then the online piece lets you work at your own pace and keeps you focused."

Focus is one of the key elements of the academy, which relies not only on a different model, but also on students' desire to be there and stay engaged and self-motivated. "Attendance is 50 percent of your grade," said Moxley. "You have to want to be here. It's hard not being with the rest of my class during the day. I miss my friends and I also miss being able to participate in extracurricular activities like theater that are at the same time as the

academy. But, I want to graduate on time and I'm committed to doing that."

All the students would encourage students who are behind to get involved as soon as possible. Both senior girls agree that if they had known it was an option, they would have enrolled as juniors. "It would have made a huge difference for me," said Moxley. "I've had senioritis since I was in seventh grade and finally I have no lack of motivation. I want to be here every day."

Crawford agreed. "You have to be willing to work and realize this is your last chance to straighten things out. For me, it allowed me to realize my schooling priorities and I'm excited to know that by the end of the year, I'll be back on track."

## ENERGY STAR

*continued from page 1*

use and emissions.

"EPA congratulates this year's ENERGY STAR award winners," said Gina McCarthy, Assistant Administrator for EPA's Office of Air and Radiation. "Their commitment to energy efficiency makes these organizations valuable partners in the efforts to reduce greenhouse gas emissions and fight climate change."

Bradford, who accepted the award on behalf of the district said, "It was such an impressive honor to walk across the stage with the CEOs of companies of that caliber. We were able to win this award because change was made at a policy level and partnerships were developed to support it. Everyone had a hand in making this change possible."

The district expects to continue saving money and reducing costs. Cone is working with departments and schools across the district to further conserve energy use and decrease costs. He believes that more awards and recognition are in the future, but most importantly, that the district will continue to move to a place of optimal energy use and thus more available resources for classrooms. "At the end of the day, we'll always look at where we're getting the most return for our investment," he said. "We are absolutely committed to saving energy but we don't buy into something just because it's considered 'green.' In order to be right for the district, it has to make financial sense."