



YOUR EVERGREEN SCHOOLS

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Evergreen Public Schools

21ST CENTURY EDUCATION

Henrietta Lacks Health and Bioscience High School chosen by school board as name of new school

Last month in a unanimous decision, the Evergreen Public Schools' Board of Directors chose the name Henrietta Lacks Health and Bioscience High School for the health and bioscience high school scheduled to open in the fall of 2013. The school will also be known as HeLa High, after the immortal cells used by researchers throughout the world.

While not a household name, Lacks contributions to science and medicine are undeniable.

Henrietta Lacks was an African American woman whose cancerous cells were removed, unbeknownst to her or her family, while a patient at John Hopkins Hospital in Baltimore, Maryland. Lacks died in 1951. Her cells were given to a researcher, who discovered that Lacks' cells did something never seen before: they could be kept alive and grown. The cells were named HeLa.

These immortal cells were used by Jonas Salk to develop the polio vaccine, and have been used for cancer research, AIDS, the effects of radiation and toxic substances, gene mapping, and countless other scientific pursuits. There are more than 10,000 patents involving HeLa cells. Her story is featured in the New York Times bestseller book "The Immortal Life of Henrietta Lacks" by Rebecca Skloot, who first heard about Lacks and HeLa cells while taking a class at Portland Community College.

Sixteen potential names were submitted. Naming the school after Henrietta Lacks was suggested by a local biologist after he saw the district's news release soliciting names for the new school on the internet.

A naming committee comprised of Evergreen Public Schools' teachers, administrators, community members and students representing Evergreen, Heritage, Mountain

View and Union High Schools, initially whittled the list of 16 down to five possible names. After researching and discussing the suggestions, the committee narrowed the list down to three to present to the school board. The other two names up for consideration were "Mother Joseph Health and Bioscience Academy" after the woman who opened the first hospital in the northwest – St. Joseph's in Vancouver – in 1858, and "Health and Bioscience Academy of Southwest Washington."

"It is such an honor to name our new school after a person who so impacted the world of medicine and science," said school board member Victoria Bradford, who also served on the naming committee. "It is also a privilege to be the first organization to publicly memorialize Henrietta Lacks by naming this school building after her."

When Lacks' family was informed of the decision, her granddaughter Jeri said, "Wow! I had this gigantic smile on my face...felt like my cheeks were about to touch my forehead. I have been bragging to so many people of this wonderful tribute to Henrietta Lacks. What a blessing...a structure with Henrietta Lacks' name engraved into the building, the first in this country. Go Vancouver, Washington!"

The Henrietta Lacks Health and Bioscience High School will be located at N.E. 92nd Ave. and N.E. 9th Street (northeast of PeaceHealth Southwest Medical Center.) The new school's curriculum will focus on bioscience and healthcare.

(For more on the board's naming of The Henrietta Lacks Health and Bioscience High School, see the Message from the School Board on page 7).



HeLa: Henrietta Lacks (1920 - 1951) is the namesake of the Henrietta Lacks Health and Bioscience High Schools - or HeLa High, scheduled to open in the fall of 2013. The new school will be the first public building to be named after Lacks.

RESPONSIBLE USE OF RESOURCES

Levy Equalization levels the field for property-poor districts in Washington

Washington is one of the few states that specifically identifies in its constitution that providing a basic education is the paramount duty of the state. There are numerous funding formulas and mechanisms to allow for the state to meet this paramount duty. The state also allows school districts to run local Maintenance & Operation (M&O) Levies (also known as replacement levies) to provide additional funding beyond what the state considers a basic education. The state calculates a lid that limits the dollar amount a school district can ask from its community regarding an M&O Levy. This lid is calculated

as 28 percent of the previous year's state and federal revenue. Because property values in school districts throughout Washington are not equal, it costs property owners vastly different amounts to fund their local school levy.

To help funding equity between school districts, the state, in 1987,

passed into law a bill providing levy equalization (also known as "local effort assistance" or LEA) funds. Levy equalization dollars provide a state match to "property-poor" school districts to lower the property tax rate needed to collect their levies. For LEA purposes, "property-poor" districts are those which need a tax

rate higher than the state average tax rate to collect a levy at half of the levy lid. In this calculation, Evergreen Public Schools is a "property-poor" district as compared to the statewide average. In 2012 Evergreen will receive \$13,405,586

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ECRWSS
RESIDENTIAL PATRON

An open invitation to See for Yourself!



John Deeder
Superintendent

Here in Evergreen Public Schools we declare that all students will have the opportunity to attain the skills necessary to be world-competitive upon graduation. These are more than just words – it is what guides our work on a day-to-day basis. But don't just take my word for it. I invite you to see for yourself what is happening in your Evergreen Public Schools.

We have worked hard to provide you - our patrons - a variety of ways to connect with the schools.

For some of you, this publication - Your Evergreen Schools (YES) – may be your only source of information about how your tax dollars are being used by Evergreen Public Schools. We

produce YES four times a year and have it delivered via postal carrier route to every home in the district. We have found that this method of delivery (as opposed to mailing it bulk rate or by first class mail) is the most cost effective way to get YES out. In this quarterly publication you will find in-depth articles about the district's finances, levy information, staff and student recognition, partnerships with community organizations and examples of how the district prepares students to be educated, productive and active 21st century citizens.

The district also produces a variety of cable programs that air on Comcast channels 27, 28 and 29. Viewers can see for themselves the great things that are happening throughout the district. Shows include interviews with students about innovative programs in the classroom, sports, band and choral concerts, drama productions and discussions about the budget and upcoming school ballot measures.

Throughout the school year, we offer patrons the opportunity to

attend one of the district's Community Tours. Spend half a day with us and visit a high school, middle school and elementary school. You will see students and teachers interacting on a variety of subjects. The tours are unscripted, so you will see first-hand a day in the life of our students. Each tour concludes at the Clark County Skills Center with lunch prepared and served by the students in the Skills Center's award winning culinary arts program.

Another way you can keep up with Evergreen Public Schools is through social media. The district is on both Facebook and Twitter. By following us, you'll get the most up-to-date information about what is happening in our schools, budget information, and school closures. In addition, our four comprehensive high schools have their own Facebook pages with information about upcoming events, student recognition and school news. I invite you to join the conversation about Evergreen Public Schools.

Lots of helpful information is

posted on the district's web page at www.evergreenps.org. I'd encourage you to visit this site periodically for interesting pieces about what is happening throughout the district and up-to-date information about school finances and the replacement levy we anticipate the board will place on the ballot in February. We also feature a selection of video clips highlighting events and happenings around the district. These video clips, along with segments from our cable programs, can also be accessed via the district's YouTube channel.

Articles in the newspaper or segments on the local news only tell a small piece of the Evergreen Public Schools story. I'd like to invite you to take advantage of getting to know your school district by utilizing one of the numerous communication channels we provide. In the future, when asked to make a decision about supporting your school district, you can make an informed decision because you will have taken the time to see for yourself.

COMMUNITY CONNECTIONS

AED located at school saves student's life



Pay It Forward: Evergreen Public Schools Risk Manager Scott Deutsch accepts a check from the Quinn Driscoll Foundation.

Foundation provides funding for more AEDs to be placed throughout district

Each year, sudden cardiac arrest (SCA) – a condition that causes the heart to suddenly stop beating - kills approximately 300,000 Americans. According to the American Heart Association to greatly reduce the risk of death, an individual suffering from SCA needs fast access to emergency services, cardiopulmonary resuscitation (CPR), and access to an automatic external defibrillator (AED). Each minute of delay at the beginning of a SCA episode increases the risk of death by seven to 10 percent. Easy access to an AED is critical to improve the survival chances for a student, staff member, or community member who is experiencing SCA. For one student, having an AED on campus made the difference between life and death.

On the second day of school this year, a student with an undiagnosed heart condition collapsed during her freshman physics class. The teacher instructed a student to call for help while she attended the collapsed student. Moments later, the school nurse arrived in the classroom and took the collapsed student's vitals. Unable to detect any vital signs, the nurse called for the AED, which was on the way thanks to a member of the school's security

staff who had already grabbed the unit and run to the physics classroom. The nurse placed the AED pads on the student's body and activated the machine while delivering CPR. The AED evaluated the student and delivered a lifesaving shock that was able to restart the student's heart. The student was transported by ambulance to the hospital for further evaluation.

Representatives from the Vancouver Fire Department returned to the school later that day to let the staff know that, without the use of the AED, they did not believe the student would have survived. A later evaluation of the medical information gathered by the AED showed that the student had died and was revived by a combination of CPR and the AED shock.

During the 2005 - 2006 school year, Evergreen Public Schools set a goal to place at least one AED in each comprehensive school in case it was needed to be used on a student, staff or community member. The initial plan was to purchase the units in three phases, beginning in the 2006 - 2007 school year. During the first phase AEDs were purchased and placed in all of the district's middle and high schools. The second round of AEDs were purchased during the 2007 - 2008 school year and placed in half of the district's elementary schools. Unfortunately, reductions in the budget delayed the implementation of phase three of purchasing AEDs.

At the beginning of the 2008-2009 school year, Legacy Health Systems donated six AEDs to the district for use in the high schools and at

McKenzie stadium. This generous gift enabled the district to move the existing units at the high schools and McKenzie stadium to some of the elementary schools, increasing AED coverage throughout the district. District funds were used to the purchase AED units for the remainder of the schools at the end of that school year, ensuring that each comprehensive school in the district has an AED.

Given the size of Evergreen, Heritage, Mountain View and Union High Schools, a second unit was added to each of those campuses at the beginning of last school year. "Without the purchase of the second units, it would be very difficult to provide quick access to an AED if a student, staff member, or community member experienced SCA," said the district's Risk Manager Scott Deutsch. "Each high school now has a unit close to the cafeteria and one close to the gymnasium."

Toward the end of the 2008 - 2009 school year, Quinn Driscoll, a student at Wy'east Middle School died of sudden cardiac arrest while running during his physical education class. His parents started a foundation in his memory to raise funds for AED units at schools and to promote heart testing in student athletes. More information on the foundation can be found at www.quinn-driscoll-foundation.org. Last month, the Quinn Driscoll Foundation donated \$7,500 to Evergreen Public Schools for the purchase of additional AED units for use in the school district. The donation will be used in part to fund an additional AED at the field level of McKenzie stadium, a unit for the Early Childhood Center, and additional units at some of the middle schools.

QUALITY EDUCATION

Clark County Skills Center Director named Outstanding Educator



Dennis Kampe

Dennis Kampe, Director, Clark County Skills Center (CCSC), was named Outstanding Career and Technical Educator of the Year by the Washington State Association of Career and Technical Education (WA-ACTE).

The award is in recognition of Kampe's contribution to career and

technical education over the past 32 years. During his tenure with the Skills Center, Kampe has led the school in the mission of preparing students with the skills and education needed for the world of work. His commitment to the mission is evident in his work, along with the many accolades he and the school receive.

Kampe is a leader in his field, demonstrated by his work with the WA-ACTE, the Washington Association of Vocational Education, Office of Superintendent of Public Instruction (OSPI) and the State Board of Education. He has worked with state legislators to create a graduation pathway which allows students the opportunity to take programs at CCSC or a sequence of Career and Technical Education (CTE) classes to fulfill requirements towards commencement. He has spearheaded the implementation of the Professionalism Curriculum at the Skills Center which reduced the number of suspensions to approximately five students a year out of 1,000 students; and the implementation of Adventure

Based Learning on the CCSC campus as one more way to deliver character education to students.

A graduate of Ridgefield High School and Clark College, Kampe served as Assistant Director for the

"I am passionate about Career and Technical Education (CTE) and I really enjoy working with high school aged students. When these two passions came together I discovered I had the best job in the world."

CCSC in 1983 when the school opened. Owned and operated by ten southwest Washington school districts, the Skills Center provides technical and professional training programs for students who wish to pursue career fields including nursing, banking, culinary arts, automotive and construction. "I believe that career and technical education will be established as a critical part of the comprehensive high school system preparing students for the possible shortage of skilled employment in high skills/high wage jobs," said Kampe.

The state and national recognition that the CCSC has received over the years include being selected as one of

the six best technical schools in the nation by the Albertson's Foundation; named as one of the top three schools in the nation by BusinessWeek magazine; recognized by the National Character Education Association as a school of promising practices; recognition by the American Culinary Federation for the best high school culinary arts program in the nation, recognition resulting from the Automotive Service Excellence recertification which recertified the CCSC Automotive program with honors; OSPI recognized the CCSC Jobs for Washington's Graduates program as the best in Washington state; and the continuous success by graduates in their employment and continuing education.

"I am passionate about CTE and I really enjoy working with high school aged students. When these two passions came together I discovered I had the best job in the world," said Kampe.



Preparing for World of Work: Students at the Clark County Skills Center enrolled in the nursing program 'attend' to a patient during training in the classroom.

RESPONSIBLE USE OF RESOURCES

District getting more energy efficient every day

For the past three years Evergreen Public Schools has been recognized for advances in energy efficiency. Between November of 2008 and August of 2011, the district saved nearly \$4 million through upgrades in heating, cooling and lighting systems.

Those savings are tied to the Energy Star ratings for each school building. Buildings receive ratings between 1 and 100, based on improved energy savings. Upon reaching a rating of 75, that school is eligible for Energy Star status.

The district currently has 22 Energy Star Certified schools.

"We've completed a wide-range of improvements over the last couple of years," said Resource Conservation Manager Dave Cone. "More than that, though, we've had a real culture shift in the district when it comes to energy efficiency. Everyone is thinking about it more these days."

Some of the bigger projects taken on by the district include:

- Web-based thermostats in portable classrooms that allow control over heating and cooling from a central location.
- Lighting changes that include new, efficient fixtures and, in some cases, motion sensors that keep the lights off when rooms are empty.

- Electronic controls for heating and cooling in the buildings that can be programmed for use during special events.

- New boiler units that have increased efficiency at some schools from 70 percent to 94 percent, all while reducing the amount of maintenance time.

The upgrades completed over the last three years have not been cheap, but rebates and incentives from local utilities have defrayed some of the costs. "Some of our projects have had rebates that covered half the cost; the public utility district only offers that kind of rebate after doing thorough research," said Cone. "We have yet to take on a project that wouldn't break even within 18 months."

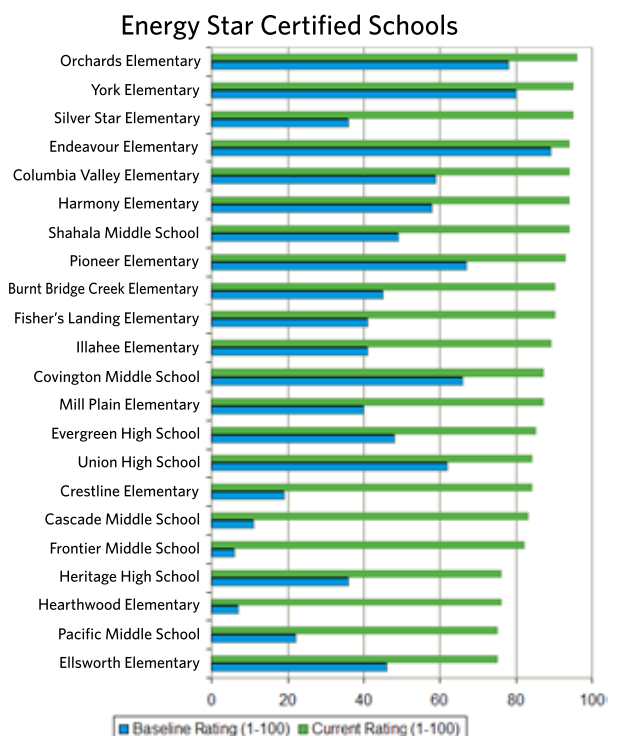
Many of the savings have come through improvements in technology, but not all of them. Improvements at individual schools have been helped by the efforts of students and staff.

Energy efficiency programs in the schools, said Cone, are helping push savings even higher. "We have solar panel projects at some buildings and composting and recycling at others. In the elementary schools, energy efficiency is as simple as turning off the lights, making sure outside doors are closed, and reporting leaky faucets."

Let's not forget about the people responsible

for the day-to-day care of the buildings in the district.

"The district's maintenance department has been great," said Cone. "They're always aware of the energy implications and have come up with some great ways to make our schools more efficient."



Survey launched for new bi-lingual programs



Habla Español: Teacher Tereza Call works with students in her kindergarten class at Marrion Elementary School, the district's first dual-language classroom.

Following the successful launch of the Spanish immersion program at Marrion Elementary School, Evergreen Public Schools is exploring the possibility of more bi-lingual classrooms. Patrons from the district are asked to complete a quick online survey (available at www.evergreenps.org).

Director of Elementary Education Tom Nadal sat down for a quick question-and-answer session on the benefits of bi-lingual education.

Q. Are bi-lingual programs a new idea?

A. These programs have been in place across the nation for years, but new research shows

that the benefits are pretty clear. In addition to kids becoming bi-lingual or bi-literate, they have an increased capacity to learn other languages and overall academic performance is increased. Other districts around us have multiple bi-lingual programs.

Q. How does this fit with the district's mission of providing a 'world-competitive' education?

A. If we're truly providing a world-competitive education, we owe it to our students to give them every opportunity to learn a language other than English. We also have an increasing number of students who come from homes where the primary language is

something other than English; the one-way and two-way immersion programs are excellent ways to get them up to speed in English and keep them fluent in their primary language.

Q. What do you mean by one-way and two-way immersion programs?

A. In a one-way immersion program, all of the students speak another language and all of the instruction happens in that language. In a typical class, we'd have 28 students who all speak Spanish or Russian or Chinese. In a two-way immersion program, that class of 28 would have

14 students who are English speaking and 14 students who speak another language. Instruction in those classes is split between English and the foreign language.

Q. Does it cost more to run a bi-lingual program?

A. One of the real benefits of the bi-lingual programs is that additional costs are minimal. We're not hiring additional teachers, we just need to purchase additional instructional materials that are language specific. There are some start-up and training costs, but much of the chatter about these programs being very expensive is incorrect.

Q. After the surveys have been tallied and reviewed, how will the district decide which schools get the new programs?

A. We'll look at the languages that the public is interested in and then look at the level of interest at the schools. We want to keep with the idea of neighborhood schools and make sure most of the students in the program live within that school's boundary.

Q. Do you have a timeline for starting another bi-lingual program?

A. Based on what we find from the completed surveys, we could develop a new program for the 2012-13 school year. It's more likely, though, that the next bi-lingual program won't start until the fall of 2013.

RESPONSIBLE USE OF RESOURCES

New on-line payment system and healthy food options available in Evergreen Public Schools' cafeterias



Easy Access: Now parents/guardians may make payments through a new on-line system to their child's food services account. Every student in Evergreen Public Schools has been assigned a PIN that they punch in when they buy breakfast or lunch.

Getting kids to eat healthy is no picnic but, in Evergreen Public Schools, parents now have an easier method to pay for good nutritional choices their child can try during the school day. Through a new on-line payment system, parents can put money in their students school food services account using a credit card. Each student has a unique PIN for their food services account, which they access to buy breakfast and/or lunch.

Here are some highlights of the new service:

When parents/guardians view the food service information in the Family Access system, a "Make Online Payment" button is now available, which leads to a secure

website. Family Access is an on-line system for parents/guardians to review grades, attendance and other important information regarding their child.

Initially an account will need to be created on-line before making a payment. A credit card number will be requested for the transaction; that credit card number will not be stored for future transactions.

A convenience fee of \$1.50 will be charged to the credit card for each payment applied. The convenience fee will be charged for each child since every student has their own account and PIN.

In addition to the new payment system, the district has worked with Chartwells Food Service to provide a variety of healthy food options. Breakfast is available at every school, and fresh salads, sandwiches, pasta and stir-fry dishes are just a few of the menu items offered for lunch. The district also has Subway stores in each of the middle and high schools, all six inch sandwiches are part of the meal program.

As of this school year, all deep fat fryers have been removed from

the secondary schools with baked French fries and tater tots as the replacement option. Also, chocolate milk is no longer being offered at the elementary schools because of the high sugar content. Menus at the elementary schools are created to meet the standards for the Healthier U.S. School Challenge.

Encouraging children to eat better starts at home and one of the best ways to teach kids to choose to eat healthier is by setting a good example. Kids watch what parents eat, if they see a parent reach for an apple instead of chips, they will do the same.

Also, preparing and eating meals together as a family as

often as possible will help develop healthy habits for a lifetime. Research indicates teens that eat meals regularly with their families are less likely to smoke, drink alcohol or take drugs.

10 tips for parents

1. Share family meals as often as possible.
2. Emphasize healthful foods.
3. Do your best to find time to prepare meals.
4. Eat breakfast everyday.
5. Stop multitasking.
6. Exercise every day.
7. Limit or eliminate snacks.
8. Give kids control over some lifestyle choices.
9. Do your best to model good behaviors.
10. Give yourself a break.

-Dr. Ed Guillery, pediatrician



Students Eat Fresh: Evergreen Public Schools food services provide many healthy options for students including Subway sandwiches at all of the middle and high schools.

21ST CENTURY EDUCATION

OMSI partnership with Burton Elementary School fosters learning

When you walk into Tony Ayala's class you may see students building robots, testing wind energy turbines and working with probes. But this is more than child's-play - it's all a part of the LEGO Mindstorms NXT Technology unit being taught in Ayala's fifth grade class at Burton Elementary School. The LEGO kits were provided to the class as part of a grant awarded to the school through a partnership with the Oregon Museum of Science and Industry (OMSI) to deliver a school robotics program. The unit is part of an Engineering Design Program developed by OMSI along with other science, technology, engineering and math (STEM) learning opportunities.

The unit centers on the blending of robotics using LEGO Mindstorms NXT technology and renewable energy. Students are exposed to basic programming and real-life engineering problems that are environmentally focused. "The benefit of having robotics in the classroom," said Ayala "is it allows a wide range of students to get exposure to basic programming and problem solving challenges."

Students build a physical model from the kits



LEGOs for Learning: A grant from OMSI provided LEGO kits to Tony Ayala's classroom at Burton Elementary School.

and, through a variety of exercises, learn about wind and solar energy. "I like working with the probes and building the NXT robots because they help us with our experiments and we can learn how energy works," said student Lucas Handwerker.

Ayala said, "The project helps students connect to environmental technology and renewable energy through the use of LEGO products. Robotics in the classroom has also been a great forum for kids to collaborate and work as a team to generate different ideas and strategies."

The grant, funded by JP Morgan Chase and Boeing also provides 30 hours of professional development for teachers and field trips to OMSI for 300 third, fourth and fifth grade students during the school year. The OMSI partnership is designed to enhance and support STEM curriculum in a classroom setting. Teachers will be trained on how

to incorporate the NXT Robotics into their classrooms and to eventually share their knowledge with other elementary teachers in the district.

These types of learning opportunities allow students to experiment with their surroundings as a form of problem solving. It also gives students an outlet for their creativity which, hopefully, will motivate them to explore and solve real world environmental issues in the future as a career.

The need for individuals with a bachelor's degree in

More than child's-play



Skill-sets: Students learn science, technology, engineering and math (STEM) concepts through opportunities provided by a partnership with the Oregon Museum of Science and Industry.

science, technology, engineering or mathematics is expected to increase. According to the U.S. Bureau of Labor Statistics, the number of jobs for engineers is expected to grow by approximately 11 percent in the next few years, while jobs that use math or rely on strong math skills will increase by 22 percent over the same time frame.

A strong STEM curriculum at the elementary level can foster the skills that can lead students to a career in these disciplines. Igniting the passion to hone skills in science, technology, engineering and math will prepare today's students to be tomorrow's global leaders. "Burton was one of three schools in the area to be awarded the opportunity to partner with OMSI and we are very excited for what the school year will bring. The kids are having a great time and they are learning!" said Ayala.

21ST CENTURY EDUCATION

Evergreen Public Schools putting new technology to use

You've probably seen them in magazines, in storefronts, and on the packages of things you buy everyday, but do you know what they are? What might look like a futuristic inkblot is really a new method for getting information through your smartphone.

Within the scattering of squares, Quick Response (QR) codes contain links to content available on the Internet. When you scan the code with your smartphone you can get links to websites, flyers, or pictures. You can get the information you need without remembering lengthy links.

Already a major marketing tool in countries like Japan, QR codes are catching on in the United States. In June, more than 14 million mobile users in the United States scanned a QR code from either their home or a retail location.

Most smartphones are now coming pre-loaded with barcode readers that will scan QR codes and free readers are available at www.scan.mobi. The codes

themselves are easy – and free – to generate, making them a cost-effective way to push online content to consumers.

Evergreen Public Schools is putting this technology to use in a variety of ways. Schools in the district use QR codes on flyers and newsletters to link parents and guardians to their websites and calendars. Codes are currently promoting the district's social media platforms, special events, and fundraisers.

"Using QR codes serves a couple of purposes," said district Public Information Coordinator Kris Fay. "We're making it easier for patrons using smartphones to find information, but we're also exposing students to a cutting-edge technology that they'll use more and more as they get older."

Technology experts are convinced QR codes are here to stay. As scanner technology gets cheaper and easier to produce, codes will be available for more than just mobile applications.



Point and Shoot: Barcode scanners on many smartphones make it easy for patrons to follow the district online.

COMMUNITY CONNECTIONS

Accident designed to teach a valuable lesson



Grisly Scene: Clark County emergency responders tend a simulated drunk driving accident as part of a S.K.I.D. presentation at Heritage High School.

Earlier this month, juniors and seniors at Heritage High School (HHS) gathered around the scene of a two-car accident involving several students. One student died on impact; multiple injuries required ambulances and a Life Flight helicopter; one student left the scene in handcuffs; two parents consoled one another as the scene unfolded.

Thankfully, this wasn't a real accident. The entire scene was staged on the school's track as part of a Stop Kids Intoxicated Driving (S.K.I.D.) demonstration donated by emergency agencies from across Clark County.

"We wanted to educate students and members of our community about the dangers of drinking and driving," said HHS student Hannah Terry. She led a group of DECA marketing students through the process of bringing S.K.I.D. to the school.

It wasn't easy. The overall cost of the S.K.I.D. presentation is \$75,000, however donations from American Medical Response, Life Flight, Vancouver Police and Clark County Sheriff's, Vancouver Fire, Charlie 97.1 F.M., Pro Sound and Lighting, and Evergreen Mortuary covered that entire amount.

"We wanted to educate students and members of our community about the dangers of drinking and driving."

Shawn Perez, the marketing teacher at HHS, said students wanted to handout keys reading 'Heritage High School: Don't Drink and Drive.'

To cover that cost, the students needed to raise around \$1,500. "I was aware of Community Foundation of Southwest Washington's Youth Philanthropy Grant, which I helped Hannah and the other students apply for."

"Life can change with one poor decision and the consequences are for a lifetime."

The presentation itself was graphic and disturbing for students, which made it a powerful instruction tool. Rather than having to imagine the consequences of an alcohol-related accident, students found themselves in the middle of one.

HHS Principal Anne Sosky said S.K.I.D. makes the students think about the choices they make. "Life can change with one poor decision and the consequences are for a lifetime."

A question

and answer session followed the hour-long presentation and students were invited to sign a banner pledging not to drink and drive. "We couldn't get the kids back to class, they all wanted to sign the banner. We also had a number of students and staff share their experiences of friends or family who have been affected by drunk driving accidents," said Sosky.

Deputies in Washington County (Oregon) developed S.K.I.D. in 1998. Since then the presentation has been staged for more than 95,000 students throughout the Portland and Vancouver area.

"My vision for next time is bigger," Perez added. "I'd like to involve all four high schools and hold it at McKenzie Stadium."



Drive Hammered, Get Nailed: This 'driver' was handcuffed after failing a field sobriety test. It was part of making Heritage High School's S.K.I.D. presentation as realistic as possible.

COMMUNITY CONNECTIONS

See for yourself!
By attending a Community Tour this year



Curious about what happens in your Evergreen Public Schools on a day-to-day basis? Join us this year for a Community Tour and see for yourself the great things students are learning! The tour begins at 8:00 a.m. at the Clark County Skills Center and will conclude with lunch prepared by students in the culinary program. There is no cost for this event and all community members are welcome.

Tour dates and information:
• Wednesday, November 30, 2011 - Heritage High School, Covington Middle School and Orchards Elementary School, Spanish Tour

- Wednesday, January 25, 2012 - Union High School, Shahala Middle School and Mill Plain Elementary School, English Tour
- Wednesday, March 21, 2012 - Evergreen High School, Pacific Middle School and Harmony Elementary School, Russian Tour

Register on-line at www.evergreenps.org or contact Community Relations at 360.604.4088. For more information on the Russian tour contact Yulia Rogers and for the Spanish tour contact Mary Ann Noakes, both can be reached at 360.604.4077.

Remember to vote!

Election Day is
November 8, 2011



Ballots for the November 8, 2011 general election are now available at the Clark County Elections Department, 1408 Franklin St., VA., election department hours are 8 a.m. to 5 p.m. weekdays.

MESSAGE FROM THE SCHOOL BOARD

The immortal HeLa cell line used in medical research sparks name for new high school



Michael Parsons
School Board Member

On September 14, 2011, a committee of students, community members, and staff proposed three names for the new health and bioscience high school being built by the Evergreen School District. From them your board of directors unanimously chose, The Henrietta Lacks Health and Bioscience

High School, as the name for the district's newest high school.

Why name a new school after an unknown African American woman who died 60 years ago on the other side of the country? Even the acronym for the cell line Lacks provided, HeLa, is virtually unknown except to a relatively small group of medical researchers around the world. The memorial is appropriate because, directly or indirectly, Henrietta Lacks' contribution has touched every human being on this planet. A big claim, but a claim I think is justified by Lacks' impact on medical research and the moral parable chronicled since her death.

Henrietta Lacks died of cervical cancer and coincident uremic poisoning at Johns Hopkins Hospital in Baltimore on October 4, 1951. Samples of her tumor cells, collected before her death, were given to a researcher involved in a project aiming to reproduce tumor cells outside the human body for medical research. To his great surprise, Lacks' cells reproduced in the laboratory. These miracle cells were the first, and to date only tumor cells, to ever reproduce outside of a host.

Henrietta Lacks' cell line is virtually immortal. HeLa cells not only reproduce but can be frozen for extended periods, making them available to be transported worldwide. The remarkable HeLa cells have been used by researchers throughout the world and are directly responsible for a

substantial number of discoveries in cancer treatment, the eradication of polio, the human genome project (for identification of genetic markers) which has advanced the knowledge of disease and aging, and HIV.

Currently, there are more than 10,000 patents involving the HeLa cell line. For these alone Lacks is deserving of our recognition - yet there is so much more to the story of Henrietta Lacks.

As important to science as the cell line is, the human drama that surrounds the cells may be even more philosophically vital to us as human beings. Human tissue rights, medical ethics and morality, and the spectral level of literacy across this nation are also spoken to by the chronicle of the HeLa cells.

"We believe that our students need to learn holistically. Moral and ethical questions apropos to citizenship and community, the family and the individual are a part of the values that are necessary for our students to become educated citizens."

Who owns the cell tissue collected during a medical procedure? To what purpose can the tissues be put after collection? Who can profit from the use or sale of the cells and how long can they profit? These are just a few of the questions relevant to the study of modern health science.

We believe that our students need to learn holistically. Moral and ethical questions apropos to citizenship and community, the family and the individual are a part of the values that are necessary for our students to become educated citizens. Reflection on these sorts of questions provides a valuable exercise in critical thinking and moral belief.

What is 'informed consent'? What is ethical medical research? What responsibility do health and bioscience careers impart on the practitioner? These are the questions the students attending The Henrietta Lacks Health and Bioscience High School will need to answer as they go through life and throughout their career.

"Reflection on these sorts of questions provides a valuable exercise in critical thinking and moral belief."

We want to plant the seeds of thought in our students so they never forget that their actions impact the people they serve. We want these future professionals, direct care providers or support service providers, to be aware of and understand the limits of knowledge inherent to our society. As service providers these young people will be responsible for the discreet use and dissemination of information that patients may not understand. Regardless of career path, we want our students to be cognizant of the needs and respect the rights of the patients in their care. In many cases our students will become the last arbiter of those patient rights.

Although Henrietta Lacks was not immortal, her cells may be and her story should be. A mystery for decades, the story behind the HeLa cells is now known, as is the pain of her family. Her death, at 31, in counterpoint to the many lives she has indirectly affected or saved since and the dreadful yet hopeful story to which her cells have born witness through the years are lessons so valuable that it would be unconscionable not to recognize their value in memoriam and as an education tool.

We are therefore pleased and proud to have the first public facility named in honor of Henrietta Lacks, mother of the immortal cells that serve humanity so graciously.

YOUR EVERGREEN SCHOOLS

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Evergreen Public Schools



QUALITY EDUCATION

Myth Busters: Not everyone has access to school

Educational system in the United States is unique



Global Education: Access to education varies around the world. The United States is in the minority by offering 12 years of free education to every student.

How many times have you read an article or seen a news story about how the United States is slipping behind the rest of the world when it comes to education? India, China and Japan are used as examples of countries making improvements in education that will push them past the United States.

In many cases, though, the comparisons are not entirely fair.

The educational system in the United States is unique because 13 years of free education is available to all children. That's a big commitment that comes with an even bigger price tag. In the state of Washington, that price tag represents roughly 44 percent of the state's general fund budget: \$13.3 billion every two years.

Few countries around the

world offer the same education opportunities for all students:

- China – Nine years of education offered
- Costa Rica – 10 years of education offered (six years required)
- France - 12 years of education offered (10 years required)
- India – 10 years of education
- Japan – Nine years of education (eight years required)
- Kenya – Six years of education
- Liberia – No free education
- Russia – 10 years of education (six years required)

Of all those countries, only two are equal to the United States when it comes to literacy. The U.S., Russia and Japan all have a literacy rate of 99 percent, while the rest range from 62 to 96 percent.

Worldwide, 115 million children between the ages of six and 16 have no access to education. The problem is the worst in many African countries where abject poverty means children are sent to work at an early age; in some cases, armed conflict has forced schools to close.

Even in countries where multiple years of school are offered free of

charge, the quality is wide ranging. In Japan, for example, students are pushed their hardest through middle school where testing dictates which students qualify for the best – private – high schools. Those who don't make the grade are still offered the opportunity to attend three more years of public high school, but are not required to do so.

Another interesting statistic is the access to education for both boys and girls. Gender equality has long been a problem in education around the world. In some countries, the gap between boys and girls enrolled in primary school ranges from 10 to 20 percent. Outside the United States, 78 percent of all girls drop out of school, compared to only 48 percent of boys.

According to the *Digest of Education Statistics*, just nine percent of boys and seven percent of girls quit school in the United States before getting their high school diploma.

When you look at all the statistics, many countries are working hard to catch up to a system the United States has had in place for decades. Right now, though, few countries can say they offer the same level of education to all children.

Levy equalization
continued from page 1

in levy equalization funds. This amount is the third largest amount provided to a school district in Washington. There are 295 school districts in Washington. Of those 295 districts, 235 receive levy equalization funds.

Levy equalization funds are a key mechanism in providing equity to school districts throughout the state. Levy equalization funds are not considered part of a basic education, as defined by the state constitution and are subject to reduction or elimination from the state budget. In the recently completed Legislative Session where \$5 billion was reduced from the state budget, levy equalization funds were not reduced.

When the Legislature returns to Olympia in late November in a special session to close a budget shortfall - anticipated at approximately \$2 billion - there will be pressure to reduce or eliminate levy equalization funds. Evergreen Public Schools will be closely monitoring the upcoming special legislative session and providing information to elected officials to help with their difficult decisions.

Property Taxes vs. Assessed Value

Question - If the assessed value of my home has gone down, why hasn't the amount paid on taxes for schools gone down?

Answer - To help make up the difference between what the state deems basic education and what it actually costs to provide the educational programs and services our community wants, the state allows school districts to run levies. Levies are allowed for a period of one, two, three or four years. Voters in Evergreen Public Schools passed a two-year levy in February of 2010. This levy expires in December of 2012. In order to possibly allow funding beyond 2012, it is anticipated that the Evergreen Public Schools' Board of Directors will place a levy on the ballot early in 2012. This levy will replace the levy that expires at the end of 2012. When school districts run these types of levies, it is important to remember that what is being approved is a

specific dollar amount for each year that is included in the election. For example in February 2010 Evergreen voters approved the following amounts in each of the two years approved:

- 2011 - \$40,800,000
- 2012 - \$41,500,000

The specific tax rate for each year is dependent upon what the total assessed value is in the school district. However, no matter what the dollar per thousand tax rate is on the levy, the amount that will be collected by Evergreen Public Schools is the actual total dollar amount approved by the voters.

As home values have decreased over the last several years, property taxes for school levies may not have decreased in a similar percentage as the drop in home value. This is due to the fact that the amount approved is the total dollar amount, not a specific dollar per thousand tax rate.

