



PORT ANGELES SCHOOL DISTRICT

Advocacy • Achievement • Accountability

WINTER 2023

Violet Burkhardt and Vihaan Sharma, 5th graders at Hamilton Elementary practice during orchestra class.



Explorations in Gel Printing

With curious minds and ink-stained hands, Mrs. Hopkins' second-grade students at Dry Creek Elementary had an opportunity to meet Kaylee Cammack, a visual artist, through Field Arts and Events Hall's new program called Peninsula Performs!

Peninsula Performs! is a new arts education program that connects arts providers directly to students and educators in the Port Angeles School District.

This curriculum-based arts integration approach uses music, dance, theater, and visual arts to find new entry points into learning. It aligns with both Common Core State Standards and National Core Arts Standards. Teachers with students in second and fifth grades can bring professional teaching artists into their classrooms to teach the curriculum in creative new ways.



Mason Wilcox-Olton with instructor Kaylee Cammack



Ginny Diehl, amazed by her print.

After a short demonstration from Cammack, students used rollers to apply ink to a gel plate. They utilized different materials to add texture and design to the ink on their plate before laying down a piece of paper and pulling a print. Students gained perspective into planning and layering to create one-of-a-kind prints they can use in other projects or admire as they are.

"The key to growing creativity is to dive in and be brave enough to make mistakes-and lousy prints so that we can learn and discover new things along the way," said Cammack. "Gel printing is a fabulous and freeing way for students to boost their creative confidence due to its unique element of surprise. You never know quite what you will end up with!"

Each time students pulled up their papers to see their prints, you could hear "oohs and aahs" across the classroom. Ginny Diehl, a second grader, said she "loved every minute of this art class."

This new program is funded with grants from the Port Angeles Education Foundation and the Washington State Arts Commission; there is no cost to the school district. Peninsula Performs! infuses arts and cultural experiences into teaching and learning in ways that enrich the student experience and improve outcomes across the curriculum. "I love incorporating the talents of community members into our classroom activities. The students consistently amaze me with what they can create," said Mrs. Hopkins.

For more information or to learn how you can support this program, visit <https://fieldhallevents.org/education/>



Zayne Lok, showcasing his gel print.

FROM THE SUPERINTENDENT



This summer, the Port Angeles School District will face budget cuts that could exceed \$5 million. Unfortunately, we will have the most significant cuts our school district has ever experienced. We have been able to use Federal Relief dollars over the last 2.5 years to maintain staff and programs intended to help our students recover from the State's COVID closures. After this school year, these relief funds will end, but our students still demonstrate a high need for social-emotional and academic support.

We are asking the State Legislature to do its part in helping the Port Angeles School District and hundreds of school districts across the State of Washington with adequate funding. Here are a few suggested changes to the State's funding model that could help our district and others in Washington:

1. Fully fund Special Education. The State's paramount duty is to fund basic education fully. When a child qualifies for Special Education services, these services become a part of their basic education. The State of Washington caps the special education population at 13.7%, meaning any additional students beyond that percentage are unfunded. This additional cost is then deferred to the local Enrichment Levy, also called Educational Programs and Operations (EP&O) Levy. Basic Education programs for qualified students are not enrichment, and the State must provide full funding to meet its moral and legal obligation to every Special Education student in our State.

2. Fully fund the IPD/COLA for staff salary enhancements. The State funds salary increases for staff in the form of an Implicit Price Deflator (IPD). The problem is, the current State funding model only covers 50% of the funds needed for these salary increases, leaving our District to come up with the remaining balance. This lack of funding leaves local districts looking to make up the difference again from our local EP&O Levy, which is not an enrichment.

3. Address regionalization to be fair for all school districts in our state. School funding is not equal in our State. School districts in the King, Snohomish, Pierce, and Kitsap counties receive up to 18% more State dollars proportionally than we do in Port Angeles. We believe an educator in Port Angeles is as valuable as an educator in Seattle and should be compensated fairly.

Our State needs to provide equal and fair funding for our school district. We will get through this budget concern together. If you feel inclined, now is the time to reach out to our district's State representatives. Ask that they support public education and the well-being of our staff and students.

The following year could be challenging for our district, but we remain committed to the future of our students, staff, and community.

**Keeping Students First,
Marty Brewer
Port Angeles School District Superintendent**

A Message from Board President, Sandy Long



Happy New Year greetings from the members of the PASD School Board of Directors!

We are a duly-elected, volunteer, non-partisan board composed of five unique individuals. Three of us are certified public school teachers, two of us have administrative experience, and one was a former university professor. One is a banker and one is a realtor. One director graduated from Port Angeles High

School and three directors have children who graduated from there. Two of us have a child or grandchild currently enrolled in our system. One director has a child who will become a student in the not-too distant future. All of us are parents and/or grandparents. We were each born in different decades. We are truly a diverse group!

However, we have many commonalities. Our job is well-defined by the laws of the state of Washington and the Board policies and procedures. We are elected to advocate for all students and their families. Our responsibilities include choosing a superintendent, preparation and oversight of the budget, curriculum decisions, and policy development. Each member serves on a variety of committees. We are currently completing our new strategic plan which will guide our work for the next 3 years. As we look into the future of this school district, we are hoping to lead the community in a 30-year capital building plan which will replace each of our schools. These modern facilities will be designed to provide each student with the best educational opportunities for their future development.

We thank each of you in our community who continue to support these efforts!

Robotics and Engineering at PAHS



Freshman students Jackson Pankey and Cohen Seiler get ready to start their clawbots for competition while Isaac Meek watches from outside the cage.

Port Angeles High School offers students the opportunity to learn about building robots. In Susan Bettinger's robotics and engineering class, 9th to 10th-grade students learned how to construct and code a claw robot for competition. Students worked in teams of 3 to design and program their clawbot. During the process, students learn valuable trade skills while getting hands-on experience and a crash course in collaboration, teamwork, and how to bounce back after failure.

According to Maya Garrison, a freshman at PAHS, taking this class has helped her understand engineering. She had never built a robot before, and this was her first time taking an engineering class. "I've learned a lot this year, and I look forward to taking small engine repair next and using the tools from this class in the next class."

For the competition, student teams faced off against each other

with the mission of using their clawbot to pick up and carry pails of candy to the finish line. The competition was fierce but friendly, and winners were determined by who moved the candy pails to the finish line first. Cohen Seiler, a freshman on a winning team, shared, "I'm proud that we won! I've built a robot one other time, and this time it only took us a week and a half to build!"

Robotics is much more than winning competitions. Students learn and apply Mechanical Engineering, Software Engineering, Electrical Engineering, Computer Science, and Systems Design Engineering principles. They use applied math and science and their newfound technology and computer science skills to design, build and program various robots to meet challenging specifications. Students also learn how to assemble and program drones as a portion of this class, and those 16 and older can earn their FAA drone certification.

Programs like this at PAHS allow students to test their abilities as they explore, grow, and prepare for their future one robot at a time.



Maya Garrison - 9th grade, working on her clawbot.

Free Food for Port Angeles School District Students



Marshall Ray and Zuleyka Ramirez Martinez, Transitional Kindergarteners at Dry Creek Elementary, build their plates full of healthy fruits and vegetables.

New for this year, PASD is participating in a National School Lunch and Breakfast Program called the Community Eligibility Provision (CEP). This program allows all students attending school in person to receive breakfast and lunch at no charge through the 2026 school year.

"In the Port Angeles School District, 55% of students are eligible for meal benefits, which puts the district at a level that allows all students to benefit from CEP," said Marty Brewer, PASD Superintendent. "With inflation causing food costs to rise, this is a big win for each family in our school community."

To date, PASD has served 69,880 free breakfasts and 85,161 free lunches to students. As we continue to respond to dramatic spikes in childhood hunger driven by the pandemic, we now have additional tools to reduce hunger, improve nutrition, and support academic success through the Community Eligibility Provision program.

Student Spotlight

KAYLA JONES, INTERN CLALLAM RESILIENCE PROJECT

Over the summer, Kayla Jones, a junior at Port Angeles High School, accepted the Youth Internship position with the Clallam Resilience Project. From July 5th to September 8th, Kayla interned 33 hours and, in exchange, received a stipend along with credits to Peninsula



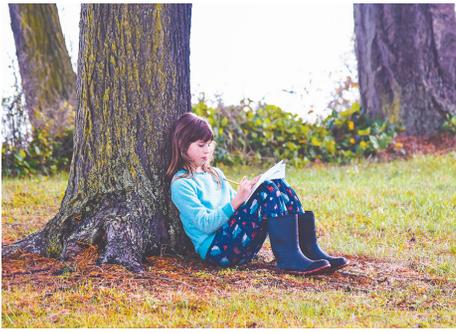
College. The goals of this internship were to help talented youth develop their social and community connections and to acquire essential skills and experience which support career readiness. The Clallam Resilience Project, which operates out of the United Way of Clallam County, is dedicated to developing successful local leaders,

elevating youth voices, and striving to make the internship as beneficial as possible. Here is what Kayla had to say about her internship experience:

"The Clallam Resilience Project: Using research from the Neurobiology, Epigenetics, Adverse Childhood Experiences (ACEs) and Resilience Research (NEAR), these sciences provide opportunities to connect, learn, and educate on how and why to apply trauma-sensitive care countywide."

This quote from the Clallam Resilience Project website sums up my experience learning about trauma and why being trauma-informed is so important. I spent my summer redefining mental health and gaining introspection regarding trauma through an all-embracing nine-week internship with The Clallam Resilience Project. During these nine weeks, I worked with Georgia Bullard, a fellow intern about the same age as me. We worked under Minnie Whalen, the Clallam Resilience Project Director, and Kaelen Gilman, an AmeriCorps Vista. I acquired various novel skills and life lessons. These skills take the most notable form in how I learned to communicate with the people in my life. One of the most memorable moments that exemplified this was during my time with young children at the YMCA. I found that a lot of the time, young children ask trauma-sensitive questions, anticipating a logical answer. Until this work, I didn't realize there isn't a correct answer or justifiable reason for terrible things when they happen. So what do you do? What do you say? For a long time, I wondered the same thing. These are children, I didn't want to say the wrong thing or overstep, but I wanted to help.

One day, a young girl notoriously known to be happy and cheerful seemed unusually gloomy. I checked on her; at first, she spoke about feeling left out and unheard by the other children. Yet, as the conversation progressed, I noticed her eyes fixated on a butterfly. I asked her if she liked butterflies. She replied to me, explaining how her grandmother, who just recently passed away, loved butterflies. She immediately broke into tears. The rest of the day, she and I spoke about her grandma and what steps she would need to take to heal. After I got home that day, I remember sitting on my bed wondering if I had said the right thing. The next day I stood corrected, watching her in all smiles, running with butterflies. Right as she saw me, she greeted me with a big hug. At that moment, I'd never been more thankful for my internship. My internship taught me how to be trauma-sensitive even under challenging situations. Being able to touch and help the people I care about is very important to me. That is why I wouldn't change my experience for anything!



Student Harmony Salazar-Tipton doing school work beneath a tree.

Outdoor Experiential Learning for Students on the Olympic Peninsula

Olympic Nature Experience (ONE) and Seaview Academy are teaming up to provide outdoor experiential learning opportunities for online and home-school students in Kindergarten through fourth grade. They've named their joint venture, the ORCA program.

Seaview and Port Angeles School District received funding to conduct a pilot program that will measure improvements in educational outcomes for students in grades K - 4 as a result of in-person experiential learning. As the look and delivery of school have changed over the past couple of years, families have expressed a desire to have more innovative opportunities in distance learning, build social skills, and promote a solid academic foundation. From this feedback, Seaview and ONE developed the Orca Program, in addition to Seaview's regular online program. The Orca Program is a combination of distance learning, outdoor school, and hands-on learning available to families on the North Olympic Peninsula.

Each Wednesday, ONE holds two sessions at Lincoln Park. ONE teachers, Andrea Low and Amanda Erickson, seasoned outdoor educators, guide students on a journey toward nature awareness and stewardship through play-based learning and a unique STEM-focused curriculum. These sessions are opportunities for students to get together with their classmates to engage in hands-on learning.

To supplement ORCA students' in-person outdoor learning experiences, Seaview Elementary teacher, Lisa Cobb, also facilitates lessons, tutoring, and small group support at the Seaview Learning Center. This offering provides additional opportunities for socialization and collaborative exercises.

Merissa Koller Williams, Executive Director of ONE, says, "We are honored to be involved in this pilot program and are confident that participating students will see an overall improvement in their physical, mental and educational well-being this year. Washington State continues to invest heavily in environmental education, and we hope this collaboration will lead to more inclusive and immersive outdoor experiences for the children of Clallam County."

"Students can engage with nature and explore the world around them," said Lisa Cobb. "The Orca Program aims to provide a free, experiential opportunity that enriches distance learning by offering our youngest students a program with outstanding academic and social components."

Parents interested in enrolling can call Seaview Academy at 360-452-9502.

2023 REGIONAL TEACHER OF THE YEAR, JENNIFER PROIETTE

The Port Angeles School District is honored and excited to announce that Jennifer Proietto, a kindergarten teacher at Franklin Elementary, is the Washington State OESD 114 Regional Teacher of the Year!

A note from Franklin Principal Jeff Lunt: "In two words, the reason why Jennifer Proietto was nominated for Teacher of the Year is that "she rocks!"

Mrs. Proietto was nominated by a former student's parent, who realized the amount of time, energy, and love Mrs. Proietto puts into her class and students' lives. She knows how to get the most out of her students to assist them in reaching their potential. Anyone who has seen Mrs. Proietto teach recognizes that she is a whirlwind of enthusiasm and "quiet" is probably the last word to describe her, but as a leader, she is just that. She quietly leads and sets an example for others.

Mrs. Proietto is extremely humble, and recognition is probably the last thing she wants, but she is extremely deserving to be chosen as the Washington State OESD 114 Regional



Pictured left to right: Sarah Methner - School Board Director, Mary Hebert School Board Director, Principal Jeff Clark, Mrs. Proietto, OESD Superintendent Dr. Leavell, PASD Superintendent Marty Brewer, Sandy Long - School Board Director, Katie Marks - School Board Director, and Yau Fu - Student School Board Representative.

Teacher of the Year."

PASD was visited by Dr. Aaron Leavell, OESD 114's new Superintendent. Dr. Leavell visited during our September School Board Meeting

and presented Mrs. Proietto with her award and shared words of appreciation. Congratulations, Mrs. Proietto, we are grateful to have you in our district!

Medical Detectives

Medical Detectives is a new Career and Technical Education (CTE) elective class taught by Heather Titterness at Stevens Middle School. In this class, students play the role of real-life medical detectives and learn about different aspects of the medical and scientific field, from epidemiology, diagnostics, and patient care, to dissection.

Students solve medical mysteries through hands-on projects and labs. "By the end of this course, students should have a solid base in biology, as well as a thorough understanding of correct lab procedure and safety, experimentation, and how science relates to the world around us," said Titterness.

From September to December, students learned about the brain and ended the unit with a lab that tied together all the different parts of the nervous system by completing a sheep brain dissection. Students explored the nervous system and how neurons move chemical and electrical signals throughout the brain and received instruction about the function and structure of the different parts of the brain and diseases that can affect the nervous system and the brain.

Before winter break, students bravely gloved up and dissected a sheep's brain to look at the external and internal structures. Harlie Larrance, a 7th grader, said, "It was cool to learn about the brain from Mrs. Titterness but to hold a real sheep brain in my hand and see it up close was a cool experience!"

The next step in this course is for students to compare and contrast the sheep's brain to a human brain. Students will read two articles and par-



Harlie Larrance and Nevaeh Thurman, 7th Graders, exploring the inside of a sheep brain.

ticipate in classroom discussions on scientific ethics and how this field investigates how brain cells work. The first article is about how scientists bring brain cells back to life in dead pigs, and the other article is about brain cells on a chip learning to play pong within 5 minutes.

CTE courses provide students real-world 21st-century skills that make them career and college ready. Courses like Medical Detectives help our middle school students discover and start their career exploration earlier in education. If students do well and enjoy this type of class, they are more confident to move on to advanced courses in high school and continue their CTE journey.

MARK YOUR CALENDARS!

Join us for our annual paper shredding event on Saturday, April 29, 2023, from 10 AM - 1 PM at Steve Methner's State Farm, 611 E. Front Street. Bring your paper to shred and make a donation. Proceeds from this event will help fund our Back to School



Fair held in August, where children in need receive supplies for the 2023-24 school year. Thanks to our community for supporting this event year after year! Special thanks to our trusty volunteers and 2022's Sponsors: Sound Community Bank, Port Angeles Kiwanis, and Steve Methner-State Farm.



Parker Pavlak - 8th grade, and Valentin Dominquez - 7th grade, get a close up look at a sheep brain.

Drop, Cover, and Hold - Finding Hope in Unsteady Times

BY MARY KRYSIAK



2022 OLYMPIC ESD REGIONAL TEACHER OF THE YEAR AND TEACHER AT DRY CREEK ELEMENTARY

The Great Washington Shakeout is a drill where students and educators across the state practice how to drop, cover, and hold in the event of an earthquake. We drop under a table for protection, cover our heads for extra support, and hold on to the table leg so the cover stays put. A three-minute drill officially prepared us for disaster: Simply drop, cover, and hold. Little did I know, I would experience a great shakeout with my students that very day.

After recess I found my student sobbing because she was slapped in the face by a classmate. We got out of the rain and into our classroom to sort it out as a class. As she shared her feelings of fear and sadness, the student who hit her offered his apology. Hands began to raise as students shared experiences in their lives at home and school where someone hurt them out of anger or retaliation.

DROP.

This moment of vulnerable 2nd graders talking through these difficult experiences and waiting to share their truth was as real as it gets. My class of 7-year olds, soaked from the rain and sitting together in a circle, found power and solace in each other's voice. After a student shared that someone used racist language about his beloved auntie in front of his sister, he began to cry. Silence, and then a quiet voice rose from across the circle, "I'm sorry that happened to you, Jason."

COVER.

This moment stood still. You could feel the tension of the room release, the force of

their shared stories offering comfort like a weighted blanket. My heart was filled and breaking simultaneously. There is no shakeout drill for this. Where was the table leg to hold on to to keep them safe? Amazingly, this class found it. This courageous group of 2nd graders found their table leg through shared stories of emotional and physical trauma. They echoed the sorries and shared ideas for how to feel better when things are scary. I sat with them on the carpet in awe. When they felt the rumbles and the ground shake beneath them, they found support through vulnerability and kindness. They found enormity in their smallness.

HOLD.

We are teaching and learning in a pandemic. The public wants to believe we are back to normal because we are in school again but nothing is normal, nor will it be again. Our communities have been shaken to the core over the last 20+ months. Our young people are shouldering the weight of the pandemic and educators see the effects of this burden daily. But on this day, I saw something else: Resilience. We are building it every day for our students by honoring their voice. Moments like this- born from trauma and fear, frustration and uncertainty- came strength. Empathy. Courage.

I often worry if our young people will know what to do if someone is not there to tell them to drop, cover, and hold when their world gets shaken upside down. But today reminded me that they will be okay. That we will all be okay. This generation is learning how to survive by finding strength and trust in each other, a trait we all need more of right now. On the day of the Great Shakeout, my students found connection through empathy. Unity through support. And while there are many scary and mean things in the world today, there are countless examples of goodness and hope. And we could all use a little more of the hope I get to see every day from my students in Room 4.

ALUMNI SPOTLIGHT

RON WASNOCK

Ron Wasnock, born in 1930, graduated from Port Angeles High School in 1948. His parents moved from Tacoma to Port Angeles in 1930 because his father transferred to the Safeway Meat Market as the manager.

Wasnock attended Jefferson Elementary, where he was interested in music and singing with his classmates. During this time, he was a member of the schoolboy patrol, now known as the crossing guards. This patrol was supported by the police department and organized students in rankings to keep the school safe. Police rewarded students for their patrol by getting a pass to the old Olympian Theater for a Saturday afternoon western movie.

One popular activity for elementary students during this time was playing marbles. Every kid had a drawstring bag of marbles. Other popular activities were paper and scrap metal drives. During World War II, Jefferson students held paper drives when there was a shortage of paper for the mills. Classes would compete to bring in the most pounds of paper or scrap metal so the government could build ships, airplanes, and other equipment to fight the war.

After graduating 6th grade at Jefferson, Wasnock attended Roosevelt Junior-Senior High School, where Port Angeles City Hall is today. He remembers building model wooden military airplanes and continuing his love of singing.

Once at Port Angeles High School, his music teacher picked four students to become a barbershop singing quartet, including Wasnock. They formed a band called the High Four Barbershop Quartet. During his four years of high school, the quartet performed many times and entertained local luncheon service clubs like the Lions, Rotary, and Kiwanis. Wasnock also participated in the drama club and performed in school plays.

Wasnock graduated with 120 students in the class of '48. The war was brewing in Korea, and all 18-year-old males were drafted. Wasnock enlisted in the Navy for a 4-year term and attended Boot camp in San Diego for a clerical classification. Fortunately, he was assigned to an admiral's headquarters in Hawaii at Pearl Harbor. He worked under the commander-in-chief of the Pacific Fleet. As part of the admiral staff, Wasnock was able to keep track of all of the PAHS classmates enlisted in the Navy and knew the whereabouts of everyone. He organized visits with them when they were in town and kept everyone connected. After three years in Pearl Harbor, he wanted to get into the war and arranged for an assignment on the USS Bremerton, where he spent time in heavy combat on the coast of Korea before finishing his duty.

Once out of the Navy, Wasnock worked in his dad's butcher shop for a couple of weeks. He then got a job at a local bank as a teller for a few years and had an opportunity to buy a collection agency called the Port Angeles Bonded Collectors with the help of his father. Wasnock was known as the nicest bill collector on Earth.

Wasnock met his wife Annabelle when he worked at the bank, and she worked at Port Angeles Bonded Collectors. They met when she would come to the bank and make deposits. He bought the agency after they met, and Annabelle and Ron owned and operated it for over 50 years on Lincoln Ave in the same building where Patricia's Pet Shop is now. He had a good reputation with the community.

In the late '50s, Wasnock joined the Port Angeles Junior Chamber of Commerce. The Junior Commerce was a popular group of 100 hardworking community contributors. After his 2nd year with the chamber, he was elected president. After his presidency, he was invited to join the "Old Man's Club" called Rotary as one of the youngest members. In 1972, he was elected president of the Noon Rotary Club. There was only one Rotary Club in Port Angeles then, and Wasnock is now an honorary member.

Wasnock still lives in Port Angeles. He has seven children, fifteen grandchildren, and six great-grandchildren. Three of those grandchildren attend schools in Port Angeles! Through the years, he kept in touch with his classmates and was the general chairman of class reunions. Out of the 120 students from the class of '48, only five classmates are left, including himself, Sig Halvorsen, Jim Stamateou, Jack Ramberg, and Paul Lamoreau. Wasnock recalls his early days at Jefferson Elementary and how he learned to be a good friend and foster relationships. He said his classmates throughout his education in Port Angeles were one big, tight-knit group of friends.



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PORT ANGELES SCHOOL DISTRICT

Vision: All PASD students will graduate prepared for life-long learning.

Mission: PASD creates learning communities that prepare each student to live, work, and learn successfully in a changing world.

Port Angeles School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinators, Civil Rights Compliance Coordinators: Scott Harker, 905 W. 9th St., Port Angeles, WA 98362, (360) 457-8575, sharker@portangelesschools.org, and for Section 504/ADA Coordinator, Pam Sanford, 905 W. 9th St., Port Angeles, WA 98362, (360) 457-8575, psanford@portangelesschools.org.

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For school information, dates, events, forms and photos, check out our website at www.portangelesschools.org

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