A Look Inside
HILLSBORO SCHOOLS

Winter 2012

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INTEL'S SCIENCE EXPO SHOWCASES STUDENT RESEARCH

Glencoe students Brian Dunn and Marlo Eckert took third place at the Intel Science Expo for their chemistry project that sought to understand the best method for removing permanent pen marks from clothing. They, along with seventeen other students from all four Hillsboro High Schools, will present their projects at the state science fair in March.

The tenth annual Intel Science Expo, held Friday, February 17, at Intel's Jones Farm Campus, drew no shortage of participation from Hillsboro high schools. Of the 160 projects on display, 90 of them were from Hillsboro. Now seventeen of them will be advancing to the state science fair—the Intel Northwest Science Expo—on March 23 at Portland State University. Additionally, Tori Graf of Hilhi won Best of Fair for the second year in a row and will once again be representing Hillsboro at the Intel International Science and Engineering Fair May 13-18, 2012, in Pittsburgh, Pennsylvania, supported by a grant from Intel.

Below are all the awards won by Hillsboro students. First and second place winners, as well as third place winners with an asterisk, will be advancing to the State Science Fair.

Century

- Emma Orton: Third Place, Physics and Astronomy*
- Danith Davis: Second Place, Engineering: Materials and Bioengineering
- Spencer Hastings: Second Place, Energy and Transportation
- Arial Eatherton: First Place, Chemistry; Women in Engineering Award sponsored by Intel
- Gena Tkachuk, Brody Stiefel: Third Place, Animal Sciences*

Glencoe

- Christiana Logan: First Place, Engineering: Materials and Bioengineering
- Daniel Kachmarek: Third Place, Engineering: Materials and Bioengineering*
- Anisha Datta: First Place, Energy and Transportation
- Alex Chau, Jacom Gerber: Third Place, Energy and Transportation
- Marlo Eckert, Brian Dunn: Third Place, Chemistry*
- Christina Zimmerman, Morgan Scarbrough: Outstanding Project in Materials Science
- Abraham Teklu: Outstanding Project in an Atmospheric Science Exhibit

Hilhi

- Tori Graf: Best of Fair; First Place, Animal Science; Peer Choice Award
- Dulce FloresCruz: Second Place, Biochemistry
- Sarah Mireles: Third Place, Behavioral and Social Science*
- Catherine Bayer: Third Place, Plant Sciences*

Liberty

- Jarek Hunger: OSU College of Engineering Scholarship
- Erin Lake: First Place, Plant Sciences
- Aakash Jani, William Kim: Third Place, Mathematical Sciences
- Keawe Stubenberg: Second Place, Environmental Management
- Dea Arozamena, Zachery Rogers: Second Place, Chemistry

Congratulations to all of our student researchers and the teachers who support them!

OREGON'S NO CHILD LEFT BEHIND WAIVER

Passage of State Legislation Will Provide Future Direction on Achievement Compacts

Oregon, along with most other states in the nation, has submitted a waiver application to the U.S. Department of Education that would allow exemption from certain provisions of the Elementary and Secondary Education Act (commonly referred to as "No Child Left Behind" or NCLB) in favor of its own student achievement targets and accountability plan.

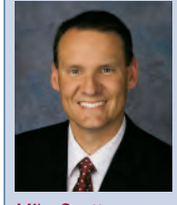
The application "proposes a framework for school accountability that is consistent with broader efforts, led by the Governor and the Oregon Education Investment Board (OEIB), to establish a seamless, outcomes-focused system of public education."[1] It was developed in the fall and early winter by a team of nearly 100 Oregon superintendents, district administrators, teachers, representatives of various stakeholder groups, and staff members from the Oregon Department of Education and Governor's office. The draft plan was next vetted by the public via an online survey that received over 6,000 responses, then refined and submitted to the USDOE in late January 2012.

The waiver application required states to address three main principles: 1) college and career-ready expectations for all students; 2) state-developed differentiated recognition, accountability, and support; and 3) supporting effective instruction and leadership. Oregon's plan has eight major components:[1]

1. Detailed plans for implementing college and career-ready standards.
2. A proposal for a new Oregon Report Card, with measures that go beyond standardized testing to indicate whether schools are placing students on track for success in college and career.
3. A proposal for achievement compacts—"partnership agreements" between the state and its 197 school districts—that will express the contributions each school district should make towards statewide goals for educational outcomes, as well as the resources, supports, and flexibility that the state commits to provide in return.
4. Identification of higher- and lower-performing schools and a focus on continuous improvement for all schools.
5. An emphasis on measuring student

Please see **NCLB** on page 12

From the Superintendent



Mike Scott

Educational Accountability

It was more than ten years ago when the No Child Left Behind Act (NCLB) of 2001 became signed into law and introduced strict accountability language to the process of educating all children. All schools have since been expected to meet the increasingly high annual performance standards, but for those schools receiving federal Title I dollars—additional assistance for schools where a majority of the students are from low-income families—the stakes have been even higher. Failure to meet the achievement benchmarks has brought harsh labels and consequences to some schools in Hillsboro and many others around the state and throughout the country.

Please see **SUPERINTENDENT** on page 12

Century

Feeder Group

BUTTERNUT CREEK ELEMENTARY SCHOOL
Principal: Enedelia Schofield

Thanks to our dedicated staff and strong team of volunteers, spearheaded by our Parent Teacher Club, there are a lot of exciting enrichment opportunities for our students.

A LEGO Club meets once a week before school and is led by Mr. Bancroft, a father of two Butternut students. Mr. Bancroft is focusing on younger students while empowering older students as mentors. Our Jump Rope for Heart event, organized by PE teacher Ms. Bartels, was a huge success and exceeded expectations by raising over $2,000. Students jumped rope in their PE classes and were served juice and orange slices by volunteer parents while raising money and awareness for fighting heart disease.

One of our academic goals this year is to improve student learning with our second language students. There are two after school groups in full swing to meet those goals in reading and math. Eighteen second- and third-grade students participate two days a week in a 90-minute reading intervention focused on phonics, fluency and comprehension. Another group of sixth-grade students also meets twice a week to focus on math. It is exciting to track the growth of these students during our data team meetings each month!

Butternut Idol auditions are under way as we prepare for our annual talent show. Music teacher Mrs. Stuve organizes the auditions and will include a panel of parents and student council leaders as judges. An inspiration to many of the students this year is Faith Allen, a former Butternut student. Faith, now a Brown Middle School eighth-grader, recently won the 2012 Hillsboro Idol contest. Faith shared her gift of music earlier this fall with students in grades 3-6. Her success is a source of Butternut pride for both students and staff.

The PTC just began plans for a playground improvement project. This is a two-year goal and will require teams to help with fundraising and playground design. Two parents, who happen to be engineers, are already on board to assist in the planning. Funding will be provided entirely through PTC fundraising.

Parent and community involvement in our school helps make Butternut a great place to be—thank you to all our volunteers!

IMLAY ELEMENTARY SCHOOL
Principal: Kona Williams

During the first two weeks of February, Imlay students welcomed well-known musician and philanthropist Michael Allen Harrison. Mr. Harrison worked with each class to compose songs that students shared at an all-school assembly. Students helped compose the lyrics by providing ideas from what they were learning in their classrooms. Some of the lyrics included math vocabulary, notions of community building, or clever and humorous words. Parents loved seeing their children perform at the assembly and many commented it was a wonderful event. Mr. Harrison will create a compilation CD for Imlay families to purchase.

The artist-in-residency was made possible by generous donations from the Imlay PTA. Special thanks to coordinators Meeta Heuss and Marybeth Knoell for helping provide this wonderful opportunity for our students and to music teacher, Emily Helligso, for supporting Mr. Harrison and students during the residency.

Bag Oregon

By Sixth-Grade Students Josh Brenne, Madeline Burk, Zoraida Diaz, and Olivia Osborne

Have you ever wondered what happens when you recycle your plastic bags? We did. So we formed "Bag Oregon" to work on a national sustainability project called the "Siemens We Can Change the World Challenge."

Even though people in Oregon are already environmentally-friendly, there is always room for improvement. Bag Oregon's idea for this project is to recycle plastic bags and turn them into reusable items. We are currently working with our teacher, Ms. Shimamoto, to collect bags to recycle and make a bench for the students of Imlay. We are collecting bags from Imlay, Indian Hills, Butternut Creek, and Tobias Elementary Schools. Currently, we have collected over 2,500 bags. We also designed a logo for a reusable cloth bag, and are working with local businesses like Parr Lumber to create the bench.

If you would like to make any donations either of plastic bags or money, please drop them off at Imlay Elementary School by March 2. Thank you for your support!

Imlay artist-in-residence Michael Allen Harrison demonstrates how to compose songs.

With teacher Kim Shimamoto, these Imlay sixth-graders embarked on a sustainability project to recycle plastic bags into a bench for their school.

INDIAN HILLS ELEMENTARY SCHOOL
Principal: Bruce Bourget

At Indian Hills, we have a variety of programs that are organized and supervised by outside organizations, parents, and teachers. Some of the programs at Indian Hills have been in operation for several years and some are new to our school this year.

Longstanding programs are Homework Club, Mad Science, Chess Club, and Drama Club, each of which enjoys strong and growing participation. Of special note is our Drama Club, which is directed by fifth-grade teacher Ms. Leonard. Students rehearse on Tuesdays and Thursdays from December to May with performances in May at Brown Middle School. Look for the times of the performances later this year—you won't want to miss these quality shows enjoyed by parents, students, staff, and community members.

We also have several new after-school programs starting this year. Young Rembrandts teaches drawing with a see-touch-do method that helps students improve their fine motor coordination, attention to detail, and develop the traits of discipline, persistence, and patience. LEGO Robotics is for students in grades 1-3. One of our parents, Mr. Naymyo, is directing this program. Students are doing research on their project and working on preparing a LEGO model which will be used in their presentation before judges later this year. This introductory LEGO Robotics program may lead to the more advanced robot building program seen at grades 4-6 and above. We thank Mr. Naymyo for volunteering his time and for sponsoring this program as well. Fifth-grade teacher Ms. Lais has volunteered to start a Japanese club. There has been a lot of excitement and interest in this new club judging by the waiting list! The ELD Club is also new to Indian Hills this year. Ms. Greco has volunteered to direct the activities of this club, which will be serving students with English as their second language as well as students whose primary language is English. The students will be working on refining their English language skills.

After-school programs offer a balance to the daily educational program. They provide opportunities for children to explore areas of interest and to develop new skills. We thank the groups and teachers who provide the direction and leadership of these activities, and we are grateful to those who volunteer their time in these programs.

LADD ACRES ELEMENTARY SCHOOL
Principal: David Cox

It has been a very busy and exciting year at Ladd Acres! Along with the "3 Rs," our students are busy learning to be safe, respectful and responsible. Students also have been learning through various community presentations on topics such as recycling, Chinese New Year, and electricity.

Thanks to those parents who attended the Parent Math Night on February 9. We were pleased to educate parents on the wonderful new *Bridges* math program their students have been using.

One exciting accomplishment here at Ladd involved a record number of sixth-grade poems accepted for publication in a

Creative Communication anthology. This is a judged contest teachers use to encourage students to write poetry. (See one of those poems printed at right.)

Two classrooms also recently won cash prizes totaling $5,500.00 in the National Lysol Blue Ribbon Attendance contest. Last November, K-5 classrooms participated in this contest by tracking attendance for the month and designing a poster-size "Stay Well" card.

Mrs. Genduso and Mrs. Washam's classroom won the second-place prize of $5,000. The class' Stay Well card was designed in the shape of a Lysol Wipes dispenser, but renamed Astro Wipes after the school's mascot. Each student illustrated a stay well idea on a 4" x 4" cloth square which was then sewn into a long strip by parent Rebekka Carpenter to represent the "wipes."

Winning one of the 15 runner-up prizes of $500 were fourth-graders in Mr. Salzwedel's classroom. Their Stay Well card's theme was the "Picture of Health" in which students drew a small portrait of themselves that flipped open to reveal different stay well ideas.

Congratulations and great job to our very creative and talented students!

Budding poets at Ladd Acres are being published in an upcoming anthology of judged poetry.

Ode

Laughing, playing
like it's our last
Our childhood goes
but we need to remember
The good times we had
Like when we were
in the snow in December

Living our lives
Committing mistakes
Hanging out with friends
Making memories we can't retake

Making my decision, not yet
But I will shine
Even if I don't
This is our time

Melanie Schaw,
Ladd Acres

REEDVILLE ELEMENTARY SCHOOL

Principal: Gina Baez

Reedville Elementary holds an annual Read Across America Night, a family event promoting the love of reading and celebrating Dr. Seuss' birthday. Students build up to this event in a variety of ways. Classrooms devote a bulletin board to their favorite books and students and staff dress up as their favorite book character. On another day, they wear crazy hats in honor of the Cat in the Hat. On Dr. Seuss' birthday, community volunteers visit classrooms reading to or listening to students read throughout the day. Finally, to build excitement for the family evening event everyone wears their pajamas and can bring their favorite reading friend (stuffed animal).

The evening begins for Reedville families with dinner at the neighboring Reedville Presbyterian Church. Community Celebrities turn out to read a Dr. Seuss book to students and family members. In recent years, these celebrities have included: Timber Joey, a Washington County Sheriff's Deputy, the Century High School Jaguar, the Brown Junior High School Panther, local firefighters, cheerleaders, athletes, Clifford the Big Red Dog, and even the Cat in the Hat!

Students and their families collect autographs from these community celebrities, listen to stories (in English or Spanish), participate in grade-appropriate literacy activities, and read together while enjoying milk and cookies. At the end of the event, each Reedville student leaves with a new book, a literacy activity to continue at home, and a heightened enthusiasm for reading!

TOBIAS ELEMENTARY SCHOOL

Principal: Steve Callaway

Putting the Pieces Together

Beautiful art is on the horizon at Tobias Elementary School. Parents and staff are working together to bring an external mural project to our building before the end of the year. Nationally renowned tile mosaic artist Lynn Adamo will lead nearly 500 students in this endeavor. Some of Lynn's local community work can be seen in Magnolia Park, Harold Eastman Rose Garden, Indian Hills Elementary School, and the Sequoia Gallery in downtown Hillsboro.

This large-scale project will have many benefits for our students. Under Lynn's direction, each child will participate in age-appropriate hands-on activities to create the mural. Children will contribute at every level from initial design to final placement of tiles. For some, this may be a once in a lifetime opportunity to explore the real mosaic medium, learning how thousands of pieces come together to create the larger scene. For many years to come, they will know that their art lives on in the mural.

The positive impact of art in learning and development has been proven time and time again. When students enter Tobias to learn, the visual impact of a colorful and inviting work of art will let them know that their school is a special place. The surrounding community will appreciate the mural as they utilize the school's fields and playgrounds.

To raise funds for the tile mosaic mural, the Tobias PTO will host its first ever "Dads' Flying Pancake Breakfast" on Saturday, April 14, from 8 a.m. to 11:30 a.m. at Tobias. We'll have delicious all-you-can-eat pancakes, sausages, juice, and coffee made by our very own Tobias dads. This is not going to be your average pancake breakfast. With flying pancakes and power tools, this will surely be a morning to remember. The public is welcome! Tickets are $5 each or $20 for a family of six.

Many thanks to Alpenrose Dairy, Krusteaz Pancake Mix, and Cash and Carry for donations.

BROWN MIDDLE SCHOOL

Principal: Don Brown

Brown Middle School has a strong tradition of making sure students have fun while they improve academically. Our leadership students promote several activities within our school to increase school spirit. One event that recently took place at Brown Middle School was Spirit Week. During this week, students had a different theme each day and were able to dress-up according to that theme. There were also fun contests and activities during lunch. The daily themes and activities were organized by our leadership students. This year's themes are listed below:

- Mustache Monday – Proudly display your favorite mustache
- Tumbleweed Tuesday – Dress-up in your best cowboy attire
- Wednesday (Bad Hair Day) – Whip up a crazy do and wear it to school
- Thursday (Fun in the Sun Day) – Wear your favorite summer attire
- Double Trouble Friday – Find a buddy and come dressed as a twin

Spirit week always sparks interest in our student body by bringing new and fresh events to our daily routines. Participation is high among our students and it's always fun to watch how creative students can be with the various themes.

CENTURY HIGH SCHOOL

Principal: Ted Zehr

AVID Provides Structure for Success

As Century High School instills a college-going culture, one of the many supports to achieve this goal is the AVID (Advancement Via Individual Determination) system, with a mission of closing the achievement gap by preparing all students for college readiness and success in a global society. AVID is currently offered in approximately 4,800 schools in 48 states and 16 countries and territories.

AVID students are systematically identified through a screening process which seeks those who have the potential and desire to excel. Each student is encouraged to take challenging courses, including Advanced Placement.

"Because of AVID, I am enrolled in two Advanced Placement classes," one Century student said recently. "I would not have attempted the classes without AVID and it has also provided the support for me to be successful."

Within the AVID elective, students are provided with support, as well as rigorous intellectual work. In the class, the students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. The students' self-images improve, and they have become academically successful leaders and role models for other students at Century.

The trained AVID elective teachers provide academic training, manage tutorials, work with faculty and parents, and help develop long-range academic and personal planning for each AVID student. Among the AVID students, 28 juniors are enrolled in at least one AP class and 28 sophomores are enrolled in A.P. European History. Rick Burnett, our junior AVID teacher, says being an AVID teacher is: "…the hardest job you will ever love!"

The impact of AVID is evident in the testimonials of our students.

"There have been many life changing experiences in my life, but AVID is easily the most enhancing class I've ever taken," one student said. "It has gotten me through the toughest of times in my high school life. It's made me more motivated to get better grades in classes, got me more interested for college to come around and connected me with some great people."

All content area teachers are trained to implement the AVID methodologies of WICR (Writing, Inquiry, Collaboration, and Reading) into their classes. Thus, all students are able to benefit from AVID's focus on intellectual and academic challenge, and we are ensuring a college- and career-ready culture for all of our students at Century.

Glencoe Feeder Group

FREE ORCHARDS ELEMENTARY SCHOOL

Principal: Becky Brauer

Free Orchards students have been exercising their whole brains with fulfilling projects by Right Brain Initiative-funded artists. Students in grades 5 and 6 worked with artist Lisa Wilcke to create fused glass art representing the ecosystems of Oregon. Their collective artwork, installed near their classrooms, will be integrated into student writing, science and social studies units.

In the K-4 classes, students worked with artist-in-residence Addie Boswell, a children's book author. Students in grades K-2 created self-portraits while third- and fourth-graders illustrated and authored work on an animal character of their choice. All students, working with their classroom teacher and Boswell, learned the art of working with a new medium—New Zealand dyes.

Last fall's family events were also exciting. Family Reading Night was a great success as families participated in reading games and took home "goody bags" of items to practice their reading skills. The activity-filled Camp Fire Community Health Fair and Fall Showcase was attended by approximately 150 Free Orchards students and their families who learned more about our partners and the services they offer to the community. Finally, our hardworking PTO hosted our first annual Fall Festival in November, where students wore costumes and played carnival games. Upcoming PTO-sponsored events include a Family Movie Night in February.

Our staff is so grateful to our many volunteers and encourages many more parents to join us in supporting their children during the school day or at evening events. We are amazed at what our students and their families bring to this community every day!

JACKSON ELEMENTARY SCHOOL

Principal: Jon Pede

Pi-Di-Pi, Pou-Dou, Pou-Dou are the rhythmic cadences that you will hear at Jackson Elementary School in the months of February and March. As part of our artist-in-residency, Jackson School students have been working with the Obo Addy Legacy Project. The residency started with a whole school assembly performed by Alex Addy and his father Obo Addy, whom the residency is named after. Under Alex Addy's instruction, Jackson students are taking lessons in Ghanian drumming, singing, dancing and speaking.

Jackson classes in grades 1-6 meet with Alex Addy for four to five 50-minute periods during the residency to learn about Ghana. Comments from students and teachers alike about the residency have been tremendously positive and the excitement generated is wonderful.

Students in many grades have been able to connect their learning from the residency experience to other subjects and material they have learned in their classrooms. At Jackson, where the arts are part of our everyday experience, the Obo Addy Legacy project has become a wonderful addition.

LINCOLN STREET ELEMENTARY SCHOOL

Principal: Jason Olson

The Dual Language program is coming to Lincoln Street! Beginning in the 2012-2013 school year with grades K-1, the program will be based on a 50/50 model where students will receive 50% of their instruction in Spanish and 50% in English. Each year, another successive grade level will be added. Parents, teachers and students are excited for this opportunity. Come to our information night on February 28, 6 p.m. to learn more!

We are grateful for and encouraged by the parental involvement at Lincoln Street this year. Thanks to the PTO and teachers, we have hosted special evenings each month for nearly 200 community members. Popular cultural events have been: Día de los Muertos/Halloween cultural learning opportunity, choir and mariachi performances, family nights for Right Brain fine arts, ZUMBA, movies, and salsa dancing. The Lincoln Street community also participated in math and reading nights and "Leave to Serve" campus beautification events. Thank you to the parents and community members who dedicate and contribute incredible support to Lincoln Street.

W. VERNE MCKINNEY ELEMENTARY SCHOOL

Principal: Celia Murray

McKinney is a special place to learn! Working together as a school community, we are able to accomplish so much more than any of us can do on our own.

Art literacy parent volunteers have diligently provided opportunities for our students to experience the arts through a variety of media and styles. Students studied Leonardo Di Vinci, rendering their own versions of the Mona Lisa that were, like the original, priceless! Students dabbled in clay art, creating beautiful ornaments and *objets d'art* using clay in a multi-step process of firing and glazing. Winslow Homer is the next subject; students are creating their own interpretations of his wilderness watercolors, adapting Homer's use of tints to create depth and perception. Our budding artists are creating such beautiful nature scenes.

A wonderful mural of fiery-red dragons by our second-graders is posted outside of their classrooms to commemorate the Chinese Year of the Dragon. Third-grade students created amazing books, *The ABCs of Geometry*, that clearly illustrate their increased academic vocabulary and the application of mathematical concepts in everyday life experiences. Classroom teachers across grade levels are implementing our new *Bridges* math curriculum and finding the in-depth student discussions to be invaluable.

Mr. Sherwood outdid himself once again with our grade 5-6 music concert in February. He created a culturally-responsive and current program with song titles that engaged and encouraged full participation of our intermediate students. Our soloists were so impressive!

We look forward to the second half of our school year here at McKinney. Go Cougars!

NORTH PLAINS ELEMENTARY SCHOOL

Principal: Craig Harlow

One of the strengths of North Plains is building positive individual capacity for each one of our students. The net result we strive for in a child's school experience, whether it is one year or all years, is a love of learning and a positive sense of themselves as a student. One simple way to measure engagement is to listen to our students:

- Do they feel the staff cares about them?
- Is class time briskly paced, challenging and enjoyable?
- Does each child have a chance to "shine" in the school setting?
- Does the teacher have high expectations for the child's thinking and work?

These are critical feedback loops from our students that help us measure our ultimate objective: for every student from North Plains to be engaged in their learning and graduate from high school with college and career readiness skills.

In addition to the instructional day, we have increased some extracurricular opportunities for our students this year including band, choir, piano, fine arts, LEGO construction/design, drama and a jump rope club. In the future, we would like to increase these opportunities to possibly include second language and math/engineering classes. We want to use every resource and opportunity available to engage our students. If you are interested in joining us, please contact our school. Our partnership with parents and the community make North Plains Elementary a great place for learning.

PATTERSON ELEMENTARY SCHOOL

Principal: Jonathan Pahukula

People working together, learning new things, moving with a common vision, and participating actively creates a thriving community—that's what we have at Patterson!

While Patterson focuses on creating a learning environment that honors and values all cultures, teachers are engaged in professional development on high-yield teaching strategies that ensure the success of all students. An outcome of this work has been pushing students into higher reading levels, thus raising expectations for our students.

Nearly all of our teaching staff serves on school committees to shape the direction of our school. Individually, each team leads in their given area. Collectively, our teams share a common vision to make Patterson a great place for students. Our Parent Booster Club has recently engaged in a similar conversation, discussing how they can utilize their resources to share in a vision to make Patterson a special place for all. All parents are invited to attend our monthly Booster Club meeting to provide input and support.

School-related activities keep our students engaged. We are thankful for the caring adults who coach, lead, and mentor our students through these activities. Here are some highlights:

- Fifth-graders raising and releasing salmon back in the fall.
- Over 80 students participating in Chess Club and our team's first-place finish in the district tournament.
- Students who stay after school twice a week for Math Camp/Homework Club.
- Sixth-graders who are showing leadership skills and giving back to our school in our new Patterson PLUS program.

- After-school preparations for our spring production.

We are so proud of all of our students! Follow our progress on our website at schools.hsd.k12.or.us/patterson. We are extremely excited about the direction we are heading as we continue to thrive as a school community!

EVERGREEN MIDDLE SCHOOL

Principal: Rian Petrick

As the first half of the school year comes to a close, Evergreen pauses to appreciate the myriad volunteers who give their time and talents to enrich student learning. The result was a record-breaking number of students who were involved in sports or enrichment activities during the first semester—377 students (47% of the student body)!

Volunteer Rob Archibald led a fascinating computer science web design class during the first semester. We are excited to have him continue on with the Gamemaker computer programming club in second semester. Cecilia Giron, who has led our Adelante Chicas club for young women, has provided not only an adolescent support group, but also an exciting glimpse into higher education by leading field trips to Pacific and Portland State Universities. Julie Craig has been instrumental in providing engaging opportunities for our TAG students. Her next enrichment opportunity will focus on the propulsion of solar cars. Chitra Datta facilitated an Evergreen Science Bowl team that finished 11th out of 70 teams at a regional middle school tournament. We look forward to having her challenge our students with a LEGO Robotics team this spring! Anita Hiebel supported our chess team that finished fourth at the regional Chess For Success tournament. Shena Rose and Chris Sommerville have led fundraising and student store efforts to help us fund instructional technology improvements for our teachers and students.

As we begin the second semester, we are also excited about a series of clubs put on by our staff to further engage our students. A sampling includes: *Hunger Games* Book Club, Academic Gamers Club, Fit and Fun Club and the Marvel Comics Superheroes Club.

The combined work of our volunteers and staff translates into students having more opportunities to be positively engaged and challenged both during and after school.

Our ties to our feeder high school are strengthened through a mentoring program initiated by our youth counselor, Julie Keanainna, in which eighth-grade students are matched with a Glencoe High School mentor who travels to Evergreen for bi-weekly meetings to provide support and insights into high school. Evergreen was happy to partner with Glencoe to support the Sparrow Project, a fundraiser for young people who need life-saving medical procedures. On February 1, Evergreen students paid a dollar to wear a hat to school and, in doing so, raised nearly $1,000 to help offset medical expenses for Carlos Aguilar, a former Evergreen student!

Mark your calendars for our fourth annual Evergreen Talent Show on March 8! This is always a favorite of the Evergreen community as our students and staff show off their special talents in a fun-filled evening. Thank you to volunteer Juli Bailey for organizing this exciting event. We hope to see you there!

As we look forward to spring, Evergreen is excited to begin a partnership with the City of Hillsboro as it prepares to break ground on a new water reservoir on Evergreen Road. Evergreen students will have the opportunity to explore the importance of a community's water system and the engineering behind creation of a 10 million gallon water reservoir that has the surface area of a football field. Students will be involved through completion of the reservoir project in 2014.

GLENCOE HIGH SCHOOL

Principal: Robert Macauley

The Tide is In When Serving Others

Before we kick into high gear in 2012, we want to revisit some of the good work that our young men and women are doing for others. The wise old saying "of those who have much, much is expected" is played out daily on the Glencoe campus.

Leadership students collected 25,741 cans of food for the local Elks food drive, providing much-needed relief to local families. A highlight of the drive was an all-school assembly featuring "The Men of Glencoe." Search the title on YouTube to view the skit that brought the entire school to its feet.

Glencoe's Sparrow Club has logged over 1,300 hours of community service and raised $14,500 in the race to raise the needed $23,000 for a kidney transplant for alumnus Carlos Aguilar, who is undergoing dialysis three times a week. Our hats are off to our Evergreen friends who raised another $1,000.

The Glencoe Math Center has been busy as eight student tutors have provided 80 hours of peer tutoring, adding to the success of the Math Lab and Math Center under the direction of AmeriCorps' Sarah Bidwell.

Glencoe biology students, with guidance and training from SOLV representatives, are steadily restoring the nearby watershed of McKay Creek, including removal of invasive blackberry vines and planting of native dogwood, alder and willow trees. Students bioengineered the slope nearest the track with cottonwood stakes, along with straw and native grass seed to prevent erosion. Already, the watershed is much healthier and more beautiful, and spring is sure to show even greater improvement, as the new growth adds to the area's vibrancy.

Our greenhouse students donated an Adirondack rocker to the Groner Elementary auction, which raised monies for Groner's educational programs. We expect a busy spring as we prepare for new garden plantings and furnishings.

The 2012 All Night Grad Party Committee participated in the Project Sole fundraiser to receive $2 for each pair of "gently worn" athletic shoes collected. The end result was that people in need in other countries received the shoes, money was raised for a good cause, and our landfills were kept cleaner!

The Key Club has been involved with road, park and campus cleanups, blood drive, Good Shepherd Home Christmas party, Salvation Army, Great Pumpkin Hunt, Turkey Trot and downtown Hillsboro activities.

Advanced welding students spent many hours building, fixing and repairing school equipment, including items for all district schools and the maintenance department.

The Glencoe-Evergreen mentoring partnership has trained 42 Glencoe students to be mentors for Evergreen students. Over 480 hours of mentoring have already been recorded.

These are just some of the many projects our students undertake, but they provide a picture of the quality of student our community is raising.

Thank you Glencoe parents and supporters for your influence in the lives of our future leaders!

Miller Education Center (MEC)

MEC MIDDLE SCHOOL (6-8)
MEC HIGH SCHOOL (9-12)
MEC OPTIONS

Principal: Stan Esselstrom

Miller Education Center students showcased their drive and initiative through a multitude of academic and enrichment activities throughout the fall and winter.

Students began a Key Club—which is focused on volunteerism, service, and leadership—as well as a Recycling Club. They also engaged in three different mentoring opportunities: some of the high school students are participating in the SMART program, working with emerging readers at Lincoln Street Elementary School; others have been mentoring students in the middle school program in anti-bullying, writing, and scientific inquiry; and students in both the middle and high school programs have enjoyed a new partnership with Pacific University, in which occupational therapy interns mentor the students on career-related skills.

The popular FEAST program had its winter run, with sold-out Thursday lunches throughout December and January. They welcomed Board members and District staff at their final lunch on January 26.

And winter graduation on January 25 generated a packed house to celebrate the accomplishments of our eight graduates: Jordan Bryant, Vaneza Elizarraraz, Chelsea Davis, Chelsea Romero, Emily Singleton, Cody Crume, Cheyenne Cleeton, and Adam Stuck.

Congratulations and best wishes to all of our graduates!

District Updates

BUDGET OUTLOOK FOR 2012-13

At Superintendent Scott's second listening session of the school year on Thursday, February 9, he and Chief Financial Officer Adam Stewart shared information on the District's budget projections for the 2012-13 school year and beyond.

As this is the second year of the 2011-13 biennium, we have a little more certainty about the funding level we can expect. The latest state revenue forecast, released February 8, showed that expected revenues are down approximately $35 million from the previous forecast, which brings the total revenue shortfall to just over $341 million since the close of the 2011 legislative session. Because the co-chairs of the Ways and Means Committee set aside $460 million to account for possible shortfalls, we are still slated to receive the level of funding that was allocated for the biennium; this is certainly the case for the current school year. It remains to be seen with the next five revenue forecasts of the biennium if the state will be able to stay above that $460 million threshold and avoid reductions to K-12 and other budgets.

The Hillsboro School District is anticipating a gap between revenues and expenditures of just over $7.6 million for the 2012-13 school year. Approaches to addressing the shortfall may involve reducing school days, raising class size, making staffing and/or program cuts, or looking into revenue-generating options. Specific ideas will be explored with the Board and Budget Committee over the coming weeks and months and will be shared as they become more solidified. Staff, parents and community members are invited to stay involved in the budget development process and share their ideas either at school-based meetings, Board meetings, listening sessions, or by contacting administration directly. Information on the budget, including the presentation that was shown at the listening session, can be found on the "Budget Matters" webpage.

A SINGLE DISTRICT CALENDAR LIKELY FOR 2012-13

On Tuesday, February 28, Hillsboro School Board members will get their first look at the proposed calendar for 2012-13, and for the first time in years there will be just one to consider—not three!

Throughout the fall, a high school schedule committee researched and reviewed various options for getting all of our high schools on a common schedule. Century, Glencoe and Liberty are currently on semesters, while Hilhi is on trimesters. Each schedule, and the variations possible within them, had its own plusses and minuses, but in the end—after discussion with parent groups and students as well—the committee recommended that all schools adopt the semester schedule with an A/B block course configuration.

This left an interesting question about what to do with elementary schools and South Meadows Middle School, which are on the trimester schedule. But, since a shift from trimesters to semesters will only affect grading periods and not course content delivery, it was an easy move to align them with the high schools.

The 2012-13 calendar will be on first reading between February 28 and March 19, and will be voted on by the Board at its March 20 meeting.

DISTRICT'S SECONDARY GRADING AND ASSESSMENT POLICY IMPLEMENTATION GETS ANOTHER LOOK

Recently, the District has received feedback from a contingent of parents and staff members alike that they are frustrated and confused about Policy IK: Academic Achievement, and its accompanying implementation plan Policy IK-AR (administrative rule): Secondary Grading and Assessment.

Passed by the Board in March 2010, Policy IK talks about the District's philosophy that grades should be an accurate reflection of what a student knows and can do based on their performance toward standards in each course. And while it's difficult to argue that a student's grade should indicate the extent to which they've learned the subject matter, aligning an assessment and grading system to that position has proven to be a bit more difficult and uneven than we anticipated.

In response to the confusion, District staff convened a focus group of administrators and teachers, solicited feedback during the Superintendent Listening Session on February 9, 2012, had individual conversations with concerned parents, and met with recognized grading and assessment experts to discuss ideas on how to proceed. Based on feedback received, a thorough review of the policy and AR, and analysis of how we can best move forward, staff will be presenting a re-implementation plan to the Board at its February 28, 2012, meeting.

The re-implementation plan will involve the following elements:

- A revision of the current administrative rule.
- A communication plan for teachers, students, and parents.
- Parent nights that share information on balanced grading, policy IK and its implications for college, case studies, etc.
- Teacher training on balanced grading, developing summative assessments, standards-based teaching, student-centered evaluation, and the role of practice in proficiency-based teaching.
- A resource manual with sample grading scales, assessments, and grade books.
- Website support featuring interactive media.
- A Q&A document that addresses some of the most frequently asked questions.
- Feedback loops—principal professional learning community discussions, teacher focus groups, surveys, etc.

Information will be updated on the District's Secondary Grading and Reporting Website, located at www.hsd.k12.or.us under District/Academics & Instruction.

DISTRICT EXPANDS DUAL LANGUAGE PROGRAMS IN 2012-13

The Hillsboro School District began its Spanish-English Dual Language program in 2002 to engage and support the increasingly diverse community we served and continue to serve. Students in our Dual Language programs (also referred to as two-way immersion) are exposed to the same curriculum as their peers while also having the opportunity to learn a second language. The goal is to create bilingual, biliterate and cross-culturally competent students who are poised for success in the multicultural world in which we live.

In the 2012-13 school year, we will be doubling the number of schools featuring Dual Language programs from three to six. The table below indicates the schools that are participating as well as available spots for transfer students. ***If you would like your child to learn in a bilingual program, please fill out an interest form—available on our website or in hard copy at the participating schools—no later than Thursday, May 10.***

On Friday, May 11, a lottery will be conducted (if necessary) to place students in the open spots; families will then be contacted with next steps for completing the transfer. ***Please note that if your child is an incoming kindergartner, they must be registered at their home school before they can be transferred into one of our Dual Language programs. Kindergarten registration opens Monday, March 5.***

For more information about our Dual Language program, visit our website at www.hsd.k12.or.us and click the Dual Language Program page from the Schools pull-down menu. Also, please plan to attend one or more of the following events:

- Informational meeting at Lincoln Street February 28, 6 p.m. to 7 p.m.
- Screening of the Movie "Speaking in Tongues" and panel discussion March 21, 6 p.m. to 8 p.m. at the Venetian Theatre and Bistro in downtown Hillsboro.
- Informational meeting at Witch Hazel April 18, 2:30 pm. to 4 p.m.
- Informational meeting at Minter Bridge April 25, 5:30 p.m. to 6:30 p.m.
- Informational meeting at W.L. Henry April 26, 4 p.m. to 5 p.m.
- District KinderFair April 26, 5 p.m. to 7:30 p.m. at Lincoln Street Elementary School.
- Latino Cultural Festival (visit HSD booth) April 29, noon to 5 p.m. in downtown Hillsboro.
- Informational meeting at Eastwood May 3, 3 p.m. to 4 p.m.

Transfer Slots Available in Dual Language Programs

School	DLP Grades in 2012-13	Transfer Slots		Needs More Native Speakers of ...
		K	1st	
Eastwood	K-1	5	3	English
Lincoln Street	K-1	5	5	English
Minter Bridge	K-5	20	20	Spanish
Reedville	K-1	20	20	English
Witch Hazel	K	0	—	—
W. L. Henry	K-6	25	0	English

Our Community Partners

HILLSBORO ONLINE ACADEMY POWERS UP IN FALL 2012

The Hillsboro School District is pleased to announce the launch of its online school: Hillsboro Online Academy—opening in fall 2012.

The Academy is a new learning option for our community that features a rigorous yet flexible menu of online learning programs designed to meet the varied needs of students and their families. An individual learning plan is central to the Academy's mission. Also core is connecting students to careers and community.

Although an online option, the school will incorporate regular "real time" service, enrichment, and social activities. STEM (science, technology, engineering, and math) learning pathways are in place for students—one being enrollment in the nationally recognized "Project Lead the Way" pre-engineering program. A second pathway ties high school coursework to the Early College program at Portland Community College where students earn high school as well as college credits.

This new school is a free public school open to all students who reside in Hillsboro and non-residents who obtain release from their home districts. Students who are enrolled full-time will have access to a full complement of high school coursework aligned with Oregon state standards.

For more information, please visit our website at www.hillonlineacademy.org, and check back often as content is continually being updated.

MARCH 'OPEN ENROLLMENT' FOR NON-RESIDENTS

On March 1, the window for inter-district "open enrollment" begins for participating districts, as dictated by Oregon House Bill 3681 (HB3681). It closes on March 30.

This process is for students who wish to attend schools in a different district. Districts may have limited to no slots available for HB3681 transfers.

Information on available openings at our schools will be posted on our website by March 1. HB3681 transfers do not require home district permission nor annual renewal. However, note that, after the first year of HB3681 transfer, the law allows districts the discretion to move the non-resident student to a different school or advance them to a different feeder school, if necessary. High school students' eligibility for athletics and activities also may be impacted.

Please review the terms of HB3681 carefully before applying. More information is available on our website (click on the "Student Transfer Forms" link). Residents who wish to attend school in another district should contact that district directly for information on their HB3681 participation.

2012 CRYSTAL APPLE AWARDS

For each of the last seven years, the Hillsboro Chamber of Commerce has celebrated excellence in education through its Crystal Apple Awards. Nominations can be made of any staff member in the categories of Classified, Licensed, and Administrator.

During the awards dinner on Thursday, February 23, at the Tuality Health Education Center, each of the 31 nominees was recognized for their significant contributions to education and dedication to the students of Hillsboro. In the end, three nominees in each category were selected as winners of the Crystal Apple Award: **Classified**—Jayne Baker, Kim Higgins, and Bruce Thompson; **Licensed**—Ross Bryant, Matt Coleman, and Adam Reese; and **Administrator**—Brenda Kephart, Jon Pede, and Bill Tracy.

Congratulations to the winners and to all the nominees, and many thanks to everyone who took the time to write a nomination or letter of support! Please visit our website to view the full list and photos of all of our terrific nominees.

HILLSBORO SCHOOLS FOUNDATION

Spring time means BUSY time for your Hillsboro Schools Foundation. With the conclusion of our Auction and Gala on March 3, we begin serious preparation for the Ninth Annual Phone-A-Thon! Twenty four high school clubs will be reaching out to raise funds for their organization and for the HSF innovative grants.

This year, 17 HSF grants are under way in our schools. Programs like Free Orchards Elementary's netbooks program, North Plains' COWS (Computers on Wheels) and Poynter Middle School's "Lights, Camera, Action" allow for educators to bring excitement, creativity, and a little extra fun to their students' education.

The veterinary science program at Evergreen Middle School, titled "All Creatures Great and Small," funds field trips, dissection, microscopes and other great opportunities for an after-school program that may lead students to become veterinarians! Ms. Bader's classroom is one of those you either loved or hated, with animals in terrariums lining the walls—snakes, frogs, fish, you name it. YOUR donations help support these opportunities for students outside of the normal district budget funding.

Thank you for your continued support for the programs of the Hillsboro Schools Foundation. Please answer the call in April and be generous! Our students are counting on you!

PARKS MAKE GREAT OUTDOOR CLASSROOMS

We all understand that spending time outside is good for us and our children. Richard Louv's 2005 book *Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder* highlighted the changes over the past three generations, from when children played outside and learned about their world through natural experiences to a generation that now is much more disconnected from nature because many children don't go outside to play. Studies indicate that less time spent outside correlates to increased behavioral problems, anxiety, depression, and attention deficit disorder. Increased time outside creates an understanding of the natural world, relieves stress, and reduces undesirable behaviors.

Hillsboro Parks & Recreation offers many opportunities, formal and informal, for children to visit parks and learn about nature, science and the outdoors. Here are just some of the options:

City Parks

From nature parks to neighborhood parks, all 24 parks offer recreational and learning opportunities. Rood Bridge Park offers 75 acres of grassy and wooded areas, walking and biking trails, a lake, a pond and the Tualatin River. The newly-acquired Orenco Woods site, next door to Orenco Elementary, has more than 40 acres that will be turned into a public nature park in the future, and is a prime location for an outdoor classroom.

Jackson Bottom Wetlands Preserve

Home to thousands of ducks and geese, deer, otters, beavers, herons and eagles, Jackson Bottom offers a variety of science and nature-related educational programs for students in grades K–6. Programs are hands-on, aligned with the district curriculum, and meet benchmark requirements. Many local classrooms visit the preserve every the year to learn about wetlands. Jackson Bottom is also a great place to visit with the family! It is open to the public Monday through Sunday from 10 a.m. to 4 p.m. and has an education center and miles of trails.

Adopt-a-Park or Other Volunteer Projects

Classrooms, schools, families or other groups have the opportunity to adopt and help care for a Hillsboro park through the Adopt-a-Park program. Current adopters are Miller Education Center, Century High School, and the district's transitional program. One-time volunteer projects also are available at any of our parks, including planting flowers or trees, clearing invasive plants, picking up litter, and spreading bark chips. Volunteer opportunities include information on the park's natural environment and the impact that the group's work will have. Volunteering can be a great service learning opportunity while meeting learning benchmarks and teaching students the benefits of giving back to the community.

Students observe the abundant wildlife at Jackson Bottom Wetlands Preserve, one of many outdoor classrooms at Hillsboro parks.

Getting outdoors and having these types of experiences helps get children active, builds their interest in the world around them, and teaches them the importance of natural resource conservation. That's good for everyone!

Contact Hillsboro Parks & Recreation at 503-681-6120 or visit www.ci.hillsboro.or.us/HillsboroParks for a park map and more details about parks programs in the city.

Hilhi

Feeder Group

BROOKWOOD ELEMENTARY SCHOOL

Principal: Molly Siebert

School learning is not just about classroom instruction. There are so many ways children learn when they have rich opportunities available to them, and can choose to follow their own interests or are introduced to something new.

Our instructional day begins at 8:15 each morning, but many students begin their day here much earlier. Three days a week, student band members start with 7:30 a.m. practices. They've paid off—starting the year with no experience, these students are now making music to share with fellow students and parents at their mid-year concert.

Another early morning activity is Chess Club. Supported by parents and staff, this program brings over 50 students and many parents together two mornings a week to play and learn the game of chess. Our students have been successful in local tournaments and we host our own school invitational in February. Students of all ages and ability levels are welcome to join in the fun!

Mornings are not the only time to become involved in extended activities and clubs at Brookwood. We support a variety of student-generated leadership activities taking place throughout the year. In December, student leaders organized and led a food drive, contributing over four barrels full of food to the Oregon Food Bank. In February, a group of students proposed, organized, and will conduct a campaign to raise funds for Legacy Children's Hospital by selling "candygrams" to fellow students.

Through our Migrant Education grant, we provide after-school instruction and practice to students who speak a language other than English and are on their way to becoming bilingual. By providing instruction in math with a focus on developing English math vocabulary, students are better able to grasp classroom math instruction.

Title 1 funds provide struggling readers the opportunity for more reading instruction and support through an after-school book club. Students will compete in "Battle of the Books" by reading and discussing selected books together with a teacher or parent coach. With additional volunteers, we hope to expand this opportunity to include all interested readers this year.

LEGO teams are favorites of students interested in engineering, research and technology. We are exploring ways to increase our offerings in this area as our waiting list is long enough to double or even triple participation next year. We could not support our teams without many hours of volunteer contribution by dedicated parents and staff.

FARMINGTON VIEW ELEMENTARY SCHOOL

Principal: Roger Will

By Terry and Jonathan Alexander (parent and former student)

Farmington View's LEGO Robotics program is now in its tenth year, making it one of the longest-term participants in Oregon FIRST LEGO League (FLL) competitions. Teams build and program LEGO robots to perform tasks, complete a research project, identify a real-world problem, and propose a solution to the problem. This year's competition topic was food safety.

Farmington View fielded four teams comprising 25 students. Highlights included awards for robot performance and design, a project award, and a champion's award. Earning a spot at the state championship, Farmington View's Flying Penguins achieved a third-place finish and will represent Oregon at the North American Open Championship at Legoland, Calif., in May.

Although the LEGO season has wrapped up for the older students, it is just beginning for Farmington View's younger students. Five Junior FLL teams, with a total of 26 students, are preparing for the Junior FLL Expo at OMSI on March 17 and 18.

As a former student at Farmington View who participated in four years of LEGO Robotics, Jonathan is now a seventh-grader at South Meadows who believes his experience has prepared him for his future education.

"FLL has helped me a lot in the field of engineering," he said. "It's increased my knowledge of engineering techniques. I have learned how to set goals, manage time, stay organized, be comfortable with public speaking, and learn the importance of teamwork when problem-solving."

FLL competition also broadened Jonathan's horizons. "It's also very fun to meet other teams," he added. "I've had the opportunity to meet leaders in education and industry, and talked to them about robot design, our research project, and teamwork. But, most importantly, it's sparked my interest in computer programming and software engineering!"

GRONER ELEMENTARY SCHOOL

Principal: Christie Petersen

Emily Easley, a University of Oregon graduate with a bachelor's degree in history, is Groner Elementary's AmeriCorps volunteer for the 2011-2012 school year. Her goal is to get a master's degree in education in the future. Right now, she says she is enjoying a great experience with the students at Groner.

Emily helps to teach reading to students in grades K-3, conducts the after-school "Read Naturally" program for grades 3-6, and supports students who need additional practice during math block.

"Every day, I celebrate the small accomplishments with the students," Emily says. "The community is very welcoming here in Scholls and the students give me a sense of purpose. I really love the warm community of Groner Elementary and I am hoping to do an additional service year with AmeriCorps in the same placement. The principal, teachers, and staff have been very supportive of my becoming a teacher. This placement has helped me to make that decision."

W. L. Henry dual language students work on Spanish and English activities that enable them to become bilingual, biliterate and bicultural.

In return for their service, AmeriCorps members receive an AmeriCorps Education Award that they can use to pay for college or to pay back qualified student loans. Emily also will be involved with the Global Youth Service Day on April 12 as part of her assignment with AmeriCorps.

Mrs. Petersen, principal of Groner, says, "ATTA-Way, Emily, for all that you do to advocate for all students in our school!"

W. L. HENRY ELEMENTARY SCHOOL

Principal: Alison Paulus

The Dual Language program at W. L. Henry is proud to support native Spanish and English students alike. Our program supports all students as they learn literacy and content through language. Henry students in kindergarten through sixth grades are active participants and fully engaged throughout their academic day in both Spanish and English. They learn to read, write and think critically as bilingual mathematicians, scientists and historians.

A primary goal of our program is to provide an opportunity for all students to become both bilingual and biliterate in Spanish and English. National research studies show that students who learn in more than one language outperform their monolingual peers. Research also shows us that bilingual students are more skilled in problem-solving and critical thinking.

Our expectations are for students to increase cognitive development and achieve grade-level proficiency in all academic subjects in both Spanish and English. Teachers plan lessons thematically in Spanish and English, based on grade-level standards, so that students can use what they already know in one language to help them understand similar content in their second language and make connections between the two languages.

An additional goal of our Dual Language program is to cultivate an understanding and appreciation for people from different cultures and build a community through cross-cultural friendships. A diverse mix of native Spanish and native English speakers provides us with daily opportunities for students to share their cultural backgrounds with others, which results in heightened self-esteem and makes W. L. Henry a positive place for students to learn and grow.

MINTER BRIDGE ELEMENTARY SCHOOL

Principal: Mary Mendez

A visitor observes curious eyes fixed on their kindergarten teacher, Mrs. Mariaeugenia, as students are engaged and singing about the weather of the day in Spanish. After five months of school in the Dual Language program at Minter Bridge, Alicia

raises her hand and confidently describes the weather in Spanish:

"Hoy está nublado, muy frío y parcialmente lluvioso." (Today is cloudy, very cold and partially rainy.)

Mrs. Mariaeugenia stands in awe, marveling at her comment, when Keilani interjects, asking politely, "Do you mean parcialmente nublado?" (Partly cloudy?)

Alicia responds, "No, parcialmente lluvioso, because parcialmente lluvioso y parcialmente nublado no es lo mismo." (No, partly rainy, because partly rainy and partly cloudy are not the same.)

At the opposite corner of the building, the visitor sees Ms. Ellis's fourth-grade students hard at work, as pairs and small groups of students describe the rock cycle, how rocks are formed and the process of metamorphosis, all in Spanish of course. Native Spanish-speaking students, such as Jonathan, are sought out as experts by their peers, their bilingualism an appreciated asset, not a hurdle.

The Dual Language program at Minter Bridge, now in its fifth year, is based on the idea that students help one another navigate among two languages while, at the same time, receiving high-level literacy and content instruction. Research shows that dual language programs have a positive effect on intellectual and cognitive growth. They also provide the most effective way for all students to acquire a second language, whether it is English or Spanish, and supports high academic achievement in all areas. After long waiting lists to enter and evidence of its great success, Minter Bridge has expanded its program. This is the first year that the school is able to invite more students to enter the program, starting with grades K-1, with the goal of growing it every year, to give students the tremendous opportunity to become bilingual, biliterate and bicultural.

"They're not just learning the language, but they're learning the cultural part too, in a very natural way," explains Young-Joo Alford, mother of a kindergartner and fourth-grader. Spanish is their third language, as they speak English and Korean at home. "[The program] only seems to help them and creates more interest in learning Korean and comparing the three languages. They are proud of it and brag about it to their friends."

With Minter Bridge's 50/50 dual language model, students spend approximately 50% of their day in each language. This creates a special opportunity for all students to be the experts, alternately tutoring their peers in their language and culture. Students learn to really appreciate each other, valuing the language skills of both the native English- and Spanish-speaking students.

Gabriela Morales has seen the positive results of the program through her third-grade daughter, Emely. "Emely learned to read first in Spanish very well," Morales said, "and this helped her later to learn to read in English. She now can read in both fluently."

Morales also describes how the program helps maintain Emely's Spanish and how important that is. She expresses how sad it is when she sees children having a hard time communicating in Spanish to their Spanish-speaking parents in the community. She doesn't want that loss of language to happen.

"Learning English and Spanish has many benefits. She will be able to help people who don't speak English, translate, learn about more things, and socialize more with people who speak Spanish and English."

Amie Wallace shares the same enthusiasm about the program. She says that her kindergartner and first-grader are better students and learners because of it. They show more awareness and desire to learn more about other cultures. She describes how excited they are about school and how they are already using their Spanish in the community, including conversations with their Spanish-speaking friends.

Minter Bridge is preparing students for the future. "It is the direction we should go. We have to adapt, learn and grow where our country is going," says Wallace. "The more they know about other people, the more accepting they will be. This will help in the international marketplace, looking at it as a global world, not a separated one."

Please contact the school for more information about the Dual Language program.

Students in Minter Bridge's Dual Language program learn from each other in Spanish and English and value their respective cultures.

ROSEDALE ELEMENTARY SCHOOL

Principal: Greg Zinn

The past few weeks have been very busy at Rosedale. With state testing just around the corner, teachers have been working very hard to provide students the skills they need to be successful. This week, teachers have been meeting in grade teams to examine data on student progress and to make any needed adjustments in instructional programs. Rosedale teachers are exemplary and it is so impressive to see their total commitment and dedication to improving the skills of their students.

Rosedale's Math and Music Night was a tremendous success. Our artist-in-residence, Aaron Meyer, who is a concert rock violinist, did amazing work with the students. Students were outstanding in composing and performing songs that incorporated math vocabulary. Look for the upcoming Rosedale Math and Music Night CD! Math and Music Night also provided parents an opportunity to participate in a number of math activities their children are doing in their classrooms.

Teachers are in the process of planning OMSI activities for their students. As a result of generous support from OMSI, every Rosedale student has the opportunity to have two museum experiences. This could include a combination of classroom presentations and trips to OMSI to participate in their labs. We are looking forward to Family Science Night at OMSI on February 27 when the entire OMSI facility will be open to Rosedale staff and families only.

Rosedale would like to extend a big thank you to our parents and parent group. The See's Candy fundraiser was a great success. We at Rosedale appreciate the continued support from our community.

WITCH HAZEL ELEMENTARY SCHOOL

Principal: Grant Corliss

Witch Hazel Elementary knows that children thrive when they have an involved father. That's why we have an exciting new goal: to get fathers and father-figures engaged in their students' education. Our Watch D.O.G.S. (Dads of Great Students) program encourages fathers, step-fathers, grandfathers, uncles, adult brothers and male guardians to become "Heroes of the Hallways."

This program is used by schools across the United States to advocate for committed involvement of fathers for students. It inspires children, enhances the academic environment and reduces bullying. Students greatly benefit from the positive influence on our school atmosphere that results from the presence of their fathers and father-figures. We hope to have fathers be role models and provide an extra set of eyes and ears. Watch D.O.G.S. receive a special shirt and might be asked to help in various activities such as volunteering at recess, lunch time, in the hallways or to sit next to students in the classroom. Come join the fun!

SOUTH MEADOWS MIDDLE SCHOOL

Principal: Arturo Lomeli

Our very own Diana Estrada-Diaz, a seventh-grader, is a state finalist in the 2012 Miss Oregon Pre-Teen Pageant! Miss Estrada-Diaz continues her quest for the title with a "callback" on March 4 to determine whether she will move on in the competition. Contestants have the opportunity to win cash prizes, scholarships, and a trip to Disneyland and the nationals in Hollywood, Calif. Good luck, Diana!

Be sure to eat a big meal for McTeachers Night on Tuesday, February 28, 5 p.m. to 8 p.m., at McDonald's, 558 SE 10th Street (near Shute Park) in Hillsboro. Staff will take orders and serve meals to help raise funds for our school.

The forecasting process will begin for sixth-graders as South Meadows counselors visit our feeder elementary schools. On April 5, 6:30 p.m., these students and their parents are invited to South Meadows Welcome Night for incoming seventh-graders. Come and find out what middle school's about!

HILLSBORO HIGH SCHOOL

Principal: Matthew Smith

The Hillsboro School District Strategic Plan states that "All students will graduate with college and career-readiness skills by reaching achievement benchmarks throughout their K-12 experience." At Hillsboro High School, we take this challenge seriously. We realize that our students will need to master both content knowledge and professional skills in order to successfully compete for jobs on a global scale.

Over the past five years, Hilhi has worked diligently to strengthen our systems that promote college and career readiness for the students we serve. As part of our continuous improvement efforts, the staff at Hilhi aligned our content learning targets with the Knowledge and Skills for University Success (KSUS). Integrating KSUS with Oregon state standards provided our school a sound foundation for classroom learning and, as always, room for continuous improvement.

This year we begin to take another step forward in our efforts to enhance college and career readiness. On February 7, our entire freshman class participated in the PLAN test. PLAN, a college-entrance preparatory exam that prepares students for the ACT, provides the student, family and school an outstanding set of data upon which to build a student's high school experience. The test is broken into four sections (English, math, reading, and science) which measure students' content knowledge along with complex cognitive skills that are important for career and college success. In addition, the data provides information about student career interests, college preparation required for the career, and average academic achievement score reports for comparison. By working with PLAN data, Hilhi staff will be able to hold deep, meaningful discussions with students and parents regarding college and career readiness during the freshman year.

The staff at Hilhi will continue to work on building strong, meaningful learning opportunities to ensure that all of our students graduate with college and career-readiness skills. Please feel free to contact Hilhi or visit www.act.org for more information.

Liberty Feeder Group

EASTWOOD ELEMENTARY SCHOOL

Principal: Monique Monahan

What a great—and busy—start to the new year at Eastwood. The first week of 2012 brought artist-in-residence Sarah Nagy, a filmmaker, who is leading stop-motion film projects in every classroom. When completed, we will have our very own school film festival! This is just one of many great opportunities that our PTA's fundraising and hard work make possible. Vice President Jen Janecek is head of the artist-in-residency committee and has been invaluable in locating such a wonderful artist and program, coordinating schedules with 19 classes, and being one of the many volunteers who assist with lessons.

Eastwood's top "dog," Steve Suesserman and his granddaughter enjoy recess together.

In our second week, we launched our Watch D.O.G.S. (Dads of Great Students) program with a pizza night for dads and their children to come learn what D.O.G.S. are about. Our top "dog" Steve Suesserman, who is a grandfather of one of our third-graders, has been instrumental in coordinating and implementing the program. We now have 35 Watch D.O.G.S., but Steve is continually seeking out more dads, grandfathers, uncles or other male role models to volunteer in the classrooms, have lunch with students, join them for recess, welcome students in the hallways and cafeteria in the morning, and just make Eastwood an even better place for students. Watch D.O.G.S. can be identified by their Watch D.O.G.S. t-shirts and approved volunteer badges. A special treat for students is to wear a t-shirt identifying them as a child of one of the Watch D.O.G.S.

A big thanks goes to Mr. Suesserman, our entire PTA board—President Kyle Bach, Vice President Jen Janecek, Treasurer Stacy Nord, Secretary Yasmina Green, Volunteer Coordinator Stacy Knapp, Teacher Appreciation Coordinator Charlotte Hunter, and Yearbook Coordinators Mercy Tasa and Laura Larsen—and PTA members for all they are doing to enhance our school and the lives of our students.

LENOX ELEMENTARY SCHOOL

Principal: John Matsuo

Recognition assemblies, "Spin to Win," bike giveaways for perfect attendance, "Proud Pioneers," rewards for earned student and class "Pride Tickets," and milestone celebrations are just a few of the incentives from our Positive Behavior Interventions and Support Program (PBIS).

Lenox was an early adopter of PBIS, and it has been setting the tone for our building ever since. The words "Be Safe, Be Respectful and Be Responsible" are more than just sayings or wall decorations. They are our culture and the way we do things at Lenox.

The Lenox PBIS team works diligently to uphold our PBIS mission throughout the school. Team members Dena Bryan, Linda Harper, Jamie Incrovato (committee chair), Jennifer Jennings, Karen Nicola, Valerie Phelan-Claeys, and Principal John Matsuo meet monthly to look at behavior data, support the mentoring of students, and plan for re-teaching and celebrations. Lenox and YMCA Day Care staff are trained each year before school begins, then meet with the PBIS team once a trimester.

Students earn Pride Tickets throughout the year for being safe, respectful and responsible. Primary students may use their tickets at our Pride Store to select various items. Intermediate students can earn raffles or parties, including admission to game times, movies and recesses, as well as a special hat day. We could not do it without the support of our amazing Booster Club, which funds most of the incentives. It also could not be done without the dedication of our staff and the will of our students to make our school a better, safer, more respectful and responsible, and kinder place to be.

MOOBERRY ELEMENTARY SCHOOL

Principal: Brian Haats

Mooberry students are fortunate to have the support of many fabulous community partnerships. Volunteers from the Evergreen Christian Center and Cornell Estates Retirement Living Center participate in the Start Making A Reader Today (SMART) program, and assist in the classroom and with after-school activities like Chess for Success and Math Club. They even bring back projects to their sites to complete on a weekly basis. Volunteers also enjoy concerts, desserts and pen pal exchange with our students.

Intel employees partner with Mooberry Elementary School to bring enrichment programs, such as LEGO Robotics, to students.

Intel employees volunteer their time and skills for school enhancement and student enrichment. During the summer, our Intel partners beautified the school grounds with plants and bark-dust, and completed interior painting projects. They also assist in classrooms, appear as guest speakers to provide valuable lessons in science, math and technology, and coach students in LEGO Robotics.

Mooberry's Watch D.O.G.S. program is going strong in its second year. About 30 members volunteer in classrooms, provide hallway and recess support, and greet students in the mornings. Our D.O.G.S. provide positive role models throughout the day with words of encouragement and through a good behavior incentive program.

This year, Nike is funding a math and English language development lesson study. A team of ten teachers and administrators plan and implement lessons in a fifth-grade studio classroom. The team gets the opportunity to observe student engagement and lesson effectiveness, followed by discussion and feedback.

Last but not least, our Mooberry PTA provides the foundation of support for our students and families, including monetary grants and volunteers. Members run a SCRIP program, plan restaurant nights, and host fun events for our families. We are currently looking forward to Bingo Night in April, and the addition of an indoor horizontal climbing wall to enhance PE activities.

Our many partnerships ensure that Mooberry students receive the best support and education a community can provide.

ORENCO ELEMENTARY SCHOOL

Principal: Tim Bishop

Focus on First Grade

What a busy year we have had with our fantastic first-graders! All have been learning to read and write at amazing leaps. We began the year learning about our school and how to make this a great place to learn. Next came our special friend—or rather, enemy—Mr. Germ. The students learned about cleanliness and good hygiene.

In science, we have focused on matter. To learn about all states of matter, we created two experiments using root beer (liquid), ice cream (solid) and carbonization (gas). We used the Scientific Method to create a question, a hypothesis, and to analyze the data.

This year, first-graders are enjoying learning new methods and concepts for how math works. They are able to apply these new skills during math work stations and are developing great math problem-solving skills.

Orenco first-grade students learned about respect for others through the lessons of Dr. Martin Luther King, Jr.

We explored the world last December, learning about winter celebrations of different countries. We learned important principles from Dr. Martin Luther King, Jr., to celebrate differences and show respect to others.

In early February, the first-graders performed at an all-school assembly commemorating President's Day. They learned facts about our presidents, focusing on George Washington and Abraham Lincoln, and the flag and songs of our country. This spring, we are going to be working hard to learn about wetlands and amphibians. First-graders will be using the information they gather for their very first research report.

Our first-graders are receiving a solid foundation for future academic success.

QUATAMA ELEMENTARY SCHOOL

Principal: Janis Hill

"My favorite part was when we did the math dance!" a third-grader exclaimed as she reflected on her class with Kasandra Gruener, dance artist-in-residence at Quatama. Each Thursday, from mid-January through mid-April, she meets with about six classes. Every class has four sessions during which she integrates learning in the arts with curriculum standards in other subjects. Collaborating with staff for grades K-3, she taught and reinforced math concepts. Teachers in grades 4-6 worked with Kasandra to reinforce science concepts and prepare for the Science-O-Rama.

Artist-in-residence Kasandra Gruener reinforces math and science concepts with Quatama students through dance.

This collaborative effort is a part of the Right Brain Initiative. Launched in 2008, Right Brain promotes whole brain learning. The vision is to give every K-8 student in the region access to the arts regardless of neighborhood, language or income. It doesn't replace existing arts education. Rather, arts are woven into core curriculum, giving teachers new tools to engage students in a creative process that connects back to other subjects. Right Brain operates through a partnership of schools, private donors, artists, local government, cultural groups and everyday citizens.

Quatama, Lincoln Street, Free Orchards, and Jackson Elementary Schools are fortunate to have been involved with Right Brain since its beginning. This year, Quatama is an "immersion" school, meaning that teachers are bringing the Right Brain strategies to the classroom level, especially when learning difficult concepts in math, science, and social studies.

Right Brain is just one of many tools for targeting student engagement at Quatama. With a lot of parent support, we are also running our first-ever schoolwide reading incentive program, the Reading Olympics. Students track their minutes of reading while they "go for the gold." The closing ceremonies honoring the medalists will be held on Read Across America Day, March 2. Student excitement is high, as evidenced by over 230 students reaching their first level within two weeks.

Megan Chase, AmeriCorps member at Quatama, is working hard to increase student engagement, too. Through her efforts, we have expanded club opportunities after school and added new volunteers to lead those clubs. This term, we added a chess club to our arts, drama and knitting clubs, as well as expanded openings at homework club. In cooperation with Pacific University, we will have a beginning Spanish club starting soon. Spring will bring gardening and science clubs in coordination with 4-H/OSU Extension Service. Private groups offer tae kwon do, art, LEGO club, and Mad Science. Together, this adds up to very robust extended school days at Quatama.

WEST UNION ELEMENTARY SCHOOL

Principal: Ken McCoy

West Union continues to be a vibrant, exciting and busy place where special things happen every day. We regularly celebrate individual student successes, recognize great work by entire classes and grade levels, and experience wonderful schoolwide events. All of these layers of success and experiences make West Union a special school.

Teachers have been actively implementing the new *Bridges* math adoption and noticing many positive impacts on student learning and engagement with math concepts. At the same time, teachers are evaluating instructional practices, including sheltered instruction strategies, and how best to implement them to maximize the learning of all students. As our families can attest, West Union is fortunate to have such a great staff who continuously work so hard for kids!

November was filled with West Union's traditional participation in National Novel Writing Month. "NaNoWriMo" is a wonderful opportunity for students to create a novel of their own, then celebrate with a special evening, sharing their amazing efforts with friends and family. Even after writing hundreds of thousands of words, our students look forward to next year's novels.

This year, West Union has entered into two new relationships with Intel. In the early part of the year, Intel's Ronler Acres campus adopted West Union, creating opportunities for Intel employees to volunteer both on- and off-site. There's quite a bit of excitement, both at Intel and at West Union, as the relationship continues to strengthen. The other partnership is via a grant, applied for by an Intel employee and West Union parent, allowing us to create two "Smart Carts," activity carts for science, technology, engineering and math lessons at each grade level. After many hours of planning and hard work, these have paid off with STEM activities including semi-solid experiments, engineering problem-solving, and exploration of the five senses. Students enjoy the chance to learn right alongside actual scientists and engineers.

With our canned food drive, community carnival, science fair, author visit, Pennies for Patients coin drive, National Engineers Week activities, Monster TAG activities, Bricks 4 Kidz, and clay, writing, art, drama, math gamers clubs, as well as our upcoming auction, West Union is an active and exciting place to be.

POYNTER MIDDLE SCHOOL

Principal: Greg Timmons

By Zach James & Moriah Pena, eighth-grade leadership students

Last October, Poynter's leadership class volunteered at the Oregon Food Bank, bagging 1,142 pounds, which is enough to feed 2,284 people. That's 62 meals per volunteer! Overall, we had a lot of fun and this experience helped us grow as leaders. It encouraged us to work hands-on with others serving in our community and gave us a front-row seat to see how many people are living in need. We had to work together as a team, and we learned that the more, the merrier!

After this opportunity, we were even more excited to start the canned food drive at Poynter. We started a little friendly competition with Brown Middle School as well as a smaller competition between the four teams at our school. At the start of the school day, we would spend the first 10-15 minutes going to each of the classrooms and collecting cans. We'd then record the amount and add up the daily total. This took a lot of commitment because there were a lot of cans turned in. We also set up a stand at Fred Meyer to collect donations, which resulted in us getting over five carts of food. Unfortunately, Brown beat us again, for the second year in a row.

We were still winners in the end, though. We all learned from our experience and found out just how much of a difference we can make and how much people are willing to give to a great cause. All it takes is some willing volunteers, determination, and motivation to change the world.

LIBERTY HIGH SCHOOL

Principal: Gregg O'Mara

On Tuesday, January 31, Liberty High School hosted Driving Skills for Life, a free safety program created by Ford Corporation in collaboration with the Governor's Highway Safety Association.

The event began with a morning assembly for seniors, featuring former professional race car driver Mike Speck, in which they learned about the importance of practicing safe driving habits. Throughout the rest of the day, groups of students participated in 50-minute hands-on driving sessions designed to simulate driver distractions, impaired driving, and skid handling. Over 70 students took part in these sessions.

During the impaired driving portion, Hillsboro Police officers had students put on special goggles that mimic the effects of varying levels of alcohol consumption and then administered field sobriety tests. The students were amazed at how difficult it was to perform even the simplest of tasks while under the influence.

Liberty was the kick-off stop for the program's 30-site Northwest tour, which continues throughout February and March.

More information on the program is available at www.drivingskillsforlife.com.

According to the National Highway Traffic Safety Administration, nearly 5,000 teens die annually in car crashes—making them the #1 killer of teenagers in America. Statistics show that teen involvement in accidents drops considerably as they gain experience. Here, several of the student participants are joined by one of the program's creators, Jim Graham, in a jump for joy after completing the exhilarating course.

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SUPERINTENDENT

I am certainly not opposed to high levels of accountability, nor do I argue the point that, if students are not achieving, we need to investigate why, then develop and implement a plan for improvement. However, I am opposed to schools chasing high-stakes test scores as the *only* way to measure progress. Our schools and our students provide us much more relevant, meaningful data each day that, if measured correctly, will tell us whether or not we are preparing students to be college and career ready—a goal reflected at the state level by Oregon's 40-40-20 law, which outlines that by 2025, 40% of adults will have a bachelor's degree or higher, 40% will have an associate's degree or post-secondary credential, and 20% will have a high school diploma or equivalent.

Incorporating these data and measurements of student growth as indicators of the health of the educational system is at the heart of the NCLB waiver process currently under way in most states.

As 2012 unfolds, you will see how Oregon's commitment to student achievement and readiness will take shape, while we adjust to a new educational context made up of common core state standards, assessment consortiums, NCLB waivers, and achievement compacts (see the separate article on Oregon's waiver process on page 1). Each of these, if strategically leveraged, is certain to help align the 197 school districts in our state around the right work. Additionally, robust accountability measures made up of multiple data points will help us react to students' needs in a much more nimble fashion, as well as provide a healthy platform of communication between schools, districts, and the communities they serve.

Watch for future updates on these topics in our upcoming "Hot News" issues and newsletters, as well as on our website.

As we continue to participate in the revisioning of public education in the State of Oregon, I am hopeful and eager to work with colleagues throughout the state to create a system that is responsive to the needs of all of our students. Through the lens of results-driven partnerships with state level leadership, high levels of personal and professional accountability, and a focus on quality teaching, students in Hillsboro and throughout Oregon will find themselves exiting high school with a multitude of possibilities before them.

FOLLOW US

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NCLB

growth to determine whether schools are succeeding.

6. Focusing on closing the achievement gap between all students and those historically underserved.
7. Replacing NCLB's "one-size-fits-all" approach to school improvement with a customized system of supports and interventions.
8. A statewide system of teacher and principal evaluations to promote and reward greater effectiveness.

If approved, Oregon school districts would be released from the Adequate Yearly Progress sanctions required by NCLB, as well as the required set-asides under Title I (tutoring and school choice). Other areas we feel will be most impactful to Hillsboro if the waiver is accepted are:

Achievement Compacts

Assuming passage of legislation, beginning in 2012-13, all school districts will be required to enter into achievement compacts with OEIB. The compacts will detail the districts' performance toward college and career readiness (achievement, diploma attainment, and connections to workforce and civic society). While some portions of these compacts will be required and consistent throughout the state, other parts allow districts to create their own "ambitious yet attainable" performance targets. While the format for these compacts is not yet available, Steve Larson, Assistant Superintendent, and Travis Reiman, Director of English Language Learners and Migrant Education, are being given opportunities to contribute to the process. More should be known about this in mid-April.

School Identification

Each state, as it develops its waiver, is required to define a process that identifies at least five percent of highest-performing or highest-progress Title I schools as "Reward Schools," and fifteen percent of its lowest-performing or lowest-progress Title I schools as "Priority" or "Focus Schools." Schools that are in the lowest-performing category would be provided supports and access to additional intervention, as well as decreased flexibility in choice.

Teacher and Principal Evaluation

School districts will be required to address their current teacher and principal evaluation systems to ensure they are in line with specific teaching and leadership standards. Additionally, each district will be required to incorporate student growth into its evaluation system. Currently, a team from Human Resources and Office for School Performance (OSP) is developing a framework for this work.

Since the waiver has not yet been approved by the USDOE, staff at ODE are on hold to develop guidance and rules. We have, however, been in close contact with top officials at ODE to stay current and ready for these changes, which are expected later this spring.

[1] Oregon Department of Education. "Oregon ESEA Flexibility Request Draft Executive Summary." January 23, 2012.

Lenox custodian Jayne Baker poses with two of her custodian helpers: fourth-graders Tyler Bickford and Kianna Etheredge. Jayne and all her helpers are instrumental in the success of Lenox's recycling efforts.

SCHOOL-BASED RECYCLING EFFORTS

Saving the Earth and Taxpayer Dollars One Milk Carton at a Time

Lenox Elementary School custodian Jayne Baker has no shortage of assistance when it comes to keeping the cafeteria clean. Over her relatively short 2.5 years at the school, she has developed a commerce system that is truly motivating to students. From fourth- to sixth-graders, she seeks volunteers to be her "custodian helpers." These students receive a special badge and are briefed on a set of rules for their job. They are to clean up spills, wipe down tables, and assist with recycling at lunch.

If they do their job well, they can earn one "Baker Buck" per day. Once a month, the volunteers are invited to spend their Baker Bucks in the "Baker Store"—a well-organized closet off the lunchroom featuring a dizzying array of toys and trinkets that have either been donated by fellow staff members or purchased by Jayne when she runs across a big sale.

"The kids get very excited about buying things in the store," Jayne explains. "Sometimes they pick things for themselves, other times they get a gift for a family member."

So it is perhaps no surprise that when a ramped-up recycling opportunity was presented to the school, students—and Jayne—jumped on it immediately.

Since late summer, Carol Stroup from Construction Management and Tom Egleston with Washington County's Recycle at Work program have been visiting elementary schools and demonstrating how easy it is to recycle the most ubiquitous item in school cafeterias—milk cartons. By simply dumping out any remaining contents from the cartons, rinsing and placing them in a separate receptacle, schools can dramatically reduce not only the amount of waste they're sending to the landfill, but also the number of garbage pick-ups they need each week. A bonus is that the cartons they recycle eventually have a new life as paper!

Lenox got on board with milk carton recycling this fall and has seen their garbage pick-ups drop from three times per week to just one, saving the school significant cash. And they're not the only ones.

"So far, Indian Hills, Tobias, Eastwood, McKinney, Butternut Creek, Orenco, Lenox, West Union, Jackson, Lincoln Street, Mooberry, Patterson, and Century have all made a concerted effort to recycle milk cartons and reduce their garbage pick-ups," noted Carol. "Over the past 10 months, more than $40,000 in garbage costs has been avoided because of these efforts."

Carol went on to say that the custodians at each of the schools deserve significant praise for these recycling and other waste-reduction efforts.

"They take great pride in their buildings and help to educate the students each day on how to take care of their planet."

Efforts at Lenox aren't stopping with milk cartons. Thanks to teacher Lisa Cairns and a grant from Master Gardeners, Lenox will soon be getting worm bins so they can do some composting on-site for their school's garden.