



# **Annual Engagement Report**

**School Board Work Session  
Monday, April 7, 2014  
Mt. View MS**

Prepared by:

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## Introduction

In 2013, the District embarked on a series of robust Community Conversations over five months, engaging various stakeholder groups – students, parents, staff, businesses, senior citizens, governments, non-profits, etc. – and asking for their input and involvement to ensure the Beaverton School District provides a world-class education for all students. The resounding message was that it will take all of us in the Beaverton community to make sure this happens, so that all students graduate and go on to further education, fulfilling careers, and successful lives.

Over **680 people contributed to these conversations**. Another **300 individuals took an online survey**. Our community spoke repeatedly about what must be done to define excellence in our school district, not only locally, but nationally and internationally.

**The conversations brought greater clarity to the Strategic Plan and the existing District Goal.**

**District Goal:** All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

 want every student to graduate with many options and be prepared to:

**Think**  
Creatively & Critically

**Know**  
Master Content

**Act**  
Self-direct & Collaborate

**Go**  
Navigate locally & globally

As **WE** provide education based on the following four Pillars of Learning, we will achieve the District Goal.



### **WE Expect Excellence**

- **The road to higher education begins in kindergarten.**
- **We have the best teachers. They are supported and accountable.**
- **Individual student growth is monitored and communicated.**



### **WE Innovate**

- **Adults adjust and adapt to the learning needs of students and the evolving economy.**
- **Technology and the arts are fundamental and integrated.**



### **WE Embrace Equity**

- **Student success will not be predicted based on race, ethnicity, family economics, mobility, gender, sexual orientation, disability or initial proficiencies.**
- **Diversity and bilingualism are honored as assets.**



### **WE Collaborate**

- **No one teaches or learns in isolation.**
- **Relationship and engagement with parents and community is inclusive, direct and honest.**

The community also helped define what actions and commitments were necessary to ensure our students' success.

During 2013-2014, the School Board and District staff have spent significant time aligning these Strategic Plan elements and defining six key measurements of student success.

One of the six key measurements the School Board defined is:

*% families reporting that they feel informed and valued as active partners in their child's education.*

This measurement will be reported at the August 2014 Work Session.

## **Annual Reporting Category: Engagement**

The first two measurements are pending completion of a series of Annual Surveys that are conducted by the District each spring. These two areas have been added to the parent survey. This information will be available in the fall.

- *% of families who report they are active participants in the life of the school*
- *% of families who report they feel well-informed about what their students are learning and their progress*

The remainder of this report will be dedicated to reporting on progress made to engage our parents and community in our schools, including the following two measurements:

- *Value of volunteer and other contributions to Beaverton schools*
- *Summary of each school's Community Partnership Team plans and progress*

### **Additional Information:**

- *Progress Update on Volunteerism & Engagement Plan*

Since 1975, the Beaverton School District has had a formal School Volunteer Program, and over the years, other outreach and engagement programs have been developed including the Business/Education Partnership Program (1985). For perspective, there were four people who worked with these two programs. Soon after the passage of Measure 5, there were layoffs and reassignments involving these positions, resulting in one position remaining by 1994. This staffing level has remained the same since.

The School Board over the years has fully supported efforts to engage parents and the greater Beaverton community in this work, knowing community support and engagement is essential for student success and our District overall.

## Value of Volunteer and Other Contributions to Beaverton Schools

During 2012-2013, over **10,000 volunteers** gave over **301,982 hours of service**. The 2012 national value of volunteer time as compiled by IndependentSector.org is **\$22.14** per hour that translates to **\$6,685,881** in-kind value for Beaverton School District volunteers. **Note:** Volunteer hours are under-reported by volunteers for after-school, evening activities and sports particularly at the secondary level.

Johanna Shrouf, Volunteer Services Coordinator, provides school volunteer coordinators and parent group leaders with District-level training opportunities and ongoing individual support to ensure strong school volunteer programs.

There are so many remarkable volunteer programs in our schools. We are truly fortunate to have such supportive and engaged parents and greater community. Here is a look at some of the activities making a difference in student's lives.

### Parent/Teacher Organizations

During 2012-2013, 18 PTOs reported raising nearly **\$600,000** to support school needs and enrichment programs not covered by school budgets. It is estimated that total fundraising if all schools reported would easily **top \$1 million dollars annually**.

### WE Read Intergenerational Reading Program

This is a building year for the WE Read Intergenerational Reading Program, a collaboration between the Communications & Community Involvement and the Teaching & Learning Departments. The following schools are participating: Cedar Mill, McKay, Springville K-8 and West T.V. Tutor volunteers are paired with a young reader in grades 1-3. They meet for about one hour each week during the school year.

There are **15 tutors** currently working with **17 students**. Tutors are trained and invited to ongoing tutor support meetings provided by District staff. The program is actively seeking volunteers 50+yrs for the coming year.

Teachers report the students are benefitting from the one-on-one attention they receive from the tutor/volunteer. It is often the extra gentle push and attention that makes the child become a confident reader.

### Beaverton Schools Clothes Closet/Shoe Box - *servicing students since 1975*

The Beaverton Schools Clothes Closet is a volunteer program providing students in grades K-12 with school-type clothing. In 2012-2013, **2,058 students** were served for a total of **2,977 visits**. For 2013-2014, to date, **1,598** students have been served for a total of **2,123** visits.

District parent groups and community volunteers staff the Clothes Closet during the school year. There were **720 volunteers** during 2012-2013. Parent groups, individuals and community groups also support the Clothes Closet with financial contributions that are used to purchase new clothing such as socks, underwear, coats and other hard-to-find items.

The Shoe Box program provides a one-time purchase of new shoes for students in extreme need. In 2012-2013, **99 shoe orders** were filled. To date, **49 shoe orders** have been filled.

It is open every Wednesday during the school year from 10:00 a.m. – 7:00 p.m. From 10:00 a.m. to 4:00 p.m., parent group volunteers serve families. This is the third year that the Clothes Closet has been open extended hours from 4:00 – 7:00 p.m. During the extended hours, volunteers from community organizations, non-profits and churches serve families. **See page 14 for p.m. schedule.**

## Art Literacy Program

Art Literacy has gone international! That's right! An Art Literacy unit about Chihuly was shared with an elementary school in Austria. The resulting colorful art piece is shown below.

Beaverton Art Literacy has been a leader providing artist/culture units for over **35 years** in Beaverton schools. Melody Ball and Jill Bogle lead the Beaverton Art Literacy Program coordinating **1,225 volunteers** who present the programs in elementary and middle schools. They are assisted by **80 volunteer coordinators** who run the program in the individual schools. For the first time in the history of the program, there is an Art Literacy presence in every K-8 building in the District, **reaching 24,000 students annually**.

Art Literacy is now entirely digital after a conversion process that took a few years. A Beaverton Education Foundation grant helped get the job done. There are currently **120 artist/culture units in the collection - 94 artists and 26 cultures**.

Volunteers for the Art Literacy Program contribute an estimated **40,000 volunteer** hours per school year.



*photo: Chihuly-inspired art project produced in Austria, 2014*

## Continuing Education for Young Parents (CEYP) Program

The Continuing Education for Young Parents Program at Merlo Station High School provides on-site childcare for pregnant or parenting students so that they may complete their high school education. There are about **60 volunteers** who help care for the babies/toddlers of about 50 students. Volunteers diaper, feed, play with, rock and most importantly, love the infants, toddlers and preschoolers in the nursery

Kate Richman is the volunteer coordinator who has dedicated over 33 years of her life caring for babies of teenage parents in the CEYP Program.

The results are more students graduating from high school with parenting and life skills, and prepared for the next steps in their lives.

## Community Organizations Helping Beaverton Schools

### Beaverton Education Foundation

The Beaverton Education Foundation (BEF) raises funds to provide hands-on innovative academic enrichment programs and projects in our schools that go beyond state school funding.

**BEF Classroom Innovation Grants:** Grants of \$500-\$1,000 are available for student-engaged projects that enrich learning and encourage classroom innovation in any content area. This year, BEF funded **48 projects totaling \$50,981 with 13,881 students participating.**

**BEF Middle School Extended Day Awards:** Non-competitive block grants awarded to middle schools to fund before and after-school programs for tutoring, access to technology, activities, and enrichment for students. This year, BEF funded **all 8 middle schools totaling \$28,000 with 1,930 students participating.**

**BEF High School Community Awards:** **37 high school activity groups** participated in the fall and spring BEF Phon-a-thons. **370 students volunteered 1,110 hours**, gaining Career Related Learning Experience. A total of **\$18,000 was awarded to their activity groups.**

**BEF Kids Count Grants:** Grants ranging from \$5,000 to \$10,000 for extended day or year programs. This year, BEF funded **6 programs** for 2013 summer and 2013-2014 school year totaling **\$50,089 with 412 students participating.**

Summer programs serve students for a minimum of 4 weeks, and a minimum of 45 hours instruction time. Programs typically provide tutoring and/or enrichment opportunities for students that enhance and improve student learning.

### What is ahead for BEF?

To deepen the commitment to the programs they fund, BEF will be adding a volunteer component to BEF-grant funded programs.

More information on the projects funded by BEF: [beavertonedfoundation.org](http://beavertonedfoundation.org)



**Start Making A Reader Today (SMART)** has been active in the Beaverton School District for over 20 years. During the 2012-2013 school year, **260 volunteers** read weekly with **343 students**, helping to inspire a lifelong love of reading. **Eight** Beaverton elementary schools participate including: Barnes, Beaver Acres, Fir Grove, Greenway, Hazeldale, McKinley, Vose and William Walker. Volunteer readers gave approximately **5,120 hours**, and site coordinator volunteers gave approximately **1,687 hours** to coordinate Beaverton's SMART programs.

### **Palau Association & School Partnership Network in Beaverton School District**

Over the last two years, the Beaverton School District has participated in the School Partnership Network, started here by the Palau Association. The Network helps to link church communities with their local public schools.

An inventory of partnership has been completed and schools are deepening their relationships and finding more ways to make a difference in students' lives.

For many years, a number of Beaverton area churches have volunteered to help Beaverton schools get ready for a new school year. Projects have included painting, spreading bark dust, cleaning lockers, etc. The School Partnership Network is encouraging deeper relationships including volunteering on a regular basis.

### **Beaverton Rotary**

The Beaverton Rotary Club has been dedicated to the Beaverton School District for many years. Some examples of their active engagement include:

- Scholarships for CEYP students
- Scholarships for high school students pursuing vocational careers
- \$16,000 in annual scholarships each year for high school students pursuing college (renewable)

**Scholarship funding** totals approximately **\$150,000** over the years.

- Dictionary Project- provide a personalized dictionary for every 4<sup>th</sup> grader in our District.
- Books for Kids- the club provides vouchers to enable low-income students to buy books during Book Fairs
- Volunteers and clothing drives for the Clothes Closet

## Community Partnership Teams

During the 2013-2014 school year, schools have been developing their Community Partnership Teams, a transition from Community Engagement Committees. The teams are comprised of several existing entities that bring parents and community into the school to help meet needs for volunteers and resources. Bringing these groups together is creating a collaborative approach at the school level that is supported and encouraged at the District level and by the School Board.

### Results

- There have been two District-wide meetings in 2013-2104 at the Capital Center with nearly 300 people attending each gathering.

Agendas included:

- District update from Superintendent
  - Highlighted the successes of several Community Partnership Teams at each meeting
  - Dedicated time for the Teams to meet, plan and collaborate with other teams.
- Community Partnership Team webpage was created and Updates are posted on the District website. Check out the reports: [Community Partnership Team Updates 2013-2014](#)
  - Developed WE Awards Celebration & Recognition program that will be held April 17, 2014 at the Nike Tiger Woods Center.
  - Developed a fillable nomination form for principals to nominate their team project(s) for a Community Partnership Team Award. Over 30 nominations were received.

### Looking ahead in 2014-2015

- Ensure every school has an active Community Partnership Team by assisting as needed with a case management approach to build teams, help with needs assessment, and connecting community partners and resources.
- Complete the build-out of the electronic database of Community Partnership Teams, including contact information, partners, projects, notes, etc.
- Establish regular format to reports (separate from District meetings) to School Board on progress being made with teams.
- Develop regular feature articles about successful Community Partnership Teams. Include award winners and nominees.
- Redesign Community Partnership Team webpage to include feature projects and team reports.
- Revise Board Policies to reflect the change from Community Engagement Committees.



# Volunteerism & Engagement Plan Progress Update

## Parenting

- **NEW** Hispanic Parent Advisory Council formed in 2013-2014 (Supt., CCI & Welcome Ctr.)
- ESL Welcome Center offers an array of parent/family support gatherings:
  - Incredible Years parenting classes, facilitated by Lidia Krivoy
  - **NEW** Native American Parent Advisory Group, facilitated by Louise Wilmes, Title VII parent group meets monthly and also with students to review programs and grant requirements; and learn about Native culture
  - Migrant Parent Advisory Council meets seven times a year; all Migrant parents get together four times a year
  - Paths to Scholarships Workshop for students/families
  - College & Career Readiness Evening for Latino families at Westview HS
  - All ESL Kindergarten Parents Meeting—getting your child ready for school over the summer
  - Three ESL & Native American parents of Kindergarten students workshops
- Several schools do Spanish-speaking evenings on a variety of topics
- Schools offer College Information Nights in English and in Spanish for Hispanic parents (organized by school counselors)
- **NEW** Diabetes parent/family support group forming this spring

## Looking ahead in 2014-2015

- Revise parent resources on District website
- Include more parenting/education tips in weekly BSD Briefs e-newsletter
- Revisit partnership activities with the Beaverton Library

## Communicating

- **NEW** Redesigned District website collaboration between CCI & IT Depts.; established website governance committee
- **NEW** Monthly Pillars of Learning exemplars on District's main webpage
- **NEW** Superintendent started Twitter and Facebook communications
- Superintendent regularly meets with student groups at the high schools
- District materials can now be translated into 12 languages
- District Listening & Learning Sessions; District Budget Listening Sessions + Regional Sessions
- Parent Vue and Student Vue went live Sept. 2013 for all parents and students
- **NEW** app for I-Phone and Android phones developed by Steve Langford

## Looking ahead in 2014-2015

- Define consistent expectations for school communications
- Re-evaluate District social media programming
- Work with a third-party e-communications company to redesign BSD Briefs and delivery platform

## **Volunteering**

- **NEW** redesigned website includes front webpage Volunteer link; tie to WE Collaborate
- **Record** number of community volunteers, **486** applications processed and sent to schools
- Provided 16 District Leadership and organizational trainings for school volunteer coordinators and parent group leaders in 2012-2013, including p.m.; in 2013-2014 – 8 sessions, no p.m. sessions due to lack of attendance
- **NEW** Established a Facebook page for volunteer leaders

### **Looking ahead in 2014-2015**

- Increase Hispanic parent engagement - work with Hispanic Parent Advisory Council
- Develop *Volunteer Spotlight* success stories for media and volunteer webpage

## **Learning at Home**

- Included community resources in weekly BSD Briefs- summer and special library programs, educational competitions, etc.

### **Looking ahead in 2014-2015**

- Provide principals with educational-related newsletter articles about engagement and volunteerism
- Explore a new parent welcome packet in partnership with the Beaverton Library
- Work with Teaching & Learning Dept. to develop 5<sup>th</sup>-6<sup>th</sup> grade & 8<sup>th</sup>-9<sup>th</sup> grade transition information and resource packet for parents and students; also post on website

## **Decision Making**

- District Listening & Learning Sessions
- District Budget Listening Sessions + **NEW** Regional Budget Listening Sessions
- **NEW** Music Task Force formed with recommendations influencing budget decisions

### **Looking ahead in 2014-2015**

- Continue developing Community Partnership Teams to support student learning and success in all of our schools

## **Collaborating with Community**

- **NEW** Transition to Community Partnership Teams; successful District level meetings with approximately 300 attending the two meetings; an awards and recognition event is planned on April 17

### **Looking ahead in 2014-2015**

- Ensure every school has an active Community Partnership Team by assisting teams as needed with a case management approach to build strong linkages, help with needs assessment, and connecting community partners and resources
- Complete the build-out of the electronic database of Community Partnership Teams, including contact information, partners, projects, notes, etc.
- Establish regular format to reports (separate from District meetings) to School Board on progress being made with teams

- Develop regular feature articles about successful Community Partnership Teams; include 2014 award winners and nominees on District website
- Redesign Community Partnership Team webpage to include feature projects and team reports
- Continue to partner with community groups such as BEF, City of Beaverton Community Involvement Committee and Vision Action Committee, Stand for Children, and Beaverton Community for Education

## Highlights of Volunteerism & Engagement in the Beaverton School District

### Principal-for-A-Day



Photo: **Birgitte Ryslinge, then Interim President, PCC Rock Creek**  
**2013 Principal for a Day at Springville K-8 with Cheryl Ames, Principal**

The Beaverton School District has organized the Principal for the Day program for several years. It is always an eye-opener for participants, on both sides of the desk. In the past year, **12 community members** were paired with a school principal. Another **9 community members** will participate in April 2014.

Ms. Ryslinge made classroom observations in kindergarten, second & fourth grades. She learned about the Expeditionary Learning program, the educational model at the Springville K-8. They also discussed how their staff and students at both schools could be mutually supportive of each other's programs. Principal Ames will shadow Ms. Ryslinge in the future.

## Wells Fargo Barnhart Center Employees Volunteer at Five Oaks Middle School

Employees from Wells Fargo's Barnhart Center held their fifth annual Volunteer Day in August 2013 at Five Oaks Middle School and Rachel Carson School of Environmental Science.

Approximately **140 Wells Fargo employees** were joined by **60 community volunteers** and **20 Home Depot volunteers** as they painted 26 classrooms and conference rooms, built and installed 10 frames around the hallway bulletin boards, pressure washed a covered play area and gym walls, weeded the grounds, and built French drains and a tool room.

Home Depot donated all the materials for the tool room and \$550 for painting materials. In addition, Home Depot also provided discounts on materials needed for the projects to make it affordable for the school.

The volunteers spent five hours sprucing up the school grounds to help ensure they are ready for students and staff to return to class in the fall.

The service event also kicked off the Barnhart Center's annual school supply drive to benefit low-income students in the Beaverton School District.

## Wells Fargo Barnhart Center Employees Volunteer at the Clothes Closet



The Beaverton School District's **Clothes Closet** was honored with the **Governor's Regional Volunteerism Award** in fall, 2012. The program has served needy students for nearly 40 years.

# Oregon Governor's Volunteer Award

HEREBY PRESENTED TO

BEAVERTON SCHOOL DISTRICT  
CLOTHES CLOSET

2012 OUTSTANDING VOLUNTEER PROGRAM REGIONAL AWARDEE



  
JOHN A. KITZHABER, M.D.  
GOVERNOR

  
KATHLEEN JOY, EXECUTIVE DIRECTOR  
OREGON VOLUNTEERS

**Beaverton Schools Clothes Closet  
Evening Operating Schedule  
2013 - 2014**

*volunteer staffing for the 4:00 to 7:00 p.m. shift*

Aug. 28, '13	Sonrise Beaverton	Jan. 29	Individual Volunteers
Sep. 4	Individual Volunteers	Feb. 5	Individual Volunteers
Sep. 11	Individual Volunteers	Feb. 12	Sonrise Beaverton
Sep. 18	Volunteer Vixens	Feb. 19	Potters Hands
Sep. 25	St. Andrew	Feb. 26	St. Andrew
Oct. 2	Beaverton Rotary Club	Mar. 5	Individual Volunteers
Oct. 9	Intel	Mar. 12	Girl Scouts Leadership
Oct. 16	Beaverton Rotary Club	Mar. 19	St. Andrew
Oct. 23	Volunteer Vixens	Apr. 2	Individual Volunteers
Oct. 30	St. Andrew	Apr. 9	Sonrise Beaverton
Nov. 6	Individual Volunteers	Apr. 16	Individual Volunteers
Nov. 13	Sonrise Beaverton	Apr. 23	St. Andrew
Nov. 20	Individual Volunteers	Apr. 30	Open
Nov. 27	Closed (BR Day)	May 7	1 <sup>st</sup> Tech Credit Union
Dec. 4	Nike	May 14	Open
Dec. 11	Individual Volunteers	May 21	Volunteer Vixens
Dec. 18	Sonrise Beaverton	May 28	St. Andrew
Jan. 8, 14,	Nike	June 4	New Seasons
Jan. 15	Nike		
Jan. 22	St. Andrew		Note: June 11, 2014 – the Clothes Closet will not be open.

Parent Groups from the Beaverton School District are the major sponsors of the Clothes Closet, providing funding, volunteers and clothing drives so that students in need have adequate clothing to attend school. The program also receives volunteer and resource support from Community Organizations. Students from across the District benefit from the program.

Questions or concerns contact: Johanna Shrout, District Volunteer Services at 503-591-4443.

# Aloha grad focuses on black fatherhood

Created on Thursday, 25 April 2013 11:00 | Written by [Jennifer Anderson](#) |

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Beaverton native makes films to empower men of color



by: COURTESY OF THE BLACK FATHERHOOD PROJECT - Aloha High School graduate Jordan Thierry focused his new documentary on fatherhood in the African-American community. He will show the documentary at his alma mater this week and talk with students and staff about the impact African-American fathers have on their families and on society.

Twelve years ago, Jordan Thierry was at Aloha High School, playing basketball and struggling to keep his grades up to graduate.

Luckily, Thierry says his parents pushed him to keep going and apply to college, which he did – and it was there that he found his inspiration in life: black history.

Thierry, who just turned 30, returns to his high school this week to showcase what he’s been doing since.

With an undergraduate degree from the University of Oregon’s School of Journalism and Communication and a master’s degree from the historically black Howard

University in Washington, D.C., Thierry has explored and documented the history of fatherhood among black men.

Thierry’s resulting documentary, “The Black Fatherhood Project,” is a 70-minute film he has screened at college campuses and for nonprofit organizations and other groups nationwide.

He’ll show it to Aloha students and staff this week and talk with small groups of student leaders about the issue.

“It’s about understanding and breaking down stereotypes about African-American men and families,” Thierry said this week from his home in Beaverton. “I think anybody can benefit from understanding the root causes and the dilemmas.”

Thierry hopes the film will spur dialogue on the subject and inspire everyone – educators, social service workers, parents and the community at large – to look at trends today through a historical lens. The entire film can be viewed online at [blackfatherhoodproject.com](http://blackfatherhoodproject.com).

“The goal is to try to get as many people to see the film as possible, possibly for it to be set up so people can host their own events and take control of the presentation and conversation themselves, without me having to be there,” he says.



**Person of character**

The documentary launched the start of Thierry’s company, Better Man Productions, which will make films aimed at empowering men of color.

As a child, Thierry remembers, he was always in the minority.

“If there was a black person walking down the street, or any black person in Beaverton, I knew him — literally,” he says. “It was a very small community, that changed with gentrification, the growth of Intel and Nike, and other folks of color to Beaverton area.”

Aloha High Principal Ken Yarnell knew Thierry in high school as his basketball coach. They kept in touch via Facebook, and a few months ago Yarnell heard about a screening of “The Black Fatherhood Project” at a North Portland church.

The film also has been shown at Portland State University and at Northeast Portland’s King School.

Yarnell went to the church that day to support his former student, saw the film, and says he was so impressed that after they got to talking he invited Thierry to be Principal for a Day at Aloha — and to bring the film with him.

“He was a normal, good kid” at Aloha, Yarnell says. “I never knew he’d be an activist, but it never surprised me because he’s a real person of character.”

**A daily journey**

Like most school leaders in the region, Yarnell has been working on improving student achievement through the lens of equity.

Aloha High is the most racially and socioeconomically diverse in the Beaverton School District, with 51 percent students of color and 53 percent qualifying for free or reduced price meals. Thirty percent are Hispanic, 4 percent black, 8 percent Asian or Pacific Islander, and 7 percent multiple races.

Yarnell says one of his goals has been to make enrollment in the school’s Advanced Placement classes reflect the school’s demographics. He says they’ve made some strides so far: AP Human Geography and U.S. History reflect the school but in math and science, it lags.

Yarnell says it’s about being strategic. “You have to make sure you’re invitational,” he says. “Some students may assume they’re not an AP kid because of their background.”

He’s also aware of financial barriers that may keep students of color from taking AP classes; there is a fee of \$89 to take the national AP test.

Yarnell says a partnership with Westside Community Church has brought about \$12,000 to a “principal’s care fund” to use at his discretion, with about \$4,500 dedicated to sponsor scholarships for students who otherwise wouldn’t be able to afford the AP test.

The parent-teacher equity team at Aloha High, Yarnell says, will work to further improve their cultural competency and narrow their achievement gap.

“It’s a daily journey,” he says. “We hope this spurs conversation along the journey.”



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## **Southridge HS ISC Students Learn Valuable Skills from Work Experiences in Community**

Several Beaverton area businesses have made long-standing commitments to ensure special needs students learn critical skills to enable them to be employed in the community when they graduate.

Since 2007, **Albertson's** has been a community training site providing **23 students** with over **2,900 hours of experience**. Five students were hired as regular employees and two are still working.

**Burlington Coat Factory** has served as a community training site providing **20 students** with **2,560 hours of training** in retail including stocking, sorting, sizing, pricing, monitoring dressing rooms, and placing security devices on garments. Three students have been offered jobs.

**Walgreen's** has been a community training site since 2009. **Twelve students** have received over **1,440 hours of training**.

**Big Al's** has been a community training site for two years providing **three students** with **440 hours of training**.

**Ace Hardware** has been providing a community training site for two years. **One student** has received over **320 hours of training**.

### **Sunset & Westview HS Screen Printing Business**

Liz Baer, Transition teacher at Sunset High School, was awarded two grants, one from the **Target Corporation** and one from the **Beaverton Education Foundation (BEF)**, to support the development of the Work Experience Program shirt screen-printing business – **Shirts for Students** - at Sunset High School. Students in the Work Experience Program have the opportunity to learn relevant work and life skills, such as organization, attention to detail, marketing, customer service, overcoming obstacles, learning to be flexible, and staying disciplined to complete projects from start to finish.

With the combined grant dollars, materials and equipment necessary to run a heat press and screen-printing business were purchased. In September and October of 2013, the students completed two large orders for customers and gained invaluable knowledge about starting a business from the ground up.

During the 2013-2014 school year, the program was expanded to Westview High School. Students in the Work Experience Programs at Sunset and Westview, under the direction of the Transition Program Assistants at each school market their business with flyers at Club Days during the first week of school. The students are responsible for the entire business process from concept design to shirt delivery. Each student is able to determine his or her individual strength that contributes to the process and then build on that skill.

Shirts for Students has filled orders for many clubs and organizations at Sunset and Westview high school. The program is able to process one to two jobs per month charging \$5 - \$7 dollars per shirt, depending on the complexity of design, with the income being used to sustain the program with supplies and equipment.

## **Solar Oregon's Renewable Energy Education Program**

This spring, Solar Oregon had the opportunity to work with seven 6<sup>th</sup> grade science classes in BSD through their Renewable Energy Education Program. The program is comprised of ten lessons covering energy conservation through the lens of inquiry and engineering design. The students did a series of labs, learned about circuits and designed, built and raced solar-powered cars. Volunteers and guest speakers from the community and renewable sector accompanied the instructor in the classroom allowing the kids to see first-hand how what they were learning applied to their community and future careers.

"My students got to do relevant, hands-on science lessons about renewable energy and I got to learn new ideas for teaching energy as well as setting up labs and engineering projects," said Beaverton teacher.

"I learned that when we burn fossil fuels like in cars it puts carbon dioxide in the air. The carbon dioxide can get in the ocean and make it so shellfish in Oregon can't make their shells," shared a Beaverton 6<sup>th</sup> grade science student.

"I can use less energy by using florescent light bulbs and turning off the TV and computer when I'm not using them. It's important to use less energy because half of our electricity [in Oregon] comes from non-renewable sources that can run out," said a Beaverton 6<sup>th</sup> grade science student.

## **Clean Water Services Partnerships**

Clean Water Services has had a 20-year relationship with the Beaverton School District through the River Rangers Program at the elementary level.

Here are some other educational activities:

- Rachel Carson Environmental programming co-coordinated through SOLVE's Green Team.
- Highland Park Middle School as a STEM school and also working with SUMMA students.
- Working with Southridge and Aloha High School IB Environmental Science classes on Sewer Science for the last several years.
- Worked with Cedar Park Middle School students to design and install rainwater planters.

**Please see the following pages for more information on Clean Water Services education partnerships.**



# Student Education

ANNUAL REPORT 2012-13

## Introduction

The 2012-13 Student Education Annual Report summarizes programs that meet Clean Water Services' Student Education Strategy objectives:

## Behavior Change

Promote behaviors that support understanding of the environment and the health of the Tualatin River watershed.

## Resource Recovery and Renewal

Promote integrated management of natural resources concepts including water use; resource/ energy recovery; nutrient and carbon cycle; and the interactions of human and natural environments.

## Career Development

Nurture future water professionals through career development opportunities and exposure to a variety of water environment professions.

## Teacher Development

Provide formal and informal training for teachers and environmental educators on protection of watershed health and natural resources in order to help meet state science standards.

## Partnerships

Leverage resources through supporting existing watershed education programs through in-kind or funded partnerships.

## Branding

Build trust, credibility, and support for the work of Clean Water Services.

## Tualatin Basin Schools



We serve more than **84,000** public school students in:  
**7** school districts **81** elementary schools  
**21** middle schools **15** high schools

## Partnerships and Funding



The District funded more than **\$124,000** worth of programs, presentations, competitions and camps through non-profit and partner organizations.

**\$1,785** for bus transportation to tours, planting events and festivals.

**\$22,000** for 1,466 Tualatin Basin students to be part of SOLVE's Green Team.

**\$5,000** through PNCWA for Adopt-A-School grant funds.

**\$60,000** for education programs at Jackson Bottom Wetlands and Tualatin River Farm that reached nearly 6,000 students.

**\$19,500** for Student Watershed Research Project (SWRP) participants to monitor and present findings on local streams.

**\$7,500** to fund Bienestar Explorador summer camp activities and field trips for 77 elementary students.

## Designing Green Infrastructure

Pacific University students got hands-on experience designing Low-Impact Development facilities on school grounds. Student designs will help guide future construction of a rain garden and swale that is included in the University Master Plan.

Engineering staff showed **24** students in PCC's Sustainable Landscape Water Management class the features at Field Ops as an example of sustainable stormwater landscape and building design.



For more information, contact:  
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## In the field



**308** students from Forest Grove Community School, Pacific University, Aloha High School, Fowler Middle School, Tualatin Valley Jr. Academy and Forest Grove Community Alternative Learning Center (CALC) participated in planting, restoration and invasive removal work led by Watershed staff.



**100** Neil Armstrong Middle School students spent the day at Fernhill Wetlands learning about birds, bugs and our natural treatment systems. Stations were led by Clean Water Services staff and partners from Audubon and Jackson Bottom Wetlands.

Oak Hills Elementary students got a visit from Field Ops staff and learned about how our street sweepers help keep water clean.

**41** student volunteers placed **533** storm drain makers in Washington County neighborhoods to remind residents what goes on the ground, goes in the river.

## Classroom Presentations

### River Rangers

**4,258** students and their families, **139** classes **58** schools participated. River Rangers is a **45** minute in-class presentations designed for 3-5th graders. Established in 1990, this award-winning program covers watersheds, the water cycle, pollution prevention through storm drains and wastewater treatment.



### Sewer Science

**175** students, **5** classes, **3** schools participated. Sewer Science is a week-long classroom lab where high school science students get to create, test and treat wastewater. Post-lab students take a tour of one of our wastewater treatment facilities to see how we clean water to some of the nation's highest standards.

## Facility Tours



**742** students from **17** schools or community groups visited one of our wastewater treatment facilities. Nearly half of those students participated in either River Rangers or Sewer Science, showing them a real-life look at what they learned in the classroom.



## Student Watershed Research Project

**106** students from Tualatin and Forest Grove High Schools participated in the Student Watershed Research Project (SWRP). Students collect samples and test water quality in local streams and present research projects in May. Clean Water Services has been a funding partner of SWRP since its start in 1991.



The Stockholm Junior Water Prize recognizes students for excellence in water science research and sends one

national winner each year to Sweden to represent the U.S. This year's national competition was held in Portland and the U.S. winner was Anirudh Jain, an incoming sophomore at Catlin Gable who studied ways to reduce silver nanoparticle pollution in wastewater.



The Children's Clean Water Festival celebrated **20** years of teaching 4th and 5th graders how they can impact water quality this year. Nearly **1,500** students from **22** schools attended the one-day festival at University of Portland in March; more than sixty percent of students were from the Tualatin Basin. District staff help plan the festival, present to students and contribute **\$1,500** in funding each year.