

THS BEAR TRACKS



February 12, 2011 Volume I

Dear THS Families,

Thank you for participating in our state of the school meeting last month, we truly appreciate your ongoing support as we strive to realize our vision for THS and for your children.

I am thrilled to announce that we have received an incredibly generous donation that will help bring more new students into our upper grades, ultimately bridging the gap in our financial picture. We are really excited about this!

As you heard at the State of the School presentation last week, THS is committed to closing the GAP between tuition and operational cost. This current GAP is reduced by essentially two variables – increased tuition and increased enrollment. Obviously, the sooner we can reach full enrollment, the better. Therefore, the scholarship offer from the Fruth Family Foundation is directed to accelerate enrollment in those classes that are smallest in number, namely the 4-7, 2011-12 grades, while at the same time, building our parent community. Larger classes will also benefit the students in many ways, increasing opportunities for more social interactions, sport teams, and collaboration in project based and experiential learning.

Effective immediately The Fruth Family Foundation is offering 25 scholarships to new families with students in the grades described above. The scholarships will cover 50% of the tuition cost, with the families responsible for the other half. These scholarships are renewed yearly as long as the student(s) remains in good standing. With this generous incentive to build our school, we are encouraging our existing THS families to invite their friends and family to join our extraordinary community before we announce these scholarships to the public.

This is a wonderful opportunity to share THS with others in your lives and community, (friends of your children, neighbors, etc.) who may be considering THS as an option but are balancing other financial considerations. Candidates will go through the same assessment process to qualify for placement as our existing students; no other qualifying conditions have been placed on this wonderful gift.

We hope you will invite your friends and family to join us, and let them know why you have chosen THS for your child. If there are any scholarships still available after Feb. 10, we will run ads to offer these scholarships to the public. Scholarships will be granted on a first come, first served basis.

We are very grateful to the Fruth Family Foundation for its generosity and please contact Deanna Fontanes-Halliday or me with any questions. We look forward to embracing your friends and family into the THS community as we work together to help build a brilliant future for your children and for theirs.

Sandi Passalacqua

Career Symposium

What will you grow up to be? How will you get there?

Find out how four local professionals carved a path to their careers. Did they: flip burgers? attend university? play sports? get good grades? always know what they would be when they grew up?

JOIN US

When: Thursday February 24, 2011 5:00-6:30pm

Where: The Healdsburg School Campus Center - 33 H Healdsburg Avenue, Healdsburg, CA95448

Who: For all kids in fourth grade & older and their parents.

What: Four professionals will be discussing their education and employment in an interactive way. We hope to engage children to think about their future and the variety of ways careers are made.

Presenters:

Randy Popkin Veterinarian with VIP Petcare Services

Jennifer Powers Airline Captain with Delta Airlines

Matt Smith Wine Maker with Kendall Jackson

Elyse Desalvo Engineer with Agilent



Inspiring Compassionate Global Leaders through Academic Excellence

Student Test Scores Show U.S. Science Deficiency

Wall Street Journal, January 25, 2011 | By Jennifer Banchemo



Less than one-third of U.S. elementary- and high-school students have a solid grasp of science, according to national test scores released Tuesday.

The results from the 2009 National Assessment of Educational Progress, or NAEP, are likely to reinvigorate the national debate over America's future competitiveness in science and technology. Scores from a recent international science exam showed U.S. students trailing their counterparts in many European and Asian countries.

Teachers and education-advocacy groups offered several explanations for the dismal scores on the exam given to students in fourth, eighth and twelfth grade. Reasons included shortages of qualified science educators and of advanced science classes in low-income and rural schools.

Many blamed the lackluster showing on No Child Left Behind, the 2002 federal law that requires schools to test students in math and reading, but not science. These critics contend schools narrowed their focus to comply with the law.

"Science has been left off the national agenda for too long, and now we are paying the price," said Francis Eberle, executive director of the National Science Teachers Association, a professional organization of science teachers. "We are seeing a persistent degradation of skills, and we've lost a generation of students."

No Child Left Behind is up for renewal this year, and Mr. Eberle and others want science added to the list of tested subjects. "What gets tested gets taught," he said.

President Barack Obama has warned that an inability to prepare students for careers in math and science could threaten U.S. economic prosperity. He has promised a "renewed commitment" that would move the nation to the forefront in math and science education.

Last year, the president launched a \$260 million public-private partnership that will help train 10,000 new math and science teachers and replicate successful science programs in classrooms. The president's Race to the Top federal education initiative also rewarded states that promised to improve instruction in the field.

U.S. Secretary of Education Arne Duncan expressed concern about the scores, saying in a prepared statement that the "next generation will not be ready to be world-class inventors, doctors, and engineers" if results don't improve.

"Our nation's long-term economic prosperity depends on providing a world-class education to all students, especially in mathematics and science," Mr. Duncan said.

The 2009 NAEP was given to a representative sample of students in 46 states and U.S. Department of Defense schools. About 318,000 students sat for the exam in the spring of 2009.

The assessment, administered by the U.S. Department of Education, measures students' knowledge in physical, life, earth and space sciences. The test requires students to recall facts as well as apply science knowledge across disciplines. The test is generally considered much tougher than state-administered exams.

The 2009 science NAEP was updated recently to incorporate advances in science, so results can't be fairly compared to past exams.

Scores are translated into four levels: advanced, proficient, basic and below basic. Proficient represents solid academic performance, while basic shows partial mastery of skills.

Thirty-four percent of the nation's fourth-graders and 30% of eighth-graders scored proficient or above on the exam, while 21% of 12th-graders met the mark.

Boys scored higher than girls at all grades. Whites and Asians outpaced African-American and Hispanic students. Low-income students posted the lowest scores.

At the fourth- and eighth-grade level, scores were broken out by individual states, and results showed regional variations. Students in cities tended to score lower than those in suburban and rural areas. And students in the Deep South generally scored lower than their counterparts in northern and northeastern states.

Tom Luce, chief executive of the nonprofit National Science and Math Initiative, said enrolling more students in advanced-placement science courses is key to the nation's economic advancement. His group, funded by Exxon Mobil Corp., the Michael & Susan Dell Foundation and the Bill & Melinda Gates Foundation, awards grants to schools to train teachers and enroll more students into these rigorous curricula.

"There are a lot of children out there who could excel in math and science if we just give them properly trained teachers and a shot at challenging material," said Mr. Luce, a former assistant secretary of education under President George W. Bush.



At THS we understand the challenges of educating 21st leaders. Math and Science are a large part of our students day at THS. We focus on these subject and use specialty teachers and a challenging academic curriculum.



Healdsburg Future Farmers' Fair

With the Healdsburg Future Farmers' Fair set for May 26-28, 2011 at Recreation Park, there might still be time to get in on the action and raising beef, sheep, rabbits, swine, and poultry for the annual FFA Auction.

Please refer to the website for more details:
<http://healdsburgfair.org/index.html>

LOCAL EVENTS

Find 'Love of Your Life' at Saturday's Pet Adopt-a-Thon

Bring Home the New Love of You Life this Valentine's Day!

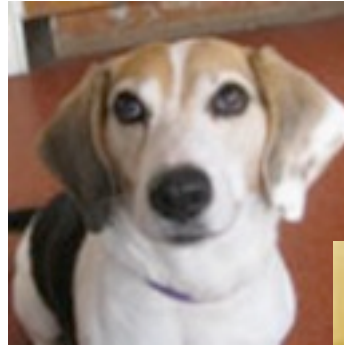
Healdsburg Animal Shelter is offering 50 percent off all adoption fees at its

Valentine's Day Adopt-a-Thon.

Where: The Olive Leaf Parking Lot at the corner of Mill St. and Healdsburg Ave Time: 11:00 AM - 2:00 PM

See Healdsburg Animal Shelter website for more information.

All adoption fees are half-off. Event set for 11 a.m. to 2 p.m., Saturday, Feb. 12, Olive Leaf Parking Lot, 206 Healdsburg Ave., Healdsburg.



Windsor's Relay for Life recruiting for summer walk

Although Windsor's Relay for Life is six months away, organizers are already planning the event—and hoping that residents will help out by joining committees and registering teams this month.

“Our 2011 goals are to have 45 teams, 20 committee members, 120 survivors, and to make \$120,000,” said event chair Emily Brandeburg.

Last year's Relay raised over \$100,000, including \$1,600 in one hour as part of a men's beauty pageant called “Miss Relay.”

Organizer Lynda Hopkins can be reached at lynda@hbgtrib.com.

Saturday, July 23, 2011 10:00AM



US Growth Dependent on Solid Education Plan: Milken

Legendary investor Michael Milken told CNBC on Tuesday 12/14/2010 that sustainable job growth won't happen in the US, until Americans focus on educating their children, not on the size of their houses and cars.

"We can not expect job creation until the country decides that the education of their children and the responsibility of the parent to supplement the education of their children is more important than the size of their house or the horsepower of their car," said Milken, who is one of the richest men in the world, according to the latest Forbes list.

"In Asia, they allocate as many resources to supplemental education as they do to housing plus transportation," he added.

"In America, we allocate 25 times as much in a middle-class family to housing and transportation as we do to tutoring and supplemental education of our child. How do you expect to compete long-term?"

Milken also said that 2011 will bring inflation.

"Banks are holding less than 10 percent of loans," added Milken, who is one of the richest men in the world, according to the latest Forbes list. "So the public/private markets are financing the world.

"The capital markets and commodities markets are telling us that we should expect inflation, we should expect growth."

"Last week alone \$60 billion in corporate bonds were issued at an annual rate of \$3 trillion a year," he added. "Banks are holding less than 10 percent of loans."

Milken, once called the junk bond king for his role in the development of high-yield bonds. Milken has gone on to engage in philanthropy and other causes. His Milken Institute is a nonprofit, nonpartisan economic think tank whose scholars publish research papers and conduct conferences on global and regional economies, human capital, demographics and capital markets. Each spring, the institute hosts its Global Conference in Los Angeles.



MILKEN INSTITUTE



TEACHERS CORNER

Music Teacher

CONNIE SCHLOTTHAUER holds a Bachelor of Music in Education from the University of Northern Colorado, a second endorsement in Elementary Education, and K-12 teacher's certificate for the states of Colorado and California. She has over 25 years of professional musical experience as a music educator, performer, and teaching in her private flute studio. Her passion for music not only includes performance, but more importantly for teaching children and encouraging them to reach their highest potential.

Mrs. Schlotthauer has been a music teacher at Beebe Christian School in Fort Collins, Colorado, HMS Richards Adventist School, in Loveland, Colorado, and Rio Lindo Adventist Academy in Healdsburg. Her experience includes classroom music, band, choir, bell choir, musical productions, private brass and woodwind lessons, drama and multi-grade elementary classroom teaching. She has had experience teaching in Colorado Charter schools, and in particular with the Core Knowledge curriculum. She enjoys being actively involved in the community and has been the music director for many holiday productions.

Mrs. Schlotthauer enjoys combining her love of music and creatively teaching children by incorporating music appreciation, theory and history through the Orff Schulwerk and Kodaly methods. She is a member of The American Orff-Schulwerk Association, The National Association for Music Education, and the National Flute Association. She also holds a degree in Office Administration from Pacific Union College in Angwin, California.

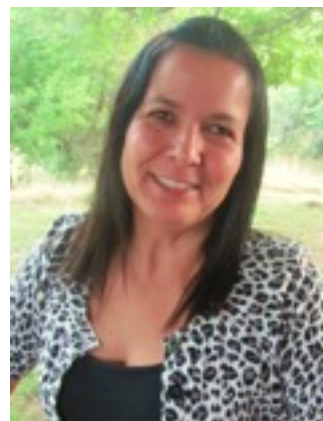
Mrs. Schlotthauer enjoys spending time with her husband and three daughters. Her interests include hiking, finding new music, new recipes, and shopping with her girls. She was born in South Dakota, and is an enrolled member of the Cheyenne River Sioux Tribe. She has lived in California for over 23 years.

The Healdsburg School Spring Musical: We are pleased to announce the THS Spring production of Meredith Wilson's "The Music Man". AND we need your help! If you are interested in helping in anyway PLEASE contact Bear Tracks a.s.a.p. We will need help with set and prop design, costumes, community advertising, etc. Look for further information regarding this production in the weeks to come. Thank you in advance for your help!

BRASS & WOODWIND INSTRUMENTS NEEDED!!!

Sixth Grade Brass/Woodwind Unit: We will begin a band instrument unit during the sixth grade music class time. This will be an introduction to brass and woodwind instruments and learning to play in an ensemble. If anyone has one or more of the following instruments please let us know.

- Flute
- Clarinet
- Oboe
- Bb Saxophone
- Trombone
- Trumpet
- Euphonium
- Snare Drum



Digital Media and Networks

Our children live in a world of electronic connectedness, immersed in a sea of digital media and networks. Their access to social networks (Facebook, MySpace), video-sharing sites (YouTube), electronic gadgets (iPods, cell phones, laptop computers), and video games provides them with amazing learning opportunities and, at the same time, it provides simultaneously alluring distractions. This letter is the first of several informing you about how we at THS are thinking about and addressing these challenging issues as educators, as well as providing you with some relevant resources. In UVA professor Mark Edmundson's essay "Dwelling in Possibilities", he considers the promises and perils of digital media and networks and describes them as "multipliers of the possible" and centrifugal technologies, worrying that they are limiting our children's opportunities and even capacity to think in a sustained and deliberate manner. Edmundson is not alone in these concerns. Dozens of books have been published in the last few years about the digital distraction made possible by constant electronic connectivity. One of the more balanced treatments of this complicated reality is *Hamlet's Blackberry* by William Powers (Harper, 2010). Powers is a former staff writer for the Washington Post, who has written extensively on media and technology. He acknowledges the multiplicative possibilities and opportunities provided by our wired lives, yet at the same time laments the "Digital Maximalism" that can occur as a result. Some of the most engaging readings in the book are the descriptions of his family's efforts to disconnect (he calls them "Internet Sabbaths") in order to carve spaces for more face-to-face socializing and ruminative explorations of "inner space" (as Edmundson describes it). The case he makes for planned disconnection is a thought-provoking one.

A recent comprehensive study about youth media use is the MacArthur Foundation's three-year ethnographic study, the Digital Youth Project, available in summary form on-line² and in book form (*Hanging Out, Messing Around, Geeking Out: Living and Learning with New Media*, MIT Press, 2009). Over three years, several research teams around the country interviewed over 800 youth and conducted 5,000 hours of online observations. The results are fascinating and reveal why many youth find their now ever-present digital possibilities important and compelling. The study provides a powerful and detailed insight into the extraordinary learning potential and challenges provided by our burgeoning digital cultures. They make a persuasive case that youth's participation in this networked world suggests new ways of thinking about the role of education. What would it mean to really exploit the potential of the learning opportunities available through online resources and networks? What would it mean to reach beyond traditional education and civic institutions and enlist the help of others in young people's learning? These are the sorts of questions we need to entertain as a school and as parents with regard to our "digital native" children.

The implications for education as we know it will no doubt be transformative in the years ahead. One important doubt, though, is what that future will look like. We will continue to think about and discuss as a school these important issues and involve the entire School community. We will keep you posted (electronically, of course).

The letter in March will discuss the myths and realities of multitasking.

Links:

Living and Learning with New Media: Summary Findings of the Digital Youth Project

<http://digitalyouth.ischool.berkeley.edu/report>



Spelling Bee Update

Champion Brendan and Runner-Up Samantha are heading for the Regionals!

Twin and Multiple Day Celebration



THS FREE FRIDAY BBQ

New date for our BBQ! Please mark your calendar for March 25th, after school from 3:00-5:00pm, weather depending!



Bravissimo

Bravissimo is, as of February 11th, a **sold-out** Event! Congratulations to the Event Committee for making it happen! If the last events are any indication, this one is looking to be another successful fun evening for our community.

Hope to see you all at John Ash's on February 12th!

Happy Valentin's!



Please send inquiries in regards to Bear Tracks to betting@thehealdsburgschool.org. We'd love to hear from you!