

THS BEAR TRACKS



November 4, 2010 Volume I

2009 Moonbeam Children's Book Awards Results

Celebrating youthful curiosity, discovery and learning (and have nice stocking stuffers)

The Moonbeam Awards ceremony was held on October 10, 2009 as part of the West Virginia Book Festival in Charleston, WV. The Moonbeam Children's Book Awards are intended to bring increased recognition to exemplary children's books and their creators, and to support childhood literacy and life-long reading.

Creating books that inspire our children to read, to learn, and to dream is an extremely important task, and these awards were conceived to reward those efforts. The award winner by category are:

1. Board Book/Cloth Book - My Baby Can Talk: First Signs, by JK Waidhofer
2. Alphabet/Counting Book - Fun with ABCs Loteria Style, by Luciano Martinez
3. Pop-up/Cut-out - Kirby's Derby, by George White and illustrated by Jason O'Malley
4. Activity Book 1 – Games, Arts & Crafts - It's All Fun and Games, by Isabelle Bertrand
5. Activity Book 2 – Educational, Science, History - Spilled Ink: A Writer's Commonplace Book, by Naomi Kinsman
6. Book with Music/Theatrical - One Night in Frogtown, by Philip Pelletier and illustrated by Verne Lindner
7. Picture Book - Preschool - Colors All Around, by Bo Young Kim
8. Picture Book - 4-8 Year Old - (tie): Sofa Boy, by Scott J. Langteau; illustrated by Rion Vernon (Shake the Moon Books) and The Tale of Rusty Horse, by Emily Lim; illustrated by Neal Shar
9. Picture Book - All Ages - (tie): Too Perfect, by Trudy Ludwig; illustrations by Lisa Fields (Tricycle Press) and Under the Night Sky, by Amy Lundebrek; illustrated by Anna Rich
10. Juvenile Fiction – Early Reader/1st Chapter book - Who Rescued Who? by Janis Power; illustrated by Meggan Kehrl
11. Pre-Teen Fiction – General - Chrissa, by Mary Casanova
12. Pre-Teen Fiction – Fantasy - Magickeepers: The Eternal Hourglass, by Erica Kirov



13. Pre-Teen Fiction – Historical/Cultural - Graveyard of the Sea, by Penny Draper
14. Young Adult Fiction – General - Shadow Boxing, by Sherie Posesorski
15. Young Adult Fiction – Fantasy/Sci-Fi - The Broken Thread, by Linda Smith
16. Young Adult Fiction – Horror/Mystery - Always Watching, by Brandilyn Collins and Amberly Collins
17. Young Adult Fiction – Historical/Cultural - Natasha Lands Down Under, by Katherine McCaughan
18. Young Adult Fiction – Religion/Spirituality - Redefining Beautiful, by Jenna Lucado with Max Lucado
19. Children’s Poetry - What I Did on my Summer Vacation, edited by Bruce Lansky and illustrated by Stephen Carpenter
20. Non-Fiction – Picture Book - (tie): Smart-Opedia Junior (Maple Tree Press) and Ripley's Believe It or Not! Seeing is Believing, by Geoff Tibbals
21. Non-Fiction - Young Adult - (tie): Album of My Life, by Ann Szedlecki (The Azrieli Foundation) and E/96: Fate Undecided, by Paul-Henri Rips



An excellent article on Student Leadership

Student Leadership Today, by Grant Nelson

As my Associated Student Body (ASB) cohorts and I sat in the shade of a tall oak tree, we all shared what student leadership meant to us as individuals. We communicated in the well-known circle any organized group has seen before and wore the casual summer attire that would apply to any high school students ready for school to begin come a week or so. "I believe student leadership is being a good role model in your school," one student replies. "I believe student leadership is doing the right thing, and having people look up to you," another remarks. "I think student leadership has to do with being a trustworthy person, one that others can depend on," a third adds.

These are all true, but how then can one define what a student leader truly is if there are so many definitions? Well, I believe there are a few main qualities every student leader needs, and also have identified some of the reoccurring themes I have seen in the words student leadership, words that seem to gain recognition as the years progress.

Student leadership is quite simply what it sounds like; leadership on a student level. Why is this an important characteristic for a school to have? Because each school, whether small or large, has similar attributes to those of a community. Within the school are hundreds to thousands of students, all from different backgrounds, with different beliefs, different values, and different abilities, all coming together with different focuses in life. In most cases, these students all share one building, and many of them also share one goal, and that goal is to become accepted.

No student wants to go to school, whether elementary, junior high, middle school, or high school, and be rejected, finding that she/he doesn't fit into "the crowd" as the person she/he is. This is a prime instance of where student leaders can step into action. If someone could approach a new student and just give him a handshake or a high-five, saying something like, "Hey, how are ya? My name is Greg, What's yours?" " Oh, Hi, Matt, nice to meet you. Well, I'm glad you are here at this school, and hopefully I'll see ya around." If an unsure student can realize that he or she can be himself or herself and be accepted at school, then this student has already taken the first and hardest step of fitting into a community, and that is being accepted for who one is, instead of being accepted for who one is trying to be.

Above, Greg simply introduced himself, taking seconds out of his day to go out of his way to say "hi" to someone new. For Greg, a senior, and a part of the Associated Student Body (ASB), it was easy, and he actually did the same for with a few other students. For Matt, however, it was his first day of school as a freshman. Matt was nervous about attending high school but is already feeling better because an upperclassman took time to say hello. Simple gestures of friendliness and a sincere heart for people are some of the qualities respected student leaders have.

Through ASB, leadership classes, and similar courses, students are being taught to give time for others, which is another characteristic I believe student leaders need; the humility to give oneself for someone else. Whether one gives one's time, an ear to listen, a shoulder to lean on, or just a handshake, showing someone that they are important enough to get to know is showing them that they matter.

Are the only student leaders in high schools today the ones who are in ASB or the ones enrolled in a leadership class? No, in fact, some of the students I see demonstrating the leadership characteristics I value most don't even

know that they are leading. These students aren't necessarily the ones up at the podium for all the assemblies or the ones leading the crowd cheers. These students are the ones you may find talking in the library to a student who feels frustrated with his life, or having a conversation in the parking lot with a student that had a bad day. These few students are making a serious positive impact on those who need help the most. Making a positive impact on a group of people is one thing, but sitting down with an individual, listening to that person, and showing him that you care is what really changes lives.



I have noticed one main truth about student leadership throughout my high school experience. This truth is that every student who wants to make a difference in his or her school must be willing to take action. Talking about the student who is eating alone a few tables across from you does not comfort him. Talking about the girl that gets made fun of in science class will not help her situation. Many of today's student leaders I have met understand this virtue, and I just hope that over time more students catch on. It is only then that the halls of our schools will be filled with joy, that there will be no student at school who feels alone, and that the school community will be able to achieve true greatness.

Grant Nelson is Associated Student Body President at Mount Si High School, in Snoqualmie, Washington. He is also vice president of the Washington Association of Student Councils (WASC) board, and WASC rep for the Washington State Learning First Alliance (WSLFA).

Heart Walk Results

The Heart Walk results are in and THS did a fabulous job of raising money for this very worthy cause. The earnings totaled over \$5000.00! Way to go THS! The individual class results are as follows:

Team Kindergarten:	\$1499.00
Team First Grade:	\$835.00
Team Second Grade:	\$1981.00
Team Third Grade:	\$100.00
Team Fourth Grade:	\$100.00
Team Sixth Grade:	\$50.00
Team Seventh Grade:	\$475.00



Green Education

Our planet and its citizen residents are facing a growing number of issues related to the environment. Education is the key. From environmental awareness to producing scientists, politicians, international relations experts, media producers, and others, our school will assist students in finding the answers to our environmental issues.

Students will be motivated as they achieve higher levels of learning in all content areas from science and math to cultural studies and nutrition and other areas when they are involved in projects such as The Edible Schoolyard, The Globe Program, Jason Projects, the Global Johnny Appleseed Project and many more global classroom projects focused on the environment. From renewable fuels, to designing “green” buildings (including “green” schools), gardening, nutrition, environmental law, and more, we can teach “green”.





Fall Planting

True to Wine Country style, the Kindergarden class with their 5th grade buddies got their hands dirty, and we are talking real dirty. There are few things children enjoy more than digging in the dirt. They are fascinated by looking for worms and bugs and love to water the garden and anything else in the near vicinity. Children also enjoy planting seeds, watching them grow and harvesting what they have grown. By cultivating their curiosity about these things, we can help them to develop a love of nature. The THS garden is a special place to explore and discover the natural world.



"Gardening is any way that humans and nature come together with the intent of creating beauty"

- Tina James, poet



Margaret Struve, mother of kindergartner, wrote:

"The visual I had going into this project was very different from reality. I thought I would have these patient angels who would quietly poke a hole in the ground, sprinkle a few seeds, and gently cover them. It was more like a seed food fight!!! Now we have at least one bed that is a mystery garden...very funny".

Thanks to Nicole Simpkins, mother of twin kindergarten girls, for the wonderful photos!

A Civic Debate



On October 19th the THS Student Council, lead by Student President Haley MacPhail, with the help of Corey Paulson, 8th grade teacher and Debate Coach, hosted an absolute first in Sonoma County.

The 7th and 8th grade students of THS lead the candidates for Healdsburg City Council in an inspiring civic debate on many issues that matter to their generation and the community at large. All of the six candidates participated in the debate and the THS Campus Center was filled to capacity. This civic debate was held to help us better understand the views, ideas and proposals from candidates that are running for our Healdsburg City Council.

Candidates running for office are Steve Babb, Rosie Fabian, Susan Jones, Shaun McCaffery, Loretta Strong, Jim Wood. The candidates all have strong opinion on job creation and economic development. Addressing the students questions regarding; “ What do you see to be the career opportunities in the Healdsburg area for me and other students like me when we graduate from college in 2020? Mayor Jim Wood answered: “I don't think Healdsburg can survive forever on food and wine. We need to have other businesses in town. I'd love to see a lot of diversity. I don't want to see every other store on the Plaza be a wine-tasting facility.”

This event is yet another example of our efforts to engage students in real-life learning situations in the community, and to help them understand the importance of their roles in being participants in life outside the school walls; using what they know and applying it.

The Road to IB



® We continue in the process of an exciting relationship with the **International Baccalaureate Organization**, focusing initially on the authorization for Primary Years Program (PYP), K-5, which is followed by the Middle Years Program (MYP), 6-8.

The road to authorization as an International Baccalaureate school is rigorous and lengthy, taking up to 5 years or more. For the past 2 years, we have been actively involved at the first level; training most of our teachers at Level 1 in both the Primary Years Program (PYP) and the Middle School Years Program (MYP). This training at the first of three levels is compulsory prior to authorization. From our beginnings we have also utilized the IB strategic teaching methods using Units of Inquiry in the lower school, and focus on the language of the IB in learner profiles and attitudes in our value based curriculum throughout the grades. We also incorporate two world languages, rather than only one as required by IB. Our strong curriculum is the right foundation to this excellent international, inquiry based program. Through the IB Organization we can give our student the wonderful opportunity to network with other students throughout the world who are being educated to the realities and challenges of a global, 21st century community.

Reaching our goal of teacher training this year, we have submitted our “Interested School Form” for the process related to the PYP to IB Americas, and received a welcoming reply, and will now begin the 6 month phase of preparing application form part A to be submitted next spring. With the approval of this application, we will then enter into Candidacy stage 1. We will be keeping the community informed as we move forward in this process.

Board of Trustees - What is it?

The Healdsburg School is a not-for-profit corporation licensed by the state of California. It is governed by a Board of Trustees selected for their interest and expertise through an internal nominations process. The Board is given the "trust" to establish the essential nature of the school, to raise necessary funds, and to hire the Head of School. Trustees are invited to serve for three-year terms. The Board has ultimate responsibility for the school and concerns itself with accounting for the use of tuition and other funds. It does so by devising and controlling budgets, serving as the school's legally accountable body, appointing a Head of School, and setting general school policy. Board members receive no compensation or preferment for their service and are called upon to make extensive time commitments.

Board members do not involve themselves in the daily operation of the school except through the operation of appointed committees. The Board does not hear complaints, sit as a court of appeals, or overturn the Head's decisions. However, the Board determines the essential nature of the school, its academic emphasis, its style of relations with the public, and its methods of self-evaluation. In close cooperation with the Head of School, the Board determines the kind of education to be provided. The Board delegates to the Head of School authority to hire and terminate employees when necessary based on her/his assessment of individual suitability for the school.

It is a goal that the Board be constituted not only of parents, but also of parents of alumni, alumni, and civic and community leaders who desire to support and perpetuate the school's mission. The Healdsburg School seeks for its Board individuals who have an objective commitment to the school, who by their own support and leadership contribute to the school's growth and financial well-being, who seek to work voluntarily on a variety of committees, and who, through their leadership in the community, bring recognition and honor to the school.

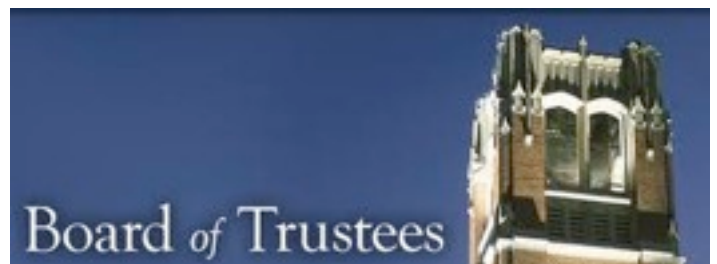
Looking to the Future

As part of our commitment to our mission to provide our children with the best high school preparatory education, the Board of Trustees is in the ongoing process of updating our long range plan for the school in 2011. The plan is our roadmap to further excellence in education over the next five years and identifies key priorities and initiatives for the growth and health of The Healdsburg School.

THS's Board of Trustees is preparing to interview the candidates for the next round of Board expansion appointments in the spring of 2011. All Individuals interested in applying for a position should consider scheduling an interview and a tour of the campus before the end of this year.

Please contact Phil Hurst, Chair of the Board, to schedule an interview.

phil@truetthurst.com



After School Matters

Lest anyone doubt the reach of America's after-school woes -- more than 14 million K-12 students, including 40,000 kindergartners and almost 4 million middle school students, take care of themselves after school -- it appears even the economy is suffering. A new study by the Women's Studies Research Center at Brandeis University, shows that the workplace productivity of U.S. parents suffers when they are worried about what their kids are doing after school - Grant, Jodi, Director of the After School Alliance.

We need more after school programs. We need after school programs that meet the needs of the 21st century student. What are those needs? What possibilities exist for designing such programs? How can we create programs that are fun, motivational and educational?

"No one believes that when the bell rings at the end of the school day, children stop learning. Curiosity bubbles inside the minds of children from the moment they wake in the morning to when they go to bed at night." - McLeod, Scott, Dangerously Irrelevant

Our challenge is to encourage, connect, and foster learning throughout a child's day. How do we help children make sense of all the information and experiences in their lives? How do we ensure that all children have opportunities to reach their full potential in a competitive world where thinking skills are the most important asset of a society? Can we financially effort to do this?

How can we extend the learning throughout the day for all children? Part of our task in collaborating with the steering committee, parents, students and community members will be to work toward designing some programs which will meet these needs. There are many possibilities: various clubs such as photography, gardening, writing, bicycle building, the arts, sports, culinary arts, creating student-run businesses (entrepreneurship), and many more.

ASA Enrichment

The Healdsburg School's After School Academy (ASA) just finished a 6 weeks lesson in golf.

TGA provided a fun filled curriculum combining golf instruction, exercise, education and life values. Every student got personal attention. TGA encourages the 5 Level Program to promote a lifelong passion for GOLF. This class was offered to all students in K-8.

At this time ASA offers classes in Clay, Fencing, Music, Chess and Golf.



BRAVISSIMO SPONSOR - VIP Petcare Services – Piccolo level

In January of 1995 VIP Petcare Services began providing mobile vaccination clinics at pet and feed stores throughout the Bay Area. Over the past thirteen years VIP has combined top quality veterinary supplies, affordable pricing, and superior customer service to become the leading veterinary vaccine service in Northern California. We currently hold about 200 clinics and provide veterinary service to over 8,000 pets per month.

VIP now offers all canine and feline vaccinations, microchipping, blood and fecal testing, flea and tick control, ear mite treatment, deworming, and heartworm prevention at all of our clinic locations. Several of our products are also available for purchase online or by phone for our clients. Our services are provided by a state licensed veterinarian without an examination fee.

The staff at VIP Petcare Services strives to make preventative veterinary medicine affordable for all pet owners.

Call us to find out how we can save you time and money by providing you with professional, convenient service for your very important pets. 800-427-7973

Athletic Director, Dan Harting:

Kindergartners are doing great learning right from left. In fact, it seems that the majority of the class has this down already. Due to their advanced level, we've been playing games that I normally reserve for the second half of the year such as: Octopus and Shark Attack. We have added a different color light for Red Light -Green Light every week and this week it was purple which is called leap frog. Next week I'll add aliens and spaceships to the games. This involves hula-hoops and soft sponge balls. They're going to love this one!

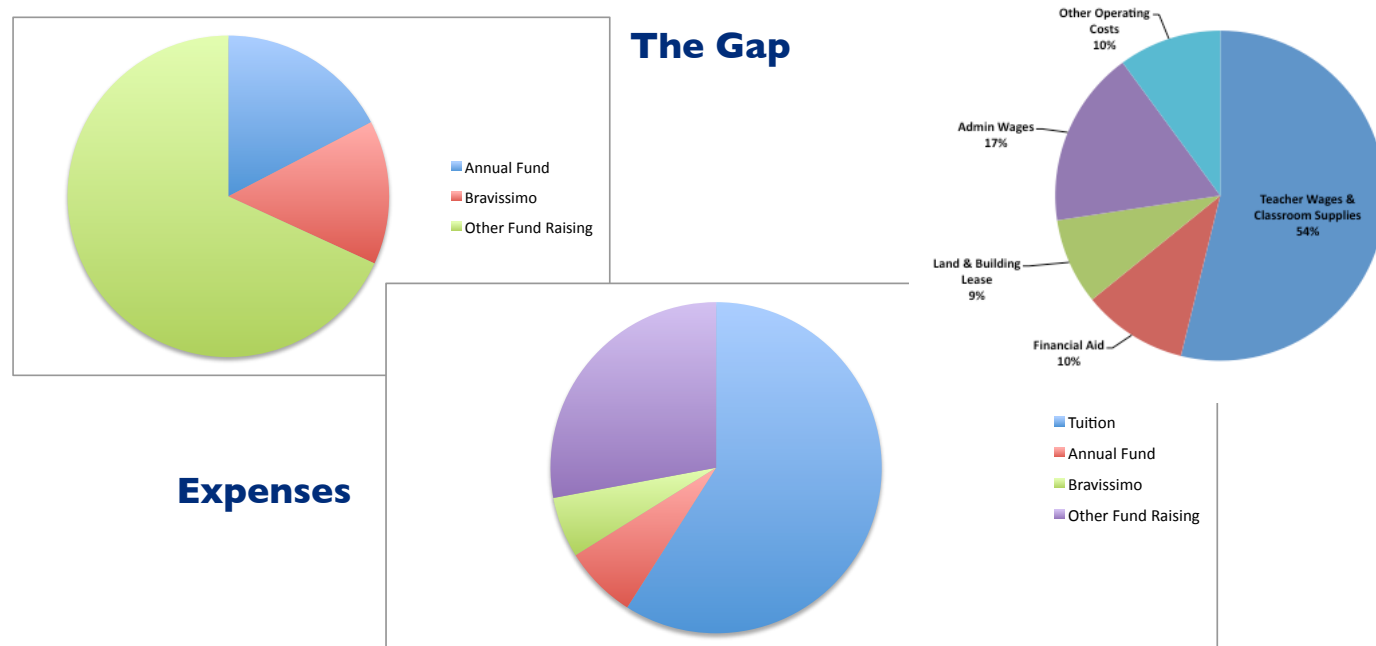
Lower grades have been honing their running skills, running drills, and stretching knowledge. I also added lunges to their workouts this week. These grades have some very talented athletes and enthusiastic runners. I'm looking into putting together a local cross country meet for third through fifth grades. (Stay tuned for more information.) Some students have expressed interest in running on the cross country team but since it's only for fifth through eighth grades I'd like to create something for the younger ones. I have allowed two fourth grade students to practice with the cross country team and they are proving that they can hold their weight with the older runners. I'm quite impressed and look forward to the years to come when the lower grades become upper grades and are able to participate in middle school sports. Lower school students have also been honing their volleyball skills and capture the flag tactics.

Upper school students had their last week of swimming this week. I was impressed by the level of improvement of these classes in the pool as a whole. By this last week they were all able to complete their laps quite quickly and have plenty of energy to jump off the diving board and participate in relay races. I added the tandem relay this week which is a race of two students, one who is the arms and the other the legs. One student pushes off from the wall and the other grabs the first by the ankles as they swim away. Team work is the key! Also added was the dog paddle where each student is judged by their speed and bark. The swimmer who barks the most and with creativity combined with swimming speed wins. Both events created a lot of laughter for the students as well as for me and the other pool users. Fifth through eighth grades will be going to the Healdsburg High School track next week to start testing for the mile run. We will be at the track for four weeks in a row working on improving their mile time through pacing, speed work and sports psychology. They will be tested again at the end of the four week block and at the end of each trimester. Each day, when the running is completed we will be playing a giant game of Ultimate Frisbee on the field for the remainder of the class time. I love this game and am looking forward to introducing it to the students!



THS Annual Fund, starting in November.

The annual fund supports programs at THS which can't be offered unless funded by the annual fund drive!



When it comes to independent schools we often talk about "The Gap". It may come as a surprise to many that even full tuition doesn't cover the cost of The Healdsburg School education...not by a long shot! The fact is that every child at THS is being subsidized at some level.

There is a historic reason why independent schools are run this way. When tax rates were higher and charitable donations weren't subject to rigorous scrutiny, schools charged less with an implicit understanding that donations would be forthcoming. It was a win win, schools got the funding they needed and parents got a little subsidy from Uncle Sam. Once this system was put in place it never changed.

Funding the gap is, obviously, one of the major financial challenges facing all independent schools every year. Traditionally, school management (administration & trustees) meets this challenge from two sources. First from the endowment which is a reserve fund that is invested to yield both growth and income that goes directly to the budget. The second source is annual fundraising activities with Donors, the Bravissimo Event, and the Annual Fund itself. At this early stage in life for THS we do not have an endowment fund, but the Board has created a plan to build one under the forthcoming structure of our first Capital Campaign.

By choosing to send your children to THS you have a very big vested interest in the financial well being of the institution. In a real sense we are all stewards of the school. The campus, the amazing faculty and staff who energize and challenge our children did not all appear by magic! The Healdsburg School exists because of the foresight and the ongoing generosity of parents, trustees and community members who have created and sustain an exceptional place of learning.

The Gap for THS is \$7,900 per student per year that needs to be covered with fundraising activities like the upcoming Annual Fund. We are asking for 100% participation.

LONGER SCHOOL DAYS ARE ON THE HORIZON



Obama Lauds Korea's Education of Children

U.S. President Barack Obama Tuesday called for the United States to look to South Korea in adopting longer school days and after-school programs for American children to help them survive in an era of keen global competition, according to Yonhap News Agency Wednesday.

"Our children _ listen to this _ our children spend over a month less in school than children in South Korea every year," Obama told a gathering at the U.S. Hispanic Chamber of Commerce here. "That's no way to prepare them for a 21st-century economy."

Obama made the remarks while emphasizing the need for sweeping reform of the U.S. education system for which he earmarked \$41 billion out of the \$787 billion stimulus package to cope with the worst recession in decades.

"We can no longer afford an academic calendar designed for when America was a nation of farmers who needed their children at home plowing the land at the end of each day," he said. "That calendar may have once made sense, but today it puts us at a competitive disadvantage."

The U.S. president called for Americans "not only to expand effective after-school programs but to rethink the school day to incorporate more time, whether it's during the summer or through expanded-day programs for children who need it".

At THS, the discussion of the pro and cons for longer school days or shorter summer break has started.

California Association of Independent Schools

Policy Statement Opposing the Ranking of Schools

The California Association of Independent Schools welcomes and encourages the diversity of its member schools, vigorously supporting the principle of independence that allows each school to clarify its values and to develop differentiated programs that best suit the varied interests, abilities, goals, and needs of its students and their families.

CAIS member schools value the individuality of each student, as well as the uniqueness of each of our campus communities, and we recognize that students are well served when their families seek and find the best school “match” for each of their children. Because no two schools—or students—are exactly alike, parents and students are inescapably obligated to make choices based on their own thoughtful observations and reflections.

Accordingly, we believe that neither member schools nor prospective families derive benefit from ranking systems that evaluate schools using narrowly focused and simplistic criteria. We therefore recommend that our schools do not participate in such rankings and that applicant families do not rely on them as accurate indicators of educational quality.

Adopted by the CAIS Board of Directors October 8, 2009

THS’s Head of School and the Board of Trustees has evaluated this recommendation, however we have decided to continue our ERB testing program to further refine our academic curriculum.



THS FREE FRIDAY BBQ

Due to the overwhelming number of social event this month at THS the FF BBQ will be held on;

November 12 at THS from 3-5pm.

Please join us!



BRAVISSIMO Grande Sponsor – Truett Hurst Winery

Truett Hurst Winery is nestled in the heart of picturesque Dry Creek Valley. Our commitment to earth-friendly stewardship, handcrafted wines and providing an unforgettable experience to our guests is paramount and echoes throughout everything we do. It can be seen in our 4 acre organic garden, 15 acre heritage clone vineyard of Zinfandel and Petite Sirah, Grove 47 (our 60 year old olive grove & picnic area), newly remodeled tasting room utilizing recycled and sustainable materials along with our sheep and goat habitat.

No wimpy wines here, our winemaking style is big, bold and robust. To produce our award winning wines we utilize small lot proprietary production techniques that allow us to derive ultimate flavor and color extraction without harsh tannin production. Aged in mostly French oak, our Zins and Petite have become real crowd pleasers and are a great accompaniment to our weekend live music and smoky BBQs on the patio.

Drop by for an unparalleled and natural Zen winery experience. Soak up the positive energy of the babbling creek while kicking back in our comfortable Adirondack chairs or stroll through the garden for a cornucopia of vegetable delight. Either way we are confident that Truett Hurst Winery will be one of your most memorable Dry Creek visits.

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