



January 6, 2012

A Report to the Community from the Blaine County School District

www.blaineschools.org

Public Invited to Senior Project Day: Thursday, January 19

The public is invited to Senior Project Day at Wood River High School. Senior Projects are a requirement for graduation in the State of Idaho. WRHS was one of the first schools to implement Senior Projects before the State requirement; the program at WRHS continues to be a model for other schools in the state. Student-led independent learning is a capstone to the K-12 education in Blaine County. The self-directed endeavor represents personal and academic

growth for every student in the public school system. "This project meets all students where they are and asks them to go further," says Senior Project Coordinator and WRHS teacher Julia Grafft.

This annual event is an excellent opportunity for the public to see how its tax dollars are being used to increase student learning and prepare students for the 21st Century.

About Senior Project Day at Wood River High School

WRHS is located at 1250 Fox Acres Road, Hailey. Look for parking signs.

10:00-11:30 am Open House and Walk Through for the Public

11:00 am-12:30 pm Optional Orientation and Lunch for Panelists

1:00-2:30 pm Senior Project Presentations

Would you like to be a panelist? Panelists review three to four senior project presentations and evaluate them according to a predetermined rubric. Contact Senior Project Coordinator Julia Grafft at jgraft@blaineschools.org or complete the survey at <http://www.surveymonkey.com/s/GR6FF3M>

Meet Kaili Smith



Kaili Smith's dream job is to work in special events. "I love the energy of it and the challenge," she says. For her Senior Project, Smith was the Communications Director for the Yale Whiffenpoofs' Community Outreach Tour during the Sun Valley Jazz Jamboree. "I was responsible for phone calls, emails, flyers, setting the schedule and keeping track of the details of the event," said Smith. "The biggest challenge was the timing of my project. Planning for the Whiffenpoofs' Outreach Tour needed to happen right away when school started, so I had to do everything at once," said Smith. She credits her mentor, Marty Orwig, with making the experience so enjoyable and productive. "I learned a lot from her, including how not to stress when the inevitable change of plans happens during an event," said Smith. Smith's Senior year has been a busy one, between applying to colleges, competitive gymnastics, an after-school job, classes at the high school and her independent study of AP European History. "I spent the summer in Europe and love learning about the history," said Smith. "I'm looking forward to college and the future. This project showed me how much there is to learn in the real world."

Meet Conor Murray

Inspired by hip hop culture, Conor Murray decided to reconstruct a pair of Nike sneakers for his Senior Project. The process involved stripping the sneakers, also known as kicks, down to their base materials and rebuilding the shoe with new, high quality materials. "Nike uses cheap leather and I'm rebuilding the shoes with better leather and higher grade components. They will be much more durable and they will have my own personal design," said Murray. "I've learned about the design industry, the garment trade, and shoe manufacturing," Murray continued. He spent about 65 hours researching the design and manufacturing process. "It took a lot of time to find the materials. My mentor, Jim Gill, a saddle maker in Bellevue, helped me find the sources for leather. I had never sewn anything before; it's been a big learning curve," said Murray. Custom kicks are a part of hip hop culture and identity; Murray has been corresponding with one of the up-and-coming names in the business, Jake Ferrato. "He's been giving me pointers and inspiration," said Murray. In addition to taking seven classes, three of which are on-line, Murray is applying to eight different colleges, mainly in California. "This project gave me a taste of what it will be like to be in charge of my own education - I can't wait," concluded Murray.



21st Century Learning

Our mission: To be a world-class, student-focused, community of teaching and learning

Written and produced by the
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International Baccalaureate – The Power of Change

By Jane Walther, EdD, IB Coordinator

Powerful change is occurring in the International Baccalaureate (IB) Middle Years Programme at Wood River Middle School and High School. IB offers high quality programs of international education to a worldwide community of schools. The program develops inquiring, knowledgeable, and caring young people who create a better and more peaceful world through intercultural understanding and respect.

Recently 6th grade teachers Claudia Gaedert and Ginger Rierden taught an integrated unit in which the driving question was *“How do human actions affect earth’s sustainability?”* Students studied persuasive writing in language arts, economic systems in social studies, and sustainability in science. The unit kick-off activity was a field trip to the Beck family farm, a working farm that implements sustainable practices, and to the Silver Creek Preserve, where students investigated the environmental and economic factors that affect conservation.

One of the aspects Claudia Gaedert enjoys about the IB program is that it “goes beyond memorizing facts. Students have to make connections into the future and understand how scientists are involved in solving problems”. According to Ginger Rierden, “this was

a student-led unit and every student felt a part of it”.

At Wood River High School, 9th grade World History teachers asked their students, *“Why is religion important to people around the world?”* This unit question created a framework for students to investigate religion as it is practiced around the globe. By applying the IB Area of Interaction (or lens) of Community and Service, students were able to focus on how religion influences communities in different cultures. Students created and shared their “glogs” (interactive posters) to demonstrate understanding of the history and fundamental beliefs of different religions. They also participated in a Socratic seminar which required them to use their knowledge of world religions to answer the unit question.

World History teacher James Foster says he enjoys teaching in the IB program because of “the international focus IB provides and how the learner profile can be infused into class on a regular basis, reminding students to be balanced, risk-taking inquirers.”

What is in store for IB? In January 2012, an IB workshop will be held at Wood River High School for the remaining teachers and administrators who have

not received training. In February, an IB consultant from Colorado will visit both WRMS and WRHS to work with staff and help further the implementation of the program. In the meantime, all IB teachers in grades 6-10 are working

to complete curriculum maps and unit plans which will aid in aligning their instruction with the IB program. Teachers have embraced these changes and have done an amazing job working together to accomplish our IB goals.

What is the International Baccalaureate (IB)?

An organization that works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

What is the IB Middle Years Programme (MYP)?

An International Baccalaureate program designed for students in 6th-10th grade, consisting of coursework in: language arts, second language, social studies, math, science, art, technology, and health/PE.

A program that encourages students to make connections between traditional subjects and the real world, and become critical and reflective thinkers.

There are some misconceptions about the IB Middle Years Programme:

| MYP is not... | MYP is... |
|---|---|
| for gifted students only | differentiated instruction and assessment designed to meet the learning needs of all students |
| focused solely on rigorous academics | designed to provide an education that balances academics with students’ emotional and social well-being |
| separate from Dual Immersion (DI) | a program with course work in first and second languages, so DI can be an integral component |
| something you need to register your child for | a program in which all WRMS students are enrolled automatically |
| a really difficult program | a program that challenges, enriches, and remediates |
| a separate set of classes | integrated across 6th through 10th grade curriculum |
| only in Blaine County | offered at 899 schools in 81 countries |
| a “flavor-of-the-month” academic trend. | a world-renowned program which is based on research and requires extensive teacher training and collaboration |

Why is the MYP an area of focus for the Blaine County School District?

- Increases academic rigor
- Incorporates internationalism
- Develops well-rounded students
- Encourages community involvement and service
- Encompasses project-based learning, 21st century skills, and critical thinking

Where can I find more information?

- <http://www.ibo.org/myp/index.cfm>
- <http://www.ibo.org/informationfor/parents/>
- <http://www.blaineschools.org/Schools/WRMS/IB.aspx>
- Dr. Jane Walther – MYP Coordinator – 578-5030 ext. 2365



In their Power of Change campaign, students designed and sold buttons, an effort that was supplemented by a generous donation. Over \$3,000 was donated for “Beneficial Insects and Butterfly Garden” to be installed at the Nature Conservancy’s Silver Creek Preserve. Button designers from left to right: Winter Stevens, Monica Carrillo Casas, Bella Jurovich, and Sabina Barber (not pictured, Eli Roberts).

Coffee with the Community Legislative News



Come meet the BCSD Leadership Team. From January 11 through March 21, administrators and school board members from the BCSD will visit local coffee shops every Wednesday morning from 8:30-9:30 a.m. These informal visits are a chance for you to meet administrators and school board members and discuss anything related to Blaine County Public Schools.

Coffee with the Community Schedule

Wednesdays, 8:30-9:30 AM

| | | |
|-------------|-----------------------|----------|
| January 11 | Starbucks | Ketchum |
| January 18 | Hailey Coffee Company | Hailey |
| January 25 | Oak Street Cafe | Bellevue |
| February 1 | Coffee Grinder | Ketchum |
| February 8 | Java | Hailey |
| February 15 | Adamson’s | Carey |
| February 22 | Tully’s | Ketchum |
| February 29 | Zaney’s | Hailey |
| March 7 | Picabo Store | Picabo |
| March 14 | Java | Ketchum |
| March 21 | Shelly’s Deli | Hailey |

Advanced Placement Leads to College Success

Advanced Placement courses help students acquire the skills and habits needed to be successful in college. Students engage in intense discussions, solve problems collaboratively and learn to write clearly and precisely. Students have the ability to earn college credit and stand out in the admission process. According to the parent company of AP, College Board, AP students are more likely to graduate from college in four years. Even students who do not earn college credit, but take AP classes are more likely to succeed in college. One of the BCSD Board of Trustee goals is to increase the number of students taking AP classes each year.

At Wood River High School AP courses include:

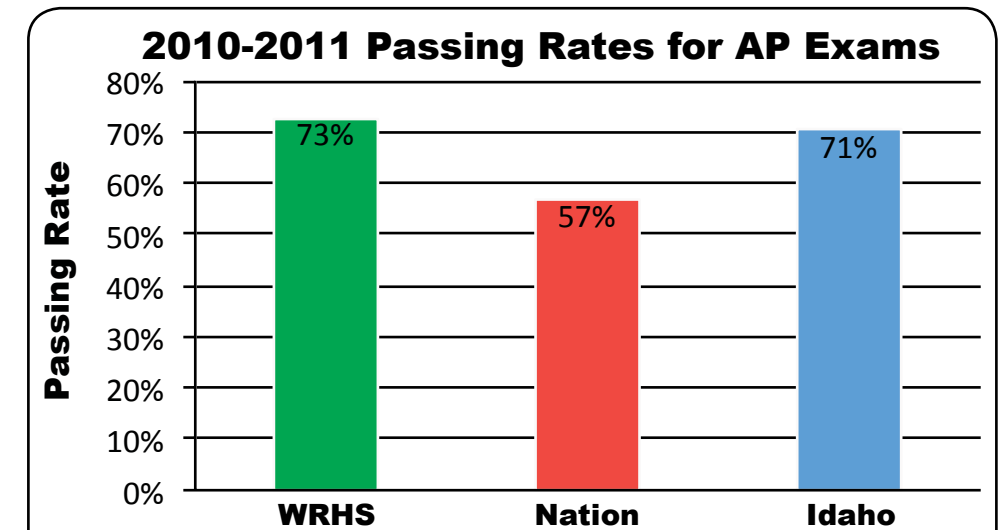
| | |
|-----------------------------------|--|
| AP English Literature | Additional courses being considered for next year are: |
| AP English Language & Composition | |
| AP Calculus A/B | |
| AP Statistics | AP Environmental Science |
| AP Physics | AP Studio Art |
| AP Biology | AP Computer Science |
| AP US History | AP Psychology |
| AP Government | AP Music Theory |
| AP Macroeconomics | AP Chemistry |
| AP Microeconomics | |

Dual credit classes are also offered at WRHS and Carey High School. Classes offer students the opportunity to graduate with college credits when they receive their high school diploma. Carey High School offers Advanced Placement Calculus.

| At WRHS | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|---------------------|-----------|-----------|-----------|-----------|-----------|
| AP Classes Offered | 6 | 8 | 9 | 10 | 9* |
| Students Enrolled** | 100 | 116 | 122 | 224 | 249 |

*AP Biology was first offered in 2007-2008 and is offered every other year.

** One student may be enrolled in more than one AP class.



AP exams are scored 1-5. Passing scores are 3, 4, and 5. Passing rates are the percentages of students who received a score of 3 or above. The passing rates used in this figure are based only on the AP exams taken by WRHS students, including: Calculus A/B, English Language & Composition, English Literature, Government, Macroeconomics, Microeconomics, Physics, Statistics, and US History.

BCSD Board of Trustees attended the Idaho School Board Association conference in the fall. Recommendations for the Legislature can be found at www.idbsa.org. On Tuesday, February 14th, ISBA will hold its annual Day on the Hill in Boise. School board members and the Superintendent will meet with legislators and attend the Senate Education Committee meeting. The new legislative season is sure to bring renewed attention to House Bill 197 which affects maintaining current local funding for the District. The majority of funding for Blaine County public schools comes from the Budget Stabilization Levy, created in 2006 when Governor Risch proposed the Property Tax Reform Act. The Budget Stabilization Levy received the full support of Governor Risch, as well as the Senate and House in 2006. Last year, Representative Ken Roberts from Valley County introduced legislation that would remove the Budget Stabilization Levy, a consistent and reliable source of funding for public schools in Blaine County.

The Stabilization Levy represents the difference between state funding for salaries and actual salaries the Blaine County School District has to offer to keep class sizes small, which is what parents want. To receive updates from the Blaine County School District on Legislative News, sign up for newsletters at www.blaineschools.org.

Project Based Learning: Math Students Analyze Cost of Light Bulbs

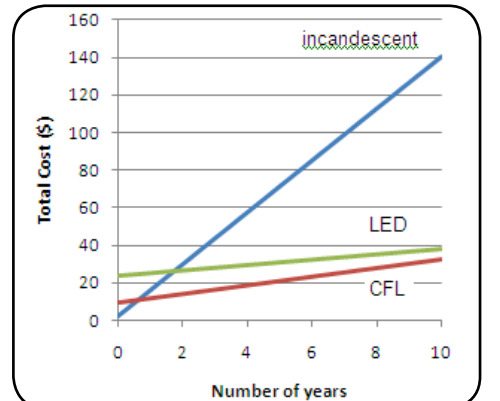
Project Based Learning is taking off in the Blaine County School District. Project Based Learning, or PBL’s, are rigorous and relevant standards-focused projects that engage students in authentic learning activities and teach 21st century skills. PBL’s begin with a driving question. In Marcia Grabow’s Intermediate Algebra classes at Wood River High School, the driving question was *“Should you stock up on 100 watt light bulbs?”*

type of bulb, should it be compact fluorescent (the swirly ones) or LED?”

Four classes of algebra students tackled this question by comparing the total cost – both buying the bulbs and paying Idaho Power for the electrical energy to run the light bulbs. Bottom line: don’t stock up on incandescent bulbs! Compact fluorescent bulbs (CFL) cost only slightly more than incandescent, they last longer, and they use a lot less energy, so they pay off within one year.

“I’ve learned a lot from the project. I think I’ll remember [how to solve linear systems] better, and I could go through the same type of process if I had to make a decision on another topic.”
– Student Alyona (Aly) Taylor

For more details, please visit: wrhs.yolasite.com



Grabow explains, “Beginning January 1, 2012, standard 100 watt (incandescent) light bulbs can no longer be produced in the United States. Incandescent bulbs are very inexpensive – less than \$1 per bulb, and the alternatives are more expensive. Should we run out and buy a 5-year supply of standard bulbs before January 1, or replace incandescent bulbs with a new type of light bulb? If we’re going to buy a new

From the graph, we see that after 10 years, this incandescent 60 watt bulb would cost \$140, while a CFL equivalent light bulb would cost about \$30.

BCSD Board of Trustees

Regular Meeting Schedule
Tuesday, January 17, 6:00 pm
Tuesday, February 21, 6:00 pm

Special Meetings/Board Work Sessions
Thursday, January 26, 12:00 - 1:30 pm
Wednesday, February 29, 12:00 - 1:30 pm

All Board of Trustees meetings are held at the BCSD District Office 118 W. Bullion, Hailey

Visit www.blaineschools.org for meeting agendas and webcasts.

Stay in Touch with BCSD



Sign up for our BCSD Weekly Update at www.blaineschools.org



Sign up for RSS feeds and get automatic updates from the front page of the BCSD website, including Board meeting notices. You can also sign up for RSS feeds for each school’s website.



“Like” us on facebook for another way to stay in touch and up to date with BCSD.

Alumni News

Matt Jost, WRHS class of ‘05. Graduated from BSU in ‘09 with a degree in Business/ Entrepreneurial Management. He is currently working on his Master’s Degree in Adult Education / Recreation at the Univ. of Wyoming. Matt traveled to Nepal this fall with The Aqua Vitae Project. The group made first descents of two rivers in a paddle raft as well as bringing cholera medicine and water filters to villages in the region. During the summer Matt is a river guide in Idaho.



Rachel Kaufman, WRHS class of ‘07, is pursuing a degree in Theater from BSU and recently received a Certificate of Merit for Stage Management from the Kennedy Center American College Theater Festival.

BCSD Alumni – Send Us Your News!

Graduates of Wood River, Silver Creek and Carey High Schools are invited to send us their news. Send your news to Communications Director Heather Crocker at hcrocker@blaineschools.org, or “Like” the BCSD on Facebook and let us know what you are doing.

Our Voices, Our Schools

A regular feature introducing the community to our educators, parents, and students

Meet Maritt Wolfrom, Wood River High School Teacher

How long have you been a teacher?

I have been with Blaine County School District for 9 years. Prior to teaching here I taught at an experiential based private high school in Belgrade, MT.

What subjects and grades do you teach?

For the last few years I have primarily been teaching World History to 9th Graders and Advanced Placement Government and Politics.

How has International Baccalaureate impacted your teaching?

IB has introduced a much more holistic approach to how I teach. Most of my actual classroom strategies have not changed dramatically but the context in which I do them is more focused and if they don't fit with the IB model then they have been weeded out. I've never been the traditional history teacher who stands in front of kids lecturing, showing power point presentations and videos so this has been a fairly seamless transition for me as a teacher.

My strategies focus on skill-building. In social studies this includes reading strategies, vocabulary building, note-taking skills, document analysis, and research. When you shift to skills-based learning, you then can ask students to apply skills to solving a wide range of problems in the form of Unit Questions. These Unit Questions and the accompanying Areas of Interaction are used to drive the inquiry and use of skills.

The IB Learner Profile also gives us a platform to discuss character education as we all attempt to be learners who are *principled, risk-takers, communicators, thinkers, caring, open-minded, reflective, balanced, knowledgeable, and inquirers.*

How has IB has made a difference to students?

The students are taking their understanding of the material to a much deeper level and are much more engaged in the learning process. I've even allowed students to write their own unit questions and drive the inquiry process themselves. They then have a vested interest in what they are learning and are quite proud of the work they create. It has also set the bar high with regards to rigor and it assumes that everyone can meet that standard.

Have there been any surprises or challenges related to implementing IB in your classroom?

The challenge is always time. It takes quite a bit of planning to implement a quality IB unit and to reflect and revise that unit. And in World History, a subject that has been traditionally driven by content and chronology it has been difficult to let go of some of the content. It has led to some great collaboration among my colleagues about what we truly want our kids to learn and be able to do. Do we care that they know the exact date of the Magna Carta or is it more important that they can analyze the importance of the Magna Carta and explain its influence on democracies today?

Another challenge is that not all kids are successful but the bright spot is that IB allows them to reflect and learn from their failures. Some of the most amazing growth comes from reflecting on our failed attempts at a finding a solution to a problem.

Finally, it is often organized chaos. I see my role as a facilitator pointing kids in certain directions and letting them run with a concept. Some kids may be working in small groups. Some students may

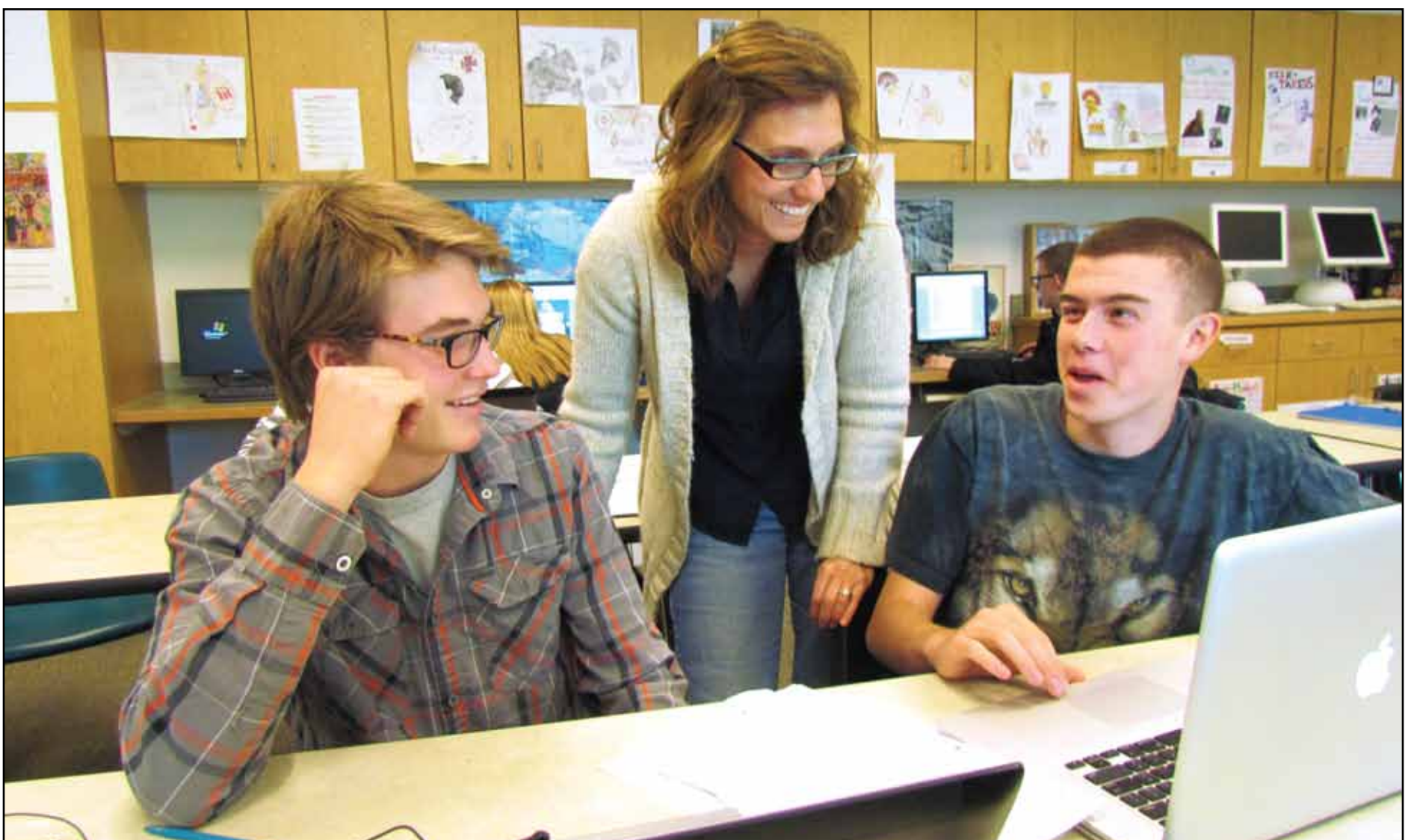
be asking to go to the library. Others may be constructing a model while others are quietly taking notes from a book. Each student or student group is given the power to solve the problem as they see fit (within the boundaries of the rubrics) and using the skills we have honed. As a result, my room is not always orderly and neat.

What opportunities will students have with IB in the future?

Students in World History at the High School will continue to experience more IB Units with Unit Questions and Areas of Interaction. They will be able to share what they've learned with their peers, their teachers, their administrators, their parents, and at times, the public. We'd love for the guests to come and give the kids feedback and see just how amazing this learning process is. This practice will continue through the 10th Grade and ultimately prepare them for the personal project in 10th Grade (required by IB) and the Senior Project in 12th grade.

What are you passionate about in regards to teaching?

I thrive on kids' enthusiasm. When kids find things exciting and interesting I find them exciting and interesting and vice versa. I want kids to go home excited about what they've learned in World History. I want kids to come in and share new information that they have read or seen on the History Channel. That means I've turned on the light and that makes my world brighter!



Maritt Wolfrom works with 11th Grade AP Government students Chase England (left) and Jake Adicoff (right).